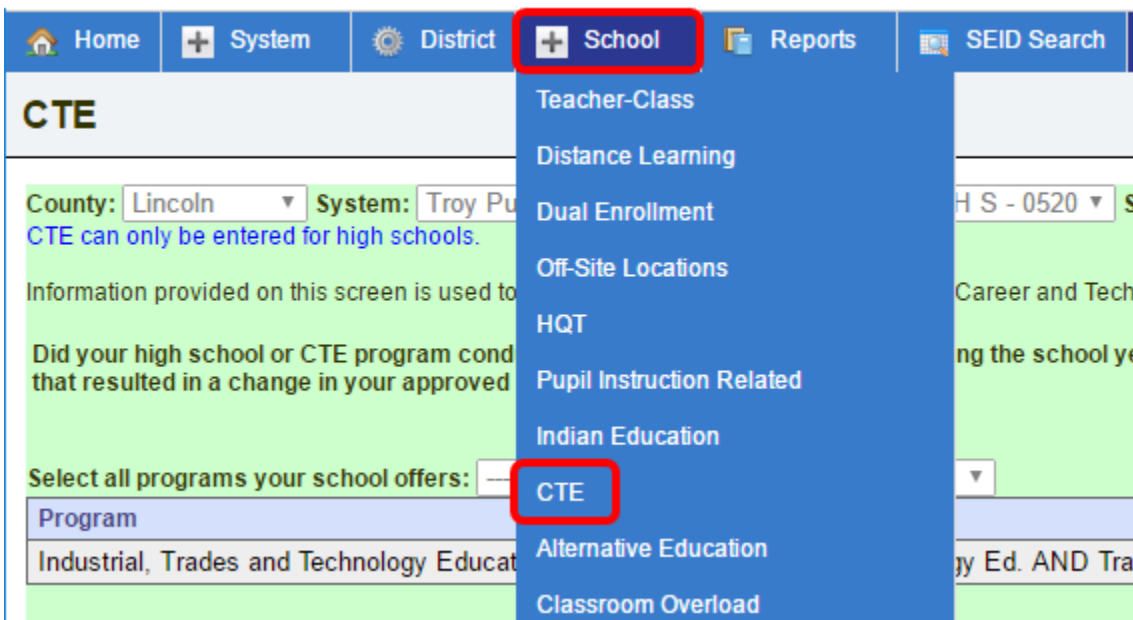


TEAMS Data Verification for CTE Participation Reports – Updates/Corrections Due March 15

The 2016-2017 Career and Technical Education (CTE) Student Participation Report Information used for CTE program approval and CTE State funding allocations will continue to be extracted from the TEAMS (Terms of Employment, Accreditation, and Master Schedule) information already submitted and on file at the OPI.

A few items on the CTE tab will require each districts’ attention now. *The deadline for changes to be made is March 15, 2017.* Since this data was due by December 31, this will be the only reminder to verify your data. Please share this information with your CTE staff.

The CTE screen is open for edits to the CTE course information offered at your district this year. To navigate to this screen, once logged into TEAMS, hover over the School menu and click on CTE.



NOTE: Your screen will not have the mint green background, this is our test environment

The information in the third table with course information can be updated. To edit the information, find a course with information to update and click Select. You will see the fields that can be updated directly below the table.

The following list of courses includes every CTE course being taught by an educator with a CTE endorsement, as listed in the school’s Teacher-Class. Any changes to the courses listed in this table must be corrected on the Teacher-Class screen. The remaining fields must be edited with the following information: Show 5 items per page

	Course	District Course	Instructor Name	Section	Total Enrolled	Males Enrolled	Females Enrolled	Grades	Term	Class Minutes	Off-Site
<input type="button" value="Select"/>	13003 Industrial Arts	Vocational Exploration	Thill, Jeff	4385	11	9	2	09-12	SM 1	4740	N
<input type="button" value="Select"/>	13003 Industrial Arts	Manufacturing II	Thill, Jeff	4881	12	7	5	09-12	SM 2	4890	N
<input type="button" value="Select"/>	13003 Industrial Arts	Vocational Exploration	Thill, Jeff	4880	10	5	5	09-12	SM 1	4740	N
<input type="button" value="Select"/>	13003 Industrial Arts	Vocational Exploration	Thill, Jeff	4386	4	3	1	09-12	SM 1	4740	N
<input type="button" value="Select"/>	13003 Industrial Arts	Manufacturing II	Thill, Jeff	4169	5	3	2	09-12	SM 2	4890	N

total number of students enrolled in the course, as of the October AIM count date:

Class Minutes:

total number of males enrolled in the course, as of the AIM count date:

taught at an off-site location: Yes No

The fields that can be changed are:

--Total number of students enrolled. If the number of students enrolled increased or decreased, you can make the change here. If the course was cancelled, enter 0 for the enrollment.

--Class minutes. The class minutes should fall within a reasonable range for the term given, minutes listed are typical minimums.

* Year-long: 8100

* Semester: 4050

* Trimester: 2700

* Quarter: 2025

--Total number of males enrolled. If the course was cancelled, enter 0 for the enrollment.

--Taught at an off-site location. If the district has a secondary location where CTE courses are offered, even if they are tied to a specific school, the courses taught at that secondary (off-site) location should be marked "Yes". All other courses would be marked "No". An example of this is the Billings Career Center. This is **NOT** the same as an Alternative Education Program.

NOTE: Courses cannot be added or deleted during the spring update.

Once you make the necessary changes, click Save Course.

Total number of students enrolled in the course, as of the October AIM count date.

Class Minutes:

Total number of males enrolled in the course, as of the AIM count date:

Taught at an off-site location: Yes No

Confirm the information was updated in the table.

	Course	District Course	Instructor Name	Section	Total Enrolled	Males Enrolled	Females Enrolled	Grades	Term	Class Minutes	Off-Site
Select	13003 Industrial Arts	Vocational Exploration	Thill, Jeff	4385	15	10	5	09-12	SM 1	4740	Y

The CTE information collected in TEAMS is used for Carl Perkins accountability reporting and factors that determine the State CTE (State VoEd) allocations. Therefore, it is imperative that the information submitted is complete and accurate. Any high school district planning to apply for Carl Perkins and/or State CTE (State VoEd) funding for next year (2017-2018) should submit the additional data in TEAMS for all current CTE programs at their high school.

Technical TEAMS questions should be directed to Danielle Murphy, TEAMS Project Manager, by phone at 406.444.1625 or send her an email at: OPITEAMS@mt.gov. Questions regarding the Perkins Federal Grant

Program data requirements or CTE-related questions should be directed at Christy Hendricks, CTE/Perkins Data Specialist, by phone at 406.444.9019 or send her an email at: chendricks@mt.gov.

March 13 is Deadline to Apply of the Supreme Court Summer Institute for Teachers

Since it began in 1995, the [Supreme Court Summer Institute for Teachers](#) has brought together over 1,200 teachers from across the country to convene in Washington, D.C., for six days of educational activities related to teaching about the U.S. Supreme Court. The Institute is co-sponsored by the Supreme Court Historical Society.

The Institute includes sessions led by Supreme Court experts, journalists, authors, and lawyers, who give teachers an in-depth understanding of how the Court chooses and decides cases, and what it is like to argue before the Court. The Institute covers six current or recent cases, and teachers even learn about the personalities of the justices. This exciting opportunity culminates with a visit to the Court to hear decisions handed down and a reception at the Court.

The Institute prepares teachers to use innovative methods to teach about both current and historical cases. Beyond the content-rich sessions and activities, teachers are also equipped with the skills and tools to train fellow teachers at home.

Two Summer Institutes will be held in 2017: June 15-20 and June 22-27.

- 30 teachers from across the country will be accepted for each Institute (60 total)
- Admission is based on a competitive application process
- Applicants must teach or supervise secondary social studies or law-related education
- Applicants must commit to attend all sessions and train other secondary school teachers
- Teachers who have already attended one of Street Law's Supreme Court Institutes or Seminars are not eligible for this program
- Applicants from ethnic and racial minorities, people teaching in urban schools or on Native American reservations, and people new to the teaching profession are encouraged to apply.
- Participants in the 2017 Institute are expected to participate in the program evaluation by responding to one brief survey.

For complete information about the [Supreme Court Institute for Teachers](#), please visit http://streetlaw.org/en/CalendarEvent/161/2017_Supreme_Court_Summer_Institute_for_Teachers. Registration for the 2017 Institute closes March 13, 2017.

CentSai Adulting: FinEd Platform Where Teens can Identify Who They are in the World of Money

CentSai Adulting (centsaiadulting.com) is a unique digital platform for teens and young adults to discover and discuss all things money. [CentSai Adulting](#) takes a non-traditional approach to teaching financial literacy through storytelling, quizzes, videos and case studies that incorporate real-life scenarios that students can relate to.

Ultimately, [CentSai Adulting](#) wants to add a spark to the conversation about financial wellness, responsible money management, and wealth-building. [CentSai Adulting](#)'s vast collection of financial wellness resources can also be used by educators in the classroom to supplement traditional learning. Our content contextualizes textbook information with real-life stories. You can visit [CentSai Adulting](#) at CentSaiAdulting.com.

CentSai Adulting’s free, interactive website includes

Action-Oriented Content and eBooks: content provides useful tips and resources such as printable worksheets and checklists to help readers take the next step(s) on their journey to financial wellness.

Real Money Stories: CentSai Adulting has replaced formulas and spreadsheets with real-life examples of how the right money mindset can help teens and young adults reach and surpass their goals.

Quizzes: Readers can test their “money smarts” with the quizzes. They include pop-culture references to keep users entertained, and are ideal for a classroom setting.

Videos: Educators can use the videos in the classroom as icebreakers for various financial topics.

Case Studies: Educators can use CentSai Adulting case studies to engage students and help them apply the “money smarts” they’ve acquired to real world scenarios. These case studies will also sharpen your student’s analytical and problem-solving skills when it comes to financial decision-making.

Financial Avenue: This program offers 10 online courses to help students gain lifelong knowledge about the basics of personal money management. Students can use Financial Avenue to learn about money in a way that will them smile, and even laugh.

CentSai Adulting’s Thought Leadership Program: Through the Thought Leadership Program, college students are afforded the opportunity to become personal finance thought leaders within their networks. Students gain practical skills and real-world experience by working one-on-one with our writers and editors to build their portfolio. They also build connections within their communities, helping to further *CentSai Adulting*’s mission and to get their peers involved in the conversation about money and overall financial wellness.

Earn your Computer Science and Game Design Professional Development Course Badge

[Zulama \(zulama.com\)](http://Zulama.com) and the Computer Science Teachers Association (CSTA) are pleased to offer a Computer Science and Game Design 30-hour professional development course designed for K-12 Teachers.

Through this fun and highly interactive, self-paced, online course, you will learn and apply game design principles and programming skills. Using the professional game engine, GameMaker: Studio™, you will design and code an original video game and showcase it in your own digital portfolio.

Upon completion you will receive a Computer Science and Game Design Certificate jointly issued by Zulama and CSTA. This professional development opportunity aligns with the K-12 CS Framework and the CSTA standards.

This cutting-edge Professional Development Program requires an investment on your part of \$400. Payment can be made with a PO from your school or via credit card. Scholarship Programs will be announced when they become available. [Click here for the course Syllabus.](#)

To register for this course, you will need to be logged into the CSTA website, csteachers.org. You will be prompted to log in when you click on the below link.

[Register for the course here.](#)

If you are not currently a CSTA member, you can join now. Membership is free to individuals and can be completed at csteachers.org/general/register_member_type.asp.

Build and Grow Your Computer Science Program with TEALS Industry Volunteers

Are you a new computer science teacher feeling overwhelmed because you don't have a strong CS background? Are you an experienced computer science teacher, but want to develop better industry connections in your class? Do you ever wish you could have more experts in your classroom to help your students? If any of these apply to you, [TEALS](#) can help.

TEALS helps build and grow sustainable CS programs in US high schools by pairing volunteer CS professionals from the technology industry with classroom educators. Classroom teachers new to CS get assistance from subject matter experts while they master the content and work toward teaching CS independently, and experienced teachers get additional aid working with students and highlighting real-world relevance daily. Either way, CS teachers get support from industry professionals, and thousands of high school students get access to great CS education. Hear what some of our teachers and volunteers have to say in this video:

<https://youtu.be/AXnXCtCVWQo>.

If you'd like to learn more about bringing software professionals to your CS classroom, whether you're an experienced CS teacher or just getting started, visit tealsk12.org/schools.

About TEALS: TEALS is an industry-wide grassroots volunteer program that helps high schools build and grow sustainable computer science education programs across the US. Since the program's inception in 2009, TEALS volunteers have contributed over 650,000 hours in classrooms, and TEALS students have scored, on average, 10% above the national mean on the AP Computer Science A exam. For the 2016-17 school year, TEALS placed 750 volunteers from more than 300 companies into schools in 25 states (including 90 Title I schools), and will reach over 9000 students, of which 30% are female and 32% are underrepresented minorities. TEALS was founded and is staffed by former software engineers and classroom teachers and is generously supported by Microsoft Philanthropies.

Perkins 2016-2017 CTE Spring Data Collection – Time to Identify CTE Concentrators

The Career and Technical Education (CTE) Spring Data Collection begins March 1, 2017 and ends April 28, 2017. This AIM collection asks schools to identify all 12th grade high school students who were enrolled at any point during the current 2016-2017 school year who meet the definition of a Career & Technical Education (CTE) Concentrator.

CTE Concentrators are 12th graders who have earned three (3) or more credits in any CTE program in any combination during their years of high school. Currently, enrolled CTE courses count towards credits earned.

CTE Concentrators must have the 'CTE Concentrator' box checked and an 'Area of Concentration' entered into the AIM/Infinite Campus data system. If the student has a child or shares the parenting of a child, the 'Single Parent' box should also be marked. High schools who receive funding from the Carl D. Perkins federal grant program must complete this CTE Spring Data Collection.

Instructions for completing the CTE Spring Data Collection can be found on the AIM webpage as well as inside the `Data Collections` tab on the Secondary CTE webpage located at this link:

<http://www.opi.mt.gov/pub/AIM/Collections/CareerTechnicalEducation/SpringCTECollectionGuide.pdf>.

Questions regarding this data collection should be directed to the AIM Helpdesk at 1-877-424-6681 or send an email to opiainhelp@mt.gov.

Questions regarding CTE programs and/or the Carl D. Perkins federal grant program should be directed to Christy Hendricks at 406-444-9019 or email her at: chendricks@mt.gov.

Thank you so much for all you do from everyone at the Career and Technical Education Division of The Office of Public Instruction.

Resources Available for National Consumer Protection Week – March 5-11

Sponsored by the Federal Trade Commission, [National Consumer Protection Week](#) (NCPW), March 5-11, 2017, is a time when consumer protection groups and others come together to help people understand their consumer rights, make well-informed decisions about money, and spot scams.

[NCPW](#), through a network of national organizations, and state and local partners, offers numerous resources to help plan an event or spread the word about consumer protection. At [NCPW.gov](#), you can learn how to reach local press, share pre-written social media messages, and personalize a sample article promoting NCPW in your community. You can also visit [NCPW](#) partner websites to learn about consumer protection issues. To order free consumer education materials for an upcoming event, visit bulkorder.ftc.gov.

NCPW is a great time to reach out to people in the military community about consumer protection. The new Military Consumer Toolkit can help. Military Consumer is a financial readiness tool that helps service members and their families stay mission-ready at home and abroad. Visit [Military.Consumer.gov](#) for more information.

Free Access to the Codio Platform for Professional Development – Join CTSA Today for Free as Well

Have you been looking for a way to flip your classroom? Or do you need a strategy to differentiate instruction for various groups of students during a class period? These are challenges we all face. [Codio \(codio.com\)](#) offers solutions.

Codio is a web-based computer science (CS) teaching and learning platform. One of the cool features is the option to have a split screen where students and/or you can run a program (in Codio, no other IDE needed) and have a learning environment open at the same time. In the split screen, you can make changes to the code and rerun the program to observe the results. This interactive IDE, with a full learning management system, might be just what you need.

Thanks to a partnership with Codio that was announced at the 2016 Annual CSTA Conference, [CSTA members have free access to the Codio platform for professional development](#). This means you can try it out for yourself to explore or learn a new coding language. Courses that introduce Java, Python, Assembly, JavaScript, HTML, MySQL, and Linux, are available now. Soon, a suite of middle school and high school courses aligned with the *interim 2016 CSTA K–12 Computer Science Standards* will also be available to you.

Because Codio is a web-based programming environment, you can connect to a robust set of development tools. Whether you're programming in Java, Python, C++, or Flode (a visual flowchart language), the system allows you to create, debug, and run code. Anything you can do in Ubuntu Linux can be done in your browser through Codio. And web services with database backends can be configured with the push of a button.

With a paid plan, members can also use Codio with their students. You have the options of assigning one of the off-the-shelf courses provided by the platform, creating your own course, or assigning a mixture. Codio allows teachers to see live student progress through the classroom dashboard.

With auto-graded programming assignments, teachers and students get immediate feedback, but teachers can also view the details of all student submissions. If you have experience teaching CS and are comfortable in a digital-learning environment, you can author your own "Guides." These are like pages of an online textbook that link to the programming environment, allowing you to introduce concepts and provide students with interactive experiences. Codio also has a rich assessment editor that connects to the classroom dashboard automatically, enabling meaningful and timely feedback to students.

Whether you're just getting started as a CS educator or you've been teaching for years, we recommend you check out this membership benefit. To get started with a free Codio account with full access for professional development purposes, complete the form at: email.codio.com/join-codio-for-professional-development-csta.

If you are not currently a member of the [Computer Science Teachers Association](http://csteachers.org/page/IndividualMembership) (CSTA), you can join for free today. Sign up at csteachers.org/page/IndividualMembership.

Virtual Business Scholarship Opportunity for Students Worth \$2000

Each year Knowledge Matters offers a Virtual Business Scholarship opportunity that you have so kindly shared with the business, marketing and finance high school educators within your state. Would you be willing to do the same this year?

The Virtual Business Scholarship application is available online at <https://knowledgematters.com/about/scholarships/>.

The scholarship is for high school business, marketing and personal finance students currently enrolled in their junior and senior years of high school throughout the United States. This scholarship is intended to help eligible applicants defray the costs of their continuing education.

The scholarship applications will be judged nationally and the winner will receive \$2,000.

New Course – Joy & Beauty of Data at MSU Bozeman with Funding Available for Teachers

Montana State University (MSU) will offer a new Master of Science in Science Education (MSSE) course for Montana teachers, "Computer Science in the Classroom: Joy and Beauty of Data," July 17-21, 2017 on MSU's campus in Bozeman.

The 2-credit course is intended for 7-12th grade teachers who want to learn how to incorporate computational ideas in the classroom. In addition, teachers who take the course will be introduced to the broad area of data science and will extend their knowledge of the Python programming language.

Please note: Joy and Beauty of Computing is a prerequisite in order to participate in the Joy and Beauty of Data.

High school teachers who complete the course can potentially teach CSCI 1xx, The Joy and Beauty of Data, as a dual enrollment course.

The course builds upon the pre-requisite course, “Joy and Beauty of Computing,” previously offered at MSU (2014-2016) and offered this summer at the University of Montana.

The course will be taught by Dr. John Paxton, Director, Gianforte School of Computing, Montana State University.

Support for Montana teachers is available. For more information and how to apply, please contact Diana Paterson, MSSE Associate Director at 406.994.5679 or msse@montana.edu.

Joy & Beauty of Computing Workshop @ UofM – Travel Funds & Stipends Available

The University of Montana will be hosting a Joy and Beauty of Computing workshop on the University of Montana campus in Missoula June 12-16, 2107.

The workshop will focus on Computational Thinking, Python programming, and Topics in Computer Science. A sample curriculum can be viewed at cs.montana.edu/paxton/classes/joy-and-beauty/. Plan to attend and learn the Joy and Beauty of Computing curriculum so you can offer the course at your high school, potentially as dual enrollment.

This workshop is based upon work supported by the National Science Foundation under grant no. CNS-1639841. Funds are available to help cover travel as well as stipends of \$1000 each to offer to over 15 accepted participants.

Instructors for this event include Yolanda Reimer (University of Montana), Jeff Braun (Montana Tech), Tim Olson (Salish Kootenai College), and Qing Yang (Montana State University).

Participants must be willing to take a free online python course prior to arrival and attend two (2) follow-on weekend workshops in Missoula.

If interested, apply online at https://umt.co1.qualtrics.com/SE/?SID=SV_aahKo3kpBXC5Ok5.

For more information, contact Yolanda Reimer at yonlanda.reimer@umontana.edu.

EverFi Announces Six \$1,000 Scholarships for Financial Literacy

Did your students complete Vault or FutureSmart? Have them share what they learned in the [Student Blog Contest](#) for a chance to win a \$1,000 529 College Savings Scholarship.

Students completing the [FutureSmart](http://everfi.com/k12/future-smart) (everfi.com/k12/future-smart) middle school financial literacy course are eligible for 5 \$1,000 scholarships through the [National Blog Contest](#). Additionally, another \$1,000 scholarship will be awarded for students who have completed the course by March 31, 2017.

FutureSmart empowers students to effectively manage their finances, make sound decisions, and become stewards of their financial future. Through the story-based narrative, students play the mayor of a town as they help local citizens make real-life, personal finance decisions. Interactive exercises challenge students to make choices in real-life scenarios to achieve important goals around saving, education and career planning, and budgeting.

Built around the National Curriculum Standards for Social Studies and the National Jump\$tart Standards for Financial Literacy, this online course provides students with engaging and educational 21st century skills.

To learn more, contact Mick Karls of EverFi at 406.204.1148 or mick@everfi.com.

Fun Facts and Trivia

Wallis and Futuna Islands are located in the South Pacific Ocean approximately two-thirds of the distance between Hawaii and New Zealand.

Wallis and Futuna includes the island of Uvéa (the most populous), the island of Futuna, the essentially uninhabited island of Alofi, and 20 uninhabited islets, totaling 106 square miles with 80 miles of coastline.

The Dutch arrived in Futuna at the beginning of the 17th century; however, the island was settled by Samoans, and Samoan traditions are still observed today.

The British discovered the island of Wallis in the 1760s.

The island of Wallis was named after Samuel Wallis, the English explorer.

The islands were declared protectorates of France in 1842 and residents of the islands voted to become an overseas French territory in 1959.

The official language is French, but Wallisian, a Polynesian dialect, is also spoken.

Although the French President serves as chief of state, the islands are divided into three kingdoms with a king to oversee each.

U.S. troops were stationed on the island of Wallis during the Second World War.

Wallis and Futuna has a tropical climate with two seasons; it's hot and rainy from November to April and cool and dry from May to October but maintains an average temperature of 80 degrees.

The islands collectively produce yams, taro, sweet potatoes, breadfruit, cassava and fish.

There is only one traditional high school/secondary school serving Wallis and Futuna, located on Wallis island.

Located on Wallis island, Lake Lalolalo is the most spectacular of the Wallis crater lakes as the lake is an almost perfect circle with sheer rocky cliffs falling 98 feet down to the 262-foot deep waters.

Issues of the Wednesday Reader are archived on the Montana Business Education Association (MBEA) website at www.mbea.info. The Wednesday Readers are under the Newsletter section and listed most-recent first.

Eric Swenson

Business Education Specialist
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
406.444.7991
406.444.1373 (Fax)
eswenson@mt.gov



"You don't make decisions because they are easy; you don't make them because they are cheap; you don't make them because they're popular; you make them because they're right." ~Rev. Theodore Hesburgh