

**CARL D. PERKINS GRANT
Consolidated Annual Report
Program Year 2013 – 2014**



**Submitted by Montana University System
Office of the Commissioner of Higher Education**

Consolidated Annual Report, Program Year 2013 - 2014 Montana

Step 3: Use of Funds: Part A

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

Yes

STATE RESPONSE

The Rigorous Programs Of Study (RPOS) partner schools offered the pilot NOCTI CSTN 100 assessment in spring 2013. "The Fundamentals of Construction assessment is included in NOCTI's Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels." These test results provided a basis for statewide articulation agreements that allowed high school students to earn college credit for their work within the construction pathway.

High School for College Credit articulation agreements were concluded between the following colleges and high schools that offered 3 credits for CSTN 100 Fundamentals of Construction to any high school student who passed both a written and performance NOCTI CSTN 100 assessment. The articulation agreements stipulated that there would be now charge to the students applying for the credit except for a standard college application fee. The agreements included:

Helena College:

Helena High School

Helena Capital High School

Great Fall College

Great Falls High School

CM Russell High School

City College MSU Billings

School District 2 Billings Career Center

The Rigorous Programs Of Study (RPOS) partner schools offered the pilot NOCTI CSTN 100 assessment in spring 2013. In 2014 the assessment was revised based on input from the Montana subject matter expert (SME) team and the statistical analysis of NOCTI. The revised assessment was presented to construction students from Great Falls High School, CM Russell High School (Great Falls) Helena High School, Helena Capital High School, and Billings Career Center. Each high school organized the written portion of the assessment. Students who passed the written were eligible to take the performance assessment, offered at a partner two-year college. Performance assessments were presented at Great Falls College, Helena College, and City College at MSU Billings. Preparation for the spring 2015 assessment is in process at each of the partner LEA high schools and colleges.

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

Yes

SECONDARY RESPONSE

All personnel from the Montana Office of Public Instruction (OPI) CTAE Division have been participating in the development of a new Data Collection system that all Montana LEAs report student data to the State Agency. Among the new reports is the development of an electronic Secondary School Student Transcript. This document will provide this office with the ability to query information about the identification of CTE Concentrators. This ability will enhance our data point validity and provide a more reliable identification that will allow better understanding of CTE Programs and their value.

This CTAE Division has also been integrally involved in the creation of an updated iteration of the Montana Career Information System (MCIS). Through student focus groups, LEA workgroups, the CTAE Division has provided invaluable feedback to programmers in order for them to create a Student Career Guidance platform that include Big Sky Pathways and better links LEA Student Accounting programs to the MCIS based site.

POST SECONDARY RESPONSE

Staff at Office of the Commissioner of Higher Education (OCHE) continues to work with MTW Solutions to refine the E-Grants management system for postsecondary applicants, by shaping the software to fit specific Perkins requirements that allow local administrators to better allocate and track funding to benefit campus CTE programs. The upgraded version of E-Grants allowed for the dissemination of a state-wide report card showing performance on all postsecondary indicators, along with campus-specific indicator data and submission of local improvement plans, if necessary. Training sessions were held to assist administrators, faculty and staff in utilizing all aspects of the E-Grants systems.

Consolidated Annual Report, Program Year 2013 - 2014 Montana

Step 3: Use of Funds: Part B

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

STATE RESPONSE

The Office of the Commissioner of Higher Education (OCHE) and the Office of Public Instruction (OPI) reconstituted the State CTE Advisory Board. The Board members were chosen individuals recognized as top leaders in one of the 16 career clusters. The purpose of this Board was to provide advice and ideas to the State Executive Leadership Team (SELT) regarding Big Sky Pathways (BSP), review CTE curriculum and provide guidance on industry-recognized credentials. The Board members received training from CORD officials in understanding the role of the Board as it pertains to the review of CTE programs, Rigorous Programs of Study (RPOS) and using data to guide decision making. The Board will be convened bi-annually to review relevant Perkins and regional economic data and make recommendations to the State Executive Leadership Team (SELT) .

SELT partners collaborate to create the tools and environments to facilitate seamless transition for students to embrace lifelong learning, achieve their full potential and be positive contributors to their community and society. During the seven tactical meetings held this year SELT members reviewed the BSP Process, Secondary State Improvement Plan and Perkins fiscal planning and developed a tactical work plan. Copies of the meeting agendas and notes can be found at: <http://mus.edu/BigSkyPathways/SELT.asp> .

A private consulting firm, Strategies 360, was hired to develop a three-year strategic plan to assist the state in meeting the goals and requirements of Perkins IV and branding BSP. Using data gathered from Montana University System (MUS) and OPI faculty, students, parents and staff as well as community leaders and other business and industry stakeholders, the following mission and vision statements and four primary goals were developed. Implementation of the strategic plan will begin this academic year.

Mission: The Big Sky Pathways' mission is to develop knowledge and skills to guide students toward their chosen academic and career goals by providing a seamless and successful transition into the workforce.

Vision: Every student will have a successful transition into their chosen career through the establishment of an educational plan; utilization of articulated credit and dual enrollment; as well as access to experiential learning, relevant course work, leadership opportunities, and lifelong learning.

Goals:

1. BSP is a long-term, sustained, and successful initiative supporting student success statewide.
2. BSP is able to demonstrate its role in student outcomes and success through measurable data.
3. BSP uses efficient and effective communication and messaging that supports cohesion, consistency, and success.
4. BSP is seen as the bridge between early childhood education and the 21st Century Montana workforce through increasing recognition, understanding, and ownership of the initiative at all levels.

SECONDARY RESPONSE

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

POST SECONDARY RESPONSE

All colleges in the MUS are accredited by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU accreditation fosters continuous improvement of the college through analytical self-assessment and critical peer review. Colleges awarded NWCCU accreditation are able to demonstrate that all, "educational programs and methods of delivery... creates effective learning environments with appropriate programs and services to support student learning needs." In addition to a college wide NWCCU accreditation, MUS Board Policy requires that each campus conduct, "regular internal reviews of all its academic programs".

All Perkins funded CTE programs are required to have active Advisory Committees that meet at least annually. The Advisory Committees role is to assist faculty in establishing, operating and evaluating CTE programs to assure that they are meeting the needs of ALL students and local business and industry.

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

1. How has the use of these funds strengthened CTE programs at your institution?
2. What steps did your institution take during the last grant cycle to include or collaborate with business and industry in your CTE Programs?
 - 2a. Do your CTE programs reflect the hiring needs of regional or national employers? How is this determined?
 - 2b. What steps do you plan to take to strengthen the relationship between Business & Industry and your institution?
3. Please discuss how your institution is utilizing the Big Sky Pathways program to provide linkages between secondary and postsecondary.
 - 3a. How is your institution strengthening alignment between secondary and postsecondary CTE programs?
 - 3b. What educational opportunities do you offer for secondary students?
 - 3c. How do you inform secondary students of these opportunities?
4. Describe the strategies used to engage special populations and non-traditional students in CTE programs. How do you ensure access for all students at your institution?

A report card offering the state-wide performance level summary is pre-populated in E-Grants by OCHE in January, offering a look at performance in all indicators, and indicating whether a state-wide improvement plan is needed. The system also looks individually at each campus and their performance on all indicators. If the campus has not met the 90% threshold in any indicator, they are required to complete a local improvement plan which involves the staff responsible for implementation and a completion date. This plan is reviewed by the OCHE BSP and Perkins Program Manager, who meets at least quarterly with each LEP.

At the LEP level, Highlands College, developed and implemented a survey to evaluate students that were using Perkins services. Student responses indicated that many students found tutoring helpful but they had a difficult time scheduling an appointment., This was also true of the peer mentoring program but in addition to the availability of the peer mentors, many students indicated they did not know the service was available to them. It was determined from responses that these activities were successful for students that attended tutoring or participated in the peer mentoring program but the amount and timing of the services needs to be improved.

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

STATE RESPONSE

OCHE retained Strategies 360 to conduct an audit of the Montana Career Information System (MCIS) platform, with the goal of determining the feasibility of adapting MCIS to achieve a user experience similar to that of the Wisconsin Career Pathways web portal or to recommend an alternative path forward. The following options emerged from that audit:

1. Build new functionality onto the MCIS site and continue using the site for BSP course planning, assessments, and career planning purposes.
2. Develop a proprietary site specifically designed to meet the tracking, usability, and access needs of Big Sky Pathways in partnership with a 3rd party web development vendor.
3. Use a combination of preexisting web sites/tools to implement.

A task force was appointed to review and analyze each of these options and forward their recommendations.

SECONDARY RESPONSE

The OPI continues to maintain websites and uses many different electronic methods to clearly communicate Perkins and CTE-related information with the secondary field., Our newest is the online statewide longitudinal education data system called 'Growth and Enhancement of Montana Students' or GEMS.,,,. In addition to general CTE and Perkins information, the e-mails communicated data collection requirements, submission of high school CTE Student Participation Reports (which are used to determine program approval), as well as an online link to complete an 'Intent to Apply' for Perkins monies for the coming year.

In 2013-2014, the OPI continued to utilize mass distribution e-mails and electronic monthly summaries to superintendents and those subscribed to the Perkins/CTE distribution list to provide up-to-the minute information regarding Perkins and CTE-related information.

Many Literacy-in-CTE and Math-in-CTE resources that were utilized at the 2013 Montana ACTE Institute were made available to the field for electronic download during the reporting year.

New Health Science teacher training was completed June 17 – June 28, 2013 for six new teachers. Although this does not count in the fiscal year's report, these teachers began health science programs in the correct reporting year., It is also significant in that the training was converted to an online class to allow for wider geographical participation.

POST SECONDARY

Continual efforts were made by OCHE program staff to update and reorganize the MUS Perkins, OCR (Office of Civil Rights) /MOA (Methods of Administration), Big Sky Pathways, and Rigorous Program of Study websites to provide both state and national resources to these pages, along with new and updated program policy guides.

Staff at OCHE continues to work with MTW Solutions to refine the E-Grants management system for postsecondary applicants, by shaping the software to fit specific Perkins requirements that allow local administrators to better allocate and track funding to benefit campus CTE programs. The upgraded version of E-Grants allowed for the dissemination of a state-wide report card showing performance on all postsecondary indicators, along with campus-specific indicator data and submission of local improvement plans, if necessary. Training sessions were held to assist administrators, faculty and staff in utilizing all aspects of the E-Grants systems.

Work continues at the State level to develop an unique student identifier, which will allow for the tracking of Big Sky Pathways and programs of study from 9th grade in the secondary system, to completion in the postsecondary system. Task forces at both OPI and OCHE are collaborating to develop tracking systems.

Copper Conferencing, an audio conferencing platform is used by OCHE to deliver technical assistance, training and conference calling effectively and efficiently.

At the LEP level, Great Falls College, Ft. Peck Community College and Dawson Community College added a total of 12 new online CTE programs. The addition of these new online programs has expanded the opportunities for special population students who may not be able to access classes during traditional school hours.

Flathead Valley Community College purchased iPads and lap tops equipped with specialized 3-D software to enhance the Anatomy and Physiology curricula in their Health Sciences programs.

Montana State University – Northern purchased new state of the art welders that are capable of pulse and wave cycle adjustment needed in welding exotic metals. Those students worked on AWS welding certifications specific to the capabilities of those types of welders. In the plumbing area, students experienced proficiency in the use of modern tools used in compression and solder-less connections and worked toward the fulfillment of their apprenticeship OJT time.

Highlands College's Automotive Program purchased software to improve the curriculum for that department. The automotive instructor indicated that the addition of the software not only improved the quality of the curriculum but increased the access for students to work on course material outside of school hours.

Missoula College developed a Cybersecurity Certificate which is the first in the state to advance IT skills and increase employment prospects for students. At the request of employers for qualified CAD operators in the engineering and architectural fields the College created a CAD AAS degree. Another first in the state, Missoula College developed a Project Management Certificate to support careers in engineering, IT, and business and which strengthens the IT curriculum by providing specialization in a high demand field.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

STATE RESPONSE

During the 2013-2014 Grant Cycle, continued efforts were made to hold professional development events on the Big Sky Pathway/Program of Study Initiative. A Big Sky Pathway Retreat was held September 24 – 26, 2013 for all OPI specialists and Big Sky Pathway Coordinators to set the plan of work for the school year. The same group reconvened for a mid-year update January 22-23, 2014 to review progress on Pathway development., The group convened a final time, March 19-21, 2014 to review all Pathways developed over the year and to discuss possible dual credit opportunities within these Pathways.

A BSP & Dual Enrollment Workshop was held April 29 and 30 in Bozeman for academic teachers, career and technical teachers, and administrators. The workshop covered topics on Montana's BSP and Programs of Study as well as dual enrollment resources and career counseling. Deb Mills, National Career Pathways Director and Libby Livings-Eassa of the National Career Pathways Network were featured presenters. A total of 102 people attended over the two days: 13 academic teachers, 48 CTE teachers, 27 administrative staff, and 14 counselors were served.

The final five days of the NRCCTE Literacy-in-CTE professional development for RPOS CTE teachers and ELA teachers was conducted in March and May. A 12 professional development Math-in-CTE workshop was held at the Montana ACTE Fall Institute October 2013. A four hour professional development session was presented to all Montana ACTE Fall Institute attendees as well.

SECONDARY RESPONSE

On October 16, 2013, the 'New CTE Professionals Workshop' was held in Bozeman. This free professional development opportunity was designed specifically for CTE teachers in their first, second, or third year of teaching. Topics of training included Perkins funding, State CTE funding, Advisory boards, professional organizations, Montana's BSP Initiative and the development of Programs of Study, CTE and program-area standards and guidelines, and Career and Technical Student Organizations (CTSOs). A total of 45 CTE teachers, six OPI Staff, and four CTSSO State Directors attended.

On November 22, 2013 Business Education Specialist Eric Swenson presented a professional development session for the business education teacher preparation program at the University of Montana in Missoula. The session included information pertaining to national and state business education and career and technical education curriculum standards and guidelines, Perkins and state career and technical education funding and related requirements, Montana's BSP initiative, and ideas and resources for starting and advising a career and technical student organization.

In addition, Business Education Specialist Eric Swenson also provided training and instructional support to the students of the business education teacher preparation program at the University of Montana-Western in Dillon throughout the fall 2013 semester. Some the topics covered included principles and philosophies of career and technical education, business education curriculum development and resources, developing Big Sky Pathways, using the web-based career guidance system MCIS, advising a Business Professionals of America or DECA chapter, and the importance of membership and active participation in professional organizations.

In September 2013, Family & Consumer Sciences (FCS) Education Specialist Megan Vincent presented a professional development session for the Family & Consumer Sciences teacher preparation program students at Montana State University. The session included information pertaining to national and state FCS curriculum standards, state Career & Technical Education (CTE) program standards and approval, overview of CTE in Montana and at OPI, Perkins and state CTE funding, BSP and Career Clusters, ideas and resource sharing., In February 2014, a second presentation was given to the Family & Consumer Sciences teacher preparation program students at Montana State University. This session included additional coverage of Carl Perkins and State CTE funding, job hunting and networking in the FCS field, first year teaching tips for budgets, CTE/FCS support, school staffing, program curriculum/schedules, costs, classroom finances, CTE Advisory Councils, and general resources.

In October 2013, FCS Education Specialist Megan Vincent presented an OPI update to all FCS teachers in attendance at the Montana Association of Career & Technical Education Fall Institute which included important deadlines, updates and resources. In April 2014, Megan Vincent presented a roundtable session with FCS classroom resources for Early Childhood Education & Culinary Arts to the attendees at the Montana Association of Family & Consumer Sciences Annual Conference. During this conference, Megan also co-presented with the Montana ProStart Coordinator for a session on adding ProStart into the FCS curriculum.

As mentioned above, a New Health Science teacher training was completed June 17 – June 28, 2013 for six new teachers. Although this does not count in the fiscal year's report, these teachers began health science programs in the correct reporting year. It is also significant in that the training was converted to an online class to allow for wider geographical participation.

Summer Trainings for Teachers

Agriculture Education—June 9-13, 2014, approximately 70 Agriculture Education teachers met for their summer Update Conference in Great Falls, Montana. Professional Development sessions focused on secondary Ag Ed curriculum, especially CAERT, plant grafting and other horticultural topics.

Business Education

Montana's Summer Update in June 2014, was held, again, in conjunction with the Montana Institute on Educational Technology at Great Falls College Montana State University., This on-going professional development provided the 30 Montana business and marketing educators who attended from all over the state, numerous tools to integrate into their classroom including the most current classroom technologies, best practices, equipment and new software applications. Representatives from Microsoft hosted several sessions relating to Surface in Education, OneNote, and Office 365/2013, allowing attendees to see the latest updates and applications. Other sessions included Adobe applications, digital image and video editing, online course development, using Web 2.0. Tools social media resources in the classroom, and tools for integrating technology into course content.

Family & Consumer Sciences Education

During the month of August 2013 OPI Program Specialist, Megan Vincent, traveled the state and hosted regional trainings to meet with 60 Family and Consumer Sciences (FCS) educators. FCS professionals received professional development on CTE topics including Montana CTE Updates, Student Credentials in FCS, Common Core State Standards, and Best Practices in FCS. FCS educators engaged in social networking as a means to communicate best practices and share resources with others across the state.

Health Science Education

Professional development was offered to Health Science teachers via live/recorded webinars. Topics included Virtual Surgeries, Health Science Common Core Cross-walking, Technical Skill Assessment discussions, and lessons for I-pad use.

In September, Renee Harris presented a workshop on Work-Based Learning for hospital Human Resource directors and health educators. The focus of the workshop was on providing a better understanding of what is being taught in health science programs, share work-based learning documentation and preceptor training in order to offer expanded job shadowing and/or internships.

Industrial, Trades, and Technology Education

Don Michalsky, ITTE Specialist, arranged to have the Lincoln Electric Company provide a VRTEX 360 Virtual Welding Simulator which included personalized instruction by a company representative. This is software based welding training system immerses students and instructors in a virtual reality environment complete with sight, sound, and tactical sensations. The system simulated SMAW, GMAW and FCAW welding processes as well as a variety of welding positions., It was made available at the annual SkillsUSA State Leadership and Skills Conference, to focus on providing non-traditional participants a chance to experience welding in a nonthreatening environment.

A TEKNOXPO (techno-expo) conference was held in April 2014, for secondary teachers and students. This conference gave them the opportunity to experience programs available at MSU-Northern's College of Technical Sciences. The activities focused on Agriculture, Automotive, Construction and Diesel Technology careers. Teachers had the opportunity to interact and attend presentations from representatives from all career areas. Many of the subjects addressed by industry were directly related to student preparation for entry-level employment within the related industry. Industry supplied virtual and physical equipment for teachers and students to explore a hands-on experience.

On June 16-17, 2014, a 50-hour CAD/CAM/CNC professional development workshop for teachers was held at Capital High School in Helena. Teachers learned Computer Aided Design (CAD), Computer Aided Manufacturing (CAM), and Computer Numerical Control Machining (CNC) using the latest manufacturing processes while developing a manufacturing unit that could be implemented within their own programs. 2D and 3D machining processes were covered using both the CNC mill and lathe.

A 40-hour Welding Certification Professional Development Workshop was held at Flathead Valley Community College in mid-June, 2014. The workshop provided high school teachers the opportunity to earn welding certification that would help them prepare their students to earn Dual Credit in designated postsecondary coursework. All high school teachers who participated were able to earn at least one American Welding Society (AWS) certification, which is achieved using strict parameters and passing a destructive test performed by an AWS certified inspector.

The Montana Association for Career and Technical Education (Montana ACTE) held an institute in October of 2013 in Bozeman. The institute entitled The Common Core Advantage: Strategies That Work in CTE, highlighted CTE as a strong, driving force behind the future success of Montana students. Keynotes presentations and primary sessions focused on the Common Core and the role of CTE within the Common Core. Many resources related to Math-in-CTE and Literacy-in-CTE were made available for future use via download. Approximately 213 career and technical educators were served: 62 in FCS, 33 in industrial technology, 45 in business, 58 in agriculture, 1 in health science, and 14 administrative staff.

POST SECONDARY RESPONSE

During the 2013-2014 grant cycles, we continued to focus professional development on increasing awareness and understanding of the Big Sky Pathways/Program of Study Initiative. A Big Sky Pathway Retreat was held September 24 – 26, 2013 for all OPI specialists and Big Sky Pathway Coordinators to set the plan of work for the school year. The same group reconvened for a mid-year update January 22-23, 2014 to review progress on Pathway development. The group convened a final time, March 19-21, 2014 to review all Pathways developed over the year and to discuss possible dual credit opportunities within these Pathways.

High School for College Credit articulation agreements were concluded between the following colleges and high schools that offered 3 credits for CSTN 100 Fundamentals of Construction to any high school student who passed both a written and performance NOCTI CSTN 100 assessment. The articulation agreements stipulated that there would be now charge to the students applying for the credit except for a standard college application fee. The agreements included:

Helena College:

Helena High School

Helena Capital High School

Great Fall College

Great Falls High School

CM Russell High School

City College MSU Billings

School District 2 Billings Career Center

As mentioned above OCHE and OPI worked closely on the 40-hour Welding Certification Professional Development Workshop at Flathead Valley Community College in mid-June, 2014 as well as Montana ACTE held an institute in October of 2013 in Bozeman.

Salish Kootenai College coordinated a CTE learning outcomes assessment process (LOAP), designed to improve teaching and learning. The LOAP resulted in modifications to courses and curricula to enhance student learning. For example, the Information Technology Department implemented new pedagogical strategies to enhance classroom learning based on analysis of LOAP findings. The College also implemented a program to train department heads in analysis of success data including course outcomes and analysis of student persistence patterns.

Miles Community College provided professional development for nursing staff through webinars to gain skills relevant to new certification requirements. This knowledge will be used to conduct self-study needed for program accreditation

Dawson Community College welding inspectors completed training to become certified welding instructors.

Great Falls College developed a Foundations of Teaching at Community College for new faculties who have no previous teaching experience. The course is available to all MUS faculty and staff.

A joint training venture between City College and School District 2 Career Center allowed faculty and staff at both campuses to have a better understanding of CTE options and opportunities available at each campus. Through presentations, discussions, and tours faculty and staff discussed CTE career options at both campuses, pathways we are building between the two campuses, early college course opportunities, and general information about CTE careers.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

STATE RESPONSE

For the past three grant years (2012/2013/2014), non-traditional funds have been used to support salaries of OPI Education Specialists. During the 2013-2014 grant cycles, six grants totaling \$68,331.00 were disbursed to institutions to address non-traditional populations. The initiatives and goals are included below:

Flathead Valley Community College: CTE Programs of Studies Mini-Camps \$9,938.00

The focus of this grant was to increase awareness of nontraditional by gender career/occupational tracks and educational opportunities. Students were recruited to a mini-camp designed to introduce them to nontraditional career tracks, provide them with informal postsecondary mentor/point-of-contact and encourage their pursuit of these nontraditional career/educational tracks.

Missoula College: Production of Informational Materials \$ 15,000.00

Determined to increase their non-traditional-by-gender criteria, Missoula College applied for grant funding to create informational video and print materials to promote recruitment into up to 12 of their 17 CTE programs that met that definition. Each program had the opportunity for two video production sessions and the option to develop print materials, both items focusing on the program curriculum and activities, featured interviews with non-traditional gender alumni and/or professionals, and providing up-to-date information on prospective employment options and wages.

Glasgow High School: Scottie Trailblazers CTE Skills Carnival \$6,305.00

This project provided the opportunity for an education-community partnership by allowing students to actively explore nontraditional career using hands-on activities in a carnival atmosphere. The community presenters were encouraged to identify students whom they could mentor or for whom they could provide internships based on their level of engagement/interest during the career carnival.

Havre High School: Career Day \$12,520.00

The goal of this grant was to support the development of a career day that exposed students to nontraditional careers and showed what postsecondary education is necessary to achieve those populations. Students assisted in the planning and development of the event which allowed them to visit places of employment and post-secondary institutions.

Rocky Boy High School: Nontraditional Occupations Project \$ 9,568.00

Rocky Boy High School partnered with Stone Child College to recruit and retain male students in Nursing/Healthcare/Early Childhood Education/Teaching K-3 fields and female students into STEM/Trades fields not traditional to their gender. The activities funded by the grant were a field trip to two colleges, a Career Workshop & Career Fair both of which exposed students to various careers not traditional to their gender. For the final activity, ten students traveled to the College of Great Falls campus to career shadow ten post-secondary CTE mentors. The high school students spent the day with the mentors shadowing their courses and each mentor shared their experience with them regarding their program and challenges.

Thompson Falls High School: Create a Health Science Pathway \$15,000.00

Utilizing Perkins funds, Thompson Falls High School partnered with Flathead Valley Community College to increase the number of students entering non-traditional career fields. Students visited the Clark Fork Valley Hospital, the Montana State Crime Lab and neighboring health care clinics. A county wide career fair was also organized that featured health science professionals and industrial technology specialists as presenters. Finally, professional development for Health Science high school instructors was offered throughout the school year.

SECONDARY RESPONSE

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

Family & Consumer Sciences—non-traditional monies were used to support the Montana FCCLA State Leadership Conference to encourage participation of males in the Family & Consumer Sciences field. During this conference, a day-long career exploration tour was offered in Hospitality & Tourism. Hour long educational workshops were also offered including topics such as Leadership, technology for a healthy lifestyle, ending childhood hunger, international travel, social media professionalism, living with physical limitations, tourism in Montana, wellness tips for school and work, and paying for college. 25% of the 13-14 State Executive Council was male. The FCS State Program Specialist, Megan Vincent, offered Family & Consumer Sciences Regional Workshops in various locations around the state in early August of 2013. Megan Vincent traveled the state meeting approximately 60 Family and Consumer Sciences educators in five locations. FCS professionals received professional development from Megan on CTE topics including Montana CTE Updates, Student Credentials in FCS, Common Core State Standards, and Best Practices in FCS. Woven throughout these session were discussions on creating gender neutral programs/classrooms, increasing certifications that appeal to males in the area of Culinary Arts, and ways to market the FCS curriculum to both genders to work on increasing male enrollment in the FCS classrooms.

Health Science Education—throughout the reporting year, our Health Science programs increased male participation to 30%, approximately 10% over the previous year, but we are committed to increasing male participation in this area.

The addition of Project Lead the Way Biomedical Science programs has seen the most growth in male participation, mostly by word of mouth from other students in the programs.

In our Allied Health curriculum we are providing career information by introducing non-traditional role models such as male nurses, male-female Life-Flight teams, and male radiological technicians. This was done by collaborating with hospitals for job shadowing and through specific recruitment of HOSA judges for the State Leadership Conference that were representative of non-traditional areas.

Industrial, Trades, and Technology Education—as mentioned above, the VRTEX 360 Virtual Welding Simulator presentation at the annual SkillsUSA State Leadership and Skills Conference was visited by over 40% female students. In addition, 36% of high school students who participated in the MSU-Northern professional development in April were also female students.

Former female program graduates from MSU-Northern who were currently employed in non-traditional fields were presenters at the TEKNOXPO (techno-expo) mentioned above. These female presenters provided information about employment opportunities for females in the industrial trades and technology education pathways—specifically in diesel and automotive careers. This strategic plan was put in place to help encourage females to take more non-traditional courses in Industrial technology.

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

During the reporting year, the SkillsUSA State Officer President was a female from Helena. She went on to be elected as a National Officer at the National SkillsUSA conference in Kansas City in June. This is the first time a secondary student was elected to a national office in Montana history. There has been increased interest from females participating at the high school program level due to encouragement from chapter advisors. State-wide emphasis on job shadowing for females in non-traditional careers is also happening.

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

STATE RESPONSE

The SELT committed up to \$60,000 during the 2013-2014 grant cycle to fund incentive grants to Perkins eligible institutions more fully develop the academic and career and technical skills of special population students who elect to enroll in CTE programs. However, no fundable applications were submitted.

SECONDARY RESPONSE

The OPI's CTE division continues to collaborate with the Special Education division through the State Improvement Grant (SIG) to recruit and/or facilitate the entrance and retention of special populations and disadvantaged persons into existing career and technical education programs or other education and training; and provide the targeted populations with an access point into a seamless, linked system that promotes their successful attainment of educational and career goals.

POST SECONDARY RESPONSE

Highlands College offers a peer mentoring program to all Perkins students with an emphasis on special population students. The peer mentors are members of special populations so they can relate with and assist students with difficulties that they may experience in college.

Gallatin College utilized Perkins funding to assist special populations in attaining their industry recognized credentials. This year in the Welding, Medical Assisting, and the Bookkeeping program Gallatin College offered free assistance to students that qualified as special populations. An application was completed and if students qualified as special population, their industry credential fee was paid for with Perkins funds.

Miles Community College used Perkins funds to support the Learning Center Coordinator to manage tutoring (includes special populations) for academic (math and writing) courses and for CTE (accounting and computer) courses; and a Retention Director to conduct coaching for reinstated students including special populations students through development of coaching plans, and by initial offering of an Academic Coaching class for the Industrial Technology Department.

Ft. Peck Community College increased access to on-line (Moodle) classes which has allowed some students to work independently on coursework with pre-approval of the instructor. Moodle has been a useful tool for students who have employment and/or family obligations that make it difficult to attend class. Summer school options have also been offered the past two summers and evening classes will be added back to the schedule beginning with the fall 2014 semester.

City College at MSU Billings promotes CTE programs to special populations and non-traditional students in many ways. For instance, the City College website and CTE program brochures feature special populations and non-traditional students in CTE programs and/or professional fields to encourage prospective students to look at these fields as a career option. This past year City College also included short one-minute videos on their website specific to various CTE programs and featured some special population and/or non-traditional students in these videos. City College piloted a "What's Your Plan" campaign with the support of Montana's Office of the Commissioner of Higher Education. This expanded the social media venue, where specifically marketed various City College programs, including CTE programs, featured non-traditional or special populations post graduates and highlighted how their education at City College helped them to achieve their life and career goals.

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

STATE RES

OCHE contracted with Debra Mills, Director of NCPN and Libby Livings-Essa, CEO of Divergent Consulting to provide a three-part professional development series to clarify and identify the 10 supporting elements that are viewed by CTE practitioners as instrumental for creating and implementing a high quality and comprehensive career pathway system.

Event one was held on September 25-26, 2013 and provided an overview of the Program of Study Design Framework and the development of a board work plan for a career pathways system. Event two was held on January 22-23, 2014 and concentrated on building partnerships and specifically the role of business and industry. The final event occurred on March 19-20, 2014 and focused on building and sustaining partnerships with business and industry.

April 29 and 30, 2014, secondary teachers and counselors attended an OCHE sponsored conference where they discussed their role in designing and implementing Big Sky Pathways, the importance of career counseling and the important role programs of study play in student retention and completion.

SECONDARY RESPONSE,

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

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

The FCS State Program Specialist, Megan Vincent, offered Family & Consumer Sciences Regional Workshops in various locations around the state in early August of 2013. Megan Vincent traveled the state meeting approximately 60 Family and Consumer Sciences educators in five locations. FCS professionals received professional development from Megan on CTE topics including Montana CTE Updates, Student Credentials in FCS, Common Core State Standards, and Best Practices in FCS.

Family & Consumer Sciences Education Internship with MSU and OPI—Montana State University and the Office of Public Instruction offered a Family & Consumer Sciences Internship as an alternate route to receive a FCS teaching license. This internship is designed to give current classroom teachers licensed in another subject area up to three years to work on their FCS endorsement while teaching FCS in a secondary school through Montana State University, the only post-secondary institution in Montana offering a FCS license program. Since Internship students are teaching and studying simultaneously, they require additional technical assistance from the FCS Education Specialist in terms of curriculum assistance/planning, finding classroom resources, searching for acceptable college courses approval by MSU, informal mentoring and general help to help them finish successfully on time. In 2013-2014, six teachers were enrolled the program.

Perkins Accountability Specialist, Diana Fiedler, provided clear and ongoing technical assistance throughout the year regarding general Perkins questions, Perkins grant application questions, as well as technical assistance for both the fall and spring CTE accountability data collections. Various electronic sources were used to provide this technical assistance such as: e-mail communication using the OPI Communication Server; FAQ's and written guides for data collection posted to the OPI website, phone calls and conference calls to individual school district personnel with questions about accountability data and Perkins requirements.

POST SECONDARY RESPONSE

All BSP and Perkins Coordinators, OCHE Perkins Staff and OPI Specialists met twice during the grant year to review national and local issues impacting Perkins funded programs, regional economic data, Perkins accountability and performance measures and other issues that impact individual colleges' ability to successfully meet performance goals. Plus, twice a month technical assistance conference calls were held with BSP and Perkins Coordinators to assess individual institutions' progress in meeting Perkins funded programming outcomes.

Kali Wicks, High School to College Pathways Program Manager/Perkins Accountability Specialist held a series of nine "Touch Base" conference calls throughout the grant year with the Big Sky Pathways Coordinators. These calls provided statewide and campus-level updates as well information on upcoming events and trainings.

Montana Postsecondary Perkins winter training was held February 26-27, 2014. Topics covered during that event were: CTE & Perkins – Policies & Procedures, the crossover between the TAACCCT and Perkins grants, Best Practices, Innovative Projects, Fiscal Management, Perkins Data and Accountability Measures, and the integration of Big Sky Pathways and Perkins.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

30000

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

62

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

STATE RESPONSE

During the 2013-2014 grant cycles, three grants totaling \$30,000.00 were disbursed to institutions to address non-traditional populations. The initiatives and goals are included below:

Pine Hills Youth Correctional Facility: Expansion of CTE Programs \$10,000.00

To increase educational success and reduce recidivism of youth offenders, a number of vocational curricula were expanded at the facility. The expansion included introduction of the Grow Tube in the Horticulture Program; farming tools and supplies for Agriculture; diagnostic computer for Auto Mechanics; and commercial equipment for the Culinary Arts Program.

Passages of Alternatives, Inc. - Expansion of Culinary Arts Program \$10,000.00

To increase the hours of uninterrupted hands-on practice available to Passages' Culinary Arts students the facility converted part of a storage area in the kitchen into a secure classroom. Alternatives, Inc. matched the Perkins funds to invest in structural improvement and renovations of the existing kitchen.

Montana Correctional Enterprises – Modernize MCE's Metals Technology Program \$10,000.00

To provide inmate students with training that is relevant to today's job market, Perkins funds were used to replace outdated welding equipment with new and modern welding machines. The new machines provided welding training that is necessary to compete for entry level welding jobs.

Part II: State Institutions Serving Individuals with Disabilities

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

0

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

0

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

STATE RESPONSE

An RFP was issued for grants used to serve individuals with disabilities in state institutions offering CTE programs. No fundable grant proposals were submitted.

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

No

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

Yes

SECONDARY RESPONSE

As mentioned above, the FCS Education Specialist offered FCS Regional Workshops in various locations around the state during early August of 2013. For the fifth year in a row, the FCS Specialist traveled to locations around the state to provide state support of local family and consumer sciences programs. In addition, each month the FCS Specialist sent informational updates to all family and consumer sciences programs via e-mail. The updates included a variety of pertinent information including curriculum ideas, lesson plans, classroom resources, and state and national professional development opportunities. The FCS Specialist attended and presented at professional development conferences and meetings around the state to provide direct technical assistance to Montana educators. She made many technical assistance visits throughout the year and hosted a social networking group for FCS educators as a means to share ideas and/or get help from each other.

In October 2013, FCS Education Specialist Megan Vincent assisted in coordinating a Montana ProStart Training at Flathead Valley Community College. This training was a first of its kind in Montana, and it was made possible by business and industry partnerships and the support of the Montana Restaurant Association Education Foundation., Also in October 2013, FCS Education Specialist Megan Vincent presented an OPI update to all FCS teachers in attendance at the Montana Association of Career & Technical Education Fall Institute which included important deadlines, updates and resources. In April 2014, Megan Vincent presented a roundtable session with FCS classroom resources for Early Childhood Education & Culinary Arts to the attendees at the Montana Association of Family & Consumer Sciences Annual Conference. During this conference, Megan also co-presented with the Montana ProStart Coordinator for a session on adding ProStart into the FCS curriculum.

Family & Consumer Sciences Education Internship with MSU and OPI—Montana State University and the Office of Public Instruction offered a Family & Consumer Sciences Internship as an alternate route to receive a FCS teaching license. This internship is designed to give current classroom teachers licensed in another subject area up to three years to work on their FCS endorsement while teaching FCS in a secondary school through Montana State University, the only post-secondary institution in Montana offering a FCS license program. Since Internship students are teaching and studying simultaneously, they require additional technical assistance from the FCS Education Specialist in terms of curriculum assistance/planning, finding classroom resources, searching for acceptable college courses approval by MSU, informal mentoring and general help to help them finish successfully on time. In 2013-2014, six teachers were enrolled the program.

In April 2014, FCS Education Specialist Megan Vincent attended and spoke at the Montana State University FCS Education Teachers recruitment event. MSU and OPI are partnering to work on increasing the enrollment and production of FCS teachers for the state since there is a major shortage each year.

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

Yes

STATE RESPONSE

Eight one-year grants of up to \$75,000 each was awarded to Perkins eligible two-year programs or community colleges for Strengthening Big Sky Pathways projects. The objective of the Strengthening Big Sky Pathways Grant is to grow and further develop the Big Sky Pathways Program in the State of Montana by providing students with a smooth transition from high school to college and careers. This grant focuses on increasing the following elements:

1. Rigorous Programs of Study (including opportunities for dual enrollment, internships, work-based learning experiences, and industry-recognized credentials).
2. Career Counseling (for career and college readiness).
3. Industry Involvement.
4. Secondary/Postsecondary Relationships.
5. An opportunity to explore and learn about careers prior to college.
6. An opportunity to begin college with credits already earned.
7. An opportunity to earn credentials that make you more employable.
8. Confidence to succeed in college attained through interaction with college programs in high school.

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

Yes

STATE RESPONSE

The Office of Public Instruction and the Office of Commissioner of Higher Education continue to collaborate in the area of Adult Basic Education and Two Year Education to provide resources for adult learners. These resources include:

1. Student support.
2. Systems to keep the conversation going.
3. Provide guidance for college knowledge.
4. Find ways to engage partners.
5. Implement research-based best practices.

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

POST SECONDARY RESPONSE

At Flathead Valley Community College Perkins Advisor and College Career Advisors will provide career guidance and academic counseling for CTE students. By providing good counsel and important information about financial aid and financial literacy, as well as a good orientation to the expectations of college faculty and programs, and using BSP to assist students in defining their goals, these advisors can directly impact student success defined as improving graduation rates. Non-traditional aged CTE students who are retraining or updating their skills will receive professional advising to help them balance the demands of their CTE programs, their families, and possibly their work. Accurate and timely financial aid information will provide those students with a better chance of remaining in and completing their educations.

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

No

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

STATE RESPONSE

Eight institutions were awarded Strengthening Big Sky Pathways Grants to hire a Career Pathway Coordinator to facilitate the development and expansion of pathways based on the standards provided by the Office of Career, Technical, and Adult Education (OCTAE) at the U.S. Department of Education. Coordinators revised and updated current pathways, and developed at least one new pathway, adding opportunities for dual enrollment, industry recognized certifications, and work-based learning experiences where appropriate. The Coordinators also assisted postsecondary staff with aligning curriculum and in technical elements of the process.

SECONDARY RESPONSE

As stated earlier, the final five days of the NRCCTE Literacy-in-CTE professional development for RPOS CTE teachers and ELA teachers were conducted in March and May. A 12 professional development Math-in-CTE workshop was held at the Montana ACTE Fall Institute October 2013. A four hour professional development session was presented to all Montana ACTE Fall Institute attendees as well.

During the 2013 Montana ACTE Institute, there were several sessions featuring the Common Core and CTE detailing the work done by secondary schools and teachers who have been part of the Montana's Rigorous Programs of Study (RPOS). Many resources presented related to the Math-in-CTE and Literacy-in-CTE focus of the institute.

POST SECONDARY RESPONSE

On the local level, the CTE Assessment Officer (CTEAO) worked with Salish Kootenai College's curriculum committee to strengthen the Academic Program Review process and revise a process for assessment of communication and critical thinking skills in CTE programs. Analysis of assessment results suggested weakness in student outcomes related to particular components of communication and critical thinking, such as the ability to identify one's own assumptions when presenting an opinion. The CTEAO then works with faculty members to strengthen these skills across the curriculum.

Miles Community College strengthened academic and CTE skills through academic and career support by hiring a half-time Health Professions Advisor to assist pre-health students in identifying potential alternate career pathways in health professions should they not be selected into their first-choice programs.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

STATE RESPONSE

OCHE and OPI reconstituted the State CTE Advisory Board. The Board members were chosen individuals recognized as top leaders in one of the 16 career clusters. The purpose of this Board was to provide advice and ideas to SELT regarding BSP, review CTE curriculum, and provide guidance on industry-recognized credentials.

SECONDARY RESPONSE

The entire body of work during this reporting cycle has been focused on supporting partnerships with all relevant stakeholders. The partnership with the Office of the Commissioner of Higher Education through the granting of Perkins Reserve funds for Strengthening Montana's Big Sky Pathways is specifically designed to support the partnership with secondary and postsecondary schools. These grants also direct schools to partner with employers, labor organizations to build pathways to match local and regional economic needs.

This partnership also has begun work the State Adult Education community to create pathways that are not just limited to traditional college track pathways, but will be utilized by all citizens of Montana throughout their employment career.

All this work is designed to provide support for students of all ages to achieve at least proficiency in all State Academic and Career and Technical Standards and reach their individual occupational and career goals.,

A committee of Business Education Professionals completed a review and an update to the existing Administrative Rules of Montana Chapter 58 Professional Educator Preparation Standards (PEPPS) for Montana's business teacher education programs to ensure the standards used by Montana's business teacher education programs are current and up-to-date.

Business Education and Marketing Education content-area experts met together in September, 2013 to review and update the Framework for Business Education in Montana. This Framework is a reference for business and marketing educators when developing new courses, updating current offerings, and ensuring that current instruction is in line with other programs throughout the state. The Framework is aligned to the National Standards for Business Education and includes curriculum information from districts, counties, and curriculum cooperatives around the state. The updated Framework will ensure Montana's secondary business and marketing education programs are utilizing 21st Century skills to provide students with knowledge and skills to be both college and career ready.

On November 22, 2013 Business Education Specialist Eric Swenson presented a professional development session for the business education teacher preparation program at the University of Montana in Missoula. The session included information pertaining to national and state business education and career and technical education curriculum standards and guidelines, Perkins and state career and technical education funding and related requirements, Montana's Big Sky Pathways initiative, and ideas and resources for starting and advising a career and technical student organization.

In addition, Business Education Specialist Eric Swenson also provided training and instructional support to the students of the business education teacher preparation program at the University of Montana-Western in Dillon throughout the fall 2013 semester. Some the topics covered included principles and philosophies of career and technical education, business education curriculum development and resources, developing Big Sky Pathways, using the web-based career guidance system Montana Career Information System (MCIS), advising a Business Professionals of America or DECA chapter, and the importance of membership and active participation in professional organizations.

In September 2013, Family & Consumer Sciences (FCS) Education Specialist Megan Vincent presented a professional development session for the Family & Consumer Sciences teacher preparation program students at Montana State University. The session included information pertaining to national and state FCS curriculum standards, state Career & Technical Education (CTE) program standards and approval, overview of CTE in Montana and at OPI, Perkins and state CTE funding, Big Sky Pathways and Career Clusters, ideas and resource sharing., In February 2014, a second presentation was given to the Family & Consumer Sciences teacher preparation program students at Montana State University. This session included additional coverage of Carl Perkins and State CTE funding, job hunting and networking in the FCS field, first year teaching tips for budgets, CTE/FCS support, school staffing, program curriculum/schedules, costs, classroom finances, CTE Advisory Councils, and general resources.

POST SECONDARY RESPONSE

Great Falls College established a partnership with Great Falls Public High School that allows high school students to earn their CAS in Welding at the same time they graduate from high school. Students attended the high school in the morning and then traveled to the College in the afternoon to attend welding courses. Eleven students completed the course. This model was so successful they College and the High School are contemplating expanding this model to Carpentry.

Flathead Valley Community College worked with Columbia Falls High School to offer a three course block in building trades that started Fall Semester 2014. Three classes, CFTN131, MATH 111 and WRIT 12, were offered concurrently at Columbia Falls High School.

Gallatin College used Perkins funds to support the activities of its Industry Specific Community Advisory Committees. These committees are brought together to provide feedback about curriculum, design, competencies, goals, latest trends, and internships. Industry specific advisories are volunteer positions. This year, industry leaders participated in two events, the Manufacturing Day and Professional Connections dinner and which consisted of speed interviews with Interior Design students and final evaluations with our design drafting students.

It has been more than ten years since UM Western pursued CTE partnerships with regional high schools. Renewal of course articulation agreements and development of dual enrollment opportunities requires planning and multiple opportunities for input from parents, teachers, administrators, and businesses. UM Western used Perkins funds to seek the advice from these groups and to establish formal procedures for program improvements and review.

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

Yes

STATE RESPONSE

A partnership with the Montana Career Information System began in 2008, and continues as a method for counselors, teachers, and students to explore information about careers and career pathways.

SECONDARY RESPONSE

In Montana, MCIS is provided as a free service to high schools, and many of these use elements of the MCIS to provide career guidance and academic counseling. During this CAR reporting timeframe, a total of 9,201 portfolios were created using MCIS in 208 high schools, with a total of 94,929 logins.

POST SECONDARY RESPONSE

MUS also continued its partnership with MCIS. During this CAR reporting timeframe, a total of 758 college portfolios were created using MCIS with a total of 5,723 college logins. On December 13, 2013, Gallatin College hosted MCIS training for counselors located at two local high schools.

City College at MSU Billings provided three developing BSP workshops for high school counselors at West High, Senior High and Columbus High and held an Informational Technology Pathway meeting for 10 secondary counselors and teachers from the Billings area. The College also developed a service flyer that emphasizes resources designed to assist CTE students to: meet educational goals; provide career guidance; show steps-timeline to degree completion; and set the expectations/roles of the student in their educational experience. This initiative was designed to empower CTE students to be active participants in setting goals and understand the steps and resources available as they pursue their educational and career goals. Additionally, this effort assists the college in increasing retention and degree completion of students.

Highlands College held a professional development event in May by hosting Debbie Mills from CORD. Faculty members from Highlands, Whitehall High, Butte High, and Anaconda High were in attendance.

This was the third year of a three-year pilot of the Great Falls Pathway Initiative. The initiative showed great promise in educating more students about the value of college education and helping them understand how to set and achieve their higher education goals. The Pathways Advisors worked jointly in both high schools and at Great Falls College. In 2011-12, the advisors assisted 79 students with financial aid applications, 80 with college admission applications, 128 with dual credit enrollment, and 102 with placement tests. Similar results occurred in 2013-14.

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

Yes

STATE RESPONSE

Eight one year grants of up to \$75,000 each was awarded to Perkins eligible two-year programs or community colleges for Strengthening Big Sky Pathways projects. The objective of the Strengthening Big Sky Pathways Grant is to grow and further develop the BSP Program in the State of Montana by providing students with a smooth transition from high school to college and careers., Through the use of these funds a total of 56 new BSP were created between these colleges and their secondary partners in the following career clusters:

College	#of Pathways	# of High Schools	Career Clusters
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City College,	13,	8,	Manufacturing, Transportation
Ft. Peck,	1,	1,	Manufacturing
Great Falls,	3,	3,	Manufacturing
Gallatin,	4,	4,	Health, Finance, Art, Manufacturing
Helena,	16,	7,	Business, Finance, Manufacturing, Transportation
Missoula,	15,	7,	Architecture/Construction, Finance, Manufacturing
Northern,	4,	7,	Business, Transportation, Manufacturing

SECONDARY RESPONSE

High School for College Credit articulation agreements were concluded between the following colleges and high schools that offered 3 credits for CSTN 100 Fundamentals of Construction to any high school student who passed both a written and performance NOCTI CSTN 100 assessment. The articulation agreements stipulated that there would be no charge to the students applying for the credit except for a standard college application fee. The agreements included:

- College, High Schools
- Helena, Helena, Capital
- Great Falls, Great Falls, CM Russell
- City College, Billings Career Center

POST SECONDARY RESPONSE

Highlands College and Whitehall High School partnered to implement “Thursdays with the Juniors”, where high school juniors and seniors can meet with the BSP/Dual Credit Enrollment Coordinator and talk about career and college readiness.

Hoping to re-ignite work on making pathways more attractive to students, Helena College hosted a Construction Seminar on January 21, 2014. Informational sessions showcased construction pathways held in Helena, Boulder, Lincoln, and Townsend High Schools.

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

Yes

STATE RESPONSE

With the support of the Lumina Foundation and College!NOW, and Perkins, the MUS continued the Tuning Initiative. This pilot initiative’s goal is to “tune” Associate of Science programs of study in business with Bachelor of Science in Business degrees at MSU Billings, MSU, UM, MSU Northern, and Montana Tech. The intended results of the process were designed to produce a body of explicit proficiency and outcome statements that make clear to students beginning or in the midst of their studies what they are expected to learn. The discipline core articulates what knowledge and skills degrees give students, as well as career pathways opened to them by earning their degrees. Fundamentally, this process is about students gaining greater understanding of what it is they are learning, and the importance of that learning in terms of their discipline of interest.

On September 5, 2013 nearly 50 faculty and staff from Montana's two-year colleges, as well as representatives from the OPI and the Governor's office met for the first Tuning conference. The session was led by Dr. Shelly Valdez, Director of Educational Collaboration for the Institute for Evidence-Based Change (IEBC); and Dr. David Marshall, Associate Director of the IEBC, also participated. In addition, Dr. Daniel J. McInerney, Professor at Utah State University, provided a faculty perspective on the Tuning process. Rich discussion and careful deliberation led to the development of an agreement on the Discipline Core for Business in Montana. This document describes, "What faculty across the state have agreed is the essence of the discipline's learning."

In a letter to MUS's Academic Leadership, John E. Cech, Deputy Commissioner, Two Year and Community College Education and Dr. Neil Moisey, Deputy Commissioner Academic, Research, and Student Affairs asked that conference attendees be allowed to, "Share the work of the statewide committee with Business department colleagues and then seek feedback from them." The letter continued, "These local conversations will ensure that the discussions on statewide work are rich and inclusive. This will also create an opportunity for Business faculty and administrators to collaboratively think through distinct ways their Business program addresses the agreed-upon learning outcomes." Each campus was provided with funds from OCHE to use for these gatherings.

POST SECONDARY RESPONSE

Flathead Valley College's instructors mapped out curricula from certificates to AAS degrees to Bachelor of Science degrees in CNA and nursing, accounting, and health information technology. This opportunity gave instructors the chance to examine how many credits students must earn to eventually achieve Bachelors of Science which is considerably more than if they did NOT do the CTE program, and will hopefully lead to some changes in curricula.

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

Yes

SECONDARY RESPONSE

The OPI continues their strong commitment to support CTE student organizations in Montana., The majority of our CTE State Program Specialists also serve as state advisors in their respective career fields, so they provide direct state leadership to their program-related career and technical student organization (CTSO). Secondly, we continue to support them in resources and with funding—our office staff provides administrative and leadership resources to assist the Specialists' state competitive event conferences. In 2013-14 we additionally supported CTSOs by providing a state officer leadership training camp in June, 2014. State Leadership (state officer) teams from Business Professionals of America (BPA), Family, Career and Community Leaders of America (FCCLA), HOSA, DECA, SkillsUSA, and Technology Student Association (TSA) participated in team building activities, leadership styles, and situational leadership activities. The CTSOs supported in Montana are:, FFA, Business Professionals of America, DECA, Family, Career and Community Leaders of America, HOSA, SkillsUSA, and Technology Student Association (TSA).

Business Education Specialist Eric Swenson serves as a member of the Business Professionals of America, Montana Association State Board of Directors and Montana DECA Board of Directors. In this ex-officio role, he provides curriculum, leadership, programming support, and technical assistance to the two CTSOs. In addition, he attends the meetings of the two CTSO Boards with the Montana BPA Board meeting held in August 2013 the Montana DECA Board meeting taking place in September 2013. Additionally, the Business Education Specialist served as a competitive events judge at the Montana BPA Region 3 Leadership Conference (January 20, 2014), Region 4 Leadership Conference (January 6, 2014), and Region 5 Leadership Conference (January 7, 2014) as well as the Montana DECA State Career Development Conference (February 9-11, 2014) and the Montana BPA State Leadership Conference (March 9-11, 2014).

The Health Science Education Specialist/HOSA State Advisor planned and presented five (5) fall regional workshops for HOSA-Future Health Professional Chapters. These workshops concentrated on skill development such as taking blood pressure/recognizing heart rhythms/first aid and CPR/nursing assisting skills and sports medicine wrapping and taping skills., All HOSA competitive events and leadership training for the State Leadership Conference were facilitated by the Health Science Education Specialist as well.

The Industrial Trades and Technology Education Specialist, Don Michalsky, serves as the SkillsUSA State Advisor and participates as an Advisory Board member for both SkillsUSA and Montana TSA., His responsibilities include state conference planning as well as technical assistance. Montana SkillsUSA Advisory Board meets twice per year, and the TSA Advisory Board meets once a year. In addition, Mr. Michalsky provides weekly support to the State Directors for both organizations, and participates in regular CTSO meetings with Cassie Huntley, Montana State Director for SkillsUSA. Mr. Michalsky also offered professional development opportunities for advisors of each organization at the state conference, national conference, and summer up-date training.

Family & Consumer Sciences Education Specialist Megan Vincent temporarily served on the Board of Directors for the Family, Career and Community Leaders of America (FCCLA) to fill a vacancy left by a colleague from another state. Megan Vincent also served as the Montana FCCLA State Advisor. In this ex-officio role, she provided curriculum, leadership, programming support, and technical assistance to FCCLA., In addition, she attended the all Board of Directors meetings (August, October, February, June) and all State Executive Council meetings (July, August, January, March, June). She represented Montana FCCLA at the two day End Childhood Hunger Summit in Bozeman, Montana in September 2013. In October 2013, she provided leadership and attended the Montana FCCLA Leadership Institute., Megan Vincent traveled to, attended and presented workshops at four Montana FCCLA District Meetings across the state. Megan represented Montana FCCLA at the national State Advisers Management Meeting in January 2014. Megan also represented and provided leadership at the first Montana FCCLA Advisers Retreat in June 2014.

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

Yes

POST SECONDARY RESPONSE

Ft. Peck Community College established a successful working partnership with one of the three programs identified on the reservation relating to addiction therapy and treatment. Faculty at FPCC worked on developing collaborative relationships with Eastern Montana Community Mental Health Center which provides chemical dependency counseling in Roosevelt County and one private licensed addiction counselor in Wolf Point who currently has a federal contract to treat and monitor parolees.

Spotted Bull Resource and Recovery Center, the primary chemical dependency program on the Fort Peck Reservation, responded enthusiastically to the college's development of the program and ensured that students coming out of the program would be able to complete a five credit practicum as well as a paid internship that would allow students to gain valuable knowledge, skills, and abilities in the field and work toward the mandatory 1000 hour supervised internship needed to complete Montana licensure for a licensed addiction counselor.

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

Yes

SECONDARY RESPONSE

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

The Health Science Education Specialist is an active board member of the following organizations/committees that support partnerships between education and business & industry:

The Montana Healthcare Workforce Advisory Council—meets once a month and consists of approximately 110 healthcare organizations, colleges, and healthcare workers.

Montana Area Health Education Center Advisory Board—meets quarterly and brings together five regional offices as well as the state office to review the healthcare pipeline activities, graduate medical education and professional development. Meetings generally highlight multiple research projects regarding workforce/healthcare needs in rural communities in Montana.

National Consortium for Health Science Education—a national organization that brings together representatives from almost all states to discuss and improve health science education. We also meet with a Publishers Coalition on curriculum design in health professions areas.

The FCS Education Specialist, Megan Vincent, worked in partnership with business and industry as an active Board Member of the Montana Financial Education Coalition. Megan Vincent also served as the Secretary/Treasurer for the National Association of State Administrators of Family & Consumer Sciences (NASAFACS) from January 2014 until June 2014. In this capacity, she worked with business and industry on a national level to support FCS programs across the United States. Megan Vincent served on the planning committee in partnership with business and industry for the Montana Farm to Cafeteria Connections Youth Summit sponsored by the National Center for Appropriate Technology in the summer and fall of 2013. Megan was a member of the Bozeman High School FCS Advisory Committee where she served alongside local business and industry professionals; in this capacity she also served as an evaluator for Culinary Arts finals at Bozeman High School. She also served on the Montana Association of Family & Consumer Sciences conference planning committee for the annual 2014 spring conference; business and industry served as guest speakers and sponsors for this conference.

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

Again, during the FY 2014 reporting year, Business Education Specialist Eric Swenson served as a member of the Board of Trustees at the national level for Business Professionals of America as the State Supervisor Representative. Additionally, Eric was elected to serve as the Board's secretary. As a member of the Board, his responsibilities include ensuring that member needs are met, evaluating and approving programs and activities, establishing board operating policies, planning future direction of Business Professionals of America, and electing officers and an Executive Committee. Board of Trustees members are advocates for and representatives of the organization within the various communities being served. In addition, they have a fiduciary responsibility for the organization. During the year two meetings of the Board of Trustees were held in Indianapolis, Indiana along with conference calls during the school year.

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

POST SECONDARY RESPONSE

During the 2013-2014 cycle, collaboration with business & industry will continue through business & industry Big Sky Pathway training workshops, and through the revitalization of the Montana State CTE Advisory Board. Additionally, Montana's State Perkins Director, John Cech, serves on a number of state and regional workforce advisory boards, including the Governor's State Workforce Investment Board (SWIB), which helps to facilitate key relationships and initiatives with the Governor's Office of Economic Development, the Montana Department of Commerce and the Montana Department of Labor.

Highlands College has partnered with SeaCAST to offer a certificate in Aerospace Welding. An expecting increase in demand for welders when SeaCAST begins building new jet engine parts for joint venture partner GE Aviation, SeaCAST donated at \$35,000 for new equipment and welding shop upgrades to Highlands.

Funded by a \$2.4 gift from the Dennis and Phyllis Washington Foundation the scaling of EdReady across Montana from the initial UM pilot in 2013 has grown to include 1,502 participants at eight postsecondary institutions in Montana. EdReady Montana is a Math readiness tool available to all Montana college and university students who need developmental math assistance. Interested colleges and universities work with the Montana Digital Academy (MTDA) to use existing assessments or set up custom options for students to assess their math readiness for a variety of educational goals. EdReady is best utilized as a program to support a school's existing developmental mathematics assistance programs. It is not a full "course" where teaching services are supplied by MTDA. It is a supplemental online computer assessment and personalized learning path curriculum that our staff will help you apply to your program to ease the transition from developmental math to college or university level math.

MSU Northern also hosts a full day event, TekNoXpo (Technology, Knowledge, Exposition), that brings 200 high school students to campus and gives them a hands-on experience of all of the programs offered at the College of Technical Sciences. All Northern faculty, some students and business & industry talk about the programs and job opportunities that would be available to them with a degree from MSU-Northern. Industry partners include: Torgerson's, Wartsila, Kiewit, Triangle Ag., RDO Equipment, Sanjel, GE, Allied Steel, Modern Machinery, BNSF, Titan Machinery and Halliburton.

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

Yes

SECONDARY RESPONSE

STEM Engineering curriculum was implemented in three of our larger school districts and the Health Science Education Specialist (also overseeing STEM and Law, Public Safety & Corrections), made presentations to these school boards and offered technical assistance in setting up the programs., Programs were initiated in Kalispell, Missoula, and Bozeman.

A Health Science Academy was established at Big Sky High School in Missoula and the Health Science Specialist offered technical assistance before implementing the academy.

As stated earlier, the Business Education and Marketing Education content-area experts met together in September, 2013 to review and update the Framework for Business Education in Montana. This Framework is a reference for business and marketing educators when developing new courses, updating current offerings, and ensuring that current instruction is in line with other programs throughout the state.

POST SECONDARY RESPONSE

Through the use of these funds a total of 56 new BSP were created between these colleges and their secondary partners as indicated in response to question four.

City College at MSU Billings developed a new CTE Faculty/Staff Certificate Program Review Committee to enhance efforts in program evaluation. Community and institutional information, creative ideas and resources often come from CTE faculty and staff. This committee moved ideas forward using a model successfully used by industry. The committee had representatives from advising, workforce development, CTE faculty and career services with six to eight members. The small size of this committee will facilitate dialog to produce ideas and to recommend action on program evaluation. This committee's goal was to meet monthly during the academic year to share ideas that could enhance current certificates being offered, recommend new certificates to be developed, recommend non-credit workshops, etc. These recommendations would then be vetted through the designated academic and/or administrative review processes for implementation.

Helena College engaged in expanding all of the CTE programs to provide access to students beyond the traditional scheduling model. Hybrid courses are being piloted that will allow students to complete some of the course work online and the lab requirement will be fulfilled at the college. In the fall of 2013, the faculty began attending workshops to learn how to implement this model. Currently, the College offers the related general education core in the evening and online. Helena College is upgrading equipment to allow for a more seamless transition from traditional to nontraditional scheduling (as an example, if a project is in the lathe, it is impacting both the traditional and nontraditional students relating to access to the equipment).

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

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

SECONDARY RESPONSE,

Family & Consumer Sciences Education Internship with MSU and OPI—Montana State University and the Office of Public Instruction offered a Family & Consumer Sciences Internship as an alternate route to receive a FCS teaching license. This internship is designed to give current classroom teachers licensed in another subject area up to three years to work on their FCS endorsement while teaching FCS in a secondary school through Montana State University, the only post-secondary institution in Montana offering a FCS license program. Since Internship students are teaching and studying simultaneously, they require additional technical assistance from the FCS Education Specialist in terms of curriculum assistance/planning, finding classroom resources, searching for acceptable college courses approval by MSU, informal mentoring and general help to help them finish successfully on time., In 2013-2014, six teachers were enrolled the program. She made two specific technical assistance visits to schools with FCS Internship Teachers to help ensure their success through the school year.

Health Science Teacher Training was mentioned earlier in this report, but it is important to reiterate the relevance of the training. Montana has had limited success in recruiting health professionals to teach in high schools for a number of reasons, but healthcare workforce shortages and limited school budgets are the top two concerns. In order to expand Health Science programs in our high schools, a two-week course was designed for secondary Science Teachers to provide them with the healthcare industry background necessary to effectively teach health science courses. Part of this training required the teachers to job shadow in a medical facility to experience the healthcare environment. This training was highlighted in an article published in a CORD monthly newsletter.

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

As mentioned in the above professional development section, the 'New CTE Professionals Workshop' held on October 16, 2013 was free to all CTE teachers who were new or had less than four years of teaching experience in the classroom. The intentional focus on new teachers was meant to help assist and improve the retention of these new teachers.

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

Yes

STATE RESPONSE

OCHE contracted with Strategies 360 to conduct an audit of the Montana Career Information System (MCIS) platform, with the goal of determining the feasibility of adapting MCIS to achieve a user experience similar to that of the Wisconsin Career Pathways web portal or to recommend an alternative path forward. The following options emerged from that audit:

1. Build new functionality onto the MCIS site and continue using the site for BSP course planning, assessments, and career planning purposes.
2. Develop a proprietary site specifically designed to meet the tracking, usability, and access needs of Big Sky Pathways in partnership with a third party web development vendor.
3. Use of a combination of preexisting web sites/tools to implement.

A task force was appointed to review and analyze each of these options and forwards their recommendations.

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Step 4: Technical Skills Assessment

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

STATE RESPONSE

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

Efforts are being made by the Montana Perkins program to increase the reporting of these Technical Skill assessments, as many are incorporated into programs, but not included in final reporting. This is due to a variety of factors, including turnover in the field, lack of knowledge regarding TSA's, lack of business acceptance of assessment, and lack of incentives for reporting. OCHE will continue to provide training and technical assistance for all postsecondary Perkins grant managers with regard to data and the importance of TSA reporting and collection.

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

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	346	4987	6.93803890114297
Postsecondary Students	598	12157	4.91897672123057

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Local Program Improvement Plans

SECONDARY LOCAL IMPROVEMENT PLAN

In SY 2014, there were a total of 136 eligible recipients or Local Education Agencies (LEA) that failed to meet at least 90 percent of an agreed upon local adjusted level of performance of one or more performance indicators. There were also nine (9) districts that did not apply for or receive Perkins funds during SY2014 and two districts that did not report any Concentrators in SY2014, but had data for 5S1 because it was based on a prior year. Some of these nine districts did submit data, which was included in the secondary data submission on the CAR and in EDEN-EDFacts as stated in the file specifications. 53 districts missed only one of the eight indicators, 47 districts missed two indicators, 27 districts missed three indicators, 9 districts missed four indicators, and 2 districts missed four indicators. Built into the electronic grant application (E-Grants) is a place for any eligible LEA to complete an improvement plan if the data shows they missed a particular indicator the prior year. Approval of the current Perkins application is suspended until the improvement plan is on file and has been reviewed and accepted by the appropriate CTE State Specialist. The highest priority will be given to the indicator furthest from the state negotiated goal. If activity changes require budget amendments, a budget revision/amendment will be submitted and flagged as an Improvement Plan revision.

POSTSECONDARY LOCAL IMPROVEMENT PLANS

At the Postsecondary level three colleges and one consortium (consisting of two colleges) were required to implement a local improvement plan:

Gallatin Western Consortium	2P1
Salish Kootenai College	4P1
Highlands College	5P2
MSU Northern	2P1, 5P2

Gallatin Western Consortium believes its performance in this area is at 90% we need to set up a meeting with OCHE staff to better understand this measure in order to establish a reasonable plan to improve this measure.

Salish Kootenai College's plan includes:

Interact with CTE Department Heads and Program Advisory Committees (PAC), especially industry representatives, to identify potential employment opportunities and specific job openings per program area.

Assist students with Cooperative Education to obtain internships for course credit working in their degree field, e.g. Dental students participating in a 300 hour externship in a Tribal Dental Clinic.

Follow-up with students who have taken internships to determine if there are employment opportunities in respective subject matter areas.

Continue to work with Indian Preference Officer of the Confederated Salish and Kootenai Tribes to ensure that qualified tribal member graduates are employed in jobs that require employers to hire tribal members, e.g. Highway Construction contractors.

Host potential employers on campus to meet with and/or interview students regarding job opportunities and openings.

Continue to work with Department Heads and Registrar's Office to obtain graduation lists Spring Quarter for each program and assist graduates with job/advanced training placement.

Continue to track job and advanced training placements to determine employment retention especially out-of state placements.

Continue to offer the Career Exploration course to help students explore degree fields and career opportunities utilizing the Montana Career Information System (MCIS).

Host workshops to teach soft skills such as: time management, team building, professionalism, cultural sensitivity awareness, communication and networking, to insure employment retention.

Host workshops to teach employability skills such as: job search techniques, resume/cover letter writing, application processes, outreach and follow-up, and interviewing techniques.

Continue to host an Annual Career Fair to bring employers to the students.

Highlands College will work closely with faculty to identify non-traditional students early in the semester. We will use the tracking system TutorTrac to monitor progress academically as well as develop a plan for students. In addition, workshops and possible job shadow opportunities will be explored to give students a better understanding of their chosen career. Other services such as the Supplemental Instruction (SI) program where a professional tutor attends classes takes notes and provides support outside of class may increase students' participation in tutoring activities. The SI instructors will also provide activities and collaborative activities for students to assist students in learning the required material.

MSU-Northern is working on stackable credentials. The majority of our programs are 2+2 programs between the A.A.S degrees and B.S. degrees. This is for students who are not sure if they want a two or a four year degree. Once students finish up their A.A.S. degrees, they do not graduate but continue into the B.S. degree. MSUN is working to get our students an A.A.S. degree to carry into the B.S. programs.

MSU-Northern has opened a Learning Success Center in the library to offer tutoring and supportive services to students. The Learning Success Center is located in the library and offers tutoring from fellow students and current professors that have extended hours to service the diverse needs of our special population. The hours for the Learning Success Center are Monday-Friday 8 am to 5 pm and tutoring is available 7 days a week in person or online 12 pm - 8 pm or by appointment. The Center's focus is on high need courses with a strong emphasis on math and writing to increase retention/completion rates in the courses. Students who chose to use the Learning Success Center are tracked and records kept on the students' attendance, grades and retention in their class or classes.