

Fall 2010 Perkins Grant Manager Technical Assistance Meeting

Date: Wednesday & Thursday – September 29 & 30, 2010

Start Time: 11 am 9/29

End Time: 3 pm 9/30

Location: OCHE Offices, 2500 Broadway – room 102A

- **Please park behind the building and leave the visitors parking for shorter meeting.**
- **Note: OCHE will pay for all travel related expenses. You may also use the following website for lodging rates, mileage and per diem.**
<http://doa.mt.gov/doatravel/travelmain.asp>
- **Travel Claims:** Please complete the travel claim for your institution. Then have the institution bill OCHE/Perkins for the total amount. Please do not bill for lunch on either the 29th or 30th as lunch was provided. Send invoices to:
ATTN Kathy Wilkins
Montana University System
2500 Broadway
Helena MT 59620

Topics & Notes:

- Performance Based Funding Formula issues
 - New 1999 race and ethnicity standards – modifying the current extracts
 - It was determined Perkins ethnicity standards be gathered in the same manner required by IPEDS. Kathy will contact the institution folks below to identify how to proceed. Kathy identified we are 1-2 years out on obtaining the student and term files from the data warehouse. Because of this, all banner schools will work with their IT folks to identify how to allow for the additional race and ethnicity data to be reported in the student and term file.
 - FVCC – ask Brad
 - FPCC – ask Sandy
 - BCC – ask Laurel
 - For multi race that includes Caucasian the race would be considered other ethnicity for the PBF formula.
 - Special Pops
 - Using COMPASS for the student survey, how to get SP data when students submit SAT or ACT
 - Response rates from surveys – UMH pretty good because mandatory first semester new student advising – FPCC surveys every student in the fall every year, and spring for new students, with survey Monkey they get about 90-95% but did not include a student identifier - UMM now does it at orientation, because it is not mandatory the response rate is 50 to 60%
 - COMPASS survey – MSUB and MTCOT both use COMPASS to collect special pop (SP) data for Perkins. ACT and SAT

See
Handout
#1

See
Handout
#2

- scores being accepted is increasing and eliminates those students taking the COMPASS, and reduces the SP data.
- Collecting the data at registration was discussed, but it was felt this would not be feasible.
 - Another suggestion was FAFSA fields in BANNER – talk with SAF & MUS Data Administrators (see the end of these notes for a summary of follow-up conversations)
 - A caution regarding FERPA considerations for online surveys was mentioned.
- **Displaced homemaker**
 - **MSUB asks the questions individually**
 - MC4. Are you unemployed or underemployed (working part-time but would prefer to work more hours)?
 - MC5. Have you worked primarily without pay to care for a home and family, and for that reason, have diminished marketable skills?
 - MC6. Have you been dependent on the income of another family member (other than a parent) but are not longer supported by that income?
 - MC7. Are you a parent who has applied for assistance under part A of the Social Security Act (42 U.S. C. 601 et seq.) and whose youngest dependent child will become ineligible to receive this assistance within two years of your application?
 - Answer yes to 4 then look for a yes to 5,6, or 7
 - This question may be asked and gathered in the FAFSA information. (see the end of these notes for a summary of follow-up conversations)
 - **Single parent**
 - Many schools require advising for readmitting students others do not. If required, this could vary from year to year. If advising is not required for returning students, this information may not be accurate. It was determined it may be inaccurate anyway since it is a snapshot it time data element.
 - This question is on the FAFSA form. (see the end of these notes for a summary of follow-up conversations)
 - **Limited English**
 - This is not covered on the FAFSA form.
 - Going forward, this piece of information should be pulled from the COMPASS and ACT reports annually. February should give us enough time to pull the results for the current year students. (see the end of these notes for a summary of follow-up conversations)
 - **Disability**
 - No problem getting from DSS. A list of SSNs will be sent to the Perkins Accountability Specialist annually in February.

See
Handout
#3

- Academically disadvantaged – review of COMPASS rubrics – Lynn Farris
 - LOTS of discussion regarding this topic. The information below may no longer be valid given follow-up conversations. (see the end of these notes for a summary of follow-up conversations)
 - Need to use placement in developmental courses to identify academic rather than cut scores – use actual course placement not suggested placement as many colleges do not track where a student is placed but would have a record of courses taken.
 - Will not be able to track students who choose not to take math – need to look at both scores and placement
 - Math course less than 100 or a COMPASS pre-algebra score less than 100, ALEX score less than (Cec will ask folks), COMPASS algebra score of less than 50, or an ACT score below 23 (check BOR policy) or an SAT score of _____
 - Multiple test scores per assessment or subject, use the highest
 - FVCC shows 95% developmental math, 30% writing, 25% reading
 - Take writing scores from BOR policy
 - Reading – below 71 COMPASS – ACT 19 and SAT 480 take from BOR policy.
 - If pulling data from Banner and other systems, the following logic would be used for the queries
 - Students enrolled for the first time within the grant year (summer through spring semester)
 - Were those students enrolled in a developmental course
 - Yes, if yes, the student ID would be populated and a “D” would be placed in the code column and the query for that student ends.
 - No – if the student has not taken a developmental course, the query would move to the next question.
 - Review the assessment/placement scores for students (COMPASS, ACT, SAT or ALEX)
 - Based on the following numbers, if a student falls below the cut score, their student ID would be populated and the corresponding code would be placed in the code column.
 - COMPASS Pre Algebra: < _____ =CM
 - COMPASS Algebra: < _____ =CM2
 - ACT Math: < _____ =AM
 - SAT Math: < _____ =SM
 - COMPASS Writing: < _____ =CW
 - ACT Writing: < _____ =AW
 - SAT Writing: < _____ =SW
 - COMPASS Reading: < _____ =CR
 - ACT Reading: < _____ =AR
 - SAT Reading: < _____ =SR

- If multiple tests for the same person, take the highest score within the timeframe.

- 2010 CIPS and CIP review

**See
Handout
#4**

- Managers requested Sylvia talk to registrars to develop a plan to validate alternate CIP codes and make the changes BANNER and other systems so IPEDs and Perkins data are the same.
- Kathy will talk with Shane and Kevin to see if old codes are overridden? Managers are worried about making changes. There is a fear that information from the past will not pull because of a code change. Worried about majors being tied to CIPS and if you change it, have you wiped out all the records related to that?
- If crosswalks are used are they used at the data warehouse level rather than institution level?
- (see the end of these notes for a summary of follow-up conversations)

- Technical Skill Attainment

- Review current assessment reports

**See
Handout
#5**

- Reports were handed out and reviewed by cluster level group. It was identified some programs have TSAs students can be referred to but results are impossible to obtain. Other programs do not have TSAs available. A number of programs, particularly health have TSAs and information can be obtained but industry is also interested in soft skills.
- The following plan will pertain to these cluster groups, Healthcare, Welding, IT, Culinary Arts, & Aviation Maintenance
 - Worksheets by college then program, including student name will be distributed in August before faculty are back from summer break. Completed worksheets will be due by the end of September.
 - The following are notes for the various program areas
 - Carpentry – NCCER programs give multiple assessments throughout. MSUGF required passing 90%. – students are not completing – math and writing prevent graduation – industry wants soft skills not skills – industry prefers to train skills – no TSA
 - CADD – MSUB uses NOCTEI – contact MSUB if you want to try it. Same routine for lists
 - Automotive – no TSA
 - IT – plenty of participation but no responses from faculty – can get WOW at MSUGF – send lists per above - unless the state could work out an arrangement – it would be desirable
 - CISCO
 - Microsoft – MOS, servers, software, MCSE,
 - A+
 - WOW – add graphic design program as well
 - Office clerical/legal – NO TSA
 - Accounting tech – NO TSA

- Modifying data submission
 - Earlier special pops data
 - See above
 - Completers in time to match with partners

See
Handout
#6

- It was brought up that placement numbers were way down. Kathy stated the numbers were run 3 times with the department of labor. State employment numbers were off by almost the same percentage. PUF may be needed if the 90% goal is not met. Kathy is still waiting for FEDES data which make help to meet the 90% goal. Grant Managers will be notified if the online placement verification form will be needed for those students not identified as employed by Montana DOL or FEDES.

- OVAE Monitoring visit findings
 - Admin is capped at 5% as stated in the law on page 55, the last paragraph in section 135, Local Uses of Funds. (“(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.) Because indirects are a part of admin, it was determined indirects will be capped at 5% rather than the 8% cap from the previous 3 years.
 - Size, scope and quality - Montana received a recommendation to define size scope and quality. A document of suggested size, scope and quality definitions from Florida was distributed as an example of what OVAE is looking for. This does not appear to benefit Montana grantees. Proposed definitions for Montana were handed out, but were not fully discussed because of time constraints.
 - Section 134 requirements - Montana will be required to implement sections of 134 of the law that are not covered in the local application. These sections will appear in the 11-12 application cover page with instructions.

See
Handout
#7 & #8

See
Handout
#9

- Big Sky Pathways Initiative (POS)

See
Handout
#10

- Linda Corr-Mahugh, Perkins Specialist, when through the attached PowerPoint. Questions about the Big Sky Pathway Initiative can be directed to Linda. Information about the Initiative and Linda’s contact information can be found on our webpage <http://mus.edu/wd/>.

- Perkins calendar, policies and website - <http://mus.edu/wd/>

See
Handout
#6 & #11

- Briefly discussed the addition of policy sections to the website that incorporates the local application handbook sections discussed at the meeting last year.

- Grant writing training - Holly Hunts from MSU Bozeman has committed to provide training on writing measureable objectives and using data to drive decision making. We will need to discuss what would be the most effective and efficient structure and method for this training. Please be thinking about it. If you have suggestions, please forward them to Kathy.

- MCIS and Your Guide - Melissa Higgins, Perkins Coordinator, is now in charge of the “Your Guide” document. She has organized the document into cluster groupings and removed the AA and AS degrees. Other changes may be forthcoming.
- Perkins planning process – Linda & Kathy discussed the new planning cycle for Perkins and identified the intended purpose for the various categories of funds. To summarize, OCHE and OPI need to work with local secondary and postsecondary grantees to focus on retention, completion, employment and skill attainment for Montana CTE students. All funds spent need to dovetail with the agreed upon focus areas, issues and strategies. Input from your institution will be requested and compiled with other sources between December and March of each year.
 - State Level Issues identified during the discussion:
 - Why are students not completing?
 - Stopout recovery
 - FVCC eliminated graduation fee effective July 1
 - Not enough traditional age students to meet WF needs – need to market to and pull in adults
 - 65% taught by adjunct faculty – these folks would benefit from training the most
- FSFSA Form follow-up
 - Kathy downloaded the FAFSA application to identify which questions address the following special population groups:
 - Single Parent – answer “NO” to question #47 “As of today, are you married?”), and yes to question #51 “Do you have children who will receive more than half of their support from you between 7/1 & 6/30?”
 - Displaced Homemaker – given the Perkins definition and the FAFSA definition of Dislocated Worker that includes displaced homemaker, could we use FAFSA question 101 for the displaced homemaker special population.
 - **Montana has received OVAE approval to use the FAFSA dislocated worker information for the displaced homemaker field.**

From the Perkins Law
 “(10) DISPLACED HOMEMAKER.—The term ‘displaced homemaker’ means an individual who—
 “(A) (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
 “(ii) has been dependent on the income of another family member but is no longer supported by that income; or
 “(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
 “(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

FAFSA form – Dislocated worker question

Notes for question 101 (page 8)

In general, a person may be considered a dislocated worker if he or she:

- is receiving unemployment benefits due to being laid off or losing a job and is unlikely to return to a previous occupation;
- has been laid off or received a lay-off notice from a job;
- was self-employed but is now unemployed due to economic conditions or natural disaster; or
- is a displaced homemaker. A displaced homemaker is generally a person who previously provided unpaid services to the family (e.g., a stay-at-home mom or dad), is no longer supported by the husband or wife, is unemployed or underemployed, and is having trouble finding or upgrading employment.

If a person quits work, generally he or she is not considered a dislocated worker even if, for example, the person is receiving unemployment benefits.

Answer **“Yes”** to question 101 if you or your spouse is a dislocated worker.

Answer **“No”** to question 101 if neither you nor your spouse is a dislocated worker.

Answer **“Don’t know”** to question 101 if you are not sure whether you or your spouse is a dislocated worker. You can contact your financial aid office for assistance in answering these questions.

Note that the financial aid administrator at your school may require you to provide proof that you or your spouse is a dislocated worker, if you answered **“Yes”** to question 101.

- Academically Disadvantaged Form follow-up
 - Kathy spoke with the data warehouse programmers who felt they could add additional FAFSA fields to the annual enrollment report. What they would need is:
 - In what table is the information stored?
 - What are the field names for the questions to be pulled?
 - What results do we want printed?
 - Kathy also spoke with Jan Clinard and the data warehouse programmers to discuss the academically disadvantaged SP students. The information is in banner and can be pulled. Jan suggested setting the limits a little lower because as was identified in the meeting, the vast majority of students fall within the ranges and scores discussed in our TA session. Jan suggests we set the limits as follows:
 - A mathematics score of 18 on ACT or 440 on SAT. (That would place students into Intermediate Algebra, which is used in several certificate programs.) And
 - A combined writing score of 18 on ACT or 440 on SAT; or
 - Essay scores of 7 on ACT or SAT or 3.5 on MUSWA.
 - She also suggested students be enrolled in more than one developmental course – either more than one math or math and reading or writing.
 - The advantage of using the criteria Jan has proposed is that we will be identifying those who really are more disadvantaged than the average 2 year student. Also, if this is our goal, should we use the lowest scores rather than the highest when looking at the first year of assessments? If a test was retaken, and there was significant improvement, remediation of some sort was likely obtained.
 - Limited English – This is a standard question on COMPASS and maybe on the ACT. A call to ACT identified it is a question in the student profile section. Question 64 asks. “Is English the language more commonly spoken in your home?” The definition in the Perkins law is as follows:

“(16) INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY.—The term ‘individual with limited English proficiency’ means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, *and—*
“(A) whose native language is a language other than English; *or*
“(B) who lives in a family or community environment in which a language other than English is the dominant language.

- Alternate CIP code changes follow-up
 - Kathy spoke with banner administrators, Deputy Commissioner, Sylvia Moore, and Director of eLearning Business Development, Tom Gibson. It was determined CIPS can be changed and in fact were just changed to crosswalk the 2000 to the 2010 CIPS. Nursing and practical nursing were the only two requiring a CIP change for the 2 year AAS and Certificate programs.
 - Sylvia and Tom will be meeting with the registrars the week of the 18th and will go over a strategy and timeframe for the changes. Information to follow.

Handout #1

Code	ethnicity_desc	FED	FED_desc
1	Caucasian	5	White (not Hispanic)
2	Black	3	Black (not Hispanic)
3	Hispanic	4	Hispanic
4	Asian/Pacific Islander	2	Asian or Pacific Islander
5	American Indian/Alaska Native	1	American Indian or Alaskan Native
5A	Blackfeet - no reservation designation		
5B	Blackfeet - Blackfeet reservation designated		
5C	Crow - no reservation designation		
5D	Crow - Crow reservation designated		
5E	Salish - no reservation designation		
5F	Salish - Flathead reservation designated		
5G	Kootenai - no reservation designation		
5H	Kootenai - Flathead reservation designated		
5I	Assiniboine - no reservation designation		
5J	Assiniboine - Fort Belknap reservation designated		
5K	Gros Ventre - no reservation designated		
5L	Gros Ventre - Fort Belknap reservation designated		
5M	Assiniboine - Fort Peck reservation designated		
5N	Sioux - no reservation designated		
5O	Sioux - Fort Peck reservation designated		
5P	Northern Cheyenne - no reservation designated		
5Q	Northern Cheyenne - Northern Cheyenne reservation designated		
5R	Chippewa - no reservation designated		
5S	Chippewa - Rocky Boy reservation designated		
5T	Chippewa - Little Shell Band designated		
5U	Cree - no reservation designated		
5V	Cree - Rocky Boy reservation designated		
5W	Chippewa - Turtle Mountain reservation designated		
5X	Other Tribal Affiliation		
6	Other - Unknown (Foreign)	6	Race and/or Ethnicity Unknown
7	No Response	6	Race and/or Ethnicity Unknown

Banner Race Columns

- CAUCASIAN
- AFRICAN_AM
- ASIAN
- AM_INIDAN
- PACIF_ISL
- OTHER_UK --Other Unkown
- NO_RESP --No response

Banner Ethnicity Columns

Hispanic

BCC PERKINS STUDENT SURVEY

NAME: _____ STUDENT ID: _____

CURRENT SEMESTER: _____

GENDER: _____

MAJOR: _____

TERM STARTED IN CURRENT MAJOR (YEAR AND SEMESTER): _____

BLACKFEET COMMUNITY COLLEGE PROVIDES TWO-DEGREE PROGRAMS AND ONE-YEAR CERTIFICATES, WHAT SERVICES WILL YOU NEED AT BLACKFEET COMMUNITY COLLEGE: CHECK ALL THAT APPLY: ADVISING CHILD CARE SERVICES COUNSELING DISABILITY REFERRAL CAREER OPPORTUNITY INFORMATION FINANCIAL ASSISTANCE TUTORIAL AND LEARNING SERVICES OTHER

PLEASE DESCRIBE

OTHER: _____

CHECK ALL APPLICABLE CATEGORIES: ARE YOU: **INDIVIDUAL WITH A DISABILITY (PHYSICAL OR LEARNING)** **ACADEMICALLY DISADVANTAGED**-Students who score low on the college standardized placement exam (Compass) and/or who enrolls in college prep courses i.e., college prep math, college prep English or college prep reading. **INDIVIDUAL PREPARING FOR NONTRADITIONAL TRAINING AND EMPLOYMENT**-Women training in a field usually dominated by males or Males training in a field usually dominated by women. **SINGLE PARENT, INCLUDING A SINGLE PREGNANT WOMAN**-Means an individual who is unmarried or legally separated from a spouse AND has a minor child or children for which the parent has either custody or joint custody or is pregnant. **LIMITED ENGLISH PROFICIENCY**-Means a secondary school student, an adult, or an out-of-school youth who has limited ability in speaking, reading writing, or understanding the English language, and who lives in a family or community environment in which a language other than English is the dominant language. **DISPLACED HOMEMAKER**-Means an individual who**(A)** (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; (ii) has been dependant on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of the title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and **(B)** is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

1. Are there any barriers that prevent you the student from accessing services at BCC? If so what are those barriers?
2. How can BCC help you to overcome these barriers?
3. How can BCC staff assist you in achieving your goals?

Wilkins, Kathy

From: Joy Toavs [JToavs@fpcc.edu]
Sent: Monday, September 27, 2010 2:57 PM
To: Wilkins, Kathy
Subject: Emailing: FPCC Student Profile Survey (Survey Monkey)

FPCC Student Profile

[Exit this survey](#)

Please complete the Student Profile below. Information from the survey is reported only in summary form.

1. Is this your first enrollment as a student at FPCC?

<input type="checkbox"/> Is this your first enrollment as a student at FPCC? yes	<input type="checkbox"/> no
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2. Check the response that best describes your student status.

<input type="checkbox"/> Check the response that best describes your student status. full-time, degree-seeking student	<input type="checkbox"/> full-time, non-degree student
<input type="checkbox"/> part-time degree-seeking student	<input type="checkbox"/> part-time, non-degree student

3. Please check your age group below

<input type="checkbox"/> Please check your age group below 16-24	<input type="checkbox"/> 35-49	<input type="checkbox"/> 65 and older
<input type="checkbox"/> 25-34	<input type="checkbox"/> 50-64	

4. Check the response that describes your current family.

<input type="checkbox"/> Check the response that describes your current family. single, no children	<input type="checkbox"/> married with dependent children
<input type="checkbox"/> single with dependent children	<input type="checkbox"/> responsible for elderly family member in home
<input type="checkbox"/> married, no children	

5. Did your mother attend college, university or post-secondary vocational school?

<input type="checkbox"/> Did your mother attend college, university or post-secondary vocational school? Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know
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6. Did your father attend college, university or post-secondary vocational school?

<input type="checkbox"/> Did your father attend college, university or post-secondary vocational school? Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know
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7. Did either your father or mother receive a Bachelor degree or above BEFORE you turned 18 years of age?

<input type="checkbox"/> Did either your father or mother receive a Bachelor degree or above BEFORE you turned 18 years of age? Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know
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8. What is your current employment status?

<input type="checkbox"/> What is your current employment status? Employed full-time	<input type="checkbox"/> Self-employed
<input type="checkbox"/> Employed part-time	<input type="checkbox"/> Not employed

9. Do you have a physical disability that is NOT corrected by prescription lenses, hearing aid or other devices?

<input type="checkbox"/> Do you have a physical disability that is NOT corrected by prescription lenses, hearing aid or other devices? Visually impaired	<input type="checkbox"/> Limited mobility
<input type="checkbox"/> Hearing impaired	<input type="checkbox"/> Other impairment
<input type="checkbox"/> Speech impaired	

10. Educational Barriers. (Does any of the following apply to you)? "Limited English Proficiency. Do you have an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. Includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasics."

<input type="checkbox"/> Educational Barriers. (Does any of the following apply to you)? "Limited English Proficiency. Do you have an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. Includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasics." Yes	<input type="checkbox"/> No
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11. Economically Disadvantaged. (Does any of the following apply to you according to the following definition?) "A student whose family income is at or below the national poverty level, a student (or parents) who is unemployed, on public assistance, or under state guardianship or is institutionalized and who requires special services, or programs, in order to succeed in a vocational program."

Economically Disadvantaged. (Does any of the following apply to you according to the following definition?) "A student whose family income is at or below the national poverty level, a student (or parents) who is unemployed, on public assistance, or under state guardianship or is institutionalized and who requires special services, or programs, in order to succeed in a vocational program." Yes

No

12. Displaced Homemaker. (Does any of the following apply to you)? "An individual who has worked primarily without remuneration (paid/compensation) to care for a home and family, and for that reason, has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by the income; or is a parent whose youngest dependent child will become ineligible to receive assistance under the Social Security Act; and is unemployed and is experiencing difficulty in obtaining or upgrading employment."

Displaced Homemaker. (Does any of the following apply to you)? "An individual who has worked primarily without remuneration (paid/compensation) to care for a home and family, and for that reason, has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by the income; or is a parent whose youngest dependent child will become ineligible to receive assistance under the Social Security Act; and is unemployed and is experiencing difficulty in obtaining or upgrading employment." Yes

No

13. What was your educational status when you first enrolled at FPCC?

What was your educational status when you first enrolled at FPCC? high school graduate

transferred from another college

Early Entry as high school student

completed General Education Development (GED)

attended high school but did not graduate

14. What is your current financial aid status?

What is your current financial aid status? Receiving Pell grant

JOBS

Applied for Pell grant

Vocational Rehabilitation

Higher Education or Vocational Grant

15. What is your academic or vocational program?

<input type="checkbox"/> What is your academic or vocational program? Associate Degree (Academic)	<input type="checkbox"/> Certificate
<input type="checkbox"/> Associate Degree (Vocational)	<input type="checkbox"/> Non degree or certificate

16. Are you a Veteran?

<input type="checkbox"/> Are you a Veteran? Yes	<input type="checkbox"/> No
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17. Please check the Native American languages you speak.

<input type="checkbox"/> Please check the Native American languages you speak. Nakota (Assiniboine)	<input type="checkbox"/> Lakota (Sioux)
<input type="checkbox"/> Dakota (Sioux)	<input type="checkbox"/> Other

18. If you speak a Native Language, what is your degree of proficiency?

<input type="checkbox"/> If you speak a Native Language, what is your degree of proficiency? basic	<input type="checkbox"/> advanced
<input type="checkbox"/> intermediate	<input type="checkbox"/> fluent

[Done]

Javascript is required for this site to function, please enable.

MSUB

Perkins Questions on COMPASS

MC1. Is English your primary language?

MC2. Are you a single parent (unmarried or legally separated from your spouse and have a minor child or children of which you have full or joint custody)?

MC3. Are you a single pregnant woman?

MC4. Are you unemployed or underemployed (working part-time but would prefer to work more hours)?

MC5. Have you worked primarily without pay to care for a home and family, and for that reason, have diminished marketable skills?

MC6. Have you been dependent on the income of another family member (other than a parent) but are not longer supported by that income?

MC7. Are you a parent who has applied for assistance under part A of the Social Security Act (42 U.S. C. 601 et seq.) and whose youngest dependent child will become ineligible to receive this assistance within two years of your application?



Montana State University – Great Falls College of Technology

2100 16th Avenue South | Great Falls, Montana 59405 | (406) 771-4300

CARL PERKINS FUNDING AND TECHNOLOGY SURVEY

MSU-Great Falls College of Technology receives federal funding through the Carl Perkins Grant. This grant is helping us provide the services available in Student Services. In order to meet the grant requirements and better serve you, please complete the following questionnaire. This information will be kept *confidential and utilized only for grant purposes*.

Please print.

Name _____ ID or SSN _____

Semester _____ Check One: Male Female

Program of Study _____

Family Education

Did either of your parents or legal guardian complete a four-year college degree?

Father	Yes	No	Unsure
Mother	Yes	No	Unsure
Legal Guardian	Yes	No	Unsure

1. Is English your primary language? Yes No

2. Do you have a documented disability? Yes No

3. Are you a single parent OR a single pregnant woman? Yes No

“Single parent, including a single pregnant woman” means an individual who is unmarried or legally separated from a spouse AND has a minor child or children for which the parent has either custody or joint custody OR is pregnant.

4. Are you a “displaced homemaker”? Yes No

“Displaced homemaker” means an individual who:

- *Has worked primarily without remuneration (pay) to care for a home and family, and for that reason has diminished marketable skills;*
- *Has been dependent on the income of another family member but is no longer supported by that income; OR*
- *Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title;*

AND

- *Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.*

Please return to Student Central

Wilkins, Kathy

Subject: FW: TA - Student Survey Form, Academically disadvantaged score

From: Ligia Arango [mailto:ligia.arango@msun.edu]

Sent: Tuesday, September 28, 2010 9:47 AM

To: Wilkins, Kathy

Subject: RE: TA - Student Survey Form, Academically disadvantaged score

Kathy,

I get the information for dislocated worker from the answer to question # 101 in the FASFA form

The information for single parents from the answers to questions# 16, #47 and # 51 in the FASFA form

There is nowhere on campus where the question about limited English is asked. We can add that question to our registration form at the advising center.

See you tomorrow

Ligia Arango

Advising Center Coordinator

ligia.arango@msun.edu

Phone 406.265.3760. Fax 406-265-3794

MSU-Northern. Havre Campus

P.O. Box 7751.Havre,MT.59501

Montana Tech

We use COMPASS and ACCUTRACK as our student survey. Below is a sample of the demographic questions that we added to the COMPASS exam. The same questions are included in ACCUTRACK. Students are provided definitions for displaced homemaker and first generation college student. Definitions are also posted at computer workstations. ESL questions are included in the demographic questions of the test package.

Session List

Demographics

Local Measures

General
Info

ESL

High
School

After
High School

Current
Enrollment

Extracurr.
Activities

Future
Plans

Campus
Resources

Local
Items

Information
Release

Edit...

Are you a single parent?

Are you a displaced homemaker?

Are you a first generation college student?

I authorize the COT to release this information and assessment results to Montana Tech faculty.

Are you interested in a Computer Literacy course?

Would you be interested in participating in an orientation workshop before school starts to help you with study skills, career exploration, campus computing and financial management?

Cell Phone Number

Were you referred to Montana Tech COT by an outside agency? For example: Adult Basic Education, Career Futures or Vocational Rehabilitation.

Student Demographics – FALL 2010

NAME: (Please print) _____ SID: _____
Last First Middle Student ID Number

Is English your primary language? Yes No

Have either of your parents/guardians COMPLETED a 4 yr. college degree? Yes No Unsure

Are you a single parent of a child (under 18 years) who is living with you? Yes No

Are you a "displaced homemaker?" (see definition below) Yes No

A "displaced homemaker" has been experiencing difficulty obtaining or upgrading employment AND:

- ✓ has worked primarily without pay to care for a home and family, and for that reason is less employable; OR
- ✓ has been dependent on the income of another family member but is no longer supported by that income; OR
- ✓ is a parent whose youngest dependent child will be ineligible to receive assistance under part A of Title IV of the Social Security Act no later than 2 years after the date on which the parent applies for such assistance.

Are you a migrant worker? Yes No

Do you have a documented disability (including psychiatric disabilities)? Yes No

If you need any type of disability accommodations, please contact Cindy Yarberryc in the Office of Disability Services at 444-6897 or email yarberryc@umhelen.edu.

Student Demographics – FALL 2010

NAME: (Please print) _____ SID: _____
Last First Middle Student ID Number

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CARL D. PERKINS GRANT SURVEY

The University of Montana College of Technology receives federal funding through the Carl D. Perkins grant to support a number of academic services such as tutoring and study skills as well as innovative academic programs. In order to receive funding for these services, we are required to collect the following information. It will be kept confidential and utilized only for grant purposes. Please write legibly.

COMPLETION OF THIS SURVEY IS OPTIONAL.

NAME: _____ STUDENT ID #: _____

CIRCLE ONE: MALE FEMALE

CURRENT PROGRAM OF STUDY: _____

SEMESTER AND YEAR YOU BEGAN YOUR CURRENT PROGRAM: (EX: Fall 2007)

(If the answer to #1 or #4 could be "yes", please refer to the definitions below.)

- 1. Are you a single parent OR a single pregnant woman? YES NO
- 2. Are you a migrant worker? YES NO
- 3. Is English your first language? YES NO
- 4. Are you a "displaced homemaker"? YES NO
- 5. Do you have any Tech Prep credits from high school? YES NO

Following is an optional question not required by Perkins:

- 6. Did either of your parents earn a 4-year college degree? YES NO

QUESTIONS 1 AND 4 DEFINITIONS

1. "Single parent OR a single pregnant woman" means a male or female who is unmarried or is legally separated from a spouse AND has a minor child or children for which the parent has either custody or joint custody OR is a pregnant female.

4. "Displaced homemaker" means a male or female who:

- * Has worked primarily without remuneration (pay) to take care of a home and family, and for that reason has diminished marketable skills;
- * Has been dependent on the income of another family member but is no longer supported by that income: OR

* Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title;

AND

* Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

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AND

* Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

COMPASS PLACEMENT

Pre-Algebra	M 061	M 065	M 090	M 095	M 108	M 111	M 114
MTCOT	0-43		44-54	55-100			
GFCOT		0-46	47-99		47-99		
UMMCOT		0-43	44-100			44-100	
MSUN		0-100					
HCOT		0-25 required 26-29 recommended	40-100		40-100	40-100	30-39
MCC		0-53	54-100				
MSUBCOT	26-75 M 061 0-25 ABE		76-100				
FVCC	0-26	27-43 44-50 Decision zone	51-100		51-100		
BCC							
SKC							
FPCC							
Algebra	M 090, 111	M 095, 105, 115	M 121	M 108	M 116, 130, 146, 145, 115	M 151, 152, 153	STAT 216
MTCOT	0-44	45-70	71-100				
GFCOT	0-45	46-65	66-99	0-45	46-65	66-99	66-99
UMMCOT	0-45	46-65	66-100			66-100	
MSUN		0-50			51-70		
HCOT	0-36	37-50	51-100		51-100		
MCC	0-43	44-65	66-100		66-100		66-100
MSUBCOT	16-26	27-50		16-26			
FVCC	0-37 38-63 Decision zone	64-100					
BCC							
SKC							
FPCC							

College Algebra	M 121	M 151	STAT 216	M 152,	M 162	M 090	
MTCOT	0-45	46-100					
GFCOT	0-62	63-99	0-62				
UMMCOT	0-45				46-100		
MSUN	0-59	60-100			60-100		
HCOT	0-45	46-100					
MCC	0-45	46-100					
MSUBCOT							
FVCC	34-51		57-100		57-100	0-33	
BCC							
SKC							
FPCC							
Trigonometry	Math 151	M 171	M 122, 113	STAT 216	M 161		
MTCOT	0-45	46-100					
GFCOT							
UMMCOT							
MSUN	0-45	46-100					
HCOT		46-100	0-45	0-45			
MCC		46-100	0-45		0-45		
MSUBCOT	0-29	30-100					
FVCC		51-100	0-50				
BCC							
SKC							
FPCC							

Reading	RDG 070	ED 015 or NC 017	ED 105	RDG 101	College level reading	ID 31	ID 51
MTCOT							
GFCOT							
UMMCOT							
MSUN							

HCOT	0-64						
MCC		0-68	69-81		82-100		
MSUBCOT				0-80			
FVCC					74-100	0-60	61-73
BCC							
SKC							
FPCC							
Writing	Writ 080	Writ 095	Writ 101	Writ 122	ABE		
MTCOT		<7	>=7				
GFCOT	21-46	47-75	76-100	76-100			
UMMCOT							
MSUN		0-7	8+				
HCOT	0-25	26-70 71-89 ore essay	90-99				
MCC	0-46	47-69	70-100				
MSUBCOT		33-86	87-100	87-100	0-32		
FVCC	0-37	38-67 68-74 Decision zone	75-100	75-100			
BCC							
SKC							
FPCC							

COMPASS

READING SKILLS

0 — 60	61 — 73	74 — 81	Running Start 82 — 100
ID 31, ID 41	ID 51*	Decision Zone	College Level

WRITING SKILLS

0 — 37	38 — 67	68 — 74	Running Start 75 — 98	99 — 100
WRIT 080	WRIT 095	Decision Zone	BUS 121 WRIT 101W WRIT 122C	Possible Challenge: See English Dept.

NUMERICAL SKILL/PRE-ALGEBRA

0 — 26	27 — 43	44 — 50	51 — 100
M 061 or M 065	M 065	Decision Zone	M 090, BUS 120, BUS 121

ALGEBRA

0 — 37	38 — 63	64 — 100
M 090, BUS 121	Decision Zone	M 095, M 123

COLLEGE ALGEBRA

0 — 33	Running Start 34 — 51	52 — 56	57 — 100
M 095	M 115M, M 121M, M 135Q, M 136Q, M 145Q	Decision Zone	M 122M, M 162M, STAT 216

TRIGONOMETRY

0 — 50	51 — 100
M 121M, M 122M	M 171M

*(Scores below 30 should use
College Algebra for placement)*

Math Note: COMPASS begins students in ALGEBRA and moves higher or lower depending on test performance. The placement domain (test used to determine course placement) is indicated on the student copy.

Key:

BUS 120 - Business Math
 BUS 121 - Math and Communications for the Trades
 ID 31 - Reading Strategies for Success
 ID 41 - Spelling and Vocabulary Building
 ID 51 - College Reading Strategies
 M 061 (ID 8) - Basic Mathematics
 M 065 (MATH 10) - Prealgebra
 M 090 (MATH 78) - Introductory Algebra
 M 095 (MATH 103) - Intermediate Algebra
 M 115M (MATH 117M) - Probability and Linear Mathematics
 M 121M (MATH 111M/104M) - College Algebra

M 122M (MATH 112M/105M) College Trigonometry
 M 123 (MATH 134) - Surveying Mathematics I
 M 135Q (MATH 141MA) - Mathematics for K-8 Teachers I
 M 136Q (MATH 142MA) - Mathematics for K-8 Teachers II
 M 145Q (MATH 106MA) - Mathematics for the Liberal Arts
 M 162M (MATH 175M) - Applied Calculus
 M 171M (MATH 121M) - Calculus I
 STAT 216 (MATH 210) - Statistics
 WRIT 080 - (ENGL 15) Building Basic Writing Skills
 WRIT 095 (ENGL 78) - Developmental Writing
 WRIT 101W (ENGL 111W) - College Writing I
 WRIT 122C (BUS 130C) - Introduction to Business Writing

NOTE: Running Start students must score into 100+ level courses

***Numbers in parenthesis are former course numbers.**

ASSET PLACEMENT RECOMMENDATION

ID _____ PROGRAM _____
 Last Name, First Name, Suffix

Registration: Semester and Year _____ Advisor Name _____

To the Advisor: The student should present his/her ASSET Scores before selecting his first classes. If the student has taken the ASSET test, but does not have his scores, call 768-6346 to request them. All first time, degree-seeking students should enroll in a writing class and a mathematics class during their first semester. If the scores indicate a student will have difficulty in reading, writing or mathematics, please recommend a tutor as well. Tutors are available in the Learning Center at 768 6345.

STUDENT ASSET SCORES (reported on ASSET SCORE SHEET)		PLACEMENT TABLE		DEGREE	RECOMMENDED CLASSES	
READING	WRITING	READING	WRITING	DEGREE	DPT #	TITLE
		34 and below		any	CP 080	Reading Improvement
			34 and below	any	CP 090	Pre-College Writing
		39-35	39-35	any	EN 101	Beginning Expository Writing
		53-40	53-40	CERT or AAS	EN 103	Workplace Communication
		53-40	53-40	AA or AS	EN 105	College Writing

STUDENT ASSET SCORES (reported on ASSET SCORE SHEET)	PLACEMENT TABLE	DEGREE	RECOMMENDED CLASSES		
NUMERICAL	NUMERICAL	DEGREE	DPT#	TITLE	
	34 and below	any	CP 085	Pre-College Mathematics	
	55-35	CERT or AAS	MATH 105	Technical Mathematics	

Note: Only students that have completed high school algebra will have reported Algebra Scores..

STUDENT ASSET SCORES (reported on ASSET SCORE SHEET)	PLACEMENT TABLE	DEGREE	RECOMMENDED CLASSES		
ALGEBRA	ALGEBRA	DEGREE	RECOMMENDED CLASSES		
	35 and below	AA or AS	MATH 102	Beginning Algebra	
	38-36	AA or AS	MATH 104	Intermediate Algebra	
	55-39	AA	MATH 108	Math for Liberal Arts	
	55-39	AA or AS (check program)	MATH 110	College Algebra	

Note: CP (College Preparation) classes do not satisfy any certificate or degree requirements.

- CP 090 Pre-College Writing. A student with an ASSET Writing Score of 34 or below should take CP 090 even if the student has an ASSET Reading Score of 34 and higher.
- CP 080 Reading Improvement. College textbooks require reading at the college level. A student with an ASSET Reading Score of 34 or below should take CP 080 or be assigned a tutor.
- CP 085 Pre-College Mathematics. Students with numerical scores of 34 and below should enroll in this class during their first semester. The student should also be assigned a tutor.
- EN 101 Beginning Expository Writing does not satisfy any Certificate or Degree requirements. However, if a student has Reading and Writing scores of 39-35, this class will prepare him/her for EN 103 or EN 105.
- MATH 102 Beginning Algebra does not satisfy any Certificate or Degree requirements. However, if a student has an Algebra Score of 35 or below, this class will prepare him/her for MATH 104 and/or MATH 108.
- MATH 104 Intermediate Algebra does not satisfy any Certificate or Degree Requirements. This class is recommended for students who must complete MATH 110 College Algebra to earn a degree.



Placement Test Advising Guidelines

Results of Assessment

Students indicate a readiness for college-level work if they score at the following levels:

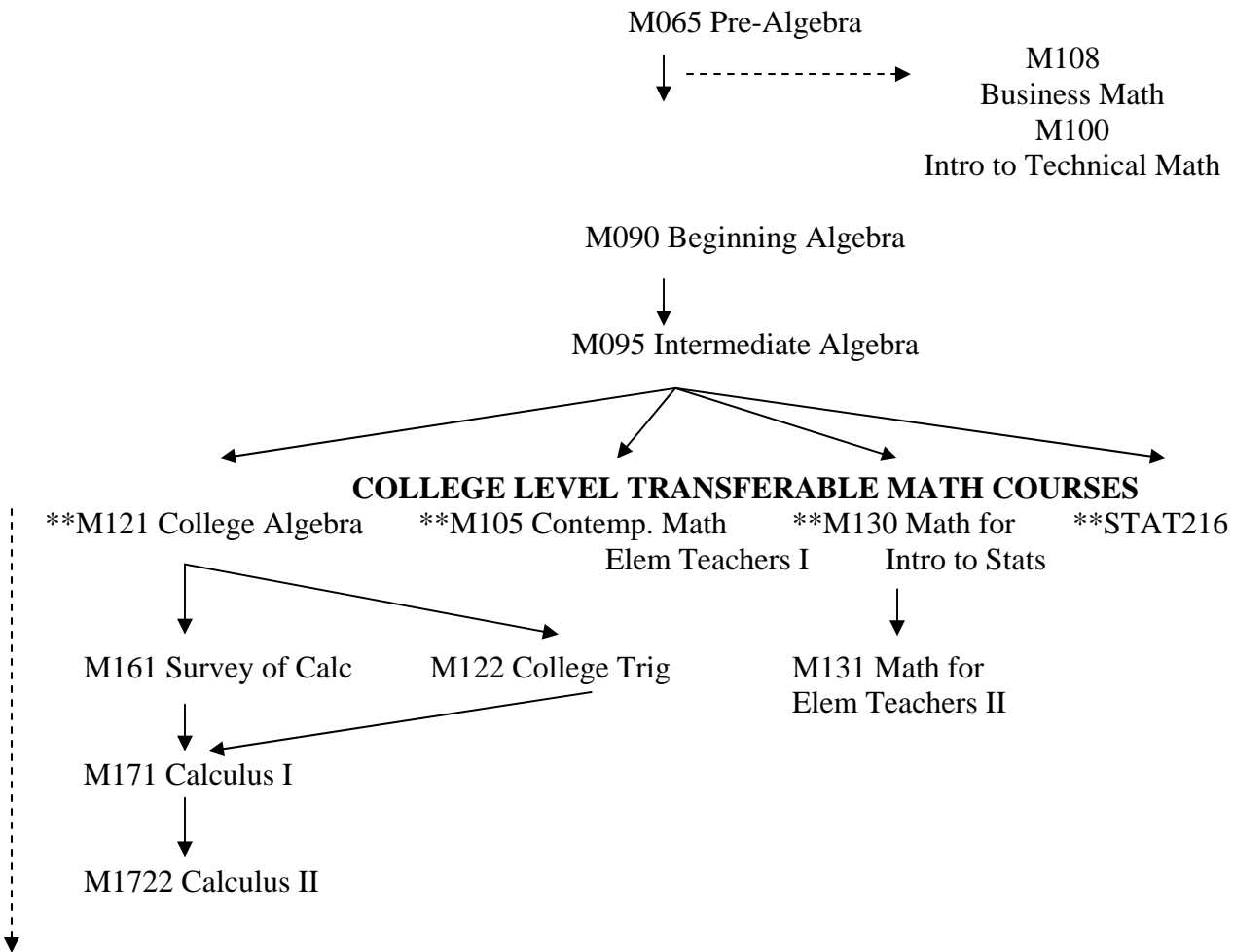
Subject	COMPASS Score	ACT Score	SAT Score
Reading	82 or above	19 or above*	480 or above*
English	70 or above	20 or above*	480 or above*
Mathematics	66 or above on the Algebra assessment	22 or above*	530 or above*

* Students who do not have these scores will need to take the appropriate sections of the COMPASS test to ensure proper placement.

Placement by COMPASS Scores

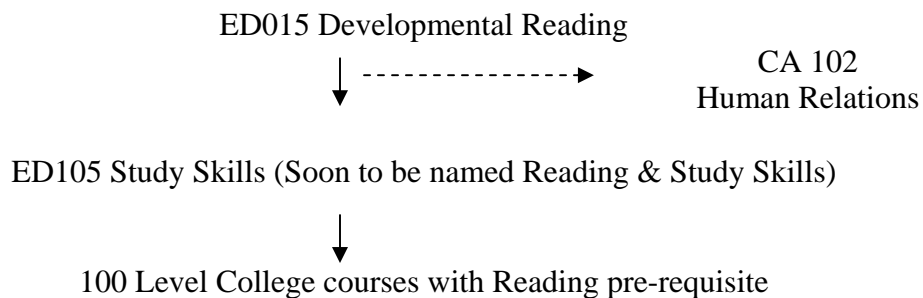
Subject domain	COMPASS Score	Course Placement Recommendation
Reading	0-68	ED 015 Developmental Reading or NC017 Developmental Reading
	69-81	ED 105 Reading & Study Skills
	82-100	Proceed to College-level classes
English (writing)	0-46	WRIT 015 Developmental English or NC016 Developmental English
	47-69	WRIT 095 Developmental Writing
	70-100	WRIT 101 College Writing or other 100 level WRIT courses.
Mathematics – Pre-Algebra	0-53	M 065 Pre-Algebra or NC015 Developmental Math
	54-100	M 090 Introductory Algebra
Mathematics – Algebra	0-43	M 090 Introductory Algebra
	44-65	M 095 Intermediate Algebra
	66-100	M 121 College, Algebra, M 105 Contemporary Math, MA130 Math for Elementary Teachers, STAT 216 Intro to Stats
Mathematics- College Algebra	0-45	M 121 College, Algebra, M 105 Contemporary Math, MA130 Math for Elementary Teachers, STAT 216 Intro to Stats
	46-100	MA161 Survey of Calculus
Mathematics- Trigonometry	0-45	MA161 Survey of Calculus, M122 College Trigonometry,
	46-100	M 171 Calculus I

MATH FLOWCHART

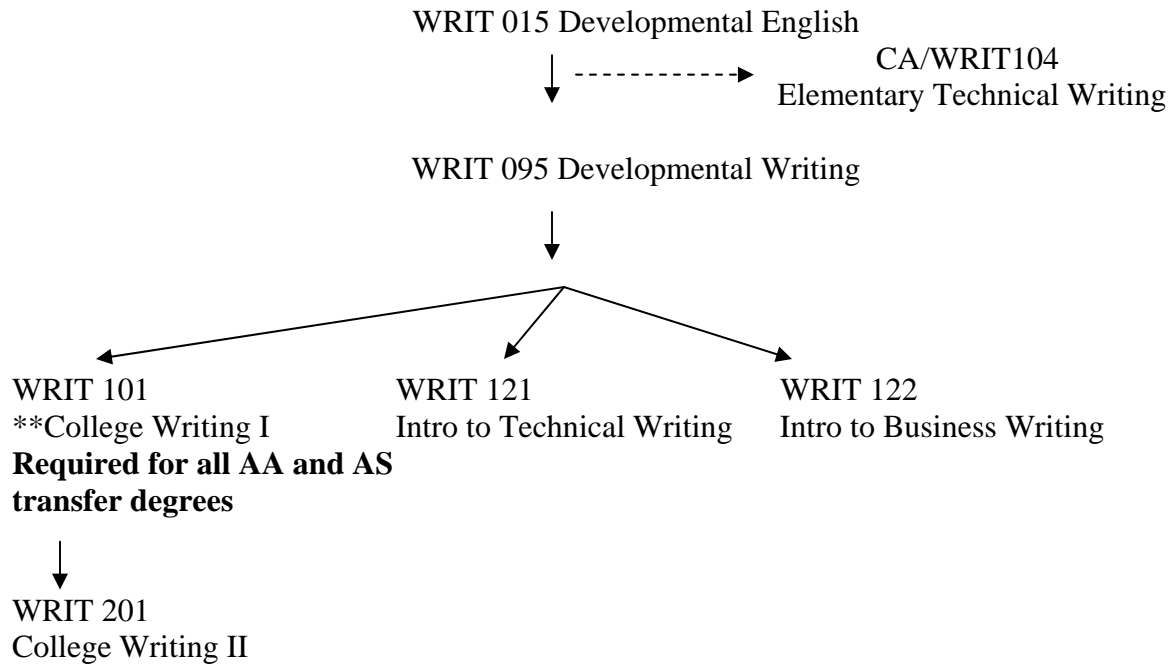


****NOTE:** All math classes on this line **require** M095 Intermediate Algebra as a prerequisite and count toward an Associate Degree. Any coursework prior to this line, will not transfer as a College level math for an AA or AS degree.

READING FLOWCHART



WRITING FLOWCHART



PLACEMENT SCORES Fall 2009

Mathematics

CLASS	SAT SCORE	ACT SCORE	COMPASS SCORE
Adult Basic Education (Lincoln Center)	No requirement	No requirement	0-15 Alg and/or 0-25 Pre-Algebra
M061 Basic Mathematics (formerly MATH085 Math Fundamentals)	No requirement	No requirement	0-15 Alg and/or 26-75 Pre-Algebra *If not met, LC req.
M090 Introductory Algebra (formerly MATH101 Introductory Algebra)	≤ 489	≤ 14	16-26 Alg and/or 76-100 Pre-Algebra *If not met, M061 req.
M095 Intermediate Algebra (formerly MATH105 Algebra for College Students)	490-530	15-21	27-50 Alg *If not met, M090 req.
M108 Business Mathematics (formerly MATH104 Business Math) NON-DEV ED	≤ 489	≤ 14	16-26 Alg *If not met, M061 req.
M111 Technical Mathematics (formerly MATH103 Essential Mathematics for the Trades) NON-DEV ED	≤ 489	≤ 14	16-50 Alg *If not met, M061 req.
MATH109 Using the HP-48G NON-DEV ED	≤ 489	≤ 14	16-26 Alg *If not met, M061 req.
M105 Contemporary Mathematics (formerly MATH141 Contemporary Math)	530-570	22-24	51-65 Alg *If not met, M095 req.
M114 Extended Technical Mathematics (formerly MATH122 College Math for Technology)	530-570	22-24	51-65 Alg *If not met, M111 req.
M121 College Algebra (formerly MATH106 College Algebra)	530-570	22-24	51-65 Alg *If not met, M095 req.
M130 Math for Elementary Teachers I (formerly MATH201 Math for Elementary Teachers I)	530-570	22-24	51-65 Alg *If not met, M095 req.
STAT141 Introduction to Statistics	530-570	22-24	51-65 Alg *If not met, M095 req.
M131 Math for Elementary Teachers II (formerly MATH202 Math for Elementary Teachers II)	570-610	22-25	≥ 66 Alg *If not met, M130 req.
M143 Finite Mathematics (formerly MATH121 Finite Math)	570-610	22-25	≥ 66 Alg *If not met, M095 req.
M151 PreCalculus (formerly MATH107 Pre-Calculus)	570-610	22-25	≥ 66 Alg *If not met, M095 req.
STAT241 Statistical Methods	570-610	22-25	≥ 66 Alg *If not met, M095 req.
M171 Calculus I (formerly MATH112 Calc I)	610 or above	26 or above	≥ 30 Trig and/or ≥ 75 Alg *If not met, M151 req.

****M108 Business Math should NOT be substituted for M143 Finite Math.**

English

CLASS	SAT SCORE	ACT SCORE	COMPASS SCORE
Adult Basic Education (Lincoln Center)			0 – 32 Writing
WRIT095 Developmental Writing (formerly ENGL100 English Essentials)	Below 480	≤ 19	33 – 86 Writing
WRIT101 College Writing I (formerly ENGL150 College Composition)	480-800	≥ 20	≥ 87 *If not met, WRIT095 req. **a score of ≥ 99 tests students out of WRIT101 with a "P" grade
WRIT104 Workplace Communications (formerly ENGL102 English Essentials for Technical Writers)	Below 480	≤ 19	33 – 86
WRIT121 Introduction to Technical Writing (formerly ENGL145 Technical Communications)	n.a.	n.a.	≥ 87 *If not met, WRIT104 req.
WRIT122 Introduction to Business Writing (formerly ENGL140 Business Writing)	480-800	≥ 20	≥ 87 *If not met, WRIT104 req.
WRIT221 Intermediate Technical Writing (formerly ENGL210 Technical Writing)	n.a.	n.a.	≥ 99 *If not met, WRIT101 req.

Reading

CLASS	SAT SCORE	ACT SCORE	COMPASS SCORE
RD101 Reading Improvement for College Students RECOMMENDED	n.a.	n.a.	<80 Reading <72 Reading – Required for Welding degree

MSU-Great Falls Writing Placement

Students must have a placement test score (ACT/SAT/COMPASS) or transfer work in writing in order to take any of the following writing courses

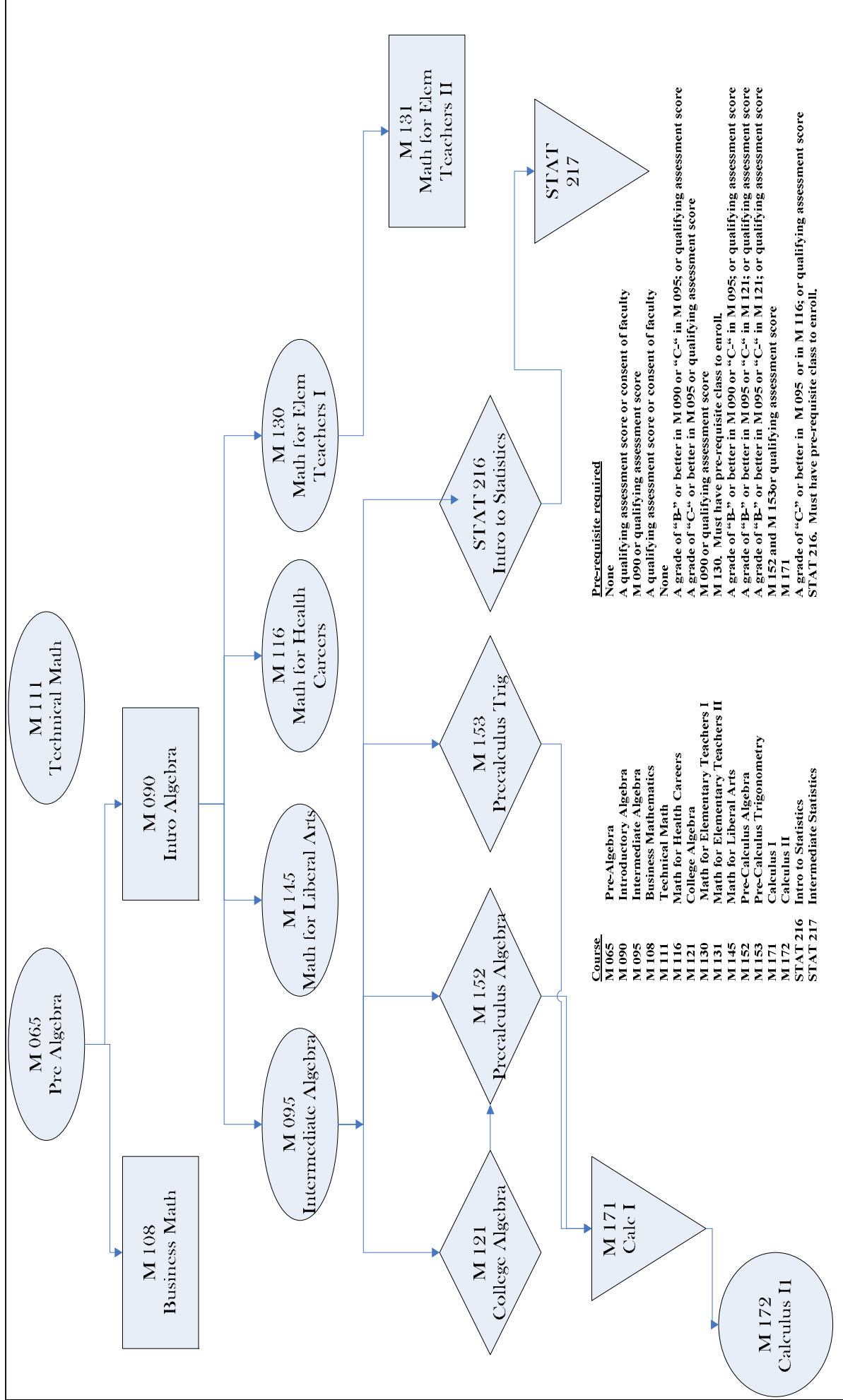
	ACT	SAT	ASSET	COMPASS ~E-Write	COMPASS ~ Writing	MUS Writing	SAT Essay	ACT Essay
WRIT 080 Building Basic Writing Skills	0-15	200-380	0-39	0-4	21-46	0-2	3-4	3-4
WRIT 095 Developmental Writing	16-17	381-439	40-46	5-6	47-75	2.5-3	5-6	5-6
WRIT 101 College Writing I OR WRIT 122 Intro to Business Writing	18 +	440 +	47 +	7 +	76 +	3.5 +	7-12	7-12

MSU-Great Falls – Math Placement

	ACT	SAT	COMPASS (Pre-Algebra)	COMPASS (Algebra)	COMPASS (College Algebra)	ASSET	ASSET (Algebra)	ASSET (Interm Algebra)	ASSET (College Alg)
M 065 M 111	7-20	200-489	0-46			23-40			
M 090 M 108	21	490-519	47-99	0-45		41-55	23-40		
M 095 M 116 M 130 M 145	22-24	520-569		46-65			41-55	23-40	
M 121 M 152 M 153 STAT 216	25-26	570-609		66-99	0-62			41-55	23-44
M 171	27 or higher	610 or higher			63-99				45-55

Based on Placement Assessment. * Students who do not have ACT or SAT scores less than 3 years old must take the COMPASS test

MSU-Great Falls - Math Placement



**ACT Math Subscores
(not a composite scores)**

A02

Score 0-19	Placement M 095
Score 20-22	Placement M 130, M 145
Score 23-24	Placement M 121
Score 25-26	Placement M 112, M 151, M 162
Score \geq 27	Placement M 171

ACT/SAT Mathematics Concordance Scores S02	
27	620
26	600
25	580
24	560
23	540
22	520
21	500
20	480

**COMPASS Math Placement
Use the Placement Domain Score**

Pre-Algebra CMPP	Score 0-100	Placement: M 095
Algebra CMPA	Score 0-50	Placement: M 095
Algebra CMPA	Score 51-70	Placement: M 130, M 145
Algebra CMPA	Score 71-100	Placement: M 130, M 145
College Algebra CMPC	Score 0-59	Placement: M 121
College Algebra CMPC	Score 60-100	Placement: M 112 or M 151 or M 162
Trigonometry CMPT	Score 0-45	Placement: M 112 or M 151
Trigonometry CMPT	Score 46-100	Placement: M 171
Cannot use a TI-89 or TI-92 Calculator Students are allowed to retake the COMPASS but only once a week		

MSUN Writing Placement	ACT English A01	SAT Writing S07	COMPASS e-Write CMPE	MSUA Writing MTW	SAT Essay S08	ACT Essay SWR
WRIT 095 Developmental Writing	0-17	200-439	0-7	0-3	0-6	0-6
WRIT 101 College Writing 1	18+	440+	8+	3.5+	7+	7+

MTCOT

COMPASS Math Placement based on "Placement Domain":		SAT	ACT	
		<440	<18	Need to take COMPASS
If "placement domain" is Pre-Algebra:				
0-43	Math 061-Basic			
44-54	Math 090-Introductory Algebra	440-470	18-19	Math 090
55-100	Math 095-Intermediate Algebra	480-510	20-21	Math 095
If "placement domain" is Algebra:				
0-44	Math 090-Introductory Algebra			
45-70	Math 095-Intermediate Algebra			
71-100	Math 121-College Algebra	520-550	22-23	Math 121
If "placement domain" is College Algebra:				
0-45	Math 121-College Algebra			
46-100	Math 151-PreCalculus	560-600	24-26	Math 151 Or Math 141
If "placement domain" is Trigonometry:				
0-45	Math 151-PreCalculus			
46-100	Math 171-Calculus I	610	27+	Math 171

Writing Placement Based on Test Scores			
Test		Writing 095 if:	Writing 101 if:
SAT	Writing	<440	>=440
	Essay Subscore	<7	>=7
ACT	Combined English/Writing	<18	>=18
	Writing Subscore	<7	>=7
USWA		<3.5	>=3.5
COMPASS E-Write		<7	>=7

Pre-Algebra test

TRADES:

- 0 – 25 M065 & M066 Pre-Algebra w/ Lab required
- 26 – 29 M065 & M066 Pre-Algebra w/ Lab recommended
- 30 - 39 M114 → Extended Tech Math
- 40 – 100 M111 Tech Math

AA, AS, CT, PN, ACCT/BUS, OT
 (Certificates in these programs require same course)

- 0 – 25 M065 & M066 Pre-Algebra w/ Lab required
- 26 – 39 M065 & M066 Pre-Algebra w/ Lab recommended
- 40 – 100 M108 Business Mathematics or M 090 Introductory Algebra

Algebra test

- 0 – 36 M090 Introductory Algebra
- 37 – 50 M095 Intermediate Algebra
- 51 – 100 M145 Math for the Liberal Arts, M121 College Algebra, M115Probability & Linear Math (ENTER M121)

College Algebra test

- 0 – 45 M145 Math for the Liberal Arts, M121 College Algebra, M115Probability & Linear Math (ENTER M121)
- 46 – 100 M122 Trigonometry, M113 Trig Review, and STAT216 Statistics (ENTER M150)

Trigonometry test

- 0 – 45 M122 Trigonometry, M113 Trig Review, and STAT216 Statistics (ENTER M150)
- 46 – 100 M171 Calculus (ENTER M171)

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WRITING

- 90 – 99 = WRIT 101
- 71 – 89 = WRIT 095 or write essay
- 26 – 70 = WRIT 095
- 0 – 25 = WRIT 080 - Adult Learning Center

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READING

- 0 – 64 RDG 070 → Reading Fundamentals
- 65 + See writing placement recommendation.

ACT/SAT MATH

ACT

SAT

Placement

Scores lower than 18 (ACT) or 490 (SAT) need Compass for Extended Tech Math or Pre-Algebra placement.

18, 19, 20	needs Compass	Introductory Algebra Technical Math	M 090 M 111	
21	490	Intermediate Algebra Technical Math	M 095 M 111	
23	530	College Algebra Math for Liberal Arts Probability & Linear Math	M 121 M 145 M 115	BANNER M 121 M 121 M 121
25	570	Trigonometry	M 122	M 150
27	610	Calculus	M 171	M 171

ACT/SAT ENGLISH

	ACT	SAT	MUSWA
WRIT 101	7 Writing Subscore 18 English/Writing Combined	7 Essay 440 Writing	3.5
WRIT 095 Essay option	5, 6 Writing Subscore 15 – 17 English/Writing Combined	5, 6 Essay 336 – 439 Writing	2.5 - 3
WRIT 095 only	2 - 4 Writing Subscore 13 – 14 English/Writing Combined	2 – 4 Essay 200 - 335	1 - 2
WRIT 080	< 2	< 2	< 1

COMPASS ENGLISH

90 – 99 = WRIT 101
71 – 89 = WRIT 095
26 – 70 = WRIT 095
1 – 25 = Adult Learning Center

Course Placement Guide for Math* and Writing* (Common Course Numbering in Italics)

MATH SKILLS

ASSET Scores	ACT Scores	SAT Scores	COMPASS scores	Course Placement	ALEKS
Numerical Skills			Pre-algebra		
23 - 40 (67%)	0 - 17	< 450	0 - 43	MAT 002D - <i>M 065</i>	Level 1
41 - 55 (33%)	18 - 20	> or = 450	44 - 100	MAT 005D - <i>M 090</i> , MAT 110T - <i>M 111</i>	Level 2
Elementary Algebra			Algebra		
23 - 40	18 - 20	> or = 450	0 - 45	MAT 005D - <i>M 090</i> , MAT 110T - <i>M 111</i>	Level 2
41 - 55	21 - 22	> or = 490	46 - 65	MAT 100D - <i>M 095</i> , MAT 107 - <i>M 105</i> , MAT 117 - <i>M 115</i>	Level 3
Intermediate Algebra					
23 - 40	21 - 22	> or = 490	46 - 65	MAT 100D - <i>M 095</i> , MAT 107 - <i>M 105</i> , MAT 117 - <i>M 115</i>	Level 3
41 - 55	23 - 25	> or = 570	66 - 100	MAT 117 - <i>M 115</i> , MAT 118 - <i>M 121</i> , MAT 120 - <i>M 151</i>	
College Algebra			College Algebra		
23 - 40	23 - 25	> or = 570	0 - 45	MAT 117 - <i>M 115</i> , MAT 118 - <i>M 121</i> , MAT 120 - <i>M 151</i>	
				MAT 118 - <i>M 121</i> , MAT 120 - <i>M 151</i>	Level 4
41 - 55	26 - 27		46 - 100	MAT 118 - <i>M 121</i> , MAT 120 - <i>M 151</i> MAT 145 - <i>M 162</i> , Trigonometry, Business Calculus, courses with college algebra pre-req.	Level 5

WRITING SKILLS

Writing Diagnostic Exam (UM writing placement exam)	ACT Writing Sub-scores or the combined Eng/Writing	Essay or the Writing section of the SAT	MUS Writing Proficiency Test (HS)	eWrite	Course Placement
1	< 7, < 18	< 7, < 440	< 3.5	< 7	Enroll in WTS 100D – WRIT 095D
3	7 and above 18 and above	7 and above 440 and above	3.5 and above	7 and above	Enroll in WTS 115- WRIT 121 or WTS 101- WRIT 101 or ENEX 101- WRIT 101 .

** Scores can be found on Banner under SOATEST. **

pcollege	pprogram	program_title	num2000	num2010	cip_title
MCC	51.1601-ASN	Nursing	51.1601	51.3801	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)
MSUB	063	Registered Nursing	51.1601	51.3801	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)
MSUN	A61	Nursing	51.1601	51.3801	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)
MTCOT	511601-AS	Nursing , ASN	51.1601	51.3801	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)
SKC	NURS-AS	Nursing Program	51.1601	51.3801	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)
UMH	ASASARN	Registered Nursing	51.1601	51.3801	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)
UMM	AS-RNUR-	Registered Nursing	51.1601	51.3801	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)
FVCC	Practical Nursing--CT	Practical Nursing	51.1613	51.3901	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS
FVCC	Practical Nursing--AAS	Practical Nursing	51.1613	51.3901	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS
MSUB	092	Practical Nursing	51.1613	51.3901	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS
MSUGF	LPN	Practical Nurse	51.1613	51.3901	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS
MTCOT	511613-CERT	Nursing, Practical	51.1613	51.3901	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS
UMH	CASLPN	Practical Nursing	51.1613	51.3901	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS
UMH	CERTLPN	Practical Nursing	51.1613	51.3901	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS
UMM	AAS-PN-	Practical Nursing	51.1613	51.3901	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS
UMM	CERT-PN-	Practical Nursing	51.1613	51.3901	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS
UMM	AAS-NURS-	Practical Nursing	51.1613	51.3901	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS

cip	alt	college	program	degree	program_title
110401	110901	BCC	NS	AAS	Network Technician Support
131202	131210	BCC	EE	AAS	Elementary Education
131204	131210	BCC	EC	CAS	Early Childhood
470302	490202	BCC	HE	CAS	Heavy Equipment Operations
520201	520703	BCC	SB	AAS	Small Business Management
520999	520901	BCC	HT	CAS	Hospitality Operations Management
110301	110103	FPCC	CT-AAS	AAS	Computer Technology
130101	131210	FPCC	EDUC-AA	NAA	Education
150399	150303	FPCC	ELEC-AAS	AAS	Electronics Technology
150508	150599	FPCC	HAZMA-CERT	CAS	Hazardous Material / Waste Technician
150508	150599	FPCC	HAZMA-AAS	AAS	Hazardous Materials / Waste Technology
460499	151001	FPCC	BT-AAS	AAS	Building Trades
460499	151001	FPCC	BT-CERT	CAS	Building Trades
310599	310501	FPCC	WELL-CERT	CAS	Health & Wellness
220399	430199	FPCC	TLJ-CERT	CAS	Tribal Law and Justice Assistant
470302	490202	FPCC	HE-CERT	CAS	Heavy Equipment Operator
490299	490202	FPCC	TRKHE-CERT	CAS	Truck Driving/Heavy Equipment Operator
30599	30506	FVCC		AAS	Natural Resources Management
521201	110802	FVCC		AAS	Management Information Systems
110101	151202	FVCC		CAS	Information Technology
110101	151204	FVCC		AAS	Information Technology
110101	151204	FVCC		AAS	Information Technology
301101	190702	FVCC		CAS	Gerontology
130499	190708	FVCC		AAS	Early Childhood Education
520402	220301	FVCC		AAS	Executive/Legal Administrative Assistant
520402	220301	FVCC		AAS	Office Technology Executive/Legal Secr. Opt
310599	310501	FVCC		CAS	Personal Trainer
480599	480599	FVCC		CAS	Industrial Machine Technology Computer Numerical Control
470605	490202	FVCC		CAS	Heavy Equipment Operator
470605	490202	FVCC		CAS	Heavy Equipment Operator
510707	510708	FVCC		CAS	Medical Transcription
510707	510708	FVCC		CAS	Medical Transcription
510716	510712	FVCC		AAS	Medical Administrative Assistant
510707	510713	FVCC		CAS	Medical Coding
510707	510713	FVCC		CAS	Medical Coding
520402	510713	FVCC		AAS	Office Technology Medical Secretary
519999	510909	FVCC		AAS	Surgical Technology

cip	alt	college	program	degree	program_title
510907	510911	FVCC		AAS	Radiologic Technology
500101	520302	FVCC		CAS	Payroll Accounting
520301	520302	FVCC		CAS	Accounting Technology
520301	520302	FVCC		AAS	Accounting Technology
520403	520401	FVCC		CAS	Administrative Assistant
520401	520402	FVCC		AAS	Office Technology
520201	520701	FVCC		CAS	Entrepreneurship
60101	520703	FVCC		AAS	Business Management - Small Business Management
60101	520703	FVCC		AAS	Small Business Management
520932	520904	FVCC		AAS	Hospitality Management
521499	521401	FVCC		AAS	Marketing Sales Specialist
521801	521401	FVCC		CAS	Marketing & Sales Certificate
10101	10102	MCC	01.0101-AAS	AAS	Agribusiness
110301	110103	MCC	11.0301-AAS	AAS	Information Technology-Computer Science
520401	110401	MCC	52.0401-AAS	AAS	Information Technology-Computer Application
111003	110901	MCC	11.1003-AAS	AAS	Information Technology - Networking and PC Maintenance Option
151001	460201	MCC	15.1001-AAS	AAS	Building Technology
151001	460201	MCC	15.1001-Certificate	CAS	Building Technology
520401	510713	MCC	52.0401-Certificate	CAS	Health Information Technology-Coding Option
520101	520703	MCC	52.0101-Certificate	CAS	Business Management
520101	520703	MCC	52.0101-AAS	AAS	Business Management
130101	131210	MSUB	255	NAA	Early Childhood Education
151301	151302	MSUB	062	CAS	Assistant Drafter
151301	151302	MSUB	078	AAS	Drafting & Design Technology
510716	510714	MSUB	084	AAS	Medical Administrative Assistant
520399	520302	MSUB	088	CAS	Accounting Assistant
110301	110103	MSUGF	COMA	CAS	Computer Assistant
110301	110103	MSUGF	COMT	AAS	Computer Technology
110301	110103	MSUGF	MICR	AAS	Computer Information Technology - Microcomputer Support
100303	110602	MSUGF	SMWP	CAS	Microcomputer Word Processing - Professional Certification
110301	110801	MSUGF	WEB	AAS	Computer Information Technology - Web Development
110301	110901	MSUGF	NETW	AAS	Computer Information System - Network Support
111001	110901	MSUGF	CSA	CAS	Computer Server Administration
151301	151302	MSUGF	DRFZ	AAS	Design Drafting Technology in Bozeman
151301	151302	MSUGF	DRFT	AAS	Design Drafting Technology - Great Falls
520402	220301	MSUGF	ATTN	AAS	Office Technology - Attorney's Administrative Assistant
490102	490101	MSUGF	AST	AAS	Aviation

cip	alt	college	program	degree	program_title
510706	510707	MSUGF	HIT	AAS	Health Information Technology
520401	510712	MSUGF	MEDR	CAS	Office Support - Medical Receptionist
510707	510713	MSUGF	HICS	CAS	Health Information Coding Specialist
510714	510713	MSUGF	MBC	AAS	Medical Billing & Coding Specialist
510714	510713	MSUGF	MBS	CAS	Medical Billing Specialist
520402	510716	MSUGF	MEDD	AAS	Office Technology - Medical Administrative Assistant
520301	520302	MSUGF	ACCT	AAS	Accounting
520408	520401	MSUGF	GENO	CAS	Office Support - General Office Assistant
439999	520411	MSUGF	PUB	CAS	Public Safety Communication Specialist
19999	10102	MSUN	A07	AAS	Agriculture Technology
19999	10205	MSUN	A06	AAS	Agricultural Mechanics Tech
110401	110501	MSUN	A13	AAS	Computer Information Systems
110401	110901	MSUN	A31	AAS	Computer Engineering Technology/Networking
150399	150303	MSUN	A50	AAS	Electrical Technology
159999	150303	MSUN	A15	AAS	Engineering Technology: Electronic Technology
151301	151302	MSUN	A14	AAS	Design Drafting Technology
159999	151304	MSUN	A12	AAS	Engineering Technology: Civil Engineering
460501	460503	MSUN	A40	AAS	Plumbing Technology
150803	470604	MSUN	C03	CAS	Automotive Technology Certificate
500402	500409	MSUN	A25	AAS	Graphic Design
550299	520201	MSUN	A35	AAS	School Business Administration
110103	110901	MTCOT	110901-AAS	AAS	Network Technology
110103	110901	MTCOT	521204-CERT	CAS	Network Technician Program
110103	110901	MTCOT	110901-CERT	CAS	Network Technician Program
110103	110901	MTCOT	521204-AAS	AAS	Network Technology
151301	151302	MTCOT	151302-CERT	CAS	Drafting Technician
151301	151302	MTCOT	151302-AAS	AAS	Drafting Technology
159999	151304	MTCOT	150201-AAS	AAS	Civil Engineering Technology
510701	510714	MTCOT	520302-AAS HSOP	AAS	Accounting Technology/Health Service Option
521099	520302	MTCOT	520302-AAS HROP	AAS	Accounting Technology/ Human Resource Option
110701	100303	SKC	CGRCT-CRT	CAS	Information Technology/Digital Arts and Design
490299	490202	SKC	HCTCT-CRT	CAS	Highway Construction Training Program
510707	510710	SKC	MOCCT-CRT	CAS	Medical Office Clerk
520201	520407	SKC	BTAAS-AAS	AAS	Business Technology
110201	110901	UMH	AASCTCTNA	AAS	Network Architecture
110201	110901	UMH	AASCTCTNW	AAS	Network Administration
110101	111004	UMH	AASCTCTWM	AAS	Webmaster

cip	alt	college	program	degree	program_title
470105	150303	UMH	AASELELGD	AAS	Electronics Technology - General
470105	150401	UMH	AASELELBM	AAS	Electronics Technology - Bio-Medical
470105	151202	UMH	AASELELCS	AAS	Electronics Technology - Computer Systems
520401	220301	UMH	AASOTOTLA	AAS	Legal Administrative Specialist
151001	460201	UMH	CASCPC	CAS	Carpentry
520401	510710	UMH	CERTOMC	CAS	Medical Assisting
520401	510710	UMH	CASOMC	CAS	Medical Assisting
520401	510710	UMH	AASOTOTME	AAS	Medical Administrative Specialist
520302	520101	UMH	AASAB	AAS	Accounting and Business Technology
520401	520407	UMH	AASOTOTOM	AAS	Administrative Office Management Specialist
520302	520701	UMH	CASSBE	CAS	Small Business Entrepreneurship
520302	520701	UMH	CERTACACSC	CAS	Small Business Entrepreneurship
520302	520703	UMH	AASABABSB	CAS	Small Business Management
520302	520703	UMH	AASACACSB	AAS	Small Business Management
110101	111002	UMM	AAS-CRT-NETM	AAS	Computer Technology--Network Management
110101	111099	UMM	AAS-CRT-ISM	AAS	Computer Technology--Information Systems Management Option
120505	120503	UMM	CERT-CULA-	CAS	Culinary Arts
520905	120504	UMM	AAS-FOOD-	AAS	Food Service Management
150303	150499	UMM	AAS-ELEC-	AAS	Electronics Technology
520403	220302	UMM	AAS-PARA-	AAS	Paralegal Studies
460499	460401	UMM	CERT-BLDM-	CAS	Building Maintenance
510706	510708	UMM	AAS-MINT-MEDN	AAS	Medical Information Technology--Medical Transcriptionist Option
510713	510710	UMM	AAS-MINT-MAA	AAS	Medical Information Technology/Medical Administrative Assisting Option
52040	510712	UMM	CERT-MEDR-	CAS	Medical Reception
510707	510713	UMM	AAS-MINT-HICS	AAS	Medical Information Technology--Health Information Coding Specialty
999999	510801	UMM	AAS-MEDO-	AAS	!!TEMPORARILY APPROVED!!
510907	510911	UMM	AAS-RADT-	AAS	Radiologic Technology
511699	511601	UMM	AS-RNUR-	ASN	Registered Nursing
520401	520402	UMM	AAS-ADAS-	AAS	Administrative Assisting
520401	520402	UMM	AAS-AMGT-	AAS	Administrative Management
521401	520701	UMM	AAS-MGT-ENTR	AAS	Management--Entrepreneurship Option
520406	520901	UMM	CERT-CUST-	CAS	Customer Relations
500401	521804	UMM	AAS-MGT-RSMK	AAS	Management--Sales and Marketing Option
520201	521804	UMM	CERT-SMKT-	CAS	Sales & Marketing

1p1 Technical Skill Assessment by CIP & College

Handout #5

<i>CIP & CIP Title:</i>	<i>BCC</i>	<i>DCC</i>	<i>FPCC</i>	<i>FVCC</i>	<i>MCC</i>	<i>MSUB</i>	<i>MSUGF</i>	<i>MSUN</i>	<i>MTCOT</i>	<i>SKC</i>	<i>UMH</i>	<i>UMM</i>
010101 - Agricultural Business and Management, General					prog							
010102 - Agribusiness/Agricultural Business Operations		prog			prog			prog				
010104 - Farm/Farm and Ranch Management		prog										
010205 - Agricultural Mechanics & Equipment/Machine Technology		prog						prog				
010301 - Agricultural Production Operations, General					prog							
010302 - Animal/Livestock Husbandry and Production		prog										
010307 - Horse Husbandry/Equine Science & Management (NEW)		prog										
010507 - Equestrian/Equine Studies					prog							
030201 - Natural Resources Management and Policy	prog											
030506 - Forest Management/Forest Resources Management				prog								
030599 - Forestry, Other				prog								
100000 -	prog											
100203 - Recording Arts Technology/Technician (NEW)		prog										
100303 - Prepress/Desktop Publishing and Digital Imaging Design				prog						prog		
110101 - Computer and Information Sciences, General	prog										prog	prog
110103 - Information Technology (NEW)			prog		prog		*GOLD*					
110201 - Computer Programming/Programmer, General						*GOLD*					*GOLD*	
110202 - Computer Programming, Specific Applications (NEW)			prog									
110401 - Information Science/Studies					prog							
110501 - Computer Systems Analysis/Analyst								prog				
110602 - Word Processing (NEW)							prog					
110801 - Web Page, Digital/Multimedia & Information Resources					prog		*GOLD*			prog		
110802 - Data Modeling/Warehousing and Database Administration				prog								
110901 - Computer Systems Networking and Telecommunications	prog	prog	prog		prog	*GOLD*	*GOLD*	prog	*GOLD*		*GOLD*	

<i>CIP & CIP Title:</i>	<i>BCC</i>	<i>DCC</i>	<i>FPCC</i>	<i>FVCC</i>	<i>MCC</i>	<i>MSUB</i>	<i>MSUGF</i>	<i>MSUN</i>	<i>MTCOT</i>	<i>SKC</i>	<i>UMH</i>	<i>UMM</i>
111002 - System, Networking, and LAN/WAN												*GOLD*
111004 - Web/Multimedia Management and Webmaster (NEW)		prog							prog		*GOLD*	
111099 - Computer/Information Technology Services Administration												*GOLD*
119999 - Computer and Information Sciences & Support Services,	prog											
120503 - Culinary Arts/Chef Training				*GOLD*								*GOLD*
120504 - Restaurant, Culinary, and Catering Management/Manager												prog
131210 - Early Childhood Education and Teaching (NEW)	prog		*GOLD*			prog				prog		
131501 - Teacher Assistant/Aide			prog		prog					prog		
140101 - Engineering, General		prog										
140802 - Geotechnical Engineering	prog											
150201 - Civil Engineering Technology/Technician				*GOLD*								
150303 - Electrical, Electronic & Communications Engineering			prog		prog			prog			*GOLD*	
150401 - Biomedical Technology/Technician											*GOLD*	
150499 - Electromechanical & Instrumentation and Maintenance						*GOLD*						prog
150503 - Energy Management and Systems Technology/Technician					prog	prog						prog
150506 - Water Quality & Wastewater Treatment Management &								prog				
150599 - Environmental Control Technologies/Technicians, Other			prog						prog			
150803 - Automotive Engineering Technology/Technician					prog			prog				
151001 - Construction Engineering Technology/Technician	prog		prog					prog			*GOLD*	
151102 - Surveying Technology/Surveying			prog									
151202 - Computer Technology/Computer Systems Technology				prog							*GOLD*	*GOLD*
151204 - Computer Software Technology/Technician (NEW)		prog		prog								
151302 - CAD/CADD Drafting and/or Design						*GOLD*	prog	prog	prog			prog
151304 - Civil Drafting and Civil Engineering CAD/CADD								prog	prog			
159999 - Engineering Technologies/Technicians, Other								prog				
190702 - Adult Development and Aging (NEW)				prog								
190708 - Child Care and Support Services Management (NEW)				prog								

<i>CIP & CIP Title:</i>	<i>BCC</i>	<i>DCC</i>	<i>FPCC</i>	<i>FVCC</i>	<i>MCC</i>	<i>MSUB</i>	<i>MSUGF</i>	<i>MSUN</i>	<i>MTCOT</i>	<i>SKC</i>	<i>UMH</i>	<i>UMM</i>
190709 - Child Care Provider/Assistant		prog										
220301 - Legal Administrative Assistant/Secretary				*GOLD*			prog				prog	
220302 - Legal Assistant/Paralegal												prog
301101 - Gerontology				prog								
310501 - Health and Physical Education, General			prog	prog								
310504 - Sport and Fitness Administration/Management	prog		prog									
389999 - Philosophy and Religion, Other	prog											
430103 - Criminal Justice/Law Enforcement Administration		prog										
430104 - Criminal Justice/Safety Studies				prog								
430107 - Criminal Justice/Police Science		prog										
430199 - Corrections and Criminal Justice, Other			prog									
430203 - Fire Science/Firefighting				prog			*GOLD*				prog	
440201 - Community Organization and Advocacy				prog								
460201 - Carpentry/Carpenter				*GOLD*	prog	*GOLD*	*GOLD*		prog	prog	*GOLD*	*GOLD*
460302 - Electrician				prog								
460303 - Lineworker			prog									
460401 - Building/Property Maintenance and Management												prog
460503 - Plumbing Technology/Plumber (NEW)				prog				prog				
470105 - Industrial Electronics Technology/Technician											prog	
470199 - Electrical/Electronics Maintenance & Repair Technology,									prog			
470201 - Heating, Air Conditioning, Ventilation & Refrigeration				*GOLD*		*GOLD*						
470603 - Autobody/Collision and Repair Technology/Technician						*GOLD*	*GOLD*	prog				
470604 - Automobile/Automotive Mechanics Technology/Technician			prog		*GOLD*	*GOLD*		prog	prog		*GOLD*	
470605 - Diesel Mechanics Technology/Technician						*GOLD*		prog			prog	prog
470606 - Small Engine Mechanics and Repair												prog
470607 - Airframe Mechanics & Aircraft Maintenance											*GOLD*	
480501 - Machine Tool Technology/Machinist			prog								prog	

<i>CIP & CIP Title:</i>	<i>BCC</i>	<i>DCC</i>	<i>FPCC</i>	<i>FVCC</i>	<i>MCC</i>	<i>MSUB</i>	<i>MSUGF</i>	<i>MSUN</i>	<i>MTCOT</i>	<i>SKC</i>	<i>UMH</i>	<i>UMM</i>
480503 - Machine Shop Technology/Assistant									prog			
480506 - Sheet Metal Technology/Sheetworking						prog						
480508 - Welding Technology/Welder		prog	*GOLD*	prog			*GOLD*	prog			*GOLD*	*GOLD*
480599 - Precision Metal Working, Other				prog							*GOLD*	
480702 - Furniture Design and Manufacturing				prog								
490101 - Aeronautics/Aviation/Aerospace Science & Technology,							*GOLD*					
490202 - Construction/Heavy Equipment/Earthmoving Equipment	prog		prog	*GOLD*	*GOLD*					*GOLD*		prog
490205 - Truck and Bus Driver/Commercial Vehicle Operation	prog		*GOLD*									
500408 - Interior Design							prog				prog	
500409 - Graphic Design (NEW)				prog			prog	prog				
500713 - Metal and Jewelry Arts				*GOLD*								
510601 - Dental Assisting/Assistant							*GOLD*			*GOLD*		
510602 - Dental Hygiene/Hygienist							*GOLD*					
510707 - Health Information/Medical Records							*GOLD*					
510708 - Medical Transcription/Transcriptionist				*GOLD*	*GOLD*		prog					prog
510710 - Medical Office Assistant/Specialist (NEW)									prog	prog	prog	prog
510712 - Medical Reception/Receptionist (NEW)				*GOLD*	prog		prog					prog
510713 - Medical Insurance Coding Specialist/Coder (NEW)			prog	*GOLD*	*GOLD*	*GOLD*	*GOLD*					prog
510714 - Medical Insurance Specialist/Medical Biller (NEW)						prog			prog			
510716 - Medical Administrative/Executive Assistant & Medical							prog					
510801 - Medical/Clinical Assistant				*GOLD*		*GOLD*	*GOLD*					prog
510805 - Pharmacy Technician/Assistant				*GOLD*			*GOLD*					*GOLD*
510806 - Physical Therapist Assistant							*GOLD*					
510904 - Emergency Medical Technology/Technician (EMT)				*GOLD*		*GOLD*	*GOLD*					
510908 - Respiratory Care Therapy/Therapist							*GOLD*					*GOLD*
510909 - Surgical Technology/Technologist				*GOLD*			*GOLD*					*GOLD*
510910 - Diagnostic Medical Sonography/Sonographer &									prog			

<i>CIP & CIP Title:</i>	<i>BCC</i>	<i>DCC</i>	<i>FPCC</i>	<i>FVCC</i>	<i>MCC</i>	<i>MSUB</i>	<i>MSUGF</i>	<i>MSUN</i>	<i>MTCOT</i>	<i>SKC</i>	<i>UMH</i>	<i>UMM</i>
510911 - Radiologic Technology/Science - Radiographer (NEW)				*GOLD*		*GOLD*	*GOLD*		prog			*GOLD*
511501 - Substance Abuse/Addiction Counseling	prog	prog		*GOLD*								
511503 - Clinical/Medical Social Work		prog										
511601 - Nursing - Registered Nurse Training (RN, ASN, BSN,					*GOLD*	*GOLD*		*GOLD*	prog	*GOLD*	*GOLD*	*GOLD*
511613 - Licensed Practical /Vocational Nurse Training (LPN, LVN,				*GOLD*		*GOLD*	*GOLD*		prog		*GOLD*	*GOLD*
512602 - Home Health Aide/Home Attendant	prog											
520101 - Business/Commerce, General											prog	
520201 - Business Administration and Management, General		prog	prog	prog			prog	prog				
520299 - Business Administration, Management and Operations,					prog							
520301 - Accounting				prog								
520302 - Accounting Technology/Technician and Bookkeeping			prog	prog	prog	prog	prog		prog		prog	*GOLD*
520401 - Administrative Assistant and Secretarial Science, General		prog		prog		prog	prog		prog	prog	prog	
520402 - Executive Assistant/Executive Secretary	prog			*GOLD*			prog					prog
520407 - Business/Office Automation/Technology/Data Entry			prog	*GOLD*	prog				prog	prog	prog	
520408 - General Office Occupations and Clerical Services			prog						prog			
520411 - Customer Service Support/Call Center/Teleservice							*GOLD*					
520701 - Entrepreneurship/Entrepreneurial Studies	prog			prog			prog				prog	prog
520703 - Small Business Administration/Management (NEW)	prog			prog	prog						prog	
520901 - Hospitality Administration/Management, General	prog			*GOLD*								prog
520904 - Hotel/Motel Administration/Management (NEW)				*GOLD*								
521001 - Human Resources Management/Personnel Administration,				prog		prog						
521401 - Marketing/Marketing Management, General				prog								prog
521501 - Real Estate				*GOLD*								
521701 - Insurance					*GOLD*							
521804 - Selling Skills and Sales Operations					prog							prog

Assessment Notes by CIP Code

College	Program ID and Title	TSA	Assessment Notes
110103 - Information Technology (NEW)			
MCC	11.0301-AAS - Information Technology-Computer Science		
MSUGF	COMA - Computer Assistant	Gold	student have the option to take industry standard certification exams
MSUGF	COMT - Computer Technology	Gold	student have the option to take industry standard certification exams
FPCC	CT-AAS - Computer Technology		
MSUGF	MICR - Computer Information Technology - Microcomputer Support	Gold	student have the option to take industry standard certification exams
110201 - Computer Programming/Programmer, General			
MSUB	056 - Computer Programming and Application Development	Gold	Students are prepared to sit for the following exams: Sun Certified Java Programmer, Microsoft Certified Application Developer.
UMH	AASCTCTPG - Programming	Gold	Instructor exams, course completion, program completion, and GPA. Students also work towards Oracle and Microsoft certifications.
UMH	CASCTC - Computer Assistant		
UMH	CERTCTC - Computer Assistant		
110801 - Web Page, Digital/Multimedia & Information Resources Design (NEW)			
MCC	11.0801-AAS - Graphic and Web Design		
SKC	DAD-AAS - Digital Arts Degree Program		
SKC	DAD-CRT - Digital Arts Degree Program		
SKC	MDDSN-AAS - Media Design		
MSUGF	WEB - Computer Information Technology - Web Development	Gold	student have the option to take industry standard certification exams

College	Program ID and Title	TSA	Assessment Notes
110901 - Computer Systems Networking and Telecommunications (NEW)			
MSUB	057 - Computer Desktop/Networking Support	Gold	Students are prepared to sit for the following exams: A+ (A+ Programming Language Certification), Net+ (Network + Certification), MCP (Microsoft Certified Professional), MCDST (Microsoft Certified Desktop Support Technician).
MSUB	059 - Networking Technology	Gold	Students are prepared to sit for the following exams: MCP (Microsoft Certified Professional), CCNA (Cisco Certified Network Associate).
MSUB	060 - Computer Systems Technology	Gold	Students are prepared to sit for the following exams: A+ (A+ Programming Language Certification), Net+ (Network + Certification), Server+ (Server+ Certification), CCNA (Cisco Certified Network Associate), CCNP (Cisco Certified Network Professional), MCP (M
MCC	11.1003-AAS - Information Technology - Networking and PC Maintenance Option		
MTCOT	110901-AAS - Network Technology	Gold	CISCO?
MTCOT	110901-CERT - Network Technician Program	Gold	CISCO?
DCC	5051 - Computer Systems Support		
DCC	5053 - Computer Support Technology - Network Support		
DCC	5055 - Computer Technical Support Specialist- Network		
MTCOT	521204-AAS - Network Technology		
MTCOT	521204-CERT - Network Technician Program		
MSUN	A31 - Computer Engineering Technology/Networking		
UMH	AASCTCTNA - Network Architecture		
UMH	AASCTCTNW - Network Administration	Gold	Instructor exams, course completion, program completion, and GPA. Students have also work toward Novell's Certified Network Administrator (CNA), CISCO's CCNA and Microsoft's MSCE certification.
MSUGF	CSA - Computer Server Administration	Gold	student have the option to take industry standard certification exams
FPCC	CT-CERT - Computer Networking Technician		
FPCC	CTN-C-CERT - Computer Networking Technician		
FPCC	CTNT-AAS - Computer Networking Technology		
FPCC	CTNT-CERT - Computer Networking Technician		
MSUGF	NETA - Network Architecture	Gold	CCNA, MSCE

College	Program ID and Title	TSA	Assessment Notes
MSUGF	NETI - Computer Network Infrastructure	Gold	Students have the option to take industry standard certification exams.
MSUGF	NETW - Computer Information System - Network Support	Gold	student have the option to take industry standard certification exams
BCC	NS - Network Technician Support		
111002 - System, Networking, and LAN/WAN Management/Manager (NEW)			
UMM	AAS-CRT-NETM - Computer Technology-- Network Management	Gold	CCNA, A+, Network+, Securirty+ certifications
111004 - Web/Multimedia Management and Webmaster (NEW)			
MTCOT	111004-AAS - Web Development & Administration		
DCC	5080 - Web Development		
DCC	5081 - Web Development		
UMH	AASCTCTWM - Webmaster	Gold	Instructor exams, course completions, program completions, and GPA. Students also work towards Java Microsoft certidications.
111099 - Computer/Information Technology Services Administration & Management, Other (NEW)			
UMM	AAS-CRT-ISM - Computer Technology-- Information Systems Management Option	Gold	CCNA, MCT, MCSA certification
120503 - Culinary Arts/Chef Training			
UMM	CERT-CULA- - Culinary Arts	Gold	ServSafe Sanitation Certificate
FVCC	Computer Applications--AAS - Culinary Arts	Gold	National Restaurant Association Education Foundation ServSafe
FVCC	Culinary Arts--AAS - Culinary Arts	Gold	National Restaurant Association Education Foundation ServSafe
131210 - Early Childhood Education and Teaching (NEW)			
MSUB	255 - Early Childhood Education		
BCC	EC - Early Childhood		
SKC	ECED-AA - Early Childhood Education		
FPCC	ECEDU-AA - Early Childhood Education		
FPCC	EDUC-AA - Education	Gold	teachers aid certification
BCC	EE - Elementary Education		

College	Program ID and Title	TSA	Assessment Notes
150201 - Civil Engineering Technology/Technician			
FVCC	Surveying--AAS - Surveying	Gold	Land Surveyor Intern Test. Test not required to graduate as it is given after they have field experience.
150303 - Electrical, Electronic & Communications Engineering Technology/Technician			
MCC	15.0303-Certificate - Electronics Technology		
MSUN	A15 - Engineering Technology: Electronic Technology		
MSUN	A50 - Electrical Technology		
UMH	AASELELGD - Electronics Technology - General	Gold	Instructor exams, course completion, program completion, and GPA. Students can receive technical certification from the National Association of Radio and Telephone Engineers (NARTE). UM-Helena is a testing site for the Federal Communications Comission (FC
FPCC	ELEC-AAS - Electronics Technology		
150401 - Biomedical Technology/Technician			
UMH	AASELELBM - Electronics Technology - Bio-Medical	Gold	Instructor exams, course completion, program completion, and GPA. Students can receive technical certification from the National Association of Radio and Telephone Engineers (NARTE). UM-Helena is a testing site for the Federal Communications Comission (FC
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		

College	Program ID and Title	TSA	Assessment Notes
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151001 - Construction Engineering Technology/Technician

MSUN	A33 - Carpentry Technology		
UMH	AASCP - 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-CERT - Building Trades		
MSUN	C10 - Carpentry Technology		
UMH	CERTCPC - Carpentry	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	CT - Construction Technology		

151202 - Computer Technology/Computer Systems Technology (NEW)

UMH	AASELELCS - Electronics Technology - Computer Systems	Gold	Instructor exams, course completion, program completion, and GPA. Students can receive technical certification from the National Association of Radio and Telephone Engineers (NARTE). UM-Helena is a testing site for the Federal Communications Commission (FC
UMM	CERT-CST- - Computer Systems Technician	Gold	A+ Certification
FVCC	Information Technology--CAS - Information Technology		

151302 - CAD/CADD Drafting and/or Design Technology/Technician (NEW)

MSUB	062 - Assistant Drafter		
MSUB	078 - Drafting & Design Technology	Gold	Students in their fourth semester of the program sit for the NOCTI (National Competency Testing Institute) Competency Assessment for CAD.
MTCOT	151302-AAS - Drafting Technology		
MTCOT	151302-CERT - Drafting Technician		
MSUN	A14 - Design Drafting Technology		
UMM	CERT-CAD- - AUTO CAD		
MSUGF	DRFT - Design Drafting Technology - Great Falls		
MSUGF	DRFZ - Design Drafting Technology in Bozeman		

220301 - Legal Administrative Assistant/Secretary

UMH	AASOTOTLA - Legal Administrative Specialist		
MSUGF	ATTN - Office Technology - Attorney's Administrative Assistant		
UMH	CASLSS - Legal Support Specialist		Instructor Examinations, GPA, and Course Grades
FVCC	Executive/Legal Administrative Assistant--AAS - Executive/Legal Administrative Assistant	Gold	MOUS certification recommended
MSUGF	LEGR - Office Support - Legal Receptionist		
FVCC	Office Technology Executive/Legal Sec. Opt--AAS - Office Technology Executive/Legal Sec. Opt		

430203 - Fire Science/Firefighting

UMH	AASFR - Fire & Rescue		
MSUGF	EMSF - Emergency Services - Fire and Rescue Technology	Gold	Students are required to complete some of the coursework through the MSU Fire Training Services School
FVCC	Forest Technology--AAS - Fire and Rescue		

College	Program ID and Title	TSA	Assessment Notes
460201 - Carpentry/Carpenter			
MSUB	044 - Construction Technology-Carpentry	Gold	Students will earn NCCER (National Center for Construction Education Research) Certification.
MCC	15.1001-AAS - Building Technology		
MCC	15.1001-Certificate - Building Technology		
MTCOT	301201-AAS - Historic Preservation		
MCC	46.0201AAS-AAS - Building Construction Management		
MCC	46.0201C-Certificate - Building Technology Certificate		
MTCOT	460201-AAS - Construction Technology		
MTCOT	460201-CERTAS - Construction Technology		
UMM	AAS-CARP- - Carpentry	Gold	NCCER required
SKC	BLDT-CRT - Building Trades Program		
FVCC	Building Trades--AAS - Building Trades	Gold	NCCER National Center for Construction Education and Research Certification. Not required to graduate.
FVCC	Building Trades--CAS - Building Trades	Gold	NCCER National Center for Construction Education and Research Certification. Not required to graduate.
UMH	CASCPC - Carpentry	Gold	Instructor Exams, course completion, program completion, GPA, and curriculum that mirrors National Center for Construction Education and Research (NCCER). Student received certification in NCCER and gain national certification portable throughout the trad
UMM	CERT-CARP- - Carpentry	Gold	NCCER required
MSUGF	CONA - Construction Technology - Carpentry	Gold	None
MSUGF	CONC - Construction Technology - Carpentry	Gold	

College	Program ID and Title	TSA	Assessment Notes
470201 - Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician			
MSUB	079 - Heating, Ventilation, Air Conditioning and Refrigeration Technology	Gold	Students are prepared to sit for the following exam: EPA Refrigerant Handling Certification Exam. If/how the results are tracked by the college is yet to be determined.
FVCC	Heating, Ventilation & Air Conditioning--CAS - Heating, Ventilation, and Air Conditioning	Gold	State Refrigeration license North American Technician Excellence (NATE) Certified curriculum Refrigeration Service Engineers Society (RSES)
FVCC	Heating, Ventilation, Air Conditioning--CT - Heating, Ventilation, Air Conditioning		
470603 - Autobody/Collision and Repair Technology/Technician			
MSUB	064 - Automobile Collision Repair Technology	Gold	NATEF (National Automotive Technicians Education Foundation) end of program test.
MSUB	066 - Auto Collision Repair and Refinishing Technology	Gold	NATEF (National Automotive Technicians Education Foundation) end of program test.
MSUB	067 - Automobile Refinishing Technology	Gold	NATEF (National Automotive Technicians Education Foundation) end of program test.
MSUN	A09 - Automotive Technology: Auto Body		
MSUGF	AUTO - Auto Body Repair & Refinishing	Gold	student have the option to take industry certification exams
MSUGF	COLL - Collision & Refinishing Technology	Gold	Students may take exam after two years work experience
470604 - Automobile/Automotive Mechanics Technology/Technician			
MSUB	068 - Automotive Technology	Gold	ASE (Automotive Service Excellence) Testing
MSUB	069 - Automotive Technology	Gold	ASE (Automotive Service Excellence) Testing
MCC	47.0604AAS-AAS - Automotive Technology	Gold	
MCC	47.0604C-Certificate - Automotive Technology	Gold	ASE Certification offered but not required for graduation
MTCOT	470604-AAS - Automotive Technology		
MTCOT	470604-CERTAS - Automotive Technology		
UMH	AASAT - Automotive Technology	Gold	Instructor exams, course completion, program completion, and GPA. Curriculum is defined by National Institute for Automotive Service Excellence (ASE). ASE is a non-profit corporation that assists in training and program development throughout the nation.
FPCC	AUT-C-CERT - Automotive Technician		
FPCC	AUTO-AAS - Automotive Technology		
MSUN	C03 - Automotive Technology Certificate		

College	Program ID and Title	TSA	Assessment Notes
470605 - Diesel Mechanics Technology/Technician			
MSUB	074 - Diesel Technology	Gold	ASE (Automotive Service Excellence) Exam.
MSUB	075 - Diesel Technology	Gold	ASE (Automotive Service Excellence) Exam.
MSUN	A10 - Diesel Technology		
UMM	AAS-DIES- - Diesel Equipment Technology		
UMH	AASDT - Diesel Technology		
UMM	POWR-AAS - Diesel Equipment Technology, Power Generation		

470607 - Airframe Mechanics & Aircraft Maintenance Technology/Technician

UMH	AASAV - Aviation Maintenance Technology	Gold	Instructor exams, course completion, program completion, and GPA. The aviation program is approved and licensed by the Federal Aviation Administration (FAA) and prepares and qualifies students to take the tests necessary to obtain a license.
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College	Program ID and Title	TSA	Assessment Notes
480508 - Welding Technology/Welder			
DCC	5150 - Welding Technology		
UMM	AAS-WELD- - Welding Technology	Gold	American Welding Society certification available
UMH	AASWT - Welding Technology	Gold	Instructorexams, course completion,program completion, and GPA. Welding students also take an exam offered by a third party to recieve certification through the American Welding Society.
MSUN	C17 - Welding Technology		
UMH	CASAVW - Advanced Welding		
UMH	CASWTC - Welding Technology	Gold	Instructor exams, course completion, program completion, and GPA. Welding also has a third party come in and administer a standardized exam approved by the American Welding Society.
UMM	CERT-WELD- - Welding Technology	Gold	American Welding Society certification available
UMH	CERTWTC - Welding Technology	Gold	Instructor exams, course completion, program completion, and GPA. Welding also has a third party come in and administer a standardized exam approved by the American Welding Society.
MSUGF	WELD - Welding Technology in Great Falls	Gold	
FPCC	WELD-CERT - Welding Technology	Gold	AWS certifications
FVCC	Welding & Fabrication Technology--CAS - Welding and Fabrication Technology		
FVCC	Welding Technology--CT - Welding		
MSUGF	WELZ - Welding Technology in Bozeman	Gold	
480599 - Precision Metal Working, Other			
UMH	AASMT - Metals Technology	Gold	Instructor exams, course completion, program completion, and GPA. Welding also has a third party come in and administer a standardized exam approved by the American Welding Society.
FVCC	Industrial Technology CNC--CAS - Industrial Machine Technology Computer Numerical Control		
490101 - Aeronautics/Aviation/Aerospace Science & Technology, General			
MSUGF	AST - Aviation	Gold	Students must complete flight school courses for Private Pilot Flight, Commercial/instrument Flight I & II courses

College	Program ID and Title	TSA	Assessment Notes
490202 - Construction/Heavy Equipment/Earthmoving Equipment Operation			
MCC	49.0202C-Certificate - Construction/Heavy Equipment/Earthmoving	Gold	
UMM	CERT-HEAV- - Heavy Equipment Operation		
SKC	HCTCT-CRT - Highway Construction Training Program	Gold	National Center for Construction Education and Research (NCCER)
BCC	HE - Heavy Equipment Operations		
FVCC	Heavy Equipment Operations--CT - Heavy Equipment Operator	Gold	National Center for Construction Education and Research HAZWOPER - Hazardous Waste Operator DOT Mine Safety
FVCC	Heavy Equipment Operator--CAS - Heavy Equipment Operator	Gold	National Center for Construction Education and Research HAZWOPER - Hazardous Waste Operator DOT Mine Safety
FPCC	HE-CERT - Heavy Equipment Operator		
SKC	TRKCT-CRT - Highway Construction Training Program	Gold	Class "A" Commercial Driver's License (CDL)
FPCC	TRKHE-CERT - Truck Driving/Heavy Equipment Operator		
490205 - Truck and Bus Driver/Commercial Vehicle Operation			
BCC	HO - Hospitality Operations		
FPCC	TD-CERT - Truck Driving	Gold	Class "A" Commercial Drivers License (CDL)
500713 - Metal and Jewelry Arts			
FVCC	3-D Jewelry Design & Production--CAS - 3D Jewelry Design and Production		
FVCC	Goldsmithing & Jewelry Arts--AAS - Goldsmithing and Jewelry Arts		
FVCC	Goldsmithing--CAS - Goldsmithing	Gold	Jewelers of America Certified Bench Technician exam
FVCC	Professional Goldsmithing--AAS - Professional Goldsmithing		

College	Program ID and Title	TSA	Assessment Notes
510601 - Dental Assisting/Assistant			
MSUGF	DENA - Dental Assistant	Gold	students eligible to sit for Dental Assisting National Board Exam (DANB)
SKC	DENTA-AAS - Dental Assisting Technology - AAS	Gold	students eligible to sit for Dental Assisting National Board Exam (DANB)
SKC	DENTA-CRT - Dental Assisting Technology	Gold	students eligible to sit for Dental Assisting National Board Exam (DANB)
510602 - Dental Hygiene/Hygienist			
MSUGF	DENH - Dental Hygiene	Gold	National Dental Hygiene & Western Regional Board Exams
510707 - Health Information/Medical Records Technology/Technician			
MSUGF	HIT - Health Information Technology	Gold	graduates are eligible to sit for the National Registered Health Information Technologist exam
510708 - Medical Transcription/Transcriptionist			
MCC	51.0708AAS-AAS - Health Information Technology - Transcription Option	Gold	CMT certification recommended after work experience
MCC	51.0708C-Certificate - Health Information Technology - Transcription Option	Gold	
UMM	AAS-MINT-MEDN - Medical Information Technology--Medical Transcriptionist Option		
FVCC	Medical Transcription--CAS - Medical Transcription	Gold	Certified Medical Transcriptionist (CMT) MOUS (Microsoft Office User Specialist) certification for Word is recommended.
FVCC	Medical Transcription--CT - Medical Transcription		
MSUGF	MEDT - Medical Transcription		
MSUGF	METR - Medical Transcription		
510712 - Medical Reception/Receptionist (NEW)			
MCC	51.0712-Certificate - Health Information Technology - Front Office Medical Asst		
UMM	CERT-MEDR- - Medical Reception		
FVCC	Medical Administrative Assistant--AAS - Medical Administrative Assistant	Gold	MOUS Certification Students must complete all courses in the program of study with a C- or better; complete the five Related Instruction requirements (communication, interactions, quantitative literacy, technology, and critical thinking); and earn a 2.0
MSUGF	MEDR - Office Support - Medical Receptionist		

College	Program ID and Title	TSA	Assessment Notes
510713 - Medical Insurance Coding Specialist/Coder (NEW)			
MSUB	043 - Medical Coding and Insurance Billings	Gold	Students are prepared to sit for the following exams: AAPC (American Academy of Professional Coders) Exam, AHIMA (American Health Information Management Association) Exam.
MCC	51.0713AAS-AAS - Health Information Technology - Coding Option	Gold	
MCC	51.0713C-Certificate - Health Information Technology - Coding Option	Gold	
MCC	52.0401-Certificate - Health Information Technology-Coding Option		
UMM	AAS-MINT-HICS - Medical Information Technology--Health Information Coding Specialty		
MSUGF	HICS - Health Information Coding Specialist	Gold	graduates are eligible to sit for the National Certified Coding Associate Exam
MSUGF	MBC - Medical Billing & Coding Specialist		
MSUGF	MBS - Medical Billing Specialist		
FPCC	MEDCO-AAS - Medical Coding		
FPCC	MEDCO-CERT - Medical Coding		
FVCC	Medical Coding--CAS - Medical Coding	Gold	Certified Coding Associate (CCA) examination. Recommended but not required for graduation.
FVCC	Medical Coding--CT - Medical Coding	Gold	Certified Coding Associate (CCA) examination. Recommended but not required for graduation.
FVCC	Office Technology Medical Secretary Option-- AAS - Office Technology Medical Secretary	Gold	MOUS certification recommended. Students must complete all courses in the program of study with a C- or better; complete the five Related Instruction requirements (communication, interactions, quantitative literacy, technology, and critical thinking); an

510801 - Medical/Clinical Assistant

MSUB	040 - Medical Assistant	Gold	Students are prepared to sit for the following exam: AAMA (American Association of Medical Assistants).
UMM	AAS-MEDA- - Medical Assisting		
UMM	AAS-MEDO- - !!TEMPORARILY APPROVED!!		
MSUGF	MEDA - Medical Assistant	Gold	(voluntary)American Association of Medical Assistants (AAMA) exam (voluntary)
FVCC	Medical Assistant--AAS - Medical Assistant	Gold	National Certified Medical Assistant Exam

College	Program ID and Title	TSA	Assessment Notes
510805 - Pharmacy Technician/Assistant			
UMM	CERT-PHRM- - Pharmacy Technology	Gold	Pharmacy Technician Certification Board (PTCB)
MSUGF	PHA - Pharmacy Technician/Assistant	Gold	Pharmacy Technician Certification Board - Not required for graduation or employment
FVCC	Pharmacy Technology--CT - Pharmacy Technology	Gold	Pharmacy Technician Certification Board (PTCB). Certification exam not required for graduation. Students must complete all courses in the program of study with a C- or better; complete three Related Instruction requirements (communication, interactions,
510806 - Physical Therapist Assistant			
MSUGF	PTA - Physical Therapist Assistant	Gold	National Physical Therapist Assistant Examination
510904 - Emergency Medical Technology/Technician (EMT Paramedic)			
MSUB	093 - Paramedic	Gold	Students are prepared to sit for the following exam: NREMT-Paramedic Exam.
MSUGF	EMS - Emergency Services	Gold	National Registry of Emergency Medical Technicians exams
MSUGF	EMSI - EMT-Intermediate	Gold	National Registry of Emergency Medical Technicians exam
MSUGF	EMSP - Emergency Services - Emergency Medical Technician Paramedic	Gold	National Registry of Emergency Medical Technicians exam
FVCC	Paramedicine--AAS - Paramedicine	Gold	National Registry certification Students passing the National Registry exam may apply to Montana Board of Medical Examiners for a license.
510908 - Respiratory Care Therapy/Therapist			
UMM	AAS-RESC- - Respiratory Care	Gold	National Board for Respiratory Care (RRT credential) National Board for Respiratory Care (CRT credential) Meets Montana licensing requirements
MSUGF	REST - Respiratory Care	Gold	National Board for Respiratory Care exam

College	Program ID and Title	TSA	Assessment Notes
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510909 - Surgical Technology/Technologist

UMM	AAS-SRG- - Surgical Technology--Satellite Program in Billings, Montana	Gold	Certified Surgical Technologist
UMM	AAS-SRGT- - Surgical Technology--Satellite Program in Butte, Montana	Gold	Certified Surgical Technologist
UMM	AAS-SURG- - Surgical Technology	Gold	Certified Surgical Technologist
MSUGF	SURG - Surgical Technology	Gold	graduates are eligible to sit for the National Board of Surgical Technology & Surgical Assisting
FVCC	Surgical Technology--AAS - Surgical Technology	Gold	National Certification Exam offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA)

510911 - Radiologic Technology/Science - Radiographer (NEW)

MSUB	045 - Radiologic Technology	Gold	Students are prepared to sit for the following exam: AART (American Registry of Radiologic Technologists).
MTCOT	510911-AAS - Radiologic Technology		
UMM	AAS-RADT- - Radiologic Technology	Gold	American Registry of Radiologic Technologists Certification Exam
FVCC	Radiologic Technology--AAS - Radiologic Technology	Gold	American Registry of Radiologic Technologies (ARRT)
MSUGF	RADT - Radiologic Technology	Gold	American Registry of Radiologic Technologist Certification exam

511501 - Substance Abuse/Addiction Counseling

DCC	5102 - Human Services		
DCC	5103 - Chemical Dependency Counseling		
BCC	CD - Chemical Dependency		
FVCC	Substance Abuse Counseling - Substance Abuse Counseling	Gold	Montana Licensed Addiction Counselor's test.
FVCC	Substance Abuse Counseling--AAS - Substance Abuse Counseling	Gold	Montana Licensed Addiction Counselor's test.

College	Program ID and Title	TSA	Assessment Notes
511601 - Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)			
MSUB	063 - Registered Nursing	Gold	Students are prepared to sit for the following exam: NCLEX-RN (National Council for State Boards of Nursing-Registered Nurse).
MCC	51.1601-ASN - Nursing	Gold	NCLEX
MTCOT	511601-AS - Nursing , ASN		
MSUN	A61 - Nursing	Gold	NCLEX
UMH	ASASASRN - Registered Nursing	Gold	Instructor exams, course completion, program completion, and GPA. Graduated of the program are eligible to apply for the NCLEX-RN licensure exam from the Montana State Board of Nursing.
UMM	AS-RNUR- - Registered Nursing	Gold	National Council Licensing Examination
SKC	NURS-AS - Nursing Program	Gold	
511613 - Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)			
MSUB	092 - Practical Nursing	Gold	Students are prepared to sit for the following exam: NCLEX-PN (National Council for State Borads of Nursing - Practical Nurse) Exam for Licensure.
MTCOT	511613-CERT - Nursing, Practical		
UMM	AAS-NURS- - Practical Nursing		
UMM	AAS-PN- - Practical Nursing	Gold	National Council Licensing Examination (NCLEX)
UMH	CASLPN - Practical Nursing	Gold	Instructor exams, course completion, program completion, and GPA. Graduates of the program are eligible to apply for the NCLEX-PN licensure exam from the Monatana State Board of Nursing.
UMH	CERTLPN - Practical Nursing	Gold	Instructor exams, course completion, program completion, and GPA. Graduated of the program are eligible to apply for the NCLEX-PN licensure exam from the Montana State Board of Nursing.
UMM	CERT-PN- - Practical Nursing	Gold	National Council Licensing Examination
MSUGF	LPN - Practical Nurse	Gold	Montana State Board of Nursing exam
FVCC	Practical Nursing--AAS - Practical Nursing	Gold	National Council of State Board of Nursing's National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN)
FVCC	Practical Nursing--CT - Practical Nursing	Gold	National Council of State Board of Nursing's National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN)

College	Program ID and Title	TSA	Assessment Notes
520302 - Accounting Technology/Technician and Bookkeeping			
MSUB	061 - Accounting Technology		
MSUB	088 - Accounting Assistant		
MCC	52.0302-Certificate - Accounting Certificate		
MTCOT	520302-AAS - Accounting Technology/ Accounting Option		
MTCOT	520302-AAS ACOP - Accounting Technology/Accounting Option		
MTCOT	520302-AAS HROP - Accounting Technology/ Human Resource Option		
MTCOT	520302-CERT - Accounting Technology/Bookkeeping		
UMH	AASABABAC - Accounting Technology		
UMH	AASAC - Accounting Technology		
UMM	AAS-ACTE- - Accounting Technology		
UMM	AAS-ACTE-CPSP - Accounting Technology-- Computer Support	Gold	A+ Certification
FVCC	Accounting Technology--AAS - Accounting Technology		
FVCC	Accounting Technology--CAS - Accounting Technology		
MSUGF	ACCT - Accounting		
MSUGF	ACTA - Accounting Assistant		
FPCC	ACTEC-CERT - Accounting Technician		
UMH	CASACC - Bookkeeping		
UMH	CERTACC - Bookkeeping		
FVCC	Payroll Accounting--CAS - Payroll Accounting		

College	Program ID and Title	TSA	Assessment Notes
520402 - Executive Assistant/Executive Secretary			
UMM	AAS-ADAS- - Administrative Assisting		
UMM	AAS-AMGT- - Administrative Management		
MSUGF	ADAS - Office Technology - Executive/Administrative Assistant		
BCC	OA - Office Administration		
MSUGF	OFAD - Office Administration & Technology		
FVCC	Office Tech. Executive/Legal Secretary Option-- AAS - Office Technology	Gold	MOUS (Microsoft Office User Specialist) certification recommended. Students must complete all courses in the program of study with a C- or better; complete the five Related Instruction requirements (communication, interactions, quantitative literacy, tec
MSUGF	OFFT - Office Technology		
520407 - Business/Office Automation/Technology/Data Entry			
MTCOT	110101-CERT - Computer Assistant		
MCC	52.0407-AAS - Office Technology Option		
MTCOT	520407-AAS - Computer Technology		
UMH	AASOTOTOM - Administrative Office Management Specialist		Instructor Exams, GPA, Course grades
SKC	BTAAS-AAS - Business Technology		
FPCC	BUTEC-AAS - Business Technology		
FPCC	CTDST-CERT - Desktop Support Technician		
FVCC	Office Technology Word Processing Option-- AAS - Office Technology Word Processing	Gold	MOUS certification
520411 - Customer Service Support/Call Center/Teleservice Operation (NEW)			
MSUGF	PUB - Public Safety Communication Specialist	Gold	Montana Law Enforcement Academy challenge test
520901 - Hospitality Administration/Management, General			
UMM	CERT-CUST- - Customer Relations		
FVCC	Hospitality Mgmt. Marketing & Sales Mgmt.-- AAS - Hospitality Management	Gold	Educational Institute of the American Hotel and Lodging Association
BCC	HT - Hospitality Operations Management		

College	Program ID and Title	TSA	Assessment Notes
520904 - Hotel/Motel Administration/Management (NEW)			
FVCC	Hospitality Management--AAS - Hospitality Management	Gold	Educational Institute of the American Hotel and Lodging Association
521501 - Real Estate			
FVCC	Real Estate Specialist--CAS - Real Estate Specialist	Gold	Montana Board of Realty Regulation (BRR) CEU certificates
521701 - Insurance			
MCC	52.1701-AAS - Business Management - Insurance Option	Gold	Students will be prepared to sir for their Montana's Producer's Licensure exam at the conclusion of the program

Postsecondary Local Application, Reserve & State Leadership grants Calendar:

Postsecondary Perkins Grant Calendar			
Month	Event	Date Due	Deliverables
January	Quarter 2 Fiscal Report - Personnel must be at least 40% spent at the end of quarter 2.	January 31	Quarterly report submitted by the institution Fiscal Manager to the OCHE Federal Accountant.
	Equipment over \$5000 and Minor Equipment over \$500 must be purchased and installed for all Perkins grantees to avoid losing funds.	January 31	Receipts turned in with 2 nd Quarter Fiscal report.
	Local Application previous term reports due.	January 31	Fall Student & Term files due. If previous term files are missing, previous calendar year files due in preparation for allocations.
February	Local Application program table additions and modifications.	February 10	Signed Program Verification Form
	Local Application previous year student enrollment verified.	February 28	Signed PELL/BIA Verification Form
	Local Application special populations information submitted.	February 28	Special Populations file place on KNOX secure server
March	Local Applications, competitive requests for proposal, contracts and other formula allocations distributed.	Mid March	Applications posted on OCHE website .
	Technical Assistance for grant applicants	Mid March	Group TA sessions or individual assistance based on set criteria available to all grantees.
April - May	Applications are due 30 days after allocation or RFP notice date.	End of April or Mid May	See application request for proposal or notice.
	3 rd Quarter Fiscal Report for Project and Fiscal Managers & Final Budget Revisions requested and completed.	April 30	Project Managers will be required to enter the 3 rd quarter Fiscal Summary & Budget Revisions in the Perkins IV Data System.
	Applications reviewed, approved or awarded. Local applications will be reviewed by two Perkins staff. All competitive RFPs will be scored by three readers.	Throughout May	Award notifications and contracts will be finalized by the end of May.
July	New Grant Year begins	July 1	
	Encumbrance Email	Mid July	Grantees must email the OCHE Federal Accountant to identify if any funds for the previous grant year will be encumbered or returned to OCHE to be redistributed.

Postsecondary Perkins Grant Calendar

Month	Event	Date Due	Deliverables
	Local Application previous term reports due.	Mid July	Spring Student & Term files due.
	Local Application student completer file submitted.	End of July	Student Completer file placed on KNOX secure server.
August	Local Application student placement matching information obtained from National Student Clearinghouse, Department of Labor Unemployment Division, MUS Data Warehouse and Federal Employment Data Exchange System.	Throughout August	Indicator reports published in September.
	Local Application and competitive application final reports and final fiscal reports due.	August 31	Final reports must be submitted to the OCHE Perkins Coordinator on or before this deadline.
September-Year End	Previous year results published.	Mid September	All indicator and performance reports will be published and available on the grant database. Choose the 3 rd tab labeled student reports.
	Previous term reports due.	Mid September	Summer Student & Term files due.
	Local Improvement Plans submitted if performance indicator goals from the previous year project were not met.	September 30	Local Improvement Plans from identified recipients completed using the Step 7 form in the grants database.
	Local levels of performance negotiated.	September 30	Negotiated levels will be posted by mid September for the following grant year. Levels will be finalized by September 30.
	Performance Reviews based on risk assessment factors	As scheduled	Notices emailed to the Grant Managers will detail the review requirements.
	1st Quarter Fiscal Report – Fiscal Managers only	October 31	Quarterly report submitted by the institution Fiscal Manager to the OCHE Federal Accountant.

Handout #7

To meet the OVAE grant criteria of size, scope and quality to be effective, OCHE has developed the following requirements for local applications and final reports. Competitive grants will also be held to similar requirements customized to the Request for Proposal. Grantees must also follow the OCHE policies for allowed and disallowed expenses, and the required and permissive uses of funds.

Size: Performance indicators, particularly completion, retention and placement are important to Perkins and Montana 2 Year colleges. The top priority for Perkins local application grantees is to target programs performing below the college goals. Colleges may have many programs falling short of the goals. Perkins funds must be spent on programs with more than 10 concentrators in them based on the RESULTS_college_program report for the previous year.

Scope:

- Perkins funds must address deficits for special population groups identified by the State Results reports for each performance indicator. If a special population group falls below the state goal for the indicator, the grantee must provide strategies (program specific when possible) to improve outcomes.
- AND the grant must address the following criteria for Programs of Study as defined by the Perkins IV law. Perkins IV requires the development of at least one pathway. Montana will allow each local grantee to choose a pathway. The law defines a program of study as:
 - (A) combines—
 - (i) a minimum of 2 years of secondary education (as determined under State law); with
 - (ii)(I) a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study; or
 - (II) an apprenticeship program of not less than 2 years following secondary education instruction; and
 - (B) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;
 - (C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;
 - (D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
 - (E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field;
 - (F) leads to placement in high skill or high wage employment, or to further education; and
 - (G) utilizes career and technical education programs of study, to the extent practicable;

Quality:

Application: Activities funded the previous year have had a positive impact on indicators. Funding for the activity is decreased.

Final Report: Indicator goals are met.

- High skill, high wage or high demand occupations are also a focus of Perkins IV. Perkins funds must be spent on programs that meet at least one of these criteria. Programs that do not meet this criteria can still be considered Perkins programs for the allocation.

Instructor – placement rates -

Handout #8

VIII. Local Plan for Career and Technical Education Programs (Section 134)

During 2008-2009, eligible recipients were required to submit a five-year Perkins IV local plan/application in order to qualify for Perkins IV funds. Eligible recipients addressed the 12 content items identified in Section 134(b) of the Act. In addition, eligible recipients were required to address state requirements established by Florida in its State Plan.

The local plan/application requires eligible recipients provide assurances that programs are of such size, scope and quality to bring about improvement in the quality of career and technical education. (Section 134(b)(6)). For Perkins IV, Florida has developed programmatic requirements for size, scope, and quality, which must be met by secondary and postsecondary eligible recipients.

a. SECONDARY: Size, Scope, and Quality Programmatic Requirements-

Florida requires that secondary eligible recipients provide a certain number of career and technical education programs depending on the size of the school district. In addition, the required minimum number of programs offered must also meet the programmatic requirements under “scope” and “quality” detailed below. (It is important to note that secondary eligible recipients would still be permitted to support CTE programs with Perkins funds over and above the minimum number of programs required that may or may not meet the criteria below.)

Division Criteria for Size:

Secondary eligible recipients must provide an opportunity for students to become CTE concentrators. CTE concentrators are defined as a secondary student who has earned three (3) or more credits in a single career and technical education program...**AND**

Secondary eligible recipients must offer a minimum number of programs based on the percentage of CTE enrollment. A CTE program must consist of three (3) or more courses leading to fulfillment of the requirements of the Florida Gold Seal Vocational Scholars Award.

Size of Districts	# of Programs
Large Districts	Five (5) CTE Programs
Medium Districts	Three (3) CTE Programs
Small Districts	One (1) Program

The following chart categorizes the 67 districts into small, medium and large for eligible recipients. Districts with 3% or more of total state CTE “job preparatory” enrollment are considered “large.” Districts with 1% - 2.99% of the total state CTE “job preparatory” enrollment are considered “medium” and districts with less than 1% of the total state CTE “job preparatory” enrollment are considered “small.” University Developmental Research Schools and the Florida School for the Deaf and Blind are classified as “small” districts.

2009-2010 Secondary Size Identification Table

District	2007-2008 Enrollment Count (total CTE job prep)	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered which meet Size, Scope, Quality Requirements
Miami-Dade	46,933	large	13.96%	5
Hillsborough	29,356	large	8.73%	5
Broward	25,647	large	7.63%	5
Palm Beach	23,085	large	6.86%	5
Polk	14,020	large	4.17%	5
Pinellas	13,685	large	4.07%	5
Orange	13,566	large	4.03%	5
Duval	11,452	large	3.41%	5
Lee	9,473	medium	2.82%	3
Volusia	9,222	medium	2.74%	3
Brevard	7,948	medium	2.36%	3
Seminole	7,719	medium	2.30%	3
Osceola	7,127	medium	2.12%	3
Lake	6,963	medium	2.07%	3
Marion	6,662	medium	1.98%	3
Manatee	5,834	medium	1.73%	3
Sarasota	5,828	medium	1.73%	3
Pasco	5,422	medium	1.61%	3
Clay	4,961	medium	1.48%	3
St Lucie	4,915	medium	1.46%	3
Collier	4,645	medium	1.38%	3
Escambia	4,574	medium	1.36%	3
Okaloosa	3,996	medium	1.19%	3
Indian	3,975	medium	1.18%	3
Hernando	3,972	medium	1.18%	3
St Johns	3,666	medium	1.09%	3
Leon	3,618	medium	1.08%	3
Santa Rosa	3,374	medium	1.00%	3
Alachua	3,370	medium	1.00%	1
Bay	3,054	small	0.91%	1
Citrus	2,831	small	0.84%	1
Flagler	2,734	small	0.81%	1
Martin	2,474	small	0.74%	1
Charlotte	2,091	small	0.62%	1
Putnam	1,794	small	0.53%	1
Nassau	1,679	small	0.50%	1

District	2007-2008 Enrollment Count (total CTE job prep)	Size	Percentage of Total Enrollment	Minimum No. of CTE Programs that must be offered which meet Size, Scope, Quality Requirements
Okeechobee	1,539	small	0.46%	1
Sumter	1,503	small	0.45%	1
Highlands	1,476	small	0.44%	1
Monroe	1,475	small	0.44%	1
Jackson	1,393	small	0.41%	1
Columbia	1,387	small	0.41%	1
Suwannee	1,243	small	0.37%	1
Walton	1,097	small	0.33%	1
Hendry	1,085	small	0.32%	1
Levy	1,020	small	0.30%	1
Baker	1,008	small	0.30%	1
Wakulla	919	small	0.27%	1
Madison	841	small	0.25%	1
Holmes	826	small	0.25%	1
DeSoto	783	small	0.23%	1
Hardee	624	small	0.19%	1
Gadsden	613	small	0.18%	1
Bradford	607	small	0.18%	1
Union	501	small	0.15%	1
Gilchrist	463	small	0.14%	1
Calhoun	461	small	0.14%	1
Dixie	457	small	0.14%	1
Washington	437	small	0.13%	1
Hamilton	371	small	0.11%	1
Liberty	313	small	0.09%	1
Gulf	294	small	0.09%	1
Franklin	277	small	0.08%	1
FSU Dev Research School	257	small	0.08%	1
Lafayette	209	small	0.06%	1
Glades	176	small	0.05%	1
Jefferson	174	small	0.05%	1
FL SCH Deaf & Blind	164	small	0.05%	1
Taylor	151	small	0.04%	1
FAMU Laboratory School	35	small	0.01%	1
Total	335844		100.00%	

Division Criteria for Scope:

CTE programs must provide secondary students with opportunities for acceleration (dual enrollment/articulated credit)...AND

Secondary CTE programs must be aligned with business and industry as validated by a local or regional business advisory committee.

Division Criteria for Quality:

Secondary eligible recipients must provide students with the opportunity to earn an industry certification and/or licensure approved by the state...AND

Secondary eligible recipients must provide students with the opportunity to participate in a CTE program that is classified as High Skill, High Wage, and/or High Demand* ...AND

Secondary eligible recipients must ensure that academics are an integral component of all Perkins-funded CTE programs.

*The statewide Targeted Occupations Lists (TOL) and/or regional TOL must be used to identify High Skill, High Wage and/or High Demand careers that align with your programs. Information may be accessed at <http://www.labormarketinfo.com/wec/tol.htm>

Secondary Course Alignment to *Size, Scope, and Quality*- Perkins IV presents historic changes for how states deliver career and technical education. During the state planning process, Florida's career and technical frameworks were studied to determine if they were aligned with the new requirements of the Act; with the state's size, scope and quality requirements and if they were current with trends and future practices. Specific criteria were developed to determine if frameworks required revisions and/or change. The criteria used for framework analysis included the following questions:

- Is the course tied to a specific occupation?
- Is it a viable part of a career pathway?
- Is it transportable to the next level (or to the next CTE program)?
- Are there actual skills developed in the course tied to an occupation(s)?

Upon extensive framework review it was determined that certain courses could no longer be supported with Perkins federal funding, although state funding may still be used for them. These decisions were made in accordance with the criteria presented above and which, in turn, are based on the intent and expected outcomes of the Perkins IV legislation. Consistent with previous years, no Perkins funding may be used to support programs/courses below grade seven (7).

Courses No Longer Eligible to be Supported with Perkins Funds Effective 2009-2010

COURSE NUMBER	COURSE TITLE	Grades
8000200	M/J Exploratory Career Wheel 1	7-8
8000210	M/J Exploratory Career Wheel 2	7-8
8000220	M/J Exploratory Career Wheel 3	7-8
8000230	M/J Exploratory Career Wheel 4	7-8
8000240	M/J Exploratory Career Wheel 5	7-8
8000250	M/J Exploratory Career Wheel 7	7-8
8200120	Business Leadership Skills	7-9
8300310	Workplace Essentials	9-12
8300320	Practical Arts General	9-12
8300330	Workplace Technology Applications	9-12
8301700	Work Experience	9-12
8500120	Personal and Family Finance	9-12
8500140	Career Discovery	7-8
8500230	Personal Development	7-9
8500430	Personal Development and Life Planning	7-9
8500300	Parenting Skills	9-12
8500310	Child Development	9-12
8500345	Family Dynamics	9-12
8500375	Blueprint for Professional Success	9-12
8502000	Life Management Skills	9-12
8600010	Introduction to Technology	7-9
8800110	Orientation to Marketing Occupations	7-9
8800210	Exploration of Marketing Occupations	9-12
8800310	Practical Entrepreneurship	9-12
8900210	Exploration of Public Service Occupations	7-9
8900220	Exploration of Criminal Justice Occupations	7-9
9001820	Vocational Employability Skills Youth	7-12
9001810	Vocational Employability Skills for Students with Disabilities	7-12
9001910	Vocational Work Evaluation	7-12
9100110	Orientation to Career and Technical Occupations	7-9
9100210	Exploration of Career and Technical Occupations	7-9

IMPORTANT! Additional Information Regarding Secondary Automotive Service Technology Education Programs

Section 1004.925, Florida Statutes (F.S.), states: *All automotive service technology education programs shall be industry certified by 2007.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds, unless the funds are used to obtain certification for the program. Eligible recipients must provide documentation of industry certification or evidence that program is in process of obtaining certification.

b. POSTSECONDARY Size, Scope, and Quality Programmatic Requirements

The postsecondary local application requires eligible recipients to demonstrate how they intend to meet the programmatic requirements for *size, scope and quality*.

Division Criteria for Size:

Postsecondary eligible recipients must provide an opportunity for students to become CTE concentrators. A CTE concentrator is a postsecondary student who completes at least one-third of the academic and/or technical hours in a college credit/clock hour career and technical education program.

Division Criteria for Scope:

Postsecondary CTE programs must be aligned with business and industry as validated by a local or regional business advisory committee.

Division Criteria for Quality:

Postsecondary eligible recipients must provide students with the opportunity to earn an industry certification and/or licensure approved by the state...And

Postsecondary eligible recipients must provide students with the opportunity to participate in a CTE program that is classified as High Skill, High Wage, and/or High Demand. (The statewide Targeted Occupations Lists (TOL) and/or regional TOL must be used to identify High Skill, High Wage and/or High Demand careers that align with your programs. Information may be accessed at <http://www.labormarketinfo.com/wec/tol.htm>)...AND

Postsecondary eligible recipients should ensure that academics are an integral component of all Perkins-funded CTE programs.

IMPORTANT! Additional Information Regarding Postsecondary Automotive Service Technology Education Programs

Section 1004.925, F.S., states: *All automotive service technology education programs shall be industry certified by 2007.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds, unless the funds are used to obtain certification for the program. Eligible recipients must provide documentation of industry certification or evidence that program is in process of obtaining certification.

IX. Tech Prep (Title II)

a. Florida's Consolidation of Funds (Section 202)

During the 2007-2008 Perkins IV transition year, the State of Florida maintained a separate Title II Tech Prep delivery system and allocated funds based on the Perkins III Tech Prep distribution formula. Beginning July 1, 2008 Florida consolidated all Tech Prep Title II funds with Title I funds.

In order to leverage Tech Prep's initiatives and Florida's ongoing statewide articulation in a consolidated system, Florida funded career pathways consortia through a separate reserve allocation during 2008-2009. The core mission of the Career Pathways Consortia was to develop local and regional programs of study on behalf of its members with accompanying articulation in order to seamlessly transition students to postsecondary education and training.

Effective July 1, 2009, separate Career Pathways Consortia funding will no longer be available through the reserve allocation. Each eligible recipient will be required to implement the state's program of study requirements exclusively through the basic grant allocation.

Development and implementation of programs of study are not accomplished in isolation and necessitate the use of a partnership between secondary entities and postsecondary entities. The utilization of existing consortium to carry out the state's program of study requirements is encouraged and eligible recipients are permitted to "pool a portion of such funds available to not less than 1 other eligible recipient for innovative initiatives, which may include- implementing career and technical programs of study described in section 122(c)(1)(A)." (Section 135 (c)(19)(C)). The state will not impose restrictions on the amount of basic grants funds used to develop and implement programs of study.

b. Florida's Program of Study Requirements

The 2009-2010 local plan/application must address (section 134(b)(3)(A)) how the eligible recipient *will offer the appropriate courses of not less than one (1) of the career and technical education program of study in section 122(c)(1)(A).*

Section 122(c)(1)(A)(i-iv) of the Act describes the core elements that comprise a program of study.

- Incorporate secondary education and postsecondary education elements;
- Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree

Florida's State Program of Study template incorporated the core elements identified in the Act and may be accessed at: www.fldoe.org/workforce/dwdgrants.

Florida has developed additional state requirements for program of study implementation. These requirements must be met by secondary and postsecondary eligible recipients. In the previous year's application (2008-2009) eligible applicants were required to identify how the

eligible recipient would implement the state’s program of study requirements. Two options were presented for consideration:

Option 1: Join a career pathways consortium and allocate 1.5% of basic grant funds to support consortium activities and have the consortium carry out the state’s program of study requirements.

OR

Option 2: Utilize 3% minimum of Basic Grant Funds to individually carry-out the state’s program of study requirements.

Effective July 1, 2009, separate Career Pathways Consortia funding will no longer be available through the reserve allocation. Each eligible recipient will be required to implement the state’s program of study requirements exclusively through the basic grant allocation.

Development and implementation of programs of study are not accomplished in isolation and necessitate the use of a partnership between secondary entities and postsecondary entities. The utilization of existing consortium to carry out the state’s program of study requirements is encouraged and eligible recipients are permitted to “pool a portion of such funds available to not less than 1 other eligible recipient for innovative initiatives, which may include- implementing career and technical programs of study described in section 122(c)(1)(A).” (Section 135 (c)(19)(C)). The state will not impose restrictions on the amount of basic grants funds used to develop and implement programs of study.

Program of Study State Requirements	
Convert a negotiated percentage of existing local level Programs of Study to the state template located at: http://www.fldoe.org/workforce/dwdgrants/).	
a.	A written articulation agreement must be in place for each Program of Study that establishes and validates the career pathway. Articulation agreement is defined in Section 3(4) of the Act.
b.	All articulation agreements must be signed and approved by the agency head of each participating secondary and postsecondary LEA.
c.	A Program of Study must include a locally endorsed sequence of core academic and CTE courses from Grade 9 through the postsecondary component of the Program of Study.
d.	Career pathways must lead to a postsecondary credential. This may include a certificate, diploma, associate or baccalaureate degree, an industry certification or a licensure. In general, career pathways should offer students opportunities for continued education as well as access to

the skilled workforce.

- e. Each Program of Study is expected to be guided by the workforce and economic development needs of business / industry, the community and employment opportunities for students.

FLDOE Negotiation criteria may include the following:

1. High demand/enrolled programs
2. Local and regional workforce needs

Convert a negotiated percentage of **existing** local level CTE programs to the state template located at: <http://www.fldoe.org/workforce/dwdgrants/>.

- a. A written articulation agreement must be in place for each Program of Study that establishes and validates the career pathway. Articulation agreement is defined in Section 3(4) of the Act.
- b. All articulation agreements must be signed and approved by the agency head of each participating secondary and postsecondary LEA.
- c. A Program of Study must include a locally endorsed sequence of core academic and CTE courses from Grade 9 through the postsecondary component of the Program of Study.
- d. Career pathways must lead to a postsecondary credential. This may include a certificate, diploma, associate or baccalaureate degree, an industry certification or a licensure. In general, career pathways should offer students opportunities for continued education as well as access to the skilled workforce.
- e. Each Program of Study is expected to be guided by the workforce and economic development needs of business / industry, the community and employment opportunities for students.

2009-2010 Application Requirements:

1. Submit copies of all of the local programs of study on that state program of study template that were developed (either through consortium or not) during the 2008-2009 program year.
2. For each of the programs of study submitted describe the following:
 - a. How these programs of study will be made available to career and technical education students beginning in the 2009-2010 school year.
 - b. Assure that the articulation agreement has been signed and approved by the agency head of the participating secondary and/or postsecondary

agency and describe how postsecondary education credits are awarded under the articulation agreement.

- c. The process used to identify the locally endorsed sequence of academic and career and technical education courses from grade 9 through the postsecondary component of the program of study.
- d. The postsecondary credentials (industry certification/licensure, certificate, associate or baccalaureate degree) available to students under this program of study.

For inquires regarding the 2009-2010 Perkins Request for Application (RFA), please contact your Grants Administration Program Manager listed below:

Workforce Education Grants Administration Contacts

Program Managers: Listed by county		
WEST TEAM		
<p>John Occhiuzzo John.Occhiuzzo@fldoe.org 850/245-9042</p> <p>Bay Calhoun Escambia Franklin Gadsden Gulf Holmes Jackson Leon</p>	<p>Liberty Okaloosa Santa Rosa Walton Wakulla Washington</p>	<p>Leslie Young Leslie.Young@fldoe.org 850/245-9040</p> <p>Charlotte Collier Miami-Dade Glades Hendry Hernando Hillsborough Lee</p>
EAST TEAM		
<p>Tiffany Davis Tiffany.Davis@fldoe.org 850/245-9044</p> <p>Alachua Baker Bradford Columbia Dixie Duval Gilchrist Hamilton Hardee Jefferson Lafayette</p>	<p>Madison Manatee Nassau Suwannee Taylor Union</p>	<p>Doreen DuMond Doreen.DuMond@fldoe.org 850/245-9037</p> <p>Brevard Broward Highlands Indian River Martin Okeechobee Orange Osceola Palm Beach Polk Seminole St. Lucie</p>
<p>Ted Lane Ted.Lane@fldoe.org 850/245-9041</p> <p>Citrus Clay Desoto Flagler Lake Levy Marion Putnam St. Johns Sarasota Sumter Volusia</p>		

Please submit your questions and comments to Kathleen Taylor, Perkins IV Implementation Director at kathleen.taylor@fldoe.org.

The Florida Department of Education looks forward to working with you on behalf of Florida's career and technical education students.

Section 134 Requirements

“SEC. 134. LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

“(a) LOCAL PLAN REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

“(b) CONTENTS.—The eligible agency shall determine the requirements for local plans, except that each local plan shall—

“(1) describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;

Montana: Using the application activity entry form above, I have encouraged schools to only validate grant activities with the required and permissible uses. Again schools are required to submit an annual assessment of program needs (steps 1 & 2 of the application process) based on feedback from indicator data, special population data, satisfaction survey data, advisory councils, staff, faculty, institution strategic plans & any other valid source. From these sources, suggestions are prioritized and categorized by indicator. Activities are then developed to operationalize the prioritized suggestions. Only then are grantees required to validate activities against the required and permissible uses. The reason for this is that many grantees were writing their grants to these uses but their budgets did not match the activities shown.

We feel it is far more important to brainstorm the problems and come up with creative solutions to barriers in meeting indicator goals – and then determine if it is an allowable use of Perkins funds. With small grants, they are often lucky to be able to tackle a few significant obstacles each year. Trying to address all required uses is sometimes another obstacle.

“(b(2) describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;

Montana: The above process is built into our online application throughout, and our grants are specifically designed so that activities are identified to specifically address indicators. Indicator activities are then funded in steps 5&6 below by indicator to again keep the focus on achieving performance goals through quality programs.

“(B(3) describe how the eligible recipient will—

“(A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);

Montana: Each grantee keeps track of their CTE programs continuously in a program table in the online database. The programs designated as programs of study are identified and the progress is described in the final report and often noted in the grant activities. See below for POS summary form. Step 9 of the grant database. If you click on the top menu bar – the ZOOM box shown below comes up with instructions for programs of study. This is taken from the law. Grantees will identify progress made on POS implementation. Now that we have a framework, I will work the framework into this form to document POS efforts.

“(C) provide students with strong experience in, and understanding of, all aspects of an industry; S. 250—51

Montana: Accreditation requires programs to be reviewed every 4 years. MUS also requires advisory councils with representation from industry. Input from advisory councils is documented in step 1 of the grant database – in the prioritization of input. Click on the first field and Advisory council is in the list of sources for Perkins Priority Suggestions.

Technical skill attainment also documents affiliation with industry and industry standards.

D – See 5 year plan

E – secondary only

“(4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);

Montana: Professional development, particularly initial teacher preparation is being address at a state level. Locals have adopted a mini-grant process for professional development so that faculty can apply for professional development funds. The mini-grants are reviewed by a committee or qualified staff to assure the professional development is in one of the areas of greatest need, or for the highest priority indicator activities. In addition, faculty may be submitted for training based on deficits in program performance or identified need for improvement. To identify the specific professional development offered, I can pull the attached report at any point.

(5) See 5 year plan

(6) See 5 year plan

“(7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

Montana: The grants will be submitted 30 days after allocations are received from OVAE each year. Since current indicator data will not be available at that time, priorities will be addressed given the best information available at that time. When the final reports are prepared in August and indicator results are in, grantees will then be asked to revise their CURRENT grant indicator priorities, activities and budgets if any indicators were not met. This helps to focus current dollars on performance deficits while there may be time to correct them in the current year.

“(8) describe how the eligible recipient will—

“(A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

“(B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

“(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

Montana: Given that activities are designed to fit into specific indicators, we have also included each special population category for each activity. If a grantee is addressing a SP group, under a specific indicator, the results of those activities will be made available to all grantees. State SP data by indicator and CIP code will be tracked and targeted for special reserve and state leadership fund setasides.

“(10) describe how funds will be used to promote preparation for non-traditional fields;

Montana: Best practices will be broken down by indicator and CIP so programs across the state can share specific strategies by program and indicator. Montana is also a member of NAPE and are continually sharing best practices, websites, training sessions. See specific activities for each grant for 5P1 and 5P2.

“(11) describe how career guidance and academic counseling will be provided to career and technical education students, S. 250—52 including linkages to future education and training opportunities; and

Montana: Grantees can best answer this through activities identified in the required and permissive uses.

“(7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

Montana: The grants will be submitted 30 days after allocations are received from OVAE each year. Since current indicator data will not be available at that time, priorities will be addressed given the best information available at that time. When the final reports are prepared in August and indicator results are in, grantees will then be asked to revise their CURRENT grant indicator priorities, activities and budgets if any indicators were not met. This helps to focus current dollars on performance deficits while there may be time to correct them in the current year.

Section 134 activities requiring 5 year plan visioning:

“(C) provide students with strong experience in, and understanding of, all aspects of an industry; S. 250—51

“(D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and

Montana: Board of Regents determines the composition of academics required for the degree program. Mary is working on uniformity among the 2 Year schools.

“(4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);

“(5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;

Montana: Every CTE program in every school is required to have an advisory council that encompasses the above representatives. These councils are also required and reviewed per accreditation. Feedback from these councils is built into the annual assessment procedure. We can improve on this by adding this to the 5 year plan.

“(6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;

Len stated this is an assurance

“(9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

Montana: Each grantee must have a non-discrimination policy for this grant and as a requirement of accreditation. OCR reviews will also address issues of discrimination.

“(11) describe how career guidance and academic counseling will be provided to career and technical education students, S. 250—52 including linkages to future education and training opportunities; and

We could supplement annual activities with student services processes.

“(12) describe efforts to improve—

“(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

“(B) the transition to teaching from business and industry.

Handout #1

Big Sky Pathways Initiative 2010 - 2011

Linda Corr-Mahugh
Perkins Specialist
Office of the Commissioner of Higher Education

This presentation was developed through a cooperative effort with T.J. Eyer and the OPI CTE staff

Webinar Topics

- What are *Big Sky Pathways*?
- What is the *Big Sky Pathways Initiative (BSPI)*?
- Why should I participate in the BSPI process?
- Who are the college partners?
- When and where will the meetings be held?
- How will my school be reimbursed for my sub, etc.?
- Frequently Asked Questions

What Are *Big Sky Pathways*?

- Montana's term for *Programs of Study*
- Based on the 16 Career Clusters and their 79 pathways
- In Montana, *Big Sky Pathways (BSPs)* refer to both the 16 cluster-level and 79 pathway-level programs of study.

Perkins IV Requirements

- Each secondary Perkins recipient must develop at least one POS with a postsecondary Perkins recipient and submit for approval. Postsecondary Perkins recipients include colleges of technology, community colleges, some tribal colleges, and Northern.
 - Incorporate and align secondary and postsecondary education
 - Include academic & CTE content in a coordinated, non-duplicative progression of courses
 - Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits
 - Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree

What is the *Big Sky Pathways Initiative*?

- Perkins resources allocated for regional development meetings
- College/high school partnerships formed for building Big Sky Pathways
 - specific to each high school
 - aligned with a specific program at a regional Perkins-eligible college
 - guided by OPI Specialist

College Partners and the Big Sky Pathways Initiative

- Colleges identified Big Sky Pathways; high schools invited to partner
- High Schools choose Big Sky Pathways at the college closest to them (up to 7 per school)
- **Example:**
 - An Eastern Montana high school chooses three BSPs:
 - Agriculture, Food and Natural Resources
 - Dawson CC
 - Construction
 - MSU-Billings COT
 - Culinary Arts
 - UM-Missoula COT (Only one offering)

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Who Are the College Partners?

- Dawson Community College
- Flathead Valley Community College
- MSU-Billings COT
- MSU-Great Falls COT
- MSU-Northern
- Montana Tech COT
- UM-Helena COT
- UM-Missoula COT

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Why Should I Participate in the BSPi Process?

- One *BSP Request for Approval* required for all Perkins high schools (*Capacity for schools to participate in 7 BSPs*)
- Professional development opportunity
- Strengthen partnerships with counselors and postsecondary faculty
- Find out about new features of MCIS (Montana Career Information System)
- Guidance from OPI Specialist
- **Good for students**—college and career readiness, positive impact on graduation rates, articulated curriculum, etc.

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Mapping of Courses (grades 9-14)

- Recommended academic, CTE, and elective courses (College and Career Ready!)
- State and local graduation requirements
- Non-duplicative sequence
- Dual enrollment, on-line, and CTE START (Statewide ARTiculation) opportunities
- Identification of CTSOs and other relevant student organizations

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Assurances . . .

- Aligned with state/industry standards
- Linked with a web-based guidance delivery system, e.g., MCIS
- Aligned with a Montana Perkins college program
- Endorsed by local Advisory Committee
- Endorsed by Principal
- Endorsed by college partner

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Who Are the College Partners?

- Dawson Community College
- Flathead Valley Community College
- MSU-Billings COT
- MSU-Great Falls COT
- MSU-Northern
- Montana Tech COT
- UM-Helena COT
- UM-Missoula COT

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Agriculture and Natural Resources

- Dawson Community College
- Flathead Valley Community College
- MSU-Great Falls COT
- MSU-Northern

Co-facilitated by respective college faculty and OPI Specialist Brad King

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Family and Consumer Sciences

- **Early Childhood Education**
 - Dawson Community College
 - Flathead Valley Community College
- **Culinary Arts**
 - UM-Missoula COT
- **Human Services**
 - Flathead Valley Community College
- **Interior Design**
 - MSU-Great Falls COT

Co-facilitated by respective college faculty and OPI Specialist Megan Anderson

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Business

Business Management, Administration & Marketing

- Dawson Community College
- Flathead Valley Community College
- MSU-Billings COT
- MSU-Great Falls COT
- MSU-Northern
- Montana Tech COT
- UM-Helena COT
- UM-Missoula COT

Co-facilitated by respective college faculty and OPI Specialist Eric Swenson

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More Business

<h3>Finance/Accounting</h3> <ul style="list-style-type: none"> • Flathead Valley Community College • MSU-Billings COT • MSU-Great Falls COT • Montana Tech COT • UM-Helena COT 	<h3>Information Technology</h3> <ul style="list-style-type: none"> • Flathead Valley Community College • MSU-Billings COT • MSU-Great Falls COT • MSU-Northern • Montana Tech COT • UM-Helena COT • UM-Missoula COT
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Co-facilitated by respective college faculty and OPI Specialist Eric Swenson

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Industrial Tech Ed

<h3>Construction</h3> <ul style="list-style-type: none"> • Flathead Valley Community College • MSU-Billings COT • MSU-Great Falls COT • MSU-Northern • Montana Tech COT • UM-Helena COT • UM-Missoula COT 	<h3>Manufacturing (Welding)</h3> <ul style="list-style-type: none"> • Dawson Community College • Flathead Valley Community College • MSU-Billings COT • MSU-Great Falls COT • MSU-Northern • Montana Tech COT • UM-Helena COT • UM-Missoula COT
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Co-facilitated by respective college faculty and OPI Specialist Don Michalsky

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Industrial Tech Ed

- **Architecture/Drafting**
 - MSU-Northern
- **Engineering Tech**
 - Dawson Community College
 - MSU-Northern
- **Automotive**
 - MSU-Billings COT
 - MSU-Great Falls COT
 - MSU-Northern
 - Montana Tech COT

Co-facilitated by respective college faculty and OPI Specialist Don Michalsky

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Health Science

- Flathead Valley Community College
- MSU-Billings COT
- MSU-Great Falls COT
- Montana Tech COT
- UM-Helena COT
- UM-Missoula COT

*Co-facilitated by respective college faculty and
OPI Specialist Renee Harris*

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BSPI Process: Role of Colleges

- Each participating college is a consortium lead
 - Membership of each consortium is made up of high schools by BSP choice. A high school may belong to more than one consortium based on choices.
 - Colleges coordinate two meetings and provide content-specific faculty leadership.
 - Colleges process all reimbursements.

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When and Where?

- College partner will contact high schools about times and dates of BSP development meetings.
- If your school selected four BSPs, then you will have four different sets of meetings.
- College partner will schedule 4-hour meetings at college campus. Lunch provided by college.
- First BSP development meetings for high schools begin in November.

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BSPI Process: Role of High Schools

- High schools must send to the selected BSP development meetings:
 - One content-specific CTE teacher to two BSP development meetings
 - One guidance counselor required to attend at least first development meeting of one of the BSPs.
 - *Recommendation: All counselors should attend at least one BSP development meeting.*
- Others welcome
 - Administrators
 - Advisory committee members
 - Additional teachers and counselors

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BSP Development Meeting One approximately 4 hours

- Co-facilitated by OPI Specialist and College faculty
- Topics
 - Overview of Big Sky Pathways
 - Request for Approval and Assurances
 - 10 Framework Components
 - Relevant standards
 - Career Clusters' Essential Knowledge and Skills
 - Role of local Advisory Committees
 - Postsecondary credit opportunities
 - MCIS and Big Sky Pathways MAPs (Montana Achievement Plans)
 - Dialogue/sharing among faculty and teachers

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Prior to BSP Development Meeting Two

- Using tools provided in development meeting one, craft a Big Sky Pathway for own high school with:
 - *Counselor(s)*
 - *Advisory committee*
 - *Other high school faculty*
- If needed, consult with college faculty partner

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BSP Development Meeting Two

approximately 4 hours

- Each school shares local Big Sky Pathway development process and proposal with peers and college faculty
- BSP is uploaded into MCIS; technical assistance provided

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How Will My High School Be Reimbursed?

- BSPI will pay mileage for **one** vehicle and cost for **one** substitute teacher.
 - Exception: If counselor has teaching responsibilities and requires a substitute, then sub expenses for counselor will be reimbursed.
- BSPI will pay for **one** night prior to meeting at motel/hotel (at state rate) for distances more than 125 miles.
- High School submits **one** reimbursement request per meeting to college. College reimburses high school; high school reimburses staff.

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Timeline

- *September 20*—BSP selections due to OPI
- *October 1*—Colleges notified of high school partners by BSP
- *By October 15*—Colleges meet with OPI and create a schedule
- *November*—First BSPI meetings launched
- *February 15*—One BSP due to OPI/OCHE

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Frequently Asked Questions

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Q: *In previous years we have been asked to simply check a box to indicate we have one Big Sky Pathway. Now we are required to submit a Request for Approval with Assurances. WHY?*

A: This spring OPI/OCHE received guidance from the Office of Vocational and Adult Education that we are required to approve each Perkins recipient's program(s) of study (*Big Sky Pathways*).

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Q: *If only one Big Sky Pathway is required for Perkins funding, why am I given the option to sign up for seven?*


A: Because most high schools have more than one CTE program, we want to involve as many CTE instructors as possible.

Remember that your travel and sub costs will be reimbursed, so there is no cost to your district to participate. As we looked at our funding capacity, we can assure funding for all Montana high schools to participate in seven.

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Q: *This looks like the old Tech Prep model where we articulated courses regionally. I thought we were doing statewide course articulations.*


A: The Big Sky Pathway Initiative is not about course-to-course articulations. Although the articulation of CTE courses (now called START) will be discussed, the scope of the Big Sky Pathways Initiative is much greater.



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Q: *There are several teachers in my department who would like to attend the Big Sky Development meetings. May more than one CTE teacher attend?*

A: Yes! But the Big Sky Pathways Initiative will only reimburse you for the expenses of one teacher per BSP. You may use other Perkins funds, e.g., Professional Development, to pay for the expenses of the additional teachers.




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Q: *Why do I have to partner with the college closest to my high school?*

A: One of the purposes of the Big Sky Pathways Initiative is to foster regional high school/college faculty relationships that may be sustained.

Also, it would not be fiscally responsible to use public funds for unnecessary travel expenses.




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Q: *What happens if no one from my high school wants to participate in the Big Sky Pathways Initiative meetings?*

A: Even if you choose not to participate, you are still required to submit one *Big Sky Pathway Request for Approval with Assurances* to OPI by June of 2011 to maintain your Perkins funding.

The technical assistance provided through the Big Sky Pathways Initiative will make the process much easier for you.





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Do you have questions?

All questions submitted through this presentation will be answered and posted on OPI's CTE web page:

<http://www.opi.mt.gov/Programs/CTAE/CTE.html>

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▶ Fiscal Program Responsibility

- [Indirect Costs](#)
- [Allocations, Awards and Redistribution](#)
- [Maintenance of Effort](#)
- [Cash Management Guideline Procedures](#)
- [Reporting Requirements](#)
- [Criteria and Allocation of Reserve Local Funds](#)

▶ Montana Perkins Funds Distribution and Management

- [Equipment](#)
- [Program Improvement Plan](#)
- [Perkins Risk Management Performance Reviews](#)
- [Supplant](#)
- [Local Reporting of Student Data](#)

▶ Programs of Study

- [Programs of Study Review & Approval](#)

▶ Accountability

- [Negotiated Performance Levels](#)
- [Allowable Expenses](#)
- [Program Improvement Plan](#)
- [Maintenance, Transfer and Storage of Perkins Data](#)
- [Accurate Reliable and Complete Student Data](#)

▶ Office of Civil Rights (OCR)

- [Special Populations Equal Access](#)

The screenshot shows a web browser window displaying the Montana University System website. The address bar shows the URL: <http://mus.edu/wd/PolicyProcedure.asp>. The browser's address bar includes navigation icons and the Bing search engine. The website header features the Montana University System logo and the text "MONTANA'S QUALITY HIGHER EDUCATION SYSTEM". Below the header is a navigation menu with links for Board of Regents, Students, Campuses, System Office, 2-Year Ed, Transfer Initiative, System Info, and Contact. The main content area is titled "MONTANA WORKFORCE DEVELOPMENT" and features a large image of four people representing different professions: a construction worker, a scientist, a business professional, and a chef. Below the image is a "Welcome!" message: "Welcome! You've found the official Policy and Procedures Manual for the Carl D. Perkins Program. It is our goal to provide the most up to date interactive information for the participants of this program." The page includes a sidebar with a "GRANT APPLICATION FORMS" section and a "MONTANA FASTER EDUCATION" logo. The main content area has a "State Administration" section with links for State Plan Development and Revision, Public Hearings, State Plan Program Evaluations, and State Perkins Calendar. At the bottom, there is a navigation menu with links for Fiscal Program Responsibility, Montana Perkins Funds Distribution and Management, Programs of Study, Accountability, and Office of Civil Rights (OCR).