

Montana Board of Public Education Executive Summary

Date: March 9-10, 2023

Presentation	Review of the activities of the Office of Public Instruction. The report includes federal updates, transportation updates, and Critical Quality Educator Shortage information.
Presenter	Elsie Arntzen
Position Title	Montana State Superintendent Office of Public Instruction
Overview	The purpose of the Superintendent's Report is to summarize the activities of the Office of Public Instruction and provide required and requested updates to the Board of Public Education.
Requested Decision(s)	Information Only
Related Issue(s)	Food Services Report; Assessment Update; MAST Update; Data Modernization; Federal Update; CAEP MOU
Recommendation(s)	n/a



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



Superintendent Arntzen's Report to the Board of Public Education as of February 24, 2023

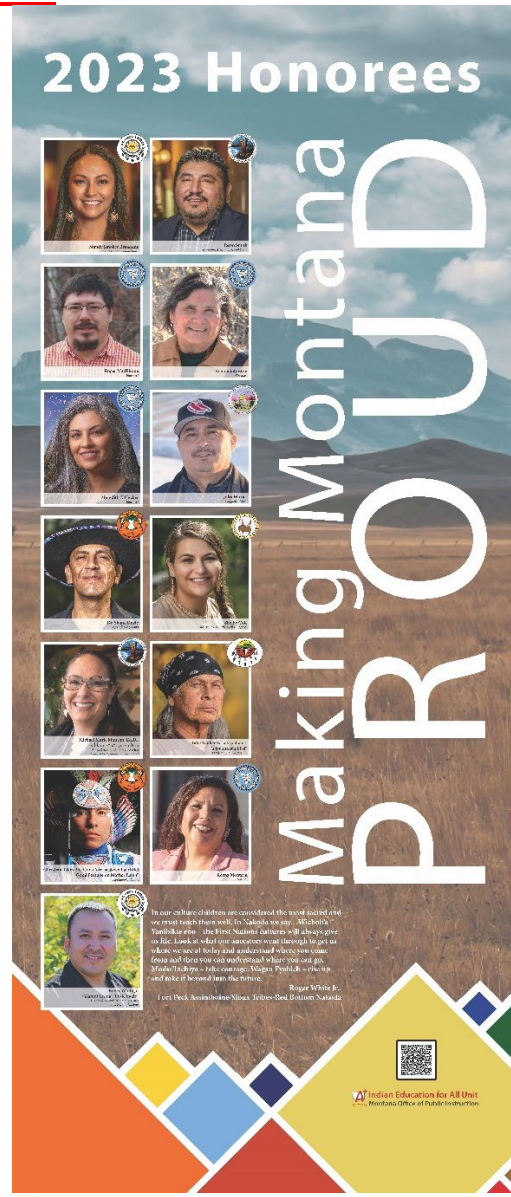
Superintendent Arntzen's Message:



Superintendent Arntzen hosted a celebration of Indian Education for All on February 13, 2023, in the Rotunda. During this event, the 2023 Montana Proud Poster Series was unveiled. These posters will be sent to all Montana school districts. Please watch the celebration [here](#).



Montana Proud Poster Series:



Annual School Food Service Report:



The 2021-2022 School Food Report is attached at the end of this report.

The OPI School Nutrition Programs operated the Seamless Summer Program during the 2021-22 school year through a USDA waiver to provide universal free meals to students in participating schools. Schools received higher Summer Food Service Program reimbursement rates for meals with the waiver. The higher reimbursement rates helped schools with continued staffing and supply chain difficulties. During the 2021-22 school year, districts also received a first round of USDA Supply Chain Assistance funds to help overcome operational and financial barriers to providing meals. There was an increase of 18% in breakfast meals served and an increase of 26% in lunch meals served during the 2021-22 school year.

Chris Emerson, School Nutrition Program Director, is standing by for questions.

Assessment Update:



Attached at the end of this report is the ACCESS for English Language Learners Assessment Update and the testing windows for all statewide assessments.

Cedar Rose, Assessment Director, is standing by for questions.

Montana Alternative Assessment Testing Program (MAST):



The third testing window of the MAST program will be open from March 6-17, 2023.

On February 22, 2023, the MAST team held a feedback session with teachers and test administrators to discuss the second testing window that occurred during January. The second testing window had over 5,000 students participating and completing testlets.

During the 2023-2024 school year, OPI is expanding the pilot program to grades 3-8 and will be recruiting more districts to participate in the full pilot program.

The OPI is seeking 3-8 grade Math and English Language Arts teachers to participate in:

- a review of testlet items during a virtual meeting on March 28-29, 2023
- an item writing workshop on June 12-16, 2023. This workshop will be in person and will focus on developing testlet questions for the MAST pilot program. The location is TBD in Montana.

Please see the MAST Update attached at the end of this report.

Krystal Smith, Education Innovation Manager, is standing by for questions.

Data Modernization:



Background. OPI serves over 400 school districts, 800 schools, 16,500 teachers, and 150,000 students and receives extensive data from every school district, school, and other sources in varying formats, affecting quality, content, and delivery. OPI gathers, analyzes, reports, and shares the data on numerous and different data systems, many of which are more than a decade old and were implemented on an ad hoc basis. Some systems are commercial off-the-shelf (COTS), some were built by OPI or contract staff, some run off functions on spreadsheets, and some “data systems” are first produced by pen and paper and the data is entered into other systems.

Plan. OPI’s modernization project will make long-overdue improvements to technology by consolidating numerous data systems to simplify and improve data flow, usability, data sharing, continued maintenance/support, and security. New systems must be COTS.

Challenges. The success of any complex, multi-year project includes, in part, identifying challenges, known or anticipated, to ensure adequate planning, operational capacity, preparation, and execution. Challenges include:

- Updating the foundational systems
- Integrating and consolidating existing data
- Modernizing processes to reflect the updated systems
- Securing the systems and the data
- Simplifying data sharing, security, monitoring, and management in an existing data lake
- Planning for future growth
- Educating stakeholders throughout the multi-year project on new technologies and systems to ensure adequate knowledge, successful transition, and optimal use
- Anticipating continued shortages and difficulty in recruitment and retention in all critical staffing positions, vital to support the project’s success
- Identifying any special needs/emerging district priorities that may necessitate different strategies, planning, or heightened assistance, e.g., rural schools, high-poverty schools

Project dates. OPI must have some key systems up and running by July 1, 2023, the beginning of the state fiscal year: (1) OPI’s accreditation system must be updated to (a) integrate rule-making changes - that take effect July 1 and 2, 2023, and (b) consolidate current data into Infinite Campus and the Integrated Strategic Action Plan; and (2) OPI’s Growth & Enhancement of Montana Students system must be replaced with COTS. OPI’s continuing work on its TeachMT teacher licensure system must move forward quickly to accomplish its goals for the upcoming school year.

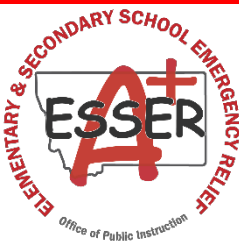
OPI estimates the overall project will take 4-5 years to be 90%-95% complete, with a long-range plan for completion within ten years.

Vendor. Based on a competitive RFP process, the successful vendor will provide excellent project management, easy system serviceability, smooth data flows, consistent and quality maintenance and support services, and a long-term relationship with OPI.

Please see the attached Data Modernization Update.

Chris Sinrud, Chief Information Officer, is standing by for questions.

Elementary and Secondary Schools Emergency Relief Funds – ESSER:



The ESSER Data Collection and Annual Report process is anticipated to begin at the beginning of March. The process will include:

- District review of previously submitted data (excel),
- District input data (excel), and
- District portal submission of excel file (google form).

As a reminder, ESSER II must be expended by September 30, 2023, and ESSER III must be expended by September 30, 2024.

Each month school board trustees are sent a monthly allocation report for ESSER funds. These reports can be found [here](#).

The state-wide ESSER allocation through January 31, 2023, is:

<u>State Level ESSER Activity</u>							
<u>Program</u>	<u>Allocated</u>		<u>Expended</u>		<u>Balance</u>	<u>Percentage Expended</u>	
ESSER I	\$	41,295,230	\$	41,235,726	\$	59,504	100%
ESSER II	\$	170,099,465	\$	109,172,416	\$	60,927,049	64%
ESSER III	\$	382,019,236	\$	97,600,775	\$	284,418,461	26%
Totals	\$	593,413,931	\$	248,008,916	\$	345,405,015	42%

For more information on ESSER please click [here](#) or contact Wendi Fawns at wendi.fawns@mt.gov.

Federal Update:

Please see the attached Update on Federal Programs. Dr. Julie Murgel, Chief Operating Officer, is standing by for questions.

ARM Revisions Updates:

OPI is in the research phase on Math, World Languages, and English Learners and will be transitioning out of this phase over the next month.

Math:

Currently, the OPI Math Content Standards Team is in the process of reviewing applications for the Math Task Force with two teams of reviewers made up of members of major stakeholder organizations, respondents to the Mathematics Standards Review Interest Survey, and internal reviewers. The Task Force members will be chosen from applicants representing a variety of stakeholders who are involved with K-12 mathematics instruction across Montana.

The Task Force includes both a Writing Team, as well as a Review Team. During the Revision phase of the standards review process, the Writing Team will use the research and data analysis provided by the Regional Educational Laboratory West (REL West) at WestEd to inform the revision of our Montana Mathematics Content Standards. The Review Team will review the work of the Writing Team, and provide feedback that will inform the work of the Negotiated Rulemaking Committee during the Negotiated Rulemaking phase of the review process.

World Languages:

The application for the World Languages Standards Review Task Force is now open! The application will close on March 17th. The Task Force will create standards to guide instruction and prepare our students for their lives beyond the classroom.

This single application is for three separate task forces:

- An Application Review Team
- The Standards Writing Team
- The Standards Review Team

The Application Review Task Force will be gathered from specialists and applicants to review all applications and select the most qualified applicants to be a part of the other two task forces. The Writing Team will use the research and data analysis provided by the OPI and Regional Educational Laboratory West (REL West) at WestEd to inform the revision of our Montana World Languages Content Standards. Then, the Review Team will review the work of the Writing Team, and provide feedback to inform the work of the Negotiated Rulemaking Committee during the final phase of the standards review process before the proposal goes to the Montana Board of Public Education for discussion and approval.

Chris Noel, Teaching and Learning Senior Manager, is standing by for questions.

CAEP MOU:

The Partnership Agreement is between three parties: the Montana Board of Public Education, the Montana State Superintendent of Public Education, and the Council for the Accreditation of Educator Preparation (CAEP).

CAEP is a nongovernment, voluntary association that is a nationally recognized accreditor by the Council for Higher Education Accreditation (CHEA). Through an Accreditation Council, CAEP accredits Educator Preparation Programs EPP).

The purpose of this partnership agreement is to:

- Outline preferences about program review options,
- Review team compositions for accreditation site review conducted by CAEP of the Montana EPPs, and
- Establish the responsibilities that each party has in supporting CAEP Accreditation activities for EPPs voluntarily requesting joint reviews.

This partnership agreement is for MT EPPs that elect to have a joint accreditation for the State and CAEP.

The agreement is for 1 year, from July 1, 2023, to June 30, 2024.

The CAEP MOU is attached at the end of this report.

Dr. Julie Murgel, Chief Operating Officer, is standing by for questions.

Community Events:



Superintendent Elsie Arntzen is hosting five more community events on education during the legislature’s transmittal break. The theme of these events is *Bridging the Communication Between Schools and Families*. The events will take place in Miles City, Sidney, Havre, Lewistown, and Butte between March 6 and 8, 2023, and are open to parents, school leaders, and legislators.

The events will begin with a meet and greet followed by legislators sharing their goals for education during the upcoming session. Each event will close with an opportunity for parents and school leaders to ask questions of the legislators.

In December 2022 the Superintendent hosted the first round of the *Bridging the Communication Between Schools and Families* events in Kalispell, Stevensville, Billings, and Great Falls. The location of all events has been based on the Montana Association of School Superintendents (MASS) membership regions.

Virtual Job Fair:

A graphic for a virtual job fair. It features a blue and white background with a diagonal line. In the top right corner is the logo for the Office of Public Instruction, featuring a red 'A' with a cross and the text 'OFFICE OF PUBLIC INSTRUCTION' and 'ELSIE ARNTZEN, STATE SUPERINTENDENT'. The main text reads 'VIRTUAL MONTANA EDUCATOR JOB FAIR' in large blue letters. Below this is a blue box with the text 'MARCH 8-10, 2023'. To the right is a blue megaphone icon. At the bottom, it says 'Visit the OPI Website to Register' and 'REGISTER' in white text on a dark blue background.

**VIRTUAL
MONTANA
EDUCATOR JOB FAIR**

MARCH 8-10, 2023

Visit the OPI Website to Register
[REGISTER](#)

To register, please click [here](#).



2021-2022 School Food Report

**Chris Emerson, School Nutrition Program
Director, is standing by for questions**



MONTANA SCHOOL NUTRITION PROGRAMS

School Year 2021-2022



Photo courtesy of Browning Public Schools

Supporting Continued Access to School Meals




SY 2021-2022

Montana School Nutrition Programs



22.5 MILLION

MEALS SERVED TO STUDENTS



\$96,923,900

FEDERAL AND STATE REVENUE TO DISTRICTS

In school year 2021-2022, the Montana Office of Public Instruction (OPI) School Nutrition Programs (SNP) administered U.S. Department of Agriculture (USDA) Child Nutrition Programs:

- National School Lunch Program (NSLP)
- School Breakfast Program (SBP)
- Afterschool Snack Program (ASP)
- Special Milk Program (SMP)
- Summer Food Service Program (SFSP)
- **Seamless Summer Option (SSO)**
- USDA Food Distribution Program (USDA Foods)
- Fresh Fruit and Vegetable Program (FFVP)
- Montana Team Nutrition Program, including Farm to School

School Nutrition Programs reimburses schools, distributes USDA Foods for meals served to children, teaches workshops for school personnel, ensures that schools implement federal regulations, and provides nutrition education for students.

VISION

Local school nutrition program professionals are empowered as community leaders to provide equitable access to healthy food and environments that support the success of Montana’s children.

MISSION

OPI’s School Nutrition Programs collaborate with the child nutrition community to provide high-quality training, support, and resources to ensure program integrity and access to nourishing meals.

GUIDING PRINCIPLES

- We develop and maintain strong partnerships to collaborate on realistic, community driven solutions.
- We value self-efficacy as a desired outcome of all training and technical assistance activities.
- We empower and recognize the vital role of Montana's child nutrition professionals in ensuring children’s health and academic success.
- We are committed to ensuring all communities have the resources they need to succeed.
- We are committed to creating a strong and inclusive culture of school wellness to support academic success and wellbeing.
- We are invested in promoting local and sustainable food sources, procurement, and practices.
- We are dedicated to providing exceptional customer service to schools, sponsors, and community partners.
- We are responsive and adaptable to changing circumstances.
- We value continuous learning and invest in ongoing professional development.
- We use data and evidence-based practices in decision making and operations management.
- We operate transparently and effectively as stewards of public resources.

CONTACT INFORMATION

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STAFF

School Nutrition Programs

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ASSISTANT DIRECTOR	ERIN TURNER, DTR, SNS
PROGRAM SPECIALIST/FFVP MANAGER — MISSOULA	KELLI JOHNSON, RD
PROGRAM SPECIALIST — HELENA	AMBER LYMAN, RD
PROGRAM SPECIALIST — HELENA	LAUREN DONITHAN, RD
PROGRAM SPECIALIST — BUTTE	STEPHANIE MOODRY, RD
PROGRAM SPECIALIST — BILLINGS	ROCHELLE DAVIES, RD
PROGRAM SPECIALIST — BELGRADE	JACKIE ROLLER, RD
SUMMER FOOD SERVICE PROGRAM MANAGER	VACANT
FOOD DISTRIBUTION MANAGER	PAMELA FRUH
ADMINISTRATIVE ASSISTANT	KATIE FELDE
DATA ANALYST	ALIE WOLF
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SOFTWARE DEVELOPER	KELLEY LARSEN

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Montana Team Nutrition

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TEAM NUTRITION CO-DIRECTOR / FARM TO SCHOOL COORDINATOR	AUBREE ROTH, MS
PROGRAM LEAD	HAYLEY SCOTT, MPH
ADMINISTRATIVE COORDINATOR	KYLIE CASSIDY, BA
SOCIAL SCIENTIST	WENHAO ZHANG, PhD

CONTACT Phone: 406.994.5641 Email: kbark@montana.edu

School Year 2021-22 COVID-19 Response

Montana districts returned to in-person from providing instruction virtually or through a hybrid model during the 2021-22 school year. This change created challenges for schools to provide meals safely within the school setting of classrooms, cafeterias, or as grab and go.

- The USDA established the Nationwide Waiver to allow schools to operate the Seamless Summer Option (SSO) during the school year which allowed many flexibilities including higher reimbursement, streamlining paperwork, flexible meal patterns, and serving meals free of charge to children. During SY 2021-2022, 89% of Montana’s schools opted into the waiver to operate the Seamless Summer Option (SSO) program instead of the traditional National School Lunch Program (NSLP).
- To the 96% of students enrolled in one of Montana’s schools choosing to operate the Seamless Summer Option (SSO), meals were provided free of charge and there was no need for these schools to collect free and reduced-price income information or meal money from parents. This reduced stigma for children and eased administrative and staffing burdens for schools.
- Whether operating SSO or NSLP, USDA waiver flexibilities made it possible for meals to be taken home, for parents to pick up, and for multiple days worth to be provided at one time.
- School nutrition staff showed their creativity and resilience when preparing and providing meals. Waiver flexibilities allowed them to provide meals in ways to react to vendor supply shortages, changing community conditions, and continue to ensure that all students have the nutrition they need to learn, thrive, and grow. However, many schools struggled with high food service staff turnover and maintain adequate staffing.
- Supply chain disruptions added challenges for schools to provide meals that comply with meal pattern requirements when food items were not available and added expense to tight budgets with increased food prices.
- Schools that operated the Seamless Summer Option received the higher Summer Food Service Program reimbursement rates due to the Nationwide Waiver to Allow Summer Food Service Program Reimbursement Rates for the Seamless Summer Option during SY 2021-2022.

School Nutrition Programs				
SY 2021-2022 Reimbursement Rates				
Breakfast	Non-Severe Need		Severe Need	
Paid	0.33		0.33	
Reduced	1.67		2.05	
Free	1.97		2.35	
Lunch	Less than 60%	Less than 60% + Performance Based Reimb	60% or more	60% or more + Performance Based Reimb
Paid	0.35	0.42	0.37	0.44
Reduced	3.26	3.33	3.28	3.35
Free	3.66	3.73	3.68	3.75
Afterschool Snacks				
Paid	0.09			
Reduced	0.50			
Free	1.00			

Reimbursement Rates Summer 2022		
	Rural or Self Prep	Urban or Vended
Breakfast	2.6050	2.5550
Lunch	4.5625	4.4875
Snack	1.0775	1.0525

— Grants —

EQUIPMENT ASSISTANCE GRANTS

\$68,638

18 capital equipment grants were awarded to local schools by the OPI.

SUPPLY CHAIN ASSISTANCE GRANTS

\$3,275,916

229 grants were awarded to local schools by the OPI to assist with supply chain disruptions, enhance efforts to strengthen local food supply chains and help overcome financial and operational barriers while maintaining children's access to nutritious meals.

NON-COMPETITIVE TECHNOLOGY INNOVATION GRANT (nTIG)

\$1,890,997

School Nutrition Programs continues to develop, improve, and maintain automated information technology systems to operate and manage all Child Nutrition Programs.

ADMINISTRATIVE REVIEW & TRAINING (ART) GRANT

\$1,549,279

School Nutrition Programs continues to support the integrity of programs by maintaining, upgrading, integrating, and enhancing the comprehensive Child Nutrition system.

— Training —

PROFESSIONAL STANDARDS

68 hours of continuing education provided by OPI School Nutrition Programs

103 hours of continuing education provided by MT Team Nutrition Program

REGIONAL OPI AND TEAM NUTRITION STAFF

OPI School Nutrition Programs and Team Nutrition have staff located around the state to better serve Montana's rural areas.



SY 2022 PROGRAMS

	MEALS/SNACKS	REIMBURSEMENT
School Breakfast Program	485,410	1,088,579
National School Lunch Program	629,476	2,104,898
Afterschool Snack Program	116,316	116,316
Special Milk Program	22,894	5,373
Seamless Summer Option	21,263,070	80,113,928
Summer Food Service Program	748,461	2,826,820
Fresh Fruit and Vegetable Program	—	2,857,265
USDA Foods	—	4,268,074
DoD Fresh	—	1,025,612
MT Team Nutrition	—	—



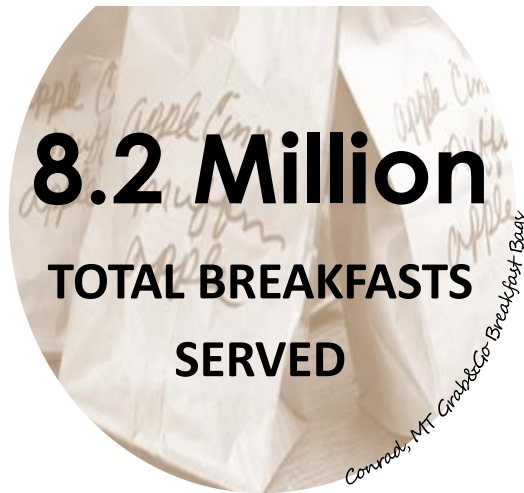
SCHOOL BREAKFAST PROGRAM

Summer Food Service Program (SFSP)

In response to COVID-19, the USDA allowed meal program flexibility through Federal and State waivers to ensure children's access to healthy school meals.

Beginning March 2020 and through SY 2021, eligible schools were given the option to operate the Summer Food Service Program (SFSP) and feed all children 18 and under free of charge.

SFSP program BREAKFAST meals served in lieu of the traditional SBP and/or during traditional school year months, **display as orange values in the bar graph below.**



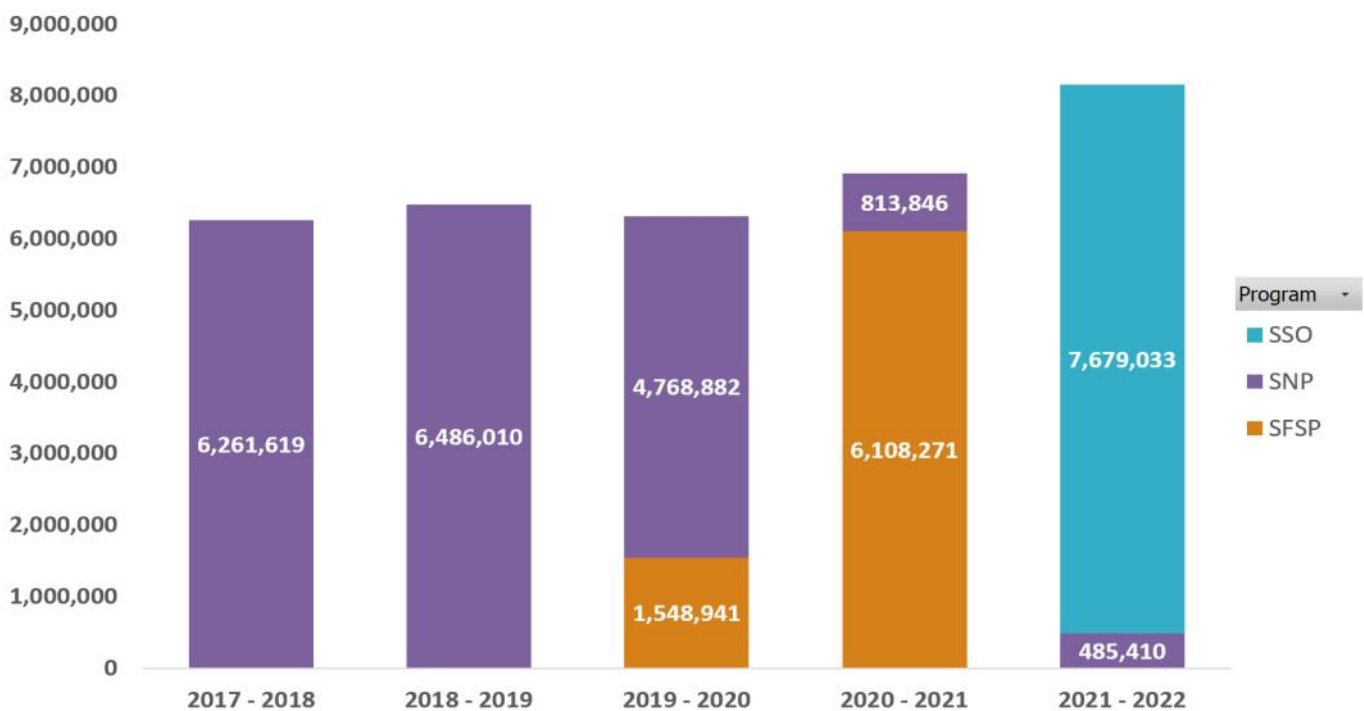
Seamless Summer Option (SSO)

As continued response to COVID-19, the USDA issued additional flexibility waivers during SY 2021-2022.

During SY 2021-2022, eligible schools were given the option to operate the Seamless Summer Option (SSO) and feed all students school meals free of charge.

SSO program BREAKFAST meals served in lieu of the NSLP and/or during traditional school year months, **display as blue values in the bar graph below.**

School Breakfast Meals Served through Flexible Program Options



18 % INCREASE

TOTAL BREAKFASTS INCREASED 18% FROM SY 2021 TO SY 2022.

NATIONAL SCHOOL LUNCH PROGRAM

Summer Food Service Program (SFSP)

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SFSP program lunch meals served in lieu of the NSLP and/or during traditional school year months, **display as orange values in the bar graph below.**



Seamless Summer Option (SSO)

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SSO program lunch meals served in lieu of the NSLP and/or during traditional school year months, **display as blue values in the bar graph below.**

School Lunch Meals Served through Flexible Program Options



26% INCREASE

TOTAL LUNCHES INCREASED 26% FROM SY 2021 TO SY 2022.

FRESH FRUIT & VEGETABLE PROGRAM

The Fresh Fruit and Vegetable Program (FFVP) provides funds to elementary schools for fresh fruit and vegetable snacks during the school day.

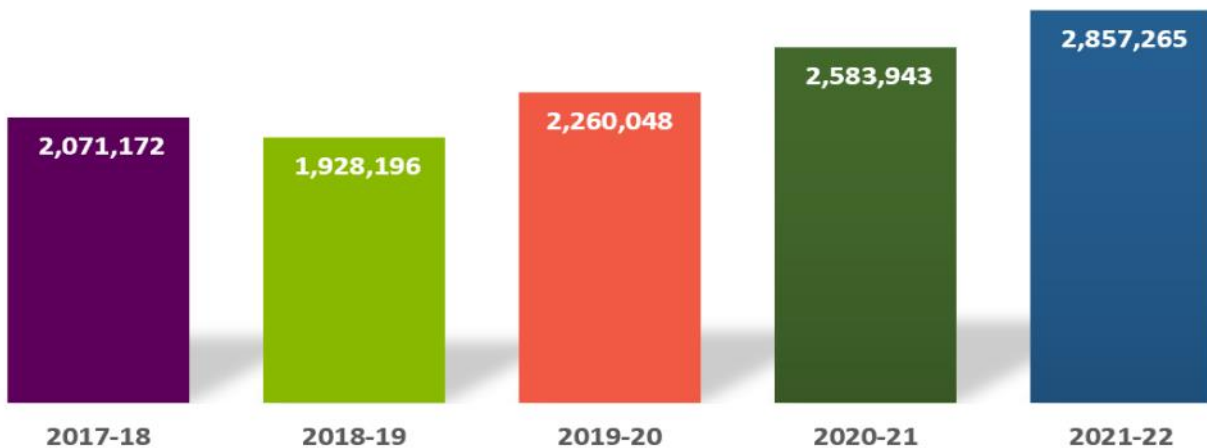


\$56.62
ALLOTMENT PER STUDENT

139

Schools Participated in FFVP

FFVP Allocation by School Year



38,372

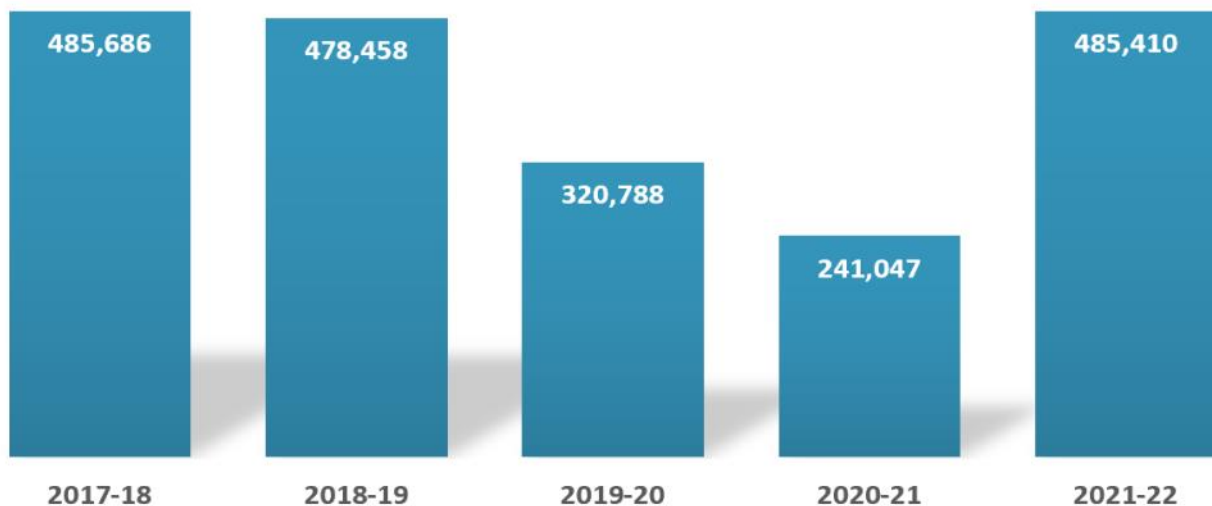
STUDENTS HAD ACCESS TO FFVP

AFTERSCHOOL SNACK PROGRAM

The Afterschool Snack Program provides snacks to students in education and enrichment activities after school.



Total Snacks Served



1,207

STUDENTS EAT A SNACK AFTER SCHOOL EACH DAY

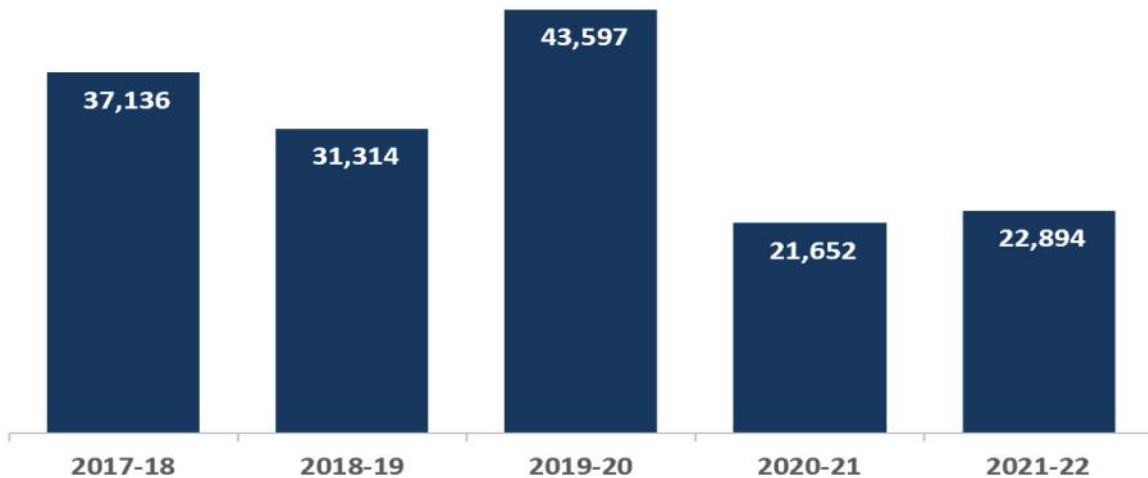
SPECIAL MILK PROGRAM

The Special Milk Program provides reimbursement for milk served at schools that do not offer the National School Lunch Program or Summer Food Service Program.



The Special Milk Program operates at 12 small schools/summer camps that do NOT offer breakfast or lunch to students.

TOTAL PINTS OF MILK SERVED



132

STUDENTS PARTICIPATE IN SPECIAL MILK PROGRAM EACH DAY

USDA FOODS and DOD FRESH

The USDA provides schools with USDA Foods and Department of Defense (DOD) Fresh Fruits and Vegetables for use in preparing school meals.



100%

of foods offered through
USDA Foods/DOD Fresh are
AMERICAN GROWN

\$5.3 MILLION

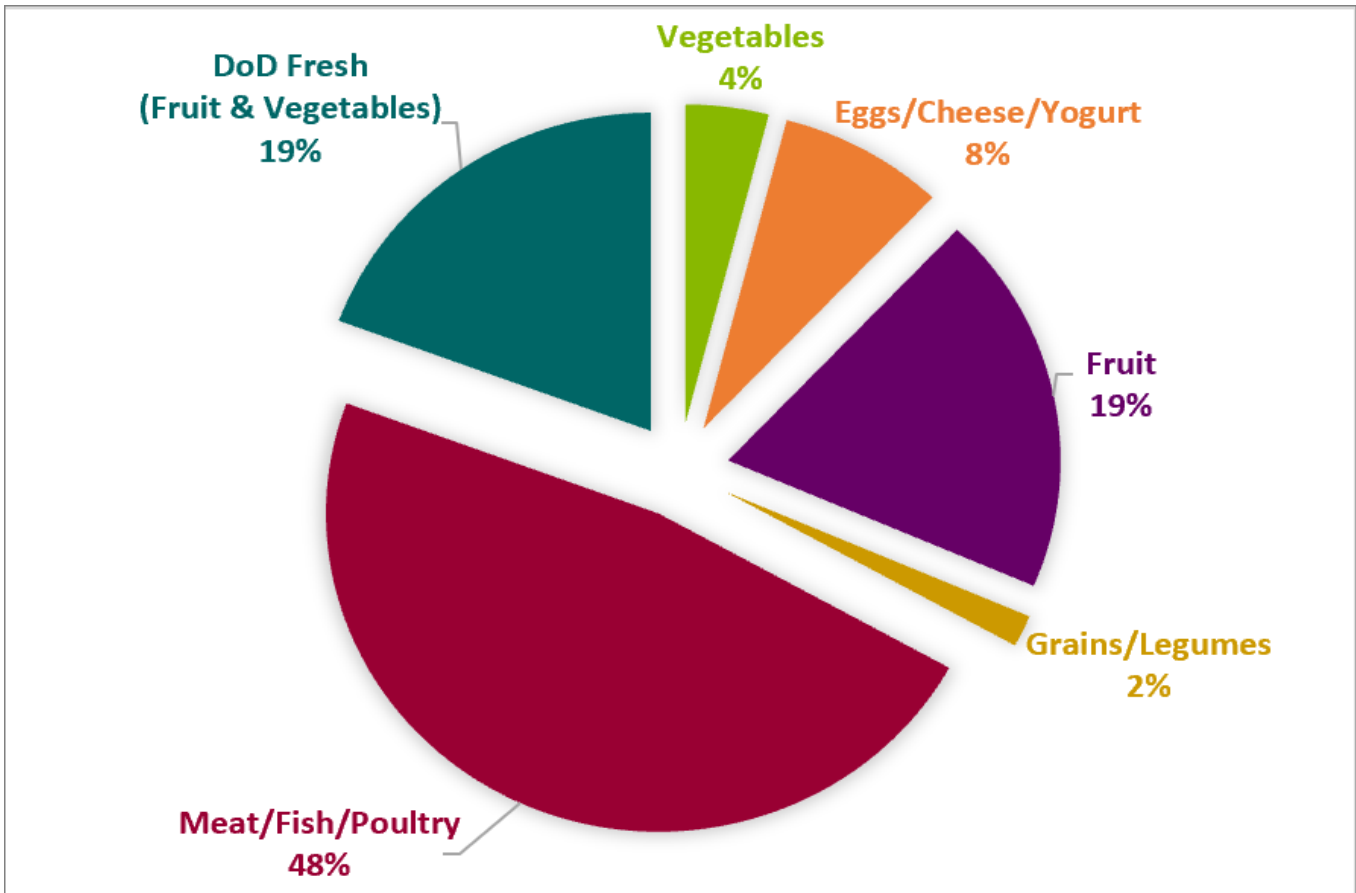
ASSISTANCE TO SCHOOLS

Did You Know....

On an average school day, USDA Foods make up between 15 and 20 percent of the total products served

Schools Received \$1,025,612 in fresh produce through USDA DoD Fresh.

Veggie Cups @ Great Falls Public Schools



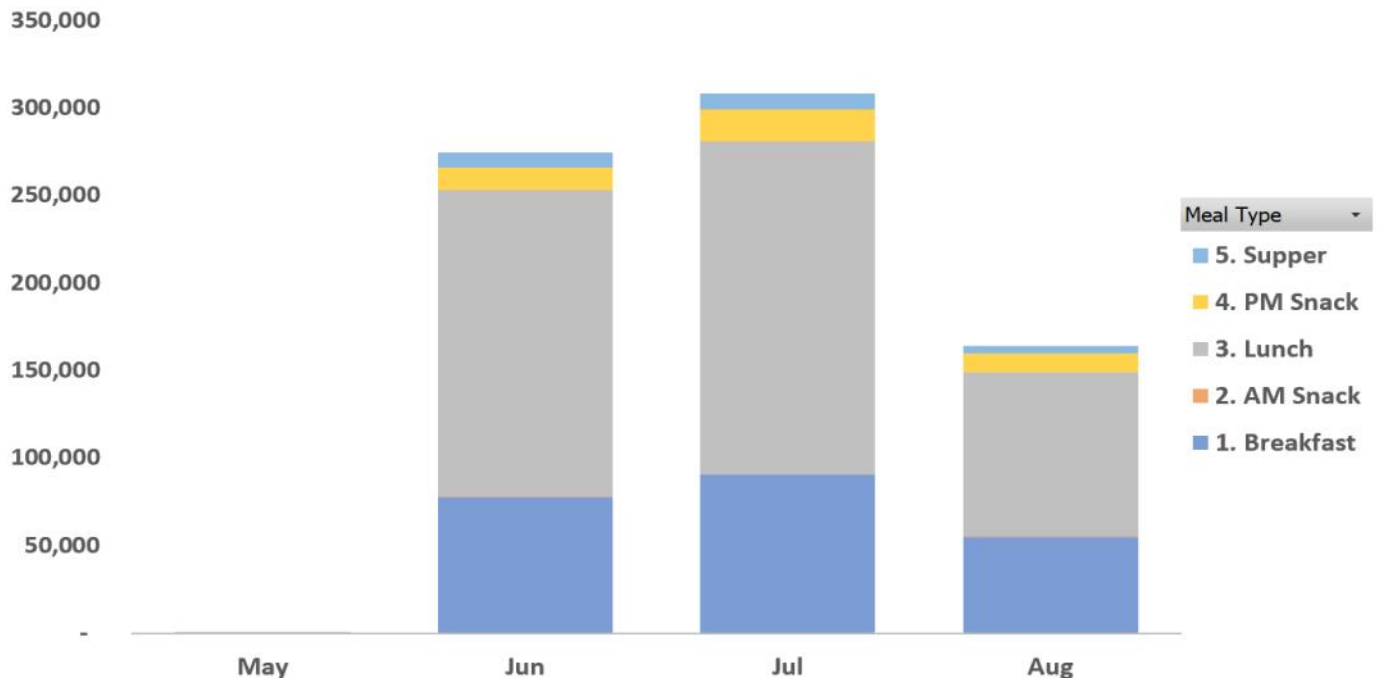
SUMMER FOOD SERVICE PROGRAM

The Summer Food Service Program provides free meals to all kids, age 18 and under, during the summer months.



45,364

Meals Served Daily



101 Sponsors at 273 Sites

Including schools, home deliveries via bus routes, weekend and holiday meals, and drive-thru pick-up.



Montana Team Nutrition Annual Report: July 1 2021 – June 30 2022

Annual Report for School Year 2021 - 2022

The 2021–2022 school year began with schools returning to a regular school schedule after ending the previous year early due to the COVID-19 pandemic. As such, schools had significant turnover in School Food Director positions. Team Nutrition prioritized providing basic training on school meals and extra support to schools. Montana Team Nutrition (MTN), with support from the Montana Office of Public Instruction (OPI) School Nutrition Programs and Montana State University, is proud to support school food service directors and their staff who were unstoppable in their goal to serve balanced meals to students in any and every situation.

MONTANA TEAM NUTRITION OUTREACH OUTCOMES

77 **158** **38** **62%**

Hours of training offered to school nutrition professionals

Number of school districts reached

Number of training opportunities offered

Percent of School Food Authorities in Montana reached

Bringing Back From Scratch Cooking

The 2019 USDA Team Nutrition Training Grant supported the development and delivery of a two-week Montana Cook Fresh Leadership Institute focused on culinary skills and school nutrition program management to enhance meal quality and increase from-scratch cooking. Fifteen school districts (19 people) engaged in the training. Team Nutrition also conducted trainings on various topics through 9 OPI School Nutrition Program (SNP) Webinar Wednesdays and 11 SNP monthly chats. Essential training on meal pattern and culinary skills with new recipes were offered regionally across the state. Through individual contact with schools via phone call or video conferencing, 123 hours of technical assistance were provided on topics such as food safety, breakfast in the classroom, menu planning, farm to school, and more.



THE 2021 COOK FRESH CULINARY WORKSHOP KNIFE SKILLS



Learn More

WEB

www.montana.edu/teamnutrition

FACEBOOK

www.facebook.com/MontanaTeamNutrition

CONTACT

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Program Co-Director
F2S Coordinator

Haley Scott
Program Lead

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Admin
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The Montana Team Nutrition Program works in close collaboration with the Office of Public Instruction School Nutrition Programs and is funded by the United States Department of Agriculture (USDA). Team Nutrition Training Grant Program. This institution is an equal opportunity provider and employer.

Harvesting Montana Recipes Contest

In partnership with Montana school districts, Montana Team Nutrition carried out the Harvesting Montana Recipes Project to create 6 tasty, standardized recipes featuring Montana grown ingredients such as barley, beets, bison, sweet cherries, and lentils. Students and school staff were actively engaged in the recipe development and testing through the Harvest of the Month Program. Schools hosted special local meal events to showcase the recipes. Recipes such as Montana Bison and Barley Soup, Bison and Lentil Chili, Luscious Lentil Hummus and more are being served in schools across the state. The recipes, available for both home and school use, are outstanding! This project was supported with a 2021 USDA Team Nutrition Grant.



SOMERS MIDDLE SCHOOL STUDENTS ENJOY THE LUSCIOUS LENTIL HUMMUS

Montana Farm to School

Montana Team Nutrition and the Office of Public Instruction have collaborated to provide farm to school leadership in Montana since 2008. Farm to school is a growing component of school nutrition and nutrition education programming. The Montana Farm to School Leadership Team, sponsored by the Office of Public Instruction, is facilitated by the Montana Farm to School Coordinator at Montana Team Nutrition. Partnerships are utilized across the state to enhance farm to school initiatives that help kids eat healthy, connect with agriculture and nutrition through education, support Montana farms and food producers, augment local economies, and strengthen communities.

A Strong Partnership

We are proud to work with Child Nutrition Professionals throughout our state to improve the health of Montana students through access to healthy school meals and nutrition education.

A look at the difference Team Nutrition is making: Pictured from left to right: Student from Philipsburg School samples local beets, Superintendent Mike Baer from Gardiner School enjoys the Bison and Lentil Chili, and Scott Plainfeather from Pryor School practices knife skills.





Montana Farm to School Annual Report

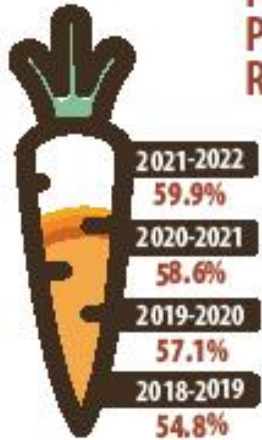
Academic Year 2021-2022

WHAT

What is farm to school?

Farm to school enriches the connection communities have with fresh, healthy food and local food producers by influencing food purchasing and education practices at K-12 schools and preschools. Students gain access to healthy, local foods as well as education opportunities through such avenues as school gardening, cooking lessons, and farm field trips. Through community-driven approaches, farm to school implementation differs by location but always includes one or more of the following core elements: procurement, education, and school gardens.

Farm to School Participation Rates



OVERALL PARTICIPATION
Sites participating in at least one F2S activity

51.6%

PROCUREMENT

Serving local products in school meals



21.7%

SCHOOL GARDENS

Creating and tending school gardens

23.5%

EDUCATION

Conducting educational activities

WHY

Why does farm to school matter?

Farm to school not only connects kids with locally grown food and food and nutrition education, but it helps foster resilient food systems. COVID-19 has highlighted the need for farm to school to solve food supply issues and support the local economy.



60%

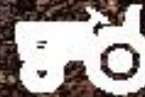
of students ate vegetables one or more times per day in the past seven days, according to the 2021 Montana Youth Risk Behavior Survey.

31,010

An estimated 13% of Montana children faced food insecurity in 2020, meaning they may not know how they will get their next meal.

43%

of Montana students are eligible for free and reduced-price meals. Data is a 5-year average for most recent and available school years.



Agriculture remains the leading industry sector in Montana's economy, with a value of

\$4.6 billion

In 2020. By connecting children with agriculture and exposing them to agricultural careers, farm to school initiatives are helping to prepare the next generation of farmers.

Montana Farm to School Leadership Team

The Montana Farm to School Leadership Team works through partnerships across the state to build farm to school initiatives that help kids eat healthy, connect with agriculture and nutrition through education, support Montana farmers and food producers, foster economic vitality, and strengthen communities.

The Leadership Team consists of 15 member organizations with statewide focus and influence that are key to the success of farm to school in

Montana. The team has 7 working groups, 5 of which are open to the public. These meetings are a way for the Leadership Team to share updates, facilitate connections, gather input, and uplift local farm to school stories. To get involved, register for an upcoming meeting and/or contact the working group chair listed on the Leadership Team webpage. The Office of Public Instruction sponsors the Montana Farm to School Leadership Team. The team is facilitated by the Montana Farm to School Coordinator at Montana Team Nutrition Program.

2021 Member Organizations

- AERO
- Mission West Community Development Partners
- Montana Agriculture in the Classroom
- Montana Department of Agriculture
- Montana Department of Livestock
- Montana Department of Public Health and Human Services
- Montana Farmers Union
- Montana No Kid Hungry
- Montana Office of Public Instruction
- Montana School Nutrition Association
- Montana Team Nutrition Program, Montana State University
- Montana State University Extension
- National Center for Appropriate Technology
- Northern Plains Resource Council
- USDA Office of Community Food Systems, Mountain Plains Region

The USDA is an equal opportunity provider and employer.

Montana Harvest of the Month

Each month, participating sites focus on promoting one locally grown item (e.g., lentils) by serving it in at least one meal or snack, offering taste tests, conducting educational activities, and displaying or distributing Harvest of the Month materials.

Bison was featured as the newest Harvest of the Month food! A special team was formed to create the Buffalo materials which include Native knowledge, cultural information, and languages. This exciting partnership demonstrates how farm to school initiatives can support Native food sovereignty efforts.

Harvest of the Month



In school year 2021-2022



84 registered schools and afterschool programs

18,593

children reached at K-12 and Early Care + Education sites

24 registered early care and education sites



104

local food producers sold to sites



\$244,716

local foods purchased (not including fluid milk for K-12)



Mission West Community Development Partners

GET INVOLVED + CONTACT

Website

Find resources and information at:
www.montana.edu/mtfarmtoschool

Contact Us

Aubree Roth, Montana Farm to School Coordinator
Montana Team Nutrition Program,
Montana State University
aubree.roth@montana.edu
(406) 994-5996

SOURCES

National School Lunch Program Annual Sponsor Agreement Form 2021-2022, Montana Office of Public Instruction

2021 Montana Youth Risk Behavior Survey, Montana Office of Public Instruction

Map the Meal Gap: Child Food Insecurity 2021, Feeding America

Montana Agriculture Statistics, 2021

Montana Farm to School Leadership Team Participation 2021, Montana Team Nutrition

Montana Harvest of the Month Participation 2021-2022, Montana Team Nutrition Program

Montana Farm to School Professional Development and Technical Assistance Tracker 2021-2022, Montana Team Nutrition

Montana Crunch Time Participation 2021, Montana Team Nutrition

Training + Resources

There are many ways to learn about farm to school and access resources! Montana Farm to School hosts farm to school webinars and in-person trainings as well as an archive of previous trainings on the Montana Farm to School website.

The Montana Farm to School Summit is a statewide biennial convening geared toward farm to school implementers such as educators, school administrators, school nutrition professionals, parents, and food producers. In 2021, 144 people attended the summit in-person in Helena and 25 people attended virtually.

12

Trainings in 2021-2022

26+

Hours of events

SOCIAL MEDIA OUTREACH

@montanafarmtoschool
1,462 followers

@mtfarmtoschool
1,334 followers

Montana Harvest of the Month
2,639 views

Celebrating Farm to School Month

Montana Crunch Time is a statewide event to celebrate National Farm to School Month and 'buy local' initiatives in Montana by crunching into locally and regionally grown apples on a designated day in October.



30,958 people participated in Montana Crunch Time 2021





Montana Team Nutrition

Annual Report: July 1 2020 – June 30 2021

Annual Report for FY2021

The COVID19 pandemic shifted the way that schools served meals all across the country. In Montana, school nutrition professionals rose to the occasion and continued to provide healthy, delicious meals to students despite challenges in staffing, supplies, and school closures. Montana Team Nutrition, with support from the Montana Office of Public Instruction School Nutrition Programs and Montana State University, is proud to have leveraged technology, creativity, and timely trainings to continue to support school nutrition professionals during this time.

MONTANA TEAM NUTRITION OUTREACH OUTCOMES

97 **259** **86** **51%**

Hours of training offered to school nutrition professionals

Number of unique participants reached

Number of training opportunities offered

Percent of School Food Authorities in Montana reached

Adapting to the New Normal

As part of the 2019 USDA Team Nutrition Training Grant for Innovative State Training Programs, Montana Team Nutrition virtually offered a two-week Montana Cook Fresh Leadership Institute focused on culinary skills and school nutrition program management. Team Nutrition also conducted all staff trainings on whole grain baking and meal pattern and portion sizes, developed culinary instructional videos on demand and lead five OPI School Nutrition Program (SNP) Webinar Wednesdays and 16 SNP monthly chats. This was in addition to many hours of technical assistance offered directly to schools via phone call or video conferencing on topics such as emergency preparedness, bulk meal planning, school meal quality, school wellness, farm to school, and more.



PHOTO 1: SHARON SCHNACKENBERG AND ELLEN MILLS FROM LIBBY DURING THE 2020 COOK FRESH LEADERSHIP



Learn More

WEB

www.montana.edu/team-nutrition

FACEBOOK

www.facebook.com/MontanaTeamNutrition

CONTACT

Katie Bark
Program Co-Director

Molly Stenberg
Program Co-Director

Aubree Roth
F2S Coordinator

Gretchen Groves
Evaluation Coordinator

Skye Huntsman
Admin Coordinator

325 Reid Hall
PO Box 173370
Montana State University
Bozeman MT 59717-3370

The Montana Team Nutrition Program works in close collaboration with the Office of Public Instruction School Nutrition Programs and is funded by the United States Department of Agriculture (USDA), Team Nutrition Training Grant Program. This institution is an equal opportunity provider and employer.

Montana Team Nutrition also received a No Kid Hungry/Share Our Strength grant that allowed for the distribution of 9 mini-grants of approximately \$1000 each for nine school districts to support equipment purchases for scratch cooking and professional development for staff. Read more about the mini grants [here](#).

Harvesting Montana Recipes Contest

As part of the 2021 USDA Team Nutrition Grant, Montana Team Nutrition hosted a statewide recipe contest, Harvesting Montana Recipes, to collect recipes featuring local and indigenous Montana ingredients. These ingredients included barley, beets, bison, sweet cherries, and lentils. Six winning recipes were selected. Students and school staff are actively engaged in the recipe development and testing through a subgrant program to support nutrition education, student taste-testing, and meal service. Once the winning recipes have been fully standardized, these Montana Recipes will be featured at the state and national level for other schools to serve and enjoy. Read more about this project on our [website](#).



PHOTO 2: A STUDENT FROM BELGRADE SHOWS HER BISON HARVEST OF THE MONTH MATERIALS AFTER A TASTE TEST OF BISON BARLEY SOUP

Montana Farm to School

Montana Team Nutrition and the Office of Public Instruction have collaborated to provide farm to school leadership in Montana since 2008. Farm to school is a growing component of school nutrition and nutrition education programming. Office of Public Instruction sponsors the Montana Farm to School Leadership Team, which is facilitated by the Montana Farm to School Coordinator at Montana Team Nutrition. The team works through partnerships across the state to build farm to school initiatives that help kids eat healthy, connect with agriculture and nutrition through education, support Montana farms and food producers, enhance local economies and strengthen communities. To learn more about Montana Farm to School, check out the [2021-2021 Montana Farm to School Annual Report](#).

Stronger Together

We want thank all of the partners and community members that we worked with this year and especially thank each and every school nutrition professional in Montana for their hard work and dedication over the last year. Montana Team Nutrition is proud to be part of this incredible community.



Pictured from left to right: Robin Vogler from Somers, Anna Blackburn from Belgrade, Tura Gruel and Olinda Jones from Belfry, and Cheryl Gertge from Choteau



Montana Farm to School Annual Report

Academic Year 2020 - 2021

WHAT

What is farm to school?

Farm to school enriches the connection communities have with fresh, healthy food and local food producers by influencing food purchasing and education practices at K-12 schools and preschools. Students gain access to healthy, local foods as well as education opportunities through such avenues as school gardening, cooking lessons, and farm field trips. Through community-driven approaches, farm to school implementation differs by location but always includes one or more of the following core elements: procurement, education, and school gardens.

Farm to School Participation Rates



2020-2021
58.6%

2019-2020
57.1%

2018-2019
54.8%

OVERALL PARTICIPATION

Sites participating in at least one F2S activity

20%

SCHOOL GARDENS
Creating and tending school gardens



51%

PROCUREMENT
Serving local products in school meals

23%

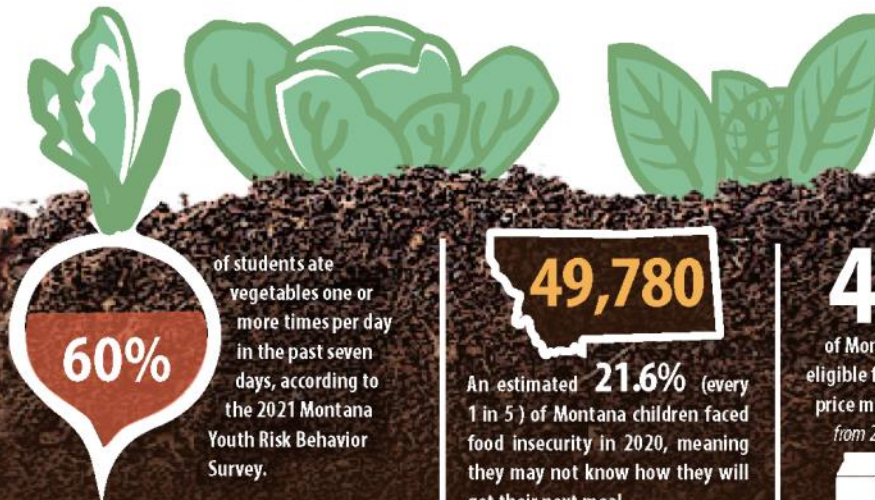
EDUCATION

Conducting educational activities

WHY

Why does farm to school matter?

Farm to school not only connects kids with locally grown food and food and nutrition education, but it helps foster more resilient food systems. COVID-19 has highlighted the need for farm to school to solve food supply issues and support the local economy.



60%

of students ate vegetables one or more times per day in the past seven days, according to the 2021 Montana Youth Risk Behavior Survey.

49,780

An estimated **21.6%** (every 1 in 5) of Montana children faced food insecurity in 2020, meaning they may not know how they will get their next meal.

42%

of Montana students are eligible for free and reduced-price meals. *Most recent data from 2019-20 school year.*



Agriculture remains the leading industry sector in Montana's economy, with a value of **\$4.6 billion** in 2020. By

connecting children with agriculture and exposing them to agricultural careers, farm to school initiatives are helping to prepare the next generation of farmers.

Montana Farm to School Leadership Team

The Montana Farm to School Leadership Team works through partnerships across the state to build farm to school initiatives that help kids eat healthy, connect with agriculture and nutrition through education, support Montana farmers and food producers, enhance local economies, and strengthen communities.

The Leadership Team consists of 14 member organizations with statewide focus and influence that are key to the success of farm to school in Montana. In 2020, the Leadership Team embarked on

a yearlong strategic planning process to identify priorities and activities for the future. Check out the [Montana Farm to School Leadership Team Strategic Plan Summary](#). The team has 7 working groups, which are open to the public. To get involved, contact the working group chair listed on the [Leadership Team webpage](#).

The Office of Public Instruction sponsors the Montana Farm to School Leadership Team. The team is facilitated by the Montana Farm to School Coordinator at Montana Team Nutrition Program.

2020 Member Organizations

- AERO
- Mission West Community Development Partners
- Montana Department of Agriculture
- Montana Department of Livestock
- Montana Department of Public Health and Human Services
- Montana Farmers Union
- Montana No Kid Hungry
- Montana Office of Public Instruction
- Montana School Nutrition Association
- Montana State University Extension
- Montana Team Nutrition Program, Montana State University
- National Center for Appropriate Technology
- Northern Plains Resource Council
- USDA Office of Community Food Systems, Mountain Plains Region

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Montana Harvest of the Month

Each month participating sites focus on promoting one locally grown item (e.g., lentils) by serving it in at least one meal or snack, offering taste tests, conducting educational activities, and displaying or distributing Harvest of the Month materials.

Many sites reported barriers in HOM participation due to changes in school nutrition program operation, such as staffing shortages, changes to meal service, and overall uncertainty in program operation. Other challenges included changes in overall school district operation, such as in delivery of K-12 curriculum instruction.



GET INVOLVED + CONTACT

Website

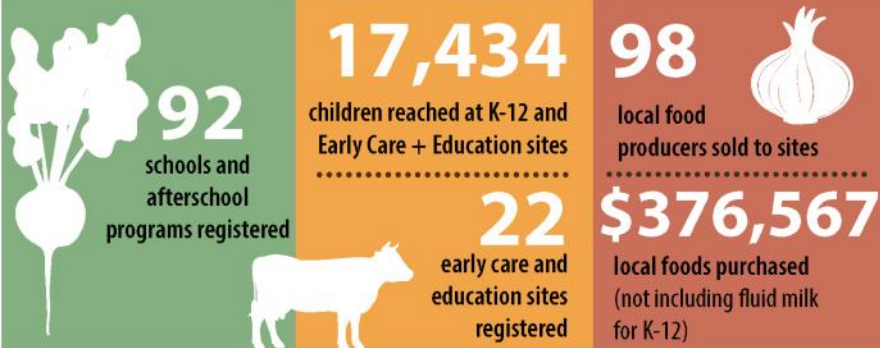
Find resources and information at:
www.montana.edu/mtfarmtoschool

Contact Us

Aubree Roth, Montana Farm to School Coordinator
Montana Team Nutrition Program,
Montana State University

aubree.roth@montana.edu
(406) 994-5996

In school year 2020-2021



Training + Resources

There are many ways to learn about farm to school and access resources! Montana Farm to School hosts farm to school webinars and in-person trainings as well as an archive of previous webinars on the Montana Farm to School website.



Celebrating Farm to School Month

Montana Crunch Time is a statewide event to celebrate National Farm to School Month and 'buy local' initiatives in Montana by crunching into locally and regionally grown apples on a designated day in October.



13,745
people participated in
Montana Crunch Time 2020



SOURCES

- National School Lunch Program Annual Sponsor Agreement Form 2020-2021, Montana Office of Public Instruction
- 2021 Montana Youth Risk Behavior Survey, Montana Office of Public Instruction
- Map the Meal Gap: Child Food Insecurity 2019, Feeding America
- Montana Farm to School Leadership Team Participation 2020, Montana Team Nutrition
- Montana Harvest of the Month Participation 2020-2021, Montana Team Nutrition Program
- Montana Crunch Time Participation 2020, Montana Team Nutrition
- Montana Farm to School Professional Development and Technical Assistance Tracker 2019-21, Montana Team Nutrition
- Montana Agriculture Statistics, 2021

Social Media Outreach



@montanafarmtoschool
1,382 likes during the
2020-21 school year



@mtfarmtoschool
1,459 engagements during
the 2020-21 school year



MT Team Nutrition and
Montana Harvest of the Month
4,243 views during the
2020-21 school year



Revenue

MONTANA SCHOOL NUTRITION PROGRAMS

July 1, 2021– June 30, 2022

National School Lunch Program Meals	2,104,898
Afterschool Snacks	116,316
USDA Foods Entitlement	5,293,686
Total National School Lunch Program (lunches, snacks and commodities)	7,514,900
School Breakfast Program	1,088,579
Special Milk Program	5,373
Fresh Fruit and Vegetable Program	2,857,265
Summer Food Service Program	2,826,820
Seamless Summer Option	80,113,928
Equipment Assistance Grants	63,638
Supply Chain Assistance Grants	3,275,916
Total Federal Funding	92,922,514
Total State Matching Funds (minimum required by USDA policy)	661,832
Total Federal and State Funding	96,923,900



AND JUSTICE

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** Program.Intake@usda.gov

Want to learn more about
School Nutrition Programs
in Montana?

VISIT:

opi.mt.gov/schoolnutrition





ACCESS for English Language Learners Assessment Update and Testing Window for all Statewide Assessments

**Cedar Rose, Assessment Director, is standing
by for questions**



ACCESS for ELLs Assessment

Overview

- The English language proficiency (ELP) assessment (ACCESS for ELLs) is administered to English language learners (ELLs) in Grades K-12.
- The alternate ELP assessment (Alternate ACCESS) is administered to EL students with significant cognitive disabilities in Grades 1-12.

Purpose

- The ACCESS for ELLs is used to provide state, district, school, and individual student achievement information on the state-adopted content standards in English Proficiency.
- It is used by the state to provide a consistent picture of student proficiency and progress in academic English across Montana's public schools and private schools seeking accreditation.
- It is an important measure for understanding comparisons between schools, over time, and for gaining understanding of equity in educational services.

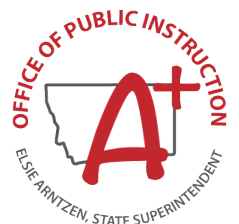
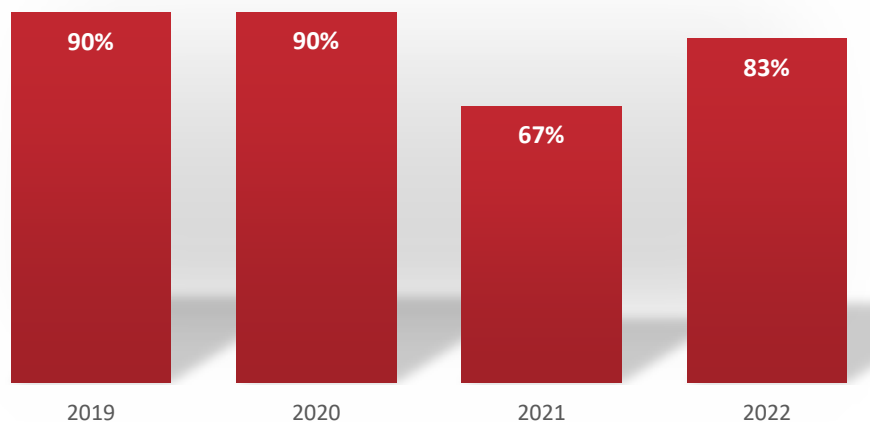
Development & Management

- ACCESS for ELLs is developed and managed by the WIDA consortium which aligns to the 2012 English Language Development Standards adopted by the state of Montana.

Testing Windows

- The ACCESS for ELLs testing window was open from December 5 to February 24.
- The Alternative ACCESS for ELLs testing window opened February 14 and will remain open through April 17.

ACCESS for ELLs Participation Rates



Montana Office of Public Instruction
Published Test Windows for All Required Statewide Assessments
2022–2023 School Year

	ACCESS for ELLs	Multi-State Alternate	Alternate Science	Science	Smarter Balanced	ACT with Writing
Required Subjects	English Language Proficiency (ELP)	Math and ELA	Science	Science	Math and ELA	Math, ELA, and Science
Student Group	English Learners	SwSCDs	SwSCDs	General	General	General
Grades Tested	Grades K–12	Grades 3–8, 11	Grades 5, 8, 11	Grades 5, 8	Grades 3–8	Grade 11
Window Period	12 weeks	7 weeks	7 weeks	12 weeks	12 weeks	2 weeks Tues/Wed/Thurs
Anticipated* SY2023 Test Windows	Dec 5 – Feb 24	Mar 13 – Apr 28	Mar 13 – Apr 28	Mar 6 – May 26	Mar 6 – May 26	Window 1: March 28 – 30 & April 4 – 6
						Window 2: April 11 – 13 & April 18 – 20
						Window 3: April 25 – 27 & May 2 – 4
Updated by the Office of Public Instruction on June 2, 2022.		Putting Montana Students First A⁺			Note: Dates and information listed in this schedule are subject to change at any time or without notice.	

Note: SwSCDs is an acronym for student with significant cognitive disabilities and 'SY' is the abbreviation for school year.

Staying Informed with Testing Alerts

The OPI Assessment Unit will continue to share information to the field via its [Monthly Assessment Bulletin Newsletter](#), [Monthly Webinar](#), and other communication means. For more information on state assessment, visit the following resources:

- [OPI Statewide Testing Page](#)
- If you are a System Test Coordinator, visit the [STC Corner Site](#) for any testing alerts or announcements specific to your district role.
- [OPI Assessment Unit YouTube Channel](#)
- [Statewide Assessment Overview](#)

Montana Office of Public Instruction

Published Test Windows for All Required Statewide Assessments 2022–2023 School Year

Frequently Asked Questions on State Testing, Accountability, and Reporting in the 2022-2023 School Year —

What assessments are required under state and federal law?

1. **ACCESS for ELLs** and **WIDA Screener** is the English Language Proficiency assessment for academic achievement reporting for English Learners (EL) in Grades K–12.
2. **Smarter Balanced** is the general math and English language arts (ELA) assessment for academic achievement reporting in Grades 3–8.
3. **Alternate Science** is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for students with significant cognitive disabilities.
4. **Science** is the general science assessment for academic achievement reporting in Grades 5 and 8.
5. **Multi-State Alternate** is the alternate math and reading/language arts assessment for academic achievement reporting in Grades 3–8 and 11 for students with significant cognitive disabilities.
6. **ACT with Writing** is the general math, reading /language arts, and science assessment for academic achievement reporting in Grade 11.

What are the requirements for participation this year Section 1111(b)?

State testing (ESEA-ESSA Section 1111(b)) measures student proficiency and progress on state content standards over time.

- The participation requirement to administer state assessments is required under [federal](#) and [state law](#).
- The OPI has extended all testing windows this spring to the greatest extent practicable.
- School districts must plan on providing students the opportunity to assess when it is safe to do so. No student is expected to be brought into in-person learning for the sole purpose of taking statewide assessments.
- The OPI does not have a remote proctoring (at-home testing) service for remote learners. School districts must afford the opportunity for remote-only learners to participate in state assessments in-person and can use the sample parent letters on the [OPI's Statewide Testing Parent Corner Page](#).
- The OPI will continue to allow the shortened version of the Smarter Balanced assessment for Math and ELA in Grades 3–8.
- The safety, health, and well-being of school staff and students is the number one priority.

What are the requirements for accountability this year Section 1111(c)?

Accountability (Section 1111(c)) is intended to address educational needs and direct resources.

- Montana restarted its federal accountability systems in the 2021-2022 school year.
- All accountability and school identification requirements are in effect. The four indicators are (1) Academic Achievement, (2) Academic Growth, (3) ELP Progress, and (4) Graduation Rate must have greater weight than the 5th or School Quality or Student Success (SQSS) indicator in the aggregate.
- Data from this year's state assessments will be used within the OPI's accountability process for annual meaningful differentiation of schools.

What are the requirements for reporting this year ESEA-ESSA Section 1111(h)?

Reporting (Section 1111(h)) provides transparent information on these achievement indicators and to support education information processes

- Schools are required to annually measure the achievement of not less than 95 percent of all students and students in each subgroup on its annual statewide assessments.
- Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons must be reported to the OPI using the "Medical Exemption for COVID Reason" policy as defined within the [MontCAS Policies and Procedures for Participation in State Assessments](#) but only after all test opportunities have been exhausted throughout the published test window.



MAST Pilot Program Update

**Krystal Smith, Education Innovation
Manager, is standing by for questions**





Montana – Leading the Way in Assessment Innovation

The Montana Alternative Student Testing (MAST) pilot program gives teachers real-time data

What work is Montana doing to overhaul the current assessment system?

- The Montana Office of Public Instruction (OPI) is developing and piloting a next-generation state testing system that provides teachers with real-time data on student progress. Throughout the year, students take multiple short tests aligned to classroom and local curriculum.
- These assessments measure student mastery of state standards and support personalized, competency-based learning.

Why are current assessment systems failing our teachers and students?

- Interim assessments test students on material they haven't learned in the classroom, providing an often-frustrating testing experience for students and unreliable data for teachers.
- End-of-year statewide assessments return data too late to provide real-time instructional value.

How is MAST more beneficial to our students than traditional statewide assessments?

- Assessing students on content they just learned is more fair than testing them months after they were taught.
- Immediate feedback throughout the year will give educators and parents the information they need to support students, unlike traditional statewide assessments which only provide data after the school year has ended.

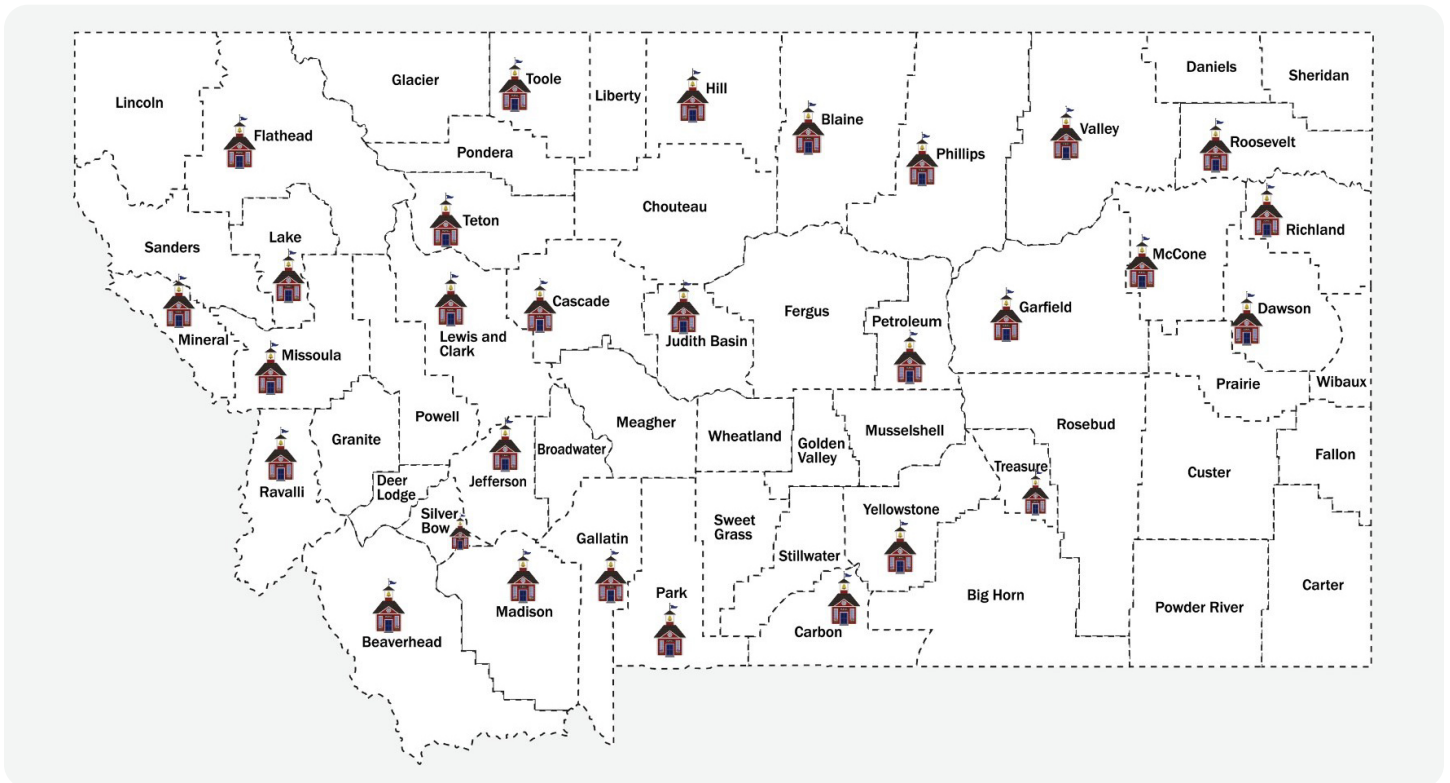
How does MAST prioritize educators and parents?

- MAST gives educators real-time student data that ties directly to what they are teaching in the classroom helping them provide more personalized student support as they advance towards grade-level mastery.
- This level of relevant, real-time data will support conversations with parents, strengthening the parent-teacher partnership.

How will MAST support education leaders and policymakers leverage data-driven decision-making?

- The results of each test will be combined to support a reliable, comparable end-of-year score that education leaders and policymakers can use to allocate resources, making sure every education dollar counts.
- The MAST program creates a single, coherent assessment system that yields rich, actionable data, feeding the needs of stakeholders throughout Montana's education system.

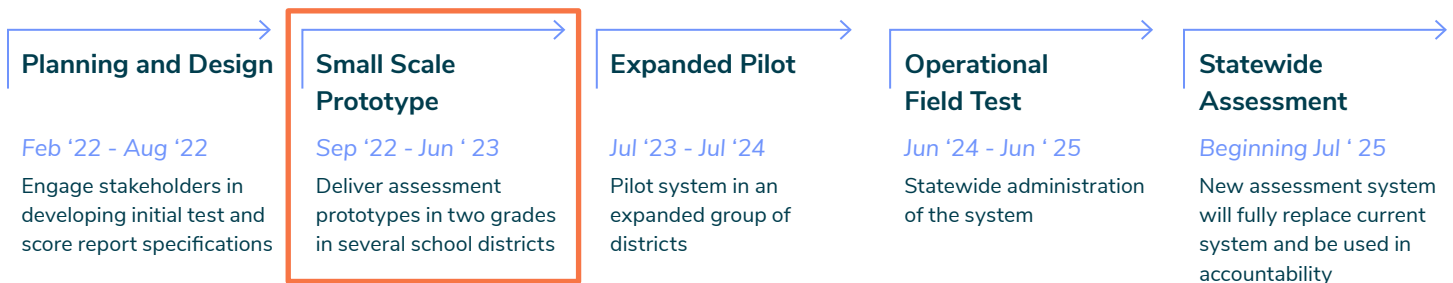
Currently 44 school districts across 28 counties are participating in the MAST program. More than 4,500 students are involved in the pilot.



Participating School Districts by County (44)

Beaverhead County (1)	Flathead County (6)	Lake County (2)	Petroleum County (1)	Toole County (1)
Blaine County (1)	Gallatin County (2)	Lewis and Clark County (2)	Phillips County (1)	Treasure County (1)
Carbon County (1)	Garfield County (1)	McCone County (1)	Ravalli County (3)	Valley County (1)
Cascade County (1)	Hill County (1)	Mineral County (2)	Richland County (2)	Yellowstone County (2)
Choteau County (1)	Jefferson County (2)	Missoula County (1)	Silver Bow (1)	
Dawson County (1)	Judith Basin County (2)	Park County (1)	Teton County (1)	

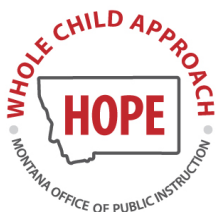
Timeline





Data Modernization Update

Chris Sinrud, Chief Information Officer, is standing by for questions





Data System Modernization Team



Chris Sinrud
Chief Information Officer



Andy Campbell
Information Technology Manager



Ashley Perez
Data Operations Manager



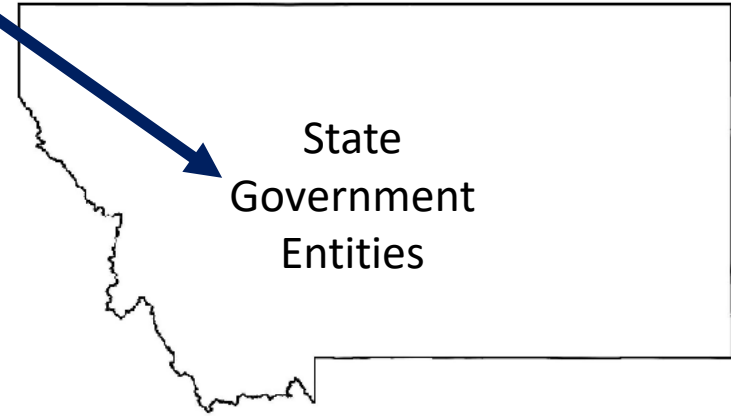
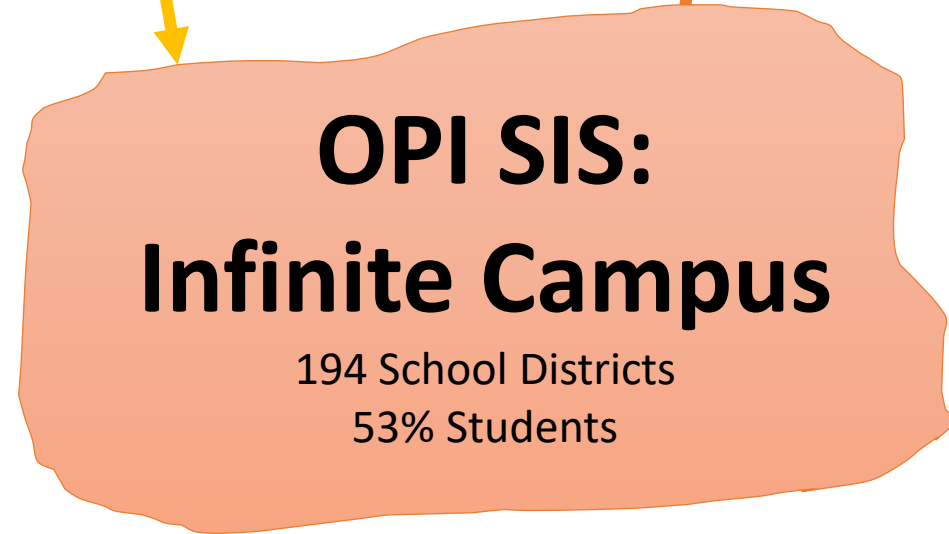
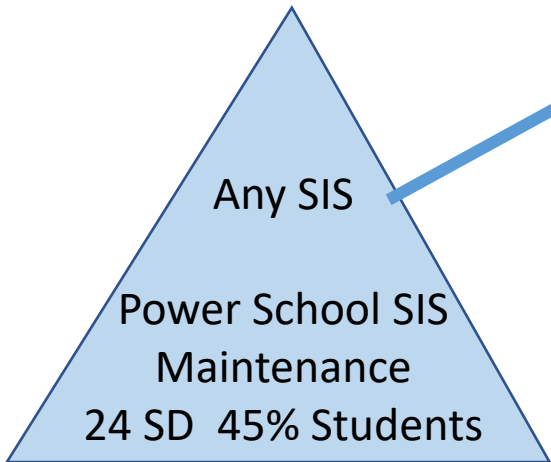
Brett Carter
State Longitudinal Data Manager



Nicole Thuotte
Achievement In Montana Manager

This is just part of the team that is working hard to manage and keep our student data safe. They are always looking for the opportunity to serve our students, teachers, administrations, schools and districts.

SIS Data Flow



- Costs:
- Data Storage Fee
- Consume Data
- Maintenance of Data

2/21/2023

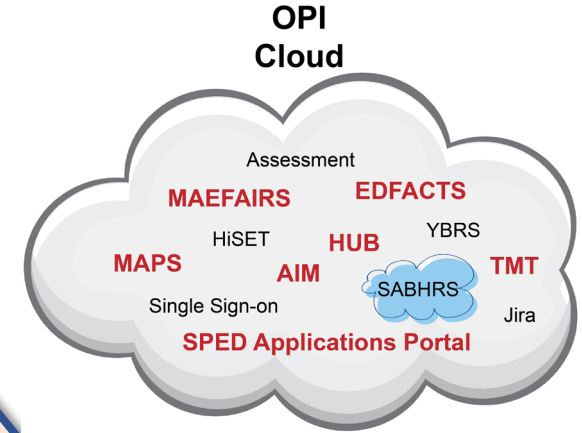
- Purpose:
- Data Sharing
- Efficiency
- Secure and Controlled Access

Work Completed/Active

Teach MT – Teacher Licensure
Single Sign-On – 35 Systems Active
Prep work for Chapter 55 Changes
Chatbots – throughout OPI

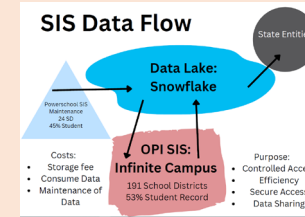
Phase III

In this phase we'll be working w/ The field for future plan. Visioning, planning, growth, direction and implementation.

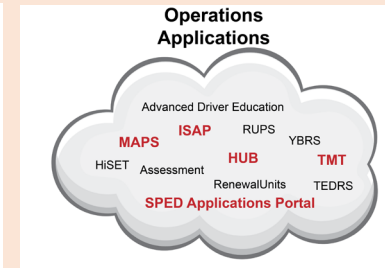
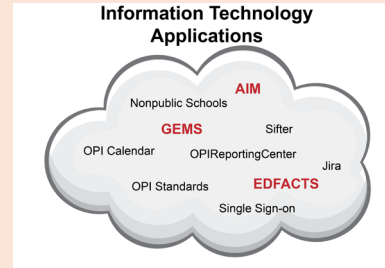
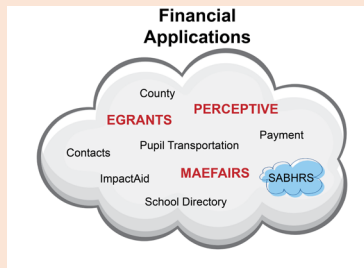


Phase II

Phase II integrations of the applications next up related to the survey from the field
NOTE SIS Data Lake Work



Phase I
Build out Foundational Environment





Federal Update

Dr. Julie Murgel, Chief Operating Officer, is standing by for questions





Update on Federal Programs March 2023

1. Every Student Succeeds Act (ESSA) Accountability System

Background:

Due to the waivers that Montana received from the accountability requirements of the Elementary Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year, we have not implemented all aspects of the statewide accountability system or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, the Montana Office of Public Instruction (OPI) agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the Spring of 2023.

To adjust for the impact of the waivers on the accountability system, an [addendum](#) was submitted and approved on April 22, 2022.

In this addendum, Montana was approved for the following one-time adjustments:

- Shifting timeline for long term goals and measurements of interim progress forward by two years.
- Using non-consecutive 3 years of data (2019, 2021 and 2022) for annual Targeted Support and Improvement (TSI) identification for School Year 2022-2023.
- Not counting 2019-2020 or 2020-2021 in the four-year limit to exit Comprehensive and Support Improvement (CSI) status, allowing schools additional time to exit before additional requirements are imposed.
- Allowing schools identified CSI in Spring of 2023 to exit after one year. The Exit Criteria for newly identified CSI schools is as follows:
 - The first criteria are to exit out of the lowest performing 5 percent of Title I schools and for all high schools that have improved graduation rates to be at or above 67 percent; and
 - The second criteria are to meet the academic growth goals (ELA and Math) that include the same growth percentages each year as the long-term and interim goals set by the state.

Montana ESSA Accountability System Indicators and Designations:

Montana's system of differentiation under ESSA uses four federally required indicators plus Montana's own fifth indicator to identify schools as either **Comprehensive, Targeted, or Universal**. This system focuses on providing supports where they are most needed.

1-4 Federally Required Indicators

- Academic Achievement on Statewide Assessments: ELA/Reading & Math

- Academic Growth on Statewide Assessments ELA/Reading & Math (K-8 Only)
- English Learner Progress
- Graduation Rates (HS only)

5th Indicator for Montana Flexibility

- Attendance
- College & Career Ready (HS Only)
- Science Assessment

Schools identified for **Comprehensive Support and Improvement** meet one or more of the following criteria:

- are in the lowest performing 5% of all Title I schools in the state;
- have a high school graduation rate of less than 67%; and/or
- have consistently underperforming subgroups-TSI.

Every three years, the OPI identifies schools for comprehensive support and improvement.

Schools identified as **Additional Targeted Support and Improvement** each year are:

- Schools that have any student group performing in the lowest 5% of all Montana schools.

Schools identified as **Universal** are:

- Schools not performing in the bottom five percent on statewide assessments and have a graduation rate above 67 percent, both school-wide and for specific student groups.

2. ESSA Report Cards

The OPI is currently issuing the annual federally mandated [public school report card](#) required by ESSA. Individual schools will receive their report cards in early March 2023, before the report cards will be publicly released mid-March 2023. The [state report card](#) holds data from the previous school year, 2021-2022, and is displayed in an accessible digital report card. There is an individual report card for each of Montana's 825 schools plus a report card for our 402 school districts.

Each report card shows data on:

- student achievement scores in math and reading
- student growth in math and reading
- English Learners progress toward English proficiency
- graduation rates
- school attendance
- school quality, climate, and safety (Civil Rights Data)
- per-pupil expenditures by local/state and federal expenditures
- educator qualifications

2. Federal Waiver for School Improvement Funding Request:

The Montana OPI is seeking public comment on a funding waiver to extend for one additional year ESEA section 1003 subgrants to LEAs. The funding would be used to implement school improvement interventions for schools previously identified for CSI through the 2023-2024 school year.

Purpose of the Waiver:

The purpose of this waiver is to extend the duration of the subgrants to LEAs for an additional year to include 2023-2024, which will allow for funding used for improvement efforts to align with the same time frame schools are identified with the federal CSI designation. CSI schools received funding support for improvement starting in the 2018-2019 school year and were set to be in a 3-year cohort. However due to the waivers of the accountability system extending CSI designations from 2020-2021 to 2022-2023, the duration of subgrant funding will expire before CSI schools are eligible to exit in the 2023-2024 school year.

In seeking this waiver, the OPI will use and ensure that its subgrantees use funds under the respective program in accordance with the provisions of all the applicable statutes, regulations, program plans, and applications not subject to this waiver, and will work to mitigate, and ensure that its subgrantees work to mitigate, any negative effects that may occur because of the requested waiver.

Therefore, the Montana OPI is seeking public comment on this waiver. Any public comments should be directed to essainput@mt.gov.

Below is a **Timeline** outlining the process with stakeholder engagement:

- **February 16, 2023:** Public Comment Opens
- **March 2023:** Consultation with the Governor's office
- **March 7, 2023:** Education Advocates Meeting, 9:30am
- **March 9, 2023:** Presentation & discussion with the Montana Board of Public Education
- **March 14, 2023:** Webinar 1 for public input, 10:30am-11:30am
Zoom: <https://mt-gov.zoom.us/j/89188262082?pwd=L003TG5acmYzeldCZVNzZWNUNmRBZz09>
- **March 16, 2023:** Webinar 2 for public input 3:00pm-4:00pm
Zoom: <https://mt-gov.zoom.us/j/85461991092?pwd=YnBCd3R5T0ZoL1orcklod3F1OFJFQT09>
- **March 21, 2023:** Webinar 3 to respond to public comment and survey 4:00pm-5:00pm
Zoom: <https://mt-gov.zoom.us/j/84618047686?pwd=WHVnV3o0WERrM1lqSEYzZEhGYmRFUT09>
- **March 24, 2023:** Public Comment Closes



CAEP MOU Update

Dr. Julie Murgel, Chief Operating Officer, is standing by for questions



**Montana Board of Public Education, the Montana State Superintendent of Public Education
and
The Council for the Accreditation of Educator Preparation (CAEP)
Partnership Agreement**

Whereas, CAEP is a nongovernmental, voluntary membership organization committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPP's) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and is seeking recognition by the United States Secretary of Education, and, therefore, develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education; and

Whereas, the Montana Board of Public Education (BPE), herein referred to as the State, supports continuous improvement in educator preparation, shall be.

CAEP, and the State hereby enter into this agreement detailing the State's preferences with regard to program review options and review team composition for accreditation Site Reviews conducted by CAEP of EPP's operating within the State and establishing the primary responsibilities each party has in supporting CAEP's accreditation activities involving all such EPP's.

1. CAEP Standards and Scope of Accreditation

The Parties understand and agree that:

The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP.

- 1.1. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the State and its EPP's.
- 1.2. It is the responsibility of the State and any EPP's seeking or continuing CAEP accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.
- 1.3. The CAEP scope of accreditation, defined in policy, distinguishes between two levels of educator preparation:
 - 1.3.1.1. Initial-Licensure Preparation is provided through programs at the baccalaureate or

post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers. All Initial-Licensure Preparation programs within the Scope of Accreditation will be reviewed under CAEP Standards for Initial-Licensure.

- 1.3.1.2. Advanced-Level Preparation is provided through programs at the post-baccalaureate or graduate level leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts. All Advanced-Level programs within the Scope of Accreditation will be reviewed under CAEP Standards for Advanced-Level Preparation.

2. CAEP's Responsibility for Education Preparation Provider (EPP) Accreditation

The Parties understand and agree that:

- 2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP accreditation to an EPP, and for supporting and overseeing NCATE- and TEAC- accredited EPP's through continuous accreditation and the CAEP eligibility processes described in CAEP policy.
- 2.2. The process required for accreditation by CAEP is outlined in policies and procedures. Policies and procedures may be revised from time to time. It is the responsibility of the State and any EPP seeking CAEP accreditation to stay informed of any such changes as they may impact the CAEP accreditation process from the time of their adoption or publication.

3. State's Responsibility for Program Approval

The Parties understand and agree that:

- 3.1. The State has responsibility for program approval. In granting program approval, the State will utilize information generated from CAEP's review(s) of an EPP, including but not limited to an Accreditation Council decision on CAEP accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in CAEP policy. Although the State may elect to have state-specific standards and/or requirements incorporated into the CAEP review, consistent with the program review options outlined below, only information gathered on an EPP's compliance with CAEP Standards and requirements will be used by the Accreditation Council to make a decision.
- 3.2. The State will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

4. CAEP Accreditation Cycle

The Parties understand and agree that:

- 4.1. The CAEP accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.
- 4.2. To merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.
- 4.3. A Site Review, carried out by an Evaluation Team, is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with CAEP policy, CAEP may utilize a virtual site review or may have one or more Evaluation Team members participating using electronic means.
- 4.4. The State elects that CAEP's reviews of EPPs in the State will be carried out using Evaluation Teams composed as follows:
 - 4.4.1. **Joint Review Team.** For any review except one required in conjunction with an accreditation decision of Accreditation with Stipulations or Probationary Accreditation, the composition of the Evaluation Team will be as follows:
 - 4.4.1.1. For a Review involving only one level of accreditation (i.e., initial or advanced), the Joint Review Team includes four national reviewers appointed by CAEP and up to three reviewers appointed by the State.
 - 4.4.1.2. For a Review involving both levels of accreditation, initial and advanced-level, the Evaluation Team will include five CAEP-appointed reviewers and up to four state-appointed reviewers.
 - 4.4.1.3. For a Stipulation or Probation review, the Evaluation Team is comprised of two CAEP-appointed reviewers. The state may choose to add one reviewer for a total of a three-person team. The lead reviewer is appointed by CAEP.
 - 4.4.1.4. The State shall provide CAEP with its recommended Evaluation Team members within any timelines established by CAEP. If the State is unable to appoint members, CAEP will appoint from its pool of volunteers trained to serve as Evaluation Team members a CAEP-only team. All such teams are led by an Evaluation Team chair (or Evaluation Team leader) appointed by CAEP.
- 4.5. Prior to assignment to any CAEP Evaluation Team, an individual must have successfully completed CAEP training for review team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.
- 4.6. Each Evaluation Team shall include a P-12 practitioner, when possible. The State will make recommendations for P-12 practitioners through the CAEP accreditation platform.

- 4.7. At the discretion of the State, the State’s teachers’ association(s) may appoint one (1) representative per association to observe the Site Review. Any expenses associated with the attendance of an observer must be covered by the association(s) or State. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP’s policies and procedures regarding Site Reviews and the CAEP code of conduct, including with regard to confidentiality and conflicts of interest.
- 4.8. All Site Review activities undertaken by a CAEP Evaluation Team will be conducted in accordance with CAEP policies and procedures.
- 4.9. CAEP is not responsible for Site Review expenses for state-assigned personnel.
- 4.10. An EPP that is subject to the jurisdiction of the State may choose from among any of the following program review options for CAEP accreditation:
- 4.10.1. **Specialty Program Review with National Recognition.** The goal of the specialized professional association (SPA) Program Review with National Recognition is to align specialty licensure area data with national standards developed by SPAs in order to receive national recognition at the program level. The Evaluation Team will consider evidence that the EPP presents as gathered from the National Recognition decision-making process and made available in SPA program level reports to meet the sufficiency criteria related to CAEP Standard R1, Component R1.2 (Initial) and/or Standard RA.1, Component RA1.2 (Advanced).
 - 4.10.2. **State Review by State Authority.** The State conducts program reviews for purposes of State approval and to inform CAEP accreditation. An EPP undergoing the State Review option will follow State guidelines. The State provides forms and instructions on how to meet all State standards for licensure/certificate program approval. Upon an EPP’s completion of the State authority forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The State makes the final decision on the approval of any program. The CAEP Evaluation Team will consider evidence that the EPP presents as gathered from the State Review process to meet the sufficiency criteria related to CAEP Standard R1, Component RA1.2 (Initial) and/or Standard RA1, Component RA1.2 (Advanced).
 - 4.10.3. **CAEP Evidence Review of Standard 1/A.1.** Evidence for the CAEP Evidence Review of Standard 1/A.1 process is developed through the analysis of an EPP’s outcome assessment data aligned to specialty licensure area standards delineated in CAEP Standard R1, Component RA1.2 (Initial) and/or Standard A1, Component RA1.2 (Advanced). Evidence from the EPP’s internal assessment may be used by the state to determine its alignment with state required standards in the respective area(s) of licensure to demonstrate candidates’ ability to apply content and pedagogical knowledge in the area of licensure.

- 4.11. The specific timeline established for the review of an EPP, as well as CAEP's consideration of any request for an extension, will be decided by CAEP or the Accreditation Council, as appropriate, on a case-by-case basis and in accordance with CAEP policies.
- 4.12. Once granted full accreditation by CAEP, an EPP's term of accreditation shall be seven (7) years. Shorter terms are granted with a decision of Accreditation with Stipulations or Probationary Accreditation. Throughout its term, to maintain accreditation, an EPP must comply with CAEP policies, including policies regarding payment of annual dues and the submission of annual reports.
- 4.13. An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation may have a right to petition for an appeal subject to CAEP's policy on appeals.
- 4.14. The State will provide to CAEP its policy leading to a "Change in State Status." The State will notify CAEP within thirty (30) days of action taken when a CAEP-accredited EPP has had a "Change in State Status" as a result of a decision on specialized professional association (SPA) program status by the State.
- 4.15. Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by the State. Any definitions of key terms and glossaries created by CAEP are available on the CAEP website [<http://caepnet.org/glossary>]. The State should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP accreditation context.

5. Opportunities for State Input

The Parties understand and agree that:

- 5.1. CAEP will afford the State multiple opportunities to provide CAEP, the Evaluation Team, and members of the Accreditation Council with any information or data the State deems relevant to the accreditation of an EPP, as follows:
- 5.2. At least sixteen (16) weeks prior to any scheduled Site Review, CAEP will give the State notice of the upcoming Site Review. At any time, up to six (6) weeks before the scheduled Site Review, the State may provide CAEP with comments and information on the EPP for consideration by the Evaluation Team. EPP's will be given an opportunity to respond to any such comments prior to the Site Review.
- 5.3. At any time, the State may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP accreditation. In accordance with CAEP policy, adverse action may result from any such investigation.
- 5.4. In the event an EPP within the State petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify the State that such petition has been received. Any notification of a decision made by an ad-hoc appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in CAEP policy.

6. Decisions of the Accreditation Council and an Ad-Hoc Appeals Council

The Parties understand and agree that:

- 6.1. The Accreditation Council makes decisions regarding the accreditation of EPP's at meetings held not less than two (2) times each year.
- 6.2. Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and appeal requirements. Appeals criteria and process information are included in CAEP's policies on appeals.
- 6.3. CAEP provides written notice of each decision of the Accreditation Council and an Ad-hoc Appeal Panel in accordance with CAEP policies.
- 6.4. The written notice CAEP provides regarding its accrediting decisions, includes notice to the appropriate State licensing or authorizing agency which may be a party to this agreement. CAEP's policies regarding notices specify the parties to which notice must be provided and the respective timelines for each.

7. Data Sharing

The Parties understand and agree that:

- 7.1. The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that the State maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and the State, CAEP expects that the State will make the relevant data available to EPP's at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP accreditation activities.
- 7.2. In order to facilitate the reviews necessary for CAEP accreditation, CAEP will provide the State and each dues paying EPP in the State with access to the CAEP accreditation platform, CAEP's data and information management system. Should the State or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.
- 7.3. CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it.

8. Partnership Dues, State Benefits, and Fees for Additional Services

The Parties understand and agree that:

9. The State will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the State's annual State Partnership dues be changed during the term of this agreement, CAEP will notify the State of the new dues amount and the effective date.
 - 9.1. CAEP will provide up to three (3) individuals employed by the State with access to the CAEP accreditation platform.
 - 9.2. During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one (1) designated State representative; however, the State or State representative must assume other expenses associated with conference participation.
 - 9.3. During each year covered by this agreement, CAEP will assume all expenses for one (1) designated State representative to participate in the annual CAEP Clinic. A registration fee will be assessed for any additional State staff and they must assume other expenses associated with participation in the clinic.
 - 9.4. CAEP offers states access to CAEP National Training for up to five (5) site reviewers a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the State, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.
 - 9.5. The State will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPP's, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the State's P-12 educators' professional contributions to the work of CAEP as site review team members

10. State and CAEP Contacts

The Parties understand and agree that:

- 10.1. The State will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.
- 10.2. CAEP will designate a liaison to serve as the primary contact for the State through the term of this agreement.

11. Agreement Term and Amendments

The Parties understand and agree that:

- 11.1. CAEP and the State enter into this partnership agreement for the one (1)-year period beginning July, 1, 2023 and ending on June 30, 2024.

11.2. The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.

11.3. Should any provision of this agreement be determined to be in conflict with CAEP policy, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.

11.4. Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

Christopher Koch, President
Council for the Accreditation of Educator Preparation

DATE

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that he or she has the authority to enter into this agreement on behalf of the State.

Elsie Arntzen
State Superintendent of Public Instruction

DATE

Helena Madalyn Quinlan
Board of Public Education, Chair

DATE

Christopher Koch, President
Council for the Accreditation of Educator Preparation

DATE

Appendix A: State Dues Structure

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed \$3,000 annually (reviewed on an annual basis) to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

Example 1: State A (CAEP Only Reviews)

State A has 25 CAEP member EPPs, or 3.99% of total CAEP EPPs.

- The fixed amount is set at \$3,000 per state.
- The proportional amount is set at 3.99% of \$325,000 (current total=services to all states) = \$12,960.

Therefore, the total fees for State A will be:
 $\$1,500$ (fixed) + $\$12,960$ (proportional) = $\$14,460$.

Example 2: State B (Joint Reviews)

State B has 25 CAEP member EPPs, or 3.99% of total CAEP EPPs.

- The fixed amount is set at \$3,000 per state.
- The proportional amount is set at 3.99% of \$325,000 (current total=services to all states) = \$12,960.
- The variable joint review fee (for 25 joint reviews) is $25 \times \$2,500 = \$62,500/7\text{years} = \$8,930$.

Therefore, the total fees for State B will be:
 $\$3,000$ (fixed) + $\$12,960$ (proportional) + $\$8,930$ (variable joint review fee) = $\$24,890$.