

# Montana Consolidated Annual Report

## July 1, 2008 - June 30, 2009

*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, 2008 - June 30, 2009).

### 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. Secondary CTE Program 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
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**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
<b>Numerator</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Denominator</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Results</b>	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
<b>Denominator</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Results</b>	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
<b>Numerator</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Denominator</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Results</b>	50%	0%	0%	60%	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%

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In addition, a grantee and program report card have been developed so that each program can track Perkins indicator progress. A print screen of these reports is shown below. The first screen print shows the report card for the grantee summarizing the results of all the Perkins eligible programs. The report highlighted in red can be given to each Perkins eligible program covered with local application funds. Since Perkins indicators are measured differently than IPEDS and institution indicators, the definitions of the indicator numerator and denominator are provided. The last report highlighted in green seems to be utilized the most. It identifies all the Perkins programs and how each is performing. Programs that have never received Perkins funds before are scrambling to bring up low numbers. Montana is hoping this encourages funds to be used for innovation and program enhancement.

**Perkins Performance Indicators**

College: University of Montana College of Technology Missoula  
 Grant ID: 12 Grant Academic Year: Summer 08 - Spring 09

	1P1	2P1	3P1	4P1	5P1	5P2
<b>Numerator:</b>		336	414	190	133	30
<b>Denominator:</b>		557	648	266	834	230
<b>Results:</b>		60.32%	63.89%	71.43%	15.95%	13.04%
<b>College Goal:</b>	50.00%	60.34%	60.00%	75.00%	14.54%	10.72%
<b>Over or Under Goal:</b>		-0.02%	3.89%	-3.57%	1.41%	2.32%
<b>State Goal:</b>	50.00%	51.00%	60.00%	73.00%	12.00%	12.00%

**1P1 Technical Skill Assessment**

**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.  
**Denominator:** Number of CTE concentrators who took technical skill assessments during the reporting year.

**2P1 Completion**

**Numerator:** Number of CTE concentrators who received, or were eligible to receive an industry-recognized credential, a certificate, or a degree and left postsecondary education during the reporting year.  
**Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.

**3P1 Student Retention or Transfer**

**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2 or 4-year institution during the reporting year.  
**Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn and were not eligible for an industry-recognized credential, a certificate, or a degree during the reporting year.

**4P1 Placement**

**Numerator:** Number of CTE concentrators who completed a CTE program, were employed, or placed in military service or apprenticeship during the reporting year.  
**Denominator:** Number of CTE concentrators who completed or were eligible to complete a CTE program during the reporting year.

**5P1 Participation Non-Traditional**

**Numerator:** Number of CTE participants from underrepresented groups that leads to employment in nontraditional fields during the reporting year.  
**Denominator:** Number of CTE participants who participated in a CTE program during the reporting year.

**5P2 Completion Non-Traditional**

**Numerator:** Number of CTE concentrators from underrepresented groups 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 during the reporting year.

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**Perkins Performance Indicators**

College: Fort Peck Community College  
 Program: BUAST-CERT - Business Assistant (Degree: CERT)  
 Grant ID: 3 Grant Academic Year: Summer 08 - Spring 09

	1P1	2P1	3P1	4P1	5P1	5P2
<b>Numerator:</b>		14	8	4	0	0
<b>Denominator:</b>		21	14	8	11	9
<b>Results:</b>		66.67%	57.14%	50.00%	0.00%	0.00%
<b>College Goal:</b>		22.47%	60.00%	75.00%	18.48%	28.25%
<b>Over or Under Goal:</b>		44.20%	-2.86%	-25.00%	-18.48%	-28.25%
<b>State Goal:</b>	50.00%	51.00%	60.00%	73.00%	12.00%	12.00%

**1P1 Technical Skill Assessment**

**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.  
**Denominator:** Number of CTE concentrators who took technical skill assessments during the reporting year.

**2P1 Completion**

**Numerator:** Number of CTE concentrators who received, or were eligible to receive an industry-recognized credential, a certificate, or a degree and left postsecondary education during the reporting year.  
**Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.

**3P1 Student Retention or Transfer**

**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2 or 4-year institution during the reporting year.

**Perkins Performance Indicators**

College: Montana State University Northern  
 Grant ID: 8 Grant Academic Year: Summer 08 - Spring 09

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

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- 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 2008-09, two CTE State Program Specialists coordinated three webinars in the areas of expanding technology in the local classroom and made them available to CTE teachers throughout the state. These recorded webinars are also posted on our CTE web site online so all teachers may access the information if they were not able to attend the webinar in person.
    - ❖ 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 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 (MUS) leveraged other efforts such as Equipment Grants from the Montana Legislature, distance learning work through the Montana Distance Education Initiative, and a Making Opportunity Affordable Grant.
    - ❖ Montana also received funds to add two of the three community colleges to the MUS data system BANNER. This will significantly improve their ability to collect and report data, as well as our ability to use more comprehensive data to make system wide, data driven decisions.
    - ❖ The Distance Learning Initiative has produced impressive results. These results significantly impact Montana CTE programs. MUS 2 year campuses offer in excess of 1,000 online courses for FY09 (unduplicated at the campus reporting level). They have increased their collective student credit hour online delivery by 27.35% to a reported 91,080 online student credit hours during 09. MUS campuses offer more than 70 online certificate and degree programs, ranging from the certificate and the AA/AS level through the PhD level. Growth in online enrollments ranged to almost 30% at several of the campuses in FY09.
    - ❖ The above efforts have 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 9-11	20
Agriculture, Food & Natural Resource Systems	June 22-25	60
Human Services	August 10-12	30
Health Sciences	July 7-9	17
Industrial Manufacturing & Engineering Systems	July 21-22	36

- ❖ 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 continue to increase their involvement. The Montana State Executive Leadership Team (SELT) has identified the need for a professional development plan. The SELT will develop a needs assessment 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: The OPI Specialists have continued 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. Our 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 to align secondary preparation

in composition and mathematics with academic requirements by career/technical area. To facilitate this alignment, postsecondary faculty and academic officers have begun the process of aligning academic requirements for similar career/technical options across postsecondary institutions so that expectations are clearly and consistently communicated. In collaboration, the Office of Public Instruction, the Department of Labor, and the Office of the Commissioner of Higher Education have developed a career awareness, planning, and course planning guide integrating academic and career/technical choices in high school with postsecondary goals.

- 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 with OCHE in an RFP to both secondary and post-secondary entities to support and improve career and technical education to students from special populations that are enrolled in approved CTE programs that lead to occupations that are high demand, high wage, or high skill.
    - ❖ Preparatory work continued on the revision of the Montana Standards and Guidelines, especially in the areas of agriculture and health sciences. Health sciences, prior to the 1999 edition did not have any state standards. Health Sciences standards were written in June of 2008, and are now in place.
  - 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.
- 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;
  - 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.
    - ❖ Through the Montana Transfer Initiative process, the Montana University System is developing simple and clear procedures and policies regarding the transfer of credits among the various units of the system. The end result includes common course numbering with identified course outcomes. The identification of common course outcomes for postsecondary courses has enabled the crafting of statewide articulation agreements between secondary and postsecondary. This has been a collaborative effort among the Office of

the Commissioner of Higher Education, the Office of Public Instruction, postsecondary institutions, secondary schools, and the Tech Prep consortium.

- ❖ Another partnership that has been forged is one with the Student Assistance Foundation and the Department of Labor/Montana Career Information Service (MCIS). MCIS is adapting its online guidance delivery system to focus on Big Sky Pathways and two-year college opportunities in Montana. The new student planner in MCIS (called a Big Sky Pathway MAP) will allow a student to align their four-year high school plan of study with their first two years of postsecondary education.
  - ❖ OCHE further collaborated with Adult Basic Education and the Department of Labor using Work Force Incentive monies to develop a collaborative referral process utilizing MCIS as the common unifying system. Training modules were created to walk customers through the various processes of each applicable agency to get them to the next step in their career path. MCIS will house all of the personal assessment and data needed for agencies to help guide the student/customer.
- Serving individuals in state institutions;
    - Montana has enforced the required Institutions grant that in 08-09 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. In April of 2007, OPI and OCHE also collaborated for a two year RFP to secondary and post-secondary to support and improve career and technical education to students from special populations that that lead to occupations that are high demand, high wage, or high skill. After a review of the performance for year one, all grants were refunded for the second year. The 09-10 RFP was revised using the results for these grants.
    - 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](http://test.occsupplydemand.net/Montana2/HDWS/OSD_CIPlistMT.aspx)). 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

OSDS OCCUPATIONAL SUPPLY DEMAND SYSTEM								
Test Site for Kathy Wilkins								
Montana								
<b>CIP Information: 11.0901 Computer Systems Networking and Telecommunications</b>								
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%

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:
    - ❖ In February, March, and April of 2009, CTE Program Specialists from the OPI held seven regional meetings across the state and provided very specific guidance to local CTE teachers, guidance counselors, and administrators in the implementation of their programs of study. This was called the *'Big Sky Pathway Technical Assistance Regional TOUR'* and covered all geographic areas of the state. The meetings contained presentations, roundtable discussions and hands-on examples to help schools develop a customized program of study. Additional materials were provided on a CD and Flash-drive for each district to take home
    - ❖ 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: A face-to-face TA meeting was held in Helena on July 21<sup>st</sup>. Steve Klein participated in a WebEx conference to discuss Performance Based Funding. John Haigh and Marie Buker also participated to discuss Technical Skill Assessments. In addition, it was identified grantees need more opportunities to share best practices. Monthly WebEx conferences were set up for the third Wednesday of the month at noon. Minutes for all TA sessions will be available on our WebSite after the first of the year. (<http://mus.edu/wd/>)

**b) Permissible Activities Include:**

- Improving career guidance and academic counseling programs;
  - Secondary: Career guidance and academic counseling staff was specifically targeted to attend the *'Big Sky Pathway Technical Assistance Regional TOUR'* presentations mentioned above.;

- Montana: A growing partnership with Montana Career Information System (MCIS) began in early 08. The initial partnership effort was directed towards a collaboration of Montana specific Career Cluster and Pathway printed materials. The partnership is now extending beyond this collaboration to include MCIS as a full partner in implementing Big Sky Pathways/Programs of Study. Career information continued to be the focus for the second year of the Workforce Incentive Grant. The grant funded the collaboration of Labor, Adult Basic Education and Higher Education to create Adult Pathways. MCIS was placed at the center of the collaboration as the tool that will unify the efforts of these agencies, the student, and other collaborating workforce partners. Training modules were created and marketed to every partner agency. The modules can be viewed by clicking the following link.  
<http://www.smartaboutcollege.org/PEPtalk.jsp>
- 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:
    - ❖ Montana - During the 08-09 grant year, Montana joined efforts with the state Transferability Initiative. The Transfer Initiative began the process of aligning common courses and course numbers. Pathway articulation teams participated in the alignment sessions and were able to identify key courses to prioritize for statewide articulation development. While this process has taken longer than expected, the results will be statewide, focused on high volume courses and results will be easier to track.
- 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 a BAS in teaching to provide 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 18 of the numerous disciplines and has workgroups set up to tackle the majority of the ones remaining. The initial review of over 3,500 courses in 12 disciplines in the Montana University System yielded a reduction in differently titled and numbered courses of over 50%. This reduction does not reflect a reduction in opportunities, but rather a clarification of equivalent courses throughout the

system. 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 some 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:
    - ❖ 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.
  - Montana: No focused activities for this year at the state level. Montana utilized one-time-only money to develop online programs for Class 4 Certification. This will allow postsecondary faculty to be certified to teach at the secondary level.
  
- 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*;
  - Montana has worked with Steve Klein from MPR and Associated since the State Director's meeting in April of 2009 to develop Performance Based Funding. Steve participated in a state TA session to discuss the possibility of utilizing part of the Reserve fund for PBF. Steve has also followed up with reference materials and efforts to move Montana in this direction. Montana has participated in three grant opportunities to fund this effort and will collaborate with Montana Adult Basic Education partners who are also exploring PBF.
- 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;
  - Montana: Using Workforce Incentive Grant money, OCHE, OPI and DOL collaborated to provide seamless transitions between the three agencies for adult customers. The partnership uses an online Personalized Employment Plan available through the Montana Career Information System. The individual can utilize this portfolio throughout their life to update skills, education, work experience, personal assessments and career exploration searches. Agencies will use the portfolio to reduce duplication of activities and encourage self exploration. Agencies will develop local plans to transition shared customers to avoid customers falling through the cracks. Montana is also moving to co-locate ABE centers on 2 year campuses when possible. Currently 4 campuses are collocated. These campuses show a higher number of students moving on to postsecondary. Better data will be gathered to validate this increase in the 2010-2011 grant year.
- Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs;
  - Montana: refer to the permissive use paragraph above.
- Developing valid and reliable assessments of technical skills;
  - 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 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. Because the AIM system does not collect transcript-specific information, we still face

some challenges in obtaining needed data outside of AIM, however, we have made a marked improvement in collecting data this year.

- ❖ The OPI on-line electronic grants management system [E-grants] was again utilized for Carl Perkins district applications, funding requests and payments. In 2008-09 we implemented an online 'Intent to Apply' for the Carl Perkins grant using the same form as the ESEA/NCLB program. 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 pages 2 & 3)
  - ❖ 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:
    - ❖ The Agriculture teacher mentoring program is still in place. In its third year, it continues to be a 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:
  - ❖ Please refer to the Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs; required and permissive use above for Montana’s progress.
- Supporting occupational and employment information resources.
  - Montana:
    - ❖ Using Workforce Incentive Grant money, OCHE, OPI and DOL collaborated to provide seamless transitions between the three agencies for adult customers. The partnership uses an online Personalized Employment Plan available through the *Montana Career Information System*. The individual can utilize this portfolio throughout their life to update skills, education, work experience, personal assessments and career exploration searches. Agencies will use the portfolio to reduce duplication of activities and encourage self exploration. Agencies will develop local plans to transition shared customers to avoid customers falling through the cracks.
    - ❖ Montana is also working with the Occupational Supply and Demand System maintained by Georgia State. Montana developed a form to identify programs that meet the high skill, high wage or high demand criteria set by the state. These criteria are matched against continually updated supply and demand data. Montana has presented at 2 national conferences with the OSDS DBA, Les Janis to encourage national consistency of this information.

## 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 collected and reported Technical Skills Assessment scores for the Agriculture program concentrators as well as attempted to collect scores from the Health Sciences career field. The Agriculture assessment was conducted by collegiate FFA in March 2009 and based on the standards adopted by the National FFA Organization—based on industry standards. Not all schools chose to participate. The National Skill Assessment for Health Science was selected for the technical skills assessment for Health Science program concentrators. Due to agency paperwork and other complications outside of our control, access to the exam via the web unfortunately did not occur. Plans are already in place to ensure that the National Healthcare Foundation Skills Assessment exam will be administered in April 2010
  - During a strategic planning meeting held in February, 2009, the CTE Division at the OPI determined the order of the technical skills assessment "rolling implementation" plan. Technical Skills Assessments, as available and appropriate, will be reported as follows:
    - ❖ Agriculture Education—end of school year 2008-09
    - ❖ Health Sciences Education—end of school year 2008-09
    - ❖ Trade & Industrial Education—end of school year 2009-2010
    - ❖ Business Education—end of school year 2010-2011
    - ❖ Family & Consumer Sciences Education—end of school year 2011-2012
    - ❖ Communication Arts—end of school year 2011-2012

■ Postsecondary –

<b>*Postsecondary Gold Standard Assessment Types</b>
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

- Montana Postsecondary grantees focused on identifying programs by CIP where at least one program in the state identified a Gold Standard Assessment (GSA) as identified in the above definition. Grantees were able to review the reports shown below. Grantees that did not indicate a GSA for a program where another grantee identified one was available were required to contact those grantees. The goal for 08-09 & 09-10 is to assure all grantees refer to a GSA where a GSA exists for one or more grantees with the same program. During monthly TA sessions, program assessments will be highlighted to encourage participation.
- The next step Montana will take will be to focus in improving the number responses for the GSAs currently identified by decreasing the number of unknown responses. The current process in Montana is as follows:
  - ❖ For programs that have been designated as a GSA, a report is generated with all the graduates for that year and program. These are given to the grant

managers to distribute to the faculty to record results as they become available or known. Students who take an assessment but who have not completed the program can be added to the list.

- ❖ Faculty must mark all students with either a P for pass, F for fail or U for unknown. Given this was the first year for collecting this information, Montana identified a significant number of unknowns. Most often this means the faculty had no idea if the student took the assessment or not. (see the chart below)

Grantee	Total	P	F	U	Year
FPCC	9	3	3	3	08
FVCC	44	28	0	16	08
MCC	13	1	0	12	08
MSUB	176	75	8	93	08
MSUGF	100	54	0	46	08
MSUN	36	20	1	15	08
MTCOT	42	37	5	0	08
SKC	43	37	0	6	08
UMH	37	10	2	25	08
UMM	175	131	9	35	08
Totals	675	396	28	251	
Percentages		59%	4%	37%	

- Montana will also use the monthly TA WebEx meetings to focus on improving the ability of the grantees to obtain accurate, timely data from assessment and licensure organizations.

## 1p1 Technical Skill Assessment by CIP & College

CIP & CIP Title:	BCC	DCC	FPCC	FVCC	MCC	MSUB	MSUGF	MSUN	MTCOT	SKC	UMH	UMM
010101 - Agricultural Business and Management, General					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								
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
110103 - Information Technology (NEW)			prog					*GOLD*				
110201 - Computer Programming/Programmer, General	prog							*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			prog			*GOLD*		prog		
110802 - Data Modeling/Warehousing and Database Administration				prog								
110901 - Computer Systems Networking and Telecommunications			prog					*GOLD*	*GOLD*	prog	prog	*GOLD*
111002 - System, Networking, and LAN/WAN												*GOLD*
111004 - Web/Multimedia Management and Webmaster (NEW)									prog		*GOLD*	

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College	Program ID and Title	TSA	Assessment Notes
<b>130499 - Electromechanical &amp; Instrumentation and Maintenance Technologies/Technicians, Other</b>			
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		
<b>131001 - Construction Engineering Technology/Technician</b>			
MSUN	A03 - Carpentry Technology		
UMH	AAS CP - Construction Technology	Gold	Instructor exams, course completion, program completion, GPA, and curriculum that mirrors National Center for Construction Education and Research (NCCER). Students received certification in NCCER and gain national certification the portable throughout the
BCC	BT - Building Trades		
FPCC	BT-AAS - Building Trades		
FPCC	BT-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		
<b>131202 - Computer Technology/Computer Systems Technology (NEW)</b>			
DCC	5053 - Computer Support Technology - Network Support		
DCC	5055 - Computer Technical Support Specialist		
UMH	AAS ELELCS - 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). UH-Helena is a testing site for the Federal Communications Commission (FCC)
UMM	CERT-CST - Computer Systems Technician	Gold	A+ Certification
FVCC	Information Technology- CAS - Information Technology		

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

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

- a) The core indicator(s) that your state failed to meet at the 90 percent threshold;
  - b) The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;
  - c) The action steps which will be implemented, beginning in the current program year, to improve the state's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;
  - d) The staff member(s) in the state who are responsible for each action step; and
  - e) The timeline for completing each action step
- 4) **Implementation of Local Program Improvement Plans** – Sec. 123(b)(1) of *Perkins IV* requires each state to evaluate annually, using the local adjusted levels of performance described in Sec. 113(b)(4) of *Perkins IV*, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Sec. 123(b)(2) of *Perkins IV* further requires that if the state, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(4) of *Perkins IV*, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under Sec. 113(b)(4)(C)(ii)(II) of *Perkins IV*. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

Please review the accountability data submitted by your state's eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90

percent was commonly achieved; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

- a) Secondary: During the first quarter of 2010, each secondary school district receiving Carl Perkins funds will be sent a "Perkins Performance Indicators" Report Card which will explain how their specific school district measured on each Core Indicator compared to the State goal. Any district that fails to meet one or more of the indicators state targeted goal will submit a Local Improvement Plan (via the Annual Perkins Application Process) to the OPI. Because this is the first year with data, this will be new to our Perkins recipients
- b) Postsecondary: Montana postsecondary built the process for Local Program Improvement Plans or application revisions into the grant database system. When the data results are available, any grantee who did not meet one or more of their indicator goals will have to review and revise their plan. Priority will be given to missed indicator activities, with highest priority given to the indicator furthest from the goal. If activity changes require budget modifications, a budget revision will be submitted and flagged as an Improvement Plan revision. Because this is the first year with data, local goals are still being negotiated and no improvement plans were required.

### Local Improvement Planning

ID	Type	College	Grant Year	Allocation	1P1	2P1	3P1	4P1	5P1	5P2
32	LAP	UMM	09-10	\$264,270.07	50.00%	60.59%	60.00%	75.00%	14.79%	10.97%
					(Assessment)	(Completion)	(Retention)	(Placement)	(Nontrad)	(NT Completion)

**Indicator, Original Priority and Original Needs & Issues:** 0 Perkins Grant Management: Priority 1 (Click here for details)

**Indicator Needs & Issues Revisions, Updates or Results:** Revised Priority:  Indicator goal not met for Grant Year 08-09:

Revised Activities for Indicator: (REMINDER: You may enter numerous activities for each indicator.)
 

**2P1 - Completion**

[Click Here for Original Activity Information: Course Development: Introduction to AutoCAD](#)

**Activity Improvement Plan - Describe activity changes for the Local Improvement Plan**
Activity Improvement Date:

Special Populations	Disability <input type="checkbox"/>	Economically Disadvantaged <input type="checkbox"/>	Single Parent <input type="checkbox"/>	Displaced Homemaker <input type="checkbox"/>	Limited English <input type="checkbox"/>	Non-traditional <input type="checkbox"/>
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Required & Permissible Uses of Perkins Funds	Required Use #: 1	strengthen academic & career & technical skills of students by strengthening the academic & CTE compon
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- 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. Grant was awarded for three years to one statewide consortium.
  - 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 for 08-09: \$428,023
  - Consortia effectiveness:
    - Refer to accountability section below.

**Please review the accountability data** submitted by your state's consortia as described in Sec. 203(e) of *Perkins IV*. Indicate the total number of consortia that failed to meet an agreed upon minimum level of performance for any of the indicators of performance. Note trends, if any, in the performance of these consortia (i.e., the indicators that were most commonly missed, and number of years the consortia omitted the indicators).

08-09 is the first year for monitoring TP data and accountability. This information was needed in order to establish a baseline, then to set future goals. The baseline is based on Perkins III articulations which are school to institution agreements. The new Perkins IV articulations are statewide and dependent on the Montana University System Transfer Initiative process. In the transition from Perkins III to Perkins IV agreements there was a suspension of activities to dovetail Montana efforts. Much of TP efforts were to develop the statewide process with secondary and postsecondary stakeholders.

With so little data available, the lack of relevant data, and only one reporting consortia, Montana cannot utilize the current data for goal setting. The data does identify the need for statewide articulations in CTE areas of higher concentration than in past years. The new articulations take into account both of these factors. The new statewide articulations will be launched in January and can be viewed at our website (<http://mus.edu/wd/> )