

Consolidated Annual Report, Program Year 2012 - 2013 Montana

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

State Response: The RPOS project partnered with NOCTI to create customized Fundamentals of Construction assessment. Under the guidance of NOCTI, a subject matter expert (SME) team was formed to create a pilot assessment. The SME team included both postsecondary and secondary construction instructors from Helena College, Great Falls College, and City College MSU Billings. Secondary teachers from Helena and Great Falls were included. Following a successful pilot exam process that included 179 secondary and postsecondary construction students, NOCTI approved and published a final assessment available to construction students nationally.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Secondary Response: The 'Growth and Enhancement of Montana Students' (GEMS) web-based data warehouse added two CTE data dashboards to their existing website during the 2012-2013 fiscal year. Perkins Accountability Specialist Diana Fiedler has worked with the GEMS system during the 12-13 reporting period. GEMS has definitely been a boost to our CTE community by making longitudinal CTE data available to assist our high schools in their decision making. In 2012-2013, GEMS added a CTE Concentrator data dashboard and a CTE Perkins data dashboard. The GEMS warehouse provided schools, policymakers, parents, and the public with access to data and reports regarding Montana's public education system while protecting the educational privacy rights of students and families. GEMS allowed the OPI to accurately manage, analyze, and use data. The data contained within GEMS allowed educators to focus on accountability, effectiveness, and achievement.

Postsecondary Response: The Office of the Commissioner of Higher Education (OCHE) implemented the E-grants Management System during the 2012-2013 grant period, which allows grantees to utilize an on-line, electronic grant application for Local Perkins funds. All applications are submitted through E-Grants, which allows them to be reviewed by OCHE Perkins and Fiscal staff, and approved by the OCHE Perkins Specialist. The system also allows for reporting and tracking of performance and accountability, as it features a report card offering a state-wide performance level summary that is pre-populated by OCHE. This offers a look at performance in all indicators, and shows whether a state-wide improvement plan is needed. The system also looks individually at each campus and their performance on all indicators. If the campus has not met the 90% threshold in any indicator, they are required to complete a local improvement plan, including the staff responsible for implementation and a completion date. This plan is reviewed by the OCHE Perkins Accountability specialist, and is reviewed during quarterly Local App Perkins with each grantee, and during on-site monitoring visits (20% of campuses are monitored each year).

Consolidated Annual Report, Program Year 2012 - 2013 Montana

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

State Response: Perkins accountability specialists at the Montana Office of the Commissioner of Higher Education (postsecondary) and The Office of Public Instruction (secondary) analyze indicator data and prepare reports highlighting state level performance, along with any issues. Based on this reporting, local application funds are used to address Perkins programs at individual schools and colleges, both to bolster success and to improve programs that are lacking in performance. Perkins Leadership, in the form of the Statewide Executive Leadership Team (SELT), consisting of top Career and Technical Education (CTE) officials at the secondary and postsecondary level, review and evaluate data assessments as soon as they become available (Generally in Jan.-Feb.) to ensure consistent performance in both secondary and postsecondary programs, paying specific attention to program size and impact. The outcomes of this review were discussed at the Spring SELT Planning meeting, where strategies to address identified issues were discussed. For the 2012-2013 grant year, the Big Sky Pathways /Program of Study Initiative was targeted as a solution to performance issues, along with increased outreach and training, and wide-scale planning for a reinvigoration of this program of study initiative during the 2013-2014 grant cycle.

Secondary Response:

Every high school district receiving Perkins funds completes an 'End-of-Year' report before the new grant application is approved. This report asks districts to review the prior year's Perkins expenditures and asks them to assess each CTE program as to the effectiveness of the monies spent. In addition to the district's self-evaluation, the secondary CTE State Program Specialists use the 'End-of-Year' report to identify areas of weakness in specific program areas. This gives Specialists specific information to help them determine what technical assistance they will give to assist our schools. On the state level, a high school-specific "report card" shows all Perkins core indicators of performance and how each high school compares to the state-negotiated goal and threshold target. A summary of the performance indicators is listed inside the grant application. The disaggregated data available to each school comes from the statewide student data system called "Achievement In Montana", or AIM. AIM data assists schools and our OPI CTE State Program staff in analyzing their data to make future decisions and improvements. The Perkins Purchasing Manual and other technical assistance are available on the Secondary CTE webpage to provide guidance to local districts on proper usage of their Perkins funds. Secondary CTE State Program Specialists perform Perkins program reviews of up to 20% of districts each year on a rotating basis.

Postsecondary Response: The Office of the Commissioner of Higher Education (OCHE) implemented the E-grants Management System during the 2012-2013 grant period, which allows grantees to utilize an on-line, electronic grant application for Local Perkins funds. All applications are submitted through E-Grants, which allows them to be reviewed by OCHE Perkins and Fiscal staff, and approved by the OCHE Perkins Specialist. Through this on-line system, grantees submit and complete several assessments, including:

Required Use of Funds. The on-line system asks the campuses to account for all nine-required uses of funds, including addressing the needs of non-traditional students and special populations, before they are allowed to expend funds on permissive uses. Extensive program detail is provided in both a narrative and a budget funding distribution section, and is reviewed by both the OCHE Perkins Specialist and Fiscal Manager prior to grant approval.

An End of Year Narrative Report. In order to plan for upcoming grant cycles, Grantees are asked to complete submit an "End of Year Narrative Report" in March/April. The questions on the end of year narrative report were compiled with input from our Montana Department of Labor and Industry. These questions and answers are meant to increase performance in programs of study, workforce development, business and industry relationships, and to help grantees focus on and plan for continuous program improvement. The questions include:

To the best of your ability, please describe the specific outcomes that resulted from the utilization of Perkins funds in the previous grant cycle.

What steps did your institution take during the last grant cycle to include or collaborate with business and industry in your CTE programs?

Do your CTE programs reflect the hiring needs of regional or national employers? How is this determined?

What steps do you plan to take to strengthen between Business & Industry and your Institution?

Please discuss how your institution is utilizing the Big Sky Pathways program to provide linkages between secondary and postsecondary education.

How is your institution strengthening alignment between secondary and postsecondary CTE programs?

What educational opportunities do you offer for secondary students

How do you inform secondary students of these opportunities?

Please describe the process used to evaluate and continuously improve your institution's CTE programs. How do you ensure that they are of sufficient size, scope, and quality to be effective?

Performance & Accountability. A report card offering state-wide performance level summary is pre-populated by OCHE in January, offering a look at performance in all indicators, and indicating whether a state-wide improvement plan is needed. The system also looks individually at each campus and their performance on all indicators. If the campus has not met the 90% threshold in any indicator, they are required to complete a local improvement plan, including the staff responsible for implementation and a completion date. This plan is reviewed by the OCHE Perkins Accountability specialist, and is reviewed during quarterly Local App Perkins with each grantee, and during on-site monitoring visits (20% of campuses are monitored each year).

Amendments. Any amendments to the original application are submitted and tracked through the E-grant management system. They are reviewed and approved by the OCHE Perkins Specialist.

Quarterly meetings are held with local grant recipients to assess the progress of the grant, gauge the success of its activities, address any issues, and to begin to plan for the upcoming cycle.

The public may view any postsecondary campus' Perkin's local applications by visiting the log-on site at: http://mus.edu/wd/grant_apps.asp.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

State Response: The Office of the Commissioner of Higher Education (OCHE) and the Office of Public Instruction (OPI) have been working with the Montana Department of Labor & Industry on the on-line tool, the Montana Career and Information System (MCIS) (<https://mtcis.intocareers.org/materials/portal/home.html>). The Career Information System is made of a consortium of 21 states, and offers career planning resources for students, parents, and teachers. This is a tool that has been widely used in Montana secondary CTE programs since 2010, but is in need of updates to make it more user friendly, more focused on higher education, programs of study and the Big Sky Pathways Initiative. The SELT began working with the MCIS team in the spring of 2013 to explore upgrade options, and also began to work with other states to examine best practices for websites within the Perkins and Big Sky Pathways program, particularly Wisconsin (<https://careerpathways.dev.wisconsin.org/>) and Kansas (<http://www.ksde.org/Default.aspx?tabid=3181>). At the close of the grant cycle, OCHE Leadership funds had been used to retain the services of a strategic planning firm to conduct a needs assessment regarding a website for the Big Sky Pathways Initiative, examining the current MCIS site, Wisconsin Site, and Kansas site.

On September 21 and 24, 2012, OCHE and OPI also held two state-wide conference calls regarding the Strengthening Big Sky Pathways RFP that was released in October. The purpose of these conference calls was to provide more information to secondary and postsecondary stakeholders regarding the RFP details.

Secondary Response:

In 2012-2013, the OPI launched the second iteration of the online statewide longitudinal education data system called "Growth and Enhancement of Montana Students", or GEMS. As part of the GEMS webpage, CTE has two dashboards with CTE information: the CTE Concentrator dashboard, and the CTE Perkins dashboard. The newly added CTE information provided districts the ability to analyze and query data in conjunction with the already existing domain data.

The OPI continues to maintain websites and uses many different electronic methods to clearly communicate Perkins and CTE-related information with the secondary field. In addition to general CTE and Perkins information, the e-mails communicated data collection requirements, submission of high school CTE Student Participation Reports (which are used to determine program approval), as well as an online link to complete an 'Intent to Apply' for Perkins monies for the coming year. In 2012-2013, the OPI utilized many mass distribution e-mails and electronic monthly summaries to superintendents and those subscribed to the Perkins/CTE distribution list to provide up-to-the minute information regarding Perkins and CTE-related information.

Health Science Education-- Monida Health Care generously sponsored "SIM Labs" for high school health science programs in Monida communities. This was a pilot project that offered hands-on patient care scenarios for students interested in pursuing careers in health. The "Sim Man" is a computer-programmed manikin that reacts the same way a patient might under certain disease conditions and responds to "treatments". This was an incredible learning tool that is cost prohibitive to have in classrooms, but vital to learning patient care.

Postsecondary Response: During the process of invigorating the Perkins and Big Sky Pathways program in Montana, it became apparent that several technological factors were in need of upgrade to better serve the Montana CTE community. The first necessity involved the administration of Perkins funding at the local level. Prior local applications were submitted via an adobe database that did not allow for detailed and specific reporting of grant funding, and did not allow for more than one campus to work within the system at one time. Funding was used to develop and implement the E-Grants Management System (mentioned in response 1R), which is the same grant management system that is utilized by the Office of Public Instruction.

Staff at the Office of the Commissioner of Higher Education worked with MTW Solutions to develop and implement the E-Grants management system for postsecondary applicants (Mentioned in 1R), shaping the software to fit specific Perkins requirements that allow local administrators to better allocate and track funding to benefit campus CTE programs. This on-line management system lets grant applicants apply and submit applications electronically, allows campuses to work within the system simultaneously (a feature the database was lacking), and allows for a much more streamlined and organized application and review process. This upgrade also allows for dissemination of a state-wide report card showing performance on all postsecondary indicators, along with campus-specific indicator data and submission of local improvement plans, if necessary.

Efforts were then made by OCHE program staff to update and reorganize the Montana University System Perkins, OCR (Office of Civil Rights)/MOA (Methods of Administration), Big Sky Pathways, and Rigorous Program of Study websites to provide both state and national resources to these pages, along with new and updated program policy guides. This website update is on-going, and will be continued into the 2013-2014 grant cycle.

After receiving feedback from the field, OCHE Perkins staff also began working on an update to the current career software being utilized by the Big Sky Pathways program (MCIS). State Leadership began working with staff at the Montana Department of Labor and Industry, who administers MCIS, to see if modifications could be made. Facing limitations due to a 21 state consortium, other options were also considered, and OCHE Leadership funds were used to secure the services of a strategic consulting firm to conduct a needs assessment, along with implementation options for a Big Sky Pathways website, which will help CTE teachers, faculty, career guidance, and academic counselors with skills to develop Big Sky Pathways and increase collaborations between secondary and postsecondary institutions. This will be completed in the 2013-2014 grant cycle.

Work is also underway in the State to develop a unique student identifier, which will allow for the tracking of Big Sky Pathways and programs of study from 9th grade in the secondary system, to completion in the postsecondary system. Task forces at both OPI and OCHE are currently in talks to develop tracking systems.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

State Response: During the 2012-2013 Grant Cycle, continued efforts were made to hold professional development events on the Big Sky Pathway/Program of Study Initiative. Montana was one of six states to receive an Office of Vocational and Adult Education grant for Rigorous Programs of Study (RPOS). This grant has allowed Montana to further develop the Construction Pathway as one of the Big Sky Pathways available to students. Although this initiative is separately funded, many professional development events are held in conjunction with the Big Sky Pathways Initiative Program.

The schools formally participating in the Rigorous Programs of Study include four secondary local education agency (LEA) schools in Great Falls, Townsend, Helena, and Billings, and one postsecondary two-year college, Helena College in Montana's capitol city of Helena. Two additional two-year colleges, Great Falls College and City College MSU Billings, support their respective RPOS high schools. Professional development featured Math-in-CTE, Literacy-in-CTE, and Geometry in Construction. Each of these conceptual teaching methods includes elements of embedded math, literacy, and geometry in Career and Technical Education classes. Each professional development included pairing academic and CTE teachers to jointly create lesson plans for existing courses based on identifying embedded math, literacy, or geometry components in the CTE classes. Both the Math-in-CTE and Geometry in Construction professional development events began during the 2011-2012 grant cycle, and were so popular they have been continued into the 2012-2013. Literacy-in-CTE was also added in the 2012-2013 cycle, and all professional development activities continue into 2013-2014.

RPOS Professional development events include:

July/August 2012 – Montana Literacy-in-CTE Professional Development – 5 day training

October 2012 – National Career Pathways Network, Presentation given by Townsend Teachers regarding Math-in-CTE, attended Geometry in Construction; OVAE Presentation

October 2012 – Montana ACTE – Presentation on Math-In-CTE; Literacy-In-CTE; Update on CSTN 100

November 2012 – Montana Literacy-in-CTE Professional Development – 2 day training

December 2012 – Association for Career

& Technical Education – Presentation as part of on NOCTI process to create a customized assessment for CSTN 100 including Great Falls High School Teachers; Math Integration Presentation featuring teachers and administrators from Helena, Great Falls

March 2013 – League of Innovation – Presentation on RPOS Construction Pathway

May 2013 – National Association of Career & Technical Information – Presentation on partnership with NOCTI and development of CSTN 100 assessment

June 2013 – Geometry in Construction – Great Falls District Employees attend PD

June 2013 – Career Clusters – RPOS Presentation

Joint Big Sky Pathway/RPOS Professional Development Events Include:

March 2013 – Montana Literacy-in-CTE Professional Development – 2 day training, featuring Big Sky Pathway Presentation

March 2013 – Strengthening Big Sky Pathways Training – 2 day training, featuring RPOS presentation

May 2013 – Montana Literacy-in-CTE Professional Development – 1 day training, featuring Big Sky Pathway Presentation

June 2013 – Joint Presentation on Big Sky Pathways & District Administrators

Big Sky Pathway Professional Development:

September 2012 – Big Sky Pathways/Perkins Professional Development – 1 day training

December 2012 – Big Sky Pathways Technical Assistance – 1 day training (Joint OPI/OCHE)

Secondary Response: On October 17, 2012, 'New CTE Professionals Workshop' was held in Billings. The free professional development opportunity was designed specifically for CTE teachers in their first, second, or third year in the classroom. Topics of training included Montana's Big Sky Pathways Initiative and the development of Programs of Study, Perkins funding, State CTE funding, working with advisory boards, professional teacher organizations, CTE and program-area standards and guidelines, Career and Technical Student Organizations (CTSOs). A total of 25 CTE teachers attended as well as 5 OPI staff.

On November 15, 2012, Business Education Specialist Eric Swenson presented a professional development session for the business education teacher preparation program at the University of Montana in Missoula. The session included information pertaining to national and state business education and career and technical education curriculum standards and guidelines, Perkins and state career and technical education funding and related requirements, Montana's Big Sky Pathways initiative, and ideas and resources for starting and advising a career and technical student organization.

In addition, Business Education Specialist Eric Swenson also provided training and instructional support to the students of the business education teacher preparation program at the University of Montana-Western in Dillon throughout the fall 2012 semester. Some the topics covered included principles and philosophies of career and technical education, business education curriculum development and resources, developing Big Sky Pathways, using the web-based career guidance system Montana Career Information System (MCIS), advising a Business Professionals of America or DECA chapter, and the importance of membership and active participation in professional organizations.

On March 4, 2013, Family & Consumer Sciences Specialist Megan Vincent presented a professional development session for the Family & Consumer Sciences Education teacher preparation program at Montana State University in Bozeman. The session included information pertaining to national and state Family & Consumer Sciences Education and Career and Technical Education curriculum standards and guidelines, Perkins and state career and technical education funding and related requirements, Montana's Big Sky Pathways initiative, curriculum development information, and ideas and resources for starting and advising a career and technical student organization.

Summer Trainings for Teachers

Agriculture Education— In June of 2013, approximately 70 Agriculture Education teachers met for their summer Update Conference. Professional Development sessions focused on Weed mapping, the Ag Career Network, Hydraulics, and other similar topics.

Business Education—Montana's Summer Update in June 2013, was held, again, in conjunction with the Montana Institute on Educational Technology at Great Falls College-Montana State University. This on-going professional development provided the 27 Montana business and marketing educators who attended from all over the state, numerous tools to integrate into their classroom including the most current classroom technologies, best practices, equipment and new software applications. Representatives from Microsoft hosted several sessions relating to Windows 8, Office 365, and Office 2013, allowing attendees to see the latest updates and applications. Other sessions included Adobe applications, online course development, QuickBooks accounting, using free online resources and social media in the classroom, and tools for integrating technology into the classroom.

Family & Consumer Sciences (FCS) Education—In mid-August of 2012, FCS Specialist, Megan Vincent traveled the state meeting approximately 45 Family and Consumer Sciences educators in four locations. FCS professionals received professional development from Megan on CTE topics including latest updates, FCS Coding & Common Core, Advocacy & Marketing, BullyFree Montana, and Best Practices in FCS.

Health Science Education The HSE Specialist offered three professional development trainings: 1) Project Lead the Way (PLTW) professional development for thirteen biomedical science teachers. This professional development included Pathway alignment and the opportunity to share best practices in biomedical science. 2) OPI partnered with Missoula College to offer an on-line health science teacher training course June 17-28, 2013 for ten teachers across the state. This modification to the site-specific training allowed teachers from a vastly expanded geographic region to attend. 3) Training was also offered for school counselors in schools with Biomedical Science programs in conjunction with the MT School Counselor's Conference in April. They experienced the same hands-on, real world, problem-solving lessons the students are exposed to and they were also coached on Big Sky Pathway development for Biomed programs.

Industrial, Trades, and Technology Education—Welding AWS Certification Teacher Training was held at Flathead Community College June 17-21, 2013. Training included unlimited dual shield flux core and unlimited 7018 SMAW in accordance with AWS plate testing standards. Twenty secondary Industrial, Trades & Technology Education Teachers attended. This event was held in conjunction with the Flathead Valley Community College Big Sky Pathways Program, and both secondary and post-secondary teachers and faculty participated.

The Montana Association for Career and Technical Education (Montana ACTE) held an institute in October of 2012 entitled, Big Sky Vision 2012, in Billings. The institute highlighted CTE as a strong, driving force behind the future success of Montana students. Keynotes and primary sessions focused on the importance of advocating for CTE, best practices, utilizing technology in the classroom, teambuilding, and integrating Literacy and Math into CTE. Approximately 150 career and technical educators were served: 44 in FCS, 29 in industrial technology, 34 in business, 40 in agriculture, 1 in health science, and 2 administrative staff.

Postsecondary Response: During the 2012-2013 grant cycle, professional development funds were focused on increasing awareness and understanding of the Big Sky Pathways/Program of Study Initiative. The first round of "Strengthening Big Sky Pathways" grants were awarded to seven Montana postsecondary institutions in December of 2012, five of whom utilized funds to hire Big Sky Pathway coordinators to establish programs of study and strengthen secondary/postsecondary relationships and CTE programs. Most of these coordinators were new to Career and Technical Education, and needed guidance and professional development to understand the importance of their role in the creation and development of programs of study in Montana. In March of 2013, a two-day training was held in the capitol city of Helena, where presentations were offered on Perkins, Data Collection, Fiscal Grant Management, Big Sky Pathways, Rigorous Programs of Study, and Career Clusters. OPI specialists and OCHE Perkins staff held roundtables where coordinators and college pathway staff were able to ask questions, learn about the grant, and strategically plan how to expand programs of study in Montana. All attendees expressed gratitude for the training, and expressed a need for more. As a result, three intensive professional development trainings focusing on 1.) Implementing Pathways, 2.) Secondary/Postsecondary Relationships and 3.) Including Business & Industry led by Deb Mills, President of the National Career Pathways Network, are scheduled for the 2013-2014 cycle.

From December 2012 to June of 2013, the recipients of the Strengthening Big Sky Pathways grant also held professional development for the regional school districts each entity respectively serves.

Gallatin College

Held quarterly meetings with area high school administrators, guidance counselors, teachers, and students to explain dual enrollment models and potential offerings within Big Sky Pathways.

Hosted training sessions to educate staff and faculty on Big Sky Pathways and the implementation process, increasing the number of pathways with Gallatin College.

Professional Development on the use of Montana Career Information System (MCIS)

Held "College Night" information sessions for parents and students on Big Sky Pathways

Miles Community College

Provided training to seven area high schools with regard to Big Sky Pathways, dual credit, and local articulations.

Demonstrated the use of the Montana Career Information System (MCIS) to students and teachers at local high schools.

Highlands College

Provided professional development for college staff and faculty on the development of Big Sky Pathways

Held meetings with local area high schools to provide training on Big Sky Pathways for teachers and staff.

Flathead Valley Community College

Met with local area high school counselors, CTE teachers, and staff to provide training on Big Sky Pathways and dual enrollment.

Provided "FVCC College for A Day" event for both secondary students and teachers, allowing them to explore and experience career pathways of interest and connect with college faculty in that discipline.

Offered Teacher training and certification for Welding Instructors in June of 2013.

City College

Held a professional development training session on Big Sky Pathways for local school district leaders, school board members, teachers, and college faculty and administration.

Montana State University - Northern

Provided professional development to faculty for dual enrollment certification.

Missoula College

Provided pathways cluster training in seven cluster areas to local area schools and Missoula College faculty and staff.

Conducted professional development in culinary arts to increase dual enrollment.

Conducted online professional development for Health Science teachers providing certification to teach Health Science.

Conducted a Business and Industry training event focusing on three clusters in June of 2013, involving secondary, postsecondary and business and industry participants.

4. During the reporting year, how did your state provide 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: For the past two grant years (2011-2012/2012-2013), non-traditional funds have been used to support salaries of Office of Public Instruction Education Specialists.

Secondary Response: Non-traditional funds were used to support the salaries of the Educational Specialists in the career fields of Family and Consumer Sciences, Health Science, and Industrial, Trades, and Technology Education. In addition, funds were utilized to support the travel expenses related to leadership conferences, regional teacher trainings, and Big Sky Pathway Next Steps meetings, as well as materials created and purchased to support the work done to attract and retain non-traditional students into non-traditional career areas.

Family and Consumer Sciences—Non-traditional monies were used to support the Montana FCCLA State Leadership Conference to encourage participation of males in the Family & Consumer Sciences field. During this conference, day-long career exploration tours were offered in Construction/Design, Culinary Arts and Early Childhood Education. Hour long educational workshops were also offered including topics such as Leadership, Autism Awareness, Fuel Up to Play60, Suicide Awareness/Prevention, Dangers of Drinking & Driving, Cultural Awareness through Music, Self-Defense, March of Dimes, and United Blood Services.

Health Science Education--Health Science programs tend to attract female students, so the goal of our non-trad initiative for health science was to review the following areas:

Assure that the curriculum is bias-free, is relevant to both genders, has inclusive images and text, and includes hands-on instructional practice in a variety of projects that appeal to all.

Review the school/classroom climate for bias-distribution of non-trad HOSA health science posters.

Provide career information by introducing non-trad role models such as male nurses, male-female Life-Flight teams, and male radiologic technicians. This was done by collaborating with hospitals for job shadowing and through specific recruitment of HOSA judges for the State Leadership Conference that were representative of non-trad areas.

Industrial, Trades, and Technology Education— SkillsUSA leaders and chapter advisors used video segments from the State Leadership and Skills Conference to highlight skills being tested at the conference. These video clips are featured on the state's SkillsUSA website to illustrate female students competing in stereotypical male careers, such as automotive collision repair, carpentry, and welding. Posters were used to raise awareness of non-traditional careers in Industrial, Trades, and Technology; and advisors displayed similar posters in their classrooms to encourage non-traditional participation.

At the 2013 State Leadership and Skills Conference, the postsecondary winner of Automotive Refinishing Technology was a female student who went on to the National Leadership and Skills Conference and finished 11th in the nation.

50% of the State Officers representing SkillsUSA Montana are female. There has been increased interest from females participating at the high school program level, due to encouragement from chapter advisors. State-wide emphasis on job shadowing for females in non-traditional careers is also encouraged.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

State Response: During the 2012-2013 grant cycle, two grants were disbursed to institutions to address special populations. The initiatives and goals are included below:

Great Falls Public School District & Paris Gibson Education Center: Young Parents Education Center (YPEC) - \$35,000

This grant focused on the partnership between Great Falls Public School System and the Young Parents Education Center to address the needs of local pregnant and parenting students to create a system of seamless educational activities improving Career and Technical Education. The YPEC also has a partnership with Great Falls College to strengthen the transition to post-secondary education through pathways and programs of study to provide high skill, high wage, and high demand career options for participants. This program serves approximately 60 students.

Highlands College: Automotive Special Populations Grant - \$35,000

The objective of this grant was to target special populations within the Automotive Program at Highlands and provide assistance to increase completion rates through a curriculum redesign, student workshops, additional supplies, and equipment, as the institution did not meet 3P1 goals in this program area. It was noted that majority of students in this cohort are members of Perkins Special Populations, and increased efforts were needed to support students in this program.

Secondary Response: OPI's CTE division continues to collaborate 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 career and technical education programs or other education and training; and provide the targeted populations with an access point into a seamless, linked system that promotes their successful attainment of educational and career goals.

Postsecondary Response: During the 2012-2013 grant cycle, OCHE staff partnered with Montana Career Information Systems and Department of Labor staff to increase the offerings in the MCIS with regard to high wage, high skill, and high demand occupations for special populations. Information regarding these offerings, including informational reports and possible career fields, were updated and featured.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary Response: CTE State Program Specialists continue to provide ongoing and consistent technical assistance to Montana stakeholders, including local high school teachers, counselors, administration, Perkins grant managers, and other personnel associated with all aspects of CTE. Onsite technical assistance is provided upon request at Perkins-eligible schools. Technical assistance is also offered via e-mail, webinars, conference calls, and Adobe Connect communications due to Montana's vast geographical distances.

CTE State Program Specialist, Renee Harris, participated again this year with the E-Grants Management System team and provided free regional technical assistance during work sessions on the Perkins grant application.

These meetings were held in addition to regular, on-going technical assistance that the OCHE staff provides through phone, e-mail, and face-to-face meetings.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

5195

Number of students participating in Perkins CTE programs in state correctional institutions:

32

Describe the CTE services and activities carried out in state correctional institutions.

State Response: For the 2012-2013 Grant Cycle, \$5,195.00 was awarded to the Passages Culinary Arts Program at Passages of Alternatives, Inc. This program provides food service training and employment support for up to 20 offenders referred from the Montana Women's prison. These women offenders are within 24 months of release eligibility, with the ideal candidate at 18 months from release. Program enrollees receive classroom instruction, in-house food service experience, work release in the community, job placement assistance, and complete a pre-release program during the last six months of placement. In September of 2010, this program was awarded a Pre-Apprenticeship certification status from the Montana Department of Labor, which establishes the minimum standards for which the program is held accountable and promotes quality education. The goals of this program include:

To provide appropriate offenders an extended period of job training, treatment, and supervision in a community corrections setting'

To provide training and support so as to enable offenders to obtain employment in the food service industry at above minimum wage positions that offer an opportunity for advancement;

To support the operation of the Alternatives, Inc. Food Service Department;

To provide reliable, well trained workers for local restaurants, banquet facilities, bakeries, and other food related industries;

And to maximize the use of community resources and community involvement in support of program participants.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

NA

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Secondary Response: As mentioned above, the FCS Education Specialist offered FCS Regional Workshops in various locations around the state during mid-August of 2012. For the fourth year in a row, the FCS Specialist traveled to locations around the state to provide state support of local family and consumer sciences programs. In addition, each month the FCS Specialist sends informational updates to all family and consumer sciences 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 FCS Specialist attends and presents at professional development conferences and meetings around the state to provide direct technical assistance to Montana educators. She makes many technical assistance visits throughout the year and hosted a social networking group for FCS educators as a means to share ideas and/or get help from each other.

On April 19, 2013, FCS Specialist Megan Vincent presented two sessions (one on Integrating Common Core State Standards into FCS and one on Updates in CTE) to approximately 50 FCS Educators at the annual Montana Association of Family & Consumer Sciences Spring Conference.

Family & Consumer Sciences Education Internship with MSU and OPI—Montana State University and the Office of Public Instruction offer a Family & Consumer Sciences Internship as an alternate route to receive a FCS teaching license. This internship is designed to give current classroom teachers licensed in another subject area up to three years to work on their FCS endorsement while teaching FCS in a secondary school through Montana State University, the only post-secondary institution in Montana offering a FCS license program. Since Internship students are teaching and studying simultaneously, they require additional technical assistance from the FCS Education Specialist in terms of curriculum assistance/planning, finding classroom resources, searching for acceptable college courses approvable by MSU, and general help to help them finish successfully on time. In 2012-2013, three teachers were enrolled the program.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Yes

State Response: The Office of Public Instruction and the Office of Commissioner of Higher Education collaborated during the 2012-2013 cycle (and continue to collaborate during the 2013-2014 grant cycle) in the area of Adult Basic Education and Two Year Education in conjunction with the College!Now program to provide resources for adult learners. As a result of this collaborative effort between two-year colleges and state adult basic education programs, three pilot “bridge” programs were conducted in Butte, Great Falls and Miles City. These pilot projects were part of an effort to build a “bridge” from ABE on to college, thus creating a career pathway for ABE students. A number of promising practices to pass on to other ABE programs and two-year colleges resulted from these projects—such as use of common curricula and texts for both ABE programs and developmental education, utilization of career pathways advisors who work with students during transition to higher education, and use of math software to supplement instruction. Further data has been compiled to give feedback from students, faculty and administrators working on these projects.

A list of “best practices” was compiled by two-year college and ABE partners that identified the next steps for supporting adults transitioning to higher education, including:

Student support.

Systems to keep the conversation going.

Provide guidance for college knowledge.

Find ways to engage partners.

Implement research-based best practices.

Exciting possibilities for rebranding ABE in a more positive way.

ABLE is also a good vehicle for refreshing, updating and building on skills.

Identify ways to support/pilot bridge programs for low-skilled adults (braiding of resources, Carl Perkins Grant, etc).

ABE and OCHE representatives also supported collaboration within communities, setting up meetings with a goal of bringing two-year colleges together with ABE partners in the communities of Billings and Butte. Entities in these two communities wanted to improve relationships in an effort to support and create pathways for ABE students seeking a higher education credential.

In an effort to better define best practices in supporting ABE students, OCHE and OPI ABE program directors determined to conduct a survey of ABE staff, directors, and managers:

What is their vision?

What are the common definitions of words like “vision”?

What do they anticipate their future needs to be?

August-A survey from general topics will be posted on Survey Monkey.

August-From the survey results, an adult transitions report will be built, with appendices of Best Practices.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

Consolidated Annual Report, Program Year 2012 - 2013 Montana

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

State Response: During the 2012-2013 grant cycle, the state continued to utilize joint efforts through the Rigorous Program of Study (RPOS) grant and Perkins activities to strengthen academic and career and technical components of local CTE programs. On-going trainings were offered to secondary teachers (see 3R) to integrate math into CTE courses through the implementation of Math-in-CTE and Geometry in Construction. Training in Literacy-in-CTE was also added due to demand. Through this professional development provided to teachers, over 397 students took classes that reflected an integrated approach to academics in CTE.

The RPOS project partnered with NOCTI to create customized Fundamentals of Construction assessment. Under the guidance of NOCTI, a subject matter expert (SME) team was formed to create a pilot assessment. The SME team included both postsecondary and secondary construction instructors. Following a successful pilot exam process that included 179 secondary and postsecondary construction students, NOCTI approved and published a final assessment available to construction students nationally.

Secondary Response: The integration of Reading/Language Arts into CTE courses are primary examples of how the RPOS grant is additionally supporting the improvement of secondary students' academic and career technical education skills. Twenty three (23) CTE and English/Language Arts teachers from the four RPOS high schools, Billings Career Center, Helena School District, Townsend, and Great Falls School District, completed the ten-day professional development designed to help CTE teachers learn up to 22 strategies they could use to help their students learn to read for comprehension and translate those skills into their writing. The success of the program resulted in planning for additional Literacy-in-CTE professional development scheduled for the Montana ACTE Institute in October, 2013.

Postsecondary Response: Through the seven Strengthening Big Sky Pathway grants that were awarded to postsecondary institutions during the grant cycle, new programs of study including both challenging academic and CTE content were developed. To ensure this quality and consistency in programs of study, OCHE staff began working closely with several states during the spring of the 2012-2013 grant cycle. Through a partnership with Kansas and Wisconsin, and through joint activities with the Montana RPOS program, the Montana Perkins program has been able to begin to improve the development and implementation of Big Sky Pathways. Sharing best practices and learning from experts, Montana has been able to build on the "Guide for Implementing Programs of Study in Wisconsin" to develop our own Montana version and model. The Montana Big Sky Pathway model ensures that all pathways and programs of study contain both rigorous academic and CTE content. The partnership and process of improving pathways is continuing into the 2013-2014 grant cycle.

2. During the reporting year, how did your state support partnerships among local educational 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.

State Response: The Office of Public Instruction and the Office of Commissioner of Higher Education collaborated during the 2012-2013 cycle (and continue to collaborate during the 2013-2014 grant cycle) in the area of Adult Basic Education and Two Year Education in conjunction with the College!Now program to provide resources for adult learners. As a result of this collaborative effort between two-year colleges and state adult basic education programs, three pilot “bridge” programs were conducted in Butte, Great Falls and Miles City. These pilot projects were part of an effort to build a “bridge” from ABE on to college, thus creating a career pathway for ABE students. A number of promising practices to pass on to other ABE programs and two-year colleges resulted from these projects—such as use of common curricula and texts for both ABE programs and developmental education, utilization of career pathways advisors who work with students during transition to higher education, and use of math software to supplement instruction. Further data has been compiled to give feedback from students, faculty and administrators working on these projects.

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Student support.

Systems to keep the conversation going.

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Exciting possibilities for rebranding ABE in a more positive way.

ABLE is also a good vehicle for refreshing, updating and building on skills.

Identify ways to support/pilot bridge programs for low-skilled adults (braiding of resources, Carl Perkins Grant, etc).

ABE and OCHE representatives also supported collaboration within communities, setting up meetings with a goal of bringing two-year colleges together with ABE partners in the communities of Billings and Butte. Entities in these two communities wanted to improve relationships in an effort to support and create pathways for ABE students seeking a higher education credential.

In an effort to better define best practices in supporting ABE students, OCHE and OPI ABE program directors determined to conduct a survey of ABE staff, directors, and managers:

What is their vision?

What are the common definitions of words like “vision”?

What do they anticipate their future needs to be?

August-A survey from general topics will be posted on Survey Monkey.

August-From the survey results, an adult transitions report will be built, with appendices of Best Practices.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

State Response: During the 2012-2013 grant cycle, State Leadership from both OPI and OCHE began working with Montana Department of Labor Staff to update the Montana Career Information System based on feedback from the field. Some modifications were made, and OCHE Leadership funds were used to secure the services of a strategic consulting firm to conduct a needs assessment, along with implementation options for a Big Sky Pathways website, which will help CTE teachers, faculty, career guidance, and academic counselors with skills to develop Big Sky Pathways and increase collaborations between secondary and postsecondary institutions. This will be completed in the 2013-2014 grant cycle.

Secondary Response: A partnership with the Montana Career Information System began in 2008, and continues as a method for counselors, teachers, and students to explore information about careers and career pathways. In Montana, MCIS is provided as a free service to high schools, and many of these use elements of the MCIS to provide career guidance and academic counseling. During this CAR reporting timeframe, a total of 9,392 portfolios were created using MCIS in 242 schools, with a total of 105,169 logins.

Postsecondary Response: In an effort to increase the career counseling component of the Big Sky Pathways Initiative, OCHE staff began working with Perkins teams in Wisconsin and Kansas to develop the Montana Big Sky Pathway Implementation Guide, which has a component dedicated to academic and career counseling. This partnership was just getting underway during the 2012-2013 grant cycle, and has continued into the current grant cycle. A statewide Career Counselor's conference for secondary and postsecondary counseling and advising staff is planned for November of 2012.

Postsecondary staff at OCHE also completed and distributed the 2012-2013 "Your Guide" to secondary and postsecondary schools, job services, and partners across the state. The "Your Guide" is a tool organized by career cluster, featuring all career options and programs at Montana's 2-year postsecondary programs. This guide has been widely utilized by counselors and career advisors, and this year, the print run was increased due to demand.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

State Response: The RPOS project partnered with NOCTI to create customized Fundamentals of Construction assessment. Under the guidance of NOCTI, a subject matter expert (SME) team was formed to create a pilot assessment. The SME team included both postsecondary and secondary construction instructors from Helena College, Great Falls College, and City College MSU Billings. Secondary teachers from Helena and Great Falls were included. Following a successful pilot exam process that included 179 secondary and postsecondary construction students, NOCTI approved and published a final assessment available to construction students nationally.

Secondary Response: The RPOS grant allowed the state to offer transcribed postsecondary credit for those students who passed a NOCTI written and performance test in May, 2012 in the field of Construction. RPOS postsecondary and secondary teachers served as a subject matter expert team partnered with NOCTI to create a national 'Fundamentals of Construction' written/performance assessment. The assessment was piloted spring 2013 with 179 secondary construction students.

Postsecondary Response: The Office of the Commissioner of Higher Education has developed a "Dual Enrollment" task force, comprised of secondary and postsecondary experts to update both Montana's Dual Enrollment Guidelines & High School for College Credit Guidelines, documents which outline policy and procedures for dual enrollment and local articulation in Montana. This process began during the 2012-2013 cycle, and will conclude during the 2013-2014 cycle, as the documents are going through rigorous review and are subject to Montana's Board of Regent's approval.

The Office of the Commissioner also adopted a common course numbering (CCN) policy, which ensures that equivalent courses at the campuses across the MUS will have the same title, number, and prefix, and that all such equivalent courses will be accepted in transfer as if they had been taken at the receiving campus. This makes it easy to determine which courses taken at one campus have equivalents at other campuses, and thus which courses will transfer without the need for further transcript review. Through local articulation agreements, courses that have been common course numbered will transfer throughout the MUS, essentially taking the place of the START (State Wide Articulation Agreements) agreements previously used.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Postsecondary Response: With the support of the Lumina Foundation and College!NOW, and Perkins, the MUS began planning the tuning initiative. This pilot initiative's goal is to "tune" Associate of Science programs of study in business with Bachelor of Science in Business degrees at MSU Billings, MSU, UM, MSU Northern, and Montana Tech. Tuning is a process that encourages faculty to identify the learning that constitutes the core of their discipline and to scale student proficiency in that discipline according to degree levels. Ultimately, one of the goals is to improve articulation between two-year and four-year programs of study in business.

This pilot continues into the 2013-2014 cycle, with the intended results of the process being to produce a body of explicit proficiency and outcome statements that make clear to students beginning or in the midst of their studies what they are expected to learn. The discipline core articulates what knowledge and skills degrees give students, as well as career pathways opened to them by earning their degrees. Fundamentally, this process is about students gaining greater understanding of what it is they are learning, and the importance of that learning in terms of their discipline of interest.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Secondary Response: The OPI continues their strong commitment to support CTE student organizations in Montana. The majority of our CTE State Program Specialists also serve as state advisors in their respective career fields, so they provide direct state leadership to their program-related career and technical student organization (CTSO). Secondly, we continue to support them in resources and with funding—our office staff provides administrative and leadership resources to assist the Specialists' state competitive event conferences. In 2012-13 we additionally supported CTSOs by providing a state officer leadership training camp in June, 2013. State Leadership (state officer) teams from Business Professionals of America (BPA), Family, Career and Community Leaders of America (FCCLA), HOSA, and SkillsUSA participated in team building activities, leadership styles, and situational leadership activities. The CTSOs supported in Montana are: FFA, Business Professionals of America, DECA, Family, Career and Community Leaders of America, HOSA, SkillsUSA, and Technology Student Association (TSA).

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

No

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

Secondary Response: The OPI Business Education Specialist works in partnership with business and industry as an active Board member of the Montana Council on Economic Education. This Board is comprised of secondary school administrators, postsecondary faculty, representatives from the banking, insurance, and service industries as well as from the state and federal government.

The FCS Education Specialist, Megan Vincent, works in partnership with business and industry as an active Board member of the Montana Financial Education Coalition.

Secondary Cooperative Work Experience is one of the components of a quality program included in our current Montana Standards and Guidelines. These work experience programs provide participating high school students in our CTE programs on-the-job experience and training along with CTE classroom instruction. A cooperative arrangement between the school, employer, and student is made and classroom activities and work experiences are planned and supervised by the school and employer to ensure that both activities contribute to the students' employability.

Ongoing partnerships between education and business occur in all CTE program areas through various career and technical student organization (CTSO) leadership and career development activities throughout the year.

During the FY 2013, Business Education Specialist Eric Swenson served as a member of the Board of Trustees at the national level for Business Professionals of America as the State Supervisor Representative. As a member of the Board, his responsibilities include ensuring that member needs are met, evaluating and approving programs and activities, establishing board operating policies, planning future direction of Business Professionals of America, and electing officers and an Executive Committee. Board of Trustees members are advocates for and representatives of the organization within the various communities being served. In addition, they have a fiduciary responsibility for the organization. During the year two meetings of the Board of Trustees were held, one in Chicago, Illinois and another in Orlando, Florida along with conference calls during the school year.

Partnerships are developed and enhanced as representatives from various Montana businesses and industries, along with postsecondary staff and faculty, volunteer to judge and facilitate competitive events. In addition, they also provide valuable presentations at state conferences for student members.

Postsecondary Response: Business & Industry partnerships have been a primary focus of the Montana Perkins programs during the 2012-2013 and 2013-2014 cycles. In an effort to increase and foster these partnerships, OCHE staff began working with Perkins teams in Wisconsin and Kansas to develop the Montana Big Sky Pathway Implementation Guide, which has a component dedicated to business and industry involvement. This component encourages business and industry professionals to participate as active members of program advisory boards, big sky pathway and program of study implementation teams, and to serve as experts in adding work-based learning experiences, internships, and industry-recognized credentials to appropriate pathways. During the 2013-2014 cycle, collaboration with business & industry will continue through business & industry Big Sky Pathway training workshops, and through the revitalization of the Montana State CTE Advisory Board. Additionally, Montana's State Perkins Director, John Cech, sits on a number of state and regional workforce advisory boards, including the Governor's State Workforce Investment Board (SWIB), which helps to facilitate key relationships and initiatives with the Governor's Office of Economic Development, the Montana Department of Commerce, and the Montana Department of Labor.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

State Response: During the 2012-2013 cycle, Seven Strengthening Big Sky Pathway/Program of Study Grants were awarded to two-year campuses from Rural Reserve funds to initiate the development and creation of new career pathways. These campuses were: City College, Gallatin College, Highlands College, Miles Community College, MSU-Northern, Flathead Valley Community College, and Missoula College. Due to staff turnover, these grants were awarded in December of 2012 and concluded in June of 2013. Of the grantees, the five that chose to hire College Pathway Coordinators saw the most success during this grant cycle. During the six month grant period, the coordinators received training, spent time revising and tracking previous pathway agreements, developing new pathways, and gauging the need for new educational courses.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve 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?

Yes

Secondary Response: Agricultural Education—A mentoring program continues to be made available for agriculture teachers with less than five (5) years of experience. Participation in the mentoring program is optional. Mentee teachers are allowed to select their mentor teacher. All parties are highly encouraged to have frequent communication, keep logs of activities, and visit the other school at least once.

As mentioned in the above professional development section, the 'New CTE Professionals Workshop' held on October 17, 2012 was free to all CTE teachers who were new or had less than four years of teaching experience in the classroom. The intentional focus on new teachers was meant to help assist and improve the retention of these new teachers.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

State Response: Throughout the 2012-2013 grant year, the Montana Perkins program dedicated time and effort to partnering and improving the Montana Career Information System, and has also continued to work with the Montana Department of Labor to gather important occupational and employment resources, often featuring these reports in correspondence with grantees for planning purposes (<http://www.ourfactyourfuture.mt.gov/>).

Consolidated Annual Report, Program Year 2012 - 2013 Montana

Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Through the Big Sky Pathway/Program of Study Initiative, the Montana Perkins program is working to increase industry recognized credentials by building them into pathways and supporting increased involvement from business and industry. Program advisory boards, along with the Montana State CTE Advisory Board, are used as a tool to garner knowledge about applicable certifications within pathways, and to build bridges for internships and employment programs during and upon completion of a pathway.

Efforts are being made by the Montana Perkins program to increase the reporting of these Technical Skill assessments, as many are incorporated into programs, but not included in final reporting. This is due to a variety of factors, including turnover in the field, lack of knowledge regarding TSA's, and lack of incentives for reporting. During the 2013-2014 cycle, training will be provided by the Office of the Commissioner of higher Education for all postsecondary Perkins grant managers with regard to data and the importance of TSA reporting and collection.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Consolidated Annual Report, Program Year 2012 - 2013 Montana

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
6S2	6S2 was the most often missed Perkins indicator by the 160 districts reporting in SY2013. 53.8% of the total LEAs missed this indicator. In review, it is very apparent that our biggest state concern relates to being required to report such extremely small CTE Concentrator numbers due to our very rural, small schools in Montana. 80% of our reporting districts are classified in either Class C or Class B schools. (57% are Class C; 23% are Class B). Class C enrollment ranges from 10 to 100 students in the entire district and Class B enrollment ranges from 100 to 300 students in the entire district. These small numbers have a monumental effect on our statistics and are very volatile from year to year. Although we, as a state, have struggled to meet this indicator, it is important to note that our Non-Traditional Participation is very strong. This	Performance results will be presented to the State Executive Leadership Team (SELT) at their next scheduled planning meeting in January, 2014, and the SELT will assign appropriate staff to provide technical assistance and monitor progress. Due to improvements in this indicator, LEAs missing the 6S2 indicator will continue to describe at least one strategy they will implement to improve this percentage—documented in the 'End-of-Year' report section of the Perkins annual application.	TJ Eyer	06-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
1S2	<p>indicates that schools are doing well in providing opportunities in non-traditional areas, but only struggling with Concentrator completion.</p> <p>The threshold target was 61.2%; Montana's percentage was 59.29%. In spite of missing the target, it should be noted that we did, indeed, improve over last year's performance from 56.2% to 59.29%. Trends, disaggregated categories: 1S2 was the second most often missed Perkins indicator by the 160 districts reporting in SY2013. 49.4% of the total LEAs missed this indicator. Again, what concerns us as a state is being required to report such small CTE Concentrator numbers due to our rural, small schools. 42.5% of the total number of schools missing this indicator reported ten or fewer CTE Concentrators. Here, again, these numbers and percentages can change drastically from year to year and do not give us the reliability that we want.</p>	<p>Action steps to be implemented: performance results will be presented to the State Executive Leadership Team (SELT) at their next scheduled planning meeting in January, 2014, and the SELT will assign appropriate staff to provide technical assistance and monitor progress. Due to improvements in this indicator, LEAs missing the math indicator will continue to work adding a math component into their CTE curriculum—documented in the 'End-of-Year' report section of the Perkins annual application. LEAs will also continue to add CTE components to their existing curriculum-wide math improvement plan (part of the NCLB accreditation process.</p>	TJ Eyer	

Secondary Program Improvement Plans

SECONDARY STATE IMPROVEMENT PLAN

In SY2013, the TWO Secondary core indicators that Montana failed to meet by at least 90% of the state adjusted level of performance were 6S2—Non-Traditional Completion and 1S2—Mathematics.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
6S2	<p>6S2 was the most often missed Perkins indicator by the 160 districts reporting in SY2013. 53.8% of the total LEAs missed</p>	<p>Performance results will be presented to the State Executive Leadership Team (SELT) at their next scheduled planning meeting</p>	TJ Eyer	06-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>this indicator. In review, it is very apparent that our biggest state concern relates to being required to report such extremely small CTE Concentrator numbers due to our very rural, small schools in Montana. 80% of our reporting districts are classified in either Class C or Class B schools. (57% are Class C; 23% are Class B). Class C enrollment ranges from 10 to 100 students in the entire district and Class B enrollment ranges from 100 to 300 students in the entire district. These small numbers have a monumental effect on our statistics and are very volatile from year to year. Although we, as a state, have struggled to meet this indicator, it is important to note that our Non-Traditional Participation is very strong. This indicates that schools are doing well in providing opportunities in non-traditional areas, but only struggling with Concentrator completion.</p>	<p>in January, 2014, and the SELT will assign appropriate staff to provide technical assistance and monitor progress. Due to improvements in this indicator, LEAs missing the 6S2 indicator will continue to describe at least one strategy they will implement to improve this percentage—documented in the ‘End-of-Year’ report section of the Perkins annual application.</p>		
1S2	<p>The threshold target was 61.2%; Montana’s percentage was 59.29%. In spite of missing the target, it should be noted that we did, indeed, improve over last year’s performance from 56.2% to 59.29%. Trends, disaggregated categories: 1S2 was the second most often missed Perkins indicator by the 160 districts reporting in SY2013. 49.4% of the total LEAs missed this indicator. Again, what concerns us as a state is being required to report such small CTE Concentrator numbers due to our rural, small schools. 42.5% of the total number of schools</p>	<p>Action steps to be implemented: performance results will be presented to the State Executive Leadership Team (SELT) at their next scheduled planning meeting in January, 2014, and the SELT will assign appropriate staff to provide technical assistance and monitor progress. Due to improvements in this indicator, LEAs missing the math indicator will continue to work adding a math component into their CTE curriculum—documented in the ‘End-of-Year’ report section of the Perkins annual application. LEAs will also continue to add CTE components to their existing</p>	TJ Eyer	

Core Indicator	Disaggregated categories of missing this indicator reported	Action step to be implemented	Staff member	Timeline
	missing this indicator reported ten or fewer CTE Concentrators. Here, again, these numbers and percentages can change drastically from year to year and do not give us the reliability that we want.	curriculum-wide math improvement plan (part of the NCLB accreditation process.		

A.6S2—Non-Traditional Completion. The threshold target was 14.04%; Montana’s percentage was 13.06%. In spite of missing the target, it should be noted that we did, indeed, improve over last year’s performance from 12.3% to 13.06%. Trends, disaggregated categories: 6S2 was the most often missed Perkins indicator by the 160 districts reporting in SY2013. 53.8% of the total LEAs missed this indicator. In review, it is very apparent that our biggest state concern relates to being required to report such extremely small CTE Concentrator numbers due to our very rural, small schools in Montana. 80% of our reporting districts are classified in either Class C or Class B schools. (57% are Class C; 23% are Class B). Class C enrollment ranges from 10 to 100 students in the entire district and Class B enrollment ranges from 100 to 300 students in the entire district. These small numbers have a monumental effect on our statistics and are very volatile from year to year. Although we, as a state, have struggled to meet this indicator, it is important to note that our Non-Traditional Participation is very strong. This indicates that schools are doing well in providing opportunities in non-traditional areas, but only struggling with Concentrator completion. Action steps to be implemented: performance results will be presented to the State Executive Leadership Team (SELT) at their next scheduled planning meeting in January, 2014, and the SELT will assign appropriate staff to provide technical assistance and monitor progress. Due to improvements in this indicator, LEAs missing the 6S2 indicator will continue to describe at least one strategy they will implement to improve this percentage—documented in the ‘End-of-Year’ report section of the Perkins annual application.

B. 1S2—Mathematics. The threshold target was 61.2%; Montana’s percentage was 59.29%. In spite of missing the target, it should be noted that we did, indeed, improve over last year’s performance from 56.2% to 59.29%. Trends, disaggregated categories: 1S2 was the second most often missed Perkins indicator by the 160 districts reporting in SY2013. 49.4% of the total LEAs missed this indicator. Again, what concerns us as a state is being required to report such small CTE Concentrator numbers due to our rural, small schools. 42.5% of the total number of schools missing this indicator reported ten or fewer CTE Concentrators. Here, again, these numbers and percentages can change drastically from year to year and do not give us the reliability that we want. Action steps to be implemented: performance results will be presented to the State Executive Leadership Team (SELT) at their next scheduled planning meeting in January, 2014, and the SELT will assign appropriate staff to provide technical assistance and monitor progress. Due to improvements in this indicator, LEAs missing the math indicator will continue to work adding a math component into their CTE curriculum—documented in the ‘End-of-Year’ report section of the Perkins annual application. LEAs will also continue to add CTE components to their existing curriculum-wide math improvement plan (part of the NCLB accreditation process).

Local Program Improvement Plans

Postsecondary Local Improvement Plan

A total of 3 schools failed to meet at least 90% of agreed upon local adjusted levels of performance. As a part of the 2014-2015 Local Application Process in the E-Grants Management System, the following schools will submit local improvement plans:

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
6S2	6S2 was the most often missed	Performance results will be	TJ Eyer	06-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>Perkins indicator by the 160 districts reporting in SY2013. 53.8% of the total LEAs missed this indicator. In review, it is very apparent that our biggest state concern relates to being required to report such extremely small CTE Concentrator numbers due to our very rural, small schools in Montana. 80% of our reporting districts are classified in either Class C or Class B schools. (57% are Class C; 23% are Class B). Class C enrollment ranges from 10 to 100 students in the entire district and Class B enrollment ranges from 100 to 300 students in the entire district. These small numbers have a monumental effect on our statistics and are very volatile from year to year. Although we, as a state, have struggled to meet this indicator, it is important to note that our Non-Traditional Participation is very strong. This indicates that schools are doing well in providing opportunities in non-traditional areas, but only struggling with Concentrator completion.</p>	<p>presented to the State Executive Leadership Team (SELT) at their next scheduled planning meeting in January, 2014, and the SELT will assign appropriate staff to provide technical assistance and monitor progress. Due to improvements in this indicator, LEAs missing the 6S2 indicator will continue to describe at least one strategy they will implement to improve this percentage—documented in the ‘End-of-Year’ report section of the Perkins annual application.</p>		
1S2	<p>The threshold target was 61.2%; Montana’s percentage was 59.29%. In spite of missing the target, it should be noted that we did, indeed, improve over last year’s performance from 56.2% to 59.29%. Trends, disaggregated categories: 1S2 was the second most often missed Perkins indicator by the 160 districts reporting in SY2013. 49.4% of the total LEAs missed this indicator. Again, what concerns us as a state is being required to report such small</p>	<p>Action steps to be implemented: performance results will be presented to the State Executive Leadership Team (SELT) at their next scheduled planning meeting in January, 2014, and the SELT will assign appropriate staff to provide technical assistance and monitor progress. Due to improvements in this indicator, LEAs missing the math indicator will continue to work adding a math component into their CTE curriculum—documented in the ‘End-of-Year’ report section of</p>	TJ Eyer	

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>CTE Concentrator numbers due to our rural, small schools. 42.5% of the total number of schools missing this indicator reported ten or fewer CTE Concentrators. Here, again, these numbers and percentages can change drastically from year to year and do not give us the reliability that we want.</p>	<p>the Perkins annual application. LEAs will also continue to add CTE components to their existing curriculum-wide math improvement plan (part of the NCLB accreditation process.</p>		

MSU-Northern – 2P1 (45.2%); 5P2(7.5%)

Salish Kootenai College – 4P1 (68.6%)

Highlands College – 5P1 (9.9%)

SECONDARY LOCAL IMPROVEMENT PLAN

In SY 2013, there were a total of 135 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. There were also eight (8) districts that did not apply for or receive Perkins funds during SY2013. Some of these eight schools did submit data, which was included in the secondary data submission on the CAR and in EDEN-EDFacts as stated in the file specifications. 39 districts missed only one of the eight indicators, 48 districts missed two indicators, 29 districts missed three indicators, and 19 districts missed four indicators. Built into the electronic grant application (E-Grants) is a place for any eligible LEA to complete an improvement plan if the data shows they missed a particular indicator the prior year. Approval of the current Perkins application is suspended until the improvement plan is on file and has been reviewed and accepted by the appropriate CTE State Specialist. 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.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
6S2	<p>6S2 was the most often missed Perkins indicator by the 160 districts reporting in SY2013. 53.8% of the total LEAs missed this indicator. In review, it is very apparent that our biggest state concern relates to being required to report such extremely small CTE Concentrator numbers due to our very rural, small schools in Montana. 80% of our reporting districts are classified in either Class C or Class B schools. (57% are Class C; 23% are</p>	<p>Performance results will be presented to the State Executive Leadership Team (SELT) at their next scheduled planning meeting in January, 2014, and the SELT will assign appropriate staff to provide technical assistance and monitor progress. Due to improvements in this indicator, LEAs missing the 6S2 indicator will continue to describe at least one strategy they will implement to improve this percentage—documented in the</p>	TJ Eyer	06-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>Class B). Class C enrollment ranges from 10 to 100 students in the entire district and Class B enrollment ranges from 100 to 300 students in the entire district. These small numbers have a monumental effect on our statistics and are very volatile from year to year. Although we, as a state, have struggled to meet this indicator, it is important to note that our Non-Traditional Participation is very strong. This indicates that schools are doing well in providing opportunities in non-traditional areas, but only struggling with Concentrator completion.</p>	<p>‘End-of-Year’ report section of the Perkins annual application.</p>		
1S2	<p>The threshold target was 61.2%; Montana’s percentage was 59.29%. In spite of missing the target, it should be noted that we did, indeed, improve over last year’s performance from 56.2% to 59.29%. Trends, disaggregated categories: 1S2 was the second most often missed Perkins indicator by the 160 districts reporting in SY2013. 49.4% of the total LEAs missed this indicator. Again, what concerns us as a state is being required to report such small CTE Concentrator numbers due to our rural, small schools. 42.5% of the total number of schools missing this indicator reported ten or fewer CTE Concentrators. Here, again, these numbers and percentages can change drastically from year to year and do not give us the reliability that we want.</p>	<p>Action steps to be implemented: performance results will be presented to the State Executive Leadership Team (SELT) at their next scheduled planning meeting in January, 2014, and the SELT will assign appropriate staff to provide technical assistance and monitor progress. Due to improvements in this indicator, LEAs missing the math indicator will continue to work adding a math component into their CTE curriculum—documented in the ‘End-of-Year’ report section of the Perkins annual application. LEAs will also continue to add CTE components to their existing curriculum-wide math improvement plan (part of the NCLB accreditation process.</p>	TJ Eyer	

Total # of Postsecondary/Secondary Local Improvement Plans: #138 – (3 Postsecondary/135 Secondary)