

**CARL D. PERKINS GRANT
Consolidated Annual Report
Program Year 2014 – 2015**



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

Consolidated Annual Report, Program Year 2014 - 2015

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

Postsecondary 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.

Secondary Response:

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 of MSU Billings. The same scenario took place in the spring 2015, with the assessment and performance process completed by 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

Postsecondary Response:

OCHE purchased a new more powerful computer plus the latest version of SPSS, which has given our Compliance and Workforce Data Analyst personnel the ability to collect and analyze the data in a more efficient manner. Additionally, each campus Registrar was contacted personally by either the Perkins Program Manager or the Compliance and Workforce Data Analyst to explain the importance using correct CIP codes.

Secondary Response:

All personnel from the Montana 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. 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 Montana Career Information Web Based site.

Consolidated Annual Report, Program Year 2014 - 2015

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:

An analysis the Big Sky Pathways (BSP) activities and programs was done at the system level.

As a system and state, we are seeing productive Pathways activities and the program is making progress; however, there are challenges that the BSP faces at the state, regional, and local level. Factors within our control are being strategically addressed in coordination with OPI. Other factors may be ongoing issues or could be addressed with a workaround approach over time or be improved by strengthening fundamental elements of the BSP program.

In terms of assessment of FY15 outcomes and FY16 planned activities for grantees, there are a wide range of practices to engage and communicate with students in place across the system. Not surprisingly, the activities that are most common are those that are RFP requirements. Even within RFP requirement activities custom adaptations/interpretations exist. Variance and customization in activities seems to result from the different levels of acceptance of the program in the region, cultural differences in the college, staff structure, continuity in the BSP coordinator position, coordinator approach and work style, integration with other campus events, and the clusters represented at the college.

The Office of the Commissioner of Higher Education (OCHE) conducts a performance review (monitoring) of at least 20% of the grantee each year. The monitoring visit provides an opportunity for institutions to receive technical assistance, foster continuous improvement, and develop a better understanding of performance, operations and issues facing CTE. The monitoring process involves:

Utilizing a risk assessment tool to determine which institutions will be visited.

Reviewing the institutions process for achieving goals and objectives.

Analysis of fiscal practices.

Reviewing the manner in which data is gathered, reported and used

Each year the Perkins Program Manager will evaluate and rank all institutions receiving Perkins funding using the Perkins Report Card and Risk Assessment. The Perkins Program Manager will choose the institutions with higher risk values OR who have not had a recent monitoring visit.

This year the following colleges received onsite monitoring visits: MSUN, Blackfeet CC, Ft Peck CC, Great Falls and Missoula College. There were no major findings at any of the colleges.

OCHE also conducts MOA on-site reviews for compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and Guidelines for Elimination Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs. There were major findings at any of the colleges.

Risk Assessment Report Cards were introduced by OCHE this academic year. Each college was assigned a weighted score in the following categories: Grant Size, Fiscal Findings, Returned Funds, Planning, Grant Amendments, Program Goals, Improvement Plan, Perkins Manager longevity, Reporting Consistency, Participation in Technical Assistance Events and Monitoring Findings. The total scores were correlated with one of three risk categories (low, medium, high) and each risk category correlated with monitoring levels, fiscal reimbursement and programming oversight.

Montana University System (MUS) utilizes performance funding as a strategy to help reach the State's goal of increasing the percentage of the population with a higher education credential from 40% to 60%. The primary objective of performance funding is to improve student learning and attainment outcomes. To help guide the MUS Performance Funding initiative and the development of outcome metrics, six priority target areas have been identified. The target areas are intended to drive metrics that vary by institutional type, as well as promote mission differentiation and innovative institutional-level strategies.

1. Increase success of under-represented student populations (ex. economically disadvantaged, American Indian, and veterans);
2. Increase early college access for Montana high school students;
3. Improve student success in freshmen year (ex. freshmen/sophomore retention, improve success of remedial students);
4. Increase the number of students transferring from 2-year to 4-year campuses;
5. Increase the number of students completing degree and certificate programs, particularly in niche program areas with significant economic impact to Montana; and
6. Grow graduate education and research capacity consistent with institutional missions.

There is special weighting in the allocation model of successes by specific access groups, specifically Pell-eligible students, American Indian students, non-traditional age students, and veterans. Weights will be determined in the design of the allocation model for completion and retention metrics for both undergraduate and graduate students.

Postsecondary Response:

Each college has Industry Advisory Committees which monitor the course content for relevancy, effectiveness and proper scope. Several colleges have Perkins committee that meet periodically to discuss activities, share information, and advice about projects that would be effective.

All of the institutions that make up the Montana University System are required by Board Policy 303.3 to conduct internal reviews of their academic programs to ensure program quality and effective stewardship of resources. All programs listed in the MUS official degree and program inventory, except for certificates of 29 credits or less must be reviewed at least once every seven years. The review schedules are filed with the OCHE

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 disaggregated data available to each school comes from the statewide student data system called "Achievement In Montana", or AIM. AIM data assists schools and our OPI CTE State Program staff in analyzing their data to make future decisions and improvements. The Perkins Purchasing Manual and other technical assistance 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.

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

State Response:

The E Grant platform was redesigned to allow for the integration of measurable outcomes tied to each of the required and permissible uses. Within the redesign reporting mechanisms were developed for easier withdrawal and analysis of information.

Postsecondary Response:

MSU-Northern's Electrical Technology program provides the opportunity for a person to get the academic and practical hand-on electrical training that could only be gained by being employed as an apprentice working under a licensed Master Electrician. Funds were used to purchase 7 programmable logic Controller PLC industrial component kits. These kits provided students with the actual equipment that is needed to demonstrate operational control of an actual PLC (Programmable Logic Controllers) system. The electrical advisory board was excited to hear that Northern has incorporated these trainers into the program.

The AS of Nursing purchased a computer that is able to support the new software, training equipment and DocuCare Electronic health records that is used in today health care fields. The computers were used to support the software that is needed for the SimNew Patient Simulator. Students apply the knowledge and skills that they learn in the classroom and labs to real life scenarios on simulators that help them be more experienced when they get to their clinical. Students received certifications in AED completion and also learned how to use the latest in keeping electronic health records.

Miles Community College Perkins funds were used to purchase technology to create a new nursing informatics (electronic medical records) classroom simulation for the Nursing program. As part of the Heavy Equipment Program simulation lab, three OptiPlex All in One computer were purchased with Perkins funds to create a new control center for the Heavy Equipment program simulation lab

Helena College updated their curriculum and skill development to include the development, study and maintenance of alternative fuel vehicles, particularly electric vehicles. They purchased two Toyota Prius Vehicles equipped with electric and solar power, smart stop technology, and stability control. They also contracted services to integrate Electric Vehicle Technology Certificate Program, using National STEM Consortium Curriculum. 1-year plan to outline equipment and staffing needs.

Salish Kootenai College regularly updates the quality of computers used by all faculty and student interns. Every classroom is equipped with Promethean boards, which is a hands-on, interactive learning tool. As to specific CTE departments, HCT expends over \$50,000 per year to maintain and improve its \$1.5 million training fleet, which consists of 92 pieces of equipment. This includes seven state-of-the-arts, computerized heavy equipment and truck driving simulators.

Great Falls College developed a Netlab that allows student to complete specific outcomes in courses that require a hands-on component. Students are able to complete hands-on labs from any location where there is access to the Internet. Students are also able to complete labs using Microsoft Windows, Apple OS/X, or Linux operating systems. The data collected through Netlab can be used when a student transfers to another campus teaching similar coursework.

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 2014-2015, 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 2014 Montana ACTE Institute were made available to the field for electronic download and remain available during the reporting year.

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:

A BSP Coordinators Workshop was offered in Helena September 25 -26, 2014. The topics: Where are we now, BSP Approval Procedure, TAACTT & BSP, Succession Planning, Taking Inventory, and Communication Plan. Another BSP Coordinators Workshop was offered on March 18-19, 2015 and the topics covered were: Using E Grants, Pathways Activities That Work, Apprenticeships, Adult Pathways, Alternate Pathways, Pathways Renewal, MT Health Care, Using MCIS as Outreach, and Everything You Ever Wanted to Know about Being a BSP Coordinator

A Perkins Coordinators Workshop was offered in Helena September 9-10. The topics: Complete College Initiative, Data, Perkins V and Montana, Why Do We Need Partners, Finding Partners, and Building Partnerships.

During the month of March, the Perkins program manager traveled to four locations to work one to one with Perkins Coordinators as they worked their Perkins Grants. Prior to the meeting dates, each Coordinator was asked to complete a pre work assignment which addressed how each institution will use Perkins funds in the upcoming grant cycle for each of the Perkins Required Uses. The Coordinators were then asked to develop a timeline and measurable outcome for each of the listed expenditure.

Biweekly technical assistance calls were held for both the Perkins and BSP Coordinators.

Postsecondary Response:

The first ever CTE Day was held at the Montana School Counselors 2015 Spring Conference. The day consisted of five hands-on rotating sessions lead by industry experts and two-year college CTE faculty. Secondary school counselors tried their hands at surveying/GIS, drafting, interior design and welding. During the lunch break keynote speakers answered questions about pre-apprenticeship options for high school students and apprenticeship opportunities for graduates. The final session included a tour of a working construction site which gave the counselors the opportunity to put on hard hats, fluorescent vests, and operate some of the heavy machinery on the construction site. Counselors expressed surprise at the required academic skills imbedded within these programs. Many left with a commitment to advising their students about the opportunities available to them in CTE. Or as one Counselor wrote, "... [This was] the MOST VALUABLE experiences/training I got this school year and provided "real-world" information I can use with my students."

Helena College hosted a Math and Literacy in CTE training for leaders (10/7-9) 21 teachers participated in Math and Literacy in CTE training for leaders and four presented at Montana ACTE conference.

Helena also sponsored Participants learned about career ladders in fields; importance of Technical Report Writing; how firefighting, criminal justice, and the legal profession are related; value of and opportunities to job shadow, intern, participate in Americorp, learn team work and variety of software applications; importance of foundational skills in high schools; encouraging number of openings and pay rates in these fields; and multiple options for students with one-year and two-year certifications. Participants saw (and lifted) some of the Fire & Rescue equipment, watched students demonstrate the two-minute drill, and conversed with several Fire & Rescue students.

High school teachers and counselors learned about openings, skill sets, salaries in the IT field, opportunities for two-year graduates, the Certified IT Apprenticeship Program, the importance of developing portfolios, opportunities for engaging in computer-related work, and the connection of IT and manufacturing. Having a graduate Helena College present a sample Systems Analysis and Design Project and a current student demonstrate work with VoIP Primmer gave participants a picture of the depth of these IT programs.

During 2014-2015, SKC provided in-service professional development activities for SKC CTE faculty, academic and guidance and counseling personnel, and CTE administrators. Guidance counselors and educators from reservation high schools will participate in a professional development workshop at SKC in the BSP program of study. Professional development focused on utilization of MCIS web-based education and career-based tools. The Career Center, Human Resource Office and the Disabilities Office have provided staff and faculty with numerous trainings in areas of HIPPA, Smart Board Training, and Disabilities Conference.

Eighty people, including teachers, faculty, staff, students, and employers attended the Career and Technical Education Seminar at City College on February 26, 2015. Pam Bucy, the Director of the MT Department of Labor and Industry gave the welcome address. Dr. John Foster, the President/CEO of NOCTI, discussed badging as a form of credentialing for completion of career and technical skills. Darrell Holzer of the Montana Apprenticeship program outlined how apprenticeship can be implemented.

Flathead Valley Community College held a summer CTE Teacher Camp that offered for industrial arts secondary teachers. Brochures were delivered and distributed to each high school and middle school in the Flathead Valley along with an email sent out to all secondary CTE teachers throughout the state.

Great Falls College offered a Building Strong and Sustainable Business Partnerships training on April 9, 2015 with Thom Suddreth from NC3T presenting. Topics covered were: finding, approaching, and landing business partners; return on investment; "Partnerships of Equals," not charity; benefiting from partnerships; and building a stakeholder chart.

Secondary Response:

Health Science teachers were offered several professional development options for 2014-2015:

The Institute for Infectious Animal Diseases conducted Veterinary Science and One Health courses over three days in Missoula, July 21-23, 2014

Health Science New Teacher Training was offered as an 80 hour online course Aug. 18-22, 2014, and again June 15-26, 2015. A total of ten teachers received Health Science Endorsments as a result of this online option.

The Health Science Education Specialist attended the National Consortium for Health Science Education Oct. 16-17, 2014

Helena College and the Health Science Specialist offered Pathway training on October 30, 2014

Biomedical Science teachers had a two-day symposium on Biomedical Science curricula and post-secondary pathway option at the University of MT, May 7-8, 2015.

On October 15, 2014, the 'New CTE Professionals Workshop' was held in Missoula. 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 Big Sky Pathways 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 31 CTE teachers attended, five OPI Staff attended, and seven CTSO State Directors attended.

On October 16, 2014, Business Education Specialist Eric Swenson, along with Shields Valley High School business teacher Mitzi Richards, facilitated a Literacy-in-CTE workshop for Montana's business educators in attendance at the Montana Association of Career & Technical Education Fall Institute. The workshop focused on resources and the 22 instructional strategies for integrating literacy instruction within the business education curriculum. The Literacy-in-CTE workshop utilized materials developed by the National Research Center for Career and Technical Education.

On October 17, 2014, Business Education Specialist Eric Swenson presented two professional development workshops Montana's business educators in attendance at the Montana Association of Career & Technical Education Fall Institute. The first workshop, titled Careers n' Candy: Unwrapping Students for Career Success, provided attendees with resources and materials for teaching career development either as a course or units integrated into other existing courses. Part of the workshop included resources and information for teacher to use when working within the web-based career guidance system the Montana Career Information System. The second workshop, titled Instructional Strategies for Engaging Learners P-D-Q (Painless for students, ideas already Developed, and Quick to implement), focused on providing activities for use within the curriculum to ensure students are actively engage in their learning. The workshop focused on the three areas of activating strategies, cognitive strategies, and summarizing strategies with ready-to-implement ideas and resources shared to increase communication, critical thinking, participation, problem solving, and writing skills within lessons. Various activities and instructional tools to address each of the three strategies were presented with a couple of the different activities engaging attendees as they were presented in a hands-on and active learning style and related to the various content areas of the business education curriculum.

On October 23, 2014 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 2014 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 2014, 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 March 2015, 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 2014, 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. Megan also presented a workshop along with three other educators on Literacy in CTE/FCS. In April 2015, Megan Vincent presented a workshop on Hospitality & Tourism Big Sky Pathways during an all-day meeting.

Agriculture Education

On February 3, 2015, 45 Agriculture Education teachers attended a workshop on Agriculture Experience Tracker (AET). AET is the new program that all of the Ag programs in the state use for record keeping.

On June 22-26, 2015, approximately 52 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.

Health Science and Agriculture teachers partnered together on July 21-22, 2014 for a joint Veterinary Science/ONE Health Laboratory training held in Missoula. The training looked at the Human-Animal-Environmental interface and how emerging diseases are crossing from animals to humans. Nine (9) Ag teachers and four (4) Health Science teachers attended the training.

Family & Consumer Sciences Education

During the month of August 2014 OPI Program Specialist, Megan Vincent, along with Montana State University Family & Consumer Sciences and Montana Family, Career & Community Leaders of America, offered a three day professional development conference for 50 Family and Consumer Sciences (FCS) educators. Each day included subject area content updates from postsecondary faculty and business and industry professionals, Big Sky Pathways connections, a wellbeing alignment workshop and discussion, curriculum integration, sharing with ready-to-teach lesson plans, technology tips, trips to local businesses demonstrating current industry practices and discussion. Attendees walked away with updated content knowledge and ready-to-use materials for the classroom in Textiles/Interior Design, Culinary Arts and Early Childhood Education.

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 a Field Engineer from The Industrial Company (TIC), Steamboat Springs CO, speak to students and teachers about high school preparation and job opportunities available with TIC. The company is a direct-hire heavy industrial contractor who employs over 4,000 electricians, welders, pipefitters, carpenters and ironworkers throughout the U.S., including several Montana projects that include clients such as Stillwater Mining, Montana-Dakota Utilities, and ConocoPhillips. Non-traditional employment opportunities in these career fields were also emphasized. This presentation was made available during the annual SkillsUSA State Leadership and Skills Conference on the campus of MSU-Northern, April 13-15, 2015.

The annual TEKNOXPO (techno-expo) conference was held on April 23, 2015, for secondary teachers and students. This conference gave them the opportunity to experience programs available at MSU-Northern-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, including actual heavy equipment operation.

June 11-12, 2015, a 16-hour Mastercam professional development workshop for teachers was held in conjunction with Northwest Technical Products. 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 the CNC mill, with emphasis on creating high speed tool-paths.

A 40-hour Welding Certification Professional Development Workshop was held at Flathead Valley Community College on June 15-26, 2015. The Industrial Trades and Technology Education Specialist, Don Michalsky, presented information on establishing a Big Sky Pathway, and was available for technical assistance during the workshop.

The Welding Workshop provided high school teachers the opportunity to earn welding certification that would help them prepare their students to earn Dual Credit in certain 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.

Flathead Valley Community College, also offered a Professional Development Teacher Camp. The camp was scheduled for two consecutive weeks, June 15-19, and June 22-26. Compressed course offerings included: Introduction to CNC Machining, Quality Control and Precision Measurements, Intro to CAM, and Introduction to Electronics. Teachers were allowed to select classes that would benefit their programs the most.

Missoula College offered a two week NCCER Level 1 Welding Certification Class on June 15-25.

Attendees were introduced to methods on how to apply NCCRR Welding Standards for consistency assessment of their students welding skills. The coursework was also designed for the teachers to become totally familiar with the Level 1 curriculum.

The Montana Association for Career and Technical Education (Montana ACTE) held an institute in October of 2014 in Missoula. The institute, entitled The Common Core Advantage 2.0: Strategies that Work in CTE, highlighted CTE as a strong, driving force behind the future success of Montana students. Keynotes and primary sessions focused on the Common Core and the role of CTE within the Common Core. Many resources presented that related to Math-in-CTE and Literacy-in-CTE were made available for future use by 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.

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:

OCHE and OPI teamed up with Burlington Northern Santa Fe Railroad (BNSF) to host a day-long workshop that explored regional high school-college-career pipelines in eastern Montana. Issues explored were

1. How can the MT colleges work with BNSF and their employees to provide training in welding while utilizing the company's tuition reimbursement policy?
2. Can OCHE and OPI build a BNSF Pathway, which provides rigorous academic and CTE content in the high schools and prepares MT high school graduates to enter either BNSF's in-house or post-secondary training after they have worked for the company for a few years?
3. How can the college Work Force Navigators assist BNSF in delivering skills training to current and future employees?

Postsecondary Response:

At SKCC an early intervention program designed to assist special population students was implemented. Students who were identified at-risk during 20 day reporting as reported by their advisers were contacted by the Tutor Education Specialist to determine what services may help them succeed. Students were identified as special populations using COMPASS data or self-reported after Tutor Education Specialist met with them.

FPCC has several resources available to special populations including Compass testing, orientation, college prep classes, gas vouchers, grants, other financial assistance, access to daycare resources, bus vouchers, computer labs, library, distance learning options, website resources, on-line classroom (Moodle), academic advising, counseling resources, food services, and student support services for any areas that are not routinely covered.

The Career Center at Blackfeet College and Workforce Development offers many workshops and a job club to touch base on communication, soft skills, writing lab, time management, cultural, job interview, resume writing. As part of Workforce Development, we offer courses in the general core to assist these students in these areas as well.

Throughout the academic year MSUN's Pathways Coordinator met with the majority of students at Turner High School, the industrial technology students at Shelby High School and the eighth grade class at Shelby, Havre High's automotive classes and broadcasted down to Manhattan High School to do a collaborative presentation with the Gallatin and Highland College Pathways Coordinators. During these presentations the difference between a job and a career were discussed and why it is important to be thinking of their future, different careers that are available through all sorts of degree opportunities and the benefits of reaching out to counselors to talk about dual credit opportunities.

Helena College hosted the Girls' STEM Collaborative Conference attracted nearly 80 participants and was met with rave reviews. Women in Gear hosted 58 girls, middle through high school and 14 adults from 8 Montana cities. These participants were introduced to many exciting pathways through hands-activities in Helena College shops and labs and from several outstanding speakers, from KLJ Engineering, Boeing, Northrop Grumman, Vetter Aviation, Washington Companies, and the Montana Departments of Labor and Administration. Input from the Advisory Committees has proven to be extremely useful in pathways development and the industries represented by the committees help promote career pathways to additional audiences.

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, two day-long career exploration tours were offered in Entrepreneurship and Non-Profit Organizations. Hour long educational workshops were also offered including topics such as interview skills, seat belt safety, communication, technology, healthy relationships, physical activity, nutrition & marketing, paying for college, and parliamentary procedure. 20% of the 14-15 State Executive Council was male. The FCS State Program Specialist, Megan Vincent, along with Montana State University and Montana Family, Career & Community Leaders of America offered a Family & Consumer Sciences Profession Development Conference in Bozeman in August of 2014 with approximately 50 attendees. Woven throughout these sessions 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 37%, with 797 males and 2145 females enrolled in health science courses in 2014-15. All health science teachers are providing career information by introducing non-traditional role models such as male nurses, male-female Life-Flight teams, and male radiologic technicians. This was done by collaborating with hospitals for job shadowing and through specific recruitment of HOSA judges for the State Leadership Conference that were representative of non-traditional areas.

Industrial, Trades, and Technology Education - The annual SkillsUSA State Leadership and Skills Conference was attended by about 38% female students, who competed in not only Leadership Contests, but in Automotive Technology, Carpentry, Welding Technology, and Power Equipment Technology Contests. In addition, 36% of high school students who participated in the MSU-Northern TEKNOXPO professional development activity in April 2015 were also female students.

Several former MSU-Northern female program graduates, who are currently employed in non-traditional fields, presented occupational information at the TEKNOXPO (techno-expo) mentioned above. These female presenters provided facts about employment opportunities for females in the Industrial Trades and Technology Education Pathways—specifically in automotive, diesel, and welding careers. This strategic plan was put in place to help encourage females to explore more non-traditional coursework during their high school studies.

In addition, about 36% of high school students who participated in the MSU-Northern TEKNOXPO career exploration activity were female students

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 Technology, Carpentry, Welding, and Power Equipment. Posters were used to raise awareness of non-traditional careers in Industrial, Trades, and Technology Education; 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.

Montana's first female, National SkillsUSA Officer, who served as a National Officer during the 2014-15 school year, gave a rousing speech at the State SkillsUSA Conference, which included drawing attention to the opportunities available to all students to explore non-traditional employment areas. There has been increasing interest from females participating at the high school program level due to encouragement from male and female chapter advisors. State-wide emphasis on job shadowing in non-traditional careers is also becoming more common.

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:

See question 7.

Postsecondary Response:

Great Falls is committed to offering programs and degrees that require high skill, high wage and are in high demand. If all three of these components are not met then the program will not be offered. Faculty is hired based on the specific understanding of special population needs for two year students. For the second year Perkins funds will be used to assist students with the fees for industry recognized credentials. Seven Medical Assistants, four Medical Coders, and ten Bookkeeping students applied for fee assistance based on special needs and were provided that assistance with Perkins funding.

Great Falls invited faculty and secondary instructors to a shared learning community. This learning community was centered on the book "Understanding and Engaging Under-Resourced College Students". All Great Falls faculty participated in the shared learning environment centered around under-resourced students, and a National Speaker from the National Association for the Education of Homeless Children spoke on campus about resources available for homeless students trying to access post-secondary education.

Miles College used Perkins travel funds to meet with industry employers (Century Inc., MT BioMass, BNSF, Jackson Contractor Group) and representatives of the Montana Registered Apprenticeship Program to discuss and evaluate Miles' CTE curriculum in HEO/CDL, Building Construction Technology, Business, and IT - to identify how curriculum can be revised and/or combined in different formats/packages to more effectively prepare CTE students for workforce needs of these industry employers.

MSUN conducts a Student Satisfaction Survey that includes questions that assess the level at which non-traditional student needs are being met.

Blackfeet Community College used Perkins funds to conduct a review of their CTE programs in order to identify and adopt strategies to overcome barriers that result in lowering rate of access or barriers that lower success by special population students. The results of the review lead to the implementation of the following:

1. The Career Center provided students with training in Self-Management, Customer Services, Cultural Activities, Resume Building, and Cultural Work Ethics.
2. Using elders and community members a workshop was offered to expose students to non-traditional fields within their community. The workshops ranged from jewelry making, sewing Native American apparel, working with fabrics and hair care.
3. Training was provided for faculty and staff on "Positive Behavioral Interventions and Supports".
4. Several members of the college attended training at MonTECH on Assistive Technology where they learned the various types of assistive technology tools available to students with disabilities.
5. A community wide Disability Awareness Day Conference was held in the spring. Workshop topics included: Auditory Processing Disorder, ADHD, and Understanding Disabilities in our adult workforce, Domestic Abuse, Visual Processing Disorder, Anxiety Disorders, Deafness and Drug Affected Babies.
6. Faculty members requested and received training in accommodations and modifications for classroom instruction.

In a pilot program Great Falls High School targeted high school students with disabilities who did not have the skills to meet with success in CTE programs, but do not qualify for services offered to students with significant cognitive deficits. The district referred to this group as the "tweeners". The program was designed to foster academic and vocational competencies, establish links to potential employers, and craft opportunities for "tweeners" to receive the vocational instruction vital to their post high school success. Findings from that pilot include:

1. The primary measure of vocational success, as defined by employers, is not academic, but attendance and punctuality.
2. Students in the vocational placements had increased attendance in school
3. Increased awareness of skilled jobs

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.

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

State/Postsecondary Response:

During the month of March, the Perkins program manager traveled to four locations to work one to one with Perkins Coordinators as they worked their Perkins Grants. Prior to the meeting dates, each Coordinator was asked to complete a pre work assignment which addressed how each institution will use Perkins funds in the upcoming grant cycle for each of the Perkins Required Uses. The Coordinators were then asked to develop a timeline and measurable outcome for each of the listed expenditure.

Biweekly technical assistance calls were held for both the Perkins and BSP Coordinators.

OCHE hosted two, two day technical trainings for the BSP Coordinators during the last academic year.

OCHE hosted one, two day technical training for the Perkins Coordinators during the last academic year.

The Perkins Program Manager held Perkins Technical Assistance/Informational sessions for CTE faculty and staff at five campuses throughout the state.

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.

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 approvable by MSU, informal mentoring and general help to help them finish successfully on time. In 2014-2015, 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.

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:

271

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

State Response:

The Montana State Prison (MSP) Education Department used Perkins funding to purchase Reading Horizons Curriculum and a mobile Smart Board that was used by multiple teachers in different classrooms. With the implementation of Reading Horizons, MSP has seen more success with lower level readers. While the passage rates of HiSET have been almost the same, but is happening at a quicker pace. Before the implementation of Reading Horizons, it would take one to three years for a low level learner to pass the HiSET. Now low level readers are passing the HiSET in nine to twelve months.

The Butte Pre-Release Center assists offenders with the transition back into the community while also providing a cost-effective, program intensive alternative to incarceration. Using Perkins funds to update the computer lab, the Center offered HiSET preparation, keyboarding, basic computer skills, resume building/job service registration and college preparation to 94 students from September 2014 thru June 2015. The lab was used a total of 1426 hours during that time period.

Using Perkins funding Pine Hills Youth Correctional Facility purchased materials to make the greenhouses and the outside gardens operate more smoothly and effectively. The funds provided updated and functional kitchen supplies for the Culinary Arts program through which 10 students were able to complete ServSafe training. The Auto Mechanics program used funding for tools so all youth in the program were about to work on oil changes, alternator removals and replacements and brake jobs. Fifteen students earned their forklift operating certification as part of an Agriculture program enhanced by Perkins funds.

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 a three day FCS Summer Conference with MSU & Montana FCCLA in August of 2014. For the sixth year in a row, the FCS Specialist offered specific professional development in 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 2014, FCS Education Specialist Megan Vincent assisted in coordinating a Montana ProStart Training at Flathead Valley Community College. This training was offered for a second year in a row, and it was made possible by business and industry partnerships and the support of the Montana Restaurant Association Education Foundation. Also in October 2014, 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.

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 approvable by MSU, informal mentoring and general help to help them finish successfully on time. In 2014-2015, six teachers were enrolled the program.

In November 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

Postsecondary 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. Pathways/Programs of Study activities (including opportunities for dual enrollment, internships, work-based learning experiences, and industry-recognized credentials)
2. Developing Pathways for both high school and ABE students
3. Career Counseling (for career and college readiness)
4. Industry Involvement
5. Secondary/Postsecondary Relationships
6. Big Sky Pathway Awareness

Four \$10,000 one year grants were awarded to Perkins eligible school districts, two-year programs or community colleges for the facilitation of two Cluster Seminars. The end goal of these Seminars was the development or completion of a particular Program of Study and Pathways. Six Career Pathways were completed and approved as a result of these Seminars.

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 Adult Literacy and Basic Education Director and Perkins Program Manager co-chaired the Moving Pathways Forward Project. The goal of this project was the integration of adult education into broader career pathways system development at the state and local levels by building up the success and lessons learned from earlier attempts. Efforts resulting from this project included: defining what is a career pathway in Montana, identifying interagency partners, identifying industry partners, identification of education and training services available, and ongoing communications with all partners and stakeholders.

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?

Postsecondary Response:

At Great Falls College Welding instructors are required to earn their CWI certification once hired. This certification demonstrates a teacher's ability and knowledge of welding practices. Faculty assessment will be based upon the sustainability of his/her students; in particular students' ability to pass skills and content testing.

The Plumbing Technology program at MSU-Northern integrates theory and application of industry practices for a well-rounded plumbing education. Grant funds were used to set up a backflow test station. Each station would have four assemblies; pressure vacuum breaker, spill resistant vacuum breaker, and dual check assemblies and reduced zone principle assemblies. Back flow test kits will also be purchased to give hands-on experience to new equipment. Students went through training on backflow prevention and proper testing on the assemblies. Once the class was completed the students had the opportunity to take a nationally recognized test to become a certified Backflow Prevention Assembly Tester.

Miles Community College used Perkins funds to purchase-posts, rebar and greenhouse shelving to create rangeland lab experience for the Natural Resource and Rangeland Management program. The new rangeland lab has been created and successfully integrated into the Natural Resource and Rangeland Management Program. This focused project provides students new hands-on lab experiences designed to improve their technical knowledge and skills in this CTE program.

The Career Center, Blackfeet Community College, and Workforce Development offers many workshops and a job club to touch base on communication, soft skills, writing lab, time management, cultural, job interview, resume writing. As part of Workforce Development, we offer courses in the general core to assist these students in these areas as well.

The Nursing faculty incorporated contextualized instruction or concept-based curriculum into the nursing curriculum beginning Fall 2014. Concept-based curriculum assists nursing education in stretching classroom learning to a concept-based instead of a medical-based curriculum. Concept-based curriculum encourages the student to apply knowledge through application instead of memorization, thereby increasing one's ability to critically think.

Several colleges hired Simulated Lab Coordinators to train faculty to use new or current equipment and supplies, including traveling to trainings to learn these skills. The lab manager also assisted with labs or class sessions when necessary. Open lab sessions provided students more access to practice and perfect skills. Single parents in particular were able to more easily juggle duties/work/ and school.

Northern strives to make a personal based learning environment. Over the past year diesel has tried incorporating a math tutor into the diesel classes to increase the math level among the CTE students and talk about the importance in the field. The ATDI group has been very successful with this method and looks to continue using it.

At Helena College Lineman Math and Technical Math workshops were developed and delivered to students enrolled in the Metals Fabrication Program and the Lineman Program.

MSUN developed and implemented a block schedule for students to complete their required math and writing courses during the first semester. The program utilized computers in the classroom that were purchased using Perkins funds. Students were enrolled in 15 credits but only worked on one course at a time.

A Supplemental Math instruction program was implemented for the Intermediate and College Algebra courses. This activity had low participation and will need to be revised to meet the needs of students. Students that were eligible to participate in the supplemental instruction preferred to meet with a professional tutor.

At several tribal colleges early intervention programs were implemented to assist special population students. Students who were identified at-risk during 20 day reporting by their advisers were contacted by the Tutor Education Specialist to determine what services may help them succeed. Students were identified as special populations using COMPASS data or self-reported after Tutor Education Specialist met with them.

MSU-Northern's Electrical Technology program provides the opportunity for a person to get the academic and practical hand-on electrical training that could only be gained by being employed as an apprentice working under a licensed Master Electrician. Funds were used to purchase 7 programmable logic Controller PLC industrial component kits.

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 hour professional development Math-in-CTE workshop was held at the Montana ACTE Fall Institute October 2013. A 4 hour professional development session was presented to all Montana ACTE Fall Institute attendees as well.

In October, through a partnership between Montana's Rigorous Programs of Study (RPOS) grant and the CTE division of the Office of Public Instruction, a three-day train-the-trainers professional development workshop was held to provide each CTE program a team of Literacy-in-CTE leaders who would be able to provide professional development to their CTE program's educators in the integration of literacy and reading strategies into their curriculum. The workshop was facilitated by Dr. Travis Park and focused on the resources and 22 instructional strategies for integrating literacy instruction utilizing materials development by the National Research Center for Career and Technical Education.

During the 2014 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.

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:

An analysis of postsecondary Perkins funds expenditures for pathways development across the state found that the most common activities included:

1. Cluster Seminars
2. Dual Enrollment
3. Outreach in the high schools (classroom presentations, serving on advisory boards, registration night presentations, parent/teacher nights)
4. State and national conference attendance and participation

Postsecondary Response:

Using Perkins Reserve Funds, MUS put out an RFP for Strengthening Big Sky Pathways Grants. The objective of this 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 or Adult Basic Education (ABE) to college and careers. This grant focuses on increasing the following elements: Pathways/Programs of Study activities (including opportunities for dual enrollment, internships, work-based learning experiences, and industry-recognized credentials); Developing Pathways for both high school and ABE students; Career Counseling (for career and college readiness); Industry Involvement; Secondary/ABE/Postsecondary Relationships; Big Sky Pathway Awareness. Eight colleges received grants of up to \$75,000.

All colleges receiving Perkins funds are required to participate in the annual MT ACTE Institute. Montana ACTE strives to provide leadership in developing an educated, prepared, adaptable, innovative and competitive workforce. They are the voice for Career and Technical Education in Montana. The Institute provides an excellent platform to promote the development of career pathways with secondary partners.

Once again MSU-Northern hosted TekNoXpo at the end of April. This event brought together high school students, teachers and counselors with Northern faculty, staff, students and business and industry partners to give a hands-on experience in agriculture technology, agriculture mechanics, automotive, diesel, plumbing, electrical, welding, drafting, civil engineering and biofuels programs here at Northern.

Representatives from FPCC's Chemical and Addiction Studies Program (CAS) met with industry and tribal leaders on three occasions to assess the program's usefulness with special populations. Tribal organizations who were interested in CAS education included the tribal courts (adult and youth populations), the community service program (elderly) and home-bound disabled populations, the vocational rehabilitation program, and the Tribal Veteran's program. All of these agencies feel that the CAS curriculum is a necessary for enhancing the knowledge, skills, and abilities of their workforce. To date, vocational rehabilitation and the Veteran's Program have attended one training each with favorable outcomes. The tribal court has requested on-going training opportunities each month for their staff beginning in the fall 2015.

At the request of Industry, Helena College developed a Sheet Metal Apprenticeship Program. A .60 instructor was hired and the college purchased state-of-the-art equipment for use beginning spring 2015. When fully implemented, this program will be delivered using online instruction and applied laboratory instruction on weekends.

Eighty people, including teachers, faculty, staff, students, and employers attended the Career and Technical Education Seminar at City College on February 26, 2015. Pam Bucy, the Director of the MT DOLI gave the welcome address. Dr. John Foster, the President/CEO of NOCTI, discussed badging as a form of credentialing for completion of career and technical skills. Darrell Holzer of the Montana Apprenticeship program outlined how apprenticeship can be implemented.

BCC and Workforce Development collaborated with Browning School District #9 and have implemented a cohort of approximately 10 secondary students who have registered for the One Year Certificate Program in Building Trades. These 10 students have gone both fall and spring semester. The welding training that was offered in the fall 2014, 3 high school students obtained their certification in welding.

Great Falls College held a Manufacturing Day that was attended by 66 students and their instructors from six different high schools, two Job Service employees and 14 industry representatives.

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.

On October 23, 2014 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 2014 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.

The updated Framework for Business Education in Montana was finalized and prepared for distribution to Montana's business and marketing education professionals. The 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 the Common Career Technical Core and includes curriculum information from district, county, and curriculum cooperatives around the state. The final version of the Framework for Business Education in Montana includes an alignment and crosswalk of the Framework to the National Standards for Business Education. The Framework also includes crosswalks to the competitive event programs for Business Professionals of America and DECA--which further enhances and demonstrates the intracurricular relationship of business and marketing education programs to Career & Technical Student Organizations.

In September 2014, 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 March 2015, 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.

The Health Science Specialist is an active member of both the Office of Rural Health/Area Health Education Center Advisory Board (MORH/HEC) as well as the Montana Healthcare Workforce Advisory Committee (MHWAC). The MORH.AHEC Board meets four times a year and the MHWAC meets monthly. These boards/committees are comprised of over 100 healthcare agencies including public health, mental health, physicians, dentists, nursing, hospitals organizations and the Dept. of Labor and Industry. This committee reviews future healthcare trends and needs and works to enhance the healthcare pipeline from secondary programs to health professions employment.

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

Yes

State Response:

The Montana Post-Secondary Educational Opportunities Council (MPSEOC) is a non-profit organization representing the 25 institutions of higher education across the state of Montana. The mission of the organization is the promotion of higher education to students, parents and guidance counselors, with the awareness of the post-secondary opportunities available throughout the state of Montana and beyond. State Leadership funds were used to partially fund the publication of MONTANA-GUIDE BOOK TO HIGHER EDUCATION and staff. This free online, interactive Guide Book to Montana High Schools provided in conjunction with the annual MPSEOC Montana Fall College Fair Tour, the Montana Guide to Higher Education is a tool used by high school counselors, parents, and students in the college selection process. In addition, colleges used Perkins funds to staff the 12 college fairs sponsored by MPSEOC.

Postsecondary Response:

FVCC collaborated with HiSET students at Linderman Education Center and focused on using the tools in Montana Career Information System (MCIS) to create portfolios, explore interest areas and develop individual career plans and resumes. Financial literacy education/workshops and FAFSA assistance was provided in collaboration with Student Assistance Foundation at individual advising and during in-school workshops and parent evenings. Classroom visits promoting FVCC's Summer Experience Program, Running Start and Big Sky Pathways awareness informational sessions offered at all area high schools.

Several colleges worked with area high schools, counselors, administrators and CTE teachers to include and update Career Pathway information in the registration handbook.

MSU-Northern hosted TekNoXpo at the end of April. This event brought together high school students, teachers and counselors with Northern faculty, staff, students and business and industry partners to give a hands-on experience in agriculture technology, agriculture mechanics, automotive, diesel, plumbing, electrical, welding, drafting, civil engineering and biofuels programs here at Northern. More than 145 high school students from 18 different high schools showed up to participate in the day's events. Forty of the students that participated were in nontraditional tracks.

Many Perkins funded positions throughout the state work closely with Graduation Matters Montana. Graduation Matters Montana, a multi-pronged, statewide effort to ensure Montana's public schools are meeting the goal of graduating more students ready for college. This affords us the opportunity to work alongside high school staff and explain how CTE courses and programs can positively influence graduation.

Secondary Response:

A partnership with the Montana Career Information System began in 2008, and continues as a method for counselors, teachers, and students to explore information about careers and career pathways. In Montana, MCIS is provided as a free service to high schools, and many of these use elements of the MCIS to provide career guidance and academic counseling. During this CAR reporting timeframe, a total of 7,933 portfolios were created using MCIS in 233 high schools, with a total of 90,998 logins.

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:

Every grant applicant indicated dual enrollment as a value added activity in their FY15 report and FY16 planned activities. CTE dual enrollment, when partnered with Big Sky Pathways, has huge potential for students, parents, secondary, and postsecondary. It may help address the emerging skills gap in the Montana workforce by increasing student knowledge of one and two year programs in the state and the well-paying careers associated with these programs. This is particularly potent when coupled with other activities that shift the perception of two-year education, like MSCA CTE day and counselor tour.

Lastly, the addition of adult education is a significant change in the BSP mission. BSP is no longer just about secondary/postsecondary/career transition. Now it has the potential to encompass all postsecondary to career transitions. It is unclear how this shift will impact a program that is already in need of shoring up. All the efforts discussed may need to be adjusted with the adult audience in mind. The results of activities planned by grantees in BSP this year with ABE partners will likely yield further insight into what BSP for adults will look and feel like and how that will impact best practices. Coordinating with OPI but also perhaps the adult outreach efforts of HealthCare MT and RevUp may offer additional support to coordinators who feel they are outside of their area of expertise or need support.

A statewide emphasis on Dual Enrollment opportunities resulted in an increase of 830 students, which is a 26% growth rate from 2013-14 to 2014-15.

Postsecondary Response:

Eight colleges received a Strengthen Big Sky Pathways Grant for up to \$75,000.00. The purpose of these grants was to build upon and develop new relationships between secondary, ABE and postsecondary institutions, effectively bridging the gap between high school and college and career. With these funds the colleges were asked to enhance and develop new programs of study and pathways for student participation; expanding career counseling; and growing the availability of dual enrollment, high school for college credit, industry-recognized credentials, work-based learning experiences and internships for students. With those funds, 31 new pathways were completed in 17 high schools.

The Great Falls College's Pathways/Dual Enrollment office is located at the largest high school. The Coordinator travels weekly to other high schools to visit with high school teams and students. During the 2014-15 year the Coordinator secured four new pathways with four different high schools. In addition to those pathways Great Falls started 11 new dual enrollment programs with four high schools this program year. They also hosted parent nights, Manufacturing Day, attended MT School Counselor Association conference, leases space from a high school, met with Adult Basic Education leaders and has two school superintendents on the College Advisory Board.

Helena College is building career awareness using Perkins funding to support open house events at regional automotive dealerships.

FPCC worked with Spotted Bull Resource and Recovery Center to establish a 5-credit (60 hour) practicum so students in the CAS program would be able to observe and work within an addiction services agency. The practicum allowed students to see all aspects of a functioning addiction program including intake assessments, referrals, case management, and 45-hours of group process.

All colleges have advisory committees that provide feedback on curriculum, courses, and equipment. Industry professionals interact with students by helping with interviewing, presentations, and site tours. Several colleges host a professional connections dinner, this allows students to sit for several hours with industry leaders and discuss industry trends and share program content.

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 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

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?

No

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. 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 CTOSs 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 CTOSs. In addition, he attends the meetings of the two CTSO Boards with the Montana BPA Board meeting held in August 2014 the Montana DECA Board meeting taking place in September 2014. Additionally, the Business Education Specialist served as a competitive events judge at the Montana BPA Region 3 Leadership Conference (January 19, 2015), Region 4 Leadership Conference (December 17, 2014), and Region 5 Leadership Conference (January 13, 2015) as well as the Montana DECA State Career Development Conference (February 8-10, 2015) and the Montana BPA State Leadership Conference (March 8-10, 2015). Furthermore, Business Education Specialist Eric Swenson served as a competitive events judge at the Montana FCCLA State Leadership Conference (March 15-17, 2015).

The Health Science Education Specialist/HOSA State Director 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 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). In September 2014, she provided leadership, coordination and presented at the first annual Montana FCCLA Leadership Rally. Megan Vincent traveled to, attended and presented a workshop at one Montana FCCLA District Meeting. Megan Vincent represented Montana FCCLA at the national State Advisers Management Meeting in January 2015.

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

Postsecondary Response:

City College Perkins Coordinator met with state Director of Apprenticeship program representative of local carpenter union to set up apprenticeships.

Helena College offered an AAS Sheet Metal Apprenticeship Program beginning in FY 2015.

Miles College purchased three OptiPlex All in One computers to create a new control center for the Heavy Equipment program simulation lab. The college also purchased equipment for a new rangeland lab that successfully integrated into the Natural Resource and Rangeland Management Program. This focused project provides students new hands-on lab experiences designed to improve their technical knowledge and skills in this CTE program.

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 President-Elect for the National Association of State Administrators of Family & Consumer Sciences (NASAFACS) from July 2014 until June 2015. In this capacity, she worked with business and industry on a national level to support FCS programs across the United States. Megan Vincent 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. Megan Vincent serves as an advisor to Montana ProStart. Megan Vincent is a member of the statewide Montana Farm to School Leadership Team that meets quarterly.

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 2015 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 Anaheim, California, 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.

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

Postsecondary Response:

Great Falls purchased Sumitomo Fusion Splicer which is a standard piece of cabling equipment used in the area of fiber optics.

Highlands College created a block schedule of course for Health Care students. The Block Scheduling allowed students to concentrate on one course at a time allowing them to be totally immersed in one subject at a time. There were a total of 15 students enrolled for fall 2014 with 10 out of 15 (67%) completing all courses in the block successfully. There were a total of 25 students enrolled for spring 2015 with 19 out of 25 (76%) completing all courses in the block successfully.

City College designed a Healthcare Office Assistant and Medical Coding curriculum that could be implemented in 2016. Faculty developed curriculum for Health Care Office Specialist Certificate to be ready for fall 2015.

Helena College developed and implemented a series of courses leading to a 29-credit Certificate of Technical Studies in hybrid vehicle technology.

During 2014-2015, Western College officially offered coursework for the Farrier Science certificate program.

Western College hired two part-time instructors in the Early Childhood Education program to carryout partnership building activities in Billings, Bozeman, Great Falls and Helena.

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 Framework for Business Education in Montana was finalized and is aligned to the National Standards for Business Education and the Common Career Technical Core. The Framework includes an alignment and crosswalk of the Framework to the National Standards for Business Education and crosswalks to the competitive event programs for Business Professionals of America and DECA.

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

Yes

Postsecondary Response:

Blackfeet College used tribal elders and community members to offer workshops that exposed students to entrepreneur opportunities within their community. The workshops ranged from jewelry making, sewing Native American apparel, working with fabrics and hair care.

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

Postsecondary Response:

High school teachers and counselors learned about openings, skill sets, salaries in the IT field, opportunities for two-year graduates, the Certified IT Apprenticeship Program, the importance of developing portfolios, opportunities for engaging in computer-related work, and the connection of IT and manufacturing. Having a graduate Helena College present a sample Systems Analysis and Design Project and a current student demonstrate work with VoIP Primmer gave participants a picture of the depth of these IT programs.

During 2014-2015, SKC provided in-service professional development activities for SKC CTE faculty, academic and guidance and counseling personnel, and CTE administrators. Guidance counselors and educators from reservation high schools will participate in a professional development workshop at SKC in the BSP program of study. Professional development focused on utilization of MCIS web-based education and career-based tools. The Career Center, Human Resource Office and the Disabilities Office have provided staff and faculty with numerous trainings in areas of HIPPA, Smart Board Training, and Disabilities Conference.

Eighty people, including teachers, faculty, staff, students, and employers attended the Career and Technical Education Seminar at City College on February 26, 2015. Pam Bucy, the Director of the MT Department of Labor and Industry gave the welcome address. Dr. John Foster, the President/CEO of NOCTI, discussed badging as a form of credentialing for completion of career and technical skills. Darrell Holzer of the Montana Apprenticeship program outlined how apprenticeship can be implemented.

Flathead Valley Community College held a summer CTE Teacher Camp that offered for industrial arts secondary teachers. Brochures were delivered and distributed to each high school and middle school in the Flathead Valley along with an email sent out to all secondary CTE teachers throughout the state.

Great Falls College offered a Building Strong and Sustainable Business Partnerships training on April 9, 2015 with Thom Suddreth from NC3T presenting. Topics covered were: finding, approaching, and landing business partners; return on investment; "Partnerships of Equals," not charity; benefiting from partnerships; and building a stakeholder chart.

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 approvable by MSU, informal mentoring and general help to help them finish successfully on time. In 2014-2015, six teachers were enrolled the program.

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 23, 2014 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?

No

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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.

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 | | | |
| Postsecondary Students | | | |

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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