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Funding Guidance

Srengthening CTE in Your District

Presented By: Montana CTAE Department

MONTANA OFFICE OF PUBLIC INSTRUCTION

2026

Funding Streams for CTE

STATE

State Funding Allocation

$1,5000,000 to local programs

PERKINS

Secondary Carl Perkins Allocations

$3,315,410.00 to local programs

STARS

STARS Act: Future Ready

Future Ready Incentive Funding

ADV OP

OPI Resources

Advanced Opportunities Grant

AG

Program Specific

Advancing Agricultural Education

MIDDLE

Middle School

Middle School State Funding

Perkins Reserve Funding

State CTE Funding

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State Funding

MCA 20-7-305



(2) A high school district providing secondary K-12 career and vocational/technical education programs shall apply to the superintendent of public instruction for funds available under 20-7-306 and this section. The superintendent of public instruction shall by rule prescribe the method for distribution, the form of the application, budget procedures, and accounting rules for the funds. The superintendent of public instruction may prescribe other requirements for the receipt of funding consistent with Title 20, chapter 7, part 3.

(3) A secondary K-12 career and vocational/technical education program in a high school district may not be funded until that program has been offered by the school district for 1 school year.

(4) As used in 20-7-306 and this section, the term "school district" means a district organized for the purpose of providing educational services for grades 9 through 12, but the term does not include postsecondary vocational education centers.

State Funding Distribution

MCA 20-7-305



(1) ...based on weighted factors, including but not limited to:

(a) K-12 career and technical education enrollment;

(b) approved career and technical student organizations (CTSO);

(c) field supervision of students beyond the school year for K-12 CTE;

d) district expenditures related to the K-12 career and vocational/technical education programs; and

(e) student participation in workforce development activities, including but not limited to:

(i) attainment of *industry-recognized professional certifications*; and

(ii) *work-based learning programs*, such as internships and registered apprenticeships.

State Funding Distribution

MCA 20-7-305



(5) The superintendent of public instruction shall annually distribute the funds allocated in this section by November 1. The money received by the high school district must be deposited into the sub fund of the miscellaneous programs fund established by 20-9-507 and may be expended only for approved secondary K-12 career and vocational/technical education programs. The expenditure of the money must be reported in the annual trustees' report as required by 20-9-213.

State CTE Funding Data Analysis

The report looks a little different than those in the past, however it is still the same data and information. You will see the county number 1-56 with a total for all schools in the county circled in red. This is the amount being sent to country treasurers for disbursement.

The school's name with a total circled in blue, this is the amount to be sent to each high school in the county. From there you will see a break down between the following programs if you have them: Agriculture, Business, Marketing, Family and Consumer Sciences, Health Science Education, Industrial Technology, ROTC, and Law/Criminal Justice. These were pulled based on where those courses predominately fall into a cluster, if you do not completely offer that program or have a dedicated FTE, then it is there because a qualified CTE distance learning or dual credit course was offered in that area. Please remember that regardless of if you have an FTE in that area, these funds can only be spent for CTE- you can move them to a program area you do offer, or continue to support distance learning/dual credit.

The next circle you will see is the Vo-Ed Enrollment- this is highlighted as a reminder this is not a one for one of how many students were in the course, but an equivalent to enrollments and "seat time" or minutes for a course. For example, if you have 30 students in a semester course for 4500 minutes that works out to 17 students. 4500/8100= .56 * 30 students= 17.

	A	B	C	D	E	F
1	Row Labels	Sum of VoEd Enrollment	Sum of Student Org Base	Sum of Stud Org Enroll	Sum Days Extended	Sum of Allocation Amount
2	**1**	**430**	**2000**	**298**	**15**	**$15,537.00**
3	**Beaverhead Co High School**	**395**	**1200**	**273**	**15**	**$13,799.00**
4	Agriculture	129	400	120	15	$5,298.00
5	Business	104	400	28	0	$3,099.00
6	Family & Consumer Sciences	76	400	125	0	$3,157.00
7	Health Sciences Education	3	0	0	0	$190.00
8	Industrial Technology	81	0	0	0	$1,888.00
9	Law/Criminal Justice	2	0	0	0	$167.00
10	**Lima High School**	**35**	**800**	**25**	**0**	**$1,738.00**
11	Agriculture	13	400	19	0	$817.00
12	Business	20	400	6	0	$867.00
13	Health Sciences Education	1	0	0	0	$33.00
14	Law/Criminal Justice	1	0	0	0	$21.00

The orange circle shows that the program had a CTSO connected to it with a $400 base for the organization and the next column show the number of members factored into the allocation.

The last circle is the black circle showing if there were extended contract days reported for the program. These are days for supervision and support of WBL outside the normal contract day.

The schools per pupil spending is not shown in this report but is used for the allocation. This is spending that the district codes as CTE spending that is beyond salary and benefits for FTE- they are pulled from FY reports two years prior (FY25).

If you have question on data, or other specifics, please reach out to your school administration to address those first.

Carl Perkins Grant

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Carl Perkins Grant

Federal Funding supporting career and technical education

Districts must have approved Montana Career Pathways

- Class A - Three Approved Pathways
- Class B - Two Approved Pathways
- Class C - One Approved Pathway

Complete grant application with CLNA or Advisory Minutes

- by June 30th

Must complete all data reports for Perkins

Comprehensive Local Needs Assessment

Every Other Year Requirement – Next CLNA Year FY 29

Part A: Evaluation of Student Performance

Part B - 1: Evaluation of Size, Scope and Quality

Part B - 2: Evaluation of Labor Market

Part C: Evaluation of Progress Towards Implementing CTE Programs

Part D: Evaluation of Recruitment, Retention and Training of CTE Educators

Part E: Evaluation of Progress Toward Improving Equity and Access

Part F: Performance Measures



Advisory Board Minutes

Advisory board minutes for Perkins applications are official written records of Career and Technical Education (CTE) industry advisory committee meetings that prove local employers and stakeholders have reviewed and advised on the program's use of Federal Perkins funds.

These documents are required by state agencies and local education administrators to verify compliance with the Carl D. Perkins Career and Technical Education Act.

Every Other Year Requirement - Next CLNA Year FY 28





Perfomance Measures - Data



Four Year Cohort Graduation Rate

Comparing CTE Concentrators to overall graduation rate



Reading, Math, Science

- Concentrators ACT scores
- Students must be marked as concentrator in Infinite Campus Report



Post-Program Placement

Fall CTE Data Collection follow up of CTE Concentrators from spring graduation

Perfomance Measures - Data



Non-traditional Program Concentrator

- Calculated on the male or female enrollments in courses that are under represented by gender.
- Examples: Male students in nursing or early childcare. Female students in Welding and Fabrication or Advanced Manufacturing



Work-Based Learning Credits

- Indicating WBL credit in Infinite Campus Report for students.
- This may also be calculated by WBL course codes

Reporting Timeline



Future Ready Reporting

Finalizing previous-year graduates' Future Ready Credits. Including AP/IB test scores, Dual-Credit courses, WBL, and IRCs earned.



Fall CTE Data Collection

Due December 31 annually: Follow up with May/June graduates who were marked as CTE Concentrators.



End of Year CTE Report

Due annually at the end of June. Identifying CTE pathway participants and CTE concentrators.



Spring and Fall Teacher Class

These reports are due in October and February each school year. This data helps support CTE State Funding for appropriate licensed CTE teachers and Extended Contract information.

STARS Act: Future Ready

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STARS Act: Future Ready

The Future Ready component of the STARS Act (HB 252 - 2025), MCA 20-9-381, introduces a future ready payment to school districts starting in fiscal year 2028

The primary purposes and outcomes are to:

- Expand personalized career and technical education (CTE) opportunities for middle and high school pupils
- Reduce out-of-pocket costs for families
- Empower pupils to actively form their postsecondary success paths
- Provide districts with expanded flexibility to support individual student interests, passions, and culture



Future Ready Funding Distribution

Future Ready payment is directly added to a district's BASE budget. Funding distribution is split based on student enrollment history:



High School District Allocation
District holding student's graduation record
Receives a percentage of the high school maximum per-ANB payment:

- Level 1: 10% allocation ($800)
- Level 2: 20% allocation ($1,600)
- Level 3: 30% allocation ($2,400)



Elementary District Allocation
District of student's 8th-grade Spring ANB
Receives matching percentages applied to the elementary maximum per-ANB payment:

- Level 1: 10% allocation ($600)
- Level 2: 20% allocation ($1,200)
- Level 3: 30% allocation ($1,800)

Future Ready Goal Levels

The incentive amount for the Future Ready payment is determined by three distinct goal levels achieved by high school graduates:

Goal Level 1 is reached when graduates earn 15 Future Ready Credits while in high school.

Goal Level 2 requires earning 30 or more of these credits.

Goal Level 3 is achieved when a high school graduate earns an associate-level degree.



Future Ready Goal Levels

How can students earn Future Ready Credits?

- Students can reach Levels 1 and 2 using any combination of “credits”
- From the Department of Labor’s Credential registry:
  - Industry-Recognized Credentials
  - Work-Based Learning
- Dual Credit
- Advanced Placement or International Baccalaureate test scores
- Successful completion of an Associate Level Degree prior to high school graduation



Academic Pathways & Reporting



Dual Credit

- Features **new** Infinite Campus indicators for **Institution** and **Credit Type**.
- Students **do not need to opt-in** for credit to be eligible for Future Ready points.



AP / IB

- The Montana Board of Regents approves Future Ready equivalents based on test scores.
- Utilizes existing course codes for standard reporting.



Early College

- Applies to college courses taken outside the regular school day.
- Requires a collegiate transcript for official proof.



Associate's

- Earning an Associate's Degree counts as **Future Ready Level 3**.
- Entered on the **Graduation tab**.

Industry Recognized Credentials

Let’s take a look at Industry Recognized Credentials (IRC):

- What IRCs are currently being offered to students?
- Is there an opportunity to increase IRC opportunities in 2026-2027?
- Are IRC’s used only for Future Ready Incentive?



Industry Recognized Credential List Info and Resources can be found here!

Industry Recognized Credentials & Reporting



Credit Accumulation

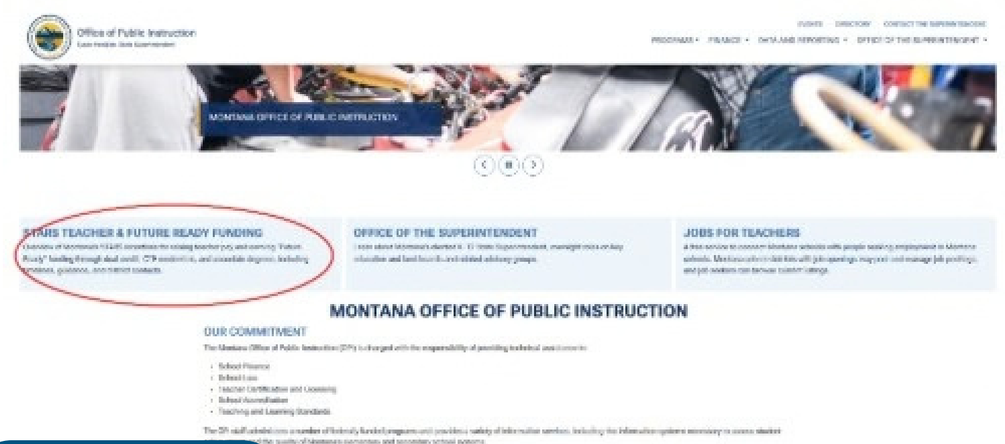
- Framework Adoption: The Department of Labor and Industry adopts a specific list of Industry Recognized Credentials (IRCs) and work-based learning experiences, assigning them credit values.
- 3-Point Increments: Credit values accumulate in 3-point increments.
- Stackable Credentials: Certain experiences are stackable, meaning multiple credentials can combine to reach 3 points.



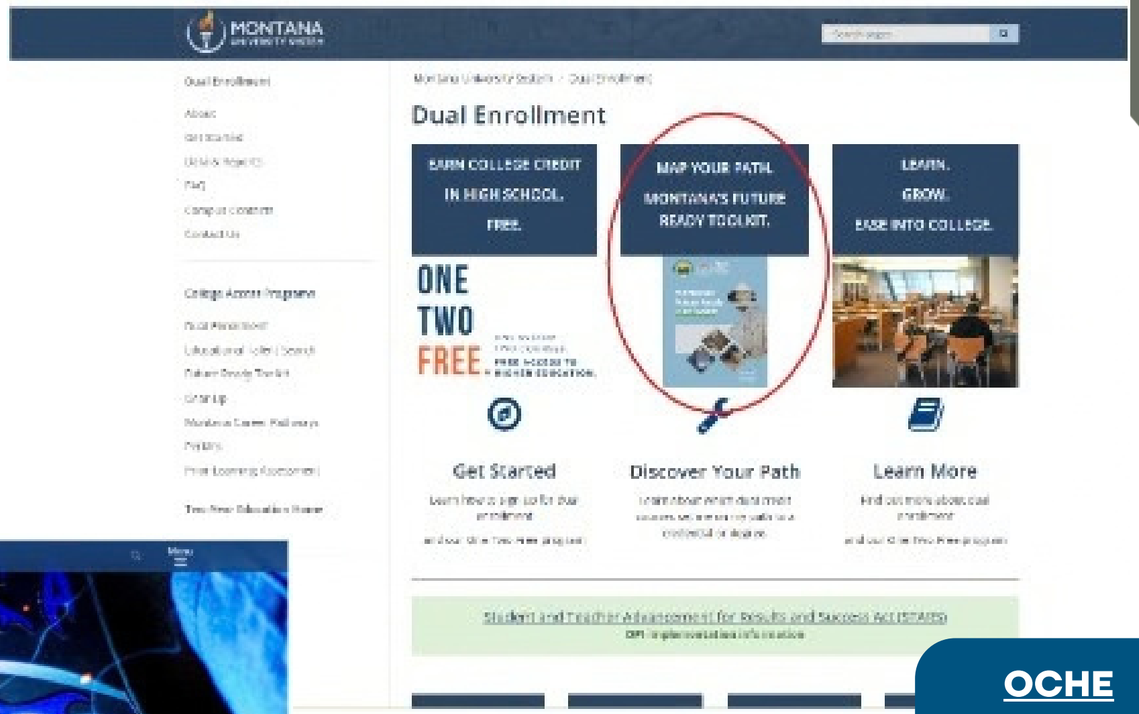
Infinite Campus Reporting

- Assessment Recording: IRCs are recorded as "Assessments" in Infinite Campus using the state-published framework.
- Registry Selection: Staff simply choose the credential from the Montana Credential Registry.
- Streamlined Entry: To complete reporting, staff enter the date the student earned the credential.

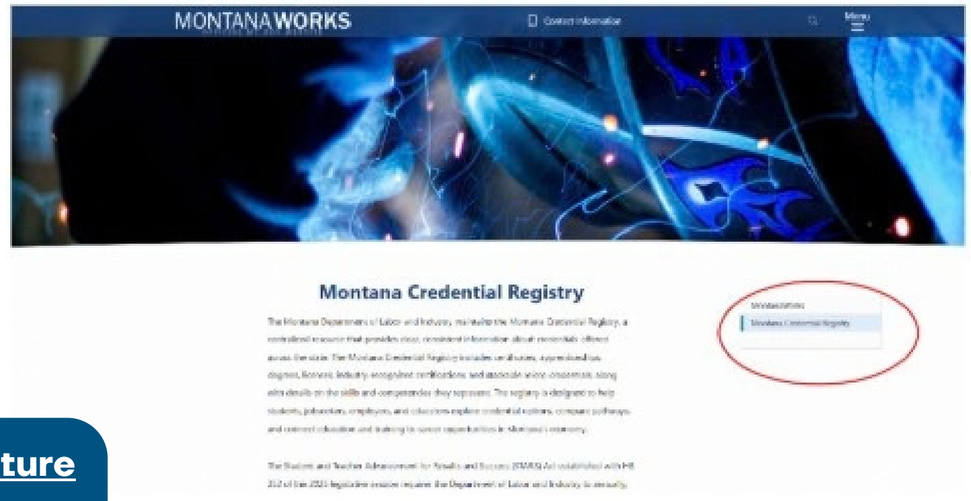
Future Ready Resource Links



[OPI Website with Future Ready Resources]



[OCHE Website with Future Ready Resources]



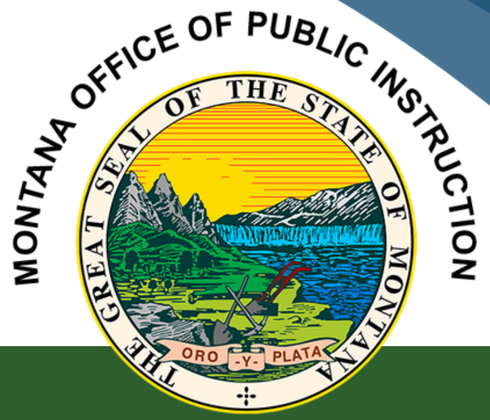
[DLI Website with Future Ready Resources]

Advanced Opportunity Grant

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The Montana Advanced Opportunity Act - SB278



- Advanced opportunity means "any course, exam, or experiential, online, or other learning opportunity that is incorporated in a district's advanced opportunity plan and that is designed to advance each qualifying pupil's opportunity for postsecondary career and educational success."
- Expands personalized career & technical education opportunities for middle and high school students;
- Reduces out-of-pocket costs for students and families in support of a students post secondary success;
- Empowers students to actively engage in forming post secondary 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 post secondary.

Info and Resources For Advanced Opportunities can be found here!

Middle School Funding

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Perkins Secondary Reserve Grant

The Perkins Secondary Reserve Grant provides funding to support innovative Career and Technical Education (CTE) activities in the middle grades (5-8). The goal of the funding is to strengthen connections between middle school programs and secondary CTE programs and help students explore careers and develop skills earlier.

Grant funds may be used to:

- Establish foundational elements for work-based learning
- Improve transitions from middle grades into secondary CTE Programs of Study
- Develop innovative approaches to career exploration
- Introduce employability skills earlier
- Create career awareness and recruit students into secondary CTE Programs of Study
- Support the development, implementation, or adoption of CTE Programs of Study or career pathways aligned with high-skill, high-wage, or in-demand occupations and industries

To be eligible, districts must:

- Have completed the required Perkins Comprehensive Local Needs Assessment (CLNA) and Perkins grant application for the applicable grant cycle.
- Receive less than $15,000 in Perkins funding.
- Be in good standing with their local Perkins application and grant funds for the two years prior to the current application year. This includes meeting grant and reporting deadlines, submitting accurate data and fiscal documentation, and complying with Perkins V and Civil Rights monitoring requirements.

SUPPORTING DOCUMENTS

- Reserve grant guidance document (PDF)
- Budget pages (PDF)
- Scoring rubric (PDF)
- Perkins Secondary Reserve Application

Montana Middle School CTE Funding

The Montana Middle School CTE Funding provides support to innovative Career and Technical Education (CTE) activities in the middle grades (5-8). The goal of the funding is to strengthen connections between middle school programs and secondary CTE programs and help students explore careers and develop skills earlier.

Grant funds may be used to:

- Establish foundational elements for work-based learning
- Improve transitions from middle grades into secondary CTE Programs of Study
- Develop innovative approaches to career exploration
- Introduce employability skills earlier
- Create career awareness and recruit students into secondary CTE Programs of Study
- Support the development, implementation, or adoption of CTE Programs of Study or career pathways aligned with high-skill, high-wage, or in-demand occupations and industries

To be eligible, districts must:

- Complete the funding application narrative and budget
- Show a career connected exploration and connections to high school CTE pathways.



SUPPORTING DOCUMENTS

- Middle School Grant Application
- MCA 20-7-309

Program Specific

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Advancing Agricultural Education

The Advancing Ag-Ed Form is now available. This money can be requested once per biennium (July 2025-June 2027), the deadline to apply for the current biennium is MARCH 15, 2027.

EXISTING AGRICULTURAL PROGRAMS

1. You must complete the electronic National Program Benchmarks plan found on The Council website before applying. (Growth Plans must reflect what you are budgeting funds for). You also can utilize the new MQPS Survey and Growth plan found HERE.
2. You must complete a the Advancing Ag Ed Budget Page. (You will need to download and save this form). This must include NQPS Standard Numbers (NQPS) along with a description of the items and a total. Your budget total must match or exceed the amount of money you are eligible for. Budgets missing signatures or with incorrect totals will be returned.
3. Complete the Advancing Ag Ed Google Form.

FOR NEW PROGRAMS or ADDITIONAL (FULL-TIME AGED) TEACHERS ADDED

1. Submit the Advancing Ag Ed Budget page (You will need to download and save this form). This must include National Program Benchmarks along with a description of the items and a total. Your budget total must match or exceed the amount of money you are eligible for. Budgets missing signatures or with incorrect totals will be returned.
2. An outline of the courses being offered and how they complete a Montana Career Pathway.
3. Brief description of goals for the current biennium.
4. #2 and # 3 can be combined in a word document and loaded into the application in lieu of the NPB Growth Plan
5. Complete the Advancing Ag Ed Google Form.

OPI CTAE Unit

Reach out to our team for questions and visit our CTAE Website for additional information on Montana Career, Technical & Adult Education.



Shannon Boswell

CAREER TECHNICAL AND ADULT EDUCATION DIRECTOR



Eric Tilleman

AGRICULTURE EDUCATION SPECIALIST



Tammie Ellington

HEALTH SCIENCES EDUCATION SPECIALIST



Kaitlin Trutzel

INDUSTRIAL TECHNOLOGY EDUCATION SPECIALIST



Jenny Rohrer

BUSINESS EDUCATION SPECIALIST



Carley Gunderson

FAMILY & CONSUMER SCIENCES EDUCATION SPECIALIST



Katie Madsen

ADULT EDUCATION DIRECTOR/ HIGH SCHOOL EQUIVALENCY ADMINISTRATOR



Emily Fuller

ADULT EDUCATION PROGRAM SPECIALIST