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# Introduction

Montana Western is a regional baccalaureate-granting university with an embedded two-year mission. The university’s two-year mission includes transfer education through the associate’s degree, workforce development including certificates and applied associate’s degrees, developmental education, lifelong learning, and dual enrollment. A few attributes of Montana Western’s academic programming include open access admissions, affordability, student centered, responsive to local needs and commitment to partnership development.

This document is prepared in response to requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

## Perkins V

Perkins V represents an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value (Education, 2020). One of the new requirements of Perkins V is a comprehensive needs assessment (CLNA) that is updated at least every two years. This is the first local needs assessment prepared by Montana Western in response to Perkins V; however, this CLNA builds on strategic goals which were first presented in the 2016-2019 Three Year Plan (Ripley, 2016). This CLNA was also developed following guidance provided by the Office of the Commissioner of Higher Education (Montana Perkins V: Comprehensive Local Needs Assessment Template and Guidance, 2019). Montana Western followed the guidance, but did not find the templates useful for inclusion in this initial document. The templates may be more helpful as stakeholder engagement develops and individual groups are able to evaluate programs based on data analysis. Our efforts to fully engage stakeholders during AY20 were thwarted by the COVID-19 pandemic and Governor Bullock’s stay at home order (March 28). Initial stakeholder feedback during AY20 was based largely on opinions rather than evidence. This initial CLNA integrates initial stakeholder feedback with campus data and labor market information obtained from the Montana Department of Labor and Industry (Montana Department of Labor and Industry, 2018, 2020a, 2020b; Watson, Wagner, Lacey & Rose, 2018) and the Department of Public Health and Human Services, Early Childhood Service Bureau (Bloom, 2019).

## Stakeholder Engagement

Montana Western engaged with numerous campus, community and statewide groups in the development of this local needs assessment. The stakeholder groups included campus and off-campus groups. Table 1 shows the groups, when they were contacted, membership, and identified opportunities and needs.

Table 1 Montana Western's Perkins Stakeholders, Opportunities and Needs

|  |  |  |  |
| --- | --- | --- | --- |
| **Stakeholder Groups** | **Term of Engagement** | **Members** | **Identified Opportunities & Needs** |
| **Campus Groups** | | | |
| Chancellor's Cabinet | Fall 2019 | Beth Weatherby, Michael Reid, Nicole Hazelbaker, Matt Raffety, Roxanne Engellant, Bill Wilson, Chad Baver | Want to see more business programs, look for ways to further engage business, glass, and equine studies programs (business, agriculture and manufacturing CTE pathways). |
| Perkins Staff | Ongoing | Ryann Gibson, Anneliese Ripley | Staff support to work with stakeholders to develop new CTE programs and promote secondary to postsecondary transitions. |
| Academic Departments |  |  |  |
| *Business Education* | Fall 2019 | Cecil Jones, Doug Danzer, Denise Carlson | Opportunities to grow business CTE tracks (e.g., accounting, computer technology), conversations were limited in spring due to stay-at-home order. |
| *Early Childhood Education* | Fall 2019 | Nanci Red Bird, Jen Gilliard, and 10 adjunct instructors | Technology for remote delivery and trauma informed curriculum. ECE courses are delivered statewide online and for dual enrollment credit. |
| *Natural Horsemanship* | NA | Iola Else, Lane Carlson, Megan Kelly, Eric Hoffmann, Cody Lahaye | Never had an opportunity to explore needs due to stay-at-home order. |
| *Scientific Glass* | Fall 2019 & Spring 2020 | Ruth King | Ventilation upgrades, new kilns, microwaves, tv monitor, web cam, hand tools and blow hoses |
| **Off-Campus Groups** | | | |
| Office of Public Instruction | Fall 2019 & Spring 2020 | Renee Erlandson, Shannon Boswell | Licensure of secondary-level health profession instructors (Class 4 certification), opportunity to grow health professions pathway. Need remote delivery of coursework |
| Beaverhead Co. High School (Class A) Perkins Advisory Committee | Spring 2020 | Gary Haverfield, John English, Caleb Igo, Kim Konen, Megan Conrow,  Carol Perisho | Opportunities to grow agriculture, business management, finance, health professions, and education CTE pathways. Need help with career counseling/career fair. |
| Best Beginnings Advisory Council | Fall 2019 & Spring 2020 | Sally Tillman--primary coordinator at DPHHS. Council has more than 100 members | Current focus is on revision of state standards and curriculum. Credit and non-credit training needed to inform providers about standards. Need remote delivery of coursework. |
| Class C High Schools   * Sheridan * Twin Bridges | Fall 2019 | Thad Kaiser and Mike Wetherbee, superintendents | Very few DE and CTE offerings. Would like to work with UMW on dual credit programming (onsite or remote delivery). |

# Evaluation of Student Performance and CTE Program Quality

Montana Western currently offers undergraduate certificate and associate degree programs in business, early childhood education, education studies, equine studies, natural horsemanship, glass, and general studies. The majority of students enrolled in these programs are postsecondary undergraduates; however, a growing number of secondary-level students are enrolling Montana Western’s dual credit offerings. The greatest number of dual credit students are enrolled in general studies courses at Beaverhead County High School (BCHS) and in early childhood education courses across the state. BCHS offers CTE courses in computer science/business, vocational agriculture, industrial arts, and family consumer science. These courses are open the entire student population.

The university does not have access to data to evaluate student performance in BCHS offerings nor in overall program quality; however, the university does believe there may be opportunities to partner with the BCHS, Twin Bridges High School, Sheridan High School and other Perkins-eligible local education agencies to expand dual credit offerings and promote additional CTE pathways such as business management, finance, education, health professions, and information technology. The university has also been welcomed to partner with BCHS to create more CTE career awareness among students.

# Labor Market Alignment

Prior to the Covid-19 pandemic, the Montana Department of Labor & Industry conducted studies looking at programs offered at Montana post-secondary institutions, graduations rates, degrees obtained, and the labor market employment trends. At the conclusion of the studies, it was determined that the Montana labor market economy was projected to grow 1.2% annually from 2018-2028. With new job growth, in addition to the necessity of replacing workers who will retire, it was estimated that Montana will need approximately 17,400 workers annually to fill all job vacancies (Watson et al., 2019). Prior to the Covid-19 crisis, Montana had a 4.2% unadjusted unemployment rate and a 3.5% seasonally adjusted unemployment rate (Watson et al., 2019). As of August 2020, Montana had a 7.0% unadjusted unemployment rate and a 7.0 seasonally adjusted unemployment rate (MDLI, 2020a).

Many of Montana’s job openings and occupations require workers to obtain post-secondary education. The amount of post-secondary education necessary varies widely for each job. However, many of the occupations demonstrating a strong need for workers and demonstrating job growth, require two-year degrees or less.

The Montana education system is able to meet the demands for a majority of the occupations and job openings that require post-secondary education and degrees in Montana. Of the Montana graduates, approximately 69% will work in Montana one year after graduation and 74% will work in Montana within five years after graduation (Watson et.al., 2019). New Montana graduates work in every county throughout Montana each year. The Montana Department of Labor & Industry Montana 2019 Labor Day Report (MDLI, 2019) stated, “Roughly 65% of Montana’s population has some post-secondary education. Approximately 40% of Montana’s population has a post-secondary diploma or certification.”

Statistically, Montana graduates with Associates Degrees are more likely to stay in Montana and join the labor market. Two-year degrees have shorter training times, cost less for students, and produce quality individuals for the labor pool. Two-year degrees, training programs, and online education programs make it easier for individuals in rural areas of Montana to access and receive the training and degrees necessary to qualify for jobs requiring post-secondary education. These options increase the likelihood of filling job openings in less populated areas of the state, where job vacancies tend to be more difficult to fill (Watson et al., 2019).

The following sections present market labor information for six of Montana’s 16 career pathways—Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Business Management; Education; Finance; and Information Technology.

## Agriculture, Food & Natural Resources

Montana is the state with the highest rate of business or farm ownership among households (MDLI, 2019). The eastern rural counties in Montana have a high demand for agriculture and farm occupations. However, these rural counties are also the areas in Montana that have a higher likelihood of not being able to meet the demands for annual job openings. Agricultural occupations in Montana are projected to have an annual growth rate of 1.5% through 2025. (Watson, et. al.)

The agriculture industry has a variety of occupations that do not require post-secondary education, thus Montana’s colleges are not expected to supply all workers necessary to fill annual employment openings. Despite this, it is estimated that Montana’s colleges will only produce about 64% of the workers needed to fill the annual projected employment openings in agriculture where post-secondary education is necessary or valuable (Watson, et al., 2018). Agricultural occupations and job openings range widely from actual work on farms and ranches, working in supply and machine supply companies that support farms and ranches, to working with livestock and animals. Degrees such as National Horsemanship and Equine Studies produce individuals qualified to work in these occupations. Table 2 shows a select listing of agriculture occupations and openings in Montana.

Table 2 Selected Agriculture Occupations and Openings in Montana

|  |  |
| --- | --- |
| **Occupation** | **Annual Openings** |
| Farmworkers, Farm, Ranch & Aquaculture Animals | 392 |
| Farmworkers & Laborers, Crop, Nursery, & Greenhouse | 241 |
| Agricultural Workers | 29 |
| Agricultural & Food Science Technician | 14 |
| Animal Breeders | No # Indicated |
| Farmers & Ranchers | No # Indicated |
| (MDLI, 2020b) | |

Montana Western has an Equine Studies department that offers degree programs in equine studies, natural horsemanship, and farrier science. Although not currently developed, Montana Western is positioned to offer CTE dual enrollment coursework in equine studies.

## Arts, A/V Technology & Communications

Liberal arts programs have the highest number of students enrolled in Montana and have higher rates of students graduating with associate degrees (Watson et al., 2018). Liberal arts programs include arts and glass blowing programs. Art programs encourage students to learn creativity and innovation, which brings value to the communities in Montana and supports economic growth (Hengler, 2016). The projected annual growth rate for arts, entertainment, and recreation is 1.8% through 2025 and it is estimated that Montana’s colleges will only produce about 71% of the workers needed to fill the projected job openings (Watson et al., 2018).

Montana has a large population of artists that are located throughout the counties of Montana. Occupations that include the arts or that include individuals trained in arts programs support the tourism industry and bring in additional revenue to the communities in Montana. Students with art degrees or with training in art programs go on to work in occupations such as design, production, fabrication, gallery and museum staff, and teaching (Hengler, 2016).

Scientific glass blowing has grown into an occupation that is in higher demand. Scientific glass blowing is a specialized art program. Graduates of this program go on to work in labs, pharmaceutical companies, universities, and private practices (Hengler, 2016). Table 3 shows selected arts occupations and openings in Montana.

Table 3 Selected Arts Occupations and Openings in Montana

|  |  |
| --- | --- |
| **Occupation** | **Annual Openings** |
| Designers | 12 |
| Fine Artists | 11 |
| Artists & Related Workers | No # Indicated |
| Craft Artists | No # Indicated |
| (MDLI, 2020b) | |

Montana Western’s glass program was approved in 2016. It is a new program that is experiencing great student interest. The university has an ongoing need to update and improve the glass blowing facilities. There is a great deal of studio work in the glass program which means students work in close proximity and reuse much of the equipment. There is need in the program to improve social distancing strategies for instruction and class work.

## Business Management

With Montana’s annual job growth projected to show a steady increase, the demand for new workers to fill these job vacancies will increase. Business management jobs fall within all industries, including those that are growing as well as those that are maintaining. Montana also has a high rate of start-up businesses each year, thus increasing the need for more individuals with post-secondary education in Business Management related occupations (MDLI, 2019). Table 4 shows a select listing of business management related occupations and job opening in Montana. The labor market data indicates a clear demand for individuals with some business management training.

Table 4 Selected Business Management Occupations and Openings in Montana

|  |  |
| --- | --- |
| **Occupation** | **Annual Openings** |
| Office Clerks-General | 1648 |
| Secretaries & Administrative Workers | 708 |
| Customer Service Representatives | 669 |
| Receptionists & Information Clerks | 358 |
| Sales Representatives, Services, & Other | 220 |
| Information & Record Clerks | 136 |
| Legal Secretaries | 89 |
| File Clerks | 55 |
| Data Entry Keyers | 50 |
| Office Administrative Support Workers | 35 |
| Order Clerks | 33 |
| Library Assistants-Clerical | 20 |
| Work Processors & Typists | 4 |
| Paralegals & Legal Assistants | 124 |
| Legal Support Workers | 12 |
| Architectural & Civil Drafters | 52 |
| Human Resource Assistants | 33 |
| Civil Engineering Technicians | 33 |
| Environmental Engineering Technicians | 14 |
| Engineering Technicians | 11 |
| (MDLI, 2020b) | |

Montana Western has a Business and Technology department that offers degree programs in business, applied science and business administration. There are seven established option areas in the business administration degree—equine management, farm and ranch operations, management accounting, health and fitness management, outdoor guide and wildlife outfitters enterprise management, small business management, and web and digital design. Although not currently developed, Montana Western is positioned to offer dual enrollment coursework and develop certificate and two-year programs that promote a variety of occupations in business management.

## Education

The Montana Department of Labor & Industry (Waton et al., 2018) reported some data limitations for education occupations. Graduates that were qualified to fill multiple jobs with their degrees were counted multiple times for each occupation they were qualified to fill. This limitation affected the data for the labor and job market trends for education occupations. A majority of education graduates graduated from a post-secondary institution in the western part of Montana. Western counties in Montana are oversaturated with graduates with education degrees. However, counties in Eastern Montana and rural counties in Montana have a significant unmet demand and struggle to fill all of their job openings in education annually. These unmet demands are not fully shown with the data from this section of the study. Education occupations were considered “oversupplied”; however, there is a demand for employees in education in rural regions and eastern counties in Montana (Watson et al., 2018).

Since the Covid-19 Pandemic, the statewide need for highly qualified teachers and child care providers has become more pronounced as veteran teachers choose to take early retirement or simply not return to the classroom. A quick search of the OPI job board (08/10/20) brought up more than 600 openings for educators. A web search revealed more than 40 early childhood openings in Head Start programs across the state. There is an ongoing need for highly qualified education professionals. Montana Western is positioned to address the needs through its early childhood education program and its teacher education program.

### Early Childhood

Tables 5 shows a select listing of early childhood occupations and openings in Montana.

Table 5 Selected Early Childhood Education Occupations and Openings in Montana

|  |  |
| --- | --- |
| **Occupation** | **Annual Openings** |
| Childcare Workers | 608 |
| Preschool Teachers, Except Special Education | 113 |
| Teacher Assistants | 103 |
| Substitute Teachers | 68 |
| (MDLI, 2020b) | |

### Teacher Preparation

The healthcare and the education industries employ the most Montana college graduates at this time. However, healthcare and construction occupations show the greatest demand for new workers in Montana. Healthcare employment has consistently grown 2.7% over the past 20 years and is projected to continue growing at a 1.7% increase. Construction demand is estimated to grow 2.7% annually over the next 10 years. Historically, college programs have supplied less than 30% of the construction demand (Watson et al., 2018). Based on this employment data, there is a clear need in Montana for post-secondary education to support these occupations. These educational opportunities also document a need for teacher preparation programs to produce instructors for secondary education programs. Many of the job openings for these growing occupations require a two-year degree or less. This supports the need for continued two-year degrees and remote training opportunities. Table 6 shows a select listing of health-related occupations and job opening in Montana. The labor market data indicate a clear demand for individuals with health-related training.

Table 6 Selected Health Related Occupations Requiring Two-Year Degree or Less

|  |  |
| --- | --- |
| **Occupation** | **Annual Openings** |
| Personal Care Aids | 1026 |
| Medical Secretaries | 392 |
| Nursing Assistants | 256 |
| Home Health Aides | 229 |
| Social & Human Services Assistants | 183 |
| LNP & LVN | 107 |
| Pharmacy Technicians | 91 |
| Pharmacy Aides | 6 |
| Veterinary Technologists & Technicians | 30 |
| Veterinary Assistants & Laboratory Animal Caretakers | 83 |
| Medical Equipment Preparers | 46 |
| Opticians, Dispensing | 31 |
| EMT & Paramedics | 24 |
| Community Health Workers | 23 |
| Dental Laboratory Technicians | 20 |
| Ophthalmic Laboratory Technicians | 18 |
| Physical Therapist Assistants | 26 |
| Physical Therapist Aides | 13 |
| Radiological Technologists | 59 |
| Dental Hygienists | 55 |
| Respiratory Therapists | 42 |
| Medical & Clinical Laboratory Technicians | 27 |
| Diagnostic Medical Sonographer | 17 |
| Cardiovascular Technicians | 11 |
| MRI Technologists | 13 |
| Radiation Therapists | 5 |
| (MDLI, 2020b) | |

Although Montana Western does not offer degrees in health-related disciplines, it does provide teacher training for licensure and it is in a position to place more qualified CTE health instructors in the high schools. More CTE health professional in secondary schools could help promote student interest in this career pathway. As indicated by Renee Erlandson with OPI, there is a shortage of CTE teachers qualified to teach coursework in health-related occupations. Montana Western could potentially address this statewide need.

Table 7 shows a select listing of health-related occupations and job opening in Montana. The labor market data indicate a clear demand for individuals with construction-related training.

Table 7 Selected Construction Related Occupations Requiring Two-Year Degree or Less

|  |  |
| --- | --- |
| **Occupation** | **Annual Openings** |
| Construction Laborers | 768 |
| Landscaping & Groundskeeping Workers | 756 |
| Carpenters | 677 |
| Helpers-Carpenters | 27 |
| Operating Engineers & Construction Equipment Engineers | 437 |
| Electricians | 322 |
| Helpers—Electricians | 16 |
| Plumbers, Pipefitters, Steamfitters | 282 |
| Pipelayers | 17 |
| Helpers—Pipelayers, Plumbers, Pipefitters, & Steamfitters | 52 |
| Painters, Construction, & Maintenance | 144 |
| Welders, Cutters, Solderers, & Brazers | 130 |
| Roofers | 68 |
| Sheet Metal Workers | 59 |
| Structural Iron & Steel Workers | 18 |
| Cement Masons & Concrete Finishers | 55 |
| Brickmasons & Blockmasons | 50 |
| Helpers—Brickmasons & Blockmasons | 23 |
| Construction & Building Inspectors | 41 |
| Cabinetmakers & Bench Carpenters | 30 |
| Insulation Workers | 30 |
| Drywall & Ceiling Tile Installers | 27 |
| Tile & Marble Setter | 23 |
| (MDLI, 2020b) | |

Although Montana Western does not offer degrees in construction-related disciplines, it does provide teacher training for licensure and it is positioned to place more qualified CTE instructors in the high schools. More CTE construction professionals in secondary schools could help promote student interest in this career pathway. As indicated by several UM affiliate contacts (Tom Gallagher and Bill Ryan) and OPI specialists (Renee Erlandson), there is a shortage of CTE teachers qualified to teach coursework in construction-related occupations. Montana Western could potentially address this statewide need.

## Finance

As with business management occupations, occupations in Finance continue to show a strong demand for workers with post-secondary education. Employment options in finance are strongly connected to Montana’s growing industries as well as with areas showing population increases. Many of the job vacancies in finance can be filled with individuals who have two years or less of post-secondary education. Table 8 shows a select listing of finance-related occupations and job opening in Montana. The labor market data indicate a clear demand for individuals with finance-related training.

Table 8 Selected Finance Occupations and Openings in Montana

|  |  |
| --- | --- |
| **Occupation** | **Annual Openings** |
| Insurance Sales Agents | 208 |
| Billing & Posting Clerks | 174 |
| Claims Adjusters, Examiners, & Investigators | 112 |
| Bookkeeping, Accounting, & Auditing Clerks | 103 |
| Real Estate Agents | 85 |
| Loan Interviewers & Clerks | 62 |
| Insurance Claims & Policy Processing Clerks | 54 |
| Production, Planning, & Expediting Clerks | 53 |
| Payroll & Timekeeping Clerks | 49 |
| Tax Preparers | 30 |
| Brokerage Clerks | 14 |
| Financial Clerks | No # Available |
| (MDLI, 2020b) | |

Montana Western has a Business and Technology department that offers degree programs in business, applied science and business administration. There is a 32-credit small business management and a 28-credit management accounting option in the business administration degree. Although not currently developed, Montana Western is positioned to offer dual enrollment coursework and develop certificate and two-year programs that promote occupations in finance.

## Information Technology

Occupations in the computer and information science and technology fields have been indicated as undersupplied, meaning that there are job vacancies that have not been filled by qualified individuals. It is estimated that at least 80% of the job openings in these fields require post-secondary education. The demand for technical services is estimated to continue to grow 2.1% over the next ten years, further increasing the need for post-secondary degrees and training opportunities for these occupations to be available at Montana’s colleges and universities (Watson et al., 2018). Table 9 shows a select listing of information and technology related occupations and job opening in Montana. The labor market data indicate a clear demand for individuals with information and technology training.

Table 9 Selected Information and Technology Occupations and Openings in Montana

|  |  |
| --- | --- |
| **Occupation** | **Annual Openings** |
| Surveying & Mapping Techniques | 31 |
| Computer Operators | 6 |
| Media & Communications Workers | 6 |
| Web Developers | 48 |
| Desktop Publishers | No # Available |
| Media & Communications Workers | No # Available |
| Computer Network Support Specialists | 11 |
| (MDLI, 2020b) | |

Montana Western has a Business and Technology department that offers degree programs in business, applied science and business administration. There is a 32-credit web and digital media option in the business administration degree. Although not currently developed, Montana Western is positioned to offer dual enrollment coursework and develop unique certificate and two-year programs that promote occupations in information technology.

# Progress toward Implementation of CTE Programs of Study

Table 10 shows how Montana Western’s current and potential campus programs and dual credit partnerships map on to the 16 statewide career pathways. The university has a strong base of programming to address workforce shortages in seven of the designated pathways.

Table 10 Statewide Career Pathways and Montana Western CTE Programs

|  |  |  |
| --- | --- | --- |
| **Career Pathway** | **Campus** | **Dual Enrollment** |
| 1.       Advanced Manufacturing |  |  |
| 2.       Agriculture, Food & Natural Resources \* | AAS Equine Studies | Potential |
| 3.       Agriculture Mechanics |  |  |
| 4.       Arts, A/V Technology & Communications\* | AAS Glass |  |
| 5.       Business Management\* | AAS Business | Potential |
| 6.       Design & Construction\*\* |  | \*\* |
| 7.       Education\* | AAS Education Studies Cert/AAS Early Childhood | Beaverhead Co. H.S. Butte H.S. CM Russell H.S. Great Falls H.S. Jefferson H.S. Sentinel H.S. |
| 8.       Finance\* | AAS Business | Potential |
| 9.       Health Professions\*\* |  | \*\* |
| 10.   Hospitality and Tourism |  |  |
| 11.   Human Services |  |  |
| 12.   Information Technology\* | AAS Business | Potential |
| 13.   Marketing |  |  |
| 14.   STEM\* | AA/AS General Education | Beaverhead Co. H.S.  Montana Youth Challenge |
| 15.   Transportation |  |  |
| 16.   Welding and Fabrication |  | Offered by MT Tech |
| \*Indicates Montana Western has faculty and programs that support the career pathway.  \*\*Indicates Montana Western’s is positioned to address teacher shortages in this pathway. | | |

Montana Western plans to continue to support these seven pathways by focusing its Perkins Local funds on continued certificate and degree development, equipment upgrades and enhancements, and secondary to postsecondary partnership expansion of dual credit offerings.

# Recruitment, Retention and Training of High-Quality CTE Educators

Montana Western has been able to document demands for better recruitment and retention of CTE educators. This CLNA specifically notes shortages in construction and health professions. Other noted tracks include business management and finance. There is a need to work with OPI on Class 4 licensure standards to increase the number of high-quality CTE educators in Southwest Montana and across the state.

# Improving Equity and Access

Montana Western is an open enrollment institution that serves a high percentage of disadvantaged students—80% of fulltime students who completed a FAFSA in 2018 received some form of financial aid and 79% of those students received a Pell grant. 31% were first generation and 7% met disability requirements. The institution is focused on ensuring equity and access for special populations and is working to develop more sensitive metrics to assess participation and success rates among special populations. Montana Western’s 2018-19 Perkins Report Card documents a rate of non-traditional program enrollment (21.4%) that is greater than the State Goal of 16.8%.

In response to new accreditation standards, Montana Western is currently disaggregating student performance data to establish baseline performance metrics. The metrics will be used to identify disparity gaps and to develop strategies for improvement. This is an emerging process but one that the institution is committed to address, especially as the demographics related to minority and special populations.

# Summary of Current Needs

A number of needs have been stated throughout this CLNA and are restated in the following bulleted list.

* Staff support is needed to work with stakeholders and coordinate Perkins’ secondary to postsecondary transition programming
* Campus leadership would like to see new CTE programming tracks related to glass, equine studies, business management and finance programs
* Market research indicates high employment opportunities in six selected career pathways—Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Business Management; Education; Finance; and Information Technology
* There is a need for better recruitment and retention of CTE instructors—Montana Western is positioned to address Class 4 teacher shortages in Business Management, Design & Construction, and Health Professions
* Montana Western’s existing CTE programs—glass, early childhood education—have ongoing needs for equipment, professional training, and curriculum revision
* Local high school students need more career counseling opportunities—BCHS needs help with career fair planning and execution
* Class C schools in Southwest Montana have few dual enrollment and CTE opportunities and need help developing new offerings that support the 16 Statewide Career Pathways and promote CTE career awareness
* There is a need to revise current early childhood education coursework to align with Montana’s Early Learning (MEL) Standards
* There is a need to train early childhood instructors on trauma informed teaching strategies and the MEL standards.
* There is a need for two-year degrees, training programs, and online education programs that make is easier for rural citizens to access and receive the training necessary to quality for jobs requiring postsecondary education.
* The university needs to invest in distributed collaboration technologies to promote high levels of engagement in synchronous and online offerings

Pursuant to the new Perkins V requirements, this list of needs will guide Montana Western’s request for Local Application funds over the next two years. This is Montana Western’s first attempt at developing a CLNA in response to the new Perkins V requirements. It is understood that this document may have some shortcomings but it represents a good faith effort to comply with CLNA guidance, solicit stakeholder feedback, present labor market data, and document real program needs.

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