MTASCD Environmental Scan of Current Conditions, Trends, Assumptions about the Future, and Mega Issues Worksheet 11-30-17 & 3-01-18

Key Factor: Demographics

Demographics Current Conditions

- Shortage of staff
- Changing eligibilities of students
- More families moving to bigger cities/rural areas declining enrollment
- Children moving between family members
- Increasing homelessness
- Increased mental health needs in children and young adults
- Large geographical region
- Technology infrastructure challenges

Demographics Trends

- Increasing early childhood services (4-5 year olds)
- Increased staff demands
- MTSS's impact
- Data-driven expectations and impact on instructional delivery
- External demands for data (ABA, medical community, etc.)
- Continued movement of professionals out-of-state
- Impact of low pay of educators
- Increase of EL population

Demographics Assumptions About the Future

- Increased demands on schools---more with less
- Decreased funding
- Decreased federal funding
- Continued anti-tax mentalities
- Continued massive economic instability --- aging boomers
- Increasing global competition
- Increasing changes given technology ---access to knowledge, roles in society, instructional delivery, etc
- Reauthorization of IDEA --- greater gen. ed access, technology, increased assistive technology needs;
- Increasing diversity of population
- Educating preschoolers and young adults
- Impact of ESSA on schools & districts (non-academic focus')
- Increase need for student social/emotional (mental health) services
- School safety is a bigger priority for schools

Demographics Barriers

- Limited resources
- Limited personnel
- Aging personnel
- Collective bargaining agreements
- Assuring schools are safe environments

Demographics Mega Issue Questions

1. How will MTASCD support schools as safe environments?
2. What is MTASCD's role in providing Mental Health Services supporting the Whole Child?
3. How will MTASCD effectively use technology to positively impact MTASCD vision/goals?

Key Factor: Business/Economic Climate

Business/Economic Climate Current Conditions

- Varied unemployment rates throughout the state
- Increased technology needs and costs
- Transient populations
- Varied higher education enrollment and employment
- Additional tax burdens based on mill levies and bonds
- Decline in agricultural industry
- Access to mental health services

Business/Economic Climate Trends

- Lack of available workforce
- Lack of affordable housing
- Lack of affordable and quality day care
- Health care
- Population with greater needs and supports
- Inadequate state and federal funding
- Only low paying jobs are available
- Decreased or increased school populations
- Inadequate facilities
- Lack of housing
- Access to public transportation
- Lack of mental health care
- Increased availability of drugs
- Varied tax base
- Increased cost of school lunches and after school programs

Business/Economic Climate Assumptions About the Future

- Building boom will decrease
- Populations will increase in many areas
- Increased demand for social, mental health services, etc.

Business/Economic Climate Barriers

- Legislative funding
- Increased mental health needs, homeless and transient populations

Business/Economic Climate Mega Issue Questions

1. How can MTASCD support the building of both state and local relationships with ALL stakeholders to support adequate school funding?

Key Factor: Legislation/Regulation

Legislation/Regulation Current Conditions

- Tension among legislators and citizens

- Facility and infrastructure needs
- Insufficient funding for mandated special education
- Local lack of flexibility in funding allocation
- ESSA decision making at state level
- Lack of predictability of state special education funding
- Flat state funding of special education over multiple years
- Special Ed. Cooperative funding formula is antiquated
- Non-integrated system of regulations and funding streams (e.g. Title I, Title 3, Special Ed.)
- Disconnect between federal/state initiatives such as MTSS and regulations
- Special education funding and teacher licensure study groups
- Permissive Levy within Tuition Fund/SB 191

Legislation/Regulation Trends

- State- Budget cuts across the board, unfavorable to education
- Federal- Eliminating all impact aid to schools
- Gun Control/Arming staff in schools
- Drug addiction in communities
- Trend toward "whole child" education
- The impact of ESSA
- Potentially less Federal funding and potentially more local responsibility flexibility
- Tight legislative control of special education funding
- Homeless education service requirements have increased without funding
- Push for legislation to address mental health needs and funding issues
- Increased emphasis on MTSS in ESSA
- Anticipation of re-authorization of the IDEA
- Advocacy for 3-5 year old service funding and special education services for 19-21 year olds that are eligible

Legislation/Regulation Assumptions About the Future

- Funding issues
- Impact aid used for voucher funding to charter or private schools
- Teacher shortage in Montana will continue increase
- MTSS will be terminology and methodology of the new ESSA
- Legislation will promote partnerships with private entities for mental, behavioral and medial health services in the schools
- Transfer of special education funding from Federal to State and local
- Limited funding will create opportunities to optimize resources thereby promoting more integrated service

Legislation/Regulation Barriers

- Lack of money/funding
- Political divide
- Lack of appreciation towards education
- Educator retention
- Limited funding
- Competing factions
- Prior perceptions about special education

Legislation/Regulation Mega Issue Questions

1. How can we provide adequate and appropriate funding and resources to schools?
2. How do we retain educators, board members, supporting staff, and administrators in our schools?
3. How do we identify, treat, and prevent drug abuse in our communities to support our student body and parents?

Key Factor: Technology/Science

Technology/Science Current Conditions

- The 21st century has increased technological capabilities available to all
- Focus on science, technology, engineering, and math (STEM)
- Children have early access to technology
- Limited BYOD environments within schools
- Limited technology in schools and aged
- Currently dependent largely on brick and mortar schools
- More data collected
- Effective security for and use of data still emerging

Technology/Science Trends

- Coding applications in classrooms
- Flipped classroom
- Google applications especially Classroom
- FlipGrid
- Social Media
- STEM turning to STEAM, where Arts is included
- Access to technology
- Increased on-line learning
- Web 3.0
- Greater expectations for future workforce--- hence greater importance of the "basics" and redefinition of the basics
- Continued anxiety regarding information security
- Information overload
- New generation of social skills --- what is a community? what is effective communication?

Technology/Science Assumptions About the Future

- Technology will expand exponentially in schools and the demand to teach it
- STEM focus in schools
- Need for access to technology/broadband/current delivery mode
- Continued expectation for change
- Optimism for societal advantages ---genetics, medicine, accessibility to information/knowledge/physical surroundings
- Technology will open opportunities

Technology/Science Barriers

- Appropriate PD for educators to keep up to date with student skills and knowledge in technology
- Disparity of bandwidth in rural schools to keep engagement in technological advances
- Resources
- Attitudes
- Location
- Varying levels of competence
- Inequitable technological foundations --- we possess different machines

Technology/Science Mega Issue Questions

1. How will MTASCD impact continued funding to support technological resources?
2. Will there be accessibility to provide professional development opportunities to thought leaders in our communities?

Key Factor: Politics/Social Values

Politics/Social Values Current Conditions

- Increased mental health need and diagnoses at younger ages
- Perception that schools are unsafe
- Midterm elections
- Shifts in funding responsibility from federal/state governments to local communities-budget imbalance that has led to cuts
- Perceptions both that the school is solely responsible for SEL and also that the school should not address SEL

Politics/Social Values Trends

- Increase requests/recommendations for 504s/IEPs from outside agencies
- On-going decreases in state and federal funding for early childhood education
- Need & desire (in some communities) and lack of funding for pre-school
- Growing addiction to social media and electronic devices in general
- Relative isolation/disconnection (or feeling of) by many in our communities
- Interest in alternative education i.e. charter, online and private schools
- Interest in arming educators w/firearms
- Interest in alternative paths for educator licensure (potential lowering the standard)

Politics/Social Values Assumptions About the Future

- Increase in students identified with anxiety and/or depression disorders w/significant impact on access to instruction
- Need for increased social services/supports
- Continued budget cuts to education and mental health service organizations
- Growing impact of social media and regulation that continues to lag behind

Politics/Social Values Barriers

- Need for professional development and resources regarding SEL, but it is not being addressed
- Funding
- Lack of SEL professional development
- Lack of access to SEL and mental health services
- Limitations of Medicaid funded CSCT
- Lack of understanding in many communities about the need for SEL and mental health services

Politics/Social Values Mega Issue Questions

1. How does MTASCD effectively address the need for access to social/emotional learning (SEL)?
2. How can MTASCD promote the idea that SEL is the pathway to increased academic achievement?