MEETING PROJECT NAME: Education Advocates' Meeting

DATE OF MEETING: December 18, 2018

TIME: 9:00 AM – 9:35 AM

LOCATION: OPI - 1201 11th Avenue Conference Room

ATTENDEES:

PRESENT

Dianne Burke, Executive Director, Montana Quality Education Coalition

Pete Donovan, Executive Director, Board of Public Education

Alice Hecht, Fiscal Analyst, Legislative Fiscal Division

Pad McCracken, Research Analyst, Legislative Services Division

Dennis Parman, Executive Director, Montana Rural Education Association

Dan Rask, Executive Director, Montana Small School Alliance

Laura Sankey Keip, Legislative Services Division

Nick VanBrown, Lead Fiscal Analyst, Legislative Fiscal Division

OPI STAFF

Ken Bailey, Chief Financial Officer

Susie Hedalen, Deputy Superintendent of Operations

Kyle Moen, Chief Legal Counsel

Paul Taylor, Budget Analyst

RECORD-KEEPER

Sydney Bangerter, Administrative Clerk, Office of Public Instruction

TOPIC	PRESENTER INFO
Legislative Priorities *Kyle Moen*	4 major pieces of non-budget related legislation - Senator Keith Regier, LC 563, Student Safety Accountability Act: - Revise the definition of consent to criminalize sexual relations between students and any school staff regardless of a student's age - Criminalizing the aiding and abetting of sexual abuse of children by districts by prohibiting certain classes of individuals from assisting a person gaining employment if the individual knows or has probably cause to believe that the person in question has committed sexual misconduct with a student - Representative John Fuller, LC 2173, Teacher Professional Development and School Safety: - The OPI is requesting a transfer from state level activities to local activities of $500,000/year to be distributed as $10,000 grants to be used for school safety professional development. - Representative David Bedey, HB 61, School Data Privacy Laws: - Amending the statute to allow for certain data sharing between OPI and OCHE, as well as scholarship organizations. - Representative Geraldine Custer, LC 2931, State Payments to Schools: - There are 11 monthly payments that go to schools with the November payment being one of the largest. To alleviate strain on the state treasury the OPI is

	requesting that we switch the November and December payments.
Budget *Ken Bailey*	Please see the attached Education Budget documents of Programs 6 & 9 General Fund presented by Ken Bailey at the Education Advocates' meeting. • During the meeting, we discussed the comparison of the OPI and Executive general fund budget proposals of the state level activities budget Program 6. Ken noted that the comparison still showed some small differences between the OPI and the Executive Budget were inconsequential and the OPI was not going to put forward competing decision packages. The forms have since been revised to show the OPI in agreement with the Executive Budget proposal for these. Ken relabeled the sub heading on the page to show that this is the status going into the legislative session. • In Program 9, the OPI proposal is $20 million less than the Governor's.
Report Card *Susie Hedalen*	• The Department of Education released a PowerPoint document on December 6, 2018 that provides guidance in the creation of a state report card. This document is attached. • The OPI will not be releasing a report card this December. The new release date will be in the spring of 2019 and will contain 2017-2018 data. It will contain only what the law requires. • GEMS data will be unaffected by the state report card. The GEMS warehouse will still store all of the data it currently collects.
Save the Dates *Sydney Bangerter*	• Please see the attached Save the Dates document of 2019 Legislative Events and Reoccurring Meetings presented by Sydney Bangerter at the Education Advocates' meeting.

| Other Business | • Pad McCracken from Legislative Services:
    ○ A number of legislators are transitioning to new email accounts using a mtleg.gov address, replacing the previous mt.gov accounts—80 reps and 40 senators have signed up for the new accounts. The old mt.gov accounts will forward through the end of this month (Dec 2018). Legislator contact info is available here: https://leg.mt.gov/legislator-information/
    ○ If there is no email response from a legislator, call to confirm which email they are using.
    ○ There may be a joint House-Senate Ed meeting at approximately 3:30 PM on Wednesday, January 9, in Room 137. If this takes place, it has often been a nice opportunity for education stakeholders to introduce themselves to the committees. |

Comparison of the Executive Budget to the OPI Proposed Budget for Program 6 General Fund
For the 2019 Legislative Session

Request	OPI Request	Exec Budget	Difference
1-0-SWPL-Personal Services	576,919	576,919	0
2-0-SWPL-Fixed Costs	179,140	179,140	0
3-0-SWPL-Inflation Deflation	5,704	5,704	0
601-0-PL-Montana Digital Academy	1,685,000	1,685,000	0
901-0-PL-National Board Certification Stipends	(36,000)	(36,000)	0
Provide Preschool in K-12 Schools	0	300,000	300,000
SB 9 Restoration Funds - Move to program 9	(1,000,000)	(1,956,722)	(956,722)
Total	1,410,763	754,041	(656,722)

Comparison of the Executive Budget to the OPI Proposed Budget for Program 9 General Fund

For the 2019 Legislative Session

Request	OPI Request	Exec Budget	Difference
K-12 BASE Aid – Inflation, GTB escalation, and enrollment increases	70,730,828	70,730,828	0
At-Risk Student Payment - Inflationary Increase	200,341	200,341	0
Special Education Inflationary Increase	1,860,219	1,860,219	0
Restore NRD Facility payment	10,174,000	10,174,000	0
Restore Data for Achievement Payment	6,482,946	6,482,946	0
Restore/Inflate Transportation Payment Funding	3,800,000	3,800,000	0
Restore Secondary VO-Ed funding	1,020,000	1,020,000	0
National Board Certification Stipends	281,500	281,500	0
Guarantee Account Adjustment	(103,825)	(103,825)	0
Restore Special Education funding, SB 261	514,220	514,220	0
Restore Gifted and Talented funding, SB 261 and add $210k per year	2,500	422,500	420,000
Restore Adv Ag Ed, In-State Treatment, Adult Ed, At-Risk, School Foods - SB 261	76,200	0	(76,200)
Fund educator professional development - School Safety	1,000,000	0	(1,000,000)
Provide Preschool in K-12 schools	0	21,669,020	21,669,020
Total	96,038,929	117,051,749	21,012,820
Less transfer from program 6	(1,000,000)	(1,956,722)	(956,722)
Net new general fund request	**95,038,929**	**115,095,027**	**20,056,098**

MONITORING, TECHNICAL ASSISTANCE & REPORT CARDS UPDATES

COMBINED FEDERAL PROGRAMS MEETING
DECEMBER 6 – 7, 2018 | WASHINGTON, DC

AGENDA & PRESENTERS

1. State Monitoring Updates
   Patrick Carr, Office of State Support (OSS)
   John Keefer, Office of Elementary & Secondary Education

2. Technical Assistance Updates
   Danielle Smith, OSS

3. State and Local Report Cards Under the ESEA, As Amended by the ESEA
   Robert Salley, OSS

4. Report Card Gallery Walk

CFPM MATERIALS

Attendee Folders
1. CFPM Agenda
2. Hotel floorplans
3. Wi-fi log-in information
4. List of area restaurants
5. List of Report Card Gallery Walk presenters
6. Conference Evaluation Form

CFPM Website (https://apps1.seiservices.com/cfpm2018/)
1. CFPM Agenda
2. Attendee contact information
3. Session presentations and handouts

State Monitoring Updates

GOALS FOR PERFORMANCE REVIEW

- Focus on what matters
- Combine and streamline performance review protocols
- Improve communication
- Differentiate and customize our support
- Ensure basic requirements are met

PERFORMANCE REVIEW
SCHOOL YEAR 2016-2017

- ED conducted performance reviews of MS, SC, PA, WY, NC, DC, NY, IN, and MA (plus 3 LEAs per State).
- ED used feedback from the SY 2015-2016 fiscal reviews to:
  - Streamline and enhance the fiscal review protocol
  - Refine the online survey process to improve user functionality
  - Add sections related to charter school oversight, LEA support and guidance activities, and data integrity
  - Develop and pilot an LEA protocol

FISCAL REVIEW
SCHOOL YEAR 2015-2016

- ED conducted fiscal reviews of FL, OK, ID, NH, AL, ND, OH, and DE.
- During the SY 2015-2016 fiscal reviews, ED learned that States generally had:
  - Effective processes in place to ensure compliance with statutory and regulatory requirements at the the SEA level SEA
  - Demonstrated interest in continuous improvement

PERFORMANCE REVIEW
SCHOOL YEAR 2017-2018

Changes made to improve the effectiveness and efficiency of our monitoring efforts include:

- Consolidated review of program fiscal requirements (Title I, Title II, Title III, SIG)
- Expand to cover key Uniform Guidance requirements
- Created online self-assessment for pre-review/documentation submission
- Built in live links to statutory and regulatory requirements within self-assessment and protocol
- Removed duplicate document requests and protocol questions
- Coordinated reviews with ED program offices (where applicable) to reduce SEA burden
- Applied internal scheduling rules to avoid ED program office monitoring overlap

PERFORMANCE REVIEW

- Conducted fiscal and programmatic review (i.e., performance review) that covered:
    - Fiscal requirements contained in Uniform Guidance, EDGAR, and ESEA, as amended by NCLB, where applicable, and ESSA (piloted in SYs 2015-2016 and 2016-2017)
    - Data Reporting and Quality requirements (for continued pilot from SY 2016-2017)
    - Accountability requirements (for initial pilot)
- State participants: AK, AZ, CA, GA, IL, LA, MI, NM, TX
- Schedule: May – October
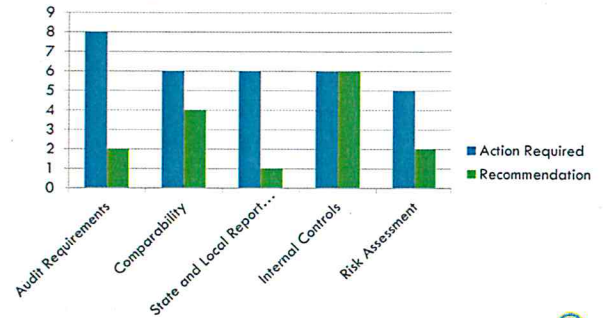- Two LEAs from each State participated in each performance review

9

PERFORMANCE REVIEW

WHAT HAVE WE LEARNED SO FAR?

Based on data from the first two years, here are the most common finding areas—

Categories: Audit Requirements, Comparability, State and Local Report..., Internal Controls, Risk Assessment. Legend: ■ Action Required ■ Recommendation

11

PERFORMANCE REVIEW

WHAT HAVE WE LEARNED SO FAR?

Categories: Commendation, Met Requirement, Recommendation, Action Required
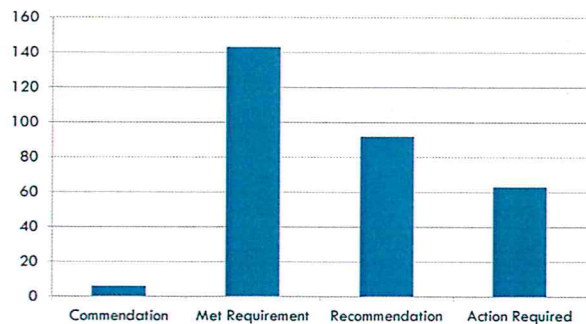
10

PERFORMANCE REVIEW

WHAT HAVE WE LEARNED SO FAR ABOUT COMMENDATIONS?

North Carolina (Internal Controls)

Ohio (Comparability)

Florida (Risk Assessment)
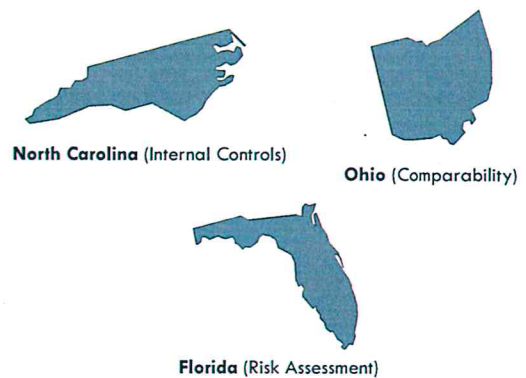
12

RESOURCES & NEXT STEPS

- OSS Monitoring Reports (2005-present)
  - https://www2.ed.gov/admins/lead/account/performance/index.html
- SEA and LEA Fiscal Self-Assessment and Monitoring Protocol Public Comment
  - https://www.federalregister.gov/documents/2017/11/28/2017-25649/agency-information-collection-activities-comment-request-sea-and-lea-self-assessment-and-monitoring
- SEA and LEA Accountability, State and Local Report Cards, Data Quality, and School Improvement Self-Assessment and Monitoring Protocol Public Comment
  - https://www.regulations.gov/docket?D=ED-2018-ICCD-0124
- Next Steps

Technical Assistance Updates

Questions?

TECHNICAL ASSISTANCE
PRIORITY AREAS

Consolidated State Plans	State Accountability Systems	Supports for LEAs & Schools
English Learners	State Assessments	Teachers & Leaders
Financial Transparency and Data Reporting	Equitable Services	Foster Care

TECHNICAL ASSISTANCE
2018-2019 UPDATE

Resources, Tools & Guidance
- Financial Transparency and Readiness Toolkit
- Needs Assessment Guidebook
- Report Card tools
- English Learner State Accountability Resource (ELSTAR)

Individual Support
- State Support Network supported 25 states
- ESSA Plan Implementation Consultations with 4 states
- Financial Transparency and ELP indicator consultations with 10 states

Peer-to-Peer
- ESSA Implementation Peer Exchanges
- Foster Care Peer Exchanges
- Equitable Services Peer Exchanges

Communities of Practice
- 2017-2018 CoPs concluded work
- NEW CoP Resource Pages available
- NEW CoPs launching in 2019

Grantee Meetings
- Accountability and Support for English Learners Convening
- State Assessment Peer Review Seminar
- Leveraging Title II, Part A: Creating Sustainable Systems of School Leadership
- Combined Federal Programs Meeting

TECHNICAL ASSISTANCE
2018 COMMUNITIES OF PRACTICE

- Measuring School Quality and Student Success
- Differentiated Systems of Support for Rural Agencies
- Implementing Evidence-based Practices
- English-Language Proficiency
- State Report Cards
- Financial Transparency
- State Support for School Identification and Improvement
- Data Quality
- Cultivating and Supporting Effective Rural School Leaders
- ESEA State Ombudsman

> Access resources from these communities of practice:
> **https://statesupportnetwork.ed.gov/state-support-network-communities-practice**

TECHNICAL ASSISTANCE
NEW RESOURCES AVAILABLE

- A Parent Guide to State and Local Report Cards

- Financial Transparency and Reporting Readiness Assessment Tool

- Needs Assessment Guidebook: Supporting the Development of District and School Needs Assessments

- English Learner State Accountability Resource (ELSTAR user guide)

TECHNICAL ASSISTANCE
NEW OSS TA OPPORTUNITIES

New TA Opportunities in 2019
- Foster Care CoP
- Resource Allocation Review CoP
- Analyzing Root Causes for School Improvement CoP
- Evaluating State Accountability Systems under ESEA pilot
- Support from monitoring and progress checks
- Peer-to-peer exchanges
- Individualized assistance

> Interested in getting involved? Send questions and requests for individualized TA to your State contacts at: OSS.[State]@ed.gov

RESOURCES & NEXT STEPS
INFORM FUTURE TA

- Complete the State Support Network's **needs sensing survey** to tell us more about the supports you need related to different ESEA program areas!

- The survey is available at:
  http://bit.ly/NetworkNeedsSensing

State Support Network
Partnering for School Improvement

COMPREHENSIVE CENTERS
NEW COMPREHENSIVE CENTER NETWORK PORTAL

https://compcenternetwork.org/

ADDITIONAL RESOURCES

- Office of State Support
  https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/

- OSEP IDEAs that Work
  https://www.osepideasthatwork.org/

- State Support Network
  https://statesupportnetwork.ed.gov/

- Comprehensive Center Network Portal
  https://compcenternetwork.org/

Questions?

State and Local Report Cards Under the ESEA, As Amended by the ESSA

GENERAL REQUIREMENTS

- Section 1111(h) of the Elementary and Secondary Education Act of 1965, as amended by the Every Students Succeeds Act (ESEA), requires State and local educational agencies (SEAs and LEAs) to annually prepare and disseminate report cards.
- Report cards must be:
  - Concise;
  - Presented in an understandable and uniform format and, to the extent practicable, in a language that parents can understand; and
  - Accessible to the public.
- An SEA must make the following available on a single webpage on the SEA's website:
  - The State report card;
  - All LEA report cards; and
  - The State's annual report to the Secretary.

ESEA section 1111(h)(1)(B), (h)(2)(B)

PURPOSE OF STATE AND LOCAL REPORT CARDS

State and Local Report Cards:
- Support State, LEA, and school accountability.
- Engage parents and communities.
- Provide transparency regarding the outcomes of education policies, uncover academic challenges and deficits, and highlight areas in which the State, LEAs, and schools have made gains.

LOCAL REPORT CARDS

- Local report cards must include information on the LEA as a whole and on each school served by the LEA.
- Individual school report cards are not required, but information about each school must be included on local report cards.
- Except for information on school improvement funds under ESEA section 1003 and the level of disaggregation of National Assessment of Educational Progress (NAEP) data, local report cards must include the same information as State report cards, as applied to the LEA and each school served by the LEA.
- Local report cards also must include comparative achievement data at the LEA and school levels.
- Local report cards must be available on the LEA's website or, if the LEA does not operate a website, provided to the public in another manner determined by the LEA.

ESEA section 1111(h)(2)(A)-(C)

CHECKLIST FOR REPORT CARDS

Abbreviations for student subgroups:

- ALL = All students
- MREG = Each major racial and ethnic group
- CWD = Children with disabilities
- EL = English learners
- ECD = Economically disadvantaged students
- GEN = Gender
- MIG = Migrant students
- HOM = Homeless children and youth
- FOS = Children in foster care
- AFD = Students with a parent who is a member of the Armed Forced on active duty, which includes a parent on full-time National Guard duty

---

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required	Checklist State	LEA	School
High school graduation rates				
o Four-year adjusted cohort	ALL, MREG, CWD, ELL, ECD, HOM, FOS			
o Extended-year adjusted cohort (if State chooses)	ALL, MREG, CWD, ELL, ECD, HOM, FOS			
Performance on the School Quality or Student Success indicator(s) used in the State accountability system	ALL, MREG, CWD, ELL, ECD			
Extent of use of alternate assessments aligned with alternate academic achievement standards (AA-AAAS) for students with the most significant cognitive disabilities (i.e., number and percentage of students assessed on AAAA-AS, by grade and subject)	Not applicable			
Postsecondary enrollment rates for each high school, if available				
o Public postsecondary institutions	ALL, MREG, CWD, ELL, ECD			
o Private and out-of-state postsecondary institutions	ALL, MREG, CWD, ELL, ECD			

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required	Checklist State	LEA	School
Student achievement data (i.e., the number and percentage of students at each level of achievement on the State mathematics, reading/ language arts, and science assessments)	ALL, MREG, CWD, ELL, ECD, GEN, MIG, HOM, FOS, AFD			
o LEA: Including how achievement in the LEA compares to the State as a whole				
o Schools: Including how achievement in the school compares to the LEA and the State as a whole				
Percentages of students assessed and not assessed in each subject (i.e., participation rates)	ALL, MREG, CWD, ELL, ECD, GEN, MIG			
Performance on the Other Academic indicator for public elementary and secondary schools that are not high schools	ALL, MREG, CWD, ELL, ECD			
English language proficiency of English learners (i.e., number and percentage of English learners achieving English language proficiency as measured by the State's English proficiency assessment)	Not applicable			
As applicable, number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain State accountability system indicators	Not applicable			

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required	Checklist State	LEA	School
Data from the Civil Rights Data Collection (CRDC)				
o School climate				
▪ In-school suspensions	ALL, MREG, CWD, ELL, GEN			
▪ Out-of-school suspensions	ALL, MREG, CWD, ELL, GEN			
▪ Expulsions	ALL, MREG, CWD, ELL, GEN			
▪ School-related arrests	ALL, MREG, CWD, ELL, GEN			
▪ Referral to law enforcement	ALL, MREG, CWD, ELL, GEN			
▪ Chronic absenteeism (excused and unexcused)	ALL, MREG, CWD, ELL, GEN			
▪ Incidents of violence (including bullying and harassment)	ALL, MREG, CWD, ELL, GEN			
o Other CRDC indicators				
▪ Number of students enrolled in preschool	ALL, MREG, CWD, ELL, GEN			
▪ Number and percentage of students enrolled in accelerated coursework (e.g., AP and IB)	ALL, MREG, CWD, ELL, GEN			

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required	Checklist State	LEA	School
Progress toward State-designed long-term goals, including measurements of interim progress	ALL, MREG, CWD, ELL, ECD			
Educator qualifications				
○ Inexperienced	High- and low-poverty schools			
○ With emergency/provisional credentials	High- and low-poverty schools			
○ Not teaching in subject/field of certification/licensure	High- and low-poverty schools			
Per-pupil expenditures – actual personnel and actual non-personnel; for each LEA and each school				
○ In aggregate	SEA, LEA, and School			
○ Disaggregated:	SEA, LEA, and School			
▪ Federal				
▪ State/local				

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required		Checklist State	LEA	School
State performance on the NAEP – mathematics and reading, grades 4 and 8	SEA	LEA			
	ALL, MREG, CWD, ELL, ECD	All Statewide			
Information on school improvement funds under ESEA section 1003 by LEA and school					
○ Names of LEAs and schools receiving school improvement funds	Not Applicable				
○ Amount of funds received by each school	Not Applicable				
○ Types of strategies implemented in each school	Not Applicable				

CHECKLIST FOR REPORT CARDS

Element	Disaggregation or Reporting Level Required	Checklist State	LEA	School
Clear and concise description of State accountability system, including—				
○ Minimum number of students (i.e., n-size) for use in accountability system	Not applicable			
○ Long-term goals	Not applicable			
○ Measurements of interim progress	Not applicable			
○ Indicators to meaningfully differentiate all public schools in the State	Not applicable			
○ System for meaningful differentiation among schools	Not applicable			
▪ Specific weight of the accountability indicators	Not applicable			
▪ Method of identifying schools as consistently underperforming, including time period the State uses to determine consistent underperformance	Not applicable			
▪ Method of identifying schools for comprehensive support and improvement	Not applicable			
▪ Exit criteria established by the State for (1) schools identified for comprehensive support and improvement and (2) schools identified for additional targeted support and improvement, including the number of years after which, if the exit criteria are not satisfied, in the case of Title I schools, such schools will be identified for comprehensive support and improvement	Not applicable			
○ Number and names of all schools identified for comprehensive support and improvement	Not applicable			
○ Number and names of all schools identified for targeted support and improvement (including those identified for additional targeted support and improvement)	Not applicable			

CRDC DATA ON REPORT CARDS

- The ESEA requires SEAs and LEAs to include certain data from the CRDC beginning with report cards following the 2017-2018 school year.
- The Department worked with a small number of LEAs to correct errors in the 2015-2016 data.
- The Department released the results of the 2015-2016 school year CRDC on April 24, 2018.
- The Department released preliminary State-specific data files in late summer 2018.
- Final State-specific data files were released on October 25, 2018 and are available here.
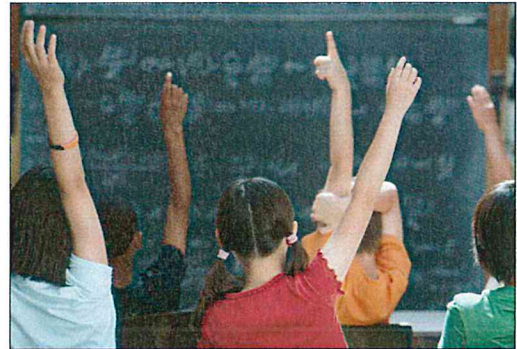
PER-PUPIL EXPENDITURES

- A State and its LEAs must annually report per-pupil expenditures of Federal, State, and local funds on State and LEA report cards, disaggregated by source of funds.
- Per-pupil expenditures must include actual personnel and non-personnel expenditures.
- A State and its LEAs must report per-pupil expenditures for the LEA as a whole and for each school served by the LEA for the preceding fiscal year.

ESEA section 1111(h)(1)(C)(x), (h)(2)(C)

PER-PUPIL EXPENDITURES

- As stated in the June 28, 2017, Dear Colleague Letter, the U.S. Department of Education is giving SEAs and LEAs until the 2018-2019 school year to report on annual report cards regarding per-pupil expenditures as described on the previous slide.
- If an SEA elects to delay reporting on the 2017-2018 report cards, the SEA and its LEAs must provide a brief description of the steps the SEA and LEAs are taking to ensure that information on the per-pupil expenditures will be included beginning with report cards for the 2018-2019 school year.

Questions?

Report Card Gallery Walk

PURPOSE OF REPORT GALLERY WALK

Display examples of ways to present data in State and LEA report cards that:

- Are visually appealing
- Provide ideas for designs that will engage parents and communities
- Present some new and interesting ways to explain complex education data to parents and the general public
- These resources are provided for the attendee's convenience and are examples of the many resources that SEAs and LEAs may find helpful and use at their discretion. The U.S. Department of Education (Department) doesn't control or guarantee the accuracy, relevance, timeliness or completeness of this outside information. Further, these examples do not reflect their importance, nor are they intended to represent or be an endorsement by the Department.

GALLERY WALK LOGISTICS

Presenters on This Floor	Presenters Upstairs
Virginia Department of Education	**New Mexico** Public Education Department
Ohio Department of Education	**Nevada** Department of Education
US DOE's Design Challenge	**California** Department of Education
Learning Heroes	**Louisiana** Department of Education
CCSSO	ExcelinED
AIR	Mid Atlantic Regional Lab
Data Quality Campaign	

GALLERY WALK PRESENTERS

PARTNER ORGANIZATIONS

FRIDAY DECEMBER 7, 2018 9:00-10:30 A.M.

SEAs

Organizations

Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+
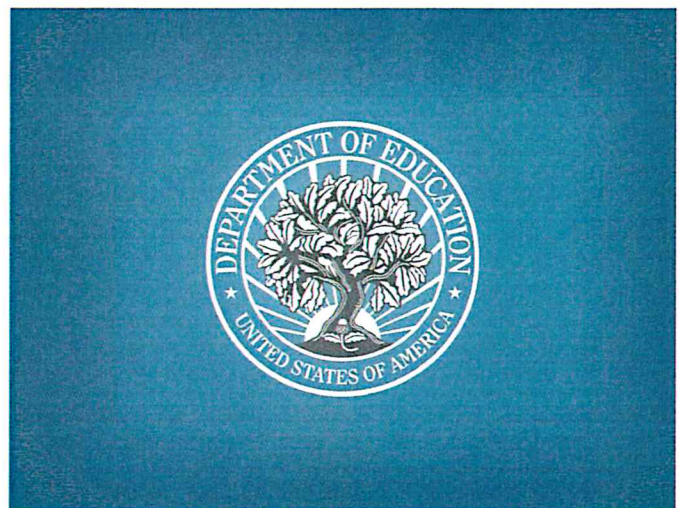
SAVE THE DATE – 2019 LEGISLATIVE EVENTS

- **OPI's School Safety Summit**
  - o Date: January 7, 2019
  - o Time: 2:30 PM - 3:30 PM
  - o Location: Montana State Capitol Building Room 303
  - o Description: A panel of educational leaders from across the state will convene to discuss the importance of school safety.

- **OPI's Indian Education For All Rotunda Day**
  - o Date: January 18, 2019
  - o Time: 9:00 AM – 1:00 PM
  - o Location: Montana State Capitol Rotunda
  - o Description: Opportunities from across the state about IEFA best practices and resources, drummers, catering from Chili O'Brien's, etc.

- **MACTE & OPI's Career and Technical Education Montana Ready Rotunda Day**
  - o Date: February 26, 2019
  - o Time: All day event
  - o Location: Montana State Capitol Rotunda
  - o Description: Student lead informational rotunda day focused on CTE, CTSOs and the students we are preparing for Montana's workforce.

- **OPI's Military Rotunda Event**
  - o Date: April 1, 2019
  - o Time: 8:00 AM – 12:00 PM
  - o Location: Montana State Capitol Rotunda
  - o Description: To honor April as the Month of the Military Child we will have presentations from various military-connected groups.

- **OPI's Montana Ready Rotunda Day**
  - o Date: April 3, 2019
  - o Time: All day event
  - o Location: Montana State Capitol Rotunda
  - o Description: Showcasing public private partnerships as the investment in K-12 education building a workforce for community, college and career.

Please contact Sydney Bangerter at (406)-444-5643 or Sydney.Bangerter@mt.gov for more information.

12/18/18

Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

SAVE THE DATE - RECURRING MEETINGS

- **OPI's Tribal Education Caucus**
  - Occurrence: Every other Thursday beginning on January 10, 2019 and ending with the close of the Regular 2019 Legislative session.
  - Time: 4:00 PM – 4:30 PM
  - Location: Montana State Capitol Room 350
  - Description: Opportunity to discuss student/school support in our tribal schools with policy makers to **Put Montana Students First**.

- **OPI's Education Caucus**
  - Occurrence: Every other Tuesday beginning on January 15, 2019 and ending with the close of the Regular 2019 Legislative session.
  - Time: 7:00 AM – 8:00 AM
  - Location: Montana State Capitol Room 335
  - Description: Bipartisan discussions on educational legislative opportunities and presentations from OPI staff.

- **OPI's Education Advocates' Meetings**
  - Occurrence: Every third Tuesday of the month (unless special circumstances arise).
  - Anticipated Dates for 2019: January 15, February 19, March 19, April 16, May 21, June 18, July 16, August 20, September 17, October 15, November 19, December 17.
  - Time: 9:00 AM – 10:00 AM
  - Location: 1201 11th Avenue OPI Building – 1st Floor Conference Room and/or via conference line.
  - Description: The purpose of these meetings is to build strong relationships with educational partners by: updating them on OPI's current projects, coordinating educational initiatives, and more importantly working together to serve Montana students.

Please contact Sydney Bangerter at (406)-444-5643 or Sydney.Bangerter@mt.gov for more information.

12/18/18