

## **The Wyoming CAR 2010-2011:**

### **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.**

For the 2010-2011 reporting year, the State of Wyoming completed the second phase of the three-phase process designed to develop and implement technical skills assessments for programs of study offered in the state. Workgroups made up of Career Technical Education (CTE) workgroup members, consisting of Wyoming teachers, business leaders, and other professionals knowledgeable of the CTE pathway were involved 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 Equality Network (WEN) Video, an element of the WEN, is a two-way interactive Internet Protocol (IP) based videoconferencing system deployed into each high school, community college, the University of Wyoming and the WDE administration office. The following depict the breakdown of usage. There was over 23,000 (23,426) hours of usage via the WEN Video hardware for the 2011 calendar year. Events included meetings, classes, trainings and ad-hoc (not scheduled or built using the Tandberg Management Suite (TMS) bridging capability) conferences.

Events for the community colleges totaled 1,096 of which 30.1% were used in teaching college classes for credit through the WEN Video system. University of Wyoming events totaled 652 of which 17.85% of the classes taught for credit using the WEN Video system in cooperation with the University of Wyoming Outreach Video Network. Classes taught totaled 291 events in grades K-12 of which 33.5% were taught using the WEN Video system.

The Wyoming Switchboard Network (WSN) was created in 2008 to facilitate and oversee Distance Education programs. It acts as the central collection of distance education online resources and as the catalogue of current course offerings available to Wyoming K-12 students, parents, instructors, school districts and Distance Education program providers. The WSN supports student achievement by offering 649 K-12 online courses including 12 CTE courses. The WSN affords students in rural communities the opportunity to enroll in courses that otherwise would not have been offered within the traditional setting.

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

implement system refinements to the online program developed for negotiating local adjusted levels of performance with Perkins secondary and postsecondary grant recipients.

**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.**

Professional development was provided by the State of Wyoming for career and technical education educators and career/academic counselors at the secondary and postsecondary levels. Professional development activities stressed the nontraditional careers to improve performance on the 6S1, 6S2, 5P1, and 5P2 indicators.

- Conferences included: Career Academies 101, Curriculum Integration that Works, Wyoming Reads, Perkins 101, and Understanding EDGAR. The conferences provided keynote and breakout sessions that strengthen CTE programs through career academies and integration of academic and CTE results in increased test scores, gender equity and enrollment.
- Workshops included Certified Welding Educator (CWE) and Certified Welding Instructor (CWI) training and certification for secondary teachers and postsecondary instructors to provide certifications for CTE students as dictated by industry technical standards in approved programs of study.

**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).**

The WDE continued to support convergence or integration of academics and career technical education through the state funding of professional development activities for district and community college administrators, teachers, instructors and counselors. These activities included semi-annual school improvement conferences, in-service trainings and sponsoring integration topic sessions at the Wyoming Association of Career and Technical Education (WACTE) summer conference. The WDE also continued state funding of the state career technical education demonstration projects in which convergence/integration of academic core and career technical curriculum is encouraged. Joint planning time for academic and technical teachers working together was encouraged for curriculum implementation.

**5. Providing preparation for nontraditional 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 Wyoming Career Technical Assessment (WyCTA), CTE teacher survey and technical skills assessments workgroups, the WDE found that assisting teachers to become more proficient in preparing nontraditional/traditional students for the workplace was a priority for staff development during the 2010-2011 program year. The WDE through the Request for Proposal (RFP) process retained ARNO Corporation to develop and deliver workshops and conferences to state CTE instructors to become more proficient in their individual programs of study.

The state career technical education demonstration projects provided opportunities to prepare nontraditional and special population students in the areas of architecture/construction, manufacturing and healthcare.

**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 collaborates with school districts, community colleges, as well as other state entities including the Wyoming Department of Workforce Services, the Wyoming P-16 Council, the Wyoming Community College Commission and the University of Wyoming. These partnerships create joint activity/projects in the areas of workforce development, at-risk youth identification and support, high school retention, high school graduation rate improvement, career planning resources, dual and concurrent enrollments, professional development and STEM (science, technology, engineering and math).

WACTE provides activities for teachers, counselors, and administrators that both support and enhance career and technical education programs throughout the state with assistance from the WDE.

The Wyoming state-funded career technical education demonstration projects were developed to prepare state high school students for career and college readiness. The projects are based on a three-part consortium consisting of secondary, postsecondary and business/industry partners. The consortia partners share in the development and outcomes of the project.

**7. Serving individuals in state institutions.**

The State of Wyoming offered professional development for career and technical education teachers, faculty, administrators, 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.**

Assessment data on special populations 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. The data is reported from the 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 secondary and postsecondary eligible recipients through onsite visits, conference calls and email. Also, additional assistance was provided at the WACTE annual conference, Summer Federal Programs Conference and assessment development training sessions. Contact was made through conference calls with individual recipients to provide specific assistance with the submission of their 2010-2011 annual application for the Perkins grant. Technical assistance to eligible recipients is a focus of the 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 8<sup>th</sup> and 10<sup>th</sup> grade students 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 state secondary schools and postsecondary institutions continue to work together in offering articulation agreements in providing training opportunities for students.

### **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, Skills USA 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.

**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.

**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.**

Not Applicable.

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

Not Applicable.

#### **14. Developing valid and reliable assessments of technical skills.**

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

- Business
  - Accounting
  - Finance
  - Business Technology & Operations
  - Marketing, Management & Entrepreneurship
- Hospitality, Food Production, Nutrition & Tourism
  - Foods, Nutrition & Wellness
  - Professional Foods
  - Tourism, Hospitality & Lodging Management

#### **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. The Wyoming Department of Education (WDE) implemented system refinements to the eGrants Management System (GMS) to make district reporting more accurate. Also, the WDE continues to implement system refinements to the online program developed for negotiating local adjusted levels of performance with Perkins secondary and postsecondary grant recipients.

#### **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://edu.wyoming.gov/programs/wyoming\\_Career\\_planning\\_Before\\_and\\_During\\_High\\_School.aspx](http://edu.wyoming.gov/programs/wyoming_Career_planning_Before_and_During_High_School.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.**

- Agriculture Mechanics
- General Agriculture (includes Agriculture Business, Animal Science, Plant Science)
- Cabinetmaking & Woodworking
- Residential & Commercial Carpentry
- Technical Drafting
- Architectural Drafting
- Welding

**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%.

**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.**

Not Applicable.

**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.**

Not Applicable.

**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.**

Not Applicable.

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

Not Applicable.

**E. The timeline for completing each action step.**

Not Applicable.

#### **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.**

Results for 2010-11 show that 60 secondary schools out of 65 local recipients (92.3%) failed to meet at least 90% of an agreed upon adjusted level of performance. Similar to last year, these results are being shared with schools and those who did not meet the 90% threshold for any of the core indicators are required to submit an improvement plan to the state by March 30, 2012.

Results for 2010-11 show that 5 postsecondary schools out of 7 local recipients (71%) failed to meet at least 90% of an agreed upon adjusted level of performance. Similar to last year, these results are being shared with colleges and those who did not meet the 90% threshold for any of the core indicators are required to submit an improvement plan to the state by March 30, 2012.

##### **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.)**

The percent of secondary schools who met each indicator (within 90% threshold) is summarized below. As shown, completion, graduation, and advanced placement rates were met by over 80% of schools. In contrast, nontraditional participation and completion were met by less than 50% of schools. Results by subgroups of students at the local level show that in general, there were few students reported within special populations (note that if the denominator is less than 6, results are not shared per department policy). This is to be expected in Wyoming as many schools are rural and do not have large, diverse populations. Among the subgroup populations that schools reported on, these generally consisted of nontraditional, economically disadvantaged or individuals with disabilities. Generally, individuals with disabilities and Limited English Proficient (LEP) students tended to show lower performance on indicators than statewide performance results.

##### Percent of Secondary Schools Meeting 90% Threshold of Indicator

1S1: 72.31%	3S1: 84.38%	6S1: 43.08%
1S2: 60.00%	4S1: 87.50%	6S2: 44.44%
2S1: 51.56%	5S1: 87.69%	

The percent of postsecondary schools who met each indicator (within 90% threshold) is summarized below. As shown, retention/transfer and advanced placement rates were met by at least 6 of the 7 colleges. In contrast, nontraditional participation and technical skill attainment were met by 4 of the 7 colleges. Results by subgroups of students at the local level show that in general, there were few students reported within the categories of disability, single parents, displaced homemakers, and LEP. Within special populations, the majority of students were identified as nontraditional and/or economically disadvantaged. Generally, these individuals tended to show lower performance on 1P1 and 2P1 indicators than schoolwide performance results, and higher performance on 3P1 results than schoolwide.

Percent of Secondary Schools Meeting 90% Threshold of Indicator

1P1: 57.14% (n=4)	4P1: 85.71% (n=6)
2P1: 57.14% (n=4)	5P1: 57.14% (n=4)
3P1: 100% (n=7)	5P2: 71.43% (n=5)

**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.**

Results for 2010-11 show that 60 secondary schools out of 65 local recipients (92.3%) failed to meet at least 90% of an agreed upon adjusted level of performance. Similar to last year, these results are being shared with schools and those who did not meet the 90% threshold for any of the core indicators are required to submit an improvement plan to the state by March 30, 2012.

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

Not applicable (see section V. paragraph A. above).

**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 2010 - 2011 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. Wyoming has developed a multi-step, multi-year, phase-in of a new CTE assessment system that is aligned to industry-specific standards. These assessments are being developed by CTE workgroup members, consisting of Wyoming teachers, business leaders, and other professionals knowledgeable of the CTE pathway. These processes began during the 2007-2008 school year for the program areas of Manufacturing, Agriculture and Natural Resources, and Architecture and Construction, three of Wyoming's highest enrollment program areas. In Spring 2010, students who were CTE concentrators in the following pathways were able to take online assessments.

- Agriculture Mechanics
- General Agriculture (includes Agriculture Business, Animal Science, Plant Science)
- Cabinetmaking & Woodworking
- Residential & Commercial Carpentry
- Technical Drafting
- Architectural Drafting
- Welding

In 2009 - 2010 this process was initiated for program areas in Business, Tourism, Hospitality, Foods & Nutrition and Family & Consumer Science. In January/February of 2012 the online assessment piloting process for Business and Tourism, Hospitality, Foods & Nutrition will commence and starting in the spring of 2012 students who are CTE concentrators in Business or Tourism, Hospitality, Foods & Nutrition will be able to take online assessments for the following pathways:

- Business:
  - Accounting
  - Finance
  - Business Technology & Operations
  - Marketing, Management & Entrepreneurship
- Tourism, Hospitality, Foods & Nutrition:
  - Foods, Nutrition & Wellness
  - Professional Foods
  - Tourism, Hospitality & Lodging Management

Similarly, online assessments for Family & Consumer Science will be developed, piloted and deployed during the 2012 - 2013 school year.

In addition to these industry-aligned assessments, data was obtained on students within a pathway that has an industry-certified exam available (e.g., Culinary ProStart, CNA certification, etc.). For Pre-Engineering concentrators, data on their performance in "Project Lead the Way," a course sequence specific for Pre-Engineering students was also obtained. Starting in November of 2011, Automotive

Technology concentrators will take Electrical Systems & Engine Performance industry-certified exams through National Automotive Student Skills Standards Assessment (NA3SA). For the remaining CTE concentrators, the existing WyCTA skills assessment will be used while the new assessment system continues to be developed.

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 fourth year of Perkins IV, as well as historical data.

Data was collected and reported for 4,508 CTE concentrators in 66 Wyoming secondary schools. The total number of concentrators was very similar to the previous year, see Table 1 below. Among CTE concentrators, results showed that the program areas of Architecture and Construction, Agriculture, and Hospitality/Tourism 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- 2008 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	2010-2011 Results
At the <i>secondary level</i> , a <b>CTE concentrator</b> 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	4,508
At the <i>secondary level</i> , a <b>CTE participant</b> is defined as a secondary student who has <u>completed</u> one or more courses in a CTE program sequence. <sup>1</sup>	22,544	14,524	14,444	14,978

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 74.50% of CTE concentrators were proficient in reading and 66.65% mathematics, see Table 2. Both proficiency rates exceed the targets of 68% and 63.9% respectively. In addition, this year’s percentages represent increases from last year’s percentages, with a 12% increase in reading and 1% increase in math.

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<sup>1</sup> 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 subsequent years’ counts reflect primarily unduplicated data.

**Table 2. Academic Attainment Results**

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
<b>(1S1) Academic Attainment: Reading</b>	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	74.50
<b>(1S2) Academic Attainment: Math</b>	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 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.	65.25	64.64	65.99	66.65

For technical skill attainment (2S1), Wyoming continued to use 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 72.28% 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 56%. Note, that during the initial two years of Perkins IV (2007-2009), technical skill attainment was measured by the WyCTA alone as the state transitioned to industry-specific assessments. 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. Thus, it is not surprising that there was a decrease in proficiency level over the prior year as more concentrators took industry-aligned tests.

**Table 3. Technical Skill Attainment Results**

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
<b>(2S1) Technical Skill Attainment</b>	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	72.28

The completion rate (3S1) for 2010-2011, i.e. the percent of CTE concentrator students who indicated that they would graduate or otherwise complete secondary education in 2010-2011, was 98.10%. This represents an increase of 2.6% as compared to the prior year and exceeds the target of 91.0%. The most common type of proficiency credential or certificate received was in the health and hospitality field.

**Table 4. Completion Results**

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
<b>(3S1) Completion</b>	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) <i>or</i> other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), <i>or</i> 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	98.10

Examination of the results for indicator (4S1-Student Graduation Rates) showed that 94.99% of eligible CTE concentrators were reported as graduating, exceeding the target of 82%. This is similar to last year's figure of 94.25%. Note that this indicator is calculated using 2009-2010 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	2010-11 Results
<b>(4S1) Graduation Rate</b>	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	94.99

Follow-up information was obtained in the second quarter, (October 1 to December 31, 2010) for concentrators who left secondary education in the 2009-2010 school year. Results for 5S1 showed that among concentrators who left, 97.34% were in an advanced placement, i.e. postsecondary education, military, advanced training or employment. This represents a small increase from the prior year, see Table 6.

In addition, this exceeds the target of 95.2%. The majority of students in advanced placement are enrolled in community college, 4-year university, or in advanced training (73.1%), 25% are employed, and 4.4% are in the military. Additionally, 96.3% 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 (46.8%), 4-year university (42.3%), or in the military (65.5%).

**Table 6. Placement Results**

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
<b>(5S1) Placement</b>	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	97.34

Examination of nontraditional participation (6S1) showed that 33.15% of students in nontraditional programs were in under-represented gender groups. While this represents a slight decrease as compared to last year's results, it exceeds the target of 30.71%. Similarly, 31.61% of concentrators completing a nontraditional program were in under-represented gender groups (6S2). This also exceeds the target of 28.06%; however, it is a decrease from the prior year.

**Table 7. Nontraditional Results**

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
<b>(6S1) Nontraditional Participation</b>	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	33.15
<b>(6S2) Nontraditional Completion</b>	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	31.61

With respect to other CTE activities occurring in the state, trends in CTSO participation were consistent with prior years with 27.50% of CTE concentrators reported as having participated in CTSOs. Like last year, the highest proportions of concentrators participated in FFA (49.4%). In addition, a total of 73.9% of CTE concentrators had an occupation plan in place. Participation in job training remained consistent with the prior year, with job shadowing being the most popular (23.9%), closely followed by internships (23.6%). 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 shown steady increases in recent years, with the exception of technical skill attainment, nontraditional participation and completion. While slight decreases were observed for these latter indicators, they exceeded targets. Indeed, Wyoming schools did well in meeting all federal targets established. Moreover, as a result of processes established for local Perkins negotiations and improvement plans, schools are being held more accountable for results which has served as an impetus for progress.

## Summary Narrative for Postsecondary Perkins Results: 2010-2011

During the 2010-2011 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 2010-2011 Perkins reporting year.

Information was collected from seven postsecondary schools with students participating in CTE programs in Wyoming. A total of 9,889 CTE participants and 4,521 CTE concentrators were reported across all of the postsecondary institutions. The counts for both CTE concentrators and participants are fairly comparable to those observed last year, when changes were made to how students were identified. The result of these changes enacted in 2009-2010 is that there is more accuracy in identifying CTE concentrators and participants. It should be noted that since the method changed, counts are not directly comparable to counts from the prior years.

**Table 8. CTE Concentrator and Participant Counts**

Perkins IV Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
At the postsecondary level, a <b>CTE concentrator</b> 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 units that terminates in an industry-recognized credential, certificate or degree.	2,632	7,315	4,570 <sup>2</sup>	4,521
At the postsecondary level, a <b>CTE participant</b> is defined as a student who has earned one or more credits in any CTE program area.	16,463	18,071	10,509 <sup>3</sup>	9,889

In the area of technical skills attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. As a reminder, during 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 (same as 2P1)<sup>4</sup>. Results showed that

<sup>2</sup> Starting in 2009-2010, the criterion for identifying concentrators was changed to use a specific list of CTE academic programs that was specific to for each college. Prior to this, 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. 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 concentrators only if they completed any credits during the reporting year.

<sup>3</sup> The criteria 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.

<sup>4</sup>From 2007-2009, colleges provided a record of non-returning CTE concentrators' technical certification test results.

28.52% of CTE Concentrators met the technical skills criteria, see Table 9. The target of 27.50% was met. Moreover, this represents an increase of 8% over the prior reporting year.

**Table 9. Technical Skill Attainment Results**

Indicators	Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results <sup>5</sup>
<b>(1P1) Technical Skill Attainment</b>	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%	28.52%

Overall 28.52% of CTE Concentrators attained a credential, certificate or degree during the 2010-2011 reporting year, see Table 10. This represents an increase from the prior year results (8% increase) and is above the target of 27.50%.

**Table 10. Credential, Certificate, or Degree Results**

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
<b>(2P1) Credential, Certificate or Degree</b>	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%	28.52%

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, 71.66% of CTE Concentrators remained or

<sup>5</sup> It should be noted that the counts included for this indicator (1265/4435) represents an increase of students as compared to last year. As a reminder, to determine this indicator, a cohort is built from CTE concentrators who entered two years prior to the reporting year and who have either exited without graduating or who have remained active for three total years, including graduates from current year. For the current reporting period (2010-2011), this included concentrators from the 2008-2009 school year. During the 2008-2009 school year, there was a high number of concentrators identified and enrolled. The year prior (2007-2008) enrollment was notably lower. For the prior reporting period (2009-2010), data on these 2007-2008 concentrators was used. Hence, differences in counts are attributable to differences in enrollment patterns.

transferred to another postsecondary institution during the 2010-2011 reporting year. This represents an increase as compared to the prior reporting year (7.5% increase), and the target of 65% was met.

**Table 11. Student Retention or Transfer Results**

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
<b>(3P1) Student Retention or Transfer</b>	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%	71.66%

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 2010-2011 reporting year, data was obtained on 364 concentrators who exited postsecondary education, which represents a decrease from the prior year's total count (n=490). Wyoming will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 84.07% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure, and the target of 69% was met.

**Table 12. Student Placement Results**

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
<b>(4P1) Student Placement</b>	Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).	42.6% <sup>6</sup>	94.8%	85.92%	84.07%

<sup>6</sup> Only one school reported this data for the 2007-2008 school year. This data only consists of employment placement data.

The Nontraditional 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. During the current reporting period, 25.85% of CTE Participants in nontraditional programs were in under-represented gender groups. While this value is lower than the prior year’s result of 27.43%, the target of 21.46% was met.

**Table 13. Nontraditional Participation Results**

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
<b>(5P1) Nontraditional Participation</b>	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%	25.85%

Perkins IV defines Nontraditional 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 13.28% 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 similar to the one obtained last year (13.49%). In addition, the target of 12.75% was met.

**Table 14. Nontraditional Completion Results**

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results	2010-2011 Results
<b>(5P2) Nontraditional Completion</b>	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%	13.28%

In summary, results showed that overall Wyoming postsecondary institutions met *all* Perkins IV indicators. Moreover, postsecondary schools continue to progress towards meeting federal targets as evidenced by increases observed over last year for several indicators. In addition, all postsecondary colleges will set local Perkins targets to facilitate greater accountability among schools as required per Perkins IV.