

MINUTES

**MONTANA HOUSE OF REPRESENTATIVES
52nd LEGISLATURE - REGULAR SESSION**

SUBCOMMITTEE ON EDUCATION & CULTURAL RESOURCES

Call to Order: By **CHAIRMAN PECK**, on January 21, 1991, at 8:00 am

ROLL CALL

Members Present:

Rep. Ray Peck, Chairman (D)
Sen. Greg Jergeson, Vice Chairman (D)
Sen. Don Bianchi (D)
Rep. Larry Grinde (R)
Sen. H.W. Hammond (R)
Rep. Mike Kadas (D)

Staff Present: Pam Joehler, Senior Fiscal Analyst (LFA)
Doug Schmitz, Budget Analyst (OBPP)
Melissa Boyles, Secretary

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

Announcements/Discussion: **CHAIRMAN PECK** stated the travel arrangements for Glendive were still being worked out but would be similar to the Kalispell arrangements.

HEARING ON VOCATIONAL TECHNICAL CENTERS

Tape No. 1

018
Ms. Joehler, LFA, distributed and reviewed LFA CL Biennium Budget Analysis **EXHIBIT 1** and a summary worksheet **EXHIBIT 2**

157
Doug Schmitz, OBPP, stated that the Executive Budget left the Carl Perkins money as current unrestricted.

167
CHAIRMAN PECK stated that on Wednesday January 23rd there will be a hearing on the review of Carl Perkins funding.

171
REP. KADAS asked what the administration's position is on how the Carl Perkins money should be used.

174

Doug Schmitz stated that at the time the budget was being prepared the reauthorization act was still being dealt with in Congress. The OBPP stated that there is no opposition at this time.

REP. KADAS stated that there was a substantial difference between the LFA and the Executive millage and asked Ms. Joehler to explain the difference. **Ms. Joehler** stated that she does not know the differences. The estimates were received from Terry Johnson and Ms. Joehler was assured that they were up-to-date.

CHAIRMAN PECK stated that Revenue, LFA and the Auditors have been trying to come together on the question of taxable value.

204

SEN. JERGESON asked if the subcommittee underestimates what the county mill levy will raise will there be a reversion in the general fund. **Ms. Joehler** said that language has been used in the past to require the general fund reversion. **SEN. JERGESON** asked what would happen if the millage didn't raise as much as was anticipated. **Pam Joehler** stated that she was unaware of the Vo-Techs coming in for a Supplemental before but stated that they would probably come in for a supplemental.

SEN. JERGESON stated that the Vo-Techs didn't spend as much in FY90 as was appropriated and what happens to the difference of the expenditure and the appropriated amount. **Ms. Joehler** stated that the reason the Vo-Techs didn't spend as much as was appropriated was they didn't collect as much in tuition. The reversion wouldn't go back to the general fund. It would go into a current unrestricted account.

252

CHAIRMAN PECK asked Ms. Joehler about the restriction on personal services, being able to transfer in but not out. **Ms. Joehler** stated that it had a significant impact on the current level budget. When the Vo-Tech Centers were line itemed last session, the personal services were set lower than needed. They ended up transferring \$250,000 in FY90 into personal services. Therefore, both the FY90 appropriated level for personal services and the FY90 actual operating costs were lower and this made a definite impact on the subsequent biennium.

275

SEN. HAMMOND asked Ms. Joehler if it were 1.5 mills statewide. **Ms. Joehler** stated it was 1.5 mills per county where the centers are located. **SEN. HAMMOND** asked if there was more tax money. **Ms. Joehler** stated that there was approximately \$76,000 more in FY90 than what was estimated by the last Legislature. This caused a general fund reversion, which was required by the general fund appropriations act.

Ms. Joehler stated that Great Falls and Missoula over collected their tuition revenue. They sought and were approved for a budget amendment to spend the additional revenues. They will be asking for spending authority of \$172,000 for higher tuition collections in this fiscal year. **CHAIRMAN PECK** asked if the excess millage money happened in all Counties. **Laurie Neils** said yes.

REP. KADAS asked Ms. Joehler to provide him with information pertaining to the process that was done to arrive at the student faculty ratio and the faculty compensation number on pg F43 of the LFA Budget Analysis Book.

321

John Hutchinson, Commissioner of Higher Education, stated that more than 70% of the jobs in the united states require currently less than a college degree. The productivity of the 70% sector will make or break our economic future. **Commissioner Hutchinson** stated that the pressure point of the training of these people will fall upon the Vocational Technical sector of higher education. Vocational Technical Centers must be given the opportunity to upgrade and meet the career demands for these workers for the 1990s and beyond.

Commissioner Hutchinson stated that the success of our Vocational Technical Centers is critical to the economic development of Montana. If we have strong Vocational Technical Centers we will be able to meet the needs of new and developing industries in the state and in addition can assist in attracting new industries and business' to Montana.

Commissioner Hutchinson stated that in 1987 the Vo-Techs were transferred to the Regents and over the past three years have done a very good job of building a Vocational Technical System. They have acquired buildings and land from the school system, all Vo-Techs have converted to the Semester Calendar and all are now on a common calendar. There are many advantages from having created a system of Vocational Technical Centers. The opportunity for shared resources throughout Higher Education, improved transferability among Vo-Techs and other units in Higher Education, and reduced competition through specified and unique role and mission statements have all been accomplished.

Commissioner Hutchinson turned the meeting over to Brady J. Vardemann, Deputy Commissioner for Vocational-Technical Education.

Brady Vardemann, Deputy Commissioner for Vocational-Technical Education, distributed and reviewed written testimony. **EXHIBIT 3**

CHAIRMAN PECK stated that HB39 went through and was not greeted with 100% vote. What are the down sides of this bill and what can the subcommittee do other than money. **Ms. Vardemann** stated that there is work to do on standardization, and transfer of credits. **Ms. Vardemann** stated that she feels it vitally important to change the name of the Vocational Technical Centers to more clearly symbolize the types of institutions that they are. One area not spelled out by HB39 is Adult and Continuing Education, courses that are prepared for customized training and course by course delivery to upgrade and retrain the adults of our state.

793

CHAIRMAN PECK stated that he is very interested in the idea of some kind of merger, particularly in administrative activity support in those communities where there are Colleges and Vo-Tech Centers. **CHAIRMAN PECK** asked if the commissioner could give the committee advance notice on the merger study the Commissioners Office is putting out this month. **Commissioner Hutchinson** stated that there have been two merger studies completed. The Commissioners Office commissioned a study team that had parallel Administrators and Faculty leaders from the College in question and the Vo-Tech Center. They were charged with the responsibility of looking at merger, which could be a continuum all the way from limited affiliations to total absorption of one institution within the other. The merger studies were done in Butte and Billings. **Commissioner Hutchinson** stated that it does not appear at this time that we would have the sort of merger that would involve total absorption of one institution with another but there are opportunities for affiliation. The principal guiding the merger studies was the fact that both institutions had to be enhanced.

825

CHAIRMAN PECK asked if Missoula had been studied. **Commissioner Hutchinson** said no, both Butte and Billings Vo-Techs have been struggling with enrollments and the Commissioners Office felt the merger would have greater possibilities to help out the Vo-Tech Center.

CHAIRMAN PECK asked **Commissioner Hutchinson** to comment on the feeling within the six units about the Associate degrees being granted more freely and the transfer of credits. **Commissioner Hutchinson** stated that there are probably reservations among some faculty members as to whether or not Vocational Technical Credit should transfer. As far as the possibility of a merger between the centers there has been a great deal of support from the senior institutions.

881

REP. KADAS asked to what extent the Vo-Techs work with high schools. **Ms. Vardemann** stated that they look for strong participation and support of greater involvement through the secondary and post secondary institutions. Some of the

agreements already exist and will be continued. A section of the Carl Perkins Act mandates for the first time two plus two relationships between the secondary schools and two year post secondary institutions.

REP. KADAS stated that he noticed significant drop-offs in enrollment in some of the centers and would like Brady Vardemanns reaction as to what is going on. **Ms. Vardemann** stated in the past two years they had decreases in enrollment in some centers. This follows a pattern seen across the country. This past fall has brought increases in enrollment. **REP. KADAS** stated that he would like the directors of each institution to comment on enrollment.

SEN. HAMMOND asked if there were any requirements for entrance into the Vo-Tech Centers. **Ms. Vardemann** stated that certain programs may have limited enrollments due to clinical space. Therefore, there is a process in some instances to track where students are and provide them with remediation before they enter a particular program. Basically the Vo-Tech Centers are open door institutions.

955

SEN. HAMMOND asked if this would create a problem when we have transferability with Universities and other schools. **Ms. Vardemann** stated that the only credits to transfer would be those credits from courses that have been completed satisfactorily.

CHAIRMAN PECK asked if it would be possible for a high school drop out to go to Vo-Tech and then transfer credits a university. **Ms. Vardemann** stated that most people who do not have general high school equivalency complete that prior to entrance into the program.

SEN. BIANCHI asked if there were contingencies on accreditation or will the subcommittee continue to be faced with budget amendments. **Ms. Brady** stated that the Commissioners Office feels confident that, if they are funded at the level the regents have requested, they can accomplish all of the goals in fulfilling the accreditation requirements.

SEN. BIANCHI asked if they would lose accreditation if either the LFA or the Executive Budget was approved. **Commissioner Hutchinson** stated that both the LFA and the Executive Budget would put the accreditation at risk.

019

CHAIRMAN PECK asked Sib Clack if she had looked at the Cohen Bill. **Ms. Clack** stated that HB202 incorporates a body of the language that will be discussed on Wednesday during the Carl Perkins Review.

025

Jack Noble reviewed the Vo-Tech section in the 1992 Biennium Budget Recommendations Book. **EXHIBIT 4**

Mr. Noble stated that by coming off of the operating side of actual expenditures the Commissioners Office took \$258,000 of appropriated and put it into personal services. This essentially increased the appropriated amount, but by coming off of the appropriated amount the Commissioners Office did not get credit for the shift of money that was moved to personal services. The Vo-Tech recommendation by the Board of Regents (BOR) is very lean.

Mr. Noble distributed and reviewed a handout on Carl Perkins Subgrant in Unrestricted Subfund. **EXHIBIT 5** **Mr. Noble** stated that the Legislative Audit Recommendation speaks only to the accounting treatment of those monies. They did not make recommendations as to the backfill. If the money is not backfilled there will be little option for the Vo-Techs to cut back by \$807,000 per year. The Regents have allocated \$570,000 per year back to the Vo-Techs.

Mr. Noble stated that he would like the subcommittee to be aware of the Vo-Techs statutes. **Mr. Noble** stated that the Commissioners Office would like a separate program called, Vo-Tech Administration General, set aside in the Commissioners Office. These would be the General Fund monies required to perform the duties under 20-16-101, Powers and duties of the BOR. **EXHIBIT 6**

Mr. Noble distributed and reviewed a handout on the Salary Equity Plan. **EXHIBIT 7** **Mr. Noble** stated that the Equity Plan was developed to provide an incentive system into the schedule. The Commissioner Office would like to encouraged the faculty to continue their degrees. The salary plan is a first step in developing a comprehensive Vo-Tech System that has salary equity and salary incentive built in.

300

REP. KADAS asked if the plan was set up to happen in one year or over the biennium. **Mr. Noble** said it would happen in one year time. **REP. KADAS** asked how this would relate to any potential pay plan that passes the legislature. **Mr. Noble** said the pay plan would be on top of the equity plan.

SEN. BIANCHI asked **Mr. Noble** if he had a breakdown on what kind of education the people in the Vo-Tech Centers have. **Mr. Noble** stated he could provide the subcommittee with a profile of all degrees.

SEN. HAMMOND asked Mr. Noble why Butte and Helena are higher than the others in Scholarships and Fellowships. **Mr. Noble** said he was unsure of the reason, and would get back to the subcommittee.

REP. KADAS stated that the tables in **EXHIBIT 4** show Great Falls being behind in salary agreements but the Academic Instruction numbers show them fairly close to their peers. **Mr. Noble** stated that the term academic incorporates both instruction, and academic support. The academic support component for Great Falls is extremely low.

CHAIRMAN PECK asked if there is a low student faculty ratio will that create a greater need for salary increase out of the pool. **Mr. Noble** said it depends on where all the faculty are based on experience and training. **SEN. BIANCHI** asked if the figures on Table 2 of **EXHIBIT 4** would be near the peers if faculty salary equity pool was put into the formula. **Mr. Noble** said it would definitely adjust it. **Mr. Noble** stated that these figures are also two years old. **REP. KADAS** asked if we could be sure, with the equity pool, all of the institutions would be over peers. **Mr. Noble** said we would probably be right with the peers.

REP. KADAS asked what makes up the local component. **Mr. Noble** said it is the local millage.

SEN. BIANCHI asked Mr. Noble what a Pell Grant is. **Mr. Noble** said it is a federal financial aide awards for needy students.

REP. KADAS referred to table three, page five of **EXHIBIT 4**
REP. KADAS stated that he was confused by the local millage. Comparing Billings and Missoula, Billings has fewer FTE than Missoula but has a larger property tax base than Missoula. Since they're both levying a mill and a half, Billings should be putting in considerably more per student. Yet it is the other way around. **CHAIRMAN PECK** stated that he felt **REP. KADAS** was saying that the local levy is only yielding 17.7% in Billings and 25.9% in Missoula, yet there is a much higher tax base in billings on the 1 1/2 mill to create revenue than in Missoula. **Laurie Neils** stated that these figures were for 1989 and still included the additional millage money.

659

REP. GRINDE asked if Vocational Education Instructors need to have degrees. **Brady Vardemann** stated that the Office of Public Instruction has a list of criteria for minimum faculty qualifications. However, a rich experiential background validated in business and industry takes precedence over formal educational preparation. **Ms. Vardemann** said she would provide a list to the subcommittee of how many faculty have degrees.

CHAIRMAN PECK brought to Brady Vardemanns attention that statute 20-7-701 precludes GED instruction taking place in the Vo-Tech Centers. **CHAIRMAN PECK** stated that Ms. Vardemann answered a question previously that indicated GED instruction is taking place in the Vo-Tech Centers. **Ms. Vardemann** stated that the Vo-Tech Centers do not field programs in adult basic education. **CHAIRMAN PECK** stated that he is concerned with the student FTE being generated and whether any Vo-Tech Centers are violating this section of the law.

734

Commissioner Hutchinson stated that on Wednesday January 23rd the commissioners Office would like to answer questions and clear up the confusion on the tables in **EXHIBIT 4** **CHAIRMAN PECK** said there would be plenty of time on Wednesday.

768

Dennis Lerum, Director, Missoula Vocational Technical Center, stated that governance has made a significant and substantial change. It appropriately places the centers in the Post secondary environment. For the first time the centers have a mission statement that provides direction. **Dr. Lerum** stated that the change will assist the centers in realizing the potential they have in providing service to the state relative to economic growth stability.

Dr. Lerum stated that they have expanded course offerings and have made them available at non-traditional times. Many students are involved with employment and this provides increased access for people unable to attend school during the traditional day hours. Training contracts have been initiated with various businesses and industries in the Missoula area.

Dr. Lerum stated that the Missoula Vo-Tech is planning to become more involved in economic development in both the local and state community activities.

Dr. Lerum urged the subcommittee to support the Regents proposed budget because it provides a current level request and will support activities as they are today. Anything less than the Regents budget will require the Vo-Tech to review the services available and reduce them.

881

CHAIRMAN PECK stated that he has one concern which is that we get so structured and are unable to respond to the local need by the Vo-Tech Centers. **Dr. Lerum** said that previous to the change the Vo-Techs were inappropriately structured, now there is structure and direction with the degree of flexibility needed to be responsive.

CHAIRMAN PECK stated that **Dr. Lerum** had said that the Center decides whether a student has a place to go and they limit enrollment based on that determination. **CHAIRMAN PECK** asked **Dr.**

Lerum to clarify. Dr. Lerum stated that in the Nursing Program they take the capacity of the local hospitals to accommodate the schools clinical experience this alone will limit enrollment. The school also looks at the need for the product. Several years ago the Center expanded their efforts in the Electronics Program not considering where the product would go and, as a result, placement started going down. Dr. Lerum stated that the Center utilizes the Department of Labor information as well as information from the local scene to make those judgment decisions. CHAIRMAN PECK stated that he is concerned that the Center is making a judgment on a two year program because the employment isn't good now.

924

SEN. JERGSON asked if the counseling program would also counsel students to not apply for bigger programs because the employment opportunities aren't there. Dr. Lerum stated that they don't counsel students on the course to take but they do provide all of the facts to the students.

937

SEN. HAMMOND asked Dr. Lerum to name the partnerships they have created. Dr. Lerum stated the one he has listed are Rail Link, Champion, U.S. Navy. SEN. HAMMOND asked if they acquired equipment from these partnerships to carry out the needs of people involved in those areas. Dr. Lerum stated that they try to get the equipment. SEN. HAMMOND asked if it has been more difficult for the Center to go under the Board of Regents or has is generated greater opportunities. Dr. Lerum said it provided greater opportunity for the Missoula Vo-Tech.

REP. GRINDE asked what degree is offered in the nursing program. Dr. Larum said they have a practical nursing program.

SEN. BIANCHI asked how long the Practical Nursing Program is. Dr. Lerum said it is 1 1/2 year. SEN. BIANCHI asked how much of that time is clinical. Dr. Lerum said it is 50% or more.

REP. GRINDE asked if all the Vo-Techs have the Practical Nursing Program. Dr. Larem said yes.

Willard Weaver, Director, Great Falls Vocational Technical Center, distributed and reviewed a handout, A Return on Your Investment. EXHIBIT 8

Mr. Weaver urged the subcommittee to devise a funding system that will be reflective, flexible and adequate for each center to provide the education and training needed.

228

CHAIRMAN PECK asked why the Great Falls share of the proposed equity pool on salaries is so large. Mr. Weaver stated that this is due to comparing salary schedules to other AA School Districts Great Falls Vo-Tech was ranking 4th and 5th.

CHAIRMAN PECK asked what Great Falls' enrollment is compared to with other Vo-Tech Centers. **Mr. Weaver** stated that in the last two years Great Falls was the highest in enrollment.

255

SEN. JERGESON asked how Great Falls unused space compares to unused space in the other Vo-Techs. **Mr. Weaver** said he is not aware of any other center with unused space.

SEN. HAMMOND asked if Great Falls still has an outstanding bond issue. **Mr. Weaver** said it is approximately \$300,000.

CHAIRMAN PECK asked if they still have limitations as to what they can teach after the title transfer. **Mr. Weaver** said the title has been transferred but what we can and can not teach has never been clarified.

CHAIRMAN PECK asked Mr. Noble to comment on the covenant that CGF had on the title. **Commissioner Hutchinson** stated that they are forbidden, in a sense, from teaching courses that could be used toward a Bachelor degree.

REP. KADAS asked the Commissioners Office to bring information showing the outstanding balance on the bonds to the meeting on Wednesday January 23.

CHAIRMAN PECK asked Mr. Weaver what GF Vo-Tech Center came to Helena to do. **Mr. Weaver** said he came to do a Retail Security Prevention course at the Helena School.

325

Harrison Freeborn, Director, Butte Vocational Technical Center, distributed and reviewed written testimony. **EXHIBIT 9**

Mr. Freeborn stated that in order to get into the Butte Vo-Tech Center you must have a GED or High School Diploma.

Mr. Freeborn urged the subcommittee to fund the Vo-Tech Centers according to the direct request by the Commissioner of Higher Education and the Board of Regents.

444

SEN. HAMMOND asked if Butte has an open registration. **Mr. Freeborn** stated that they have a provision that accepts a person without a High School Diploma or GED depending on how long it will take them to get the GED.

SEN. HAMMOND asked why Butte shows more scholarships. **Mr. Freeborn** said scholarships also cover financial aid and Pell grants. **SEN. HAMMOND** asked if they had someone on staff to counsel these students. **Mr. Freeborn** said there is a financial aide person as well as a Counselor.

SEN. JERGESON asked Mr. Freeborn if the Butte Vo-Tech had any unfinished or unused space. **Mr. Freeborn** said no.

REP. KADAS asked Mr. Freeborn what the percentages were of the enrollment decline. **Mr. Freeborn** said 47% employed, primarily due to the opening of Kmart, 24% moved to higher education, 11% left the area, and the remaining 18% were unable to come back to school.

SEN. HAMMOND asked what area the General Motors training site would cover. **Mr. Freeborn** said that it depends on what they want.

CHAIRMAN PECK asked if the 309 FTE in the first semester was a firm figure. **Mr. Freeborn** said yes.

REP. GRINDE asked how the school goes about contacting the businesses to become training sites. **Mr. Freeborn** said the business contacts the school. **REP. GRINDE** asked what a training center does. **Mr. Freeborn** said they bring employees in for a training session at the school and allow the instructors to attend at no charge.

SEN. HAMMOND asked if the Center received a lot of equipment from these companies they are in partnership with. **Mr. Freeborn** said they don't get a lot of equipment but you do get some from there area.

REP. KADAS asked how many new people Kmart hired. **Mr. Freeborn** said he didn't know the total, but it was approximately 65% out of the Vo-Tech. **REP. KADAS** asked if the number of people going to Tech was a normal number or new. **Mr. Freeborn** said it was new. **REP. KADAS** stated he is concerned that the new partnership with Tech is working decidedly to one or the others advantage. **REP. KADAS** asked Mr. Freeborn if the Center tracked which programs these students went into. **Mr. Freeborn** said most of them went in to business.

CHAIRMAN PECK asked if this were a program change for Tech. **Commissioner Hutchinson** stated that the business program at Tech was discontinued but, they now have an entrepreneurship and business technology type program.

REP. GRINDE asked the Vo-Techs and the University to provide a simplified version of the curriculum available in the schools. **Commissioner Hutchinson** stated that the information is available in the Blue Book handed out to the committee and also in the Role and Scope Document. If a more constricted document is wanted the Commissioners Office will provide that. **REP. GRINDE** stated that he would look through those documents.

631

George Bell, Director, Billings Vocational Technical Center, stated that the Billing Vo-Tech is a quality educational institution. This is evidenced by a high percentage of students who are satisfied by the quality of education received at the Billings Vo-Tech Center. Examples of measured quality are; during past thirteen years Billings Vo-Tech students have placed in the top ten places in national competition. In July 1990 the automotive technology program received certification by the national institute for automotive excellence. **Mr. Bell** said that they are now working on other program proposals that will be upgraded from certificate to associate degree.

Mr. Bell stated that enrollment for spring semester appears the Billings Vo-Tech will reach 400 FTE, an increase of 15%. This is due to the efforts of the faculty and staff working together as a team in selling what is already there.

Mr. Bell stated that they have been and continue to use a number of services available at Eastern Montana College that the Billings Vo-Tech is unable to provide to the students.

Mr. Bell stated that the budget submitted by the Board of Regents does not contain the Billings Vo-Tech wish list but rather a lean budget that would allow the center to maintain there current programs. The Billings Vo-Tech is currently scheduled for a focused interim revisit by the Northwest Association of Schools and Colleges to demonstrate progress and plans to improve three areas; Administrative stability, Remedial Education Program availability and adequacy, and adequacy of Library and budget resources. **Mr. Bell** stated that he and his staff feel, if the Regents budget is approved for the Billings Vo-Tech; they will still face a tough sell to the accreditation people. **Mr. Bell** asked the subcommittee to help make Billings Vo-Tech a place for the future.

CHAIRMAN PECK asked how long **Mr. Bell** has been with the Billings Vo-Tech Center. **Mr. Bell** said he started the first of July.

CHAIRMAN PECK asked **Mr. Bell** if he could speculate on the decline in enrollment at Billing Vo-Tech. **Mr. Bell** feels the problems with the decline of enrollment have to do with change; the change from the school district to state and the switch to the semester system .

CHAIRMAN PECK asked if Billings Vo-Tech had surveyed their dropouts to find out why they left. **Mr. Bell** said Billings Vo-Tech doesn't have a significant dropout rate. Compared to national standards in the Nursing Program alone Billings is well above the national averages for the students that enter a program and the ones that graduate. **CHAIRMAN PECK** stated that if the dropout rate is not high then it is attracting the new students that is not keeping. **Mr. Bell** agreed.

Tape No. 3

877

SEN. BIANCHI asked if the counselors in High Schools are offering some resistance in counseling students to go to Vo-Techs vs. going to something with a lesser degree. **Mr. Bell** said there is a possibility of that, however, since the fall they have employed a counselor who has been on the road visiting the schools recruiting Billings Vo-Tech.

REP. KADAS asked **Mr. Bell** what the FTE was the Fall of 1990. **Mr. Bell** said it was 382 and are anticipating 400 this fall.

CHAIRMAN PECK asked what the relationship was between the Billings Vo-Tech and the Career Center of the Billing Public School District. **Mr. Bell** stated that at one point there were some problems, part of that is due to the change process. The enrollment at this time has increased greatly. **Mr. Bell** stated that they are now setting up meetings to work on the programs and the relationship now has a solid link and will increase with the potential.

Alex Capdeville, Director, Helena Vocational Technical Center, stated that since 1986 the Helena Vo-Tech has seen an incline in enrollment. One of the areas the school has seen a decline in enrollment is Auto mechanics. **Dr. Capdeville** said that by 1993 Ford is coming out with a sealed automatic transmission. Dealerships will not work on this they will send it back to the factory and that factory will send them a new one.

Dr. Capdeville stated that the average age of students in the Helena Vo-Tech is 35, 54% are male and 46% are female. The school has dropped off in trades and increased in the area of business. There are specific training courses set up for State employees.

Dr. Capdeville stated that in the past year they have 100% success in passing of the State Board Exam for Nursing, implemented two associate degrees in business data processing and industrial electronics. **Mr. Capdeville** stated that the electronics industry has been telling the Center for the past five years that they are wanting more people with associate degrees.

Dr. Capdeville stated that when the Board of Regents did affiliations and talked about mergers they affiliated the Helena Vo-Tech with Montana State University! The Vo-Tech Center is in the process of working with MSU and is looking at becoming a center where we could facilitate more graduate opportunities for the Helena Community. The Vo-Tech Center would also like a Vo-Tech presence at the Bozeman Campus working with the agriculture instructors providing them with diesel mechanics. This would be a benefit to seniors in our High Schools for advanced placement.

Dr. Capdeville stated that they need to have the Carl Perkins money replaced. If it isn't there won't be any chance of discussing the equity pool.

Dr. Capdeville stated that the Legislature has made some excellent steps in the right direction given the limited resources they have.

SEN. HAMMOND asked if there are a lot of males in the nursing program. **Dr. Capdeville** said they had five in 1990. **CHAIRMAN PECK** asked how many students there are in the program. **Dr. Capdeville** said they started out with forty and twenty-five graduated in 1990, five male and twenty female.

REP. KADAS asked what percentage of the students were from out of the county. **Dr. Capdeville** stated that 2/3 of the students were from outside the county. **REP. KADAS** asked what the Fall FTE count was. **Dr. Capdeville** said they had 518 in 1990 and is not sure of the 1991 FTE count. **REP. KADAS** stated he was interested in the 1991 FTE count because Butte is worse off with enrollment declines and he would like to know if they have recovered from their FY90 low. **Dr. Capdeville** said they have stabilized some this Fall. **REP. KADAS** asked **Dr. Capdeville** to get him the Fall 1991 FTE total. **Dr. Capdeville** said the figures on the LFA analysis are using FTE based on contact hours, the Center is reporting contact hours as well but have converted to credit hours system. **Dr. Capdeville** stated that it would be beneficial if they moved to credit hour system throughout.

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SEN. BIANCHI asked what the difference is between contact hour and credit hour. **Jack Noble** said a contact hour is an hour of classroom contact with a student, a credit hour is the value of a course. **SEN. BIANCHI** asked Pam Joehler if 162 days of instruction would convert directly to FTE. **Ms. Joehler** said there is not only a difference between credit hours and contact hrs but it is also complicated by the number of standard hours of instruction has changed. **Ms. Joehler** said it wasn't used in the analysis but this is the first year they have reported both semester credit hour; and contact hours. As long as the cost basis is calculated using the same semester credit hour you will not come up with any difference in the budget's.

CHAIRMAN PECK asked if there were any plans to pursue the 2 mill levy that was vetoed by the Governor last session. **Commissioner Hutchinson** said he believes that Sen. Lynch is going to send the bill through again this session.

REP. KADAS asked Jack Noble if they used incremental system in generating the Regents budget. **Mr. Noble** said yes. **REP. KADAS** asked what the commissioners reaction was to the Post Secondary Funding Study Committees (PSFS) recommendation of a formula base rather than the incremental. **Mr. Noble** said they support the use of formulas but don't feel it is appropriate to have a formula

until you have points of equity addressed across the system. **REP. KADAS** asked if you used current expenditures and added in the salary equity pool would that bring you to a point where the formula would actually drive into an equity position. **Mr. Noble** said he believed so.

REP. KADAS asked **CHAIRMAN PECK** when the subcommittee would be discussing formula funding. **CHAIRMAN PECK** stated that the subcommittee would do that on Wednesday January 23 after the Commissioners Office gives the necessary background information.

SEN. JERGESON asked Brady Vardemann if the Commissioners Office has tracked the enrollments of Native Americans. **Ms. Vardemann** said the office is doing that now. There are a large number of Native American students enrolled in Vo-Tech programs but do not have a large number of completers. **Ms. Vardemann** said they are working with the units to increase efforts in minority retention and achievement. There is a handout available that is concise with regard to each institution, including the community colleges, six units and the Vo-Techs in terms of enrollments and particular degree programs. **SEN. JERGESON** said he would like to have one.

Mr. Fitzpatrick, Vocational Education Council, stated that the VEC supports a longrange and stable funding system for Vocational Technical Education. Montanas economic strength, productivity, and competitiveness, both nationally and internationally, depends on our capacity to build and maintain a quality work force.

Mr. Fitzpatrick stated that between 1986 and the year 2000 there will be 50,000 additional jobs for Montanans. Forty percent of Montanas employers responding to the survey reported that customized training will be essential in staying relevant in a highly technological work place. Sixty-Three percent of the forty said they were interested in utilizing vocational technical training for their employees. **Mr. Fitzpatrick** stated that the Council sent out a survey asking employers what subjects they prefer for their employees. In regard to their response, twenty-nine percent said they favor vocational education followed by math, english, computers, science and social studies.

Mr. Fitzpatrick stated that Montana Secondary and Post Secondary Vocational Education Systems must receive adequate funding in order to improve, modernize, and to develop quality programs in order to meet the State and Nations future work force needs.

Terry Minow, Montana Federation of Teachers, stated that the replacement of the Carl Perkins Funds is crucial to the maintenance of programs, faculty and staff at all the Vo-Tech Centers. The salary equity issue is also crucial, when the Vo-Techs moved to the governance of the regents they brought with them five separate pay systems. The Vo-Tech faculty has estimated they have lost approximately \$1,000 per faculty member

as a result of the transition to the governance of the Regents. This is the difference between the pay plan increases under the School Boards as to under the State 2 1/2% pay plan increase. **Terry Minow** stated that the **MFT** asks that the subcommittee approves the Board of Regents proposals for the Vo-Tech System.

ADJOURNMENT

Adjournment: 12:00 P.M.


REPRESENTATIVE RAY PECK, Chair


MELISSA J. BOYLES, Secretary

RP/mjb

HOUSE OF REPRESENTATIVES

EDUCATION SUBCOMMITTEE

ROLL CALL

DATE

1-21-91

NAME	PRESENT	ABSENT	EXCUSED
REP. RAY PECK, CHAIRMAN	✓		
SEN. GREG JERGESON	✓		
REP. LARRY GRINDE	✓		
SEN. DON BIANCHI	✓		
REP. MIKE KADAS	✓		
SEN. H.W. "SWEDE" HAMMOND	✓		

**VOCATIONAL TECHNICAL CENTERS
LFA CL 1993 BIENNIUM BUDGET ANALYSIS
PRESENTATION TO EDUCATION SUBCOMMITTEE
JANUARY 21, 1991**

Mr. Chairman & Members of the committee--

The LFA current level budget analysis for the postsecondary vocational technical centers begins on page F-33 in the Budget Analysis book. I have provided you a summary worksheet that outlines:

- 1) The difference between the executive and LFA current level budgets. This is more detailed information than what is included in the Budget Analysis because I have included budget program detail by center.
- 2) Major reasons for differences between the executive current level recommendation and the LFA current level budget.
- 3) Board of Regent budget modification requests.
- 4) Other issues impacting the vo-tech centers that the subcommittee may want to consider.

Assumptions used in the LFA current level budget

The LFA current level budget used the incremental approach for the 1993 biennium budget. That is to say, for each budget program, such as instruction, fiscal 1991 appropriated personal services were used for the 1993 biennium personal services budget. Operating expenses were budgeted from fiscal 1990 actual operating expenditures, with adjustments allowed for inflation, audit costs, and insurance. Equipment was budgeted in the instruction program at the three year average of current level equipment expenditures unique to each center.

The LFA current level budget provides a 2.6 percent decrease in the 1993 biennium from the 1991 biennium. This decrease is due primarily to three factors. First, current level fiscal 1990 expenditures were \$229,689 less than appropriated, due in part to a \$167,840 tuition revenue shortfall. The second factor contributing to the biennial decrease is that actual operating expenses in fiscal 1990 were \$443,652 less than the appropriation with a portion used to fund \$258,103 more personal services costs than appropriated. Finally, the current level budget projects personal services costs based on the fiscal 1991 personal services appropriation and operating expenses on actual fiscal 1990 expenditures. Since funds were transferred from operating expenses to personal services in the base year, the result is a lower overall budget.

The LFA current level budget also excludes increased expenditures from budget amended tuition funds. This is discussed in the "Issues" section of this narrative.

Current Level Expenditures

Personal services was included at the fiscal 1991 appropriated level, which includes state pay plan increases through fiscal 1991 and additional funding provided by the 1989 legislature for classification conversion costs for non-faculty positions. LFA current level does not include additional funding for implementing a state-wide faculty salary matrix. Table 2 on page F-37 shows the personal services budget for each budget program in the LFA current level budget.

Operating costs were based on fiscal year 1990 actual expenditures. Adjustments from actual fiscal 1990 expenditures for inflation, audit costs, and insurance were applied, resulting in a small net expenditure decrease in both years of the 1993 biennium. Table 3 identifies the type and adjustment amount included in the 1993 biennium current level budget.

Capital equipment was included at the center-specific three year expenditure average and was budgeted in the Instruction program. Table 4, on page F-39, shows the three-

year capital equipment expenditure history by center and the amount included for each center in the current level budget.

LFA Current Level Funding

The vocational-technical centers are funded from the state general fund, a mandatory 1.5 mill county levy, tuition and fees, federal Carl Perkins vocational education funds, and other revenue. In fiscal 1990, the vocational-technical centers received \$604,872 of education trust interest (included in "other" in the main table), which resulted in a general fund reversion. In addition, the vocational-technical centers received \$76,590 more county mill levy collections than appropriated, which also caused a general fund reversion. These reversions were consistent with the requirements of the general appropriations act.

Federal Carl Perkins vocational education funds are included in the 1993 biennium current level budget at \$805,544 annually. The Legislative Auditor recommended in a 1990 audit report that due to restrictions placed on the expenditure of these funds by the federal law, the funds, with the exception of indirect costs, should be deposited to the current restricted fund, rather than the current unrestricted fund (which is the current practice). This is discussed in the "Issues" section of this narrative.

Tuition and fees are included each year in the current level budget at the fiscal 1990 collections level of \$1,770,229. The vocational-technical centers fell \$167,840 short of the tuition revenue estimate used to set the 1991 biennium budget. The current level tuition and fee estimate does not reflect budget amended tuition revenue at Great Falls and Missoula. (This is discussed in the "Issues" section.) In addition, the current level tuition estimate assumes no tuition rate increase. The Board of Regents establish tuition and fee rates for the vocational-technical centers. To date, it has not announced plans for a tuition rate increase for the 1993 biennium.

A mandatory 1.5 mill county levy also funds general operations at the vocational-technical centers. The LFA current level budget includes \$1,946,485 from this revenue source in the 1993 biennium. This increase from the 1991 biennium level reflects tax year 1990 data from assessors in the five counties in which the centers are located, adjusted for anticipated growth in the tax base.

General fund provides the remainder of funding for vocational-technical center general operations. Education trust interest is no longer available as the trust corpus has been spent. Table 6 on page F-41 summarizes the revenue sources by campus included in the LFA current level budget for the 1993 biennium.

Difference between Executive and LFA Current Level

The major difference between the executive budget and the LFA current level budget with respect to **expenditures** is the manner in which the budget was calculated. The executive used a funding formula to estimate the instruction and support program costs. The costs were based on fiscal 1990 actual expenditures and multiplied with average enrollment that exceeded actual fy 90 enrollment. The resulting budget increase, coupled with the LFA CL budget approach, yielded two budgets relatively far apart on bottom line expenditures.

Funding differences between the executive occur in the county mandatory millage estimate and tuition revenue. The difference in tuition results from:

- 1) The LFA current level budget uses actual fiscal 1990 tuition and fee revenue net of budget amendments. This explains \$112,270 of the \$288,442 difference.
- 2) The executive budget includes approximately \$176,000 more tuition because it bases its revenue estimate on the budgeted student FTE which is 111 students higher than fiscal 1990 actual enrollments.

Issues

EXHIBIT 1
DATE 1-21-91
HB Ed. & O.R. 1252 ^{Am.} ₂₀₄₇

Budget Amended Tuition

In fiscal 1990, the Great Falls and Missoula vocational-technical centers collected \$56,135 more tuition and fees than estimated by the legislature for the 1991 biennium. These funds were added to the Instruction program at the time the budget amendment was approved, but subsequent program transfers moved a portion of the additional spending authority to the Support program. Both centers spent the additional tuition revenue. The LFA current level budget excludes these expenditures as they were unanticipated at the time the 1989 legislature established the 1991 biennium budget.

The centers will be asking the 1991 legislature for \$174,291 additional fiscal 1991 authority to spend higher tuition and fee collections anticipated for this year. If higher tuition and fee collections and related expenditures are expected to continue, the legislature may want to consider including the tuition revenue and resulting expenditures in the 1993 biennium current level budgets.

PESC Recommendations

1. Federal Carl Perkins vocational education funds currently appropriated to the vocational technical centers; current unrestricted subfund should be removed from the general operating budget and reclassified as current restricted funds. The PESC determined the full legislature should decide if the reclassified funds should be replaced with general fund.

2. The budgets for the vocational technical centers should be based on an enrollment-driven funding formula, using actual costs and student faculty ratios as the cost basis and two years' average enrollment as the enrollment estimate.

3. The annual operating budgets for the vocational technical centers should be appropriated to the Board of Regents in a lump sum amount for reallocation by the Board.

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VOCATIONAL TECHNICAL CENTERS -- 1993 BIENNIUM -- SUBCOMMITTEE WORKSHEET
 Prepared by Office of the Legislative Fiscal Analyst
 19-Jan-91

INSTRUCTION	Actual	Approp.	Executive Current Level		LFA Current Level		Executive
	Fiscal 1990	Fiscal 1991	Fiscal 1992	Fiscal 1993	Fiscal 1992	Fiscal 1993	Over(Under) LFA
Billings	\$987,457	\$1,076,022	\$922,518	\$922,592	\$998,403	\$995,229	(\$148,522)
Butte	939,806	959,528	952,432	952,587	919,043	916,065	69,911
Gt. Falls	1,243,160	1,312,417	1,387,696	1,387,683	1,253,163	1,249,049	273,167
Helena	1,495,555	1,545,416	1,513,278	1,513,494	1,556,771	1,552,289	(82,288)
Missoula	1,546,610	1,590,018	1,622,341	1,622,442	1,526,213	1,521,471	197,099
Total Instruction	\$6,212,588	\$6,483,401	\$6,398,265	\$6,398,798	\$6,253,593	\$6,234,103	\$309,367
SUPPORT							
Billings	\$595,867	\$547,828	\$613,695	\$613,695	\$552,256	\$551,140	\$123,994
Butte	479,670	545,704	543,021	543,021	522,140	520,908	42,994
Gt. Falls	532,750	487,295	544,326	544,326	472,185	470,797	145,670
Helena	674,837	617,558	729,108	729,108	616,403	614,980	226,833
Missoula	814,790	795,665	847,728	847,728	786,925	785,111	123,420
Total Support	\$3,097,914	\$2,994,050	\$3,277,878	\$3,277,878	\$2,949,909	\$2,942,936	\$662,911
PLANT O & M							
Billings	\$213,032	\$283,757	\$282,882	\$282,695	\$232,021	\$233,880	\$99,676
Butte	212,322	232,740	226,068	227,158	222,119	223,184	7,923
Gt. Falls	263,422	271,453	267,021	265,761	273,449	274,679	(15,346)
Helena	291,044	404,922	398,622	398,885	284,710	285,804	226,993
Missoula	351,338	364,022	365,652	364,228	348,544	351,483	29,853
Total Plant O & M	\$1,331,158	\$1,556,894	\$1,540,245	\$1,538,727	\$1,360,843	\$1,369,030	\$349,099
TOTAL 1993 BIENNIUM BUDGET							
Billings	\$1,796,356	\$1,907,607	\$1,819,095	\$1,818,982	\$1,782,680	\$1,780,249	\$75,148
Butte	1,631,798	1,737,972	1,721,521	1,722,766	1,663,302	1,660,157	120,828
Gt. Falls	2,039,332	2,071,165	2,199,043	2,197,770	1,998,797	1,994,525	403,491
Helena	2,461,436	2,567,896	2,641,008	2,641,487	2,457,884	2,453,073	371,538
Missoula	2,712,738	2,749,705	2,835,721	2,834,398	2,661,682	2,658,065	350,372
TOTAL BUDGET	\$10,641,660	\$11,034,345	\$11,216,388	\$11,215,403	\$10,564,345	\$10,546,069	\$1,321,377
FUNDING							
General Fund	\$6,591,956	\$7,492,801	\$7,693,789	\$7,673,371	\$7,018,306	\$6,983,555	\$1,365,299
County Millage	862,591	796,000	798,675	818,108	965,005	981,480	(329,702)
Tuition	1,770,229	1,938,070	1,914,450	1,914,450	1,770,229	1,770,229	288,442
Federal	805,544	807,474	807,474	807,474	805,544	805,544	3,860
Other	611,340	0	2,000	2,000	5,261	5,261	(6,522)
TOTAL FUNDS	\$10,641,660	\$11,034,345	\$11,216,388	\$11,215,403	\$10,564,345	\$10,546,069	\$1,321,377

EXECUTIVE VS. LFA CL BUDGET ISSUES:	EXECUTIVE OVER (UNDER) LFA CL		
	-----1993 BIENNIUM-----		
	GF	OTHER	TOTAL
1. Fundamental difference in budgeting technique. The executive used a funding formula for the instruction and support programs while the LFA current level budget used incremental budgeting.			
a. Enrollment impact	\$705,000		\$705,000
b. Operating Base and EQ differences in Instruction and Support	\$296,000		\$296,000
2. Physical Plant			
a. Personal Services-The executive budgeted higher than the FY 91 appropriation while the LFA CL uses the FY 91 appropriation.	\$85,000		\$85,000
b. Operating expense and equipment differences-The executive budget allows greater operating expense adjustments and includes equipment. The LFA CL budgeted all equipment in the instruction program.	\$270,000		\$270,000
3. Funding Issues			
a. Mill Levy-The executive budget includes less revenue from the county mill levy than the LFA CL budget.	\$329,703	(\$329,703)	\$0
b. Tuition-LFA CL excluded FY 90 budget amended tuition to estimate FY 93 biennium tuition revenue. In addition the executive used the two year average enrollment estimate in its formula which resulted in 111 student FTE higher than fiscal 1990 actual.	(\$288,442)	\$288,442	\$0
	\$1,397,261	(\$41,261)	\$1,356,000

BOARD OF REGENT MODIFICATION REQUESTS:

FY 92 FY 93

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1. CARL D. PERKINS REPLACEMENT FUNDING-The Board of Regents requests the legislature replace \$1,614,000 (biennial) federal Carl D. Perkins funds currently used as general operating funds at the vocational technical centers with general fund.	\$807,000	\$807,000
2. VO-TECH FACULTY SALARY EQUITY POOL-The Board of Regents have negotiated a salary agreement with the vo-tech faculty that addresses past salary inequities. This is the amount the BOR indicates is necessary to fund the salary agreement.	\$400,000	\$400,000
Billings \$42,124 /yr		
Butte \$75,578 /yr		
Gt. Falls \$162,724 /yr		
Helena \$54,490 /yr		
Missoula \$62,355 /yr		
3. VO-TECH EQUIPMENT POOL	\$250,000	\$250,000
Billings \$42,557 /yr		
Butte \$41,294 /yr		
Gt. Falls \$58,686 /yr		
Helena \$54,411 /yr		
Missoula \$53,051 /yr		
4. PHYSICAL PLANT INFLATION-The BOR requests 4% inflation for the physical plant budgets	\$53,246	\$108,622
5. BASE ADJUSTMENTS-The BOR requests base adjustments for legislative audit costs and tort claim insurance payments. (Note: both of these base adjustments are included in the LFA CL budget)	\$46,326	(\$79,128)
	-----	-----
TOTAL BOARD OF REGENTS MOD REQUESTS	\$1,556,572	\$1,486,494
	=====	=====

OTHER ISSUES:

1. BUDGET AMENDED EXPENDITURES & REVENUE. The LFA Current level budget did not include fiscal 1990 and 1991 budget amended expenditures in calculating the 1993 biennium budget. This amounted to \$56,135 in fiscal 1990 and approximately \$174,300 in fiscal 1991.
2. POSTSECONDARY EDUCATION STUDY COMMITTEE RECOMMENDATIONS:
 - a. Deposit Carl Perkins funds into restricted accounts. Should the legislature "backfill" with general fund?
 - b. Lump Sum appropriation
 - c. Funding Formula

EXHIBIT 3
DATE 1-21-91
HB Ed. & Creat. Dev. Sub.

THE VOCATIONAL-TECHNICAL SYSTEM
of
Montana



A Report to the
Education Subcommittee
of the
Appropriations Committee
52nd Legislative Assembly

Brady J. Vardemann
Deputy Commissioner for Vocational-Technical Education
MONTANA HIGHER EDUCATION SYSTEMS

January 21, 1991

The Vocational-Technical System of Montana

A few years ago during the 50th session of the Montana Legislative Assembly, a certain bill crafted by the late Gene Donaldson set in motion an avalanche of actions and events which have led the Board of Regents and others of us to this place where we find ourselves today.

In our brief presentations this morning, we will focus on a number of activities which comprise the work we have been about in postsecondary vocational-technical education since the passage of Representative Donaldson's HB 39 in 1987. When I use the pronoun "WE", I am referring collectively to members of the Board of Regents, to the staff of the Commissioner of Higher Education, to the faculty, staff, and students of the Vocational-Technical System, to individuals representing the public community colleges and our senior-level institutions, to members of the Montana business, community and military agencies served by the Vocational-Technical System, and to many other groups and individuals throughout the state. Without the efforts of these, we would not have been able to forge the relationships, effect the accomplishments, or achieve the goals which we will bring to your attention today.

We have come far since 1987. When I provided testimony to this Subcommittee in an earlier session, we were a group of institutions still locked in the throes of many difficult transition issues. Much as we had been when responsibility for governance for the vocational-technical centers was first transferred to the Board of Regents, we were still five rather distinct and disjointed institutions, each going its own way in the best way it knew how. We appeared before you then painfully aware that time had yet been too short to do all that we had hoped to do --- that for us the old adage of "you don't acquire trust in the first year of an arranged marriage" felt like a shoe that fit.

All around us, we dealt with myth and misunderstanding about what we were, what we did, and how we should or should not do it. Our own faculty and staff were anxious about how they would be treated under the aegis of this Board of Regents which was, it seemed, accustomed only to dealing with academicians and their esoteric abstractions --- notions which appeared to have little importance in the world in which vocational-technical educators lived and worked. Collective bargaining negotiations had been too recently completed for people to know whether or not they would be treated with fairness and equity. Vo-Tech administrators were still largely unfamiliar with the names of people who performed

in the same capacities as they in the public community colleges and in the senior-level institutions with which they now found themselves aligned in some as-yet-unclear way. Discussions about sharing resources between two and four-year institutions, the joint planning and delivery of educational programs, and a mutual respect as colleagues working together in a multifaceted system of higher education were, for the most part, yet to materialize in a meaningful way. Faculty members in one Vo-Tech Center, in many instances, did not know the faculty members in their own discipline in another Vo-Tech Center, much less those faculty who taught in similar departments in a college or university.

And it seemed almost daily that we found ourselves defending the vocational-technical centers in conversations with all manner of people --- citizens and higher education practitioners alike --- who clung tenaciously (and erroneously, we believe) to the notion that we represented institutions which existed as no more than mere extensions of high schools, or that we were trying to masquerade as community colleges, or that we should be absorbed or diffused through some miraculous process of osmosis into other institutions better understood in higher education regardless of how remote from each other our missions might be, or that we should be simply wiped off the face of Montana soil forever.

We have stood firm in our belief that what this legislative assembly did three years ago when it placed responsibility for

all public, postsecondary higher education under one governing body was an act of wisdom and vision, in that it opened many doors of opportunity for coordination, collaboration, and cooperation among the very institutions of our state which have the enhancement of adult human potential at their common core: the several units of the Montana University System, the community colleges, and the vocational-technical centers. Central to the delivery of increased educational opportunity to adults with diverse needs and goals is our unwavering commitment to each individual's right to an education, to the development of a literate adult populace composed of an enlightened and responsive citizenry, and to the achievement of excellence throughout a process of lifelong learning.

We have come far since 1987. The Board of Regents, by unanimous action in 1988, determined that "a centralized, coordinated system of vocational-technical education" was to be established, comprised of five branch campuses to be supervised by the Commissioner of Higher Education, and which was to function as one component of the overall system of higher education in Montana. A number of events of immense importance, ultimately, to our students, have taken place since that time.

-- We have been successful, through many months now, in talking and planning together as two and four year institutions. We know and trust each other to the extent that we feel comfortable in talking

about all manner of things which once we would not have dared to discuss;

-- We have actually planned joint educational programs and have delivered them on each other's campuses;

-- We have appointed teams of educators, administrators, student services officers, students, and others, to study the desirability and feasibility of either merging or formally affiliating a college and a Vo-Tech Center, and the results of these studies will come before the Board of Regents at the end of this month:

-- As a vocational-technical system, we have scrutinized our mission and purpose, and with all other units of higher education, we have sharpened the focus of the role and scope statements by which we define ourselves to those who would wish to understand us better;

-- We have completed, at each of the five Vo-Tech Centers, a total conversion from the quarter to semester system, taking this directive from the Regents as an opportunity to evaluate, revise, update, and strengthen our curricula;

- We have accomplished centralized management, one faculty bargaining unit, unified academic planning, and a cohesive, participatory system by which the actions which will affect our people will be developed;

- Together we have forged a system-wide process for the evaluation of our faculty, a process through which even greater professional development of this outstanding cadre of educators is emphasized;

- During the past year, we have undergone scrutiny by the Northwest Association of Schools and Colleges at each of our five Vo-Tech Centers, and each has retained full accreditation status;

- Graduates of our educational programs have continued to prove the relevance of our curricula through their acquisition of jobs in their chosen areas at high rates of both placement and retention in the workplace;

- Our faculty and staff have distinguished themselves and our institutions through continued excellence in teaching, in industry, and in their communities;

-- Until a few months ago, the Board of Regents had approved the offering of two associate degree levels, the Associate of Science and the Associate of Arts, at five of the six units of the Montana University System and at the three public community colleges. The Associate of Applied Science, as well as certificates of completion, were established at each of the community colleges. Prior to regental approval of its policy on "Program Approval and Revision, Vocational-Technical System" in January, 1990, the five Vo-Tech Centers were authorized to award certificates of completion for their graduates, even in those two-year educational programs which are predominantly configured as associate degrees throughout the rest of the nation.

Since adoption of the policy which allows the Vo-Tech Centers to submit proposals for A.A.S. degree programs, requests have come forward to either convert certain existing two-year programs to the A.A.S. or to gain approval for new A.A.S. degree programs in each of the five institutions. To date, ten such degrees have either been approved by the Regents or are in the formal process leading to such approval.

Perhaps it is important at this juncture to define in very brief terms the definitions of the associate degrees about which we speak: the ASSOCIATE OF ARTS and the

EXHIBIT

3

DATE

1-21-91

HB

Ed. & Career Dev. Div.

ASSOCIATE OF Science degrees primarily prepare students to transfer to upper division baccalaureate degree programs. The vocational-technical centers of Montana do not propose to seek the awarding of either of these two degrees, since to do so would be beyond their current role and scope.

The ASSOCIATE OF APPLIED SCIENCE degree, on the other hand, is designed to lead an individual directly to employment in a specific career. In some instances, particularly in allied health sciences, the degree is a prerequisite for taking a licensing examination. Although the A.A.S. degree is not typically considered a transfer degree, articulation arrangements do exist in baccalaureate degree granting institutions in a growing number of states as educators become more aware of the importance of these programs and their graduates who desire upward mobility in educational opportunities.

-- Anyone who has been alive in Montana during the past three years has heard the outcry of our people for greater ease in the transfer of courses between the institutions which make up the system of higher education. Probably no area of discussion about the transition of the vocational-technical centers evokes

greater concern, confusion, and misinformation than that of the issue of transfer of credit from the Vo-Tech Centers to other two-year or four-year institutions. We know that on many occasions, our graduates have moved outside of Montana, transferred to community colleges or to senior-level institutions, both public and private, which have enthusiastically evaluated the coursework earned at a Montana Vo-Tech Center and granted substantial credit toward degrees. Yet our own institutions, for the most part, have been historically resistant to the idea of transfer of such credit.

This, too, is changing. We have entered a new era of understanding in terms of the level, depth, and scope of coursework taught within the Vo-Tech System and its relationship in certain respects to programs elsewhere in higher education.

Only this past week, a number of courses were nominated for examination, review, and possible inclusion as part of the Montana University System Core Curriculum along with similar courses from the community colleges and the senior-level institutions.

Certain other courses in the Vo-Tech System, particularly in the areas of business, accounting, and microcomputing, are being subjected to objective review by a panel of faculty and curriculum specialists with regard to their equivalency to similar courses at the lower division level. We believe that this review will demonstrate that there are a significant number of these courses, taught by Vo-Tech faculty with graduate degrees, which are clearly equivalent to courses offered elsewhere in the postsecondary system.

-- But by speaking out in the area of transfer of credit, I would not want you or others to come to the belief that we would wish to abandon those programs within our system which are not designed for the transfer of credit. These are programs to which we will continue to point with pride, for they constitute the very backbone of vocational-technical education, and they represent the basis on which our institutions secure themselves firmly to the workplace.

My comments to this point have addressed those sections of the statute which come under the categories of the "Duties of the Deputy Commissioner of Vocational-Technical Education" and "Local Administration of a Vocational-Technical Center." Although we are

prepared to answer your questions regarding that portion of the statute which deals with sole state agency and other requirements pertinent to the administration of federal funds, the Chairman has scheduled a separate meeting on Wednesday of this week to discuss the matter of the Perkins Act per se.

Although we have made progress during the past three years, there is more to do. We struggle with those same difficulties as our sister institutions in the areas of deferred maintenance of our campuses, in the need to upgrade and replace our instructional equipment, in the necessity to take prescriptive action so as not to jeopardize the accreditation of our programs or our institutions, and in our desire for stable and adequate funding so that we can retain qualified faculty and maintain the level of quality of our programs which Montana deserves. We seek to remain institutions which recognize and enhance the dignity of individuals as they pursue their own goals, follow their own aptitudes, and become more productive and self-reliant.

FOREWORD

The transition of the five Montana Vocational Technical centers to becoming state agencies began in 1987 following the passage of House Bill 39. All of the vo-tech employees became state employees as of July 1, 1989. The major issues confronting the last Legislative Session involved the following:

- 1) Replacing the additional (permissive) local property tax support with state general fund.
- 2) Converting the non-faculty employees to the state classification plan.
- 3) Converting the vo-tech property, buildings and bonded indebtedness to the state.
- 4) Converting the vo-tech centers to the state's central payroll system.

There are still transitional activities being carried out by the vo-tech centers and the Commissioner of Higher Education's office. Some of the key focuses are:

- 1) Reviewing the feasibility of modifying the administrative structures of the vo-techs through affiliation or merger with four-year institutions.
- 2) Reviewing the offerings of the vo-techs in terms of degrees and transferability of course work with other post-secondary institutions (including the conversion to credit hour-based semester systems).
- 3) Addressing common calendar and standard academic workloads through the collective bargaining process, including an agreement that provides for faculty pay equity among the five vo-tech centers.
- 4) Continuing to provide administration of the federal Carl Perkins Act.

The Board of Regent's budget request for the coming biennium includes the following five priorities.

	<u>FY92</u>	<u>FY93</u>	<u>TOTAL</u>
1) MODIFY THE APPROPRIATION FOR CARL PERKINS FUNDS AND SUBSTITUTE GENERAL FUND			
Center Totals	\$ 807,000	\$ 807,000	\$1,614,000
Administrative Component	\$ 130,000	\$ 130,000	\$ 260,000

Previously the Legislature has been appropriating a portion of the federal Carl Perkins funds to meet the current unrestricted operating budgets of the five vo-techs and to provide the general vo-tech administration within the Commissioner of higher Education's office.

The top priority of the Regents is to meet the federal compliance guidelines of the Carl Perkins Act and to replace the supplanted dollars with state general fund.

	<u>FY92</u>	<u>FY93</u>	<u>TOTAL</u>
2) VO-TECH FACULTY SALARY EQUITY POOL			
Total	\$ 400,000	\$ 400,000	\$ 800,000

The faculty of the five vo-tech centers were combined in a single collective bargaining unit when they became state employees. Since they were previously under local bargaining agreements, there existed substantial pay disparities among the five centers similar to the situation we faced with the classified employees. Negotiations with the vo-tech faculty over the past two years have resulted in an agreement that addresses the problem of salary equity.

The Board of Regents believes that funding the agreement is a top priority for the coming biennium.

	<u>FY92</u>	<u>FY93</u>	<u>TOTAL</u>
3) VO-TECH CAPITAL EQUIPMENT POOL			
Total	\$ 250,000	\$ 250,000	\$ 500,000

The nature of vocational education requires state of the art equipment. The Regents are recommending that \$250,000 per year be allocated for equipment acquisitions in the vo-techs.

	<u>FY92</u>	<u>FY93</u>	<u>TOTAL</u>
4) PROVIDE 4% INCREASE PER YEAR ON PHYSICAL PLANT PROGRAM			
Total Increase Over 1990 Base	\$ 53,246	\$ 108,622	\$ 161,868
5) ADJUST BASE BUDGETS FOR INCREASED LEGISLATIVE AUDIT COSTS AND TORT CLAIMS DIVISION'S PREMIUM COSTS			
Total Increase Over 1990 Base	\$ 46,326	\$(* 79,128)	\$ (32,802)

* FY 90 includes \$112,070 in biennial audit costs, so \$15,782 has been added to 1992 for the biennial audit costs and \$112,070 deducted for 1993.

Vo-Tech Summary

	1990-91 <u>BUDGETED</u>	% <u>INC.</u>	1991-92 <u>REGENTS REQ.</u>	% <u>INC.</u>	1992-93 <u>REGENTS REQ.</u>
Instruction	\$ 6,416,341	9.0%	\$ 7,005,074	0.0%	\$ 7,005,074
Support	3,056,008	2.0%	3,124,923	(4.0%)	2,997,644
Plant Operation/Maint.	<u>1,561,996</u>	<u>(10.0%)</u>	<u>1,403,485</u>	<u>4.0%</u>	<u>1,460,686</u>
	<u>\$ 11,034,345</u>	<u>5.0%</u>	<u>\$ 11,533,482</u>	<u>(1.0%)</u>	<u>\$ 11,463,404</u>
Funding:			*		*
General Fund	\$ 7,492,801	18.0%	\$ 8,815,609	(1.0%)	\$ 8,726,098
Tuition & Fees	1,932,070	(1.0%)	1,914,450	0.0%	1,914,450
Mandatory Millage	796,000	0.0%	798,675	2.0%	818,108
Federal Funds	807,474	(100.0%)	0		0
Other	<u>4,000</u>	<u>19.0%</u>	<u>4,748</u>	<u>0.0%</u>	<u>4,748</u>
	<u>\$ 11,034,345</u>	<u>5.0%</u>	<u>\$ 11,533,482</u>	<u>(1.0%)</u>	<u>\$ 11,463,404</u>

* Includes \$400,000 per year for faculty equity pool which has not been allocated to the individual centers.

MONTANA VOCATIONAL-TECHNICAL CENTER SYSTEM
 PEER GROUP COMPARISONS FOR FISCAL YEAR 1989

The vocational-technical center group consists of median values of 86 two-year colleges with FTE enrollments of less than 1,000 students. The intent of the report is to provide comparative data relating to revenues, expenditures and staffing patterns.

TABLE I

PERCENTAGE OF EXPENDITURES BY FUNCTION

Expenditures by major function -- As a proportion of Total Educational and General Expenditures (excluding auxiliaries, restricted instruction, pell grants and transfers).

	VTC PEER GROUP ⁽¹⁾	<u>BILLINGS</u>	<u>BUTTE</u>	<u>GREAT FALLS</u>	<u>HELENA</u>	<u>MISSOULA</u>
ACADEMIC ⁽²⁾	57.5%	62.7%	61.9%	73.2%	69.6%	62.2%
SUPPORT EXPENDITURES ⁽³⁾	39.2%	35.8%	34.1%	25.4%	27.2%	35.8%
SCHOLARSHIPS & FELLOWSHIPS ⁽⁴⁾	2.3%	1.5%	4.0%	1.4%	3.2%	2.0%
<u>Academic:</u>						
Instruction	47.0%	55.8%	56.5%	66.8%	59.6%	55.5%
Academic Support	8.6%	6.9%	5.3%	6.3%	9.9%	6.6%
<u>Support Services:</u>						
Student Service	9.4%	13.0%	12.9%	6.5%	7.4%	12.3%
Institutional Support	17.0%	10.8%	7.9%	7.7%	6.4%	11.0%
Plant O & M	11.1%	11.9%	13.3%	11.2%	13.4%	12.6%

(1) 12th Annual NACUBO Study sample of 544 public community and junior colleges. Of this, a subset of 86 institutions with FTE enrollment of less than 1,000 was used as the VTC Peer Group. (Each statistic has a different institution at its median value so proportions will not add to 100%).

(2) Includes Instruction and Academic Support.

(3) Includes Student Services, Institutional Support and Plant Operation and Maintenance.

(4) Excludes Pell Grants.

TABLE II

EXPENDITURES PER FTE STUDENT⁽¹⁾

	VTC PEER GROUP	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOULA
ACADEMIC	\$3,290	\$2,759	\$2,167	\$2,478	\$2,769	\$3,031
SUPPORT EXPENDITURES	2,402	1,577	1,196	860	1,084	1,746
SCHOLARSHIPS & FELLOWSHIPS	131	67	140	49	127	97
TOTAL EXPENDITURES	\$6,060	\$4,403	\$3,503	\$3,387	\$3,980	\$4,874
<u>Academic:</u>						
Instruction	\$2,664	\$2,455	\$1,980	\$2,263	\$2,373	\$2,706
Academic Support	518	304	187	214	396	322
<u>Support Services:</u>						
Student Service	\$ 604	\$ 574	\$ 453	\$ 221	\$ 295	\$ 598
Institutional Support	1,031	478	278	260	254	536
Plant O & M	641	525	465	379	535	612
Credit Instruction	\$2,471	\$2,455	\$1,980	\$2,263	\$2,373	\$2,706
Utilities Expenditures	185	181	117	123	139	184
Plant O & M without Utilities	458	344	349	256	397	428

(1) Original schedules based on contact hours. This schedule is converted as follows:

	FY 89 <u>Contact</u>	FY 89 <u>Credit</u>
Billings*	356	450
Butte	354	474
Great Falls	525	617
Helena	506	601
Missoula	482	567

*Billings FY 89 contact hours was subsequently changed to 353.

TABLE III

SOURCE OF FINANCING

The following are typical sources from which funding was derived:

	VTC PEER GROUP	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOURI
<u>Appropriations:</u>						
Federal	0.0%	6.3%	7.9%	11.7%	8.4%	5.2%
State	60.9%	55.2%	51.0%	46.6%	54.4%	49.0%
Local	0.0%	17.7%	16.9%	18.0%	11.9%	25.9%
<u>Tuition & Fees:</u>						
Tuition & Fees	\$ 991	\$ 822	\$ 780	\$ 877	\$ 806	\$ 945

TABLE IV

STAFFING & COURSE-ENROLLMENT DISTRIBUTIONS

Staff by Major Function -- FTE staff as a Percentage of Total Instructional & Administrative Staff (excluding auxiliaries).

	VTC PEER GROUP	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOURI
<u>INSTRUCTION</u>						
Credit Instr. Faculty	45.4%	62.5%	61.3%	66.3%	63.3%	59.2%
NonCredit Instr. Faculty	.3%	***	***	***	***	***
All Other (Nonfaculty)	0.0%	***	***	***	***	***
<u>PUBLIC SERVICE STAFF</u>						
ACADEMIC SUPPORT STAFF	9.4%	8.5%	7.1%	12.4%	15.9%	7.8%
STUDENT SERVICES STAFF	9.9%	11.2%	13.9%	7.1%	6.8%	10.6%
INST. SUPPORT STAFF	15.5%	10.7%	8.1%	7.1%	6.8%	11.1%
PLANT O&M SUPPORT STAFF	9.4%	7.1%	9.6%	7.1%	7.2%	11.3%

TABLE V

SPECIAL RATIOS

VTC PEER GROUP	<u>BILLINGS</u>	<u>BUTTE</u>	<u>GREAT FALLS</u>	<u>HELENA</u>	<u>MISSOULA</u>	
Utilities divided by building gross area (Sq. Ft.)	\$ 0.91	\$ 0.71	\$ 0.55	\$ 0.64	\$ 0.81	\$ 0.77
Plant O&M (w/o utilities) divided by building gross area (Sq. Ft.)	\$ 2.17	\$ 1.35	\$ 1.66	\$ 1.34	\$ 2.33	\$ 1.79
Plant O&M (w/o utilities) divided by building replacement value	\$ 0.04	\$ 0.03	\$ 0.02	\$ 0.04	\$ 0.04	\$ 0.04
Total scholarships & pell grants divided by credit FTE students	\$ 754	\$ 874	\$1,333	\$ 917	\$ 995	\$ 981
Total current fund salaries & wages divided by total current fund expenditures	57%	65%	58%	58%	60%	66%

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TOTAL VOCATIONAL TECHNICAL CENTERS:

	FY90 ESTIMATED	FY91 BUDGETED	FY92 REGENTS	FY93 REGENTS	\$BIENNIAL CHANGE	%BIENNIAL CHANGE
INSTRUCTION	\$6,311,402	\$6,416,341	\$7,005,074	\$7,005,074	\$1,282,405	10.08%
SUPPORT	3,097,686	3,056,008	3,124,923	2,997,644	(31,127)	-0.51%
PLANT OPERATION & MAINTENANCE	1,331,150	1,561,996	1,403,485	1,460,686	(28,975)	-1.00%
	\$10,740,238	\$11,034,345	\$11,533,482	\$11,463,404	\$1,222,303	5.61%
FUNDING:						
GENERAL FUND	\$6,694,105	\$7,492,801	\$8,815,609	\$8,726,098	\$3,354,801	23.65%
TUITION & FEES	1,772,568	1,934,070	1,914,450	1,914,450	122,262	3.30%
MANDATORY MILLAGE	863,590	796,000	798,675	818,108	(42,807)	-2.58%
ED TRUST FUND - INTEREST	604,872	0	0	0	(604,872)	-100.00%
FEDERAL FUNDS	799,563	807,474	0	0	(1,607,037)	-100.00%
OTHER	5,540	4,000	4,748	4,748	(44)	-0.46%
	\$10,740,238	\$11,034,345	\$11,533,482	\$11,463,404	\$1,222,303	5.61%

* INCLUDES \$400,000 PER YEAR FOR FACULTY EQUITY POOL WHICH HAS NOT BEEN ALLOCATED TO THE INDIVIDUAL CENTERS

EXHIBIT 4
 DATE 1-21-91
 HB Edw Curr. Des. L.H.

Findings and Recommendations

Carl Perkins

**Carl Perkins Subgrant in
Unrestricted Subfund**

The Commissioner of Higher Education (CHE) subgranted federal Carl Perkins (CFDA #84.048) funds to the center of \$91,522 and \$172,238 for fiscal years 1987-88 and 1988-89, respectively. The legislature appropriated, in the Current Unrestricted Subfund, \$91,522 and \$128,910 of Carl Perkins money to the center in fiscal years 1987-88 and 1988-89, respectively. In both fiscal years, the center recorded Carl Perkins activity to the extent of legislative appropriation in the Current Unrestricted Subfund. The center recorded Carl Perkins money received in excess of the legislative appropriation in the Current Restricted Subfund.

Section 17-2-102, MCA, defines the uses of the Current Unrestricted and Restricted Subfunds as follows:

"The unrestricted subfund segregates that portion of the current fund's financial resources that can be expended for general operations and is free of externally imposed restrictions, except those imposed by the legislature."

"The restricted subfund segregates that portion of the current fund's financial resources that can be expended for general operations but only for purposes imposed by sources external to the board of regents and the legislature."

The state submits a plan to the U.S. Department of Education outlining proposed uses for Carl Perkins money granted to the state of Montana. The U.S. Department of Education must approve the plan before any Carl Perkins money is granted. Because the plan contains restrictions on the use of the money approved by a source external to the state, the center should record all Carl Perkins activity in the Current Restricted Subfund, except for that part attributable to indirect costs which is properly recorded in the Unrestricted Subfund. By recording Carl Perkins activity in the Current Unrestricted Subfund, the center's financial records are misstated as follows.

Findings and Recommendations

<u>Subfund</u>	<u>Account</u>	<u>Amount of Over (Under) Statement</u>	
		<u>FY 1987-88</u>	<u>FY 1988-89</u>
Unrestricted	Transfers In	91,522	-0-
Unrestricted	Federal Revenues	-0-	128,910
Unrestricted	Federal Indirect Cost Recoveries	(5,497)	(6,236)
Unrestricted	Expenditures	86,025	122,674
Restricted	Federal Revenues	(86,025)	(122,674)
Restricted	Expenditures	(86,025)	(122,674)

The 1987 Legislature appropriated Carl Perkins federal assistance to the center in the Current Unrestricted Subfund. CHE officials indicated that conceptually the Carl Perkins activity should be in the Restricted Subfund, but because it was appropriated in the Unrestricted Subfund, they instructed the center to record the activity there up to the amount appropriated.

Recommendation #8

We recommend the center account for Carl Perkins federal assistance in the Current Restricted Subfund in compliance with state law.

Other Accounting Issues

During our review of the center's accounting records, we noted several other accounting transactions which were not in compliance with state accounting policy and law. Some of the errors we noted are listed below.

1. Payments totaling \$21,481 for audit costs were coded to expenditure object #2998 - Goods Purchased for Resale-Higher Ed Recharges Operating, rather than expenditure object #2122-Contracted Services-Audit Fees.
2. Two separate payments for computer software, totaling \$5,528, were coded to expenditure object #2928-Goods Purchased for Resale-Computer Software, instead of expenditure object #3401 or #3402-Intangible Assets-Multi-User or Single-User Software.
3. Center personnel did not calculate or record an entry to adjust the center's compensated absence liability at

*back
note*

20-16-101. Powers and duties of board of regents. The board of regents has general administrative and supervisory control over vocational-technical center education and shall:

- (1) establish and when necessary amend a plan for the orderly development of vocational-technical center education that is consistent with federal and state law, controlled to prevent unnecessary duplication, and funded to ensure necessary growth and quality education;
- (2) adopt standards for courses and programs;
- (3) implement a review process for establishing and deleting programs and courses that recognizes the present and future needs of employers and provides qualified graduates for positions for which there is or may in the near future be a demand;
- (4) establish student entrance and graduation requirements;
- (5) appoint a director, to serve at the pleasure of the board, for each vocational-technical center and establish minimum qualifications for faculty, directors, administrative staff, and other personnel;
- (6) appoint a deputy commissioner of vocational-technical center education, to serve at the pleasure of the board;
- (7) establish student tuition and prescribe the bases and limitations for charging of fees, taking into account funding available from all other sources and the provisions of 20-16-205;
- (8) determine the amount to be paid for the lease of buildings;
- (9) adopt budget requests for the vocational-technical center education system;
- (10) establish a procedure by which students can receive part of their education and training through programs, courses, and on-the-job training offered by the private sector and not available at the centers;
- (11) establish a procedure by which qualified persons in the private sector can participate in the training and teaching of students in the centers' classrooms when such persons have training, knowledge, and skills not available through the centers' faculty;
- (12) provide means by which the centers' faculty can obtain advanced education and training in new areas and either be reimbursed for their expenses or raised to a higher salary level, or both;
- (13) establish for the various centers uniform policies for recordkeeping; financial transactions; accounting; maintenance; recruiting, guidance, and placement of students; examinations; personnel relations; and other matters as determined by the board;
- (14) negotiate with the bargaining representative for personnel of each center or the personnel of the center system in a manner consistent with state and federal law;
- (15) work with other institutions of higher education to implement the transfer of course credits between those institutions and the vocational-technical centers; and
- (16) adopt rules and procedures to implement this section and to carry out any other powers and duties of the board.

History: En. Sec. 1, Ch. 658, L. 1987.

20-16-102. Sole state agency for federal vocational education requirements. (1) The board of regents is the sole state agency for purposes

of the 1984 federal Carl D. Perkins Vocational Education Act, as may be amended, which requires a state participating in programs under that act to designate a state board or agency as the sole state agency responsible for administration or supervision of the administration of those programs.

(2) The board of regents shall contract with the superintendent of public instruction for the administration and supervision of K-12 vocational education programs, services, and activities allowed by the 1984 federal Carl D. Perkins Vocational Education Act, as may be amended, and in concert with the state plan for vocational education required by the federal act. The board of regents may contract with other agencies for the administration and supervision of other vocational education programs, services, and activities that receive funding allowed by the 1984 federal Carl D. Perkins Vocational Education Act, as may be amended.

History: En. Sec. 2, Ch. 658, L. 1987.

20-16-103. Duties of the deputy commissioner of vocational-technical center education. The deputy commissioner of vocational-technical center education shall, under the rules and policies of the board of regents:

(1) be the chief administrative officer for the board of regents for the administration of its vocational-technical center rules and policies;

(2) employ, within the limits of any legislative appropriation and with the confirmation of the board of regents, the staff necessary for the state supervision and administration of the board's vocational-technical center rules and policies;

(3) provide supervisory and consultative assistance to centers;

(4) report the status of vocational-technical center education in Montana when requested by the board of regents; and

(5) perform any other duties assigned by the board of regents.

History: En. Sec. 4, Ch. 658, L. 1987.

20-16-104. Local administration of vocational-technical center. (1) Subject to the requirements of the laws of the state of Montana and the policies and rules of the board of regents, the director of a vocational-technical center has administrative and supervisory control of the center and shall:

(a) employ personnel for the vocational-technical center according to the policies and rules of the board of regents;

(b) develop and submit a recommended budget for the vocational-technical center;

(c) collect student tuition and fees;

(d) recommend to the board of regents:

(i) proposals regarding vocational-technical center programs, budgets, student services, and public service activities; and

(ii) campus development and program plans for individual vocational-technical center buildings;

(e) manage buildings at the vocational-technical center;

(f) receive and administer gifts and bequests to the vocational-technical center according to a written plan submitted to the board of regents; and

(g) perform any other duties not inconsistent with law and required by the board of regents.

EQUITY PLAN FACT SHEET

PRINTED 14-Jan-91

EXHIBIT 7
 DATE 1-21-91
 HB Edw. G. ...

**TOTALS FOR ALL
 OF THE VO-TECHS**

	BILLINGS VO-TECH	BOTTE VO-TECH	GREAT FALLS VO-TECH	HELENA VO-TECH	MISSOULA VO-TECH
Base Salary	\$18,000				
Experience Increment	631				
Education Increment	631				
Total Current Contract Salaries	\$4,450,400	606,720	965,646	1,023,571	1,191,545
Projected Equity Adjusted Salaries	4,777,379	668,924	1,099,575	1,068,419	1,242,866
Projected Adjustment	\$326,971	62,204	133,929	44,848	51,321
Projected Benefits at 21.5%	70,299	13,374	28,795	9,642	11,034
Total Projected Adjustment per Year	\$397,270	75,578	162,724	54,490	62,355

	23	15%	3	13%	2	10%	0	0%	4	13%	14	35%
Number of Faculty Receiving no Increase	23	15%	3	13%	2	10%	0	0%	4	13%	14	35%
Number of Faculty Receiving \$ 500 or Less	43	27%	8	33%	3	14%	3	7%	9	29%	20	50%
Number of Faculty Receiving \$1000 or Less	56	36%	10	42%	5	24%	5	12%	12	39%	24	60%
Number of Faculty Receiving \$1500 or Less	74	47%	13	54%	8	38%	7	17%	20	65%	26	65%
Number of Faculty Receiving \$2000 or Less	89	57%	17	71%	10	48%	10	24%	23	74%	29	73%
Number of Faculty Receiving \$2500 or Less	102	63%	19	79%	11	52%	15	37%	26	84%	31	78%
Number of Faculty Receiving \$3000 or Less	113	72%	21	88%	12	57%	17	41%	27	87%	36	90%
Number of Faculty Receiving \$3500 or Less	125	80%	23	96%	14	67%	23	56%	28	90%	37	93%
Number of Faculty Receiving \$4000 or Less	132	84%	23	96%	15	71%	23	68%	28	90%	38	95%
Number of Faculty Receiving \$4500 or Less	138	88%	23	96%	16	76%	32	78%	29	94%	38	95%
Number of Faculty Receiving \$5000 or Less	144	92%	24	100%	17	81%	34	83%	31	100%	38	95%
Number of Faculty Receiving \$5500 or Less	148	94%	24	100%	18	86%	36	88%	31	100%	39	98%
Number of Faculty Receiving \$6000 or Less	150	96%	24	100%	18	86%	38	93%	31	100%	39	98%
Number of Faculty Receiving \$6500 or Less	150	96%	24	100%	18	86%	38	93%	31	100%	39	98%
Number of Faculty Receiving \$7000 or Less	151	96%	24	100%	18	86%	39	95%	31	100%	39	98%
Number of Faculty Receiving \$7500 or Less	154	98%	24	100%	19	90%	41	100%	31	100%	39	98%
Number of Faculty Receiving \$8000 or Less	154	98%	24	100%	19	90%	41	100%	31	100%	39	98%
Number of Faculty Receiving \$8500 or Less	155	99%	24	100%	20	95%	41	100%	31	100%	39	98%
Number of Faculty Receiving \$9000 or Less	157	100%	24	100%	21	100%	41	100%	31	100%	40	100%

	23	15%	3	13%	2	10%	0	0%	4	13%	14	35%
Number of Faculty Receiving no Increase	23	15%	3	13%	2	10%	0	0%	4	13%	14	35%
Number of Faculty Receiving 5% or Less	72	48%	12	50%	6	38%	4	10%	21	68%	27	68%
Number of Faculty Receiving 10% or Less	104	68%	19	79%	13	62%	11	27%	26	84%	35	88%
Number of Faculty Receiving 15% or Less	135	86%	23	96%	15	71%	28	68%	31	100%	38	95%
Number of Faculty Receiving 20% or Less	145	92%	23	96%	17	81%	35	85%	31	100%	39	98%
Number of Faculty Receiving 25% or Less	152	97%	24	100%	19	90%	39	95%	31	100%	39	98%
Number of Faculty Receiving 30% or Less	154	98%	24	100%	19	90%	41	100%	31	100%	39	98%
Number of Faculty Receiving 35% or Less	155	99%	24	100%	20	95%	41	100%	31	100%	39	98%
Number of Faculty Receiving 40% or Less	157	100%	24	100%	21	100%	41	100%	31	100%	40	100%



THE MONTANA UNIVERSITY SYSTEM

33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA 59620-2802

(406) 444-6570

COMMISSIONER OF HIGHER EDUCATION

DATE: January 2, 1991
TO: The Board of Regents
FROM: The Faculty Compensation Committee
RE: Proposed Vo-Tech Salary Equity Parameters

Attached is a copy of the parameters developed by the Faculty Compensation Committee to be used to implement system wide pay equity within the Vo-Techs. These parameters would be used to distribute \$400,000 per Fiscal year over the 1992/1993 biennium (\$800,000 total request).

Use of and adherence to the outlined parameters is contingent on the funding of the Equity Pool by the Legislature. In the event that no funding is made available specifically and explicitly for the equity adjustments the parameters will not be used and no equity adjustments will be made to the Vo-Tech salaries. In the event that less than full funding is authorized the parameters will be reviewed and adjusted, pursuant to mutual agreement of the Faculty Compensation Committee, to guarantee that pay equity is maintained. Any legislative authorization or appropriation for the pay plan or other general operational costs shall not be considered as equity funding for the purposes of implementing this agreement.

In any event the parameters must be treated as the general guidelines for creating pay equity within the Vo-Techs and as such the ability to make minor adjustments to the parameters must be maintained.

Faculty Compensation Committee Members:

	Signature	Date
Jack Noble, OCHE	_____	_____
Brady Vardemann, OCHE	_____	_____
J.D. Vezey, Billings VTC	_____	_____
Jane Baker, Butte VTC	_____	_____
Don Kinman, Butte VTC	_____	_____
Del Hackwith, Great Falls VTC	_____	_____
Jim Burk, Helena VTC	_____	_____
Ted Plaggemeyer, Helena VTC	_____	_____
Larry Altenbrun, Missoula VTC	_____	_____
Jim Taylor, Missoula VTC	_____	_____

DATE 1-21-91
HBF Edy C. ...

Modified Parameters

VOCATIONAL-TECHNICAL INSTRUCTORS SALARY METHODOLOGY

**TO BE USED TO IMPLEMENT
SYSTEM WIDE PAY EQUITY**

- I. A base salary of \$18,000.00 will be used for all instructional activities at the Vo-Techs.

- II. A salary enhancement increment of \$631.00 will be added to the base salary figure for allowable instructional experience.

- III. A salary enhancement increment of \$631.00 will be added to the base salary figure for allowable educational attainment.

- IV. Instructional experience in a bargaining unit position at the Montana Vo-Techs will be weighted for salary purposes as follows: (including allowable school district experience)
 - A. Up to and including 14 years: 1 increment for each year in a full time position.

 - B. Beyond 14 years: 1/2 an increment for each year in a full time position beyond the 14 year level.

 - C. Increments will be prorated for less than full time positions.

- V. The salary matrix steps granted upon hire for previous full-time teaching at an accredited institution and relevant full-time occupational experience will be allowed. The steps will be added to the years of experience at the Vo-Tech level to determine total years of experience to be used in determining increments in part IV above.

- VI. Separate credit should not be given for military experience over and above credit for related work experience.

VII. Educational attainment levels should be given the following weight for establishing equity base salaries: (see attached schedule)

- A. No Degree or Equivalent: No increment.
- B. Bachelors Degree or Equivalent: 1 increment.
- C. Masters Degree or Equivalent: 6 increments.
- D. Doctorate Degree or Equivalent: 13.5 increments.

VIII. Current faculty with earned degrees should be given additional salary enhancement increments for college course work in accordance with the following: (see attached schedule)

A. Beyond the Bachelor Level but Prior to a Masters

1. 1 additional increment, up to a maximum of 3 increments, for each six semester credits of completed relevant college course work or other professional development activities which have prior written approval of the center director or designee, beyond the Bachelor Degree level.

2. 1 additional increment for each twelve semester credits of completed relevant college course work or other professional development activities which have prior written approval of the center director or designee, beyond the eighteen credits allowed above in VIII A 1.

C. Beyond the Masters Level but Prior to a Doctorate

1. 1.5 additional increments, up to a maximum of 3 increments, for each six semester credits of completed relevant college course work or other professional development activities which have prior written approval of the center director or designee, beyond the Masters level.

2. 1.5 additional increments for each twelve semester credits of completed relevant college course work or other professional development activities which have prior written approval of the center director or designee, beyond the eighteen credits allowed above in VIII C 1.

F. Current faculty shall be given retroactive credit for college course work previously recognized by school district for salary schedule placement.

IX. Current faculty with equivalent degrees should be given additional salary enhancement increments for college course work in accordance with the following: (see attached schedule)

A. Beyond the Bachelor Equivalent Level

1. 1 additional increment, up to a maximum of 3 increments, for each six semester credits of completed relevant college course work or other professional development activities which have prior written approval of the center director or designee.
2. 1 additional increment for the next twelve semester credits of completed relevant college course work or other professional development activities which have prior written approval of the center director or designee, beyond the eighteen credits allowed above in IX A 1.
3. No further increments will be allowed until a Bachelor Degree is earned.

B. Beyond the Masters Equivalent Level

1. 1.5 additional increments, up to a maximum of 3 increments, for each six semester credits of completed relevant college course work or other professional development activities which have prior written approval of the center director or designee.
2. 1.5 additional increments for the next twelve semester credits of completed relevant college course work or other professional development activities which have prior written approval of the center director or designee, beyond the eighteen credits allowed above in IX D 1.
3. No further increments will be allowed until a Masters Degree is earned.

C. Current faculty shall be given retroactive credit for college course work previously recognized by school district for salary schedule placement.

EDUCATIONAL ATTAINMENT LEVEL/SALARY INCREMENT TABLE

<u>Degree</u>	<u>Increment</u>
No Degree or Equivalent	0.0
Bachelors or Equivalent	1.0
Bachelors/Equivalent plus Six Credits	2.0
Bachelors/Equivalent plus Twelve Credits	3.0
Bachelors/Equivalent plus Eighteen Credits	4.0
Bachelors/Equivalent plus Thirty Credits	5.0
Bachelors plus Forty-two Credits	6.0
Bachelors plus Fifty-four Credits	7.0
Bachelors plus Sixty-six Credits	8.0
Bachelors plus Seventy-eight Credits	9.0
Bachelors plus Ninety Credits	10.0
Bachelors plus One Hundred and Two Credits	11.0
Masters or Equivalent	6.0
Masters/Equivalent plus Six Credits	7.5
Masters/Equivalent plus Twelve Credits	9.0
Masters/Equivalent plus Eighteen Credits	10.5
Masters/Equivalent plus Thirty Credits	12.0
Masters plus Forty-two Credits	13.5
Masters plus Fifty-four Credits	15.0
Masters plus Sixty-six Credits	16.5
Masters plus Seventy-eight Credits	18.0
Masters plus Ninety Credits	19.5
Masters plus One Hundred and Two Credits	21.0
Doctorate or Equivalent	13.5

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EQUITY PLAN FACT SHEET

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10-Jan-91

Base Salary	\$18,000
Experience Increment	631
Education Increment	631

EXHIBIT 7

DATE 1-21-91

HB Ed. & Clerk 4/20/91

Total Current Contract Salaries	\$4,450,408
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Projected Equity Adjusted Salaries	4,777,379
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Projected Adjustment	\$326,971
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Projected Benefits at 21.5%	70,299
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Total Projected Adjustment per Year	\$397,270
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Number of Faculty Receiving no Increase	23	15%
Number of Faculty Receiving \$ 500 or Less	43	27%
Number of Faculty Receiving \$1000 or Less	56	36%
Number of Faculty Receiving \$1500 or Less	74	47%
Number of Faculty Receiving \$2000 or Less	89	57%
Number of Faculty Receiving \$2500 or Less	102	65%
Number of Faculty Receiving \$3000 or Less	113	72%
Number of Faculty Receiving \$3500 or Less	125	80%
Number of Faculty Receiving \$4000 or Less	132	84%
Number of Faculty Receiving \$4500 or Less	138	88%
Number of Faculty Receiving \$5000 or Less	144	92%
Number of Faculty Receiving \$5500 or Less	148	94%
Number of Faculty Receiving \$6000 or Less	150	96%
Number of Faculty Receiving \$6500 or Less	150	96%
Number of Faculty Receiving \$7000 or Less	151	96%
Number of Faculty Receiving \$7500 or Less	154	98%
Number of Faculty Receiving \$8000 or Less	154	98%
Number of Faculty Receiving \$8500 or Less	155	99%
Number of Faculty Receiving \$9000 or Less	157	100%

Number of Faculty Receiving no Increase	23	15%
Number of Faculty Receiving 5% or Less	72	46%
Number of Faculty Receiving 10% or Less	104	66%
Number of Faculty Receiving 15% or Less	135	86%
Number of Faculty Receiving 20% or Less	145	92%
Number of Faculty Receiving 25% or Less	152	97%
Number of Faculty Receiving 30% or Less	154	98%
Number of Faculty Receiving 35% or Less	155	99%
Number of Faculty Receiving 40% or Less	157	100%

What have you invested in?

- A modern accessible campus located in the State's second largest city with a primary service area of NorthCentral Montana.
- A flagship institution recognized for its innovation and responsiveness in meeting the needs of its students as well as the needs of business and industry from throughout Montana.
- A technically competent instructional staff committed to enhancing student success while maintaining high educational expectations.
- A physical plant which includes an enclosed unfinished 10,000 square foot area which offers the potential to meet emerging educational and training demands.

What has been the return on these investments?

- Approximately 300 graduates each year who enter Montana's labor market as confident, competent, and productive citizens of the state. (See Attachments/Enrollment-Budget/Headcount Fall 90)

How has this return been accomplished?

- Through the establishment of two Associate of Applied Science Degrees in the rapidly expanding field of Allied Health to ensure that Montana residents receive the appropriate credentials to meet the demands of Montana as well as national job markets. These programs are unique to the Great Falls Vocational-Technical Center:

Respiratory Care
Occupational Therapy Assisting

- Through the awarding of two major grants from the U.S. Department of Education to encourage youths and adults who are educationally disadvantaged to enroll at the Center and complete an occupational training programs:

Project Access developed supportive services to allow individuals with disabilities as well as the educationally disadvantaged to be successful in completing their occupational training programs.

Project Bridge will develop linkages with rural and urban high schools to encourage youths who are disabled and/or educationally disadvantaged to pursue appropriate postsecondary education.

- Through the initiation of three new occupational training programs as well as several new options under the Center's Business Management program through which Montanans can develop the skills employers are seeking:

Programs

Occupational Therapy Assistant
Interior Design Technician
Emergency Medical Technician

Options

Loss Prevention for Retail Businesses and
Financial Institutions

Basic and Intermediate Construction--Estimating and
Bidding utilizing a curriculum designed by the National
Women in Construction organization

- By responding to the need to provide retraining for those already in the workforce through delivery of several short-term seminars and workshops: (Attachment/Outreach)

Basic Interpreting for the Deaf offered in cooperation with Front Range Community College in Denver, Colorado

Basic Coding for Hospitals and Medical Offices

Management of Government Records

Quantity Cooking and Sanitation Practices for Head Start Personnel

Geriatric Aid

Communications Styles

Business Writing

Group Dynamics

Microcomputer Software Training

What is needed to assure your investment remains vital?

- Cooperative efforts among the varying institutions of Higher Education with the Great Falls Vocational-Technical Center to deliver educational programs in Great Falls in order to avoid duplication as well as enhance responsible utilization of Montana's limited monetary resources

- Development of a long-term funding plan appropriate to the needs of vocational-technical education in the state of Montana to allow these institutions the stability necessary for their own strategic planning
- Additional resources to allow the Great Falls Vocational-Technical Center a measure of flexibility and space in order to respond to the contemporary training needs of the community, region, and state
- Support for the vocational-technical system budget request which includes the following:
 - system wide salary matrix
 - replacement of Carl Perkins monies
 - capital equipment pool

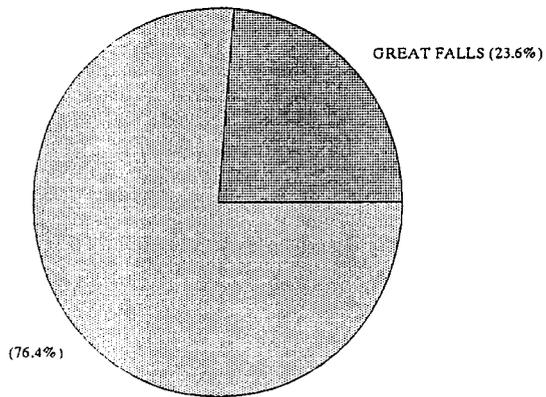
How should your investment continue to be used?

- Formulate goals with Vision 2000, a grass-roots committee dedicated to the improvement of higher educational opportunities for the Great Falls area
- Continue institutional focus on provision of high quality occupational training in allied health and business careers
- Commitment of resources toward the philosophy of lifelong learning through utilization of technology and telecommunications to enhance access to educational opportunities for all Montanans
- Continued provision of technical assistance to small businesses in order to foster Montana's economic development

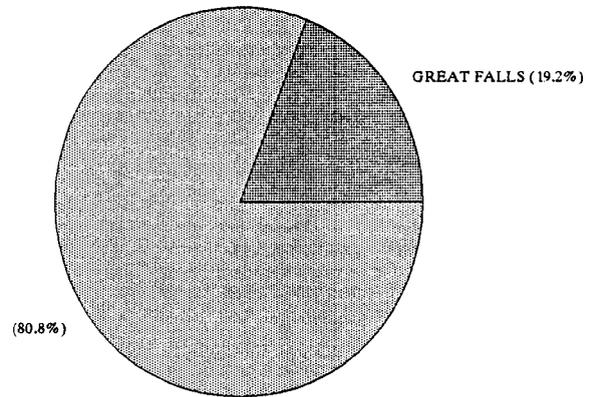
GREAT FALLS VOCATIONAL-TECHNICAL CENTER

IN COMPARISON TO THE VOCATIONAL-TECHNICAL SYSTEM

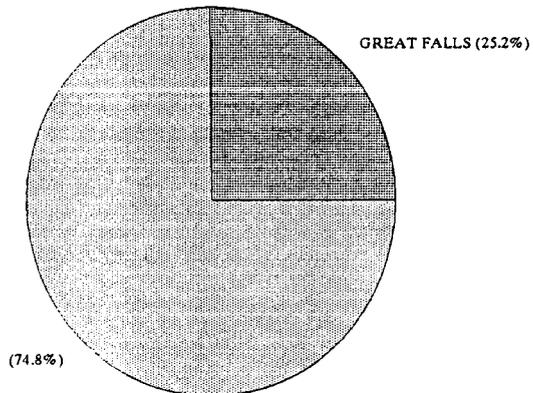
ENROLLMENT FY89



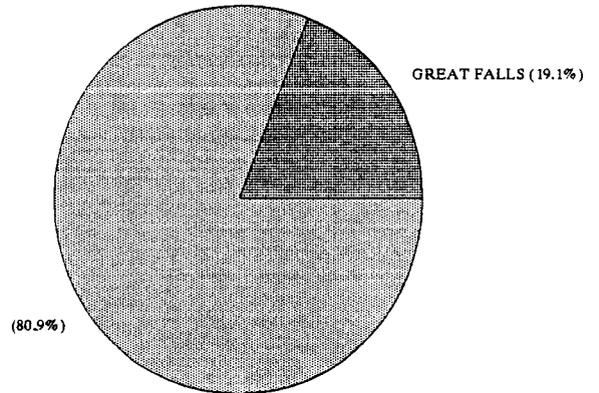
BUDGETED EXPENDITURES FY89



ENROLLMENT FY90



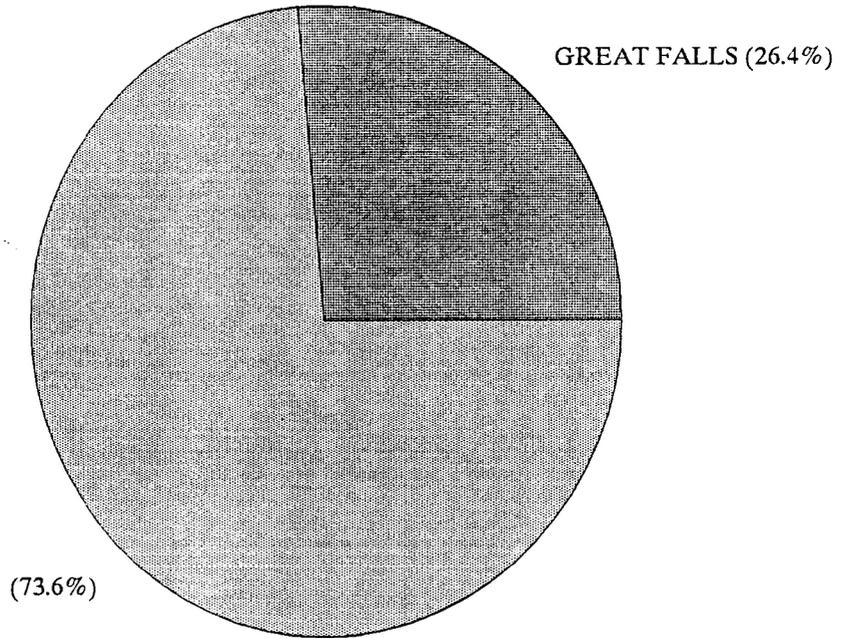
BUDGETED EXPENDITURES FY90



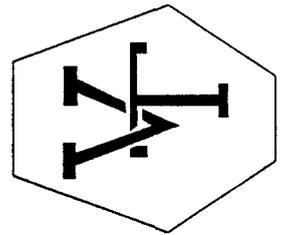
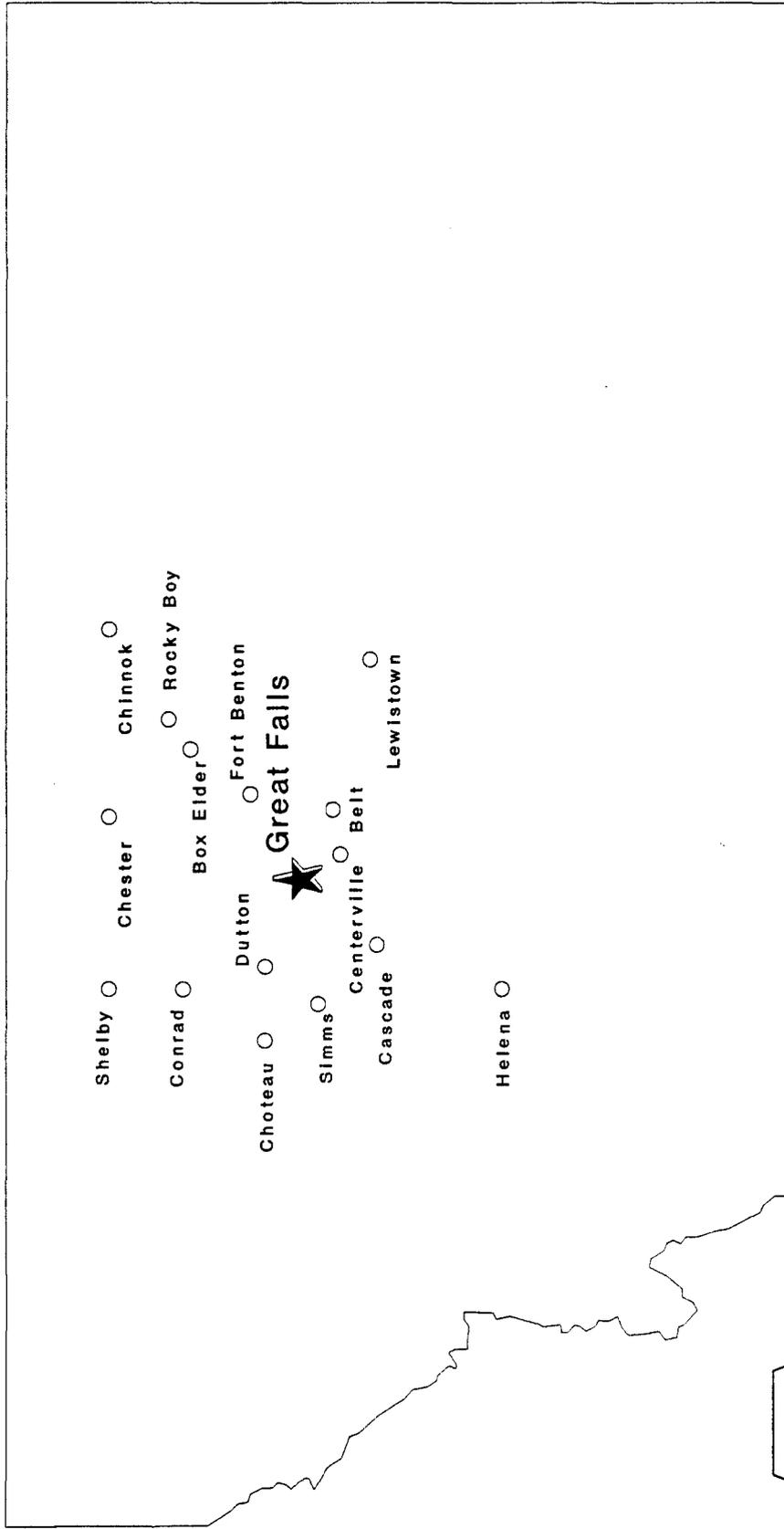
GREAT FALLS VOCATIONAL-TECHNICAL CENTER

IN COMPARISON TO THE VOCATIONAL-TECHNICAL SYSTEM

HEADCOUNT FALL 90



Outreach Activities



- ★ Great Falls Vocational-Technical Center
- Outreach Sites

EXHIBIT 1

DATE 1-21-91

HB Ed. & Skill Dev. Sub.

BUTTE

Basin Creek Road / Butte, Montana 59701 /

VOCATIONAL TECHNICAL CENTER

Student Service (406) 494-2910 / Administration Office (406) 494-2894



EDUCATION SUBCOMMITTEE ON THE APPROPRIATION COMMITTEE
52ND LEGISLATIVE SESSION

TESTIMONY

FOR THE RECORD

Name: Harrison J. Freebourn *HJF*
Position: Director
Institution: Butte Vocational Technical Center

As many of you are aware, the Butte Vocational Technical Center opened its new facility doors in September, 1984. Since that time, the Center has enrolled an average of 434 students per year for an annual student FTE of 338. The Center has graduated an average of 141 students annually with 69% being placed in the job market and 20% going on to further education. The Center primarily serves Southwest Montana, however, it is well to note that since 1984 the Butte Vo-Tech has served students from 33 counties outside of Butte-Silver Bow. Also, the Center since 1984 has provided services for 12,950 students in Adult and Continuous Education classes in a cooperative partnership with the Butte School District. Over the past six-half years, the Vo-Tech has served nine apprenticeship programs and has been the site for an average of 432 seminars, workshops, clinics, and meetings for various organizations and agencies. I'm sure from these figures that you will realize that the Butte Vo-Tech Center is a well utilized facility.

The Butte Vo-Tech, during the past biennium, has been working closely with Montana Tech in an affiliation mode in the best interest of both institutions. A recent merger study has been completed by participants from both institutions and forwarded to the Commissioner of Higher Education and the Board of Regents for their review at the January, 1991 meeting. Currently, the Butte Vo-Tech houses Montana Tech's Welding and Machine Shop programs and an "ad hoc" committee is working on transferability of credits between the institutions. Also, the committee is looking at avenues to offer joint programs in a partnership manner with Montana Tech awarding the degree. Further, the Butte Vo-Tech and Montana Tech are participating in the Northern Rockies Environmental and Waste Technology Program with neighboring states. Both institutions hope to jointly develop an Environmental Monitoring Program.

The Butte Vo-Tech currently offers eleven principal programs which are: Information Processing Specialist, Office Secretary Specialist, Office Bookkeeping Specialist, Practical Nursing, Civil Engineering Technology, Drafting Technology, Electrical/Electronic Technology, Automotive, Machine Tool, Recreation and Small Engines, and Welding. Seven of the principal programs are two-year programs. At the October, 1990 Board of Regents Meeting, the Center received approval to offer the Associate of Applied Science Degree in Civil Engineering Technology and Civil Engineering Design and Drafting Technology commencing Spring Semester, 1991. Also, the Center has joined hands with the Butte Business Community in offering an internship Model Office program in uptown Butte. First Aid and CPR classes have been provided to restaurant employees. Currently, provisions are being made to train bartenders in First Aid and CPR. Over the past biennium, a preceptor program for Practical Nurses, Nurse Assistant, IV Therapy, and Pediatric CPR for day-care workers have been offered in Butte, Anaconda, Deer Lodge, and Boulder. Provisions are being made to offer these courses in other Southwestern communities.

The Center's Automotive Program has received ASE Certification in all seven required areas and the Center has been designated as the training site for Ford Motor, Subaru, Nissan, Mazda, Hunter Engineering, Dupont Paint, Martin Seymour Paint, I-Car, Isuzu, and Bear Marquett. The Center also has been donated 8 new cars and trucks since 1984 for training purposes from the previous mentioned dealerships with the newest addition, a 1990 Chrysler LeBaron. The Recreation and Small Engine program has also been blessed with numerous equipment and training guides from Honda. At this time, we are in the process of developing an agreement with General Motors to become their designated training site. The Center's Welding program currently is under contract with the U.S. Naval Reserve to provide training to the Reservists one weekend day each month. The Center's Welding shop also is utilized by the State Ironworkers for re-certification purposes. The Butte Vocational Technical Center was approved for 10 years accreditation by the Northwest Association of Schools and Colleges at their December, 1990, Annual Meeting.

In closing, as Director of the Butte Vo-Tech Center, I realize the tremendous task facing this committee in adequately funding the Vo-Tech Center System, however, I urge you to do just that by appropriating the funds in accordance with the request by the Commissioner of Higher Education and the Board of Regents.

BUTTE VOCATIONAL TECHNICAL CENTER
BUTTE, MONTANA
1988-1990

EXHIBIT 4
DATE 1-21-91
HR Ed. & Bill. Dev. Div.

Executive Officers

Director
Assistant Director
Supervisor of Student Services Affairs

H. J. Freebourn
Jane Baker
Jerry Martin

Campus Profile

<u>Enrollment</u>	<u>FY88</u>	<u>FY89</u>	<u>FY90</u>	<u>Estimated FY91</u>
Headcount	525	427	435	432
FTE	394	354	252	309

Student Profile

FTE Employees

56% Female	22	Contracted Faculty
44% Male	4	Contracted Professionals
99% Resident	12	Classified
1% Non-Resident	2	Part-time
32 Average Age	40	Total

Accreditation

Northwest Association of Schools and Colleges
Montana State Board of Nursing
National Institute for Automotive Services Excellence (NIASE)

Programs/Graduates and Employment 1988-1990

<u>Programs</u>	<u>Enroll- ment</u>	<u>Grads</u>	<u>% Emp.</u>	<u>Fur- ther Train.</u>	<u>Other</u>	<u>Avg. Annual Wage</u>
Business						
Office Book. Specialist	101	60	66%	34%	-0-	\$10,680
Office Sec. Specialist	121	63	83%	10%	12%	11,400
Info. Process. Specialist	212	152	83%	10%	7%	9,960
Health Occupations						
Licensed Practical Nursing	164	137	86%	-0-	14%	19,864
Technical						
Civil Engineering Technology	45	22	83%	17%	-0-	14,000
Electronic Technology	92	63	57%	25%	-0-	14,400
Drafting Technology	54	37	58%	17%	25%	13,730
Trades and Industry						
Automotive Mechanics	96	52	64%	18%	18%	13,728
Small Engines/Rec. Equipment	35	22	76%	24%	-0-	14,040
Machine Tool Operations	37	11	80%	20%	-0-	12,896
Welding	43	19	25%	50%	25%	14,664
AVERAGE	1,000	638	69%	20%	11%	\$13,578

VISITOR'S REGISTER

Education

SUBCOMMITTEE

AGENCY (S)

Vocational Technical Centers

DATE

1-21-91

DEPARTMENT

NAME	REPRESENTING	SUP-PORT	OP-POSE
Tom Stump	GREAT FALLS VOTECH		
Teresa Leonard	MFT		
Laurie Neils	CHÉ	x	
Jim Taylor	MVTC	1	
Dennis Jensen	MVTC	✓	
Brady Nordmann	OCHÉ	✓	
Russ FILLNER	OCHF		
Jon Baker	BVTC		
Chuck Kestler	HVTC	✓	

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