



Quarterly Newsletter - November 2023

Transformational Learning and Advanced Opportunities Grants

The application process for local education agencies to apply for [Transformational Learning Grants and Advanced Opportunities Grants](#) opens **December 4**. **Proposals are due January 8**. The Policy and Advocacy Workgroup developed the attached handout about the grant opportunities, and it would be great if Collaborative members could spread the word to school districts in their area to consider applying.



Farewell and Thank You to Wes Feist and Scott Wolfe

Two of our Collaborative members are moving on to new career opportunities. We are grateful to **Wes Feist**, director of the State Workforce Innovation Board, and **Scott Wolfe**, Central Montana Works director, for their many contributions to the work of the Collaborative. Both Wes and Scott are outstanding professionals and while we are very excited for their new opportunities, they will certainly be missed. Wes has accepted a position as a business analyst with the Department of Administration; Scott has accepted a position as a senior vice president for a defense contractor.



Student and Educator Voice Focus Groups

It's time to gear up for our annual student and educator work-based learning focus groups and surveys. When we met for our annual retreat in August, we agreed that we'd like to broaden the participation of both students and educators in the focus groups. Kinetic West has provided us with a great focus group protocol, and each session should take less than one hour to complete. Kinetic West delivered a training session on the protocol via Zoom on November 9, and it was recorded for those unable to attend. If you'd like to learn more about the focus group process, please contact [Jason Butcher](#).

New! Teacher Externship Videos on the Website

We have [two new videos](#) on the website to promote teacher externships - one focusing on the business experience, and the other focusing on the educator experience. [Check them](#) out and share widely - we'll be launching recruitment for the next round of teacher externships in early 2024.



News You Can Use

[What Should Our High School Students Study?](#)

How many and what kinds of courses should students take in high school? Do today's requirements put them on a path toward success after graduation? A new brief from New America's Rafael Heller explores shifts in US education policy over the past 40 years and concludes that "we have overestimated the power of requirements alone to bring about better and more equitable student outcomes" and "underestimated the need for more fine-grained data that can tell us which requirements matter most, for whom, and in what contexts."

[How to Better Prepare Students with Disabilities to Succeed in the Workplace](#)



A new report from The Century Foundation explores state-level programming designed to help disabled Americans prepare for and enter the workforce - with a particular focus on pre-employment supports for young people with disabilities - and offers recommendations to improve these programs.

Gauging Youth on Non-degree Options

A new survey from American Student Assistance and Jobs for the Future examines non-college-bound youth's perspectives on education and career plans. Their analysis finds increased interest in non-degree pathway programs such as apprenticeships, boot

camp, licenses, and certifications, but concludes that insufficient information about student options is a barrier.

Education and Workforce Data Legislation Review 2023

A new scan from the Data Quality Campaign reviewed data legislation in all 50 states and the District of Columbia to highlight key themes, promising trends, and next steps for policymakers.

Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School

Dual enrollment, in which high school students take college courses and earn both high school and college credit, has great potential to help make the transition from high school to college more effective and equitable. In this report, John Fink and Davis Jenkins of Columbia University, present dual enrollment equity pathways (DEEP), a model for rethinking dual enrollment as a more equitable on-ramp to college degree programs that prepare underserved students for well-paying, career-path employment in their 20s.

Questions:

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