Career and Technical Education Content Standards  
Negotiated Rulemaking Committee Agenda

When: December 3, 2019  
Time: 10 a.m. to 4 p.m.  
Where: Capitol Building, Rm 152 Helena, MT 59601

Committee members are welcome to arrive at 9 a.m. to check computer or device connectivity.

Lunch break, on your own, at approximately 12:00 p.m.

The Committee will move through the agenda as needed.

10 a.m.  
Introductions  
Call to Order

Facilitator Confirmation

Establish Committee Membership

Review Negotiated Rulemaking roles, responsibilities, and process

Establish Committee's consensus definition

OPI provides background and context behind rule recommendations

Proposed rule changes

Overview of Economic Impact Survey Questionnaire

Next NR Committee meeting date: January 2020

Public comment

4 p.m.  
Adjourn

All comments received become part of the official public record of the Negotiated Rulemaking Committee proceedings in accordance with §2-3-212, MCA.
1. The content areas covered by the career and technical education standards may include:
   a. act as a responsible and contributing citizen and employee
   b. apply appropriate academic and technical skills
   c. attend to personal health and financial well-being
   d. communicate clearly, effectively, and with reason
   e. consider the environmental, social and economic impacts of decisions
   f. demonstrate creativity and innovation
   g. employ valid and reliable research strategies
   h. utilize critical thinking to make sense of problems and persevere in solving them
   i. model integrity, ethical leadership, and effective management
   j. plan education and career path aligned to personal goals
   k. use technology to enhance productivity
   l. work productively in teams while using cultural/global competence

2. Students will learn career and technical education content across programs of study and integrated with academic content.

3. Programs of study may include:
   a. agriculture, food, and natural resources
   b. architecture and construction
   c. arts, audio-visual technology, and communications
   d. business management and administration
   e. education and training
   f. health sciences
   g. hospitality and tourism
   h. human services
   i. information technology
   j. law, public safety, corrections and security
   k. manufacturing
   l. marketing
   m. transportation, distribution and logistics
1. THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR KINDERGARTEN
   a. Act as a responsible and contributing citizen and employee
      i. explore roles of employees, citizens, and community members
   b. Demonstrate creativity and innovation
      i. identify more than one way to solve a problem
   c. Utilize critical thinking to make sense of problems and persevere in solving them
      i. look for and make use of patterns
      ii. try several methods to solve a problem
   d. Plan education and career path aligned to personal goals
      i. identify and describe various careers
THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR FIRST GRADE

1. The career and technical education standards for first grade are that each student will:
   a. Act as a responsible and contributing citizen and employee
      i. identify the characteristics of citizenship across jobs and communities
   b. Communicate clearly, effectively, and with reason
      i. recognize effective communication and active listening skills to foster positive relationships
   c. Demonstrate creativity and innovation
      i. identify an alternate solution to a problem
   d. Utilize critical thinking to make sense of problems and persevere in solving them
      i. look for and make use of patterns
      ii. try several methods to solve a problem
   e. Plan education and career path aligned to personal goals
      i. identify various careers
      ii. work successfully in small and large groups to accomplish tasks within a time frame
   f. Use technology to enhance productivity
      i. explore how technology is used in different jobs and careers
   g. Work productively in teams while using cultural/global competence
      i. identify strategies to develop a sense of inclusion
THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR SECOND GRADE

1. The career and technical education standards for second grade are that each student will:
   a. Act as a responsible and contributing citizen and employee
      i. recognize the rights and responsibilities of citizenship
   b. Communicate clearly, effectively, and with reason
      i. practice compromise and conflict resolution with support
   c. Consider the environmental, social and economic impacts of decisions
      i. compare and contrast safety procedures for different environments and tasks
      ii. identify and explain the reasons for personal protective equipment for personal use
   d. Demonstrate creativity and innovation
      i. discuss ways people work together
   e. Utilize critical thinking to make sense of problems and persevere in solving them
      i. outline and explain the steps to complete a task
      ii. try several methods to solve a problem
   f. Model integrity, ethical leadership, and effective management
      i. describe the role of a leader
   g. Plan education and career path aligned to personal goals
      i. identify and describe basic work skills that contribute to the success of a team
   h. Use technology to enhance productivity
      i. investigate how technology in school and at work enhances learning and connections with others
      i. work cooperatively to examine issues from multiple viewpoints
THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR THIRD GRADE

1. The career and technical education standards for third grade are that each student will:
   a. Act as a responsible and contributing citizen and employee
      i. Identify characteristics of being an employee
   b. Attend to personal health and financial well-being
      i. describe how consumer actions influence the use of resources
   c. Communicate clearly, effectively, and with reason
      i. apply active listening, compromise, and conflict resolution skills
   d. Consider the environmental, social and economic impacts of decisions
      i. adapt to different environments by adjusting behavior to promote personal
         and group safety
      ii. identify and explain the reasons for personal protective equipment for
         personal and classroom use
   e. Demonstrate creativity and innovation
      i. explore the design cycle
   f. Employ valid and reliable research strategies
      i. represent data in multiple formats
   g. Utilize critical thinking to make sense of problems and persevere in solving them
      i. compare and explain similarities and differences of patterns and
         operations
      ii. plan and execute activities to develop a solution or complete a project
      iii. test and refine methods to solve a problem
   h. Model integrity, ethical leadership, and effective management
      i. explain how actions and attitudes impact others
      ii. define and give examples of leadership roles
   i. Plan education and career path aligned to personal goals
      i. compare career options that align with personal interest
      ii. apply and manage resources efficiently and effectively
   j. Use technology to enhance productivity
      i. explain how technology is used in homes, schools, and jobs
   k. Work productively in teams while using cultural/global competence
      i. identify and mitigate barriers to productive communication
THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR FOURTH GRADE

1. The career and technical education standards for fourth grade are that each student will:
   a. Act as a responsible and contributing citizen and employee
      i. explore consequences of actions in communities and workplace
   b. Attend to personal health and financial well-being
      i. investigate advertising and media that influence behavior
   c. Communicate clearly, effectively, and with reason
      i. practice compromise and conflict resolution
   d. Consider the environmental, social and economic impacts of decisions
      i. adapt to different environments by adjusting behavior to promote personal
         and group safety
      ii. predict potential outcomes of various decisions in a complex environment
      iii. identify and explain the consequences of improper personal protective
         equipment use
   e. Demonstrate creativity and innovation
      i. explore innovations and their creators
   f. Employ valid and reliable research strategies
      i. map data for a culture, community, or state
   g. Utilize critical thinking to make sense of problems and persevere in solving them
      i. identify models that organize and analyze patterns of information
      ii. explain how personal and cultural histories can influence team
         approaches to completing tasks and projects
      iii. test and refine methods to solve a problem
   h. Model integrity, ethical leadership, and effective management
      i. contribute constructively to teams assuming various roles and
         responsibilities to work effectively toward a common goal
   i. Plan education and career path aligned to personal goals
      i. explore education requirements for different career options
      ii. prepare personal communications based upon the intended audience
   j. Use technology to enhance productivity
      i. select appropriate tools to create and communicate
   k. Work productively in teams while using cultural/global competence
      i. engage with learners from diverse cultures through use of available
         technology
THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR FIFTH GRADE

1. The career and technical education standards for fifth grade are that each student will:
   a. Act as a responsible and contributing citizen and employee
      i. identify activities and behaviors that build and strengthen community
      ii. define employability skills
   b. Apply appropriate academic and technical skills
      i. read and comprehend a variety of resources to explain procedures, ideas, or concepts in career pathways
      ii. construct charts, tables, and graphs using mathematical data
      iii. apply scientific methods including data gathering, direct and indirect observation, and prediction to solve workplace problems
   c. Attend to personal health and financial well-being
      i. model the interrelationships between mental, emotional, social, cultural, intellectual, and physical health
   d. Communicate clearly, effectively, and with reason
      i. apply safety, responsibility, and ethical use of information to communicate knowledge of career pathways
      ii. demonstrate employability skills to interact with team members to accomplish group goals
   e. Consider the environmental, social and economic impacts of decisions
      i. evaluate the effectiveness of safety procedures for different environments and tasks
   f. Demonstrate creativity and innovation
      i. communicate complex ideas in creative ways
   g. Employ valid and reliable research strategies
      i. identify valid data from multiple sources for a variety of career-related research projects
   h. Utilize critical thinking to make sense of problems and persevere in solving them
      i. interpret data to observe and explain trends
      ii. compare and contrast multiple approaches to solving a problem or completing a project
      iii. test and refine methods to solve a problem
   i. Model integrity, ethical leadership, and effective management
      i. lead a group activity
   j. Plan education and career path aligned to personal goals
      i. describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living
      ii. performs basic tasks for personal and workplace communication
   k. Use technology to enhance productivity
      i. demonstrate how to work cooperatively and collaboratively with peers when using technology tools
   l. Work productively in teams while using cultural/global competence
      i. collaboratively set teamwork roles and goals
THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR SIXTH THROUGH EIGHTH GRADES

1. The career and technical education standards for sixth through eighth grades are that each student will:
   a. Act as a responsible and contributing citizen and employee
      i. defend choices related to positive, safe, legal, and ethical behavior
      ii. practice employability skills
   b. Apply appropriate academic and technical skills
      i. develop a product using oral, pictorial, or multimedia
      ii. compose well-organized written documents for the workplace
      iii. communicate mathematical data using charts, tables, and graphs
      iv. integrate and translate scientific methods to technical data using oral, written, and multimedia communications
   c. Attend to personal health and financial well-being
      i. investigate the connection between work and financial well-being
      ii. identify how peers influence personal well-being
      iii. develop a personal budget and savings plan
   d. Communicate clearly, effectively, and with reason
      i. apply employability skills to productively interact with all team members to accomplish group goals
      ii. integrate a variety of multimedia applications to effectively organize and present information
   e. Consider the environmental, social and economic impacts of decisions
      i. evaluate peer behaviors and exhibit personal responsibility to promote personal and group safety in all environments
      ii. identify personal protective equipment for workplace, classroom, and personal use, determining when and where it should be utilized
   f. Demonstrate creativity and innovation
      i. develop or modify an existing innovation to improve the workplace
   g. Employ valid and reliable research strategies
      i. evaluate the accuracy, credibility, perspective, and relevance of information, media, data and other resources
      ii. curate information from multiple sources to make meaningful connections and draw conclusions
      iii. apply fair use and copyright laws
   h. Utilize critical thinking to make sense of problems and persevere in solving them
      i. analyze trends to draw conclusions and explore solutions to problems
      ii. analyze and explain how individual behaviors influence processes and environments
      iii. evaluate resources in testing and refining solutions to problems before asking for assistance
   i. Model integrity, ethical leadership, and effective management
i. examine the importance of professional ethics, cultural, and legal responsibilities of the workplace

ii. evaluate alternative responses to workplace situations

iii. describe the diversity of workplace environments

j. Plan education and career path aligned to personal goals

i. develop programs of study for various career pathways, examining outlook, salary, education, job duties, and lifestyle

ii. organize and synthesize information about career skills and requirements for applications

k. Use technology to enhance productivity

i. explain how scientific and technological changes impact specific careers

ii. describe the role of technology within a community in maintaining safe and healthy environments

l. Work productively in teams while using cultural/global competence

i. evaluate local and global challenges

ii. evaluate diversity and inclusion language in documents and policies
THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR NINTH THROUGH TWELFTH GRADE

1. The career and technical education standards for ninth through twelfth grades are that each student will:

   a. Act as a responsible and contributing citizen and employee
      i. engage in positive, safe, legal, and ethical behavior
      ii. model industry-identified, career-ready skills

   b. Apply appropriate academic and technical skills
      i. compose clear and coherent documents and presentations appropriate to task, purpose, and audience
      ii. demonstrate knowledge of mathematical operations needed to succeed in a selected career pathway
      iii. apply appropriate scientific methods in qualitative and quantitative analysis in a selected career pathway

   c. Attend to personal health and financial well-being
      i. evaluate validity of health and financial information, products, and services
      ii. analyze financial practices including budgeting, banking, savings, investments
      iii. explain significance in achieving personal and business short and long term goals
      iv. develop financial goals based on lifestyle expectations, education plans, and career choices

   d. Communicate clearly, effectively, and with reason
      i. model integrity, ethical leadership, and effective employability skills in all communication
      ii. evaluate and use information systems to prepare technical documents for the workplace
      iii. model appropriate strategies for communicating persuasively in professional settings to effectively interact with individuals from various cultural, ethnic, and language backgrounds
      iv. employ awareness of world cultures and languages in work-based learning opportunities

   e. Consider the environmental, social and economic impacts of decisions
      i. design and construct safe working environments according to government and industry standards
      ii. create plans and policies that reflect deep understanding of individual histories and societal complexities in a work environment
      iii. integrate personal protective equipment use regularly in necessary environments

   f. Demonstrate creativity and innovation
      i. design and implement an innovation to improve the workplace
      ii. evaluate peer innovations and provide feedback
g. Employ valid and reliable research strategies
   i. use evidence from multiple sources to defend a position
   ii. determine various research methodologies based on a defined problem/purpose
   iii. identify research protocols required to ensure legality, validity, and reliability

h. Utilize critical thinking to make sense of problems and persevere in solving them
   i. devise forecasts or solutions to problems that reflect analysis of trends
   ii. utilize understanding of resources and culture to devise collaborative solutions to problems
   iii. utilize multiple resources to test and refine solutions to a problem

i. Model integrity, ethical leadership, and effective management
   i. apply laws and regulations to personnel situations to help employees perform their jobs according to employer rules and expectations
   ii. apply insight to positively influence others’ actions, attitudes, and beliefs based on the needs of the workplace

j. Plan education and career path aligned to personal goals
   i. execute a program of study following a career pathway, evaluating the opportunities for personal and professional lifelong learning
   ii. explore the benefits of having a personal or career mentor
   iii. construct applications, resumes, and necessary work-related documents

k. Use technology to enhance productivity
   i. describe how job market changes have resulted from scientific advancements and the increased use of technology in the global economy
   ii. evaluate the purpose of technology tools and multimedia to analyze their impact on productivity in homes, schools and workplaces
   iii. safely and ethically use current industry-standard and emerging technologies
   iv. model appropriate communication and technological skills to seek, obtain and change jobs/careers

l. Work productively in teams while using cultural/global competence
   i. collaborate to address geographic, economic, cultural, or political issues considering multiple perspectives
## CAREER AND TECHNICAL EDUCATION PROGRAM DELIVERY STANDARDS

### 10.55.1701

<table>
<thead>
<tr>
<th>Current ARM</th>
<th>Recommendation</th>
<th>Suggested Modification</th>
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<tbody>
<tr>
<td>(1) In general, a basic program in career and technical education shall:</td>
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<tr>
<td>(a) meet the following conditions:</td>
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<td>(i) skill development leading to lifelong pursuits;</td>
<td>Keep as is</td>
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<td>(ii) program development in consultation with an advisory council; and</td>
<td>Keep as is</td>
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<td>(iii) opportunities for authentic application, work experience, and/or</td>
<td>Keep as is</td>
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<td>articulation with postsecondary education</td>
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<tr>
<td>(b) include the following practices:</td>
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<tr>
<td>(i) foster skill development for employment, advanced training, and</td>
<td>Keep as is</td>
<td></td>
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<tr>
<td>lifelong learning;</td>
<td></td>
<td></td>
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<td>(ii) input from representatives of business and industry;</td>
<td>Keep as is</td>
<td></td>
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<tr>
<td>(iii) analysis of skills and knowledge required in paid and non-paid careers;</td>
<td>Keep as is</td>
<td></td>
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<tr>
<td>(iv) leadership and character development through participation in career and technical student organizations (CTSOs);</td>
<td>Keep as is</td>
<td></td>
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<tr>
<td>(v) progression of skills and knowledge from basic to advanced; and</td>
<td>modify</td>
<td>progression of knowledge and skills from foundational to advanced through a sequence of courses; and</td>
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<tr>
<td>(vi) integration of career and technical competencies with academic knowledge in a contextual setting</td>
<td>Keep as is</td>
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</table>
Introduction

Career and Vocational/Technical Education is a program of articulated sequential experiences that prepare students for successful participation in community, family, postsecondary education and careers.

Career and Vocational/Technical Education programs include Agriculture, Business and Marketing, Family and Consumer Sciences, Industrial Technology, and Trades and Industry.

Career and Vocational/Technical Education programs focus on career preparation, resource management, communication, technical skill development, applied academics, technological literacy; and personal skills and leadership. Programs are driven by authentic applications where students will be prepared for the workplace.

Through Career and Vocational/Technical Education students are empowered to be successful in today’s world.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students’ knowledge, skills and abilities along a development continuum in each content area. That continuum is focused at three points – at the end of grade 8, the end of one high school course, and the completion of six units of vocational coursework.

Content Standard 1: Students experience various career opportunities and assess personal career pathways.

Content Standard 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).

Content Standard 3: Students acquire and utilize personal leadership skills to become successful, productive citizens.

Content Standard 4: Students acquire and demonstrate current technical skills leading to an occupation.

Content Standard 5: Students know and demonstrate the requirements of the workplace through authentic application.
CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1

(1) To satisfy the requirements of career and vocational/technical education content standard 1, a student must experience various career opportunities and assess personal career pathways.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:
   (a) describe and demonstrate the importance of goal setting and career and life planning;
   (b) explore and investigate career opportunities; and
   (c) describe various lifetime roles (e.g., friend, student, leader, worker, family member).

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:
   (a) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career and life goals;
   (b) utilize local resources to research career plans; and
   (c) recognize the interrelationships of family, community, career, and leisure roles.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 3 (concentrators) is the ability to:
   (a) develop, evaluate, and modify personal career and life plans;
   (b) experience an internship, job shadow, or work experience related to one's career plan; and
   (c) evaluate career choices and the effect on family and lifestyle.
CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2

(1) To satisfy the requirements of career and vocational/technical education content standard 2, a student must demonstrate an understanding of and ability to apply principles of resource management (i.e., financial, time, and personal management).

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:
   (a) use basic monetary skills, practice maintaining basic financial records;
   (b) follow detailed instructions and complete assignment (e.g., project/time management);
   (c) recognize time constraints (e.g., personal time); and
   (d) recognize limitations on physical resources.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:
   (a) prepare a budget and keep financial records;
   (b) prioritize, allocate time, and prepare and follow schedules to complete a project;
   (c) apply appropriate time to task; and
   (d) use physical resources wisely to accomplish a goal.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 3 (concentrators) is the ability to:
   (a) prepare and analyze financial plans, make forecasts, make adjustments to meet objectives, and evaluate financial records;
   (b) select, design, complete, and evaluate a project (e.g., manage multiple facets of a project);
   (c) manage multiple priorities and assess effectiveness of outcomes (e.g., school, work, family); and
   (d) evaluate the use of physical resources.
CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3

(1) To satisfy the requirements of career and vocational/technical education content standard 3, a student must acquire and utilize personal and leadership skills to become a successful, productive citizen.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:
   (a) serve as a positive role model by following the rules and management strategies for school, family, and community;
   (b) identify personal and work ethics;
   (c) recognize characteristics of good citizenship;
   (d) identify methods that can increase a person's self-esteem;
   (e) observe and recognize diversity; and
   (f) describe several methods of communication.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:
   (a) demonstrate active leadership skills by participation in group activities and projects;
   (b) demonstrate positive personal and work ethics;
   (c) demonstrate skills to be a productive citizen;
   (d) apply self-esteem building practices;
   (e) demonstrate appreciation for diverse perspective needs and characteristics; and
   (f) practice several methods of effective communication.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 3 (concentrators) is the ability to:
   (a) assume a leadership role (e.g., team leader, career and technical student organization officer, committee chair);
   (b) evaluate, compare, and contrast positive personal and work ethics;
   (c) implement and evaluate a successful, productive citizenship activity (i.e., community service project);
   (d) select methods to constructively build esteem in others as well as self;
   (e) respect differences and work well with individuals from diverse backgrounds and philosophies; and
   (f) utilize multiple communication methods to complete a class project.
CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4

(1) To satisfy the requirements of career and vocational/technical education content standard 4, a student must acquire and demonstrate current technical skills leading to an occupation.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:
   (a) identify appropriate technical skills required for selected occupation;
   (b) practice safe and appropriate use of technology;
   (c) identify and use the appropriate tools and equipment for the task;
   (d) identify and demonstrate appropriate care of technological tools; and
   (e) follow basic technical instruction.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:
   (a) practice technical skills and procedures required for an occupation;
   (b) practice safe and appropriate use of technology;
   (c) select the appropriate tools, equipment, and procedures for the task;
   (d) manage and maintain technological tools and follow troubleshooting protocol; and
   (e) apply technical information to a variety of sources.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 3 (concentrators) is the ability to:
   (a) master the technical skills required for an entry level job or advanced training;
   (b) practice safe and appropriate use of technology;
   (c) master tools and equipment needed for an entry level job or advanced training;
   (d) manage and maintain technological systems and follow troubleshooting protocol; and
   (e) adapt technical information generated from a variety of technical sources.
CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5

(1) To satisfy the requirements of career and vocational/technical education content standard 5, a student must know and demonstrate the requirements of the workplace through authentic application.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:
   (a) apply academic and technical skills to a class project;
   (b) identify the concepts of entrepreneurship;
   (c) describe how decisions affect self and others; and
   (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:
   (a) practice and demonstrate academic and technical skills in a workplace setting;
   (b) apply the concepts of entrepreneurship;
   (c) identify possible outcomes and consequences of decisions; and
   (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 3 (concentrators) is the ability to:
   (a) transfer academic and technical skills to the level of industry standards;
   (b) evaluate and/or design components of a business plan;
   (c) demonstrate decision-making and problem-solving skills; and
   (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.
1. First and Last Name *


2. What is your role? *
   Check all that apply.
   - [ ] School Administrator
   - [ ] School Business Official
   - [ ] School Board Trustee
   - [ ] Teacher
   - [ ] Other: __________________________

3. What school size/type do you represent? *
   Mark only one oval.
   - [ ] Small School (fewer than 126 students)
   - [ ] Class C
   - [ ] Class B
   - [ ] Class A
   - [ ] Class AA
   - [ ] Other: __________________________

4. School Name and ZIP Code *


Program Delivery Standards
ARM Chapter 55

5. Is your district able to implement the current program delivery standards for XXX? *
   Mark only one oval.
   - [ ] Yes
   - [ ] No
6. If no, what is the most significant barrier to implementation?  
   Mark only one oval.
   - Staffing
   - Professional Development
   - Instructional Resource Availability
   - Other: ________________________________

Content Standards Implementation

7. Is your district able to implement the current XXX content standards with existing staff?  
   Mark only one oval.
   - Yes
   - No

8. Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?  
   Mark only one oval.
   - Yes
   - No
   - Maybe

9. Do you anticipate that your district will be able to meet the proposed standards with existing resources?  
   Mark only one oval.
   - Yes
   - No

Instructional Materials

10. Would the proposed standards impose a cost for instructional materials beyond that required to implement the current standards?  
    Mark only one oval.
    - Yes
    - No

11. Does your district have difficulty finding instructional materials to implement the current standards?  
    Mark only one oval.
    - Yes
    - No
12. Will your district have difficulty finding instructional materials to implement the proposed standards?
   *Mark only one oval.*
   - [ ] Yes
   - [ ] No
   - [ ] Maybe

13. What increase in total dollars would be required to cover the cost associated with Instructional Materials?

14. If you answered "no" to any of the questions above, please provide additional feedback.

Personnel

15. Would the proposed standards impose a cost for personnel beyond what is required to implement the current standards?
   *Mark only one oval.*
   - [ ] Yes
   - [ ] No

16. Does your district have a shortage of teachers endorsed in XXX?
   *Mark only one oval.*
   - [ ] Yes
   - [ ] No

17. Will your district have a shortage of teachers endorsed to teach XXX?
   *Mark only one oval.*
   - [ ] Yes
   - [ ] No

18. How many new hires would be needed?

19. What increase in total dollars would be required to cover the cost associated with Personnel?
20. If you answered "no" to any of the questions above, please provide additional feedback.

________________________________________

________________________________________

________________________________________

Professional Learning

21. Would the proposed standards impose a cost for professional learning beyond those expenses already required to implement the current standards?
   
   *Mark only one oval.*
   
   - Yes
   - No

22. Does your district have difficulty in finding professional development opportunities for XXX educators?
   
   *Mark only one oval.*
   
   - Yes
   - No

23. Will your district have difficulty finding professional development opportunities for XXX educators?
   
   *Mark only one oval.*
   
   - Yes
   - No
   - Maybe

24. What increase in total dollars would be required to cover the cost associated with Professional Development?
   
   ______________________

25. What professional development would be needed?
   
   ______________________
   
   ______________________
   
   ______________________
   
   ______________________

26. How many teachers would need this professional development?
   
   ______________________
   
   ______________________
   
   ______________________
   
   ______________________
27. How many hours of professional development would be needed for each teacher?

28. If you answered "no" to any of the questions above, please provide additional feedback.

Curriculum Development

29. Would the proposed standards impose a cost for curriculum development beyond what is required to implement the current standards?
   
   Mark only one oval.
   
   ☐ Yes
   ☐ No

30. Does your district have a shortage of time and resources to support curriculum development in XXX?
   
   Mark only one oval.
   
   ☐ Yes
   ☐ No

31. Will your district have a shortage of time and resources to support curriculum development in XXX?
   
   Mark only one oval.
   
   ☐ Yes
   ☐ No
   ☐ Maybe

32. What new purchases would be needed?

33. What increase in total dollars would be required to cover the cost associated with Curriculum Development?
34. How many personnel would be involved in curriculum development?

35. How many hours of professional time would be needed in total for Curriculum Development?

36. If you answered "no" to any of the questions above, please provide additional feedback.

YOUR TURN: General Feedback
Please expand on any significant issue that you have indicated in your responses.

37. Is there anything else you believe the OPI should consider in determining a fiscal impact for implementing new program delivery and content standards?

☐ Send me a copy of my responses.