WELCOME

Day 1 Agenda

10:30 am Welcome & Introductions

12:30 pm Opportunity Gap Analysis & Lunch

1:30 pm Breakout Sessions

2:15 pm Breakout Sessions: Round 2

3:00 pm FVCC Tour
Opening Session

Dr. Chris Clouse
◦ Vice President, Academic and Student Affairs, FVCC

Mr. Mike Halligan
◦ Executive Director, the Dennis and Phyllis Washington Foundation
Celebration of iGraduate
Montana’s Future at Work

Congratulations to this year’s awardees!

- Missoula College, Certified Medical Assistant
- Great Falls College, Cybersecurity
- Highlands College, CDL
- Miles Community College, CNA
- Missoula College, Cybersecurity
- Bitterroot College, CNA
- Helena College, EMT
State of CTE in Montana

Jacque Treaster

Director of Dual Enrollment and Career & Technical Education
Perkins V

- $6,496,824 for the 2022-2023 Grant Cycle
- Comprehensive Local Needs Assessment
- Industry Partnership
- K-12 Partnership
CTE Program Support

- Equipment
- Curriculum Development
- Professional Development
- K-12 Partnerships
- Career Exploration
Access to Quality CTE for Every Montanan

- Special Populations
- Gender Nontraditional
- Adult Education
- American Indian Students
2020-2021 Perkins Report Card

Concentrators by Race

- American Indian or Alaska Native: 23%
- Asian: 1%
- Black or African American: 4%
- Hispanic or Latino: 1%
- Native Hawaiian or Pacific Islander: 1%
- White: 67%
- Two or More Races: 3%
- Unknown: 1%
## Special Populations

<table>
<thead>
<tr>
<th>Special Population</th>
<th>Participants</th>
<th>Concentrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals with Disabilities</td>
<td>352</td>
<td>207</td>
</tr>
<tr>
<td>Individuals from Economically Disadvantaged Families</td>
<td>3131</td>
<td>2097</td>
</tr>
<tr>
<td>Individuals Preparing for Non-Traditional Fields</td>
<td>1011</td>
<td>846</td>
</tr>
<tr>
<td>Single Parents</td>
<td>481</td>
<td>324</td>
</tr>
<tr>
<td>Out of Workforce Individuals</td>
<td>57</td>
<td>45</td>
</tr>
<tr>
<td>English Learners</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Homeless Individuals</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Youth in Foster Care</td>
<td>39</td>
<td>13</td>
</tr>
</tbody>
</table>

**Percent of Participants in 1+ Special Populations Categories:** 44%

**Percent of Concentrators in 1+ Special Populations Categories:** 51%
Percentage of CTE Concentrators by Career Cluster

- Agriculture, Food & Natural Resources: 33%
- Architecture & Construction: 12%
- Arts, Audio/Video Technology & Communications: 6%
- Business Management & Administration: 4%
- Education & Training: 4%
- Finance: 4%
- Government & Public Administration: 3%
- Health Science: 2%
- Hospitality & Tourism: 1%
- Human Services: 1%
- Information Technology: 1%
- Law, Public Safety, Corrections & Security: 1%
- Manufacturing: 9%
- Marketing: 11%
- Science, Technology, Engineering & Mathematics: 6%
- Transportation, Distribution & Logistics: 4%
K-12 Partnerships

- Focus on growing CTE offerings in Dual Enrollment
- Embedding certifications/micro credentials in Dual Enrollment course sequences
- Teacher Externships
- College/Career Exploration for high school and middle school
# How Much Dual Enrollment is CTE?

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE %</td>
<td>25%</td>
<td>26%</td>
<td>27%</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>CTE Credits</td>
<td>6,005</td>
<td>7,042</td>
<td>9,199</td>
<td>10,680</td>
<td>9,937</td>
</tr>
</tbody>
</table>

of Dual Enrollment was CTE over the past three years (2018-19 to 2020-21)

+31% increase in DE CTE credits (2017-18 to 2018-19)
### CTE DE by Career Cluster*

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>CTE Credits</th>
<th>% of CTE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td>7,629</td>
<td>26%</td>
</tr>
<tr>
<td>Arts, Audio/Video Technology &amp; Communications</td>
<td>4,501</td>
<td>15%</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>4,483</td>
<td>15%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>4,287</td>
<td>14%</td>
</tr>
<tr>
<td>Health Science</td>
<td>3,118</td>
<td>10%</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>2,274</td>
<td>8%</td>
</tr>
<tr>
<td>Finance</td>
<td>1,631</td>
<td>5%</td>
</tr>
<tr>
<td>Law, Public Safety, Corrections &amp; Security</td>
<td>437</td>
<td>1%</td>
</tr>
<tr>
<td>STEM</td>
<td>419</td>
<td>1%</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>316</td>
<td>1%</td>
</tr>
<tr>
<td>Transportation, Distribution, &amp; Logistics</td>
<td>278</td>
<td>1%</td>
</tr>
<tr>
<td>Agriculture, Food, &amp; Natural Resources</td>
<td>265</td>
<td>1%</td>
</tr>
<tr>
<td>Human Services</td>
<td>94</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Marketing</td>
<td>42</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>32</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Government</td>
<td>10</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

*The past three academic years, 2018-19 to 2020-21
More Perkins Information

**Website:**
https://mus.edu/Perkins

**Contact:**
Jacque Treaster
jtrestber@montana.edu
(406) 449-9135
3 Things You Learned
2 Questions You Have
1-Most Important Point
Lunch & Learn

Advance CTE’s Opportunity Gap Analysis

With Ciera Franks-Ongoy,
  ◦ Perkins Equitable Access Coordinator, OCHE
Using Data to Identify and Address CTE Opportunity Gaps

Ciera Franks-Ongoy, Perkins Equitable Access Coordinator
October 13th, 2022

This presentation template was developed by Advance CTE to support the CTE opportunity gap analysis process.
Each learner should be able to access opportunities that allow them to pursue their passions, access meaningful careers and pursue lifelong learning at a family-sustaining wage.

There is a persistent skills gap in the United States. A company's bottom line depends on being able to attract and retain diverse talent.
Challenging Business as Usual

- Confronting the history and legacy of tracking
- Expanding access to “New Era” CTE programs
- Ensuring equitable outcomes
Doing the Work

- Build Awareness
- Gather Data and Identify Opportunity Gaps
- Examine Root Causes
- Select Strategies
- Develop and Implement an Action Plan
Opportunity Gap

An observable disparity in access and/or outcomes for a specific subgroup or special population that results from systemic inequities, implicit biases, stereotypes and outright discrimination based on group identities.
Gathering Data: Percentage-Point Gap Analysis

- Looks for parity between learners in the program and the broader population of the community
- Reveals whether or not the learners in your CTE programs are proportionally representative of their community
- Highlights the programs with the largest disparities
Montana Perkins Eligible 2-Year Colleges
(excluding Tribal Colleges)

- 7% of students in Montana’s Perkins eligible two-year colleges are American Indian students.
Montana Perkins Eligible 2-Year Colleges
(excluding Tribal Colleges)

- 7% of students in Montana’s Perkins eligible two-year colleges are American Indian.
- 2% of CTE learners in the STEM program are American Indian students.

**Interpretation:** American Indian students are underrepresented in STEM by 5 percentage points (7% - 2%)
Montana Public Schools, Grades 9-12

- 8% of learners in grades 9-12 in Montana Public Schools are learners with disabilities
Montana Public Schools, Grades 9-12

- 8% of learners in grades 9-12 in Montana Public Schools are learners with disabilities
- 4% of CTE learners in the STEM program are learners with disabilities

**Interpretation:** Students with disabilities are underrepresented in STEM by 4 percentage points (8% - 4%)
Montana Postsecondary Population Snapshot

<table>
<thead>
<tr>
<th>STUDENT GROUP</th>
<th>POSTSEC</th>
<th>% POSTSEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER IDENTITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>7,144</td>
<td>59%</td>
</tr>
<tr>
<td>Male</td>
<td>4,865</td>
<td>40%</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>893</td>
<td>7%</td>
</tr>
<tr>
<td>Latinx</td>
<td>567</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>9333</td>
<td>78%</td>
</tr>
<tr>
<td><strong>SPECIAL POPULATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals with Disabilities</td>
<td>494</td>
<td>4%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>3659</td>
<td>30%</td>
</tr>
<tr>
<td>Single Parent</td>
<td>205</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total Enrollment:</strong></td>
<td><strong>12,037</strong></td>
<td></td>
</tr>
</tbody>
</table>
All but one of the career clusters are disproportionately skewed by gender

- 7 career clusters with a gap of greater than 20 pts
What Stands Out: American Indian Students are Under-Represented

American Indian students are under-represented in most CTE pathways besides Marketing, Sales & Service

- American Indian students are over-represented in Marketing, Sales & Service by 15 pts

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>American Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food, and Natural Resources</td>
<td>-3%</td>
</tr>
<tr>
<td>Architecture and Construction</td>
<td>1%</td>
</tr>
<tr>
<td>Arts, A/V Technology and Communications</td>
<td>-7%</td>
</tr>
<tr>
<td>Business, Management &amp; Administration</td>
<td>0%</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>0%</td>
</tr>
<tr>
<td>Finance</td>
<td>-1%</td>
</tr>
<tr>
<td>Health Science</td>
<td>0%</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>-4%</td>
</tr>
<tr>
<td>Human Services</td>
<td>-3%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>-2%</td>
</tr>
<tr>
<td>Law &amp; Public Safety</td>
<td>-1%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>-2%</td>
</tr>
<tr>
<td>Marketing, Sales &amp; Service</td>
<td>15%</td>
</tr>
<tr>
<td>STEM</td>
<td>-5%</td>
</tr>
<tr>
<td>Transportation, Distribution &amp; Logistics</td>
<td>-3%</td>
</tr>
</tbody>
</table>
Students who are economically disadvantaged are overrepresented in overall CTE enrollment compared to their peers.

- Economically Disadvantaged students are overrepresented in the Human Services Career Cluster by 16 pts
## Montana Public Schools, Grade 9-12 Snapshot

<table>
<thead>
<tr>
<th>STUDENT GROUP</th>
<th>SEC</th>
<th>% SEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER IDENTITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>22,282</td>
<td>49%</td>
</tr>
<tr>
<td>Male</td>
<td>23,521</td>
<td>51%</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>5,032</td>
<td>11%</td>
</tr>
<tr>
<td>White</td>
<td>35,902</td>
<td>78%</td>
</tr>
<tr>
<td><strong>SPECIAL POPULATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals with Disabilities</td>
<td>3,484</td>
<td>8%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>12,071</td>
<td>26%</td>
</tr>
</tbody>
</table>

**Total Enrollment:** 45,803
Interpretation: Female learners are under-represented by 8 percentage points in CTE compared to all grade 9-12 learners in Montana Public Schools.
CTE Enrollment Compared to Community Demographics by Race

**Interpretation:** American Indian or Alaska Native learners are under-represented in CTE by 6 percentage points compared to all grade 9-12 learners in Montana Public Schools. White learners are over-represented by 8 percentage points.
Interpretation: Students with disabilities are under-represented in CTE by 2 percentage points compared to all grade 9-12 learners in Montana Public Schools. Economically disadvantaged learners are under-represented by 10 percentage points.
Limitations of Data Analysis

- Only looking at one year of enrollment
- Not looking at performance
- Identifying and accessing the right comparison population
- Might not have all perspectives present today
BREAK

If any of the following topics interest you, join us after lunch!

1. utilizing your own opportunity gap analysis dashboard
2. transforming data analysis into strategic initiatives
3. discuss access in MT CTE
ACCESS: Opportunity Gap Analysis
- Located in ROOM AT-144A
- Presented by Ciera Franks-Ongoy

INDUSTRY: Public-Private Partnerships
- Located in ROOM AT-144B
- Presented by Jacque Treaster

AWARENESS: Highlighting Montana’s Future at Work
- Located in ROOM AT-204
- Facilitated by Holly Gederos, Perkins Program Manager, OCHE
  and Meaghan Kolar, CTE Data and Reporting Analyst, OCHE
FVCC Tour

Led by

Dr. Chris Clouse, Vice President, Academic and Student Affairs

Lisa Blank, Executive Director, Workforce Development
Day 2 Agenda

8:30 am Discussion with Bob Nystuen
9:00 am CTE Partnership Roundtables
10:00 am Networking Break
10:15 am Business & CTE Panel
11:30 am Wrap-Up Discussion
12:30 pm Closing Remarks

* 12:30 pm – 2:30 pm Perkins & Dual Enrollment Coordinators Meeting
Morning Discussion

With Bob Nystuen, Retired Market President of Glacier Bank and former MUS Regent
Presenters

- “Dual Enrollment Partnership & Pathways”
  - Quincie Jones, Director of CTE/Health Science Division, Great Falls College MSU

- “A CTE Partnership”
  - Kaili Payne, Director of Dual Enrollment, City College MSU Billings

- “Avoiding the Path of Least Resistance”
  - Lewis Jackson, Dual Enrollment Coordinator, Helena College UM

- “Workforce Flathead”
  - Lisa Blank, Executive Director, Workforce Development, Flathead Valley Community College
  - John Caldwell, Workforce Consultant, MT DLI Job Service Kalispell
  - Jennifer Cronk, Workforce and Special Initiatives Director, Kalispell Chamber of Commerce

- “Clinical Medical Assistant”
  - Jordan Patterson, Dual Enrollment Program Director, Missoula College UM
DUAL ENROLLMENT PARTNERSHIP & PATHWAYS

- CYBERSECURITY - ONLINE
- EMT BASIC – HIGH SCHOOL
- WELDING - COLLEGE

QUINCIE JONES – GREAT FALLS COLLEGE MSU
DIRECTOR OF CTE/HEALTH SCIENCE DIVISION
A CTE Partnership

City College & the Billings Career Center

1. CTE-based curriculum
2. Location
3. Synergy
4. Holistic Advising
5. Career Exploration Events

Kaili Payne
Director of Dual Enrollment
WORKFORCE FLATHEAD

SUPPORTING JOBS OF TODAY
GROWING JOBS FOR THE FUTURE
HERE IN THE FLATHEAD VALLEY

I AM A...

STUDENT  JOB SEEKER  EDUCATOR  EMPLOYER

WorkForce Flathead is a collaboration between the following Flathead Valley organizations:

Reach Higher Montana  Flathead Valley Community College  Kalispell  Montana  Job Service Kalispell
Avoiding the path of least resistance

- Path of least resistance
- Free career and education exploration program for Juniors and Seniors
- Eight-week program
  - Four weeks at Helena College
  - Four weeks at Boeing
- End results
  - College credit
  - Fanuc certification
  - Guaranteed job interview at Boeing
- The best part
  - This program already exists
Clinical Medical Assistant

- **9 credit Health Profession Basics**
  - Micro-Credential

- **24 credit Clinical Medical Assistant**
  - Certificate of Technical Skills

- **31 credit Medical Reception**
  - Certificate of Applied Science

- **61 credits Medical Assisting**
  - Associate of Applied Science

Students can complete a credential that is stackable. Clinical hours can be used to apply to other Health Professions, including Med School.

All courses are online. Clinical hours can begin their second semester at a Health Care Facility in their area. And continue working at that facility while completing the program.

Includes an optional one day in person Phlebotomy workshop.

Students will be able to sit for a National Certification exam and upon passing students will become a Certified Clinical Medical Assistant.
Business & CTE Panel
facilitated by Jacque Treaster

Panel Members

• John Caldwell, Workforce Consultant, Job Service Kalispell

• Kyle Cram, Plant Manager, Weyerhaeuser

• Jennifer Cronk, Workforce and Special Initiatives Director, Kalispell Chamber of Commerce

• Marshall Fladager, Manufacturing Manager, Applied Materials

• Bob Nystuen, Retired President, Glacier Bank and former MUS Regent
Wrap-up Discussion

What?
Describe how CTE takes shape on your home campus?
What session or conversation stuck with you and why?

So What?
What are the current implications (positive and negative) of your existing CTE programs?
What is one thing you learned, was clarified or sparked curiosity for you?

Now What?
What sort of follow-up, application, or share-out will you take with you after you leave today?
What opportunities exist for your programs and CTE learners, and how can those opportunities become actionable?
Closing Remarks

Thank you and safe travels!