

# Consolidated Annual Report, Program Year 2023 - 2024 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 2023-2024 grant cycle \$7,364.00 was available to serve individuals in State institutions. The Office of the Commissioner of Higher Education received one application from Pine Hills School, a juvenile correction facility, and it was funded entirely.

Pine Hills School invested funding into their equine assisted learning (EAL) life skills program, which teaches students both technical and soft skills required to be successful in a work environment. Incarcerated students gained practical experience in both groundwork and riding skills with horses, learning how to handle large agriculture animals that could lead to a career in the agriculture industry. Additionally, students learn skills that can be broadly applied including effective leadership, clear communication, assertiveness rather than aggression, decision-making, self-confidence, boundary setting, emotional regulation, and overall resilience.

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)**

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 host 'Women in Automotive' classes during which women in the community learned basic automotive skills, exposing them to high-paying career opportunities in the field. Classes featured automotive technology, diesel technology, and autobody collision repair.

City College also supported women in Fire Science by purchasing smaller sized gear that would fit female students more easily.

Missoula College implemented a program called GRIT (Girls Representing in Trades), which featured a high school carpentry workshop, a middle school architecture and construction camp, a family safety day activity booth at a local Fire Department, and a Community Team Build Competition.

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Technical Assistance virtual meetings are held via Zoom once a month with all postsecondary 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.

#### Agriculture Education

The Agricultural Education Specialist partnered with Montana State University, the Montana Association of Agricultural Educators (MAAE), and Ag Technology Presenters to offer curriculum support and technical skill updates for educators. Teachers participating in the Summer Update received a comprehensive curriculum covering FFA, Supervised Agricultural Experiences, and classroom management. Additionally, they were provided with shop safety materials and project books to enrich their classroom instruction. Another significant initiative aimed at preparing non-traditional teachers was the inaugural Woodworking Basics Teaching Methods workshop, which was attended by 12 educators from across Montana.

#### Business Education

Through a number of 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 This Way to CPA. and the Montana Society of Certified Public Accountants, students and educators are informed about the range and breadth of accounting. Educators are able to utilize curriculum materials on the This Way to CPA website. The Montana Society and their Young Professionals group has also been reaching out to teachers to share career opportunities, including those within rural communities, though both in-person and virtual presentations.

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 FY2024, 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.

### Family & Consumer Sciences Education

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, in-demand occupations. In coordination with the Montana Restaurant Association, the ProStart Program is sponsored and offered through Montana in Family & Consumer Sciences programs. With Hospitality & Tourism being our second largest industry, this curriculum exposes students to numerous options as well as working with local professionals to be exposed to highly skilled industry professionals. 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 in the Critical Science Perspectives within Textiles Career Pathways in a summer conference with both in-person and virtual attendance options. Over 27 hours of training was provided to approximately 40 teachers by MSU faculty and industry speakers on the topics related to textiles across the FCS content spectrum. Topics included STEM connections, Textile uses in housing, automotive and other applications, Lifespan clothing needs, Respecting diversity and inclusivity in design, trending content, natural dying and indigenous design considerations. Critical Science discussions and entrepreneurship opportunities were also discussed as was FCCLA National Programs which provides support for all levels of learners.

During FY2024, the Montana Financial Education Coalition worked in partnership to provide funding for providing the Financial Fitness national program materials to all FCS teachers/advisers in the State and sponsor awards at the 2024 State Leadership Conference in the area of financial literacy education. Financial literacy is a component of career readiness important in life and work success.

### Industrial Technology Education

The New CTE Professionals Workshop was conducted in a hybrid format, featuring three virtual sessions and one in-person session led by OPI CTAE specialists. Industrial Technology Education teachers, along with other new professionals, participated in this workshop, which included three virtual instruction sessions and one face-to-face gathering. The training covered a range of topics, including 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 within schools and communities, curriculum development and sourcing, lab and shop safety, liability issues in CTE classrooms, work-based learning, resource sharing, the formation of Montana CTE Teacher cohorts, and standards and guidelines for CTE programs and Career and Technical Student Organizations (CTSOs).

During the Montana ACTE Conference, Industrial Technology Specialists provided support to Montana teachers through presentations on CTE Content Standards, Perkins applications and amendments, grant opportunities, and Montana pathways. They also engaged in and supported various workshops and industry tours. The resources and materials distributed during the conference play a crucial role in enhancing the quality of CTE programs across the state.

In FY2024, SkillsUSA Montana organized a Fall Leadership Conference for students and advisors in Western Montana, providing an excellent opportunity for students and advisors to develop soft skills, reach diverse populations, and tour industries that are in high-demand within their regions. Over 10 advisors from various schools attended the conference,

participating in active training sessions led by SkillsUSA representatives and local educational support organizations, as well as an informational presentation provided by the Industrial Technology specialist. This event provides content and collaboration at a regional level for instructors involved in Montana SkillsUSA. **FY 2024 SkillsUSA Montana also coordinated and hosted the State Leadership and Skills Conference held at Helena College, University of Montana. Industrial Technology Specialists contributed by offering judging and coordination support. As well as disseminating information to Industrial Technology teachers throughout the state, successfully encouraging nontraditional student participation.**

In FY2024, TSA Montana hosted its State Leadership Conference, providing students with the opportunity to participate in competitions that familiarize them with emerging professions in the Industrial Technology field. This initiative also aims to equip students with skills relevant to current trends in Technology.

Additionally, the Industrial Technology Education specialists collaborated with the state directors of TSA and SkillsUSA in the planning, preparation, and execution of the ITE Summer Update professional development conference. This event focused on Industrial Technology-specific pathway workshops and sessions designed to reengage educators and provide up-to-date training in content-specific areas. With over 22 ITE educators from various regions of Montana in attendance, the conference fostered meaningful collaboration and offered a diverse range of workshops. Concentrating on the development of high-quality Career and Technical Education programs, addressing the skills gap, and establishing support systems throughout the state via content sharing.

Montana TSA also sent its state adviser, student officers, and state Industrial Technology specialist to the National TSA Conference in Orlando, Florida. Attendees participated in various contests, toured different facilities, and engaged in delegate and conference sessions, which helped increase student involvement at the national event. The state staff and TSA state director attended national meetings and industry sessions, and served as judges for student contests.

Furthermore, Montana SkillsUSA students, chaperones, advisors, and state staff traveled to Atlanta, Georgia, for the National SkillsUSA competitions. Participants competed in diverse categories including 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.

The New CTE Professionals Workshop Hybrid Workshop 2023 was conducted via hybrid model for 2023 and held over three virtual sessions and one in-person session. The virtual sessions were held September 19, October 19, and November 7, 2023, with the in-person session on October 18, 2023, at the Fairmont Hot Springs Resort. This free, professional development opportunity was designed specifically for CTE teachers in their first five years in the Montana CTE classroom. Topics of the training included Perkins funding, State CTE funding, CTE advisory boards, professional development organizations, instructional strategies for the CTE classroom, relationship building with school and community, safety and liability in the CTE classroom, work-based learning, CTE and program-area standards and guidelines, and Career and Technical Student Organizations (CTSOs). A total of 30 CTE educators, six OPI CTE Staff, and six CTSO State Directors attended.

### Business Education

During the Business Professionals of America, Montana Association 2023 Fall Leadership Summit (October 1-2, 2023), 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 2023-2024 school year were also provided. Additionally, Business Professionals of America's Director of Membership and Technology Patrick Schultz attending the 2023 Fall Leadership Summit to provide training and technical assistance to local chapter advisors and the state leadership team regarding updated programming, changes in the Workplace Skills Assessment Program, and Generative Artificial Intelligence. The Business Professionals of America, Montana Association 2023 Fall Leadership Summit had 240 middle level and secondary members, 51 advisors, and seven chaperones/guest in attendance.

On October 19, 2023, Business Education Specialist Eric Swenson presented information to Montana's business educators in attendance at the Montana Association of Career & Technical Education Fall Institute 2023. Presented as part of the Institute's programming for the Montana Business Education Association, 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 2024, the Oregon Business Education Association hosted the Western Business Education Association's 2024 conference in Eugene at The Graduate Hotel. Conference events took place February 16-18 with Business Education Specialist Eric Swenson serving as the Western Business Education Association Past President and the Acting President. 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 Take Charge Today, Crunched, Certiport, Empowered, Econiful, Foundation for Economic Education, Oregon Council of Economic Education, Invest in Girls, National Geographic Learning/Cengage Learning, Oregon State Credit Union, Oregon State University College of Business, Oregon Business Academy, Oregon CTE Student Leadership Foundation, Oregon Department of Consumer and Business Services, SIEC-ISBE, Reg Flag Mania, and Stukent.

During the Fall 2023 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 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.

In conjunction with the annual Board of Directors meeting, Montana DECA hosted a Montana Mastermind Conference to provide training for Montana DECA's local chapter advisors on various state- and national-level chapter campaigns as well as ways to better incorporate DECA programming and competitive events into curriculum. Training was conducted by local chapter advisors with topics including Connecting DECA to Curriculum: Use of Written Events, School-Based-Enterprises: So What's the Hype?, Fundraising - Funding Chapter Operations in Inflationary Times, THRIVE ON! Strategies to Obtain DECA Thrive Status, Chapter Policies: Management & Administration, and Chapter Growth & Retention: Keeping Student Engagement in an overcommitted world. Business Education Specialist Eric Swenson provided technical assistance and resources for new and veteran local chapter advisors regarding updates and additions to the Montana K-12 Course Codes and Descriptions Reference Manual for Business and Marketing Education and information and resources for the upcoming Economics/Financial Literacy graduation requirement which goes into effect Fall 2025. The Montana Mastermind Conference and Board of Directors meeting was held May 19-20, 2024, in Missoula, Montana, at the Hilton Garden Inn Missoula as was attended by 12 local chapter advisors.

The Montana Council on Economic Education (MCEE) held its Summer Teacher Training June 27-28, 2024, in Bozeman, Montana, on the Montana State University campus. The training had 25 teachers in attendance. With the support of sponsors Dennis & Phyllis Washington Foundation, Robinhood Markets, Reach Higher, and First Security Bank in Bozeman, MCEE covers all associated costs for teacher participation and programming. Professors from Montana State University's Department of Agricultural Economics and Economics assisted in building the curriculum. Time is spent learning out of the classroom and a Teacher Appreciation Dinner is hosted. The program is focused on current economic research, teaching economics fundamentals and student engagement ideas/programs. Business Education Specialist Eric Swenson presented and shared resources on the Office of Public Instruction's website in support of the upcoming Economics/Financial Literacy graduation requirement which goes into effect Fall 2025.

## Agriculture Education

The Early Career Professionals Workshop commenced in September, offered both virtually and in person, to engage with educators in their first five years of teaching. The in-person event took place in Billings, in collaboration with the Agricultural Education Department, the National FFA Staff, and the Montana FFA Advisor. This workshop provided teachers with the opportunity for direct one-on-one interactions to ask questions and receive training on deadlines, reporting systems, and curriculum development. Presenters offered a variety of digital and hard copy resources valuable for new educators, as well as guidance on CTSO management and membership inquiries.

Additionally, our teachers participated in a dedicated Professional Development track during the Fall Montana Association of Career and Technical Educators (MACTE) Conference. In this track, they received focused instruction on the new Montana Career Pathways, insights regarding the development of those pathways, and information on their connection to our post-secondary programs. They were also introduced to free online instructional resources provided by the National FFA Organization.

Throughout the year, the Agricultural Education Specialist served as a guest presenter at Montana State University (MSU) for pre-service teachers. In various classes, the specialist addressed topics such as Montana Career Pathways, SEID course codes, Perkins and State Vocational Education funding, and the expectations for teachers and programs. This initiative aims to better prepare our future educators for the requirements they will encounter as CTE teachers.

The Agricultural Education Summer Update represents another collaborative effort for professional development among the Office of Public Instruction, Montana State University, and the Montana Association of Agricultural Educators. This four-day workshop took place in Miles City, MT, featuring workshops led by teachers on topics including precision agriculture, classroom management, FFA, and Supervised Agricultural Education.

## Family & Consumer Sciences Education

During the 2023-24 school year, Family & Consumer Sciences Education Specialist Gayla Randel provided technical assistance and resources for new and veteran FCS educators via Fall Drive In face-to-face gatherings and monthly webinar to ensure connectivity and support. Topics ranged due to the requests made by the field for technical assistance and partners who requested sharing of information and opportunities. Details regarding CTE and Family & Consumer Sciences Education professional development opportunities for the 2023-24 school year were also provided. Approximately 35 attended the Drive Ins (two locations...one east Montana and one west Montana), and the webinar attendance varied with recordings emailed to those who could not attend live.

In the spring of 2024, in coordination with the American Association of Family & Consumer Sciences – Montana Affiliate, a face-to-face conference was offered to provide quality professional development in user friendly format to ensure FCS teachers were supported. Topics included industry specific speakers, best practice round tables, FCCLA integration, culinary teaching strategies and tours of local businesses with discussions with entrepreneurs. New teachers were recognized and veteran attendees made extra strides to include them, so they felt a part of the event. Approximately 45 attended.

In 2023-24 a new resource was developed to offer consistent technical knowledge and skills, provide vetted resources and guidelines for building quality Family and Consumer Sciences. This resource, the MT FCS Network! Google Site has proved to be a popular resource and visited repeatedly by teachers within Montana. A new FCS professional guide was developed and included along with a three-part new FCS professional webinar series which assists new teachers with the beginning steps and support as they maneuver their first year in the FCS classroom. This google site has been expanded to include requests made of new FCS teachers to ensure they feel supported and informed.

In the summer of 2023, a new professional development opportunity called the “August FCS Jump Start Series” offered deep dives into current topics which provided information in a format easily integrated into their FCS programs. These 2-hour webinars involved topic experts, teachers of best practice and others covered topics such as New FCS Teacher training (3-part series), Integrating FCCLA into the FCS Classroom, Teaching Financial Literacy within FCS classroom, Standards based Instruction and Assessment, and Promoting Your FCS Program. Approximately 35 teachers attended at least one of the series webinars.

FCS Specialist Gayla Randel was also part of the presentation team for our new CTE professionals training and provided insight and guidance with the other specialists, but also in providing FCS specific training in areas such as building their network, professional development opportunities, working with business and industry, creating a quality FCS program and determining pathway specific sequence of courses to work toward industry focused technical knowledge and skills and employability skill development.

During the 2024 Family, Career and Community Leaders of American (FCCLA) State Leadership Conference, Randel conducts a workshop on FCS Careers and a booth on saying “Yes to FCS”. Teaching FCS is a strong message of both events.

### Industrial Technology Education

Professional development opportunities, such as the TSA Summer Update, SkillsUSA Fall Leadership Events, and the MITEA Conference under the MACTE umbrella, were offered to educators statewide. Participants at these events received an overview of Montana's Career and Technical Education practices and curriculum and engaged in Professional Development Requirements designed for classroom-ready projects to teach students in Industrial Technology Pathways and disciplines. Additionally, attendees visited local industries to gain insights into sectors such as manufacturing, welding, automotive, and engineering. These industry connections allowed teachers to more effectively integrate specific Industrial standard skills into their classroom instruction and curriculum planning.

Program and training opportunities were provided to teachers and administrators through various channels, including emails, websites, Montana Industrial Technology Education Google Groups, phone calls, and in-person discussions facilitated by the Industrial Technology Education Specialist. The Specialist has also been holding weekly office hours to enhance accessibility for Industrial Technology teachers and schools.

The Industrial Technology Specialists collaborated with department heads from Montana universities that offer teacher preparation programs. In the area of Industrial Technology. Discussions focused on promoting these programs and addressing their needs. As well as expanding current opportunities for students interested in acquiring degrees in Industrial Technology, from a non-traditional college pathway. The Industrial Tech Specialist worked with the respective programs to disseminate information and recruitment materials to Montana High schools, educators, and prospective students.

Outreach efforts were made to all Montana universities with Industrial Technology Education programs to enhance the distribution of relevant information and recruitment literature from the state and CTSO's. Connections with universities that offer content aligning to Industrial Technology were created to promote automotive programs, welding programs, construction programs, cybersecurity programs specifically. These programs were then promoted and aligned with different entities across the state to provide better access to students across the state.

### Agriculture Education

Throughout the year, the Agricultural Specialist is available to support educators through various channels. One such

channel is a Google group where teachers can post questions related to curriculum and programs. This platform is open to all teachers for responses, and it also enables the specialist to monitor and provide assistance in specific areas as needed. In addition, there are several scheduled meetings throughout the year, including eight regional training sessions where educators can ask direct questions and receive updates. The specialist also conducts state-wide meetings in the winter and spring to discuss important reminders, upcoming dates, and deadlines.

### Business Education

During FY2024, 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 Montana K-12 Content Standards for Career and Technical Education, and the updated Business and Marketing Education Program Guidelines. The Framework for Business Education in Montana is aligned to the National Standards for Business Education and the Montana K-12 Content Standards for Career and Technical Education 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.

### Family & Consumer Sciences Education

During the 2023-24 school year, Family & Consumer Sciences Education Specialist Gayla Randel provided technical assistance and resources for new and veteran FCS educators via Fall Drive In face-to-face gatherings and monthly webinar to ensure connectivity and support during a time of limited in-person gatherings. Topics ranged due to the requests made by the field for technical assistance and partners who requested sharing of information and opportunities. Details regarding CTE and Family & Consumer Sciences Education professional development opportunities for the 2023-24 school year were also provided.

In the spring of 2024, in coordination with the American Association of Family & Consumer Sciences – Montana Affiliate, a face-to-face conference was offered to provide quality professional development in user friendly format to ensure FCS teachers were supported. Topics included industry specific speakers, best practice round tables, FCCLA integration, culinary teaching strategies and tours of local businesses with discussions with entrepreneurs.

In 2023-24 a new resource was developed to offer consistent technical knowledge and skills, provide vetted resources and guidelines for building quality Family and Consumer Sciences. This resource, the MT FCS Network! Google Site has proved to be a popular resource and visited repeatedly by teachers within Montana. A new FCS professional guide was developed and included along with a three-part new FCS professional webinar series which assists new teachers with the beginning steps and support as they maneuver their first year in the FCS classroom.

### Health Science



The health science specialist supported the development of comprehensive CTE program plans aligned with industry standards and local labor market demands by meeting with nurses and school administrators to develop and implement high-quality work-based learning opportunities for students. Through weekly virtual office hours, the specialist provided technical assistance for teachers requesting additional support. Discussions included the implementation of patient care assessment training and clinical skill checklists that would meet the demands of the health care industry. Discussions also included appropriate health professions courses, course coding, academic content, and industry-recognized credential opportunities for students. The specialist facilitated training for teachers in IEFA standards and its curriculum integration. The specialist facilitated an online training for administrators and ELA teachers on how to integrate skills and concepts from CTE and English Language Arts across the curriculum. The cross curricular training in CTE and ELA demonstrated how students can apply technical knowledge within a broader context of communication, critical thinking, and writing - effectively bridging the gap between practical skills and academic literacy needed in the workplace. Additionally, a New Professionals hybrid workshop with three virtual events and one in-person event was facilitated for new CTE teachers. This workshop acquainted new educators with strategies and best practices in teaching practices for CTE educators. The workshops provided guest lectures covering advisory committees, leadership and professional growth opportunities, fundamentals of Career and Technical Education, and federal and state funding programs. The Health Science Specialist provided mentorship and guidance for teachers interested in acquiring a CTE health science endorsement and provided technical support for teachers going through the CTE licensure process. Additionally, health science teachers used a Google site and Google contact group designed to give them a platform to request peer support and peer review of learning content for the classroom. The health science teacher-specific website is designed to allow teachers to network with one another and share assessment ideas for clinical skill development in the laboratory setting. Teachers were given important updates to curriculum using the google group networking feature on the website.

### Industrial Technology Education

In FY2024, the Industrial Technology Specialist conducted on-site visits to Industrial Technology programs in Northwest Montana, specifically targeting schools that had not recently received in person support. These visits provided valuable assistance in areas such as curriculum development, instructional practices, shop setup, culture of safety, program evaluation, and staff support. Through these direct interactions, the specialist was able to offer meaningful support to schools, enhancing their overall program effectiveness.

Industrial Technology Specialist provided comprehensive technical and curricular support to schools throughout the State of Montana through various channels, including phone consultations, virtual meetings, and in-person engagements. This assistance encompassed the development of new programs of study, curriculum support and guidance, facilitation of Carl D. Perkins grant applications, and support for Montana Grant initiatives. The Specialist also offered resources related to teacher licensure, new teacher support, and the development and recruitment of Career and Technical Student Organizations.

Additionally, technical assistance was delivered through the Industrial Technology Education of Montana's Google Group, website, and monthly newsletter, the Industrial Technology Education Kickback. This newsletter is distributed to all Industrial Technology teachers in Montana during the academic year and includes pertinent information shared through the monthly CTE Newsletter, the CTAE Compass. These resources provide valuable updates on professional development opportunities, insights from the Montana Industrial Technology Education Association, curriculum resources, tips for Perkins applications, data collection guidelines, Montana state grant information, alternative funding resources, scholarship opportunities for both students and teachers, as well as updates from SkillsUSA and TSA regarding Industrial Technology CTSO matters. Furthermore, the communications highlight various deadlines and due dates associated with Career and Technical Education.

### Agriculture Education

Throughout the year, the Agricultural Specialist is available to support educators through various channels. One such channel is a Google group where teachers can post questions related to curriculum and programs. This platform is open to all teachers for responses, and it also enables the specialist to monitor and provide assistance in specific areas as needed. In addition, there are several scheduled meetings throughout the year, including eight regional training sessions where educators can ask direct questions and receive updates. The specialist also conducts state-wide meetings in the winter and spring to discuss important reminders, upcoming dates, and deadlines.

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### Family & Consumer Sciences Education

During the 2023-24 school year, Family & Consumer Sciences Education Specialist Gayla Randel provided technical assistance and resources for new and veteran FCS educators via Fall Drive In face-to-face gatherings and monthly webinar to ensure connectivity and support during a time of limited in-person gatherings. Topics ranged due to the requests made by the field for technical assistance and partners who requested sharing of information and opportunities. Details regarding CTE and Family & Consumer Sciences Education professional development opportunities for the 2023-24 school year were also provided.

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### Health Science

The health science specialist supported the development of comprehensive CTE program plans aligned with industry standards and local labor market demands by meeting with nurses and school administrators to develop and implement high-quality work-based learning opportunities for students. Through weekly virtual office hours, the specialist provided technical assistance for teachers requesting additional support. Discussions included the implementation of patient care assessment training and clinical skill checklists that would meet the demands of the health care industry. Discussions also included appropriate health professions courses, course coding, academic content, and industry-recognized credential opportunities for students. The specialist facilitated training for teachers in IEFA standards and its curriculum integration. The specialist facilitated an online training for administrators and ELA teachers on how to integrate skills and concepts from CTE and English Language Arts across the curriculum. The cross curricular training in CTE and ELA demonstrated how students can apply technical knowledge within a broader context of communication, critical thinking, and writing - effectively bridging the gap between practical skills and academic literacy needed in the workplace. Additionally, a New Professionals hybrid workshop with three virtual events and one in-person event was facilitated for new CTE teachers. This workshop acquainted new educators with strategies and best practices in teaching practices for CTE educators. The workshops provided guest lectures covering advisory committees, leadership and professional growth opportunities, fundamentals of Career and Technical Education, and federal and state funding programs. The Health Science Specialist provided mentorship and guidance for teachers interested in acquiring a CTE health science endorsement and provided technical support for teachers going through the CTE licensure process. Additionally, health science teachers used a Google site and Google contact group designed to give them a platform to request peer support and peer review of learning content for the classroom. The health science teacher-specific website is designed to allow teachers to network with one another and share assessment ideas for clinical skill development in the laboratory setting. Teachers were given important updates to curriculum using the google group networking feature on the website.

### Industrial Technology Education

In FY2024, the Industrial Technology Specialist conducted on-site visits to Industrial Technology programs in Northwest Montana, specifically targeting schools that had not recently received in person support. These visits provided valuable assistance in areas such as curriculum development, instructional practices, shop setup, culture of safety, program evaluation, and staff support. Through these direct interactions, the specialist was able to offer meaningful support to schools, enhancing their overall program effectiveness.

Industrial Technology Specialist provided comprehensive technical and curricular support to schools throughout the State of Montana through various channels, including phone consultations, virtual meetings, and in-person engagements. This assistance encompassed the development of new programs of study, curriculum support and guidance, facilitation of Carl D. Perkins grant applications, and support for Montana Grant initiatives. The Specialist also offered resources related to teacher licensure, new teacher support, and the development and recruitment of Career and Technical Student Organizations.

Additionally, technical assistance was delivered through the Industrial Technology Education of Montana's Google Group, website, and monthly newsletter, the Industrial Technology Education Kickback. This newsletter is distributed to all Industrial Technology teachers in Montana during the academic year and includes pertinent information shared through the monthly CTE Newsletter, the CTAE Compass. These resources provide valuable updates on professional development opportunities, insights from the Montana Industrial Technology Education Association, curriculum resources, tips for Perkins applications, data collection guidelines, Montana state grant information, alternative funding resources, scholarship opportunities for both students and teachers, as well as updates from SkillsUSA and TSA regarding Industrial Technology CTSO matters. Furthermore, the communications highlight various deadlines and due dates associated with Career and Technical Education.

### Agriculture Education

Throughout the year, the Agricultural Specialist is available to support educators through various channels. One such channel is a Google group where teachers can post questions related to curriculum and programs. This platform is open to all teachers for responses, and it also enables the specialist to monitor and provide assistance in specific areas as needed. In addition, there are several scheduled meetings throughout the year, including eight regional training sessions where educators can ask direct questions and receive updates. The specialist also conducts state-wide meetings in the winter and spring to discuss important reminders, upcoming dates, and deadlines.

### Business Education

During FY2024, 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 Montana K-12 Content Standards for Career and Technical Education, and the updated Business and Marketing Education Program Guidelines. The Framework for Business Education in Montana is aligned to the National Standards for Business Education and the Montana K-12 Content Standards for Career and Technical Education 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.

### Family & Consumer Sciences Education

During the 2023-24 school year, Family & Consumer Sciences Education Specialist Gayla Randel provided technical assistance and resources for new and veteran FCS educators via Fall Drive In face-to-face gatherings and monthly webinar to ensure connectivity and support during a time of limited in-person gatherings. Topics ranged due to the requests made by the field for technical assistance and partners who requested sharing of information and opportunities. Details regarding CTE and Family & Consumer Sciences Education professional development opportunities for the 2023-24 school year were also provided.

In the spring of 2024, in coordination with the American Association of Family & Consumer Sciences – Montana Affiliate, a face-to-face conference was offered to provide quality professional development in user friendly format to ensure FCS teachers were supported. Topics included industry specific speakers, best practice round tables, FCCLA integration, culinary teaching strategies and tours of local businesses with discussions with entrepreneurs.

In 2023-24 a new resource was developed to offer consistent technical knowledge and skills, provide vetted resources and guidelines for building quality Family and Consumer Sciences. This resource, the MT FCS Network! Google Site has proved to be a popular resource and visited repeatedly by teachers within Montana. A new FCS professional guide was developed and included along with a three-part new FCS professional webinar series which assists new teachers with the beginning steps and support as they maneuver their first year in the FCS classroom.

### Health Science

The health science specialist supported the development of comprehensive CTE program plans aligned with industry standards and local labor market demands by meeting with nurses and school administrators to develop and implement high-quality work-based learning opportunities for students. Through weekly virtual office hours, the specialist provided technical assistance for teachers requesting additional support. Discussions included the implementation of patient care assessment training and clinical skill checklists that would meet the demands of the health care industry. Discussions also included appropriate health professions courses, course coding, academic content, and industry-recognized credential opportunities for students. The specialist facilitated training for teachers in IEFA standards and its curriculum integration. The specialist facilitated an online training for administrators and ELA teachers on how to integrate skills and concepts from CTE and English Language Arts across the curriculum. The cross curricular training in CTE and ELA demonstrated how students can apply technical knowledge within a broader context of communication, critical thinking, and writing - effectively bridging the gap between practical skills and academic literacy needed in the workplace. Additionally, a New Professionals hybrid workshop with three virtual events and one in-person event was facilitated for new CTE teachers. This workshop acquainted new educators with strategies and best practices in teaching practices for CTE educators. The workshops provided guest lectures covering advisory committees, leadership and professional growth opportunities, fundamentals of Career and Technical Education, and federal and state funding programs. The Health Science Specialist provided mentorship and guidance for teachers interested in acquiring a CTE health science endorsement and provided technical support for teachers going through the CTE licensure process. Additionally, health science teachers used a Google site and Google contact group designed to give them a platform to request peer support and peer review of learning content for the classroom. The health science teacher-specific website is designed to allow teachers to network with one another and share assessment ideas for clinical skill development in the laboratory setting. Teachers were given important updates to curriculum using the google group networking feature on the website.

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**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 Governor's 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 are working to solve.

Major accomplishments include supporting special population student's testing fees for industry recognized credentials, CTE dual enrollment informational flyers translated to Spanish, a Women in Welding and a Men in Healthcare camp, childcare stipends to CTE special population students, Women in Trades events, Women in Cybersecurity events, and targeted tutoring in CTE programs for special population students.

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

- i. **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.**
- ii. **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.

# Consolidated Annual Report, Program Year 2023 - 2024 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 2023-2024 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 for the 2023-2024 grant cycle include a female dual enrollment student placing first in the MT Skills US Auto Body competition and then continuing on to place in the top 20 at Nationals, hosting 500 middle and high school students at the Photonic-Con high tech information fair, the Worlds of Work event, embedding CNA and CLD credentials in existing programs, completion of the Guided Pathways Institute, the TekNoXpo CTE pathways event, and the Future NOW Expo.

Secondary Reserve Grant for Middle Grades supported purchasing and updating equipment for programs to support

career exploration and awareness in the following industry sectors: hospitality and tourism, agricultural and natural resources, transportation, construction, business and marketing, entrepreneurship, and welding. The funding supported 16 middle school CTE programs. To be awarded funding, the districts had to demonstrate a connection to their high school programs or how this project would help to create a connection to the programs offered at the high school. Several schools are K-12, so the middle school educator is also the high school educator. This allowed them to seamlessly link their career exploration and awareness curriculum to the more in-depth industry standards and skills of their high school curriculum. The results of these funds supporting middle school CTE are seen in an increase in CTE participation, CTSO membership, and eventually, an increase in work-based learning, industry-recognized credentials being earned, and CTE concentrators. This is the third year these funds have been available for middle grades.



# Consolidated Annual Report, Program Year 2023 - 2024 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 2023 - 2024 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:** 5S3: Program Quality – Participated in Work-Based Learning

**Disaggregated Categories:** Male; Female; American Indian or Alaskan Native; Asian; Black or African American; Hispanic or Latino; 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 with Parent in Active Military; Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics

### Action Steps:

The work-based learning performance indicator did not meet the 90% threshold during the 2023-2024 school year. We have struggled to get accurate reporting on this area from our secondary programs. The data collection requires some additional steps that are needed for accurate reporting. This fall, we have worked closely with schools to ensure they understand where and how to report this data. We also addressed this in our state plan to change the definition to access this measure through course codes.

Our performance gaps are more significant with students from economically disadvantaged families, single parents, English learners, and youth with active military parents, as well as our American Indian or Alaskan Native and Asian 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 2023-2024 school year, CTE Specialists provided technical calls to assist schools in exploring and setting up work-based learning opportunities. The CTE Specialists worked along with 10 Regional Career Coaches to help support local programs in setting up work-based learning opportunities by connecting local industry with school districts. The coaches could also disseminate 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 2024, the Teacher Externship Program continued through the work-based learning collaborative. This program places a teacher with a business to engage in all of the parts of a company and allow them to take that experience back to their students to ensure they are providing the skills needed for success. Teachers who participated gained valuable insight to how they can provide work-based learning opportunities even in more rural parts of Montana.

This fall, the OPI CTE Director and a Data Specialist met with all schools under-reporting or failing to report WBL performance data. The schools received direct support on how to report their missing information. A timeline of support was also established to provide more technical assistance before the fall data collection and the CTE End of Year Data collection to ensure they can meet these requirements. This additional support should also improve the statewide performance measure.

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 the next few years in work-based learning.

**Staff Member(s):**

OPI Staff

**Timeline:**

6 months

**Targeted Completion Date:** 06/30/2025

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**Indicator:** 1P1: Postsecondary Placement

**Disaggregated Categories:** Male; American Indian or Alaskan Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; Individuals Preparing for Non-traditional Fields; Single Parents; Out of Workforce Individuals; English Learners; Homeless Individuals; Youth in Foster Care; Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics

**Action Steps:**

This year, Montana's 1P1 indicator was 1.7% less than the previous year, resulting in the State missing the 90% threshold. 1P1 proves to be a difficult indicator to gather data in Montana due to the lack of employment records from the State's Reservation employers. We believe that if we had accurate data from those sources, we would accomplish our goal if not exceed it.

OCHE will work closely with other state agencies and our TCU partners to ensure accurate reporting from our tribal partners around the state that will better reflect the actual 1P1 measurement.

**Staff Member(s):**

Jacque Treaster, Chase Stahl

**Timeline:**

We will work on this in the following 6 months.

**Targeted Completion Date:** 06/30/2025

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