

# Wyoming



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## Five Year Plan

Carl D. Perkins  
Career and Technical Education Act of 2006

# Wyoming State Plan Cover Page

The Carl D. Perkins - Career and Technical Education Act of 2006

**Eligible Agency Submitting Plan on Behalf of State:**

Wyoming Department of Education  
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Cheyenne, WY 82002-0050

**Person at, or representing, the eligible agency responsible for answering questions on this plan:**

**Signature:** \_\_\_\_\_



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**Type of State Plan Submission (check all that apply):**

5 Year

**Special features of State Plan Submission (check all that apply):**

Unified – Secondary and Postsecondary

Title I only (All Title II funds have been consolidated under Title I)

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## An Azimuth for Career and Technical Education in Wyoming

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What is Career Technical Education and where does it fit into a public education system in which the current focus is academic achievement and preparation for postsecondary education?

We work hard to achieve a goal for all Wyoming's students to have a rewarding life of fulfillment and engagement in a social and political democracy. The decisions made today will have an impact on the life of our students. We believe every child has a unique set of talents which include strengths and weaknesses. We believe this translates into a vocation—sometimes hidden, sometimes known, and always evolving throughout life. We believe it is the obligation of public education to implement systems focused upon helping each student discover, explore and pursue his or her vocation—that set of interests, disinterests, strengths, weaknesses, likes and dislikes. We also believe these translate into career clusters or pathways, but rarely will they translate into one job or one career throughout life.

Through the implementation of the Carl D. Perkins Career Technical Education Act of 2006, the Wyoming Department of Education will lead the change as we, a state working together, provide a new model and direction for Career Technical Education in Wyoming. In order to make this system of Career Technical Education a reality, the following components are needed, briefly discussed and more fully addressed within this plan:

- Integration of academic and career learning
- Linkages among secondary and postsecondary education
- Career exploration and counseling
- Implementation of the Wyoming Career Clusters
  
- Integration of Academic and Career Learning - Over the past century, “vocational education has been heavily influenced by federal legislation. The initial Smith-Hughes Act emphasized separatism from the classic curriculum and called for a new one that would better meet the needs of the children of the working class who, for the first time were attending high school but were not headed for the professions. Thus, early vocational programs were grounded in the need to prepare more blue-collar type students for the nation’s farms, factories and homes.” [Lynch, 2000]. Vocational education was something that those kids were sent to - the ones not suited for academic life. This must change. Once distinct from one another, academic education and vocational education are now in each other’s domain. The new model must be one of “academic and vocational” integration.

Rationale

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## An Azimuth for Career and Technical Education in Wyoming

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Linkages Among Secondary and Postsecondary Education - Secondary and postsecondary schools must cooperate to implement programs of study that eliminate redundancy and have coherent linkages in order for students to make wise choices. For a seamless system from secondary through postsecondary and to the workforce to be effective, a common language must be adopted. The sixteen Career Clusters promoted by the U.S. Department of Education and the National Association of State Directors of Career Technical Education provide such a common framework. A collective effort is necessary to ensure that students at each level gain the requisite self-knowledge, academic preparation, technical knowledge and workplace skills to transition through life. We must provide a system through which students move seamlessly from secondary education, postsecondary education and into the workforce and life with continued self-directed learning.

Career Exploration and Counseling - The model must also engage each student in a rational, thoughtful process that begins with career exploration and continues throughout life. Career counseling is a critical aspect of this model. Students, in consultation with teachers, school staff, professional career counselors, community representatives and parents, need to make logical, fact-based decisions based on their personal interests, talents and aptitudes. Next, they must make curricular choices that lead to actualization of these decisions. Once again, the career clusters provide a framework for this work. We must provide individuals at all levels the requisite knowledge and skills to transition successfully to the next level and eliminate unnecessary duplication of efforts between secondary and postsecondary education. We must evolve career counseling into a system that begins in early secondary schooling and continues throughout life.

Implementation of the Wyoming Career Clusters - Each aspect of this model is dependent upon implementation of the Wyoming Career Cluster program. This program is the backbone of the model and will continue to be the framework through which Career Technical Education initiatives are developed and delivered.

*[Lynch, High School Career and Technical Education for the First Decade of the 21st Century, JVER2000]*

Rationale



Part A  
**STATE PLAN  
NARRATIVE**

I. Planning, Coordination and Collaboration Prior to Submission

I. A. 1

**A. Statutory Requirements**

- 1. You [The Wyoming Department of Education] must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122

A copy of the Draft Perkins State Plan was placed on the Wyoming Department of Education Web Site by December 28, 2007 and notice of the beginning of a 45 day input period was sent to stakeholders through e-mail. Newspaper announcements notifying the public and interested organizations and groups of the availability of the draft plan and the 45 day input period were published January 2, 2008.

Public comment was taken via e-mail and at a public hearing held in Cheyenne, Wyoming. The date of the Public Hearing session was as follows:

Public Meeting, Wyoming Department of Education, Rm. 281, 2nd Floor Hathaway Building, Cheyenne, WY - February 12, 2008

A transcript of the session is available on request from the Department. A formal record of these hearings, the notification, the media used, mailing lists, location, attendance and recommendations has been maintained and is included as Appendix A. A summary of these suggestions is included on page 8 of this document.

Part A - State Plan Narrative

I. Planning, Coordination and Collaboration Prior to Submission

I. A. 2

**A. Statutory Requirements**

2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]

Summary of Public Comments -

Public input into the plan was almost exclusively to clarify content and to improve the readability of the plan. This input was related to multiple topics including:

- Assessment
- Advisory Committees
- Career Pathways
- Career Guidance
- Tech Prep Funds
- Graduation Plans
- National Teacher Certification
- Web-Based Guidance Systems
- College Credit
- Teacher Certification
- Technical Assistance
- Professional Development
- Development of New Courses
- Teacher Externships
- Career Cluster Academies/Small Learning Communities
- National Academy Foundation
- School Improvement
- Academic Integration
- Industry Partnerships

Public input was incorporated into the plan prior to the final approval by the Wyoming State Board of Vocational Education on February 20, 2008.

Complete transcripts and records of public input are include as Appendix A.

Part A - State Plan Narrative

**A. Statutory Requirements**

- 3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect the development of the State plan. [Sec. 122(b)(1)(A)-(B)]

The State of Wyoming, Department of Education, developed this plan in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of workforce development in the State.

The intention to develop a state Plan was presented to the Wyoming State Workforce Investment Board on November 9, 2006 and the Wyoming State Board of Vocational Education on November 14, 2006. Follow-up presentations were held to solicit recommendations in February, 2007. Representatives of the electrical union and plumbers union are members of the Workforce Investment Board, thus labor unions were provided the opportunity for consultative input. Transcripts from the board minutes are included as Appendix B.

Stakeholder input meetings were held January 10-12, 2007. A representative group was assembled under the leadership of a national consultant to draft the State Transitional Plan which then became the foundation for development of the five year plan for the State. The attendance list and suggestions are included as Appendix C.

Prior to the completion of the five-year plan, additional stakeholder input sessions were held October 8th-12th, 2007 in five separate locations around Wyoming - Cheyenne, Gillette, Casper, Thermopolis, and Rock Springs. The attendance list and suggestions are included as Appendix D.

The state plan was submitted to the Governor Dave Freudenthal in January, 2008. His letter of support is included as Appendix E.

Part A - State Plan Narrative

**A. Statutory Requirements**

- 4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

The Wyoming Department of Education (WDE) has gathered input from teachers, parents, students, administrators, the business community, and other members of the general public about how to improve the quality of career and technical education (CTE) services to students, at both the high school level and community and technical colleges.

These information gathering sessions were held in preparation of the transition plan and the State’s five-year plan. The procedure for the January 10-12, 2007 meeting was as follows:

In January 2007, WDE brought together a selected group of educators from across the state for a two day workshop in the Capital City of Cheyenne. The group was comprised of career and technical education teachers, school administrators, a State School Board Member, special education teachers, post secondary level teachers, and a Wyoming Community College Commission administrator.

Under the facilitation of Hans Meeder of the Meeder Consulting Group participants were divided into four groups comprised of individuals from each of various factions who then provided consultative input on development of the Wyoming state plan. Topics included, using the 16 Career Clusters as the basis for programs of study; articulation agreements; career guidance; graduation rates; future role of tech prep; funding split; accountability measures; and other pertinent topics.

In October 2007, the Wyoming Department of Education invited representatives of education and industry to attend public forums to discuss key issues about improving CTE in Wyoming. In an informal facilitated discussion format, participants were given input to the following questions:

- How can CTE programs at high schools help ensure that students are fully prepared for both college and careers, obtaining strong academic skills as well as relevant career-related skills?
- How can CTE programs at high schools and community colleges be coordinated to help increase the percentage of Wyoming youth who enroll in and complete postsecondary CTE programs?

(Continued)

## I. Planning, Coordination and Collaboration Prior to Submission

I. A. 4

- How should CTE courses and programs be organized around high quality assessment of career-related skills and employability-skills?
- How can CTE programs at the high school and college levels be better aligned to the reality of the job market so students are prepared for high-paying career options?
- What types of knowledge and skills do CTE teachers need to be successful, and how can teacher preparation programs and professional growth programs be organized to better support teachers?

The Wyoming Department of Education took notes of the conversations at the forums, and provided the opportunity to provide written input as well. The transcripts of these forums are included as Appendix D.

The forums were held October 8th-12th, 2007 in five separate locations around Wyoming - Cheyenne, Gillette, Casper, Thermopolis, and Rock Springs from 4 – 6:00 pm.

Part A - State Plan Narrative

**A. Statutory Requirements**

- 5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved (for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education) after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

The State of Wyoming does not use reserve funds.

Part A - State Plan Narrative

**II. Program Administration**

II. A. 1

**A. Statutory Requirements**

- 1. You must prepare and submit to the Secretary a State plan for a 6-year period; or  
You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

Wyoming prepared and submitted a transition plan in May 2007 for the first year of operations of programs. The transition plan was approved by the United States Department of Education in July of 2007.

The 5-Year plan was updated and submitted for approval in April 2008.

Part A - State Plan Narrative

## II. Program Administration

II. A. 2.a.i-iv

### A. Statutory Requirements

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
  - (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that-
    - i. Incorporate secondary education and postsecondary education elements;
    - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
    - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
    - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

Wyoming has adopted sixteen Career Clusters as defined by the National Association of State Directors of Career Technical Education and the United States Department of Education. Thus, the following Career Clusters are the Career Technical Education Programs of Study for Wyoming:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, AV Technology and Communication
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety and Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Part A - State Plan Narrative

## II. Program Administration

II. A. 2.a.i-iv  
(Continued)

In 2006, the Wyoming Department of Education, in collaboration with the Wyoming Department of Workforce Services, the Wyoming Business Council, the University of Wyoming and Wyoming Community College Commission, developed a book set that defines the model for Career Technical Education in Wyoming. The Career Cluster Guide set is in its second year of publication.

Each guide includes a graphic model and current employment needs, as well as education opportunities in Wyoming. As defined by the Career Technical Education graphic models on page 2 of each publication, industry and workplace knowledge and skills are taught in grades 9-10, pathway specific knowledge and skills are taught in grades 10-12, and occupational specialties are taught at the postsecondary level (and sometimes at the 11th and 12th grade level). Articulation agreements that extend postsecondary options to secondary students are required as a component of the postsecondary allocated funds application. A set of the sixteen Career Cluster guide publications is included as Appendix F.

Career Programs of Study (Appendix G) have been developed for each of the sixteen clusters. Sample courses have been included in the matrixes that include career technical and academic content. These Programs of Study were developed by the Wyoming Department of Education in a format that can be modified by the local district to include their specific courses and options. As per Wyoming Statute 21-9-101 and the associated Wyoming Department of Education Rules and Regulations Chapter 31, Graduation Requirements, (Appendix H) all students must meet a common core of knowledge and skills for graduation from high school. Thus, challenging academic standards are a part of each Career Program of Study.

The Career Cluster guide publications show the alignment by cluster to the postsecondary programs at each Wyoming community college and the University of Wyoming. Programs of Study will be the emphasis of career counseling and Career Program of Study templates are available on the Wyoming Department of Education and Wyoming Department of Workforce Services web sites. The Wyoming Department of Workforce Services maintains a web site with information and links specific to the Career Clusters.

The Wyoming Department of Education is currently using the Wyoming Career Cluster Guides and the “American Careers Planner” publication in the eighth grade as the basis for Wyoming’s Hathaway Scholarship Program Career Unit of Study. The Wyoming Department of Education will enhance career guidance efforts by additional training in the use of these materials by secondary and postsecondary institutions.

# Part A - State Plan Narrative

**II. Program Administration**

II. A. 2.a.i-iv  
(Continued)

Articulation agreements currently exist in Wyoming within what were previously Tech Prep consortiums and outside of these consortiums. The Career Programs of Study, as well as the state course reporting process encourage and track articulated courses. The Secondary Classification for Exchange of Data (SCED) system from the National Center for Education Statistics (NCES) is being phased in for a variety of reasons including an improvement in the articulation process. Future development of Career Programs of Study will include transitions to postsecondary through improvement of the articulation agreement process, and development of common criteria for adjunct faculty.

All Career Technical Programs of Study lead to certification, or an associate or baccalaureate degree as indicated by the matrixes in the Career Cluster Guide Publications. The Wyoming Department of Education will continue to encourage offering of credentials and certificates by secondary and postsecondary institutions as well through industry groups and organizations. The Wyoming Community College Commission maintains a listing of certification and credentialing programs by Career Cluster for Wyoming.

Through a multi-agency process, Wyoming is in the developmental stages of a statewide career readiness certification initiative. In addition, Wyoming is considering a statewide college readiness certification initiative.

**Part A - State Plan Narrative**

## II. Program Administration

II. A. 2.b

### A. Statutory Requirements

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
  - (b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

The specific courses approved within the Career Programs of Study and thus, eligible for funding through the Perkins Act, will be guided by state statute and an established process of course review. The state statute that defines a career technical education course is as follows:

Wyoming Statute 21-13-309 (Appendix I) requires Career Technical Education programs offered in grades nine (9) through twelve (12) to consist of a sequence of three or more Career Technical courses within a career cluster. However, for the purposes of Perkins, courses offered on-campus at a postsecondary institution for dual enrollment credit will be accepted. (W.S. 21-13-309 only allows courses taught on-site.)

Through a collaborative effort among offices within the Wyoming Department of Education responsible for career and technical education and high school achievement, the sixteen Career Clusters are the foundation of the Career Plan of Study which is required of all eighth graders in Wyoming through the Hathaway Scholarship program. The Hathaway Scholarship program is a new initiative, created by the Wyoming Legislature in 2005, to give merit-based aid to high-achieving Wyoming students seeking participation in postsecondary education and training. Part of the program is the requirement that all eighth graders create a high school graduation plan with a career component that follows the student through high school.

The Counseling component of the Hathaway Scholarship Legislation is as follows:

“W.S. 21-16-1308

(C) Provision for each school district to provide a one (1) week unit of instruction in the eighth grade regarding preparation for post-secondary work, including an overview of a curriculum needed to be successful in post-secondary education, standardized test requirements, scholarships available for post-secondary education and earning differences anticipated at various post-secondary education levels. The unit of instruction provided under this subparagraph shall be developed by the department in consultation with school districts and shall be delivered to school districts. The department in consultation with the school districts shall develop a program of a curriculum needed to be successful in post-secondary education, standardized test requirements, scholarships available for post-secondary education and earning differences anticipated at various post-secondary education levels.

Part A - State Plan Narrative

## II. Program Administration

II. A. 2.b  
(Continued)

(D) In addition to the unit of instruction required under subparagraph (C) of this paragraph, and commencing school year 2007-2008 and each school year thereafter, provision of counseling services to students enrolled in grades eight (8) through twelve (12) in accordance with the following:

(I) Counseling shall be provided to each student beginning in grade eight (8) on components of the unit of instruction required under subparagraph (C) of this paragraph including curriculum requirements of high school graduation, curriculum requirements necessary for each of the Hathaway scholarships, current achievement levels for the statewide proficiency assessment, the importance of curriculum for career options and the earning differences anticipated based upon curriculum choices and at various levels of post secondary education;

(II) Counseling for each successive year following initial counseling in grade eight (8) shall include an assessment of the student's course history and options available as to future course selection and consequences attached to selected course pathways;

(III) Counseling services shall be provided by counselors or designated employees of the district;

(IV) Counseling in grades eight (8) and nine (9) shall include a summary of the various Hathaway scholarships and other information regarding scholarship opportunities available to students and associated curriculum and student performance requirements.”

By being linked to the Hathaway Scholarships, the Career Programs of Study are already helping meet a statutory requirement that applies to all students; however, only those courses that meet the above criteria are eligible to receive Perkins funds.

In addition, efforts are underway to provide opportunities for collaboration between secondary recipients, postsecondary recipients and industry. These will include professional development in the use of Career Programs of Study, and training for both career technical and academic teachers. Incentive programs for training in and adoption of Career Programs of Study are another possibility under consideration. Perkins leadership funds will be targeted toward the development of a seamless transition from secondary to postsecondary and into high skill, high wage and high demand careers for career technical students.

The Wyoming Department of Education will implement practices that are efficient and user-friendly in the reporting of data. Strategies include further development of templates, scoring rubrics and identifying model technical knowledge and skills that could be assessed by secondary and postsecondary recipients. Wyoming currently is a member of the Vocational Technical Education Consortium of States (VTECS). VTECS specializes in the development of occupation competencies. Wyoming will utilize competencies and software from VTECS as well as other sources in development of model technical knowledge and skills.

Furthermore, the Wyoming Department of Education will provide clear guidance to eligible recipients during the annual Perkins training. This training, currently held in the spring, updates LEAs on assessment procedures.

Part A - State Plan Narrative

**A. Statutory Requirements**

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
  - (d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Because of the interrelationship described between career guidance, Career Technical Programs of Study and the Hathaway Scholarship, all eighth graders in Wyoming are required to experience a five hour unit of study focused on career awareness and development and to create a Career Plan. The Career Plan required by the Hathaway Scholarship and the Career Technical Program of Study are identical. Through a Wyoming Department of Education directed career unit and the required Career Plans, all students in Wyoming are made aware of the Career Technical Programs of Study. The course of study currently consists of a modified Eighth Grade Planner from American Careers Magazine, the Career Cluster Guides and the Career Plan documents.

The Wyoming Department of Education, as a part of the Hathaway Scholarship program, conducts regional training for guidance personnel statewide to acquaint them with the use of the Career Cluster Guides and career publications.

Efforts are underway to increase the role of the Wyoming Department of Workforce Services (DWS) in career counseling. These include DWS participation in the development of the Career Cluster Guides, development of a Career Cluster web site, and a Request for Proposal issued in 2006 for secondary schools to cooperate with the DWS "Workforce Service Center" personnel in career counseling initiatives.

Web-based career planning tools are in use by most secondary schools and the Workforce Service Centers. Efforts are underway through the Wyoming Department of Education to create the "Wyoming Education Fusion" web portal to standardize the process.

Congruency between "Wyoming Education Fusion" and Wyoming's Career Cluster effort will make it an up-to-date, student-driven data system that will allow students additional access to information as well as the ability to personalize information on the web-based system.

## II. Program Administration

II. A. 2.c

### A. Statutory Requirements

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
  - (c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Research conducted by PRES Associates, of Jackson, Wyoming in 2006 for Wyoming's high schools indicated that seventy percent of Wyoming's articulation agreements are within the area of Career Technical Education. However, currently there is not a common format for articulation agreements.

The Wyoming Department of Education, the Wyoming Community College Commission and the University of Wyoming plan to collaborate on a statewide process for development of local articulation agreements. The Wyoming Department of Education, in partnership with the Wyoming Community College Commission, will facilitate this process by identifying key stakeholders in the development of articulation agreements within the Programs of Study, convene meetings among stakeholders, share information across the state, and provide greater standardization of processes.

Currently, a regional concept with a wide variety of implementation exists for Wyoming's community colleges. However, for the purposes of articulation agreements and dual enrollment credits, the Wyoming Department of Education anticipates development of a statewide system and policies to provide uniformity in the process and the outcome. This will be accomplished through the development of common language and templates, professional development and providing venues for demonstration of promising practices.

Wyoming enjoys the benefits of the Wyoming Equality Video Network (WEVN), a statewide interactive video system. Effective use of the WEVN will provide opportunities for course delivery, collaborative meetings, professional development and statewide input.

Finally, the Wyoming Professional Teaching Standards Board (PTSB) will be included in the discussion and development process to address certification and teacher qualification issues that often come into play between secondary and postsecondary in the offering of articulated or dual enrollment credits.

Part A - State Plan Narrative

**II. Program Administration**

II. A. 2.d  
(Continued)

The Wyoming Department of Education will lead a collaborative effort with districts interested in implementing web-based student portfolio or career plan systems. The Wyoming Department of Education will then assist districts who select the same such system to make the purchase of the product and necessary hardware, train in the use of the system, and implement the system.

Local recipients will continue to host career planning days and will market the Career Program of Study concept, as well as distribute and use career guidance materials developed by the Wyoming Department of Education.

Part A - State Plan Narrative

**A. Statutory Requirements**

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
  - (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Technology is embedded in all programs and at all levels by the federal investment in technology under Title II Part D Enhancing Education through Technology (EETT), of the “No Child Left Behind” (NCLB) acts. This law requires each Local Education Agency (LEA) to submit a Technology Plan that indicates compliance with Title II Part D and E-Rate requirements as well as an implementation plan for technology within the district. As one of the nine content areas defined by statute in Wyoming, Career Technical Education is included in the distribution of Title II Part D funds. The integration of technology across the curriculum is the goal of the LEA’s Technology Plan. In addition, expenditures of Perkins funds on appropriate technology have been and will continue to be a required use of local funds and are part of the local application process under Perkins IV.

The current biennial budget reflects that the State of Wyoming invested 14.6 million dollars, obtained from state and federal sources, in technology for education. Distance education expended 1.4 million from the State budget, 1.3 million for Title II Part D from Federal funds and State funding provided 11.9 million for the Wyoming Equality Video Network (WEVN). The WEVN was recently upgraded to provide more bandwidth, ease of security, and to become more cost efficient. The upgrade included increasing line bandwidth, replacing infrastructure units such as routers and firewalls, removing H.320 (ISDN) circuits, and changing the overall structure of the WEVN. The conversion from ISDN to IP cost 1.5 million dollars.

At the eligible recipient level, purchases of appropriate technology will be encouraged through the local application process based on occupational demand with industry advisory input.

The Wyoming Department of Education, with input from the Professional Teaching Standards Board, will develop new procedures to allow teachers to transition to high skill, high wage, and high demand instructional areas, not only from a standpoint of development of technical skills but also from the standpoint of certification.

Part A - State Plan Narrative

**II. Program Administration**

II. A. 2.e  
(Continued)

The Wyoming Department of Education will develop new procedures to update both secondary and postsecondary teacher skills through demonstration and sharing of best practices, appropriate professional development, and apprenticeships for teachers, internships and advisory committees. These types of activities will allow teachers to be better able to recognize appropriate technology and utilize it effectively in instructional settings within the Programs of Study. Much of the training for these new procedures will be delivered during the annual Career Technical Education conference and the semi-annual School Improvement Conference.

Part A - State Plan Narrative

**A. Statutory Requirements**

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
  - f. The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will –
    - i. Promote continuous improvement in academic achievement;
    - ii. Promote continuous improvement of technical skill attainment; and
    - iii. Identify and address current or emerging occupational opportunities;

Criteria for approval of funds is guided by Wyoming Statute 21-9-101: “Educational programs for schools; standards; core of knowledge and skills; special needs programs; class size requirements; co-curricular activities.” Under this provision, career technical content in all courses must be aligned to, and all students must meet state mandated content standards for both Career Technical Education and academic content. Thus, academic requirements for career technical students are identical to all students that graduate from Wyoming schools.

Strengthening integration between Career Technical Education and core areas, particularly those emphasized within NCLB, will enhance the academic attainment of all students. Clearly, data from the ACT and Proficiency Assessment for Wyoming Students (PAWS) will continue to impact program improvement goals at the secondary eligible recipient level.

With input from business and stakeholders, the Wyoming Department of Education will develop technical skill assessments to assure a degree of comparability and consistency of learning across regions of the state within each career cluster. The technical skill competencies will include those needed for current and emerging employment opportunities as well as entrepreneurship. To every extent possible, Career Technical Student Organization guidelines will be used in the development of these skill competencies to increase industry relevance and to provide congruency in instruction with those skills needed for state and national competition.

These technical skill competencies and related skill assessments will be based on the occupations identified as high-skill, high demand or high wage within the Career Cluster Guide publications. After defining the technical skill competencies, emphasis will be placed on professional development for secondary and postsecondary Career Technical and Academic instructors to facilitate improved instruction aligned with the competencies within the programs of study.

Part A - State Plan Narrative

**A. Statutory Requirements**

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
  - (g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Wyoming does not differentiate between Career Technical Education students and other students as far as high school graduation requirements. All students have the same Carnegie Unit requirements established by statute and by additional district requirements, and all students must meet the common core of knowledge and skills dictated by statute. Thus, Career Technical Education students will graduate with a set of knowledge and skills that is equivalent to the general population. Increased emphasis on academic integration, a tenet of high school or secondary school reform, is to increase the graduation rates of Career Technical Education students as they see the relevance of academic instruction with the context of the Career Clusters.

Special population students must also meet the same standards, but they may graduate with differing expectations according to their Individual Education Plans (IEPs).

All students, but particularly special population students, will benefit from the increased emphasis on academic integration because learning will become more relevant. Both CTE teachers and core area teachers will be involved in class design. Increased emphasis on reaching students with various learning styles and effective use of project based instruction will be a future emphasis of professional development at the semi-annual Wyoming School Improvement Conference.

Student participation in Career Technical Student Organizations (CTSOs) will be improved by integration of CTSO activities into the technical skill competencies to be developed. CTSOs provide many students the mentor relationships and the peer-to-peer relationships necessary to keep them engaged.

## II. Program Administration

II. A. 2.h

### A. Statutory Requirements

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

The Program of Study model identifies specific course work that career and technical education students must take at the secondary level as preparation for the postsecondary component of a chosen career. Secondary school guidance counselors will help each student choose the classes that will give him or her the background to meet the entrance requirements for a particular occupation or postsecondary education.

Participating students will be made aware of career opportunities through information provided by secondary school counselors, Hathaway guidance personnel, career fairs sponsored by postsecondary institutions and dissemination by the Wyoming Department of Education of the Career Cluster Guides and Career Publications.

Dual enrollment and articulated courses offered in years three and four of the Program of Study, and for which students meet at a Wyoming community college, will raise students' awareness of opportunities within the program of study. Approximately fifty-percent of all Wyoming students live in a city with a community college. As articulation and dual enrollment opportunities are strengthened, the opportunities for success and students "seeing" themselves in a postsecondary education setting after graduation from high school are increased.

The 2007 Hathaway Scholarship legislation requires all Wyoming eleventh graders to take the ACT or WORKKEYS exam at the expense of the State. Data from these tests will provide additional information regarding student performance to the Wyoming Department of Education for all Wyoming students.

Part A - State Plan Narrative

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## II. Program Administration

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II. A. 2.i.i-iii  
(Continued)

The Wyoming Workforce Alliance liaison is housed within the Wyoming Community College Commission. The Alliance's primary responsibility is to facilitate discussion among member agencies, coordinate among agencies and colleges those workforce initiatives with a statewide impact, and share workforce-related information with each other and the colleges, including information about high-skill, high-wage or high-demand occupations. Through involvement of representatives from business and industry in the design and implementation of new courses that lead to an industry recognized credential or degree, courses will be developed that meet these occupational needs.

Part A - State Plan Narrative

## II. Program Administration

II. A. 2.i.i-iii

### A. Statutory Requirements

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
- (i) How funds will be used to improve or develop new career and technical education courses –
    - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
    - ii. At the postsecondary level that are relevant and challenging; and
    - iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Funding for new and innovative programs and courses will be available through Perkins allocated funds for secondary and postsecondary. Perkins Leadership funds will be used by the state to provide professional development for teachers as well as other initiatives to address instructional needs within the state. Leadership funds may be awarded on a competitive basis. State funds, provided under Wyoming Statute 21-13-309, also provide for new program implementation and improvement of existing programs which supplements the federal investment made through Perkins.

As defined by W.S. 21-13-309, a secondary program in Wyoming is three sequential courses within an occupational cluster. New courses will be developed to address the need for sequential courses and to address local and statewide workforce needs.

Further, eligible recipients will use current data provided by local and state approved assessments to identify skill areas which are not meeting state proficiency requirements. They will develop specific interventions, which may include new courses or updated curriculum for an existing course, to support acquisition of the necessary skills.

Through joint planning and development of statewide articulation agreements, secondary and postsecondary institutions will develop courses that contain rigorous, challenging content based on career clusters and that seamlessly connect the secondary courses with the postsecondary program.

Postsecondary institutions currently develop and will continue to develop courses and programs, basing their decisions about programs in part on data from the Wyoming Department of Employment, the Wyoming Department of Workforce Services and State Occupational Projections. [See the Wyoming Workforce Assessment - Appendix J].

# Part A - State Plan Narrative

## II. Program Administration

II. A. 2.j

### A. Statutory Requirements

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
  - (j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

The Wyoming Department of Education has chosen to merge Tech Prep Funds into the Basic State Grant. However, the display of best practices at the semi-annual Wyoming School Improvement Conference will be improved and enhanced to include recipients of Perkins funds. Past recipients of Wyoming State Career Technical Education Grant funds have been showcased at the Wyoming School Improvement Conference, as have innovative programs and practices by individual recipients.

In addition, the demonstration of best practices will be an emphasis at the annual Career Technical Education Conference. The Wyoming Department of Education will determine technical training content for the annual conference. Based on pre-determined standards, instructors will be asked to demonstrate best practices within the determined areas of technical content as a part of this annual professional development conference.

One option for use of leadership funds is for high school and college instructors to be involved in externship activities with industry and share information with peers upon return. Paid trips to national conferences and to visit schools with excellent programs would be other potential uses as long as they meet the continued learning needs of the profession.

Wyoming Equality Video Network (WEVN) will be used as an alternative for sharing best practices, as will web sites.

Postsecondary institutions will develop classes in which CTE instructors acquire skills in delivering instruction or training in specific industry skills. Further, postsecondary institutions will offer workshops and trainings within the programs of study to improve technical skills, align curriculum and demonstrate promising practices among postsecondary instructors and with secondary instructors. In addition, these could be utilized as a venue for development of postsecondary transition models and curriculum improvement.

Part A - State Plan Narrative

**A. Statutory Requirements**

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

The Programs of Study provide a framework for communication between secondary and postsecondary partners as well as a link to industry. Because all entities are involved in the process of development of the Programs of Study, all stakeholders already have a high degree of enthusiasm for the Program of Study concept for Wyoming. Wyoming will continue to capitalize on this momentum.

Through joint planning by secondary and postsecondary programs, articulation agreements will be developed which provide a detailed sequence of rigorous, challenging courses - the content of which is based on the career clusters. Secondary and postsecondary teachers/faculty will be brought together in “vertical teams” for reviewing and determining course content. Unduplicated courses will allow secondary level career and technical students to participate in dual or concurrent enrollment programs which lead to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Development of small learning communities and career academies within the career clusters with clear linkages to postsecondary will be a focus of the Wyoming Department of Education. Wyoming’s current successes will be identified and held up as models.

Professional development for Career Technical teachers in Wyoming will be focused on the technical and academic skills needed for transition to postsecondary. Stakeholder participation may be enhanced by using state administration Perkins funds to pay travel costs and stipends for participation.

II. Program Administration

II. A. 2.1

**A. Statutory Requirements**

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
  - (l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

Recipient programs will identify courses which provide integration of challenging academic standards and coherent and rigorous content.

These will be identified as those that incorporate “technical” writing and reading, as well as applied mathematics. In addition, integration with other core areas will be monitored. This will be designated on the form used for state course approval. (Wyoming Department of Education Form “WDE337” is submitted by June 1 each year listing the program of study, course name and teacher certification code as well as other pertinent data.) Technical skill competencies that are developed for the Perkins Assessment will be cross-walked with Wyoming’s core area standards.

Analysis of results from the Wyoming Career Technical Assessment (WyCTA) and the Proficiency Assessments for Wyoming Students (PAWS) by an independent contractor will be utilized to evaluate student progress in gaining academic skills and knowledge through participation in CTE courses. Data from both assessments is reported annually to the education community.

Part A - State Plan Narrative

## II. Program Administration

II. A. 3.a

### A. Statutory Requirements

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that –
- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

Professional development will be provided on an ongoing basis for Career Technical Education and Academic teachers to integrate content using best practices identified by the National Research Center for Career Technical Education.

To accomplish a continuous program of professional development, the WDE will create a statewide advisory council that will meet no less than twice per year to assist the WDE with development and implementation of professional development in Wyoming. The advisory council will provide its recommendations for professional development to the WDE on an annual basis. Professional development programs will be promoted via the WDE website so all agencies, educators, and people outside the system can access what is offered on an annual basis.

WDE will provide CTE professional development through the following venues: 1) the biennial NCA/WDE school improvement conference, 2) the Wyoming Association of Career and Technical Education Summer Conference, 3) related higher education statewide conferences and 4) requested technical assistance to recipient institutions and via the internet and WEVN.

The statewide advisory council for professional development will create and implement professional development programs within the following areas: career guidance, integration of core and CTE, CTE/Core content pedagogy within programs of study, statewide articulation, alignment of curriculum between secondary and postsecondary, entrepreneurship, literacy and externships for teachers to gain knowledge and skills within industry/business.

Part A - State Plan Narrative

## II. Program Administration

II. A. 3.b

### A. Statutory Requirements

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that –
- (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

Wyoming will work in concert with the Professional Teaching Standards Board (PTSB), school districts, higher education, government agencies and Department of Education (WDE) staff to create a comprehensive and continuous program of professional development (PD) for CTE educators.

Through joint efforts with the Wyoming Department of Workforce Services, the Wyoming Department of Education will develop a standardized process for approval of professional development training programs that will result in Professional Teaching Standards Board re-certification credits and provide additional certificates and credentials to teachers in specific workforce preparation endeavors. Teachers will continue to be encouraged to obtain and maintain national industry certifications and licensures.

Part A - State Plan Narrative

## II. Program Administration

II. A. 3.c

### A. Statutory Requirements

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that –
- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

The quality and direction of Professional Development will be overseen by the Professional Development Advisory Council. This council will be made up of career and technical teachers, faculty, administrators, and career guidance and academic counselors.

This council will determine key topics for professional development and suggest speakers on each topic. Topics will be generally those categorized as workplace skills. Existing options will be considered and new presentations will be developed as necessary. Potential presenters will be contacted and offered a stipend to develop a quality, one to two hour long presentation on the chosen topic along with supporting materials. Topics include those that are critical to Perkins IV, as well as those deemed appropriate and valuable for workforce development.

These presenters will present at WACTE Conference, School Improvement Conference, Workforce Development Summit, and other Workforce and Education Venues.

Part A - State Plan Narrative

**A. Statutory Requirements**

- 3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that –
  - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

Applied learning is at the core of academic integration. Through use of best practices identified by the National Research Center for Career Technical Education, professional development will focus on the best methodology to integrate academic content in context.

Resources derived from the Center for Occupational Research and Development, the National Career Pathways Network, and the National Academy Foundation will be vital in the development of Career Programs of Study that address both technical and academic skills necessary to be successful in the workplace.

**A. Statutory Requirements**

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that –
- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

Working with diverse populations will be a primary consideration of professional development. Increasing graduation rate is a goal of the Wyoming Department of Education. Improving the capacity of educators to work with diverse populations from a standpoint of career counseling and career development will be a primary consideration in the decisions of the Professional Development Advisory Committee.

It is anticipated that one of the initial training programs will meet the National Career Development Association Competencies for Working With Diverse Populations that are listed below:

- Identify development models and multicultural counseling competencies.
- Identify developmental needs unique to various diverse populations, including those of different gender, sexual orientation, ethnic group, race, and physical or mental capacity.
- Define career development programs to accommodate needs unique to various diverse populations.
- Find appropriate methods or resources to communicate with limited-English-proficient individuals.
- Identify alternative approaches to meet career planning needs for individuals of various diverse populations.
- Identify community resources and establish linkages to assist clients with specific needs.
- Assist other staff members, professionals, and community members in understanding the unique needs/characteristics of diverse populations with regard to career exploration, employment expectations, and economic/social issues.
- Advocate for the career development and employment of diverse populations.
- Design and deliver career development programs and materials to hard-to-reach populations (those sections of the community that are difficult to involve in public participation).

## II. Program Administration

II. A. 3.f

### A. Statutory Requirements

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that –
- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

The primary opportunity for professional development under Title II of the Elementary and Secondary Education act of 1965 is the School Improvement Conferences held each September and each March. Representatives from all Wyoming School Districts are in attendance. The school improvement conference is for all teachers including Career Technical Education.

The School Improvement Conference will be one of the primary venues addressed by the Professional Development Advisory Council. The intention is to develop conference offerings that are beneficial to both academic and Career Technical Education teachers and that benefit all students. An example would be the integration of mathematics through pre-engineering programs.

Much is already being done in Wyoming to integrate academics, or overlay academics in existing career technical programs. Programs like Drop Everything and Read (DEAR), Writing Across the Curriculum, Various advisor/advisee programs, etc. are fully implemented in the schools. The school improvement conference offers all teachers additional information on academic programs and the opportunity to collaborate amongst peers to determine best practices.

Part A - State Plan Narrative

## II. Program Administration

II. A. 4.a

### A. Statutory Requirements

4. You must describe efforts that your agency and eligible recipients will make to improve –
- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

One of the primary efforts made to increase the recruitment and retention of educators in Wyoming was an increase in wages to the point that Wyoming is now above the national average for teachers and exceeds the other states in this region for teacher salaries. This has allowed Wyoming to increase its applicant pool for all positions - including Career Technical Education.

More specific to CTE, discussions are underway with the Professional Teaching Standards Board to modernize the Career Technical Education Certifications to align with the Career Clusters/Programs of Study model. A benefit of this action will be to standardize and update the certifications offered to CTE Professionals.

The lack of CTE training programs at the University of Wyoming is a major concern in the recruitment and retention of CTE teachers. Preliminary discussion with PTSB indicates a greater reliance on distance alternatives, out of state programs and programs offered in Wyoming by out of state colleges.

Recently the University of Wyoming instituted an Industrial Technology Teacher training partnership with Casper College on the Casper Campus. The need for teacher certification programs could be met with similar programs at Wyoming's Community Colleges in the other CTE endorsement areas. This should certainly be a topic of discussion in the months ahead.

Finally, Wyoming has real issues with wage inequity. According to the September 10, 2007 Casper Star Tribune, Wyoming men's wages rank 15th among the states. Wyoming women's wages rank 48th. Increasing the recruitment of teachers and other CTE professionals from the ranks of the non-traditional would be a starting point in addressing the wage inequity. Carl D. Perkins funds will continue to be directed toward non-traditional training and employment programs.

Part A - State Plan Narrative

**A. Statutory Requirements**

- 4. You must describe efforts that your agency and eligible recipients will make to improve –
  - (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

Preliminary discussions are underway to develop a more streamlined process for transition from business and industry to teaching with respect to the certification process. This may include apprenticeship style programs where business and industry professionals are allowed to earn education credentials under the supervision of a mentor teacher.

This may also include a program where business and industry professionals are allowed to begin teaching with limited education pedagogy, then earn a masters degree in education while teaching. This process is in the discussion stages with the Professional Teaching Standards Board at the time of the writing of this five-year plan.

Currently the Professional Teaching Standards Board allows industry professionals to teach narrowly defined Career technical content through a “Professional Industry Certificates” or PIC program. The emphasis is on expanding the PIC to include all career clusters and pathways and to develop a clear route to allow PIC certified teachers to become fully certified to as Career Technical Education teachers.

Part A - State Plan Narrative

## II. Program Administration

II. A. 5

### A. Statutory Requirements

5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122 (c)(4)]

One of the aspects of the Program of Studies is that they clearly define, by Career Cluster, the route through the system from secondary to post-secondary and to the University of Wyoming. In most cases post-graduate educational opportunities are defined by career cluster as well. The Career Cluster Guides are in use at the secondary and post-secondary levels for this purpose.

The University of Wyoming recently added a Bachelor of Applied Science degree. Previously, students that graduated from a community college with an Associate of Applied Science degree were not allowed to transfer their technical courses to the University of Wyoming. Under the Bachelor of Applied Science program these students will be able to transfer technical courses toward baccalaureate and advanced degrees.

Part A - State Plan Narrative

## II. Program Administration

II. A. 6

### A. Statutory Requirements

6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

Career Technical Education programs in Wyoming will be required to have local advisory committees that oversee the planning and implementation of quality programs. These advisory committees will be made up of parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations. The existence of such an advisory committee will be reported on the annual consolidated grant application.

In addition, all CTE programs in Wyoming are aligned to the state Career Technical Standards. These standards are reviewed and updated on a five-year cycle. The makeup of the standards review group is of similar makeup to the required list of stakeholders.

Wyoming's P-16 Education Council was formally initiated by Governor Freudenthal in August, 2007 to research, develop and recommend education policy to state administration, WDE, higher education and the school districts. The WDE program experts along with other professionals will report program, and policy progress and needs to the P-16 Education Council so the team can make informed decisions.

The Career and Technical Education Section of WDE will be leading a redesign of Wyoming CTE which will require the support and leadership of the P-16 Council. The document titled, "New Directions for High School Career and Technical Education in Wyoming" is the focus of our new direction and it is located in the appendix of this plan. It is important to note that our Five-Year plan and the document just mentioned are congruent.

# Part A - State Plan Narrative

## II. Program Administration

II. A. 7.a.i-ii

### A. Statutory Requirements

7. You must describe efforts that your agency and eligible recipients will make to—
  - (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
    - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
    - ii. Career and technical education subjects;

Academic integration, particularly the integration of mathematics and language arts skills into the Career Technical Education curriculum will continue to be an emphasis of professional development in Wyoming.

The predominate methodology for instruction in academic integration consists of identification of the math and language arts competencies within the existing Career Technical curriculum and enhanced emphasis on the quality instruction of those competencies. In addition, various overlay programs like “Reading Across the Curriculum” are already well established within Wyoming’s schools as a result of the efforts to improve instruction and accountability for academic measures.

Small Learning Communities/Career Academies are based on the integration of core academics and Career and Technical Education for their success. These will be a central focus of improvement efforts.

Part A - State Plan Narrative

## II. Program Administration

II. A. 7.b

### A. Statutory Requirements

7. You must describe efforts that your agency and eligible recipients will make to –
- (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

By using the sixteen career clusters as the programs of study, rather than a more specialized approach, the Wyoming Department of Education is promoting a more broad-based approach to career technical education.

The career cluster guides provide students an overview of the employment and education opportunities within each cluster. As described in the program of study descriptions, the goal of the Wyoming Department of Education is to promote career-technical programs that start as broad-based, comprehensive overviews of the technical skills required across the career cluster. The focus narrows at the post-secondary level providing training in a specific occupational specialty.

The career cluster overview will be enhanced thorough job-shadowing, mentorships, internships, on-the-job training and other work-place learning opportunities provided through business and industry partnerships.

# Part A - State Plan Narrative

**A. Statutory Requirements**

- 7. You must describe efforts that your agency and eligible recipients will make to –
  - (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

State statute W.S. 21-9-101 requires the same challenging academic standards for all Wyoming students.

**W.S. 21- 9 - 101. Educational programs for schools; standards; core of knowledge and skills; special needs programs; class size requirements; co-curricular activities.**

(a) The board of trustees of each school district within the state shall cause the schools under its jurisdiction to provide an educational program in accordance with uniform standards defined under this section and rules and regulations promulgated by the state board of education pursuant to W.S. 21-2-304(a).

(b) Each school district within the state shall provide educational programs sufficient to meet uniform student content and performance standards at the level established by the state board of education in the following areas of knowledge and skills:

- (i) Common core of knowledge:
  - (A) Reading/language arts;
  - (B) Social studies;
  - (C) Mathematics;
  - (D) Science;
  - (E) Fine arts and performing arts;
  - (F) Physical education;
  - (G) Health and safety;
  - (H) Humanities;
  - (J) Career/vocational education;
  - (K) Foreign cultures and languages;
  - (M) Applied technology;
  - (N) Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

## II. Program Administration

II. A. 8

### A. Statutory Requirements

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

The WDE is currently developing a cross-discipline model for the purpose of providing technical assistance to schools and institutions. Specific technical assistance for Career Technical Education in addition to the cross-discipline model includes:

- Dividing the state into regions which would allow assigned WDE staff to focus on a limited number of schools and institutions, thus providing more focused assistance.
- Targeting specific technical assistance at those schools that fail to meet ninety-percent of their Adjusted Level of Performance (performance target). The State will offer the assistance of a mentor with expertise in the areas of concern to help design corrective strategies and plan program improvement activities.
- WDE will conduct statewide conferences and workshops to provide technical assistance to all districts in program planning and evaluation. The conferences and workshops will focus on best practices and provide information on state-of-the-art programs and research based strategies in career and technical education.
- The Wyoming Department of Education will work with key content specialists for each Program of Study to develop and secure technical content materials for statewide distribution.
- The Wyoming Department of Workforce Services has developed a Career Cluster web site to house technical content, employment links and a resource for dissemination of information. This effort is closely coordinated with the Wyoming Department of Education.
- Assistance will be given to local recipients in development of plans through the development of templates and rubrics.

Part A - State Plan Narrative

**II. Program Administration**

II. A. 8  
(Continued)

A common template for articulation agreements and dual or concurrent enrollment will be developed through an inter-agency process. Concurrent enrollment courses are offered by a college instructor (or adjunct faculty) for both high school and college credit or by a high school teacher through an articulation agreement where credit may be awarded at a later date. Updates and upgrades to data reporting will be made to simplify processes and increase data quality.

WDE will encourage secondary/postsecondary faculty to align curriculum in dual enrollment programs.

Technical assistance will, in addition to Career Technical Education objectives, focus on educational outcomes consistent with state and federal directives.

Through technical assistance, the Wyoming Department of Education will analyze each district's career cluster implementation effort as it relates to career literacy, programs of study and course sequences.

Based on the Wyoming Department of Education Technical Assistance model, the process is to distribute information to all districts and follow up on implementation efforts (Tier 1), provided targeted assistance to identified districts (Tier 2) and finally intensive coaching to those districts who are in the greatest need (Tier 3).

Part A - State Plan Narrative

## II. Program Administration

II. A. 9

### A. Statutory Requirements

9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

The Wyoming Department of Workforce Services recently developed a plan to partner with Wyoming Department of Employment, economic development agencies, industry, and more to craft solutions to solve issues the state is facing. They have identified five industries to target: They are: Energy, Construction, Hospitality & Service, Technology and Health Care.

A primary emphasis of Carl D. Perkins funds will continue to be the development of programs of study that lead to the high demand, high skill, high wage jobs in Wyoming.

The Wyoming Department of Education, using cross-walk data from the Occupational Network aligned all occupations within the O\*NET system with Classification of Instructional Program (CIP) Codes and aligned the CIP Codes with Secondary Classification for Exchange of Data (SCED) codes. This alignment gave the Department of Education and the Department of Workforce Services the ability to choose virtually any occupation and analyze the most logical post-secondary and secondary coursework for entry into that occupation.

Part A - State Plan Narrative

## II. Program Administration

II. A. 10

### A. Statutory Requirements

10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

At the State level, the Department carries out joint planning and coordination across federal programs by:

- Collaborating across programs to develop a consolidated grant application for LEAs that incorporates all federal programs. The Grant Management System (GMS) developed during 2006-2007 is an example of this collaboration.
- Conducting joint training on the application and jointly reviewing applications for compliance with federal grant requirements.
- Conducting joint conferences and workshops that bring together applicants from all federal programs to plan coordinated school improvement efforts. Examples are participation in the School Improvement Conferences sponsored by Wyoming Education Association and the Federal Programs Summer Camp.
- Reviewing proposals to determine compliance with Office of Civil Rights (OCR) guidelines and assisting in the Department's review of OCR compliance during on-site visits.
- Conducting comprehensive program evaluations in on-site visits that include State NCA Accreditation monitors, federal program monitors and school district practitioners. In these reviews, attention is given across programs to coordination of activities across state and federal programs. Attention is also given to examining the access, participation and progress of Career and Technical Education students in academic programs and of special populations in vocational programs as well as grant compliance.

Part A - State Plan Narrative

## II. Program Administration

II. A. 11

### A. Statutory Requirements

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

Schools direct dropouts they are unable to retain in the educational system to one-stop centers for information on available resources for training and on postsecondary programs.

DWS Workforce Center Youth Staff practice the following: To assist WIA out-of-school youth:

- Discuss options/possibilities of re-entering the school system to pursue diploma (This includes discussion of all high school, alternative high school, and alternative diploma programs)
- Discuss GED opportunities, including: referrals to local GED provider (includes study materials and tutoring)
- DWS continues to develop partnerships and programs that will empower youth to complete their secondary educational goals. Existing programs include - enrollment in GED programs developed by local GED providers. One-Stop Centers provide the GED and Occupational Attainment for Life (GOAL) program.

To assist youth considering dropping out from high school and youth referred to DWS as 'at-risk' of dropping out, DWS Youth Staff will (through discussion with youth, parents, and school staff) determine the barriers and challenges the youth faces at school. Benefits and opportunities of staying in school are discussed with the youth. If, after evaluation of the situation, it is determined that youth will no longer be in school, GED options will be discussed.

Further, DWS Youth Staff continually strives to provide outreach to all youth in the community. The outreach takes place at local schools, and any/all other entities that serve youth. This outreach entails career and social development/success, which includes an emphasis on STAYING IN SCHOOL. With accurate information, such as wage-to-education levels and actual experiences of other youth, DWS Youth Staff can instill the value of high school/secondary education.

Perkins funds are not used directly for drop-out prevention in Wyoming, even though we believe quality Career Technical programs and career counseling are essential in drop-out prevention.

Part A - State Plan Narrative

II. Program Administration

II. B. 1

**B. Other Department Requirements**

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

The applications are included as Appendix K.

Part A - State Plan Narrative

## II. Program Administration

II. B. 2

### **B. Other Department Requirements**

2. You must provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

The designated eligible agency responsible for the administration of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 is the Wyoming Department of Education. The Wyoming State Board of Education, which also serves as the State Board of Vocational Education, in concert with the state Superintendent of Public Instruction, ensures that all students are provided the opportunity to participate in career technical programs in preparation for careers which enable them to become productive citizens.

The Wyoming Department of Education State Director of Career Technical Education has oversight of the Career Technical Education staff. The Career Technical Education staff, including the Director, consists of a supervisor, three consultants and one administrative specialist.

The Wyoming Community College Commission governs Career Technical Education at the postsecondary level.

There are forty-eight eligible secondary districts, seven community colleges, one university and one Bureau of Indian Affairs school.

Part A - State Plan Narrative

## II. Program Administration

II. B. 3

### **B. Other Department Requirements**

3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

Wyoming Community Colleges are Eligible Training Providers for WIA Training funds through the Wyoming Department of Workforce Services. Each Community College applies for approval of individual Career and Technical education programs to be included in the Eligible Training Provider list kept by the Department of Workforce Services.

In addition to partnering in the WIA Training programs, many community colleges participate in the one-stop delivery system by co-locating on their individual campuses, Workforce Services, Vocational Rehab, and ABE/GED programs. Others have a presence in the Workforce Centers through out the state.

The Department of Workforce Services uses Workforce Investment Act funding to help adults, dislocated workers and youth find employment that leads to self-sufficiency through various services available at its local supportive centers.

The Wyoming Department of Education maintains two positions on the Workforce Development council and are highly involved in the correlation of activities between the Workforce Investment Act and Carl D. Perkins legislation.

Part A - State Plan Narrative

### III. Provision of Services to Special Populations

III. A. 1

#### A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—
  - (a) Will be provided with equal access to activities assisted under the Act.
  - (b) Will not be discriminated against on the basis of their status as members of special populations; and
  - (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Wyoming career technical education programs will be provided in the least restrictive environment with courses for secondary students aligned with the IEP requirements. Career guidance and counseling services will include provisions to ensure that students from special populations are made aware of opportunities available through CTE programs in the same manner or alternative format if required and at the same time as all students.

Individuals who are members of special populations will be provided equal access as all career technical education programs comply with Office for Civil Rights regulations. Compliance will be assured through the Wyoming Department of Education monitoring processes. High quality instruction and intervention will be provided through Wyoming's Response to Intervention (RTI) process. (See Appendix L)

The Wyoming Career Technical Education Assessment (WyCTA) results are reported in disaggregated form by gender, students with disabilities, disadvantaged, limited English proficient, non-traditional, corrections, single parents, and displaced homemakers. The Wyoming Department of Education reviews WyCTA results and the local annual report for each district and institution. Each recipient also receives assessment results for their district or institution for use in conducting an annual evaluation to determine to what degree performance measures and standards are being met. The information provided by the assessment data will be used by the Wyoming Department of Education and grant recipients for development of CTE programs for students from special populations.

Part A - State Plan Narrative

III. Provision of Services to Special Populations

III. A. 2

**A. Statutory Requirements**

- 2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

Districts may select eligible alternative schools as program sites so long as they meet all other criteria for Perkins program eligibility and they make program services available to eligible students from other schools upon request. Services to alternative school students must reflect their needs and must be comparable to what is offered to other students. As prescribed by state and federal law and by the Board School Accreditation Rules and Regulations, these students are required to meet the same standards met by other students in the district, institution and State.

In Wyoming several districts specifically target alternative schools for Perkins programs because these schools have a stated emphasis on dropout prevention and retrieval. In rural communities, some of these programs share facilities with the regular high school and Perkins programs serve both.

Part A - State Plan Narrative

### III. Provision of Services to Special Populations

III. A. 3

#### A. Statutory Requirements

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)]

Allocated programs will be encouraged to demonstrate that they are providing nontraditional occupational training and recruiting nontraditional students into their programs. In addition, WDE will allocate \$60,000 from competitive state leadership funds for nontraditional programs.

The Department will promote nontraditional occupational training through:

Statewide and regional workshops and meetings.

Technical assistance to programs in planning for recruitment, enrollment, and placement activities into the full range of career and technical education programs, guidance, counseling and career activities by nontraditional students.

Awarding leadership funds on a competitive basis for specific program planning to include nontraditional students into existing and planned career education programs.

LEAs and institutions will be encouraged to promote nontraditional occupational training for planning for recruitment, enrollment, and placement of nontraditional students into the full range of vocational education programs, guidance, counseling, career activities and job placement.

Part A - State Plan Narrative

### III. Provision of Services to Special Populations

III. A. 4

#### A. Statutory Requirements

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

The Department will promote services to individuals in State correctional institutions and institutions serving students with disabilities through:

Awarding of the permissible maximum 1% of basic grant funds on a competitive basis to State correctional institutions and institutions service students with disabilities for specific program planning to improve existing and planned career education programs.

Inclusion of correctional and institutional personnel who serve these students to participate in statewide and regional workshops and meetings.

Technical assistance to programs in planning for recruitment, enrollment, and provision of career education programs for individuals in State correctional institutions and institutions serving students with disabilities.

Technical assistance to program providers in providing career counseling and planning.

Through careful attention and maintenance of the eligible corrections facilities and institutions that serve students with disabilities, the Department will assure that the appropriate personnel be made aware of workshops and training in a timely manner.

Part A - State Plan Narrative

### III. Provision of Services to Special Populations

III. A. 5

#### A. Statutory Requirements

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

Local education agencies and postsecondary institutions must meet nine mandatory requirements for the use of Perkins IV funding. The ninth requirement being: “Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency”. In applying for Perkins IV funding each applicant must outline the steps that will be taken to meet this requirement.

In addition, the Department prints on all official publications the following non-discrimination statement:

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 2300 Capitol Ave., Cheyenne, WY, 82002-0050 or 307-777-7673, or the Office of Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417. This information will be provided in an alternative format upon request.

Part A - State Plan Narrative

**A. Statutory Requirements**

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Wyoming has sent teams of representatives to each of the Data Quality Institutes put on by the Office of Vocational and Adult Education (OVAE) over the past few years. During such meetings, Wyoming has fully participated in all efforts designed to promote uniformity and consistency in definitions and measurement approaches employed across states. Accordingly, Wyoming has adopted the standardized definitions and measurement approaches put forth by OVAE. For those indicators that had flexibility in the precise approach to be employed, Wyoming has held two statewide meetings in Fall, 2007 at both the secondary and postsecondary level to determine the feasibility of the different measurement approaches in terms of data availability. During these statewide meetings, representatives from all secondary and postsecondary schools were present and provided input as to which measurement approaches made the most sense and would be most useful to them as educators. Furthermore, all proposed student definitions, measurement approaches, and state targets for indicators are distributed at meetings and posted on the department website so that input can be gathered. This “comment” period allows stakeholders who are not able to attend statewide meetings to also have the opportunity for input.

**A. Statutory Requirements**

- 2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

A variety of considerations go into the establishment of State adjusted levels of performance for the core indicators. The foremost consideration is to examine longitudinal performance trends over time so as to gain an accurate picture of where performance levels are currently at as well as what historical trends have been. This information is essential to determining what reasonable targets for growth would be. This objective approach also takes into account sample sizes within each of the cells as well as margins of error and confidence intervals. Elaborating on this last point, Wyoming is a small state and relatively small numbers of students in certain cells can increase the likelihood of greater instability of results from year to year. Once such objective data is taken into account, appropriate targets for performance are identified and adjusted levels of performance are proposed. Care is taken that such targets for growth are challenging yet realistic. At this point, proposed targets are posted so that eligible recipients can provide input on the viability of attaining such targets within the proposed time period(s).

**A. Statutory Requirements**

3. You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the Final Agreed Upon Performance Levels (FAUPL) form. You do not need to describe how these definitions and measures are valid and reliable in

The FAUPL table included in the latter part of this document provides detailed information on the precise student definitions and measurement approaches that will be used for each of the core indicators of performance at the secondary and postsecondary level. Such indicators are consistent with the approaches recommended by OVAE. State assessments used for purposes of measuring academic attainment and NCLB have established reliability and validity in accordance with commonly accepted psychometric thresholds. Any technical skill assessments that have been used historically, in the transitional period, and final assessments used will have established technical quality in terms of reliability and validity. It is anticipated that, while Wyoming is currently in the midst of revising method(s) of measuring technical skill attainment, the final measure(s) used will meet the standards put forth by OVAE.

All other data collected for purposes of the other performance indicators are done in accordance with rigid quality control criteria so as to ensure the reliability and validity of data collected. Specifically, Wyoming employs multiple methods to ensure that the data collected in accordance with Perkins accountability requirements is high-quality, accurate, reliable and valid. Procedures employed include, but are not limited to: a) quantitative analyses of assessments and surveys used in order to ascertain the technical quality of measures being used and that they meet acceptable thresholds of reliability and validity; b) standardized definitions and measurement approaches are used statewide; c) training will be provided to promote quality and consistency in data being submitted by eligible recipients; and d) data collection systems will have validations and “cross-checks” built in so as to ensure the completeness and accuracy of data being submitted. The state has used these procedures in the past to maintain validity and reliability and will continue to deploy these procedures in the future.

**A. Statutory Requirements**

- 4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

The FAUPL tables included as pages 100-108 of this plan clearly identify all the performance indicators that Wyoming intends to use at the secondary and postsecondary levels. All indicators and definitions being used are consistent with the approaches recommended by OVAE as a means of helping ensure the uniformity and comparability of data being collected across states. In addition, Wyoming uses consistent approaches to measuring academic attainment and student graduation rates as those employed for purposes of NCLB. Categories and definitions of student subgroup populations are consistent with those used for other state and federal programs. In sum, the State of Wyoming makes continuous and concerted efforts to constantly ensure that data being collected is comparable and consistent with what is being reported for other state and federal initiatives.

**A. Statutory Requirements**

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State's performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) for these two core indicators would be a State's “annual measurable objectives” (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making “adequate yearly progress” (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

Wyoming has always used the same state assessments of academic attainment for Perkins as those used for purposes of NCLB. The State of Wyoming changed the academic assessment used for NCLB two years ago, therefore, two years of data is available on the new state NCLB assessment to draw upon in establishing new performance targets.

**IV. Accountability and Evaluation**

IV. A. 5.a  
(Continued)

Such results are included in the FAUPL table as part of this plan and Wyoming anticipates entering into Final Agreed Upon Performance Level (FAUPL) negotiations with OVAE when OVAE is ready to do so. In establishing such performance targets, Wyoming will consider historical performance trends of Career and Technical concentrators on the NCLB state academic assessment (PAWS). To the extent possible, the AMOs established under ESEA will be taken into consideration under such negotiations as well.

Part A - State Plan Narrative

**A. Statutory Requirements**

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States’ performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113 (b)(3)(A)(i)-(ii)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111 (b)(2)(C) (vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2) (C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State’s AMOs that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s AMOs. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

In strict accordance with the Perkins performance indicator(s) pertaining to graduation rates, Wyoming draws upon the same data used to determine graduation rates under ESEA as it does for Perkins. Data on graduation trends are available and are included in the FAUPL table as part of this plan. Wyoming anticipates entering into Final Agreed Upon Performance Level (FAUPL) negotiations with OVAE when they are ready to do so. In proposing performance targets, Wyoming will take into consideration any AMOs or targets for graduation currently in place as part of ESEA. (Continued)

**IV. Accountability and Evaluation**

IV. A. 5.b  
(Continued)

It should be noted that the State anticipates that the quality of graduation data will continue to improve over time as more longitudinal student level data becomes available (Wyoming only started collected individual level graduation data as part of NCLB in recent years).

**Part A - State Plan Narrative**

**A. Statutory Requirements**

- 6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

A negotiation infrastructure has been designed which provides eligible recipients with guidance on how to determine appropriate targets for local adjusted levels of performance. Eligible recipients must use their previous CTE data and triangulate other data sources as appropriate in order to provide a clear rationale for targets being set. A negotiations database is in development through which local education agencies can: a) generate interactive reports so that they can look at past performance trends on the various performance indicators; and b) submit proposed targets along with their rationale for such targets. State personnel can provide comments and request clarification as needed until both entities agree on local adjusted levels of performance.

**A. Statutory Requirements**

- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

The negotiations infrastructure referred to above has been developed by the Wyoming Department of Education and includes detailed guidance on the circumstances under which eligible recipients may formally request revisions to previously established levels of performance. Such circumstances include, but are not limited to substantial changes in the composition of the student population and the students assessed, mitigating factors that influenced the quality of the data collected, and instability of results due to very small student populations.

**A. Statutory Requirements**

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Wyoming maintains a statewide data collection, analysis and reporting system for its CTE programs which allows for monitoring of student progress on key program indicators, overall and by all subpopulations. This statewide data collection system has built-in features designed to ensure that data collected is complete, accurate and reliable. Such features include, but are not limited to: 1) consistent definitions used by all entities; 2) filters and logic sequences embedded within the data collection system which ensures that all data submitted is complete and makes sense; 3) extensive analyses by statisticians to determine inconsistencies in the data and requesting corrections as needed by LEAs; 4) interactive reporting features that allow locals to monitor their own progress and detect any discrepancies in reporting; 5) an accountability feedback loop in which locals provide information on significant changes in student populations reported and/or performance in their annual grant submissions; and 6) periodic state auditing of selected sites.

Data collected via the statewide CTE accountability and monitoring system is reported in a variety of venues, including: 1) annual statewide reports; 2) federal reports; 3) an interactive reporting system in which LEAs can generate reports on their own performance on an ongoing basis; and 4) analyses and queries run on an as-needed basis in order to inform program development.

**A. Statutory Requirements**

- 9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Guidance on how to determine appropriate targets for performance has been established for consortia. Eligible recipients must use their previous CTE data and triangulate other data sources as appropriate in order to provide a clear rationale for targets being set. A negotiations database has been developed through which consortia can submit proposed targets along with their rationale for such targets. State personnel can provide comments and request clarification as needed until both entities agree on adjusted levels of performance.

**A. Statutory Requirements**

- 10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

In addition to statewide systems being put into place to gather high-quality data pertaining to each of the federal performance indicators, Wyoming has identified other measures that will be used to evaluate the effectiveness of career and technical education programs. Additional outcome measures to be embedded into the annual evaluation will include measures of the quality and extent of career counseling available; the existence and utilization of articulation agreements in the state; the impact of participation in articulation programs on students; and measures of the extent to which CTE and academics are being integrated.

Perkins is being used to provide opportunities that are unavailable via other federal programs. Specifically, it is the primary vehicle for promoting articulation agreements. Currently this is the only federal program that is being used for these purposes.

The Wyoming Department of Education regularly examines the different Federal and State programs and data reporting requirements associated with each to ensure that: a) program activities are non-duplicative and complementary; and b) that data collected is not repetitive and contributes positively to our overall understanding of program characteristics and their impact(s) on students.

**B. Other Department Requirements**

1. Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:
  - a. The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

All information on student definitions that will be used and which core indicators will be used at the secondary and postsecondary level by the State of Wyoming is included in the FAUPL table being submitted as part of this plan. The new student definitions are currently in use and can be reported as required. In addition, baseline data for the three secondary indicators for which it is currently required has been submitted. Transitional activities are now underway so that baseline data can be provided on all other indicators during the 2007-2008 year.

**B. Other Department Requirements**

1. Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113 (c)(1)-(2), including:
  - b. Baseline data for the core indicators of performance under section 113 (b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and

All baseline data for indicators currently required has been submitted and the new student definitions are put into place in Wyoming. As alluded to previously, transitional activities are currently underway and Wyoming anticipates being able to submit data on all indicators for the 2007-2008 school year. The one exception to make note of is that Wyoming is currently undergoing an extensive revision to the technical skill assessment(s) system being employed by the state in order to more closely match the intent of the Perkins Act of 2006. With that in mind, transitional assessment activities will be in place to provide data on the indicator related to technical skill attainment until the final assessment system is implemented (anticipated to occur by 2008-2009).

**B. Other Department Requirements**

1. Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113 (c)(1)-(2), including:
  - c. Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

FAUPL performance targets will be negotiated with the Office of Vocational and Adult Education when OVAE chooses to initiate such negotiations. AMOs or targets currently in place under ESEA will be taken into consideration during such negotiations. It should be noted that there will be baseline data available for all indicators so as to provide a basis for negotiations. However, negotiated targets may need to be revisited as the quality of data improves and final data collection mechanisms are put into place. Elaborating on this last point, for some indicators, such as technical skill attainment, interim measures will be used until the final state assessment system for technical skill attainment is put into place.

**B. Other Department Requirements**

- 2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.

Efforts are being undertaken to identify CTE program areas and technical skill assessments. First, Wyoming is in the process of identifying the CTE program areas that will be focused upon in this state – these will be the program areas for which technical skill assessments will be identified. Identification of CTE program areas will be based on several considerations, including but not limited to: 1) historical enrollment and course-taking patterns; and 2) the degree to which program(s) are preparing students for high-skill, high-wage and/or high-demand occupations. Second, within these identified CTE program areas, knowledge and skill statements will be articulated which clearly state the competencies that students are expected to attain upon completion of the CTE program. These knowledge and skill statements will provide the roadmap for selecting technical skill assessment(s) that are aligned to these knowledge and skill statements and measure the articulated competencies with sufficient coverage and depth. Third, a comprehensive review of technical skill assessments is currently being undertaken in order to determine whether there are existing assessments that will meet the needs of Wyoming in terms of alignment and other practical and budgetary considerations. It is projected that knowledge and skill statements and potential assessment(s) will be piloted during 2007-2008 and a final assessment plan in place as of the 2008-2009 school year. Baseline data collection for the new technical skill assessments will occur as of spring, 2009 and a transitional assessment will be used in the interim. The transitional assessment will include a combination of new industry-specific assessment components as well as portions of the prior validated state assessment of technical skills that has historically been used.

This baseline data collection will also provide information on the coverage of programs and the number of students reported so that the State can determine appropriate goals and strategies for increasing coverage and the proportion of students assessed. Given that the technical skill assessment plan is not yet finalized pending completion of the aforementioned activities, it is anticipated that all CTE concentrators will be administered technical skill assessments upon completion of the program or reaching a designated threshold of program completion.

V. Tech Prep Programs

v.

The Wyoming Department of Education has chosen to merge Tech Prep Funds into the Basic State Grant.

Part A - State Plan Narrative

**A. Statutory Requirements**

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

The Wyoming Department of Education (WDE) has determined a split of 60% for Secondary Education and 40% for Postsecondary. The WDE will re-evaluate the split annually by analyzing the programs of study, accountability, articulation agreements, state economy and occupational needs, and other student data. Thereafter, the split could vary based on data analysis. The rationale for this split, in changing from the previous split of 65/35, is so that the postsecondary institutions will continue with similar activities to those that were required under “Tech Prep”. These activities are required as a component of the allocated funds application. If Tech Prep funds are eliminated, the split will remain at 60/40 unless re-evaluated based on the above criteria.

Postsecondary institutions (in consultation with, or collaboratively with the WDE and the Wyoming Community College Commission) are tasked with the development of programs of study according to the “Tech Prep” model. The Carl D. Perkins Vocational and Technical Education Act of 1998 defined Tech Prep as a combined secondary and postsecondary program that strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction; provides technical preparation [in a specific occupational field] builds student competence in mathematics, science, and communications in a coherent sequence of courses; and leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.

This objective will be accomplished through the alignment of Program of Study models between secondary and postsecondary and the development of “linking” courses. These linking courses will be offered by a college instructor for dual enrollment credit or by a high school teacher through an articulation agreement and will be made available to all secondary schools that offer the same Career Technical program of study statewide through articulation agreements. Postsecondary will collaborate in the development of at least one “linking” course for each Career Technical Program of Study. Further, postsecondary instructors will collaborate with secondary teachers to ensure that these courses are of similar technical content and rigor to be considered equivalent to students taking the same course on campus from the postsecondary instructor.

**A. Statutory Requirements**

- 2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]

The anticipated award amount for secondary education agencies will be \$2,290,847. Wyoming expects to receive \$4,491,858 in basic state grant award for 2008-2009 with the inclusion of Tech Prep. Wyoming chooses to take \$250,000 for state administration. State leadership funds are 9.43438%. Using the anticipated award amount, this equals \$423,779 (\$10,000 allocation for state correctional facilities/ institutions and \$60,000 for services that prepare individuals for nontraditional fields) Additional funding may be awarded from the leadership category for corrections and non-traditional programs through the competitive grant process. Wyoming did not use the reserve option. Local funds amount to 85%. The distribution of funds will be 40% for postsecondary and 60% for secondary.

NOTE - FEDERAL ALLOCATIONS WILL LIKELY CHANGE PRIOR TO THE APRIL 1, 2008 SUBMISSION DEADLINE. THIS PAGE WILL BE UPDATED TO REFLECT FINAL NUMBERS PRIOR TO SUBMISSION.

**A. Statutory Requirements**

- 3. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

The anticipated award amount for postsecondary education institutions will be \$1,527,232. Wyoming expects to receive \$4,491,858 in basic state grant award for 2008-2009 with the inclusion of Tech Prep. Wyoming chooses to take \$250,000 for state administration. State leadership funds are 9.43438%. Using the anticipated award amount, this equals \$423,779 (\$10,000 allocation for states correctional facilities/institutions and \$60,000 for services that prepare individuals for nontraditional fields) Additional funding may be awarded from the leadership category for corrections and non-traditional programs through the competitive grant process. Wyoming will not use the reserve option. Local funds amount to 85%. The distribution of funds will be 40% for postsecondary and 60% for secondary.

NOTE - FEDERAL ALLOCATIONS WILL LIKELY CHANGE PRIOR TO THE APRIL 1, 2008 SUBMISSION DEADLINE. THIS PAGE WILL BE UPDATED TO REFLECT FINAL NUMBERS PRIOR TO SUBMISSION.

**A. Statutory Requirements**

- 4. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Secondary schools and eligible institutions funds allocated by the formula can be combined to form a consortium. Funds will be used for programs that are mutually beneficial to all members of the consortium. Wyoming requests that the minimum allocation requiring each LEA to qualify for at least \$15,000 be waived. (See Letter of Waiver in Appendix M.) In the past, local recipients in Wyoming have not chosen to form consortia.

**A. Statutory Requirements**

- 5. You must provide a description of any proposed alternative allocation formula (s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

Each postsecondary institution in Wyoming receives sufficient allocated funds as to make forming of consortia unnecessary.

VI. Financial Requirements

VI.A.6

**A. Statutory Requirements**

- 6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Wyoming will provide every charter school and BIA level secondary school the opportunity to participate in Perkins IV funding. Technical assistance will be provided in every capacity necessary to satisfy the federal and state requirements for service. By state statutes [Wyoming Statute W.S. 21-3-301-314], charter schools are recognized as schools within a school district in Wyoming, thereby qualifying them as eligible recipients for Perkins IV funding.

Part A - State Plan Narrative

**A. Statutory Requirements**

- 7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s).

Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

The Wyoming Department of Education has no proposed alternative allocation formula.

VI. Financial Requirements

VI.B.1

**B. Other Department Requirements**

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.

Please see Wyoming Perkins 5-Year Plan – Part B.

Part A - State Plan Narrative

VI. Financial Requirements

VI.B.2

**B. Other Department Requirements**

- 2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

The Wyoming Department of Education makes no allocations to consortia.

Part A - State Plan Narrative

**B. Other Department Requirements**

- 3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Funds for secondary schools and St. Stephen’s, the only Bureau of Indian Affairs secondary school in Wyoming, are determined according to the following procedures:

(1) Seventy percent of the allocation is determined by dividing the number of individuals aged 5-17, inclusive, who reside in the district in families with incomes below the poverty level by the number of such individuals who reside in Wyoming.

(2) Thirty percent of the allocation is determined by dividing the number of individuals aged 5-17, inclusive, who resided in the school district during the previous fiscal year by the number of such individuals who resided in all school districts during the previous fiscal year by the number of such individuals who reside in all school districts during the preceding fiscal year.

Perkins IV requires that a local educational agency (LEA) shall not receive an allocation unless the amount is greater than \$15,000. A LEA may enter into a consortium with other local education agencies for the purposes of meeting the minimum allocation requirement. While consortiums work well for many LEAs, they may not be practical for a sparsely populated state such as Wyoming. WDE strongly encourages the formation of consortium. However, based on historical methods, an LEA may request a waiver of the federal code and receive permission from the WDE to receive allocated funds without joining a consortium. This waiver process will need to be addressed and negotiated with the OVAE.

Funding for postsecondary programs is determined by dividing the number of Pell grant and Bureau of Indian Affairs program recipients the institution has by the total number of Pell Grant and Bureau of Indian Affairs program recipients in the state. Each community college must qualify for at least \$50,000 before a grant is awarded. Recipients count only the Career and Technical Education (CTE) students who are enrolled in the programs(s) that receive Perkins Title II allocation funds.

VI. Financial Requirements

VI.B.4

**B. Other Department Requirements**

- 4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

The Wyoming Department of Education has chosen not to use reserve funds.

Part A - State Plan Narrative

VI. Financial Requirements

VI.B.5

**B. Other Department Requirements**

- 5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

The Wyoming Department of Education has chosen not to use reserve funds.

Part A - State Plan Narrative

VI. Financial Requirements

VI.B.6

**B. Other Department Requirements**

- 6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132 (a)(4) of the Act.

Wyoming is rural in nature and is nationally recognized as the least populated state. All LEAs in the state follow procedures set forth in the basic application requirements.

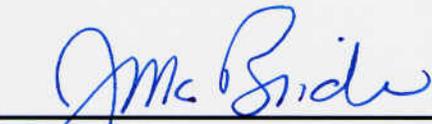
Part A - State Plan Narrative

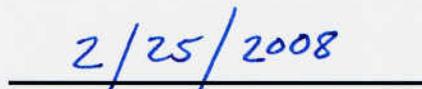
**VII. Edgar Certification and Other Assurances**

VII.A

- The Wyoming State Board of Education is the State agency in Wyoming that is eligible to submit the plan. The administration, supervision and operation of career and technical education are delegated to the State Director of Career and Technical Education.
- The Wyoming State Board of Education has conveyed authority under State law to the Wyoming Department of Education to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
- The Wyoming Department of Education legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
- All provisions of the plan are consistent with Wyoming law. [34 CFR 76.104(a)(4)]
- The Wyoming State Director of Career Technical Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- The Wyoming State Superintendent of Public Instruction has authority to submit the plan.
- The Wyoming State Board of Education and the Wyoming Department of Education have adopted or otherwise formally approved the plan.
- The plan is the basis for Wyoming's operation and administration of the program.

**As the duly authorized representative of the Wyoming Department of Education, I hereby certify that this agency will comply with the required assurances.**

  
\_\_\_\_\_  
**Dr. Jim McBride**  
Wyoming Superintendent of Public Instruction

  
\_\_\_\_\_  
**Date**

Part A - State Plan Narrative

**OTHER ASSURANCES**

- The Wyoming Department of Education will submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]
- A completed and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements is included. [<http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]
- You must provide a complete and signed Assurance for Non-Construction Programs Form is included. [[http://wdcrobiis08/doc\\_img/sf424b.doc](http://wdcrobiis08/doc_img/sf424b.doc)]
- Wyoming Department of Education will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.
- Wyoming Department of Education assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
- Wyoming Department of Education will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.
- Wyoming Department of Education will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year.

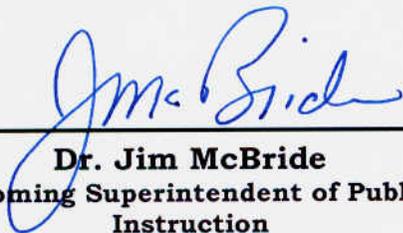
Part A - State Plan Narrative

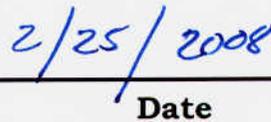
**VII. Edgar Certification and Other Assurances**

VII.B  
(Continued)

- Wyoming Department of Education and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.
- Wyoming Department of Education assures, except as prohibited by state or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.
- Wyoming Department of Education assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

**As the duly authorized representative of the Wyoming Department of Education, I hereby certify that this agency will comply with the required assurances.**

  
**Dr. Jim McBride**  
Wyoming Superintendent of Public Instruction

  
Date

Part A - State Plan Narrative

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an

charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide

notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

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Check  if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
<i>Wyoming Department of Education</i>	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
<i>DR. Jim McBride</i>	
SIGNATURE	DATE
<i>Jim McBride</i>	<i>2/25/2008</i>

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

VII.C  
(Continued)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

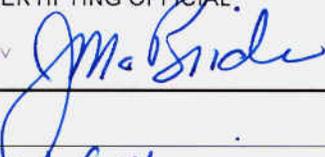
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

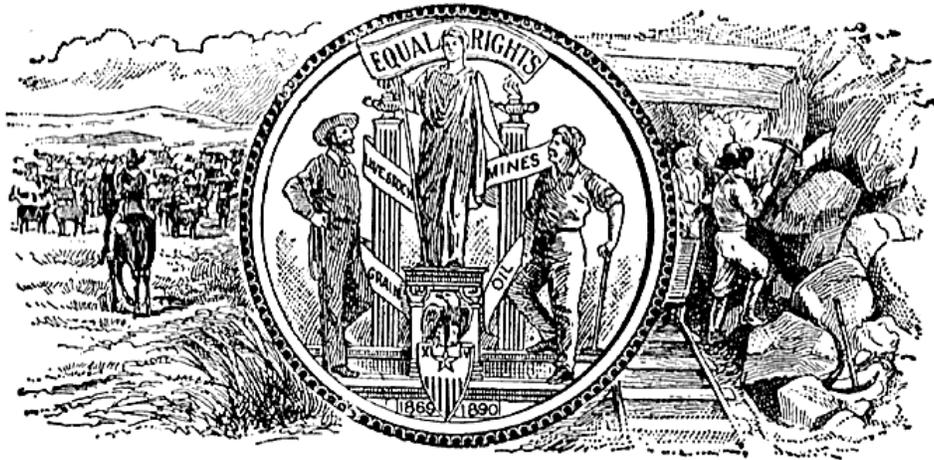
**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov </p>	<p>* TITLE</p> <p><u>Wyoming Superintendent of Public Instruction</u></p>
<p>* APPLICANT ORGANIZATION</p> <p><u>Wyoming Department of Education</u></p>	<p>* DATE SUBMITTED</p> <p>Completed on submission to Grants.gov <u>2/25/2008</u></p>



Part B  
**BUDGET  
FORMS**

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 2**  
**(For Federal Funds to Become Available Beginning on July 1, 2008)**

**I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

<b>Total Title I Allocation to the State</b>	<b>\$4,214,921</b>
<b>Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds</b>	<b>\$276,937</b>
<b>Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)</b>	<b>\$4,491,858</b>
<b>Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)</b>	
<b>1. Reserve (<i>not more than 10% of Line D</i>)</b>	
<b>a. Secondary Programs (0% of <i>Line D</i>)</b>	<b>N/A</b>
<b>b. Postsecondary Programs (0% of <i>Line D</i>)</b>	<b>N/A</b>
<b>2. Available for formula allocations (<i>Line C x 85%</i>)</b>	<b>\$ 3,818,079</b>
<b>a. Secondary Programs (60% of <i>Line D.2</i>)</b>	<b>\$ 2,290,847</b>
<b>b. Postsecondary Programs (40% of <i>Line D.2</i>)</b>	<b>\$ 1,527,232</b>
<b>E. Leadership (<i>not more than 10%</i>) (<i>Line C x 9.43438%</i>)</b>	<b>\$ 423,779</b>
<b>1. Nontraditional Training and Employment</b>	<b>\$60,000</b>
<b>2. Corrections or Institutions</b>	<b>\$10,000</b>
<b>3. State Leadership (<i>Line E – E.1 and E.2</i>)</b>	<b>\$353,779</b>
<b>F. State Administration (minimum small state allocation) (5.56562%)</b>	<b>\$250,000</b>
<b>G. State Match (<i>from non-federal funds</i>)</b>	<b>\$404,286</b>

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The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

NOTE - FEDERAL ALLOCATIONS WILL LIKELY CHANGE PRIOR TO THE APRIL 1, 2008 SUBMISSION DEADLINE. THIS PAGE WILL BE UPDATED TO REFLECT FINAL NUMBERS PRIOR TO SUBMISSION.

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 2**

(For Federal Funds to Become Available Beginning on July 1, 2008)

**II. TITLE II: TECH PREP PROGRAMS**

A. Total Title II Allocation to the State	<b>\$276,937</b>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<b>\$276,937</b>
C. Amount of Title II Funds to Be Made Available For Tech-Prep ( <i>Line A less Line B</i> )	\$ _____
D. Tech-Prep Funds Earmarked for Consortia	\$ _____

Percent for Consortia  
(*Line D divided by Line C*) [ \_\_\_\_\_ %]

b. Number of Consortia \_\_\_\_\_

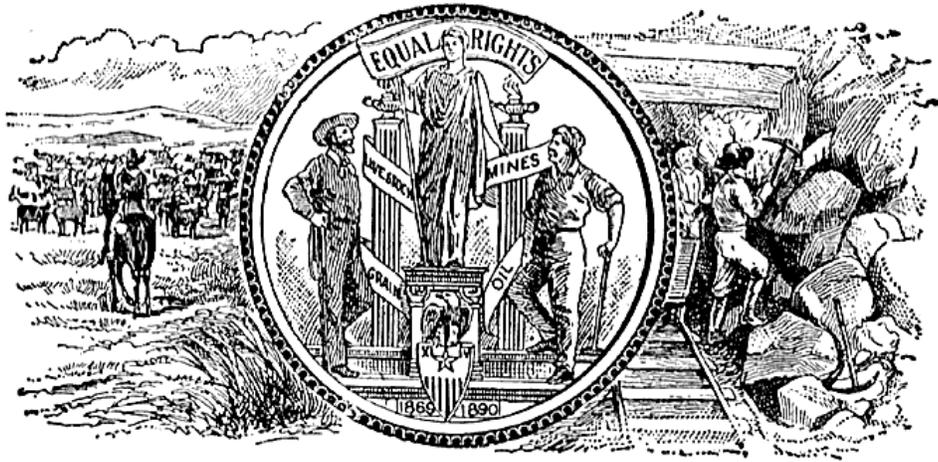
c. Method of Distribution (*check one*):

\_\_\_\_\_ Formula  
\_\_\_\_\_ Competitive

Tech-Prep Administration \$ \_\_\_\_\_

a. Percent for Administration  
(*Line E divided by Line C*) [ \_\_\_\_\_ %]

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# Part C

# **ACCOUNTABILITY**

# **FORMS**

## **I. Student Definitions**

### **SECONDARY**

#### **Secondary Level CTE Participant**

A secondary student who has completed one (1) or more courses in a CTE program sequence.

#### **Secondary Level CTE Concentrator**

A secondary student who has completed two courses and has completed or is currently enrolled in a third course of a CTE program sequence.

#### **CTE Enrollment**

A secondary student who is currently enrolled in one or more State CTE approved courses.

### **POSTSECONDARY**

#### **Postsecondary/Adult Level CTE Participant**

A Postsecondary/Adult student who has earned one (1) or more credits in any CTE program area.

#### **Postsecondary/Adult Level CTE Concentrator**

A CTE concentrator is a student who (1) completes at least 12 technical credits or academic units within a single program area or across multiple CTE program areas, or (2) completes a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, certificate or degree.

#### **CTE Enrollment**

A postsecondary student who is currently enrolled in one or more State CTE approved courses.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<p><b>Indicator &amp; Citation</b></p> <p><b>1S1</b>  <b>Academic Attainment – Reading/Language Arts</b>  <b>113(b)(2)(A)(i)</b></p>	<p><b>Measurement Definition</b></p> <p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in <b>reading/language arts</b> whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p><b>Measurement Approach</b></p> <p><b>State and Local Administrative Records</b></p> <p>State assessment data used for purposes of NCLB is available at the 11<sup>th</sup> grade only. The statewide assessment is not administered to 12<sup>th</sup> grade students who leave secondary education in the reporting year.</p>	<p><b>Baseline (06-07)</b></p> <p><b>B: 1S1:</b> 72.94% of CTE concentrators were proficient or advanced in reading/language arts on the PAWS assessment in 2006-07.</p> <p>In the previous 2005-2006 academic year, 62.5% of vocational concentrators were proficient or advanced in reading/language arts on the PAWS assessment.</p>	<p><b>Year One</b>  <b>7/1/07-6/30/08</b></p> <p><b>L: Will be pre-populated at the request of the State</b></p> <p><b>A: Please Pre-Populate</b></p>	<p><b>Year Two</b>  <b>7/1/08-6/30/09</b></p> <p><b>L: Will be pre-populated at the request of the State</b></p> <p><b>A: Please Pre-Populate</b></p>

NOTE - FAUPL NEGOTIATIONS WILL BE COMPLETED BY THE APRIL 1, 2008 SUBMISSION DEADLINE. THIS PAGE WILL BE UPDATED TO REFLECT FINAL NUMBERS PRIOR TO SUBMISSION.

<p><b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of <u>CTE</u> concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of AYP.</p> <p><b>Denominator:</b> Number of <u>CTE</u> concentrators who took the ESEA assessments in <b>mathematics</b> whose scores were included in the State's computation of AYP.</p>	<p><b>State and Local Administrative Records</b></p> <p>State assessment data used for purposes of NCLB is available at the 11<sup>th</sup> grade only. The statewide assessment is not administered to 12<sup>th</sup> grade students who leave secondary education in the reporting year.</p>	<p><b>B:</b></p> <p><b>1S2: 64.65% of CTE concentrators were proficient or advanced in mathematics on the PAWS assessment in 2006-07.</b></p> <p>In the previous 2005-2006 academic year, 59.9% of vocational concentrators were proficient or advanced in mathematics on the PAWS assessment.</p>	<p><b>L: Will be pre-populated at the request of the State</b></p> <p><b>A: Please Pre-Populate</b></p>	<p><b>L: Will be pre-populated at the request of the State</b></p> <p><b>A: Please Pre-Populate</b></p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<b>Indicator &amp; Citation</b>  <b>2S1</b> <b>Technical Skill Attainment</b> <b>113(b)(2)(A)(ii)</b>	<b>Numerator:</b> Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.  <b>Denominator:</b> Number of <u>CTE concentrators</u> who took the assessments during the reporting year.	<b>Measurement Approach</b>  Wyoming has had a statewide technical skill assessment (the WyCTA) in place for ten years. This assessment process is currently being revised to more closely align with new Perkins requirements and transitional assessment(s) will be used in the interim.	<b>Baseline (Indicate Year)</b>	<b>Year One</b> 7/1/07-6/30/08  <b>L:</b>  <b>A:</b>	<b>Year Two</b> 7/1/08-6/30/09  <b>L:</b>  <b>A:</b>
<b>3S1</b> <b>Secondary School Completion</b> <b>113(b)(2)(A)(iii)(I-III)</b>	<b>Numerator:</b> Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.  <b>Denominator:</b> Number of <u>CTE concentrators</u> who left secondary education during the reporting year.	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

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<p><b>4S1</b> <b>Student Graduation Rates</b> <b>113(b)(2)(A)(iv)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. <b>Denominator:</b> Number of <u>CTE concentrators</u> who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B:</b> 4S1: 91.03% was the statewide result in 2006-07.</p>	<p><b>L:</b> Will be pre-populated at the request of the State <b>A:</b></p>	<p><b>L:</b> Will be pre-populated at the request of the State <b>A:</b></p>
<p><b>5S1</b> <b>Secondary Placement</b> <b>113(b)(2)(A)(v)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for <u>CTE concentrators</u> who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). <b>Denominator:</b> Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>Follow-up is performed locally by LEAs. Since social security numbers are not available at the secondary level, wage records are not feasible for Wyoming to use.</p>	<p><b>B:</b></p>	<p><b>L:</b> <b>A:</b></p>	<p><b>L:</b> <b>A:</b></p>

NOTE - FAUPL NEGOTIATIONS WILL BE COMPLETED BY THE APRIL 1, 2008 SUBMISSION DEADLINE. THIS PAGE WILL BE UPDATED TO REFLECT FINAL NUMBERS PRIOR TO SUBMISSION.

Column 1 Indicator & Citation	Column 2 Measurement Definitions	Column 3 Measurement Approach	Column 4 Baseline (indicate Year)	Column 5 Year one 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
<p>4P2 Postsecondary Employment Retention 113(b)(2)(B)(v)</p>	<p><b>Numerator:</b> Number of CTE completers who were (1) identified as employed in the numerator of Measure 3P1, and who were (2) identified as employed at any point in the 4<sup>th</sup> quarter following the fiscal year in which they completed postsecondary education (i.e., unduplicated placement status for FY07 completers would be assessed between April 1, 2008 and June 30, 2008).</p> <p><b>Denominator:</b> Number of CTE completers who were identified as employed in the numerator of Measure 3P1.</p>	<p>National, State and Local Administrative Records</p>	<p><b>B:</b></p>	<p><b>L:</b> <b>A:</b></p>	<p><b>L:</b> <b>A:</b></p>

NOTE - FAUPL NEGOTIATIONS WILL BE COMPLETED BY THE APRIL 1, 2008 SUBMISSION DEADLINE. THIS PAGE WILL BE UPDATED TO REFLECT FINAL NUMBERS PRIOR TO SUBMISSION.

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
<p><b>6S1</b> <b>Nontraditional Participation 113(b)(2)(A)(vi)</b></p>	<p><b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B:</b></p>	<p><b>L:</b> <b>A:</b></p>	<p><b>L:</b> <b>A:</b></p>
<p><b>6S2</b> <b>Nontraditional Completion 113(b)(2)(A)(vi)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B:</b></p>	<p><b>L:</b> <b>A:</b></p>	<p><b>L:</b> <b>A:</b></p>

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III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>1P1</b>  <b>Technical Skill Attainment</b>  <b>113(b)(2)(B)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.  <b>Denominator:</b> Number of CTE concentrators who took technical skill assessments during the reporting year.</p>	<p>Wyoming has had a statewide technical skill assessment (the WyCTA) in place for ten years. This assessment process is currently being revised to more closely align with new Perkins requirements and transitional assessment(s) will be used in the interim.</p>	<p><b>B:</b></p>	<p><b>L:</b> <b>A:</b></p>	<p><b>L:</b> <b>A:</b></p>
<p><b>2P1</b>  <b>Credential, or Degree Certificate, or Degree</b>  <b>113(b)(2)(B)(ii)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.  <b>Denominator:</b> Number of CTE concentrators in the identified entry cohort.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B:</b></p>	<p><b>L:</b> <b>A:</b></p>	<p><b>L:</b> <b>A:</b></p>

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<p><b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b></p>	<p><b>Numerator:</b> Number of exiting CTE concentrators who (1) remain enrolled in their original institution, (2) transfer to another 2-year postsecondary institution, or (3) transfer to a baccalaureate degree program.</p> <p><b>Denominator:</b> Number of CTE concentrators who exit the reporting postsecondary education institution at any time, for any reason during the reporting period.</p>	<p><b>National, State and Local Administrative Records</b></p>	<p><b>B:</b></p>	<p><b>L:</b> <b>A:</b></p>	<p><b>L:</b> <b>A:</b></p>
<p><b>4P1 Student Placement 113(b)(2)(B)(iv)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.</p>	<p><b>National, State and Local Administrative Records</b></p>	<p><b>B:</b></p>	<p><b>L:</b> <b>A:</b></p>	<p><b>L:</b> <b>A:</b></p>

NOTE - FAUPL NEGOTIATIONS WILL BE COMPLETED BY THE APRIL 1, 2008 SUBMISSION DEADLINE. THIS PAGE WILL BE UPDATED TO REFLECT FINAL NUMBERS PRIOR TO SUBMISSION.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (Indicate Year)</b>	<b>Year One</b>	<b>Year Two</b>
<b>5P1 Nontraditional Participation 113(b)(2)(B)(v)</b>	<b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L:</b> <b>A:</b>	<b>L:</b> <b>A:</b>
<b>5P2 Nontraditional Completion 113(b)(2)(B)(v)</b>	<b>Numerator:</b> Number of concentrators from underrepresented gender groups who receive or were eligible to receive a credential, certificate, or degree in a CTE program identified by OVAE as preparing students for employment in an occupation identified as out-of-gender balance. <b>Denominator:</b> Total number of concentrators—male and female—who receive or were eligible to receive a credential, certificate, or degree in a CTE program identified by OVAE as preparing students for employment in an occupation identified as out-of-gender balance.	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L:</b> <b>A:</b>	<b>L:</b> <b>A:</b>

\* Performance level matrixes cannot be completed until after negotiations with the United States Department of Education.