

Consolidated Annual Report, Program Year 2018 - 2019 Montana

Step 3: Use of Funds: Part B

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

State Response:

The Office of the Commissioner of Higher Education (OCHE) assesses Perkins-funded CTE programs in several ways, including site visits, bi-weekly technical assistance calls, annual professional development and training for grantee campuses, performance-based funding for increased focus on target areas, and required quarterly fiscal and programmatic reports.

OCHE conducts a monitoring review of at least 20% of the grantees each year on average. The monitoring visit provides an opportunity to institutions to receive technical assistance, foster continuous improvement, and develops a better understanding of performance, operations, and issues facing CTE. The monitoring process involves:

1. Application of a risk assessment tool to determine which institutions will be visited.
2. Reviewing the institution's process for achieving goals and objectives.
3. Analysis of fiscal practices.
4. Review of the way data is gathered, reported and used.

Each year, the Perkins Program Manager will evaluate all institutions receiving Perkins funding using a risk assessment tool. Institutions will be chosen for monitoring visits based on higher risk values, or if having not had a recent monitoring visit. In 2017-2018, Flathead Community College and Salish Kootenai College received monitoring visits. There were no major findings.

OCHE also conducts MOA onsite 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 no major findings at any of the colleges.

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:

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

All Perkins-funded campuses complete quarterly and annual reporting of activities and expenditures, as well as a review of previous grant-cycle programs prior to writing their grant application each year.

All 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 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.

Postsecondary Response:

Each college is required to have Industry Advisory Committees, which monitor program and course content for relevancy, effectiveness and proper scope. Several colleges have a campus-wide Perkins Committee that will meet periodically to discuss activities, share information on best practices, and give advice about projects that will be effective.

All Perkins-funded campuses complete quarterly and annual reporting of activities and expenditures, as well as a review of previous grant-cycle programs prior to writing their grant application each year.

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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 Office of the Commissioner of Higher Education used WebEx throughout the grant cycle to connect campuses and share best practices as well as provide professional development. Recognizing the value of dual enrollment in early engagement with postsecondary education, the state made concerted effort to improve access to students across the state via online. An online, course-request portal was maintained with secondary education partners.

Postsecondary Response:

City College hosted the CTE Symposium in September 2018 with a focus on technology (process plant and diesel), culture, and career opportunities. In February 2019 Perkins hosted "Promoting CTE Future Trends in Health Occupations" with a focus on biomedical technology where speakers from the Billings Career Center presented on surgical tech and biomedical careers and about shared facilities and partners with faculty and technology. Perkins also funded technology equipment for several programs, including: 15 laptop computers for Auto Collision and Repair students to use for estimating; a Nursing simulation lab; a Radiation Detector for Radiologic Technology; an iPad for the Perkins Coordinator for use on both campuses and at Perkins meetings, advisory meetings, and professional development. Perkins also funded professional development related to technology, such as Ultrasound Training Institute for faculty.

Dawson Community College purchased a Breed-n-Betsy to provide technology-based hands-on training for the animal science program and purchased a spectrometer to provide enhanced training in STEM programs.

Flathead Valley Community College purchased technology to enhance their Medical Laboratory Technology, Culinary Arts, Machining, Paramedicine Radiologic Technology, and Health Careers programs.

Gallatin College was able to expand CTE programs in Cyber Security utilizing Perkins funds. The CNC Machining and Design Drafting Program purchased a 3D printer so they can make prototyped machining fixtures, and Design Drafting will use the 3D printer to prototype their CAD designs.

Great Falls College MSU invested in technology improvements in several programs. The sim hospital, which is used by many health science programs, was outfitted with several sim manikins; the welding program purchased a plasma cutter and table; the respiratory therapy assistant program purchased a nasal cannula, percussion equipment and a ventilator; the physical therapy assistant program purchased some ultrasound units.

Montana State University-Northern used Perkins funding to purchase new technology in Diesel, Ag. Mechanics, Ag. Technologies, Plumbing, Electrical, Welding, and Nursing to keep up on the changing technologies in CTE fields.

Salish Kootenai College expanded the use of technology in several CTE programs. The Health Promotion Practices Program added a grants management course and a computer skills course to the program curriculum, with both courses conducted in a computer lab. The Highway Construction Training Program upgraded two simulators used to train heavy equipment operations students. The Career Services Department upgraded computers for student use in conducting career searches, filling out applications, creating resumes, and attending career preparation workshops.

University of Montana Western continues to promote the use of technology in all programs. During the past year there has been an increase in the number of students who access early childhood education coursework via online technologies and the glass program has received technology investments to improve safety and technical capabilities.

Missoula College purchased technology to support its Surgical Technology, Cyber Security, and Precision Machining programs.

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. School level report cards have now been moved to our website for LEA utilization and program review and improvement.

In 2018-2019, 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.

Business Education Specialist Eric Swenson conducted three (3) one-day regional professional development workshops in July and August 2018 for Montana's secondary business educators. These workshops focused on accounting, financial literacy, investigative, and problem-solving strategies instructional strategies and resources for teaching forensic accounting utilizing classroom activities created by Polly Knutson, Assistant Professor at Lewis-Clark State College, along with materials from the American Institute of Certified Public Accountants. Additionally, participants explored college and career readiness opportunities and resources for use with students and parents from Reach Higher Montana and the Montana Career Information System. The workshops were held in Billings Kalispell (July 31), Helena (August 6), and Kalispell (August 8). In June 2019, 2019 edition of the Montana Business Education Summer Update was held in Helena at Helena College, June 24-26, 2019, which was held in partnership between the American Institute of Certified Public Accountants (AICPA) and the Montana Society of Certified Public Accountants to provide training for the APBP: Accounting Program for Building the Profession advanced accounting curriculum. The three-day event featured hands-on training of the curriculum including daily lesson plans and assignments, pre-written exams with answer keys, the curriculum textbook and PowerPoint presentations, and videos and webcasts. Attendees also received daily goodie bags and an HP 10bII+ financial calculator. A graduate-level credit was also available from MSU Billings in addition to OPI renewal units. The training, hosted by OPI Business Education Specialist Eric Swenson and Montana Society of CPAs' Executive Director Allen Lloyd, was conducted by Dr. Kimberly Swanson Church from the University of Missouri Kansas City and Glenda Eichman, a business educator at Manhattan High School in Manhattan, Kansas. Following the training, attendees were granted access to the free APBP: Accounting Program for Building the Profession curriculum for use in their classroom.

The Health Science Specialist Renee Erlandsen offered a two-week, online course through the OPI Learning Hub called, "Understanding Healthcare: An Introduction to Teaching Health Science". This course counts for 30 continuing education credits toward becoming certified to teach a health science pathway.

Agricultural Education worked on a few areas to expand our teachers use of technology; expanding on the Lab Aides Presentations in the previous year, this July we were able to secure some funding to assist ten teachers in Montana to become Curriculum for Agricultural Science Education (CASE) certified. This CASE curriculum utilizes series of labs and laboratory technology as well as helping to strengthen the teachers use of inquiry based learning and crosswalk English, Math and Science standards with our Agricultural Curriculum and strengthen our use of STEM as well. There was also a further continuation of developing a culture of safety within in the Agricultural Mechanics laboratory presented by Dr. Dustin Perry of Montana State University at the Montana Association of Agricultural Educators (MAAE) summer update in June. This year they focused on personal protective gear and testing technology. Dr. Perry also lead another workshop in July for a Trailer Building Workshop, where ten more teachers were able to spend a week learning how to design and construct four-wheel trailers and how to utilize teaching methods to do these same projects in various scopes with their students.

All CTE Teachers and administrators were also invited to attend regional workshops in February to look at CTE Manager System, and online record keeping system that would allow schools to better track their Work-based learning and give students a resume and portfolio. There were four workshops held across the state and presented by Roger Hanigriff from The Ag Experience Tracker company. Roger also worked with our agricultural teachers who had questions on AET systems that they use in their programs for tracking work-based learning.

Family & Consumer Sciences Education Specialist Megan Vincent organized and conducted a five-day class/professional development opportunity "Connect" in collaboration with MSU-Bozeman and Montana FCCLA for Montana's secondary Family & Consumer Sciences teachers. This workshop included instruction on incorporating technology purposefully into the classroom and the use of google classroom.

Industrial Trades and Technology Education

Highlands College in Butte, will host a Multi-Meter Training for instructors on May 6th and 7th. This was a 2-day training held on May 6th and 7th and will be at no cost to the teacher or school. This was an opportunity to learn the use of the Multimeter, receive industry certification, as well as earn OPI Renewal Units. Reserve your seat early to guarantee participation in this valuable professional development activity.

Although this is very common in industry, many small high school instructors have had limited access to learning the process. The goal is that all properly endorsed high school instructors become somewhat proficient in the process in order to prepare their students for industry.

In July, STEM educators took part in a five-day institute focused on how to manufacture guitar parts for their classroom or for the nationwide network of schools that are implementing the project. Modularized curriculum with assessments covered the content provided as part of the institute. The primary focus of the institute was the application of CNC technology as it relates to manufacturing guitar components. The participants took from this institute the modularized curriculum and a custom guitar body that they designed and fabricated. The additional parts necessary to complete the guitar were also provided.

This afforded teachers an opportunity to use advanced CNC technology that is commonly found in industry.

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 Perkins Coordinator Training was held on October 29-30, 2018. The topics covered were: Perkins V Updates, State Plan Update, Montana Career Pathways and Dual Enrollment, Connection CTE Programs and Employability Skills, NGA and Work-Based Learning Initiatives, and Professional Development.

Campuses receiving a Montana Career Pathways grant attended a training held in Bozeman, Montana on April 12, 2019. Topics covered included an Overall Grant Discussion from 18-19 and Plans for 19-20, Professional Development and Teacher Trainings, Work-based Learning and Apprenticeships, Dual Enrollment, and Perkins V Update.

Biweekly technical assistance calls were held for both Montana Career Pathway and Perkins Coordinators.

Postsecondary Response:

At City College, Perkins funding provided Soft Skills training for faculty, staff and teachers. Additionally, Perkins funded Promoting CTE Future Trends in Health Occupations with administrator and faculty from the Billings School District as presenters.

The Gallatin College IT Program Director attended a Professional Development conference in Salt Lake, UT. Although Perkins did not pay for that training or travel it was an integral part of the new Cyber Security program. The Program Director attended "Test-Out" – a certification, lab and testing product that students can use in the classroom and in the lab.

Great Falls College MSU used Perkins funds to send 12 CTE faculty members and six administrators to professional development opportunities. No Perkins-funded programs were held on campus. CIT faculty attended Community College Cyber Summit and WASTC ICT educators conference; welding faculty attended ITW training; CIT faculty attended Teaching with Technology conference; Nursing faculty attended Nuts and Bolts Conference; faculty and administrators attended National Council for Workforce Education; Accounting faculty completed online Accounting Courses; Physical Therapy Assistant faculty attended Combined Sessions conference; Biology faculty attended Teaching Science w Case Studies; Dental Hygiene/Assisting faculty attended Dental Infection Control conference; Dental Hygiene program director attended ADEA conference.

Salish Kootenai College offered three on-campus professional development days for CTE teachers and staff. In 2018-2019, programs included an inservice on use of TracDat/Improve for tracking learning outcomes assessment. Ten CTE instructors attended a session on integration of AAOI concepts into their curricula. The Advanced Manufacturing instructor conducted a session for secondary CTE teachers ("shop" teachers) who are interested in teaching SolidWORKS as a dual enrollment course. Additionally, the Perkins project director at SKC attended ACTE Career Tech Vision, bringing back information for many CTE programs and resulting in planning and implementation of a new certification in Unmanned Aircraft Operations.

Dawson Community College offered Native American training over MEA MFT PIR days. Innovative Educators was offered to faculty on campus.

Flathead Valley Community College sent employees from the following departments to professional development: Medical Lab Technology, Welding, Commercial Driver's License, Culinary Arts, Nursing, Brewing, and Adult Education.

The Missoula College director and Bitterroot College staff member (who will assist the director with Bitterroot schools) attended the National Alliance for Concurrent Enrollment Partnerships conferences and Montana ACTE for Professional Development. The Apprenticeship Liaison took a team of four faculty/staff to the National Community College Conference in Implementing Registered Apprenticeship Programs.

The Perkins Coordinator at Montana State University Northern attended the NACEP conference in San Antonio, Texas in November and the Region V ACTE meeting in Bozeman, Montana in April. A professional development presentation was given on TekNoXpo at the Region V meeting.

University of Montana Western offered many professional development programs for CTE teachers, faculty, administrators and counselors. Some of the professional development programs are designed and delivered by the campus. Other professional development programs are designed by partners who desire to academic credit.

Secondary Response:

On October 17, 2018, the 'New CTE Professionals Workshop' was held at the Billings Hotel and Convention Center. This free, one-day, professional development opportunity was designed specifically for CTE teachers in their first five years in the Montana CTE classroom. Topics of training included Perkins funding, State CTE funding, CTE advisory boards, professional development organizations, instructional strategies for the CTE classroom, relationship building with school and community, safety and liability in the CTE classroom, work-based learning, CTE and program-area standards and guidelines, and Career and Technical Student Organizations (CTSOs). A total of 56 CTE teachers, eight OPI CTE Staff, and six CTSO State Directors attended.

Business Education During summer 2018, three (3) regional professional development workshops were held for Montana' secondary and post-secondary business education professionals. Business Education Specialist Eric Swenson conducted three (3) one-day regional professional development workshops in July and August 2018 for Montana's secondary business educators. These workshops focused on accounting, financial literacy, investigative, and problem-solving strategies instructional strategies and resources for teaching forensic accounting utilizing classroom activities created by Polly Knutson, Assistant Professor at Lewis-Clark State College, along with materials from the American Institute of Certified Public Accountants. Additionally, participants explored college and career readiness opportunities and resources for use with students and parents from Reach Higher Montana and the Montana Career Information System. The workshops were held in Billings Kalispell (July 31), Helena (August 6), and Kalispell (August 8).

During the Business Professionals of America, Montana Association 2018 Fall Leadership Conference (October 7-8, 2018), Business Education Specialist Eric Swenson provided technical assistance and resources for new and veteran local chapter advisors regarding updates and additions to the Framework for Business Education in Montana, the Montana K-12 Course Codes and Descriptions Reference Manual for Business and Marketing Education, and details on the new statewide pathways as part of the transition from Big Sky Pathways to Montana Career Pathways. Details regarding CTE and business education professional development opportunities for the 2018-2019 school year were also provided.

On October 18, 2018, Business Education Specialist Eric Swenson presented information to Montana's business educators in attendance at the Montana Association of Career & Technical Education 2018 Fall Institute. Presented during the Montana Business Education Association's annual business meeting, information provided included updates and information for the Montana Business Education Curriculum Resources Binder and information regarding Montana CTE Funding & Career Pathways, Perkins & Advisory Committees, and Professional Development Opportunities.

During the Fall 2018 semester, Business Education Specialist Eric Swenson provided training and instructional support to the students of the business education teacher preparation program at the University of Montana Western in Dillon. Some the topics covered included principles and philosophies of career and technical education, business education curriculum development and resources, developing Montana Career 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.

During the ACTE Region V 2019, held April 17-20 in Bozeman, Business Education Specialist Eric Swenson presented a professional development session titled 'No Shoes, No Shirt . . . No Dice??? Active Learning Tools from the Dollar Store and Your Junk Drawer'. In the workshop, attendees gained hands-on experience in implementing and participating in some active learning tools for the business education curriculum. All activities could be developed using games, office supplies, toys, and tools teachers may already have in their classroom or in storage—either at home or school. Participants gained the knowledge and skills to develop active learning tools; received resources to incorporate active learning tools into a variety of business education curricula; shared ideas for implementing the various active learning tools; and gained strategies to enhance their level of instruction and student interaction through using and adapting the active learning tools presented.

In June 2019, 2019 edition of the Montana Business Education Summer Update was held in Helena at Helena College, June 24-26, 2019, which was held in partnership between the American Institute of Certified Public Accountants (AICPA) and the Montana Society of Certified Public Accountants to provide training for the APBP: Accounting Program for Building the Profession advanced accounting curriculum. The three-day event featured hands-on training of the curriculum including daily lesson plans and assignments, pre-written exams with answer keys, the curriculum textbook and PowerPoint presentations, and videos and webcasts. Attendees also received daily goodie bags and an HP 10bII+ financial calculator. A graduate-level credit was also available from MSU Billings in addition to OPI renewal units. The training, hosted by OPI Business Education Specialist Eric Swenson and Montana Society of CPAs' Executive Director Allen Lloyd, was conducted by Dr. Kimberly Swanson Church from the University of Missouri Kansas City and Glenda Eichman, a business educator at Manhattan High School in Manhattan, Kansas. Following the training, attendees were granted access to the free APBP: Accounting Program for Building the Profession curriculum for use in their classroom.

Agriculture Education

At the beginning of the school year there are eight regional workshops held at various schools across Montana that our Agricultural Teachers attend. During these District Leadership Schools (DLS) the Agricultural Specialist has two hours to work with the CTSO Advisor and other partners to share important information for the year as well as any CTSO or OPI updates that teachers need to be made aware of. The specialist shared information on identifying homeless students, Perkins funding, Advancing Ag Ed funds, State Vo-Ed Funding, National Quality Program Standards, sequential course coding, Montana Career Pathways as well as proper teacher endorsements. During the fall Montana Association of Career and Technical Educators (MACTE) Conference Agricultural Education had its own professional development path. The topics covered in this path included: Youth Entrepreneurship Curriculum, Grant Writing and some of our teachers opted to attend the Technology Education programming for Math and Fire, using Technical Math to design a fire pit and Welding Technology to construct it.

There are two meetings held throughout the year one in January and one in May that also allowed the agricultural specialist to provide some brief updates to the field on funding, data reporting, deadlines and pathways. This also provides a time to promote professional development opportunities for the upcoming spring and summer.

In June the Agricultural Education Summer Update is a collaborative effort for professional development between the Office of Public Instruction, Montana State University, and the Montana Association of Agricultural Educators. This four-day workshop was held at Lewistown, MT. There were workshops on Work-Based Learning for All, updates and resources from National FFA, Career Development Training, Safety Initiative on Farm Machinery, and a Department of Livestock presentation on Brand Identification and career opportunities within the DOL. Teachers who attended were also given a Lab Aides Kit on spread of animal diseases since this year's Professional Development topic was Animal Science, the funds for these kits were secured through Advancing Ag Ed funding.

Along with professional development for current teachers, the agricultural specialist provides some training and works closely with the teacher preparation program at Montana State University. Presenting topics throughout both semesters on Montana Career Pathways, course sequencing, funding opportunities, and teacher licensure.

Family & Consumer Sciences Education

In August 2018, Family & Consumer Sciences (FCS) Education Specialist Megan Vincent organized and conducted three day-long workshops around the state titled, "Partnering with Post-Secondary" in Glendive, Kalispell, and Helena. The 'meet the teachers where they are' model works well in our physically large state, and teachers are eager to participate. Topics covered during these updates included Montana FCS & CTE Updates, FCS Resources, Dual Enrollment and post-secondary content updates, Farm to School Connections, Mental Health resources, and Best Practices.

In October 2018, FCS Education Specialist Megan Vincent presented an OPI update to all FCS teachers in attendance at the Montana Association of Career & Technical Education Fall Institute, which included important deadlines, updates and resources.

In December 2018, 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 school funding, meeting local, state and national standards, national level FCS work, program promotion, advocacy and ProStart.

In March 2019, 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 FCCLA, finding jobs, CTE & FCS funding and the Say Yes to FCS initiative.

In April 2018, the Family & Consumer Sciences Specialist Megan Vincent presented an OPI Update on current OPI/FCS/CTE updates in Montana for FCS professionals at the annual Montana Association of Family & Consumer Sciences conference.

During the month of June 2019, Family & Consumer Sciences Education Specialist Megan Vincent organized and conducted a five-day professional development conference "Connect" in collaboration with Montana State University-Bozeman and Montana Family, Career and Community Leaders of America for Montana's secondary Family & Consumer Sciences teachers. This class focused on enhancing professional practice, collaborative work time, and course development within a participant chosen pathway focus. Topics covered during the week include high quality FCS programs, curriculum decisions based on the well-being model, ServSafe Manager Training and exam, FCS Body of Knowledge, the 'career' in Career & Technical Education, curriculum priority setting, making learning magical, digital tools in formal assessment, sketchnoting, social media connects for extended professional development, virtual field trips, unpacking national standards, FCCLA national programs, assessment tools, middle school career connections and EverFi, resource exploration, teaching knife skills, syllabus training, FCCLA as co-curricular, managing the unexpected in the classroom, and Montana Career Pathways. Speakers included the conference organizers as well as university faculty members, FCS professionals, and business/industry experts.

Health Science Education

Initial teacher preparation in health science is offered through a two-week online course and hospital externship offered every summer. Professional development for health science teachers was offered in conjunction with our HOSA-Future Health Professionals Fall Conference. Starla Ewan, a national trainer on lesson plans in anatomy and physiology, worked with teachers on creative ways to help students understand and internalize body systems and medical terminology. Teachers were also provided with step by step guidance regarding rigorous MT Career Pathways implementation.

The majority of our health science teachers are also HOSA-Future Health Professionals Advisors and they had the opportunity to participate in a series of educational symposiums held at State Leadership Conference and additional professional development was offered at the HOSA International Leadership Conference.

Biomedical Science teachers participated in Biomedical Research Partners Workshop at the University of Montana, for the purpose of immersing biomedical science teachers in cutting edge research labs studying traumatic brain injury, dementia/epilepsy, brain functioning after a stroke, pharmacology using synthetic compounds, and research poster presentation judging for biomedical science seniors at Big Sky high school.

Industrial, Trades, and Technology Education

Industrial trades and Technology Education Specialist Don Michalsky, assisted in planning, attended, advertised, supported, and in some cases helped to facilitate Professional Development Activities at the State SkillsUSA Leadership and Skills Conference in April 2019, where proposed updated changes within the conference were introduced, along with possible upcoming Professional Development activities.

Professional Development Workshops were offered for students and teachers at the state conference and were scheduled at times that would be the most compatible with the conference schedule.

At the National SkillsUSA Leadership and Skills Conference, Louisville, KY, June 2019, numerous Professional Development opportunities were available including over 60 mini-sessions provided by business and industry. These sessions were made available to teachers, parents, chaperones, as well as students. Some of the newest learning and testing simulators were also available to experience on-site.

June 2018, 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 three-day Precision Measurement training was again offered and open to teachers and students in the July 2019. Industry Certificates were issued to those attendees achieving a minimum score of 90%.

Due to the lack of availability to access in-state coursework that could be used to satisfy the Class 4 Career and Technical Teaching License renewal, especially the "Curriculum and Instruction in Career and Technical Education, and Teacher Safety & Liability, Highlands College, in conjunction with Industrial Trades and Technology Specialist Don Michalsky, offered an 8-hour session on Wednesday, May 8, 2019. This course has been identified as meeting this section of the specific renewal requirement for a Class 4 A, B, or C, Career and Technical Teaching License, as stated in ARM 10.57.420. This course followed the 2 days of Multimeter Training at Highlands College, and was offered in conjunction with or separately.

The Montana Association for Career and Technical Education (Montana ACTE) held an institute in October of 2019 in Billings. The institute, entitled "CTE: Strengthening Quality Programs" focused on strengthening CTE programming and supporting best practices in CTE. Keynotes and primary sessions focused on the value of CTE and communicating ideas powerfully. Approximately 172 career and technical educators were served representing FCS, industrial technology, business and marketing, agriculture, career counselors, health sciences and administration.

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?

Postsecondary Response:

At City College, Perkins funding provided advising for male students in Nursing and Radiologic Technology and advising to female students in Welding, Fire Science, and Process Plant Technology.

Gallatin College offered a Women in the Trades day. 3 women attended the Saturday session. The Trades presented were welding, IT, Machining, and construction trades. Industry Partners also attended.

The Trades Department and Lifelong Learning at Great Falls College MSU worked with the Great Falls Development Authority and Montana Dept. of Labor and Industry to hold the WANTO event to expose women to career opportunities in the trades. Five employers participated; fifty-two women registered. The event featured opportunities to meet with employers and to tour work sites.

Salish Kootenai College conducted a Career Exploration Day open to all area high school students who are exposed to career opportunities in health care, natural resources management, education, and computer-related fields.

Dawson Community College offered a welding competition was held and open to all types of students. Campus open houses were held that includes information about welding and corrosion technology, as well as others.

Montana State University Northern hosted TekNoXpo which allows high school students to pick a track and try programs in the COTS and Nursing. 5 females participated in diesel, ag. mech, auto, welding, plumbing, electrical and ag. technology. 4 males participated in nursing. MSUN also hosted a WANTO (Women's Apprenticeships & Nontraditional Occupations Act) event for high school females to learn about the plumbing trade.

University of Montana Western did provide activities that expose students to non-traditional fields; however, the campus activities did not target underrepresented groups within a given field. That type of recruitment happened more within specific programs attempts to serve discrete target populations (e.g., Native Americans and non-traditional aged women in early childhood and elementary education).

Secondary Response:

Montana OPI Career & Technical Student Organizations actively sought non-traditional judges and guest speakers for their conferences last year, but this was funded through state legislative and organizational monies.

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. Hour-long educational workshops were offered including topics such as Mission Mayhem, Taking Down Tobacco, Montana Farm to School, Public Speaking 101, Connecting Career Pathways, Technology Trends – Home Security Best Practices, Confidence is a Mindset, Cardio Dance Party, In Their Shoes: Teens and Dating Violence, Lessons Theater Can Teach Us about Leadership and What Happens When My Friend is Homeless. For the fourth year, we hosted the College & Career Readiness Fair which highlighted the non-traditional fields in FCS and other CTE areas to all attendees. The FCS Education Program Specialist, Megan Vincent, weaves throughout all professional development options conversation and awareness of gender neutral programs/classrooms and ways to market the FCS curriculum to both genders to work on increasing male enrollment in the FCS classrooms. Technical assistance was provided to the Montana ProStart Director; this program has a high level of male participation from the FCS classrooms.

Health Science Education - 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 39% female students, who competed in not only Leadership Contests, but in Automotive Technology, Carpentry, Welding Technology, and Power Equipment Technology Contests.

In addition, female judges and assistants are utilized whenever possible during contest facilitation during the SkillsUSA State Leadership and Skills Conference. SkillsUSA leaders and chapter advisors use 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, of which numerous females were ranked in the top three contest positions.

The annual TEKNOXPO (techno-expo) conference was held in Havre, April 2018, for secondary teachers and students. This hands-on learning environment gave attendees the opportunity to experience state-of-the-art technologies associated with programs available at MSU-Northern-College of Technical Sciences. Activities focused on Agriculture, Automotive, Construction and Diesel Technology careers. Teachers had the opportunity to interact and attend presentations offered by several major companies representing a variety of career areas. Many of the subjects addressed by industry were directly related to student preparation for entry-level employment within the correlated industry. Participating companies supplied virtual and physical equipment for teachers and students to explore a hands-on experience, including actual heavy equipment operation. The companies also offered tailored sessions for those students seeking additional career information. Basic entry-level skills were a recurring theme as well as emphasis on non-traditional employment opportunities. Over one-third of the participating students were female.

The activity featured several former MSU-Northern female program graduates, who are currently employed in non-traditional fields. They presented occupational information at this event related to their career field. 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.

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?

Postsecondary Response:

City College provided tutoring and advising for students with disabilities, tutoring for single parents, males in Nursing and Radiologic Technology.

Gallatin College students do include individuals with disabilities, single parents, economically disadvantaged, and all the populations listed in the questions. Perkins funding supported the stipend of a VISTA Campus compact staff, Gallatin College utilized this VISTA to develop relationships with community groups that served disadvantaged youth, HRDC, Alternative schools, and the Mental Health service provider. This VISTA's goal was to work towards improving access for disadvantaged, first generation, foster students to Dual Enrollment courses. One way this was done was to develop easy to understand accessible videos on how to apply and register for dual enrollment courses, these are located in our FAQ's on the Gallatin College website.

Great Falls College MSU used Perkins funding to support a part-time assistive technology assistant in disability service. This individual assists students with disabilities in using technology to help them with learning, studying, reading, testing, etc. Although no Perkins funds were used, GFC MSU also conducted a Start Smart workshop to provide students with salary negotiating skills.

Salish Kootenai College uses Perkins funding to support 5% FTE of the SKC Disability Counselor who provides services for CTE students who self-disclose disabilities and request counseling or accommodations.

Dawson Community College enrolled students in special populations into CTE programs in 2018-19.

Flathead Valley Community College supported integrated education and training for Adult Education students in Welding and Nursing. Perkins funds were also used for a library accessibility station to help students with disabilities access library resources, and to support a co-requisite tutoring program so CTE students who did not meet the prerequisite could still take their program math requirement.

Montana State University Northern is committed to increasing the rates of academic achievement, retention, and graduation among historically underrepresented students. This is accomplished by assisting them with short-term decision making and long term planning, as well as providing resources and individualized support services that facilitate their ability to become effective agents of their own learning and personal development. Tutoring and counseling services are available to the students year-round.

University of Montana Western offers support for all students via its Disability Services Office, Student Support Services Program, Financial Aid Office and Student Learning Center.

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.

Industrial Trades and Technology Education

The Industrial Trades and Technology Education Specialist has met with Mr. Spika, and discussed several issues facing employers seeking entry level employees. Some applicants being high school graduates and some who have graduated from a secondary program.

OPI has supported the CTE program and SkillsUSA Chapter at Lewistown High School, the combination of which have contributed to entry level applicants at Spika Design and Manufacturing. Each September, Spika Design & Manufacturing in Lewistown, MT hosts over 500 students for an in-house, demonstration on manufacturing processes. Many of the undertakings were designed to be hands-on activities based on the grade level and allowing for Special Needs of the students. Spika Design & Manufacturing is a World-Class manufacturing company that specializes in the engineering and manufacture of structural aluminum products for such consumers as all branches of the military, aerospace, and manufacturing industries. All products and manufacturing processes meet ANSI and OSHA standards. Both male and female students were introduced to and experienced: Plasma Cutting, CNC Machining, Blueprint Reading, calculating and constructing devices requiring selection of gears (after watching the gears being made) to achieve a certain gear ratio, along with activities that included Electrical simulations. In addition, during the preceding evening, parents and instructors were offered a plant tour and given the chance to experience first-hand, the various stations that were set-up for students. Part of the agenda included a discussion which addressed employment opportunities for Special Population Students in manufacturing. Spika Design and Manufacturing is truly a visionary company who wants to educate students, instructors, parents, and councilors and to dispel the stereotype of past manufacturing practices, and how it has evolved into a high technology industry. Several of the current employees were introduced to Spika Design and Manufacturing through this activity.

The Health Care Industry has one of the highest job openings in high skill and high wage occupations in MT. Many of these unfilled job openings are in rural communities. By collaborating with rural Critical Access Hospitals and colleges, the health science education specialist designed year-long internship programs for high school juniors and seniors. In addition to the internship, dual credit coursework is available that will fulfill pre-requisite requirements for students entering health professions programs of study at the post-secondary level. Some locations also offer industry-recognized certifications in Nursing Assisting, Pharmacy Tech, and Emergency Medical Technician.

In Family & Consumer Sciences programs, there is collaboration with the Montana Restaurant Association to ensure there is an industry focus in culinary programs as well as expanded opportunities including statewide competitions, scholarships, work-based learning opportunities and dual enrollment. In August 2018, ProStart/Culinary students participated and work with world class chefs at the Vine and Dine in Big Sky, Montana.

During the DLS workshops that were held around the state in eight regions, teachers were given information about identifying homeless students according to the McKinney-Vento Act. The teachers were asked to ensure the students in their program were being identified so that they could receive the extra services that they may need to be successful, including assistance in purchasing materials such as work boots etc. that they may need to be successful in their CTE programs.

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

State/Postsecondary Response:

Biweekly technical assistance calls were held for both the Perkins and Montana Career Pathways Coordinators.

OCHE hosted a full day technical training for the Montana Career Pathways Coordinators during the last academic year.

OCHE hosted a two-day technical training for the Perkins Coordinators during the last academic year.

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.

CTAE Division Administrator, TJ Eyer, and Health Science Education Specialist, Renee Erlandsen, were leaders in the Missoula School District CTE Review that was requested by the Superintendent of the Missoula School District. The review focused on several CTE areas including leadership, program development that aligned with regional workforce needs, access and equity of CTE programs, curriculum and instruction, professional development, scheduling, advisement, dual-credit and work-based learning.

During the year the Agricultural Specialist is available to program teachers through a variety of ways, one is a Google group, where teachers can pose curriculum and program questions. This is open to all teachers for response, but it also allows the specialist to monitor and assist in programs and areas as teachers need. There are also a series of meetings during the year; eight regional trainings where they can ask direct questions and updates are provided, there is a state-wide winter and spring meetings where the specialist can discuss reminders and upcoming dates and deadlines. During the year, several schools reached out to look at adding an agricultural education program or to revamp their current pathways and offerings. The Agricultural Education specialist spent time helping a new school system in East Helena develop their CTE Advisory Committee as well as helping to set up their offerings for an agricultural education program. The Billings Career Center adopted the Curriculum for Agricultural Science Education (CASE) in the previous year and were looking to expand their program. The Agricultural specialist assisted with the continuation and growth of the program in Billings. Because of the success of the CASE curriculum in both Billings and Sydney schools, we were able to host and train ten more teachers in the CASE curriculum. The assistance to the schools who have chosen to adopt this curriculum in their program has generated more interests and questions. Teachers, school counselors and administrators have reached out with questions throughout the year, some require an onsite meeting or visit to help with, others are cleared up with emails or phone calls. Many times, questions arise of teacher licensure and what course that allows teachers to provide as well as how that aligns with the Montana Career Pathways. Others are questions about work-based learning and ways to connect with other agencies and partnerships or how to incorporate it into the school day.

The Health Science Education Specialist continued to work with Missoula School district's CTE Taskforce for the school year to re-evaluate high school-workforce collaboration, course offerings, advisory committees, and funding streams for CTE.

CTE State Health Science Education Specialist, Renee Erlandsen, participated in the E-Grants Management System team and provided free regional technical assistance during work sessions on the Perkins grant application.

The Health Science specialist also piloted a hospital-based internship for a rural school that did not have a health science program in the school. Technical assistance extended to the hospital personnel as well as the school staff to fully integrate the learning experience between systems.

Family & Consumer Sciences Education Internship with MSU and OPI—Montana State University and the Office of Public Instruction offered a Family & Consumer Sciences Provisional Licensure/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 2018-2019, about fifteen teachers were enrolled the program. FCS Education Specialist also sends out email newsletter updates at least twice a month to all FCS teachers that includes information on a variety of topics.

Business Education Specialist Eric Swenson produces a weekly e-newsletter which is sent out to all secondary business educators and a number of school administrators and secondary counselors. Within the e-newsletter is information regarding Perkins-related information and resources including data collections, funding requirements, Montana Career Pathways, business education and career and technical education curriculum resources, and professional development information and resources.

Industrial Trades and Technology Education

During the reporting time frame, the Industrial Trades and Technology Specialist provides continuous Technical Assistance to individuals and school districts. The demand for Technical Assistance usually increases in the fall due to the increase in Montana Class 4 Career and Technical Educator License applications, and for those people who possess that license, and need to meet criteria to renew their teaching license.

Technical Assistance also intensifies during the period when schools are submitting their Carl Perkins applications. Most questions involve the Budget Pages and allowable purchases using Perkins funds.

Technical Assistance is always part of the format offered during the New CTE Professionals Workshop, which is held each October at rotating locations, and occurs a day prior to the Montana ACTE Institute. Technical Assistance continues during the following days during the Montana ACTE Institute.

School districts were divided among each of the OPI CTE Specialists, with each Specialist providing continuing Technical Assistance to each assigned school district, but also in establishing consultation and collaboration between the specialists concerning specific questions that differ between CTE program areas. Perkins Accountability Specialist, Christy Hendricks, 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:

2953.58

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

104

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

The Montana Correctional Enterprises offered an Adobe Certification Class to inmates working for the organization. All inmates who took the course had a verified high school education. The inmates all were working with Adobe at their jobs but did not have an industry recognized certificate. This allowed for the inmates to be more career ready upon release.

The Pine Hills School provided equipment for both the welding program and the automotive program, which resulted in more students participating and earning college credit in these areas.

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.

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

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 three day-long FCS Regional Updates in August 2018 as well as a five-day FCS Summer Conference with MSU & Montana FCCLA in June 2019. For this conference, OPI sponsored an integration technology specialist as a part of the programming. For the tenth 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 2018, 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 Provisional Licensure/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 2018-2019, about fifteen teachers were enrolled the program.

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

This grant year eleven campuses were awarded one-year grants for \$50,000 to pursue a wide variety of activities outlined in the RFP for Montana's Reserve Fund competitive grants. These grants were awarded to Perkins eligible two-year programs, community colleges, and tribal colleges for Strengthening Montana Career Pathways projects. The objective of the Strengthening Montana Career Pathways grant is to grow and further develop the Strengthening Montana Career Pathways program in the State of Montana by providing students with a smooth transition from high school to college and careers. The grant focuses on the development and enhancement of Montana Career Pathways that include the following value-added activities for students:

1. The promotion of Montana Career Pathways and its website to increase statewide awareness and utilization.
2. Grow and enhance high-quality dual enrollment, work-based learning, and/or industry recognized credentials that support four or more different Montana Career Pathways in high schools state-wide. MCP work should align with regional workforce demand and the programs offered at the applicant institution.
3. The exploration and/or development of at least one apprenticeship and/or pre-apprenticeship that ideally integrates work-based learning and dual enrollment in areas of clear state or regional workforce demand.

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:

The Office of Public Instruction Adult and Basic Education Director 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 previous years. Efforts resulting from this project included: defining career pathways in Montana, identifying interagency partners, and identification of education and training services available. There have been 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

Consolidated Annual Report, Program Year 2018 - 2019 Montana

Review & Certification

CAR Certification

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs), and enrollment data, is accurate and complete.

I certify that the state has implemented a system of internal controls as defined in 2 C.F.R. 200.61., and taken any necessary corrective actions, to help ensure that all data included in this part of the SY 2015-16 CSPR, to the best of my knowledge, are true, reliable, and valid.

I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

State Director

justin eiler

Title/Agency

Director of Dual Enrollment and CTE - Montana University System

Date

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