

# Consolidated Annual Report, Program Year 2020 - 2021 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)**

For the 20-21 grant cycle, \$6,000 was made available to serve individuals in State institutions. The Office of the Commissioner of Higher Education received interest in applying from Montana Correctional Enterprises (MCE). MCE applied for \$3,000 for the Montana State Prison prioritizing industry approved software for Automotive and Auto body programs. MCE also applied for \$3,000 for Pine Hills School, which is a Juvenile and Adult corrections facility. MCE used funds to improve classes taught in Agriculture, Food and Natural Resources, Culinary Arts, Manufacturing, and Architecture and Construction.

Suggested uses of funds listed in the Application Guide/RFP include:

- Strengthen current Career & Technical Education programs at the institution
- Develop and implement new Career & Technical Education programs at the institution
- Provide professional development opportunities for CTE instructors at the institution
- Purchase curriculum materials or equipment for CTE programs at the institution
- Secure services from educational agencies which are under contract with the recipient agency to provide CTE programs to individuals who are in correctional institutions

A copy of the 20-21 Institutional Application Guide is included in the supporting documentation.

### **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)**

#### **State and Postsecondary Response:**

i) The Office of the Commissioner of Higher Education used funds to pay for the keynote speaker at the Fall 2020 Montana Association of Career and Technical Education Annual Conference. The speaker was Dr. Meagan Pollock, who was arranged through the National Alliance for Partnerships in Equity, and she spoke to Montana CTE teachers and staff about gender nontraditional and special population students.

OCHE also worked with NAPE to purchase 220 copies of the Explore Non-traditional Careers Toolkit and 220 STEM Self-Efficacy Kudos Cards for middle and high schools in Montana. OCHE packaged and sent toolkits and kudos cards to each of the Perkins receiving institutions in the state.

ii) For the 20-21 grant cycle, \$6,000 was made available to serve individuals in State institutions. The Office of the Commissioner of Higher Education received interest in applying from Montana Correctional Enterprises (MCE). MCE applied for \$3,000 for the Montana State Prison prioritizing industry approved software for Automotive and Auto body









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 targeted 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.

**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)**

**State and Postsecondary Response:**

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.

**Secondary Response:**

Secondary leadership dollars were used to support teachers through professional development of new professionals to promote work based learning and post-secondary credits. Other professional development was provided to career and technical education teachers, school administrators and counselors through industry panels, technical assistance calls and visits and content standard revisions. The career and technical standards were revised to include standards starting in kindergarten through twelfth grade. In addition to the CTE Specialists also work closely with reading, math and science instructional coordinators to promote and provide professional development opportunities to all teachers.

When evaluation postsecondary credit and work-based learning, there are deficiencies across the board in all populations, again because of Covid pandemic. As schools were gearing up to take on increasing offerings for postsecondary credits and work-based learning the pandemic began and has continued. To assist with the improving work-based learning for all students, the CTE unit has been part of an ongoing work-based learning collaborative. This collaborative has drawn in partners to represent state agencies, education partners, business and industry partners and non-profit groups. The collaborative is working to provide equitable opportunities across the state of Montana who's geographical and smaller population density make the challenge unique.

# Consolidated Annual Report, Program Year 2020 - 2021 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)

### **State/Postsecondary Response:**

\$512,698 in Rural Reserve grants was awarded to postsecondary schools. We asked applicants to prioritize the following:

A. Foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or B. Promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Some of the major accomplishments through these grants include: hosting a Dual Enrollment Welding Expo and a High School Career Exploration Day at City College, hosting a Welding Competition at Dawson Community College, providing a Health Sciences and Biotechnology workshop for high school students at Flathead Valley Community College, hosting a CyberSecurity Learning workshop for high school instructors at Gallatin College, and a rural-school targeted College in a Day event for high school students at Great Falls College.

### **Secondary Response:**

50,000 dollars in Rural Reserve money to be granted in \$2,000 increments to secondary programs receiving under \$5,000 in Perkins allocations. They must have completed the Comprehensive Local Needs Assessment and show how this funding would assist in meeting the needs of the program. These additional funds were able to help our smaller schools update curriculum and equipment needs to better meet the demands of the local workforce needs.

Bainville High School: Drones and Sensors for Precision Agriculture

Brockton High School: Welding Simulator

Carter County: Agricultural and Business Curriculum

Culbertson High School: Plasma Cutter

Custer K-12 Schools: Drones for Precision Agriculture

Dodson High School: Welding Equipment

Drummond High School: CNC Machine

Dutton Brady High School: Blacksmithing and Welding Equipment

Fromberg High School: Hydroponics Equipment

Hobson High School: Business Education Curriculum and equipment

Hysham High School: Greenhouse Equipment

Lambert High School: Laser Engraver

Lavina High School: Adobe Cloud Seats

Phillipsburg High School: Oxyacetylene welding set ups

Power High School: 3D Printer

Rapelje High School: CASE Curriculum/ Training for Ag Ed

Roy High School: CNC Machine

Saco High School: Compressor and Grinder Kits

Savage High School: Engineering Computers

Sheridan High School: Wheel mount and balance machine

Turner High School: Smartboard for Business Education

Wibaux High School: Displays for student WBL products (FCS &&&&&&&&& Ag)

Winifred High School: CASE Curriculum/Training for Ag Ed

Winnett High School: Machine Tools



# Consolidated Annual Report, Program Year 2020 - 2021 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**

#### **Postsecondary Response:**

Although Montana met the level of performance for 1P1, there are several disaggregated categories of students that did not meet the goal. These include male students, several of the race/ethnicity categories, several of the special populations categories, and many of the career clusters. It is important to note that in many of these categories we are looking at very small numbers for these populations, where just a student or two can make a massive difference in performance level.

Montana seemed to perform better for 3P1. There was only one race/ethnicity category missed and just a few special population and career clusters that were missed. As with 1P1, it is important to note that in many of these categories we are looking at very small numbers for these populations, where just a student or two can make a massive difference in performance level.

#### **Secondary Response:**

Performance for the 4-year graduation rate was met, this indicator was met by all special populations except for youth in foster care, however with such a small number of students reported easily misses the target. The CTE Unit has worked closely with out State Foster Care liaison to ensure that students are being identified and resources are provided. Homeless and Foster Care resources are discussed at New Professionals professional development to also assist teachers and schools with helping these special populations.

Performance indicators for reading, math and science show significant disparities for many special populations in Montana. The effects of Covid and shutdowns have been hardest for special populations. Most of our reservation schools have been remote learning, loss of tribal leaders and shortages of school district staff have all impacted the learners. Many of these schools are also identified as Comprehensive Support and Improvement Support Schools who receive funding to support academic and system change. The CTE unit also collaborates with the school support unit to assist in planning and providing support. As districts work to manage the effects of Covid, the CTE unit is planning on way to improve supports to identify performance gaps and address the disparities.

# Consolidated Annual Report, Program Year 2020 - 2021 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:** 2S1: Academic Proficiency in Reading Language Arts

**Disaggregated Categories:** Male; American Indian or Alaskan Native; 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 in Foster Care; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Education & Training; Finance; Hospitality & Tourism; Manufacturing; Transportation, Distribution & Logistics

**Action Steps:**

For fiscal year 21 Montana secondary programs failed to meet the 90 percent thresholds for reading.

The reading performance indicator shows disparities for male students, all racial and ethnic subgroups except Asian and all special populations except Youth with Parents in Active Military were unable to meet the 90 percent threshold. While some of these subgroups reflect smaller reported populations- it does show the overwhelming need to address reading skills.

Working within our agency to share data on performance indicators and help with identifying schools to be identified as either comprehensive, targeted, or universal support. The CTE Specialist work to promote cross-curricular standards and lessons, encouraging reading, math, and science in all CTE content areas. They work with the reading, math, and science instructional coordinators to promote professional learning opportunities with in CTE and academic areas.

Schools identified for comprehensive support are working in partnership with the schools, district, and the OPI to conduct a comprehensive needs assessment of both operational (i.e., school board efficiency, school climate, and student engagement) and instructional components (i.e., leadership, professional development, and curriculum and standards).

All schools identified for comprehensive support and improvement are developing and implementing a Continuous School Improvement Plan based on the comprehensive needs assessment.

Specific strategies include:

Providing wraparound services to students and their families (e.g., mental and physical health services, mentoring);

Engaging students in school improvement through youth voice and advocacy work.

Supporting culturally responsive practices, particularly for American Indian communities.

Implementing systemic literacy and math improvements through specialized instructional personnel including a variety of educators, as well as library media and digital literacy and math specialists; and

Use of the Montana Early Warning System to identify students at risk of dropping out of school, apply targeted interventions

based on student needs, and track interventions over time to determine if the interventions are working.

**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:**

Using the process for annual meaningful differentiation, the OPI will monitor the schools identified for comprehensive support. The OPI has identified three criteria for exiting comprehensive support. • The first criteria is to exit out of the lowest performing 5 percent of Title I schools after three years. This is the basic criteria necessary to exit comprehensive support. Title I schools that are no longer in the lowest performing 5 percent and all high schools that have improved graduation rates to be at or above 67 percent will be eligible to exit comprehensive support. Once schools have met the first criteria, they must meet the second or the third criteria to demonstrate continuous improvement and not fall back into the lowest performing five percent. • The second criteria is to meet the academic growth goals (ELA and Math) set in a school's CSIP for at least three years in a row beginning with the first year of being in comprehensive support and improvement. Every district and school are required to submit a continuous improvement plan. The plan will be driven by a comprehensive needs assessment and the school's report card and growth goals that include the same growth percentages each year as the long-term and interim goals set by the state. • The third criteria is to show continual improvement in all of the components within the comprehensive needs assessment. Components include operational components with foundational success indicators such as a functional school board, personnel retention, and financial stability; and instructional components such as academic leadership, school-wide commitment, curriculum and standards, effective instruction, professional development, and evidence-based interventions. These improvement steps will put into implementation by December 2022.

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**Indicator:** 2S2: Academic Proficiency in Mathematics

**Disaggregated Categories:** Male; Female; American Indian or Alaskan Native; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; Single Parents; English Learners; Homeless Individuals; Migrant Students; Agriculture, Food & Natural Resources; Architecture & Construction; Education & Training; Finance; Hospitality & Tourism; Human Services; Manufacturing; Transportation, Distribution & Logistics

**Action Steps:**

For fiscal year 21 Montana secondary programs failed to meet the 90 percent thresholds for math.

The math performance indicator shows disparities for both female and male students, all racial and ethnic subgroups except Asian and white. As well as special population subgroups: individuals with disabilities, economically disadvantages, single parents, homeless and migrant students were unable to meet the 90 percent threshold. While some of these subgroups reflect smaller reported populations- it does show the overwhelming need to also address math skills.

Working within our agency to share data on performance indicators and help with identifying schools to be identified as either comprehensive, targeted, or universal support. The CTE Specialist work to promote cross-curricular standards and lessons, encouraging reading, math, and science in all CTE content areas. They work with the reading, math, and science instructional coordinators to promote professional learning opportunities with in CTE and academic areas.

Schools identified for comprehensive support are working in partnership with the schools, district, and the OPI to conduct a comprehensive needs assessment of both operational (i.e., school board efficiency, school climate, and student engagement) and instructional components (i.e., leadership, professional development, and curriculum and standards).

All schools identified for comprehensive support and improvement are developing and implementing a Continuous School Improvement Plan based on the comprehensive needs assessment.

Specific strategies include:

Providing wraparound services to students and their families (e.g., mental and physical health services, mentoring);

Engaging students in school improvement through youth voice and advocacy work.

Supporting culturally responsive practices, particularly for American Indian communities.

Implementing systemic literacy and math improvements through specialized instructional personnel including a variety of educators, as well as library media and digital literacy and math specialists; and

Use of the Montana Early Warning System to identify students at risk of dropping out of school, apply targeted interventions based on student needs, and track interventions over time to determine if the interventions are working.

**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:**

Using the process for annual meaningful differentiation, the OPI will monitor the schools identified for comprehensive support. The OPI has identified three criteria for exiting comprehensive support. • The first criteria is to exit out of the lowest performing 5 percent of Title I schools after three years. This is the basic criteria necessary to exit comprehensive support. Title I schools that are no longer in the lowest performing 5 percent and all high schools that have improved graduation rates to be at or above 67 percent will be eligible to exit comprehensive support. Once schools have met the first criteria, they must meet the second or the third criteria to demonstrate continuous improvement and not fall back into the lowest performing five percent. • The second criteria is to meet the academic growth goals (ELA and Math) set in a school's CSIP for at least three years in a row beginning with the first year of being in comprehensive support and improvement. Every district and school are required to submit a continuous improvement plan. The plan will be driven by a comprehensive needs assessment and the school's report card and growth goals that include the same growth percentages each year as the long-term and interim goals set by the state. • The third criteria is to show continual improvement in all of the components within the comprehensive needs assessment. Components include operational components with foundational success indicators such as a functional school board, personnel retention, and financial stability; and instructional components such as academic leadership, school-wide commitment, curriculum and standards, effective instruction, professional development, and evidence-based interventions. These improvement steps will put into implementation by December 2022.

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

**Disaggregated Categories:** Male; Female; American Indian or Alaskan Native; Black or African American; Hispanic or Latino; White; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; 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; Health Science; Information Technology; Marketing; Science, Technology, Engineering & Mathematics

**Action Steps:**

For fiscal year 21 Montana secondary programs failed to meet the 90 percent thresholds for postsecondary credits.

The postsecondary performance indicator did not meet the 90% threshold in during the 2020-21 School year due to the impacts

of Covid. Schools were faced with challenges of moving virtual at a moment's notice this created a strain on students being able to complete their postsecondary credits. The gaps in performance are more significant with students from economically disadvantaged families, as well as our American Indian or Alaskan Native populations.

Working within our agency to share data on performance indicators and help with identifying schools to be identified as either comprehensive, targeted, or universal support. The OPI also shares data with the Office of the Commissioner of Higher Education so that the agencies can work together to expand the offerings and opportunities for all students to earn postsecondary credits.

The CTE Specialist work to promote dual credit opportunities with the teachers in their field. The OPI also uses their professional learning portal to alert teachers of training opportunities to become dual credit providers. The Covid pandemic and school staffing shortages did slow down the growth of this attainment.

**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:**

Using the process for annual meaningful differentiation, the OPI will monitor the schools identified for comprehensive support. The OPI has identified three criteria for exiting comprehensive support. • The first criteria is to exit out of the lowest performing 5 percent of Title I schools after three years. This is the basic criteria necessary to exit comprehensive support. Title I schools that are no longer in the lowest performing 5 percent and all high schools that have improved graduation rates to be at or above 67 percent will be eligible to exit comprehensive support. Once schools have met the first criteria, they must meet the second or the third criteria to demonstrate continuous improvement and not fall back into the lowest performing five percent. • The second criteria is to meet the academic growth goals (ELA and Math) set in a school's CSIP for at least three years in a row beginning with the first year of being in comprehensive support and improvement. Every district and school are required to submit a continuous improvement plan. The plan will be driven by a comprehensive needs assessment and the school's report card and growth goals that include the same growth percentages each year as the long-term and interim goals set by the state. • The third criteria is to show continual improvement in all of the components within the comprehensive needs assessment. Components include operational components with foundational success indicators such as a functional school board, personnel retention, and financial stability; and instructional components such as academic leadership, school-wide commitment, curriculum and standards, effective instruction, professional development, and evidence-based interventions. These improvement steps will put into implementation by December 2022.

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

**Disaggregated Categories:** Male; Female; American Indian or Alaskan Native; Black or African American; White; Two or More Races; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; 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

**Action Steps:**

For fiscal year 21 Montana secondary programs failed to meet the 90 percent thresholds for Work-based Learning.

The work -based learning performance indicator did not meet the 90% threshold in during the 2020-21 School year due to the impacts of Covid. Schools were faced with challenges of moving virtual at a moments notice at a time when most work-based learning opportunities are utilized. The gaps in performance are more significant with students from economically disadvantaged families, as well as our American Indian or Alaskan Native populations.

Working within our agency to share data on performance indicators and help with identifying schools to be identified as either

comprehensive, targeted, or universal support. The CTE Specialist work to promote new Career and Technical Content standards and lessons, encouraging CTE skills across all grades and content areas. The CTE unit has participated in many technical calls to assist schools in exploring and setting up work-based learning opportunities. The OPI work-based learning manual was shared out to all school in efforts to assist.

Along with this the CTE director has been involved with the Montana Work-based learning collaborative to share information and opportunities across all Montana partners; Reach Higher, 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 work-based learning for all students.

**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:**

Using the process for annual meaningful differentiation, the OPI will monitor the schools identified for comprehensive support. The OPI has identified three criteria for exiting comprehensive support. • The first criteria is to exit out of the lowest performing 5 percent of Title I schools after three years. This is the basic criteria necessary to exit comprehensive support. Title I schools that are no longer in the lowest performing 5 percent and all high schools that have improved graduation rates to be at or above 67 percent will be eligible to exit comprehensive support. Once schools have met the first criteria, they must meet the second or the third criteria to demonstrate continuous improvement and not fall back into the lowest performing five percent. • The second criteria is to meet the academic growth goals (ELA and Math) set in a school's CSIP for at least three years in a row beginning with the first year of being in comprehensive support and improvement. Every district and school are required to submit a continuous improvement plan. The plan will be driven by a comprehensive needs assessment and the school's report card and growth goals that include the same growth percentages each year as the long-term and interim goals set by the state. • The third criteria is to show continual improvement in all of the components within the comprehensive needs assessment. Components include operational components with foundational success indicators such as a functional school board, personnel retention, and financial stability; and instructional components such as academic leadership, school-wide commitment, curriculum and standards, effective instruction, professional development, and evidence-based interventions. These improvement steps will put into implementation by December 2022.

Many of these actions' steps have already been taken from January or 2021 to date. Work-based learning continues to be a conversation with all schools. Specialists have hosted many technical calls with their programs and Perkins schools. As schools are preparing for the 2022-23 school year, we have already had an influx of inquiries about expanding the work-based learning offerings. OPI and external partners will continue to develop and support the growth of work-based learning.

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