

# Consolidated Annual Report, Program Year 2022 - 2023 Montana

## 2a: Narrative Performance: Implementation of State Leadership Activities

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### **A. Describe your process and priorities in making funds available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. (Section 112(a)(2)(A) of Perkins V)**

In the 2022-2023 grant cycle \$7,006.70 was available to serve individuals in State institutions. The Office of the Commissioner of Higher Education received one application from Montana Correctional Enterprises (MCE), and it was funded entirely.

MCE partnered with Accelerate Montana and the Montana Department of Labor and Industry to offer the Job Site Ready (JSR) program to incarcerated individuals at the Montana State Prison and the Montana Women's Prison. The training program is designed to rapidly train, and place individuals interested in gaining skills in the construction trade. JSR consists of 30 hours of online modules and 15 hours of on-site training. Once completed, individuals are awarded a micro credential demonstrating their ability to safely be on a construction site.

MCE was able to serve four cohorts of women and men at both state facilities, ensuring that individuals obtained the basic skills needed for employment in construction trades before they re-entered the community. MCE reported that the incarcerated individuals were very proud of themselves and appreciated the opportunities it would give them upon release.

The Request for Proposal included funding priorities that included:

- Strengthening current CTE programs at the institution
- Developing and implementing new CTE programs at the institution
- Providing professional development opportunities for CTE instructors at the institution
- Securing services from educational agencies that are under contract with the recipient agency providing CTE programs to individuals who are in correctional institutions

### **B. Describe your major accomplishments as a result of using State leadership funds for required activities in the following four key areas to improve career and technical education (CTE)—**

- i. **Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.**
- ii. **Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.**
- iii. **Recruiting, preparing, or retraining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.**
- iv. **Providing technical assistance for eligible recipients.**

**(Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)**

i. The Office of the Commissioner of Higher Education issued a request for proposals targeting nontraditional occupations CTE programs of studies. Priority occupations for the purpose of the RFP were Nursing/Allied Health and Early Childhood Education/Teaching K-3 for male students and STEM, Manufacturing and Trades, Construction and Architecture, and Culinary for female students. Applications demonstrating collaboration between secondary and postsecondary institutions or between two or more postsecondary institutions were given preference.

City College hosted an event that aimed to expose middle school female students to automotive and diesel, autobody collision repair and refinishing, construction management, welding, and fire science. Students were able to use the ATTACK Digital Fire Training Panel, exposing them to a simulated fire environment to show what the experience in firefighting is like. Students were also able to use a simulated auto paint sprayer and the ZSpace Learning Station to see the assembly and disassembly of an electric vehicle engine. Faculty demonstrated power tool safety as well as plasma cutting, aluminum TIG, and submerged arc welding.

City College also hosted “Women in Automotive” classes that are designed to educate women in the Billings, MT community about high-paying transportation career opportunities and CTE programs. Automotive technician, diesel technician, and autobody collision repair and refinishing were introduced to attendees.

Highlands College held a camp that exposed students to gender nontraditional career pathways for female middle school students to learn about automotive technology, civil engineering technology, construction technology, machining technology, and welding technology. Students engaged with instructors, current college students, and industry representatives to engage in hands-on activities and career exploration.

Salish Kootenai College established a Gender Equity Advisory Group, hosted a quarterly virtual seminar from female foresters, and provided forestry field days for high school students that featured female foresters as speakers.

The Agricultural Education Specialist collaborated with Montana State University, Montana Association of Agricultural Educators (MAAE), and Ag Technology Presenters, to provide curriculum support and technical skill updates to the teachers. Teachers attending Summer Update received a continuous curriculum on building a Safety Culture presented by Dr. Dustin Perry. They also received shop safety and project books to enhance their classroom lessons.

Through several public and private partnerships with state and national partners, information and resources are shared to expose both teachers and students to high-skill, high-wage, and in-demand occupations. In coordination with the American Institute of Certified Public Accountants (AICPA), their interactive website Start Here, Go Places. and the Montana Society of Certified Public Accountants, students, and educators are informed about the range and breadth of accounting. Educators can utilize curriculum materials on the Start Here, Go Places website. The Montana Society and their Young Professionals group have also been reaching out to teachers to share career opportunities, including those within rural communities, through both in-person and virtual presentations.

In partnership with Montana State University, Montana Technological University, and the University of Montana, over 100 hours of computer science professional development events were supported for Mobile CSP, Joy and Beauty of Computing, and Game Programming in June 2022. Based on the College Board's emerging Advanced Placement (AP) Computer Science Principles curriculum framework for introductory computer science, in the Mobile CSP participants learned programming and computer science principles by building socially useful mobile apps using MIT's App Inventor. The Joy and Beauty of Computing course provided an overview of the world of computing, as well as a gentle introduction to computational thinking using the Python programming language. It also examined the computing field and how it impacts the human condition and introduced exciting ideas and influential people. Participants in the Game Programming course developed skills using Unity to prepare students for the jobs of tomorrow in the field of interactive design and development by creating interactive products and experiences in 2D, 3D, AR, and VR.

In partnership with the Montana Council on Economic Education and the First Interstate BancSystem Foundation, teachers were able to provide students with a hands-on, in-class business simulation where students make all the operating decisions for their business to produce, sell and distribute widgets through the Big Sky Biz Sim by First Interstate Bank. The decision inputs are then matched against other teams competing across Montana for the highest stock market price at the end of eight quarters, or weeks in the simulation.

In another partnership between the Montana Council on Economic Education and Glacier Bancorp, Montana Business and Marketing Education teachers have the opportunity to enhance economic and financial literacy instruction through participation in The Stock Market Game. In this nine-week simulation, students are provided hypothetical funds to invest in the stock market. Students must have at least five separate stocks and/or mutual funds at the end of the simulation, so research and diversification are crucial for success.

During FY2023, the Montana Chamber of Commerce Foundation and Empowered worked in partnership to provide curriculum resources, professional development, and technical assistance for Montana Business Educators in the teaching of entrepreneurship.

Through public and private partnerships with state and national partners, information and resources are shared to expose both teachers and students to high-skill, high-wage, and in-demand occupations. In coordination with the Montana Restaurant Association, the ProStart Program is sponsored and offered in Montana in Family & Consumer Sciences programs. With Hospitality & Tourism continuing to be our second largest industry, this curriculum exposes all students to numerous options to fit their interests and abilities, as well as working with culinary professionals to be exposed to highly skilled industry-aligned technical skills. Both teachers and students are supported in this realm both in-person and virtually to ensure quality secondary programming.

In partnership with Montana State University's Department of Health & Human Development, Family & Consumer Sciences professionals were trained or enhanced understanding of the Critical Science Perspectives within the Design, and Apparel Career Pathways in a summer conference with both in-person and virtual attendance options. Over 27 hours of training was provided by MSU faculty and industry speakers on the topics of Sustainability, Inquiry-based learning when

addressing textile problems, E-textiles, industry-aligned fabrication, and textile understanding applications needed today by NASA and Advanced Functional Fabrics of American (AFFOA) industries, STEM applications, FCCLA National Program alignment, and Taking Action – Literacy and Textiles Service-Learning Approach.

During FY2023, Family and Consumer Sciences professional organizations provided instruction through partnerships with industry and content experts to address indigenous food systems, using Montana products in the FCS foods/culinary labs, travel, tourism, and entrepreneurship speakers and creating seamless transitions between secondary FCS and post-secondary training for students interested in FCS careers including culinary, early childhood and food systems security.

The Montana Financial Education Coalition worked in partnership to provide professional development opportunities and classroom mini-grants to further the discussion of the importance of financial education for secondary students providing support for Family & Consumer Sciences and Business Education programs.

Montana FCCLA provided opportunities to demonstrate mastery of knowledge and skills and impacts on local communities. Competitions range across all FCS occupations including ProStart and are open to all sizes of chapters from large to small. Modifications are allowed for all members participating in competitions.

March 2023 SkillsUSA Montana coordinated and supported the State Leadership and Skills Conference held in Helena at Helena College University of Montana. Specialists help with distributing information to Industrial tech teachers from around the state- ensuring that all student populations have the opportunity to participate. Along with student participation in these events, this is an opportunity for teachers to gain professional development and exposure for students and educators to business and industry partners and options beyond the secondary level.

April 2023 TSA Montana coordinated their State Leadership conference. Offering students, the opportunity to engage and compete in competitions that introduce them to emerging professions within the Industrial Technology field.

In July 2023, Montana SkillsUSA students, chaperons, advisors, and state staff traveled to Atlanta, Georgia for the National SkillsUSA competitions. Students competed in Architectural Drafting, Automotive Refinishing Technology, Automotive Service Technology, Cabinet making, Carpentry, Chapter Business Procedures, Chapter Display, CNC Milling, Diesel Equipment Technology, Extemporaneous speaking, Job Interview, Opening and Closing Ceremonies, Photography, Pin Design, Power Equipment Technology, Prepared Speech, Welding, and Job Skill Demonstration. Many of these are high-skill, high-wage, and in-demand occupations in Montana.

In September & November of 2023, SkillsUSA Montana hosted a Fall Leadership Conference for students in both the Western and Eastern Regions of Montana. These conferences were a great opportunity for students to learn soft skills, reach special populations of students, and tour industries in high-demand occupations for their regions. Over 20 Advisors from various schools also attended the leadership conference and were engaged in active training from SkillsUSA National representatives, and presentations from local educational support organizations. As well as an informational presentation put on by the specialist.

During the Montana ACTE Conference, the Industrial Technology Education Specialist offered support to Montana teachers by presenting CTE Content Standards, Carl Perkins Requirements, Applications, Amendments, Grant Opportunities, and Montana Pathways.

ii. In the 2022-2023 grant cycle \$7,006.70 was available to serve individuals in State institutions. The Office of the Commissioner of Higher Education received one application from Montana Correctional Enterprises (MCE), and it was funded entirely.

MCE partnered with Accelerate Montana and the Montana Department of Labor and Industry to offer the Job Site Ready (JSR) program to incarcerated individuals at the Montana State Prison and the Montana Women's Prison. The training program is designed to rapidly train, and place individuals interested in gaining skills in the construction trade. JSR consists of 30 hours of online modules and 15 hours of on-site training. Once completed, individuals are awarded a micro credential demonstrating their ability to safely be on a construction site.

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iii. Technical Assistance virtual meetings are held via Zoom once a month with all Perkins Local recipients. These calls are held to trouble-shoot issues, share best practices, and provide updates from the Commissioner's Office. In addition to monthly meetings, OCHE provides 1–2-day intensive trainings that provide Perkins campus coordinators more in-depth professional development through guest speakers from industry associations and/or colleagues from other state agencies.

The OPI CTE Unit works diligently throughout the year on teacher recruitment, training, and retention. The staff guides the educator licensure approval process for Class 4 Industry Certified educators. They work closely with in-state programs to ensure teaching candidates have an understanding of Montana rules as well as a connection to the OPI. The OPI has opened several barriers to endorsement to assist schools in recruiting and endorsing qualified educators into their CTE Program.

The New CTE Professionals Workshop was conducted in a hybrid format with two held virtually and one face-to-face by OPI CTAE specialists. Industrial Technology Education teachers along with other new professionals attended the Hybrid workshop with 3 virtual instruction sessions and one in-person session. Topics covered in the training included Perkins funding, State CTE funding, CTE advisory boards, professional development organizations, instructional strategies for the CTE classroom, work-life balance for CTE teachers, relationship building with school and community, developing and finding curriculum, lab and shop safety and liability in the CTE classroom, work-based learning, Resource sharing and building of Montana CTE Teacher cohorts, CTE and program-area standards and guidelines, and Career and Technical Student Organizations (CTSOs).

The Agricultural Education Specialist hosted an Early Career Professionals Workshop held virtually and in person starting in September in which we met with teachers who were under five years of teaching. The in-person workshop was held in Bozeman at the Gran Tree in collaboration with the Agricultural Education Department, National FFA Staff, and the Montana FFA Advisor. During this workshop, teachers had a more direct one-on-one opportunity to ask questions and receive training on deadlines, reporting systems, and curriculum development. Presenters provided many digital and hard copy resources that would be useful for new teachers. They were helped with CTSO management and membership questions.

Our teachers had their own Professional Development track during the Fall Montana Association of Career and Technical Educators (MACTE) Conference. In this track they received direct instruction on the new Montana Career Pathways, how those pathways were developed, and information on how they tied to our post-secondary programs. They also were given information on free online instructional resources provided by the National FFA Organization.

During the year, the Agricultural Education Specialist was a guest presenter at Montana State University (MSU) for our pre-service teachers. Speaking in several classes about Montana Career Pathways, SEID course codes, Perkins and State Vo-ed funding, and expectations of teachers and programs. This is an opportunity to help better prepare our future teachers in the requirements that they will have as a CTE teacher.

The Agricultural Education Summer Update is another collaborative effort for professional development between the Office of Public Instruction, Montana State University, and the Montana Association of Agricultural Educators. This four-day workshop was held in Columbus, MT. There were teacher-led workshops in precision ag, hydroponics, school farms, and barley production.

Business Education Specialist Eric Swenson conducted three (3) one-day regional professional development workshops in July and August 2022 for Montana's secondary business educators. These workshops focused on accounting and cybersecurity utilizing instructional resources from Color Accounting, Cyber.org, Code.org, the National Cybersecurity Training & Education (NCyTE) Center, Teach Cyber, and resources and activities for teaching accounting curated by Cindy Arzen of the Nampa (Idaho) School District. The workshops were held in Billings (July 27), Kalispell (August 2), and Helena (August 4).

During the Business Professionals of America, Montana Association 2022 Fall Leadership Summit (October 2-3, 2022), Business Education Specialist Eric Swenson provided technical assistance and resources for new and veteran local chapter advisors regarding updates and additions to the Framework for Business Education in Montana, the Montana K-12 Course Codes and Descriptions Reference Manual for Business and Marketing Education; details on the addition of the Arts, Av/V Technology, & Communication Montana Career Pathway; information on the draft of the new Montana Standards for Career and Technical Education and the new Computer Science standards; an update on State CTE/VoEd Funding; and provided an overview of the new guidance and requirements of Perkin V. Details regarding CTE and business education professional development opportunities for the 2022-2023 school year were also provided.

On October 20, 2022, Business Education Specialist Eric Swenson presented information to Montana's business educators in attendance at the Montana Association of Career & Technical Education Fall Institute 2022. Presented as

part of the Institute's programming for the Montana Business Education Association, the information provided included updates and information for the Montana Business Education Curriculum Resources Binder information regarding Montana CTE Funding & Career Pathways, CTE Standards update, and State CTE/VoEd and Perkins funding updates.

In February 2023, the Montana Business Education Association hosted the Western Business Education Association's 2023 conference in Helena at the Best Western Premier Helena Great Northern Hotel. Conference events took place February 16-20 with Business Education Specialist Eric Swenson serving as the Western Business Education Association President and the Conference Chair. The conference drew middle school, high school, and post-secondary Business, Marketing, and Information Technology educators from the 16 western state, territories, and provinces as well as several business/education partners including Empowered, the Montana Chamber Foundation, Business Professionals of America, DECA, Certiport, Cyber.org, EVERFI, Fenworks, the Montana Council on Economic Education, MICE K12, University of Montana Western, and Success in Fundraising.

During the Fall 2022 semester, Business Education Specialist Eric Swenson provided training and instructional support to the students of the business education teacher preparation program at the University of Montana Western in Dillon. Some of the topics covered included principles and philosophies of career and technical education, business education curriculum development and resources, developing Montana Career Pathways, using the web-based career guidance system Montana Career Information System (MCIS), advising a Business Professionals of America or DECA chapter, and the importance of membership and active participation in professional organizations.

The OPI FCS Specialist created a monthly Focus on FCS Webinar specifically for new FCS professionals to offer support and inclusion. In addition, one-to-one correspondence and interactions were held with new teachers throughout the year.

FCS program updates are included at all FCS events, and FCCLA connections are made within all training and updates to assist the new and veteran teachers in implementing/embedding concepts into their classrooms.

The MT FCCLA director, OPI FCS Program Specialist, and the MSU Teacher Educator worked together to ensure the needs of new and veteran teachers were met with a plan for additional support development.

Program and training opportunities were delivered to teachers and administrators through emails, websites, Montana Industrial Technology Education Google groups, phone calls, and face-to-face discussions with the Industrial Technology Education Specialist. The Specialist has also been holding office hours weekly to be more accessible to Industrial Tech Teachers and Schools.

Professional development opportunities, such as TSA Summer Update, SkillsUSA Fall Leadership Events, MITEA Conference held under the umbrella of MACTE were offered to teachers across the state. At these events, participants were presented with an overview of Montana Career and Technical Education Practices and Curriculum and participated in professional development for classroom-ready projects to instruct students in STEM disciplines. As well as visiting Montana Industry to learn more about the Industrial Tech industry such as manufacturing, welding, automotive, and engineering. These Industry connections created greater relevance for teachers to implement specific Industrial Technology skill sets in classroom instruction.

Industrial Technology Specialists connected with Department heads from both Montana Universities offering Teacher Preparation. Promotion of Teacher prep programs and the needs of said programs were discussed. Specialists worked with both programs to distribute information and recruiting literature to schools, teachers, and prospective students. Specialists also reached out to all Montana Universities that offered Industrial Technology Education programs of study to better distribute information and recruiting literature to schools, teachers, and prospective students.

**iv.** All CTE Specialists at the OPI along with the CTAE Director are available for technical assistance. They offer weekly virtual office hours, where districts can pop in for any questions related to CTE. This has been well received and continues to gain more participants. The CTAE Director sends out regular emails to district clerks, superintendents, school administrators, and program leads to keep them informed of deadlines, upcoming changes to rules or policy, as well as other funding opportunities and professional development.

During the year Agricultural Specialist is available to program teachers through a variety of ways, one is a Google group, where teachers can pose curriculum and program questions. This is open to all teachers for response, but it also allows the specialist to monitor and assist in programs and areas as teachers need. There are also a series of meetings during the year; eight regional trainings where they can ask direct questions and updates are provided, there is a state-wide winter and spring meetings where the specialist can discuss reminders and upcoming dates and deadlines

During FY2023, professional development and technical assistance was provided by Business Education Specialist Eric Swenson to secondary and post-secondary business educators, school administrators, and school counselors regarding the Montana Business Education Curriculum Resources binder. The compiled resources include the updated *Framework for Business Education in Montana*, the Montana K-12 [SCED] Course Codes and Descriptions, the *National Standards*

for Business Education, the Common Career Technical Core from Advance CTE, and the updated Business and Marketing Education Program Guidelines. The *Framework for Business Education in Montana* is aligned with the National Standards for Business Education and the Common Career Technical Core and includes curriculum information from district, county, and curriculum cooperatives around the state. The *Framework for Business Education in Montana* includes an alignment and crosswalk to the National Standards for Business Education. The *Framework* also includes crosswalks to the competitive event programs for Business Professionals of America and DECA—which further enhances and demonstrates the intracurricular relationship of business and marketing education programs to Career & Technical Student Organizations.

Technical Assistance is also provided by Business Education Specialist Eric Swenson through a weekly informative email called the *Wednesday Reader*. The *Wednesday Reader* is sent out to all business and marketing education teachers in Montana every Wednesday during the school year and contains information about professional development opportunities, curriculum and funding resources, scholarships for students and teachers, and various due dates and deadlines related to CTE and Perkins applications and data collections. Information is also shared with and sent out via the monthly CTE Newsletter.

During FY2023, professional development and technical assistance were provided by Family & Consumer Sciences Education Specialists to secondary and post-secondary Family & Consumer Sciences educators, school administrators, and school counselors as needed via email communication, phone calls, and online meetings including monthly virtual meetings specific to supporting FCS programs and educators. Many of these interactions centered on meeting the diverse needs of FCS students and using funding streams to meet local program needs.

Multiple shared update messages were developed and sent out to all Family & Consumer Sciences Education teachers in Montana during the school year, containing information about professional development opportunities, curriculum and funding resources, scholarships for students and teachers, and various due dates and deadlines related to CTE and Perkins applications and data collections.

The National Consortium of Health Science Education facilitated an annual Health Science professional development conference. Nine Montana Health Science teachers attended this year and participated in workshops centered around clinical practice, laboratory procedures, diagnostic procedures, and best practices in health science education. Missoula College, in partnership with UM Online, offered a dual-credit Anatomy and Physiology training course for health science teachers. The purpose of this course is to educate high school science and physical education/health enhancement teachers about the requirements for dual-credit Anatomy and Physiology courses and introduce new health science teachers to the minimum components of a career and technical education health science program. In addition, Montana HOSA – Future Health Professionals offered a sequence of online, facilitated training to support teachers in starting HOSA chapters, developing a learning community of local teachers, developing an understanding of CTE Basics, developing a program of work, and competitive event understanding. The OPI CTAE Unit Specialists facilitated a New Professionals hybrid workshop with two virtual events and one in-person event. This workshop acquainted new teachers with strategies and best practices in teaching. The workshops provided guest lectures from former teachers, OPI Specialists, Career and Technical Student Organization State Directors, and Advisors. The Health Science Specialist provided mentorship and guidance for teachers interested in adding a CTE Health Science endorsement and provided technical support for teachers going through the licensure process. The Health Science Specialist assisted schools through the Carl D. Perkins grant application process. The Health Science Specialist supported teachers by providing renewal credit certificates for professional development workshops during the 2023 HOSA Fall Leadership Conference. The Health Science Specialist maintained a digital learning space for health science teachers to keep them informed on professional development membership, educational activities, and best practices in classroom management, and to create a place for professional networking and communication. The health science specialist participated in a professional development workshop that focused on a data-driven approach to responsive teaching. The content learned in this training will be shared to health science teachers through webinars and facilitated in-person trainings.

Throughout 2023 Industrial Technology Specialist provided technical and curricular assistance to schools across the State of Montana via phone, virtual meetings, and face-to-face contacts. This support included new program-of-study development, curriculum support, and guidance, Carl D. Perkins grant assistance, Montana Grant Assistance, Teacher Licensure, New Teacher Support, CTSO development, and recruitment. The specialist also provided technical assistance through the Industrial Technology Education of Montana's Google group, website, and newsletter.

Technical Assistance is also provided by Industrial Technology Education Specialist through a Monthly informative newsletter called the Industrial Technology Education Kickback. The Kickback is sent out to all Industrial Technology teachers in Montana every Month during the school year. Information is also shared with and sent out via the monthly CTE Newsletter called the CTAE Compass. These teacher resources contain information about professional development opportunities, Updates from the Montana Industrial Technology Education Association, curriculum resources, Perkins applications tips, data collection information and deadlines, Montana state grant information, additional funding resources, scholarship opportunities for students and teachers, Industrial Tech CTSO updates from SkillsUSA and TSA, as well as

various additional due dates and deadlines related to CTE.

**C. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds. (Section 112(a)(2)(A) of Perkins V)**

Because Montana has a smaller allocation, based on the formula, our state only has \$674 dedicated specifically for recruitment of special populations to enroll in CTE programs. This number is very low so there are no major accomplishments to report using these funds, but because Montana prioritizes work with special populations, there are other accomplishments to report beyond the use of these funds.

OCHE staff works closely with the MT Governors Office, the Department of Labor and Industry, and the Office of Public Instruction to tackle barriers that CTE students are facing. Much of our work is dedicated to reducing barriers that students with disabilities, students that are economically disadvantaged, students who are single parents, and students who are experiencing homelessness. Many times, barriers are reduced through targeting advising and recruitment, targeted student success services such as tutoring, and reducing or eliminating costs for access to postsecondary education.

Montana offers free applications for Montana residents to apply to any MUS postsecondary institution. Our two-year campuses also offer targeted advising and student services for CTE students that are part of special populations. Childcare for single parents has also been a topic that Montana state agencies is working to solve.

Additionally, OCHE offered the Targeted Interventions for Special Populations grant to support innovation in CTE programs and increasing access to high-quality CTE programs and college and career pathways that lead to high-wage, high-skill, and in-demand occupations by identifying specific, data-backed opportunity gap and implementing a targeted intervention to close that gap. The award aimed to:

- Use data to identify an opportunity to improve access and outcomes for CTE students;
- Apply a targeted intervention to increase access to high quality CTE programs;
- Foster innovation in CTE programs;
- Particular focus on remote, rural communities, special populations, and underrepresented subgroups.

Major accomplishments included training for CTE faculty on American Indian culture, hiring a Native American Enrichment Student Ambassador, and providing career advising, resume writing, and internship opportunities to students at Great Falls College. Gallatin College used funds to increase accessibility and support for English Learning Students by translating key program documents for Business Management and Dual Enrollment into Spanish, providing faculty training for CTE faculty on multi-lingual classroom pedagogy strategies, and identified levels of student accessibility to Allied Health and Business Management Programs.

**D. Report on the effectiveness of the use of State leadership funds in—**

- Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.**
- Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V.**

**(Section 124(a)(2) of Perkins V)**

Professional Development was provided to postsecondary Perkins Local coordinators related to the State-determined levels of performance to ensure each campus was aware of the goals, how the campus has historically met or not met the goals, and best practices/innovative ideas to implement in order to achieve the goals. OCHE provides detailed report cards for each campus so they may observe and research performance gaps. Data is provided to show gaps in performance for students in special populations, ethnic groups, gender, and career cluster. Campuses are required to prioritize addressing opportunity gaps with the use of their local funds, so we use State leadership funds to assist them in making those funding decisions.

OCHE offered the Targeted Interventions for Special Populations grant to support innovation in CTE programs and increasing access to high-quality CTE programs and college and career pathways that lead to high-wage, high-skill, and in-demand occupations by identifying specific, data-backed opportunity gap and implementing a targeted intervention to close that gap. The award aimed to:

- Use data to identify an opportunity to improve access and outcomes for CTE students;
- Apply a targeted intervention to increase access to high quality CTE programs;
- Foster innovation in CTE programs;
- Particular focus on remote, rural communities, special populations, and underrepresented subgroups

Priority Areas for the 2022-2023 grant year were to apply targeted interventions to increase access to, and student success in, high quality CTE programs for students from all backgrounds including special populations and across different races and ethnicities by: 1. Expanding opportunities for students to participate in distance and blended-learning CTE programs. 2. Using technology to enhance career exploration activities. 3. Increasing access to high-quality CTE programs including (but not limited to) those that offer: dual enrollment, workbased learning, and/or industry recognized credentials. Ideal projects will align with regional workforce demand and the programs offered at the applicant institution. 4. Increasing the number of opportunities for Montana high school students to explore and engage in college and careers through dual enrollment with priority given to growing CTE-focused dual enrollment programs. 5. Expand public knowledge of Career & Technical Education and/or Montana Career Pathways program through outreach and career exploration events and activities. 6. Introducing new or building capacity for existing industry recognized credentials, with priority given to those available to both secondary (through dual enrollment) and post-secondary participants. 7. Pilot new or innovative CTE programs that include a secondary or middle school partnership, especially those that include work-based learning opportunities.



# Consolidated Annual Report, Program Year 2022 - 2023 Montana

## 2b: Narrative Performance: Fiscal Responsibility

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- A. For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at:

<https://nces.ed.gov/ccd/schoolsearch/>.

See attached file for response.

- B. For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at: <https://nces.ed.gov/ccd/districtsearch/>. Public and Private Colleges and University IPEDS numbers can be found at: <https://nces.ed.gov/collegenavigator/>.

See attached file for response.

- C. Describe your process and priorities in using the reserve for local recipients, if applicable. Indicate the major accomplishments of your local recipients as a result of using these funds. (Section 112(a)(1) and (3) of Perkins V)

Rural Reserve grants were awarded to postsecondary campuses. Priority Areas for the 2022-2023 grant year were to **advance CTE exploration and instruction through technology** and **develop and strengthen CTE partnerships in Montana** by:

- Expanding opportunities for students to participate in distance and blended-learning CTE programs.
- Using technology to enhance career exploration activities.
- Increasing access to high-quality CTE programs including (but not limited to) those that offer: dual enrollment, work-based learning, and/or industry recognized credentials. *Ideal projects will align with regional workforce demand and the programs offered at the applicant institution.*
- Increasing the number of opportunities for Montana high school students to explore and engage in college and careers through dual enrollment with priority given to growing CTE-focused dual enrollment programs.
- Expand public knowledge of Career & Technical Education and/or Montana Career Pathways program through outreach and career exploration events and activities.
- Introducing new or building capacity for existing industry recognized credentials, with priority given to those available to both secondary (through dual enrollment) and post-secondary participants.
- Pilot new or innovative CTE programs that include a secondary or middle school partnership, especially those that include work-based learning opportunities.
- Applicants must address at least one of the priority areas listed above to be considered for funding and all grant proposals must include:
  - Demonstration of an innovative use of technology to advance CTE exploration or instruction.
  - New or expanded partnerships with secondary or middle school LEA(s).
  - If requesting funds for dual enrollment activities, applicants must demonstrate a focus on new or expanded opportunities in CTE-specific programs or courses.

Major accomplishments through these grants include: a Welding Expo and CTE showcase at City College, a CTE Career Bonanza at Dawson Community College, a College and Career Fair and Career Exploration Day at Salish Kootenai College, courses in Job Site Ready, Clinical Medical Assisting, and Cybersecurity at Missoula College, an EMT course and healthcare career exploration events through Helena College, the Recipe for Success professional development for high school FCS teachers at Flathead Valley Community College, and a workshop for high school teachers teaching



# Consolidated Annual Report, Program Year 2022 - 2023 Montana

## 2c: Disparities or Gaps in Performance

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*Review your State's performance data in section IV.B.3 of this report. Identify and quantify any disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators served by the eligible agency under the Act.*

☒ I have reviewed the quantifiable descriptions of disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators, as shown in section B.3 of this report.

**Additional Information**

# Consolidated Annual Report, Program Year 2022 - 2023 Montana

## 2d: Implementation of State Program Improvement Plans

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*Review your State's performance data in section 4 of this report. If your State failed to meet at least 90 percent of a State-determined level of performance for any of the core indicators under section 113(b)(2)(2) of Perkins V for all CTE concentrators, provide a State program improvement plan. The plan should address, at a minimum, the following items:*

- i. The core indicator(s) that your State failed to meet at the 90 percent threshold.
- ii. The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.
- iii. The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.
- iv. The staff member(s) in the State who are responsible for each action step.
- v. The timeline for completing each action step. (Section 123(a)(1) of Perkins V)

**NOTE: First complete the performance indicator tables in Section IV below. Then return to complete this question.**

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**Indicator:** 5S2: Program Quality – Attained Postsecondary Credits

**Disaggregated Categories:** Male; Female; American Indian or Alaskan Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; Single Parents; English Learners; Homeless Individuals; Youth in Foster Care; Youth with Parent in Active Military; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Health Science; Hospitality & Tourism; Information Technology; Manufacturing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics

**Action Steps:**

The postsecondary performance indicator did not meet the 90% threshold during the 2022-2023 school year; however, with a better understanding of where the data is being reported and how it needed to be reported, we did see a significant increase from 16% to 30% in students attaining post-secondary credits. In monitoring, it has been observed that more students are taking advantage of the one-two free offered through our Montana University System. Districts are mentioning in their Perkins applications that they have other resources to help pay for students who want to obtain more credits beyond that. The Montana Legislature has even committed more money to assist students in obtaining credits through the Advanced Opportunities Funding that is set up to offset the out-of-pocket costs for educational opportunities.

The one and two free programs for high school juniors and seniors to earn up to 6 free credits through dual credit have been widely promoted, and more and more students are taking advantage of the program. From this we have an understanding that our data collection is not accurately representing what is taking place, this is a performance measure that is being redefined in the Montana Perkins State plan.

While the state performance was low but improving, the performance gaps are more significant with populations of individuals with disabilities, homeless, English learners, foster care, and migrant students. Our American Indian or Alaskan Native and Black or African American students also show the most significant disparities with this performance measure.

Working within our agency to share data on performance indicators and help identify special populations. The CTE unit works very closely with the homeless and foster care specialists and our Indian Education for All and Indian Achievement units. These teams are critical in helping districts know what resources are available to help student achievement. In working closely over the next few years, we hope to see growth in students attaining post-secondary credit. Montana students are also very fortunate to

have many business and industry partners stepping in to create training programs that include dual credit and work-based learning opportunities. Programs like Build Montana work closely with two-year programs to provide mentored training. This model has led others to create similar programs in automotive technology and building and construction. The CTE Specialist works to promote dual credit opportunities with the teachers in their field. The OPI also uses its professional learning portal to alert teachers of training opportunities to become dual credit providers. Some of our partners are also offering scholarships for teachers to take courses needed for offering dual credit, as post-secondary programs are opening back up to summer professional learning opportunities there should also be a growth in teachers who are endorsed for dual enrollment.

**Staff Member(s):**

Agricultural Education Specialist,

Business and Marketing Specialist,

Family and Consumer Science Specialist

Health Science Specialist,

Industrial Technology Specialist,

Director of Career, Technical and Adult Education

Department of School Innovation, Flexibility and Efficiency

**Timeline:**

The OPI has worked diligently over the last few years to work through negotiated rulemaking to revise the Administrative Rule for Montana Chapter 57 for Teacher Licensure. Changes adopted in May of 2022 provided more flexibility for alternatively licensed teachers and professors who could offer courses to secondary students. Chapter 57 is again open to looking at more opportunities to provide districts with qualified staff in CTE and other fields.

These changes will help recruit more educators and allow more dual credit offerings. In the 2023-2024 and 2024-2025 school years, the CTE Specialists will continue communicating with educators, post-secondary partners, and industry on the dual credit opportunities available to high school students. They will also be working to expand post-secondary offerings and certification opportunities. Another change that has taken place in rule is the additional half credit of financial literacy and economics for students in graduating cohort of 2026, this potentially opens up the opportunity for more dual credit offerings. This, along with continued legislative support for funding of One, Two, Free, and Advanced Opportunities, should put Montana back on track to meet the post-secondary attainment goal by the end of the 2023-2024 school year.

**Targeted Completion Date:** 06/30/2024

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**Indicator:** 5S3: Program Quality – Participated in Work-Based Learning

**Disaggregated Categories:** Male; American Indian or Alaskan Native; Black or African American; Native Hawaiian or Other Pacific Islander; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; Single Parents; English Learners; Homeless Individuals; Youth in Foster Care; Youth with Parent in Active Military; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Business Management & Administration; Education & Training; Finance; Health Science; Hospitality & Tourism; Manufacturing; Science, Technology, Engineering & Mathematics

**Action Steps:**

The work-based learning performance indicator did not meet the 90% threshold during the 2022-2023 school year. There was a significant improvement from 6% in 2021-2022 to 3% in 2022-2023.

Our performance gaps are more significant with students from economically disadvantaged families, homeless individuals, youth with active military parents, as well as our American Indian or Alaskan Native and two or more race populations.

Working within our agency to share data on performance indicators and help identify special populations. The CTE unit works very closely with the homeless and foster care specialists and our Indian Education for All and Indian Achievement units. These teams are critical in helping districts know what resources are available to help student achievement. Working closely over the

next few years, we hope to see growth in students attaining work-based learning credit.

Over the 2022-2023 school year, CTE Specialists provided technical calls to assist schools in exploring and setting up work-based learning opportunities. OPI created 10 Regional Career Coaches to help support local programs in setting up work-based learning opportunities by connecting local industries with school districts. The coaches are also able to assist with the dissemination of the Work-based Learning Manual and other resources.

Continued collaboration across Montana partners through the Montana Work-based Learning Collaborative; partners include Reach Higher, the Department of Labor and Industry, the Office of the Commissioner of Higher Education, the Montana Chamber of Commerce, Workforce development boards, Allied Health, Montana High Tech Alliance and many other workforce groups. This has been a targeted focus across all sectors to improve student work-based learning.

During the spring and summer of 2023, the Teacher Externship Program continued through the work-based learning collaborative. This program places a teacher with a business to engage in all the parts of a business and allows them to take that experience back to their students to ensure they provide the skills needed for success. Teachers who participated gained valuable insight into how they can provide work-based learning opportunities even in more rural parts of Montana.

Anecdotally, we know more work-based learning is happening in programs across the state than what is being recorded and reported. The CTE specialist and staff have set goals to improve school districts' understanding by attending meetings and conferences for school counselors, administrators, superintendents, school board associations, and other public events to spread the word. By working with these educational staff and business and industry partners, we hope to see growth in work-based learning in the next few years.

**Staff Member(s):**

Agricultural Education Specialist,

Business and Marketing Specialist,

Family and Consumer Science Specialist

Health Science Specialist,

Industrial Technology Specialist,

Director of Career, Technical and Adult Education

Director of School Improvement Unit, Department of School Innovation & Improvement

Department of School Innovation & Improvement

**Timeline:**

The 2023-24 school year, the CTE Specialist will work with local districts to outline WBL expectations, course codes, and professional learning opportunities. Throughout the summer, the OPI, post-secondary, and business and industry partners will offer several professional development opportunities.

Work focused on providing best practices for districts will begin to highlight the definition changes for Montana's State Perkins Plan and performance measure. This will also align with the legislative work on providing student opportunities and workforce development.

During the 2024-2025 school year, the plans will be to revise and expand the work-based learning manual and continue working with the Montana WBL Collaborative to provide more professional development for educators and the industry. They will work with industry to expand WBL opportunities available to students and resources for all entities. This work will continue to expand across the state with all partners into the 2024-25 school year.

**Targeted Completion Date:** 06/30/2024

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