

MONTANA UNIVERSITY SYSTEM'S WORKFORCE PROGRAMS



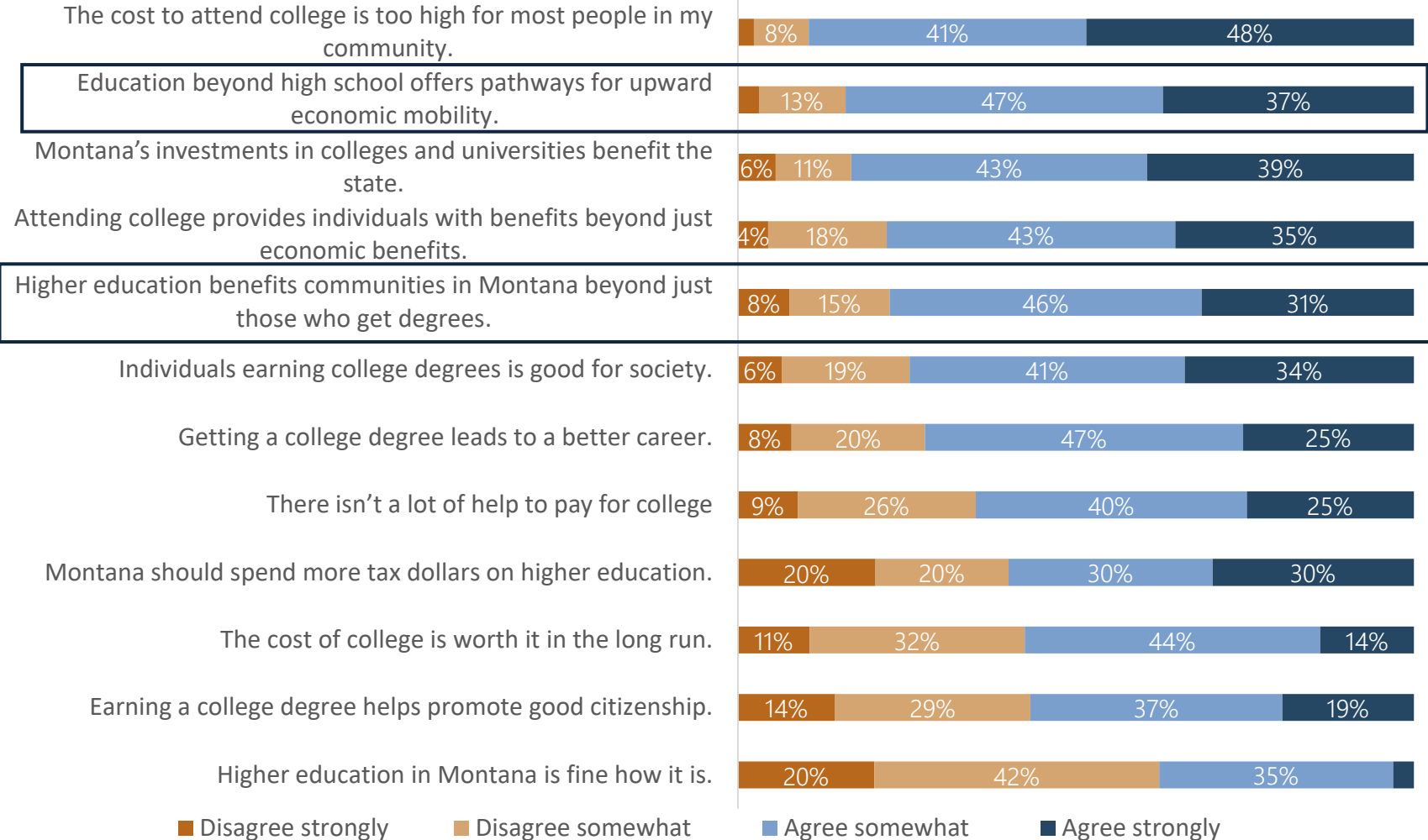
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Angela McLean, Ed.D. Director of American Indian and Minority Achievement and K-12 Partnerships

Earning a college degree provides a path to a better job and greater economic opportunity.

Resident Agreement With Higher Education Statements



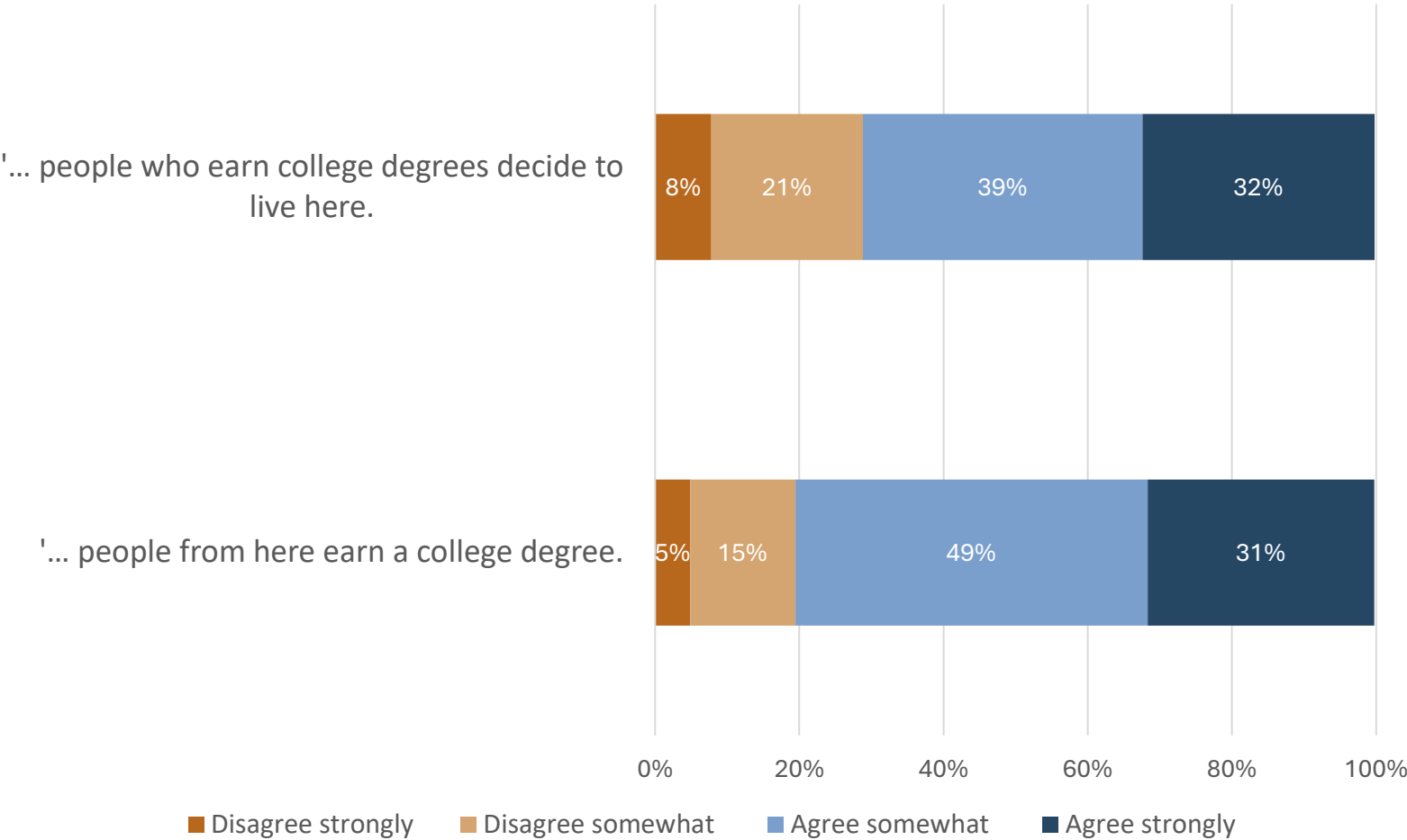
Survey findings suggest that Montanans' shared commitment to **access** is grounded in the belief that a college degree is **good for individuals** and **good for the state**.

84% of Montanans believe education beyond high school offers pathways for upward economic mobility.

77% of Montanans believe that higher education benefits communities beyond just those who get degrees.

College degrees contribute positively to communities.

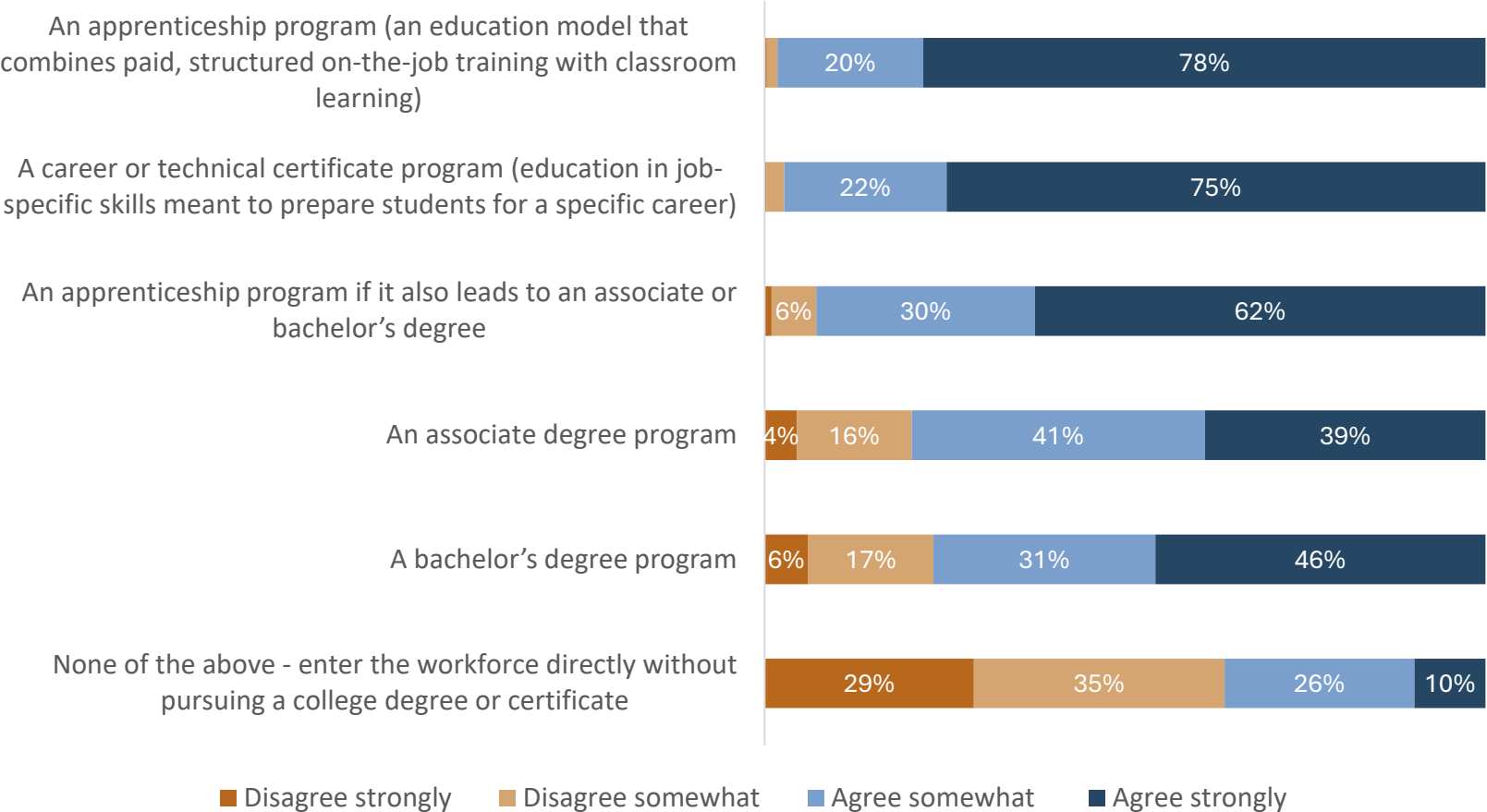
"My Community Benefits from..."



Most of the state's residents said that **communities benefit** when locals earn college degrees and when degree holders move to their community.

Montanans value postsecondary opportunities that include experiential learning.

Residents Would Feel Comfortable Sending a Friend or Relative to...

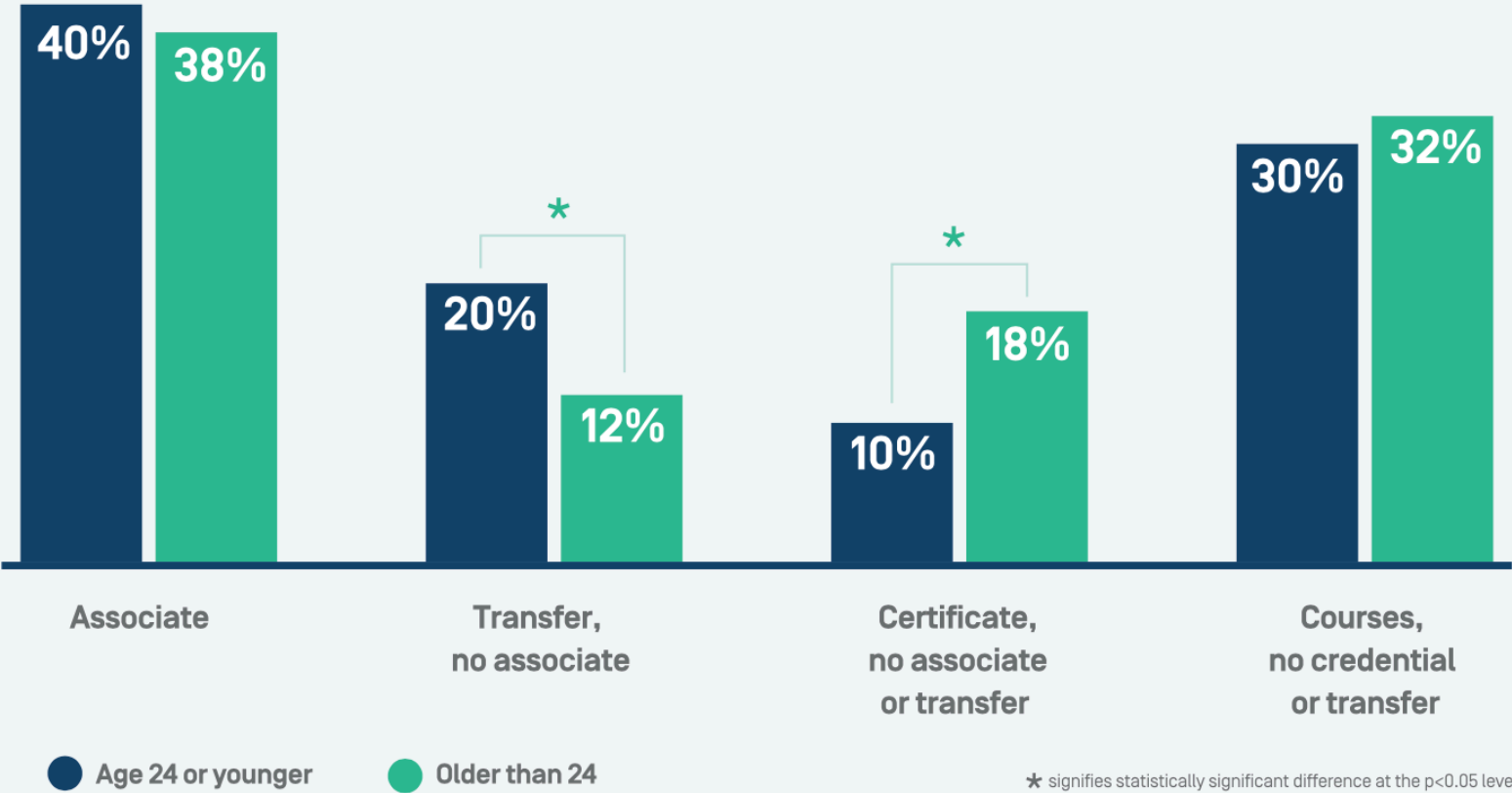


Montanans particularly value **education programs with work-based component.**

Most Montanans also **disagree** that they would recommend **entering the workforce *without* any sort of college degree or certificate.**

When surveyed, older students indicate a growing preference for shorter training pathways

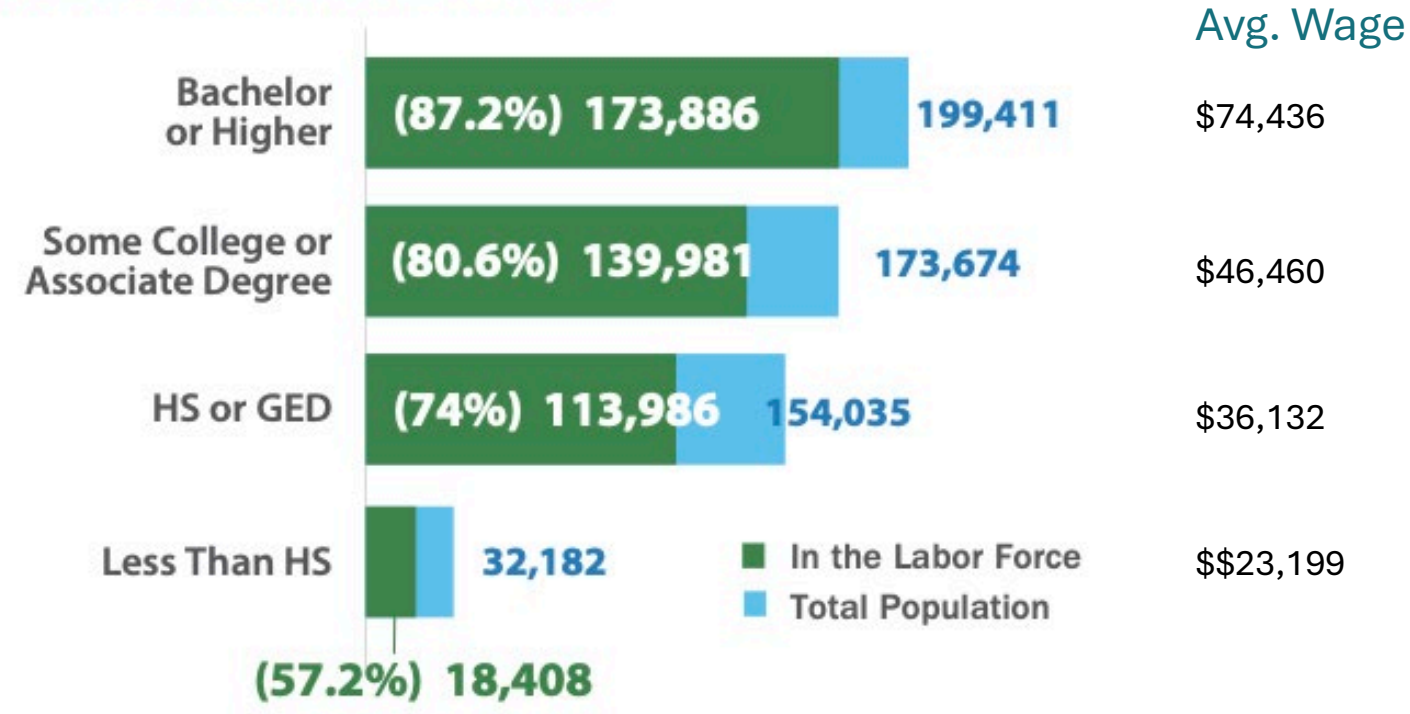
Figure 6 — Recent Community College Students' Attainment Goals by Age of Attendance



Large shares of recent community college students surveyed by Strada indicated a preference for short-term training pathways.

Montana lags in enrolling its more than 200,000 working-age adults without a credential.

Population and Labor Force Participation by Educational Attainment



1.8% of working age Montanans without a degree report being enrolled in college. Nationally, 3.3% are enrolled.

Source: American Community Survey 2022 1-Year Estimates, Montana. Age 25-64. Labor force participation rates are in parentheses.

To Reach Students-We Must:



BE AFFORDABLE



BE FLEXIBLE



COMBINE WORK
AND SCHOOL

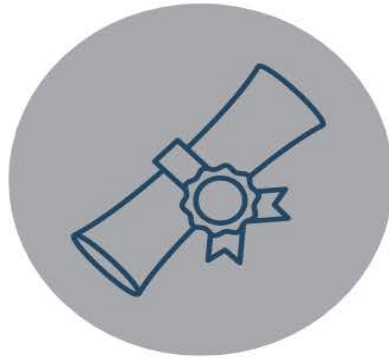


SHOW
RELEVANCE

KEY INITIATIVES



**Montana
YEAR to CAREER**

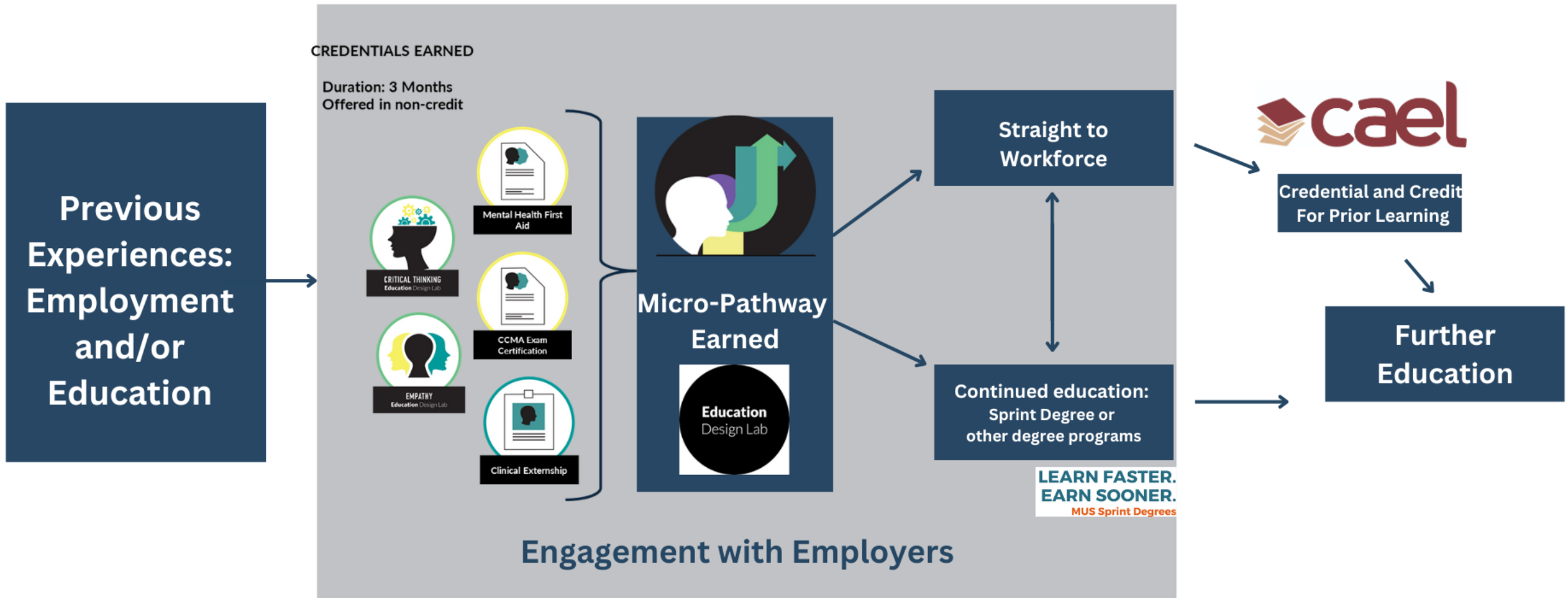


**MUS Sprint
Degrees**



**Credit for Prior
Learning**

ANSWERING THE “EITHER/OR”



University of Montana Colleges

A Micro-Pathway to Become a Certified Clinical Medical Assistant

DRAFT

Issued by

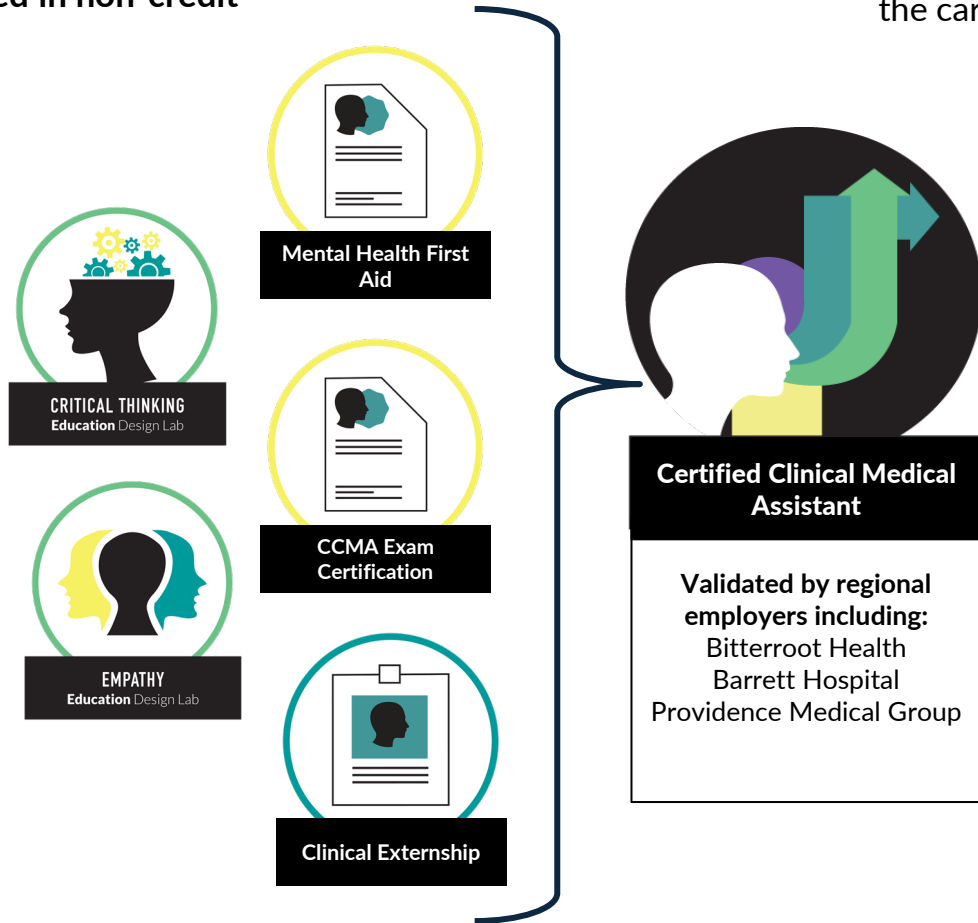


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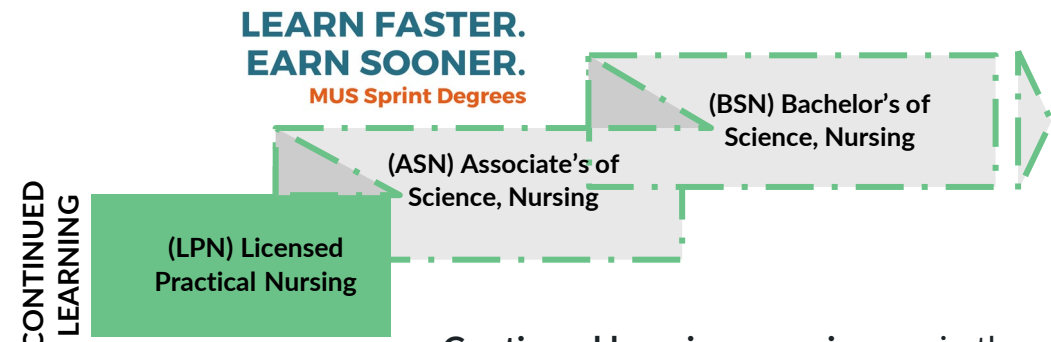
CREDENTIALS EARNED

Duration: 3 Months
Offered in non-credit



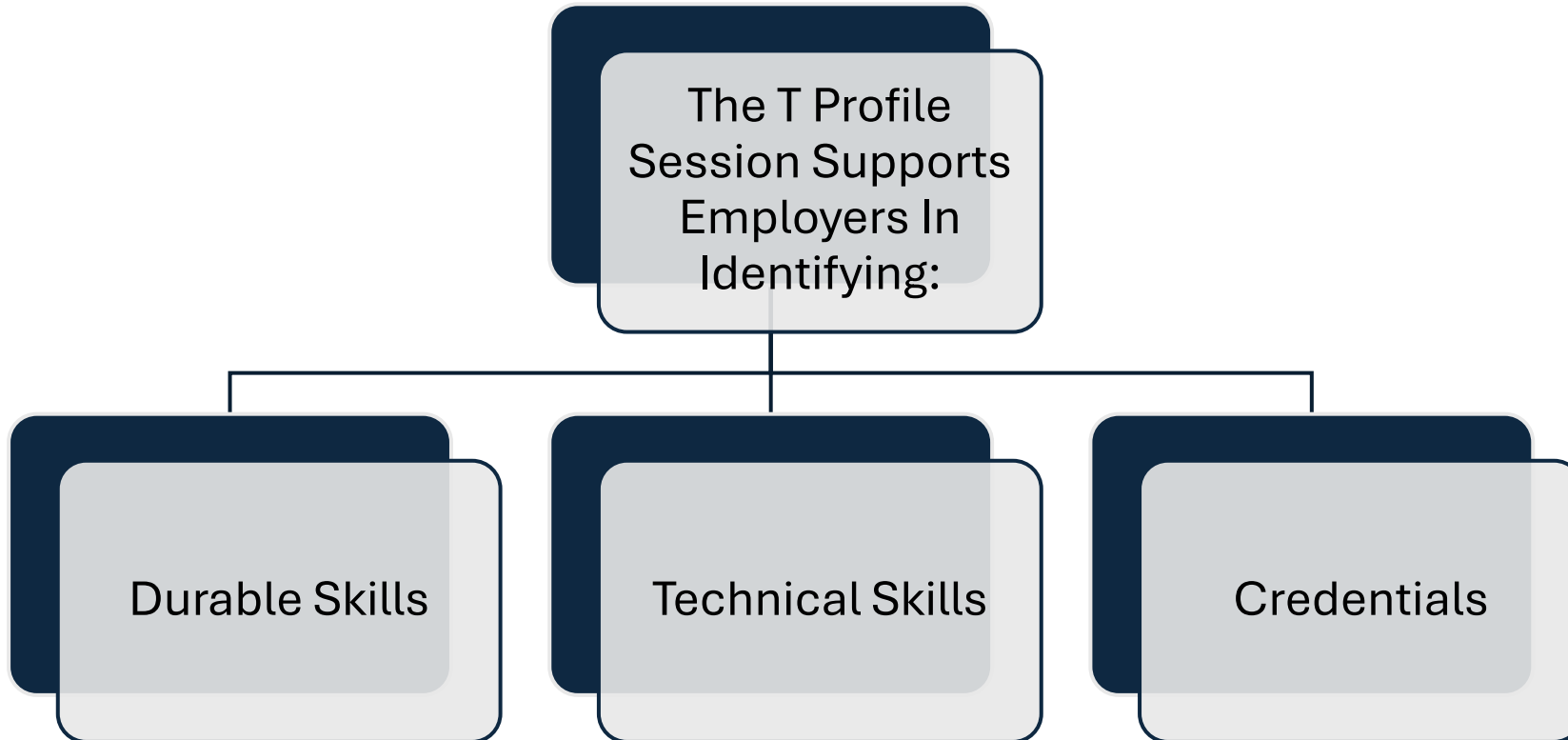
Program Overview: This program trains students to assist physicians by performing functions related to the clinical responsibilities of a medical office. Instruction includes preparing patients for examination and treatment, routine laboratory procedures, diagnostic testing, technical aspects of phlebotomy, and the cardiac life cycle.

Ensuring all learning counts, the collaborative work with CAEL around credit for prior learning can support the development of processes and best practices for assessing common learning experiences equating to credit hours that can be applied towards micro-pathways, sprint degrees, and other programs.



Continued learning experiences, in the form of sprint degrees and other academic programs, establish on and off ramps for l(earners) to upskill and earn degrees and credentials while growing in their career field.

Meeting Industry Needs



Education Design Lab | T-Profile

Occupation/Job Role **Welder**

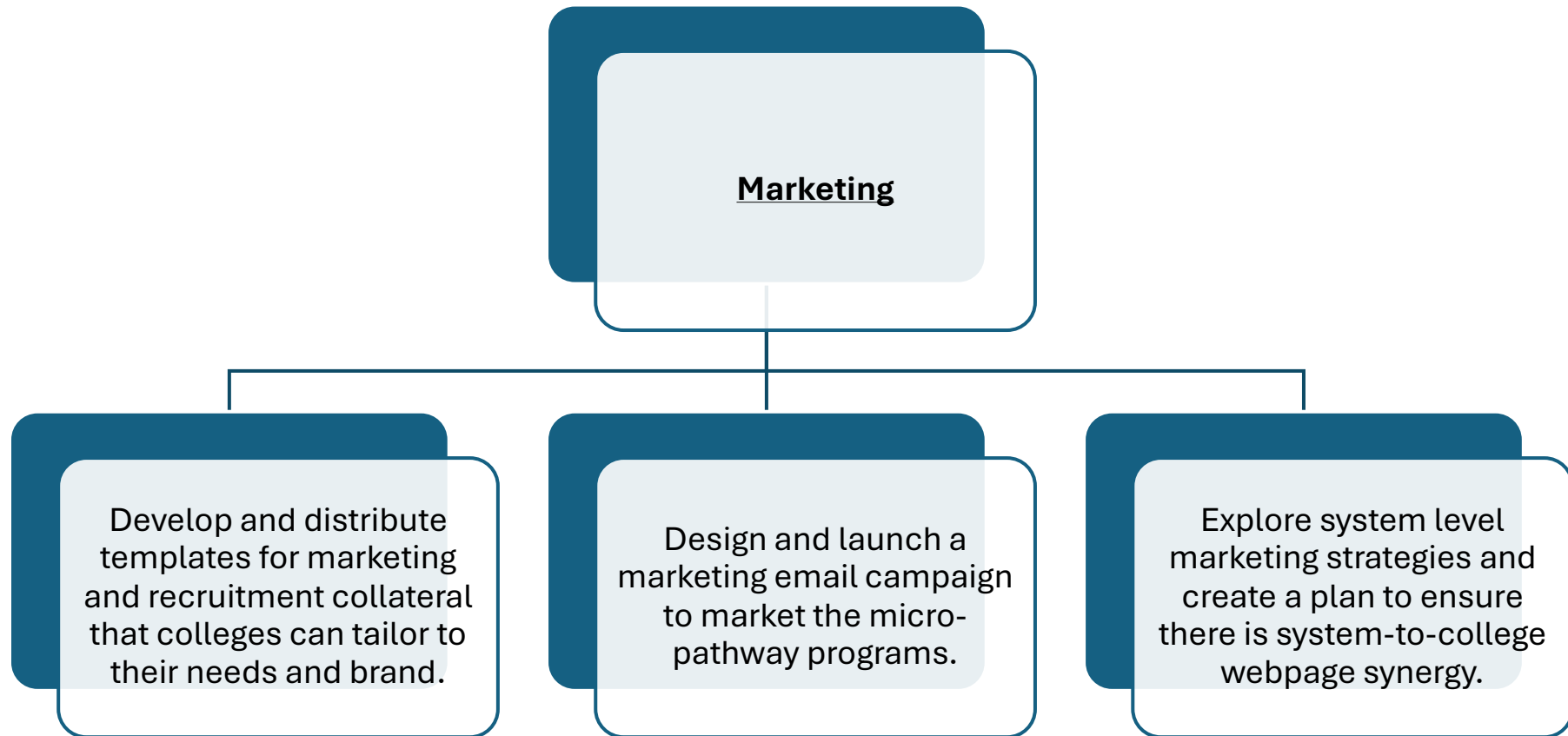
Employer/Organization **Anaconda Foundry Fabrication**

The T-Profile on this page will update automatically with the information filled out on the 21s C Skills and Technical Skills tabs. Please do not edit this sheet.

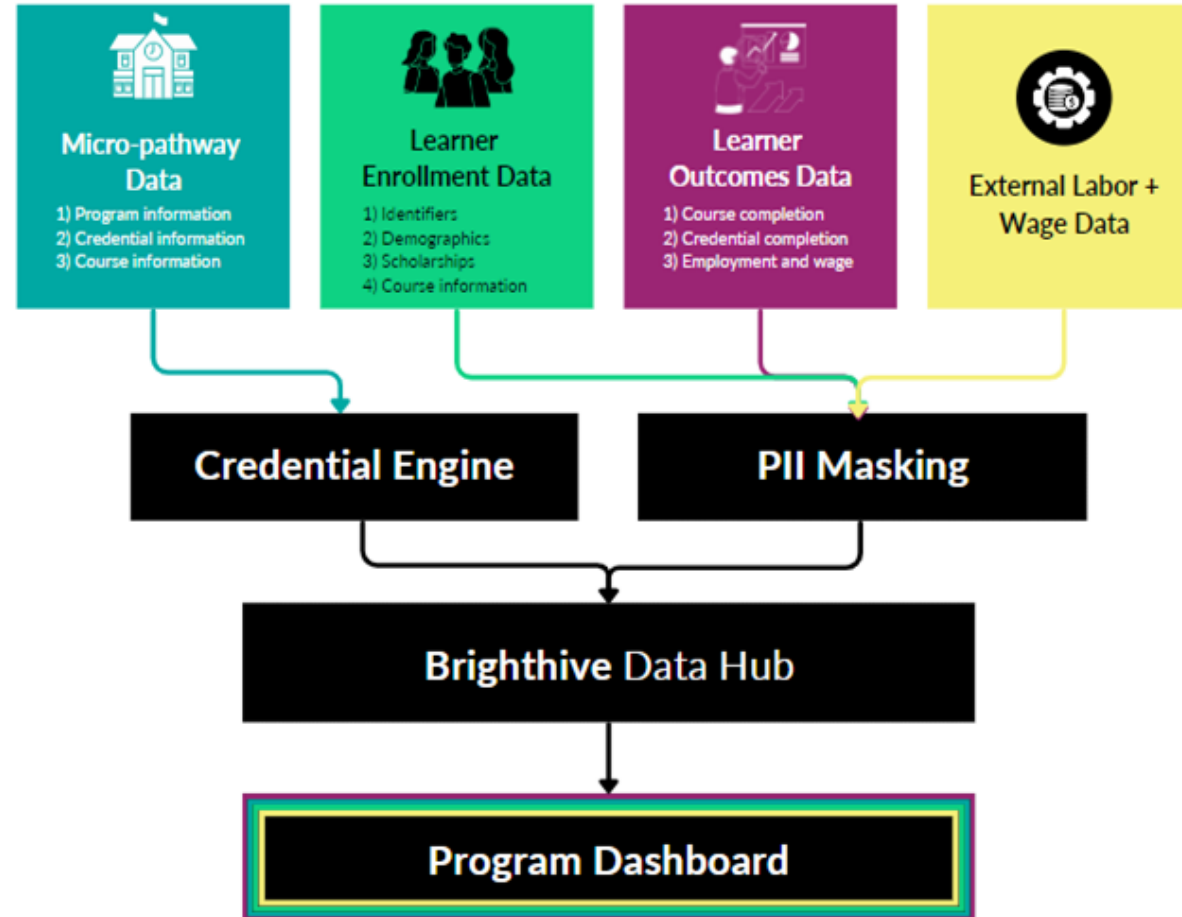
Competency: Initiative - 2		Competency: Creative Problem Solving - 3		Competency: Collaboration -		Competency: Intercultural Fluency -		Competency: Self-Directed Learning -	
lead without title - 4	act as catalyst - 3	identify patterns - 2	manage ambiguity - 1	focus on solutions -	listen actively -	curiosity -	challenge biases -	initiate learning -	commit to learning -
self awareness - 2	learn from experience - 1	iteration - 3	convergent/divergent thinking - 4	diverse perspective -	strengthen relationships -	self-awareness -	diverse perspectives -	focus on learning -	reflect on learning -
Competency: Resilience -		Competency: Critical Thinking -		Competency: Oral Communication - 1		Competency: Empathy -		Competency: Other	
exhibit flexibility -	focus on solutions -	identify patterns -	draw conclusions -	listen actively - 1	clarity/precision - 2	listen actively -	recognize needs -	TBD -	TBD -
self-awareness -	learn from experience -	question assumptions -	gather relevant info -	storytelling - 4	adopt tone/word choice - 3	validate others' feelings -	diverse perspectives -	TBD -	TBD -

Technical Skills	
<i>What are the things (tasks, activities, skills) the employee needs to be able to do on the job? What evidence will you need from potential employees?</i>	<i>Are there certifications or licensures required or preferred for hire?</i>
Basic math - 1	FCAW -
Welder set up - 1	SMAW (process, 3GSMAW is the certification) -
Safety - 1	Cutting and gouging -
Reading - 1	Plasma -
Communication (asking clarifying questions / following instructions) - 1	-

Spreading the Word



What types of data are needed?



For more information or if you have
questions, please contact:
amclean@montana.edu

