

The Wyoming CAR 2008-2009

**CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND
FINANCIAL STATUS REPORT
FOR THE
STATE BASIC GRANT AND TECH-PREP GRANT PROGRAMS
under the
CARL D. PERKINS
CAREER AND TECHNICAL
EDUCATION ACT OF 2006**



U.S. Department of Education
Office of Vocational and Adult Education
Carl D. Perkins Career and Technical Education Act 2006

Basic Grant to States, CFDA 084.048A and Tech-Prep Education CFDA 084.243A

OMB NO: 1830-0503

**WYOMING CAR REPORT
2008 - 2009**

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Section B
Narrative Report

EXECUTIVE SUMMARY

The State of Wyoming is a sparsely populated and geographically rural state. These two factors do not prevent the State from providing high quality education opportunities to all secondary and postsecondary students in the state. The legislature is able to provide outstanding support to the State's education programs with funding drawn from the major industries of tourism, coal, methane gas, and agricultural production. This funding allows the legislature to provide outstanding support to the students in all geographical regions of the State. The eligible recipients include 64 high schools in Wyoming's 48 school districts, a Bureau of Indian Affairs school, a charter high school, seven community colleges.

Wyoming Career and Technical Education (CTE) in Wyoming continues to undergo substantial changes in an effort to meet the Perkins accountability and reporting requirements. While continuing to use a revised version of the Wyoming Career Technical Assessment (WyCTA) during 2008 – 2009 the Wyoming Department of Education (WDE) has utilized considerable resources, time and effort to develop a new technical skills assessment system which is aligned to industry standards. The energy driving development of this new assessment system is provided by classroom instructors from the state's secondary and postsecondary schools. This new assessment system will be further addressed in the following report.

Wyoming has determined that it will consolidate Title II funds with Title I funds for the purpose of providing Career and Technical Education to all secondary and postsecondary recipients who participate in Perkins funded programs in the state.

Career and technical education leadership remains strong in Wyoming along with a great commitment to provide opportunities for all Wyoming students.

State Administration

The designated eligible agency responsible for the administration of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is the State Board of Vocational Education. The Wyoming State Board of Education, which also serves as the State Board of Vocational Education, in concert with the State Superintendent of Public Instruction ensures that all students be provided the opportunity to participate in career technical programs in preparation for careers in order to become productive citizens. This is further reinforced through the State's Hathaway Scholarship program having one of its requirements that each student follow a career plan of study based on the sixteen career clusters identified by the State. The Board and the WDE ensure that all students have the opportunity to master an ambitious common core of knowledge and skills.

The WDE State Director of Career Technical Education (CTE) has oversight of the Career Technical Education staff. The CTE staff, in addition to the Director, consists of a supervisor, four consultants and one administrative specialist. The Director also

serves as the leader for the Distance Education, Data Services, Network Services and Technical Services sections of the WDE.

1. Implementation of State Leadership Activities

Leadership funds for non-traditional programs were competitively awarded to meet the nine required and twenty permissible uses stated by federal law. Two postsecondary institutions and one secondary district were recipients of non-traditional competitive awards for the 2008- 2009 reporting year.

The awards are monitored through onsite visits, regional trainings and annual reports that document required activities, to include special population activities by program area. Grant activities are required to report on data compiled from the electronic WyCTA of 10th grade CTE students and 11th and 12th grade CTE concentrators, as well as post-secondary concentrators, reported within the 16 career clusters to determine programmatic status. A complete disaggregation as required for Perkins is reported. Local Education Agencies (LEAs) and institutions use the WyCTA assessment data for school and program improvement as well as to evaluate activities.

a. Required Use of Funds:

1) Conducting an assessment of the vocational and technical education programs funded under Perkins IV:

For the 2008-2009 reporting year, Wyoming continued to use the existing WyCTA skills assessment. Specifically, the WyCTA subtests for Affective & Thinking skills, Pre-Employment skills, and Employability skills were selected to assess students while the new assessment system is being developed. Under this revised transitional assessments measure of technical skill proficiency students need to be proficient in two out of the three content areas and were required to be assessed on at least two of the skills. Indicator 2S1 reports on the percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

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

The WDE continues to demonstrate great strides in technology expansion.

Under the direction of the Distance Education Section the Wyoming Equality Network (WEN) video system continues to grow in usage by Wyoming schools. The WEN is a two-way interactive Internet Protocol (IP) based video conferencing system available to all secondary and postsecondary schools in the state. Through this medium CTE classes are able to take virtual field trips into the workplace. Total video conferencing averaged 3,000 hours per month. In addition, there has been an increase in video conferencing endpoints, providing additional locations for CTE opportunities.

The eGrants Management System (GMS) came into full usage during 2008-2009 providing WDE Perkins IV applicants with a user friendly electronic format. The GMS allows LEAs to present program detail, budget, and other pertinent information about their Perkins programs in a concise, manageable format. Additionally, the GMS provides detailed reports which serve as the basis for a data driven approach to decision making.

The WDE expanded the use of technology to enhance staff development with local schools and colleges. Webinars were used to train Perkins Coordinators in the implementation and usage of a new program to use in negotiations between the WDE and LEAs for technical skills attainment.

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

In accordance with The Wyoming State Board of Education Accreditation Rules and Regulations, schools must provide professional development programs that support standards deployment for school improvement. State Career/Vocational Standards professional development is planned, implemented and in direct support of CTE improvement goals. A systemic program of academic and career technical professional development is in place to enhance student learning. LEA curricula are aligned with the state Career/Vocational standards and professional development. Integration of CTE programs with academics is being developed and deployed throughout the state. The WDE supports this development by providing opportunities for administrators, teachers, counselors and partners through in-service conferences such as the twice annual School Improvement Conference and regional workshops. Topics presented during the 2008-2009 funding year include development of the State's new technical assessments project as well as local workshops which focused on working with nontraditional students in the public school classroom.

The WDE contracted with Laramie County Community College to provide the organization and delivery of professional development opportunities which meet the requirements of the Carl D. Perkins Career and Technical Education Act of 2006 and state CTE program needs. The Business Training and Workforce Development Department of the college has specialists who deliver this professional development program statewide.

Professional development workshops offered to CTE instructors were: *Career Pathways Leadership Certification* and *Developing Leadership Skills in the Classroom*. The courses were offered for CTE educators at secondary and postsecondary levels during the Wyoming Association of Career and Technical Education (WACTE) state conference as well as at each of the seven community colleges around the state. In addition two conferences: *Connecting Today's Youth with the Demands of Tomorrow's Workplace* was presented at the First Annual Wyoming Department of Education Professional

Development Conference and *The Evolution of Education* was offered at the Second Annual Wyoming Department of Education Professional Development Conference.

Educators who participated received teacher re-certification credits, college credits and certificates (where applicable). Completion of the courses provided high quality training that met business and industry standards along with Perkins IV requirements.

4) Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education:

Integration of CTE and academic programs continues to be developed and deployed throughout the state on a district by district basis. The WDE supports this development by providing staff professional development opportunities to administrators, teachers, counselors and partners through in-service conferences, the semi-annual School Improvement Conference and regional workshops. Professional development opportunities, through a contract with the local community college, provided courses in Career Pathways Leadership, and in certification and integration of CTE courses with math and English.

5) Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable:

Competitive Perkins funds were awarded to two community colleges and one public school district for the 2008-2009 school year in the nontraditional category. As indicated by need the overall goal was to increase gender equity in CTE programs and provide students with financial, academic and social support to be successful in their majors. In addition, career guidance, counseling, case management, supplemental services and employability enhancements were provided. Each community college sponsored activities throughout the year to help students maximize their chances of being successful. Examples of these activities are job readiness workshops, job shadowing, internship experiences, diversity workplace presentations, proactive mentoring, job placement, and job fairs along with career and employer advisement.

6) Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study:

The WDE considers the school districts and community colleges as equal partners in the educational process of Wyoming's students. Wyoming Association of Career Technical Education (WACTE) is a professional organization which provides workshops, training and an annual conference. The Wyoming Department of

Workforce Services (DWS) is a strong partner in new career technical developments at the state level such as the Career Cluster initiative and supplementing career counselor activities at all high schools throughout the state. The Wyoming Community College Commission (WCCC) is working closely with the WDE to develop stronger ties with the community colleges in developing appropriate data elements for reporting purposes as well as continuing to work with the Hathaway student scholarships.

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

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

7) Serving individuals in state institutions; Corrections/Students with Disabilities:

Corrections grants were not awarded as there were no applicants. Staff members of Correctional institutions were included in professional development activities provided by WDE.

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

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

9) Offering technical assistance for eligible recipients:

Technical assistance was offered in a variety of formats including: WACTE annual conference, assessment development training, conference calls, webinars, summer consolidated grant workshops, and monitoring visits to various districts. Contact was made with individual recipients to provide specific assistance with the submission of their annual applications for the 2008-2009 program year.

b. Permissible Activities Include:

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

Postsecondary institutions continued to collaborate with technical computer and database personnel to streamline and standardize digital data collection through electronic transmission. The seven community colleges in the state each use a different data base for storing student data which makes extracting information for Perkins reporting difficult. During the program year 2007 – 2008 state leadership funds were provided to develop and implement a common software program for extracting data to alleviate this situation. The program year 2008 – 2009 saw full implementation of this software program.

2. Progress in Developing and Implementing Technical Skill Assessments

Wyoming continues the process of updating CTE content standards, and designing 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) requires states to 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.” Wyoming is developing a multistep, 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 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.

a. Program areas for which the state had technical skill assessments

This project began in 2007-2008 and continued in 2008-2009 in the program areas of Manufacturing, Agriculture and Natural Resources, Architecture and Construction. These three career clusters comprise Wyoming's highest enrollment CTE program areas. The WDE currently has seven (7) assessments to pilot corresponding to pathways embedded within the above mentioned broader cluster areas.

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

Pilot assessments in the program areas of Manufacturing Agriculture and Natural Resources, Architecture and Construction will begin in the spring of 2010.

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

Competencies are being developed in: Business Management and Administration, Hospitality and Tourism, Human Services, Information Technology, Marketing, Transportation, Arts, Audio Visual Technology and Communication, and Finance. The State will then move to developing technical skill assessments in these areas.

3. Implementation of State Program Improvement Plans

Data was collected and reported for 5,307 CTE concentrators in 65 Wyoming secondary schools. The total number of concentrators showed a decrease of 19.38% from the previous year. Among CTE concentrators, results showed that for the sixth consecutive year, the program areas of Architecture and Construction, Agriculture, Manufacturing, and Business Administration were the most popular CTE program areas.

a. 1S1 and 1S2 – Academic Attainment

In the area of academic attainment (1S1 and 1S2), the Perkins IV indicator was divided into two separate indicators for reading and mathematics under Perkins IV. Results showed that 62.15% of CTE concentrators were proficient in reading and 64.64% mathematics. These numbers are below the target of 66% for reading and exceed the 61.90% for math. 69.53% of the female concentrators were proficient in reading while 57.13% of the males were. In math 61.41% of females were proficient in math compared to 66.84% of males.

b. 2S1 – Technical Skills Attainment

For technical skill attainment (2S1), Wyoming used a transitional assessment system comprised of three of the existing WyCTA skills assessments (Affective & Thinking,

Pre-employment and Employability). The State is funding the development of a new CTE assessment system which will be aligned to recognized industry standards. Overall, results showed that 82.01% of CTE concentrators assessed were proficient on the total WyCTA scale. Examination of technical skill attainment as compared to the prior year showed stable proficiency results (81.94% in 2007-08). Analysis by program area showed that 94.7% of Finance concentrators were the most proficient while concentrators in the Transportation, Distribution and Logistics program area were the least proficient (76.0%).

c. 3S1 – Completion Rate

The completion rate (3S1) for 2008-2009, i.e. the percent of CTE concentrator students who indicated that they would graduate, or otherwise complete secondary education in 2008-2009, was 94.00%. Across all subpopulations with 10 or more students, over 79% of concentrators completed secondary education. Furthermore, among these CTE completers, 117 earned a CTE certificate or credential. Consistent with prior years, the most common type of proficiency credential or certificate received was in the health field.

d. 4S1 – Student Graduation Rate

Examination of the results for indicator 4S1 (Student Graduation Rates) showed that 91.31% of eligible CTE concentrators were reported as graduating, exceeding the target of 80%. This represents a 1% increase as compared to last year's figure of 90.4%. Note that this indicator is calculated using 2007-2008 data provided by the Wyoming Department of Education for students who graduated during the prior school year.

e. 5S1 - Placement

Follow-up information was obtained in the second quarter, (October 1 to December 31, 2008) for concentrators who left secondary education in the 2007-08 school year. Results for 5S1 showed that among 2008-2009 concentrators who left, 95.25% were in an advanced placement, i.e. postsecondary education, military, advanced training or employment. The majority of students in advanced placement are enrolled in community college, 4-year university, or in advanced training (66.75%) and an additional 30.38% are employed. Additionally, 97.8% of students enrolled in community college remained in-state. Students most likely to be out of state at the time of follow-up were in the military (65.4%) or advanced training/technical school (46.6%).

f. 6S1 – Non-traditional Participation

Examination of non-traditional participation (6S1) showed that 33.99% of students in nontraditional programs were in under-represented gender groups. This represents a 1.91% decrease as compared to the 2007-2008 result of 35.9%.

g. 6S2 – Non-traditional Completers

Similarly, 30.37% of concentrators completing a non-traditional program were in under-represented gender groups. This represents a 2% increase as compared to the 2007-2008 completion result of 28.3%.

Trends in Career Technical Student Organization (CTSO) participation were consistent with prior years with 25.2% of CTE concentrators reported as having participated in

CTSOs. The highest proportions of concentrators participated in FFA (47.9%). In addition, there was a 2% increase in DECA participation between 2007-2008 and 2008-2009. Similar to prior years, CTSO participants also had higher overall WyCTA proficiency (86.6%) than students who did not participate in these programs (77.8%). These results are also consistent across all three of the WyCTA content areas assessed.

In addition, a total of 79.0% of CTE concentrators had an occupation plan in place. Senior students were the most likely to have an occupational plan. Participation in job training remained consistent with the prior year, with job shadowing being the most popular (29.2%). In terms of integrated instruction, schools reported a number of ways that integration is achieved. In particular, schools noted that they integrate instruction at multiple levels, including at the CTE level, Academic level and/or Teacher level: (a) at the teacher level, this typically includes cooperation between academic and CTE teachers on specific units of study; (b) at the CTE level, this typically includes reading and writing integrated into CTE courses; and (c) at the academic level; this typically includes “real world” application in academic math and science classes.

Information on articulation agreements between secondary schools and post-secondary institutions was also collected. Among reporting schools, 83.8% indicated that they had at least one existing articulation agreement with a community college. Most schools reported an agreement for concurrent courses with Northwest College (18 schools) and Sheridan College (15 schools). A relationship between school size and number of students enrolled in concurrent classes was also observed such that larger schools had more students taking concurrent enrollment courses. Additionally, 31% of CTE concentrators were reported to have been enrolled in one or more concurrent enrollment classes during 2008-2009.

Schools also reported that 48.9% had a formal guidance/advising program in place. Not surprisingly, larger schools were most likely to have these programs and also had a higher number of advisors available for students. Most commonly, schools with guidance programs had 1 counselor/advisor who met with students, on average, 2-5 times per school year.

Information was collected from seven post-secondary schools with students participating in CTE programs in Wyoming. A total of 18,020 CTE Participants and 7,315 CTE Concentrators were reported across all of the post-secondary institutions. The counts for CTE Concentrators represents a substantial increase from the prior year because of the method used to obtain enrollment counts. For the 2008-09, an enrollment snapshot was taken on a certain date (September 20th) as opposed to the prior year when enrollment was based on a cohort of concentrators. The new approach reflects a more accurate enrollment count of current CTE concentrators. The most popular CTE programs of study continued to be Health Science (31.9%), Business Administration (13.6%), and Manufacturing (10.2%).

h. 1P1 – Technical Skills Attainment

In the area of technical skills attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. While these assessments

are currently under development, for the 2008-09 reporting year Wyoming colleges provided a record of non-returning CTE concentrators' technical certification test results¹. A low response rate is noted resulting in a very small population for this year's results; that said, these findings were reviewed with OVAE prior to submission. Results showed that 96.77% of CTE Concentrators met the technical skills criteria. Performance in this area between gender, ethnicity, and subpopulations were comparable.

i. 2P1 – Credential, Certificate, or Degree

Overall 35.82% of CTE Concentrators attained a credential, certificate or degree during the 2008-09 reporting year. This represents a slight decrease from the prior year results (36.2%) and is below the target of 37.50% which is within the 90% threshold. Both males and females performed similarly on this measure, while White students had the highest proportion meeting these criteria (36.62%), followed by Asian students (31.71%). With the exception of non-traditional enrollees, all students in special population subgroups met this threshold.

j. 3P1 – Student Retention or Transfer

The Student Retention or Transfer indicator (3P1) under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the Fall of the previous reporting year. Overall, 69.07% of CTE Concentrators remained or transferred to another post-secondary institution during the 2008-09 reporting year. Hispanic (70.75%) and White (69.54%) had the higher proportion of students retained or transferred, while Single-Parents (100%) had the highest proportion among the special populations.

k. 4P1 – Student Placement

The Student Placement Indicator, 4P1, measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. In contrast to last year when only one post-secondary institution (Casper College) reported data for indicator 4P1, during the 2008-2009 reporting year all postsecondary colleges provided data for this indicator. However, of note is the low response rates for follow-up placement data (n=290). Wyoming has put in mechanisms to ensure that next year's follow-up placement data reflects a larger population. Results for the present year show that 94.83% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure.

l. 5P1 – Nontraditional Participation

The Non-Traditional Participation (5P1) indicator under Perkins IV is defined as the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Federal guidelines were used to determine fields that are considered non-traditional for each gender. In 2008-09, 23.05% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is the very similar to

¹ This is in contrast to last year's approach in which cumulative GPA was used as a proxy measure (GPA \geq 3.0 represented technical skill attainment).

that reported in 2007-08 (23.2%). Females were more likely to participate in a non-traditional program (38.29%) compared to males (8.97%). Participation in these programs was fairly comparable across the ethnic subgroups, with Asians posting the largest proportion participating (30.84%).

m. 5P2-Nontraditional Completion

Perkins IV defines Non-Traditional Completion (5P2) as the percentage of CTE concentrators from underrepresented gender groups who receive or were eligible to receive a credential, certificate, or degree in a CTE program identified as preparing students for employment in an occupation identified as out-of-gender balance. Non-traditional programs were identified in the same manner as they were for the 5P1 indicator, using federal guidelines. In 2008-09, 11.13% of CTE Concentrators from underrepresented gender groups received or were eligible to receive a credential, certificate or degree in a program preparing students for employment in an occupation identified as out-of-gender balance. This figure is 1% lower than the 12.1% reported in 2007-08. For this measure, females were more likely to complete a non-traditional program (12.57%) as compared to males (9.19%). Postsecondary will progress towards meeting new targets

n. Core Indicator State Failed to meet at 90 percent threshold

Wyoming failed to meet the indicator **5P2** at the 90% threshold.
(See appendix A for Corrective Action Plan.)

4. Implementation of Local Improvement Plans

The State of Wyoming has developed an online negotiations format for working with the locals on establishing levels of performance. WDE will begin in the fall of 2010 to develop technical assistance for those local recipients who do not meet their negotiated levels of performance.

APPENDIX

Wyoming Department of Education

Contact: Teri Wigert **Position:** State Director Career and Technical Education

Specific Area of Corrective Action: 2008 – 2009 CAR

Core Indicator	Activities	Start/Completion Dates	People Responsible	Resources Needed
5P2 Nontraditional Completion	A professional development program has been developed through Laramie County Community College to provide professional educators with training on how to work with nontraditional students to help retain them in school until completion.	Start – Fall 2009 Completion – Fall 2010	Linda Scott- Wyoming Department of Education Joe Baker- Wyoming Department of Education	Instructor participation training.