

Question Number	Question	Bia Bucket
Q39_2	Students from special populations perform acceptably in each CTE program.	CTE
Q39_3	Students from different genders, races, and ethnicities perform acceptably in each CTE program.	CTE
Q39_4	Performance gaps exist between subgroups of students.	CTE
Q39_5	There are CTE programs where special populations are performing above average.	CTE
Q39_6	There are CTE programs where special populations are performing below average.	CTE
Q39_7	Secondary: Post-program Placement Indicator meets the state negotiated level.	CTE
Q40_1	Students are able to enroll in a Montana Career Pathways of their choice.	CTE
Q40_2	Students are able to choose the Montana Career Pathways to enroll in.	CTE
Q40_3	The district offers a sufficient number of courses for students to easily concentrate on a Montana Career Pathway.	CTE
Q40_4	Students are able to complete selected Montana Career Pathway in a normal four-year high school tenure (secondary).	CTE
Q40_5	Programs are aligned to industry standards.	CTE
Q40_6	Programs develop a robust skill set in students.	CTE
Q40_7	Programs offer a pathway to post-secondary or workforce options.	CTE
Q41_1	Programs incorporate relevant academic, technical and employability skills at every learner level.	CTE
Q41_2	Students can earn dual credit through participation in programs.	CTE
Q41_3	Students in programs of study have multiple entry and exit points.	CTE
Q42	How you will provide CTE students with the opportunity to gain post-secondary credit while in high school.	CTE
Q43	List the Montana Career Pathway(s) and course offerings for each pathway that will be continued or implemented.	CTE
Q44	List Dual Enrollment or Industry-recognized credentials per pathway offered.	CTE

Question Number	Question	Big Bucket
Q45	Explain how the district supports recruitment, preparation, retention and training, including professional development of teachers, administrators or CTE instructional support personnel.	CTE
Q46_1	Programs are aligned to projected industry demand.	CTE
Q46_2	The district has policies in place to respond to changes in the labor market and develop new or refine existing CTE programs.	CTE
Q46_3	Industry partners indicate that students graduate ready to enter high-skill, in-demand, and high-wage industries without remediation.	CTE
Q46_4	Programs graduate employees that thrive in the workplace.	CTE
Q46_5	Programs provide opportunities for students with disabilities, English-language learners and other special populations to access the local labor market.	CTE
Q47	How were labor market needs evaluated?	CTE
Q48	How do you collaborate with local workforce development partners to provide career exploration, career guidance, and work-based learning options?	CTE
Q49	How is the district is working with employers to develop and offer work-based learning opportunities?	CTE
Q50_1	Programs provide opportunities for students with disabilities, English-language learners and other special populations to access the local labor market.	CTE
Q50_2	The district's CTE staff reflects the demographic makeup of the student body.	CTE
Q50_3	There are processes in place to recruit new CTE educators.	CTE
Q50_4	The district has on-boarding processes to bring new professionals into the system.	CTE
Q50_5	All educators teaching in programs are adequately credentialed.	CTE
Q50_6	Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need.	CTE
Q50_7	There is a process to develop or recruit CTE instructors from existing staff.	CTE
Q50_8	The district/campus provides equal access to all CTE programs for all Perkins sub-populations.	CTE

Question Number	Question	Big Bucket
Q51_1	There are no enrollment discrepancies for students from special populations in programs that lead to high-wage, high-skill and in-demand occupations.	CTE
Q51_2	Processes are in place to encourage all students to complete programs.	CTE
Q51_3	The district/campus actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.	CTE
Q51_4	Accommodations, modifications, and supportive services are provided to CTE students as required.	CTE
Q51_5	The district/campus actively recruits to encourage special population students to enroll in high quality CTE programs.	CTE
Q53	1) prepare special populations for high-skill, high-wage, in-demand occupations;	CTE
Q54	2) provide equal access for special populations to MT Career Pathways; and	CTE
Q55	3) ensure members of special populations will not be discriminated against.	CTE
Q57	Four-year Graduation Cohort Rate (1S1)	CTE
Q58	Extended Graduation Rate (1S2)	CTE
Q59	Academic Proficiency RLA (2S1)	CTE
Q60	Academic Proficiency in Mathematics (2S3)	CTE
Q61	Academic Proficiency in Science (2S3)	CTE
Q62	Post-Program Placement (3S1)	CTE
Q63	Post-Secondary Credit Attainment (5S2)	CTE
Q64	Work-Based Learning Credit Attainment (5S3)	CTE
Q65	What strategies is the district using to integrate academic and technical skills for students in order to improve performance measures.	CTE