

**U. S. Department of Education  
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V) State Plan**

**I. COVER PAGE**

- A. State Name: Montana
- B. Eligible Agency (State Board)<sup>1</sup> submitting plan on behalf of the State:  
Montana Board of Regents of Higher Education
- C. State Agency delegated responsibilities by Eligible Agency under section 131(b) for the administration, operation, or supervision of activities of the State plan:  
The Office of the Commissioner of Higher Education
- D. Individual serving as the State Director for Career and Technical Education:
1. Name: Jacqueline Treaster
  2. Official Position Title: Director of Dual Enrollment and Career & Technical Education
  3. Agency: The Office of the Commissioner of Higher Education
  4. Telephone: (406) 449-9135      6. Email: jtreaster@montana.edu
- E. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:
- New State Plan (FY 2024-27) - *if an eligible agency selects this option, it will then complete Items F, G, and H.*
- State Plan Revisions (Please indicate year of submission: \_\_\_\_\_) - *if an eligible agency selects this option, it will then complete Item F.*

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<sup>1</sup> Under section 3(18) the term eligible agency means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

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F. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:

Yes (*If yes, please indicate year of submission: \_\_\_\_\_*)

No

G. Governor’s Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):


H. Date that the State Plan was sent to the Governor for signature:

The Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department.

The Governor has not provided a letter that he or she is jointly signing the State Plan for submission to the Department.

I. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<p><b>Authorized Representative Identified in Item C Above (Printed Name)</b></p> <p>Jacqueline Treaster</p>	<p>Telephone:</p> <p>406-449-9135</p>
<p><b>Signature of Authorized Representative</b></p> 	<p>Date:</p>

MONTANA STATE PLAN FOR  
CAREER AND TECHNICAL EDUCATION:  
FY 2024-2027



Prepared in Accordance with the Provisions of  
The Strengthening Career and Technical Education for the 21st Century Act

MONTANA BOARD OF REGENTS  
OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION

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## **NARRATIVE DESCRIPTIONS**

### **Introduction**

The Montana Board of Regents of Higher Education (Board of Regents) is the designated state board to coordinate the development and submission of the state plan for career and technical education as required by the Strengthening Career and Technical Education for the 21st Century Act.

The State agencies responsible for career and technical education in Montana are the Academic Research and Student Affairs unit of the Office of the Commissioner of Higher Education (OCHE) and the Division of Career, Technical and Adult Education of the Office of Public Instruction (OPI). OCHE is the pass-through agency for the Carl D. Perkins Grant.

The Board of Regents, therefore, submits this Four-Year Montana State Plan for Career and Technical Education under provisions of Perkins V covering the period of state fiscal years 2024-2027.

In some elements of this plan, when OCHE and OPI take separate actions with the eligible recipients they serve, their activities will be noted separately. However, when the two agencies take action together for fulfilling various requirements, such as in implementation of the CTE Programs of Study, they will be referred to as “the Partner Agencies.”

In submitting this plan, Montana wishes to acknowledge the participation and input of the State Plan Advisory Committee, appointed in conformity with the requirements of Montana Law (MCA 20-7-330). Members of the State Plan Advisory Committee are: Paddy Flemming, Director, Montana Manufacturing Extension Center; Lily Apedaile, Director, Office of Health Research and Partnership, University of Montana; Dan Durglo, Director of Operations, S&K Technologies; James Easton, Montana Chamber Foundation Workforce Specialist; Bill Ryan, Education Coordinator, Dick Anderson Construction; and Mary Heller, Montana Ready Coordinator, Montana Office of Public Instruction.

### **A. PLAN DEVELOPMENT AND CONSULTATION**

#### **A.1. Stakeholder Consultation**

##### *Overview*

The Montana State Plan was developed in consultation with CTE educators, eligible recipients including tribal colleges, parents, students, adult CTE providers, guidance counselors, interested community representatives, and representatives of special populations, business and industry, and labor organizations in the state.

A CTE Stakeholder Survey was one mode of stakeholder engagement we used. There were 1,333 responses to the survey, with most responses coming from CTE teachers, high school students,

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college faculty and staff, and business/industry representatives. The survey helped the Partner Agencies identify career related opportunities, priorities, and goals for the following stakeholder groups: students, teachers, counselors, administrators, industry partners, State agency and nonprofit staff, tribal organizations, and community members in the state.

The survey addressed the following topics to inform strategies and activities referred to in this plan:

- alignment between secondary and postsecondary programs to industry and workforce needs in the state.
- integration of employability skills within CTE courses/programs.
- potential barriers for students, teachers, parents, administrators, etc. to take advantage of existing opportunities.

Some of the most valuable information gained from the CTE survey included:

- 96% of respondents agree that quality CTE options for students are important to strengthen Montana's economy.
- 90% of respondents believe that work-based learning opportunities are very or extremely important for a student's education.
- Respondents identified career fairs/career exploration events, workplace tours, job shadows, internships, and apprenticeships/pre-apprenticeships as the most important activities to prioritize for Montana students.
- 67% of students indicate they want to obtain a 4-year degree or higher.
- 57% of students say that they are not sure if their school offers credits for work-based learning.
- The majority of students, teachers, and school administrators indicate that the largest barrier existing for students wanting to take advantage of work-based learning opportunities is lack of time/flexibility in student schedules.

Additionally, the work of preparing the Montana State Plan benefited from the assistance of the State Plan Advisory Committee, which was appointed in conformity with the requirements of Montana Law (MCA 20-7-330). Members of the State Plan Advisory Committee are: Paddy Flemming, Director, Montana Manufacturing Extension Center; Lily Apedaile, Director, Office of Health Research and Partnership, University of Montana; Dan Durglo, Director of Operations, S&K Technologies; James Easton, Montana Chamber Foundation Workforce Specialist; Bill Ryan, Education Coordinator, Dick Anderson Construction; and Mary Heller, Montana Ready Coordinator, Montana Office of Public Instruction.

In compliance with Montana statute, the Advisory Committee consists of four representatives from secondary and postsecondary education and two representatives from business/industry. Recommendations of the Advisory Committee include:



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- data and accountability
- Montana’s vision and goals for career and technical education and workforce development
- strategies for program improvement in areas such as work-based learning, teacher and faculty recruitment and retention, and meaningful collaboration between secondary, postsecondary and industry partners
- Allotment of Funds including the percentage used for Reserve Funding, percentage used for individuals in State Institutions, and the secondary/postsecondary split.

***Required Stakeholder Consultation Groups***

1. Representatives of secondary and postsecondary CTE programs
2. Parents, students, and community organizations
3. The State workforce development board (Workforce Innovation and Opportunity Act 29 U.S.C. 3111)
4. Representatives of special populations
5. Representatives of business and industry
6. Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth ((section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3))
7. Representatives of Indian Tribes and Tribal Organizations
8. Individuals with disabilities
9. The Governor

***Stakeholder Outreach***

The following table details how members of each of the required stakeholder consultation groups were engaged in the State Plan process.

<b>Date(s)</b>	<b>Description of outreach event/activity</b>	<b>Groups represented</b>
October 2023 through February 2024	CTE Stakeholder Survey	1,2,3,4,5,6,7,8,9
November 8, 2023 December 18, 2023 January 9, 2024 February 2, 2024	Perkins Advisory Committee meetings	1,2,5,6,7
May 17-18, 2023 November 16-17, 2023	Montana Board of Regents of Higher Education Public Meetings	1,2,3,4,6,7,8,9
August 2-3, 2023 February 14, 2024	Montana Two-Year Leadership Meeting	1,2,5
September 11-12, 2023	Montana Education Interim Committee	1,2,3,4,5,6,7,8,9
September 27-29, 2023	Future at Work Summit	1,2,3,4,5,6,7,8,9

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October 11, 2023	Montana State Workforce Innovation Board Public Meeting	1,3,4,5,9
October 19-20, 2023	Montana Association of Career and Technical Education Institute	1,2,5,6,7
October 6, 2023	Montana Work-based Learning Collaborative	1,2,3,4,5,6,7,8,9
December 4, 2023	WIOA & Perkins Joint Stakeholder Meeting - Salish Kootenai College	1,2,3,4,5,6,7,8
January 20, 2024	Montana Association of Career and Technical Education Board of Directors Meeting	1,2,5,6,7
January 14, 2024	Montana Board of Public Education	1,2,3,4,5,6,7,8,9
January 25, 2024	Montana Tribal College Data Unconference	1,2,4,5,6,7,8
February 8, 2024 February 22, 2024	Public Hearings	1,2,3,4,5,6,7,8,9
October 3, 2023 October 23, 2023 February 1, 2024	OPI Parent’s Committee	1,2,4,5
March 4, 2024	State Agency Leadership	2,3,5,6
February 27, 2024	Governor’s Office Consultation	9

**A.2. Input from Relevant Agencies**

The **Montana Board of Regents of Higher Education** is the governing body for the State of Montana and as such oversees the Perkins grant implementation.

The **Office of the Commissioner of Higher Education** is the eligible agency for the Perkins grant in the State of Montana and as such oversees grant administration.

OCHE is also the State agency responsible for supervision of community colleges and other two- year postsecondary institutions primarily engaged in providing postsecondary career and technical education.

The **Montana Office of Public Instruction** is the State agency that oversees Perkins funding for eligible secondary districts.

These two agencies have jointly written the Perkins State plan and, with the State Plan Advisory Committee, developed the portion of the plan relating to the amount and uses of any funds proposed for postsecondary career and technical education, tech prep education, nontraditional and special populations, students in institutions and secondary career and technical education.

If a State agency finds that a portion of the final State plan is objectionable, that State agency shall file its objection with the Office of the Commissioner of Higher Education and OCHE will provide a copy of the objection and the response to the Secretary.

### **A.3. Public Comment**

The Montana Office of the Commissioner of Higher Education and the Office of Public Instruction jointly conducted two public hearings for the purpose of affording all segments of the public and interested organizations an opportunity to engage with and make recommendations regarding the State plan. Due to long travel distances to public meetings in Montana and to allow widespread participation in the hearing process, the formal public hearings were conducted via video conference.

The hearings originated in Helena directed by the Partner Agencies and were open to public attendance. The hearings were announced and shared via email and postings a month prior. The public hearings began with a detailed briefing of all aspects of the State plan, and participants were then given time to present oral statements and to present written statements as well. The hearings took place on February 8, 2024, and February 22, 2024.

A recording of the hearings, a copy of hearing notices, mailing lists used for notification, and a summary of recommendations and comments made by attendees are maintained on file at the eligible agency.

The Four-Year plan was posted for the required sixty days from March 1, 2024 – April 30, 2024, for public written comment. A summary of the comments and the eligible agency's responses are included in the appendices.

## **B. PROGRAM ADMINISTRATION AND IMPLEMENTATION**

### **B.1. State's Vision for Education and Workforce Development**

#### **B.1.a. State-Supported Workforce Development Activities**

The Montana State Workforce Innovation Board (SWIB) continues to support and require meaningful coordination of services and education partners to ensure Montana has a well-trained workforce and continues to grow economically. The SWIB funded the "Meeting State Demand: A Report on the Labor Market Outcomes for Montana Colleges" report and closely reviewed its findings. This report was a joint effort between the Montana Department of Labor & Industry (DLI), the Office of the Commissioner of Higher Education (OCHE), and the Montana Department of Revenue.

The first report was published in 2017 to look at how colleges are aligned with state economic needs. Since the report's initial release, an updated report was issued in October of 2022. The Montana Department of Labor & Industry and the Office of the Commissioner of Higher Education have continued to collaborate on workforce alignment and opportunity within Montana's higher education system.

The Partner Agencies will collaborate with partners at the Department of Labor and Industry, the Governor's Office, the Montana Chamber of Commerce, and other interested parties to identify

and define credentials of value and create a plan to track credential attainment across the state.

The State of Montana's registered apprenticeship program works closely with the Montana University System's two-year and community colleges to design technical and education components of apprenticeship programs. The coordination between education partners and Montana's registered apprenticeship program allows the state to design modern apprenticeships to meet employer needs in communities throughout the state. Montana's registered apprenticeship program continues to develop new in-demand apprenticeships so that the apprenticeship model is more appealing for students within a career pathway.

Because of the tight labor market in Montana, employer engagement between education and workforce programs continues to grow as more employers are seeking innovative ways to meet their worker challenges. Work-based learning (WBL) models and integration of WBL into CTE programs across the state allows educators, students, and employers to engage and learn on job sites as well as in the classroom. To maintain that development, Montana will continue to provide guidance for educators and employers on WBL models and design meaningful experiences for students and adult learners. Growth in this area encourages meaningful coordination between programs at the state and local level. The progress made in Montana work-based learning programs is, in large part, due to the collaboration between OPI, OCHE, DLI, and private industry.

In August 2020, a non-profit organization called Reach Higher launched the Work-Based Learning Collaborative, which is a cross-section of public and private sector organizations with a stake in work-based learning, determined to work together to find a better way to ensure Montana students, educators, and businesses are supported by high-quality, accessible, relevant, and measurable work-based learning opportunities. The Office of the Commissioner of Higher Education and the Office of Public Instruction are partners, along with other State agencies, labor organizations, non-profit organizations, and private partners. Some of the work and activities that have been accomplished include a teacher externship program, work-based learning toolkits for students, teachers, and business partners, and guidance on state policies and laws related to work-based learning in Montana.

Within the postsecondary system, work-based learning is recognized as a priority area for postsecondary LEAs in both the Local Application and Reserve Fund. To encourage the expansion of Work-Based Learning opportunities at the secondary level, OCHE will provide postsecondary LEAs technical assistance related to:

- CTE programs use workforce data provided by the MDLI Perkins dashboard related to wages, in-demand occupations, growing industries, and other information to help identify opportunities for WBL activities.
- Perkins grant coordinators working with CTE instructors to identify programs where WBL experiences may augment curriculum.
- Perkins grant coordinators working with campus enrollment and advising departments to ensure WBL learning opportunities are embedded into academic and career advising.
- CTE instructors offer professional development on how to connect classroom

instruction and activities with embedded workplace skills, duties and responsibilities (employability skills).

- Stakeholders outside of educational institutions engaging in WBL initiatives beginning with the CLNA process. Input will be gathered on all aspects of Work Based Learning.

The Montana Department of Labor & Industry (DLI) worked with the Office of Public Instruction (OPI) and the Office of the Commissioner of Higher Education (OCHE) to develop a dashboard to help Perkins-receiving institutions align career and technical education (CTE) programs to regional workforce demand. This dashboard was a direct response to the Perkins V Comprehensive Local Needs Assessment and requirements for CTE program design. In addition, the dashboard is external-facing and will also assist WIOA service providers working with clients in career exploration and training.

Additionally, the Office of Public Instruction operates Montana Ready, which is an initiative for K-12 schools to expand industry, military, and postsecondary partnerships. The emphasis is on building a stronger STEM/CTE focus beginning with middle school. Through this collaboration, the OPI seeks to increase opportunities for students engaged in personalized learning and skills development that support them in the workforce or college immediately after they graduate. Some examples of these include dual enrollment, work-based learning, internships, Advanced Placement, computer science, CTE coursework, JROTC, credentialing, etc.

During the 2023 legislative session the Montana legislature provided more funding for Advanced Opportunity through HB 257. Advanced Opportunities provides additional funds to secondary schools to expand personalized career and technical education opportunities for middle and high school students and reduces out of pocket expenses for families in support of a student's postsecondary education success. This program, combined with transformational learning, is defined as a flexible system of pupil-centered learning, and this bill incentivizes schools to create programs that honors student's individual interests, strengths, and needs, and actively engages students in determining what, how, when and where they learn. It also allows students to take advantage of experiential learning opportunities in and outside of the classroom.

Montana legislature also increased funding for Montana's seven Career and Technical Student Organizations through HB 382. Providing an increase to assist with state level activities that promote career exploration, student leadership, workforce experience, expand opportunities to students in rural areas. This funding will be used to help students increase their skills for workforce credential attainment, dual enrollment, internships, pre-apprenticeships, and work-based learning opportunities.

### **B.1.b. Strategic Vision**

Montana's Career and Technical Education Mission Statement: Montana will implement Career and Technical Education to prepare educated, highly skilled and motivated individuals through pathway transitions and collaborative partnerships to meet workforce needs.

Montana's Career and Technical Education Strategic Vision: Montana's CTE programs will create opportunities for all students to become educated, highly skilled, and well-rounded

individuals who can meet the economic and workforce needs of our state.

Based on information gathered during Montana’s stakeholder engagement process as well as information discussed during the Perkins Advisory Committee meetings, Montana established four (4) goals for preparing an educated and skilled workforce.

1. The Partner Agencies will work with local eligible agencies to ensure every student in Montana has access to quality career and technical education.
2. The Partner Agencies will align career and technical education programs at the secondary and postsecondary levels so that students who transition with a CTE pathway will be prepared to succeed.
3. State-level postsecondary and secondary staff will engage business and industry leaders throughout each grant cycle to ensure the career and technical education programs are effective in preparing a skilled workforce.
4. State-level postsecondary and secondary staff will expand access to, and ensure the quality of, work-based learning opportunities and early college access to all secondary students in Montana.

Montana plans to meet these goals with several strategies. Key strategies include:

- The Office of the Commissioner of Higher Education and the Office of Public Instruction commit to partnering with various State agencies, industry associations, and both public and private stakeholders to increase collaboration and increase the effectiveness of CTE programs. School CTE advisory boards, career exploration partnerships, engagement through the Comprehensive Local Needs Assessment, and assessment of credential value are all significant ways OCHE, OPI and local schools engage with business and industry partners to promote and communicate CTE pathways.
- The Office of the Commissioner of Higher Education and the Office of Public Instruction will continue to engage and participate with the Work-Based Learning Collaborative, a cross-section of public and private sector organizations with a stake in work-based learning, to enhance access to and the quality of work-based learning opportunities for Montana students.
- OCHE and OPI will continue to invest in innovative practices and technology that expands access to quality CTE for every student in Montana, supporting programs that provide both synchronous and asynchronous distance learning options, as well as hybrid learning models. Programs that offer place-based learning with local partners benefit students and local economies.
- OCHE and OPI will also expand partnerships between secondary and postsecondary programs, encouraging more collaboration where possible and providing appropriate technical assistance to do so. We are committed to breaking down silos and sharing resources and opportunities between institutions that are regionally connected.

The Partner Agencies will continue to promote Montana Career Pathways, so students are aware

of secondary CTE programs and activities, as well as options for postsecondary degrees and credentials that align to their pathway.

### **B.1.c. Joint Planning and Alignment**

As described in Section B.1.a, the online dashboard developed by DLI was one of the first projects designed for secondary, postsecondary, and WIOA service providers to address workforce alignment.

The Montana Department of Labor and Industry (DLI) economists and the Montana State Workforce Innovation Board (SWIB) continue to play a significant role in informing the direction of career and technical education in the state. The Montana DLI supports and maintains the “Montana Career Information System” (MCIS), an online portal for middle, high school, and adult learners to explore and learn about potential career options in the state. MCIS allows students to review occupation matches, training, and education opportunities and employment options based on their interests. The information provided by DLI through MCIS is referenced in each Montana Career Pathway and is reviewed yearly for updates and accuracy.

Further evidence of joint planning and alignment culminated in the SWIB funded “Meeting State Demand: A Report on the Labor Market Outcomes for Montana Colleges”.

In addition, the SWIB supported the submission of a waiver allowing Montana’s University System to become eligible to receive WIOA funds and provide training through the Eligible Training Provider List (ETPL). The board receives regular updates on the implementation of Perkins V and Perkins V planning at its meetings and is committed to promoting CTE and work-based learning.

### **B.1.d. State Leadership Funds**

#### Individuals in State Institutions

Montana allows for up to .2 percent of the Perkins state leadership allocation to be made available to agencies, organizations, or institutions serving individuals in state correctional facilities. Funds are awarded through a competitive grant process.

#### Nontraditional Training and Employment

To support nontraditional training and employment services under section 112(a)(2)(B), \$60,000 will be available. Funds may be used at the state level to provide professional development to secondary and postsecondary teachers, faculty, and staff, as well as state level CTE staff who work with CTE programs that serve gender nontraditional students. Funds may also be used for materials promoting nontraditional programs and grants for campus activities dedicated to recruitment of gender nontraditional students.

#### Support for CTE Teachers, Faculty, Staff and Technical Assistance

Leadership funds will be used for salaries of staff that provide professional development and technical assistance to CTE teachers and Montana’s Perkins LEAs faculty and staff.

### Remaining Funds

After accounting for leadership funds expended for the categories above, the remaining state leadership funds will be allocated as follows: 50 percent for secondary (OPI) and 50 percent postsecondary (OCHE). These funds will be used for the remaining required uses of funds and appropriate permissible uses of funds.

## **B.2. Implementing Career and Technical Education Programs and Programs of Study**

### **B.2.a. CTE Programs of Study at the State Level**

The Partner Agencies have collaboratively developed career and technical programs of study that are aligned with Montana-specific program concentration areas. The programs of study are named *Montana Career Pathways*.

The statutory definition of a program of study is a coordinated, non-duplicative sequence of academic and technical courses that include secondary and postsecondary level content and incorporate challenging academic standards; addresses academic and technical knowledge and skills, including employability skills; is aligned with the needs of industry; progresses in specificity; has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential.

Montana Career Pathways are provided as templates for secondary guidance on course sequencing that progress in specificity, including dual enrollment options in the specific pathway to provide students with transitional credits in their chosen postsecondary pathway. Montana Career Pathways include career guidance, work-based learning, and specific industry credentials of value in certain pathway sectors, as validated by business and industry. Each pathway addresses both academic and technical knowledge and skills and includes employability skills – professional development is provided to teachers and faculty to specifically address the inclusion of employability skills in CTE classes and programs. Once a student progresses from secondary to postsecondary, Montana Career Pathways include multiple entry and exit points and include stackable degrees/credentials.

The Montana Career Pathways website is located on both the MUS website and the OPI website (<http://www.mus.edu/mcp>); (<http://opi.mt.gov/Educators/Teaching-Learning/Career-Technical-Education-CTE/About-Montana-Career-Pathways>). These resources were developed for students, parents, teachers, and faculty to provide information about career pathway options. Montana Career Pathways are specific to the program area and have direct links to the Montana Department of Labor & Industry’s Employment Growth research.

Montana has seventeen (17) Statewide Career Pathways:



- Advanced Manufacturing
- Agriculture, Food, Natural Resources
- Agriculture Mechanics
- Architecture and Construction
- Arts, A/V Technology & Communications
- Business Management
- Design FCD
- Education
- Finance
- Health Professions
- Hospitality & Tourism
- Human Services
- Information Technology
- Marketing
- STEM
- Transportation
- Welding & Fabrication

OPI developed a series of templates that explain how to select rigorous course options at the local secondary level, for each of the 17 approved Montana Career Pathways. An example of a Montana Career Pathway template is attached as Appendix C. OPI also allows locally approved pathways if smaller schools need to substitute foundation or elective courses within a given pathway. The Partner Agencies will review these pathways annually along with the Statewide pathways.

OPI CTE Specialists annually review all CTE courses taught in secondary CTE programs and verify teacher licensure, foundation, and upper-level courses, and use this information to develop an approval template for each school/program area. These templates are electronically sent back to the CTE teacher to verify and add any additional information pertaining to their pathway.

### **B.2.b. Approving Locally Developed Career Pathways**

#### **B.2.b.i. Academic Achievement and Technical Skill Attainment**

The Office of Public Instruction collects coursework information at the secondary level through OPI's education administrative management database. Each school reports course codes, instructor, class length, and student enrollment for each course. The data is then disaggregated by the CTE program area. Each program specialist reviews coursework to determine:

- if the program is offering one credit (1 year) of foundational coursework for their specific program area;
- if a second credit (1 year) is offered in their specific program area;
- whether work-based learning is embedded in the curriculum; and
- if the school offers dual credit options in specific program areas.

Individual teachers/schools receive a copy of the Pathway Approval Form with guidance for core/academic coursework required for graduation.

All eligible schools must verify that special populations have access to all program areas offered in their school. The OPI collects Performance and Accountability data during the reporting process.

The Office of the Commissioner of Higher Education also continues to work with two-year colleges on a program prioritization initiative that requires review of currently offered programs to evaluate their relevance, quality, productivity, and efficiency. Through this process, Montana postsecondary institutions can determine each program's alignment with workforce needs and academic rigor.

#### B.2.b.ii. Expanding Access to CTE for Special Populations

Each local education agency (LEA) is required to address how activities expand access to CTE for special populations. The Partner Agencies will offer statewide professional development to provide secondary and postsecondary CTE educators tools to better serve special populations in Montana. The Partner Agencies' goal is to expand the focus on each special population category as defined by the Strengthening Career and Technical Education for the 21st Century Act.

The Partner Agencies recognize the intersection of all special population designations and the need to provide a wide variety of supports for these students based on a multitude of needs. Within OPI, the state homeless coordinator, state foster care point of contact, students with disabilities staff, Title III (EL), and the division of career, technical and adult education reviews disaggregated CTE data, share project updates, and plan additional technical assistance for LEAs continuously during the year. Perkins local allocations continue to provide support for low socio-economic CTE students to ensure barriers are removed for participation. Montana's Advanced Opportunities Grant expands personalized career and technical education opportunities for middle and high school students. The grant reduces out-of-pocket costs for students and families in support of a student's postsecondary success. Advanced Opportunities Grant empowers students to actively engage in forming postsecondary success that aligns with their individual interests, passions, strengths, needs and culture and authorizes elected school boards to use advanced opportunity aid to invest in Montana students by supporting individualized pathways for career and postsecondary.

Most secondary schools in Montana are rural and, by necessity, all special populations are mainstreamed into all courses, including CTE. Individuals preparing for non-traditional employment continue to be assessed annually as one of our Perkins performance indicators. Emphasis has been on gender equity in non-traditional participation and concentrators and the state only missed this indicator during one school year. The CTE Division of OPI then offered technical assistance to all schools by contracting an expert in gender equity through the National Alliance for Partnerships in Equity.

Pregnant & parenting single parents, by virtue of the small number of students in this category,

are provided individualized assistance through their LEA. Larger school districts and postsecondary institutions incorporate early childhood learning centers that benefit parenting students. It is also common practice for postsecondary institutions to provide free childcare for single parent students receiving tutoring that is specific to their CTE program. The Partner Agencies support and encourage these practices.

Perkins funding, in conjunction with special education funding, expands access to adaptive services to students with disabilities so they may participate in secondary and postsecondary CTE programs. Montana's larger school districts also hire paraprofessionals to work specifically in CTE classrooms to assist students with disabilities.

The OPI identifies languages other than English spoken by students through the Home Language Survey (HLS). The data show German, Spanish and native languages from various tribes across the state are spoken.

The McKinney-Vento sub-grant specifically requires collaboration between LEA homeless programs and CTE programs in the state. These funds are used for CTE and CTSO activities for homeless youth and students in foster care, such as lab fees, work-related clothing needs or tools, and CTSO participation fees. New strategies to assist this special population group and being employed by homeless liaisons within several schools to provide career exploration and personal introductions to chapter advisors for CTSO inclusion.

#### B.2.b.iii. Supporting the Inclusion of Employability Skills

The Office of Public Instruction began the process of career and technical education content standards revisions during Summer 2019. The process began with thirty (30) CTE teachers developing the framework for a comprehensive approach to CTE content. The proposed CTE content standards reference employability skills throughout the curriculum for grades K-12. The new standards were adopted November 5, 2020, and became effective July 1, 2021.

CTE Specialists worked with workforce development partners to identify essential employability skills. These skills will be embedded in all foundational CTE courses in all program areas. To ensure that all students are exposed to these skills, student work-based learning projects include a scoring rubric for demonstrating employability skills. Lesson plans will be developed and disseminated to all CTE teachers for the following skills:

- Attendance and punctuality
- Motivation and initiative
- Communication
- Critical thinking and problem solving
- Workplace policy, culture, and safety

In conjunction with partner agencies and the statewide Work-Based Learning Collaborative the Office of Public Instruction has posted a [Work-Based Learning Manual](#) to deliver consistent

statewide messaging and provide resources for educators, employers, students and parents. This online manual is revised at least annually as updates occur.

Postsecondary LEA's focus on the inclusion of employability skills and resume building within existing programs.

### **B.2.c.i. Availability of Career Pathways Information**

As previously noted, the Montana Career Pathways website provides information to students, parents, teachers and faculty to provide information on career pathway options. These sites include course recommendations, student organization involvement, work-based learning options, dual enrollment recommendations and academic courses required for graduation.

The Office of the Commissioner of Higher Education created a series of videos highlighting CTE careers and programs across Montana. These videos will be posted to the MUS website, social media channels, and available to all LEAs.

The Partner Agencies provide information about Montana Career Pathways through presentations/panels/exhibits at state professional development events, including Montana Association of Career and Technical Education, Montana School Counselors Association, Montana College Access Network, and Montana Postsecondary Education Opportunities Council. OPI CTE program specialists also hold trainings throughout the year with their teachers and OCHE facilitates bi-annual technical assistance trainings with local Perkins coordinators and Reserve grant coordinators.

### **B.2.c.ii. Collaboration in Development and Coordination of Career Pathways**

All secondary and postsecondary schools in Montana were included during the development and implementation of Montana Career Pathways. Bi-annual technical assistance trainings were utilized as a time for LEA's to review and approve the components of each career pathway. Recipients of the Reserve Grant were also heavily involved in the roll-out of the new Pathways program.

Secondary and postsecondary teachers, administrators, and counselors will continue to be important partners in the development and coordination of Montana Career Pathways each year during the review process.

Faculty and staff at Montana's postsecondary campuses work to include multiple entry and exit points for all CTE programs of study by including built in and stackable industry recognized credentials. Several of our campuses are currently working to 'package' sets of credentials that can be built and translated into credits that lead to associate and bachelor's degrees.

### **B.2.c.iii. Labor Market Data and Alignment of Programs of Study**

The Montana Department of Labor and Industry (DLI) economists and the Montana State Workforce Innovation Board continue to play a large role in informing the direction of career and technical education in the state. The Montana DLI supports and maintains the "Montana

Career Information System” (MCIS). The information provided by DLI through MCIS is referenced in each Montana Career Pathway and is reviewed each year for updates and accuracy.

The Partner Agencies frequently reference DLI’s labor market information ([lmi.mt.gov](http://lmi.mt.gov)) to inform decisions on Montana Career Pathways and activities proposed by eligible recipients, including current employment statistics, job projections, and Montana economy reports. The Montana DLI also periodically publishes reports on Registered Apprenticeship program data, labor market outcomes of Montana colleges and the ability to meet state worker demand, and a statewide college workforce report. This information is readily available to all eligible recipients and reviewed to ensure the alignment of programs of study and the needs of Montana’s economy.

### **B.2.c.iv. Equal Access for Special Populations**

The Strengthening Career and Technical Education for the 21st Century Act identifies the following students as “special populations”:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

It is essential for students in special populations to have a well-defined personal plan for reaching his or her goals for high school graduation and further education and/or employment beyond high school. Montana Career Pathways available to secondary students and postsecondary students identify several options in postsecondary education for high-skill, high-wage, and in-demand employment for students. Montana Career Pathways serves as a guide, along with other career planning materials, to help the student choose the appropriate academic, CTE and dual enrollment classes that are required for high school graduation and further advancement in their chosen pathway.

For students with disabilities who participate in CTE programs, federal statute requires that students receive the full range of supplemental services to help them succeed educationally and in making successful transitions to further education and employment after completing their public education. At the local level, students with disabilities have an Individualized Education

Program (IEP) developed by the IEP team.

The IDEA requires that, by age 16, the IEP addresses the student's postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and independent living skills, where appropriate, and transition service needs including courses of study. The OPI requires that the transition plan be in place by the time the student is age 15, or earlier if appropriate. IEP teams are encouraged to consider the student's desired post-school activities at younger ages to facilitate the student's participation in courses that are aligned to those post-school desires as soon as possible.

All the secondary school systems offer supportive services to assist students with disabilities if those services are determined to be necessary in the child's IEP. Montana school districts normally consist of only one secondary school (only four of our high school districts have more than one high school); therefore, the disparity of supplemental services between schools in the same district is typically not an issue.

Based on the FFY22 Annual Performance Report (APR), 56.10% of students with disabilities, on an IEP age 5 and enrolled in kindergarten and 6-21, are inside the regular classroom 80% or more of the day. Of the population of students with disabilities on an IEP age 5 and enrolled in kindergarten and 6-21, only 1.08% are in separate schools, residential facilities, or homebound/hospital placements.

The State also offers English Learner and migrant education program services through the OPI. Local districts requiring assistance with these special populations are provided training and materials to meet individual student needs.

The Partner Agencies will provide leadership to assist school districts and two-year postsecondary institutions to gather and share information about strategies for special populations that show promising outcomes and can be implemented with reasonable costs.

Montana also considers students located in frontier/rural areas of our state as a special population. Due to the large number of rural/frontier schools in the state, CTE courses have been developed for the Montana Digital Academy. This allows students to explore career options that may not be available within their classroom. Currently there are courses CTE available in Agriculture Science, Business and Technical Education, Family and Consumer Sciences, Health Sciences and Teachers Education. Other CTE course providers include the Montana Health Network that offers a hybrid Certified Nursing Assistant course in eastern Montana. They also facilitate course high school students to take advantage of Safe Sitter, Basic Life Support, and Advanced Life Support.

The OPI also partners with GearUp, ETS, local non-profits, and two-year colleges to offer summer camp/event options that bring students from rural/frontier communities to explore career options.

Each LEA is required to address the ways in which it will provide activities that expand access to CTE for special populations. The Partner Agencies offered a statewide joint professional

development opportunity to provide both secondary and postsecondary CTE educators information about better serving special populations in Montana. Currently, the emphasis on CTE program access to special populations has been focused on gender and nontraditional students. The State's goal is to expand the focus to include each special population category as defined by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act.

Many secondary and postsecondary LEA's have utilized Perkins funding to expand access to adaptive services to students with disabilities, so they may participate in CTE courses that they otherwise may not have had access to. This continues to be an activity that is supported and encouraged by the State.

For postsecondary LEAs, OCHE will be responsible for providing guidance and monitoring of efforts to address any equity gaps through the following strategies:

- Providing data and data analysis to LEAs to identify levels of program access and any access gaps;
- Providing guidance on state-wide strategies to ensure equity in access and participation to special populations;
- Ensuring CTE programs of study that request Perkins funding are serving special populations;
- Reviewing CTE programs of study seeking funding to ensure they have policies in place to encourage equity for special populations;
- Reviewing policies on transitions for special populations from secondary to postsecondary education;
- Work closely with school and college staff working specifically with the special populations to provide technical assistance and professional development related to the findings of the Comprehensive Local Needs Assessment and best practices in implementation of nondiscrimination strategies.

In addition, LEAs seeking funding must provide evidence that all CTE opportunities are offered regardless of race, color, national origin, sex, disability, or based on status as a member of a special population. This requirement will be met if the CTE program can demonstrate that:

- A nondiscrimination notice and nondiscrimination policies and procedures will be publicly available and posted on the LEA's websites and public materials;
- CTE program offerings and admission criteria, including accommodations made for special populations, will be made publicly available on websites and public materials;
- For each LEA, the name and/or title, office address, and phone number of persons designated to coordinate compliance under Title IX and Section 504 are required to be publicly available.

To ensure compliance, OCHE will review LEA websites during the Local Application process and will conduct regular desk audits and on-site reviews to ensure that nondiscrimination

policies and procedures are up-to-date and being followed.

### **B.2.c.v. Coordination with the State Workforce Innovation Board**

The State of Montana coordinates workforce, secondary and postsecondary education systems across the state to best serve Montanans. Programmatic alignment is required under both Perkins and WIOA guidance.

The Montana State Workforce Innovation Board (SWIB) supports coordination between the upcoming WIOA and Perkins plans outlining the strategic vision for CTE and workforce development in Montana. The collaboration on these plans will provide the Montana Department of Labor & Industry, the Office of the Commissioner of Higher Education, and the Office of Public Instruction the opportunity to better understand programs and the landscape of both workforce development and education throughout the state.

The SWIB continues to support and require meaningful coordination of services with education partners to ensure Montana has a well-trained workforce and continues to grow economically. As previously noted, the SWIB funded the “Meeting State Demand: A Report on the Labor Market Outcomes for Montana Colleges” report and closely reviewed its findings.

In addition, the SWIB supported the submission of a waiver allowing Montana’s University System to become eligible to receive WIOA funds and provide training through the Eligible Training Provider List (ETPL). The board receives regular updates on the implementation of Perkins V and Perkins V planning at its meetings and is committed to promoting CTE and work-based learning.

### **B.2.c.vi. Secondary, Postsecondary and Industry Collaboration**

The Partner Agencies frequently reference DLI’s labor market information ([lmi.mt.gov](http://lmi.mt.gov)) to inform decisions on Montana Career Pathways and activities proposed by eligible recipients, including current employment statistics, job projections, and Montana economy reports. The Montana DLI also periodically publishes reports on Registered Apprenticeship program data, labor market outcomes of Montana colleges and the ability to meet state worker demand, and a statewide college workforce report. This information is readily available to all eligible recipients and reviewed to ensure the alignment of programs of study and the needs of Montana’s economy.

All eligible recipients must have Advisory Committees for their CTE program areas to receive funding. This is monitored in person during monitoring visits in addition to requiring committee minutes to be submitted and approved. Each year, OPI conducts a New CTE Professionals Workshop Series for the express purpose of technical assistance with setting up and maintaining advisory committees, work-based learning options, professional development, student organizations and dual enrollment. This is a hybrid series that consists of two virtual sessions in September and October, an in-person session in October and one virtual follow up session in November. This is targeted for CTE professionals who are new to the CTE classroom or new to Montana.



OCHE offers multiple opportunities each year for technical assistance training for postsecondary eligible recipients to work with the program specialists from the OPI on topics specific to work-based learning and industry involvement. There have also been many sessions during these trainings that have included local industry members to take part in valuable discussions that have led to innovation in Montana's secondary and postsecondary programs and pathways.

Recipients of the Reserve Grant employ grant coordinators who act as liaisons for program offerings at their postsecondary institution. Coordinators work with secondary students in Montana who may be interested in a pathway related to a career in a program they offer. Funds provided via the Reserve grant are often used to coordinate activities and events that connect secondary and postsecondary students, teachers, administrators, and counselors to local industry partners in ways that provide hands-on, meaningful experiences to all attendees.

**B.2.c.vii. Improving Outcomes and Reducing Performance Gaps for Special Population CTE Concentrators**

The ability to disaggregate the number of students concentrating in each pathway based on Perkins special populations provides a better understanding of any performance gaps that may be present and establishing improvement plans as needed. Dual enrollment participation will further identify students within a pathway who may be transitioning to postsecondary pathways. This will allow the partner agencies to share data for the purposes of CTE student success. The OPI process for determining intensive and rigorous support schools will also be used by the CTE Specialists to determine targeted technical assistance. This strategy will also be used to further analyze disparities for CTE concentrators with the goal of individualized planning.

The state homeless youth coordinators, state foster care point of contact, students with disabilities staff, Title III (EL), Title I, and CTAE will meet twice yearly to review disaggregated data, share topic updates, and will plan additional technical assistance to develop guidance for the upcoming grant year.

Each postsecondary LEA will need to address how they plan to serve special populations and address any performance gaps that exist, which will be provided to them through a Perkins performance report card each year.

**B.2.d. Dual Enrollment Programs**

The Montana University System operates the One-Two-Free dual enrollment program, offering two dual enrollment courses through MUS colleges for free. This program was created to increase access to higher education for high school students, reduce education costs for Montana families, and enhance student success.

The Office of the Commissioner of Higher Education annually increases the number of students taking dual credit courses as the program is a priority for the agency. Dual enrollment opportunities for students within a CTE program of study are now required for LEAs applying for Perkins funds.

Scholarships are available for students who demonstrate need and pursue dual enrollment beyond six credits. Montana has seen an impressive 16.4% enrollment growth per year.

The Partner Agencies provide technical support to teachers to facilitate coordination between secondary and postsecondary institutions to ensure courses are taught to the standards set by the colleges.

### **B.2.e. Involving Stakeholders in the Evaluation of Career and Technical Education Programs**

The State of Montana is committed to maintaining a consultative and cooperative environment for the development, implementation and evaluation of quality career and technical education programs.

Each LEA receiving Perkins funding is responsible for the development of an advisory committee. LEAs must submit advisory committee meeting minutes and a list of the individuals and businesses on their committee(s) when Perkins applications are reviewed each year. The local application process for Perkins funds requires all eligible institutions to actively involve students, parents, teachers, local business, and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs. The Partner Agencies have been participating in the Montana School Counselors Association annual conference each year by offering a CTE track that highlights a different Montana Career Pathway each year. Other strategies for involving school counselors have been to assist in paying for school counselors to attend a National ACTE conference to immerse them in career pathways options. The Partner Agencies plan to continue this practice to inform and include high school counselors.

Tribal consultation will continue with the eight reservations in the state. Native American students represent sixteen percent (16%) of the total public-school population in Montana. CTE enrollment for tribal schools is ninety-six (96%) percent of students in grades 9-12 at thirty-three high schools on reservations. Thirty-one of these schools have at least one Montana Career Pathway. Access and equity to CTE programs are especially prevalent for this population and the Partner Agencies will continue to work with tribes to ensure options are available for native communities.

### **B.2.f. Local Application Template**

Montana's Postsecondary Local Application requires LEAs to articulate three different areas when applying for local funds.

1. Perkins V required questions including strategies for:
  - a. Collaborating with local workforce partners to provide career exploration/guidance activities;
  - b. Improving academic and technical skills of students participating in CTE programs;

- c. Providing activities to prepare special populations for high-skill, high-wage, or in-demand occupations; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against;
  - d. Providing work-based learning opportunities
  - e. Providing dual enrollment opportunities;
  - f. Supporting the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel;
  - g. Addressing disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.
2. Identifying how results of the CLNA that justify requested expenditures;
  3. A detailed budget of expenditures.

Please find Montana’s Postsecondary Local Application template in Appendix A. Montana’s Secondary Local Application is found in Appendix B.

### **B.2.g. Comprehensive Local Needs Assessment Template**

The Partner Agencies collaborated to develop the Comprehensive Local Needs Assessment guidance to be used by LEAs statewide. This document provides a mechanism with which LEAs can capture the results of their CLNA for the purposes of justifying expense requests in the local application process and contains detailed technical assistance on structuring the local needs assessment process and engaging stakeholders.

The CLNA guide provides LEAs a framework to structure their approach to the local needs assessment efforts by translating the legal language from the Perkins V law into actionable steps that complete the requirements and engage stakeholders in thoughtful program improvement. This document was created with resources from Advance CTE and Association of Career Technical Education (ACTE).

The guide assists LEAs in assimilating statewide data and LMI in a way that allows them to identify strategies for requesting Perkins funding in the local application process. In addition, technical assistance for the CLNA process will be offered annually as part of intensive Perkins workshops and individually as requested by LEAs who need additional assistance in developing their CLNA or interpreting results for local application purposes.

Please find Montana’s Comprehensive Local Needs Assessment Template in Appendix B.

## **B.2.h. Definition of “Size, Scope, and Quality”**

### Criteria for Size

Secondary eligible recipients must offer a minimum of approved Montana Career Pathways based upon student enrollment as follows:

- Large districts (Class AA) must offer three (3) Montana Career Pathways approved by program specialists.
- Medium districts (Class A/B) must offer two (2) Montana Career Pathways approved by program specialists.
- Small districts (Class C) must offer one (1) Montana Career Pathway approved by a program specialist.

LEAs may offer additional CTE programs beyond the required number of Pathways. If the program meets the requirements of Montana guidelines, it is eligible for Perkins funding.

Postsecondary degree/career programs approved by the Montana Board of Regents or specifically approved by the State are eligible for Perkins funding.

### Criteria for Scope

Indications of adequate scope in a Perkins funded secondary CTE program include the requirements for a rigorous Montana Career Pathway (program of study), opportunities for dual credit, online CTE courses, work-based learning, and/or Industry recognized credential opportunities.

Postsecondary programs must include rigorous, coherent CTE content aligned with challenging academic standards culminating in a certificate or degree. Links must exist between the secondary and postsecondary programs of study.

All Perkins funded programs must be aligned with business and industry as validated by a local business advisory committee.

### Criteria for Quality

Eligible secondary districts have the minimum number of Montana Career Pathways as determined by their district size, and all CTE funded programs must comply with the Montana CTE requirements and guidelines publication.

Eligible postsecondary recipients offer students the opportunity to participate in programs of study that lead to two of the following three: high-skill, high-wage and/or in-demand occupations. Postsecondary programs must include rigorous, coherent CTE content aligned with challenging academic standards.

Guidance provided to all secondary and postsecondary LEAs on high-skill, high-wage and in-demand are:

- High-skill – requiring a degree or credential in addition to or beyond a high school diploma.
- High-wage – 60% and above the median income per county/city/DLI region/state/etc.
- In demand – the Montana Department of Labor and Industry argues that all industries and careers are currently in demand in Montana.

### **B.3. Meeting the Needs of Special Populations**

#### **B.3.a. Program Strategies for Special Populations**

Many of the traditional roles and occupations presented to students in special populations have inadequately prepared them for careers enabling them to become economically self-sufficient. Limiting roles and occupations based on gender, race, economic class, disability, or age prevents individuals from achieving their fullest potential. To limit such practices, the Partner Agencies have the responsibility for developing and implementing procedures that will encourage and support each student and his or her pursuit of a rewarding career with emphasis on high-skill, high-wage, or in-demand occupations.

##### **B.3.a.i. Equal Access**

In the local applications, Montana requires eligible institutions to indicate the specific strategies of how they will provide equal access to special populations, including what specific services are available in their institution. Montana refers to all federal and state laws and regulations requiring public institutions to comply with requirements already set in place, such as offices posting notices of equal access to all services in a prominent place.

The Partner Agencies will provide consistent, standardized forms and information, uniform training of staff, appropriate accommodations, and an environment that promotes equal access for all students. The Partner Agencies also coordinate Civil Rights compliance.

##### **B.3.a.ii. Discrimination Policies**

All postsecondary institutions and secondary schools have nondiscrimination policies in place and procedures for filing complaints. All policies have an appeal process in place.

Notices of nondiscrimination are required in school handbooks and posted in all postsecondary institutions and secondary schools. Monitoring for nondiscrimination is performed through the Office of Civil Rights (OCR) review process and local applications. During monitoring, the OCR process ensures the facilities train staff to perform in a nondiscriminatory manner.

Postsecondary institutions have a uniform system of “self-disclosure” during orientation and strict confidentiality rules ensure students will not be subject to discrimination.

##### **B.3.a.iii. Special Populations & Meeting State Determined Levels of Performance**

As part of the Comprehensive Local Needs Assessment and Local Application Process, LEAs are required to demonstrate how activities will develop or enhance CTE programs that are designed to enable individuals who are members of special populations to meet or exceed the state determined levels of performance described in section 113. LEAs also must address how programs prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations.

The local application asks LEAs to detail how they will: (1) provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations; (2) prepare CTE participants for non-traditional fields; (3) provide equal access for special populations to CTE courses, and (4) programs, and programs of study; and ensure that members of special populations will not be discriminated against.

In addition, OCHE and OPI will provide monitoring each academic year to assure LEAs are actively working to ensure individuals who are members of special populations are meeting state performance levels. Technical assistance will be provided to LEAs that are not meeting those performance levels or who need additional assistance in recruiting and retaining individuals who are members of special populations. Some examples of strategies used to support special populations in meeting state determined performance levels include:

- identifying and following up with special populations students;
- supporting special populations students with enhanced advisement services, tutoring services, academic and Dual Enrollment advisors, and/or career coaches;
- determining special needs for accommodations so that students can succeed (see B.3.a.iv.);
- providing professional development activities for CTE teachers, counselors, and administrators related to addressing needs of special populations;
- providing special instructional materials as needed.

#### B.3.a.iv. Appropriate Accommodations

Under the Individuals with Disabilities Education Act (IDEA) and Montana law, students with disabilities are required to be included in regular school curriculum, unless the student's Individualized Education Plan (IEP) team determines needed services and supports cannot be provided in a regular classroom setting. This requirement applies to all school programs and supports the inclusion of students with disabilities in district CTE programs. Adaptive equipment and/or other supportive activities are available for students to meet or exceed performance levels.

The Montana Transition IEP plans transition services around a student's postsecondary goals. Prior to age 16, Montana school districts develop a plan with the student for age-appropriate transition assessments that guide the Transition IEP as required by IDEA. A Transition IEP may include job shadowing, pre-apprenticeship programs, or pre-employment transition services through Vocational Rehabilitation and Blind Services. Within the IEP, accommodations and modifications are developed around the student's needs to allow his/her success. CTE courses and postsecondary goals are included in Montana Transition IEPs and are easily supported by the school districts and communities in Montana.

**B.3.a.v. Instruction and Work-based Learning Opportunities**

The OPI CTE specialists have ongoing collaboration with the Special Education Division regarding CTE options for student transition plans. The OPI Special Education Division has protocol in place for work-based learning opportunities for students in their programs and utilizes the Work-Based Learning Manual and resources on the OPI website.

Each LEA will be charged with incorporating work-based learning into their programs of study and will need to offer these opportunities to students to be eligible for Perkins funding. Again, because many of Montana's schools are small and rural, all special populations are incorporated into CTE programs of study and are afforded the same opportunities for work-based learning as all other students. The Partner Agencies see opportunity in working with LEAs on providing professional development that will help CTE teachers, faculty, and staff trained to better serve special populations in many areas, with access to quality work-based learning being one of them.

**B.4. Preparing Teachers and Faculty**

Preparation for Career and Technical Education teachers occurs at Montana State University, University of Montana- Western and Montana State University- Northern. Montana State University, which prepares Agriculture Education, Family & Consumer Sciences, and Technical Education student teachers, has been working on combining CTE majors and minors for more teacher flexibility when seeking employment. With the Technology Education Department joining the Agricultural Education Department, more students are graduating with dual certifications. Montana State University CTE teacher programs collaborated with MSU-Northern, UM-Western and the OPI to host "Teach CTE Day" for high school students considering teaching careers to participate in campus coursework and campus life.

The University of Montana- Western provides a Business Education preparation program and MSU-Northern allows students to being in the field of Industrial Technology with plans to return the program to allow students to complete the program at their campus as well. All three colleges follow the Administrative Rule of Montana 10.58.102 and 10.58.103 for accreditation of Educator Preparation Providers and Accreditation Site Reviews.

Additionally, Montana offers an alternative in its Class 4 Educator License. The requirements are outlined in Administrative Rules of Montana 10.57.420 and 10.57.421. Class 4 licenses are issued to applicants who have worked in the industries relating to the endorsement requested and have field work experience. They are required to submit verification of work experience totaling a minimum of 5,000 hours in the field.

Class 4A is an endorsement for individuals who are already teaching in an academic discipline and are adding a CTE Endorsement.

Class 4B individuals must hold a certificate of completion from an apprenticeship program, or an associate degree, or a bachelor's degree, or a master's degree plus the requisite 5,000 hours of business and/or industry experience. Transcripts are used as part of the evaluation to determine the level of coursework previously taken for prior learning experience.

Class 4C individuals must have a high school diploma plus the requisite 5,000 hours of business

and/or industry experience.

OPI specialists will recommend any pre-service training necessary to ensure each new teacher has a thorough understanding of classroom management and assessment. OPI will be using the National Association of Career & Technical Education (ACTE) online bank of courses to fulfill this training. For Trades & Industry and Agricultural Education, pre-service Safety & Liability will be preferred to take place prior to beginning their teaching position and will be required at some point in time. Montana schools struggle with recruitment and retention of teachers, especially in our rural/frontier communities, which represent many secondary schools in the state. CTE teacher recruitment and retention follows the same pattern as other K-12 teaching positions.

One positive strategy for recruitment has been eliminating burdensome expectations when recruiting CTE teachers from the workforce. Online options for coursework are available through ACTE and the Learning HUB at OPI. Secondly, the CTE Division of the OPI offers ongoing professional development for new CTE teachers, content specific CTE teachers, and collaborative CTE opportunities for cross-sector practice. Several CTE program areas also have mentorship programs in place that link mid/long-term career teachers with new teachers.

Aside from recruitment and retention, it is important to recognize and assist LEAs to increase the number of effective teachers in each school. As articulated in the Montana State ESSA plan, the OPI will monitor and improve equitable access to effective teachers in Title I, Part A schools consistent with ESEA Section 1111(g)(1)(B). The OPI will publicly report the percentage of teachers categorized as “ineffective” by the LEA based on the state definition and consistent with applicable state privacy law and policies.

The OPI has defined these terms as:

- Ineffective: Montana teachers who are non-licensed or show a pattern of ineffective practices as determined by a local evaluation.

Note: Montana is a local-control state and evaluations are performed at the local level, therefore, the OPI does not collect data on local teacher evaluations.

Information regarding the above-mentioned categories was gathered and evaluated to determine if low-income and minority students enrolled in schools receiving funds under Title I, Part A, are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. The OPI verified that low-income and minority students were not served at disproportionate rates.

Postsecondary faculty, staff and administration are recruited and retained according to each college’s policies and guidelines. Perkins funds prioritize professional development opportunities for faculty and staff in CTE programs that receive Perkins funding. Postsecondary LEAs are encouraged to identify funds in their Perkins Local Application for faculty professional development. OCHE will provide technical assistance to postsecondary LEAs regarding identifying and recruiting faculty from business and industry where that need is identified.



## **C. FISCAL RESPONSIBILITY**

### **C.1. Approving Eligible Recipients for Funds**

Eligible recipients submit an annual application that includes information gathered from the Comprehensive Local Needs Assessment. In the application process, recipients must describe proposed activities and outline how they fall within the parameters of the allowable use of local funds and are supported by evidence from the CLNA that proposed activities support high-wage, high-skill, and in demand occupations.

Partner Agency staff are responsible for monitoring recipients for compliance with stated budgets and proposed activities, as well as performance measures. Any recipients falling below 90% of the established performance measures are subject to a Performance Improvement Plan.

#### **C.1.a. Academic Achievement**

Eligible recipients must offer CTE programs that include rigorous, coherent CTE content aligned with challenging academic standards. Applications will be reviewed for proposed strategies, activities, and expenditure of funds that promote continuous improvement in academic achievement.

#### **C.1.b. Skill Attainment**

Eligible recipients are required to provide relevant curriculum at the secondary and postsecondary levels that are aligned with industry standards. Applications will be reviewed for proposed strategies, activities, and expenditure of funds that promote continuous improvement in technical skill attainment.

#### **C.1.c. Local Needs Assessment**

The Partner Agencies worked collaboratively to create joint guidance for the Comprehensive Local Needs Assessment (CLNA) for both secondary and postsecondary LEAs. The CLNA guidance closely follows the requirements as outlined in Section 134 of Perkins V, which will then be incorporated into the Local Application. Approval of Local Applications will be determined after ensuring each LEA takes into consideration local economic and education needs as indicated through the CLNA.

All LEAs will be provided a general overview of Labor Market Information and how to use data to drive decision-making for Perkins priority funding. This is integrated into biannual training, monthly Perkins coordinator training calls, and through written guidance in the CLNA template. In addition, the Partner Agencies will provide individualized technical assistance to help LEAs in collecting, disseminating, and analyzing data gathered in the CLNA process on an as-needed basis. As each LEA has different data needs and campus/district infrastructure in place to process local data and conduct analysis, it is likely that technical assistance on this will look different for each specific LEA.

**C.2. Allotment of Funds**

**C.2.a. Secondary and Postsecondary Allocations**

Funds received through the allotment made under section 111 will be allocated among secondary and postsecondary Career and Technical Education as follows:

Eighty-five percent (85%) of the funds will be allocated under Section 131 and Section 132. Up to twelve percent (12%) of the eighty-five percent (8.5%) will be used in accordance with Section 112 (c)(Reserve).

Considering the Reserve Funds set aside, the remainder of local funding will be allocated as follows: sixty-five percent (65%) will be allocated to secondary career and technical education and thirty-five percent (35%) will be allocated to postsecondary career and technical education.

This distribution of funds is a result of the consultation between OCHE and OPI, reflecting upon input given by the State Plan Advisory Committee from Perkins IV State Planning, established under Montana Law (MCA 20-7-330).

**C.2.b. Consortia**

Montana applies the Waiver as described in Section 131(c)(2), that allows the eligible agency to waive the minimum allocations for a local educational agency that is in a rural, sparsely populated area and demonstrates that they are unable to enter a consortium for purposes of providing jointly beneficial activities.

Although the waiver is utilized so that we may include our small schools, the Partner Agencies have identified several rural/frontier areas that would benefit from a more collaborative approach for building capacity for expanding CTE options for students. State Perkins staff are currently working to finalize guidance and resources to support LEAs who would benefit from joining a consortium. Multiple LEAs in Montana with small allocations should collaborate to best serve the student populations within each consortium by creating new or updating existing CTE programs, establishing innovative delivery methods for courses, expanding work-based learning options, sharing resources such as stakeholder and industry contacts, and/or benefitting from the postsecondary expertise in addressing workforce needs.

**C.3. Allocations for Secondary CTE Programs**

OPI shall distribute funds on an annual basis for secondary CTE programs to LEAs according to the following formula, as determined in the Perkins Act:

The total amount allocated for distribution for secondary education CTE (other than the Reserve Fund as noted in Section C.2.) for 2023-2024 is \$3,315,410.

Of this amount:

Seventy percent (70%) of the available funds shall be allocated to LEAs based on the census data

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for school system enrollment for the number of children in poverty aged 5-17 for the previous school year.

Thirty percent (30%) of the available funds shall be allocated to LEAs based on the AIM enrollment data for the number of children aged 5-17 for the previous school year.

The following table shows secondary eligible recipients and the dollar amounts allocated during the 2023-2024 grant cycle:

<b>LEA Name</b>	<b>Preliminary</b>	<b>SY 2023-2024 Final w/Carryover</b>
Absarokee H S	\$4,064.00	\$4,370.00
Alberton K-12 Schools	\$5,439.00	\$5,848.00
Anaconda H S	\$21,135.00	\$22,724.00
Arlee H S	\$11,388.00	\$12,244.00
Augusta H S	\$3,631.00	\$3,903.00
Bainville K-12 Schools	\$2,798.00	\$3,009.00
Baker K-12 Schools	\$7,643.00	\$8,219.00
Beaverhead County H S	\$21,228.00	\$22,825.00
Belfry K-12 Schools	\$2,196.00	\$2,361.00
Belgrade H S	\$54,982.00	\$59,128.00
Belt H S	\$6,038.00	\$6,493.00
Big Sandy K-12	\$3,581.00	\$0.00
Big Sky School K-12	\$4,506.00	\$0.00
*Bigfork H S	\$18,305.00	\$19,684.00
Billings H S	\$421,473.00	\$453,200.00
Box Elder H S	\$4,373.00	\$0.00
Bozeman H S	\$118,426.00	\$127,358.00
Bridger K-12 Schools	\$3,526.00	\$3,791.00
*Broadview H S	\$0.00	\$0.00
Brockton H S	\$7,528.00	\$8,093.00
Browning H S	\$72,802.00	\$78,273.00
Butte H S	\$122,340.00	\$131,541.00
Carter County H S	\$4,352.00	\$4,680.00
Cascade H S	\$10,095.00	\$10,854.00
Centerville H S	\$0.00	\$0.00
Charlo H S	\$8,595.00	\$9,241.00
Chester-Joplin-Inverness HS	\$7,780.00	\$8,365.00
Chinook H S	\$7,195.00	\$7,737.00
Choteau H S	\$11,241.00	\$12,087.00
Circle H S	\$5,964.00	\$6,412.00
Colstrip H S	\$9,315.00	\$10,017.00
Columbia Falls H S	\$46,184.00	\$49,661.00
*Columbus H S	\$0.00	\$0.00
Conrad H S	\$12,751.00	\$13,710.00
Corvallis K-12 Schools	\$29,894.00	\$32,143.00
Culbertson H S	\$5,211.00	\$5,603.00
Custer County H S	\$32,926.00	\$35,404.00

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Custer K-12 Schools	\$1,767.00	\$1,900.00
Cut Bank H S	\$25,799.00	\$27,739.00
Darby K-12 Schools	\$10,412.00	\$11,195.00
Dawson H S	\$27,014.00	\$29,046.00
Denton H S	\$3,047.00	\$3,276.00
Dodson K-12	\$1,785.00	\$1,920.00
Drummond H S	\$3,026.00	\$3,254.00
Dutton/Brady K-12 Schools	\$3,428.00	\$3,685.00
East Helena K-12	\$25,828.00	\$27,774.00
Ennis K-12 Schools	\$6,316.00	\$6,792.00
Fairfield H S	\$6,010.00	\$6,463.00
*Fairview H S	\$0.00	\$0.00
Fergus H S	\$23,333.00	\$25,089.00
Flathead H S	\$183,454.00	\$197,269.00
Florence-Carlton K-12 Schls	\$13,047.00	\$14,031.00
Forsyth H S	\$5,099.00	\$5,483.00
Fort Benton H S	\$4,435.00	\$4,770.00
Frazer H S	\$6,528.00	\$7,018.00
Frenchtown K-12 Schools	\$18,644.00	\$20,048.00
*Froid H S	\$0.00	\$0.00
Fromberg K-12	\$2,741.00	\$2,947.00
Gardiner H S	\$2,511.00	\$2,699.00
*Garfield County H S	\$0.00	\$0.00
Geraldine K-12	\$1,797.00	\$0.00
Geyser K-12 Schools	\$1,437.00	\$1,546.00
Glasgow K-12 Schools	\$13,560.00	\$14,581.00
Grass Range H S	\$1,798.00	\$1,933.00
Great Falls H S	\$266,413.00	\$286,452.00
Hamilton K-12 Schools	\$32,258.00	\$34,685.00
Hardin H S	\$71,006.00	\$76,342.00
Harlem H S	\$19,112.00	\$20,549.00
Harlowton K-12	\$8,270.00	\$8,892.00
*Harrison K-12 Schools	\$2,712.00	\$2,915.00
Havre H S	\$53,193.00	\$57,193.00
Hays-Lodge Pole K-12 Schls	\$13,391.00	\$14,397.00
Heart Butte K-12 Schools	\$0.00	\$0.00
Helena H S	\$153,019.00	\$164,541.00
Highwood K-12	\$0.00	\$0.00
Hinsdale H S	\$1,443.00	\$1,551.00
Hobson K-12 Schools	\$3,524.00	\$3,789.00
Hot Springs K-12	\$6,560.00	\$7,053.00
Huntley Project K-12 Schools	\$16,850.00	\$18,118.00
Hysham K-12 Schools	\$3,150.00	\$3,387.00
Jefferson H S	\$16,626.00	\$17,880.00
Joliet H S	\$6,354.00	\$6,832.00
Judith Gap H S	\$1,497.00	\$1,609.00
Lambert H S	\$1,603.00	\$1,724.00

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Lame Deer H S	\$39,574.00	\$42,547.00
Laurel H S	\$41,090.00	\$44,183.00
Lavina K-12 Schools	\$1,189.00	\$1,279.00
Libby K-12 Schools	\$42,657.00	\$45,863.00
Lima K-12 Schools	\$1,600.00	\$1,720.00
Lincoln County H S	\$27,886.00	\$29,982.00
Lincoln K-12 Schools	\$3,311.00	\$3,559.00
Lockwood K-12	\$34,927.00	\$37,555.00
Lodge Grass H S	\$24,290.00	\$26,115.00
Malta K-12 Schools	\$13,808.00	\$14,847.00
Manhattan High School	\$13,422.00	\$14,435.00
Medicine Lake K-12 Schools	\$2,431.00	\$2,614.00
Melstone H S	\$2,281.00	\$2,453.00
Missoula H S	\$252,864.00	\$271,899.00
Moore H S	\$2,082.00	\$2,239.00
*Nashua K-12 Schools	\$1,679.00	\$0.00
North Star HS	\$5,070.00	\$5,451.00
Noxon H S	\$9,408.00	\$10,115.00
Opheim K-12 Schools	\$0.00	\$0.00
Park City H S	\$5,180.00	\$5,571.00
Park H S	\$31,088.00	\$33,428.00
Philipsburg K-12 Schools	\$4,382.00	\$4,712.00
Plains K-12	\$12,123.00	\$13,035.00
Plenty Coups H S	\$6,750.00	\$7,257.00
Plentywood K-12 Schools	\$6,493.00	\$6,982.00
*Plevna K-12 Schools	\$2,322.00	\$0.00
Polson H S	\$43,324.00	\$46,582.00
Poplar H S	\$40,482.00	\$43,523.00
Powder River Co Dist H S	\$3,785.00	\$4,070.00
Powell County H S	\$17,223.00	\$18,518.00
Power H S	\$2,525.00	\$2,714.00
Rapelje H S	\$822.00	\$883.00
Red Lodge H S	\$7,331.00	\$7,883.00
Reed Point H S	\$0.00	\$0.00
Richey H S	\$1,569.00	\$1,687.00
Roberts K-12 Schools	\$0.00	\$0.00
Rocky Boy H S	\$29,428.00	\$31,639.00
Ronan H S	\$47,955.00	\$51,561.00
**Rosebud K-12	\$0.00	\$0.00
Roundup High School	\$16,381.00	\$17,613.00
Roy K-12 Schools	\$1,497.00	\$1,609.00
Ryegate K-12 Schools	\$2,147.00	\$2,308.00
Saco H S	\$2,081.00	\$2,238.00
Savage H S	\$2,168.00	\$2,331.00
Scobey K-12 Schools	\$4,582.00	\$4,928.00
Shelby H S	\$13,720.00	\$14,752.00
Shepherd H S	\$15,933.00	\$17,132.00

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Sheridan H S	\$3,937.00	\$4,233.00
Shields Valley H S	\$4,342.00	\$4,669.00
Sidney H S	\$23,391.00	\$25,153.00
Simms H S	\$12,660.00	\$13,613.00
St Ignatius K-12 Schools	\$17,990.00	\$19,343.00
St Regis K-12 Schools	\$6,854.00	\$7,368.00
Stanford K-12 Schools	\$2,755.00	\$2,962.00
Stevensville H S	\$30,093.00	\$32,358.00
Sunburst K-12 Schools	\$3,600.00	\$3,871.00
Superior K-12 Schools	\$7,698.00	\$8,276.00
Sweet Grass County H S	\$9,379.00	\$10,085.00
Terry K-12 Schools	\$3,460.00	\$0.00
Thompson Falls H S	\$14,088.00	\$15,147.00
Three Forks H S	\$11,661.00	\$12,540.00
Townsend K-12 Schools	\$15,255.00	\$16,402.00
Troy H S	\$15,925.00	\$17,121.00
Turner H S	\$1,315.00	\$1,414.00
Twin Bridges K-12 Schools	\$4,028.00	\$4,332.00
*Valier H S	\$0.00	\$0.00
Victor K-12 Schools	\$11,023.00	\$11,853.00
West Yellowstone K-12	\$4,572.00	\$4,916.00
Westby K-12 Schools	\$0.00	\$0.00
White Sulphur Spgs K-12	\$6,614.00	\$7,111.00
Whitefish H S	\$30,378.00	\$32,668.00
Whitehall H S	\$10,966.00	\$11,791.00
Whitewater K-12 Schools	\$0.00	\$0.00
Wibaux K-12 Schools	\$2,422.00	\$2,604.00
Willow Creek H S	\$0.00	\$0.00
Winifred K-12 Schools	\$2,606.00	\$2,802.00
Winnett K-12 Schools	\$1,443.00	\$1,551.00
Wolf Point H S	\$37,393.00	\$40,203.00
	<b>\$3,315,410.00</b>	<b>\$3,541,543.00</b>

**C.4. Allocations for Postsecondary CTE Programs**

The total amount allocated for distribution for postsecondary education CTE (other than the Reserve Fund as noted in Section C.2.) for 2023-2024 is \$1,785,221.

Of this amount, funding for postsecondary programs is determined by dividing the number of Pell grant and Bureau of Indian Affairs program recipients enrolled in the two-year postsecondary institution by the total number of Pell Grant and Bureau of Indian Affairs program recipients in the state.

The following table shows secondary eligible recipients and the dollar amounts allocated during the 2023-2024 grant cycle (including carryover):

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Blackfeet Community College	\$138,344.43
Miles Community College	\$96,399.58
Dawson Community College	\$98,607.20
Fort Peck Community College	\$131,721.56
Flathead Valley Community College	\$250,197.38
City College	\$213,403.65
Great Falls College	\$259,027.88
Gallatin College	\$86,833.21
MSU-Northern	\$133,193.31
Salish Kootenai College	\$136,136.81
Helena College	\$142,023.81
Highlands College	\$89,776.71
Missoula College	\$269,330.12
UM-Western	\$77,266.84

**C.5. Adjustments to Allocations**

If any changes in school district boundaries have occurred since the population and/or enrollment data was collected, OPI will use previous enrollment data from the school districts affected by a boundary change and consult with the affected school district officials, to ascertain how the change in boundaries may have impacted enrollment patterns. OPI will not need to consider the enrollment impact of creation of charter schools, since in Montana, charter schools can only be created within an existing school district. The OPI will use these sources of information to develop an allocation of funds to affected districts.

**C.6. Alternative Secondary Allocation Formula**

Montana will not propose an alternative secondary allocation formula.

**C.7. Alternative Postsecondary Allocation Formula**

Montana will not propose an alternative postsecondary allocation formula.

**C.8. Reserve Funds**

The Perkins State Plan Committee voted to increase the amount of Rural Reserve from 11% to 12% for the 2024-2025 grant cycle. The Rural Reserve has been used to fund the Reserve Grant over the past several years, and the Partner Agencies plan to continue to award 12% to postsecondary institutions to fund activities related to career exploration, CTE dual enrollment, promotion of state level CTE programs of study (Montana Career Pathways) industry-recognized credential attainment, and work-based learning opportunities. These awards will continue to be awarded via a competitive grant process. Competitive grants are currently available to postsecondary partners or consortia, primarily because those LEA’s have existing personnel to manage additional grant responsibilities and due to the increased cost for running CTE programs at the postsecondary level which, in Montana, are not subsidized by State education funds as they are at the secondary level.

The secondary Reserve Grant is being used to create career awareness, recruit, and retain students within a CTE Secondary Program of Study that leads to a high skill, high wage, or in demand occupations. There are currently 176 schools offering over 260 Career and Technical Education courses to students in grades 5-8 in our Montana schools. The most offered course is in career exploration. Montana does not allocate Perkins funding for middle school districts the Reserve Grant is used to encourage pathway work for the middle grades focusing on establishing innovative delivery methods for career exploration, exposing students to employability skills, establishing foundational elements for work-based learning, and improving transitions from middle grades into secondary Career and Technical Education pathways.

The Partner Agencies determined that they would continue to prioritize funding activities related to career exploration, CTE dual enrollment, promotion of state level CTE programs of study (Montana Career Pathways), industry-recognized credential attainment, and work-based learning opportunities. Competitive grant guidelines may shift from year to year to reflect emerging priorities, but as an overall theme, projects will be considered if they include:

- Piloting new or innovative CTE programs, especially those that include work-based learning opportunities;
- Introducing new or building capacity for existing industry recognized credentials;
- Increasing the number of opportunities for Montana high school students to explore and engage in college and careers through dual enrollment;
- Expand public knowledge and utilization of the Montana Career Pathways program through outreach and career exploration events and activities.

The focus for the Rural Reserve grants will be on creating new or significantly expanding existing partnerships between secondary and postsecondary partners and increasing access for all students to engage dual enrollment and/or Montana Career Pathways.

The Partner Agencies have the authority to increase or decrease the percentage of Rural Reserve the state will use each year, in addition to setting the criteria for the funding to be spent.

### **C.9. State Baseline**

The aggregate expenditures for the July 1, 2019 to June 30, 2020 baseline are \$5,919,788. Montana would like to continue with the pre-existing MOE and we do intend to reduce the baseline from the previous year.

## **D. ACCOUNTABILITY FOR RESULTS**

### **D.1. Secondary Indicators of Career and Technical Education Program Quality**

Montana chose 5S2 and 5S3 as indicators of secondary career and technical education program quality. Numerator and denominator definitions are as follows:



5S2: Program Quality – Attained Postsecondary Credits

**Numerator:** the number of secondary students who complete a CTE dual enrollment course within the reporting year.

**Denominator:** the number of CTE concentrators enrolled during the reporting year.

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

**Numerator:** the number of secondary CTE concentrators graduating from high school having participated in and received credit for work-based learning. Work-based learning, as defined in the State of Montana, is a continuum of activities that engage businesses and extend the classroom into the workplace, connecting acquired knowledge and skill to a student’s future employment. Work-based learning may take place in the workplace, in a school, or in a community.

**Denominator:** the number of CTE concentrators who graduated during the reporting year.

The OPI developed a work-based learning manual with input from OCHE, the Governor’s Office and the Department of Labor and Industry, that described levels of career exploration through work-based learning. The OPI will use National Course Codes to capture individual student work-based learning experiences.

**D.2. State Determined Performance Levels (SDPL) Form**

State Name: Montana

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6				
Indicators	Baseline Level	Performance Levels							
		PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	PY 2024-25	PY 2025-26	PY 2026-27	PY 2027-28
<b>Secondary Indicators</b>									
1S1: Four-Year Graduation Rate	97.12	90	92	93	95	97.13	97.14	97.15	97.16
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2S1: Academic Proficiency in Reading Language Arts	40.62	50	51	52	53	40.65	40.75	40.85	40.95
2S2: Academic Proficiency in Mathematics	25.34	30	31	32	33	25.35	25.45	25.55	25.65
2S3: Academic Proficiency in Science	26.80	20.5	21	21.5	22	26.81	26.91	27.01	27.21
3S1: Post-Program Placement	84.31	85	86	87	88	84.32	84.42	84.52	84.62
4S1: Non-traditional Program Concentration	31.72	20	21	24	25	31.73	31.83	31.93	32.03
5S1: Program Quality – Attained Recognized Postsecondary Credential	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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5S2: Program Quality – Attained Postsecondary Credits	30.00	27	30	32	35	30.10	30.20	30.30	30.40
5S3: Program Quality – Participated in Work-Based Learning	14.93	18	22	25	27	15.03	15.13	15.23	15.33
5S4: Program Quality – Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6				
Indicators	Baseline Level	Performance Levels							
		PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	PY 2024-25	PY 2025-26	PY 2026-27	PY 2027-28
<b>Postsecondary Indicators</b>									
1P1: Postsecondary Retention and Post-Program Placement	76.41	83.8	84	84.4	84.8	76.50	76.90	77.30	77.70
2P1: Earned Recognized Postsecondary Credential	37.66	100	100	100	100	40.00	40.25	40.50	40.75
3P1: Non-traditional Program Concentration	18.04	16.8	17	17.3	17.5	18.24	18.44	18.64	18.84

### **D.3. State Determined Performance Level (SDPL) Procedure**

#### **D.3.a. Public Comment Procedure**

The State Determined Performance Level (SDPL) form was posted to the site [mus.edu/perkinsv/public-comment.asp](https://mus.edu/perkinsv/public-comment.asp) on March 1, 2024 and they remained on that site until April 30, 2024. The link was shared with various stakeholder groups, including teachers, faculty, college/high school staff, agencies that serve special populations, students, parents, members of business/industry, and tribal colleges. The performance indicators were posted as a part of the entire state plan available for public comment.

#### **D.3.b. State Determined Performance Level Explanation and Process**

To establish baseline numbers for the State Determined Performance Levels, the Partner Agencies both reviewed three (3) previous years of data for each performance indicator.

##### ***Secondary Performance Indicator Definitions***

The term ‘CTE concentrator’ at the secondary level is defined as a student who has taken two or more credits in a defined Montana Career Pathway (program of study). One credit equals a year-long course or two semesters.

Numerator and denominator definitions for each secondary performance indicators are as follows:

##### **1S1: Four-Year Graduation Rate**

**Numerator:** the number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

**Denominator:** the number of CTE concentrators who, in the reporting included in the State’s computation of its four-year graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 111(b)(2) of the ESSA.

##### **2S1: Academic Proficiency in Reading Language Arts**

**Numerator:** the number of CTE concentrators who achieved reading/language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments of ACT scores.

**Denominator:** the number of CTE concentrators who took the ESSA assessments in reading/language arts whose scores were included in the program year in the State’s computation of the AYP measure for reading/language arts.

##### **2S2: Academic Proficiency in Math**

**Numerator:** the number of CTE concentrators who achieved math proficiency in the challenging

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State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments of ACT scores.

**Denominator:** the number of CTE concentrators who took the ESSA assessments in math whose scores were included in the program year in the State’s computation of the AYP measure for math.

### 2S3: Academic Proficiency in Science

**Numerator:** the number of CTE concentrators who achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments of ACT scores.

**Denominator:** the number of CTE concentrators who took the ESSA assessments in science whose scores were included in the program year in the State’s computation of the AYP measure for science.

### 3S1: Post-Program Placement

**Numerator:** the number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advance training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)), or are employed.

**Denominator:** the number of CTE concentrators who left secondary education during the reporting year.

### 4S1: Non-traditional Program Concentration

**Numerator:** the number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to non-traditional fields.

**Denominator:** the number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.

Definitions for 5S2 and 5S3 are found in Section D.1.

### *Postsecondary Performance Indicator Definitions*

The term ‘CTE concentrator’ at the postsecondary level is defined as a student enrolled in an eligible recipient who has (i) earned at least 12 credits and are enrolled in a career and technical education program or program of study; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Numerator and denominator definitions for each postsecondary performance indicators are as follows:

1P1: Postsecondary Retention and Post-Program Placement

**Numerator:** the number of CTE concentrators who, during the second quarter after program completion of the prior reporting year, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)), or are placed or retained in employment.

**Denominator:** the number of CTE concentrators who completed their program in the prior reporting year.

2P1: Earned Recognized Postsecondary Credential

**Numerator:** the number of CTE concentrators who obtained a diploma, certificate, or credential during participation in or within 1 year of program completion.

**Denominator:** the number of CTE concentrators who left postsecondary education in the prior reporting year.

3P1: Nontraditional Program Completion

**Numerator:** the number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study that lead to non-traditional fields.

**Denominator:** the number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field during the reporting year.

Definitions for the numerators and denominators for the secondary indicators of career and technical education program quality that Montana chose are defined in section D.1.

**D.4. State Determined Performance Level (SDPL) Public Comments**

**D.5. State Determined Performance Level (SDPL) Disparities or Gaps**

The Partner Agencies will provide leadership to assist school districts and two-year postsecondary institutions to gather and share information about strategies for improving performance and making meaningful progress each year. Professional development will be provided to help identify promising practices for improving performance and strengthening services to special populations.

Every local recipient will receive a report indicating how special population and nontraditional populations groups performed compared to the goals for these groups on the target performance levels. Each LEA will be required to document how they will work to close achievement gaps.

**ASSURANCES, CERTIFICATIONS, AND OTHER FORMS**

**A. Statutory Assurances**

The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>5</sup> for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

<sup>5</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

**B. EDGAR Certifications**

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
  1. It is eligible to submit the Perkins State plan.
  2. It has authority under State law to perform the functions of the State under the Perkins program(s).
  3. It legally may carry out each provision of the plan.
  4. All provisions of the plan are consistent with State law.
  5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
  6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
  7. The entity has adopted or otherwise formally approved the plan.
  8. The plan is the basis for State operation and administration of the Perkins program.

**C. Other Forms**

- The eligible agency certifies and assures compliance with the following enclosed forms:
  1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
  2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
  3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
  4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>



MONTANA MULTI-YEAR STATE PLAN 2024-2027

BUDGET

**A: Budget Form**

State Name: Montana

Fiscal Year (FY): 2024

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>Not applicable</b>	\$6,742,407
2	<b>State Administration</b>	5%	\$337,120
3	<b>State Leadership</b>	10%	\$674,241
4	● Individuals in State Institutions	.1%	\$6,742
4a	– Correctional Institutions	<b>Not required</b>	\$
4b	– Juvenile Justice Facilities	<b>Not required</b>	\$
4c	– Institutions that Serve Individuals with Disabilities	<b>Not required</b>	\$
5	● Nontraditional Training and Employment	<b>Not applicable</b>	\$60,000
6	● Special Populations Recruitment	%	\$674
7	<b>Local Formula Distribution</b>	85%	\$5,731,046
8	● Reserve	11%	\$630,415
9	– Secondary Recipients	%	\$50,000
10	– Postsecondary Recipients	%	\$580,415
11	● Allocation to Eligible Recipients	89%	\$5,100,631
12	– Secondary Recipients	65%	\$3,315,410
13	– Postsecondary Recipients	35%	\$1,785,221
14	<b>State Match (<i>from non-federal funds</i>)</b>	<b>Not applicable</b>	\$337,120

APPENDICES

**Appendix A: Montana’s Postsecondary Local Application Template**

See Attached PDF

**Appendix B: Montana’s Secondary Local Application Template**

See Attached PDF

**Appendix C: Montana’s Comprehensive Local Needs Assessment Template**

See Attached PDF

**Appendix D: Example of a Montana Career Pathway as a Program of Study**

See Attached PDF

**Appendix E: Public Comments**

See Attached PDF