

Montana Consolidated Annual Report Narrative June 1, 2009 – June 30, 2010

1. Implementation of State Leadership Activities

Secs. 124(b) and (c) of Perkins IV describe the required and permissible uses of state leadership funds, respectively.

Required Use of Funds: (Provide a summary of your state's major initiatives and activities in each of the required areas)

- Conducting an assessment of the career and technical education programs funded under Perkins IV

- **State Response:** Montana secondary and postsecondary accountability specialists analyze the indicator data and prepare a report of state level/wide performance issues. Local funds address local issues specific to individual schools, colleges or programs offered by them. From a leadership perspective, data that verifies a consistent performance deficit across school, college or program size or type are examined in February each year for the previous year by three evaluative groups: the State Executive Leadership Team (SELT); secondary and postsecondary staff during the annual planning meeting; and the Montana Perkins Advisory Council.

Based on the results of these group meetings, strategies were developed to address the issues given the Perkins and CTE funding categories available. The majority of funds were directed towards the Big Sky Pathway/Program of Study (BSP/POS) initiative for the 10-11 grant year. Given this is the last year for Tech Prep funding, Montana felt a comprehensive effort to implement BSP/POS would solidify secondary, postsecondary, adult basic education, and labor partnerships at the local level. This would build a solid foundation to then address statewide performance deficits.

Secondary Response: The OPI utilized the on-line electronic grant application for Carl Perkins again this year for district applications, funding requests, and payments. Before the initial grant application is approved, each district must complete a self-assessment for each CTE program offered. This assessment is used by the secondary CTE State Program Specialists and the school to help identify areas of weakness. New to districts this year is the high school specific “report card” showing all eight Perkins core indicators of performance and how each high school

Perkins IV ACCOUNTABILITY DATA—Performance Indicators		Academic Year: 2008-2009							
Updated: March 11, 2010									
MONTANA		1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
Numerator		3980	2708	54	5394	5387	4410	5148	288
Denominator		5070	5070	54	5474	5598	5201	23728	2279
Your Results		79%	53%	100%	99%	96%	85%	22%	13%
State Negotiated Goal		74%	51%	80%	80%	80%	82%	10%	10%

Performance Indicator DEFINITIONS
 N/A = no TSA scores available, no concentrators in a non-traditional program, or non-trad program offered.
Non-Traditional Students are defined as: Males enrolled in Family & Consumer Sciences or in Health Sciences courses;
 Females enrolled in Industrial Tech/Trades & Industrial Arts courses.

Perkins IV Core Indicator 1S1—Reading
 Numerator: Number of CTE concentrators who scored proficient or higher on their 10th grade NCLB Reading/LA test and left secondary ed.
 Denominator: Number of CTE concentrators who took the 10th grade NCLB Reading/LA test and left secondary education

performed compared to the state goal. A print screen example is shown to the left.

The Perkins “report card” shows high school-specific performance percentages

compared to the state negotiated goal. If schools fail to meet 90% of the state negotiated goal, they are required to submit an explanation in the on-line application that describes specific strategies and activities they will conduct to improve the indicator. We plan to provide disaggregated data in 2010-2011 that will assist schools even more as they analyze their data

and use it to make decisions and improvements. The fiscal budgets and funding distribution detail pages of the application are program specific and help us to better monitor the proper usage of funds. Also new this year is a "Perkins Purchasing Manual" and a purchasing guide addendum that is available on the [CTE web page](#). These documents provide guidance to local districts on proper usage of Perkins funds. Secondary CTE State Program Specialists perform Perkins program reviews of up to 20% of districts each year on a rotational basis. In 2009-10, 46 high school districts were visited either in person (on-site) or via a desk audit.

- Postsecondary Response:** Every program submitted by local grant recipients is reviewed and approved by the Perkins Accountability Specialist. Utilizing the comprehensive Perkins IV Postsecondary database, the approved programs and student data are assembled into a number of indicator performance reports. The report most utilized for state decision making is broken down by indicator, then CIP Code, then grantee. Nontraditional gender indicator, as well as ethnicity and special population results are shown. These reports are used to guide program of study development, reserve and state leadership grant initiatives, or incentives to increase development or enhancement of high skill/wage/demand programs.

Fiscal Year: July 1, 2009 - June 30, 2010		Academic Year: Summer 2009 - Spring 20		State Indicator & Goal: 2P1 Completion 53.00%											
Numerator:		Number of CTE concentrators who received, or were eligible to receive an industry-recognized credential, a certificate, or a degree and left postsecondary education during the reporting year.													
Denominator:		Number of CTE concentrators who left postsecondary education during the reporting year.													
Montana Field: Agriculture, Food and Natural Resources - Career Cluster: Agriculture/Food and Natural Resources															
010102 - Agribusiness/Agricultural Business Operations (Nontraditional for Females)															
	Totals	Males	Females	American Indian or Alaskan	Asian or Pacific Islander	Black-not Hispanic	Hispanic	White-not Hispanic	Ethnicity Unknown	Disability	PELL or BIA	Non-trad Gender	Displaced Home-makers	Single Parents	Limited English
- Agri-Business															
Remainder	14	10	4	0	0	0	0	14	0	0	6	4	0	0	0
Numerator	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Denominator	14	10	4	0	0	0	0	14	0	0	6	4	0	0	0
Results	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
- Agriculture Technology															
Remainder	3	2	1	0	0	0	0	3	0	1	3	1	0	0	0
Numerator	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Denominator	3	2	1	0	0	0	0	3	0	1	3	1	0	0	0
Results	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Totals/Results for 010102 - Agribusiness/Agricultural Business Operations (high demand)															
Remainder	17	12	5	0	0	0	0	17	0	1	9	5	0	0	0
Numerator	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Denominator	17	12	5	0	0	0	0	17	0	1	9	5	0	0	0
Results	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Perkins Performance Indicators						
College:	[REDACTED]					
Program:	BUAST-CERT - Business Assistant (Degree: CERT)					
Grant ID:	3	Grant Academic Year: Summer 08 - Spring 09				
	1P1	2P1	3P1	4P1	5P1	5P2
Numerator:		14	8	4	0	0
Denominator:		21	14	8	11	9
Results:		66.67%	57.14%	50.00%	0.00%	0.00%
College Goal:		22.47%	60.00%	75.00%	18.48%	28.25%
Over or Under Goal:		44.20%	-2.86%	-25.00%	-18.48%	-28.25%
State Goal:		50.00%	51.00%	60.00%	73.00%	12.00%
1P1 Technical Skill Assessment						
Numerator:	Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.					
Denominator:	Number of CTE concentrators who took technical skill assessments during the reporting year.					
2P1 Completion						
Numerator:	Number of CTE concentrators who received, or were eligible to receive an industry-recognized credential, a certificate, or a degree and left postsecondary education during the reporting year.					
Denominator:	Number of CTE concentrators who left postsecondary education during the reporting year.					
3P1 Student Retention or Transfer						
Numerator:	Number of CTE concentrators who remained enrolled in their original postsecondary institution or					

In addition, a program report card has been developed so that each program can track Perkins indicator progress. A print screen of this report is shown below highlighted in blue can be given to each Perkins eligible program covered with local application funds. Since Perkins indicators are measured differently than IPEDS and institution indicators, the definitions of the indicator numerator and denominator are provided.

Perkins Performance Indicators

College: ██████████
Grant ID: 8 Grant Academic Year: Summer 08 - Spring 09

Goals for ██████████

	50.00%	67.88%	60.00%	75.00%	9.87%	12.89%
Programs:	1P1	2P1	3P1	4P1	5P1	5P2
A06 - Agricultural Mechanics Tech (Degree: AAS) - Nontrad F		0.00%	0.00%			
A07 - Agriculture Technology (Degree: AAS) - Nontrad F		66.67%	77.78%	33.33%	45.45%	
A08 - Automotive Technology (Degree: AAS)		57.14%	41.18%	50.00%		
C03 - Automotive Technology Certificate (Degree: CERT) - Nontrad F		100.00%			0.00%	0.00%
A09 - Automotive Technology: Auto Body (Degree: AAS) - Nontrad F		43.75%	46.67%	80.00%	8.33%	0.00%
A33 - Carpentry Technology (Degree: AAS) - Nontrad F		0.00%	66.67%		0.00%	
C10 - Carpentry Technology (Degree: CERT) - Nontrad F		0.00%	50.00%			
A31 - Computer Engineering Technology (Degree: AAS) - Nontrad F			100.00%		0.00%	
A13 - Computer Information Systems (Degree: AAS) - Nontrad F		0.00%	0.00%		0.00%	
A14 - Design Drafting Technology (Degree: AAS) - Nontrad F		0.00%	66.67%	100.00%	25.00%	
A10 - Diesel Technology (Degree: AAS) - Nontrad F		54.55%	82.61%	66.67%	3.33%	0.00%
A50 - Electrical Technology (Degree: AAS) - Nontrad F		76.92%	72.00%	80.00%	2.94%	7.14%
A12 - Engineering Technology: Civil Engineering (Degree: AAS) - Nontrad F					0.00%	
A15 - Engineering Technology: Electronic Technology (Degree: AAS) - Nontrad F			100.00%		0.00%	
A25 - Graphic Design (Degree: AAS) - Nontrad F		0.00%	100.00%		25.00%	
A61 - Nursing (Degree: ASN) - Nontrad M		82.81%	73.44%	84.21%	11.21%	15.00%
A40 - Plumbing Technology (Degree: AAS) - Nontrad F		46.15%	64.29%	100.00%	0.00%	0.00%
A35 - School Business Administration (Degree: AAS) - Nontrad F			100.00%		0.00%	
C17 - Welding Technology (Degree: CERT) - Nontrad F		25.00%	33.33%	50.00%	0.00%	0.00%
College Results:		64.81%	67.20%	76.47%	8.65%	9.86%
College Goals:	50.00%	67.88%	60.00%	75.00%	9.87%	12.89%
State Goals:	50.00%	51.00%	60.00%	73.00%	12.00%	12.00%

Friday, October 16, 2009

The report highlighted in green seems to be utilized the most. It identifies all the Perkins programs within a college and how each is performing. Programs that have never received Perkins funds before are scrambling to bring up low numbers and are making requests for Perkins funds, some for the first time ever. Montana is using these reports to identify programs in need of innovation or enhancements. Those programs underperforming are given first priority for Perkins funds.

Developing, improving, or expanding the use of technology in career and technical education

- Secondary Response:** The OPI maintains web sites and uses many different electronic methods to clearly communicate Perkins and CTE-related information with the secondary field. In 2009-10, we utilized official e-mail, monthly summaries to school superintendents, and CTE Updates all provided electronically. We conducted an electronic WEBINAR on March 3, 2010, that provided detailed technical assistance to CTE teachers and school staff explaining how to complete the on-line student participation reports. Student Participation Reports are used in-house by CTE State Program Specialists to approve programs—thus making them eligible for Perkins and state-funded monies. This webinar was recorded and posted on the CTE web page to be available for those who were unable to listen in live. Four other webinars focusing on “Enhancing CTE Teaching” were conducted, recorded, and made available on the CTE web page for teachers. The topics included Smart Boards, Google Tools, Podcasts, Blogs & Wikis and Brain-based Research.
- Postsecondary Response:** The Montana University System (MUS) leveraged other efforts such as Equipment Grants from the Montana Legislature, distance learning work through the Montana Distance Education Initiative, and a Making Opportunity Affordable Grant.

Montana also received funds to add two of the three community colleges to the MUS data system BANNER. This will significantly improve their ability to collect and report data, as well as our ability to use more comprehensive data to make system wide, data driven decisions.

The Distance Learning Initiative has produced impressive results. These results significantly impact Montana CTE programs. MUS 2 year campuses offer in excess of 500 online courses to over 8000 students each semester. MUS campuses offer more than 70 online certificate and degree programs, ranging from the certificate and the AA/AS level through the PhD level.

The above efforts have allowed Perkins grantees to utilize Perkins funds for other types of program enhancement and development. The majority of which was devoted to new program development and implementation, curricula updates and professional development.

- Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels

- **Secondary Response:** CTE Webinars as listed above: “Enhancing CTE Teaching” provided professional development for teachers in all areas—CTE and non-CTE, alike. Montana continued the annual grant for the Montana Association for Career and Technical Education to provide statewide professional development focusing on the continued implementation of career clusters and programs of study in Montana.

Montana Association for Career and Technical Education - The focus of this year’s institute was on Montana Career Clusters and on the further development of Big Sky Pathways (program of study) and helping educators address the requirements. In addition to main keynote presentations (Jim Brazell) and breakout sessions, the workshops will focus on the issues facing career and technical education in the 21st century. General Session topics included:

- Innovate – Educate – Lead: CTE, Academic and Arts Integration
- TEAMS: A Technical and Cultural Arts Strategy for Innovation
- Strategies for Marketing Big Sky Pathways and Integration of Academic and CTE
- Tech Prep Update and Articulation Agreements
- Dual Credit and Articulation Opportunities in Montana
- Resources for Career Information on Big Sky Pathways and Partnership with Montana Career Information Systems

Career and technical educators were made aware of workplace competency standards as they relate to the Big Sky Pathways and must be ready to implement these pathways into their programs. This includes a tech-prep curriculum that links high schools and post-secondary career and technical courses, integration of academic and career and technical education, and youth apprenticeships. Other tools that were examined were the use of Blogs, Twitter, and the Internet to assist in the dialogue in the development of Big Sky Pathways. With the projected activities, the following career and technical educators served were: approximately 350 business educators, 16 marketing educators, 300 industrial technology educators, 240 family and consumer science educators and 75 agricultural educators. In addition, approximately 300 guidance personnel would be served. Summer trainings for teachers were held in the following career field areas.

Career Cluster	Dates	Participants
Human Services & Family and Consumer Sciences	August, 2009	25
Business Management & Information Systems	June 14-18, 2010	81
Industrial Manufacturing & Engineering	May & June, 2010	230
Health Sciences New Teacher Training & Master Teacher “Project Based Learning” Workshop in Human Body Systems	June 7-11, 2010	8
		8
Agriculture, Food & Natural Resources	June 21-25, 2010	50

▪ Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education

- **Secondary Response:** All LEAs with Health Science programs received a set of Interdisciplinary, Integrated lesson plans developed by the National Consortium on Health Science Education. These lessons specifically address academic integration across the curriculum. A state license was also purchased for Supplemental Curriculum ideas for teaching all 11 Health Science Foundation Standards.
- **Postsecondary Response:** As part of our collaboration with secondary through Big Sky Pathways, postsecondary teachers are collaborating to align secondary preparation in composition and mathematics with academic requirements by career/technical area. To facilitate this alignment, postsecondary faculty and academic officers have begun the process of aligning academic requirements for similar career/technical options across postsecondary institutions so that expectations are clearly and consistently communicated. In collaboration, the Office of Public Instruction, the Department of Labor, and the Office of the Commissioner of Higher Education have developed a career awareness, planning, and course planning guide integrating academic and career/technical choices in high school with postsecondary goals.

Three postsecondary institutions developed technical math courses for construction and automotive programs to replace college level algebra as the required math. Given the high number of students in these programs needing remedial math and the number of students that do not complete the programs leaving only a math course unfinished, advisory programs, and industry were consulted to identify the appropriate math skills required for these occupations.

▪ Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations

- **State Response:** Montana leadership funds were awarded to the Montana Prospects: Educational and Career Opportunities in STEM for Girls (MPECO-STEM-G) proposal. It is a state academic learning project developed collaboratively by school and university partnerships. Over a two year period, the project and its activities will work on the development of pathways that will attract, engage, and retain girls in science, technology, engineering, and mathematics (STEM) disciplines. The proposed pathways will focus on narrowing the gender gap in STEM representation across Montana's high school STEM classrooms, two-and four-year college STEM programs, and Montana's STEM workforce. There are three overarching goals of the project:
 - Develop grades 9-20 Community of Practice to build partnerships between state university systems and public school districts.
 - Engage in student assessment for math readiness and computational fluency through Math Curriculum Based Measurement assessment for 100 10th grade girls.
 - Create and facilitate a two day STEM summer camp for 12 9th grade girls.
- **Secondary Response:** There is growing concern that the United States is not preparing a sufficient number of students, teachers, and professionals in the areas of science, technology, engineering, and mathematics (STEM). Although the most recent National Assessment of Educational Progress (NAEP) results show improvement in U.S. pupils' knowledge of math and science, the large majority of students still fail to reach adequate levels of proficiency. When compared to other nations, the achievement of U.S. pupils appears inconsistent with the nation's role as a world leader in scientific innovation. ([CRS Report for Congress](#) retrieved April 5, 2010) The U.S also has a striking disparity between the numbers of men and women in science, technology, engineering, and mathematics. The classical formulation of this idea is that men "naturally" excel in mathematically demanding disciplines, whereas women "naturally" excel in

fields using language skills. Yet, recent gains in girls' mathematical achievement demonstrate the importance of culture and learning environments in the cultivation of abilities and interests" ([Why so Few?](#)). To diversify the STEM fields we must take a hard look at the stereotypes and biases that still pervade our culture. Encouraging more girls and women to enter these vital fields will require careful attention to the environment in our classrooms and workplaces and throughout our culture. The accompanying [VIDEO](#) highlights five Montana women who embraced this challenge.

An NTO, or [non-traditional occupation](#), is any occupation where 25% or less of one gender is represented in that occupation. We now have the tools to mediate these discrepancies by providing students, teachers, parents and employers with information and resources. OPI developed an informative DVD that was distributed to all secondary school counselors that highlighted six women engineering and bioscience majors. The women discussed what influenced their choices in these fields and urged younger females to pursue their dreams. In addition to the DVD, articles on non-traditional occupations were written and published in the MT School Counselors quarterly newsletters and a Non-Traditional Occupations booth/display was available for counselors during the MT School Counselor Annual Conference. All of this information is posted in the OPI website under STEM.

Preparatory work continued on the revision of the Montana Standards and Guidelines—this year focusing on Family and Consumer Sciences and Industrial Technology education areas and career fields. With the revisions and updates comes a focus on how to engage students in non-traditional fields in both program areas including special population groups.

Local school performance indicator data for non-traditional fields (6S1 and 6S2) was available to districts for the first time in May, 2010. This data will be used to identify programs not meeting at least 90% of their local levels of performance for the non-traditional indicators. CTE State Program Specialists will be available to assist schools in creating strategies to help meet these non-traditional indicators.

May it be especially noted that the 'displaced homemaker' category does not apply to the secondary level in the state of Montana and, therefore, is not included in either the CAR data or EDFacts data reporting.

- **Postsecondary Response:** Local application data was used to identify programs that did not meet their local negotiated levels of performance for the nontrad indicators. These grantees were given additional funds for 09-10 through state leadership to either develop counseling or other strategies to increase nontrad participation and completion.

- [Supporting partnerships among local education al agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study](#)
 - **State Response:** In the development Big Sky Pathways/Programs of Study a number of partners were enlisted to work with LEAs via pathway specific advisory groups which include the following partners, apprenticeship programs, labor, secondary, postsecondary, & industry.

Through the Montana Transfer Initiative process, the Montana University System is developing simple and clear procedures and policies regarding the transfer of credits among the various units of the system. The end result includes common course numbering with identified course outcomes. The identification of common course outcomes for postsecondary courses has enabled

the crafting of statewide articulation agreements between secondary and postsecondary. This has been a collaborative effort among the Office of the Commissioner of Higher Education, the Office of Public Instruction, postsecondary institutions, secondary schools, and the Tech Prep consortium.

Another partnership that has been forged is one with the Student Assistance Foundation and the Department of Labor/Montana Career Information Service (MCIS). MCIS is adapting its online guidance delivery system to focus on Big Sky Pathways and two-year college opportunities in Montana. The new student planner in MCIS (called a Big Sky Pathway MAP) will allow a student to align their four-year high school plan of study with their first two years of postsecondary education.

OCHE further collaborated with Adult Basic Education and the Department of Labor using Work Force Incentive monies to develop a collaborative referral process utilizing MCIS as the common unifying system. Training modules were created to walk customers through the various processes of each applicable agency to get them to the next step in their career path. MCIS will house all of the personal assessment and data needed for agencies to help guide the student/customer.

- **Serving individuals in state institutions**

- **State Response:** Montana contracted with the Department of Corrections for their Project Offender Work and Education Ready (POWER) program. The major objectives of the grant were to increase the number of offenders participation in postsecondary, the number of those who complete coursework and do not repeat offend. The grant significantly exceeded all of their goals and is a model for future funding for institutions.

- **Providing support for programs for special populations that lead to high skill, high wage and high demand occupations**

- **Secondary Response:** The CTE division at the Office of Public Instruction (OPI) collaborates with the Special Education division through the State Improvement Grant (SIG) to recruit and/or facilitate the entrance and retention of special populations and disadvantaged persons into existing programs of vocational education, employment, or other education and training; provided an access point for the targeted special populations of students for a seamless, linked system that promotes their successful attainment of educational and vocational goals.

- **Postsecondary Response:** Montana has utilized the Occupational Supply and Demand System (OSDS) to tie the high skill/wage/demand criteria to state and national labor market data. We have also collaborated with Les Janis, OSDS Administrator, to use labor marketing, ONET and SOC data to develop a site that gives the workforce percentage for each CIP for each high skill/wage/demand categories. Examples of this can be viewed at the following URL: (http://test.occsupplydemand.net/Montana2/HDWS/OSD_CIPlistMT.aspx). Click on any

occupation and you will see a results screen that looks like the screen print to the right. This information in addition to the reports mentioned above that describe indicator results by special population groups for each grantee and program will help Montana to pinpoint specific special populations issues for program, grantee and indicator. This information will be used to help define reserve, state leadership priorities and to provide incentives for local applications.

OSDS OCCUPATIONAL SUPPLY DEMAND SYSTEM								
Test Site for Kathy Wilkins								
Montana								
CIP Information: 11.0901 Computer Systems Networking and Telecommunications								
Sub-Baccalaureate Occupations			Criteria			Employment		
SOC Code	SOC Title	Employment 2004	High Demand	High Wage	High Skill	High Demand	High Wage	High Skill
15-1041	Computer Support Specialists	1,305	yes		yes	1,305		1,305
15-1099	Computer Specialists, All Other	224	yes	yes	yes	224	224	224
43-9011	Computer Operators	469						469
51-4012	Numerical Tool and Process Control Programmers	3	yes	n/a	yes	3		3
Totals		2,001				1,532	224	2,001
Percent of Total Employment						76.56%	11.19%	100.00%

- [Offering technical assistance for eligible recipients](#)
 - **Secondary Response:** Our CTE State Program Specialists provide ongoing and consistent technical assistance to Montana stakeholders—either by phone, e-mail, or with an on-site visit. This technical assistance is provided to local teachers, counselors, administrators, Perkins Grant Managers, and other personnel associated with all aspects of CTE. Technical assistance is also provided upon request on site at Perkins-eligible schools. Because of the vast geographical distances in Montana, technical assistance is also offered via electronic webinars and Adobe Connect communication. One such webinar (as stated earlier) was the detailed technical assistance to CTE teachers and school staff statewide to explain the on-line student participation reports. This webinar was recorded and posted on the CTE web page to be available for those who were unable to listen in live.
 - **Postsecondary Response:** The Montana annual face-to-face best practice and technical assistance meeting was held July 21, 2009 in Helena. [Notes](#) from this and all technical assistance meetings can be viewed on our website.

A result of the TA meeting was a need to share more best practices. Web-conferences were set for the fall to highlight outstanding practices and provide updates for time sensitive tasks and projects. The TA conference dates were 9/16/2009, 10/21/2009 & 12/16/2009. Again, [notes](#) can be found on our website.

Montana also received a Technical Assistance grant from OVAE to work with MPR to develop a performance based funding formula. The PBF technical assistance meetings took place on 12/16/2009, and 3/3-5/2010 in Helena. All 11 postsecondary grantees participated and are excited about implementing the formula. Many grantees felt this was an opportunity to test PBF as it is a model being discussed for use at the state level and for other national funding sources.

Another initiative Montana undertook this year was to validate the new Perkins IV data system. Pradeep Kotamraju from the National Research Center was brought to Montana September 26-29, 2009 to review our indicator measures and queries to assure our data was being gathered and processed appropriately. This was also helpful for Pradeep as Montana was also a participant in the NRC Postsecondary Data Harvesting project.

Permissible Activities Include: *(Provide a summary of your state's major initiatives and activities in **any of the permissible areas that your state has chosen to undertake during the program year**)*

- [Improving career guidance and academic counseling programs](#)
 - **State Response:** In coordination with the Lumina Foundation grant “COLLEGE!Now”, Montana held a focus group for high school counselors to identify opportunities, biases and strategies 2-Year programs can use to better meet the state education needs. [Click here](#) for a copy of the report from this session available on the website.

A growing partnership with Montana Career Information System (MCIS) began in early 08. The initial partnership effort was directed towards a collaboration of Montana specific Career Cluster and Pathway printed materials. The partnership is now extending beyond this collaboration to include MCIS as a full partner in implementing Big Sky Pathways/Programs of Study. Career information continued to be the focus for the second year of the Workforce Incentive Grant. The grant funded the collaboration of Labor, Adult Basic Education and Higher Education to create Adult Pathways. MCIS was placed at the center of the collaboration as the tool that will unify the efforts of these agencies, the student, and other collaborating workforce partners. Training

modules were created and marketed to every partner agency. The modules can be viewed by [clicking here](#). the following link.

- Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students

What are Big Sky Pathways?

Career/Technical **START** College Credit Opportunities (Statewide **ART**iculations)

- [Instructor Registration Form](#)
- [ACTG 101 Accounting Procedures I](#)
- [CAPP 120 Introduction to Computers](#)
- [CAPP 154 Microsoft Word](#)
- [CAPP 156 Microsoft Excel](#)
- [CSTN 100 Fundamentals of Construction Technology](#)
- [CSTN 120 Carpentry Basics and Rough-In Framing](#)
- [ITS 140 CCNA Discovery 1](#)
- [ITS 142 CCNA Discovery 2](#)
- [ITS 150 CCNA Exploration 1](#)
- [ITS 152 CCNA Exploration 2](#)
- [WLDG 110 Welding Theory I and WLDG 111 and Welding Theory I Practical](#)

For more information, please contact the Perkins Program Coordinator at 406-444-0318 or by email.

- State Response:** During the 08-09 grant year, Montana joined efforts with the state Transferability Initiative. The Transfer Initiative began the process of aligning common courses and course numbers. Pathway articulation teams participated in the alignment sessions and were able to identify key courses to prioritize for statewide articulation development. While this process has taken longer than expected, the results are statewide and focus on high volume courses. In addition, the results of all college credit, “Statewide ARTiculation for CTE” (START), dual credit, or advanced placement are easier to track. Beginning in Spring of 2010, the following START

articulations were implemented.

As results are compiled, new articulations will be added and existing articulations reviewed by pathway advisory councils.

The partnership with MCIS has been working on listing all advanced credit opportunities for each pathway template in the Montana Career Information System (MCIS) Montana Achievement Plan (MAP). Students will be able to view a cluster specific sequence of courses, including advanced credit opportunities specific for their high school and desired 2-year college. Below is a screen print of a MAP template. The high school and college courses have been added in the drop down boxes shown. Dual credit opportunities will appear at the top of the screen as soon as the enhancement to the system is completed.

Montana Career Information System

My Big Sky Pathways Map (Course Plan) -- Kathy Wilkins

You can create an Individual Course Plan to map out your courses during your four years of high school.

- If you need some ideas, go to [Planning High School and Postsecondary Courses](#).
- View [high school graduation requirements and college preparatory curriculum](#).

Choose which year of study you would like to plan. All

High School

Pathway: Business Mgmt & Admin WF Prep Core [Add to Course Plan]

Freshman / School Year: 2010-2011 [Save Information]

Subject	Course Title	Term	Special Notes	Grade	Teacher	Comments
Mathematics	Algebra II/Trig - MTVA		Online			
CTE						

Add More Courses

Sophomore / School Year: [Save Information]

Subject	Course Title	Term	Special Notes	Grade	Teacher	Comments

Add More Courses [Save Information]

Every Perkins funded high school in Montana will be trained to load their courses and Pathway templates into MCIS in the 10-11 grant year. Results of this effort will be reported next year.

- Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs
 - **State Response:** No activities have been completed nor planned for this grant year.

- Supporting career and technical student organizations
 - **Secondary Response:** The OPI is very committed to the support of CTE student organizations in Montana. The majority of our CTE State Program Specialists are also state advisors in their respective career fields, so they directly provide state leadership to their related CTSO. Secondly, we support them in resources and with funding—our office staff provide administrative and leadership resources to assist the Specialists’ state competitive event conferences. The Career and Technical Student Organizations (CTSO’s) supported in Montana are: FFA, Business Professionals of America (BPA), DECA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), Technology Student Association (TSA), and SkillsUSA.

- Supporting public charter schools operating career and technical education programs
 - **State Response:** N/A

- Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter
 - **State Response:** Please refer to the Partnership with MCIS mentioned earlier in this document.

- Supporting family and consumer sciences programs
 - **Secondary Response:** In August of 2009, the OPI, OCHE, and Tech Prep entities sponsored a professional development conference for family and consumer sciences teachers entitled, "Making Connections within FCS". This included information on programs of study and curriculum development, connections with post-secondary programs, technology training, and academic integration to share best practices. Each month, the OPI Family and Consumer Science Education Specialist sends informational updates to all Family and Consumer Science programs via e-mail. The updates include a variety of pertinent information including curriculum ideas, lesson plans, classroom resources, and state and national professional development opportunities. The OPI Family and Consumer Science Education Specialist attends and presents at professional development conferences and meetings around the state to provide direct technical assistance to educators.

- Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels
 - **Secondary Response:** Secondary Cooperative Work experience is one of five components of a quality program included in our current Montana Standards and Guidelines. The following program areas are served: Agriculture Education, Business and Marketing Education, Health Science Education, Family & Consumer Sciences Education, Industrial Technology Education, and Trades and Industrial Education. These work experience programs provide participating students with on-the-job experience and training along with CTE classroom instruction related to their career interests. A cooperative arrangement among the school, employer, and student is made and classroom activities and work experiences are planned and supervised by the school and the employer to ensure that both activities contribute to the students’ employability.

- Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education
 - **State Response:** Refer to the Big Sky Pathways initiative noted throughout this document.
 - **Secondary Response:** A Health Science Teacher Training took place in Missoula in June with 8 Montana teachers in attendance. (20 teachers attended training in 2009). The 'Fundamentals of Health Science' course was created as a new pathway to the Health Science endorsement and included 40 hours of classroom work and 40 hours of job shadowing with health professionals. With 21 teachers half way to earning the Health Science endorsement, Montana's schools—especially small, rural schools—are poised to more than double the number of Health Sciences programs offered statewide.

Work was completed in the fall of 2009 on a new online course entitled "Exploring Health Careers". This course was available to high school students in January, 2010

- Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*
 - **State Response:** Montana postsecondary developed in 09-10 a Performance Based Funding formula with the assistance of MPR through a technical assistance grant from OVAE to be used for the 10-11 grant year.
- Providing activities to support entrepreneurship education and training
 - **State Response:** None at this time.
- Providing career and technical education programs for adults and school dropouts to complete their secondary school education
 - **State Response:** Using Workforce Incentive Grant money, OCHE, OPI and DOL collaborated to provide seamless transitions between the three agencies for adult customers. The partnership uses an online Personalized Employment Plan available through the Montana Career Information System. The individual can utilize this portfolio throughout their life to update skills, education, work experience, personal assessments and career exploration searches. Agencies will use the portfolio to reduce duplication of activities and encourage self exploration. Agencies will develop local plans to transition shared customers to avoid customers falling through the cracks. Montana is also moving to co-locate ABE centers on 2 year campuses when possible. Currently 4 campuses are collocated. These campuses show a higher number of students moving on to postsecondary. Better data will be gathered to validate this increase in the 2010-2011 grant year.
- Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs
 - **State Response:** see answer to previous question
- Developing valid and reliable assessments of technical skills
 - **State Response:** See the answer for question #2
- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes
 - **Secondary Response:** The OPI continues to use an agency-wide data collection system called, 'Achievement in Montana' or AIM. This secure web-based on-line system is enhancing the collection, reliability, and analysis of data collected by the OPI. Because the AIM data system does not collect transcript-specific information, we rely on each local district to input accurate and reliable data.

The OPI on-line electronic grants management system (E-Grants) continues to be utilized for the Perkins 'Intent to Apply', local applications, amendments, funding requests, and payments. The E-Grant application is consistently helpful in communicating and collecting valuable data in an efficient manner. It helps the OPI State Program Specialists to monitor the proper usage of funds and provide technical assistance to those local districts with questions about their Perkins monies.

Currently we are in year two of a four-year Statewide Longitudinal Data System project funded by the U.S. Department of Education. The establishment of a data warehouse and the accomplishment of related objectives will lay the foundation for a longitudinal data system with long-lasting benefits for public education in Montana. Such a system as this makes it possible to use growth models both for school accountability and for improving instruction. It will facilitate federal and state reporting and it will allow more individualized tracking, instruction, and intervention with students by teachers and administrators.

- **Postsecondary Response:** The data system used in Perkins III did not gather a number of pieces of data needed for Perkins IV data collection. There were also inherent design flaws that overwrote data. Lastly, the student tracking system and grant databases were separate. A new system was developed to address these three issues.

The new online data system will allow data to be shared more easily and will allow data to be shared with like programs across the state. This is particularly important as the Big Sky Pathways/Programs of Study relationships are built and articulations decisions are made.

Utilizing the new database, program and student data are assembled into a number of reports. The report most utilized for state decision making is broken down by indicator, then CIP Code, then grantee. Nontraditional gender indicator, as well as ethnicity and special population results are shown. These reports are used to guide program of study development, reserve and state leadership grant initiatives, or incentives to increase development or enhancement of high skill/wage/demand programs. We are hoping to obtain similar secondary information in the future which will allow for more universal strategic planning. (as sample of these reports is provided above under the 1st required us)

Partnerships with FEDES and Montana Department of Labor were developed in Perkins III. Montana is monitoring the Oregon/Washington request for access to WRIS data. Pending that decision, Montana will likely pursue access to this data to better track graduates.

- [Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business](#)

- **Secondary Response:** As noted above in New Teacher Training to increase the number of health science programs offered across the state, secondary science and secondary health enhancement teachers were recruited to expand health science program offerings in smaller schools. This cross-training within schools allowed smaller schools to add to their CTE programs without incurring additional FTE or additional staff at a time when funding is limited. An industry collaborative model was piloted in several communities where the medical facility pays for an RN to teach the Certified Nursing Assisting curriculum for secondary students.

Agricultural Education teachers with three years experience or fewer were able to participate in the mentoring program for Agriculture teachers. In this program, teachers are paired with the experienced teacher chosen by the beginning teacher. Research has shown 50% of

teacher/education graduates will leave teaching within the first five years largely due to a lack of individual support and fellowship. The mentoring program helps to provide this support and fellowship

- **Supporting occupational and employment information resources**

- **State Response:** refer to answer above for MCIS on pages 11 & 12. Montana is also working with the Occupational Supply and Demand System maintained by Georgia State. Montana developed a form to identify programs that meet the high skill, high wage or high demand criteria set by the state. These criteria are matched against continually updated supply and demand data. Montana has presented at 2 national conferences with the OSDS DBA, Les Janis to encourage national consistency of this information.

- **Progress in Developing and Implementing Technical Skill Assessments**

*(Sec. 113(b) of Perkins IV describes the core indicators of performance for career and technical education students for which each state is required to gather data and report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of Perkins IV.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new Perkins IV State Plan. **Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three below.**)*

- (1) **The program areas for which the state had technical skill assessments**

- **Secondary Response:** The OPI collected and reported Technical Skill Assessment scores for the Agriculture, Health Sciences, and Industrial Technology program concentrators for whom we could locate scores. The Agriculture assessments were conducted by collegiate FFA in March of 2010 and based on industry standards and national standards adopted by the National FFA Organization. Scores from five different state-level Career Development Events were collected and analyzed to make a single technical skill assessment score for Agriculture. Our Health Sciences programs administered the National Consortium on Health Science Education national technical skill assessment in April of 2010 for all health science participants and concentrators to establish base-line data for course improvement across the state. The Industrial Technology assessments were conducted by collegiate SkillsUSA in March of 2010 and based on industry standards adopted by the National SkillsUSA Association.

Estimated percentages of students who would be reported in the state's calculation of CTE concentrators who took assessments:

During the 2009-10 school year there were 214 technical skills assessments reported in the state's calculation of CTE concentrators who took assessments in the fields of Agriculture, Health Sciences, and Industrial, Trades and Technology Education. This is an increase of 396% over the previous years' report.

Technical Skill Assessments, as available and appropriate, were and will be reported as follows:

- Agriculture Education—end of school year 2008-09—accomplished.
- Health Sciences Education—end of school year 2009-10—accomplished after a one-year delay.
- Trade & Industrial Education—end of school year 2009-10—accomplished.
- Family & Consumer Sciences Education—end of school year 2010-2011.
- Business Education—end of school year 2011-12.
- Communication Arts—end of school year 2011-2012.

- Postsecondary Response:** Montana Postsecondary grantees focused on identifying programs by CIP where at least one program in the state identified a Gold Standard Assessment (GSA) as identified in the above definition. Grantees were able to review the reports shown below. The report in red identifies programs that refer to a GSA. The report highlighted in blue give the college notes about the assessment referred to. This information is growing each year as more schools add assessments and hints for successful information gathering.

1p1 Technical Skill Assessment by CIP & College

CIP & CIP Title: BCC DCC FPCC FVCC MCC MSUB MSUGF MSUN MTCOT SKC UMH UMM

010101 - Agricultural Business and Management, General

010102 - Agribusiness

010104 - Farm/Farm

010205 - Agricultural M

010301 - Agricultural F

010302 - Animal/Lives

010307 - Horse Husba

010507 - Equestrian/E

030201 - Natural Reso

030506 - Forest Mana

100203 - Recording A

100303 - Prepress/De

110101 - Computer ar

110103 - Information

110201 - Computer Pr

110202 - Computer Pr

110401 - Information Science/Studies

110501 - Computer Systems Analysis/Analyst

110602 - Word Processing (NEW)

110901 - Web Page, Digital/Multimedia & Information Resources

110902 - Data Modeling/Warehousing and Database Administration

110901 - Computer Systems Networking and Telecommunications

College	Program ID and Title	TSA	Assessment Notes
150499 - Electromechanical & Instrumentation and Maintenance Technologies/Technicians, Other			
MSUB	096 - Process Plant Technology	Gold	Students are prepared to sit for the following exam: Center for the Advancement of Process Technology (CAPT) exit testing program. If how the results are tracked by the college is yet to be determined.
UMM	AAS-ELEC- - Electronics Technology		
151001 - Construction Engineering Technology/Technician			
MSUN	A33 - Carpentry Technology		
UMH	AAS CP - Construction Technology	Gold	Instructor exams, course completion, program completion, GPA, and curriculum that mirrors National Center for Construction Education and Research (NCCER). Students received certification in NCCER and gain national certification the portable throughout the
BCC	BT - Building Trades		
FPCC	BT-AAS - Building Trades		
FPCC	BT-CEBT - Building Trades		

Grantees that did not indicate a GSA for a program where another grantee identified one was available were required to contact those grantees. By the end of 11-12, all grantees will refer to a GSA where a GSA exists for one or more grantees with the same program. During monthly TA sessions, program assessments have been and will continue to be highlighted to encourage participation.

CIP	CIP Title	Colleges with Programs	Colleges with a GSA for the Program
110103	Information Technology (NEW)	3	1
110201	Computer Programming/Programmer, General	2	2
110801	Web Page, Digital/Multimedia & Information Resources Design (NEW)	3	2
110901	Computer Systems Networking and Telecommunications (NEW)	9	4
111002	System, Networking, and LAN/WAN Management/Manager (NEW)	1	1
111004	Web/Multimedia Management and Webmaster (NEW)	2	1
111099	Computer/Information Technology Services Administration & Management, Other (NEW)	1	1
120503	Culinary Arts/Chef Training	2	2
131210	Early Childhood Education and Teaching (NEW)	4	2
150201	Civil Engineering Technology/Technician	1	1
150303	Electrical, Electronic & Communications Engineering Technology/Technician	4	1
150401	Biomedical Technology/Technician	1	1
150499	Electromechanical & Instrumentation and Maintenance Technologies/Technicians, Other	2	1
151001	Construction Engineering Technology/Technician	4	1
151202	Computer Technology/Computer Systems Technology (NEW)	3	2
151302	CAD/CADD Drafting and/or Design Technology/Technician (NEW)	5	1
220301	Legal Administrative Assistant/Secretary	3	1
430203	Fire Science/Firefighting	3	1

460201	Carpentry/Carpenter	8	5
470201	Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician	2	2
470603	Autobody/Collision and Repair Technology/Technician	3	2
470604	Automobile/Automotive Mechanics Technology/Technician	6	3
470605	Diesel Mechanics Technology/Technician	4	1
470607	Airframe Mechanics & Aircraft Maintenance Technology/Technician	1	1
480508	Welding Technology/Welder	7	4
480599	Precision Metal Working, Other	2	1
490101	Aeronautics/Aviation/Aerospace Science & Technology, General	1	1
490202	Construction/Heavy Equipment/Earthmoving Equipment Operation	6	3
490205	Truck and Bus Driver/Commercial Vehicle Operation	1	1
500713	Metal and Jewelry Arts	1	1
510601	Dental Assisting/Assistant	2	2
510602	Dental Hygiene/Hygienist	1	1
510707	Health Information/Medical Records Technology/Technician	1	1
510708	Medical Transcription/Transcriptionist	4	2
510712	Medical Reception/Receptionist (NEW)	4	1
510713	Medical Insurance Coding Specialist/Coder (NEW)	6	4
510801	Medical/Clinical Assistant	4	3
510805	Pharmacy Technician/Assistant	3	3
510806	Physical Therapist Assistant	1	1
510904	Emergency Medical Technology/Technician (EMT Paramedic)	3	3
510908	Respiratory Care Therapy/Therapist	2	2
510909	Surgical Technology/Technologist	3	3
510911	Radiologic Technology/Science - Radiographer (NEW)	5	4
511501	Substance Abuse/Addiction Counseling	3	1
511601	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	7	6
511613	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)	6	5
520302	Accounting Technology/Technician and Bookkeeping	8	1
520402	Executive Assistant/Executive Secretary	4	1
520407	Business/Office Automation/Technology/Data Entry	6	1
520411	Customer Service Support/Call Center/Teleservice Operation (NEW)	1	1
520901	Hospitality Administration/Management, General	3	1
520904	Hotel/Motel Administration/Management (NEW)	1	1
521501	Real Estate	1	1
521701	Insurance	1	1
Totals		175	101

(2) [The estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments](#)

- **Secondary Response:** During the 2009-10 school year there were 214 technical skills assessments reported in the state's calculation of CTE concentrators who took assessments in the fields of Agriculture, Health Sciences, and Industrial, Trades and Technology Education. This is approximately 4% of the total CTE Concentrators reported in the state's calculation of CTE Concentrators who took assessments. It is a substantial increase of 396% over the previous years' report.
- **Postsecondary Response:**

Completion Year	Status	TSA Result	Total Assessed	Count	% Assessed
09	GRAD	Unknown	0	1815	
09	GRAD	Fail	7	7	
09	GRAD	Pass	100	100	
			107	1922	5.57%
10	GRAD	Unknown	0	1501	
10	GRAD	Fail	34	34	
10	GRAD	Pass	444	444	
			478	1979	24.15%

Montana has shown a significant increase in assessment results in the past year. While only 36% of programs report utilizing a TSA, the majority of students are in the programs that do offer TSAs. Many of the programs that do not offer a TSA are small with only a few students. As is stated below, Montana will focus on assuring programs using an assessment share strategies with like programs to increase the number of schools referring to a TSA and the number of students reporting the results in

those additional programs. The next goal will be to look at high student count programs without assessments and identify a strategy for implementing student referral and results reporting.

(3) [The state's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future.](#)

- **Secondary Response:** Technical Skill Assessments, as available and appropriate, were and will be reported as follows:
 - Agriculture Education—end of school year 2008-09—accomplished and the number of reported scores increased in 2009-10.
 - Health Sciences Education—end of school year 2009-10—accomplished after a one-year delay.
 - Trade & Industrial Education—end of school year 2009-10—accomplished.
 - Family & Consumer Sciences Education—end of school year 2010-2011.
 - Business Education—end of school year 2011-12.
 - Communication Arts—end of school year 2011-2012.
- **Postsecondary Response:**

College	Total Programs	Programs with 1 or More Gold Assessments in MT	Programs with Gold Assessments	% of Programs with Assessments (of programs having at least 1 gold assessment in the state)	% of Total Programs
BCC	20	10	4	40.00%	20.00%
FPCC	36	21	5	23.81%	13.89%
FVCC	78	43	31	72.09%	39.74%
MCC	38	21	9	42.86%	23.68%
MSUB	31	25	22	88.00%	70.97%
MSUGF	62	45	31	68.89%	50.00%
MSUN	21	11	1	9.09%	4.76%
MTCOT	34	21	4	19.05%	11.76%
SKC	17	11	7	63.64%	41.18%
UMH	53	31	20	64.52%	37.74%
UMM	46	33	19	57.58%	41.30%
Totals	436	272	153	56.25%	35.09%

Montana postsecondary intends to focus on increasing the number of programs in column 4 (programs with gold assessments) to equal column 3 (programs with 1 or more gold assessments in MT). When the programs throughout the state all refer students to a gold standard assessment where one is in place in the state, the next goal will be to tackle the remaining programs that do not refer to a gold assessment. Programs with the highest student count will be dealt with first. While focusing on horizontal increases, or increasing the number of programs with

assessments, Montana will also focus on collaboration of programs across the state to increase the number and quality of results reported. Currently, using third party assessments, the successful results are easier to obtain than failures or unknown results.

▪ **Implementation of State Program Improvement Plans**

(Sec. 123(a)(1) of Perkins IV requires each state, that fails to meet at least 90 percent of an agreed upon state adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(3) of Perkins IV, to develop and implement a program improvement plan, with special consideration given to performance gaps identified under Sec. 113(c)(2) of Perkins IV. The plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the state failed to meet its state adjusted levels of performance for any of the core indicators of performance.

Please review your state's accountability data in Part D of this report. If your state failed to meet at least 90 percent of a state-adjusted level of performance for any of the core indicators of performance under Sec. 113 of Title I of the Act, please provide a state program improvement plan that addresses, at a minimum, the following items:

- [The core indicator\(s\) that your state failed to meet at the 90 percent threshold](#)

- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students
- The action steps which will be implemented, beginning in the current program year, to improve the state's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified
- The staff member(s) in the state who are responsible for each action step
- The timeline for completing each action step

Core Indicator	Disaggregated categories of students	The action steps which will be implemented	Assigned to	Complete by
6S2 Goal 14% Actual 13.7%	Industrial, Trades & Tech. 46%.	Results will be presented to the State Executive Leadership Team (SELT) and the Advisory Council during the next strategic planning meeting to develop a specific action plan.	SELT will assign staff	Begin Feb 2011
	Special Populations and/or economically disadvantaged 44%	Subject to SELT approval: Tie non-trad completion into the RPOS Construction grant we received.	Don M. T.J. Eyer	SY 10-11
		Subject to SELT approval: Agency-led professional development targeted to IT programs for embedding Knowledge & Skill statements to support non-trad participation and completion.	Don M. T.J. Eyer	Spring of 2011
2P1 Goal 53%, Actual 53.12%	Native American Students 26.83%	Results will be presented to SELT, the Advisory Council and during the strategic planning meeting to develop action plans. The three tribal colleges have completion rates from 21%-39%, far below the lowest performing non-tribal school. The data also shows native American students are completing between 10 to as much as 40% less than non-native students in non-tribal schools. The Montana University Native American Liaison will be included in all conversations. This position is currently being recruited for after being vacated as of 12/21/2010.	Kathy Wilkins	3/10
	Nontraditional Students 41.67%	Results will be presented to SELT, the Advisory Council and during the strategic planning meeting to develop action plans. The program level data shows of the NT programs not meeting the goal and are also high wage, the construction programs/CIPS are furthest from the goal for women. Many of the other programs are not high wage but are however good potential for employment/benefits.	Kathy Wilkins	3/10
	Students with Disabilities 40.74%	Results will be presented to SELT, the Advisory Council and during the strategic planning meeting to develop action plans. The programs where there are more than 2 students with disabilities, for high wage programs and where results are significantly lower were information technology (particularly networking), construction (other than CADD), radiology technician and automotive/diesel.	Kathy Wilkins	3/10
4P1 Goal 74%, Actual 70.36%	Asian, Blacks and Hispanics all fall far below the 74% but only total 34 students.	Results will be presented to SELT, the Advisory Council and during the strategic planning meeting to develop action plans. With so few non-white students in a very tough economy, the numbers may not be that surprising for Montana. Not good, but not surprising.	Kathy Wilkins	3/10
	All special population groups fall slightly below the average by between 10-15%.	Results will be presented to SELT, the Advisory Council and during the strategic planning meeting to develop action plans. Considering the special population groups do not fall too far below on any indicator with the exception of 2P1/students with disabilities, again, as above, the tough economy and high unemployment may be partly to blame. In some communities, advanced degree students are getting entry level jobs.	Kathy Wilkins	3/10
5P2	See 2P1 nontrad above.	In Montana, we rely on the NT special population data to verify completion performance for NT students. This indicator does not provide grantees with accurate or meaningful data.		

2. Implementation of Local Program Improvement Plans

Sec. 123(b)(1) of Perkins IV requires each state to evaluate annually, using the local adjusted levels of performance described in Sec. 113(b)(4) of Perkins IV, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Sec. 123(b)(2) of Perkins IV further requires that if the state, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(4) of Perkins IV, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under Sec. 113(b)(4)(C)(ii)(II) of Perkins IV. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

(Please review the accountability data submitted by your state's eligible recipients and address the following.)

- Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year.
 - **Secondary Response:** In 2009-10, there were a total of 108 eligible recipients or Local Education Agencies (LEA) that failed to meet at least 90 percent of an agreed upon local adjusted level of performance of one or more performance indicators. 57 schools missed only one of the eight indicators, 41 schools missed two indicators, 10 schools missed three indicators and 4 schools missed four indicators. Built into the electronic grant application (E-Grant) is a place for any eligible LEA to complete an improvement plan. Approval of the current Perkins application will be suspended until the improvement plan is on file and has been reviewed and accepted by the appropriate CTE State Specialist staff. The highest priority will be given to the indicator furthest from the state negotiated goal. If activity changes require budget amendments, a budget revision/amendment will be submitted and flagged as an Improvement Plan revision.
 - **Postsecondary Response:**
 - 1p1 – 0 grantees
 - 2p1 – 6 grantees (BCC, FPCC, MCC, MSUN, SKC, UMH)
 - 3p1 – 0 grantees
 - 4p1 – 6 grantees (FPCC, FVCC, MSUB, MSUN, MTCOT, UMH)
 - 5p1 – 8 grantees (BCC, FVCC, MSUGF, MSUN, MTCOT, SKC, UMH, UMM)
 - 5p2 – 3 grantees (BCC, FPCC, MSUN)
- Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students.)
 - **Secondary Response:** In 2009-10, the two core indicators that were most commonly missed were **6S2—Non-Traditional Completion** (70% of the total LEAs missing this indicator) and **1S2—Mathematics** (41% of the total LEAs missing this indicator).

6S2—Non-Traditional Completion

In reviewing 6S2 more closely it is very apparent that our biggest state concern relates to reporting such extremely small CTE Concentrator numbers. 31% of the schools who failed to meet at least 90% of 6S2 had between 11-20 total Concentrators. 27% of the schools had 10 or fewer total Concentrators. Because these numbers are so small and yet have such a monumental affect on whether or not the indicator is met, we realize these percentages could be very volatile from year to year. Another interesting fact discovered when analyzing these figures is that 81% of the schools who fell below the threshold target for 6S2 (Non-Trad Completion) PASSED 6S1 (Non-Trad Participation). This shows that schools are doing well in providing

opportunities and participation in Non-Trad fields but struggling with Concentrator completion. Other disparities and gaps noted in analysis: 44% (21/48 schools) missing the 6S2 indicator were students in special populations and economically disadvantaged categories; 15% (7/48 schools) of the schools were of the Native American race.

1S2—Mathematics

In reviewing 2S2—Mathematics more closely, we find the same concern as already discussed with 6S2—reporting such extremely small CTE Concentrator numbers. 34% of the schools who failed to meet at least 90% of 1S2 had 10 or fewer total Concentrators and another 27% of the schools had between 11-20 total Concentrators. This means that 61% of our total CTE Concentrators scores for 1S2 were represented by these tiny numbers. We look forward to the time in the future when we will have more than two year's worth of data to review to look for trends rather than reviewing such volatile numbers from year to year. Other disparities and gaps noted in analysis: 66% (29/44 schools) of those missing 1S2 were categorized as economically disadvantaged; 36% (16/44 schools) missed both the math AND reading performance indicators; and 32% (14/44 schools) that missed the 1S2 indicator ranged from 50% to 100% Native American majority in race/ethnicity.

- **Postsecondary Response:**
 - 2p1 – As noted in the state improvement plan section, all colleges but one show students with disabilities are completing at a lower rate than students without disabilities. Nontrad students are also lower but not nearly that of students with disabilities.
 - 4p1 – As noted in the State improvement section, special population groups across colleges are not employed at the same rate as white students. Technical assistance calls with schools will identify possible solutions.
 - 5p2 – see 2p1 for nontraditional subpopulation and students with disabilities.

3. Tech Prep Grant Award Information

Sec. 205 of Perkins IV requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including:

- a description of how grants were awarded in the state. Please provide a description of how grants were awarded during the program year
 - **State Response:** Competitive process with 3 national readers Pam Kirk, Jim Schoelkopf and Carol Jergens. Grant was awarded for three years to one statewide consortium.
- include a listing of the consortia that were funded and their funding amounts.
 - **State Response:** Peaks to Plains consortium was funded to implement the Montana Big Sky Pathways initiative (programs of study).

Please review the accountability data submitted by your state's consortia as described in Sec. 203(e) of Perkins IV.

- Indicate the total number of consortia that failed to meet an agreed upon minimum level of performance for any of the indicators of performance.
 - **State Response:** N/A Montana awarded a 3 year contract to 1 consortium for grant years 08-09 through 10-11. The awardee notified OCHE in January of 2010 they would not continue the grant beyond June 30th. Faced with going back to the drawing board or rolling up Tech Prep, we were also faced with assuring Programs of Study and the START articulations just getting a foothold would progress until operationalized for every Perkins secondary and postsecondary grantee.

Montana then decided to use the last year of Tech Prep funding to implement programs of study in each high school for at least 1 and up to 7 clusters. Funds were distributed to 10 consortia in

10-11 by formula based on postsecondary cluster/pathway offerings, and the high schools that signed on to the consortia to develop the cluster/pathway. Substitute pay, travel, logistics and meeting preparation were calculated into the formula. Indicator performance for the previous consortium is not valid as Montana began START (STatewide ARTiculations) in January of 2010.

- Note trends, if any, in the performance of these consortia (i.e., the indicators that were most commonly missed, and number of years the consortia omitted the indicators).
- **State Response:** N/A