



STATE OF MINNESOTA

DEPARTMENT Education

Office Memorandum

TO : Higher Education Coordinating Commission

DATE: December 18, 1972

FROM : 
Commissioner Howard B. Casmey
State Board for Vocational Education

SUBJECT: Tuition Policy Recommendation

LEGISLATIVE REFERENCE LIBRARY
STATE OF MINNESOTA
SAINT PAUL, MINNESOTA 55101

Introduction

This paper is in response to the Higher Education Coordinating Commission recommendation of November 10 that the State Board, the Division of Vocational-Technical Education, and the area vocational-technical institute directors further examine the tuition issue. The basic concerns in regard to tuition were identified previously in the resolution passed by the Board on June 12, 1972, and forwarded to the Commission (Attachment I). These concerns were more specifically addressed by Assistant Commissioner Robert Van Tries on behalf of the Board in testimony to the Commission on June 30, 1972. It was the Board's suggestion at that time that the staff of the Higher Education Coordinating Commission should research the issues in depth before a decision on tuition was made. The request by the Commission for a recommendation left insufficient time for the State Board and the Division staff to conduct all needed research. The Board's position to maintain the present tuition policy has been substantiated herein.

Tuition policy will be discussed as it relates to the local educational agencies, the area institutes as a system of post-secondary education, the Minnesota economy, and, most important, the student. The entire paper should be read from the Board's view that it is the right of the individual to be provided with sufficient

© E12.146-Minn.
7026

training to earn a living and that employment should not be the privilege of those able to pay for their education.

The Local Educational Agency

The discussion in regard to tuition necessitated the involvement of the area vocational-technical institute administrators because, unlike the other systems of post-secondary education, the State Board functions at a policy level, with the institutes being controlled within the local educational agency. An erroneous assumption is often made that post-secondary financial policy decisions for vocational-technical education can be made in the same manner as those that affect the systems of higher education. At this point in time very little consideration has been given to the impact tuition would have on the local districts that presently operate the 33 area vocational-technical institutes. Table I indicates the distribution of state and federal and local expenditures within the institutes for Fiscal Years 1971 and 1972:

TABLE I

AVTI EXPENDITURES BY SOURCE AND PERCENTAGE*

<u>Source</u>	<u>1970-71</u>	<u>Percent</u>	<u>1971-72</u>	<u>Percent</u>
State & Federal	\$25,236,677	87.0	\$34,210,371	86.7
Local	<u>3,766,444</u>	13.0	<u>5,229,056</u>	13.3
TOTAL	\$29,003,121		\$39,439,427	

*Fiscal Year 1972 figures not yet audited.

LEGISLATIVE REFERENCE LIBRARY
STATE OF MINNESOTA

Attachment II identifies the local level of contribution for each of the institutes for Fiscal Year 1972. As indicated, the local contribution in Fiscal Year 1972 amounted to in excess of \$5 million or 13.5 percent of the total expenditure.

The 1971 Legislature made the financing of education a priority concern. In concert with the Governor, the dependence of educational support on the property tax was reduced. While many state governments and federal courts debated the issue of equalization in school finance, Minnesota took a leading role. The elimination of unequalized property taxes remains a concern nation-wide and, to a degree, in Minnesota. While the concern has been predominantly generalized to all governmental functions financed by this tax, it has been most pointedly directed at education.

The suggestion that the area vocational-technical institutes charge a tuition must be considered in light of the property tax issue. The basic question is, "Would a tuition accrue to the state or to the local district?". A tuition of 20 percent of the instructional cost, as originally suggested by the Higher Education Coordinating Commission staff, would approximate the local districts' present contribution of \$5 million. Using this amount to eliminate the local contribution would, on one hand, better equalize the property tax burden for vocational-technical education. However, local control and financial contribution has long been considered one of the most desirable aspects of the area vocational-technical institutes. The Carnegie Commission in *A Digest of Reports and Recommendations* (1971) "opposes the elimination of any local share

on the ground that, if local policy-making responsibility is to be meaningful, it should be accompanied by some substantial degree of financial responsibility. In addition, the Commission believes that, in providing its share, the state should ensure that total appropriations for operating expenses are large enough to permit the institution to follow a policy of either no tuition or very low tuition."

The desirability of local support was also recognized by the 1971 Legislature as it provided an allowance for special levies for area vocational-technical institutes within the school tax limitation. While it appears that the local districts may well have priority control of collected tuition, the remaining discussion will be from the Higher Education Coordinating Commission assumption that tuition would displace state funding.

At the present time the area vocational-technical institutes annually collect approximately \$1 million in tuition from students over 21 and those from out of state not covered by reciprocal agreement. The collection of this tuition has been in most instances a rather informal function delegated to persons with prime responsibility in the area of administration or counseling. To begin a uniform system of tuition collection, additional professional and clerical staff would have to be employed at each institute. An estimated addition of 15 full-time equivalent professional plus 10 full-time clerical staff at the local and state levels for this purpose would incur an estimated cost of \$250,000. The imposition of a tuition would also drastically increase the necessity for

counselors at the institutes having responsibility in the area of student financial aids. A best estimate of this additional staff requirement would be 20 full-time equivalent professional and 10 clerical at an additional cost of \$350,000.

In view of the potential taxation problem, weakening of local control and the cost of implementation, a tuition would be detrimental to the local districts.

The Area Institutes as a System of Post-Secondary Education

The collective position in regard to tuition expressed by the area vocational-technical institute directors and superintendents (Attachment III) foresees a potential loss in tax dollars, trained workers, societal benefits, and local autonomy. One of the possible financial losses would be through a redistribution of enrollments within the total system.

There is no doubt that the area vocational-technical institutes represent a system of post-secondary education and, even with local control, have a common and unique image among the citizenry of Minnesota. In the system's beginning, little concern for the absence of tuition in the area vocational-technical institutes was evidenced. However, economic restraints and competition for the tax dollar have led to the suggestion that students are being financially discriminated against in attending the other systems. Since the inception of federal aid to vocational-technical education and the enabling legislation in Minnesota, vocational-technical education has been recognized as being the lesser

system--the last chance for education of the child next door. The absence of tuition to some degree assisted in overcoming much of the prejudicial feeling against vocational-technical education.

At the present time, however, the vocational-technical system in Minnesota is recognized even at the national level as being a model of excellence. We believe the students presently drawn to the system are not drawn by its "cheapness" nor by its accessibility, but by its quality. The historical necessity for a financial advantage to equalize the desirability of vocational-technical education is no longer necessary. A tuition would not appreciably affect the total enrollment within the system. However, it would appreciably change the student population in that the less able to pay would be eliminated.

As a system we do not believe the area vocational-technical institutes should be "competing for students." To impose a tuition and to change the distribution of students within the institutes would probably do little to the declining enrollments in the other systems. The redistribution of students would very likely make it increasingly difficult to recruit students in the low paying and low prestigious occupations; thus, some class sizes would likely be reduced. Because instructional costs are nearly constant regardless of class size, a 20 percent decline in a given program is sufficient to nulify the tuition income through inefficiency of operation.

Information provided by Minnesota Statewide Testing (Attachment IV) indicates that an ever increasing percentage of students desire post-secondary vocational-technical education. As shown in

Attachment V, the system has experienced tremendous growth during the past decade. During the last fiscal year slightly over 14,000 students entered the area vocational-technical institutes. Of the 14,353 entering students, one-fourth were 21 years of age or over, and 25 percent had been out of school one year or more. But, only 7,000 high school graduates of the 17,000 who in 1971 indicated an intent to attend an area vocational-technical institute were admitted. While the Higher Education Coordinating Commission staff has commented on the "slight" change in enrollment trends, page 2 of Attachment V depicts what we believe to be a tremendous change in where students prefer to attend post-secondary education. The system now receives 35 percent of the entering freshmen, up from 7 percent in 1961. All other systems have declining freshmen enrollments.

Through the follow-up of graduates which the system maintains, it has been shown that, of the graduates desiring employment, 94 percent are employed one year after graduation. A hypothetical positive effect of tuition would be to even increase this percentage; the increased financial burden of tuition would produce a defacto selection of higher quality students, thus increasing the average innate ability of the graduates. Just as many prestigious institutions of higher learning have maintained quality through selection, this could occur in the area vocational-technical system rather than the provision of an educational opportunity for all those who desire and can benefit from attendance. However, we prefer to establish a reputation of service to all students. This would include a variety of offerings for the 10,000 to 11,000 annual high school dropouts as well as the disadvantaged and handicapped.

Statewide Testing has indicated that the Minnesota Scholastic Aptitude Test scores and the high school rank of the area vocational-technical institute students are lower than those of the students in the other systems (Attachment VI). Earlier research in Project Mini-Score at the University of Minnesota also substantiated this information. A tuition would have little effect on the image and reputation of the system, but certainly would lower the priority of concern for the individual student.

Minnesota Economy

Several of the briefs presented to the Higher Education Coordinating Commission by their staff have led us to believe the primary concern for tuition was as a revenue raising mechanism. Admittedly, a tuition imposition appears on paper as a definable amount, immediately available to the institutions. However, as already indicated, the cost of implementation, operation, and collection would require at least \$600,000 plus a potential loss of efficiency. More serious than this is the potential cost to the state in the economic development of the business and industrial community and the resultant loss of individual and corporate taxation.

The *U. S. News & World Report*, December 18, 1972, stated that U. S. census data indicated additional education generates increased income. Naturally this results in increased tax revenue to the state. Individuals educated by all systems of post-secondary education have a direct potential pay-back to the state through their individual state income and sales taxes. Attachment VII shows a

comparison of incomes generated by average graduates of the University of Minnesota and of the area vocational-technical institutes. Even though there is considerable disparity in the average income, a graduate of the area vocational-technical institutes will return the state's investment in his education without tuition sooner than a graduate of the University of Minnesota. This only includes the payments made through income tax and is extremely significant in view of the fact that Minnesota has a progressive income tax. This should also be considered in light of the fact that the area vocational-technical institutes serve a large number of individuals who are potential recipients of support from social agencies. Unfortunately it is impossible to assess the difference between potential payers and users of tax revenue. This will be discussed in detail later in the memorandum.

It should also be noted that the state investment in a two-year graduate of an area vocational-technical institute is considerably less than that of a University of Minnesota graduate. We believe that each individual has two entitlements through education--to be provided with the ability to earn a living and to be the recipient of an education on an equitable basis. The individual with a lower potential income should not pay an amount equal to that of the person of greater earning capacity.

Attachment VIII represents statements from a variety of business, industrial, and union representatives who believe in and support the present tuition policy at the area vocational-technical institutes. Also attached is a copy of a bill recommended by the

Reconversion Commission in regard to area vocational-technical institute tuition (Attachment IX) and a resolution by the State Advisory Council for Vocational Education (Attachment X).

The concern by business and industry involves their ability to obtain trained manpower. A 1970 Minnesota Department of Economic Development brochure titled *Minnesota's Instant Manpower* has statements such as the following:

Why locate in Minnesota? Ever ask yourself what giants like Honeywell, Univac, Control Data, or 3M are doing in a place like Minnesota? They're prospering. Partly because they've found here one resource essential to growth: trained manpower. Thanks to the flexible training programs of its state-wide vocational school system, Minnesota means "Instant Manpower" to expanding industries. In Minnesota, industry acts as an advisor to educators helping to keep training programs up-to-the minute. Present and future demands for trained workers are documented by businessmen, industry heads and labor leaders. They suggest curricula and criteria for effective training, recommend qualifications for teachers, and advise on equipment to use in preparing "employable" workers. It's industry's direct involvement in education that keeps Minnesota in the vanguard of vocational training. That's why, when you move to Minnesota you'll find a custom-trained labor force...ready when you are. Vocational training in Minnesota is not bound by established curricula nor restricted to its outstanding voc-tech schools. Skilled personnel can also be trained...in line with your company's standards...in local schools or even within the confines of your plant. It's this kind of flexibility that makes Minnesota an innovator in vocational-technical training. And it's the kind of cooperation with existing and new industry that makes "Instant Manpower" one of Minnesota's most valuable resources.

The potential dollar loss of new business, industry, and the resultant unemployment of the citizens cannot be estimated should the vocational-technical education system be less able to provide viable avenues whereby manpower is readily available.

The Higher Education Coordinating Commission has suggested that post-secondary education enroll 85 percent of the high school graduates. This percentage is presently not being attained, and recent revisions indicate it probably will not be attained. Should this percentage be realized at the present distribution of students within the systems, the over-production of college graduates would be so enormous that the state would have rampant underemployment. The Bureau of Labor Statistics has repeatedly indicated that throughout the decade of the 1970's no more than 20 percent of the work force shall require graduation from a four-year institution. Fortunately the distribution of attendance is changing, as previously indicated by Attachment V.

In order to maximize the available manpower in Minnesota, a considerable number of the 80 percent who do not require a college degree should receive some training. It should be recognized that the area vocational-technical institutes presently intake over one-third of all entering freshmen during a given year. Attachment XI compares the 1971 and 1972 output in the various systems and indicates that the institutes graduate over one-fourth of the students. Flexible training programs, custom tailored to the labor force, can produce the instant manpower necessary in an age of changing technology. Only through a system where job competency and employment of the graduates take precedence can this 80 percent be functionally served.

Providing this training through a public institution is a sound investment for the Minnesota taxpayer. Institutional training allows

the individual considerable mobility--both vertical and horizontal--within a given occupation, resulting in a greater employment potential. For example, the individual who has received pre-apprentice training through an area vocational-technical institute finds ready acceptance within the state and in other states as he seeks employment. The individual who has received apprenticeship training restricted to a single business or industry may be extremely limited through specialization so that there is no opportunity for advancement or transfer.

We believe that the area vocational-technical institutes as an investment have proven to be one of the soundest of all state government endeavors. During the past year the average student station in the area vocational-technical institutes was utilized in excess of 44 hours per week. Compared to the utilization in elementary, secondary, and systems of higher education, we believe this a phenomenal rate. This is particularly astounding when one considers that many of the specialized laboratories cannot be utilized for adult evening classes or more than one shift of post-secondary students.

The capitalization in buildings and equipment at the area vocational-technical institutes has been maintained at a Volkswagen level when compared to the facilities of the other systems. The students within the systems of higher education pay a considerable amount in fees not identified as tuition yet mandatory for the support of health services, athletic programs, student unions, newspapers, etc. If the area vocational-technical institute students were to be taxed with a tuition, it would seem justifiable that these same services be provided within the area vocational-technical institutes, so that

they too may become similar institutions. The state could hardly afford to build 33 student unions, gymnasiums, and athletic fields. However, we firmly believe that the original development of the institutes was correct in the assumption that a portion of the population seeks an educational opportunity that is specialized and of sufficient concentration that little time and interest is available for either extra curricular activities or liberal arts education.

As earlier mentioned, a substantive number of persons enrolled in the area vocational-technical institutes are presently supported by other governmental or private agencies. As the table in Attachment XII indicates, nearly 30 percent of the student population during the fall of 1972 was receiving such support. It should be pointed out that the majority of these individuals do not pay tuition but find it necessary to receive financial aid in order to accept a "free education." Assuming that the majority of these individuals could remain in school after imposition of a tuition, they would necessarily require additional financing for payment of the tuition. Thus, the state would either increase the subsidy level to the individuals or reduce the number of individuals on subsistence. An exception would be the veterans who would not be able to obtain an increase in benefits. While returning veterans have not pursued the systems of higher education in large numbers, the area vocational-technical institutes have experienced an ever increasing enrollment of G.I.'s. Continuance in school to the veteran would mean additional part-time work, loans, or revenue from another agency. The certain reduction in enrollment in this group would again promulgate

a condition of selectivity, eliminating the individuals who need vocational-technical education the most.

To transfer one-third of the cost of tuition to other governmental agencies defeats the purpose of revenue income through tuition. As one observes the total effect of a tuition in the added staff, the requirement for additional financial assistance programs, the transference of funds between agencies, and potential loss of new business and industry, it becomes not a program of revenue income but an additional bureaucratic load that would quite possibly erode nearly all of the potential income.

The Student

The proposal indicating that a tuition charge could be readily countered through financial assistance programs is fallacy. Tuition as a subtle discriminatory barrier to access of post-secondary vocational-technical education has been substantiated by a number of governmental, educational, and private agencies (Attachment XIII).

The Vocational-Technical Division has repeatedly pointed out the fact that the area vocational-technical system has a higher proportion of low income students who do not find ready access to financial assistance, even though the need is great. A recent Higher Education Coordinating Commission staff report minimized the percentage differentiation of enrollments by pointing out that the colleges and University had numerically more students from low income families. The table in Attachment XIV compares the numerical and percentage distribution of students from low income families with the

distribution of scholarships and grant awards by the Higher Education Coordinating Commission. Although over 17 percent of the low income students are enrolled in the area vocational-technical institutes, less than 4 percent of the money was made available to these students. Even the lack of tuition in the area vocational-technical institutes cannot justify this disparity; it is common knowledge that tuition is the smaller cost to the student in pursuing post-secondary education.

There should remain little doubt that the students in the area vocational-technical institutes do constitute a different population than that of other systems of higher education. One of these differences is their reluctance to participate in financial assistance programs as exemplified by the data above. At the present time the area vocational-technical institutes have a minority enrollment of 2 percent and are exerting considerable effort to recruit additional minority students. Scholarship and grant-in-aid programs with considerable time delays, such as those administered by the Higher Education Coordinating Commission, are viewed with great reluctance by students with low socio-economic backgrounds. The problem is most critical where an individual of very low ability enters an institute for a program of short duration. Financial assistance for tuition would have to be immediately available, as his time at the institute may be from one to six months.

It is crucial, as pointed out by the Higher Education Coordinating Commission, that any change in tuition be combined with the development of financial aid to students. However, the system as it currently functions appears to be a more viable means of allowing

students access to post-secondary vocational-technical education than developing a potential assistance program after a tuition is charged.

Because much of the discussion in regard to tuition is generalized to populations of people without observations about its potential impact on individuals, the Division conducted a survey of students within the system. A random sample of approximately 10 percent was interviewed through the use of questionnaires included in Attachments XV and XVI. As noted, the sample and the questionnaires were divided into two groups--those who pay tuition and those who do not. At the present time all of the questionnaires have not been tabulated. However, the results from 21 of the institutes, involving more than two-thirds of the sample, have given us some preliminary data. The final data will be presented to the Commission prior to January 1.

From the preliminary analysis, the students who presently pay tuition at the area vocational-technical institutes are predominantly males who are married, pay rent, commute, and have 2.6 dependents. Over one-half of the individuals who pay tuition receive financial assistance from a governmental agency for tuition and subsistence. The average support payment is \$241 per month. Governmental support constitutes the greatest single area of support for those who pay tuition. The second greatest source of income is through part-time work. Few of these students have parental support or savings accounts from which to draw resources.

The larger population of students is naturally those who do not pay tuition. This population varies in that they are predominantly single, live in rented facilities, and do not find it

necessary to commute to attend school. The average income per school year is considerably less than those who pay tuition--\$1,781 for males and \$1,401 for females. When questioned in regard to whether or not the payment of tuition was a significant factor in their attendance at a post-secondary institution, two-thirds indicated that it was. Sixty (60) percent indicated that a tuition equal to that paid in the systems of higher education would prevent them from continuing their education. Of this group which would find it impossible to continue financially, 17 percent indicated that they would not accept a grant or apply for a loan; 33 percent indicated that they would accept a grant; only 10 percent indicated a willingness to apply for a loan. Of the students who attend without tuition, over 22 percent presently receive financial aid from a public or private agency for subsistence. The average support for these students is \$210 per year.

Again, this information is preliminary; but we believe it to be indicative of the population of students. The final report will also include commentary by individual students in regard to the impact a tuition would have on their lives. The attitudes of the students in regard to tuition are exemplified in the letters contained in Attachment XVII.

Conclusion

After all consideration in regard to tuition, it is our belief that the students in the area vocational-technical institutes pay a reasonable and justifiable proportionate share of the instructional

cost. While this is not paid in the form of a tuition, it is an identifiable and substantial contribution toward the cost of their education. Therefore, we submit the following recommendation:

The State Board for Vocational Education recommends that the present Minnesota resident tuition policy at the area vocational-technical institutes be maintained.

STATE BOARD FOR VOCATIONAL EDUCATION
RESOLUTION PASSED JUNE 12, 1972

WHEREAS the area vocational-technical institutes are designed to provide nontuition vocational education to persons under 21 years of age and

WHEREAS the Higher Education Coordinating Commission had under consideration a recommendation to institute a tuition upon all students in the area vocational-technical institutes and has asked the Division of Vocational-Technical Education to testify in regard to tuition,

THEREFORE, BE IT RESOLVED that the State Board for Vocational Education opposes this recommendation until such time that the Higher Education Coordinating Commission has thoroughly studied and documented evidence in regard to the following if a tuition is charged:

1. The resultant availability of vocational-technical education opportunities to students in Minnesota, especially those who are disadvantaged and handicapped;
2. The ability of the area vocational-technical institutes to recruit a wide range of students sufficient to provide responsiveness to the manpower needs of business and industry;
3. The cost of administering a tuition program and the unwillingness of area vocational-technical institute students to accept grants and loans;
4. The actual instructional cost of post-secondary education in the several systems;
5. The feasibility of a loan program when it appears that many such programs that presently exist are unproductive;
6. The effect upon other state agency budgets that presently support students in area vocational-technical institute programs; and
7. The probability of persons over 21 years of age having an equal need for nontuition status.

AREA VOCATIONAL-TECHNICAL INSTITUTE
LOCAL CONTRIBUTION FOR 1972

<u>DISTRICT NUMBER</u>	<u>INSTITUTE NAME</u>	<u>AMOUNT</u>
241	Albert Lea	\$ 85,795.86
206	Alexandria	96,472.33
011	Anoka	224,324.10
492	Austin	304,014.71
031	Bemidji	51,788.87
181	Brainerd	72,735.80
891	Canby	27,840.08
917	Dakota County	495,652.32
022	Detroit Lakes	27,824.43
709	Duluth	56,509.09
697	Eveleth	25,761.07
656	Faribault	66,307.25
894	Granite Falls	28,242.10
701	Hibbing	45,608.94
423	Hutchinson	185,762.25
324	Jackson	34,531.69
077	Mankato	226,637.21
001	Minneapolis	307,408.00
152	Moorhead	67,788.50
578	Pine City	13,718.00
583	Pipestone	27,585.62
916	Ramsey Washington	556,776.55
256	Red Wing	23,095.11
535	Rochester	133,979.95
742	Saint Cloud	139,533.16
625	Saint Paul	299,226.35
793	Staples	101,235.39
287	Suburban Hennepin	1,258,797.25
564	Thief River Falls	28,468.36
819	Wadena	26,002.76
347	Willmar	108,218.32
861	Winona	<u>81,414.84</u>
	TOTAL	\$5,229,056.26

TUITION RESOLUTION BY AREA VOCATIONAL-TECHNICAL
INSTITUTE DIRECTORS AND SUPERINTENDENTS
NOVEMBER 16, 1972

The superintendents and directors of the area vocational-technical institute meeting, in a joint body, at Moorhead, on November 16, 1972, support the continuance of the current tuition policy in area vocational-technical institutes because the imposition of a tuition at this time would represent a net loss to this state in tax dollars, in economic loss of trained workers to industry, in social loss to those not eligible for assistance programs, and in governance loss to local school board autonomy.

MINNESOTA COLLEGE STATEWIDE TESTING PROGRAM RESPONSES
TO POST-SECONDARY EDUCATION PLANS

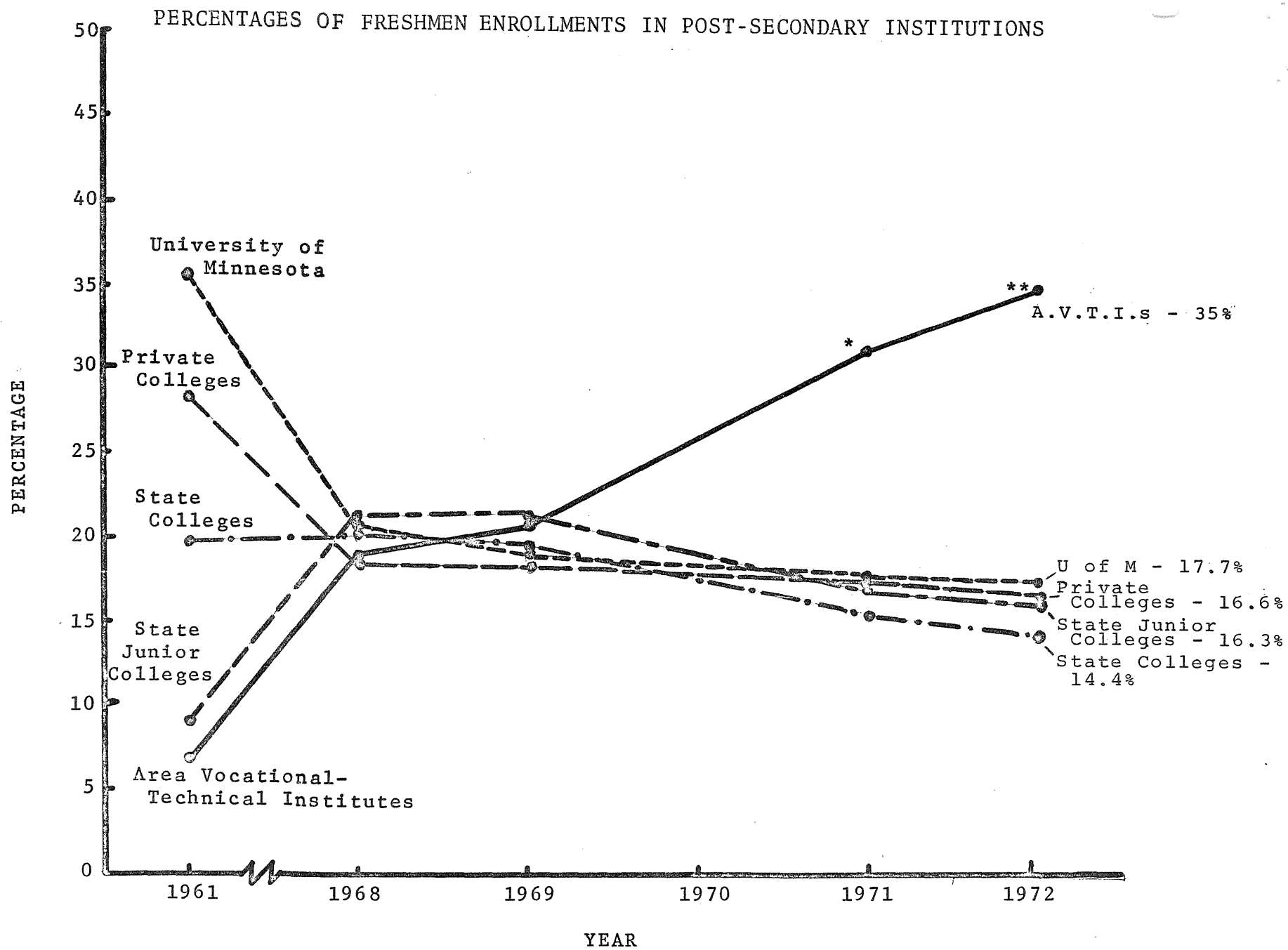
	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>Change</u>	<u>1972</u>	<u>Change</u>	<u>Percent Decrease</u>
Number of Students Tested*	66,757	65,820	66,453	+ 633	62,556	-3,897	- 5.86%
Plan to Attend A.V.T.I.	12,133	14,109	17,194	+3,085	16,316	- 878	- 5.11%
Plan to Attend U of M or Branch Thereof	11,184	11,579	11,632	+ 53	10,413	-1,219	-10.47%
Plan to Attend State College	7,791	7,524	6,962	- 562	5,862	-1,100	-15.80%
Plan to Attend State or Private Junior College	<u>5,502</u>	<u>5,505</u>	<u>6,137</u>	+ 632	<u>5,226</u>	- 911	-14.84%
TOTAL	36,610	38,717	41,925		37,817		

*Remainder: No response, not planning to attend college or post-secondary institution,
or non-Minnesota college.

AREA VOCATIONAL-TECHNICAL INSTITUTE
ENROLLMENTS*

<u>INSTITUTE</u>	<u>YEAR ESTABLISHED</u>	<u>ENROLLMENTS</u>			
		<u>1961</u>	<u>1966</u>	<u>1971</u>	<u>1972</u>
Albert Lea	1969	--	--	222	299
Alexandria	1961	20	572	1222	1209
Anoka	1967	--	--	1510	1647
Austin	1951	239	271	378	466
Bemidji	1966	--	109	164	266
Brainerd	1964	--	128	510	552
Canby	1965	--	271	331	380
Dakota County	1970	--	--	153	347
Detroit Lakes	1966	--	182	444	515
Duluth	1950	181	588	1098	1136
East Grand Forks	1972	--	--	--	--
Eveleth	1963	--	112	248	271
Faribault	1966	--	334	272	327
Granite Falls	1965	--	301	228	288
Hibbing	1962	--	119	251	283
Hutchinson	1970	--	--	226	295
Jackson	1964	--	360	436	454
Mankato	1947	124	252	974	1066
Minneapolis	1955	359	598	913	813
Moorhead	1966	--	205	770	876
Pine City	1966	--	178	205	159
Pipestone	1967	--	--	407	468
#916	1970	--	--	106	700
Red Wing	1971	--	--	22	45
Rochester	1967	--	--	510	615
Saint Cloud	1948	75	313	1199	1186
Saint Paul	1952	521	1395	1972	2150
Staples	1960	123	310	468	483
Suburban Hennepin	1970	--	--	38	1059
Thief River Falls	1949	207	343	414	445
Wadena	1960	83	272	353	397
Willmar	1961	96	508	947	1146
Winona	1948	<u>44</u>	<u>269</u>	<u>608</u>	<u>596</u>
TOTAL		2072	7990	17599	20939

*Source: Higher Education Coordinating Commission Reports.



ENTERING FRESHMEN ENROLLMENTS

	<u>1961</u>		<u>1968</u>		<u>1969</u>		<u>1971</u>		<u>1972</u>	
	<u>NUMBER</u>	<u>%</u>	<u>NUMBER</u>	<u>%</u>	<u>NUMBER</u>	<u>%</u>	<u>NUMBER</u>	<u>%</u>	<u>NUMBER</u>	<u>%</u>
State Junior Colleges	1,954	9.2	9,147	21.8	9,609	21.4	8,097	17.6	7,174	16.3
State Colleges	4,197	19.8	8,438	20.1	8,810	19.7	7,228	15.7	6,312	14.4
University of Minnesota	7,532	35.5	8,665	20.6	8,787	19.6	8,212	17.8	7,776	17.7
Area Vocational- Technical Institutes	1,450	6.8	7,981	19.0	9,405	21.0	14,353*	31.2	15,413**	35.0
Private Institutions	<u>6,093</u>	28.7	<u>7,787</u>	18.5	<u>8,212</u>	18.3	<u>8,131</u>	17.7	<u>7,303</u>	16.6
TOTAL	21,226		42,018		44,823		46,021		43,978	

*Full Fiscal Year Enrollment

**Enrollments to November 10, 1972

(All Remaining Figures from Higher Education Coordinating Commission Reports)

1972 MINNESOTA SCHOLASTIC APTITUDE TEST MEAN SCORES
AND AVERAGE HIGH SCHOOL RANK OF STUDENTS
PLANNING TO ATTEND POST-SECONDARY EDUCATION SYSTEMS

<u>SYSTEM</u>	<u>MSAT</u>	<u>HIGH SCHOOL RANK</u>
State Junior Colleges	32.32	54.55
State Colleges	35.06	61.69
University of Minnesota	37.71	62.85
University of Minnesota, Crookston & General College ...	33.69	55.95
Area Vocational-Technical Institutes	26.30	40.82
Private Four-Year Colleges	40.08	68.75
Private Two-Year Colleges	33.74	57.36
Other Colleges	33.57	55.44
Private Trade Schools	29.67	50.83

1971 MINNESOTA SCHOLASTIC APTITUDE TEST MEAN SCORES
AND AVERAGE HIGH SCHOOL RANK OF STUDENTS
PLANNING TO ATTEND POST-SECONDARY EDUCATION SYSTEMS

<u>SYSTEM</u>	<u>MSAT</u>	<u>HIGH SCHOOL RANK</u>
State Junior Colleges	26.10	40.49
State Colleges	34.82	59.80
University of Minnesota	39.02	64.47
University of Minnesota, Crookston & General College ...	33.93	54.15
Area Vocational-Technical Institutes	26.08	39.17
Private Four-Year Colleges	40.61	68.84
Private Two-Year Colleges	33.22	54.78
Other Colleges	34.26	56.86
Private Trade Schools	28.37	46.34

The following page graphs the Minnesota Scholastic Aptitude Test Decile Distribution of students compared by post-secondary system of choice in 1970. The data is from a Higher Education Coordinating Commission report on MSAT student profiles, June 1970.

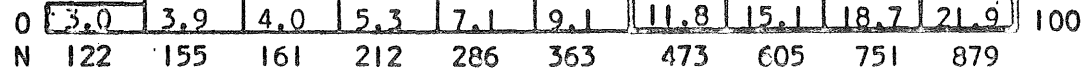
PRIVATE FOUR-YEAR COLLEGES

N = 4,007

 \bar{X} = 41.23

S.D. = 13.1

Per Cent

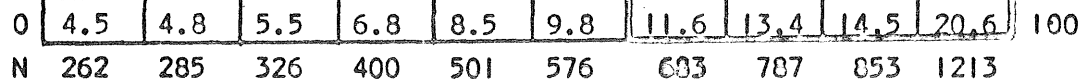
NON-MINNESOTA COLLEGES
AND UNIVERSITIES

N = 5,886

 \bar{X} = 39.41

S.D. = 13.9

Per Cent

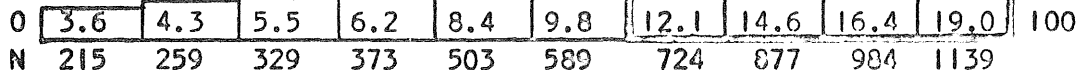
UNIVERSITY OF MINNESOTA SYSTEM,
FOUR-YEAR COLLEGES

N = 5,992

 \bar{X} = 39.58

S.D. = 13.1

Per Cent



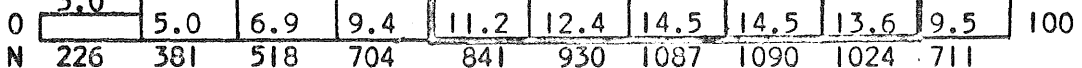
MINNESOTA STATE COLLEGES

N = 7,512

 \bar{X} = 36.21

S.D. = 11.4

Per Cent

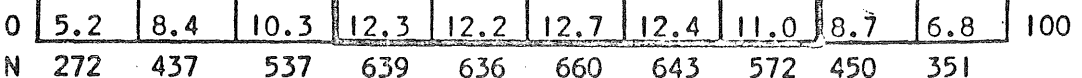
MINNESOTA STATE
JUNIOR COLLEGES

N = 5,197

 \bar{X} = 32.82

S.D. = 11.3

Per Cent

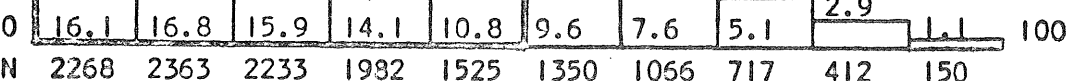
AREA VOCATIONAL-TECHNICAL
SCHOOLS

N = 14,066

 \bar{X} = 25.73

S.D. = 9.4

Per Cent



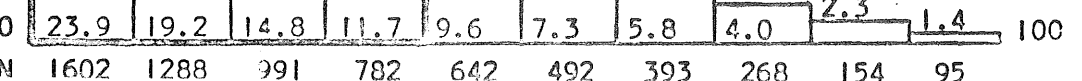
NOT GOING TO COLLEGE

N = 6,707

 \bar{X} = 23.98

S.D. = 9.7

Per Cent



A COMPARISON OF COSTS/BENEFITS TO SOCIETY
OF TWO POST-SECONDARY EDUCATIONAL SYSTEMS

Two hypothetical students, X and Y, entered post-secondary education at the same time. Student X elected to attend the University of Minnesota and received his baccalaureate degree four years hence and was employed. Student Y enrolled in the area vocational-technical institute. Upon completion of his program two years later he obtained a job. What follows is a comparison of the two students as taxpayers in Minnesota.

YEAR	STUDENT X (U OF M) CUMULATIVE		STUDENT Y (AVTI) CUMULATIVE	
	STATE INVESTMENT	INCOME	STATE INVESTMENT	INCOME
1970	\$1,763	\$ 514.00	\$1,384	-0-
1971	3,526	1,029.00	2,768	-0-
			GRADUATION	
1972	6,220	1,543.00	2,768	\$ 162.85
1973	8,914	2,058.00	2,768	345.50
	GRADUATION			
1974	8,914	2,492.15	2,768	550.10
1975	8,914	2,962.50	2,768	782.20
1976	8,914	3,474.25	2,768	1,037.25
1977	8,914	4,027.40	2,768	1,315.25
1978	8,914	4,627.15	2,768	1,616.20
1979	8,914	5,280.17	2,768	1,949.30
1980	8,914	5,994.15	2,768	2,309.95
1981	8,914	6,772.10	2,768	2,698.15
1982	8,914	7,616.56	2,768	3,121.95
1983	8,914	8,527.49	2,768	BREAK-EVEN POINT
1984	8,914	9,507.31	2,768	
	BREAK-EVEN POINT			

The state's investment in student X's Lower Division instruction equals \$1,763 per year and is a result of averaging the 1970-71 expenditures per full time equivalent (FTE) student in the following units: liberal arts, biological science, education, business administration, technology, and agriculture, forestry, and home economics. The investment of \$2,964 per year for Upper Division is instruction obtained by averaging the same six units. The income for student X (\$514 per quarter) is obtained by averaging the tuition charged in the six units. The average income (tuition) does not include the \$45.50 quarterly fee.

The after graduation state income figure of \$2,492.15 was obtained as follows: The average starting salary of 1971 graduates was \$742 per month (\$8,904 per year). A state tax of \$434.15 (progressive) was added to the \$2,058 accumulated through tuition to total \$2,492.15. The succeeding figure (\$2,962.50) was obtained by increasing the preceding salary (\$8,904) by 5 percent (\$9,349) and adding an income tax of \$470.35 to \$2,492.15 to equal \$2,962.59 and similarly each year. Tax is based on a family of four and is described on page 3.

The state investment of \$1,384 per year is the average 1971 state expenditure per average daily membership (ADM) area vocational-technical institute student. The state received zero income from student Y since there is no tuition.

The after graduation income of \$162.85 is the state income tax on the yearly salary of \$5,400 (\$450 per month). Succeeding figures were obtained by including a 5 percent yearly salary increase in the taxable income. Pages 3 and 4 have data outlining the assumptions and procedures used to arrive at the state tax.

1972 INCOME TAX BURDEN FOR A MARRIED COUPLE WITH TWO CHILDREN AT VARIOUS INCOME LEVELS
USING THE STANDARD DEDUCTION, MARRIED FILING JOINT

Income Group	\$5,400.00	\$5,670.00	\$5,954.00	\$6,251.00	\$6,564.00	\$6,892.00	\$7,237.00	\$7,598.00	\$7,978.00	\$8,377.00	\$8,796.00	\$9,236.00	\$9,698.00	\$10,183.00	\$10,692.00
1. Adjusted Income	5,400.00	5,670.00	5,954.00	6,251.00	6,564.00	6,892.00	7,237.00	7,598.00	7,978.00	8,377.00	8,796.00	9,236.00	9,698.00	10,183.00	10,692.00
Standard Deduction (in. \$1,300, Max. \$2,000)															
Personal Exemption														1,527.45	1,603.00
25.C															
le Income														3,000.00	3,000.00
al Tax	\$ 159.00	\$ 136.00	\$ 241.00	\$ 286.00	\$ 334.00	\$ 382.00	\$ 438.00	\$ 497.00	\$ 565.00	\$ 634.00	\$ 707.00	\$ 780.00	\$ 853.00	\$ 934.55	\$ 1,016.91
ota															
Income	\$5,400.00	\$5,670.00	\$5,954.00	\$6,251.00	\$6,564.00	\$6,892.00	\$7,237.00	\$7,598.00	\$7,978.00	\$8,377.00	\$8,796.00	\$9,236.00	\$9,698.00	\$10,183.00	\$10,692.00
Federal Tax	159.00	136.00	241.00	286.00	334.00	382.00	438.00	497.00	565.00	634.00	707.00	780.00	853.00	934.55	1,016.91
Adjusted Gross	5,241.00	5,474.00	5,713.00	6,010.00	6,278.00	6,510.00	6,799.00	7,101.00	7,413.00	7,743.00	8,089.00	8,456.00	8,845.00	9,248.45	9,675.09
Standard Deduction (10% Max. \$1,000)															
le Income															
al Credit 4 @ \$21	246.85	266.65	288.60	316.10	339.05	362.00	384.95	417.10	444.65	472.20	507.80	549.20	585.40	626.80	673.40
Tax after Credit	\$ 162.85	\$ 162.65	\$ 204.60	\$ 232.10	\$ 255.05	\$ 278.00	\$ 300.95	\$ 333.10	\$ 360.65	\$ 388.20	\$ 423.80	\$ 465.20	\$ 501.40	\$ 542.80	\$ 589.40

1972 INCOME TAX BURDEN FOR A MARRIED COUPLE WITH TWO CHILDREN AT VARIOUS INCOME LEVELS
USING THE STANDARD DEDUCTION, MARRIED FILING JOINT

Gross Income Group	\$8,900.00	\$9,345.00	\$9,812.00	\$10,303.00	\$10,818.00	\$11,359.00	\$11,927.00	\$12,523.00	\$13,149.00	\$13,807.00	\$14,497.00	\$15,222.00	\$15,983.00	\$16,782.00	\$17,621.00
Federal Adjusted Gross Income	8,900.00	9,345.00	9,812.00	10,303.00	10,818.00	11,359.00	11,927.00	12,523.00	13,149.00	13,807.00	14,497.00	15,222.00	15,983.00	16,782.00	17,621.00
Less: Standard Deduction (15% Min. \$1,300, Max. \$2,000)				1,545.45	1,622.70	1,703.85	1,789.05	1,878.45	1,972.35	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Less: Personal Exemption 4 @ \$750															
Taxable Income				3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Federal Tax	\$ 731.00	\$ 796.00	\$ 877.00	\$ 953.93	\$ 1,037.11	\$ 1,124.48	\$ 1,216.21	\$ 1,312.46	\$ 1,418.86	\$ 1,557.54	\$ 1,709.34	\$ 1,868.84	\$ 2,036.26	\$ 2,212.04	\$ 2,415.25
Minnesota Gross Income	\$8,900.00	\$9,345.00	\$9,812.00	\$10,303.00	\$10,818.00	\$11,359.00	\$11,927.00	\$12,523.00	\$13,149.00	\$13,807.00	\$14,497.00	\$15,222.00	\$15,983.00	\$16,782.00	\$17,621.00
Less: Federal Tax	731.00	796.00	877.00	953.93	1,037.11	1,124.48	1,216.21	1,312.46	1,418.86	1,557.54	1,709.34	1,868.84	2,036.26	2,212.04	2,415.25
Minn. Adjusted Gross	8,169.00	8,549.00	8,935.00	9,349.07	9,780.89	10,234.52	10,710.79	11,210.54	11,730.14	12,249.46	12,787.66	13,353.16	13,946.74	14,579.96	15,205.75
Less: Standard Deduction (10% Max. \$1,000) #						1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Taxable Income						9,234.52	9,710.79	10,210.54	10,730.14	11,249.46	11,787.66	12,353.16	12,946.74	13,569.96	14,205.75
Tax	518.15	554.35	595.75	637.15	683.75	737.02	797.98	861.95	928.46	994.93	1,063.82	1,136.20	1,217.54	1,304.79	1,393.81
Personal Credit 4 @ \$21	84.00	84.00	84.00	84.00	84.00	84.00	84.00	84.00	84.00	84.00	84.00	84.00	84.00	84.00	84.00
State Tax after credit	\$ 434.15	\$ 470.35	\$ 511.75	\$ 553.15	\$ 599.75	\$ 653.02	\$ 713.98	\$ 777.95	\$ 844.46	\$ 910.93	\$ 979.82	\$ 1,052.20	\$ 1,133.54	\$ 1,220.79	\$ 1,309.81

LETTERS FROM BUSINESS, INDUSTRIAL,
AND UNION REPRESENTATION



414 AUDITORIUM STREET ST. PAUL, MINNESOTA 55102 • PHONE: AREA (612) 227-7647

December 18, 1972

Mr. Roger Van Tries
Assistant Commissioner of Education
Capitol Square Building
St. Paul, Minnesota 55105

Dear Sir:

This letter is to reaffirm the position of the Minnesota AFL-CIO on tuition-free vocational technical education in Minnesota.

The Minnesota AFL-CIO strongly opposes any change in the current tuition-free policy for vocational technical school students 21 years of age and under.

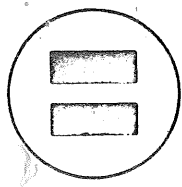
The Minnesota AFL-CIO also favors elimination of tuition for persons over 21 years of age. Federal programs for re-training and career upgrading are not adequate to serve the needs of the people of this state. The problem continues to be greatly due to high unemployment and underemployment, reconversion to a peace-time economy and cutbacks in federal manpower training programs. An established, effective program is the best way to fill this gap.

I hope serious consideration will be given to these positions.

Thank you.

MINNESOTA AFL-CIO

David K. Roe, President



Minneapolis Urban League

LABOR EDUCATION ADVANCEMENT PROGRAM

1210 Glenwood Avenue North 374-2530

Minneapolis, Minnesota 55405



December 12, 1972

CO-DIRECTOR

John Brunier

CO-DIRECTOR

Kenneth Holmlund

SECRETARY

Mary K. Reed

RECRUITER COUNSELOR

Norman Overbey

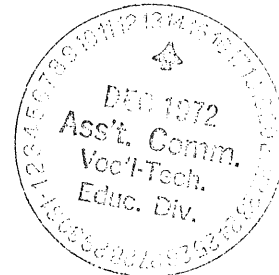
RECRUITER COUNSELOR

Nathaniel Williams

TYPIST

Gail Suttles

Mr. Robert P. Van Tries
Assistant Commissioner of Vocational Ed.
State Department of Education
Capitol Square Building
550 Cedar
St. Paul, Minnesota 55107



Dear Mr. Van Tries:

The Minneapolis Labor Education Advancement Program (LEAP), would like to take the opportunity to both endorse and support your proposal to permit students, 21 and over to obtain free tuition to all state supported vocational and technical schools.

We feel strongly that this will be especially beneficial to minority students. We have had the experience, and continue to experience difficulties supporting students presently enrolled in vocational education because of financial considerations; tuition as well as others. It is our opinion that since most of the persons that have supported the vocational schools through tax dollars in the past, continue to do so now, and most likely will do so in the future are persons 21 years of age and over. Therefore, to impose tuition on this group of persons as well as taxes is, in our judgement grossly unfair. We welcome the change in policy.

Sincerely,

Norman A. Overbey
Norman A. Overbey
Recruiter-Counselor

NAO/rjv



December 15, 1972

State Board of Education
c/o Commissioner Howard B. Casmev
State Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

Gentlemen:

With reference to your consideration of tuition charges for post-secondary vocational schools, I would like to inform you of the following action taken by the board of directors of the Minnesota Association of Commerce and Industry on August 25, 1972.

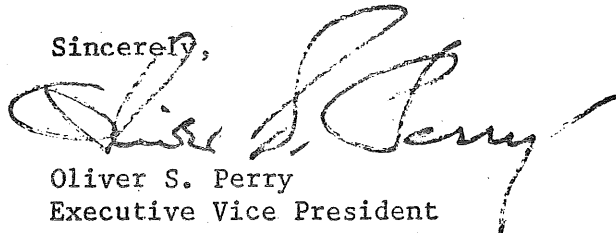
The board has been encouraged by increasing interest in better serving the needs of those students in our public schools who do not plan to enter college. They expressed support for increased emphasis on secondary vocational programs and for a re-allocation of resources to provide career awareness programs in elementary schools.

With reference to tuition charges in all post-secondary institutions, the following statement of policy was adopted:

"We support present higher education tuition policies."

Thank you for this opportunity to transmit the views of the Minnesota Association of Commerce and Industry to you.

Sincerely,



Oliver S. Perry
Executive Vice President

OSP:bb

A BILL FOR AN ACT

relating to education; attendance, tuition, and state aid to area vocational-technical schools; amending Minnesota Statutes 1971, Sections 120.06, Subdivision 1; 121.21, Subdivision 6 and by adding a subdivision; and 124.09; repealing Minnesota Statutes 1971, Section 121.21, Subdivisions 7 and 9.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 1971, Section 120.06, Subdivision 1, is amended to read:

120.06 [ADMISSION TO PUBLIC SCHOOL.] Subdivision 1. [AGE LIMITATIONS: PUPILS.] All schools supported in whole or in part by state funds are public schools. Admission to a public school is free to any person who resides within the district which operates the school, who is under 21 years of age or a student at an area vocational-technical school regardless of age, and who satisfies the minimum age requirements imposed by this section. No person shall be admitted to any public school after September 1, 1971, (1) as a kindergarten student, unless he is at least five years of age on September 1 of the calendar year in which the school year for which he seeks admission commences; or (2) as a first grade student, unless he is at least six years of age on September 1 of the calendar year in which the school year for which he seeks admission commences or has completed kindergarten; except that any school board may establish a policy for admission of selected pupils at an earlier age.

Sec. 2. Minnesota Statutes 1971, Section 121.21, Subdivision 6, is amended to read:

Subd. 6. The commissioner, subject to approval by the state board, shall make such rules governing the operation and maintenance of schools so classified as will afford the people of the state an equal opportunity to acquire public vocational and technical education.

The rules shall provide for, but are not limited to, the following:

- (a) The area to be served by each school, which may include one or more districts or parts thereof, including unorganized territory,
- (b) Curriculum and standards of instruction and scholarship,
- (c) Attendance requirements, age limits of trainees, non-resident attendance, tuition payments by non-residents,
- (d) All funds, whether state or federal or other funds, which may be made available to the state board for vocational education for carrying out the purposes of vocational-technical education as provided by this section, shall be apportioned and distributed by the state board for vocational education to the various local school districts as additional aid for use in helping such local school districts in defraying the cost involved in maintaining and operating approved vocational training courses or departments, subject to such reasonable rules and regulations as may be prescribed by the state board for vocational education and in accordance with the approved state plan for vocational education,
- (e) Transportation requirements and payment of aid therefor,
- (f) Attendance by graduates of secondary schools and by adults, ~~for which no tuition shall be charged. -- If no tuition is charged for such non-resident student, the district maintaining the school shall be entitled to any aid calculated on a pupil basis for such student,~~
- (g) General administrative matters.

Sec. 3. Minnesota Statutes 1971, Section 121.21, is amended by adding a subdivision to read:

Subd. 6a. Any secondary school graduate or adult may attend an area vocational-technical school. No tuition shall be charged any resident student and all state and federal aids shall be paid to the district maintaining the school. A qualified non-resident student 18 years of age or older may attend an area vocational-technical school providing the school has sufficient facilities to accomodate such student. If no tuition is charged a non-resident student, the district maintaining the school shall be entitled to any state and federal aid calculated on a pupil basis for each such student.

Sec. 4. Minnesota Statutes 1971, Section 124.09, is amended to read:

124.09 [SCHOOL ENDOWMENT FUND, APPORTIONMENT.] Beginning with the apportionment in October, 1972, the school endowment fund shall be apportioned semi-annually by the state board, on the first Monday in March and October in each year, to districts whose schools have been in session at least nine months, in proportion to the number of pupils between the ages of five and twenty-one years or students at an area vocational-technical school regardless of age, who shall have been in average daily membership during the preceding year, provided, that apportionment shall not be paid to a district for pupils for whom tuition is received by such district.

Sec. 5. Minnesota Statutes 1971, Section 121.21, Subdivisions 7 and 9 are repealed.

Minnesota State Advisory Council for Vocational Education

ATTACHMENT X

555 W. Washington St., Suite 200, Minneapolis, Minnesota 55402 (612) 297-1122

The following statement was adopted at a
Special State Advisory Council for Vocational
Education meeting on October 31, 1972:

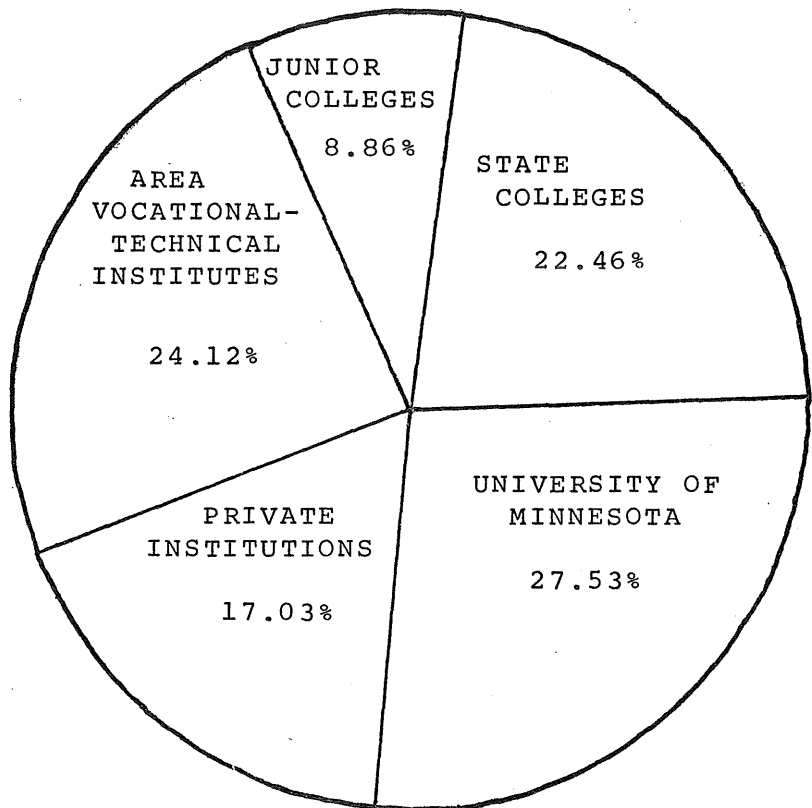
The Council's position is that
there should be no tuition for
at least the first two years
of post-secondary vocational
education, regardless of the
age of the students. Tuition
would defeat the original pur-
pose of providing post-high
school vocational education in
the State of Minnesota.



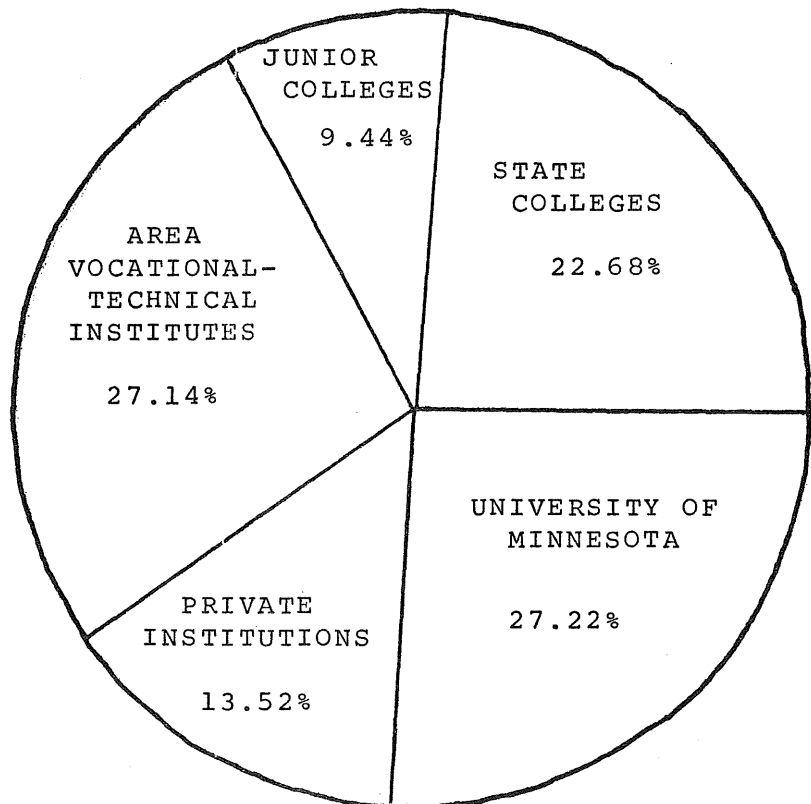
GRADUATES OF POST-SECONDARY INSTITUTIONS

1970-71

Junior Colleges ...	3,157
State Colleges	8,003
University of Minnesota	9,812
Area Vocational- Technical Institutes	8,594
Private Institutions ...	<u>6,069</u>
TOTAL	35,635

1971-72

Junior Colleges ..	3,618
State Colleges ...	8,691
University of Minnesota	10,429
Area Vocational- Technical Institutes	10,399
Private Institutions ...	<u>5,181</u>
TOTAL	38,318



MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTE
STUDENTS RECEIVING TUITION AND/OR SUBSISTENCE FROM
OTHER GOVERNMENTAL OR PRIVATE AGENCIES

<u>SOURCE</u>	<u>NUMBER OF PERSONS</u>
Welfare	202
Vocational Rehabilitation	844
Veterans	2,862
MDTA	1,070
Correctional Institutions	47
Other Agencies	<u>1,477</u>
TOTAL	6,502

LETTERS FROM GOVERNMENTAL, EDUCATIONAL,
AND PRIVATE AGENCIES

December 12, 1972



Mr. Robert Van Tries
Assistant Commissioner
Division of Vocational
Technical Education
Capital Square Building
St. Paul, MN 55101

Dear Mr. Van Tries:

I am writing to you as the President and Representative of the Minnesota Area School Counselors Association. Since the inception of our organization we have dedicated ourselves to improving the educational opportunities for the young people of our state.

In our day to day associations with area school students we have learned to appreciate their needs and concerns.

In a vast majority of cases a major student concern is financial problems.

We strongly urge the continuing of free tuition for Minnesota resident students, and pledge our support for this program which has meant so much to the people of our state.

Respectfully submitted,

A handwritten signature in cursive script that reads "Lowell A. Doebbert".

Lowell A. Doebbert
President
Minnesota Area School
Counselors Association

sh

AREA VOCATIONAL-TECHNICAL SCHOOLS
POSITION ON PROPOSED TUITION POLICY

Amos A. Haynes
President, St. Paul Urban League

Summary:

The proposed tuition policy for Area Vocational-Technical Schools being considered by the Higher Education Coordinating Commission does not lend itself to the needs of the less affluent masses. The St. Paul Urban League takes the position that the imposition of tuition in Area Vocational-Technical Schools will work to the disadvantage of a large number of unskilled, low income, or no income members of the Minnesota population and the State as a whole.

A more reasonable consideration for the Higher Education Coordinating Commission is how to eliminate all tuition in Vocational-Technical Institutions. The strength of this nation is based upon free elementary and secondary education. The advent of compulsory education further strengthened the literacy and capability of the entire nation. However, a significant number of the ethnic population still stands at the base of poverty.

The causes for disproportionate numbers of the ethnic population standing at the base of poverty can be found in the history of this nation. We must realize that the economic development of this nation was based on the exploitations of indentured servants and slave labor. The exploiters first developed moral laws to legally justify the exploitations of a significant labor force. The unequal opportunities we are struggling with today are products of history.

The sad economic plight of the so-called minorities today attest to the results of centuries of exploitation. The future welfare of the global community can ill afford to deprive the less affluent communities from acquiring economic stability and security through skills development.

When we see the high cost of welfare, the untenable cost of the criminal justice system and the relatively low contribution to the gross national product because of the economic circumstance of a major portion of the population, we must realize that those who need skills development can least afford its cost. Therefore, we take the position that no tuition be charged in vocational-technical schools because a skill is as basic as reading, writing and arithmetic. We further take the position that a tuition free vocational-technical system would result in the generating of income by its products that would alleviate the tax-payers burden through broader distribution of taxes. As an example, today there are 10.7 percent of the black labor force unemployed. It does not take a profound economist to realize the results if 5 percent of this 10.7 percent figure could be employed at the national medium income level. It does not take a profound economist to realize the amount of relief that can be generated through the freeing of funds from welfare, criminal justice and the other myriad of subsidy activities.

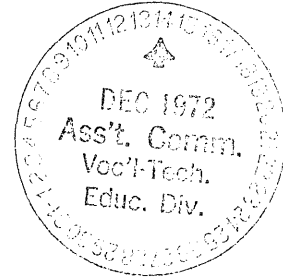
If the need is to reduce the burden of the tax-payers, then the method should not be to elitize the institutions that serve the unskilled and disadvantaged masses; but, instead we should develop the institutions that will make the subsidy type institutions minimal and unnecessary. To do this may mean a redirection of resources in the education system. For example, the question should be asked of the higher education institutions how much resources are being allocated to superfluous efforts. How are resources prorated over research, consulting and classroom activities. Perhaps many of our educators are being compensated for instructional services while actually performing at an additional compensation for other services. There has been some thought about the income contingent plan where students would borrow on the future. We would question the necessity for borrowing on the future if the taxable income is increased as a result of today's tuition free endeavors. Rather than borrow on the future, why not pay on the past.

The savings to the State consideration is illusory. The increased tuition will result in decreased skills acquisition and increased dependence upon subsidy type institutions. A further concern is that the tuition policy results in a separate savings to the State and then the State returns the savings as a grant in aid. This seems to be an unnecessary handling of funds in the first place and raises the question as to the distribution of grants in aids to the global of the population based on need.

We repeat, that the basic strength of this nation is with the technicians and that one of the greatest needs is the opportunity for the minorities to acquire the skills they cannot afford because of their economic circumstance.

It seems meaningless in this paper to cite any additional statistics on the plight of minorities. These statistics have been published for all to see. It is our conviction that consideration of tuition policy for higher education should be entirely separate from the Area-Vocational-Technical Schools.

December 12, 1972



Mr. Robert P. Van Tries
Assistant Commissioner
State Dept. of Education
Division of Voc.-Tech. Education
Capitol Square Building
St. Paul, Minnesota 55101

Dear Mr. Van Tries:

As co-chairpeople of the Minnesota School Counselors Association Legislative Committee, we are writing to you in regard to the recent proposals that tuition be charged students under twenty-one years of age that are or will be attending one of the Minnesota Area Vocational Technical Institutes.

According to the various figures that have been made available to us concerning the family financial status of students that attend these institutions versus the family financial status of students attending other types of post-secondary institutions, both public and private, it would seem very unwise at this time to impose a tuition charge on these students. If such a proposed tuition charge would come about, it would appear that the State Scholarship and Grant Program would have to be funded at a level six to eight times its present level.

We strongly urge that the Department of Vocational Education and the State Board of Education give some serious thought before this policy be adopted.

Sincerely,

Jan Morgan

Miss Jan Morgan
Counselor
1945 Oak Dale Ave.
West St. Paul, Minn. 55118

Jon A. Griepentrog

Jon A. Griepentrog
Counselor
R. R. 1
Willmar, Minn. 56201

JAG:clm

December 14, 1972

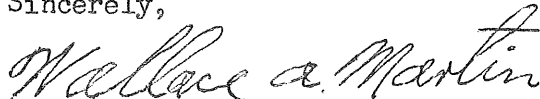
Mr. Robert P. Van Tries
Division of Vocational-Technical Education
State Department of Education
425 Centennial Building
St. Paul, Minnesota 55101

Dear Mr. Van Tries,

It has come to the attention of the West Side Area Seven Education Committee that the establishment of a tuition schedule for the Technical Vocational School students is being considered by the Minnesota State Board of Education. The Area Seven group has voted unanimously to oppose this change.

Since these schools are so important, especially, in helping to train low-income students in saleable skills, it was felt that tuition-free technical vocational schools would serve society best if they are allowed to remain tuition free to those local students under 21 years of age. It appears that the only ones to benefit from such a change are those post high school institutions who are in competition for students, and the thrust seems to be a political one rather than in the best interests of the students education.

Sincerely,

A handwritten signature in cursive script that reads "Wallace A. Martin". The signature is fluid and written in dark ink.

Wallace A. Martin
Chairman, West Side Area Seven Education Committee



LAND OF QUALITY FOODS

STATE OF MINNESOTA

DEPARTMENT OF AGRICULTURE

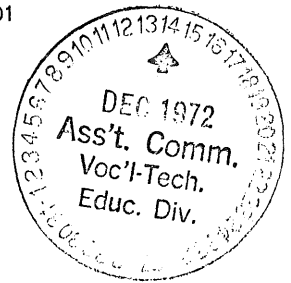
STATE OFFICE BUILDING

SAINT PAUL, MINN. 55101

OFFICE OF THE COMMISSIONER

December 12, 1972

J.W.



TO: Mr. Robert Van Tries
Assistant Commissioner
Vocational-Technical Education Division
Minnesota Department of Education

FROM: Commissioner Jon Wefald
Minnesota Department of Agriculture

SUBJECT: TUITION AT AREA VOCATIONAL-TECHNICAL EDUCATION SCHOOLS

Concerning tuition at area vocational-technical education schools, I would like to add my voice for the people from Rural Minnesota who are concerned about opportunities for rural youth---especially as it relates to the field of education.

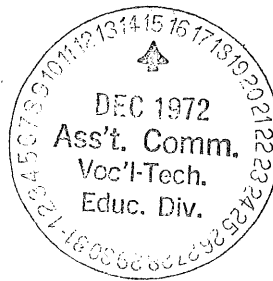
If Rural Minnesota is ever to be revitalized, we are going to have to make sure that our young people in Rural Minnesota have a variety of options available. One of those, of course, is to pursue vocational-technical education skills of one kind or another. For that reason I oppose the levying of tuition at Minnesota area vocational-technical education schools.

JW:jb



ENJOY THE HIGH QUALITY AND INFINITE VARIETY OF MINNESOTA FOODS

STATE OF MINNESOTA
GOVERNOR'S
OFFICE OF ECONOMIC OPPORTUNITY
404 Metro Square - 7th & Robert
St. PAUL, MINNESOTA 55101



612/296-2367

December 12, 1972

Mr. Van Tries, Assistant Commissioner
Vocational Education Division
Department of Education

Dear Mr. Van Tries:

It has come to my attention that consideration is being given to a change which would initiate a policy of charging tuition to all students at vocational schools in the state of Minnesota. As I understand it now, only students twenty-one years of age or over are charged a tuition.

As you well know, it is extremely difficult for poor children in rural Minnesota to get a high school or vocational school education even though there is presently no tuition charged to those under the age of twenty-one. I believe that a tuition charge for all vocational school students would completely preclude the opportunity for significant numbers of poor students to achieve a vocational school education. This would, of course, be most unfortunate.

While I understand that many programs and institutions are faced with budgetary problems these days, I sincerely hope that no situation arises of such magnitude as to cause a tuition charge to students under the age of twenty-one in our vocational schools.

Sincerely yours,


Richard W. Session
D I R E C T O R

sg

STUDENT FINANCIAL AWARDS COMPARED TO PERCENTAGE OF LOW INCOME STUDENTS

POST-SECONDARY SYSTEM	INITIAL HECC AWARDS 1972 COMBINED SCHOLARSHIPS AND GRANTS-IN-AID				NUMBER OF POST-SECONDARY STUDENTS ENROLLED WITH FAMILY INCOME BELOW \$7,500	
	AMOUNT	PERCENT	NUMBER OF GRANTS	PERCENT	NUMBER	PERCENT
State Junior Colleges	\$ 161,450	5.9	429	8.6	6,604	18.32
State Colleges	457,825	16.8	1,059	21.3	11,608	32.20
University of Minnesota	662,300	24.2	1,485	29.9	7,009	19.44
Area Vocational- Technical Institutes	89,725	3.3	204	4.1	6,149	17.06
Other Private Institutions	<u>1,359,025</u>	49.8	<u>1,792</u>	36.1	<u>4,678</u>	12.98
TOTAL	\$2,730,325		4,969		36,048	

PERSONAL QUESTIONNAIRE

STUDENTS WHO DO NOT PAY TUITION

School _____

I Biographical Data

Marital Status: Single _____ Widowed _____ Married _____ Divorced _____ Separated _____

Age _____ Sex _____ Number of Dependents _____ Will you be Claimed by Parents on the 1972

Federal Income Tax Return? Yes _____ No _____

Commute? Yes _____ No _____ Live: With Parents _____ Rent _____ Own _____

Program Enrolled In? _____ First Year _____ Second Year _____

Length of Program? _____ Months

II Finance

1. Was tuition a factor in choosing to attend an area vocational-technical institute?
Yes _____ No _____

2. If a tuition were charged (approximately \$55 per month) could you still attend the area vocational-technical institute? Yes _____ No _____ If no, would you continue with a grant? Yes _____ No _____ Loan? Yes _____ No _____

3. If a tuition had been charged might you have attended a college or university?
Yes _____ No _____4. Are you receiving financial support from some public or private agency? Yes _____ No _____
If yes, list agency _____ amount \$ _____ per month.

5. Indicate your anticipated gross amount of available money during the current school year from all sources \$ _____. Distribute the above amount within the following sources. (total must equal total above)

\$ _____ Parents or Family	\$ _____ Part Time Work
(other than spouse)	\$ _____ Earnings of Spouse
\$ _____ Loans	\$ _____ Savings (summer earnings, etc.)
\$ _____ Work Study	\$ _____ Government Agency Sponsorship
\$ _____ Scholarships & Grants	(DVR, MDTA, G. I. Bill, WIN)
TOTAL \$ _____	

*6. Indicate the anticipated expenditures per month used directly for education (pro-rate tools, supplies, books, fees, tuition, etc.) \$ _____ per month.

*7. Indicate the anticipated expenditures per month for subsistence (room, board, transportation, recreation, clothing, etc.) \$ _____ per month.

*8. How would a tuition affect you?

* Note to Interviewer. Check the validity of the responses in 6 and 7 by transforming the monthly expenses to one yearly expense total and comparing it to the yearly income total of number 5.

PERSONAL QUESTIONNAIRE - STUDENTS WHO PAY TUITION

ATTACHMENT XVI

School _____

Biographical Data

Out-of-State: Yes _____ No _____ Age _____ Sex _____
 Marital Status: Single _____ Widowed _____ Married _____ Divorced _____ Separated _____
 Number of Dependents _____ Commute? Yes _____ No _____
 Live: With Parents _____ Rent _____ Own _____
 Program Enrolled In? _____ First Year _____ Second Year _____
 Length of Program? _____ months

II Finance

1. Amount of tuition paid per year \$ _____ or per month \$ _____.
2. Was tuition a factor in choosing to attend an area vocational-technical institute?
 Yes _____ No _____
3. What is the financial burden of tuition? (Check one)
 None _____ Some _____ Moderate _____ Considerable _____ Extreme _____
4. Are you receiving tuition or support from some public or private agency? Yes _____ No _____
 If yes, list agency _____ amount \$ _____ per month.

5. Indicate your anticipated gross amount of available money during the current school year from all sources \$ _____. Distribute the above amount within the following sources.

(total must equal total above)

\$ _____ Parents or Family (other than spouse)	\$ _____ Part Time Work
\$ _____ Loans	\$ _____ Earnings of Spouse
\$ _____ Work Study	\$ _____ Savings (summer earnings, etc.)
\$ _____ Scholarships & Grants	\$ _____ Government Agency Sponsorship (DVR, MDTA, G. I. Bill, WIN)

TOTAL \$ _____

- *6. Indicate the anticipated expenditures per month used directly for education (pro-rate tools, supplies, books, fees, tuition, etc.) \$ _____ per month.
- *7. Indicate the anticipated expenditures per month for subsistence (room, board, transportation, recreation, clothing, etc.) \$ _____ per month.
8. How would free tuition affect your a) financial status, and b) life as a student?

LEGISLATIVE REFERENCE LIBRARY
 STATE OF MINNESOTA

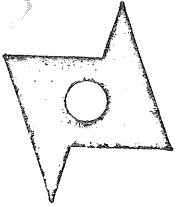
* Note to Interviewer. Check the validity of the responses in 6 and 7 by transforming the monthly expenses to one yearly expense total and comparing it to the yearly income total

LETTERS FROM STUDENT ORGANIZATIONS

PINE CITY AREA VOCATIONAL-TECHNICAL INSTITUTE

PINE CITY, MINNESOTA 55063

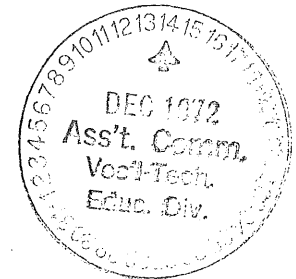
TELEPHONE 629-3415



C. M. ESPESETH, SUPERINTENDENT
GORDON STENNES, DIRECTOR
MAX WAKEFIELD, ASSISTANT DIRECTOR

December 12, 1972

Mr. Robert Van Tries
Assistant Commissioner
State Dept. of Education
Capitol Square Building
St. Paul, MN 55101



Dear Mr. Van Tries:

I represent the Pine City Chapter members of Vocational Industrial Clubs of America, and I am also the State Treasurer for the Minnesota VICA organization.

Our local club would like to go on record opposing the implementation of a tuition in Minn. Vo-Tech Institutes for the following reasons:

- (1) An informal survey of our local VICA club indicated that only one-third (1/3) of our members would be attending if tuition were charged.
- (2) The State VICA organization passed a resolution at the 1972 fall convention opposing a tuition for Minn. Vo-Tech Institutes. We feel that a tuition would hurt recruitment and that added costs of administering a tuition would not be offset by the tuition money.
- (3) In April, 1971, the Carnegie Commission on Higher Education developed a report recommending that no tuition or very low tuition be charged for the first two years in public institutions. They based this recommendation on the assumption that accessibility to education will depend on the abilities and talents of a student rather than his ability to pay.
- (4) A report just completed by the Higher Education Coordinating Commission shows that the per student cost for a vocational-technical student was about \$1,600. This compares to the range for Minnesota college students of between \$1,240 to \$2,535. The vocational student receives approximately 30 hours of instruction per week as compared to the 15 hours a college student receives. This in effect would reduce the vocational student's cost by one-half (1/2).

Sincerely yours,

Charles Petersen
Pine City Chapter VICA, President
State VICA Treasurer

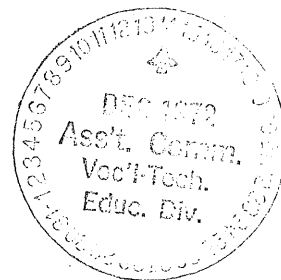
SAINT PAUL Technical Vocational Institute

235 MARSHALL AVENUE, ST PAUL, MINN. 55102 / 612-227-9121



December 12, 1972

Mr. Robert Van Tries
Assistant Commissioner of
Vocational-Technical Education
Room 564 Capital Square
550 Cedar Street
St. Paul, MN 55101



Dear Mr. Van Tries:

My name is William Pittman. I am the Student Union President at the St. Paul Technical Vocational Institute. The Student Union is an affiliate organization of the Minnesota Vocational Technical Student Association.

I wish to take this opportunity to express the feelings of our Student Union concerning the legislation regarding tuition for all those attending any technical vocational institutions in the state of Minnesota. We emphatically state that we are against such a proposal. The right to learn a trade should be guaranteed to everyone.

These are the feelings of the 2,500 students at the St. Paul Technical Vocational Institute.

Sincerely,

William Lee Pittman
Student Union President

sks

Jackson Area Vocational Technical Institute

Jackson, Minnesota 56143

Telephone 847-3320

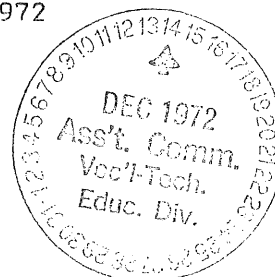
JAMES PENGRA
Assoc. Director

DELBERT C. SCHWIEGER
Director

HORACE J. OLSON
Student Personnel Director

December 12, 1972

Mr. Robert P. VanTries
Assistant Commissioner of Education
Division of Vocational-Technical Education
State Department of Education
Capitol Square Building
St. Paul, Minnesota 55155



Dear Mr. VanTries:

At a recent meeting of our Student Senate Association here at Jackson Vocational Technical Institute the subject of tuition charges at vocational schools was discussed. This discussion was held shortly after our representatives had returned from the state convention at Duluth of which you took part.

A number of our students have expressed indignation at the prospect of having to pay tuition. Some have even indicated that they would find it impossible to continue their education if a \$50-\$55 a month tuition charge were imposed upon them. A great majority of our students are presently making a sincere effort to meet expenses of vocational school attendance through part-time work, savings, and guaranteed loans. Many of them are just barely getting by now--one wonders what effect a tuition charge would have upon these people.

Many of our students come from families whose income is quite low. Although we are able to aid a number of them through the Work Study Program, our students are not equated with college students when it comes to EOG's (Economic Opportunity Grants) and NDSL (National Defense Student Loan). Only recently have they become eligible for Minnesota Grants and are not yet eligible for scholarships, as though there is no such thing as scholarship in vocational-technical education.

Our students have a feeling that it might be asking too much of them in charging tuition if they are not going to be eligible to receive the same type of assistance that college students enjoy. Even those few in our school (11 out of 426) who did get Minnesota Grants this year did not receive them until November or some time after school started. We can of course have our students turn to the guaranteed loan program of which many have already, but we should also note that a great majority of vocational graduates receive starting salaries which are quite low in comparison to college graduates and one wonders about asking them to make a large commitment in terms of a loan.

Our students at Jackson have been more than willing in the past to raise the money themselves for the extra-curricular type activities which they enjoy.

- * Accounting
- * Agricultural Fertilizer and Chemical Sales and Service
- * Appliance Refrigeration Technician
- * Architectural Drafting
- * Auto Body Repair
- * Auto Mechanics
- * Carpentry

- * Clerical
- * Educational Secretary
- * Electrician
- * Electronics
- * Electro-Mechanical Drafting
- * Evening Extension Courses
- * Farm Management
- * Farm Operations and Management

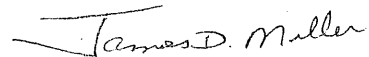
- * Lineman Electrician
- * M. D. T. A. Programs
- * Medical Office Services
- * Nurse Aide
- * Plumbing
- * Secretarial
- * Telephone Communications Technician

They have raised money to sponsor student activities such as intra-murals, basketball, etc. However, they most certainly indicate that if they are to charged tuition for attendance they will expect the same types of extra-curricular activities provided college students. It is the student's feeling that some tax money is being spent to provide extra-curricular experiences in college.

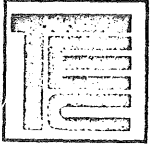
Overall, our students sincerely hope that the entire cost structure of attendance at vocational institutes be studied carefully. If an equitable and fair way can be arrived at which would not deprive any student from attendance, our students could certainly go along with some type of tuition. However, it is their feeling at this time that such a system is not yet present and are afraid that any tuition charge at this time will deprive some students of attending.

They have expressed concern also that some people are willing to abolish the whole philosophy under which the area vocational-technical institutes were established even though the schools have been able to "train" people to become "workers" at a highly successful rate under the present system.

Sincerely,

A handwritten signature in cursive script that reads "James D. Miller".

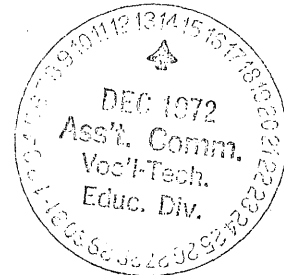
James D. Miller
Student Senate Advisor
Jackson Voc-Tech



Anoka - Hennepin Independent School District No. 11

TECHNICAL EDUCATION CENTER

Box 191 • Anoka, Minnesota 55303
612-427-1880



December 12, 1972

Mr. Robert P. VanTries
Assistant Commissioner Vocational
Education
Capitol Square Bldg.
350 Cedar
St. Paul, Minnesota 55101

Dear Sir:

I am sending this letter to inform you of the standing of the Student Council of Anoka TEC Automotive Division. I represent 250 students and we were asked to send you a letter to express our feelings on student tuition. Our united feelings are that tuition should be free for all students.

We also feel that the students of age greater than twenty-one years of age are being discriminated against. Students twenty-one or younger are tuition free and so should all others.

Yours truly,

Richard D. Amos
President, Student Council
Automotive Division
ANOKA TEC

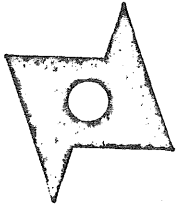
RDA;mlk

cc. Mr. Herb Murphy
cc. Mr. Clayton Haij

PINE CITY AREA VOCATIONAL-TECHNICAL INSTITUTE

PINE CITY, MINNESOTA 55063

TELEPHONE 629-3415



C. M. ESPESETH, SUPERINTENDENT

GORDON STENNES, DIRECTOR

MAX WAKEFIELD, ASSISTANT DIRECTOR

December 12, 1972

Mr. Robert Van Tries
Assistant Commissioner
State Dept. of Education
Capitol Square Building
St. Paul, MN 55101

Dear Mr. Van Tries:

I represent the members of the Minnesota Office Education Association in the Pine City Chapter of which an informal census only one-third (1/3) would be attending if a tuition were charged.

The state organization of MOEA at its 1972 fall convention passed a resolution opposing a tuition charge for vocationally approved preparatory vocational programs in Minnesota.

Minnesota is fortunate in having the excellent facilities of vocational education, and a tuition would only be detrimental to future recruitment for vocational-technical institutes.

Sincerely yours,

Trudy Nihart, President
MOEA Pine City Chapter

Defended in Duluth; philosophy that there be equal education

DULUTH AREA VOCATIONAL TECHNICAL INSTITUTE
2101 Trinity Road, Duluth, Minnesota 55811 Telephone 722-2801

December 12, 1972

Mr. Robert Van Tries, Assistant Commissioner
Minnesota Department of Education
Division of Vocational-Technical Education
Capital Square Building
St. Paul, Minnesota 55101



Dear Mr. Van Tries:

On behalf of the Duluth Chapter of the Office Education Association of Minnesota, this letter is being written to express our concern over the possibility of charging tuition to attend a vocational technical institute. We feel that it is unfair and the following reasons express our feelings:

1. Tuition will deny education to those students who can not afford to pay.
2. Tuition will neither benefit the students at the vocational level nor increase the quality of programs or number of programs at the vocational level.

In summary, we feel that tuition in the vocational-technical system will be economically unfair to all students who would be affected.

Sincerely,

A handwritten signature in dark ink that reads "John Pastika".

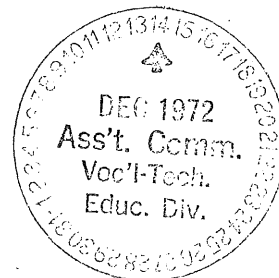
DAVTI Office Education Association
John Pastika
President

St. Cloud Area Vocational Technical School

1601 NORTH NINTH AVENUE • ST. CLOUD, MINNESOTA 56301 • TELEPHONE: 252-0101

DIRECTOR
James C. Wakefield

ASSISTANT DIRECTOR
Warren H. Hutchens



December 12, 1972

Mr. Robert P. Van Tries
Ass. Comm.
Vocational Education
Capt Sq. Building
550 Cedar
St. Paul, MN 55101

Dear Sir:

Since the fall convention in Duluth, I have informed the SCATI of the proposed tuition imposition on vocational students. Since then there has been a growing disapproval to the proposition, and on Friday, December 8, 1972 the Student Senate initiated a petition against the proposal.

I feel then, that I am safe in assuring you that we have a unanimous opposition to the proposed tuition imposition.

Respectfully,

A handwritten signature in cursive script that reads "Frank Kosel".

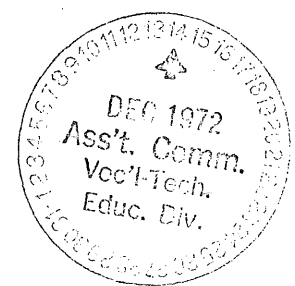
Frank Kosel
President, Student Senate
St. Cloud Vocational Technical Institute

National Education Policy should be equal education

DULUTH AREA VOCATIONAL TECHNICAL INSTITUTE
2101 Trinity Road, Duluth, Minnesota 55811 Telephone 722-2801

December 12, 1972

Mr. Robert P. Van Tries, Assistant Commissioner
Minnesota Department of Education
Division of Vocational-Technical Education
Capitol Square Building
St. Paul, Minnesota 55101



Dear Mr. Van Tries:

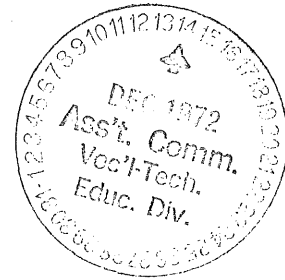
The Student Senate at the Duluth Area Vocational-Technical Institute would like to inform you of our position regarding tuition. At our November 1, 1972 meeting of the Student Senate a motion was made and carried that the "D.A.V.T.I. Student Senate go on record as opposing any changes in tuition policies for vocational students in the State of Minnesota."

During the November 15, 1972 Student Senate meeting, a motion was made and carried urging all D.A.V.T.I. students to write to their legislative representatives asking them to take an opposing stand on tuition. We sincerely hope that every effort will be taken to oppose the advocates of tuition.

Sincerely yours,
Rick J. Anderson
Rick J. Anderson
STUDENT SENATE PRESIDENT

dse

December 13, 1972
Austin, MN 55912



Mr. Robert P. VanTries
Assistant Commissioner
Division of Vocational
Technical Education
Capitol Square Building
St. Paul, MN 55101

Dear Mr. VanTries:

I am writing in regard to a recent survey sent out by the State Department of Education concerning tuition for all vocational technical students in Minnesota.

As a student and more importantly, as a taxpayer, I feel that tuition for vocational-technical students is unfair. Of prime importance is the fact that the very people who will be supporting the state through taxes are these same people -- the skilled and trained graduates of the thirty-three vocational technical institutes throughout Minnesota. We might also note that the state charging a tuition would, in fact, constitute a denial of the opportunity for one to educate oneself, hence to learn a useful and respectable skill and to earn a decent living.

At our last Student Senate meeting, representatives of all departments unanimously voted against tuition for all students. The feeling was that many people, for lack of funds, would never have pursued a post secondary education.

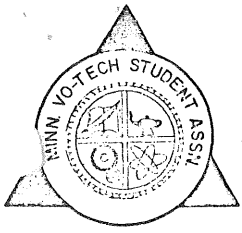
Along with the feelings of 450 Austin Area Vo-Tech students, I can assure you that the present financial burden (equipment, rental, food, etc.) is heavy enough without the added burden of tuition. This additional levy on vo-tech students can only result in depriving young men and women the privilege of an education, a privilege which they (the skilled and trained) who constitute the backbone of this state and country. Our education can more than be repaid by the services and taxes we produce as citizens of this state.

What we are asking for is not the well rounded and cultured education which only comes from a paid education at a state college or university. We are, all 450 of us at the Austin Area Vocational-Technical Institute, requesting that we receive an education in our trade. Thus, we here at Austin Area Vocational-Technical Institute go on record as having unanimously opposed state tuition for vocational-technical institutes.

Sincerely yours,

Michael L. Hammell

Michael L. Hammell, Vice Pres., Student Senate
Austin Area Vocational-Technical Institute
Austin, MN 55912



Minnesota Vocational - Technical Student Association

December 12, 1972



Mr. Robert P. Van Tries
Assistant Commissioner
Division of Vocational-Technical Education
State Department of Education
Capitol Square Building
St. Paul, MN 55101

Dear Mr. Van Tries:

Enclosed you will find a paper with remarks pertaining to the tuition matter now at hand. We hope this will be of benefit to you at your meeting Monday.

We appreciate your concern for input from the students and we would like to reaffirm our continued efforts to represent the vocational-technical students in Minnesota.

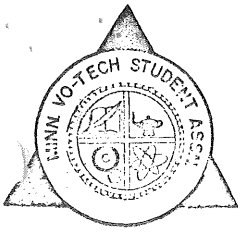
Sincerely,

Bob Brown, President

Jerry Mauver, Vice-President

Brent Olson, Treasurer

Look To Vocational Education For Your Future In Minnesota



Minnesota Vocational - Technical Student Association

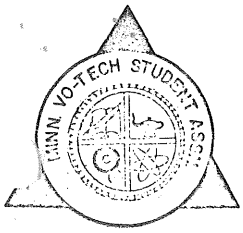
Position on Tuition

On October 27, 1972, at the Fall Conference of Minnesota Vocational-Technical Student Association, with representation from 26 out of 33 vocational-technical institutes in Minnesota, the Association unanimously passed a motion opposing any changes in the present tuition policy in the Minnesota vocational system.

Upon assuming this position, MVTSA has researched the impact of tuition and have found the following reasons as a sound basis for not changing the present tuition policy:

- A. We feel there is no moral justification for making an individual pay to learn how to earn a living.
- B. We question the opinion of those who say that the student enrollment in the vocational-technical system would stay the same if tuition were imposed. However, we are of the definite opinion that a tuition would drastically affect the composition of the student bodies. Tuition would be a burden to those students of the lower income bracket. We are of the opinion that approximately 25% of the vocational-technical students, presently enrolled, would be denied the opportunity of continuing their education.
- C. After either one or two years, vocational student graduates are in the employment picture, earning a living in the field they were trained for and are paying taxes, whereby, they are helping to support all educational systems in the state.
- D. The Minnesota Vocational-Technical Student Association does not foresee a savings for the taxpayers of the State of Minnesota. There would be incurred the following immediate costs in implementing a tuition policy:
 - 1) Administrative costs at the local institute level. Many schools, not now having a registrar or business manager, would have to add this type of personnel or expand existing departments to collect, record, and to process tuition fees. Also, clerical staffs would have to be expanded.

Look To Vocational Education For Your Future In Minnesota



Minnesota

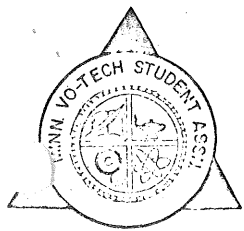
Vocational - Technical Student Association

- 2) The additional financial burden to many students, perhaps 25% of those now attending, would necessitate greatly increased financial aids. This would require employing more financial aid counselors and clerical staff members to administer aid programs.
- 3) There would have to be a sharp increase in appropriations for financial aids such as grants, scholarships, loans, and work study programs.
- 4) Staffs at the state level, such as, the Minnesota State Scholarship and Grant Program and the Special Needs Department of the Division of Vocational Education would require expansion.
- 5) In our judgment, it seems that a tuition charge would create a situation whereby, the taxpayers would be merely robbing Peter to pay Paul.

The Minnesota Vocational-Technical Student Association resolves that if a tuition policy be established for all vocational students, then vocational students should be entitled to resources commensurate with other two year educational institutions. We therefore believe that the legislature should also provide resources to insure equal educational privileges and opportunities which include the following:

- A. Equipped and staffed libraries and resource centers, at least comparable with those of other two year educational institutions.
- B. Access to the same governmental loans and scholarship programs now available to college and university students.
- C. Full-time placement personnel charged with the primary responsibility of aiding graduates in finding jobs.
- D. Adequate health services, both medical and psychological, available to all vocational students.
- E. Dormitories or on-campus housing facilities for vocational students experiencing housing problems.
- F. Auditoriums, gymnasiums, student unions, and athletic fields should be provided for the purpose of competition, relaxation, and entertainment. This includes art and drama programs.

Look To Vocational Education For Your Future In Minnesota



Minnesota Vocational - Technical Student Association

- G. Inter-school athletic programs should be organized and operated within the vocational education system on a state level.

It is of our opinion that everyone deserves and is guaranteed an equal opportunity for an equal education by the Constitution of the United States.

In summary, we feel that it would be both educationally and economically unjustified to change the present tuition policy in the vocational-technical system. If decided otherwise, the Minnesota Vocational-Technical Student Association believes the students should have the same rights and privileges as provided for students in other Minnesota two-year educational institutions.

Sincerely,

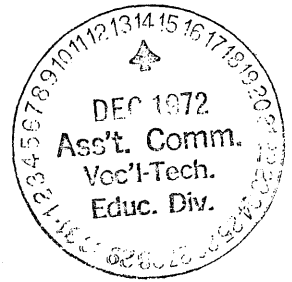
Bob Brown, President

Jerry Maurer, Vice-President

Brent Olson, Treasurer

Look To Vocational Education For Your Future In Minnesota

GRANITE FALLS
AREA VOCATIONAL-TECHNICAL INSTITUTE



December 12, 1972

Robert Vantries
Ass't Commissioner of Vocational Education
Capital Square Building
550 Cedar
St. Paul, Minnesota 55101

Dear Sir:

I have been asked to respond to the possibility of passing a law in Minnesota relating to Vocational students paying tuition. I, as well as all of the members of VICA are strongly against such action!

Vocational Technical Institutes provide a technical education to those people just out of high school who cannot go to college because of monetary reasons. If the State charges tuition for Vocational Schools the percentage in enrollment will drop drastically. As a result, there will be more unskilled laborers looking for jobs when none are available and in our advancing country the need for technical education is and will continue to grow!

Sincerely yours,

Tom Olson

Gary Cable

Tom Olson, President of VICA
Gary Cable, Vice-President of VICA

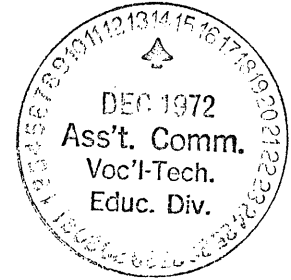


ROCHESTER AREA VOCATIONAL-TECHNICAL INSTITUTE

Independent School District No. 535

1926 S.E. SECOND STREET
ROCHESTER, MINNESOTA 55901

December 12, 1972



Mr. Robert VanTries
Assistant Commissioner
State Department of Education, Vocational Division
Capitol Square Building
St. Paul, MN 55101

Dear Mr. VanTries:

As President of the Student Senate at Rochester Area Vocational Technical Institute, I would like to inform you that we question the wisdom of tuition. Many of us have a difficult time financially as it is. An additional payment would make attendance impossible for many students.

Rather than a debate over tuition, we suggest a discussion of tuition free vocational education for all residents of Minnesota regardless of age.

Sincerely,

Richard C. Spaniol

Richard Spaniol
Automobile Mechanic I
President of Student Senate
Rochester Area Vocational Technical Inst.

RS/njo



Hibbing Area Technical Institute

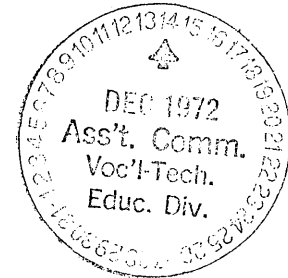
INDEPENDENT SCHOOL DISTRICT NO. 701
2900 East Beltline Hibbing, Minnesota 55746

Phone A.C. 218 - 262-3824

E.W. Eggers, *Superintendent*

William E. Magajna, *Director*

December 12, 1972



Mr. Robert VanTries
Assistant Commissioner
Division of Vo-Tech. Education
564 Capitol Square Buildingth
St. Paul, MN 55155

Dear Mr. VanTries:

At a meeting on December 12, 1972 the Hibbing Area Vocational-Technical Institute Student Senate voted against the proposal that vocational students pay tuition.

The most predominant reason for this decision was the fact that many of our students come from low income families. This would cause a great hardship and many students would be unable to attend. Our mechanics students have to equip themselves with a basic set of tools and our assistant students also must furnish their own uniforms and shoes which is also an added expense.

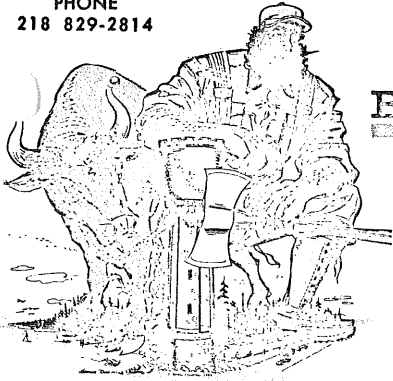
Some students felt that if they had to pay tuition, they would probably be pressured by their parents to attend college and obtain a degree rather than a vocational school where they would rather go and learn a trade and enter the field of labor they desire.

Sincerely yours,

Michael Erickson, President
Student Senate

dh

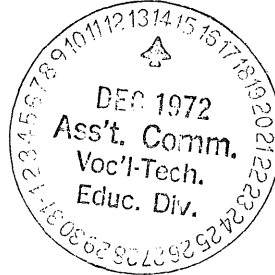
PHONE
218 829-2814



BRAINERD AREA *Vocational* TECHNICAL INSTITUTE
300 QUINCE STREET - BRAINERD, MINNESOTA 56401

ELLIOT WHOOLERY, Superintendent
HARRY NYSATHER, Director
ED FOX, Assistant Director
DON KNOLD, Counselor
DICK CULSHAW, Counselor

Student Council
13 December 1972



Mr. Robert Van Tries
State Dept. of Education
Vocational-Technical Division
Capitol Square, 550 Cedar
St. Paul, MN 55101

Dear Mr. Van Tries:

We would like to inform you of the view the students of B.A.V.T.I. regarding the matter of tuition for all vocational students.

Our school newspaper conducted and published a survey of the students of B.A.V.T.I. Three hundred seven (307) of our five hundred twenty-five (525) students participated. The results of the survey are:

	Yes	No	Undecided
Should vo-tech students have to pay tuition?	24	280	3
Would you still attend if you had to pay tuition?	133	161	13

The students feel that tuition would be an added burden to the expenses they are already paying to attend school. They also feel that if they are able to receive the necessary training they will become valuable tax-paying citizens.

Most students agree that if tuition were imposed that it would be very unlikely that the state would be able to provide an ideal system to assure aids for everyone who cannot afford to attend and needs the training.

But most importantly, our students feel that there would be a drastic change in the vocational schools. The vocational schools would not be able to offer the condensed program of education that it now has.

We hope this information is useful to you. We are very interested in the matter of tuition and we will try to keep informed of all actions concerning it.

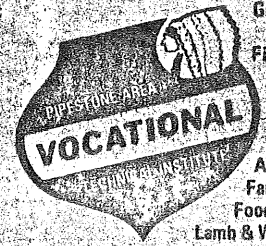
Sincerely,

Ray Schultes (gh)

Ray Schultes
President, B.A.V.T.I. Student Council

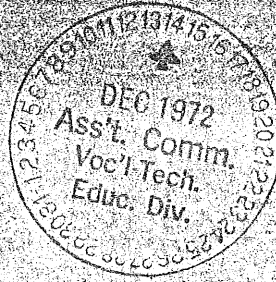
gh

Supermarket Management / Men's Wear Merchandising / Fashion Management
Accounting / Cash Register Training / Lumber Yard Management
Produce Merchandising / Fashion Merchandising / Agricultural Banking



General Secretary
Auto Mechanics
Finance Secretary
Legal Secretary
Meat Cutting
Carpentry
Brick Laying
Automotive Sales
Farm Management
Food Merchandising
Lamb & Wool Production
Better Business Management
Commercial Tailoring & Fitting

December 12, 1972



Mr. Robert P. Van Tries
Assistant Commissioner
State Department of Education
Capitol Square Bldg.
St. Paul, Mn. 55101

Dear Mr. Van Tries:

It has come to my attention that the Higher Education Coordinating Commission is considering charging tuition to Minnesota students under twenty-one who attend Vocational Schools. As President of the Student Senate of Pipestone Area Vocational Technical Institute, may I express my opposition to this suggestion.

This plan can only hurt those students that need this type of training most. I refer specifically to those facing financial hardship. They are the ones that will suffer, either by placing a greater burden on him or forcing him out of school completely.

This same person will easily pay for his education in increased State Taxes in a few short years.

I strongly urge the Commission to reconsider its position of charging tuition.

Sincerely,

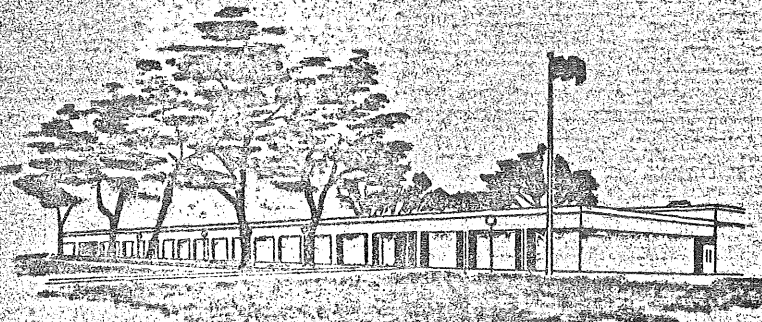
Mark Elston

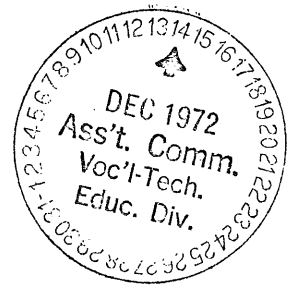
Mark Elston
Student Senate President

Pipestone Area Vocational Technical Institute

507-825-5471 / PIPESTONE, MINNESOTA 56164

T. B. BARNARD M. L. THOMSEN
Superintendent Director





December 13, 1972

Mr. Van Tries
Assistant Commissioner
Vocational Education
Capitol Square
550 Cedar
St. Paul, MN 55101

Dear Mr. Van Tries:

As president of the Granite Falls Minnesota Office Education Association, I speak for our club.

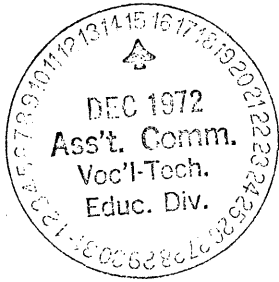
We strongly oppose tuition for Vocational students. It's the responsibility of the state to provide a free education for students who want to obtain a job.

It has been proven that 85 percent of the students attending Vocational schools come from lower income families. They can't afford to pay tuition for an education.

We need persons to work in the business world, and if we are to get them, we must give them a free education.

Cordially yours,

Jermayne Hartmann
Jermayne Hartmann, President
Granite Falls Chapter of OEA



December 13, 1972

Gregory J. Haller
St. Paul ATVI
235 Marshall Ave.
St. Paul, Minnesota 55101

Mr. Robert Van Tries
Room 564
Capital Square Building
550 Cedar St.
St. Paul, Minnesota 55101

Dear Mr. Van Tries

My name is Greg Haller, president of the St. Paul Area Technical Vocational Institutes Minnesota Office Education Association. I'm responding in writing because of a proposal which is going to be put in front of the Minnesota State Legislature in January. I am referring, of course, to the bill requiring all Vocational students to pay tuition in order to attend school. May I remind our Legislators that many of those students now attending and those who will attend vocational or post-secondary schools in the coming years, are primarily from middle, lower middle, and lower income families, and would very probably not be able to afford further education. This, in my way of thinking, would deny many young people the right to a better education and the right to a more secure future.

I would like to emphasize the fact, to our Legislators, that the St. Paul Chapter of MOEA, the State MOEA Executive Board, and all the MOEA Chapters throughout the state of Minnesota are firmly opposed to any bill proposing tuition by all students and we will do all we can to arouse public opinion against the proposed bill.

I feel this stand is completely justified as it's obvious that this bill is purely a political move and in my opinion will not benefit the school or students in the least.

I feel rather sad when I think that Minnesota with one of the highest caliber Vocational Technical programs in the country, would allow, let alone propose, legislation asking for tuitions to be applied against all students.

I sincerely hope this bill will be defeated in January.

Thank you for your time.

Sincerely yours,

Gregory J. Haller,
President
St. Paul ATVI MOEA Chapter

DAKOTA COUNTY VOCATIONAL CENTER

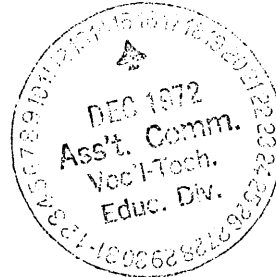
District Number 917

P.O. DRAWER K
145th ST. EAST & AKRON ROAD
ROSEMOUNT, MINNESOTA 55068

HAROLD W. GRUDEM
Superintendent
RICHARD B. PETERSON
Director
612-423-2281

December 13, 1972

Mr. Robert P. Van Tries
Ass't Commissioner
Vocations Education
Capitital Square Building
St. Paul, MN 55101



Dear Mr. Van Tries:

This letter is concerning the possiblity of charging tuition for Vo-Tech students. I represent Junior and Senior high school students from Lakeville, Farmington, Rosemount, and Randolph that attend Model Store at the Dakota County Vo-Tech.

We are very sincerely against tuition for students. Many students wouldn't be able to have that very valuable education after high school. The fact that the vocational classes last a good part of the day, a part time job is needed to help pay for the education which would be, otherwise, hard to attain.

If Minnesota is going to continue its high school standard of education on all levels, we must keep Vo-Tech at low cost. One reason we have the vast computer industry in our state is because of the high level of education that the people of our state were able to attain.

Thank you for your consideration.

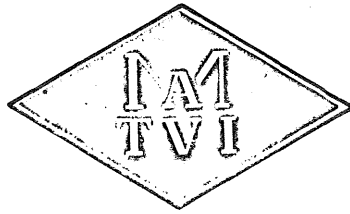
Sincerely,

Kevin Gephart
General Manager
Model Store
Dakota County Vocational Center

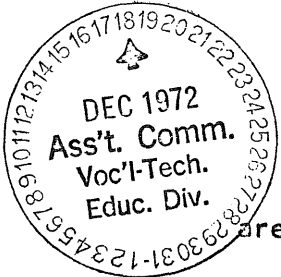
MANKATO AREA VOCATIONAL-TECHNICAL INSTITUTE

1920 Lee Boulevard
North Mankato, Minnesota 56001

Telephone 507 387-3441



W. J. NIGG, supt. of ind. school dist. # 77
F. G. KALIN, dir. voc-tech institute/adult education
J. A. VOTCA, assistant director
V. C. LAYTON, evening school principal



We, the students of the Mankato Area Vocational-Technical Institute, are aware of the increased cost of post-secondary education and realize the position of the state of Minnesota. Considering this, we would like to make you aware of our stand on tuition.

As students and young adults, we must work to meet our expenses just like everyone else does. With a limited number of hours available for employment, we find it very difficult to raise funds for post-secondary education. Therefore, we have turned to vocational training because it better meets our vocational goals and our financial status. The added expense of tuition would force many of our students to terminate their training.

Let us remember the original legislation on which our vocational institutes were formed. The Congress realized that secondary schools cannot alone meet all the training demands of the labor force. They also recognized that education is a right and not just a privilege to those who can afford it. The need for tuition free schools has not changed, in fact, the need has increased.

Proof of this is the fact that last fall over 3,000 students who had applied for vocational training did not show up for classes. When the cause for this was investigated, the main reason was financial inability.

Another way to show the financial problem is that of all the students who go to vocational institutes, over 41% of the families would need substantial financial help in order for them to continue their education if

tuition was charged. This help would be difficult to get and most of these students will be forced to drop training and join the labor force as unskilled workers.

This is where another problem enters in. The need for unskilled workers is on the decline and the need for at least two years of advanced education is there. This need will become a privilege and not a right if tuition is charged.

These are the main reasons why we at the Mankato Area Vocational-Technical Institute are opposed to any form of change in regards to the tuition issue.

STUDENT SENATE

Mankato Area Vocational-
Technical Institute



December 13, 1972

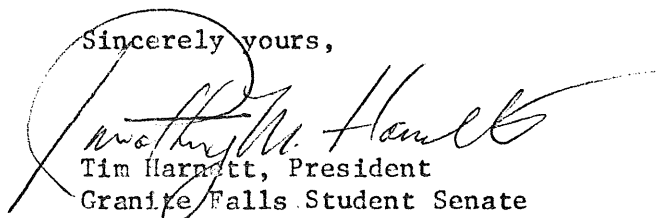
Mr. Van Tries
Assistant Commissioner
Vocational Education
Capitol Square
550 Cedar
St. Paul, Minnesota 55101

Dear Mr. Van Tries:

I am firmly against the tuition of Vocational students. Statistics have shown that 85% of the students who attend Vocational Schools, come from lower income families.

They want a job, but yet cannot pay for an education. The state is providing for this free education, and I feel they should continue to do so.

Sincerely yours,



Tim Hamlett, President
Granite Falls Student Senate

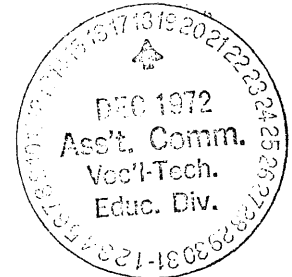


ALBERT LEA AREA VOCATIONAL TECHNICAL INSTITUTE

WAYNE V. BROECKER
Director

2200 Tech Drive
Albert Lea, Minnesota 56007
Telephone: (507) 373-0656

December 12, 1972



Mr. Robert Van Tries
Assistant Director
St. Paul, MN 55101

Dear Mr. Van Tries:

I am very pleased to learn of your concern for Albert Lea's Vocational students, and the issue of tuition for Minnesota Area Vocational Technical Institutes.

As you may know the Minnesota Vocational Technical Student Association has voted to be against tuition in Minnesota Vocational Schools. I support their position based on the following data, taken from a survey conducted last year of students attending Albert Lea Area Vocational Technical Institute.

Students 18 - 21 years of age	68%
Students with family incomes of less than \$8,000 per year	66%
Student without high school diploma's or equivalency	10%

This information alone states that at least 70% of last years students would not have been able to attend a post secondary institute if tuition were involved.

In addition to this information I learned that over 80% of the male and 10% of the female students attending Albert Lea Vocational School this year are employed in addition to attending ALAVTI.

These students are fighting to stay in school. They're people who want to learn a trade to better themselves and if Minnesota does place a tuition on Area Vocational School these people will never be able to better themselves or their families.

Sincerely yours,

James J. Kelly

James J. Kelly
Student Senate President
Albert Lea, MN

Food Manufacturing Technician
Sales & Marketing Management
Refrigeration and Air Conditioning
Transportation and Distribution Management
Quality Lamb & Wool Production
Electrician Construction
Metal Fabrication
Industrial Maintenance Mechanics
Mechanical Drafting
Accounting
Secretary General
Office General Clerical
Truck-Tractor Diesel Mechanics
Farm Management

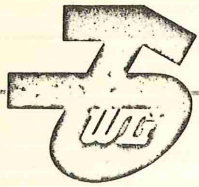


sjn

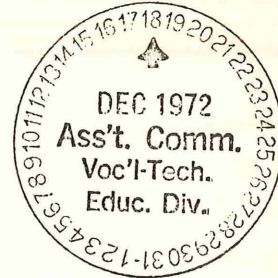
ALBERT LEA PUBLIC SCHOOL DISTRICT 241
Lorne S. Ward, Superintendent

WILLMAR TECHNICAL INSTITUTE

BOX 1097 WILLMAR, MINNESOTA 56201 TELEPHONE 612 235-5114



December 13, 1972



Mr. Robert P. Van Tries
Assistant Commissioner
State Dept. of Education
Division of Vo-Technical Ed.
Capitol Square Building
St. Paul, MN 55101

Honorable Robert Van Tries:

As the Student Body President of Willmar Vocational Technical Institute I am writing this letter deeply opposing tuition on Vocational schools. I feel that after all this time of free tuition it would be doing the students on injustice by imposing it.

As you may well know the greater percentage of students attending Vocational schools are among the lower income bracket. I feel that by imposing such tuition we would be depriving our Minnesotans of a good education which shouldn't be done, since Minnesota is one of the highest educational states in the nation!

I strongly believe that Minnesota needs the present system, and that it has worked tremendously well, and will continue to work well if it is governed adequately.

So I say search all corners of this policy before making a decision!

Sincerely yours,

Bruce Shuck
Student Body President
Willmar AVTI

lk

