

CAREER AND TECHNICAL EDUCATION REVIEW

**BILLINGS PUBLIC SCHOOLS
SCHOOL DISTRICT 2**

March 2016

BILLINGS PUBLIC SCHOOLS
Career and Technical Education Program

TABLE OF CONTENTS

I.	INTRODUCTION
II.	THE REVIEW PROCESS
III.	EXECUTIVE SUMMARY AREAS OF FOCUS
IV.	CTE REVIEW TEAM
V.	LOGISTICS OF THE REVIEW DOCUMENTS REVIEWED THOSE INTERVIEWED OVERALL OBSERVATIONS
VI.	THE REPORT OVERVIEW PROCESS BACKGROUND STRENGTHS, CHALLENGES, RECOMMENDATIONS SECTION 1: LEADERSHIP SECTION 2: PROGRAM DEVELOPMENT SECTION 3: STUDENT CHOICE, ACCESS AND EQUITY SECTION 4: CURRICULUM AND INSTRUCTION SECTION 5: PROFESSIONAL DEVELOPMENT SECTION 6: SCHEDULING AND USE OF INSTRUCTIONAL TIME SECTION 7: GUIDANCE AND ADVISEMENT SECTION 8: DUAL CREDIT OPPORTUNITIES SECTION 9: WORK BASED LEARNING
VII.	APPENDICES APPENDIX A: CTE STAFF SURVEY RESULTS APPENDIX B: PHASE-IN RECOMMENDATIONS APPENDIX C: LEARNING THAT WORKS! DOCUMENTATION APPENDIX D: WORKFORCE REPORT APPENDIX E: CAREER READINESS TOOLS

SSPECIAL THANKS to the staff in the Billings Public Schools for sharing their perspectives and giving their time for the benefit of this review process. We found staff to be accommodating with their time and helpful to the process. Kathy Olson, Marta McAllister and Kyle Brucker assisted in gathering information for the team and in administering staff surveys for timely responses. They were helpful, responsive and gracious in working on behalf of the review team.

I. INTRODUCTION

Billings Public Schools Superintendent Terry Bouck reached out to officials with the Montana Office of Public Instruction in the Fall of 2015 regarding the possibility of carrying out an evaluative study of the district's Career and Technical Education (CTE) Program. Discussions led to a plan for utilizing a format that is widely used in education involving a team of external observers conducting analysis, evaluation and reporting. Following discussion by the Superintendent and the Board of Directors, the district determined to have a review carried out in March of 2016.

The CTE Review was intended to provide an objective and comprehensive look at the current operational effectiveness of the CTE programs and to produce a report that the district can utilize in planning for the future.

II. REVIEW PROCESS

The initial portion of this review was that of planning. The timeline for implementation was developed by the Core Team Members and a team was assembled. Multiple conference calls, extensive data collection and establishment of goals and objectives took place over two months prior to the onsite visit.

The onsite review was conducted March 9-11, 2016. Team members visited all secondary buildings, met with post-secondary representatives and business professionals from Billings. Interviews were conducted with administrators, counselors, teachers, students, and other district employees as appropriate.

Following the onsite review, all team members engaged in an evaluation of the documentation, interviews, observations, and other information. Team members engaged in independent writing and collaborative discussion to determine the specific findings and recommendations to be included in the final report.

This final report is presented to the Superintendent and the Board of Directors. The report, in its entirety, should provide information for short-term and long-term planning for the school district with respect to the CTE programs.

III. EXECUTIVE SUMMARY

The summary below is intended to provide a very brief indication of major points covered in the main report. Stakeholders are urged to read the report in its entirety to gain a perspective on the work done in the CTE review process.

This review was requested in order to have an outside team assess the school district's CTE operations and instructional services. There were some specific issues that the district identified as areas to be covered and questions to be answered in this review.

AREAS OF FOCUS

The first area of focus is CTE leadership. The CTE leadership in the Billings Public Schools has been decentralized, and there is interest in determining if that is the best leadership structure for the district. The review of the leadership structure included consideration of program vision and goals, decision making, program development, awareness of workforce needs, budgeting and finances and a strong desire for consistency and continuity in the district.

Recommendations under this area of focus for the CTE Review include the following:

- Hire a CTE Director responsible for district wide oversight of CTE
- Engage all stakeholders in creating a clear and consistent 21st Century vision for CTE programs K-12 – ensure an understanding of CTE and pathways with a firm directive from the Superintendent down that CTE is for EVERY student
- Build capacity amongst district leaders to articulate how CTE can serve all students
- All administrators should learn the value of CTE and have a vision for their schools
- Develop measurable goals supporting the district wide CTE vision
- Continue to prioritize communications and add the modern definition of CTE to this communication

A second area of focus is program development. Administrators have expressed an interest in ensuring that CTE programs offered in the school district now and in the future are high quality, high demand pathways meeting industry needs.

Recommendations under this area of focus include the following:

- Conduct a review of all current CTE programs and projected high demand programs for possible implementation in the district
- Pathways should be developed as 7-12 and beyond options that articulate to area colleges and the workplace
- Revisit the effectiveness of Advisory Boards; reconstitute as needed in such a way that business and industry are incorporated as true partners
- Engage in a facilities review and consider a bond for updating/modernizing/constructing modern buildings/facilities for CTE programs with industry standard equipment

A third area of focus in this review is access to and equity with CTE programming. Ensuring all students have opportunities to learn and be successful while preparing for viable careers of the

future is a theme of discussions. The Career Center is at the forefront of these discussions as the district works to best utilize this resource in preparing students for their future options.

Recommendations to address access, equity and best practices in CTE include:

- Determine exactly what the Career Center is and what role it serves in Billings Education, then enter into a re-branding and development of a 5 year plan with a clear and shared vision focusing on programs of study leading to dual credit and/or certification opportunities

Other areas of focus include curriculum and instruction, professional development, scheduling and the use of instructional time, guidance and advisement, dual credit opportunities and work-based learning. Some additional recommendations from these areas include:

- Restructure core and CTE classes to integrate academic instruction and career training
- Ensure CTE curriculum reviews are done on a consistent cycle
- All Career Center students end high school with a credential, certificate or degree and are ready for work (or more college) after high school
- All programs need to align with some industry recognized certification or credential where available
- Explore more options for student-run businesses at the high school level
- Rethink the use of time with the school day; possibly use a consultant to determine best uses
- Develop an articulated 6-12 college and career guidance system that is coordinated, progressive, relevant and involves the use of data, reflection and planning tools; establish a timeline for guidance including career and college exploration, scheduling and connections to school and community that maximizes student opportunities and minimizes counselor redundancy
- Consider adding an additional career counselor at each of the high schools who would work with the feeder middle schools on comprehensive career guidance; if funding is a concern, explore a partnership with colleges to share career counselors
- Establish clear high school to college and career pathways with the help of Big Sky Economic Development
- Maximize the dual credit options in all programs existing at the Career Center
- Maximize all the dual credit options at the home high schools
- Create opportunities with the Billings workforce for students to engage in industry tours, field trips, job shadows, mentorships, internships within the community
- Develop a model for seniors at the Career Center to engage in internships and other work-based learning options or City College programs
- Require all Billings students to engage in a job shadow experience in high school – possibly during the junior year

IV. CTE REVIEW TEAM

LYNN GREEN, TEAM FACILITATOR
CTE DIRECTOR
ABERDEEN SCHOOL DISTRICT, WASHINGTON STATE

TJ EYER, CORE TEAM MEMBER
CAREER TECHNICAL AND ADULT EDUCATION DIVISION ADMINISTRATOR
MONTANA OFFICE OF PUBLIC INSTRUCTION

RENEE HARRIS, CORE TEAM MEMBER
CAREER TECHNICAL AND ADULT EDUCATION DIVISION HEALTH SCIENCE EDUCATION
SPECIALIST
MONTANA OFFICE OF PUBLIC INSTRUCTION

STEVE ARVESCHOUG, TEAM MEMBER
EXECUTIVE DIRECTOR
BIG SKY ECONOMIC DEVELOPMENT

MARK BRANGER, TEAM MEMBER
EXECUTIVE DIRECTOR
MONTANA ACTE

TOM KOTYNSKI, TEAM MEMBER
RETIRED CTE FACILITATOR FROM GREAT FALLS PUBLIC SCHOOLS

TREVOR LABOSKI, TEAM MEMBER
EXECUTIVE REGIONAL DIRECTOR
MISSOULA COUNTY PUBLIC SCHOOLS

JAMIE MCGRAW, TEAM MEMBER
CTE FACILITATOR
GREAT FALLS PUBLIC SCHOOLS

JODI SMITH, TEAM MEMBER
PROFESSIONAL LEARNING COACH
MISSOULA COUNTY PUBLIC SCHOOLS

ALEX TYSON, TEAM MEMBER
EXECUTIVE DIRECTOR, VISIT BILLINGS
BILLINGS CHAMBER OF COMMERCE

AMY WILLIAMS, TEAM MEMBER
DUAL CREDIT COORDINATOR
MONTANA UNIVERSITY SYSTEM