MINUTES

MONTANA HOUSE OF REPRESENTATIVES
54th LEGISLATURE - REGULAR SESSION

JOINT SUBCOMMITTEE ON EDUCATION & CULTURAL RESOURCES

Call to Order: By **Chairman Royal C. Johnson**, on January 25, 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: Sandy Whitney, Legislative Fiscal Analyst
Amy Carlson, Office of Budget & Program Planning
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:	Agricultural Experiment Station; Montana Extension Service; Fire Services Training; Talent Search
Executive Action:	None
Other Discussion:	Introduction of RIT Amendment

HEARING ON MONTANA AGRICULTURAL EXPERIMENT STATION

{Tape: 1; Side: A}

Mike Malone, President, Montana State University-Bozeman, explained that the Montana Agricultural Experiment Station (MAES) is one of three agencies affiliated with Montana State University-Bozeman (MSU-Bozeman). The total budget of MAES is $18.5 million of which the state supports $7.2 million, and the balance of funding is from federal grants and private grants and contracts.

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

Tom McCoy, Dean of Agriculture and Director of MAES, Montana State University-Bozeman, provided an overview of the Montana Agricultural Experiment Station. **EXHIBIT 1** MAES greatly benefits the state in its research efforts that provide improved plant breeding and improved agricultural management. MAES research works to provide solutions for agricultural problems and is moving toward increasing efforts in plant pathogen research. These efforts are currently dependent on legislative authorization to construct the Biosciences Research building.

There has been significant reduction in MAES funding from state general fund since 1992, while federal funds have stagnated in recent years. A particular concern of funding reductions is that the Governor's recommended pay plan of 2.5% can only be achieved through vacancy savings in MAES because MAES does not have tuition to use for pay plan increases. This, in effect, will be a budget reduction. It is frustrating for MAES faculty to not get pay salary increases while MSU-Bozeman faculty do get increases, because MAES faculty works very closely with students in almost all phases of projects.

{Tape: 1; Side: A; Approx. Counter: 830}

REP. MIKE KADAS asked how many students participate in MAES projects and how many faculty are cross-funded between MAES and MSU-Bozeman. **Mr. McCoy** answered that several hundred students are working on MAES projects at any point in time, generally for credit on independent projects and for pay. The new biotechnology degree at MSU-Bozeman requires student internships with MAES or similar agricultural projects. Almost all MAES faculty are split, some with the Montana Extension Service. The split is generally funded 80% MAES and 20% MSU-Bozeman.

{Tape: 1; Side: B}

REP. KADAS asked for an explanation of how the negotiated salary agreements effect the faculty salaries of the various agencies of the University system (MAES, Bureau of Mines, etc.), including how tuition and the state pay plan are involved. **Dr. Malone** said in the past 60-70% of agency salaries were general funded with tuition picking up the rest. With the new negotiated salary agreements, tuition is expected to pick up a much larger share, and it will be difficult for the universities to pick up that large a share of salary with tuition. Although there is a teaching component in the agencies, most of the thrust is in research that brings state-wide benefits and should most appropriately be supported through general fund. Cutting agency budgets is one option, but the agencies are already doing considerable cutting to achieve vacancy savings. The 2.5% state-wide pay plan is included for the agencies from the general fund, and the negotiated salary tuition increases for the 20% teaching component of research faculty salaries are included in the current 8.5% tuition increase.

Rob Spector, Vice President for Administration and Finance, MSU-Bozeman, said if MSU-Bozeman's negotiated salary agreements evolve as expected, this will include $520,000 for the agencies for the first year, which would require an additional 3-5% MSU-Bozeman tuition increases on top of the current 8.5% tuition increase. The 80%/20% salary split only applies to the faculty at the Bozeman campus. The other 20 FTE MAES station faculty across the state are 100% research funded.

{Tape: 1; Side: B; Approx. Counter: 280}

Kent Wasson, Board Member of Northern Research Center in Havre, said MAES needs to retain a high level of resources. North of Malta all wheat grown is from MAES research. Montana's economy cannot afford to idle back or stay stagnant. Montana needs to stay in the forefront in agricultural research. "What is good for agricultural economy we know is good for the state economy."

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

Steve McDonnell, Montana Wheat and Barley Commission, said the Montana Wheat and Barley Commission has funded a lot of research at MAES and have gotten a lot back from that research. MAES is well run and well managed. The subcommittee is asked to view the budget request as generously as possible.

{Tape: 1; Side: B; Approx. Counter: 390}

Jody Wills, MAES Advisory Council Member, said she is a cattle producer and has benefited from MAES research. She asked the subcommittee to please continue financial support of MAES.

{Tape: 1; Side: B; Approx. Counter: 458}

Milt Munson, DeKalb Genetics Inc., said he is a user and supporter of MAES. Agriculture is 40% of Montana's economy and can only remain viable by making sound production decisions based on current and accurate research. Dekalb Genetics Inc. went from number one in the market to a distant number two when it decreased its financial support of research. The current top company is also the top financial supporter of research. Agricultural research should be supported at the highest level possible.

{Tape: 1; Side: B; Approx. Counter: 700}

Dr. Malone reported MAES almost had to close one of its stations in 1991 when the legislature reduced MAES funding. Montana will probably remain economically reliant on agriculture for the next 100 years and MAES research is vital to agriculture's viability.

HEARING ON THE COOPERATIVE EXTENSION SERVICE

{Tape: 1; Side: B; Approx. Counter: 795}

Dr. Malone said that a traditional role of land grant universities is to provide outreach services through extension programs. State, federal and county dollars fund extension services on an equal ratio. There are extension programs in all 56 Montana counties. Traditionally agriculture has been the focus of extension programs, but, as the population shifts to urban areas, cooperative extension has also begun to shift its focus. Advisory groups are set up to help the extension service determine appropriate focus areas. The new Burns Telecommunications Center at Montana State University-Bozeman will be the hub of delivery for new and expanded programs.

{Tape: 1; Side: B; Approx. Counter: 885; Comments: Continue on Tape 2, Side A}

Andrea Pagenkopf, Ph.D., Director of Cooperative Extension Services at Montana State University-Bozeman, provided an overview of the Cooperative Extension Service. **EXHIBIT 2** 49 field offices directly service 55 Montana counties, with the 56th county being serviced with 4-H programs. All extension service agents are MSU-Bozeman faculty who work with local advisory councils to identify and address the needs of the community. The extension service stresses life-long learning so adults can keep up with changing technologies in agriculture and other economic development areas. The extension service also offers credit and non-credit courses in communities that cannot easily access on-campus learning experiences. The focus of the extension service is to:

1) Increase or maintain economic productivity while remaining sensitive to the environment.
2) Increase the vitality of local communities in collaboration with other agencies, such as local chambers of commerce and the Governor's office for economic development.
3) Strengthening families by offering programs outside of regulatory mandates, which make people more comfortable in the learning process.

The cooperative extension service will have a 2.5% salary increase in the next biennium, plus 2.5% vacancy savings. All extension service faculty located at the Bozeman campus have joint faculty appointments with other schools on campus. With the expectation of the results of the negotiated salary agreement, the extension service budget will be $158,000 short for FY96 and $168,000 short in FY97. These shortages would force some services to be cut. Currently the number one reason reported in exit interviews for people leaving employment with the extension service is low salaries.

{Tape: 2; Side: A; Approx. Counter: 690}

Marsha Hollingsworth, Chairwoman for Montana 4-H, said extension service programs teach "how to think" rather than "what to think" by helping participants learn to set goals and make plans to

obtain those goals. The cooperative extension service builds human capital to its full potential.

{Tape: 2; Side: B}

Bob Lee, a diversified agriculture producer, testified he has been involved in many extension service agricultural programs. The extension service provides help to agricultural producers in understanding and meeting changes. **EXHIBIT 3**

{Tape: 2; Side: B; Approx. Counter: 117}

Kelly Raths, a high school student active in 4-H, said the 4-H in Montana has 32,000 youth enrolled. The extension service serves as a clearinghouse for 4-H information and provides up-to-date information needed to accomplish 4-H project goals. 4-H's motto is to "make the best better" and Montana has the best 4-H program in the country.

{Tape: 2; Side: B; Approx. Counter: 223}

Kelly Donovan, irrigated and dry land farmer, said as a user he is very supportive of the cooperative extension service and its link through MAES. MAES uses the extension service to disseminate information about progress made through MAES research. **Mr. Donovan** is also a 4-H leader; 4-H teaches management skills to students. The strong support of both the extension service and MAES is how Montana stays strong as an agricultural producer.

{This hearing is continued after the RIT Amendment discussion}

DISCUSSION ON AMENDMENT TO HB2 FOR RIT POLLUTION PREVENTION FUNDS

{Tape: 2; Side: B; Approx. Counter: 365}

REP. DICK KNOX, HD93-Winifred, presented an amendment to HB2 to request an appropriation of RIT funds for pollution prevention. **EXHIBITS 4 & 12** The pollution prevention program is a good program that works. Small businesses don't have on-site environmental staff to help pinpoint pollution prevention areas and keep the business updated on regulations. The RIT pollution prevention program provides this assistance. The program works toward waste minimization and keeping small businesses in compliance with pollution regulations. If the program terminates, many small businesses will have problems keeping abreast of regulations and staying in compliance.

SEN. JERGESON asked why this was being brought to the Education subcommittee rather than Natural Resources or Long Range Planning. **Debbie Schmidt, Executive Director, Environmental Quality Council,** explained that this particular program is operated through the Bureau of Mines and is in that budget. The program is not asking for proceeds of RIT, but for a share of the interest money.

CHAIRMAN JOHNSON said it is not appropriate to discuss this issue in this meeting because proper public notice was not given. A hearing on the issue will be scheduled for a later date.

CONTINUED HEARING ON COOPERATIVE EXTENSION SERVICE

{Tape Malfunction - No Recording until Tape 3; Side A (Fire Services)}

Bob Gilbert, Montana Woolgrowers Association, testified that the Montana Woolgrowers Association is supportive of both MAES and the cooperative extension service, as the two programs go hand-in-hand. The Montana Woolgrowers Association is very complimentary of the use of advisory groups for MAES and cooperative extension.

Mike Green, Member of Associated Students of Montana State University-Bozeman and former 4-H member, said the students at MSU-Bozeman are supportive of the cooperative extension service but are concerned about the unfunded mandate to MSU-Bozeman to pay for this service. Student tuition increases pay the salary of the extension service faculty, which is not appropriate since this faculty does not directly teach MSU-Bozeman students and serves the entire state.

SEN. DARYL TOEWS said it seems that the extension service is spreading beyond the perimeters of its focus in such areas as parenting skills, which don't seem to fit the mission of "research based knowledge" and the training of farmers/ranchers in computer usages. **Dr. Pagenkopf** responded that the extension service teaches research-based information. For instance the parenting class doesn't set values, but rather helps parents learn how to communicate their own values. The computer classes are being offered at the request of agriculture producers who need these skills for better management. The function of the cooperative extension service is to respond to communities' requests for assistance in any area.

SEN. JERGESON asked how the extension service is responding to the prospects of displaced farmers if reductions and changes are made in federal policy and funding. **Dr. Pagenkopf** said that "often federal threats and realities don't coincide." Since Montana is primarily suited for agriculture, the assumption is "reason will prevail" and Montana agriculture interest won't be significantly hurt by possible federal changes.

SEN. JERGESON commented that since the government does not put much funding into research, perhaps private firms should provide salary funding for research faculty. **Dr. Malone** responded that land grant universities are expected to combine state, federal and private resources for research and extension activities. Thus it is appropriate to use general fund dollars for salaries.

SEN. ARNIE MOHL asked how county offices of the extension service are funded. **Dr. Pagenkopf** answered the county pays all office costs and 50% of the extension agent's salary.

CHAIRMAN JOHNSON asked if extension service programs are coordinated with other state and local agencies. **Dr. Pagenkopf** answered there is much coordination in appropriate program areas, such as with rehabilitative services and economic development.

HEARING ON FIRE SERVICES TRAINING SCHOOL

{Tape: 3; Side: A}

Butch Weeden, Director, Fire Services Training School, gave an overview of the Fire Services Training School. (FSTS) **EXHIBIT 5** FSTS is located in Great Falls, but all the action is on the road, where training takes place. There is no classroom training; it is all "action" training on site. Because of reduction in funding beginning in 1984, FSTS now has to impose fees for its services.

{Tape: 3; Side: A; Approx. Counter: 65}

Gary Mahugh, Vice President, Advisory Council for FSTS and Member of Creston Volunteer Fire Department, said the 9,000 volunteer firefighters and 400 paid firefighters in Montana all consider themselves to be professionals. FSTS tries not to say "no" to any requests, but with two trainers working 70 hour weeks and covering 36,000 driving miles a year, it is difficult to respond as completely as possible. FSTS uses newsletters, videos and phone consultation to reach many of the fire districts but can only serve approximately 20% of the fire districts with on-site training. Firefighters perform the way they practice, and FSTS provides vital practice tools. The fire services training school provides the impetus for communities to have their own sustainable services for training. Advisory Council for FSTS is proposing increases in trainers and the budget and ultimately would like to see Montana have six training regions with their own trainers. **EXHIBIT 6** The subcommittee is asked to consider these options for increasing services from FSTS.

{Tape: 3; Side: A; Approx. Counter: 320}

James Loffius, President, Montana Fire District Association and member of Montana Volunteer Firefighters Association, said FSTS training saves money for the people of Montana by putting out fires, lowering district insurance rates when firefighters are certified as properly trained, and providing skills needed by volunteer firefighters. There are volunteer firefighters in every fire district in the state, but some districts have not yet been reached by FSTS. The legislature is urged to keep current levels of funding for FSTS and increase funding if possible.

{Tape: 3; Side: A; Approx. Counter: 388}

Norm Rostocki, Chief of Marysville Volunteer Fire Department, spoke about the needs of small volunteer fire departments. **EXHIBIT 7**

{Tape: 3; Side: A; Approx. Counter: 635; Comment: Continue on Tape 3; Side B}

Bill Perrin, Training officer for Stevensville Fire Department, said Stevensville is part of the 20% of fire districts in Montana that have received on-site training from FSTS. Fire districts do get significant insurance rating breaks when they get approved training, which makes the fire department a great economic benefit to the community. It takes three people to train two fighters; at Stevensville the local trainers have worked with FSTS to provide their own training, which FSTS certifies. Even if fire districts cannot train to the standards of certification, there are training areas for the firefighters own personal safety that must be provided. FSTS provides resources and information for such areas as physical performance evaluations, hazardous waste and infectious disease training, and training for quick response unit assistance to rescue service squads. Fire departments need FSTS to be accessible at all hours, (most volunteer firefighters aren't available for training from 8:00am to 5:00pm Monday through Friday) and to be able to attend monthly fire council meetings in the communities. Volunteer firefighters are feeling added pressure as populations increase and expect broader service.

{Tape: 3; Side: B; Approx. Counter: 204}

REP. HOLLAND asked if FSTS had different standards for professional and volunteer fire departments. **Mr. Perrin** answered that all training standards are the same.

SEN. TOEWS asked why it is important to have FSTS trainers attend council meetings every month. **Mr. Perrin** said the Stevensville council has eleven fire departments and there are always training concerns and needs for networking and resources. **Mr. Weeden** said attendance at fire council meetings is a unique opportunity for FSTS to access many fire districts at once. The staff takes advantage of this opportunity to do needs assessments and disseminate information.

REP. KADAS asked if it the FSTS merger under MSU-Bozeman's Cooperative Extension Service has been good for FSTS. **Mr. Weeden** answered that in the four years since the merger there have been advantages seen, but a formal evaluation will not be made until the five year mark.

SEN. JERGESON asked what kind of savings do property landowners see when insurance premiums go down for fire district certification. **Mr. Perrin** said the first rating jump, from 10 to 9, is a very significant savings. The rating jump from 9 to 8 is an additional savings for residential property owners, then a rate jump to 6 is a significant additional savings for

businesses. **Mr. Rostocki** reported that Marysville individual property owners saved $65 per year when their rating went from 10 to 9. **Mr. Loffius** said his district (Missoula) achieved a total $2 million savings.

HEARING ON MONTANA EDUCATIONAL TALENT SEARCH

{Tape: 3; Side: B; Approx. Counter: 660; Comments: Continue on Tape 4, Side A}

Ellen Swaney, Director of American Indian/Minority Achievement, Commissioner of Higher Education Office, gave an overview of the Montana TRACKS program. **EXHIBITS 8 and 9** The project began with a private grant to track the number of minority students in Montana at both the K-12 and postsecondary levels. Until the project began it had been assumed that Native American students made up 5% of enrollment, TRACKS discovered the percentages are 10% in K-8, 7.6% in high school and about 10% in post-secondary (primarily because of tribal college enrollment). Although enrollment in post-secondary institutions is growing for Native American students, the completion rate is actually decreasing. The TRACKS project encourages high school and postsecondary completion by publishing a directory of Native American role models and offering a resume service to help identify minority employees for employers.

{Tape: 4; Side: A; Approx. Counter: 182}

Rene' Dubay, Director, Montana Educational Talent Search, Commissioner of Higher Education Office, provided an overview of the Educational Talent Search (ETS) program. **EXHIBITS 10 and 11** ETS provides intervention in 7th through 12th grades to help students overcome barriers to postsecondary education, which, in addition to economic concerns, include lack of family support of the importance of further education and students not seeing the necessity of postsecondary education to meet career goals. Many, but not all, of the students are Native American. ETS has a 95% high school graduation rate among its students and supports a lot of school-to-work efforts. The goals of ETS are not only to get students into postsecondary institutions but also to make these students leaders.

{Tape: 4; Side: A; Approx. Counter: 335}

Richard Crofts, Deputy Commissioner of Higher Education, said the TRACKS program is an example of the state at work helping people in a direct and immediate way.

REP. HOLLAND asked if ETS is geared strictly for students who attain certain academic achievement levels. **Ms. Dubay** answered that in many instances teachers identify students, regardless of their classroom grades, who could benefit from ETS.

CHAIRMAN JOHNSON asked how many FTE's are in ETS and TRACKS. **Ms. Dubay** answered there are 2 general fund FTE's in TRACKS and the ETS program is completely federally funded.

ADJOURNMENT

Adjournment: This meeting adjourned at 12:05 PM.

ROYAL C. JOHNSON, CHAIRMAN

PAULA CLAWSON, SECRETARY

RCJ/pc

[THIS MEETING WAS RECORDED ON FOUR 60-MINUTE TAPES]

EDUCATION

Joint Appropriations Subcommittee

ROLL CALL DATE 1/25/95

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

Montana Agricultural Experiment Station System

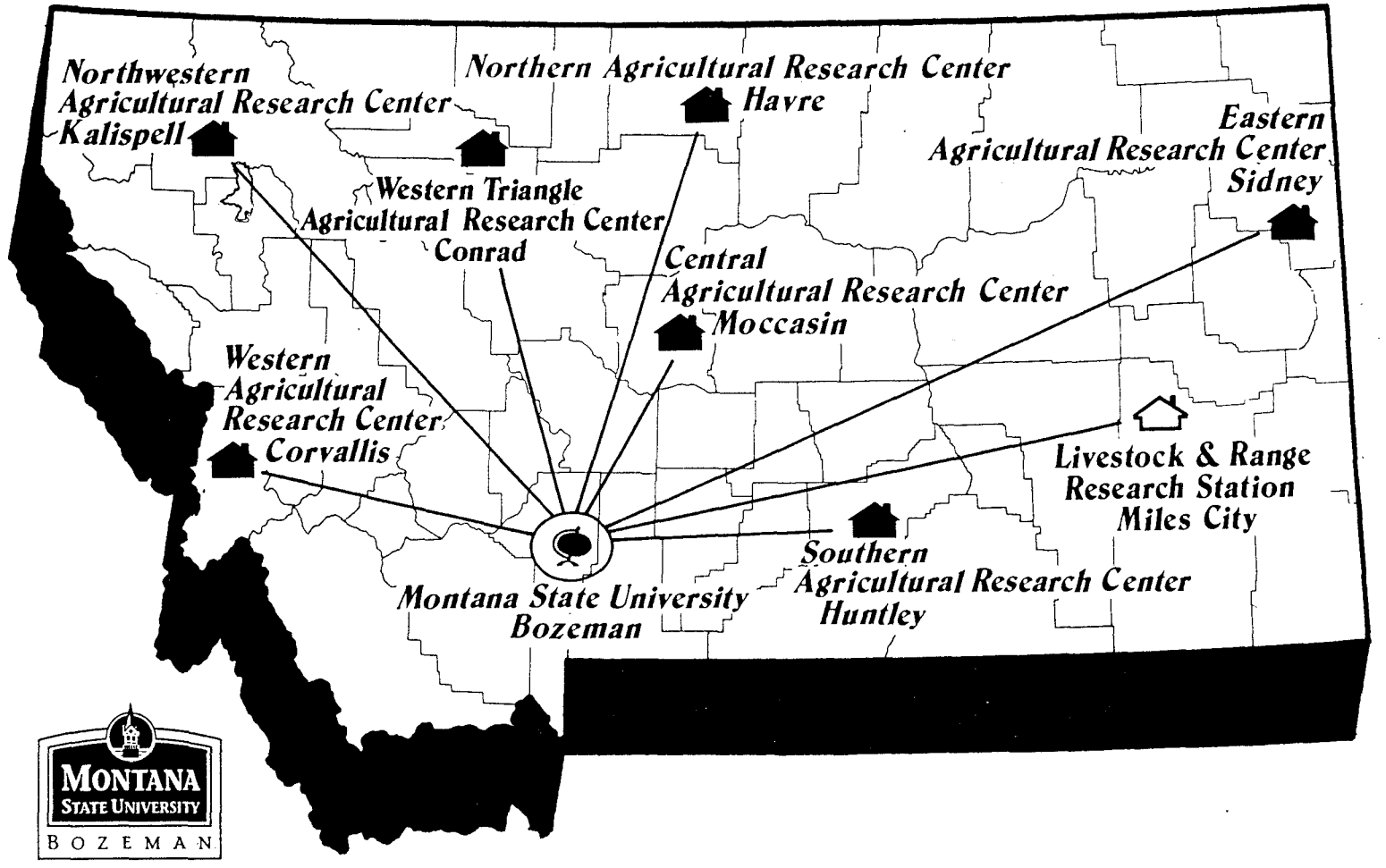
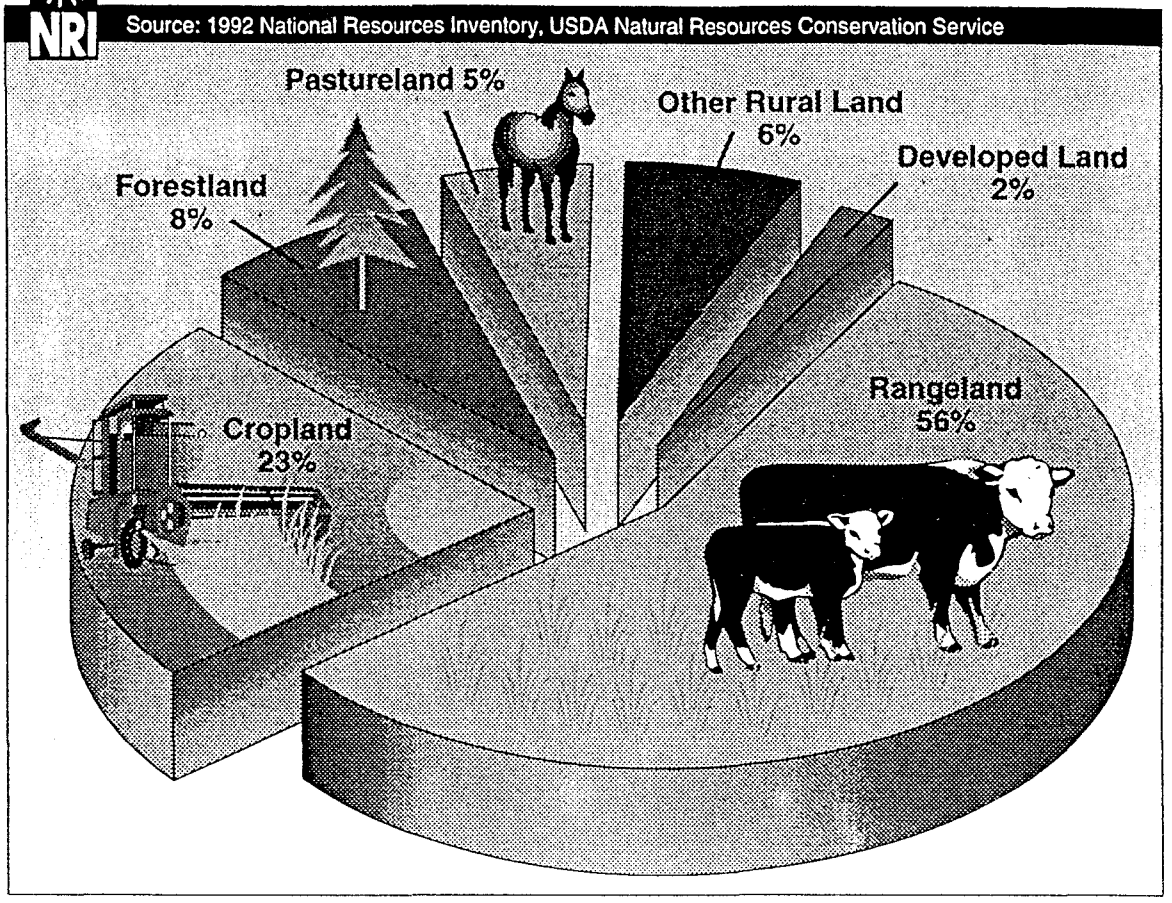


EXHIBIT 1
DATE 1/25/95
SB

HOW MONTANA'S NON-FEDERAL RURAL LAND IS USED



Other Rural Land includes CRP land removed from cropland acres.
Developed Land includes urban, built-up and rural transportation.

EXHIBIT 1
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AGRICULTURAL SALES INCREASE IN 1993

A comparison of selected Montana industries shows a 6 percent increase in agricultural cash income for 1993. A closer look reveals crop sales rose 4 percent, livestock sales increased by 5 percent, and government payments jumped 13 percent.

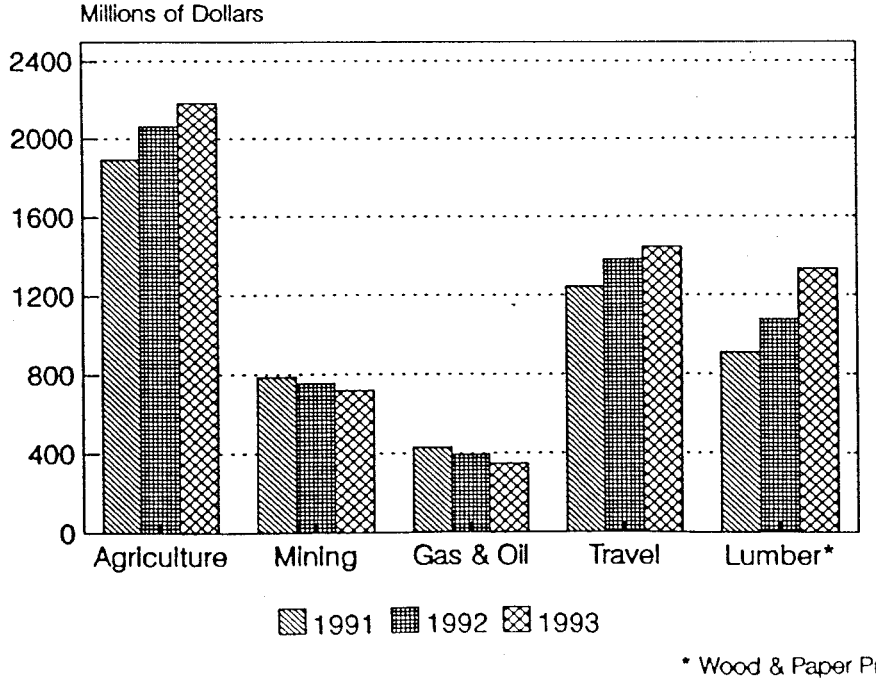
Gross sales in other industries were mixed. Travel receipts rose 4 percent while wood and paper products jumped 24 percent. Mining of metals, including coal, dipped 5 percent, and gas was down 12 percent.

	1991	1992	1993	93/92
		--Millions of Dollars--		% Change
Agriculture [1/]	1,894.0	2,062.9	2,188.5	106.1
Mining [2/]	787.5	754.1	719.5	95.4
Gas & Oil [2/]	431.0	395.5	347.0	87.7
Travel [3/]	1,245.0	1,386.0	1,447.0	104.4
Wood & Paper Products [4/]	910.0	1,075.0	1,335.0	124.2

[1/] Cash income including government payments.
[2/] Gross value, Montana Department of Revenue (1993 estimate).
[3/] Resident and Non-Resident Direct Economic Impact, Montana Department of Commerce, Promotion Division (estimate). Resident travel was estimated.
[4/] Bureau of Business and Economic Research, The University of Montana.

A COMPARISON OF SELECTED INDUSTRIES

Montana, 1991-1993

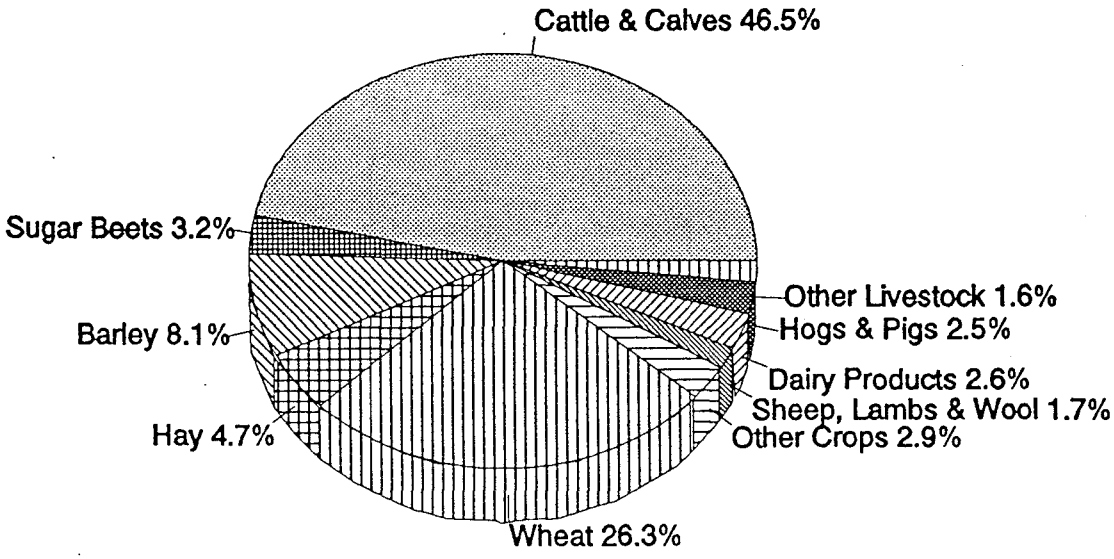


CASH RECEIPTS FROM MARKETINGS OF COMMODITIES, MONTANA [1/]

1989-1992 AVERAGE

LIVESTOCK
$881,290,000
54.8%

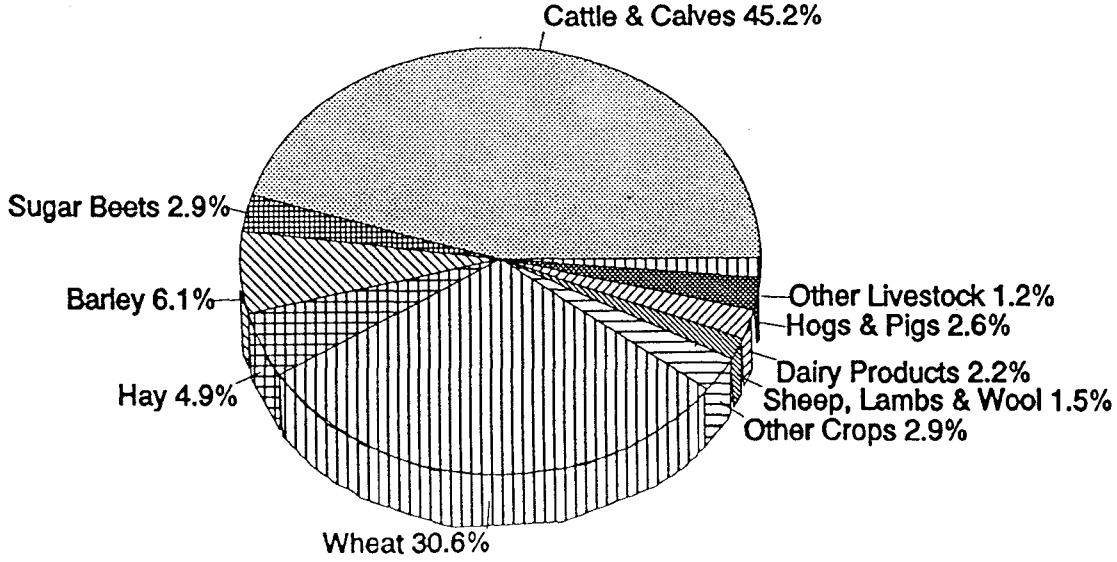
CROPS
$725,493,000
45.2%



1993

LIVESTOCK
$938,347,000
52.7%

CROPS
$842,685,000
47.3%



[1/] Details may not add because of rounding.

EXHIBIT 1
DATE 1-25-95

THE MONTANA AGRICULTURAL EXPERIMENT STATION: Improving Montana's Economy Through Research

The Hatch Act of 1887 created the State Agricultural Experiment Station system. This unique federal/state partnership supporting agricultural research formalized a contract for maintaining a viable agricultural industry and an affordable supply of food and fiber for America.

In 1893, Montana endorsed the terms of the Hatch Act with the designation of the Montana Agricultural Experiment Station in Bozeman. Since 1893 it has been the mission of the Montana Agricultural Experiment Station to conduct research that would benefit Montana's agriculture and therefore all of Montana. Our goal is to assist in keeping Montana's agriculture and related industries economically viable and competitive as we move into the 21st century.

National studies have documented that internal rates of return from investment in agricultural research exceed 40% (Huffman and Evenson, 1993. Science for Agriculture: A Long Term Perspective. Iowa State University Press). Research performed by Montana Agricultural Experiment Station faculty has significantly benefitted both producers and consumers in Montana. Income from agriculture in Montana exceeds $2 billion and represents 35-40% of the state's gross income.

The current state budget surplus partially results from the excellent production year in 1993 and the associated increase in income taxes. The capacity for varieties to produce high yields when environmental conditions are beneficial is due primarily to past research efforts. There is no doubt that average crop yields have increased significantly over the past decades and these increases are due to agronomic and breeding and genetics research. For Montana's agricultural economy to remain viable, there must be continued investment in research through the Agricultural Experiment Station.

BENEFITS FROM MAES RESEARCH

A few examples of how MAES research has benefitted Montana:

1. Cereal Crop Variety Development

   A number of high-yielding varieties of wheat and barley have been developed by MAES breeders and geneticists. MAES varieties of winter and spring wheat and barley account for significant acreage. For example, as much as 45% of the winter wheat acreage has been planted to MAES varieties. Recent releases of hard red spring wheat include Hi-Line and McNeal. Importantly, these varieties have high protein without sacrificing high yield. Over the last 30 years average yields of spring wheat have increased by more than 7 bushels/acre on dryland and 20 bushels/acre on irrigated. Average winter wheat yields in Montana have increased by more than 6 bushels/acre and barley yields have increased 12 bushels/acre on dryland and 25 bushels/acre on irrigated. With more than 5 million acres of wheat production in Montana a yield increase of one bushel/acre results in $15-20 million more in income per year. These increases are directly attributable to improved genetics and management as a result of MAES research.

2. Potato Improvements

   Average yields of seed potatoes have increased more than 100 hundredweight per acre over the last 30 years. This is largely due to programs initiated by the Montana Agricultural Experiment Station to maintain disease-free potatoes. In the 1960's, all potatoes grown were infected with PVX, a latent virus known to cause about a 25% reduction in yield. Because

of MAES research, virus-free potatoes were available by the late 1970's. In addition, a disease detection system was implemented to keep potatoes virus-free. This program has resulted in more than $100 million of increased income for Montana. Montana seed potatoes are highly valued and the Montana seed potato industry currently supplies the majority of seed stock for the western United States.

3. Disease and Insect Resistance
Because of efforts by MAES plant breeders, pathologists and entomologists, Montana has crops that are resistant to potentially devastating pests. For example, our wheat varieties are resistant to stem rust. While stem rust does not occur every year, research resulting in rust resistant varieties saves Montana grain growers millions of dollars in years when stem rust does occur. Current research by MAES will result in the eventual release of wheat varieties resistant to the Russian wheat aphid, wheat stem sawfly, and wheat streak mosaic virus.

4. Animal Science Research
MAES animal scientists have produced a number of significant advancements, Line 1 Herefords being one example. An inbreeding program with Line 1 Herefords has been ongoing for more than 50 years by MAES and USDA. This inbreeding program results in the elimination of deleterious genes and selection for important economic traits such as rate of gain. MAES scientists have demonstrated that maternal heterosis using crossbred cows can boost profits for commercial cattlemen by up to $70/cow/year.

5. Biocontrol Research
Research at Bozeman and at the Western Agricultural Research Center in Corvallis has identified several biocontrol agents for spotted knapweed and leafy spurge control. Future research in the proposed Agricultural Bioscience Building (NOTE: MSU is currently seeking authorization for construction of the Agricultural Bioscience Building from the 1995 Legislature) will identify plant pathogens, as well as additional insects that can be used for biocontrol of noxious weeds. For biocontrol to be successful, researchers feel that several biocontrol agents for each specific weed will need to be deployed.

6. Economics Research
Because MAES agricultural economics faculty had ongoing research programs, we were able to provide timely responses to critical issues affecting Montana's economy. Issues that agricultural economics faculty have provided important input on include: CRP (Conservation Reserve Program); tax and revenue policy, and international trade issues particularly questions concerning the impact of Canadian grain and cattle on Montana.

SOLUTIONS FROM FUTURE MAES RESEARCH

The MAES has provided significant economic return to Montana and future funding is requested for us to continue to provide solutions to agricultural problems. An overview of some of the solutions we can provide through research follows:

1. MAES scientists are conducting research that will provide answers to environmental concerns based on scientific principals rather than emotions. For example, a group of scientists in Bozeman, Corvallis (Western Agricultural Research Center) and Creston (Northwestern Agricultural Research Center) are conducting research that helps mint

EXHIBIT 1
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growers apply fertilizers for maximum production while protecting water quality. A multidisciplinary team of scientists in Bozeman is looking at movement of agricultural chemicals through the soil profile, in order to provide producers with the best management practices possible. In addition, scientists at the Eastern Agricultural Research Center in Sidney are conducting research on irrigation management.

2. Plant breeders, pathologists, and entomologists are currently developing wheat varieties resistant to the Russian wheat aphid, wheat stem sawfly and wheat streak mosaic virus. Research approaches include: conventional breeding, molecular genetic engineering and the use of DNA markers to facilitate development. For example, it is difficult to screen for resistance to wheat streak mosaic virus because the virus is transmitted by the wheat curl mite (an insect that is difficult to rear under laboratory conditions). Our spring wheat breeder has identified a DNA marker tightly linked to this gene for wheat streak mosaic virus resistance. Using the DNA marker will significantly accelerate the development of resistant viruses.

3. Conventional breeding and genetic engineering can be used to develop crop varieties that are more tolerant of cold, drought or saline soils. With genetic engineering it is now possible to transfer genes from virtually any organism into crop plants. Genes that protect plants from cold and water stress have been identified and MAES scientists will strive to transfer these into crop varieties adapted to Montana.

4. We now have the capability to modify starch, oil and/or protein composition of Montana crops. Future research will enable MAES researchers to develop varieties for specific end-uses. For example, if the proposed ethanol plant is built in Great Falls, this facility will benefit from varieties developed specifically for ethanol and gluten production. In addition, Pacific Rim markets are likely to develop greater varietal specifications. For Montana to remain competitive it will be necessary for our crop varieties to have the traits demanded by the highly competitive Asian markets. MAES has recently developed a hard white winter wheat for noodle production. In addition, MAES scientists are developing barley and alfalfa that are more efficient feedstocks. The goal is to achieve the same level of livestock production with less input of feed due to better utilization of the feed.

5. Biocontrol research will become an increased focus of MAES research if the Agricultural Bioscience Building is authorized by the 1995 Legislature. [NOTE: The building is being built by federal funds, (75% of the total) private and industrial funds (25% of the total). No state general fund money required.] The Bioscience Building will provide MAES with increased capacity to identify insects for biocontrol of noxious weeds and will add the capability of identifying plant pathogens for potential biocontrol. Biocontrol is the only feasible approach for managing noxious weeds on some of Montana's lands.

6. Animal health research being conducted by MAES scientists will result in the development of new vaccines to control infectious diseases of livestock. In addition, new diagnostic assays for identifying and controlling infectious diseases will be developed.

FUNDING
MONTANA AGRICULTURAL EXPERIMENT STATION

MONTANA AGRICULTURAL EXPERIMENT STATION FY94 EXPENDITURES		
SOURCE	AMOUNT	%
State General Fund - MAES	$ 7,282,768	39.3
Federal Formula Funds	1,914,873	10.3
Sale of Products	1,054,344	5.7
Designated & Restricted Funds	1,540,429	8.3
Grants & Contracts Activity	6,720,813	36.4
TOTAL	**18,513,227**	

FUNDING CONCERNS

- The overall economic development of Montana is assisted by MAES faculty through their research programs on two fronts:

  1. The research conducted by faculty and funded by both general fund and external sources produces solutions that improve the agricultural economy of the state.

  2. Faculty obtain grant funds that are primarily used to hire people. In FY94, faculty generated external grant and contract support averaging $85,000 per FTE.

- Reduction in faculty results in a corresponding loss of economic development opportunities for the state. In addition, the loss of faculty has a major negative impact on undergraduate and graduate teaching programs.

- The Governor's Executive Budget for FY96-97 does not include funding for the 2.5% proposed pay plan. This will result in a budget cut and the loss of faculty positions.

Montana Agricultural Experiment Station FTE ACTUAL		
BIENNIUM	FACULTY (AY BASIS)	TOTAL
1987	91.00	242.22
1989	89.12	243.22
1991	84.27	243.22
1993	82.35	229.34
1995	80.36	214.80

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DATE 1-25-95

HISTORICAL DATA FOR MONTANA AGRICULTURAL EXPERIMENT STATION
State Appropriated Funds
Program: Organized Research 02 (Excludes LARRL)

ACTUAL EXPENDITURES

Fiscal Year		FTE	Personal Services	Operations	Capital	TOTAL
1985		261.16	6,331,531	1,636,354	358,589	8,326,474
1986		253.66	6,344,008	1,445,559	220,652	8,010,219
1987		242.22	6,240,746	1,333,057	178,060	7,751,863
1988		243.22	6,563,257	1,483,822	156,192	8,203,271
1989		243.22	6,680,180	1,546,422	190,195	8,416,797
1990		243.22	7,171,687	1,468,592	125,999	8,766,278
1991		243.22	7,636,695	1,450,285	125,520	9,212,500
1992		242.54	8,063,740	1,494,789	231,695	9,790,224
1993		229.34	7,983,537	1,549,179	231,936	9,764,652
1994		215.80	7,991,497	1,466,414	267,354	9,725,265
1995	*	214.80	7,921,755	1,467,828	235,165	9,624,748

FUNDING SOURCES

Fiscal Year	General Fund	Special Revenue	Hatch Funds	Regional Research	TOTAL
1985	5,945,674	623,560	1,172,944	584,296	8,326,474
1986	5,953,382	289,991	1,187,879	578,967	8,010,219
1987	5,636,523	439,622	1,129,299	546,419	7,751,863
1988	6,204,968	325,000	1,129,299	544,004	8,203,271
1989	6,257,135	378,857	1,210,094	570,711	8,416,797
1990	6,735,143	325,000	1,143,730	562,405	8,766,278
1991	7,110,259	325,000	1,214,838	562,403	9,212,500
1992	7,662,851	324,999	1,217,869	584,505	9,790,224
1993	7,523,017	325,000	1,283,918	632,717	9,764,652
1994	7,282,768	527,624	1,276,211	638,662	9,725,265
1995	*7,324,735	394,536	1,276,212	629,265	9,624,748

* Budgeted (includes Pay Plan)

NOTE: FTE added through budget modifications -
1985 3.0 Weed Technicians
1988 1.0 Spring Wheat Faculty
1992 1.0 Bioweed Faculty
1993 1.0 Bioweed Technician

(brochure)

EXHIBIT 2
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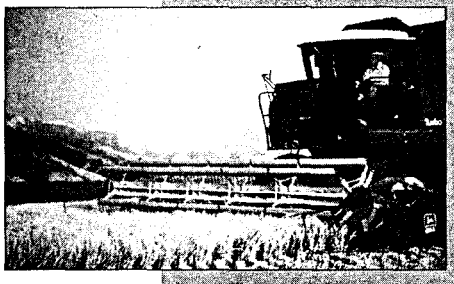
MONTANA STATE UNIVERSITY
EXTENSION SERVICE

MAKING A DIFFERENCE FOR MONTANA

...COMMUNITIES



...AGRICULTURE & FORESTRY

...NATURAL RESOURCES

...YOUTH & FAMILIES

...CITIZENS & GOVERNMENTS

...HOUSEHOLDS & BUSINESSES

EXHIBIT 3
DATE 1/25/95
SB

[illegible]

It is a pleasure to be here. Hi, name is Bob Lee, [illegible]
producer from central Montana. I would like to take a few
minutes to talk about Extension Service and what it means to
me and Montana.

Some of the programs I have been involved with over the
years are: Sustainability of Livestock Production, ICPM -
Integrated Crop and Pesticide Management, and GLCI - Grazing
Lands Conservation Initiative.

First, sustainability of livestock production. Without
sustainability of livestock producers, a major tax base of
Montana would be less predictable. The technology of
livestock production is constantly changing. To meet this
these changes, the producers turn to the Extension Service
for help and a better understanding of new ideas as well as
old. A partnership has developed here consisting of common
expectations, co-laborative planning, risk free evaluation
and open communications. A couple of years ago, some
producers were approached and asked if they would like to
participate in this study. A clear mission, purpose, and
goals were established. This study consisted of two
ranchers in the foothills of central Montana and two
ranchers in the prairie region of south eastern Montana.
Cooperating with the Montana Extension Service, these
producers allowed their book keeping records, management
ideas, and rangelands to be studied and information

[illegible] This study was finished last year and the findings were released in Billings at a symposium."Sustainability of Range Livestock Production Systems". It was through the efforts of MSU Extension this project was made available to all producers of Montana.

Another program we have participated in is ICPM - Integrated Crop and Pesticide Management. This is a region by region program. Because of the diversity of Montana's growing seasons, crops are in different stages throughout the state. What happens here is a group of producers gather at a problem site and with the help of MSU Extension analyze the area and try to come up with solutions. We have studied plant disease, insects, weeds, fertilizer and other management ideas. These meetings are continued weekly on different farms within the region.

A new idea to Montana is the GLCI - Grazing Lands Conservation Intiative. GLCI is a voluntary integrated program developed in partnership with grazing land managers. Education and technology would be used for implementing and demonstrating economical and environmentally sustainable resource management that meets the needs of landowners and other users of grazing lands. The GLCI is an opportunity for us to be an important part of an effort to directly assist the livestock industry and improve the range resource.

Cattle producers, like the rest of America are concerned about the welfare of the land. They recognize that the land and its bounty are their most important asset.

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and also going to play an important part in this process. MSU Extension Service Extension will provide needed educational materials and assist in getting these ideas to the producers. MSU Extension thinks so much of this concept, they have appointed Gene Surber, who along with Sue Rumsworth of the Natural Resource Conservation Department to co-lead this program for the entire state. Cooperative efforts such as these are what makes Montana such a great state.

These are just a few areas of Extension Service participation. If Extension was to be removed from the equation, the voids could not be filled but together this helps make Montana the "Last Best Place".

Respectfully submitted.

Bob Lee

Bob Lee
HC60 Box 350
Judith Gap, Montana 59453

EXHIBIT 4
DATE 1/25/95
SB

Request to Appropriate RIT Funds for Pollution Prevention

Representative Knox

Please consider adding a biennial appropriation of $59,625 Resource Indemnity Trust (RIT) interest earnings to the budget of the Montana State University Extension Service for a pollution prevention program. I have attached information on the RIT trust for your information.

RIGWA TAX

RIT TRUST

Flow of Funds for the RIGWAT and RIT Trust Interest Earnings FY 96-97

Source: Department of Natural Resources and Conservation
Phone #444-6667

Ray Beck, Administrator
Anna Miller, Financial Advisor
John Tubbs, Bureau Chief

ALLOCATION OF RIT PROCEEDS AND INTEREST

1997 Biennium

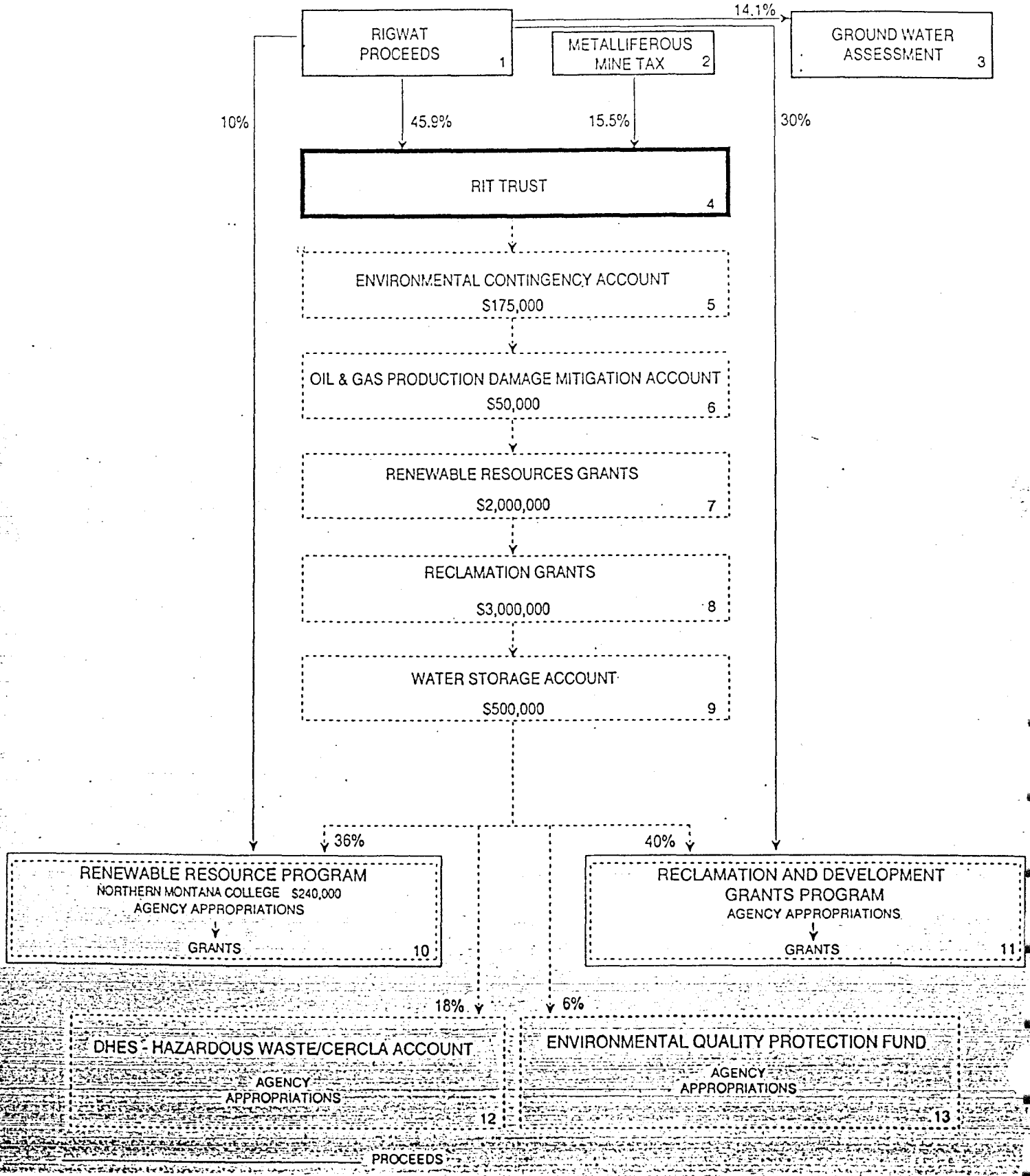

EXHIBIT 4
DATE 1-25-95

1 The Resource Indemnity Ground Water Assessment Tax (RIGWAT) is a 0.5 percent tax of the gross value of the product of all mineral mining. The tax was originally created in 1973. Mineral production including oil, natural gas, coal, metals (gold, silver, copper, lead), talc, vermiculite, limestone and other "nonrenewable merchantable products extracted from the surface or subsurface of the state of Montana (15-38-103) are taxed. The purpose of the tax is to "protect and restore the environment from damages resulting from mineral development; to support a variety of development programs that benefit the economy of the state and the lives of Montana Citizens; and to assess the state's ground water resources." (15-38-102, MCA)

2 The Metalliferous Mine Tax is a tax on "annual gross value of product" of all metal mine production or precious or semiprecious gem or stone production (15-37-101 et. seq.). The tax rate is 1.81 percent of the annual gross value over $250,000 for concentrate shipped to a smelter, mill, or reduction work (15-37-103, MCA). For gold silver or any platinum-group metal that is dore, bullion, or matte and that is shipped to a refinery, the tax rate is 1.6 percent of the annual gross value over $250,000 (15-37-103, MCA). A 15.5 percent portion of the metalliferous mine tax is deposited into the RIT trust. The remaining 84.5 percent is distributed to several areas including the general fund, a hard-rock mining impact trust, and impacted counties.

3 The Ground Water Assessment Account was created in 1991 (85-2-901 et. seq., MCA). The purpose of the account is to fund a statewide ground water assessment program that will monitor quantity and quality of the state's ground water. The statute allocates 14.1 percent or a maximum of $666,000 per year of the RIGWAT proceeds to this account. The program is staffed by the Bureau of Mines and Geology in Butte. An oversight committee reviews all expenditures, approves monitoring sites, prioritizes areas, coordinates information, and evaluates reports.

4 The Resource Indemnity Tax trust was created in 1973. RIGWAT (45.9%) and Metalliferous Mine Tax (15.5%) proceeds are deposited into the trust. Prior to 1991, 100 percent of the RIGWAT proceeds were deposited into the trust. No funds that are deposited into the trust can be spent until the total deposits exceed $100 million. This protection is provided in Article IX, Section 2 of the Montana constitution. Trust fund proceeds are invested and the interest earnings are distributed to several natural resource programs.

5 The Environmental Contingency Account was created in 1985 (75-1-1101 et. seq., MCA). The Governor has the authority to approve expenditures from this account to meet unanticipated public needs. Specifically, the statute limits projects to the following objectives: (a) to support renewable resource

development projects in communities that face an emergency or imminent need for the services or to prevent the failure of a project; (b) to preserve vegetation, water, soil, fish, wildlife, or other renewable resources from an imminent physical threat or during an emergency, not including natural disasters or fire; to respond to an emergency or imminent threat to persons, property, or the environment caused by mineral development; and to fund the environmental quality protection fund. Each biennium $175,000 of the RIT trust interest earnings are allocated to this account. The balance in this account cannot exceed $750,000.

6 The Oil and Gas Production Damage Mitigation Account was created in 1989 (85-2-161, MCA). The Board of Oil and Gas Conservation may authorize the payment for the cost of properly plugging a well and either reclaiming and/or restoring a drill site or other drilling or producing areas damaged by oil and gas operations. The site must be abandoned and the responsible person either cannot be identified or refuses to correct the problem. Each biennium $50,000 of the RIT trust interest earnings are allocated to this account. The balance in this account cannot exceed $200,000.

7 Renewable Resource Grants receive $2 million in RIT trust interest earnings. The Renewable Resource Grant and Loan program was created in 1993 by combining the Renewable Resource Development program and the Water Development program. The Renewable Resource Development program was originally established in 1975. The Water Development program was originally established in 1981. The purpose of the grant program is to fund projects that conserve, develop, manage, and preserve water and other renewable resources. The program provides preference to projects that support the state water plan. Projects include construction and rehabilitation of existing water supply systems and waste water systems, educational efforts, feasibility studies, development of water storage, enhancement of renewable resources including recreation, reduction and advancement of agricultural chemical use, and improvement of water use efficiency (85-1-602, MCA).

8 The Reclamation Development Grants Program was originally established in 1987. The purposes of the program are to: (a) repair, reclaim, and mitigate environmental damage to public resources from nonrenewable resource extraction; and (b) to develop and ensure the quality of public resources for the benefit of all Montanans (90-2-1101, MCA). Projects have ranged from plugging abandoned oil and gas wells, reclaiming mine sites, non-point source pollution control projects, researching new technologies for mine waste clean-up, conducting ground water studies to determine the extent of contamination, and cleaning up pesticide contamination. A minimum of $3 million of RIT trust interest earnings are allocated for these grants.

9 The Water Storage Account was established in 1991 (85-1-701 et. seq., MCA). The purpose of the account is to provide funding for projects that rehabilitate existing water storage facilities or develop new ones. Priority is given to high hazard, unsafe dams. Each biennium $500,000 of RIT trust interest earnings are deposited into this account. Currently, the only project to receive water storage account funding is the rehabilitation of the state owned dam on the Tongue River in eastern Montana.

10 The Renewable Resource grant and loan Program state special revenue account receives 36 percent of the remaining interest earnings from the RIT trust and 10 percent of the RIGWAT proceeds. This special revenue account also receives revenue from state water projects, excess deposits in the renewable resource debt service account, and other administrative fees. The revenues are used to fund natural resource agency projects and administration including DNRC, Governor's Office, Water Court and the State Library.

11 The Reclamation and Development Grant Program state special revenue account receives 40 percent of the remaining RIT trust interest earnings and 30 percent of the RIGWAT proceeds. The revenues are used to fund natural resource agency projects and administration including DNRC, DSL, State Library, and EQC.

12 The Hazardous Waste CERCLA Account is administered by the Department of Health and Environmental Sciences. (CERCLA stands for the federal Comprehensive Environmental Response, Compensation, and Liability Act). This account receives 18 percent of the remaining RIT trust interest earnings. The account was established in 1983 and is to be used to make payments on CERCLA bonds, implementation of the Montana Hazardous Waste Act, and to provide assistance in remedial action under CERCLA.

13 The Environmental Quality Protection Fund was established in 1985 and is administered by the Department of Health and Environmental Sciences. This account receives 6 percent of the remaining RIT trust interest earnings. The purpose of this account is to provide funding for remedial actions taken by the department in response to a release of hazardous or deleterious substances.

RIGWAT PROCEEDS, RIT TRUST INTEREST EARNINGS, AND EXPENDITURES
1997 Biennium

RIGWAT PROCEEDS PROJECTIONS	RIGWAT Proceeds	Metal Mine Tax Proceeds	Deposits To RIT Trust	Trust Balance
FY 95	$2,979,674	$797,469	$2,463,107	$91,776,719
FY 96	3,041,004	872,800	2,268,621	94,045,340
FY 97	3,030,203	823,029	2,213,892	96,259,232

RIT TRUST INTEREST EARNINGS PROJECTIONS	FY96	FY97	TOTAL
	7,703,657	7,763,086	15,466,743

TOTAL 1995 BIENNIUM ALLOCATION OF RIT INTEREST EARNINGS		$15,466,743
Environmental Contingency Account	$175,000	
Oil & Gas Production Damage Mitigation Account	50,000	
Renewable Resource Grant & Loan Program	2,000,000	
Reclamation & Development Grants	3,000,000	
Water Storage Account	500,000	
TOTAL BIENNIAL APPROPRIATIONS		5,725,000
AMOUNT AVAILABLE FOR FURTHER DISTRIBUTION		9,741,743

Distribution of Remaining Interest Earnings

Account	Renewable Resource	Reclamation & Development	Hazardous Waste/ CERCLA	Environmental Quality Protection	TOTAL
Percent Distribution of RITT Interest	36%	40%	18%	6%	100%
Beginning Balance	$572,226	$212,524	$968,414	$841,669	$2,594,833
Revenues					
RIT Interest	$3,507,027	$3,896,697	$1,753,514	$584,505	$9,741,743
RIGWAT Proceeds	607,121	1,821,362			$2,428,483
Debt Service Sweep (04011 and 04008)	919,444				919,444
RRD Loan Repayments	238,900				238,900
Interest (STIP)			120,000	120,000	240,000
Cost Recoveries			514,000	1,237,000	1,751,000
Administrative Fees	10,000				10,000
State Owned Project Revenue	459,290				459,290
Total Funds Available	$6,314,008	$5,930,583	$3,355,928	$2,783,174	$18,383,693
Appropriation					
Montana State University, Havre	240,000				240,000
DNRC Centralized Services Division	875,245	154,001			1,029,247
DNRC Conservation and Resource Development	649,931	1,185,566			1,835,497
DNRC Water Resources Division	1,737,971	2,051,709			3,789,680
Reserved Water Rights Compact Commission	131,638	534,516			666,154
DNRC State Water Projects	1,690,000				1,690,000
DSL Reclamation Division		2,082,177			2,082,177
DSL Central Management		78,085			78,085
DHES Environmental Division			3,415,016	2,802,350	6,217,366
DHES Radon		50,000			50,000
Governor's Office -- Flathead Basin Commission	80,082				80,082
Water Court	1,024,296				1,024,296
State Library	322,007	285,036			607,043
Environmental Quality Council		28,083			28,083
Pay Plan					0
Total Appropriations	$6,751,170	$6,449,174	$3,415,016	$2,802,350	$19,417,710
Projected Biennium Ending Balance	($437,162)	($518,590)	($59,088)	($19,176)	
Potential Allocation of Metal Mines Tax	$169,583	$508,749			
Projected Balance with Allocation of Metal Mine Tax	($267,579)	($9,842)	($59,088)	($19,176)	

Source: LFA Report to Legislature; Corrected 1/7/95

01/08/95

EXHIBIT 5
DATE 1/25/95
SB

1995 Legislative Hearing
Education Subcommittee
Montana State University Extension Service
Fire Training School
January 20, 1995

Representative Johnson and members of the Committee.

My name is Butch Weedon and I am the Director of the MSU Extension - Fire Training School. I would like to provide you with brief background information about the School and it's customers, then draw your attention to specific budget issues of concern.

Background

The Fire School, like the Extension Service, is an educational outreach program with a tradition of serving communities across Montana by taking programs out to them. Our audience consists of 344 organizations with over 9600 fire fighters, 96% of which are volunteers. During fiscal year '94 our training reached 1634 members from 159 departments; 52 organizations are participating in our Certification Program and 188 departments are users of our Emergency Services Library. Additionally, members from emergency medical, law enforcement and disaster and emergency service agencies attended our training. The School's Office is co-located with the MSU College of Technology - Great Falls

Your support of the Fire School in years past has allowed us to introduce innovations and techniques that Montana's fire fighters have adopted - which in turn, have paid significant dividends to taxpayers. Our water tender shuttle program has provided fire fighters with the ability to move water in rural areas more efficiently, and as a result, larger fires can be extinguished. And, our fire fighters operate more safely using the new rope/rescue techniques they have learned. Fire fighters can save lives and reduce property damage with positive pressure ventilation, a technique discovered in California and brought to Montana by the Fire School. Also, Montana is one of only a few states with a nationally accredited professional qualifications certification program, again, introduced and operated by the Fire School. And, at major incidents, any number of jurisdictions or agencies can eliminate chaos and integrate their emergency activities, because of the incident command training provided by the Fire School. Insurance rates are lower, because communities have modified their fire protection using techniques taught by the school.

Today, the School is implementing its most significant innovation to date. We are developing a different way to train fire fighters. It takes less time and results in higher levels of competency and confidence, both of which are essential to our rural organizations. We call the technique "Training in Context." The demand for local taxpayer dollars to provide fire and rescue training resources is dramatically reduced because the School serves as a pool for the collection of training materials. Resources and services are available to every fire service

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organization without duplication that would otherwise be required.

Like our staff and field instructors, this Committee can take pride in these accomplishments. Your support of the School is essential to the safety of citizens and fire fighters on the home front. But please recognize that while our impact is significant, we are not reaching all who need our services.

Today, members of local fire services face unprecedented challenges. State law has historically put mandates on them which they could not meet. Recent national standards provide a measure that will likely be used against them, if they cannot show compliance. And new Federal laws require training not previously needed. There is a high level of anxiety over liability risk. I-105 has severely restricted their ability to finance their operations.

Together, you and I face a parallel challenge: To provide for the protection of our communities and their inhabitants, we must maintain an environment where these fire fighters will be motivated and effective. The least costly way to do that is with quality training, in adequate quantities.

Current level funding, however, leaves the majority of the fire fighters without that training. In 1984, the LFA reported that we were "only able to reach 15 - 20% " of our audience. That was prior to the 86 special session where we lost 33% of our field trainers. Today, we are

unable to reach 80% of these fire fighters with current level funding.

I thank you for your attention and will be happy to respond to your questions.

EXHIBIT 5
DATE 1-26-95

DID YOU REALIZE. . .

Montana fire service organizations reported responding to 23,248 alarms in 1993. The average was more than 100 responses per organization. Over the past five years, 190 fire fighters have been injured in the line of duty, one lost his life.[1]

The insurance premiums paid by property owners are directly affected by the ability of their fire service organization. In Plentywood alone, the fire district was able to save $200,000 in annual insurance premiums paid by its citizens. The fire chief credited the FTS for working with their organization, over a 10 year period, to bring about the savings. The same fire chief credits FTS with teaching his fire fighters the skills necessary to save 3 million in public property at a major fire.

Over the past five years, 96 Montanans have lost their lives to fires. The FTS trains fire fighters to conduct inspections, teach fire safety education, and perform rescues in burning buildings. Implementation of this Plan will positively affect this loss of life.

Montana fire fighters protect all of the state's 1.6 billion dollars of property (FY93). The loss to fires over the past five years has been 135 million dollars! Implementation of this Plan will position fire service organizations to reduce this loss.

Volunteer fire fighters make up 95% of the total Montana fire forces. To replace these volunteers with paid fire fighters, taxpayers would be required to spend $37,000,000. The FTS is the primary state effort to keep these volunteer organizations effective.

Fire fighting is an extremely hazardous endeavor. Local governments assume significant liability risk when operating fire service organizations with inadequate training. Implementation of this Plan will significantly reduce that liability exposure.

Our environment and health is threatened by the increasing frequency of the release of hazardous materials. Fire fighters respond to and minimize the consequences of these incidents. The FTS is the source of hazardous materials and incident management training for local emergency responders. Approximately 20% of responders have received this specialized training. The remainder are in violation of federal law and subject to fine!

In White Sulphur Springs, a child's clothes catch fire, but the child remembers the "Stop, Drop, and Roll" lesson he had learned from the FTS. The child performs the skill, suffers severe burns, but survives. In Wolf Creek, a young girl leads her family to safety from their burning mobile home. She was applying the "stay low in smoke" skill she had learned from her teacher, who had been trained by the FTS.

1 Montana State Fire Marshal's Office

Montana depends upon fire service organizations with skilled personnel to perform the fire fighting, hazardous materials containment, emergency rescue, fire safety education, code enforcement inspections, and to provide emergency medical services.

Fire fighters are difficult to recruit, train and retain. An average turnover of 10% annually occurs in Montana fire service organizations.

The life safety of Montana's citizens depends on the effectiveness of their fire fighters.

The effectiveness of Montana's fire fighters depends primarily upon their training.

Montana residents and their property are safer when their fire fighters receive training from the Fire Training School.

The Fire Training School seeks the resources to keep every Montana fire fighter trained and up to date.

The Fire Training School wants to reach 80% of Montana's fire service organizations with meaningful training by the year 2000.

This goal can be accomplished by strategically locating six trainers so that each serves no more than 62 organizations and travel distances do not exceed 250 mile round trips.

Eighty percent of fire service organizations will improve their ability to perform at emergencies and better serve their citizens as a result of FTS contact four times annually.

THE FIRE TRAINING SCHOOL IS:

A group of people committed to life safety and fire protection.

Don't be surprised to see FTS Staff traveling Montana highways in the worst weather, in the early morning hours and on weekends, taking training services to communities - border to border. The Agency will average 100,000 miles per year, serving 9232 volunteer and 400 career fire fighters.

Unsalaried certified instructors and coaches provide a significant contribution to total FTS effectiveness. They work closely with staff members and deliver 40% of the instruction.

An educational outreach program which saves local governments money!

By providing for economies of scale, the FTS saves thousands of dollars for local governments which would otherwise be spent on duplicate training materials and programs. The FTS Resource Center has eliminated the need for cities to maintain extensive training libraries. FTS seminars provide technical training that would otherwise require out of state travel and significantly higher cost.

The place fire and rescue members go for help.

The taxpayer calls 911 for emergency help. Who do emergency responders go to when they need help? FTS! FTS provides state of the art training materials, customized training courses, research, leadership development, a wide array of publications (including two newsletters), and liaison with national organizations. All of which help Montana fire services provide quality life safety services for their public.

Local dollars saved by FTS Programs in FY93.

Resource Center	
Video Magazines	$505,650
Newsletters	$ 19,700
Loans	$366,600
Training	
Technical Seminars	$ 70,948
Training Materials	$ 44,187
Local Assistance	$ 63,285
Non-Compensated Instructors	$ 15,000
Insurance Premiums	$3,440,000
Total Savings	$4,510,370
FTS General Fund Support FY93	$244,438

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JUST HOW VALUABLE IS THE FIRE TRAINING SCHOOL?

Consider...

TRAINING DELIVERY

Technical Seminars: Routinely conducted by FTS, these seminars provide skills for fire service specialists which would otherwise be available only by traveling out of state, at much higher cost. The average cost for an attendee taking an out of state seminar is $691 per day. (Based on 2 day NFPA Sprinkler Course for Great Falls resident delivered in Bellevue, Washington. [Air fare: $620, Motel $135, Meals $23.50, Taxi $10, Tuition $212.50]). The average cost for an attendee taking an FTS seminar (resident of Billings) is $111. The total savings for the participants in FTS seminars for the past year is estimated to be $203,000. Additionally, money spent in Montana recirculates through the Montana economy.

@ $101.50 per day x 699 participant days (based on first 9 months of FY94) = $70,948 in savings annually!

Local Assistance: FTS staff, contract and volunteer instructors take training directly to local fire service organizations. If this service were not available, local governments would be forced to send their fire fighters away from home, or bring in instructors from some other source. (Likely out of state or from another larger fire department.)

At $15 per hour for 620 hours, the average annual contribution of uncompensated FTS instructors and coaches is $9300. (Based 87 - 91 data.) Additionally, coaches have provided approximately 1.5 FTE in development and travel time which was entirely uncompensated and can be valued at $53,985 annually.

$9,300 + $53,985 = $63,285 in savings annually

Curriculum: FTS has developed a curriculum specifically for Montana fire fighters. It is provided to fire organizations in state at direct cost, saving $1,262.50 per copy. With 35 copies sold in 93, the savings realized by purchasers totaled $44,187.

@ $1,262.50 savings per copy, $44,187 savings in 1993

INFORMATION SERVICES

Loans: On a typical day, May 9, 1994, we detailed the cost of video and instructor kits mailed. None of these materials were available to rent from other sources, but could only be purchased. The value of these materials was $1,410.

This is a typical day, in that it is between the busy season (December 1 to April 30) and before the slow season (June 15 to Sept 1). It represents an average loan volume and content.

EXHIBIT 5
DATE 1-25-95

$1,410 x five days a week = $7,050 per week.

$7,050 per week x 52 weeks = $366,600 in value per year.

Newsletters: The *Fire Guard* subscription is $18 per year. Our mailing list is 1058. 26 people do not qualify for a free copy and subscribe. The value of the *Fire Guard* is estimated at 18 x 1050, or $18,900. Additionally the "Latest" is mailed to 37 people, four of which are subscribers. The value is $50 per subscription and total value is 34 times $50 or $1,700. Total value of newsletters is = $19,700 annually.

@ $50 X 34 = $1,700 + $18 x 1050 = $18,900 or a total value of $19,700.

Print and Video Magazines: FTS subscribes to both mediums. The number of fire service organizations which would have subscriptions is estimated to be 15% of the total, if FTS was unable to provide this service. The total value of our subscriptions is $2,313. The cost to 15% of Montana's fire service organizations would be $119,351.

ANNUAL SAVINGS = $505,650

Insurance Premiums: The insurance premiums paid by property owners are directly affected by the ability of their fire service organization. In Plentywood alone, the fire district was able to save $200,000 in annual insurance premiums paid by it's citizens. The fire chief credited the FTS for working with their organization, over a 10 year period, to bring about the savings. The same fire chief credits FTS with teaching his fire fighters the skills necessary to save 3 million in public property at a major fire. In another city in central Montana, fire insurance premiums are expected to increase due, in-part, to inadequate training. This particular community has not been working with FTS.

If the Plentywood experience could be reproduced in 5% of the fire services, the savings realized would be $3,440,000 annually!

ANNUAL SAVINGS $3,440,000

FTS estimated return on investment = $4,255,837

FTS cost to General Fund = $ 252,772

It is impossible to estimate the financial impact from more efficient tactics and incident management which result from FTS activities, but it is certain that they result in lives saved and property loss reductions.

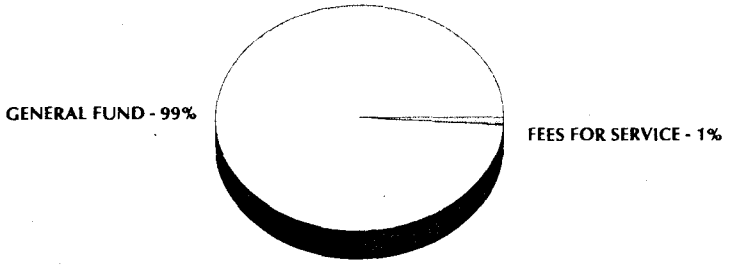
FTS = 16 TO 1 RETURN ON INVESTMENT!

EXHIBIT 5
DATE 1-25-95

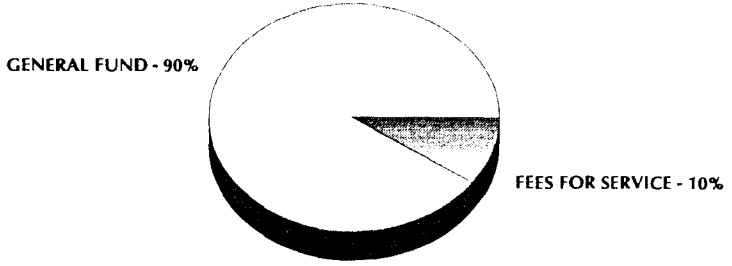
FIRE SERVICE TRAINING SCHOOL

SOURCE OF OPERATING FUNDS

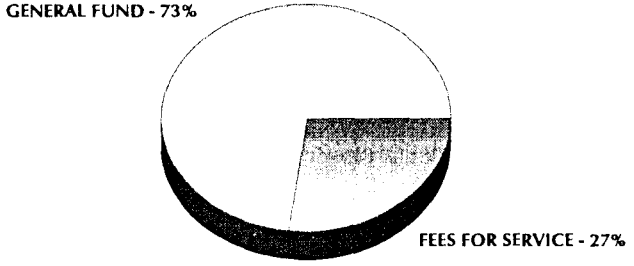
FY86



FY90

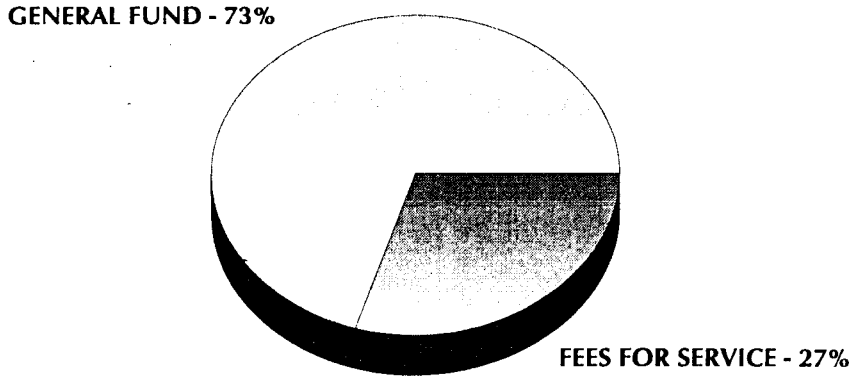


FY94



FIRE SERVICE TRAINING
SOURCES OF FUNDS

FTS - FY94



NATIONALLY

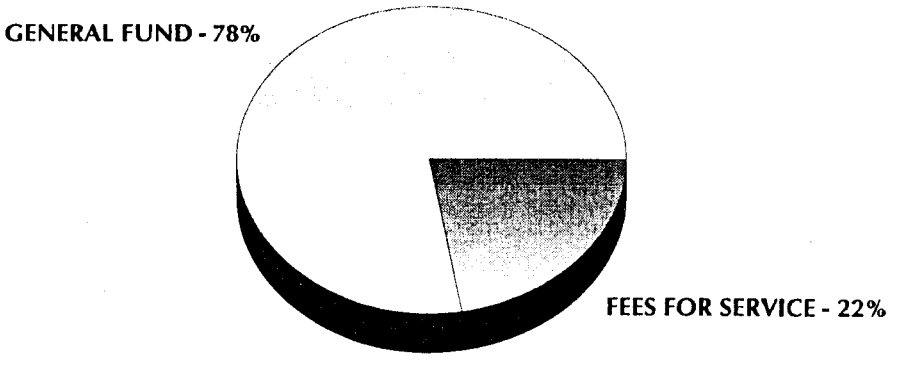


EXHIBIT 5
DATE 1-25-95

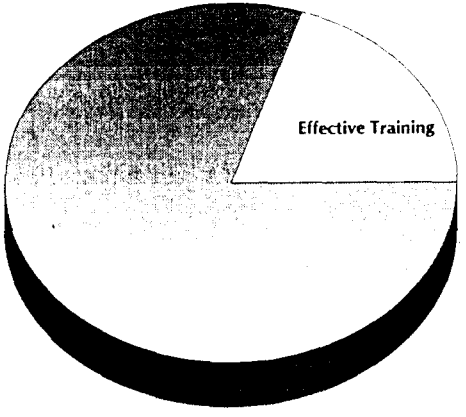
WHY ONLY 19% ?

- Current field trainers average 3 nights per week away from their home.
- Current field trainers average 36,000 highway miles each year training in Montana fire departments. (*At 55 MPH that's 654 driving hours or 81 eight hour days.)*
- Current field trainers spend up to 70 hours a week on FSTS business.
- Current field trainers have full calendars.
- Current requests for assistance are greater than available resources.
- The Fire Service Training School is no longer capable of keeping its promise...

WE NEVER SAY NO!

CURRENT LEVEL

EXHIBIT 6
DATE 1/25/95
SB

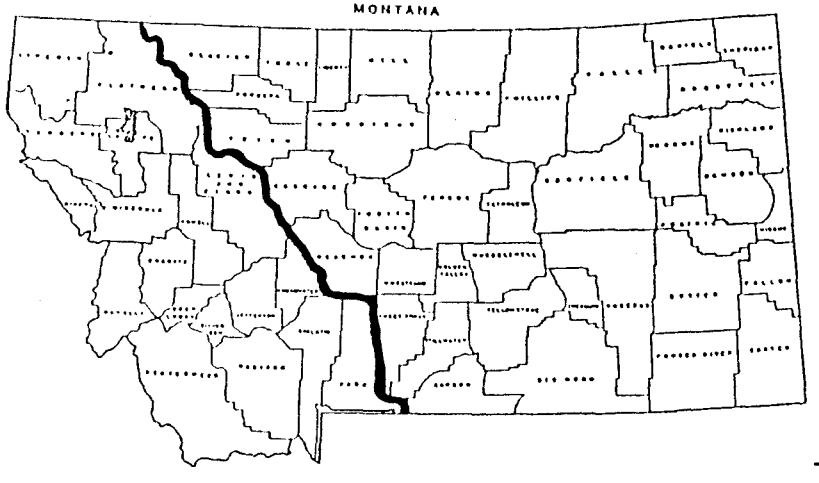


Two Trainers

(4816 Fire Fighters Per Trainer)

General Fund Support Per Fire Fighter $26

Organizations Effectively Served = 68 of 344



BUDGET	96	97
F.T.E.	5.44	5.44
Personal Services	204,113	204,366
Operations	31,836	29,635
Equipment	17,554	17,554
TOTAL	$253,503	$251,555

MSU FIRE SERVICE TRAINING SCHOOL

Detail Costs Of Customer Service Improvement

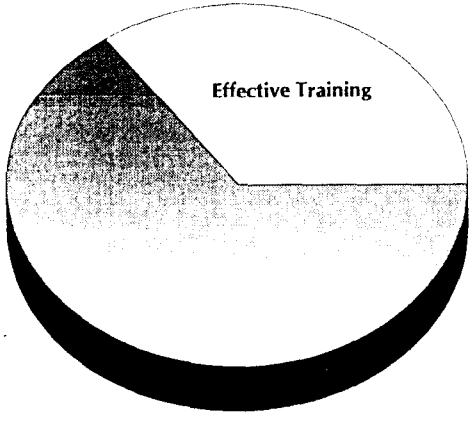
Cost Per Field Person:

	Monthly	Annually
One Field Person		
Salary	$2,625.00	$31,500.00
Benefits	$ 778.75	$ 9,345.00
.25 Clerk/Typist		
Salary	$ 327.19	$ 3,926.25
Benefits	$ 109.06	$ 1,308.75
Personal Services	$3,840.00	$ 46,080.00
Operations	$1,149.92	$ 13,799.00
Equipment	$2,250.00	$ 27,000.00
Protective Equipment	$ 1,500.00	
Office Equipment	$ 2,250.00	
Communications Equipment	$ 1,750.00	
Vehicle	$21,500.00	
General Fund	$7,239.92	$86,879.00

Summary Table

Per Field Person	FY96	FY97
Personal Services	$46,080.00	$46,080.00
Operations	$13,799.00	$13,799.00
Equipment	$27,000.00	$ 0
Total	$86,879.00	$59,879.00

ADD 1 TRAINER

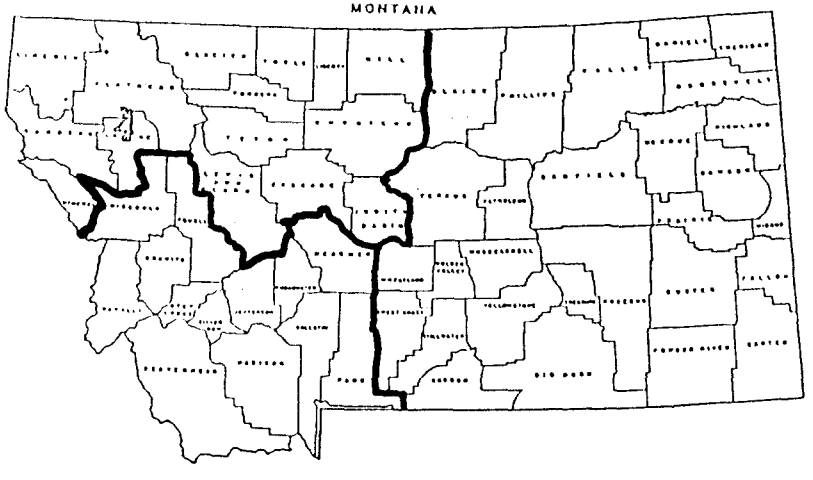


Making A Total Of Three Trainers

(3211 Fire Fighters Per Trainer)

General Fund Support Per Fire Fighter $35.34

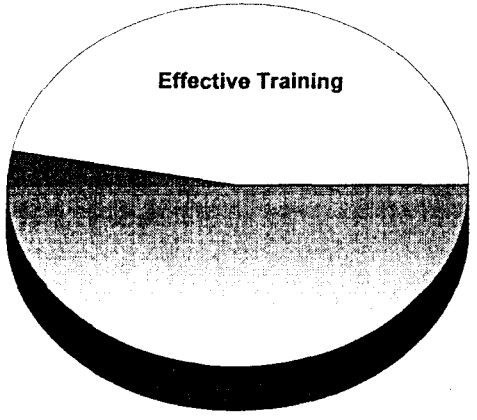
Organizations Effectively Served = 126 of 344



BUDGET	96	97
F.T.E.	6.91	6.91
Personal Services	250,193	250,416
Operations	45,635	43,434
Equipment	44,554	17,554
TOTAL	$340,382	$311,404

EXHIBIT 6
DATE 1-25-95

ADD 2 TRAINERS

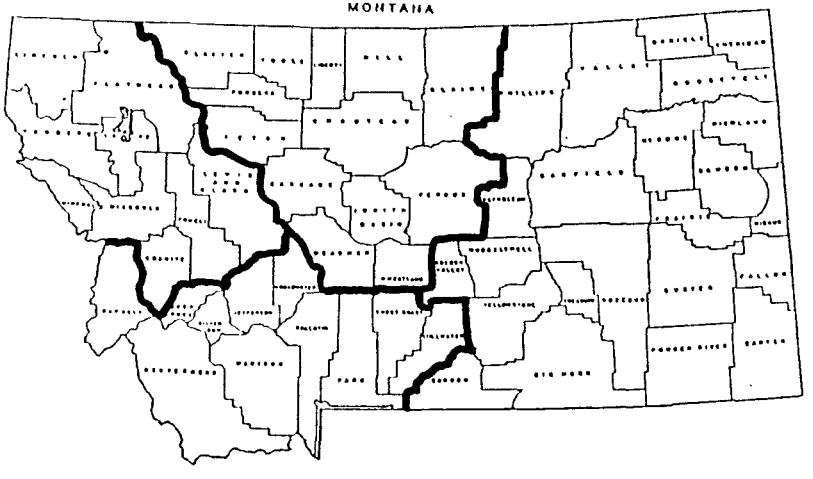


Making A Total Of Four Trainers

(2408 Fire Fighters Per Trainer)

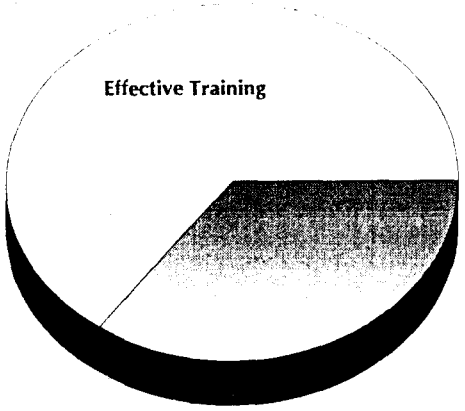
General Fund Support Per Fire Fighter $44.36

Organizations Effectively Served = 180 of 344



BUDGET	96	97
F.T.E.	8.38	8.38
Personal Services	296,274	296,527
Operations	59,434	57,233
Equipment	71,554	17,554
TOTAL	$427,262	$371,314

ADD 3 TRAINERS

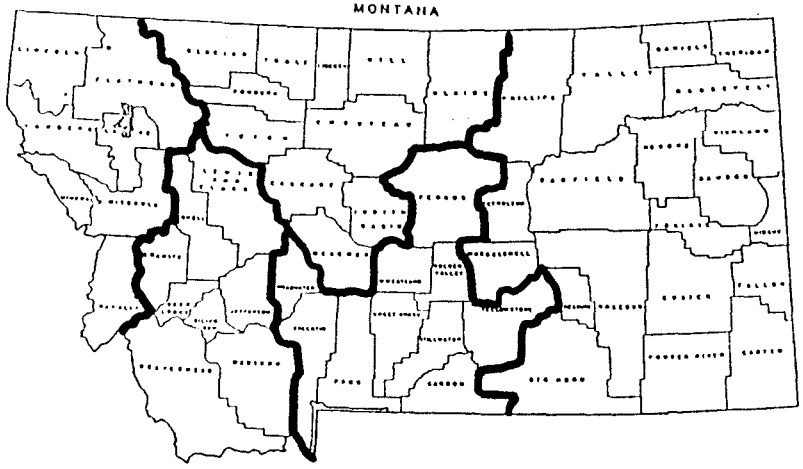


Making A Total of Five Trainers

(1926 Fire Fighters Per Trainer)

General Fund Support Per Fire Fighter $47.57

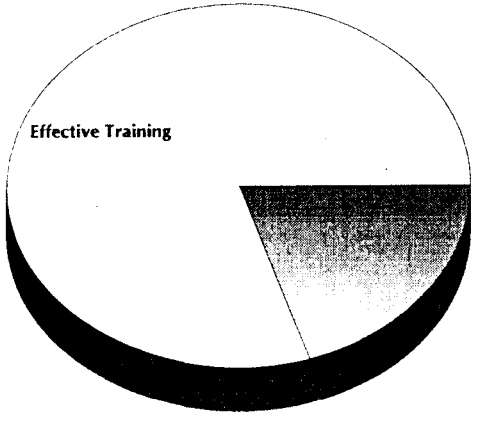
Organizations Effectively Served = 229 of 344



BUDGET	96	97
F.T.E.	8.38	9.85
Personal Services	296,527	342,607
Operations	59,434	71,032
Equipment	71,554	44,554
TOTAL	$427,262	$458,193

EXHIBIT 6
DATE 1-25-95

ADD 4 TRAINERS

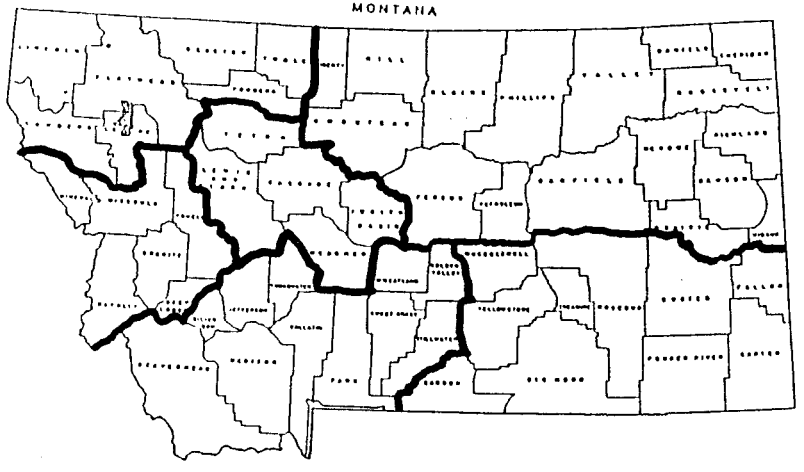


Making A Total Of Six Trainers

(1605 Fire Fighters Per Trainer)

General Fund Support Per Fire Fighter $56.59

Organizations Effectively Served = 275 of 344



BUDGET	**96**	**97**
F.T.E.	**8.38**	**11.32**
Personal Services	**296,274**	**388,688**
Operations	**59,434**	**84,831**
Equipment	**71,554**	**71,554**
TOTAL	**$427,262**	**$545,073**

EXHIBIT 7
DATE 1/25/95
SB

Mr. Chairman and Members of the Committee;

My name is Norm Rostocki and I'm chief of the Marysville Volunteer Fire Department. I'm here to put a face on who uses the services that the Fire Training School offers.

As you know, Montana is a place of mostly small towns. Most of those small towns have a volunteer fire department. Marysville has a population of about 70, counting the kids and dogs, and we're about 30 miles from here up in the mountains. We started our own fire department with a petition and levied a tax of 56 mills on our own property so we could have a stable funding source for our volunteer fire department. Our levy is very high; most rural departments are around 10 mills. From the 56 mills, we get $2200 per year. The reason that the town supported the levy is because we are 12 miles from the nearest department, also volunteer, and the road between us is a winding dirt road.

I don't have to talk about the dangers of fighting fire. What I do want to talk about is how we learn what we should be doing. My department, and hundreds like it, are made up of folks like you and me. We donate our time for the benefit of the community. We're the ones at the other end of the 911 line when there's a fire. Many of us are wired like this 24 hours a day.

The fire school is the link between the training resources we need that are out there for a price and the volunteer departments like ours and those in your communities. The school can't possibly train us all, and they don't try. What they do is to train a few of us in classes held all around the state and we take what we learned back to our departments. The classes are geared for volunteers who work regular jobs. An 8-5 class doesn't do me any good if I have to take vacation to go to it. The classes are on weekends and evenings when we need them. The school has been recognized nationally for developing a training package called "Training in Context". It's just like it sounds. You train by doing, by practicing the things you'd do when the call comes. Sounds simple, but no one was ever able to put together a package that worked in the real world. The Fire Services school did.

The other resource the school offers us is their vast library of books, videos and information about an incredibly large range of subjects related to emergency services. We get these by paying an annual fee. I pay $125, or five percent of my budget to belong.

Let me give you a glimpse of what a tiny fire department budget looks like. I get $2,200 a year. After I pay the $500 of utilities per year to keep the firehall at 40 degrees, the $1,100 loan payment for the truck we built ourselves with a loan from the Board of Investments and $200 a year for our share the Helena Valley Fire department's radio network, there's hardly enough left for gas, let alone any equipment and certainly no training videos or books. But to me, I will pay the Fire School dues because I'm getting my money's worth. They're there with the library, with the classes and I can and have called them on the phone with technical questions on things like pumps and the technical details of how to build a fire truck with a bunch of weekend mechanics.

Before you consider raising the fees to use the school, call the chiefs of some of those little departments in your district. Ask about the size of their budget. You can see, if the fee goes higher for us, we just flat can't afford it. We'll try to get along without it, but it will be a compromise to our own safety. Think about 911; you assume that on the other end of that phone is help that is trained, competent and on the way. Help us stay that way and keep the fee like it is. This is a program that filters back to every nook and cranny in the state that has a volunteer fire department.

Thanks for your time and I'd be glad to answer any questions you may have.

Montana "Tracks Project: American Indians in Education

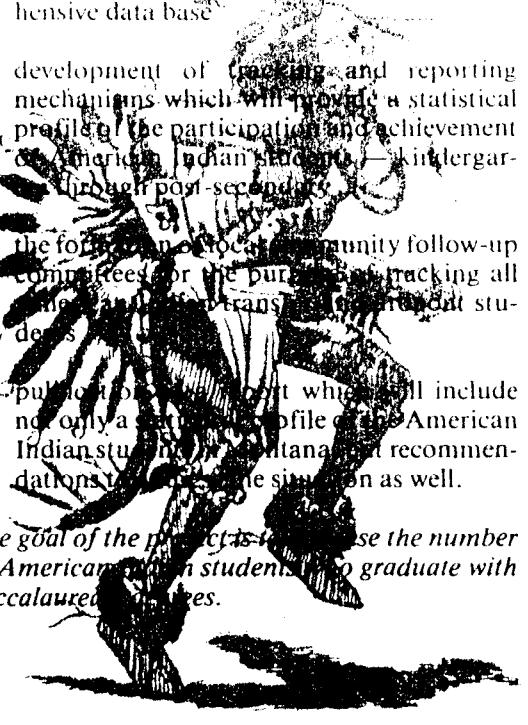
American Indians are the largest minority group in the state of Montana. Nationally, as well as in Montana, American Indians experience underrepresentation and under-achievement throughout the education system. The American Indians in the state of Montana represent 5 percent of the total population; they are very young with a median age of 17.4 to 21.1 years reported in 1980 on Indian reservations in Montana! It is estimated that at least one-third of all of the schools in Montana have American Indian children enrolled. Further, it is estimated that American Indians [illegible] 8 percent of the K-12 student body [illegible] in 1986-87, only 1.6 percent of all [illegible] were awarded to American Indian students.

Where do these students leave the education pipeline? The state of Montana does not know. Our information is piecemeal and sporadic, if it exists at all. We do not have a comprehensive data base [illegible] which would tell us the [illegible] achievement levels of K-12 American Indian students; we have only limited data [illegible] secondary level. This lack of information [illegible] to document the [illegible] of the education [illegible] Indian students experience.

The Montana "Tracks" Project: American Indians in Education was initiated by the Office of the Commissioner of Higher Education of the Montana University System and strongly supported by the Superintendent of the Office of Public Instruction. The Montana "Tracks" Project is responsible for:

- the design and implementation of a comprehensive data base;
- development of tracking and reporting mechanisms which will provide a statistical profile of the participation and achievement of American Indian students — kindergarten through post-secondary;
- the formation of local community follow-up committees for the purpose of tracking all [illegible] transfer and dropout students;
- publication of a report which will include not only a statistical profile of the American Indian students in Montana but recommendations to improve the situation as well.

The goal of the project is to increase the number of American Indian students who graduate with baccalaureate degrees.



What does this mean to the schools of Montana?

Schools will be asked to provide data about the ethnic make-up of the student body. The state of Montana has developed a definition of American Indian for data collection purposes. Schools will also be asked to provide graduation data, dropout data, participation data and achievement data of [illegible]. Local follow-up committees will [illegible] with the schools in their efforts to locate students who have transferred or dropped out of the system.

The definition of American Indian for data collection purposes is: American Indian or Alaskan Native -- Indian means any individual who (1) is a member of a tribe, band or other organized group of Indians (as defined by the Indian tribe, band or other organized group), including those tribes, bands or groups terminated since 1940, and those recognized by the state in which they reside, or who is a descendant, in the first or second degree,* of such member, or (2) is considered by the Secretary of the Interior, Bureau of Indian Affairs, or Indian Health Service to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaskan Native.

* First degree refers to parents and second degree refers to the child's grandparents.

Again, essential information is critical in order to know what happens to American Indian students in the education pipeline so that their needs can be addressed. It will take everyone's concern, cooperation and effort in order for the project goal to be achieved.

DATE 1/26/95
SB

Endorsements

Office of Public Instruction
Nancy Keenan, Superintendent

The goals of the Montana "Tracks" Project will provide the firm foundation for gathering educationally relevant data. This information will be used by OPI to help schools develop and design goals and activities to meet the educational needs of Native American students.

Montana Advisory Council on Indian Education

This project is long overdue and very essential to future planning designed to improve the educational system for the benefit of Indian students.

Legislative Committee on Indian Affairs

Native Americans account for a significant portion of our state's population. To neglect their education is to neglect the future of our state. The Montana "Tracks" Project has our utmost support.

Board of Regents

The Montana "Tracks" Project's goal of increasing the number of American Indians who earn baccalaureate degrees is more than timely, it is overdue. The type of information which will be secured is critical for sound future planning.

Montana Indian Education Association

The results of the "Tracks" project will be beneficial when addressing the many diverse needs of Indian students and helping them achieve academic success beyond high school. The project has the full endorsement of the Montana Indian Education Association.

Board of Public Education

The Board of Public Education believes the "Tracks" Project is a good beginning toward dealing with a problem too long ignored. The needs of all the children of Montana must be provided for by the public education system.

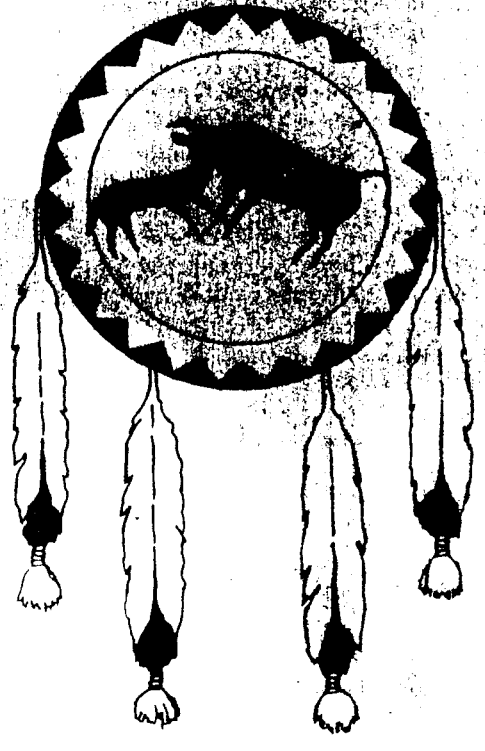
Montana "Tracks" Project: American Indians in Education was sponsored by the State Higher Education Executive Officers (SHEEO) and was funded by the Ford Foundation, and is currently funded by the Northwest Area Foundation.

For further information, please contact:

Ellen Swaney, Director
American Indian/Minority Achievement
(406) 444-6570

Montana University System
Office of the Commissioner
of Higher Education
33 South Last Chance Gulch
Helena, Montana 59620-2602

Montana TRACKS Project: American Indians in Education



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

EXHIBIT 9
DATE 1/25/95
SB

2500 BROADWAY ◊ PO BOX 203101 ◊ HELENA, MONTANA 59620-3101 ◊ (406)444-6570 ◊ FAX (406)444-1469

AMERICAN INDIAN/MINORITY ACHIEVEMENT

TRACKS project -

- upon the recommendation of the TRACKS Task Force, the Office of Public Instruction has collected racial/ethnic origin totals by grade each October.
  -In addition, OPI is also collecting Spring Graduate information by race/ethnic origin.

- the seven Tribal Education Department Directors and Montana University System personnel are formalizing an information release policy on access to data.

- researcher is analyzing MSU-Northern's data since Fall 1989 for sample report to the TRACKS Task Force. OCHE will to host a meeting Spring 1995.

- within the MUS, dialogue is continuing on sharing of information now collected by the registrar within the campus community.

Minority Education Attainment Campus Plans -

- review of Minorities on Campus plans and development of proposed recommendations to the Board of Regents is scheduled for February.

Liaison with Tribal Governments and Tribal Colleges -

- ongoing, for example, regarding telecomunication issues, math/science initiatives, non-beneficiary students at Tribal Colleges, core curriculum, transfer and articulation agreements, native language issues . . .

Other duties -

- provide diversity training throughout the University System (and as a public service to other state agencies, federal agencies, tribal agencies, and civic organizations).

- publication of Directory of Montana's American Indians and Others, 1995.

- update of A Plan for American Indian Education in Montana for 1996

- development of an American Indian/Minority resume book for Montana University System graduates, Spring 1995

25-Mar-94

MONTANA OFFICE OF PUBLIC INSTRUCTION

RACIAL/ETHNIC ORIGIN TOTALS BY GRADE - OCTOBER 1993

Includes Public School Districts, Mountain View, Pine Hills, and School for the Deaf and Blind

	MALE					MALE	FEMALE					FEMALE	TOTAL BY
GRADE	AMER IN	ASIAN	HISP	BLACK	WHITE	TOTAL	AMER IND	ASIAN	HISP	BLACK	WHITE	TOTAL	GRADE
PRE-K	59	3	6	2	235	305	30	0	3	2	154	189	494
KIND	721	59	89	46	5,415	6,330	644	63	76	37	4,871	5,691	12,021
1	820	66	110	36	5,603	6,635	722	52	95	29	5,246	6,144	12,779
2	695	59	117	31	5,741	6,643	649	56	77	27	5,263	6,072	12,715
3	677	47	93	36	5,716	6,569	676	69	101	26	5,453	6,325	12,894
4	690	62	88	33	5,854	6,727	654	65	75	37	5,409	6,240	12,967
5	662	42	96	22	5,849	6,671	633	47	78	30	5,443	6,231	12,902
6	656	40	90	26	5,908	6,720	626	52	84	23	5,607	6,392	13,112
1-6 UNGR	34	2	5	4	284	329	33	1	6	1	164	205	534
7	637	50	80	63	6,055	6,885	575	43	91	29	5,662	6,400	13,285
8	583	34	85	40	5,801	6,543	608	43	88	46	5,506	6,291	12,834
7-8 UNGR	9	0	0	0	62	71	9	0	2	0	31	42	113
TOTAL ELE	6,243	464	859	339	52,523	60,428	5,859	491	776	287	48,809	56,222	116,650
9	571	33	86	30	5,823	6,543	532	35	100	20	5,508	6,195	12,738
10	483	39	78	23	5,562	6,185	435	43	56	13	5,203	5,750	11,935
11	416	41	73	21	5,242	5,793	362	37	68	20	4,833	5,320	11,113
12	365	55	78	19	4,831	5,348	322	43	73	18	4,513	4,969	10,317
HS UNGR	13	0	3	1	132	149	12	0	5	0	101	118	267
TOTAL HS	1,848	168	318	94	21,590	24,018	1,663	158	302	71	20,158	22,352	46,370
TOTAL ENR	8,091	632	1,177	433	74,113	84,446	7,522	649	1,078	358	68,967	78,574	163,020
SPRING 1993 GRADUATES	281	34	63	12	4,443	4,833	246	45	59	12	4,194	4,556	9,389

RACIAL/ETHNIC ORIGINS AS PERCENT OF TOTAL					
GRADE	AMER IND	ASIAN	HISPAN	BLACK	WHITE
PRE-K	18.0%	0.6%	1.8%	0.8%	78.7%
KIND	11.4%	1.0%	1.4%	0.7%	85.6%
1	12.1%	0.9%	1.6%	0.5%	84.9%
2	10.6%	0.9%	1.5%	0.5%	86.5%
3	10.5%	0.9%	1.5%	0.5%	86.6%
4	10.4%	1.0%	1.3%	0.5%	86.9%
5	10.0%	0.7%	1.3%	0.4%	87.5%
6	9.8%	0.7%	1.3%	0.4%	87.8%
1-6 UNGR	12.5%	0.6%	2.1%	0.9%	83.9%
7	9.1%	0.7%	1.3%	0.7%	88.2%
8	9.3%	0.6%	1.3%	0.7%	88.1%
7&8 UNGR	15.9%	0.0%	1.8%	0.0%	82.3%
TOTAL ELE	10.4%	0.8%	1.4%	0.5%	86.9%
9	8.7%	0.5%	1.5%	0.4%	89.0%
10	7.7%	0.7%	1.1%	0.3%	90.2%
11	7.0%	0.7%	1.3%	0.4%	90.7%
12	6.7%	0.9%	1.5%	0.4%	90.6%
HS UNGR	9.4%	0.0%	3.0%	0.4%	87.3%
TOTAL HS	7.6%	0.7%	1.3%	0.4%	90.0%
STATEWIDE	9.6%	0.8%	1.4%	0.5%	87.8%
GRADUATES	5.6%	0.8%	1.3%	0.3%	92.0%

MONTANA OFFICE OF PUBLIC INSTRUCTION
1993-94 School Year
Racial/Ethnic Origin Totals by County
Public Schools and State Funded Schools

13-May-94

CO	COUNTY	MALE AM IND	MALE ASIAN	MALE HISP	MALE BLACK	MALE WHITE	MALE TOTAL	FEMALE AM IND	FEMALE ASIAN	FEMALE HISP	FEMALE BLACK	FEMALE WHITE	FEMALE TOTAL	TOTAL BY COUNTY	PERCENT AM IND
01	Beaverhead	12	4	19	1	869	905	15	3	19	2	832	871	1,776	1.5%
02	Big Horn	832	4	25	0	451	1,312	803	7	10	1	393	1,214	2,526	64.7%
03	Blaine	464	1	2	2	399	868	390	2	1	4	373	770	1,638	52.1%
04	Broadwater	12	0	8	1	394	415	12	0	9	0	325	346	761	3.2%
05	Carbon	4	3	8	1	837	853	4	4	14	1	846	869	1,722	0.5%
06	Carter	0	2	3	13	122	140	1	2	2	4	88	97	237	0.4%
07	Cascade	581	84	80	127	6,927	7,799	554	79	62	116	6,527	7,338	15,137	7.5%
08	Chouteau	3	1	0	0	529	533	5	1	1	0	533	540	1,073	0.7%
09	Custer	46	5	15	6	1,160	1,232	19	11	16	2	1,072	1,120	2,352	2.8%
10	Daniels	4	2	5	1	293	305	4	5	7	0	278	294	599	1.3%
11	Dawson	9	2	1	3	857	872	7	8	3	3	808	829	1,701	0.9%
12	Deer Lodge	45	5	16	2	851	919	46	4	11	0	759	820	1,739	5.2%
13	Fallon	0	1	1	3	375	380	0	3	0	2	336	341	721	0.0%
14	Fergus	26	6	14	3	1,231	1,280	16	10	7	0	1,144	1,177	2,457	1.7%
15	Flathead	141	44	63	18	6,658	6,924	131	46	61	10	6,006	6,254	13,178	2.1%
16	Gallatin	78	39	43	11	4,362	4,533	57	63	43	13	4,086	4,262	8,795	1.5%
17	Garfield	59	0	0	1	161	221	66	0	0	0	159	225	446	28.0%
18	Glacier	1,090	2	0	1	483	1,576	1,050	4	1	1	433	1,489	3,065	69.8%
19	Golden Valley	0	0	2	0	103	105	0	0	1	0	95	96	201	0.0%
20	Granite	0	0	3	0	290	293	0	2	1	0	226	229	522	0.0%
21	Hill	585	10	9	30	1,303	1,937	503	6	13	6	1,258	1,786	3,723	29.2%
22	Jefferson	11	3	8	0	912	934	11	9	1	4	861	886	1,820	1.2%
23	Judith Basin	7	0	0	0	240	247	1	0	4	0	221	226	473	1.7%
24	Lake	905	11	16	5	1,546	2,483	828	9	8	6	1,361	2,212	4,695	36.9%
25	Lewis & Clark	189	39	57	14	4,937	5,236	203	42	68	13	4,605	4,931	10,167	3.9%
26	Liberty	2	0	0	0	308	310	1	0	0	0	267	268	578	0.5%
27	Lincoln	108	26	32	9	1,919	2,094	82	18	32	11	1,704	1,847	3,941	4.8%
28	Madison	7	2	9	0	583	601	2	6	3	0	493	504	1,105	0.8%
29	McCone	2	1	4	0	175	182	3	2	1	0	172	178	360	1.4%
30	Meagher	7	2	2	0	153	164	3	0	2	1	160	166	330	3.0%
31	Mineral	13	6	2	0	427	448	9	2	7	0	415	433	881	2.5%
32	Missoula	207	112	56	36	7,050	7,461	151	104	50	38	6,713	7,056	14,517	2.5%
33	Musselshell	7	0	7	1	455	470	13	0	5	0	404	422	892	2.2%
34	Park	8	2	6	9	1,277	1,302	8	8	6	2	1,139	1,163	2,465	0.6%
35	Petroleum	1	0	0	0	41	42	0	0	0	0	50	50	92	1.1%
36	Phillips	92	1	3	0	438	534	95	2	3	1	439	540	1,074	17.4%
37	Pondera	192	2	6	6	601	807	165	1	3	5	543	717	1,524	23.4%
38	Powder River	4	3	3	0	229	239	4	1	4	0	204	213	452	1.8%
39	Powell	13	11	6	1	558	589	7	4	2	1	503	517	1,106	1.8%
40	Prairie	7	0	2	0	131	140	1	0	1	0	117	119	259	3.1%
41	Ravalli	45	23	30	21	2,934	3,053	57	16	27	12	2,681	2,793	5,846	1.7%
42	Richland	22	2	14	2	1,118	1,158	16	1	16	3	1,114	1,150	2,308	1.6%
43	Roosevelt	893	11	7	1	535	1,447	893	8	5	0	523	1,429	2,876	62.1%
44	Rosebud	454	15	15	6	910	1,400	475	9	10	6	819	1,319	2,719	34.2%
45	Sanders	65	4	9	1	968	1,047	76	8	8	3	839	934	1,981	7.1%
46	Sheridan	12	1	5	0	473	491	10	1	4	0	451	466	957	2.3%
47	Silver Bow	155	25	76	5	2,752	3,013	128	32	77	4	2,547	2,788	5,801	4.9%
48	Stillwater	12	6	15	2	790	825	6	2	16	0	688	712	1,537	1.2%
49	Sweet Grass	1	0	0	0	309	310	0	2	1	1	291	295	605	0.2%
50	Teton	10	0	3	1	706	720	16	3	8	0	661	688	1,408	1.8%
51	Toole	10	4	4	1	559	578	14	2	0	0	564	580	1,158	2.1%
52	Treasure	2	1	1	0	85	89	0	1	2	0	82	85	174	1.1%
53	Valley	132	0	7	1	707	847	96	4	3	1	682	786	1,633	14.0%
54	Wheatland	1	0	4	0	234	239	5	0	1	0	224	230	469	1.3%
55	Wibaux	9	3	6	0	298	316	6	2	4	1	275	288	604	2.5%
56	Yellowstone	496	101	441	87	10,103	11,228	454	90	414	80	9,578	10,616	21,844	4.3%
	TOTAL	8,092	632	1,173	433	74,116	84,446	7,522	649	1,078	358	68,967	78,574	163,020	9.6%

MONTANA - IPEDS 1994 FALL ENROLLMENT BY RACIAL/ETHNIC STATUS

COLLEGES & UNIVERSITIES	Non-res Alien M	Non-res Alien F	All Non-res Aliens	Black* M	Black* F	All Black Students	Amer Ind AK Native M	Amer Ind AK Native F	All AI/AK Students	Asian*** M	Asian*** F	All Asian Students	Hispanic M	Hispanic F	All Hisp Students	All M	All F	All Students	Race Unknown M	Race Unknown F	All Race Unknown Students
M Tech of UM	68	5	73	3	0	3	10	6	16	7	3	10	8	9	17	1172	728	1900	28	12	40
MSU-Bozeman	190	100	290	27	6	33	115	116	231	42	46	88	58	52	110	6023	4923	10946	796	599	1395
MSU-Northern	4	0	4	8	2	10	71	94	165	1	3	4	2	2	4	858	972	1830	126	131	257
MSU-Billings	11	5	16	5	8	13	59	132	191	11	11	22	33	32	65	1422	2420	3842	98	173	271
U of MT	267	222	489	37	5	42	128	153	281	39	51	90	44	74	118	5458	5609	11067	534	431	965
WMC of UM	3	0	3	2	0	2	7	7	14	1	2	3	1	4	5	567	583	1150	1	3	4
TOTALS	543	332	875	82	21	103	390	508	898	101	116	217	146	173	319	15500	15235	30735	1583	1349	2932
%'s	Non-res -	2.85%			Black -		AI/AK Native-		2.92%		Asian -	0.71%		Hispanic	1.04%						9.54%
DT MT of UM	1	0	1	0	2	2	7	7	14	0	1	1	2	2	4	112	224	336	0	0	0
MSU CT-Great Falls	0	6	6	2	6	8	7	25	32	1	3	4	1	3	4	205	583	788	0	0	0
CT UM-Missoula	0	2	2	0	0	0	12	6	18	2	4	6	6	4	10	274	376	650	0	0	0
Helena CT of UM	0	0	0	0	0	0	8	7	15	2	2	4	5	1	6	241	257	498	0	0	0
CT MSU-Billings	2	1	3	0	1	1	9	13	22	1	0	1	3	1	4	193	189	382	0	1	1
TOTALS	3	9	12	2	9	11	43	58	101	6	10	16	17	11	28	1025	1629	2654	0	1	1
%'s	Non-res-	0.45%			Black -		AI/AK Native-		3.81%		Asian -	0.60%		Hispanic	1.06%						0.04%
COMMUNITY COLLEGES																					
Dawson	0	0	0	0	0	0	10	3	13	0	4	4	4	1	5	264	305	569	0	0	0
Flathead Valley	4	5	9	0	1	1	18	28	46	3	5	8	9	19	28	533	1081	1614	64	195	259
FV-Lincoln Co	0	0	0	0	0	0	4	5	9	0	1	1	0	1	1	66	136	202	7	28	35
Miles	8	4	12	2	0	2	4	8	12	4	2	6	1	5	6	178	391	569	9	29	38
TOTALS	12	9	21	2	1	3	36	44	80	7	12	19	14	26	40	1041	1913	2954	80	252	332
%'s	Non-res-	0.71%			Black -		AI/AK Native-		2.71%		Asian -	0.64%		Hispanic	1.35%						11.24%
MUS/CC TOTALS	558	350	908	86	31	117	469	610	1079	114	138	252	177	210	387	17566	18777	36343	1663	1602	3265
MUS/CC PERCENTAGES	Non-res-	2.50%			Black -		AI/AK Native-		2.97%		Asian -	0.69%		Hispanic	1.06%				ace unknown		8.98%
TRIBAL COLLEGES																					
Salish Kootenai				1	0	1	279	380	659	1	0	1	0	0	0	331	543	874			
Fort Belknap				0	0	0	64	110	174	0	0	0	0	0	0	68	122	190			
Dull Knife Memorial				0	0	0	175	146	321	0	0	0	0	0	0	197	181	378			
Ft Peck Community				0	0	0	122	191	313	0	0	0	0	0	0	140	243	383			
Stone Child	1	4	5	0	0	0	64	150	214	0	0	0	0	0	0	68	158	226	0	0	0
Blackfeet Community				0	1	1	152	287	439	1	0	1	0	0	0	173	312	485			
Little Big Horn				0	0	0	76	169	245	0	0	0	1	2	3	81	192	273			
TOTALS	1	4	5	1	1	2	932	1433	2365	2	0	2	1	2	3	1058	1751	2809	0	0	0
TC %'s	Non-res-	0.18%			Black -		AI/AK Native-		84.19%		Asian -	0.07%		Hispanic	0.11%						
PRIVATE COLLEGES																					
Carroll	40	43	83	0	2	2	6	17	23	7	13	20	12	16	28	532	929	1461	61	113	174
College of Great Falls	40	45	85	3	6	9	39	63	102	10	6	16	9	14	23	428	827	1255	9	11	20
Rocky Mountain	48	22	70	15	0	15	16	31	47	5	5	10	8	4	12	397	407	804	0	0	0
TOTALS	128	110	238	18	8	26	61	111	172	22	24	46	29	34	63	1357	2163	3520	70	124	194
PC %'s	Non-res-	6.76%			Black -		AI/AK Native-		4.89%		Asian -	1.31%		Hispanic	1.79%				ace unknown		5.51%
STATE TOTALS	Non-residents Alien		1151		Black -	145	AI/AK Native-		3616		Asian -	300		Hispanic	453	ALL STUDENTS TOTAL		42672	1733	1726	3459
STATE PERCENTAGES			2.70%			0.34%			8.47%			0.70%			1.06%				ace unknown		8.11%

Non-Beneficiary@ Tribal Colleges	M	F	All
	52	163	215
	4	12	16
	22	35	57
	18	51	69
	7	8	15
	20	25	45
	5	23	28
	128	317	445
Non-Bene %			15.84%

TOTAL STUDENTS STATEWIDE 42672 ALL MINORITY STUDENTS 4514 % MINORITY STUDENTS 10.58%

*Black, non-Hisp **AI/AK Native ***Asian, Pacific Islander @ Non-Indian

Source: Integrated Postsec. Educ. Data System EF-1, CN & EF-2

Office of the Commissioner of Higher Education
American Indian/Minority Achievement

JANUARY 1995

EXHIBIT 9
DATE 1-25-95

MONTANA HIGHER EDUCATION SYSTEMS
Office of Commissioner of Higher Education
2500 Broadway • PO Box 203101 • Helena, Montana 59620-3101 • (406) 444-6570 • FAX (406) 444-0684

AMERICAN INDIAN/ ALL STUDENT FALL ENROLLMENTS

	1990		1991		1992		1993	
	AI	ALL	AI	ALL	AI	ALL	AI	ALL
Montana Higher Education Systems	957	34777	1007	34881	1027	35175	1080	35881
Tribal Colleges	1689	2008	1911	2283	3047	3531	2420	2820
Private Colleges	89	3048	95	3128	126	3460	135	3396
STATE TOTALS	2735	39833	3013	40292	4200	42166	3635	42097

Source: IPEDS-EF-1
OCHE-AIMA
4/94

MONTANA UNIVERSITY SYSTEM

Office of Commissioner of Higher Education

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Montana University System
American Indian Completions
1989-1993

	< 1	1 < 2	Associate	2 < 4	BA	MA	Doct.*	ALL
1988-89	6	3	58	15	71	11		164
1989-90	3	6	21	3	75	10	3	121
1990-91		11	12	2	95	10	3	133
1991-92	4	20	25	37	97	13	4	200
1992-93	6	12	24	10	66	14	7	139
Total	19	52	140	67	404	58	17	757

Includes: Colleges, Universities, Vocational-Technical Centers, and Community Colleges.

* Includes Law

Source: IPEDS

AIMA

(Does Not Include TC's & PC's)

MONTANA EDUCATIONAL TALENT SEARCH

OFFERING EDUCATIONAL OPPORTUNITY TO MONTANA STUDENTS

EXHIBIT 10
DATE 1/25/95
SB

Montana Educational Talent Search is a key part of the federal strategy to ensure every student has an equal chance to obtain a postsecondary education. Montana ETS helps eliminate economic, class and social barriers to higher education for over 1,200 students annually. Montana ETS changes students' lives and breaks generational cycles of unemployment and welfare dependency.

What type of students does Montana ETS "search" for? Those who comes from a low-income situation where they are the first-generation in their family to pursue postsecondary school. Such students and their families are often unfamiliar with both the benefits and requirements of higher education.

Where does Montana ETS operate? State-wide, Montana ETS collaborates with 32 junior and senior high schools. The program provides an important link between K-12 and higher education in Montana. Areas served include Great Falls and the Flathead, Blackfeet, Crow and Northern Cheyenne Reservations. The central office is located in Helena.

How does Montana ETS serve students? Two program coordinators in each of the five target areas visit each school weekly. Program services are based upon the following fundamentals:

- Early intervention beginning in 7th grade
- Intensive, long-term services over six years
- Holistic services addressing all aspects of students' lives; academic, personal, family and social
- High expectation of students
- Competency-based, accountability-focused curriculum

What exactly does Montana ETS do with, and for, students? Basically, anything that helps students **aspire** to, **prepare** for, and **successfully enter** higher education. The main barrier to academic success and goals for many disadvantaged students is **the inability to view education as relevant to their future.** Montana ETS helps them make this connection through encouragement, support and the following services:

- Career counseling
- Exposure to college campuses and summer academic programs
- "Job Shadowing" and career site visits through collaboration with local employers and businesses
- Academic counseling and support
- Job skills training, assistance in applying for summer work
- Information and counseling on college selection
- Assistance in applying for financial aid and admissions

Bottom-line: Does it work? What are the success rates? Absolutely. Despite targeting students who are usually not performing up to their academic potential, and who are not motivated towards postsecondary school, statistics show that Montana ETS students:

- Complete College Preparatory courses at the same rate as all students
- Have high school graduation rates of 95% or greater each year
- Have an overall postsecondary enrollment rate of 75% within two years of graduation
- Have an average freshman-year retention rate of 65%

MONTANA UNIVERSITY SYSTEM

Office of Commissioner of Higher Education

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MONTANA EDUCATIONAL TALENT SEARCH
PROGRAM PROFILE

Mission Statement: *Montana Educational Talent Search (ETS) offers services to ensure that students complete high school and successfully enter college or vocational school. Talent Search is one of the TRIO programs (Talent Search, Upward Bound, Student Support Services) created in 1965 to provide equal opportunity for higher education to all Americans.*

Administration: *Funded by the U.S. Department of Education, Montana Educational Talent Search has been administered by the Commissioner of Higher Education since 1979. The program director in Helena supervises coordinators who provide educational outreach to over 1,200, primarily American Indian, students at 32 junior and senior high schools in five target areas throughout Montana.*

Who Is Eligible? *There are only two admission requirements: (1) most importantly, that students* ***demonstrate need*** *for ETS services in order to consider, prepare for and enroll in postsecondary school, and (2) that most students be from families where neither parent has completed a four-year college degree and/or whose income meets certain guidelines.*

Services Offered: *ETS offers a unique range of services designed to motivate and prepare students to enter higher education. Services are based upon long-term contact with students preferably beginning in 7th grade. Once accepted, students commit to work with ETS throughout their school career until graduation and successful college enrollment. Program staff meet with students regularly both during and after school. Services include:*

- *individual counseling*
- *small group workshops*
- *career site visits*
- *campus orientation visits*
- *postsecondary enrollment assistance*
- *academic workshops and classes*
- *role model speakers and mentors*
- *cultural workshops and activities*
- *individual, group & peer tutoring*

Objectives: *ETS services are specifically designed to enhance and develop vital skills and knowledge students need if they are to achieve their full educational potential and make informed life decisions. These key competencies include:*

- *Knowledge of Educational Opportunities*
- *Knowledge of Career Opportunities*
- *High School Course Planning*
- *Academic Achievement and Progress*
- *Postsecondary Planning*
- *Postsecondary Enrollment and Transition*
- *Self-Awareness*
- *Positive Self-Image*
- *Decision-Making Skills*
- *Goal-Setting Skills*
- *Study Skills*

Educational Talent Search is based on a holistic approach to education. This means that our program is a partnership comprised of the student and his/her family as well as teachers, counselors, community members, and ETS staff. ETS exists for you. We invite you to call, write, and visit us. We welcome your inquiries, input, and feedback. For personal and individualized attention, contact the ETS staff and target area offices on the back.

MONTANA EDUCATIONAL TALENT SEARCH (ETS)

Target Areas and Schools

Central Office

Rene' Dubay, Director
Jamie Schell, Administrative Assistant

Office: Office of the Commissioner
of Higher Education
2500 Broadway
Helena, MT 59620
PH: 444-0335

Great Falls Target Area

Rebecca Roberts, Coordinator
Allan Silverstein, Assistant Coordinator

Office: Largent Alternative Center
915 First Avenue South
Great Falls, MT 59405
PH: 791-2125

Target Schools:
C.M. Russell High School
Great Falls High School
East Middle School
North Middle School
Paris Gibson Middle School

Flathead Target Area

Stella Morigeau, Coordinator
George Hansbrough, Assistant Coordinator

Office: Salish Kootenai College
P.O. Box 117
Pablo, MT 59855
PH: 675-4800 EXT. 259

Target Schools:
Arlee High School
Polson High School
Ronan High School
St. Ignatius High School
Two Eagle River School
Arlee Middle School
Polson Middle School
Ronan Middle School
St. Ignatius Middle School

Blackfeet Target Area

Donna Kennerly, Coordinator
Anne Racine, Assistant Coordinator

Office: Browning High School
Browning, MT 59417
PH: 338-2735 Ext.273

Target Schools:
Browning High School
Cut Bank High School
Heart Butte School
Browning Middle School
Cut Bank Middle School

Crow Target Area

LuMary Hogan-Spang, Coordinator

Office: Hardin Middle School
611 West 5th Street
Hardin, MT 59034
PH: 665-1408

Target Schools:
Hardin High School
Lodge Grass High School
Plenty Coups High School
Hardin Middle School
Lodge Grass Middle School
Plenty Coups Middle School

Northern Cheyenne Target Area

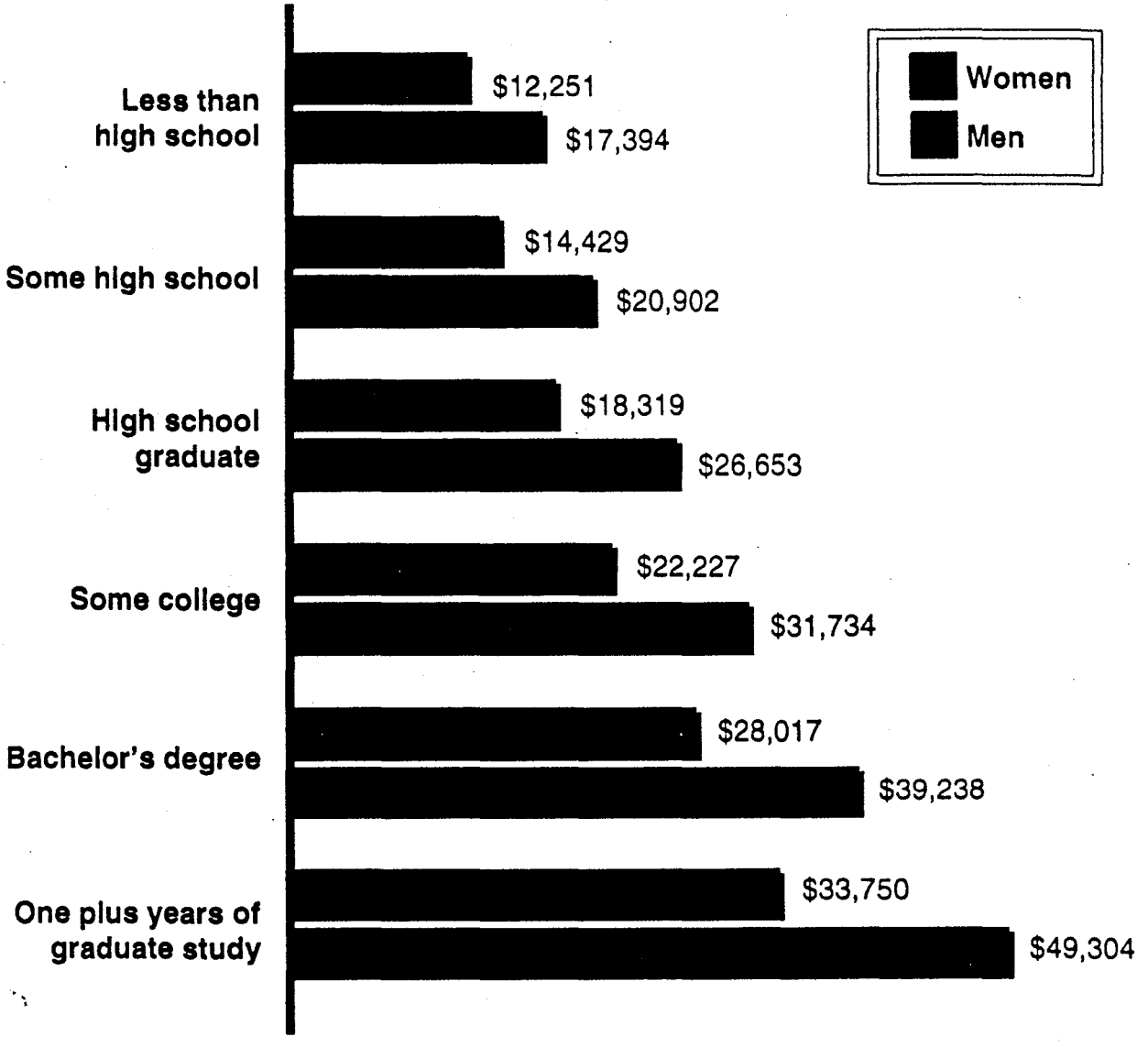
Zane Spang, Coordinator

Office: Career Development
P.O. Box 307
Lame Deer, MT 59043
PH: 477-6215

Target Schools:
Billings Senior High School
Billings West High School
Busby High School
Colstrip High School
St. Labre High School
Lame Deer School
Frank Brattin Middle School

Education and Income

Who earns the most money? On the average, those with the most education report the highest annual salaries. This chart shows the average annual income reported to the Bureau of the Census in 1990, for persons by their highest level of education completed. As there are significant differences between the averages for men and women, they are shown separately. Remember that these are overall averages. Many with only a high school diploma earn very high salaries and some with PhD's report relatively modest earnings. But the overall tendency is for those with the most formal education to earn the most money.



Data are from the Bureau of the Census, Series P-60, No. 174, for persons age 25 and older.

Minichart prepared and distributed by
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MONTANA EDUCATIONAL TALENT SEARCH

EXHIBIT 10
DATE 1-25-95

DESIRED PARTICIPANT OUTCOMES

QUANTITATIVE

Participants should achieve at or above the norm for all Montana students in:

- Grades
- Standardized tests scores
- Retention and graduation rates
- Completion of College Preparatory courses

Participants should furthermore:

- Exceed postsecondary enrollment and completion rates for all Montana students
- Enroll in a variety of college majors in which low-income, first-generation and American Indian students are under-represented
- Qualify for academic and other scholarships to the same degree as all Montana students

QUALITATIVE

Participants will be:

- Articulate
- Self-confident, self-aware
- Aware of the need to be centered through self-identity and personal values
- Able to think critically, know how to learn
- Motivated to succeed and able to define success for themselves
- Socially aware/responsible -- become good tribal, state and U.S. citizens
- Competent in tribal, state, national and global economic and social issues
- Empowered, understand and know how to work positively within the system

Furthermore, participants should:

- Have a sense of pride and group identity as an ETS participant
- Make decisions incorporating traditional cultural values (American Indian participants)
- Envision themselves as playing positive roles in the future of their communities
- Have leadership skills and desire
- Have good interpersonal skills, be able to cope with and address bias
- Have involved parents who are supportive of their educational and career goals

EXHIBIT 11
DATE 1-25-95
AL

"Nobody but my mother believed in me. I wasn't supposed to do anything. I was supposed to be on welfare and get pregnant and drop out of school."
— Barbara Harmon-Schamberger, West Virginia secretary of education and the arts

Bound to succeed

Getting low-income kids on college track

By Dale Ferrell

PASSING THE TORCH: Barbara Harmon-Schamberger, right, West Virginia's education secretary, says Upward Bound kept her from dropping out of school as a teen. She stays involved by taking new participants on a Senate tour; from left, Chester Spriggs, Jerry Ballenger, Jonathan Riffle and Amy Shepherd.

USA TODAY
Life

COVER STORY

Up, up and out of poverty

TRIO program throws an educational safety net to students losing hope

By Tamara Henry
USA TODAY

Just before giving up on high school, Barbara Harmon decided to try the anti-poverty program Upward Bound.

The incentives were right: three square meals a day; a $20-a-month stipend that could stretch her mother's welfare check; and a dormitory room during the summers with running water and electricity. She'd be nuts to say no, even though college was the furthest thing from her mind.

Today, Barbara Harmon-Schamberger, 31, has a law degree and is West Virginia's secretary of education and the arts, appointed to the post by Gov. Gaston Caperton.

"There had always been people in my life who helped me," she says, "but (Upward Bound) was the first institution to support me. I guess it gave me human worth."

Upward Bound provides high school students academic tutoring on college campuses after school, on Saturdays and during the summer. It is known popularly as one of the TRIO programs because of its siblings: Student Support Services, located on college campuses to counsel and tutor needy students, and Talent Search, which motivates middle-school students with counseling and information on col-

COVER STORY

Program has aided 10.5 million

Continued from 1D

lege admissions requirements, scholarships and student financial aid. There are now two other programs in the group.

"One of the ironies is that the students we are serving are just Head Start students on the other end," says Arnold Mitchem, head of the National Council of Educational Opportunity Associations, which oversees TRIO.

Unlike Head Start, the popular federal preschool program, TRIO's support has been uneven over the years. Congress now is debating whether to boost its budget by $44 million.

Mitchem says disparities in higher education based on family incomes were greater in 1991 than they have been in the past 22 years. In fact, Americans between the ages of 18 and 24 in families earning under $22,000 have less than a 4% chance of earning a college degree; under $39,000, less than 15%; and under $62,000, less than 25%. The median family income in 1991 was $38,268.

"I've given my whole professional life to trying to mitigate against what I feel is some sort of economic injustice," Mitchem says. "Essentially what we are doing is trying to provide the kinds of insights, information and encouragement, motivation and academic preparation that middle-income youngsters receive."

Harmon-Schamberger (she took her stepfather's name when her mother remarried) felt grim about her future.

"Nobody but my mother believed in me," she says. "I wasn't supposed to do anything. I was supposed to be on welfare and get pregnant and drop out of school."

Born in Columbus, Ohio, to a black father and white mother, she spent part of her childhood in Sacramento. When her parents divorced, she and her mother went on welfare.

"We just kept sliding down the economic scale. We wound up in West Virginia in a house with no running water and eventually in a house with no running water or electricity."

Besides the economic problems, she had trouble being the only minority in Doddridge County, W.Va. At age 16, she had missed much of school because of illness and failed her junior year.

"I said I'm out of here. I don't need this. I don't have to put up with this. I'm going to get a job" at the local glass factory, she told her counselor.

The counselor talked her into joining Upward Bound, "using words like college prep." Living in dormitories at what was then Salem College in West Virginia sounded like living in a foreign country. She was skeptical at first.

"I asked, 'Do they have air conditioning?'

" 'Yeah,' he said.

" 'Do they have running water?'

" 'Of course.'

" 'Do I get my own bed?'

" 'Yes. And there is food and ice cream and things like that. And there's a $20 stipend.'

"That was the big incentive," says Harmon-Schamberger. "We couldn't always afford toilet paper — $20. This will do it. I knew Mama could use the money so I agreed to go."

Tutoring by Upward Bound counselors helped her with dyslexia and other learning disabilities.

"They took me places and fed me and made me think that I could do something," says Harmon-Schamberger, whose high ACT scores helped get her accepted at West Virginia University.

When a counselor teased that she would one day be the state's first female Rhodes Scholar, she asked, "What's a Rhodes Scholar? Is it near Harvard?" Her self-esteem was so low, "I thought she was crazy because I didn't get a date to the prom."

A 1981 study by the Research Triangle Institute in Durham, N.C., found that Upward Bound students were four times more likely to graduate from college than poor students not in the program. Also, it said that students who were counseled or tutored were 2.6 times more likely to stay in school.

"Not everybody in my Upward Bound program went to college," says Harmon-Schamberger. Even so, its program "prevents students from falling through the cracks."

Harmon-Schamberger graduated cum laude from WVU with two bachelor's degrees in four majors — history, English, political science and international studies — and did become the state's first woman Rhodes Scholar. After studying at Oxford University, she returned to earn a law degree at the University of Virginia in 1991.

Before taking the state position, Harmon-Schamberger worked in the Washington, D.C., law office of Milbank, Tweed, Hadley and McCloy. She remembers earning in two weeks what her mother received in a year on welfare.

TRIO currently serves more than 800,000 Americans from families with incomes under $24,000 in which neither parent graduated from college. Forty-two percent of the students are white, 35% black, 15% Hispanic, 4% Native American and 4% Asian; 16,000 have disabilities. TRIO programs now are offered at more than 1,000 colleges and universities and at 100 community agencies.

By TRIO's 30th anniversary next June, Mitchem estimates more than 10.5 million students will have been served on a federal investment totaling $3 billion.

TRIO struggled through turbulent times during the Reagan and Bush administrations.

The programs now are getting attention again. President Clinton has recommended a 4.3% increase in TRIO's $418 million 1994 budget. The House approved an even higher increase — 11% — that a Senate Appropriations subcommittee also agreed to last week.

Mitchem estimates the funding increase would "give 63,000 people from 11 to 27 years of age a realistic chance at academic success."

"The extraordinary thing about Upward Bound is that you wind up being a success even if you don't go the full distance," says Harmon-Schamberger, who now lives in the rural West Virginia town of Clendenin, where she cares for her ailing mother and four dogs.

"You don't wind up where your parents did. It moves you along, some way, some how.

"It moves you from abject poverty to that middle-class threshold somehow."

EXHIBIT 11
DATE 4/25/95
SB

What is TRIO?

Why are the TRIO programs so effective?

How do these programs work and who benefits?

How can an increased investment in TRIO reduce defaults in the student loan program?

Why do over 1200 colleges, universities, community colleges and private agencies sponsor TRIO programs?

What are the social, academic and financial barriers that keep millions of Americans out of College?

... TRIO is Educational Opportunity for Low-income Americans

Our nation has asserted a commitment to providing educational opportunity for all Americans regardless of race, ethnic background or economic circumstance.

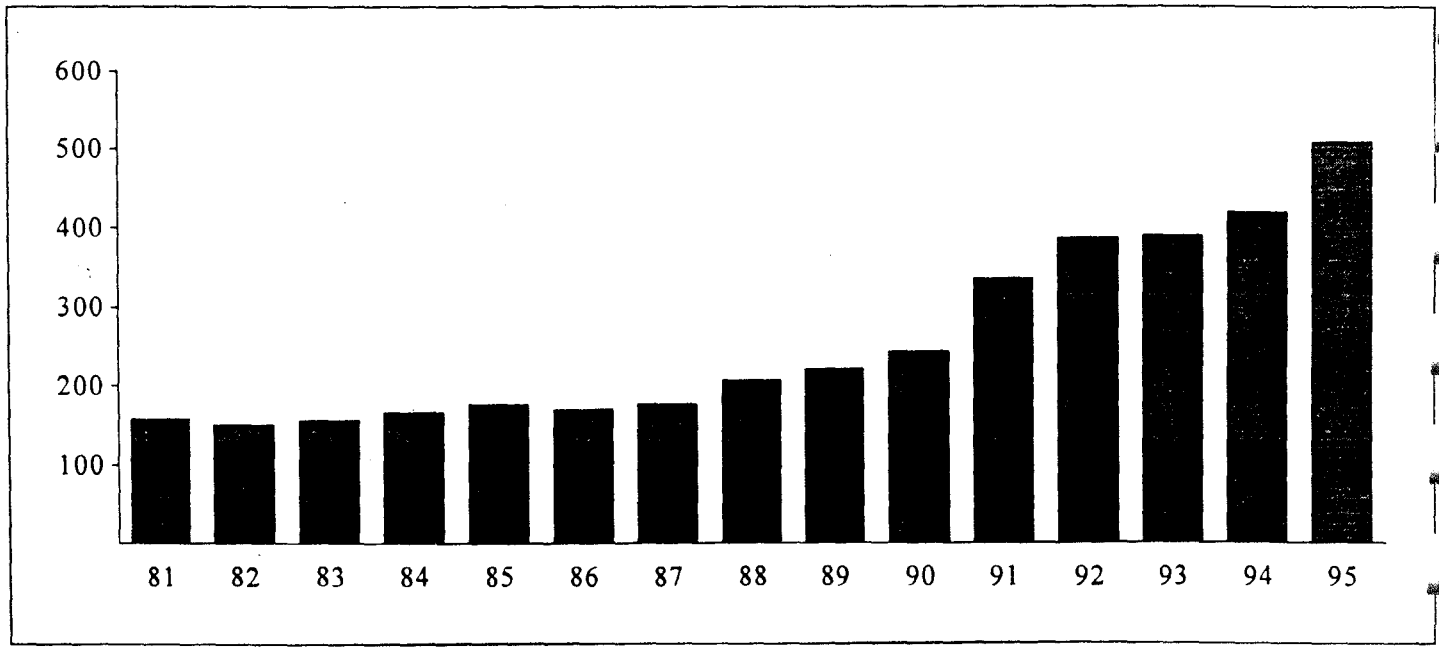
In support of this commitment, Congress established a series of programs to help low-income Americans enter college, graduate and move on to participate more fully in America's economic and social life. These programs are funded under Title IV of the Higher Education Act of 1965 and are referred to as the TRIO programs (initially just three programs). While student financial aid programs help students overcome financial barriers to higher education, TRIO programs help students overcome class, social and cultural barriers to higher education.

Who is Served

As mandated by Congress, two-thirds of the students served must come from families with incomes under $24,000, where neither parent graduated from college. (Over 1,750 TRIO programs currently serve nearly 700,000 low-income Americans between the ages of 11 and 27. Many programs serve students in grades six through twelve.)

Forty-two percent (42%) of TRIO students are White, 35% are African-American, 15% are Hispanic, 4% are Native American, and 4% are Asian-American. Sixteen thousand (16,000) TRIO students are disabled.

TRIO Funding 1981-95 (In Millions)



How it Works

Over 1,200 colleges, universities,community colleges and agencies now offer TRIO programs in America. TRIO funds are distributed to institutions through competitive grants.

Americans between the ages of 18 and 24 earning under $22,000 have less than a 4% chance of earning a baccalaureate degree; under $39,000 less than 15%; and under $62,000 less than 25% will have an opportunity to earn a college degree. The median family income in 1991 was $38,268.

An Array of Services

Services vary according to program. Services offered through the various TRIO programs include: assistance in choosing a college; tutoring; personal and financial counseling; career counseling; assistance in applying to college; workplace visits; special instruction in reading, writing, study skills, and mathematics; assistance in applying for financial aid; academic assistance in high school or assistance to re-enter high school.

The federal government's TRiO programs are designed to identify promising students (Talent Search), prepare them to do college level work (Upward Bound), provide information on academic and financial aid opportunities (Educational Opportunity Centers), and provide tutoring and support services to students once they reach campus (Student Support Services).

TRIO PROGRAMS AT A GLANCE

UPWARD BOUND helps people from families with incomes under $24,000 (where neither parent graduated from college) prepare for higher education. Participants receive instruction in literature, composition, mathematics, and science on college campuses after school, on Saturdays, and during the summer. Currently, 579 programs are in operation throughout the United States.

STUDENT SUPPORT SERVICES helps people from families with incomes under $24,000 (where neither parent graduated from college) to stay in college until they earn their baccalaureate degree. Participants, which include disabled college students, receive tutoring, counseling, and remedial instruction. Students are now being served at over 700 colleges and universities nationwide.

TALENT SEARCH programs serve young people in grades six through twelve. In addition to counseling, participants receive information about college admissions requirements, scholarships, and various student financial aid programs. This early intervention program helps people from families with incomes under $24,000 (where neither parent graduated from college) to better understand their educational opportunities and options. Over 310,000 Americans are enrolled in 312 Talent Search TRIO programs.

EDUCATIONAL OPPORTUNITY CENTERS, located throughout the country, primarily serve displaced or under-employed workers from families with incomes under $24,000. These Centers help people to choose a college and a suitable financial aid program. There are over 70 Educational Opportunity Centers in America.

RONALD E. McNAIR POST-BACCALAUREATE ACHIEVEMENT programs are designed to encourage people from families with incomes under $24,000 and minority undergraduates to consider careers in college teaching as well as prepare for doctoral study. Named in honor of the astronaut that died in the 1986 space-shuttle explosion, students who participate in this program are provided with research opportunities and faculty mentors.

Outstanding TRIO Achievers

ALBERT WYNN
Congressman, Fourth District of Maryland
U.S. House of Representatives
Student Support Services
University of Pittsburgh

CLEO FIELDS
Congressman, Fourth District of Louisiana
U.S. House of Representatives
Upward Bound
Southern University A&M

BARBARA HARMON-SCHAMBERGER
Secretary, Education and the Arts
State of West Virginia
(WV's 1st Rhodes Scholar)
Upward Bound
Salem College

Disparities in higher education opportunity across family income levels were greater in 1991 than they have been any time in the last twenty-two years.

Evidence of Achievement

- Students in the Upward Bound program are four times more likely to earn an undergraduate degree that those students from similar backgrounds who did not participate in TRIO.
- Nearly 20% of all African-American and Hispanic freshmen that entered college in 1981 received assistance through the TRIO Talent Search or EOC programs.
- Students in the TRIO Student Support Services program are more than twice as likely to remain in college than those students from similar backgrounds who did not participate in the program.

WHAT IS NCEOA?

The National Council of Educational Opportunity Associations is a 501(c)(3) non-profit organization incorporated under the laws of the District of Columbia in 1982 which represents institutions of higher education, administrators, counselors and teachers who are committed to advancing equal educational opportunity and to promoting diversity in America's colleges and universities.

NCEOA's principal concern is sustaining and improving educational opportunity program services. The majority of educational opportunity programs are the federally funded TRIO programs which currently operate in over 1,200 postsecondary institutions and community agencies nationwide.

OUR MISSION:

The mission of NCEOA is to advance and defend the ideal of equal educational opportunity in postsecondary education. As such the focus of NCEOA is assuring that the least advantaged segments of the American population have a realistic chance to enter and graduate from a postsecondary institution. A secondary purpose of the NCEOA is to provide a voice and a political vehicle for administrators, counselors and teachers who are employed in institutionally, state, and federally-funded opportunity programs, especially those professionals working in the TRIO programs.

EXHIBIT 12
DATE 1/25/95
SB

Bureau of Mines and Groundwater Assessment Program Funding Request 1996/97 Biennium

	FY96	FY97	Biennium Total
Governor's and LFA Budget			
Bureau of Mines	$ 1,367,913	$ 1,369,752	$ 2,737,665
Groundwater Assessment	666,000	666,000	1,332,000
SubTotal	2,033,913	2,035,752	4,069,655
State Pay Plan	37,819	78,408	116,227
SubTotal	2,071,732	2,114,160	4,185,892
Special Program Enhancements (5% Adj. approved by Regents) *	93,602	93,602	187,204
1997 Biennial Budget Request	**$ 2,165,334**	**$ 2,207,762**	**$ 4,373,096**
Funding			
Bureau of Mines			
General Fund	$ 1,323,913	$ 1,325,752	$ 2,649,665
Additional Requested General Funds	131,421	172,010	303,431
Sales and Service	44,000	44,000	88,000
Groundwater Assessment Program			
RIGWAT Proceeds (14.1 %) and Metalliferous Mines Tax (2.2%)	666,000	666,000	1,332,000
Total Revenues	**$ 2,165,334**	**$ 2,207,762**	**$ 4,373,096**

* Special Program Enhancements
Upgrade GIS capability to increase research, publication, productivity, and service, including:

Personal Services (2.0 FTEs)	$ 68,626
Operating Expenses	14,976
Equipment Leases	10,000
Total, each year	$ 93,602

HOUSE OF REPRESENTATIVES
VISITORS REGISTER

Education SUB-COMMITTEE DATE 1/25/94

BILL NO. HB2 SPONSOR(S)

PLEASE PRINT PLEASE PRINT PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	Support	Oppose
Bill Perrin	Montana Fire Training School Stevensville Fire Dept	X	
GARY MAHUGH	CRESTON VOL FIRE DEPT	X	
Tom McCoy	Mont Ag Exp Station	X	
Kelly Donovan	Ext + Exp Sta *MSU Budget	X	
Bob Gilbert	Mt Woolgrowers Assn	✓	
Kelly Raths	4-H + Extension	✓	
RICHARD CROFTS	OCHE	—	
Tara Kappel	MSU Ext + Station	✓	
Ellen Swaney	OCHE - AIMA	X	

PLEASE LEAVE PREPARED TESTIMONY WITH SECRETARY. WITNESS STATEMENT FORMS ARE AVAILABLE IF YOU CARE TO SUBMIT WRITTEN TESTIMONY.

HR:1993
wp:vissbcom.man
CS-14

DATE ______________________

SENATE COMMITTEE ON ______________________

BILLS BEING HEARD TODAY: ______________________

< ■ > PLEASE PRINT < ■ >

Check One

Name	Representing	Bill No.	Support	Oppose
[illegible] Wall	Smith-McGowan			
Kent Wasson	MAES			
Bob LEE	MSU-Extension-Ag			
Donna Hale	MT Chapt NASW / MMHPC			
Jody Wills	MSU Experiment Station Advisory Council			
Pete Joseph	MFT			
Steve McDonnell	MT Wht & Barley Comm.			
Bob Gilbert	MT. STATE Volunteer firefighters ASSN	Support funding MT Fire Training School		
Rob Specter	MSU-Bozeman			
[illegible]	MSU-Bozeman			
Mike Green	ASMSU-Bozeman			
Mike Vogel	MSU-Bozeman			
Norm Rostocki	Marysville VFD			
JAMES [illegible]	MT FIRE DIST ASSN	FSTS	✓	

VISITOR REGISTER

PLEASE LEAVE PREPARED STATEMENT WITH COMMITTEE SECRETARY