

WELCOME

Day 1 Agenda

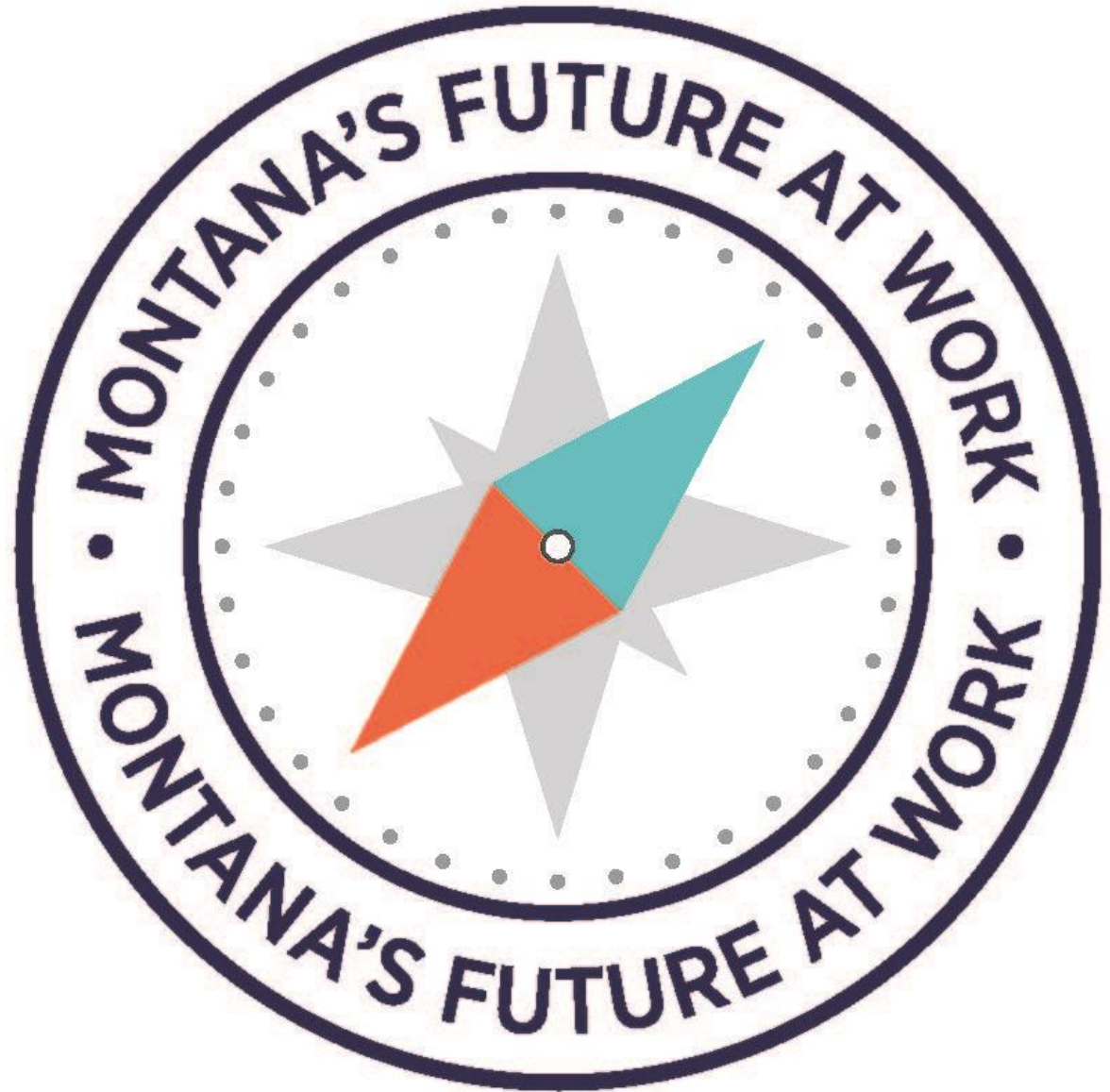
10:30 am Welcome & Introductions

12:30 pm Opportunity Gap Analysis
& Lunch

1:30 pm Breakout Sessions

2:15 pm Breakout Sessions: Round 2

3:00 pm FVCC Tour



Opening Session

Dr. Chris Clouse

- Vice President, Academic and Student Affairs, FVCC

Mr. Mike Halligan

- Executive Director, the Dennis and Phyllis Washington Foundation



Celebration of iGraduate



Montana's Future at Work

Congratulations to this year's awardees!

- Missoula College, Certified Medical Assistant
- Great Falls College, Cybersecurity
- Highlands College, CDL
- Miles Community College, CNA
- Missoula College, Cybersecurity
- Bitterroot College, CNA
- Helena College, EMT





State of CTE in Montana

Jacque Treaster

Director of Dual Enrollment and Career & Technical Education



Perkins V

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



CTE Program Support

- Equipment
- Curriculum Development
- Professional Development
- K-12 Partnerships
- Career Exploration





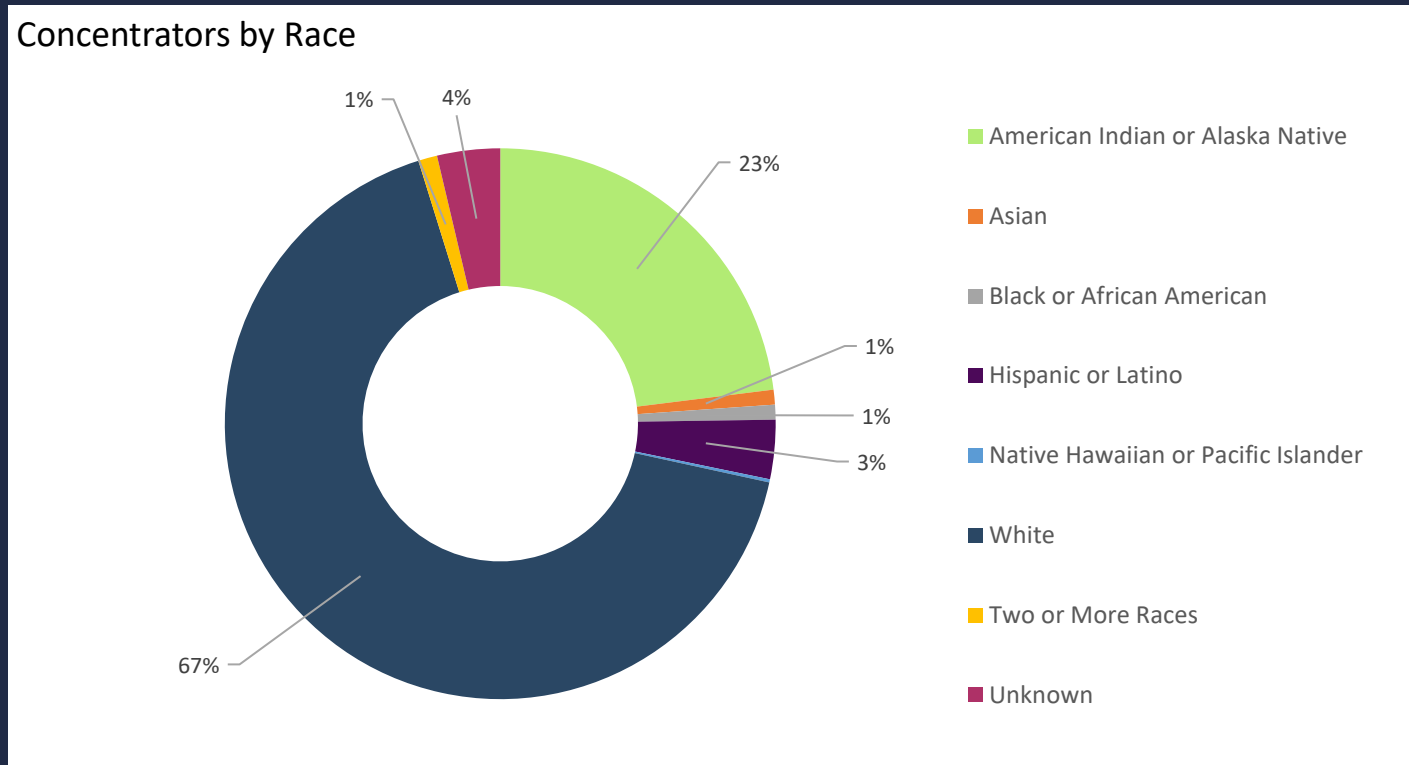
Access to Quality CTE for Every Montanan

- Special Populations
- Gender Nontraditional
- Adult Education
- American Indian Students





2020-2021 Perkins Report Card





Special Populations

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

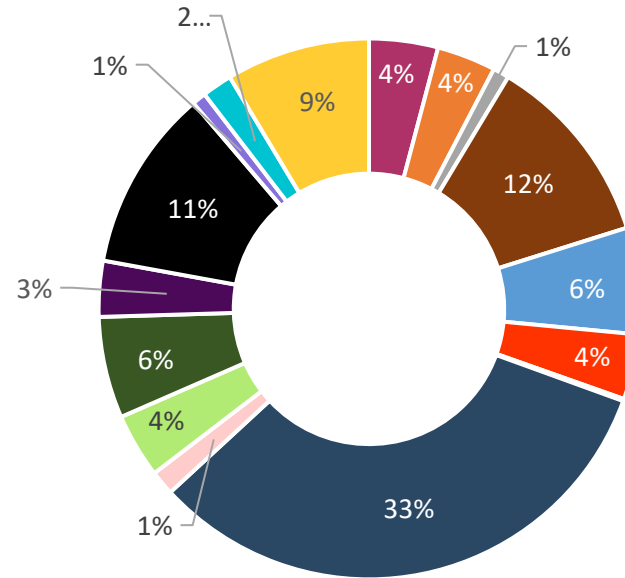
Percent of Participants in
1+ Special Populations
Categories

44%

Percent of Concentrators
in 1+ Special Populations
Categories

51%

Percentage of CTE Concentrators by Career Cluster



- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, Audio/Video Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

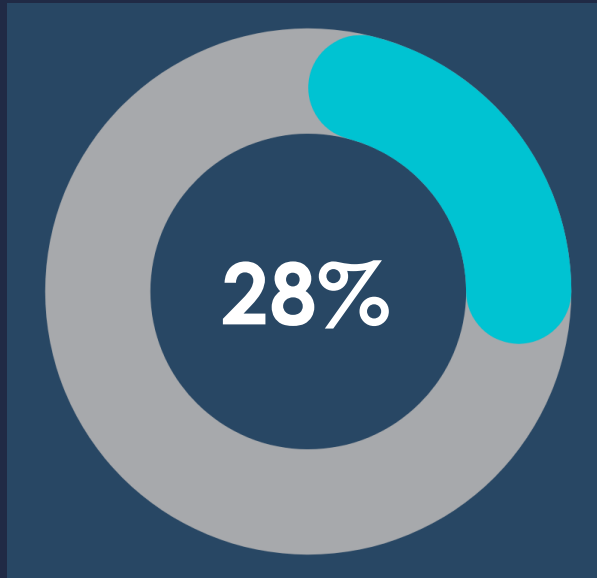


K-12 Partnerships

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



How Much Dual Enrollment is CTE?



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

	2016-17	2017-18	2018-19	2019-20	2020-21
CTE %	25%	26%	27%	29%	28%
CTE Credits	6,005	7,042	9,199	10,680	9,937

ONE TWO FREE.

ONE TWO FREE.

ONE TWO FREE.

+31% increase in DE CTE credits (2017-18 to 2018-19)



CTE DE by Career Cluster*

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

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



More Perkins Information

Website:

<https://mus.edu/Perkins>

Contact:

Jacque Treaster

jtreaster@montana.edu

(406) 449-9135

3 Things You Learned
2 Questions You Have
1-Most Important Point

Morning Recap

Lunch & Learn

Advance CTE's Opportunity Gap Analysis

With Ciera Franks-Ongoy,

- Perkins Equitable Access Coordinator, OCHE





USING DATA TO IDENTIFY AND ADDRESS CTE OPPORTUNITY GAPS

Ciera Franks-Ongoy,
Perkins Equitable Access Coordinator

October 13th, 2022

This presentation template was developed by **Advance CTE** to support the CTE opportunity gap analysis process.

Why We Care

Social Justice Case

Each learner should be able to access opportunities that allow them to pursue their passions, access meaningful careers and pursue lifelong learning at a family-sustaining wage.



Business Case

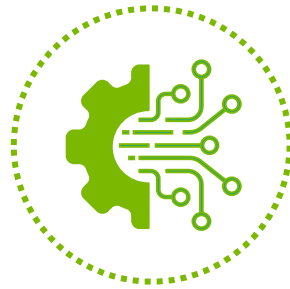
There is a persistent skills gap in the United States. A company's bottom line depends on being able to attract and retain diverse talent.



Challenging Business as Usual



Confronting the
**history and
legacy of
tracking**

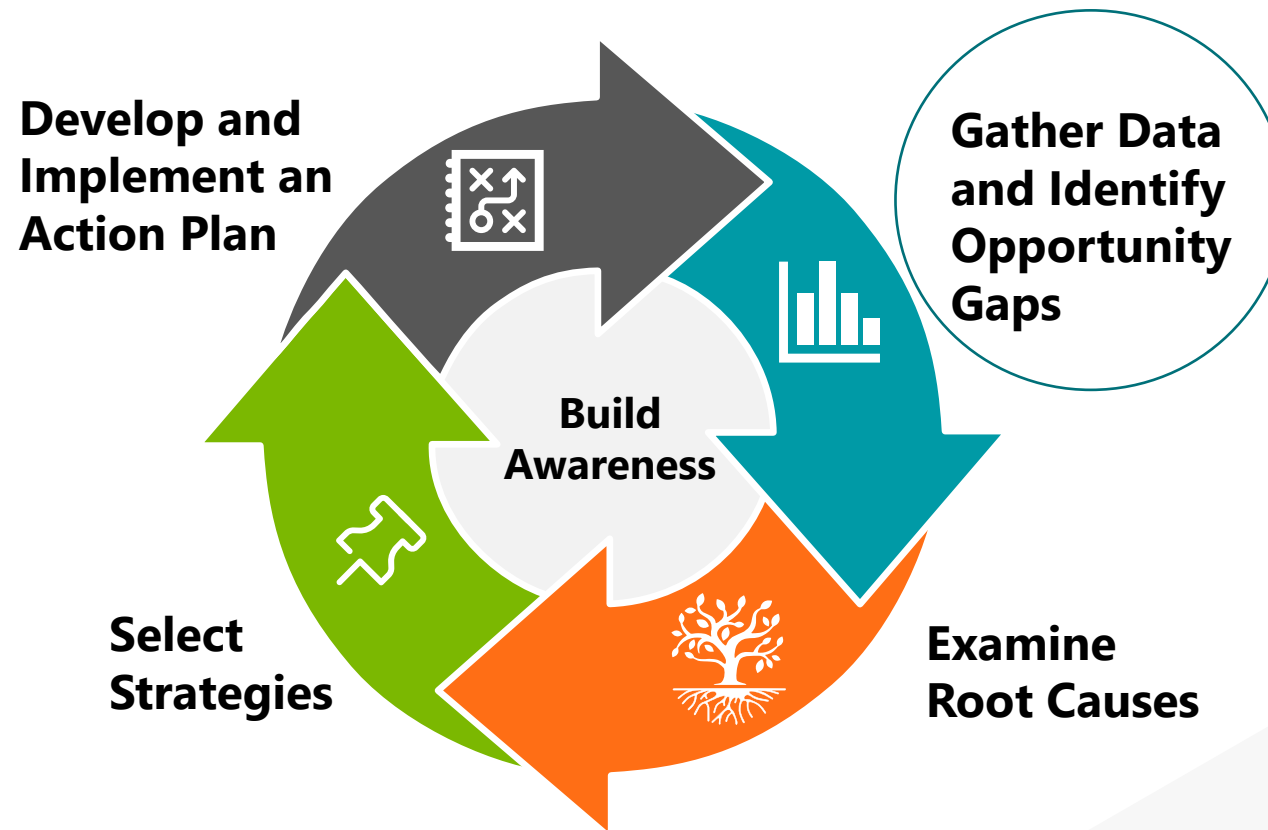


Expanding
**access to "New
Era" CTE
programs**



Ensuring
**equitable
outcomes**

Doing the Work



Opportunity Gap

An observable disparity in access and/or outcomes for a specific subgroup or special population that results from systemic inequities, implicit biases, stereotypes and outright discrimination based on group identities.

Gathering Data: Percentage-Point Gap Analysis

- Looks for parity between learners in the program and the broader population of the community
- Reveals whether or not the learners in your CTE programs are proportionally representative of their community
- Highlights the programs with the largest disparities

Montana Perkins Eligible 2-Year Colleges

(excluding Tribal Colleges)



- 7% of students in Montana's Perkins eligible two-year colleges are American Indian students.

Montana Perkins Eligible 2-Year Colleges

(excluding Tribal Colleges)



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

Interpretation: American Indian students are under-represented in STEM by 5 percentage points (7% - 2%)

Montana Public Schools, Grades 9-12



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

Montana Public Schools, Grades 9-12



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

Interpretation: Students with disabilities are under-represented in STEM by 4 percentage points (8% - 4%)

Montana Postsecondary Population Snapshot

STUDENT GROUP	POSTSEC	% POSTSEC
GENDER IDENTITY		
Female	7,144	59%
Male	4,865	40%
RACE/ETHNICITY		
American Indian or Alaska Native	893	7%
Latinx	567	5%
White	9333	78%
SPECIAL POPULATIONS		
Individuals with Disabilities	494	4%
Economically Disadvantaged	3659	30%
Single Parent	205	2%
Total Enrollment:	12,037	

What Stands Out: Gender Representation

Career Cluster	F	M
Agriculture, Food, and Natural Resources	-12%	13%
Architecture and Construction	-24%	24%
Arts, A/V Technology and Communications	14%	-13%
Business, Management & Administration	16%	-16%
Education & Training	20%	-21%
Finance	23%	-23%
Health Science	22%	-22%
Hospitality & Tourism	-16%	15%
Human Services	5%	-5%
Information Technology	-42%	43%
Law & Public Safety	-16%	17%
Manufacturing	-49%	49%
Marketing, Sales & Service	-17%	17%
STEM	-44%	44%
Transportation, Distribution & Logistics	-50%	51%

All but one of the career clusters are disproportionately skewed by gender

- **7 career clusters with a gap of greater than 20 pts**

What Stands Out: American Indian Students are Under-Represented

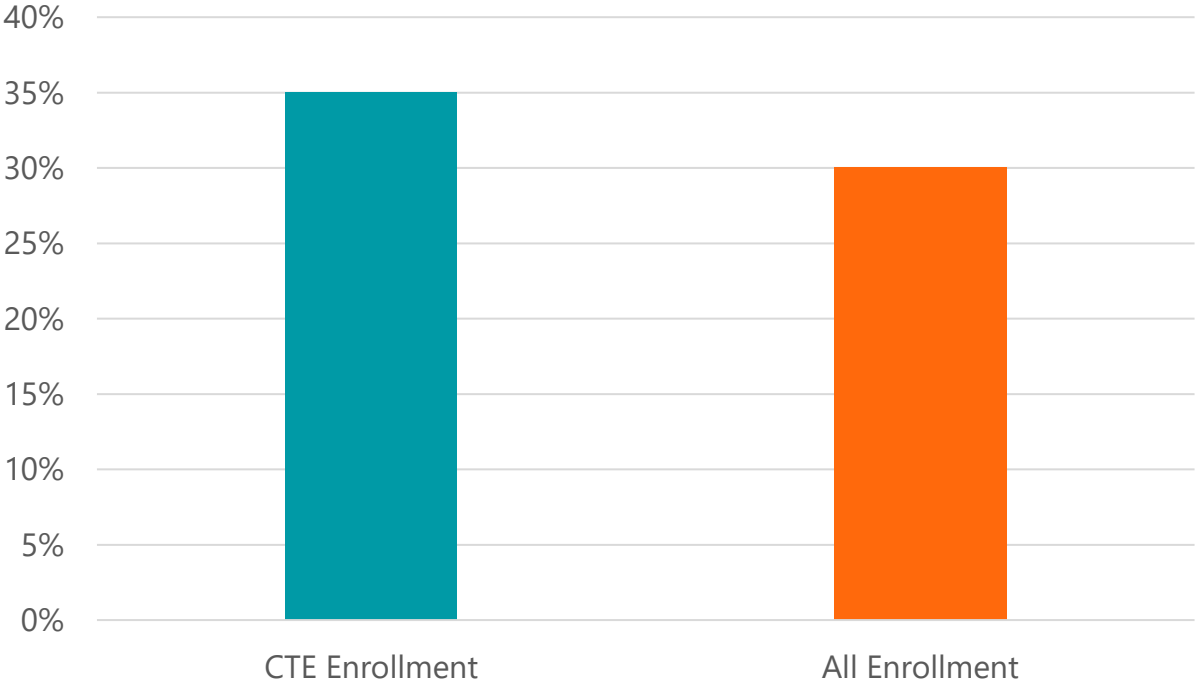
Career Cluster	American Indian
Agriculture, Food, and Natural Resources	-3%
Architecture and Construction	1%
Arts, A/V Technology and Communications	-7%
Business, Management & Administration	0%
Education & Training	0%
Finance	-1%
Health Science	0%
Hospitality & Tourism	-4%
Human Services	-3%
Information Technology	-2%
Law & Public Safety	-1%
Manufacturing	-2%
Marketing, Sales & Service	15%
STEM	-5%
Transportation, Distribution & Logistics	-3%

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

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

What Stands Out: Economically Disadvantaged Students Over-represented

CTE Enrollment Compared to Community Demographics of Economically Disadvantaged Student Population



Students who are economically disadvantaged are **overrepresented in overall CTE enrollment** compared to their peers.

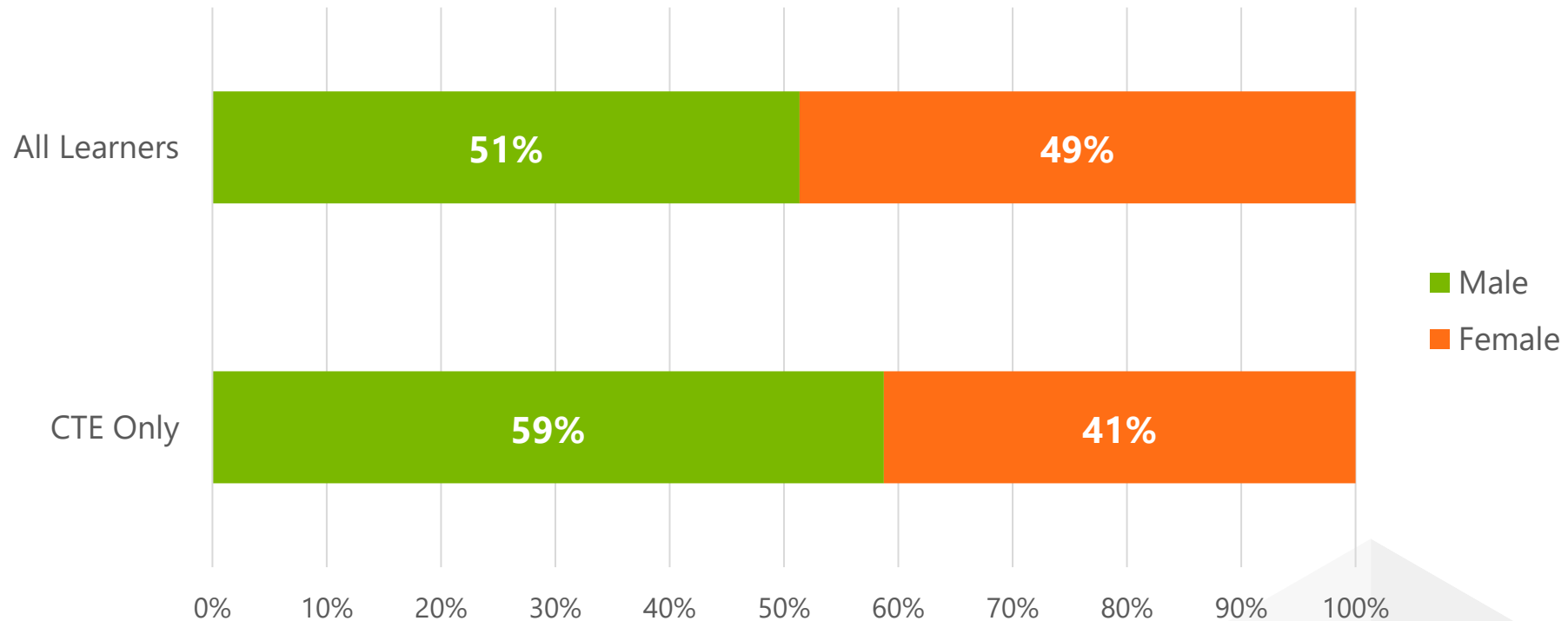
- Economically Disadvantaged students are overrepresented in the Human Services Career Cluster by 16 pts

Montana Public Schools, Grade 9-12 Snapshot

STUDENT GROUP	SEC	% SEC
GENDER IDENTITY		
Female	22,282	49%
Male	23,521	51%
RACE/ETHNICITY		
American Indian or Alaska Native	5,032	11%
White	35,902	78%
SPECIAL POPULATIONS		
Individuals with Disabilities	3,484	8%
Economically Disadvantaged	12,071	26%
Total Enrollment:	45,803	

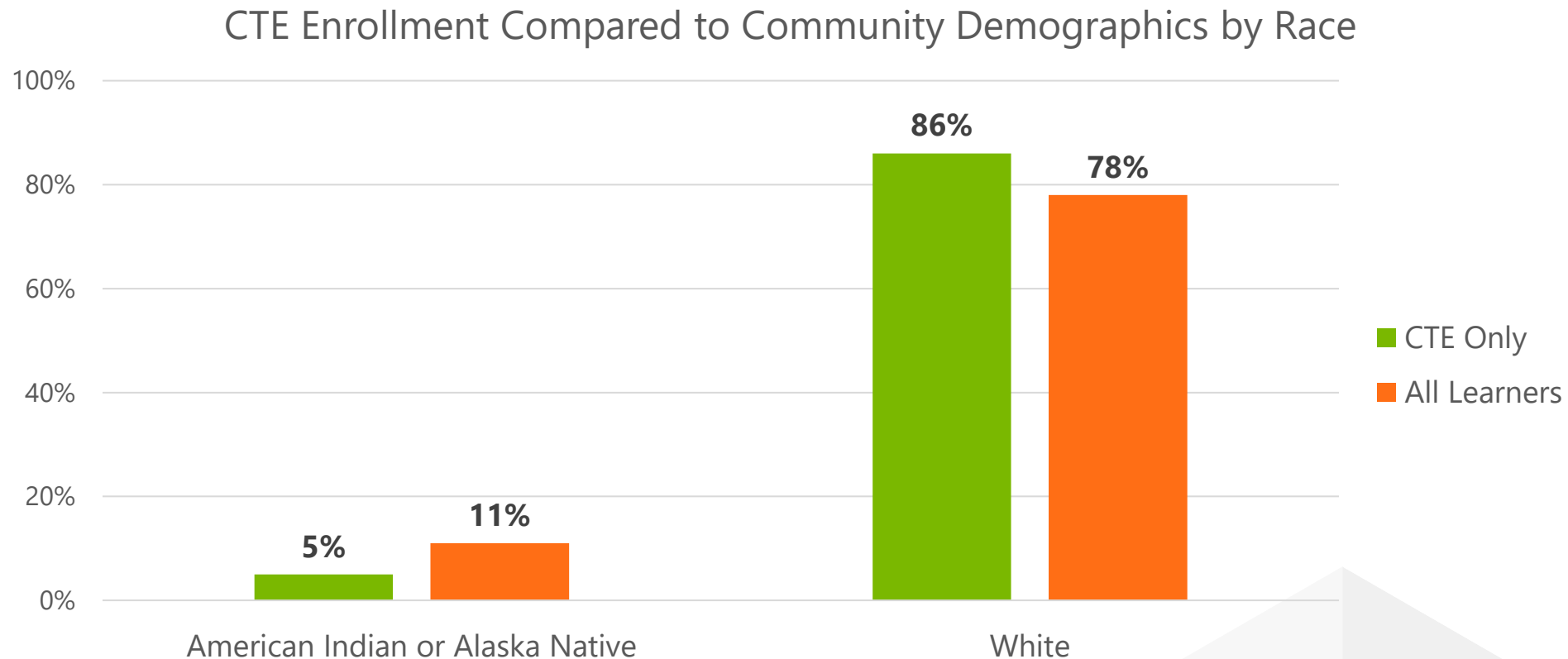
CTE Enrollment Compared to Community Demographics by Gender

CTE Enrollment Compared to Community Demographics by Gender



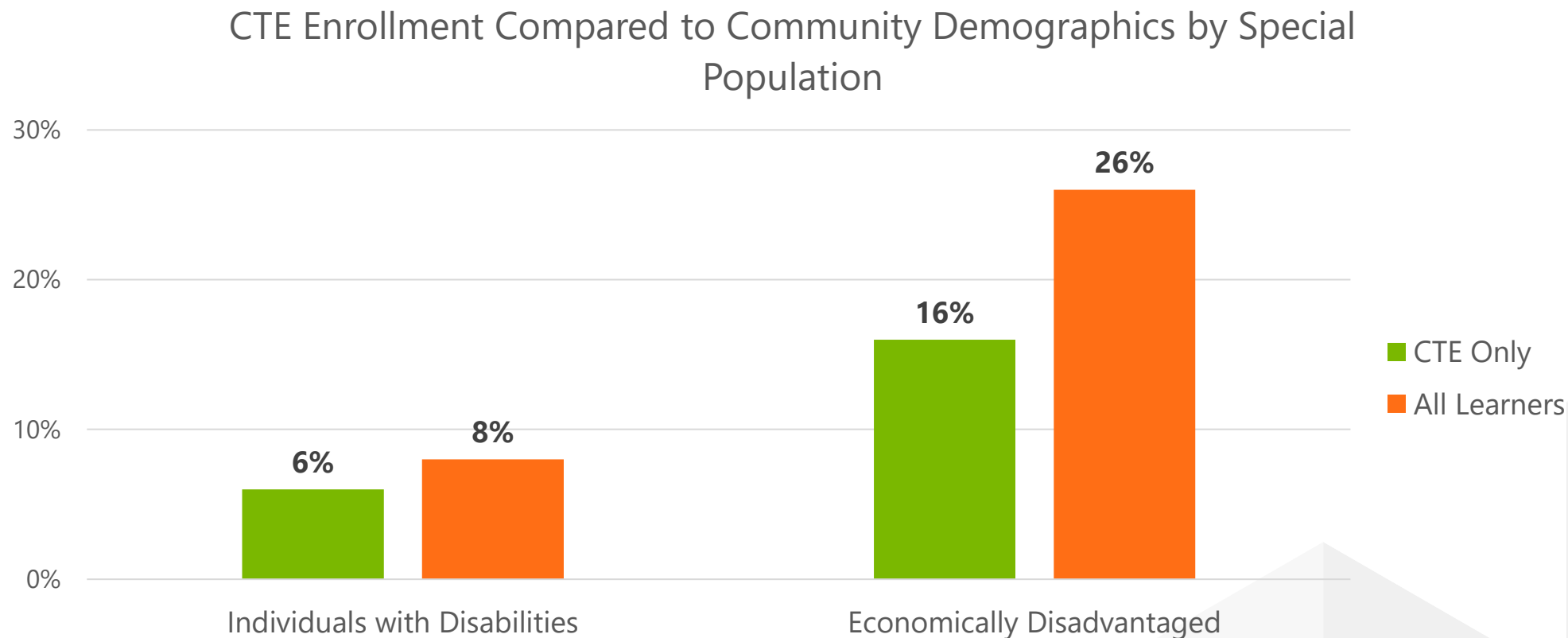
Interpretation: Female learners are under-represented by 8 percentage points in CTE compared to all grade 9-12 learners in Montana Public Schools.

CTE Enrollment Compared to Community Demographics by Race



Interpretation: American Indian or Alaska Native learners are under-represented in CTE by 6 percentage points compared to all grade 9-12 learners in Montana Public Schools. White learners are over-represented by 8 percentage points.

CTE Enrollment Compared to Community Demographics by Special Population



Interpretation: Students with disabilities are under-represented in CTE by 2 percentage points compared to all grade 9-12 learners in Montana Public Schools. Economically disadvantaged learners are under-represented by 10 percentage points.

Limitations of Data Analysis

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

BREAK

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

1. utilizing your own opportunity gap analysis dashboard
2. transforming data analysis into strategic initiatives
3. discuss access in MT CTE

Breakout Sessions

ACCESS: Opportunity Gap Analysis

- Located in ROOM AT-144A
- Presented by **Ciera Franks-Ongoy**

INDUSTRY: Public-Private Partnerships

- Located in ROOM AT-144B
- Presented by **Jacque Treaster**

AWARENESS: Highlighting Montana's Future at Work

- Located in ROOM AT-204
- Facilitated by **Holly Gederos**, Perkins Program Manager, OCHE and **Meaghan Kolar**, CTE Data and Reporting Analyst, OCHE

FVCC Tour

Led by

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

Lisa Blank, Executive Director, Workforce Development



WELCOME BACK

Day 2 Agenda

8:30 am Discussion with Bob Nystuen

9:00 am CTE Partnership Roundtables

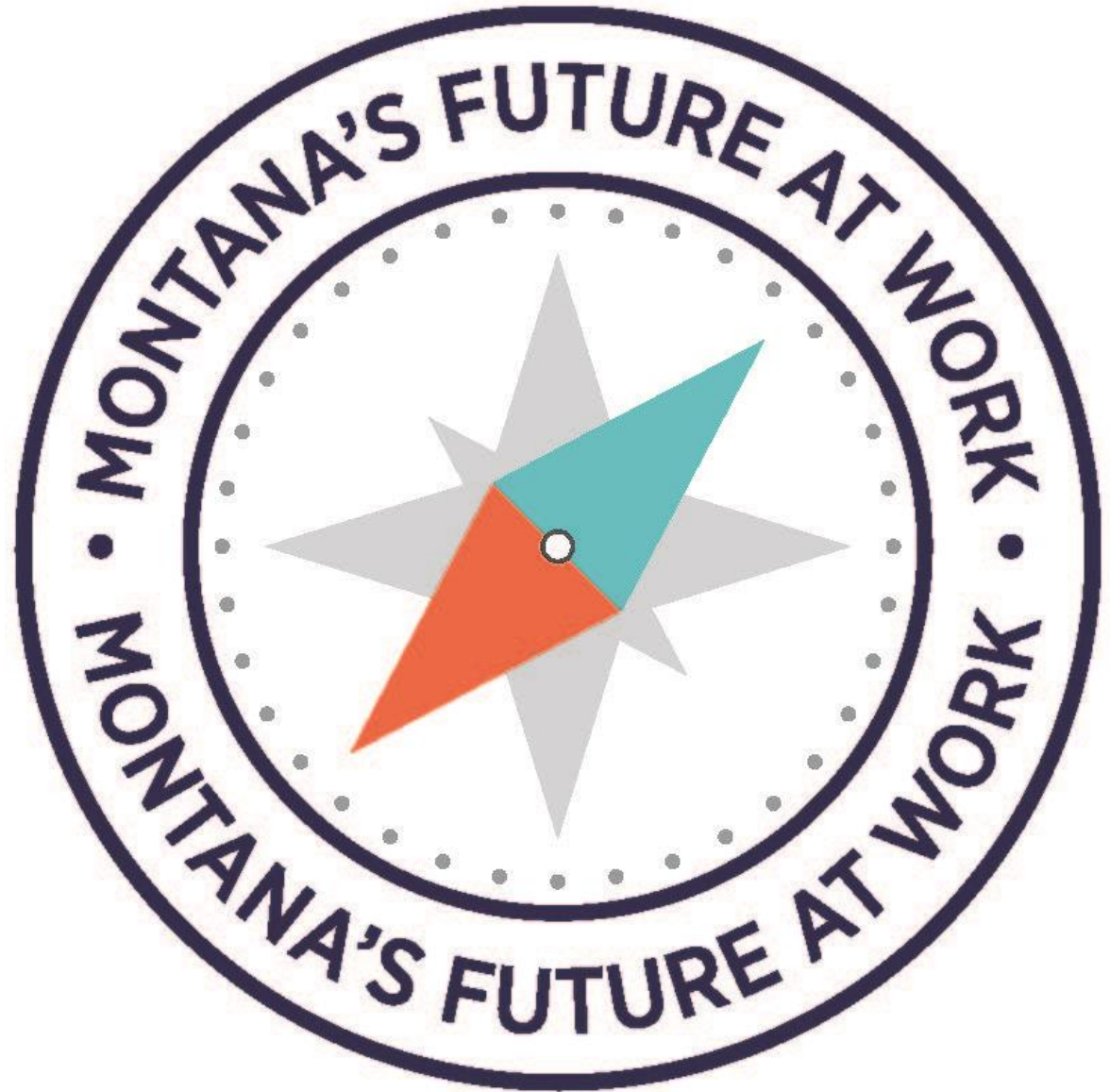
10:00 am Networking Break

10:15 am Business & CTE Panel

11:30 am Wrap-Up Discussion

12:30 pm Closing Remarks

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



Morning Discussion

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



CTE Partnership Roundtables

Presenters

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

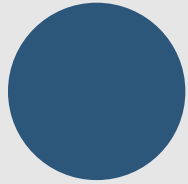
- *“A CTE Partnership”*
 - **Kaili Payne**, Director of Dual Enrollment, City College MSU Billings

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

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

- *“Clinical Medical Assistant”*
 - **Jordan Patterson**, Dual Enrollment Program Director, Missoula College UM

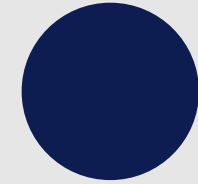
DUAL ENROLLMENT PARTNERSHIP & PATHWAYS



CYBERSECURITY - ONLINE



EMT BASIC – HIGH SCHOOL



WELDING - COLLEGE



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





A CTE Partnership

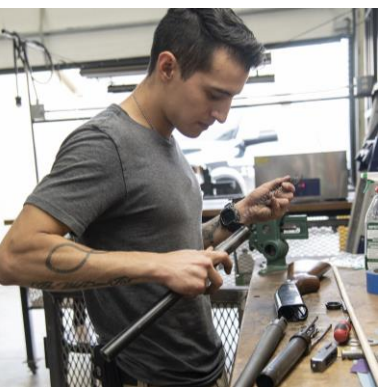
City College & the
Billings Career Center

Kaili Payne

Director of Dual Enrollment

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

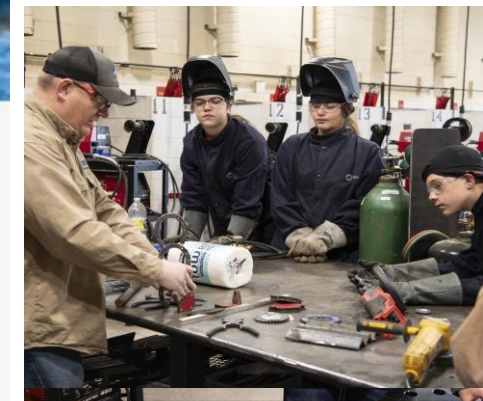
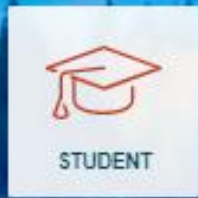




WORKFORCE FLATHEAD

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

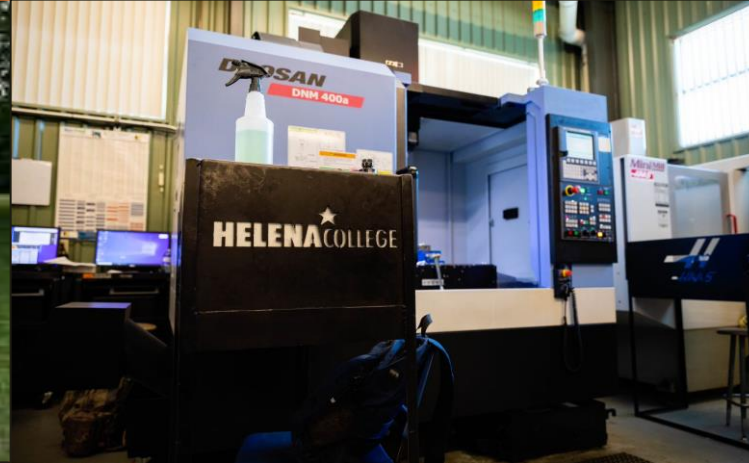
I AM A...



WorkForce Flathead is a collaboration between
the following Flathead Valley organizations



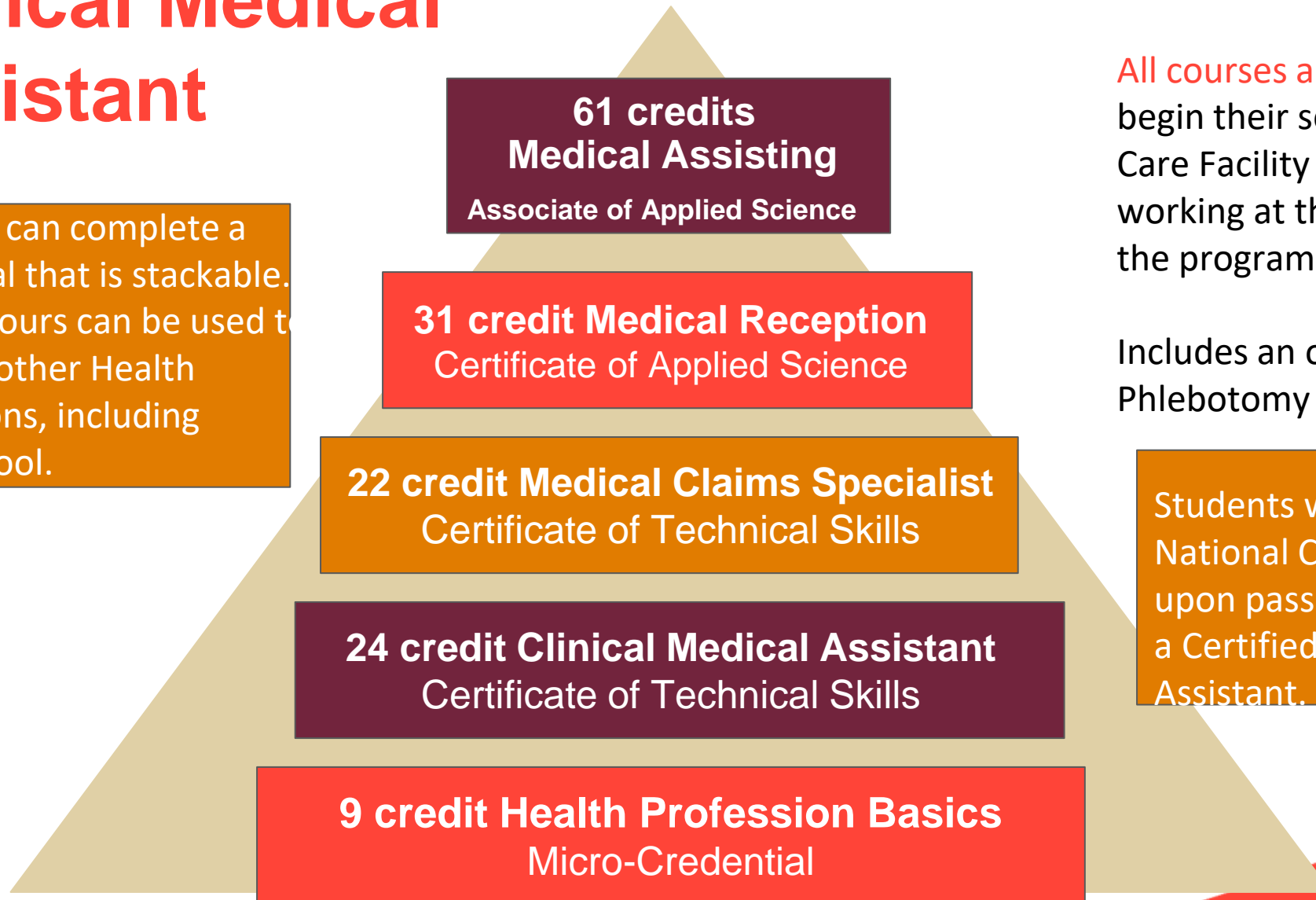
Avoiding the path of least resistance



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

Clinical Medical Assistant

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



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

Includes an optional one day in person Phlebotomy workshop.

Students will be able to sit for a National Certification exam and upon passing students will become a Certified Clinical Medical Assistant.

Business & CTE Panel

facilitated by Jacque Treaster

Panel Members

- **John Caldwell**, Workforce Consultant, Job Service Kalispell
- **Kyle Cram**, Plant Manager, Weyerhaeuser
- **Jennifer Cronk**, Workforce and Special Initiatives Director, Kalispell Chamber of Commerce
- **Marshall Fladager**, Manufacturing Manager, Applied Materials
- **Bob Nystuen**, Retired President, Glacier Bank and former MUS Regent



Wrap-up Discussion

What?

Describe how CTE takes shape on your home campus?

What session or conversation stuck with you and why?

So What?

What are the current implications (positive and negative) of your existing CTE programs?

What is one thing you learned, was clarified or sparked curiosity for you?

Now What?

What sort of follow-up, application, or share-out will you take with you after you leave today?

What opportunities exist for your programs and CTE learners, and how can those opportunities become actionable?





Closing Remarks

Thank you and safe travels!