

Montana Consolidated Annual Report

July 1, 2007 - June 30, 2008

This section is based on the information collection submission made by the U.S. Department of Education, Office of Vocational and Adult Education (OMB No. 1830): Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006.

There is no form for the narrative. Please write this section as you would any text document, typically using Microsoft Word or some other word processing software. The system also accepts PDF files. The entire narrative report must not exceed 20 pages.

Each state must address in the report all the items below, and to the extent possible, use bullets, tables, and charts to summarize key points of its performance in the past program year (July 1, 2007 - June 30, 2008).

1) Implementation of State Leadership Activities

Secs. 124(b) and (c) of *Perkins IV* describe the required and permissible uses of state leadership funds, respectively. Provide a summary of your state's major initiatives and activities in **each of the required areas**, as well as **any of the permissible areas that your state has chosen to undertake** during the program year.

a) Required Use of Funds:

- Conducting an assessment of the vocational and technical education programs funded under *Perkins IV*;
 - Secondary: The Office of Public Instruction's (OPI) on-line electronic grants management system [E-grants] was, again, utilized for Carl Perkins district applications, funding requests and payments. Inside the on-line Perkins application is a self-assessment for each CTE program offered at the applicant district. This assessment is used by the school and the state specialists to identify areas of weakness within programs. Advisory board information with appropriate representation for the program and community is also included in the assessment. Performance and accountability is reported to districts via the E-grant system and districts will be responsible for setting target levels for the Perkins IV performance measures. The fiscal budgets are program specific and help us to better monitor the proper usage of funds. Perkins specialists perform on-site reviews of up to 20% of districts each year on a rotational basis. This assures district compliance with the various program and fiscal requirements of Perkins legislation.
 - Postsecondary: Every program submitted by local grant recipients is reviewed and approved by the Perkins Accountability Specialist. Utilizing the new comprehensive Perkins IV Postsecondary database, the approved programs and student data are assembled into a number of reports. The report most utilized for

state decision making is broken down by indicator, then CIP Code, then grantee. Nontraditional gender indicator, as well as ethnicity and special population results are shown. These reports are used to guide program of study development, reserve and state leadership grant initiatives, or incentives to increase development or enhancement of high skill/wage/demand programs. We are hoping to obtain similar secondary information in the future which will allow for more universal strategic planning.

CIP Code & Title: 100303, Prepress/Desktop Publishing and Digital Imaging Design

Grant Fiscal Year: July 1, 2007 - June 30, 2008 **Academic Year:** Summer 07 - Spring 08
Indicator & Goal: 5P2 Completion Non-Traditional 12.00%
Numerator: Number of CTE concentrators from underrepresented gender groups who completed or were eligible to complete a CTE program that leads to employment in nontraditional fields during the reporting year.
Denominator: Number of CTE concentrators who completed or were eligible to complete a CTE program that leads to employment in nontraditional fields during the reporting year.
Measure: State/Local Administrative Data

| Totals | NT Males | NT Females | American Indian or Alaskan Native | Asian or Pacific Islander | Black-not Hispanic | Hispanic | White-not Hispanic | Ethnicity Unknown | Disability | PELL or BIA | Non-trad Gender | Displaced Home-makers | Single Parents | Limited English |
|--------|----------|------------|-----------------------------------|---------------------------|--------------------|----------|--------------------|-------------------|------------|-------------|-----------------|-----------------------|----------------|-----------------|
|--------|----------|------------|-----------------------------------|---------------------------|--------------------|----------|--------------------|-------------------|------------|-------------|-----------------|-----------------------|----------------|-----------------|

Grant ID & Grantee: 902, Salish Kootenai College

| Program Information: | CGRCT-CRT - Information Technology/Digital Arts and Design (nontraditional for Males) | | | | | | | | | | | | | |
|----------------------|---|------|----|-----|----|----|----|----|----|-----|-----|----|----|----|
| Remainder | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 0 |
| Numerator | 3 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 |
| Denominator | 5 | 3 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 1 | 0 |
| Results | 60% | 100% | 0% | 60% | 0% | 0% | 0% | 0% | 0% | 60% | 60% | 0% | 0% | 0% |

Grant ID & Grantee: 301, Flathead Valley Community College

| Program Information: | Graphics Arts--CAS - Graphics Arts (nontraditional for Males) | | | | | | | | | | | | | |
|----------------------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Remainder | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Numerator | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Denominator | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Results | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

| Totals/Results for 100303, Prepress/Desktop Publishing and Digital Imaging Design | | | | | | | | | | | | | | |
|--|-----|----|----|-----|----|----|----|----|----|-----|-----|----|----|----|
| Remainder | 3 | 3 | 3 | 2 | 0 | 0 | 1 | 0 | 0 | 3 | 3 | 0 | 1 | 0 |
| Numerator | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 |
| Denominator | 6 | 3 | 3 | 5 | 0 | 0 | 1 | 0 | 0 | 6 | 6 | 0 | 1 | 0 |
| Results | 50% | 0% | 0% | 60% | 0% | 0% | 0% | 0% | 0% | 50% | 50% | 0% | 0% | 0% |

Thursday, October 23, 2008

- Developing, improving, or expanding the use of technology in career and technical education;
 - Secondary:
 - ❖ The OPI maintains web sites and Perkins list serves to provide better communication linkage to the field and general public. In addition, a Technical Assistance Teleconference was presented by OPI Pathway Specialists to review the local Perkins application process and to answer questions about the submission of the application.
 - ❖ Uses state leadership funds to support annual updates for teachers/administrators. These include sessions on the latest software, hardware, classroom, and equipment technologies relevant to CTE program areas. State leadership funds are also used to support teachers who attend specialized training such as Oracle and CISCO academies and state CTE specialists attended professional development conferences to better lead the LEAs in developing career clusters and specific pathways.

- Postsecondary: The Montana University System leveraged other efforts such as Equipment Grants from the Montana Legislature, distance learning work through the Montana Distance Education Initiative, and a Making Opportunity Affordable Grant. This allowed Perkins grantees to focus on utilize Perkins funds for other types of program enhancement and development. The majority of which was devoted to new program development and implementation, curricula updates and professional development. These technological enhancements are utilized by all CTE programs in the two-year system.
- Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;
 - Montana:
 - ❖ Continued the annual grant for the Montana Association for Career and Technical Education to provide state-wide professional development focusing on the implementation of career clusters in Montana and to provide leadership in the design of specific programs of study (Big Sky Pathways) for local district implementation. Big Sky Summer Institute trainings for teachers were held throughout the summer in the following career field areas. These professional development opportunities assisted teachers in staying current with the needs, expectations, and methods of their expertise.

| Career Cluster | Dates | # of Participants |
|--|----------------|-------------------|
| Business, Management, & Information Systems | June 16-20 | 78 |
| Agriculture, Food & Natural Resource Systems | June 23-27 | 53 |
| Health Sciences | June 23-July 3 | 43 |
| Industrial Manufacturing & Engineering Systems | June 9-13 | 30 |

- ❖ The Montana State Executive Leadership Team (SELT) has identified the need for a professional development plan. Throughout Perkins III there were a number of established professional development activities including SELT collaboration with the Montana ACTE chapter, Career Cluster development and implementation conferences and work groups, and collaboration with Tech Prep professional development activities focused on specific disciplines. In Perkins IV, the SELT has taken a more active roll in directing the professional development of the above groups and will in 08-09 prepare a needs assessments to identify unmet PD needs. Strategies to address the identified needs may include using reserve funds, requiring a percentage of local application funds to be earmarked, collaborating with WIA partners, and further directing state leadership funds or staff for the established PD activities.
- Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education;

- Secondary: Continue the process of engaging secondary teachers, both academic and career and technical, to update program-area-specific standards and guidelines to enhance curricula. Three workshops were provided for CTE and academic teachers on interdisciplinary lessons at the Montana ACTE institute. Guest speaker, Dr. James Stone, gave two presentations regarding the integration of math in CTE programs. Health Sciences specialist attended a conference on integration of biomedical science curriculum into CTE. Career cluster-specific teams have been implemented in each of the six career fields to assist districts in the creation and implementation of career clusters and to better align Montana standards to career clusters and industry standards.
 - Postsecondary: As part of our collaboration with secondary through Big Sky Pathways postsecondary teachers are collaborating on what academic are needed at the various postsecondary levels. In addition, many programs are developing articulation agreements for technical writing and technical math.
- Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable;
 - Secondary:
 - ❖ coordinated the competitive grant process for allocating funds to both secondary and postsecondary educational organizations to provide nontraditional training and employment programs in a variety of formats.
 - ❖ preparatory work began on the revision of the Montana Standards and Guidelines, especially in the areas of agriculture and health sciences. Health sciences, as an emerging profession, currently do not have any state standards in place since the 1999 edition was published.
 - Postsecondary: Local application data was used to identify programs that did not meet their local negotiated levels of performance for the nontrad indicators. These grantees were given additional funds for 08-09 through state leadership to either develop counseling or other strategies to increase nontrad participation and completion. Grantees were also given resources from NAPE to guide them in their development.
 - Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study;
 - Secondary: new partnerships between education and industry have occurred this year with significant progress made toward the implementation of career fields in Montana. Specific business & industry partners have been recruited by each Pathway Development Team who has met to develop field-specific programs of study (Big Sky Pathways). Other new partnerships include the Montana Innkeepers Association, Montana Restaurant Association, Montana Office of

Rural Health, Area Health Education Center, Montana Healthcare Association, and the National Consortium for Health Sciences Technology Education.

- Montana: In the development Big Sky Pathways/Programs of Study a number of partners were enlisted to work with LEAs via pathway specific advisory groups which include the following partners, apprenticeship programs, labor, secondary, postsecondary, & industry.
- Serving individuals in state institutions;
 - Montana has enforced the required Institutions grant that in 07-08 supported a pre-release center in assisting its residents with attaining basic computer literacy and the end goal of increasing academic and vocational proficiencies via attainment of a GED.
- Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and
 - Secondary: the Career and Technology Education Division at the Office of Public Instruction (OPI) collaborates with the Special Education Division thru State Improvement Grant (SIG) to recruit and/or facilitate the entrance and retention of special populations and disadvantaged persons into existing programs of vocational education, employment or other education and training; provided an access point for the targeted special populations of students for a seamless, linked system that promotes their successful attainment of educational and vocational goals.
 - Postsecondary: Montana has utilized the Occupational Supply and Demand System (OSDS) to tie the high skill/wage/demand criteria to state and national labor market data. We have also collaborated with Les Janis, OSDS Administrator, to use labor marketing, ONET and SOC data to develop a site that gives the workforce percentage for each CIP for each high skill/wage/demand categories. Examples of this can be viewed at the following URL: (http://test.occsupplydemand.net/Montana2/HDWS/OSD_CIPlistMT.aspx).

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

Click on any occupation and you will see the following types of results. This information in addition to the reports mentioned above that describe indicator results by special population groups for each grantee and

program will help Montana to pinpoint specific special populations issues for program, grantee and indicator. This information will be used to help define reserve, state leadership priorities and to provide incentives for local applications.

- Offering technical assistance for eligible recipients.

- Secondary: Staff from the OPI provides technical assistance—either by phone, e-mail, or an onsite visit—on a regular basis to local teachers, counselors, administrators and other personnel associated with all aspects of CTE. Technical assistance is also provided upon request on site at Perkins-eligible schools. Because of the vast geographical distances in Montana, technical assistance is also offered through video teleconferences and printed materials are readily available on the OPI web site.
- Postsecondary: WebEx delivered TA sessions to postsecondary grantees to review the Perkins IV law and discuss the implications of implementing the new law were held November 07 through April 08. Documentation of the notes and discussion are available using the following link (http://www.mus.edu/wd/LA_TA_Meeting_notes.asp). WebEx training sessions also took place in Spring of 08 to train each grantee on the new Perkins IV database and grant requirements that resulted from the earlier TA sessions. These sessions, while provided via WebEx were delivered individually to each grantee. Control was given to the grantee while the Perkins Accountability Specialist guided them through the new system. This provided hands on instruction specific to each grantees level of expertise with attention given to specific implementation issues. This training was followed up with face-to-face TA to review 08-09 grants. Reserve and state leadership grants also received face-to-face TA to assure the new Perkins IV legislation was being implemented properly.

b) Permissible Activities Include:

- Improving career guidance and academic counseling programs;
 - Secondary: OPI career and technical education staff have made presentations to numerous and varied audiences about Big Sky Pathways as they relate to counseling and career guidance issues. In addition, work was started on an RFP developed by both the OPI and the Office of the Commissioner of Higher Education (OCHE) to interested applicants for the development of secondary school counselor training that will assist counselors in preparing students for career pathways.
 - Postsecondary: A growing partnership with Montana Career Information System (MCIS) began in early 08. The initial partnership effort was directed towards a collaboration of Montana specific Career Cluster and Pathway printed materials. The partnership is now extending beyond this collaboration to include MCIS as a full partner in implementing Big Sky Pathways/Programs of Study. The partnership has been further solidified using WIA incentive funds to develop Adult Pathways.
- Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students;
 - Montana:
 - ❖ Health science laid foundation for Perkins IV articulations in 07-08. The change from articulations from Perkins III to Perkins IV will be primarily that

courses articulated must result in decreased time and/or expense to the student through credit transfer. A number of courses articulated in Perkins III had no corresponding program in postsecondary for which the credits could be “cashed in”.

- ❖ Montana is also began in 07-08 working with the Big Sky Pathways/Programs of Study groups to align courses and eliminate duplication. To this effort, each program/pathway will prepare a matrix of entry level postsecondary courses and potential secondary courses to identify the most obvious courses for statewide articulations.
 - ❖ Initially, these efforts will result in fewer articulations, however the number of credits transcribed or “cashed in” should increase dramatically in 08-09 and even more so in 09-10.
- Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;
 - Montana:
 - ❖ The University of Montana College of Technology and the University of Montana have collaborated on a BAS program with the intent of facilitating AAS students obtaining a baccalaureate degree. There is also an additional intent for students to obtain teaching a BAS in teaching to encourage more CTE instructors for both secondary and postsecondary.
 - ❖ In the spring of 2007, the 59th Montana Legislature called on the Montana University System to develop simple and clear procedures and policies regarding the transfer of credits among the various units of the system. To jump-start this Transferability Initiative, the Legislature allocated significant funds to support the faculty efforts needed to reach consensus on what courses should transfer, and to develop the centralized data and web support capabilities at the Commissioner’s Office to ensure that this information is available to all users of the system. Montana has completed 12 of the numerous disciplines and has workgroups set up to tackle the majority of the ones remaining. The initial swipe of the over 3500 courses in the Montana University System, yielded a reduction of over 50%. The state was able to eliminate duplication and reduce the number of courses offered to just over 1350. While a great deal of work remains, this is a huge start and will significantly benefit Big Sky Pathway development of statewide articulations, and transfer of credit to 4-year programs.
 - Supporting career and technical student organizations;
 - Secondary: The OPI is very committed to the support of CTE student organizations in Montana. Two of the major ways of support are by supplying personnel—most program specialists are also state advisors in their respective career fields so they provide direct state leadership in the CTSO. Secondly, we support them in resources and with funding—many of our OPI staff provide leadership resources to assist the specialists' state competitive events conferences. The Career and Technical Student Organizations (CTSO's) supported in Montana are: FFA, Business Professionals of America (BPA), DECA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), Technology Student Association (TSA), and SkillsUSA.

- Supporting public charter schools operating career and technical education programs;
 - NA

- Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;
 - NA

- Supporting family and consumer sciences programs;
 - Secondary: The OPI provided leadership funds for the Montana Association of Family and Consumer Sciences to bring in experts in the area of the Human Services and Hospitality and Tourism career clusters. Additionally, Family Economics and Financial Education trainings were held in the state.

- Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;
 - Secondary:
 - ❖ Cooperative education/work experience programs in CTE coordinates the school, employer, and student to provide on-the-job experience and training. These arrangements are encouraged, supported, and utilized in Montana.
 - ❖ Because many of our rural healthcare facilities are severely impacted by the shortage of workers, substantial partnerships have been formed between some medical facilities and their local high school. The medical facility provides the healthcare professional, pays for their Class4B endorsement to be certified to teach in the local high school and in return, the OPI offers on-line and work-based learning courses for rural schools.
 - Montana:
 - ❖ Big Sky Pathways/Programs of Study have formed Advisory councils that involve a number of partners which include, apprenticeship programs, labor, secondary, postsecondary, & industry.
 - ❖ Montana University System, Workforce Development Unit is represented on State Workforce Investment Board (SWIB). The 08-09 needs assessment indicated Career Clusters/Pathways as one of 3 major focus area for the year.

- Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;
 - Montana: OPI and OCHE Program Specialists have worked extensively this past year with teams of secondary, post-secondary, business and industry partners to develop the Big Sky Pathways in three career fields: Business, Management and Information Systems; Industrial, Manufacturing & Engineering Systems; and Health Sciences. The other three career fields will be developed in the 2008-09 school year. The Health Sciences cluster held a two-week Educational Leadership Forum with secondary and post-secondary instructors developing the

Health Science pathway, standardizing programs of study throughout the state, and integrating CTE programs with high school redesign.

- Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*;
 - NA
- Providing activities to support entrepreneurship education and training;
 - NA
- Providing career and technical education programs for adults and school dropouts to complete their secondary school education;
 - NA
- Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs;
 - This topic will be the focus of the WIA Incentive grant for the 08-09 grant year.
- Developing valid and reliable assessments of technical skills;
 - Secondary: OPI conducted a survey of every secondary Perkins eligible program to determine which CTE programs have technical skill assessments, which do not, and what assessments are in use. Survey results determined that most did not yet have a valid and reliable assessment in place. Work is continuing in this area.
 - See the answer for question 4
- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
 - Secondary:
 - ❖ OPI has developed and is using an agency-wide data collection system called Achievement in Montana (AIM). The use of this secure web-based online system is enhancing the collection, reliability, and analysis of data collected by the OPI. Some aspects of data collection have been delayed due to programming issues outside of our control, however, more data will be reported in the 2009 CAR report.
 - ❖ The OPI on-line electronic grants management system [E-grants] was again utilized for Carl Perkins district applications, funding requests and payments. The E-Grant information system has been extremely helpful in collecting data in an efficient and timely fashion to help us better monitor the proper usage of funds.
 - Postsecondary
 - ❖ The data system used in Perkins III did not gather a number of pieces of data needed for Perkins IV data collection. There were also inherent design flaws that overwrote data. Lastly, the student tracking system and grant databases were separate. A new system was developed to address these three issues.
 - ❖ The new online data system will allow data to be shared more easily and will allow data to be shared with like programs across the state. This is

particularly important as the Big Sky Pathways/Programs of Study relationships are built and articulations decisions are made.

- ❖ Utilizing the new database, program and student data are assembled into a number of reports. The report most utilized for state decision making is broken down by indicator, then CIP Code, then grantee. Nontraditional gender indicator, as well as ethnicity and special population results are shown. These reports are used to guide program of study development, reserve and state leadership grant initiatives, or incentives to increase development or enhancement of high skill/wage/demand programs. We are hoping to obtain similar secondary information in the future which will allow for more universal strategic planning. (as sample of these reports is provided on page 2)
 - ❖ Partnerships with FEDES and Montana Department of Labor were developed in Perkins III. Montana is monitoring the Oregon/Washington request for access to WRIS data. Pending that decision, Montana will likely pursue access to this data to better track graduates.
- Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and
 - Secondary:
 - ❖ A new teacher mentoring program that teams a beginning teacher with a mentor teacher has recently been developed in agriculture to improve teacher retention. The program is in its second year and is experiencing great success. Similar mentoring programs are expected to be developed in the other CTE areas in the future.
 - ❖ Because many of our rural healthcare facilities are severely impacted by the shortage of workers, substantial partnerships have been formed between some medical facilities and their local high school. The medical facility provides the healthcare professional, pays for their Class4B endorsement to be certified to teach in the local high school and in return, the OPI offers on-line and work-based learning courses for rural schools.
 - Postsecondary:
 - ❖ The University of Montana College of Technology and the University of Montana have collaborated on a BAS program with the intent of facilitating AAS students obtaining a baccalaureate degree. There is also an additional intent for students to obtain teaching a BAS in teaching to encourage more CTE instructors for both secondary and postsecondary.
 - Supporting occupational and employment information resources.
 - NA

2) Progress in Developing and Implementing Technical Skill Assessments

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each state is required to gather data and

report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan:

- a) the program areas for which the state had technical skill assessments;
- b) the estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments; and
- c) the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all career and technical education concentrators and all program areas in the future. Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

- **Secondary**—The OPI conducted a survey of program areas to determine what, if any, technical skills assessments were currently in place. The results are as follows:

| EXAM TYPE | AG | BSED/MKT | FCS | HEALTH | IND/TECH |
|--------------------|--------|----------|--------|--------|----------|
| National Exam | 10.91% | 12.75% | 3.57% | 17.95% | 11.84% |
| State Exam | 10.91% | 9.80% | 4.76% | 20.51% | 5.26% |
| Third-Party Exam | 16.36% | 9.80% | 8.33% | 12.82% | 13.16% |
| District-developed | 45.45% | 44.12% | 46.43% | 58.97% | 50.00% |
| Teacher-developed | 76.36% | 79.41% | 89.29% | 94.87% | 86.84% |

- The secondary CTE division leadership team is currently in the exploration stage of utilizing existing resources to fulfill the requirements of third-party technical assessments.
- **Postsecondary** –
 - During the transition year, Montana postsecondary focused on identifying where programs were in implementing skill assessments. As the chart below shows, 52 of the 129 CTE programs Montana offers, have access to or refer to a Gold Standard* assessment or licensing program.
 - Not all grantees within a program link or refer to the assessment programs available to their students. In some cases it is because program staff is not aware of the available certifications. In other cases it is an information dissemination issue. The Montana Big Sky Pathways/Programs of Study initiative will assist in unifying like program staff across the state. In doing so, pathway groups can take on not only the issue of identifying and validating assessment options, but also assuring students are referred and their results tracked. Increasing implementation of TSAs will be a primary focus in 2008 through 2010.
 - As the BSP groups gain traction with programs that currently utilize an assessment tool, they will be prioritizing the remaining 77 programs that do not currently address assessment. Montana feels it is important to have a successful process in place before tackling this next step.

- The good news is while the majority of programs do not have assessments, the majority of students are in programs that do have access to assessments. Of the 4544 concentrators for GY-08, 3114 (or 69%) are in programs where at least one grantee is utilizing a gold standard assessment. While this would certainly not be the number of students Montana PS anticipates reporting for 08-09, it does indicate Montana is focusing on the programs that most impact the greatest number of students and state workforce needs.

| *Postsecondary Gold Standard Assessment Types |
|--|
| National/International Credentialing or Certification Exam |
| State Credentialing or Licensing Exam |
| Industry-Developed Exam for Occupational Specialty |
| Third-Party Exam Measuring Technical Skills |
| State-Developed Exam(s), Tied to Industry Standards |
| Foundation-level Exam, Developed by National Industry Group |
| State Secondary Technical Exam, Matched to Postsecondary Entry |

| CIP Code | CIP Title | Skill Assessment Progress for 08 | Estimated % Who Would Be Counted |
|-----------------|---|--|---|
| 110103 | Information Technology (NEW) | 2 grantees offer this program. One grantee has a Gold standard assessment which is identified as an Industry-Developed Exam for Occupational Specialty. The other grantee does not have an assessment. | 8 |
| 110201 | Computer Programming/Programmer, General | 4 grantees offer this program. One prepares students for Sun Certified Java Programmer or Microsoft Certified Application Developer. One identified students may take industry exams and the third does not utilize assessments. | 16 |
| 110801 | Web Page, Digital/Multimedia & Information Resources Design (NEW) | 3 grantees offer the program. One refers students to an industry exam, the other two do not. | 8 |
| 110901 | Computer Systems Networking and Telecommunications (NEW) | 6 grantees offer the program. Two refer students to an industry exam such as (A+ (A+ Programming Language Certification), Net+ (Network + Certification), MCP (Microsoft Certified Professional), MCDST (Microsoft Certified Desktop Support Technician)). | 36 |
| 111001 | System Administration/Administrator (NEW) | 1 grantee offers the program and referral to an industry exam. | 0 |
| 111002 | System, Networking, and LAN/WAN Management/Manager (NEW) | 1 grantee offers the program and referral to CCNA, A+, Network+, Security+ certifications exams. | 0 |

| | | | |
|--------|--|---|----|
| 111004 | Web/Multimedia Management and Webmaster (NEW) | 2 grantees offer the program. One refers students to Java & Microsoft certifications. The other does not. | 6 |
| 120503 | Culinary Arts/Chef Training | 2 grantees offer this program and refer to National Restaurant Association Education Foundation and ServSafe Sanitation Certificate. | 11 |
| 150201 | Civil Engineering Technology/Technician | 1 grantee offers this program and refers to Land Surveyor Intern Test. Test not required to graduate as it is given after they have field experience. | 8 |
| 150303 | Electrical, Electronic & Communications Engineering Technology/Technician | 4 grantees offer this program. 1 refers students to a national certification. | 8 |
| 150401 | Biomedical Technology/Technician | 1 grantee offers this program and refers to a national certification or licensure. | 1 |
| 150499 | Electromechanical & Instrumentation and Maintenance Technologies/Technicians, Other | 2 grantees offer this program. One refers students to Center for the Advancement of Process Technology (CAPT) exit testing program. The other does not. | 16 |
| 151001 | Construction Engineering Technology/Technician | 3 grantees offer this program. One offers certification in NCCER and gain national certification portable throughout the country. The other two programs do not refer students. | 25 |
| 151202 | Computer Technology/Computer Systems Technology (NEW) | 4 grantees offer this program. One refers to A+ Certification, another to the National Association of Radio and Telephone Engineers (NARTE), the other two do not refer. | 1 |
| 151302 | CAD/CADD Drafting and/or Design Technology/Technician (NEW) | 2 grantees offer this program. One uses NOCTEI, the other does not have an assessment. | 29 |
| 220301 | Legal Administrative Assistant/Secretary | 3 grantees offer this program. One refers students to Microsoft Office User Specialist certification. | 2 |
| 460201 | Carpentry/Carpenter | 6 grantees offer this program. 5 refer to NCCER National Center for Construction Education and Research Certification | 29 |
| 470201 | Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician | 2 grantees offer this program. One refers to EPA Refrigerant Handling Certification Exam the other to the State Refrigeration License. | 6 |
| 470603 | Autobody/Collision and Repair Technology/Technician | 2 grantees offer this program. Both utilize NATEF (National Automotive Technicians Education Foundation). | 14 |
| 470604 | Automobile/Automotive Mechanics Technology/Technician | 6 grantees offer this program. 3 offer ASE (Automotive Service Excellence) Testing. | 25 |
| 470605 | Diesel Mechanics Technology/Technician | 5 grantees offer this program. 3 offer ASE (Automotive Service Excellence) Testing. | 37 |

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| 470607 | Airframe Mechanics & Aircraft Maintenance Technology/Technician | 1 grantee offers this program. Students are referred to a state licensing agency. | 5 |
| 480508 | Welding Technology/Welder | 9 grantees offer this program. 3 refer to American Welding Society certification | 24 |
| 480599 | Precision Metal Working, Other | 1 grantee offers this program. They refer to American Welding Society certification | 9 |
| 490102 | Airline/Commercial/Professional Pilot and Flight Crew | 1 grantee offers this program. They refer to a state licensure agency. | 10 |
| 490205 | Truck and Bus Driver/Commercial Vehicle Operation | 1 grantee offers this program. They refer to Class "A" Commercial Drivers License (CDL). | 2 |
| 500713 | Metal and Jewelry Arts | 1 grantee offers this program. They refer to Jewelers of America Certified Bench Technician exam. | 4 |
| 510601 | Dental Assisting/Assistant | 2 grantees offer this program. They refer students to Dental Assisting National Board Exam (DANB) | 19 |
| 510602 | Dental Hygiene/Hygienist | 1 grantee offers this program. They refer students to the National Dental Hygiene & Western Regional Board Exams | 7 |
| 510706 | Health Information/Medical Records Administration/Administrator | 1 grantee offers this program. They refer to the National Registered Health Information Technologist exam. | 15 |
| 510707 | Health Information/Medical Records Technology/Technician | 3 grantees offer this program. 2 refer to the Certified Coding Associate (CCA). One does not. | 11 |
| 510708 | Medical Transcription/Transcriptionist | 4 grantees offer this program. 2 refer to the Certified Medical Transcriptionist (CMT). 2 do not. | 15 |
| 510713 | Medical Insurance Coding Specialist/Coder (NEW) | 5 grantees offer this program. 2 refer to the Certified Coding Associate (CCA), AAPC (American Academy of Professional Coders) Exam, AHIMA (American Health Information Management Association) Exam. 3 do not. | 12 |
| 510716 | Medical Administrative/Executive Assistant & Medical Secretary | 4 grantees offer this program. 2 refer to MOUS Certification, 2 do not. | 9 |
| 510801 | Medical/Clinical Assistant | 4 grantees offer this program. 2 refer to AAMA (American Association of Medical Assistants). | 18 |
| 510805 | Pharmacy Technician/Assistant | 2 grantees offer this program. Both refer to Pharmacy Technician Certification Board (PTCB). | 5 |
| 510806 | Physical Therapist Assistant | 1 grantee offers this program. They refer to the National Physical Therapist Assistant Examination. | 2 |
| 510904 | Emergency Medical Technology/Technician (EMT Paramedic) | 3 grantees offer this program. All refer to National Registry of Emergency Medical Technicians exams. | 18 |
| 510907 | Medical Radiologic Technology/Science - Radiation Therapist | 1 grantee offers this program. They refer to American Registry of Radiologic Technologies (ARRT). | 3 |

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| 510908 | Respiratory Care Therapy/Therapist | 2 grantees offer this program. They both refer to National Board for Respiratory Care exam. | 12 |
| 510909 | Surgical Technology/Technologist | 3 grantees offer this program. They all refer to the National Board of Surgical Technology & Surgical Assisting. | 17 |
| 510911 | Radiologic Technology/Science - Radiographer (NEW) | 4 grantees offer this program. They all refer to the American Registry of Radiologic Technologist Certification exam. | 29 |
| 511501 | Substance Abuse/Addiction Counseling | 2 grantees offer this program. Both refer to Montana Licensed Addiction Counselor's test. | 2 |
| 511601 | Nursing - Registered Nurse Training (RN, ASN, BSN, MSN) | 7 grantees offer this program. 6 refer to National Council Licensing Examination (NCLEX) | 93 |
| 511613 | Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS) | 6 grantees offer this program. 6 refer to National Council Licensing Examination (NCLEX) | 67 |
| 520302 | Accounting Technology/Technician and Bookkeeping | 7 grantees offer this program. 1 refers to A+ certification. | 51 |
| 520401 | Administrative Assistant and Secretarial Science, General | 9 grantees offer this program. 1 refers to the MOUS certification. | 28 |
| 520407 | Business/Office Automation/Technology/Data Entry | 5 grantees offer this program. 1 refers to the MOUS certification. | 4 |
| 520411 | Customer Service Support/Call Center/Teleservice Operation (NEW) | 1 grantee offers this program and refers to the Montana Law Enforcement Academy challenge test | 0 |
| 520901 | Hospitality Administration/Management, General | 3 grantees offer this program. 1 refers to the Educational Institute of the American Hotel and Lodging Association | 4 |
| 520904 | Hotel/Motel Administration/Management (NEW) | 1 grantee offers this program and refers to the Educational Institute of the American Hotel and Lodging Association | 0 |
| 521501 | Real Estate | 1 grantee offers this program and refers to Montana Board of Realty Regulation (BRR) CEU certificates. | 0 |

3) **Implementation of State Program Improvement Plans - *Not applicable for the transition year as there were no established negotiated levels of performance.***

4) **Implementation of Local Program Improvement Plans – *Not applicable for the transition year as there were no established negotiated levels of performance.***

5) **Tech Prep Grant Award Information**

Sec. 205 of *Perkins IV* requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the state. Please provide a description of how grants were awarded during the program year, including a listing of the consortia that were funded and their funding amounts.

- How were the grants awarded?
 - Competitive process with 3 national readers Pam Kirk, Jim Schoelkopf and Carol Jergens.

- The consortia awarded:
 - Peaks to Plains consortium was funded to implement the Montana Big Sky Pathways initiative (programs of study).
 - Awarded the total Title II amount: \$494,553

- Consortia effectiveness:
 - States were told on a NSWG call this information did not have to be reported for the transition year.