

Consolidated Annual Report, Program Year 2012 - 2013 Wyoming

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

During the reporting period, the Wyoming Department of Education contracted with PRES Associates, Incorporated to implement and maintain a statewide online data collection system to collect all secondary data necessary for Perkins reporting and is responsible for the arrangement of online deployment of statewide technical skills assessments.

PRES staff provided assistance to the WDE with group facilitation, standards and assessment development, psychometric methods for establishing performance cutpoints, and conducting psychometric analyses designed to establish the technical properties of assessments in terms of validity and reliability.

In the spring of 2013, students were able to take online assessments for the following pathways:

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

The Family and Consumer Science assessments were developed and will be piloted and deployed for 2013-2014. Districts can use the state industry-aligned assessment or they can use an industry-certified credential exam.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

During the reporting period, the CTE section supported the Wyoming Community College Commission's upgrades to the community college information management system in the area of data extraction required for federal Perkins reporting for 2012-2013. This work supported the community colleges, their institutional researchers and Perkins coordinators.

The support was in the areas of methodology development, programming for data extraction (under Perkins data definitions), setting up authentication credentials, access authorization, additional programming, and writing/validation of queries.

The Wyoming Department of Education contracted with PRES Associates, Incorporated during the reporting period to implement and maintain a statewide online data collection system to collect all secondary data necessary for Perkins reporting. The contractor also maintains a secure server with ensured redundancy and backup features to guarantee the integrity and security of all data collected.

PRES also works with the Wyoming Community College Commission and its programmers to extract postsecondary data and to verify data quality meets federal reporting requirements.

The CTE section also supported maintenance costs for the department's federal Grant Management System (GMS) (provided by MTW Solutions) which is used for all district and community college Perkins reporting. All Perkins recipient applications, program/career cluster details, budgets, expenditure requests, equipment locations and other reporting functions are submitted via the GMS system.

Consolidated Annual Report, Program Year 2012 - 2013 Wyoming

Step 3: Use of Funds: Part B

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

Secondary:

At the secondary level, Wyoming continues to design a new assessment mechanism for programs that will allow measurement to occur at the industry-specific level to meet the requirement of the Perkins law. Section 113(b)(A)(ii) says that states must develop an indicator relating to "student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate." While Wyoming has historically had a statewide assessment of technical skill attainment, the prior statewide assessment of CTE skills was designed to tap generic workplace skills solely and was not industry-specific. Wyoming has developed a multi-step, multi-year, phase-in of a new CTE assessment system. The general process for development of this new system consists of the following:

- Convene an oversight coordinating group.
- Create criteria for updating program standards.
- Convene expert content teams (educators and business) to review content standards to be assessed.
- For each program area, determine if existing assessments are appropriate and affordable; determine where new assessments need to be developed.
- Select and/or develop assessments to measure the articulated skills and competencies.
- Create and/or pilot versions of the new assessments.
- Apply criteria for test security, administration and reporting features.
- Train pilot groups of teachers in new assessment standards and processes.
- Train teachers in developing formative assessments based upon the program's tested competencies.
- Implement new assessments with pilot groups of teachers and faculty.
- Administer the test and report results.
- Conduct pilot professional development for teachers to reflect upon test data to improve and focus classroom teaching.
- Scale up use of new assessments and teacher training.

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. Since Spring 2010, students who were CTE concentrators have been able to take assessments in the following pathways:

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

- Architectural Drafting

- Welding

As of Spring 2013, students were able to take online assessments for the following pathways:

- Business:

- Accounting

- Finance

- Business Technology and Operations

- Marketing, Management and Entrepreneurship

- Tourism, Hospitality, Foods and Nutrition:

- Foods, Nutrition & Wellness

- Professional Foods

- Tourism, Hospitality & Lodging Management

Online assessments for Family and Consumer Science are being developed, piloted and deployed during the 2013-14 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. In 2012-13, Automotive Technology concentrators took Electrical Systems and Engine Performance industry-certified exams through National Institute for Automotive Service Excellence (ASE) assessment. For the remaining CTE concentrators, the existing WyCTA skills assessment is being used while the new assessment system continues to be developed.

To compute academic attainment, CTE concentrators entered in the WyCTA database are matched with state assessment data received from the Wyoming Department of Education (NOTE: Per Federal guidelines, only students whose scores were included in statewide AYP computations are included). For example, for the 2012-13 school year, CTE concentrators from the WyCTA database were matched with all 11th graders who took the ACT in Spring 2013. The indicator was then calculated by the number of CTE concentrators proficient on the reading portion of the ACT. Of note, the ACT was a new statewide assessment – in prior years, Wyoming used the state PAWS assessment.

There are six ‘pillars’ or focus areas in the Wyoming Department of Education’s new mission to become a breakout state and a nationwide leader in public education. The third pillar supporting the agency’s mission is: Ensure Academic Success for All, where the goal is all students, regardless of background or circumstance, will receive the support and opportunities they need to be successful. A priority for this pillar is a comprehensive statewide system of support. This system will create a WDE clearinghouse of best practices for schools and facilitate individualized planning for districts partially or not meeting expectations. Under this pillar, the WDE employs a Continuous Improvement – Focused Monitoring (CIFM) system that focuses on those elements of information and data that most directly relate to or influence student performance, educational results and functional outcomes for children with disabilities (including career and technical education students). The WDE has a Response to Intervention (RtI) Framework for schools, districts and other stakeholders which also includes career and technical education students.

Highlights and key findings from the results for indicator 1S1 (Academic Attainment: Reading) by the subgroup of special populations include:

- The highest proportion of special population students to meet this indicator were non-traditional (81.4%).

Results for indicator 1S2 (Academic Attainment: Mathematics) corresponds with indicator 1S1. Data from the ACT was obtained from the Wyoming Department of Education in order to determine academic skill attainment in mathematics per Perkins IV guidelines. The indicator is then calculated the same way (i.e. number of CTE concentrators proficient on the mathematics portion of the ACT). Again, it should be noted that these results include concentrators assessed via the ACT during the 12-13 school year.

Highlights and key findings from the results for indicator 1S2 (Academic Attainment: Mathematics) by the subgroup of special populations include:

-Looking at special populations, students in the non-traditional (66.9%) category had the highest proportion of students meeting the proficiency target, while students with disabilities had the lowest percentage of students meeting the target (30.4%).

Highlights and key findings from the results for indicator 2S1 (Technical Skill Attainment) by the subgroup of special populations include:

-Single Parent CTE concentrators showed the highest proficiency level at 68.4%.

Postsecondary:

At the postsecondary level, students are assessed using an assessment in the area of 1P1 (Technical Skill Attainment), students pass an assessment aligned with industry-recognized standards. As a reminder, during 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).

Highlights and key findings from the results for indicator 1P1 (Technical Skill Attainment) by the subgroup of special populations include:

-The highest proportion of special population students to meet this indicator were individuals with disabilities (32.62%).

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

The Wyoming Switchboard Network (WSN) was created in 2008 to facilitate and oversee Distance Education programs. It acts as the catalog of current course offerings available and the central collection of distance education online resources to Wyoming K-12 students, parents, instructors, school districts, and distance education providers. During the reporting period, the WSN supported student achievement by offering 733 K-12 online courses including 66 CTE courses (an increase of 18%).

These courses include CTE subject areas such as career exploration, accounting, finance, business systems, management, entrepreneurship, marketing, digital arts, game design, engineering design, CAD, programming, medical terminology, and journalism.

The WSN affords CTE students in rural communities the opportunity to enroll in courses that otherwise would not have been offered within the traditional setting.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

The state, through the Wyoming Department of Education, used Perkins IV funds to provide several professional development opportunities to CTE teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels during this reporting period in the areas of welding, drafting, automotive, CTE/academic integration, career readiness and career development facilitation. These professional development activities also offered continuing education credits through the Wyoming Professional Teaching Standards Board and the University of Wyoming.

Welding:

The Wyoming Department of Education CTE section offered a Weld Process Certification course to train and certify secondary and postsecondary welding and Ag teachers/instructors as AWS (American Welding Society) Certified Welding Educators (CWE) or Certified Welding Inspectors (CWI). These certifications are based on industry-developed standards for commercial and industrial welding and weld inspections. Teachers with these certifications can develop their welding curriculum to a higher level of competencies and outcomes for their courses.

Drafting:

The CTE section offered a drafting course to train and certify secondary and postsecondary teachers/instructors for the Solidworks 3D CAD software which is one of the industry standards for simulation and design software. This training supported teachers and instructors in the career cluster areas of Architecture/Construction, Arts, A/V Technology and Communication, Manufacturing, and Science, Technology, Engineering and Mathematics.

Automotive:

During this reporting year, the CTE section also offered a professional development opportunity to secondary and postsecondary automotive teachers and instructors in the area of alternative fuels, specifically Light Duty Compressed Natural Gas training.

CTE/Academics Integration:

The CTE section also offered a CTE/Academics integration professional development course to teams of secondary CTE and academic teachers entitled, "Curriculum Integration that Works!" The course was designed and implemented at Loveland High School in northern Colorado around a model of teaching rigorous mathematics courses through relevant project-based CTE curriculum.

The presenting teachers found, for the first time, students are seeing the relevance through real world models of skills being used. Students not only see this in the classroom but also apply these topics related to their own homes and lives.

The Loveland district also placed benchmarks in their grant to reach out to underrepresented populations. Approximately 25% of enrollment is young women, which are a traditionally underrepresented minority in technically skilled fields. They also targeted the school's English language Learners (ELL's), Free and Reduced Lunch, Special Education, and minority groups. By targeting these sub group populations the hope was to improve education for all.

Since providing this professional development program, two Wyoming school districts are implementing this integration curriculum in two high schools with support from the Loveland teachers in the replication process.

Career Readiness:

In an effort to engage career guidance counselors, secondary/postsecondary educators, and business/industry, the CTE section provided a career counseling seminar entitled, "Other Ways to Win: Career Readiness Seminar", November 30-December 1, 2012. Guest presenters included the Wyoming Department of Workforce Services (Labor Market Information), military recruiters (US Navy, US Air Force), the Office of Apprenticeships (US Department of Labor), a panel of Wyoming employers, and a panel of representatives from Wyoming community colleges.

Career Development Facilitator:

Finally, the CTE section in collaboration with the Wyoming Department of Workforce Services, Sheridan College and the University of Wyoming provided the opportunity to attend one of three sections of a university-level course to become certified as a Career Development Facilitator (CDF) through the National Career Development Association.

Career development facilitation is a best practice certification training developed by the National Career Development Association (NCDA) to ensure career advisors and counselors have a high level of competency and effective practices when providing career guidance (for some of our schools this may be a CTE teacher providing career guidance).

One of the desired outcomes of this course was to develop a Wyoming network of educators, counselors, career advisors, workforce developers, placement specialists and other stakeholders with common principles and terminology.

Attendees received in-depth training in the areas of career development in 120 class/instructional hours, provided by nationally trained and qualified instructors at the Wyoming Department of Workforce Services. The CDF title designates individuals working in a variety of career development settings. A CDF may serve as a career group facilitator, job search trainer, career resource center coordinator, career coach, career development case manager, intake interviewer, occupational and labor market information resource person, human resource career development coordinator, employment/placement specialist, or workforce development staff person.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

During the reporting period, the Wyoming Department of Education continued to assist teachers/instructors and career guidance counselors to become proficient in preparing nontraditional/traditional students for the workplace through professional development. A Career Development Facilitators course was offered to CTE teacher/instructors and counselors. Please refer to the responses for 3R and 1P for more information on the course.

In September 2013, as part of the Fall School Improvement Conference in Cheyenne, WY, information on nontraditional student participation in CTE was presented via Hans Meeder of Meeder Consulting and Mimi Lufkin of National Alliance for Partnerships in Equity (NAPE). Meeder was a keynote speaker for the event, and Lufkin presented two special sessions titled "Creating a School Climate that Supports Nontraditional Career Preparation Using NAPE's Program Improvement Process for Equity," and "The STEM Equity Pipeline: Strategies for Increasing the Participation of Underrepresented Students in STEM." Teachers/instructors, guidance counselors, superintendents, principals, and other secondary school staff attended the conference, including CTE personnel.

The state of Wyoming's Hathaway scholarship program is designed to provide incentives for Wyoming students to prepare for and pursue postsecondary education within the state of Wyoming. The program consists of four separate merit scholarships, each with specific eligibility requirements, and a need-based scholarship for eligible students that supplement the merit awards. The need-based scholarships are available to economically disadvantaged students who have an annual unmet financial need greater than \$2000.

During the 2013 legislative session, House Bill 177, which is now Enrolled Act 118, was passed and signed into law. Enrolled Act 118 introduces changes to the Hathaway Success Curriculum. Under the new changes, students graduating in 2016 and beyond will need to complete all of the existing scholarship requirements plus two additional years of Foreign Language or two years of Fine & Performing Arts or two years of Career/Technical Education.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Wyoming Career Technical Assessment (WyCTA) collected data from the secondary schools and postsecondary institutions on special populations. The following special population areas were reported on include economically disadvantaged, disability, single parent, limited English proficiency, nontraditional, other educational barriers, and displaced homemaker categories. Over the past several years data from these subpopulations has remained stable.

Special populations in career technical course sequences and career technical certificate and degree programs are also reported in the data collection. Each special population subgroup is monitored for progress and overall career technical results.

Agencies such as the Governor's Council for Development Disabilities, Montgomery Trust Fund for the Blind, Assertive Technology Centrum, Rehabilitation Enterprises of Northeastern Wyoming (RENEW), the seven Wyoming community colleges, and the WDE continue their work to prepare students (including CTE students) with disabilities for attendance at institutions of higher education and future employment.

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

During the reporting period, the CTE section continued to support secondary and postsecondary eligible recipients with technical assistance through site visits, conference calls, email communications, and the WEN system. Individual recipients received specific assistance and guidance via conference calls and email when submitting their annual application for the Perkins grant. Also, assistance was provided at the 2012 Summer Federal Programs Conference and the 2013 Wyoming Association for Career and Technical Education (WACTE) conference. The CTE staff places a high priority on technical assistance for eligible recipients.

Wyoming Department of Education offered a professional development leadership meeting for its Career and Technical Student Organization (CTSO) state advisors. This meeting was structured in a round robin format to help advisors network and collaborate. Advisors also received school safety, bullying prevention, distance education and Carl D. Perkins training. Professional development for our five CTSO advisors helps to improve the quality of the programs they offer in this state.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

2771.68

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

454

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

The WDE offered the NCDA career development facilitator course to staff at state correctional institutions including the Regional Juvenile Detention Center, the Southeast Juvenile Detention Center, the Wyoming Medium Correctional Institution, and the Wyoming Department of Corrections.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

2771.68

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

61

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

The WDE offered the NCDA career development facilitator course to staff at the Wyoming Boys and Girls Schools, Normative Services, Youth Emergency Services, and Wyoming Youth Challenge.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Family and Consumer Science (FACS) programs are addressed within the Human Science, Arts, A/V Technology and Communications, and Hospitality and Tourism Career Clusters.

Wyoming supports its Family and Consumer Science programs by utilizing Perkins leadership funds to develop a statewide Culinary Arts Assessment through a committee of FACS teachers that will be piloted and deployed during the 2013-2014 school year. In the spring of 2013 students were able to take online assessments in the Tourism, Hospitality, Food and Nutrition Pathway. This includes Foods, Nutrition and Wellness, Professional Foods and Tourism, Hospitality and Lodging Management courses.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

Yes

The state of Wyoming's Hathaway scholarship program is designed to provide incentives for Wyoming students to prepare for and pursue postsecondary education within the state of Wyoming. The program consists of four separate merit scholarships, each with specific eligibility requirements, and a need-based scholarship for eligible students that supplement the merit awards.

During the 2013 legislative session, House Bill 177, which is now Enrolled Act 118, was passed and signed into law. Enrolled Act 118 introduces changes to the Hathaway Success Curriculum. All Hathaway Success Curriculum requirements beginning with the graduating class of the 2013, students will need to complete all of the 2011 requirements plus two additional years of foreign language or two years of Fine & Performing Arts or two years of Career/Technical Education.

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

CTE certificate and associate of applied science programs at Western Wyoming Community College (WWCC) are designed for those students who wish to prepare for employment in business, industry and allied health. These programs offer students the opportunity to develop necessary skills in the shortest amount of time.

WWCC offers appropriate technology for students by providing state-of-the art labs and partnerships with business and industry for hands-on experience. Western Wyoming Community College (WWCC) career and technical education programs include opportunities for internships and cooperative education for work-based learning. WWCC's ACE IT Center works with employers to develop internship opportunities for eligible students. Internships give students hands-on experience in their chosen profession and provide part-time employment and meaningful experience that relates to the student's major.

During internships, students work with professionals learning the practical aspects of a profession. After such experiences, students can more clearly decide if the profession fits their own personality and academic interests. Students can experience real world examples of the theory learned in the classroom and earn money to assist with the cost of their education, strengthen practical knowledge and even earn college credit.

The following companies currently offer paid internships to technical students (typically after one year of study): BP North America, Bridger Coal, Chevron, Encana, Great-Western Auto, Macy's Truck Repair, Moneyhun Companies, OCI, Questar, Shell Oil, Solvay Chemicals, Price Mine Service, and Williams.

Internships provide valuable work experience for students while allowing employers to determine whether they want to offer the student a job following graduation. WWCC's nursing department has clinical agreements with 25 health agencies in southwest Wyoming that enable WWCC nursing students to receive valuable practical nursing experience. The college collaborates with eight school districts each year to provide classroom teaching experience for WWCC's elementary education majors.

In further support of WWCC's understanding that CTE students need to embrace technology, all associate degree students must successfully complete a minimum of 3 credits in approved computer courses for WWCC general education requirements. Approved computer courses include Computer Information Systems, Computer Applications, Computer Science, Information Management, Instructional Technology, and more.

In another effort to provide students with experience in and understanding of industry, WWCC host an annual on-campus Career Fair each Spring for postsecondary students. The career fair draws approximately 30 - 40 employers from regional industries and businesses. The college works to build professional relationships and partnerships with businesses and industries throughout southwest Wyoming, and many students are offered summer or other employment opportunities as a result of this career fair.

At Casper College, in Casper, WY, learning communities are a growing sector of the curriculum. Several CTE programs are partnering with technical writing courses to give students the opportunity to apply their reading and writing skills to industry specific topics.

Consolidated Annual Report, Program Year 2012 - 2013 Wyoming

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

Perkins funds are used for the integration of academics with career and technical education at the state level in the form of technical assistance and professional development. Local school districts also use Perkins funds for academic/CTE integration.

Information on integrated instruction was collected from secondary schools during the 2012-2013 school year. Schools were asked to describe the methods they use to provide integrated instruction to students. Schools reported a varied number of ways that they integrate CTE and academic instruction. Specifically, schools noted integrated instruction at multiple levels, including at the CTE level, academic level, and/or the teacher level.

CTE Level Integration:

CTE classes incorporate reading and math in specific lessons.

Writing is required in a majority of CTE classes including journal keeping, report writing, and research writing.

Integrated through Professional Learning Communities and individual projects.

Academic Level Integration:

English classes incorporate resume writing and career writing opportunities.

Discussion and application of "real world" concepts in math and science classes.

Word processing and computer skills are incorporated in academic classes.

Integrate technology and multimedia to complete projects in academic classes.

Teacher Level Integration:

Teachers participate in groups that include a mix of CTE and academic teachers. They work together on various assessment and curriculum planning goals.

Team teaching of units between CTE and academic teachers.

Collaboration on class assignments to provide cross-curricular activities/lessons.

It was noted by several schools that academic teachers find it more difficult to incorporate career and technical aspects into their curriculum. Integration was much more likely to take place in CTE classes.

The state, through the Wyoming Department of Education, continues to support its career technical education demonstration project grant program with \$500,000 per biennium over and above its standard CTE funding from the education resource block grant model. The competitive demonstration project grant helps to prepare high school students for postsecondary options, which connect academic and technical curriculum grounded in academic and industry standards and provide innovative strategies for ensuring students access to career choices. The program creates work-based learning, dual enrollment opportunities, and supports workforce education and economic needs of Wyoming. Projects for the 2012-2013 year were for integration of career and technical education (CTE) and science, technology, engineering and math (STEM). The integration of CTE and STEM encouraged schools to provide opportunities for rigorous academics with challenging technical education.

Below you will find two examples of how the competitive demonstration project grant helped to integrate, strengthen, and increase achievement through CTE and STEM:

Teton County School District #1's grant focuses on creating a Fabrication Lab. The Fabrication Lab or "FabLab" is a place filled with high-tech fabrication tools where students of any background and interest can solve problems, invent, recreate or design something new. The grant funds the integration of CTE and STEM courses by utilizing the creative nature of the FabLab. For example, students could use geometry and algebra skills to solve problems like energy usage and how to program a house to decrease its own energy footprint. Science students could program models for wildfire spread and containment. Students not only design, but they construct prototypes, learn how products evolve, are revised and improved. The FabLab serves as a change to integrate academic core and career technical education that aligns with industry standards, career clusters and course sequencing. It will be a vehicle for students to have academic, technical and 21st Century skills to be successful.

Fremont County School District #25's grant focuses on embedding CTE and core academics with applied learning through a combined Geometry and Construction course. Fremont has also focused on obtaining community involvement through partnering with the Wind River Habitat for Humanity to build houses and providing dual credit offerings through local college articulation agreements. The district has also partnered with another district, Natrona County School District #1 to help replicate CTE/academic core integration in the Natrona district.

The state's support through the competitive CTE demonstration project grants helps ensure students integrate academic standards with relevant CTE through the STEM initiative.

2. During the reporting year, how did your state support 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.

Partnerships:

The Wyoming Community College Commission (WCCC) works closely with the WDE on the state Hathaway student postsecondary scholarships and CTE programs at the seven Wyoming community colleges. The commission also provides the initial software for community college data collection and the CTE section collaborated with Perkins funds on the commission's program to improve their data collection system.

The WDE collaborated with the Wyoming Department of Workforce Services (DWS) in the professional development offering of the National Career Development Association's (NCDA) career development facilitator course to educators and career guidance stakeholders around the state. The CTE section works closely with DWS and the Workforce Development Counsel on workforce development projects such as ACT's Certified Work Ready Community program.

During this reporting year, the WDE's CTE section has partnered with the University of Wyoming to create a state repository of CTE/STEM programs and resources, called WYSTEM. The department also partners with the Wyoming Lodging and Restaurant Association Education Foundation (WLRAEF) to further the state's hospitality and tourism programs, business, and CTSO networks. These statewide partnerships and collaborations are essential to creating a unified 'front' for the improvement of the preparation and success of CTE students in Wyoming.

State Career/Vocational Standards Review:

Consistent with its responsibility to evaluate and review the uniformity and quality of the standards at least every five years, the Wyoming State Board of Education directed the Wyoming Department of Education (WDE), working in consultation and coordination with local school districts, to formulate and implement a process to evaluate and review the uniformity and quality of the standards by December 2013.

The Wyoming Career/Vocational Education (C/VE) Content and Performance Standards represent a cooperative effort. The C/VE Review Committee was formed in May 2012 with representatives from school districts, community colleges, and businesses state-wide. This committee met for the first time in June 2012 to begin the revision process. The WDE CTE section continued to support this work during this reporting year with Perkins leadership funds.

Members began with a systematic evaluation of the uniformity and quality of the 2008 standards. The standards were reviewed for cognitive complexity, and it was decided to integrate components of the national standards to establish the rigor of the Wyoming C/VE Content and Performance Standards.

The Committee incorporated and adapted the Common Core State Standards (CCSS) for Literacy in Science and Technical subjects, and referenced the Common Career Technical Core (CCTC), 21st Century Skills, and International Society for Technology in Education (ISTE) in the standards. The C/VE Committee chose not to adopt the CCTC Standards in order to develop a cohesive K-12 system.

To completely revamp the standards to reflect greater rigor and closer alignment to national standards, grade-band groups of K-5, 6-8, 9-12 were formed to evaluate, update, and create standards, benchmarks, and performance level descriptors relevant to the skills needed by the 21st Century learner.

Groups met via the Wyoming Education Network, online, as well as face-to-face to continue development and alignment. A public comment period via the Wyoming Department of Education website was allowed for one month before the team met again face-to-face to address potential edits and finalize the document. Throughout the drafting process, the C/VE Review Committee developed interdisciplinary, project-based standards which focus on high-level questioning, critical thinking, and problem solving across the grade spans. These standards will guide teachers toward effective instruction to aid in students' preparation for college and careers. The recommended changes to the Wyoming C/VE Content and Performance Standards have been sent by review committee to the Wyoming State Board of Education for review and approval.

Career Technical Education Demonstration Projects:

Wyoming continued to fund the state career technical education demonstration projects. These projects prepare high school students for a full range of postsecondary college and career options. 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.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

As mentioned in item 3R, the CTE section in collaboration with the Wyoming Department of Workforce Services, Sheridan College and the University of Wyoming provided the opportunity to attend one of three sections of a university-level course to become certified as a Career Development Facilitator (CDF) through the National Career Development Association (NCDA).

Career development facilitation is the best-practice certification training developed by the National Career Development Association (NCDA) to ensure career advisors and counselors have a high level of competency and effective practices when providing career guidance.

One of the desired outcomes of this course was to develop a Wyoming network of educators, counselors, career advisors, workforce developers, and placement specialists and other stakeholders with common principles and terminology. The CDF training program was developed to provide standards, training specifications, and NCDA credentialing for these career guidance providers.

Attendees received in-depth training in the areas of career development in 120 class/instructional hours, provided by nationally trained and qualified instructors from the Wyoming Department of Workforce Services. The CDF title designates individuals working in a variety of career development settings. A CDF may serve as a career group facilitator, educator, job search trainer, career resource center coordinator, career coach, career development case manager, intake interviewer, occupational and labor market information resource person, human resource career development coordinator, employment/placement specialist, or workforce development staff person.

The counseling profession has made great strides in defining professional counseling and career counseling. However, several professional groups recognized that many individuals who are currently providing career assistance have not received any formal, professional training. CDF training and certification can enhance the skills and knowledge of individuals who work in any type of career development setting.

CDF course participants received training in twelve competencies. The course included hands-on and interactive teaching methods and opportunities to interact with colleagues from a variety of work settings. The course offered opportunity to build skills and knowledge in areas that were new to participants, as well as enhance and develop those they already utilized in their work.

The twelve CDF competencies are:

1. Career resources and labor market information
2. Career planning processes
3. Basic helping and facilitation skills
4. Career development models and theories
5. Informal and formal assessment approaches
6. Diversity and specific population needs
7. Development and maintenance of an effective career resource center
8. Training others and program promotion
9. Case management and referral skills
10. Ethical and scope-of-practice issues
11. Professional and resource portfolios
12. Cutting-edge job searching

Finally, the Wyoming Department of Education also continues to distribute the American Careers Wyoming Career Education Planning Guide magazine to all 8th grade students who are also required to take a career exploration unit of study.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

In 2010, the Wyoming legislature passed SEA 52 which amended the Post Secondary Education Options Program Act (PEOP) to mandate that high schools and postsecondary institutions enter into agreements regarding dual and concurrent enrollment programs. It also required the annual reporting of student enrollment and completion data by high schools and community colleges as well as revenue and expenditure data by high schools, community colleges and boards of cooperative education services (BOCES) or boards of cooperative higher education services (BOCHES).

Section 2 of the legislation created a broad-based consensus process to discuss the topics named above, agree on statewide processes, procedures and requirement components for each topic, and ultimately, provide equitable, affordable access to quality dual and concurrent enrollment programs for all Wyoming high school students.

Dual and concurrent enrollment programs are offered through all seven of Wyoming's community colleges. Through the articulation agreements between the colleges and the high schools students can earn both high school and college credit while still enrolled and attending high school. Last year, 6,272 secondary students participated in 1,242 dual and concurrent courses in Wyoming. Among CTE concentrators, 1,745 (41.9%) were enrolled in one or more courses where they were eligible to earn concurrent enrollment credit.

Data collected on articulation agreements from 67 secondary schools show 78.6% (n=55) reported having an articulation agreement in place with one or more Wyoming community colleges. All schools with enrollment above 250 had existing articulation agreements.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Approximately 29.1% of CTE concentrators (unduplicated N=1,246) participated in a Career Technical Student Organization (CTSO) during the 2012-2013 school year. This represents an increase in the percentage of students participating in CTSO as compared to 28.2% in 2011-12. The highest percent of concentrators participating in CTSO were members of FFA (51.48%), and this is consistent with past years. There was a small decrease in SKILLS-USA participation from 18.57% for 2011-2012 to 16.25% in 2012-2013.

CTE concentrators who participated in CTSO had higher overall technical skill proficiency (73.7%) than those who did not participate in CTSO (65.3%).

Wyoming supports five CTSOs - Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Family, Career, and Community Leaders of America (FCCLA), Future Farmers of America (FFA) and Skills USA. Wyoming provides each organization a state advisor to oversee and coordinate ongoing programs, initiatives and conferences for students and local chapters.

Wyoming also employs a CTSO Education Consultant with Perkins IV funds to monitor activities of state advisors and career technical organizations including technical support and oversight for conferences, contests, workshops and conventions. The CTSO Education Consultant also maintains state advisor contracts through writing and releasing requests for proposals (RFPs) for five CTSO advisor contracts, administering advisor selection process and providing oversight of the five CTSO state advisors. The consultant also processes state advisor invoices for payment.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

As mentioned in the response to 3R, the state, through the Wyoming Department of Education, used Perkins IV funds to provide several professional development opportunities to CTE teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels during this reporting period in the areas of welding, drafting, automotive, CTE/academic integration, career readiness and career development facilitation. These professional development activities also provided continuing education credits through the Wyoming Professional Teaching Standards Board and the University of Wyoming.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

During this reporting period, the Wyoming Department of Education CTE section continued to encourage partnerships between schools, districts, community colleges, and regional businesses and industries to offer programs of study. These relationships often result in opportunities for students, secondary and postsecondary alike, to participate in work-based learning, internships and apprenticeships.

Job shadowing was the most common form of work-based learning (31.21%) among CTE concentrators followed by community service learning (22.05%), work-experience internship (20.50%), mentorship (4.43%), cooperative education (2.42%), and apprenticeship (0.50%).

The dual and concurrent agreements between secondary school districts and postsecondary community colleges create collaborative relationships between teachers and instructors which increase college credits earned by high school students and reduce the necessity of remedial training. See the response to 2P for more detail on articulation agreements.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Uinta County School District #1 used a state CTE demonstration project grant to fund a partnership with ConnectEd to transform their education through Linked Learning. This will help to ensure that all students, regardless of background, graduate and are college and career ready. This approach will combine Uinta's strong academics, technical education and real world application.

Over two years Uinta's partnership will develop pathways in K-12 districts using a coaching model to develop this partnership capacity. This initiative will require a in-state staff member with experience in CTE/STEM and trained by ConnectEd as the district coach. After being trained by ConnectEd, this coach would work with district teams including colleges and industry partners to create pathways and engagement strategies in the specific districts and partnering colleges.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

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11. During the reporting year, did your state use Perkins funds to improve 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?

Yes

The Wyoming Professional Teaching Standards Board (PTSB) offers a trade and technical permit called a Professional Industry Career (PIC) permit to teach grade levels 6-12 in the field(s) of the occupational specialty for applicants wishing to teach but do not currently possess a teaching degree. The permit requirements are a high school diploma, minimum two years work experience for each field of occupational specialty for which the applicant is seeking, verification of employment forms and a plan for continued professional advancement.

A Bachelors degree or higher is required for applicants seeking a PIC permit in Agriculture, Business, Family and Consumer Science, Technology, and Trade and Technical (Industrial Arts). The permit is valid for five years and renewal requirements include a written progress report on the professional advancement plan. School districts are using this permit as a "fast-track" method of recruiting new career technical education teachers.

Also detailed in 3R, the CTE section in collaboration with the Wyoming Department of Workforce Services, Sheridan College and the University of Wyoming provided the opportunity to attend one of three sections of a university-level course to become certified as a Career Development Facilitator (CDF) through the National Career Development Association.

Career development facilitation is a best practice certification training developed by the National Career Development Association (NCDA) to ensure career advisors and counselors have a high level of competency and effective practices when providing career guidance (for some of our schools this may be a CTE teacher providing career guidance).

One of the desired outcomes of this course was to develop a Wyoming network of educators, counselors, career advisors, workforce developers, placement specialists and other stakeholders with common principles and terminology.

Attendees received in-depth training in the areas of career development in 120 class/instructional hours, provided by nationally trained and qualified instructors at the Wyoming Department of Workforce Services. The CDF title designates individuals working in a variety of career development settings. A CDF may serve as a career group facilitator, job search trainer, career resource center coordinator, career coach, career development case manager, intake interviewer, occupational and labor market information resource person, human resource career development coordinator, employment/placement specialist, or workforce development staff person.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Laramie County Community College (LCCC) has implemented a highly successful, innovative career pathways center called "The Hub." LCCC seeks to fully integrate career pathways into student services functions including strategies such as career assessment and career coaching, strengthened academic advising clearly related to career choice(s), an emphasis on workforce readiness skills, student milestones emphasizing graduation and employment, and enhanced input from both students and industry representatives in developing, implementing, and evaluating the effectiveness of LCCC "providing students with a strong experience in and understanding all aspects of" their career choice(s).

Western Wyoming Community College (WWCC) hosts an annual on-campus Career Fair each Spring for postsecondary students. The career fair draws approximately 30 - 40 employers from regional industries and businesses. The College works to build professional relationships and partnerships with businesses and industries throughout southwest Wyoming, and many students are offered summer or other employment opportunities as a result of this career fair.

Northwest College (NWC) CTE programs include a research component on their industries, and students are encouraged to look at all aspects of their industries. In addition, NWC has an Office of Work-Based Learning and the curriculum requires students to go beyond the content area of their specific experience and look at other aspects of the industry. Programs also include trips and training for CTE students with industry professionals, and faculty provide off-site tours of industry for students and some even utilize a database of virtual tours.

Consolidated Annual Report, Program Year 2012 - 2013 Wyoming

Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

At the secondary level, Wyoming continues to design a new assessment mechanism for programs that will allow measurement to occur at the industry-specific level to meet the requirement of the new Perkins law. Section 113(b)(A)(ii) says that states must develop an indicator relating to “student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.” While Wyoming has historically had a statewide assessment of technical skill attainment, the prior statewide assessment of CTE skills was designed to tap generic workplace skills solely and is not industry-specific. Wyoming has developed a multi-step, multi-year, phase-in of a new CTE assessment system. The general process for development of this new system consists of the following:

- Convene an oversight coordinating group.
- Create criteria for updating program standards.
- Convene expert content teams (educators and business) to review content standards to be assessed.
- For each program area, determine if existing assessments are appropriate and affordable; determine where new assessments need to be developed.
- Select and/or develop assessments to measure the articulated skills and competencies.
- Create and/or pilot versions of the new assessments.
- Apply criteria for test security, administration and reporting features.
- Train pilot-group of teachers in new assessment standards and processes.
- Train teachers in developing formative assessments based upon the program's tested competencies.
- Implement new assessments with pilot group of teaches and faculty.
- Administer the test and report results.
- Conduct pilot professional development for teachers to reflect upon test data to improve and focus classroom teaching.
- Scale up use of new assessments and teacher training.

Online assessments for Family and Consumer Science will be developed, piloted and deployed during the 2013-14 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 2012-13, Automotive Technology concentrators will be able to take Electrical Systems and Engine Performance industry-certified exams through National Institute for Automotive Service Excellence (ASE) Assessment. For the remaining CTE concentrators, the existing WyCTA skills assessment is being used while the new assessment system continues to be developed.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Consolidated Annual Report, Program Year 2012 - 2013 Wyoming

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	<p>Overview: Results for 2012-13 also show that 5 postsecondary schools out of 7 local recipients (71.4%) 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 will be submitting an improvement plan to the State by February 2014. The percent of postsecondary schools who met each indicator (within 90% threshold) is summarized below. As shown, technical attainment (1P1) and Credential, Certificate, or Degree (2P1) rates, which are measured using the same definition, were met by 6 colleges. In contrast, non-traditional participation was met by 3 colleges. Results by subgroups of students at the local level show that in general, there were few students reported</p>	<p>Action Plan: The Wyoming Department of Education CTE section will- 1) Work with Wyoming Community Colleges through technical assistance and professional development activities to improve the response rate from students that have been placed and 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. 2) Continue to develop the state network of career guidance counselors and staff through technical assistance and professional development. 3) Work with Wyoming Community Colleges, the Wyoming Community College Commission, the University of Wyoming, the Wyoming Department of Workforce Services, secondary school districts, and career guidance professionals to</p>	WDE-CTE Section	09-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>within the categories of disability, single parents, displaced homemakers, and limited English Proficiency. Within special populations, the majority of students were identified as non-traditional and/or economically disadvantaged. Generally, these individuals tended to show lower performance on 3P1 and 4P1 indicators than schoolwide performance results, and higher performance on 5P1 and 5P2 results than schoolwide. Percent of Postsecondary Schools Meeting 90% Threshold of Indicator 1P1: 85.71% (n=6) 2P1: 85.71% (n=6) 3P1: 71.43% (n=5) 4P1: 71.43% (n=5) 5P1: 71.43% (n=5) 5P2: 42.86% (n=3)</p> <p>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 2012-13 reporting year, data was obtained on 456 concentrators who exited postsecondary education, which represents an increase from the prior year's total count (n=400). The Wyoming Department of Education will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 78.29% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure, and the target of 88.00% was not met. There are</p>	<p>develop a virtual career counseling resource.</p>		

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>six 'pillars' or focus areas in the Wyoming Department of Education's new mission to become a breakout state and a nationwide leader in public education. The sixth pillar supporting the agency's mission is: Guarantee College and Career Readiness, where the goal is for all students will develop skills and interests that prepare them for success in college and/or a rewarding career. A priority for this pillar is access to college and career counseling and the creation of a virtual career counseling program for the state. The past year's career guidance professional development activities and the Career Development Facilitator course has created new interest in the expansion of career guidance for secondary and postsecondary students in a wider network of providers with common operating principles. This network would benefit through the availability of a virtual career counseling program. The Wyoming Department of Education CTE section will continue technical assistance and professional development for stakeholders in CTE career guidance and academic/CTE integration through its action plan. Action Plan: The Wyoming Department of Education CTE section will- 1) Work with Wyoming Community Colleges through technical assistance and professional development activities to improve the response rate from students that have been placed and</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>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. 2) Continue to develop the state network of career guidance counselors and staff through technical assistance and professional development. 3) Work with Wyoming Community Colleges, the Wyoming Community College Commission, the University of Wyoming, the Wyoming Department of Workforce Services, secondary school districts, and career guidance professionals to develop a virtual career counseling resource.</p>			
1S1	<p>Overview: To compute academic attainment, CTE concentrators entered in the WyCTA database are matched with state assessment data received from the Wyoming Department of Education (NOTE: Per Federal guidelines, only students whose scores were included in statewide AYP computation are included). For example, for the 2012-13 school year, CTE concentrators from the WyCTA database were matched with all 11th graders who took the ACT in Spring 2013. The indicator was then calculated by the number of CTE concentrators proficient on the reading portion of the ACT. Of note, the ACT was a new statewide assessment – in prior years, Wyoming used the state PAWS assessment. Overall, 74.9% of CTE concentrators were</p>	<p>Action Plan: 1) The Wyoming Department of Education CTE section will provide professional development and technical assistance for the implementation of the new career vocational content and performance standards (including identified reading/ELA Common Core State Standards (CCSS) once they have been approved by the State Board of Education) and help develop teacher/leader effectiveness through the instructional facilitator network. 2) The Wyoming Department of Education CTE section will work with state career technical student organization (advisors) to develop programs that support reading/writing skills of their student members using national CTSO organization resources and creating extracurricular</p>	WDE-CTE Section	09-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>proficient on the reading subtest as compared to 25.1% not proficient. This represents a decrease from the prior year when 79% of concentrators were proficient. Such changes in proficiency levels may be explained, in part, to the change in the assessment employed. Comparisons between CTE concentrators and non-CTE concentrators show that overall academic proficiency rates in reading were slightly higher for non-concentrators (75.8%) than concentrators (74.9%). While a higher proportion of CTE concentrators (57.5%) were classified as Proficient than non-CTE concentrators (51.5%), there were more non-CTE concentrators in the Advanced proficiency level (24.3%) than CTE concentrators (17.4%).</p> <p>Indicator 1S1 by Subpopulations: Results for indicator 1S1 by the subgroups of gender, ethnicity and special populations are reported in the following table. Highlights and key finding include: 77.5% of females were proficient in reading as compared to 73% of males. Students in the ethnicity categories of American Indian (77.8%) and White (77.0%) had the highest percentages of students meeting proficiency targets for reading. The highest proportion of special population students to meet this indicator were non-traditional (81.4%). There are six 'pillars' or focus areas in the Wyoming Department of Education's new mission to become a breakout state and a nationwide leader in</p>	<p>opportunities for student engagement.</p>		

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>public education. The second pillar supporting this new mission is: Facilitate Teacher and Leader Effectiveness, where the goal is all students will be taught by exceptional teachers in a school guided by an exceptional leadership team. One of the priorities of this goal is access to content and professional collaboration opportunities by creating and maintaining an online instructional resource bank and formalizing and instructional facilitator network. This network will provide reading strategies to career technical education educators. The facilitator team will also assist with the development of professional learning communities which will include career technical education teachers. A portion of this teacher development initiative would be to disseminate the state's new career vocational content and performance standards to CTE educators which include several reading attributes. The Wyoming Department of Education is directed by the Wyoming State Board of Education to facilitate the evaluation and review of career vocational content and performance standards every five years in consultation and coordination with local school districts. The Wyoming Career/Vocational Education (C/VE) Content and Performance Standards represent a cooperative effort. The C/VE Review Committee was formed to include representatives from</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>school districts, community colleges, and businesses state-wide. Members began the review process with a systematic evaluation of the uniformity and quality of the 2008 standards. The standards were reviewed for cognitive complexity, and it was decided to integrate components of the national standards to establish the rigor of the Wyoming Career/Vocational Education Content and Performance Standards. The Committee incorporated and adapted the Common Core State Standards (CCSS) ELA, Reading, Writing, Literacy in Science and Technical subjects, Mathematics, and referenced the Common Career Technical Core (CCTC), 21st Century Skills, and International Society for Technology in Education (ISTE) in the Standards. The C/VE Committee chose not to adopt the CCTC Standards in order to develop a cohesive K-12 system. The C/VE Review Committee developed interdisciplinary, project-based standards which focus on high-level questioning, critical thinking, and problem solving across the grade spans. These standards will guide teachers toward effective instruction to aid in students' preparation for college and careers including reading. The recommended changes to the Wyoming Career/Vocational Content and Performance Standards have been sent by review committee to the Wyoming State Board of Education for review and</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>approval. The fifth pillar supporting the agency’s mission is: Provide Opportunities for Engagement, where the goal is for all students will have access to enriching programs and activities that meet and expand their interests. A priority for this pillar is to incentivize extra-curricular participation by partnering with groups such as career technical student organizations that are focused on student engagement.</p>			
6S1	<p>Overview: To calculate non-traditional CTE participation rates, data from the CTE Participant data table in the WyCTA database was analyzed. This data table required schools to report information on counts of CTE participants by CIP code and subpopulations. The total number of participants who were in a non-traditional occupational field (as determined by CIP code provided) were then counted. Note that the latest non-traditional guidelines were used to determine fields that are considered non-traditional for each gender. For example, nursing is a non-traditional male profession while engineering is a non-traditional female profession. Participants whose gender matches those in a non-traditional program (e.g. females pursuing an engineering field) are considered non-traditional participants whereas participants whose gender does not match a non-traditional program (e.g. a male pursuing an engineering field) are considered traditional</p>	<p>Action Plan: 1) The Wyoming Department of Education CTE section will continue to support the expansion of its Career Development Facilitator initiative by expanding the number of districts that are connected to National Career Development Association (NCDA) programs through professional development and technical assistance, especially in the area of non-traditional participation. 2) Work with Wyoming Community Colleges, the Wyoming Community College Commission, the University of Wyoming, the Wyoming Department of Workforce Services, secondary school districts, and career guidance professionals to develop a virtual career counseling resource.</p>	WDE-CTE Section	09-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>participants. For the 2012-2013 reporting year, approximately 33.5% of students in non-traditional programs were in under-represented gender groups. This figure is slightly lower than last year's result of 34.9%. Indicator 6S1 by Subpopulations: Results for indicator 6S1 are reported by subgroup in the table below. Data by gender, ethnicity and special populations is included. Key findings from these results include: A significant difference in results by gender was observed. While 73.09% of female students participated in a non-traditional program, only 9.82% of males did so. Results by ethnicity were fairly comparable with the highest percent of students participating in a non-traditional program being of two or more races (55.46%). Limited English proficient (46.62%) and single parent (36.13%) students had the highest rates of non-traditional participation. As mentioned before, the fifth pillar supporting the agency's mission is: Provide Opportunities for Engagement, where the goal is for all students will have access to enriching programs and activities that meet and expand their interests. A priority for this pillar is to incentivize extra-curricular participation by partnering with groups such as career technical student organizations that are focused on student engagement. The main component of the improvement of non-traditional participation is</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>expansion of the Career Development Facilitator initiative that continued during this reporting period. The WDE identified the Career development facilitation certification training developed by the National Career Development Association (NCDA) as a best practice to ensure career advisors and counselors have a high level of competency and effective practices when providing career guidance. One of the outcomes of this course was the development of a common career guidance standard for Wyoming educators, counselors, career advisors, workforce developers, placement specialists and other stakeholders. The importance of the communication of non-traditional opportunities to educators and students are a part of that standard. The Wyoming Department of Education CTE section will partner with district CTE teachers/personnel, Wyoming Community Colleges and the University of Wyoming to develop and implement an "Expanding Your Horizons" conference for middle and high school girls in Wyoming. This conference will provide exposure to role models from STEM and other CTE disciplines, as well as facilitate hands-on activities, with the goal of inspiring young women to become innovative and creative thinkers and to become more involved in underrepresented CTE</p>			

Core Indicator	Disaggregated categories of programs.	Action step to be implemented	Staff member	Timeline
6S2	<p>Overview: In order to calculate the non-traditional completion indicator, CTE concentrators who completed a non-traditional program during the reporting year were identified. The total number of concentrators in a non-traditional field (as determined by CIP code provided) was determined using the latest guidelines for occupational fields that are considered non-traditional for each gender. This is compared to each concentrator's gender to determine if a concentrator is a non-traditional student (see description of indicator 6S1 for examples). Approximately 28.8% of students completing a non-traditional program were non-traditional students. This figure remains unchanged from the 2011-12 school year in which 28.8% of non-traditional students completed a non-traditional program. Indicator 6S2 by Subpopulations: Overall, results by subpopulations are reported in the following table. Highlights of these results include: Similar to indicator 6S1, a significant difference in results by gender is observed. While 73.9% of female concentrators completed a non-traditional program, only 5.7% of males did so. Results by ethnicity ranged from 25.7% among Hispanic students to 50% among Black students. Single parent students showed the highest completion rates in programs (26.1%) while individuals with disabilities showed the lowest completion</p>	<p>Action Plan: 1) The Wyoming Department of Education CTE section will assist in the agency's effort to promote and expand the following opportunities for secondary (including non-traditional) students: AP course offerings IB programs Dual and concurrent enrollment Higher level course enrollment Computer science course offerings Incentives for CTE and other certifications</p>	<p>WDE Staff and Trainers</p>	<p>09-30-14</p>

Core Indicator	Disaggregated categories of rates (16.5%)	Action step to be implemented	Staff member	Timeline
	<p>Again, the sixth pillar supporting the agency's mission is: Guarantee College and Career Readiness, where the goal is for all students will develop skills and interests that prepare them for success in college and/or a rewarding career. Another priority of this goal is college credit and certificate attainment among secondary students. The department's support of this priority is to promote and expand advance placement (AP) course offerings, International Baccalaureate (IB) program opportunities, dual/concurrent enrollment opportunities, higher-level course enrollment, computer science course offerings and incentives for CTE trade fields/other certifications.</p>			
1S2	<p>Overview: Like indicator 1S1, in order to determine academic skill attainment in mathematics per Perkins IV guidelines, data from the ACT was obtained from the Wyoming Department of Education. The indicator is then calculated the same way (i.e. number of CTE concentrator's proficient on the mathematics portion of the ACT). Again, it should be noted that these results include concentrators assessed via the ACT during the 12-13 school year. Statewide results show that 68.0% of CTE concentrators were proficient in math as compared to 32.0% who were not proficient. This represents a slight decrease as compared to last year (68.8%). To reiterate, the state assessment changed from the</p>	<p>1) The Wyoming Department of Education CTE section will provide professional development and technical assistance for the implementation of the new career vocational content and performance standards (including identified mathematics Common Core State Standards (CCSS) in mathematics once they have been approved by the State Board of Education) and help develop teacher/leader effectiveness through the instructional facilitator network. 2) The Wyoming Department of Education CTE section will work with state career technical student organization (advisors) to develop programs that support mathematic skills of their student members using national CTSO</p>	WDE Staff and Trainers	09-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>PAWS to the ACT in Spring 2013. Comparisons between CTE concentrators and non-CTE concentrators show that overall academic proficiency rates in math were higher for concentrators (68.0%) as compared to non-concentrators (67.4%). As shown in the following figure, a higher percentage (52.7%) of CTE concentrators were under the Proficient category than non-CTE concentrators (49.9%); however, 17.5% of non-CTE concentrators were advanced as compared to 15.4% of CTE concentrators.</p> <p>Indicator 1S2 by Subpopulations: Results for indicator 1S2 by subgroups are shown in the table below. Highlights of these results include: Proficiency rates by gender show that the percent proficient was slightly greater for males (69.5%) than females (66.0%). For ethnicity, Asian/Pacific Islander students were most likely to meet the math proficiency targets (87.5%).</p> <p>Looking at special populations, students in the non-traditional (66.9%) category had the highest proportion of students meeting the proficiency target, while students with disabilities had the lowest percentage of students meeting the target (30.4%). As mentioned in the 1S1 Performance Improvement Plan, the second pillar supporting this new mission is: Facilitate Teacher and Leader Effectiveness, where the goal is all students will be taught by exceptional teachers in a school guided by an exceptional</p>	<p>organization resources and creating extracurricular opportunities for student engagement. 3) The Wyoming Department of Education CTE section will continue to collaborate with the University of Wyoming on its WYSTEM project.</p>		

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>leadership team. One of the priorities of this goal is access to content and professional collaboration opportunities by creating and maintaining an online instructional resource bank and formalizing and instructional facilitator network. This network will provide reading strategies to career technical education educators. The facilitator team will also assist with the development of professional learning communities which will include career technical education teachers. This initiative for teacher development would include dissemination of the state's new career vocational content and performance standards to CTE teachers which include several math attributes in addition to reading. The Wyoming State Board of Education directs the Wyoming Department of Education every five years to facilitate the evaluation and review of career vocational content and performance standards in consultation and coordination with local school districts. The Committee comprised of representatives from school districts, community colleges, and businesses incorporated and adapted the Common Core State Standards (CCSS) for ELA, Reading, Writing, Literacy in Science and Technical subjects, Mathematics and referenced the Common Career Technical Core (CCTC), 21st Century Skills, and International Society for Technology in Education (ISTE)</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>in the Standards. The C/VE Review Committee developed interdisciplinary, project-based standards which focus on high-level questioning, critical thinking, and problem solving across the grade spans. These standards will guide teachers toward effective instruction to aid in students' preparation for college and careers including mathematics. The recommended changes to the Wyoming Career/Vocational Content and Performance Standards have been sent by review committee to the Wyoming State Board of Education for review and approval. During the review period, the WDE CTE section worked with the University of Wyoming to create its WYSTEM, a state repository of CTE/STEM programs and resources for educators at all levels. WYSTEM brings together institutions, programs, and people involved in science, technology, engineering and mathematics (STEM) educational outreach, and career technical education (CTE). Their goal is to make STEM and CTE educational opportunities in Wyoming assessable to students, parents and the community. WYSTEM addresses the following topics: professional development, summer programs for students, beyond the classroom, ask an expert, bring students to UW, school-based STEM/CTE programs, STEM classroom visits, STEM competitions, STEM lending materials, undergraduate STEM, and industry connections.</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>Programs are neatly sorted by grade level and geographic information, so individuals can glean pertinent information quickly. As mentioned before, the fifth pillar supporting the agency’s mission is: Provide Opportunities for Engagement, where the goal is for all students will have access to enriching programs and activities that meet and expand their interests. A priority for this pillar is to incentivize extra-curricular participation by partnering with groups such as career technical student organizations that are focused on student engagement.</p>			

Secondary Program Improvement Plans

N/A

Local Program Improvement Plans

The total number of secondary eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance in Wyoming was 40 (school districts). Results for 2012-13 show that 56 secondary schools out of 63 local recipients (88.89%) failed to meet at least 90% of an agreed upon adjusted level of performance.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	<p>Overview: Results for 2012-13 also show that 5 postsecondary schools out of 7 local recipients (71.4%) 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 will be submitting an improvement plan to the State by</p>	<p>Action Plan: The Wyoming Department of Education CTE section will- 1) Work with Wyoming Community Colleges through technical assistance and professional development activities to improve the response rate from students that have been placed and retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter</p>	WDE-CTE Section	09-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>February 2014. The percent of postsecondary schools who met each indicator (within 90% threshold) is summarized below. As shown, technical attainment (1P1) and Credential, Certificate, or Degree (2P1) rates, which are measured using the same definition, were met by 6 colleges. In contrast, non-traditional participation was met by 3 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 limited English Proficiency. Within special populations, the majority of students were identified as non-traditional and/or economically disadvantaged. Generally, these individuals tended to show lower performance on 3P1 and 4P1 indicators than schoolwide performance results, and higher performance on 5P1 and 5P2 results than schoolwide. Percent of Postsecondary Schools Meeting 90% Threshold of Indicator 1P1: 85.71% (n=6) 2P1: 85.71% (n=6) 3P1: 71.43% (n=5) 4P1: 71.43% (n=5) 5P1: 71.43% (n=5) 5P2: 42.86% (n=3)</p> <p>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 2012-13 reporting year, data was obtained on 456 concentrators who exited</p>	<p>following the program year in which they left postsecondary education. 2) Continue to develop the state network of career guidance counselors and staff through technical assistance and professional development. 3) Work with Wyoming Community Colleges, the Wyoming Community College Commission, the University of Wyoming, the Wyoming Department of Workforce Services, secondary school districts, and career guidance professionals to develop a virtual career counseling resource.</p>		

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>postsecondary education, which represents an increase from the prior year's total count (n=400). The Wyoming Department of Education will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 78.29% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure, and the target of 88.00% was not met. There are six 'pillars' or focus areas in the Wyoming Department of Education's new mission to become a breakout state and a nationwide leader in public education. The sixth pillar supporting the agency's mission is: Guarantee College and Career Readiness, where the goal is for all students will develop skills and interests that prepare them for success in college and/or a rewarding career. A priority for this pillar is access to college and career counseling and the creation of a virtual career counseling program for the state. The past year's career guidance professional development activities and the Career Development Facilitator course has created new interest in the expansion of career guidance for secondary and postsecondary students in a wider network of providers with common operating principles. This network would benefit through the availability of a virtual career counseling program. The Wyoming</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>Department of Education CTE section will continue technical assistance and professional development for stakeholders in CTE career guidance and academic/CTE integration through its action plan. Action Plan: The Wyoming Department of Education CTE section will- 1) Work with Wyoming Community Colleges through technical assistance and professional development activities to improve the response rate from students that have been placed and 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. 2) Continue to develop the state network of career guidance counselors and staff through technical assistance and professional development. 3) Work with Wyoming Community Colleges, the Wyoming Community College Commission, the University of Wyoming, the Wyoming Department of Workforce Services, secondary school districts, and career guidance professionals to develop a virtual career counseling resource.</p>			
1S1	<p>Overview: To compute academic attainment, CTE concentrators entered in the WyCTA database are matched with state assessment data received from the Wyoming Department of Education (NOTE: Per Federal guidelines, only students whose scores were included in statewide AYP computation are</p>	<p>Action Plan: 1) The Wyoming Department of Education CTE section will provide professional development and technical assistance for the implementation of the new career vocational content and performance standards (including identified reading/ELA Common Core State Standards</p>	WDE-CTE Section	09-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>included). For example, for the 2012-13 school year, CTE concentrators from the WyCTA database were matched with all 11th graders who took the ACT in Spring 2013. The indicator was then calculated by the number of CTE concentrators proficient on the reading portion of the ACT. Of note, the ACT was a new statewide assessment – in prior years, Wyoming used the state PAWS assessment. Overall, 74.9% of CTE concentrators were proficient on the reading subtest as compared to 25.1% not proficient. This represents a decrease from the prior year when 79% of concentrators were proficient. Such changes in proficiency levels may be explained, in part, to the change in the assessment employed. Comparisons between CTE concentrators and non-CTE concentrators show that overall academic proficiency rates in reading were slightly higher for non-concentrators (75.8%) than concentrators (74.9%). While a higher proportion of CTE concentrators (57.5%) were classified as Proficient than non-CTE concentrators (51.5%), there were more non-CTE concentrators in the Advanced proficiency level (24.3%) than CTE concentrators (17.4%).</p> <p>Indicator 1S1 by Subpopulations: Results for indicator 1S1 by the subgroups of gender, ethnicity and special populations are reported in the following table. Highlights and key finding include: 77.5% of females were</p>	<p>(CCSS) once they have been approved by the State Board of Education) and help develop teacher/leader effectiveness through the instructional facilitator network. 2) The Wyoming Department of Education CTE section will work with state career technical student organization (advisors) to develop programs that support reading/writing skills of their student members using national CTSO organization resources and creating extracurricular opportunities for student engagement.</p>		

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>proficient in reading as compared to 73% of males. Students in the ethnicity categories of American Indian (77.8%) and White (77.0%) had the highest percentages of students meeting proficiency targets for reading. The highest proportion of special population students to meet this indicator were non-traditional (81.4%). There are six 'pillars' or focus areas in the Wyoming Department of Education's new mission to become a breakout state and a nationwide leader in public education. The second pillar supporting this new mission is: Facilitate Teacher and Leader Effectiveness, where the goal is all students will be taught by exceptional teachers in a school guided by an exceptional leadership team. One of the priorities of this goal is access to content and professional collaboration opportunities by creating and maintaining an online instructional resource bank and formalizing and instructional facilitator network. This network will provide reading strategies to career technical education educators. The facilitator team will also assist with the development of professional learning communities which will include career technical education teachers. A portion of this teacher development initiative would be to disseminate the state's new career vocational content and performance standards to CTE educators which include several reading attributes. The Wyoming</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>Department of Education is directed by the Wyoming State Board of Education to facilitate the evaluation and review of career vocational content and performance standards every five years in consultation and coordination with local school districts. The Wyoming Career/Vocational Education (C/VE) Content and Performance Standards represent a cooperative effort. The C/VE Review Committee was formed to include representatives from school districts, community colleges, and businesses state-wide. Members began the review process with a systematic evaluation of the uniformity and quality of the 2008 standards. The standards were reviewed for cognitive complexity, and it was decided to integrate components of the national standards to establish the rigor of the Wyoming Career/Vocational Education Content and Performance Standards. The Committee incorporated and adapted the Common Core State Standards (CCSS) ELA, Reading, Writing, Literacy in Science and Technical subjects, Mathematics, and referenced the Common Career Technical Core (CCTC), 21st Century Skills, and International Society for Technology in Education (ISTE) in the Standards. The C/VE Committee chose not to adopt the CCTC Standards in order to develop a cohesive K-12 system. The C/VE Review Committee developed interdisciplinary, project-based standards which</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>focus on high-level questioning, critical thinking, and problem solving across the grade spans. These standards will guide teachers toward effective instruction to aid in students' preparation for college and careers including reading. The recommended changes to the Wyoming Career/Vocational Content and Performance Standards have been sent by review committee to the Wyoming State Board of Education for review and approval. The fifth pillar supporting the agency's mission is: Provide Opportunities for Engagement, where the goal is for all students will have access to enriching programs and activities that meet and expand their interests. A priority for this pillar is to incentivize extra-curricular participation by partnering with groups such as career technical student organizations that are focused on student engagement.</p>			
6S1	<p>Overview: To calculate non-traditional CTE participation rates, data from the CTE Participant data table in the WyCTA database was analyzed. This data table required schools to report information on counts of CTE participants by CIP code and subpopulations. The total number of participants who were in a non-traditional occupational field (as determined by CIP code provided) were then counted. Note that the latest non-traditional guidelines were used to determine fields that are considered non-traditional for</p>	<p>Action Plan: 1) The Wyoming Department of Education CTE section will continue to support the expansion of its Career Development Facilitator initiative by expanding the number of districts that are connected to National Career Development Association (NCDA) programs through professional development and technical assistance, especially in the area of non-traditional participation. 2) Work with Wyoming Community Colleges, the Wyoming Community College Commission, the University of Wyoming, the</p>	WDE-CTE Section	09-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>each gender. For example, nursing is a non-traditional male profession while engineering is a non-traditional female profession. Participants whose gender matches those in a non-traditional program (e.g. females pursuing an engineering field) are considered non-traditional participants whereas participants whose gender does not match a non-traditional program (e.g. a male pursuing an engineering field) are considered traditional participants. For the 2012-2013 reporting year, approximately 33.5% of students in non-traditional programs were in under-represented gender groups. This figure is slightly lower than last year's result of 34.9%. Indicator 6S1 by Subpopulations: Results for indicator 6S1 are reported by subgroup in the table below. Data by gender, ethnicity and special populations is included. Key findings from these results include: A significant difference in results by gender was observed. While 73.09% of female students participated in a non-traditional program, only 9.82% of males did so. Results by ethnicity were fairly comparable with the highest percent of students participating in a non-traditional program being of two or more races (55.46%). Limited English proficient (46.62%) and single parent (36.13%) students had the highest rates of non-traditional participation. As mentioned before, the fifth pillar</p>	<p>Wyoming Department of Workforce Services, secondary school districts, and career guidance professionals to develop a virtual career counseling resource.</p>		

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>supporting the agency’s mission is: Provide Opportunities for Engagement, where the goal is for all students will have access to enriching programs and activities that meet and expand their interests. A priority for this pillar is to incentivize extra-curricular participation by partnering with groups such as career technical student organizations that are focused on student engagement. The main component of the improvement of non-traditional participation is expansion of the Career Development Facilitator initiative that continued during this reporting period. The WDE identified the Career development facilitation certification training developed by the National Career Development Association (NCDCA) as a best practice to ensure career advisors and counselors have a high level of competency and effective practices when providing career guidance. One of the outcomes of this course was the development of a common career guidance standard for Wyoming educators, counselors, career advisors, workforce developers, placement specialists and other stakeholders. The importance of the communication of non-traditional opportunities to educators and students are a part of that standard. The Wyoming Department of Education CTE section will partner with district CTE teachers/personnel, Wyoming</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>Community Colleges and the University of Wyoming to develop and implement an "Expanding Your Horizons" conference for middle and high school girls in Wyoming. This conference will provide exposure to role models from STEM and other CTE disciplines, as well as facilitate hands-on activities, with the goal of inspiring young women to become innovative and creative thinkers and to become more involved in underrepresented CTE programs.</p>			
6S2	<p>Overview: In order to calculate the non-traditional completion indicator, CTE concentrators who completed a non-traditional program during the reporting year were identified. The total number of concentrators in a non-traditional field (as determined by CIP code provided) was determined using the latest guidelines for occupational fields that are considered non-traditional for each gender. This is compared to each concentrator's gender to determine if a concentrator is a non-traditional student (see description of indicator 6S1 for examples). Approximately 28.8% of students completing a non-traditional program were non-traditional students. This figure remains unchanged from the 2011-12 school year in which 28.8% of non-traditional students completed a non-traditional program. Indicator 6S2 by Subpopulations: Overall, results by subpopulations are reported in the following table. Highlights</p>	<p>Action Plan: 1) The Wyoming Department of Education CTE section will assist in the agency's effort to promote and expand the following opportunities for secondary (including non-traditional) students: AP course offerings IB programs Dual and concurrent enrollment Higher level course enrollment Computer science course offerings Incentives for CTE and other certifications</p>	WDE Staff and Trainers	09-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>of these results include: Similar to indicator 6S1, a significant difference in results by gender is observed. While 73.9% of female concentrators completed a non-traditional program, only 5.7% of males did so. Results by ethnicity ranged from 25.7% among Hispanic students to 50% among Black students. Single parent students showed the highest completion rates in programs (26.1%) while individuals with disabilities showed the lowest completion rates (16.5%) Again, the sixth pillar supporting the agency's mission is: Guarantee College and Career Readiness, where the goal is for all students will develop skills and interests that prepare them for success in college and/or a rewarding career. Another priority of this goal is college credit and certificate attainment among secondary students. The department's support of this priority is to promote and expand advance placement (AP) course offerings, International Baccalaureate (IB) program opportunities, dual/concurrent enrollment opportunities, higher-level course enrollment, computer science course offerings and incentives for CTE trade fields/other certifications.</p>			
1S2	<p>Overview: Like indicator 1S1, in order to determine academic skill attainment in mathematics per Perkins IV guidelines, data from the ACT was obtained from the Wyoming Department of Education. The indicator is then calculated the same way (i.e.</p>	<p>1) The Wyoming Department of Education CTE section will provide professional development and technical assistance for the implementation of the new career vocational content and performance standards</p>	<p>WDE Staff and Trainers</p>	<p>09-30-14</p>

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>number of CTE concentrator's proficient on the mathematics portion of the ACT). Again, it should be noted that these results include concentrators assessed via the ACT during the 12-13 school year. Statewide results show that 68.0% of CTE concentrators were proficient in math as compared to 32.0% who were not proficient. This represents a slight decrease as compared to last year (68.8%). To reiterate, the state assessment changed from the PAWS to the ACT in Spring 2013. Comparisons between CTE concentrators and non-CTE concentrators show that overall academic proficiency rates in math were higher for concentrators (68.0%) as compared to non-concentrators (67.4%). As shown in the following figure, a higher percentage (52.7%) of CTE concentrators were under the Proficient category than non-CTE concentrators (49.9%); however, 17.5% of non-CTE concentrators were advanced as compared to 15.4% of CTE concentrators.</p> <p>Indicator 1S2 by Subpopulations: Results for indicator 1S2 by subgroups are shown in the table below. Highlights of these results include: Proficiency rates by gender show that the percent proficient was slightly greater for males (69.5%) than females (66.0%). For ethnicity, Asian/Pacific Islander students were most likely to meet the math proficiency targets (87.5%).</p> <p>Looking at special populations, students in the non-traditional</p>	<p>(including identified mathematics Common Core State Standards (CCSS) in mathematics once they have been approved by the State Board of Education) and help develop teacher/leader effectiveness through the instructional facilitator network.</p> <p>2) The Wyoming Department of Education CTE section will work with state career technical student organization (advisors) to develop programs that support mathematic skills of their student members using national CTSO organization resources and creating extracurricular opportunities for student engagement. 3) The Wyoming Department of Education CTE section will continue to collaborate with the University of Wyoming on its WYSTEM project.</p>		

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>(66.9%) category had the highest proportion of students meeting the proficiency target, while students with disabilities had the lowest percentage of students meeting the target (30.4%). As mentioned in the 1S1 Performance Improvement Plan, the second pillar supporting this new mission is: Facilitate Teacher and Leader Effectiveness, where the goal is all students will be taught by exceptional teachers in a school guided by an exceptional leadership team. One of the priorities of this goal is access to content and professional collaboration opportunities by creating and maintaining an online instructional resource bank and formalizing and instructional facilitator network. This network will provide reading strategies to career technical education educators. The facilitator team will also assist with the development of professional learning communities which will include career technical education teachers. This initiative for teacher development would include dissemination of the state's new career vocational content and performance standards to CTE teachers which include several math attributes in addition to reading. The Wyoming State Board of Education directs the Wyoming Department of Education every five years to facilitate the evaluation and review of career vocational content and performance standards in</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>consultation and coordination with local school districts. The Committee comprised of representatives from school districts, community colleges, and businesses incorporated and adapted the Common Core State Standards (CCSS) for ELA, Reading, Writing, Literacy in Science and Technical subjects, Mathematics and referenced the Common Career Technical Core (CCTC), 21st Century Skills, and International Society for Technology in Education (ISTE) in the Standards. The C/VE Review Committee developed interdisciplinary, project-based standards which focus on high-level questioning, critical thinking, and problem solving across the grade spans. These standards will guide teachers toward effective instruction to aid in students' preparation for college and careers including mathematics. The recommended changes to the Wyoming Career/Vocational Content and Performance Standards have been sent by review committee to the Wyoming State Board of Education for review and approval. During the review period, the WDE CTE section worked with the University of Wyoming to create its WYSTEM, a state repository of CTE/STEM programs and resources for educators at all levels. WYSTEM brings together institutions, programs, and people involved in science, technology, engineering and mathematics (STEM) educational outreach, and career technical education (CTE). Their</p>			

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>goal is to make STEM and CTE educational opportunities in Wyoming assessable to students, parents and the community. WYSTEM addresses the following topics: professional development, summer programs for students, beyond the classroom, ask an expert, bring students to UW, school-based STEM/CTE programs, STEM classroom visits, STEM competitions, STEM lending materials, undergraduate STEM, and industry connections. Programs are neatly sorted by grade level and geographic information, so individuals can glean pertinent information quickly. As mentioned before, the fifth pillar supporting the agency's mission is: Provide Opportunities for Engagement, where the goal is for all students will have access to enriching programs and activities that meet and expand their interests. A priority for this pillar is to incentivize extra-curricular participation by partnering with groups such as career technical student organizations that are focused on student engagement.</p>			

Results for 2012-13 also show that 5 postsecondary schools out of a total of 7 local recipients (71.4%) failed to meet at least 90% of an agreed upon adjusted level of performance.