The Wyoming CAR 2009-2010:

Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech-Prep Grant Programs under the Carl D. Perkins Career and Technical Education Act of 2006

I. Implementation of State Leadership Activities

Secs. 124(b) and (c) of Perkins IV describe the required and permissible uses of state leadership funds, respectively.

A. Required Use of Funds: *(Provide a summary of your state's major initiatives and activities in each of the required areas)*

1. Conducting an assessment of the career and technical education programs funded under *Perkins IV*.

Wyoming launched a systematic process to phase out the existing Wyoming Career & Technical Assessment (WyCTA) during the 2009-2010 reporting year.

The State of Wyoming completed the first stage of a three-stage process designed to develop and implement technical skills assessments for the programs of study offered in the state. Secondary teachers and postsecondary instructors served on workgroups in the development of technical skills assessments. The workgroups represented schools of all classifications.

2. Developing, improving, or expanding the use of technology in career and technical education.

The Wyoming Department of Education (WDE) implemented system refinements to the eGrants Management System (GMS) to make district reporting more accurate.

The Wyoming Equality Network (WEN) video system continues to be an effective interactive video conference system used by all secondary and postsecondary schools in the state. The WEN is a two-way interactive Internet Protocol (IP) based video conferencing system available to all secondary and postsecondary schools in the state. Through this medium, CTE classes are able to take virtual field trips into the workplace. Total video conferencing averaged 2,900 hours per month in 2009 - 2010. In addition, there has been an increase in video conferencing endpoints, providing additional locations for CTE opportunities.

A major project was the development and implementation of an online program to negotiate adjusted levels of performance with all local Perkins secondary and postsecondary grant recipients. Negotiations for indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, and 6S2 were completed between the WDE and Secondary Local Education Agencies (LEAs) during the Spring of 2010 as were 1P1, 2P1, 3P1, 4P1, 5P1, and 5P2 indicators for postsecondary institutions.

3. Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

The State of Wyoming provided professional development for career and technical education educators and career/academic counselors at the secondary and postsecondary levels. Professional development activities had an emphasis on non-traditional careers to improve the performance on indicators 6S2 & 5P2.

- Workshops included: Career Pathway Framework, Leadership Certification, and Leadership Skills in the Classroom (negotiation, conflict resolution and team building), Curriculum Integration and Project-based Learning.

- Conferences included: Non-Traditional Career Exploration, Finding Formulas for Innovation/Career Academies and Small Learning Communities. The conferences offered keynote and breakout sessions that addressed the promises and challenges of career academies, teaching strategies for 21st century students, convergence of academic and career technical education and rigor, and relevance/relationships as keys to student academic success. In-state and out-of-state presenters also provided additional guidance on effective models and practices of career academies/small learning communities.

4. Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with Career and Technical Education (CTE).

Integration of CTE and academic programs continues to be developed and deployed throughout the state on a district by district basis. The WDE supports this development by providing staff professional development opportunities to administrators, teachers, counselors and partners through in-service conferences, the semi-annual School Improvement Conference and regional workshops.

One of the primary purposes of the Wyoming state-funded career technical education demonstration projects is to develop academic and technical curriculum grounded in academic and industry standards.

5. Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations.

Based on data provided by the WyCTA and technical skills assessments, the WDE found that assisting teachers to be become more proficient in preparing the non-traditional student for the workplace and postsecondary education was a priority for staff development during the 2009-2010 program year. To that extent Laramie County Community College (LCCC) was retained through the RFP process to develop and deliver workshops and conferences to state CTE instructors on how to prepare non-traditional students to be productive members of the work force and/or succeed in postsecondary educational programs.

The state career technical education demonstration project in Agriculture, Food and Natural Resources includes a wind energy program that culminates in an AAS degree for non-traditional students in an emerging profession.

6. Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations,

intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study.

The WDE considers the school districts and community colleges as equal partners in the educational process of Wyoming's students. Wyoming Association of Career Technical Education (WACTE) is a professional organization which provides workshops, training and an annual conference. The Wyoming Department of Workforce Services (DWS) is a strong partner in new career technical developments at the state level such as the Career Cluster initiative and in supplementing career counselor activities at all high schools throughout the state. The Wyoming Community College Commission (WCCC) is working closely with the WDE to establish stronger ties with the community colleges in developing appropriate data elements for reporting purposes as well as continuing to work with the Hathaway student scholarships.

Both WCCC and the DWS, as working partners, are committed to providing both secondary and postsecondary CTE opportunities to all students. Other partners actively involved with the WDE are the Wyoming Board of Cooperative Educational Services (BOCES), Wyoming Contractors Association, and Small Business Administration and are vital partners in continuous improvement of CTE. Because of the relationships developed between these partners, the WDE is in a more positive position to support and provide quality CTE to students at many levels throughout the state.

The Wyoming Career Education Planning Guides, now on CD, was developed as a combined effort of the WDE, the University of Wyoming, the Community College System, the Wyoming Business Council, Department of Workforce Services and the Wyoming Hathaway Scholarship Program. These guides provide parents, students, business, and community members with an in-depth look at careers in Wyoming. In addition, the guides provide a pathway for students to follow as they develop an education plan to meet their individual needs thus providing the state with a well-prepared work force.

The State of Wyoming funded career technical education demonstration projects to prepare state high school students for a full range of postsecondary college and career options. In this way, the CTE demonstration projects continue to implement the state CTE strategic plan. The projects integrate academic and career technical curriculum through the development of innovative strategies as well as opportunities for work-based learning and dual enrollment. These demonstration projects also support the workforce, education and economic needs of Wyoming. Selected proposals were in the career cluster areas of hospitality and tourism (culinary arts), agriculture, and food and natural resources (wind energy). The projects are centered around three-part consortia consisting of secondary, postsecondary and industry partners. The career technical education section of the Wyoming Department of Education partners closely with the Wyoming Department of Workforce Services and its Wyoming Workforce Development Council and Youth Council to promote college and career readiness.

7. Serving individuals in state institutions.

The State of Wyoming offered professional development for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the state institutions.

8. Providing support for programs for special populations that lead to high skill, high wage and high demand occupations.

Special population assessment data is collected on the WyCTA and reported in the following categories: economically disadvantaged, disability, single parent, limited English proficiency, nontraditional, other educational barriers, and displaced homemaker categories. This data is reported from both secondary and postsecondary institutions. The composition of these subpopulations has remained stable from previous years. Information reported also identifies special populations in career technical course sequences and career technical certificate and degree programs. Each subgroup is monitored for progress along with overall career technical results. A variety of agencies such as the Governor's Council for Developmental Disabilities, Montgomery Trust Fund for the Blind, Assertive Technology Centrum, Rehabilitation Enterprises of Northeastern Wyoming (RENEW), all seven Wyoming Community Colleges, and the WDE are preparing students with disabilities for future attendance at institutions of higher education and for future employment.

9. Offering technical assistance for eligible recipients.

Technical assistance was offered to eligible recipients through onsite visits, conference calls, and email. Additional assistance was provided at the WACTE annual conference and assessment development training sessions. Contact was made with individual recipients to provide specific assistance with the submission of their annual applications for the 2009-2010 program year. Technical assistance to the LEAs is a focus of the WDE CTE staff.

B. Permissible Activities Include: *(Provide a summary of your state's major initiatives and activities in any of the permissible areas that your state has chosen to undertake during the program year)*

1. Improving career guidance and academic counseling programs.

The WDE supports career guidance and academic counseling through the distribution of the American Careers magazine to all 8th and 10th graders in Wyoming. The magazine contains a customized center insert that addresses the specific scholarship opportunities available for Wyoming students and college cost information. In addition, WDE provides a website with in-depth information for students to explore career options.

2. Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.

The WDE actively participated in a statewide, legislated study of dual/concurrent processes. As a result, draft legislation will be introduced in 2011 session that will ensure a uniform delivery by both schools and colleges.

3. Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs.

Wyoming maintains monthly communications between the WDE, Wyoming Community College Commission, University of Wyoming, Wyoming Department of Workforce Services and the Wyoming Business through the Wyoming Workforce Alliance. The alliance works together at all levels to enhance opportunities for Wyoming's students and develop a competitive workforce.

4. Supporting career and technical student organizations.

Wyoming maintains five Career Technical Student Organizations – DECA, FFA, FBLA, SkillsUSA and FCCLA. The State of Wyoming provides advisors to oversee and coordinate ongoing programs and initiatives for students and local programs.

5. Supporting public charter schools operating career and technical education programs.

Public charter schools are not operating career and technical education programs in Wyoming.

6. Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.

Wyoming has embraced the Career Cluster's initiative and is making ongoing efforts to develop comprehensive programs of study that address all aspects of selected industries.

7. Supporting family and consumer sciences programs.

Family and Consumer Science programs are supported by the funding allocation and addressed within the Human Services and Hospitality and tourism clusters.

8. Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.

Internships and various forms of work-based learning specific to the career cluster and course sequence are supported by Wyoming CTE. Adjunct faculty is addressed in the pending legislation previously referenced.

9. Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.

Wyoming supports innovative delivery models through state and federal funding initiatives including the establishment of model programs of study, career clusters, career academies and distance education. A new endeavor is the financial support of one WDE consultant shared between distance education and career technical education with the purpose of improving distance education CTE options.

10. Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*.

Wyoming CTE does not provide incentive grants at this time.

11. Providing activities to support entrepreneurship education and training.

Entrepreneurship education is integrated into the CTE programs in Wyoming.

12. Providing career and technical education programs for adults and school dropouts to complete their secondary school education.

Does not apply.

13. Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs.

Does not apply.

14. Developing valid and reliable assessments of technical skills.

Wyoming developed assessments for technical skills in the following programs of study:

- Agriculture
- Architecture & Construction
- Manufacturing

15. Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

Postsecondary institutions continued to collaborate with technical computer and database personnel to streamline and standardize digital data collection through electronic transmission. WDE has provided the seven Wyoming community colleges with a common program with which to extract student data for the purpose of tracking academic and employment outcomes.

16. Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business.

Not Applicable.

17. Supporting occupational and employment information resources.

WDE provides occupational and employment information resources through the State career guidance web site: http://fusion.edu.wyoming.gov/MySites/Lifelong_Career_Guidance/lifetime_career_guidance.aspx

II. Progress in Developing and Implementing Technical Skill Assessments.

(Sec. 113(b) of Perkins IV describes the core indicators of performance for career and technical education students for which each state is required to gather data and report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of Perkins IV.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new Perkins IV State Plan. Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three below.)

A. The program areas for which the state had technical skill assessments.

Wyoming technical skill assessments were developed by forming teacher workgroups representing large and small schools and postsecondary institutions. The initial focus for developing assessments was on the -CTE content areas of highest enrollment.

B. The estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments.

The Wyoming State calculation of career and technical education concentrators who took newly developed technical skills assessments was 100%.

CTE Assessment Timeline for Development: Phase I

Cluster	Pathway	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Manufacturing	Precision Machining	♦	❤				
	Welding	♦	❤		♣♠		
Architecture & Construction	Residential & Commercial Carpentry	♦	❤		♣♠		
	Cabinetmaking & Woodworking	♦	❤		♣♠		
	Technical Drafting	♦	❤		♣♠		
	Architectural Drafting	♦	❤		♣♠		
Agriculture & Natural Resources	Ag Mechanics	♦	❤		♣♠		
	Ag Business	♦	❤		♣♠		
	Natural Resource Management	♦	❤				
	Plant Science	♦	❤		♣♠		
	Animal Science	♦	❤		♣♠		
Auto Technology	General Service Technician			♦	♦	❤	♣♠
	Auto Body			♦	♦	❤	
	Hybrid/Alternative Fuels			♦	♦		
	Diesel Tech			♦			

Symbol Key:

♦ Competency Development and Review
♣ Pilot Testing
♥ Assessment Review and/or Development
♠ Final Online Assessment Deployed

C. The state's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future.

The state's plan for the development of additional assessments is represented by the following chart:

CTE Assessment Timeline for Development: Phase II

Cluster	Pathway	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
IT & Arts AV	Video Production			♦		♦♥	
	Digital Photography			♦		♦♥	
	Graphic Design			♦		♦♥	
	Information Support Services			♦		♦♥	
	Programming & Software Development			♦		♦♥	
	Web Development			♦		♦♥	
Business	Accounting			♦		♦♥	♣♠
	Finance			♦		♦♥	
	Information Management & Support			♦		♦♥	
	Marketing, Management & Entrepeneurship			♦		♦♥	
Family & Comsumer Science	Child & Human Development			♦		♦♥	
	Community Human Services			♦		♦♥	
	Consumer Economics			♦		♦♥	
	Life Management			♦		♦♥	
	Interior Design			♦		♦♥	
	Textiles			♦		♦♥	
Hospitality, Food Production, Nutrition & Tourism	Food, Nutrition & Wellness			♦		♦♥	♣♠
	Professional Foods			♦		♦♥	
	Hospitality, Lodging Management & Tourism			♦		♦♥	

Symbol Key:

♦ Competency Development and Review
♥ Assessment Review and/or Development
♣ Pilot Testing
♠ Final Online Assessment Deployed

III. Implementation of State Program Improvement Plans.

(Sec. 123(a)(1) of Perkins IV requires each state, that fails to meet at least 90 percent of an agreed upon state adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(3) of Perkins IV, to develop and implement a program improvement plan, with special consideration given to performance gaps identified under Sec. 113(c)(2) of Perkins IV. The plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the state failed to meet its state adjusted levels of performance for any of the core indicators of performance.

A. The core indicator(s) that your state failed to meet at the 90 percent threshold.

1P1 – Technical Skill Attainment and 2P1 – Credential, Certificate or Degree.

B. The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.

The state is in the process of collecting and analyzing the data where there were disparities or gaps in performance.

C. The action steps which will be implemented, beginning in the current program year, to improve the state's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.

See tables C.1 and C.2 below.

D. The staff member(s) in the state who are responsible for each action step.

See tables C.1 and C.2 below.

E. The timeline for completing each action step.

See tables C.1 and C.2 below.

Table C.1 – Specific Areas of Corrective Action, 1P1

Core Indicator	Activities	Start Dates Completion Dates	People Responsible
(1P1) **Technical Skill Attainment**	**<u>Overview</u>** In the area of technical attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. For the 2009-2010 reporting year, the definition of this indicator changed to reflect the percent of CTE concentrators in the identified entry cohort who received an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period. Therefore, results from the current year are not directly comparable to the prior year. Results showed that 26.38% of CTE concentrators met the technical skills criteria. The target of 54% was not met; it is important to note that this target was based on the prior definition of the indicator. **<u>Action Plan</u>** Evaluation contractor, college instructional research staff and the WDE will be collaborating to ensure the negotiated proficiencies are met. Current computer programming began in 2009-2010, will again be continued to ensure that date being pulled accurately reflects the current definitions. The Wyoming Department of Education (WDE) will be asking that the target for this indicator be renegotiated to ensure that data received properly reflects the current definition(s).	Start – Spring 2011 Completion – Fall 2011	College institutional research staff College Perkins Coordinators WDE and contractors

Table C.2 – Specific Areas of Correction, 2P1

Core Indicator	Activities	Start Dates Completion Dates	People Responsible
(2P1) **Credential, Certificate or Degree**	**<u>Overview</u>** The 2P1 indicator reports the percent of Career Technical Education (CTE) concentrators in the indentified 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. Overall 26.38 % of CTE concentrators attained a credential, certificate, or degree during the 2009-2010 reporting year. This represents a decrease from the prior year results and is below the target. **<u>Action Plan</u>** College instructional research staff and our evaluation contractor will continue to work on remedying the percent of CTE concentrators in the identified 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. Data pulled will continue to be cross-checked by individual colleges prior to aggregating the data statewide and submission of the CAR.	Spring 2011 Fall 2011	Laramie County Community College, Eastern Wyoming Community College, Central Wyoming Community College, Northwest College, Sheridan College, Western Wyoming Community College, college Perkins coordinators, WDE, and our evaluation contractor.

IV. Implementation of Local Program Improvement Plans.

Sec. 123(b)(1) of Perkins IV requires each state to evaluate annually, using the local adjusted levels of performance described in Sec. 113(b)(4) of Perkins IV, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Sec. 123(b)(2) of Perkins IV further requires that if the state, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(4) of Perkins IV, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under Sec. 113(b)(4)(C)(ii)(II) of Perkins IV. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

A. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year.

The Wyoming Department of Education will complete its analysis of data and begin to working with local school districts to develop their local program improvement plans in the Spring of 2011.

B. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students.)

See the response to item A. above.

V. Tech Prep Grant Award Information.

Sec. 205 of Perkins IV requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including:

A. Description of how grants were awarded in the state. Please provide a description of how grants were awarded during the program year.

Following the course of action established in previous years the Wyoming Department of Education again determined that Title I funds and Title II funds be consolidated for the purpose of providing Career and Technical Education to all secondary and postsecondary recipients who participate in Perkins IV funded programs in the state.

B. Include a listing of the consortia that were funded and their funding amounts.

Not applicable (see item #V. A. above).

Please review the accountability data submitted by your state's consortia as described in Sec. 203(e) of Perkins IV.

C. Indicate the total number of consortia that failed to meet an agreed upon minimum level of performance for any of the indicators of performance.

Not Applicable.

D. Note trends, if any, in the performance of these consortia (i.e., the indicators that were most commonly missed, and number of years the consortia omitted the indicators).

Not Applicable.

Appendix A: Summary Narrative for Secondary Perkins Results

During 2009-10 reporting year, the State of Wyoming met Perkins accountability and reporting requirements and continued to undertake activities designed to address the new requirements of Perkins IV, including releasing seven CTE online assessments that are aligned to industry-specific standards. These assessments were developed by CTE workgroup members consisting of Wyoming teachers and college instructors, business leaders, and other professionals knowledgeable of the CTE pathway. The assessments measure the following pathways:

- General Ag
- Ag Mechanics
- Welding
- Residential & Commercial Carpentry
- Cabinetmaking & Woodworking
- Technical Drafting
- Architectural Drafting

Additional assessments are also being created for other pathway areas that are common within Wyoming but for which there is no industry-specific assessment or certificate currently available. These will be released over the next two years.

In addition to these activities, the state has collected all required Perkins data and it has been submitted via the online CAR (postsecondary) and EDEN (secondary). The following provides a summary of results from the third year of Perkins IV, as well as historical data.

Data was collected and reported for 4,511 CTE concentrators in 66 Wyoming secondary schools. The total number of concentrators showed a decrease of 15% from the previous year, see Table 1 below. Among CTE concentrators, results showed that for the seventh consecutive year, the program areas of Architecture and Construction, Agriculture, and Business Administration were the most popular CTE program areas. In addition, over the prior two years, CTE participant counts have remained fairly stable. Note that data on participants from 2007-08 is not comparable because duplicated counts were provided from schools during that reporting year.

Table 1. CTE Concentrator and Participant Counts

Perkins IV Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
At the *secondary level*, a **CTE concentrator** is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.	5,034	5,307	4,511
At the *secondary level*, a **CTE participant** is defined as a secondary student who has *completed* one or more courses in a CTE program sequence.[1]	22,544	14,524	14,444

In the area of academic attainment (1S1 and 1S2), the Perkins IV indicator was divided into two separate indicators for reading and mathematics under Perkins IV. Results showed that 66.37% of CTE concentrators were proficient in reading and 65.99% mathematics, see Table 2. While the proficiency rate for reading is below the target of 67%, the proficiency rate for math exceeds the 62.90% target for math. In addition, this year's percentages represent an increase from last year's percentages, with a 4% increase in reading and a 1% increase in math.

Table 2. Academic Attainment Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(1S1) Academic Attainment: Reading	Percent of CTE concentrators who have met the proficient or advanced level on the PAWS reading assessment administered by the State of Wyoming 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) in the reporting year.	65.35	62.15	66.37
(1S2) Academic Attainment: Math	Percent of CTE concentrators who have met the proficient or advanced level on the PAWS math assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No	65.25	64.64	65.99

[1] Note that data quality issues were identified in that, in some instances, duplicated counts were provided by some schools for CTE participants in the 2007-08 school year. In contrast, the 08-09 and 09-10 counts reflect primarily unduplicated data.

	Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) in the reporting year.			

For technical skill attainment (2S1), Wyoming used a transitional assessment system comprised of:

- CTE online assessments in the areas of General Ag, Ag Mechanics, Welding, Residential & Commercial Carpentry, Cabinetmaking & Woodworking, Technical Drafting, and Architectural Drafting; or
- State or nationally recognized industry certified exam; or
- For Pre-engineering, participation and performance (GPA) in Project Lead the Way; or
- If unable to assess using any of the above, WyCTA performance rubrics measuring three general employment skill areas (Affective & Thinking, Pre-employment and Employability).

All CTE concentrators must be assessed using one of the aforementioned methods and overall proficiency is determined based on their level of proficiency on the assessment taken. As previously noted, the State is funding the additional development of CTE assessments which will be aligned to recognized industry standards.

As shown in Table 3, results showed that 76.49% of CTE concentrators assessed were proficient (i.e., passed the CTE online assessment, a state or nationally certified exam, Project Lead the Way, *or* the WyCTA). This proficiency level exceeds the target of 53%. Note that during the prior two years (2007-2009), technical skill attainment was measured by the WyCTA alone as the state transitioned to industry-specific assessments. Therefore, comparisons between the prior years and the current reporting year should be done with caution. It should also be noted that as a new, more rigorous and industry aligned system is developed, it is expected that proficiency levels will be lower as compared to an assessment that measures general employment skills.

Table 3. Technical Skill Attainment Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(2S1) Technical Skill Attainment	Percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate.	81.94	82.01	76.49

The completion rate (3S1) for 2009-10, i.e. the percent of CTE concentrator students who indicated that they would graduate or otherwise complete secondary education in 2009-10, was 95.57%. This represents an increase of 1.5% as compared to the prior year and 6% as compared to 2007-08, and exceeds the target

of 90.5%. Consistent with prior years, the most common type of proficiency credential or certificate received was in the health field.

Table 4. Completion Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(3S1) Completion	Percent of CTE concentrators 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.	89.50	94.00	95.57

Examination of the results for indicator (4S1-Student Graduation Rates) showed that 94.25% of eligible CTE concentrators were reported as graduating, exceeding the target of 81%. This represents a 3% increase as compared to last year's figure of 91.3%, and a 4% increase from 2007-08. Note that this indicator is calculated using 2008-09 data provided by the Wyoming Department of Education for students who graduated during the prior school year.

Table 5. Graduation Rate Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(4S1) Graduation Rate	Percent of CTE concentrators 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	90.35	91.31	94.25

Follow-up information was obtained in the second quarter, (October 1 to December 31, 2009) for concentrators who left secondary education in the 2008-09 school year. Results for 5S1 showed that among 2009-2010 concentrators who left, 96.93% were in an advanced placement, i.e. postsecondary education, military, advanced training or employment. This represents an increase of 1% from the prior year, see Table 6. In addition, this exceeds the target of 95%. The majority of students in advanced placement are enrolled in community college, 4-year university, or in advanced training (60%), 17% are employed, and 3% are in the military. Additionally, 97.3% of students enrolled in community college remained in-state. Students most likely to be out of state at time of follow-up were in advanced training/technical school (48.9%), 4-year university (45.8%) or in the military (40.8%).

Table 6. Placement Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(5S1) Placement	Percent of CTE concentrators 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.	96.97	95.25	96.93

Examination of non-traditional participation (6S1) showed that 35.55% of students in nontraditional programs were in under-represented gender groups. This represents a 1.6% increase as compared to last year's results, and exceeds the target of 30.21%. Similarly, 33.12% of concentrators completing a non-traditional program were in under-represented gender groups (6S2). This represents a 3% increase as compared to the prior year, and also exceeds the target of 27.56%. In addition, there has been an upward trend in statewide performance on indicator 6S2 in the last 3 years.

Table 7. Non-Traditional Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(6S1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	35.94	33.99	35.55
(6S2) Non-Traditional Completion	Percent of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	28.26	30.37	33.12

With respect to other CTE activities occurring in the state, trends in CTSO participation were consistent with prior years with 25.3% of CTE concentrators reported as having participated in CTSOs. The highest proportions of concentrators participated in FFA (47.8%). In addition, a total of 73.8% of CTE concentrators had an occupational plan in place. Senior students were the most likely to have an occupational plan. Participation in job training remained consistent with the prior year, with job shadowing being the most popular (28%), followed by internships (27%). In terms of integrated instruction, schools reported a number of ways that integration is achieved. In particular, schools noted that they integrate instruction at multiple levels, including at the CTE level, Academic level and/or

Teacher level: (a) at the teacher level, this typically includes cooperation between academic and CTE teachers on specific units of study; (b) at the CTE level, this typically includes reading and writing integrated into CTE courses; and (c) at the academic level; this typically includes "real world" application in academic math and science classes.

In conclusion, results show that Wyoming students have performed at a relatively stable level in recent years, with slight increases in all areas except technical skill attainment. That said, given changes in how technical skill attainment was calculated for the current reporting period, comparisons to prior year data is not recommended. Wyoming schools are to be commended for meeting the seven of eight federal targets established during the third year of Perkins IV, and in some cases exceeding them by a fair amount. In addition, greater accountability among schools is required as part of Perkins IV and as such, targets are being negotiated with Wyoming secondary schools receiving Perkins funds.

Appendix B: Summary Narrative for Postsecondary Perkins Results

During the 2009-10 school year, postsecondary institutions continued to collaborate with technical computer and database personnel to streamline and standardize digital data collection through electronic transmission. The following provides a summary of results from the 2009-10 Perkins reporting year.

Information was collected from seven postsecondary schools with students participating in CTE programs in Wyoming. A total of 10,509 CTE Participants and 4,570 CTE Concentrators were reported across all of the postsecondary institutions. The counts for CTE Concentrators represent a decrease from the prior year because of the method used to obtain enrollment counts. For 2009-10, the criterion for identifying concentrators was changed to use a specific list of CTE academic programs that was specific for each college. Prior to this year, all colleges were queried using the same list of CTE CIP codes to identify all programs and courses encoded with those CIP codes, producing an inflation in total counts. Additionally, a check for completed credits (greater than zero) was added in the query for enrollment by term for each term in the reporting year. This allowed for students to be counted as concentrators only if they completed any credits during the reporting year. The result of these changes is that there is more accuracy in identifying CTE concentrators. Note that a similar method was used to identify CTE participants. It should be noted that since the method changed, counts are not directly comparable to counts from the prior years.

Table 1. CTE Concentrator and Participant Counts

Perkins IV Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
At the postsecondary level, a **CTE concentrator** is defined as a student who (1) completes at least 12 technical or academic credits 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	2,632	7,315	4,570

units that terminates in an industry-recognized credential, certificate or degree.			
At the postsecondary level, a **CTE participant** is defined as a student who has earned one or more credits in any CTE program area.	16,463	18,071	10,509[2]

In the area of technical skills attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. For the 2009-10 reporting year, the definition of this indicator changed to reflect the percent of CTE concentrators in the identified entry cohort who received an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period (same as 2P1). Therefore, results from the current reporting year are not directly comparable to the prior year[3]. Results showed that 26.38% of CTE Concentrators met the technical skills criteria, see Table 2. The target of 54% was not met; however, it is important to note that this target was based on prior definition of the indicator (i.e., CTE concentrators' technical certification test results).

Table 2. Technical Skill Attainment Results

Indicators	Definitions	2007-08 Results	2008-09 Results	2009-10 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	55.3%	96.8%	26.38%

Overall 26.38% of CTE Concentrators attained a credential, certificate or degree during the 2009-10 reporting year, see Table 3. This represents a decrease from the prior year results (4% decrease) and is below the target of 32%.

Table 3. Credential, Certificate, or Degree Results

[2] The criterion for identifying CTE participants was changed to use a specific list of CTE courses. This list was provided by each college (specific to that college). Prior to this year, all colleges were queried using the same list of CTE CIP codes to identify all programs and courses encoded with those CIP codes. In addition, a check for completed credits (greater than zero) was added in the query for enrollment by term for each term in the reporting year. This allowed for students to be counted as participants only if they completed any credits during the reporting year. The result of these changes is that there is more accuracy in identifying CTE participants. That said, it should be noted that since the method changed, counts are not directly comparable to counts from the prior years.

[3] During the prior year, colleges provided a record of non-returning CTE concentrators' technical certification test results.

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(2P1) Credential, Certificate or Degree	Percent 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.	36.2%	30.4%	26.38%

The Student Retention or Transfer indicator (3P1) under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the Fall of the previous reporting year. Overall, 66.67% of CTE Concentrators remained or transferred to another postsecondary institution during the 2009-10 reporting year. While this represents a slight decrease as compared to the prior reporting year (69.1%), the target of 62% was met.

Table 4. Student Retention or Transfer Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(3P1) Student Retention or Transfer	Percent of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	65.3%	69.1%	66.67%

The Student Placement Indicator, 4P1, measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. During the 2009-2010 reporting year, data was obtained on 490 concentrators who exited postsecondary education, which represents an increase from the prior year's total count (n=290). Wyoming will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 85.92% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure; the target of 67% was met.

Table 5. Student Placement Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(4P1) Student Placement	Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 nd quarter following the program year in which they left postsecondary education.	42.6%[4]	94.8%	85.92%

The Non-Traditional Participation (5P1) indicator under Perkins IV is defined as the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. In 2009-10, 27.43% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is higher than the prior year's result of 23.1%. Furthermore, the target of 20.96% was met.

Table 6. Non-Traditional Participation Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(5P1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	23.2%	23.1%	27.43%

Perkins IV defines Non-Traditional Completion (5P2) as the percentage of CTE concentrators from underrepresented gender groups who receive or were eligible to receive a credential, certificate, or degree in a CTE program identified as preparing students for employment in an occupation identified as out-of-gender balance. Results for the present reporting year show that 13.49% of CTE Concentrators from underrepresented gender groups received or were eligible to receive a credential, certificate or degree in a program preparing students for employment in an occupation identified as out-of-gender balance. This figure is 2.4% higher than the 11.1% reported in 2008-09. In addition, the target of 12% was met.

[4] Only one school reported this data for the 2007-08 school year. This data consists only of employment placement data.

Table 7. Non-Traditional Completion Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(5P2) **Non-Traditional Completion**	Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance	12.1%	11.1%	13.49%

In summary, results showed that overall Wyoming postsecondary institutions met four of the six Perkins IV indicators. However, it should be noted that 1P1 targets were based on a different definition. Still, it is important that postsecondary schools continue to progress towards meeting new federal targets. To this end, all postsecondary colleges will set local Perkins targets to facilitate greater accountability among schools as required per Perkins IV.