



WYOMING

DEPARTMENT OF EDUCATION

2020-21 DRAFT PERKINS PLAN

DECEMBER 2, 2019

GLOSSARY

ARTICULATION AGREEMENT

The term “articulation agreement” means a written commitment that is approved annually by the lead administrators of a secondary institution and a postsecondary educational institution designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the two (2) institutions.

CAREER AND TECHNICAL EDUCATION (CTE)

The term “career and technical education” (CTE) means organized educational activities that offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations. At the secondary level is aligned with the challenging State academic standards adopted by Wyoming under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965. Career and technical education provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements, including competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

CTE CONCENTRATOR

The term “CTE concentrator” means at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single CTE program or program of study. A CTE concentrator at the postsecondary level is a student enrolled in an eligible recipient who has earned at least 12 credits within a CTE program or program of study or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

CTE PARTICIPANT

The term “CTE participant” means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO)

The term “career and technical student organization”(CTSO) means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

CAREER AWARENESS

The term “career awareness” means school directed experiences, which may involve industry participation, focused on exposing students to a broad range of industries and the career opportunities within them. Normally used with students’ age 5-14 year olds.

CAREER EXPLORATION

The term “career exploration” means student-driven experiences with professionals that allow students to learn about specific areas of interest based on inventories/assessments. Normally used with students’ age 14-18+ year olds.

CAREER GUIDANCE AND ACADEMIC COUNSELING

The term “career guidance and academic counseling” means guidance and counseling that provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities. and planning with respect to an individual’s occupational and academic future; provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, financial literacy, and support services, as appropriate; and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

CAREER PATHWAY

See Program of Study

CAREER PREPARATION

The tem “career preparation” refers to work-based learning experiences for students that augment their academic and career development. Experiences enhance curriculum, align with student goals, reinforce transferable skills, and take place in professional working environments and educational settings. Students work toward attaining identified academic and transferable skill proficiency through these experiences. Normally used with students’ age 14-18+ year olds.

CAREER PLANNING

The term “career planning” means the provision of a client-centered approach in the delivery of services, designed to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and to provide job, education, and career counseling, as appropriate during program participation and after job placement.

CAREER TRAINING

The term “career training” means training that allows students to demonstrate academic and career/technical proficiency through experiences that are directly related to a specific occupation or trade that are business and industry guided training. Normally used with students’ age 16 – 18+ year olds.

CREDIT TRANSFER AGREEMENT

The term ‘credit transfer agreement’ means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcribed postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

DISPLACED HOMEMAKER

The term “displaced homemaker” means an individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income; or is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

DUAL OR CONCURRENT ENROLLMENT PROGRAM

The term “dual or concurrent enrollment program” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

ELIGIBLE INSTITUTION

The term “eligible institution” for postsecondary means a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree, but shall not include a baccalaureate degree.

ELIGIBLE RECIPIENT

The term “eligible recipient” means a local educational agency (including a public charter school that operates as a local educational agency), an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance or an eligible institution or consortium of eligible institutions eligible to receive assistance.

ENGLISH LEARNER

The term “English learner” means a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965 or an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who lives in a family environment or community in which a language other than English is the dominant language.

EXTERNSHIP

The term “externship” means experiential learning opportunities for educators in a business and industry setting to give educators short practical experiences in their content area totaling 100 hours every five years.

HIGH SKILL

The term “high skill” means a career that uses an industry validated curriculum with multiple entry and exit points resulting in industry recognized certificates, credentials, degrees or apprenticeships beyond a high school diploma as set forth by the Wyoming State Perkins V Advisory Council.

HIGH WAGE

The term “high wage” means a career that provides 60% of the average hourly wage by county as determined by the U.S Bureau of Labor Statistics the eligible institution or recipient is for the county, community college service area, or within a 75 mile perimeter of Wyoming as set forth by the Wyoming State Perkins V Advisory Council.

IN-DEMAND INDUSTRY SECTOR OR OCCUPATION

The term “in-demand industry sector or occupation” also known as high demand means an industry sector or occupation as evidenced by local needs assessment with predicted growth (forecasted job openings, emerging markets) locally or regionally in the short term or long term as set forth by the Wyoming State Perkins V Advisory Council.

INDIAN; INDIAN TRIBE

The terms “Indian” and “Indian Tribe” have the meanings given the terms “Indian” and “Indian tribe”, respectively, in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

INDIVIDUAL WITH A DISABILITY

The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

INDUSTRY RECOGNIZED CREDENTIAL (IRC)

The term “industry recognized credential” means a certificate or credential that is valued by a business or industry that results in a hiring preference or increased wages.

INDUSTRY OR SECTOR PARTNERSHIP

The term “industry or sector partnership” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

INSTITUTION OF HIGHER EDUCATION

The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965.

LOCAL EDUCATIONAL AGENCY

The term “local educational agency” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

MEMORANDUM OF UNDERSTANDING (MOU)

The term “memorandum of understanding” means a nonbinding written document that states the responsibilities of each party to an agreement.

NON-TRADITIONAL FIELDS

The term “non-traditional fields” means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

OUT-OF-SCHOOL YOUTH

The term “out-of-school youth” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

OUT-OF-WORKFORCE INDIVIDUAL

The term “out-of workforce individual” means an individual who is a displaced homemaker, an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title (ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

PARAPROFESSIONAL.

The term “paraprofessional” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

PARTICIPANT

The term “participant” means a student enrolled in a CTE course.

POSTSECONDARY EDUCATIONAL INSTITUTION

The term “postsecondary educational institution” means an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree, a tribally controlled college or university, or a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

PROFESSIONAL DEVELOPMENT

The term “professional development” means activities that are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.

PROGRAM OF STUDY

The term “program of study” means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning

with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential. Commonly used interchangeably with the term, career pathway.

QUALITY

The term “quality” as defined by the Wyoming Perkins V Advisory Council means an educational program that is working to close student equity gaps in access and completion; to effectively use data to inform and improve student success; provide professional development to faculty and staff; and encourage student attainment of relevant, rigorous technical skills. In addition a “quality” program must complete a comprehensive local needs assessment every two (2) years, have an advisory council for each program of study that meets at least twice a year, annually submit program data showing progress toward performance targets, employ faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) (or HLC or accrediting agency) and hold an appropriate, valid license; and must connect to a career technical student organization that is co-curricular and led by a teacher that meets the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) and hold an appropriate, valid license for CTE

SIZE

The term “size” as defined by the Wyoming Perkins V Advisory Council at the secondary level in order to receive Perkins V funding means a minimum of two (2) programs of study that align to the comprehensive local needs assessment, provide an opportunity for students to complete a program of study within four (4) years, and produces an average of three concentrators on a three year rolling average. The individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety and teacher to student ratio for a quality student experience. The term “size” as defined by the Wyoming Perkins V Advisory Council at the postsecondary level in order to receive Perkins V funding means a program that meets the enrollment requirements established by the community college and are considered to be of sufficient size while providing a two (2) year CTE associate degree, one (1) year certificate program, and programs leading to industry-recognized certifications.

SCOPE

The term “scope” as defined by the Wyoming Perkins V Advisory Council means that a program in order to receive Perkins V funding must provide opportunity for acceleration as evidenced by at least one (1) secondary/postsecondary credit transfer agreement (through dual or concurrent enrollment) or articulation agreement in place; rigorous academic and technical standards, employability skills aligned with challenging academic standards; an industry recognized credential; participation in work based learning experiences; identified concentrator courses within a program of study; and must be identified as meeting two (2) of the three (3) parameters of in demand; high wage; high skill according to the comprehensive local needs assessment.

SPECIAL POPULATIONS

The term “special populations” means individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

SUPPORT SERVICES

The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

WORK-BASED LEARNING

The term “work-based learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

PLAN DEVELOPMENT, CONSULTATION AND ONGOING STAKEHOLDER ENGAGEMENT

The Wyoming Department of Education (WDE) Career and Technical Education (CTE) team held 24 listening sessions throughout Wyoming. In an effort to reach Wyoming stakeholders the listening sessions were held in eight communities. The communities included Cheyenne, Rock Springs, Riverton, Gillette, Casper, Sheridan, Powell and Torrington. The listening sessions were held at local community college campuses. We recognize that many of our stakeholders work shift work or are unable to leave their workplace during the normal work day. Consequently in an effort to accommodate as many stakeholders as possible listening sessions were held from 9:00 – 11:00 a.m., 1:00 – 3:00 p.m., and 5:00 – 7:00 p.m. Attendance varied in each community. Only had one session of the 24 held had no one attend. We also held three (3) virtual listening sessions. In addition we have done presentations to the Governor's staff; Wyoming Elementary and Middle School Principals Association; Wyoming Association of Career and Technical Educators; Wyoming Agriculture teachers; Wyoming Curriculum Coordinators and Wyoming Chambers of Commerce. Workshop sessions have also been offered at the Summer Technical Assistance Retreat (STAR) Conference; Native American Conference; Week of Academic Vision and Excellence (WAVE) Conference; and Science, Technology, Engineering, Art and Math (STEAM) Conference. As a result over 700 stakeholders have heard a Perkins V presentation since April, 2019. The WDE-CTE team plans to continue to gather comments and input from Wyoming stakeholders throughout the four (4) remaining years of Perkins V that will be used to strengthen and craft our state application before our plan submission each year.

The conversations that were held in each of the listening sessions and feedback from the workshop presentations have been used as the basis for the Perkins V plan. Common themes included confusion around the term CTE; concerns about the comprehensive local needs assessment and the necessary labor trend data; representation in the process; CTE teacher shortages; and the need for timely student data that districts can use as they plan for future CTE programs of study. Each of these concerns is reflected in the Wyoming Perkins V plan.

As a result of the listening sessions and feedback a Wyoming Perkins V Advisory Council was formed. Over 60 listening session attendees indicated a willingness to serve on the Advisory Council. After careful consideration and taking geographic region, community size, and the special populations that Perkins V requires be included a Wyoming Perkins V Advisory Council was formed. (See Attachment 1) All Wyoming Perkins V Advisory Council meetings are open to the public and access is available by electronic means. The Wyoming Perkins V Advisory Council meetings were facilitated by representatives from McRel. In an effort to be as transparent as possible the WDE-CTE team also had the CTE webpage updated in order to accommodate the new Perkins V information. The website also allows stakeholders across Wyoming to follow the Wyoming Perkins V Advisory Council as they meet and create each piece of the new Perkins V plan for Wyoming. The Wyoming Perkins V Advisory Council will have an opportunity to review, comment and change the proposed plan prior to the plan being released for public comment on December 2, 2019. The Wyoming Perkins V Advisory Council will continue to be used to guide the WDE CTE team throughout the Perkins V four (4) year grant period.

The state determined levels of performance were published for a 60-day comment period beginning September 9, 2019 through November 8, 2019 to allow stakeholders the opportunity

to provide written comment. (See Attachment 2) Responses are currently being formulated for each comment received. All of the comments were reviewed and considered for incorporation into the Wyoming Perkins V plan where appropriate and feasible. The Perkins V plan in its entirety will be published for a 30-day comment period beginning December 2, 2019 through January 2, 2020 to provide stakeholders the opportunity to provide written comment.

WDE-CTE staff met with the Governor's Chief of Staff and Education Policy Consultant prior to the listening sessions being held. The planned presentation was shared providing an opportunity to answer any questions or address any concerns. Governor Mark Gordon will be presented with the plan on February 3, 2020 for review and comment. To date there have been no objections by State Agencies as identified in Section 122(e) (1) (A-C) of the Act.

The WDE-CTE staff also participated in a peer review writing opportunity held in Phoenix, AZ in September, 2019 to gather feedback from other states. The WDE-CTE team worked with CTE teams from North Carolina, Texas, and Georgia. In addition, the Wyoming Perkins V plan was submitted for a national expert review of in October, 2019. Advance CTE offered both of these opportunities. The WDE-CTE also sought input from the National Alliance for Partnerships in Equity (NAPE) in November of 2019. All of the comments were reviewed and considered for incorporation into the Wyoming Perkins V plan where appropriate and feasible.

The Wyoming State Board of Vocational Education (WSB-VE) was presented with the proposed Perkins V plan for Wyoming at their November, 2019 meeting for comments. The proposed plan will be submitted to the WSB-VE again in March, 2020 after all of the public comment periods have been held and the feedback incorporated into the proposed Wyoming Perkins V plan for their final approval before it is submitted.

STATE VISION AND ALIGNMENT ACROSS SYSTEMS

The WDE-CTE team created a strategic plan (Attachment 3) that lists our three (3) priorities as building collaborative relationships to support CTE's mission; creating high quality CTE programs that promote lifelong learning and career success; and to provide opportunities to explore career options. The three (3) goals each have strategies that the WDE-CTE team plans to utilize in order to meet the goals during the 2019-2020 academic year. There are also key performance indicators listed for each goal.

In addition to the strategic plan created by the WDE-CTE team, the WDE also has set goals for CTE in the Department's strategic plan. Focus area two (2) is to increase the CTE participation in Wyoming. The WDE believes that by increasing the participation rate in CTE there will be an increase in the state graduation rate and an increased number of students who will be prepared to fill jobs that will help to diversify the Wyoming economy. The goal for the 2020-2022 biennium is to increase the number of students earning industry recognized certifications by five (5) percent. Implementation of the Perkins V plan will be instrumental in meeting this goal by utilizing industry recognized certifications as the CTE assessment for programs of study that will provide at least one (1) of two (2) outcomes of higher employment or higher compensation. The second strategy includes aligning programs of study with postsecondary opportunities, business and industry needs as documented through the use of labor trend data. The third strategy will be the recruitment and retention of CTE teachers who will have access to professional development grants; professional development that is evidenced based whenever possible and supports the goals of Perkins V; and paid externships in industry that aligns with their content

area. The fourth and final strategy will be to increase career development facilitation by having at least one (1) teacher trained in every school, grades kindergarten through grade 12, in career development facilitation. This strategy will also be supported with professional development tours for career guidance counselors to update and connect them with business and industry members.

The WDE-CTE team is working to align the goals and strategies used for Perkins V to support the Wyoming's Every Student Succeeds Act (ESSA) plan. The Wyoming State Perkins V Advisory Council selected the indicator of CTE program quality to be the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential. This selection supports the career readiness indicator in the Wyoming ESSA plan.

The WDE-CTE team is working to align the goals and strategies used for Perkins V to support the new Wyoming Workforce Innovations Opportunity Act (WIOA) that is currently being written. The Wyoming CTE State Director serves on the Wyoming Workforce Development Council who is tasked with the creation of the WIOA plan. This allows coordination and the opportunity to identify areas that can be mutually beneficial to both the Perkins V plan as well as the WIOA plan.

The WDE-CTE team is also involved in the Workforce Development Next Gen Partnership initiative as a member of the state support team and by providing support to each of the counties that have identified the business sectors that they are working to enhance in their local communities. These vary from county to county and currently include the tourism, construction trades, health care, finance, and manufacturing sectors.

The CTE team is working to educate state citizens about the need for skilled labor across Wyoming through a joint venture that has been proposed and is currently working its way through the Workforce Development Council, Roadtrip Nation. Roadtrip Nation provides an opportunity for Wyoming students to work with the staff of Roadtrip Nation to interview trades people, professionals and individuals across Wyoming and to create video content that is then uploaded to an on-line platform. This content can be used by teachers, school guidance counselors, parents and students as they explore various career options and hear from individuals who are actually employed in a particular career. There is also a plan to offer residents of Wyoming an opportunity to crowdsource content for the on-line platform at a large gathering such as the Wyoming State Fair or Cheyenne Frontier Days. Deliberate care is being taken to include special populations and diversity, making it more attractive to multiple stakeholders and consumers of the content.

The CTE team is currently working with the Wyoming open educational resource (OER,) known as Open Range, developer to help content specialists create webinars on subjects such as the Fair Labor Standards Act, Occupational Safety and Health administration (OSHA) regulations and other considerations when arranging a work based learning opportunity. The three (3) webinars are being developed to address the needs of three (3) groups of viewers; employers, educators, and students. The asynchronous courses are being built in an on-line learning platform that will allow educators to view the content, complete the lesson and earn professional development credit in their own home or classroom when it is convenient for them.

The Wyoming Workforce Services Department, United States (U.S.) Department of Labor Office of Apprenticeships Wyoming representative, WDE-CTE, and business and industry

partners are currently working on a guide for use by employers, school districts, parents and students on work based learning. The guide will provide best practices on how to initiate an effective work based learning opportunity while being mutually beneficial to everyone involved. The guide will also provide templates for documents commonly used in work based learning experiences.

The WDE-CTE team is working to align the goals and strategies used for Perkins V to support the goals and initiatives of the Individuals with Disabilities Education Act (IDEA). The CTE team is currently working with the Open Range developer to help content specialists create lesson plans on how to recruit and retain individuals with special needs in CTE courses. The asynchronous courses are being built in an on-line learning platform that will educators to view the content , complete the lesson and earn professional development credit in their own home or classroom when it is convenient for them.

The WDE-CTE team is currently working with a contractor to develop training for Para educators who are commonly assigned to work with students who have special needs in the workplace setting. While attending the WAVE conference and presenting the new Perkins V legislation with parents, students with special needs and special education educators there was a need identified regarding Para educators who accompany students with special needs to the workplace. The training that is being developed will work with Para educators on job coaching skills and strategies to help students with special needs to be more successful in the workplace, to experience greater job satisfaction and increase the likelihood for successful employment following graduation. Additional resources are being created with the help of the Open Range

developer and Wyoming Vocational Rehabilitation Counselors presenting ideas of how to help students with special needs transition into the workplace successfully.

The WDE is working with multiple partners to address the issue of the recruitment and retention of CTE teachers. The average age of the Wyoming CTE teacher is 54 years of age. There is a growing need each year for CTE teachers as educators leave the classroom due to a variety of reasons with the largest being retirement. The WDE is represented on a legislative task force working with the University of Wyoming to create a degree program for CTE teachers. The task force is in its infancy and is exploring ways to recruit and train CTE teachers. A promising possibility is through legislation that was passed in 2018 allowing community colleges to provide bachelor of applied science degrees and a 3+1 concept. Under this proposed plan students would be able to complete three (3) years at a local community college and finish a bachelor's of applied science degree at the University of Wyoming in the College of Education. Wyoming currently uses professional and industry certification (PIC) permits to fill CTE educator vacancies in addition to the traditional licensing of CTE teachers.

The WDE-CTE team is working with the Wyoming Community College Commission to streamline the dual and concurrent enrollment system. The handbooks provided by the Wyoming Community College commission were recently reviewed and updated with input from the WDE-CTE team. The WDE-CTE is working with the seven (7) Wyoming community colleges to identify opportunities for dual and concurrent enrollment and eligible faculty to offer concurrent enrollment in CTE areas. There are also plans to offer professional development for advisors, career placement offices and registrars at the community college level regrading CTE opportunities for postsecondary students with business and industry partners.

The WDE-CTE team is working with business and industry partners in developing an environment for sharing of best practices with educators at the secondary and postsecondary level, new and emerging industry sector information and needs of the sector. The forums between business and industry and educators are being called Sector Connectors and allow the time and space needed to incubate mutually beneficial relationships. The first one is scheduled to be held in early December with the transportation sector. This Sector Connector will serve as a model for future forums integrating feedback from the initial effort.

CTE PROGRAM OF STUDY AND PROGRAM QUALITY

The WDE-CTE team met with representatives from local school districts and community colleges during the annual STAR conference to provide each school district and community college with a Comprehensive Local Needs Assessment Guide and new EDGAR handbook. The new Perkins V law and the process that would be followed was explained.

The WDE-CTE team has provided a JobsEQ site license to every community college service area for use by the community college and local school districts to provide labor trend data in their community, county and state with an additional 75 mile perimeter. The 75 mile perimeter is to allow for employment opportunities that are a commutable distance from the community. The comprehensive local needs assessment is required to take into consideration local economic and educational needs, of high-demand industry sectors and occupations.

Each local recipient will also be required to complete and submit an application, a comprehensive local needs assessment, and a budget. Each local recipient will submit a grant application answering questions of how they will:

1. Promote academic achievement.
2. Promote skill attainment that leads to an industry recognized credential or recognized postsecondary credential.
3. Ensure professional development is provided to faculty and staff to ensure the implementation of high-quality CTE programs.
4. Employ faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) or other postsecondary accrediting agency and hold an appropriate, valid license or permit.
5. Collect data necessary for calculating progress for annual submission toward meeting Perkins V performance targets.

Each application will be reviewed by a Perkins educational consultant within the WDE to verify that the application is complete, the budget matches the comprehensive local needs assessment and that all elements required by Perkins V are addressed. The criteria for approval will be that the application must include:

1. A clear response to each question.
2. A coherent plan for implementing Perkins V within the community college or school district.
3. Size, scope and quality requirements are met.
4. Reasonable local targets have been set as a baseline for each performance assessment utilizing historical data when available.
5. A clear description of continuous performance strategies for all performance assessments.
6. A clear description of supports and services that will be provided to students in special populations to help them access and be successful in programs of study.
7. A detailed description of how funds will be used to address performance strategies.

Each eligible recipient that promotes academic achievement through a program of study must:

1. Secondary
 - A. Include a minimum of three (3) rigorous courses that are progressive and sequential.
 - B. Indicate two (2) concentrator courses in each program of study after which students will be assessed.
 - C. Produce three (3) concentrators on a three (3) year rolling average.
 - D. Support statewide career and vocational education standards.
 - E. Provide an opportunity for acceleration as evidenced by at least one (1) secondary/postsecondary credit transfer agreement (through dual or concurrent enrollment) or articulation agreement in place.
 - F. Provide academic, technical standards and employability skills which are aligned to industry standards for their program of study.
 - G. Provide an opportunity to earn industry recognized credential.
 - H. Provide an opportunity at the postsecondary level.
 - I. Provide an opportunity for participation in work-based learning experiences.
 - J. Must connect to a CTSO that is co-curricular and led by a teacher that meets the minimum licensure requirements as established by the Wyoming.

- K. Professional Teaching Standards Board (PTSB) and holds an appropriate, valid license or permit for CTE.
- L. Must be identified as two (2) of the following three (3); high demand, high wage and or high skill.
- M. Have an advisory council for each program of study or a representative of each program of study funded by Perkins V on a district wide advisory council that meets as least twice a year.
- N. Must work toward closing student equity gaps in access and completion
- O. Must work toward effectively using data to inform and improve student success
- P. Provide equipment and technology that encourages student attainment of relevant, rigorous technical skills

2. Postsecondary

- A. Include 12 credits within a career and technical education program or program of study; or the equivalent in total.
- B. Must provide rigorous academics, technical standards and employability skills which are aligned to industry standards for their program of study.
- C. Provide an opportunity to earn an industry recognized credential, certificate and/or degree.
- D. Must be identified as two (2) of the following three (3); high demand, high wage and or high skill.
- E. Provide an opportunity for participation in work-based learning experiences.
- F. Have an advisory council for each program of study or a representative of each program of study funded by Perkins V on an institution wide advisory council that meets as least twice a year.
- G. Must work toward closing student equity gaps in access and completion.
- H. Must work toward effectively using data to inform and improve student success.
- I. Provide Equipment and technology encourage student attainment of relevant, rigorous technical skills.
- J. Must employ faculty that meets institutional credentialing.

The Wyoming State Perkins V Advisory Council has identified that the indicator of secondary CTE program quality will be the percentage of concentrators graduating from high school having attained a recognized postsecondary credential. Recognized postsecondary credentials include industry recognized credentials, certificates, or associate degrees. The State

determined levels of performance were set by the Wyoming State Perkins V Advisory Council after reviewing the available data for the last three (3) years and taking into consideration changes being made in Perkins V. The State determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other federal and state laws. The WDE conducted a gap analysis using a format that reviewed the Wyoming ESSA plan, IDEA, and WIOA. No changes were made following the 60 day public comment period. Following are the State determined levels of performance that meet each of the statutory requirements:

Performance Indicator	Performance Target
1S1	96%
2S1	51%
2S2	46%
2S3	50%
3S1	94%
4S1	22%
5S1	14%
1P1	83%
2P1	100%
3P1	17%

The WDE will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years at the winter training with Perkins

administrators. A data dashboard will be provided for each recipient and reviewed with a Perkins consultant. Recipients will show continuous improvement in academic achievement and technical skill attainment by meeting their performance targets as set for each indicator. Any indicator of performance that does not meet a 90% threshold will require submission of a performance improvement plan for those indicators. Recipients will be held accountable for carrying out the submitted performance improvement plan. Technical assistance and monthly monitoring will be provided for local recipients who have not met the performance threshold during the first and second year of the performance improvement year. If the performance indicator is not met in the third year the local recipient will not be eligible for Perkins funding in that year. Recipients who were not eligible for funds in the third year may reapply for Perkins V funding in the fourth year, with the submission of an application that includes a viable plan of corrective action.

CAREER DEVELOPMENT AND WORK BASED LEARNING

The Wyoming Superintendent of Public Instruction, Jillian Balow, set a goal that by the end of 2020 every school, K-12, in Wyoming will have a person trained in career development facilitation. At the elementary level they will be working with educators to expose elementary students to the 16 career clusters. At the secondary level and postsecondary level they will work with student learners in providing them with resources to plan programs of study and make postsecondary career plans. The WDE is currently using a contractor to provide this training. Two (2) CTE team members are currently in training to become trainers and will assume the responsibility of providing this training in order to achieve the superintendents' goal by the end of 2020. The training will continue annually as new staff is hired in local districts and those who have been trained leave local districts.

The WDE-CTE team hosted professional development for guidance counselors throughout Wyoming in grades 5-14 in October, 2019. The 1 day workshops were held in regional areas of Wyoming and were very well attended. Topics in October, 2019 included the new Hathaway Scholarship legislation resulting from Senate File 43, updates related to Perkins V, and the importance of SCED coding and programs of study as well as industry presentations by business and industry representatives and the local chamber of commerce. Future topics will address current needs based on the comprehensive local needs assessment and disaggregated data submitted annually by Perkins grant recipients.

The WDE-CTE team is currently working with a group seeking to identify barriers to the ability of State correctional institutions and juvenile justice facilities in providing CTE offerings

and possible solutions to overcome the identified barriers. The goal is to increase the number of CTE participants and concentrators as well as earned industry certifications by those incarcerated in state correctional facilities. The business and industry partners are also working to provide job opportunities for individuals released back in to the local communities.

The WDE-CTE team is also involved in the Workforce Development Next Gen Partnership initiative as a member of the state support team and by providing support to each of the counties that have identified the business sectors that they are working to enhance in their local communities. These vary from county to county and currently include the tourism, construction trades, health care, finance, and manufacturing sectors.

The CTE team is working to educate state citizens about the need for skilled labor across Wyoming through a joint venture that has been proposed and is currently working its' way through the Workforce Development Council, Roadtrip Nation. Roadtrip Nation provides an opportunity for Wyoming students to work with the staff of Roadtrip Nation to interview trades people, professionals and individuals across Wyoming and to create video content that is then uploaded to an on-line platform. This content can be used by teachers, school guidance counselors, parents and students as they explore various career options and hear from individuals who are actually employed in a particular career. There is also a plan to offer residents of Wyoming an opportunity to crowdsource content for the on-line platform at a large gathering such as the Wyoming State Fair or Cheyenne Frontier Days. Deliberate care is being taken to include special populations and diversity, making it more attractive to multiple stakeholders and consumers of the content.

The Wyoming State Perkins V Advisory Council set definitions for work based learning at one of their initial meetings. Career awareness, career exploration, career preparation and career training were defined. The Wyoming State Perkins V Advisory Council also set ages ranging from

five (5) to 18 and over that each of these terms would commonly be used with and their reasoning for the definition that was agreed upon.

The WDE understands and supports the importance of quality work based learning in CTE programs of study. WDE will support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands on or inquiry based learning activities. The WDE-CTE team is working to promote quality work-based learning opportunities which are developmentally appropriate, allow students to explore multiple aspects of an industry while complying with state and federal labor laws. Work based learning is recognized as being part of the quality standard for Wyoming CTE programs as defined by the Wyoming State Perkins V Advisory Council. The WDE acts as a liaison between educator and business and industry partners to identify employability skills that are needed in the workplace.

The CTE team is currently working with the Wyoming open educational resource (OER,) known as Open Range, developer to help content specialists create webinars on subjects such as the Fair Labor Standards Act, Occupational Safety and Health administration (OSHA) regulations and other considerations when arranging a work based learning opportunity. The three (3) webinars are being developed to address the needs of three (3) groups of viewers; employers, educators, and students. The asynchronous courses are being built in an on-line learning platform that will allow educators to view the content, complete the lesson and earn professional development credit in their own home or classroom when it is convenient for them.

The Wyoming Workforce Services Department, United States (U.S.) Department of Labor Office of Apprenticeships Wyoming representative, WDE-CTE, and business and industry partners are currently working on a guide for use by employers, school districts, parents and students on work based learning. The guide will provide best practices on how to initiate an effective work based learning opportunity while being mutually beneficial to everyone involved. The guide will also provide templates for documents commonly used in work based learning experiences. In addition to the guide the WDE-CTE team will work with business and industry partners to develop industry specific standards for internships to aid employers with the creation of rigorous internship programs.

The WDE is supporting the inclusion of employability skills in programs of study and career pathways by requiring inclusion of work-based learning for all recipients through the definition of quality for funded programs of study. Additionally WDE will support inclusion of employability skills in programs of study and career pathways by working toward increasing the number of youth and adults participating successfully in public and private work-based learning opportunities. One half of the WDE-CTE team has been trained in Career Essentials Suite designed for grades 7-14 that focuses on employability skills. The WDE recognizes the importance of the employability skills commonly referred to as soft skills and provides funding for professional development opportunities for teachers to enhance their knowledge and ability to teach employability skills.

EQUITY & ACCESS

In an effort to show an increase in career and technical education opportunities for special populations the WDE is currently creating curricular resources to assist in addressing equal access to CTE activities and programs beginning in fifth grade. The curricular resources will encourage middle school teachers to expose their students to eight (8) of the 16 career clusters each year. Wyoming School districts are encouraged to provide all students with the opportunity to explore and participate in CTE programs beginning in seventh grade. Career and student organizations (CTSOs) who receive Perkins funding will be required to provide a junior high component for example activities such as career fairs, competition events or events that allow them to explore the various competitive areas that the CTSO offers.

An annual meeting is held each fall with the state advisors of the CTSO's funded by the WDE. Beginning in the fall of 2020 there will be a data session helping them to analyze the state data on CTSO student participation broken out by special population group. Information will be presented on increasing access and equity in the CTSO experiences as is identified by their data results.

Data training will be offered each winter prior to the new grant application being released. We have scheduled and will be holding a private two (2) hour meeting with each district and community college. The first hour will be reviewing the data from the previous school year with their administrative staff and Perkins coordinators as well as anyone else they wish to attend. A gap analysis has been done for each grant recipient to analyze progress made towards more inclusion and access by special populations in CTE opportunities as part of the data discussion. We will have a data team representative attend to clarify and answer questions as

they arise. The intention is to help districts utilize their data in making programming decisions for CTE which will include recruiting and retaining students included in special populations as identified in Perkins V.

The WDE-CTE team is currently working with the Open Range (OER) developer to create two (2) hour courses using a learning management system on a variety of topics. The courses that are being created are using content area specialists for each special population identified in Perkins V. The courses, Special Populations on Target (SPOT), are a new concept that draws from across the WDE divisions including the specialists in Native American studies, English Language Learners, McKinney Vento, and Special Education. Agencies also involved in providing content expertise are Wyoming Department of Workforce Services, Wyoming Department of Family Services, and Vocational Rehabilitation. Additionally The Warren Air Force Base Family and School Liaison and an At-risk Coordinator from a local school district are participating. The SPOT trainings will use a variety of formats within the two (2) hour format and be released in the spring of 2020. Educators will be able to watch the recorded trainings on their own terms and after completing four (4) of the two (2) hour sessions will be able to earn professional development continuing education units from the Wyoming Professional Teaching Standards Board.

The WDE-CTE team is currently working with a contractor to develop training for Para educators who are commonly assigned to work with students who have special needs in the workplace setting. While attending the WAVE conference and presenting the new Perkins V legislation with parents, students with special needs and special education educators there was a need identified regarding Para educators who accompany students with special needs to the workplace. The training that is being developed will work with Para educators on job coaching

skills and strategies to help students with special needs to be more successful in the workplace, to experience greater job satisfaction and increase the likelihood for successful employment following graduation. Additional resources are being created with the help of the Open Range developer and Wyoming Vocational Rehabilitation Counselors presenting ideas of how to help students with special needs transition into the workplace successfully.

The WDE is working to create a CTE guide of approved programs of study (including career exploration, work-based learning opportunities, dual and concurrent enrollment program opportunities) and guidance and advisement resources, available to students, parents, representatives of secondary and postsecondary education and special populations in a language easily understood by all stakeholders when the programs of study that have been approved and will be funded are identified through the comprehensive local needs assessments.

The WDE-CTE team is working with educators, U.S. Department of Labor, Wyoming Workforce Services, business, and industry partners to set standards for fair access to quality work-based learning experiences for all student learners including the specific groups required under the federal Workplace Innovation and Opportunity Act. This includes promoting quality work-based learning opportunities which are developmentally appropriate, exploring multiple aspects of an industry and complying with state and federal labor laws.

Additionally, the WDE is collaborating with the Wyoming Department of Workforce Services to fund a two year project using a platform provided by Roadtrip Nation. This project will provide educators, counselors, parents and students with student generated videos of career programs of study in Wyoming. The videos will be easily accessible in short segments. In addition to the structured interviews done by students, crowd sourcing will be used to provide increased

and varied media. Deliberate care is being taken to include special populations and diversity, making it more attractive to multiple stakeholders and consumers of the content.

In an effort to assure equal access to approved CTE programs of study and activities funded by Perkins V the WDE will work with organizations and state agencies that serve special populations to identify needs and opportunities for collaboration. The WDE's program strategies for recruiting, meeting the needs of and retaining special populations encourages recipients to use Perkins funding to provide services deemed necessary for special population students to participate and succeed in approved programs of study and achieve academically.

The local application process includes a self-assessment for disability, economically disadvantaged, English learners, and individuals entering nontraditional fields and single parents or single pregnant mothers. Each LEA is asked to complete at least one self-assessment each year to be submitted with their local application. As local recipients complete the assessment they are able to identify opportunities to improve CTE program design to meet adjusted levels of performance and to enhance access for special population students. WDE will review the self-assessment and local data relative to the statewide secondary and postsecondary performance indicators in order to provide targeted assistance. The technical assistance will be targeted to help eligible recipients recognize specific categories within special populations as areas of needed focus and assistance so students can meet the state-adjusted levels of performance and prepare for further education or training for employment.

The WDE-CTE team will assist local recipients serving special needs populations by providing career guidance and counseling services to assist the student to successfully enroll in and complete their program of study or CTE courses. Perkins recipients may provide academic

counseling services insuring that students enrolled in CTE courses achieve academic success, tutoring, work based learning activities and employment services and counseling to facilitate the transition between technical education and employment as well as services in preparation for nontraditional career opportunities.

Grant recipients will be asked to set local targets for each measure demonstrating growth. Recipients will need to have a clear plan of continuous performance improvement strategies for all measures and how the funds they receive used to address those performance strategies. Secondary recipients are required to address how members of special populations will be provided with equal access to activities and support to achieve success. WDE will provide technical assistance to assure that individuals who are members of special populations will be provided equal access to activities, be provided with appropriate accommodations, and not be discriminated against. The WDE will also assure that individuals who are members of special populations will be provided with instruction and work based learning opportunities in integrated settings that support competitive, integrated employment. The CTE team will provide technical assistance to and monitoring of recipients which are identified using a risk assessment model.

The WDE adheres to federal and state procedural guidelines that are designed to protect and safeguard legal rights. This adherence reinforces the requirements of Perkins V that all students have equal opportunities to receive publicly funded services. Special population students will not experience discrimination based on their status and will be provided with appropriate accommodations to promote parity in success.

The Wyoming Board of Vocational Education (WBVE), as a recipient of federal educational funding, is required by the United States Department of Education, to conduct Civil Rights

methods of administration monitoring of recipients receiving any form of federal funds and offering CTE programs. The Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap (34 C.F.R. Part 100, Appendix B), referred to as “The Guidelines,” require each state education agency to adopt a compliance program to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex, or handicap by its local education agencies (LEAS) – as reflected in the following federal Civil Rights statutes:

United States Department of Education:

1. Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106
2. Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100
3. Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104
4. Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines), 34 CFR Part 100 Appendix B

United States Department of Justice:

1. Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35

INSTRUCTORS, ADMINISTRATORS AND OTHER CTE PROFESSIONALS

The WDE will provide support for state leadership activities in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations. The strategies used to accomplish this will be varied and directed at different groups of secondary and postsecondary educators in order to provide a strong foundation of support for students and educators.

Professional development will include working in partnership with the Wyoming Association of Career and Technical Education (WACTE) to provide research based instructional materials, quality workshops, speakers and best practices for all CTE content areas each year at the annual summer conference. Professional development grants will also be used for educators seeking to attend events sponsored by the Association of Career and Technical Education (ACTE). In addition to financial support the WDE-CTE State Director serves as an ex-officio member of the WACTE state board of directors in order to offer support and assistance as needed and to maintain excellent communication between the WDE-CTE team and the state's largest CTE professional organization.

The WDE-CTE team will be providing funding for externships for CTE teachers throughout Wyoming. Teachers will be asked to work in industry for 100 hours every five (5) years. The externship hours can be distributed over five (5) years to fit the CTE instructor's schedule. The externships will be done in an industry sector that is related to the teacher's content area. The

teacher will receive a stipend equal to the non-student contact hourly rate of their district less any amount the employer pays the teacher. The teacher may not use self-employment or a school based enterprise to meet the 100 hours. The intent of the externship is to build relationships between educators and industry that will benefit student learning in the classroom; keep the educator current in their content area; and to expose the teacher to new techniques, procedures, skills and equipment being used in the industry.

The WDE-CTE team will be providing a list of professional development opportunities that are weighted to align with the goals of Perkins V. Each CTE teacher will be able to select the professional development opportunities that fit best with their district or school priorities, schedule, and interests. Each teacher will complete the form to be filed with the district or community college application for the upcoming grant year. Teachers will need to earn 20 professional development points each year in order to maintain the designation of a quality CTE program. The list of professional development opportunities will be published each January for the following year. (Attachment 4)

The WDE-CTE team will provide competitive Professional Development grants of up to \$2,500.00 per recipient to attend professional development which focuses on innovative and emerging technology that is aligned with their comprehensive local needs assessment. Preference will be given to educators attending professional development that aligns with the priorities of Perkins V. The professional development grants will be announced in July of each year and awarded in August for the upcoming school year.

The WDE-CTE team is currently working with the Open Range (OER) developer to create multiple two (2) hour courses using a learning management system on a variety of topics. The

courses that are being created are using content area specialists for each special population identified in Perkins V. The courses, Special Populations on Target (SPOT), are a new concept that draws from across the WDE divisions including the specialists in Native American studies, English Language Learners, McKinney Vento, and Special Education. Agencies also involved in providing content expertise are Wyoming Department of Workforce Services, Wyoming Department of Family Services, and Vocational Rehabilitation. Additionally The Warren Air Force Base Family and School Liaison and an At-risk Coordinator from a local school district are participating. The SPOT trainings will use a variety of formats within the two (2) hour time frame and be released in the spring of 2020. Educators will be able to watch the recorded trainings on their own terms and after completing four (4) of the two (2) hour sessions will be able to earn professional development in the form of continuing education units from the Wyoming Professional Teaching Standards Board.

The WDE-CTE team is currently working with a contractor to develop training for Para educators who are commonly assigned to work with students who have special needs in a workplace setting. While attending the WAVE conference and presenting the new Perkins V legislation with parents, students with special needs and special education educators a need was identified regarding Para educators who accompany students with special needs to the workplace. The training that is being developed will work with Para educators on job coaching skills and strategies to help students with special needs to be more successful in the workplace, to experience greater job satisfaction and increase the likelihood for successful employment following graduation. Additional resources are being created with the help of the Open Range

developer and Wyoming Vocational Rehabilitation Counselors presenting ideas of how to help students with special needs transition into the workplace successfully.

Additional professional development opportunities will be provided by the WDE-CTE team through presentations done in partnership with other divisions of WDE, state partners such as the Wyoming School Board Association, Wyoming Associations of Elementary and Middle School Principals, the Wyoming High School Principals Association, the Wyoming Community College Commission, the Mountain Plains Adult Education Association, Wyoming Arts Council, Wyoming After School Alliance, Wyoming School Counselors Association and other organizations as opportunities arise.

Data training will be offered each winter prior to the new grant application being released. We have scheduled and will be holding a private two (2) hour meeting with each district and community college. The first hour will be reviewing the data from the previous school year with their administrative staff and Perkins coordinators as well as anyone else they wish to attend. We will have a data team representative attend to clarify and answer questions as they arise. The intention is to help districts utilize their data in making programming decisions for CTE. The second hour will be spent answering questions regarding the comprehensive local needs assessment process and the new Perkins V application. STAR training is provided each June as well as individual monitoring and technical assistance as needed throughout the year.

The WDE is also providing career development facilitator training in an effort to meet a goal set by Wyoming Superintendent of Public Instruction, Jillian Balow, to have every school, K-12, in Wyoming will have a person trained in career development facilitation. At the elementary level they will be working with educators to expose elementary students to the 16 career clusters.

At the secondary level and postsecondary level they will work with student learners in providing them with resources to plan programs of study and make postsecondary career plans. The WDE is currently using a contractor to provide this training. Two (2) CTE team members are currently in training to become trainers and will assume the responsibility of providing this training in order to achieve the superintendents' goal by the end of 2020. The training will continue annually as new staff is hired in local districts and those who have been trained leave local districts.

The WDE-CTE team hosted professional development for guidance counselors throughout Wyoming in grades 5-14 in October, 2019. The 1 day workshops were held in regional areas of Wyoming and were very well attended. Topics in October, 2019 included the new Hathaway Scholarship legislation resulting from Senate File 43, updates related to Perkins V, and the importance of SCED coding and programs of study as well as industry presentations by business and industry representatives and the local chamber of commerce. Future topics will address current needs based on the comprehensive local needs assessment and disaggregated data submitted annually by Perkins grant recipients.

The WDE is working with multiple partners to address the issue of the recruitment and retention of CTE teachers. The average age of the Wyoming CTE teacher is 54 years of age. There is a growing need each year for CTE teachers as educators leave the classroom due to a variety of reasons with the largest being retirement. The WDE is represented on a legislative task force working with the University of Wyoming to create a degree program for CTE teachers. The task force is in its infancy and is exploring ways to recruit and train CTE teachers. A promising possibility is through legislation that was passed in 2018 allowing community colleges to provide bachelor of applied science degrees and a 3+1 concept. Under this proposed plan students would

be able to complete three (3) years at a local community college and finish a bachelor's of applied science degree at the University of Wyoming in the College of Education. Wyoming currently uses professional and industry certification (PIC) permits to fill CTE educator vacancies in addition to the traditional licensing of CTE teachers.

The WDE is currently working with the Wyoming Professional Teaching Standards Board (PTSB) to create a stackable micro-credential to prepare teachers to teach computer science courses in order to meet the requirements of the Wyoming Legislature to be implemented by 2020. Another project that is being pursued is a joint effort to create a route to endorsement or micro-credential to prepare teachers to facilitate work co-op or work experience for graduation credit utilizing the Career Development Facilitator training.

The WDE-CTE team is developing a workshop that will be held in late summer or early fall of 2020 for newly hired CTE teachers. The training will include information on free resources, professional development opportunities, professional development grants, CTSO's, Perkins V, the state funding model for CTE and additional content as needs are identified.

STATE WIDE FUNDING

The criteria and process that WDE will approve eligible secondary and postsecondary recipients for funds under this Act will continue to use a web-based application via the Wyoming Grants Management System (GMS). Applications must meet all required criteria. Local applications and improvement plans (as applicable) are due by June 1st. All requested revisions and edits must be submitted no later than June 30th in order for spending authority to be granted as of July 1.

Data training will be offered each winter prior to the new grant application being released. We have scheduled and will be holding a private two (2) hour meeting with each district and community college. The first hour will be reviewing the data from the previous school year with their administrative staff and Perkins coordinators as well as anyone else they wish to attend. We will have a data team representative attend to clarify and answer questions as they arise. The intention is to help districts utilize their data to inform their new plan and application. The second hour will be spent answering questions regarding the comprehensive local needs assessment process and the new Perkins V application. Local recipients who have not met their performance targets within 90% will be required to submit an improvement plan. Technical assistance will be provided to local recipients who have not met local performance targets.

Each local recipient will also be required to complete and submit an application, a comprehensive local needs assessment, and a budget. Each local recipient will submit a grant application answering questions of how they will:

Promote academic achievement.

1. Promote skill attainment that leads to an industry recognized credential or recognized postsecondary credential.
2. Ensure professional development is provided to faculty and staff to ensure the implementation of high-quality CTE programs.
3. Employ faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) or other postsecondary accrediting agency and hold an appropriate, valid license or permit.
4. Collect data necessary for calculating progress for annual submission toward meeting Perkins V performance targets.

Each application will be reviewed by a Perkins educational consultant within the WDE to verify that the application is complete, the budget matches the comprehensive local needs assessment and that all elements required by Perkins V are addressed. The criteria for approval will be that the application must include:

1. A clear response to each question.
2. A coherent plan for implementing Perkins V within the community college or school district.
3. Size, scope and quality requirements are met.
4. Reasonable local targets have been set as a baseline for each performance assessment utilizing historical data when available.
5. A clear description of continuous performance strategies for all performance assessments.
6. A clear description of supports and services that will be provided to students in special populations to help them access and be successful in programs of study.
7. A detailed description of how funds will be used to address performance strategies.

Each eligible recipient that promotes academic achievement through a program of study must:

1. Secondary
 - A. Include a minimum of three (3) rigorous courses that are progressive and sequential.
 - B. Indicate two (2) concentrator courses in each program of study after which students will be assessed.
 - C. Produce three (3) concentrators on a three (3) year rolling average.

- D. Support statewide career and vocational education standards.
- E. Provide an opportunity for acceleration as evidenced by at least one (1) secondary/postsecondary credit transfer agreement (through dual or concurrent enrollment) or articulation agreement in place.
- F. Provide academic, technical standards and employability skills which are aligned to industry standards for their program of study.
- G. Provide an opportunity to earn industry recognized credential.
- H. Provide an opportunity at the postsecondary level.
- I. Provide an opportunity for participation in work-based learning experiences.
- J. Must connect to a CTSO that is co-curricular and led by a teacher that meets the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) and holds an appropriate, valid license or permit for CTE.
- K. Must be identified as two (2) of the following three (3); high demand, high wage and or high skill.
- L. Have an advisory council for each program of study or a representative of each program of study funded by Perkins V on a district wide advisory council that meets at least twice a year.
- M. Must work toward closing student equity gaps in access and completion.
- N. Must work toward effectively using data to inform and improve student success.
- O. Provide equipment and technology that encourages student attainment of relevant, rigorous technical skills.

2. Postsecondary

- A. Include 12 credits within a career and technical education program or program of study; or the equivalent in total.
- B. Must provide rigorous academics, technical standards and employability skills which are aligned to industry standards for their program of study.
- C. Provide an opportunity to earn an industry recognized credential, certificate and/or degree.
- D. Must be identified as two (2) of the following three (3); high demand, high wage and or high skill.
- E. Provide an opportunity for participation in work-based learning experiences.
- F. Have an advisory council for each program of study or a representative of each program of study funded by Perkins V on an institution wide advisory council that meets at least twice a year.

- G. Must work toward closing student equity gaps in access and completion
- H. Must work toward effectively using data to inform and improve student success.
- I. Provide Equipment and technology encourage student attainment of relevant, rigorous technical skills.
- J. Must employ faculty that meets institutional credentialing.

The funds received by the Wyoming State Board of Vocational Education through the allotment made under Section 111 of the Act will be distributed among CTE recipients at the secondary and postsecondary levels to effectively achieve the goals of Perkins V. The funding is split with 60% going to secondary recipients and 40% going to postsecondary recipients of the 70% that remains after the amounts allotted for a state reserve, state administration and state leadership. The 70% is distributed to secondary and college recipients through the application process. Fifteen percent (15%) will be used as a state reserve to fund programs of study in emerging technologies, support externships and for innovation grants. Ten percent (10%) will fund state programs and leadership projects, and no more than five percent 5% will fund administration of the state plan. Wyoming awards funds through the application process to the Wyoming Correctional System, juvenile justice facilities and state institutions through a request for application process.

The WDE will be requesting a waiver under Section 131 (c)(2) allowing a waiver of the application of paragraph (1) in any case in which the local educational agency is Section 131(c)(2)(A)(i) located in a rural, sparsely populated area and (B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part. School district boundary changes in Wyoming likely will not occur. Boundaries are tied to geographic cities and counties. Wyoming does not have regional CTE schools. Wyoming does

have secondary charter schools that may qualify for Perkins funding in the future. If a charter school becomes eligible for Perkins funds, Wyoming would adjust the distribution to provide funding allocations for them. Wyoming is not requesting a waiver for a more equitable distribution for secondary recipients. Wyoming is requesting a waiver for a more equitable distribution for postsecondary recipients. Wyoming has most recently distributed funds with 60% going to secondary and 40% going to postsecondary. Due the limited number of postsecondary institutions, geographic distance, and the number of secondary students who are accessing CTE coursework at the postsecondary level while still enrolled in high school Wyoming has deemed it more equitable to use this split.

The state's aggregate expenditure for the state is \$396,797.69. Wyoming did take advantage of the new Act which allowed a reset to the State effort. Wyoming reported effort for aggregated expenditures for the prior fiscal year. The amount \$396,797.69 is 95% of Wyoming's secondary and postsecondary prior year level of effort. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for CTE programs of study under Section 132(a) of the Act. (Attachment 5 and 5.1) For the upcoming year, provide the specific dollar allocations made available by the eligible agency for CTE programs and programs of study under Section 131(a)-(e) of the Act. (Attachment 6)

The Wyoming State Perkins V Advisory Council has identified that the indicator of secondary CTE program quality will be the percentage of concentrators graduating from high school having attained a recognized postsecondary credential. Recognized postsecondary credentials include industry recognized credentials, certificates, or associate degrees. The State determined levels of performance were set by the Wyoming State Perkins V Advisory Council

after reviewing the available data for the last three (3) years and taking into consideration changes being made in Perkins V. The State determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other federal and state laws. The WDE conducted a gap analysis using a format that reviewed the Wyoming ESSA plan, IDEA, and WIOA. No changes were made following the 60 day public comment period. Following are the State determined levels of performance that meet each of the statutory requirements:

Performance Indicator	Performance Target
1S1	96%
2S1	51%
2S2	46%
2S3	50%
3S1	94%
4S1	22%
5S1	14%
1P1	83%
2P1	100%
3P1	17%

The state determined levels of performance were published for a 60-day comment period beginning September 9, 2019 through November 8, 2019 to allow stakeholders the opportunity to provide written comment. (See Attachment 2) WDE released a Superintendent's Memo to

each District Superintendent and to a list of over 2,300 recipients. In addition, a state wide news release was sent to 2,350 people. Public comment was also sought through social media on the WDE and State Board of Education Twitter feeds and Facebook pages. Responses are currently being formulated for each comment received. All of the comments were reviewed and considered for incorporation into the Wyoming Perkins V plan where appropriate and feasible.

The WDE will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years at the winter training with Perkins administrators. A data dashboard will be provided for each recipient and reviewed with a Perkins consultant. Recipients will show continuous improvement in academic achievement and technical skill attainment by meeting their performance targets as set for each indicator. Any indicator of performance that does not meet a 90% threshold will require submission of a performance improvement plan for those indicators. Recipients will be held accountable for carrying out the submitted performance improvement plan. Technical assistance and monthly monitoring will be provided for local recipients who have not met the performance threshold during the first and second year of the performance improvement year. If the performance indicator is not met in the third year the local recipient will not be eligible for Perkins funding in that year. Recipients who were not eligible for funds in the third year may reapply for Perkins V funding in the fourth year, with the submission of an application that includes a viable plan of corrective action.

DATA DRIVEN DECISION MAKING

The WDE is working diligently to provide data back to each Perkins recipient that reflects progress made towards assessment targets, participation in CTE course and programs of study as well as participation by member of special populations. With the new emphasis on programs of study being directly linked to the comprehensive local needs assessment data will play an ever increasing role in CTE.

The WDE-CTE team has provided a JobsEQ site license to every community college service area for use by the community college and local school districts to provide labor trend data in their community, county and state with an additional 75 mile perimeter. The 75 mile perimeter is to allow for employment opportunities that are a commutable distance from the community. The comprehensive local needs assessment is required to take into consideration local economic and educational needs, of high-demand industry sectors and occupations.

Data training will be offered each winter prior to the new grant application being released. We have scheduled and will be holding a private two (2) hour meeting with each district and community college. The first hour will be reviewing the data from the previous school year with their administrative staff and Perkins coordinators as well as anyone else they wish to attend. A gap analysis has been done for each grant recipient to analyze progress made towards more inclusion and access by special populations in CTE opportunities as part of the data discussion. We will have a data team representative attend to clarify and answer questions as they arise. The intention is to help districts utilize their data in making programming decisions

for CTE which will include recruiting and retaining students included in special populations as identified in Perkins V.

An annual meeting is held each fall with the state advisors of the CTSO's funded by the WDE. Beginning in the fall of 2020 there will be a data session helping them to analyze the state data on CTSO student participation broken out by special population group. Information will be presented on increasing access and equity in the CTSO experiences as is identified by their data results.

Recipient's will show continuous improvement in academic achievement and technical skill attainment by meeting their performance targets as individually negotiated and set for each indicator. Any indicator of performance that does not meet a 90% threshold will require submission of a performance improvement plan for those indicators. Recipients will be held accountable for carrying out the submitted performance improvement plan. Technical assistance and monthly monitoring will be provided for local recipients who have not met the performance threshold for two years. If the performance indicator is not met in the third year the local recipient will not be eligible for Perkins funding in that year. Recipients who were not eligible for funds in the third year may reapply for Perkins V funding in the fourth year, with the submission of an application that includes a viable plan of corrective action.

ATTACHMENT 1

Advisory Council Member	Region	Representing
Dr. Ben Moritz	SE	Wyoming Community College Commission
Cindy Delancey	SE	Wyoming Business Alliance
Shawn Reese	SE	Wyoming Business Council
Pat Joyce	SE	Wyoming Mining Association
Laurie Knowlton	SE	Wyoming Dept. of Workforce Services
Stephanie Meisner-Maggard	SE	Cheyenne Greater Chamber of Commerce/Regional Talent Pipeline
Brendan O'Connor	SE	Professional Teaching Standards Board
Kimberly Russell	SE	Eastern WY Community College
Katie Lergerski	SE	Wyoming Contractors Association
Curtis Biggs	SE	University of Wyoming
Richard Cisneros, Jr.	NE	HVACE Contractor/Local Advisory Board Member
Jed Jensen	NE	Sheridan College
Bill Lambert	NE	WY State Board of Vocational Education
Bruce Thoren	Central	Supt. Of Fremont County School District #24
Patrick Moss	Central	Northern Arapaho Tribe
Nicole Carr	Central	Special Education Teacher
Rob Hill	Central	Tech Ed Teacher/Immediate past pres. Of WY Assoc. of CTE Teachers
Wyatt Agar	NW	Wy State Legislator
Grace Godfrey	NW	Ag Teacher/CTSO Advisor
Dan Selleroli	SW	Parent of child with Special Needs
Carla Hester-Croft	SW	Computer Science Instructor

ATTACHMENT 2

NAME	CITY	COMMENT
Ron Estes	Casper	These targets are set way too high and will not be attainable. This will cost districts funding and potentially the Perkins grant funding. Please take a look and be more realistic with targets.
Tracy de Ryk	Wheatland	<p>The goal of 96% for the 4 year on-time graduation rate (1S1) for concentrators doesn't make sense to me. This would be a minimum of 24 out of 25 concentrators graduating on time. If you don't have at least this many concentrators in your school, and you have even 1 student not make it, you have 0% chance of making this goal. It would be helpful to have a definition attached to the information as to what counts as "Postsecondary Placement" for (3S1). The postsecondary placement goal is similar to the on-time graduation goal for attainability. You would need at least 17 out of 18 concentrators qualify in order to meet this goal. Again, small schools may not have enough students to give them a chance at making this attainable. (2S1, 2S2, 2S3) Why is it proposed that we base our CTE proficiency and Perkins Funding on WYTOPP scores when that is not the focus of our teaching in CTE? I agree we should support the core classes, and apply learning from core classes, but why are CTE programs being judged on Reading, Math and Science WYTOPP scores? Are we also tying the WYTOPP scores to preparing students for high demand, high need, high training jobs? Are the core classes judged on how well students apply CTE concepts? It is concerning that students can be considered concentrators after only taking a 2-course sequence. Normally, this probably isn't enough coursework to prove proficiency, but if we are using the WYTOPP scores for proficiency, and not testing their CTE knowledge, it's a moot point. This isn't on your survey, but it is disappointing that the NOCTI tests are being phased out, as our teachers were using the NOCTI data to improve their course content. In speaking with someone at the WDE about the NOCTI tests being phased out, it is my understanding there hasn't been any CTE content area-specific tests chosen to take.</p>

ATTACHMENT 2

		(5S1) The WDE person suggested tests such as the HOSTA and OSHA 10 are options for testing. While these may be valuable tests, they don't give our teachers any feedback on the actual content or skill level proficiency of the courses they teach. Also, our district employees are not certified to teach these courses or give these tests, so testing will become more difficult than in years' past.
Julie Magee	Cheyenne	Comment/questions sent on behalf of the WDE Accountability work group: Recommend changing term "credit" to "course" because districts all have different methods for awarding credits. So instead of saying students need to complete "3 credits," say "3 courses." This came up multiple times during legislative discussion when they updated the Hathaway Success Curriculum requirements. Also, is a "program area" the same thing as a "program of study"? And is this meant to be the same thing as a pathway? Finally, in order to be a concentrator, does a student have to pass the two terminal courses within a program of study?
Mitch Craft	Sheridan	4S1 - Nontraditional program employment This indicator should be excluded from Wyoming's Perkins V plan. In essence, this indicator forces schools and staff such as CTE teachers, counselors, or principals to steer students toward areas that are not of interest to them. In order to achieve the target, staff will have to convince students to take nontraditional courses for the sole reason of meeting the target. The very essence of CTE is to allow students to follow their interests and passions in disciplines with clear career paths. Schools and counselors should spend time helping students identify interests, set goals, and succeed in school, not trying to place "female students in auto technology, male students in health occupations, etc."

WDE CTE STRATEGIC PLAN 2019-2022

August 2019

MISSION: In partnership, Wyoming Career and Technical Education (CTE) strives to provide quality CTE experiences that are equitable while growing a competitive workforce.

VISION: Skills for the careers of today and tomorrow

VALUES: Futuristic - Transparency - Equity - Integrity - Customer Service

PARTNERSHIPS- Build collaborative relationships to support CTE's mission.

STRATEGIES

- Participate with partners in an effort to share information and network.
- Use data received from Community College Commission, Workforce Services, and business and industry related to Wyoming's workforce to provide quality student learner outcomes.
- Work with stakeholders to provide opportunities to student learners statewide.
- Communicate with law makers to reach other governmental agencies and constituents with information regarding CTE.

KEY PERFORMANCE INDICATORS

- Increase number of collaborative opportunities with internal and external partners.
- Majority of Perkins V Advisory Council members are business and industry representatives.
- Increase work-based learning opportunities for students.

QUALITY CTE PROGRAMS- Create high-quality CTE programs that promote lifelong learning and career success.

STRATEGIES

- Programs are taught by CTE certified or Professional Teaching Standards Board (PTSB) recognized credentialed instructors.
- Programs align to the Local Needs Assessment.
- Career Technical Student Organizations are co-curricular.
- Programs of study aligned to academic and industry standards.
- Work-based learning opportunities incorporated.
- Equitable learning opportunities for all student learners.
- Advisory Council meets biannually at a minimum.

KEY PERFORMANCE INDICATORS

- Provide continuous opportunities for professional development.
- Increase CTE participants.
- Increase concentrators that lead to industry recognized certifications.
- Assure community data is reflected in the Local Needs Assessment.
- Increase dual/concurrent enrollment.

CAREER ADVISEMENT AND DEVELOPMENT- Provide opportunities to explore career options.

STRATEGIES

- Develop career exploration in Grades 5-8.
- Provide career preparation and training in Grades 9-14.
- Provide applicable workforce data.
- Provide Career Facilitator Development training statewide.
- Leverage resources to market CTE in an effort to grow and diversify the Wyoming workforce.
- Provide professional development opportunities for administrators, guidance counselors and educators.
- Provide guidance on work-based learning.

KEY PERFORMANCE INDICATORS

- At least one K-12 educator, per school, trained as a career development facilitator.
- WDE staff trained in the "train the trainer" model to provide Career Development Facilitator training.
- Increase public awareness through print and social media.
- Increase career exploration in grades 5 & 6.
- Create work-based learning guide.

PROFESSIONAL DEVELOPMENT OPTIONS FOR CAREER & TECHNICAL EDUCATION (CTE) TEACHERS

2020-2021

Teachers who work in programs of study that receive Perkins V funding at the secondary or post-secondary level will need to attend professional development totaling 20 points from the professional development choices below to be considered a quality CTE program. The professional development must be completed between July 1 and June 30 of the year that the Perkins V grant funds are being applied for.

_____ Wave Conference	5 points	TBD, WY	July, 2020
_____ INNOVATIONS/STEAM Conference	5 points	TBD, WY	November, 2020
_____ Native American Conference	5 points	Riverton, WY	August 5-6, 2020
_____ ACTE Best Practices & Innovations	5 points	Cape Cod, MA	October 7-9, 2020
_____ Jackson Culinary Conference	5 points	Jackson, WY	October, 2020
_____ National Career Pathways Network	5 points	Atlanta, GA	October 15-17, 2020
_____ ACTE Vision	15 points	Nashville, TN	December 2-5, 2020
_____ ACTE Region V	10 points	Tahoe, NV	April 22 – 25, 2020
_____ WY ACTE Conference	15 points	Buffalo, WY	June 10-12, 2020
_____ CTSO National training	10 points	Varies	Varies
_____ Plan A State Training	10 points	TBD. WY	Varies
_____ SPOT Training	5 points/topic	N/A	On-line
_____ Career Development Facilitator	20 points	Casper, WY	On-line
_____ Content Area Training	10 points	Varies	Varies
_____ Other Please include agenda. The educational opportunity will be evaluated for number of points granted for the experience.			

ATTACHMENT 5

PERKINS SECONDARY ALLOCATION 2019-2020

School District	City	*Poverty	Percent	\$0.70	*Enrollment	Percent	\$0.30	2019-2020 Allocated Total	July Disbursements .30	Oct Disbursements Anticipated .70	Perkins Secondary Check	Project Number	LEA #
Albany 1	Laramie	499	4.64%	\$83,492.06	4,427	4.56%	\$35,178.92	\$ 118,670.98	\$35,601.29	\$83,069.69	\$118,670.98		0101000
Big Horn 1	Cowley	75	0.70%	\$12,548.91	692	0.71%	\$5,498.94	\$ 18,047.85	\$5,414.35	\$12,633.49	\$18,047.85		0201000
Big Horn 2	Lovell	103	0.96%	\$17,233.83	709	0.73%	\$5,634.03	\$ 22,867.86	\$6,860.36	\$16,007.50	\$22,867.86		0202000
Big Horn 3	Greybull	83	0.77%	\$13,887.46	543	0.56%	\$4,314.92	\$ 18,202.38	\$5,460.71	\$12,741.66	\$18,202.38		0202001
Big Horn 4	Basin	48	0.45%	\$8,031.30	337	0.35%	\$2,677.95	\$ 10,709.25	\$3,212.78	\$7,496.48	\$10,709.25		0202002
Campbell 1	Gillette	900	8.37%	\$150,586.88	9,313	9.60%	\$74,005.27	\$ 224,592.15	\$67,377.64	\$157,214.50	\$224,592.15		0202003
Carbon 1	Rawlins	274	2.55%	\$45,845.34	1,922	1.98%	\$15,273.07	\$ 61,118.41	\$18,335.52	\$42,782.89	\$61,118.41		0202004
Carbon 2	Saratoga	56	0.52%	\$9,369.85	686	0.71%	\$5,451.26	\$ 14,821.11	\$4,446.33	\$10,374.78	\$14,821.11		0202005
Converse 1	Douglas	185	1.72%	\$30,953.97	1,782	1.84%	\$14,160.57	\$ 45,114.54	\$13,534.36	\$31,580.18	\$45,114.54		0202006
Converse 2	Glenrock	84	0.78%	\$14,054.78	737	0.76%	\$5,856.53	\$ 19,911.31	\$5,973.39	\$13,937.92	\$19,911.31		0202007
Crook 1	Sundance	128	1.19%	\$21,416.80	1,286	1.33%	\$10,219.13	\$ 31,635.93	\$9,490.78	\$22,145.15	\$31,635.93		0202008
Fremont 1	Lander	275	2.56%	\$46,012.66	1,780	1.84%	\$14,144.68	\$ 60,157.33	\$18,047.20	\$42,110.13	\$60,157.33		0202009
Fremont 2	Dubois	0	0.00%	\$0.00	0	0.00%	\$0.00	\$ -	\$0.00	\$0.00	\$0.00		0202010
Fremont 6	Pavillion	85	0.79%	\$14,222.09	429	0.44%	\$3,409.03	\$ 17,631.12	\$5,289.34	\$12,341.78	\$17,631.12		0202011
Fremont 14	Ethete	0	0.00%	\$0.00	0	0.00%	\$0.00	\$ -	\$0.00	\$0.00	\$0.00		0202012
Fremont 21	Washakie	0	0.00%	\$0.00	0	0.00%	\$0.00	\$ -	\$0.00	\$0.00	\$0.00		0202013
Fremont 24	Shoshoni	44	0.41%	\$7,362.03	265	0.27%	\$2,105.81	\$ 9,467.83	\$2,840.35	\$6,627.48	\$9,467.83		0202014
Fremont 25	Riverton	606	5.64%	\$101,395.17	3031	3.13%	\$24,085.68	\$ 125,480.85	\$37,644.25	\$87,836.59	\$125,480.85		0202015
Fremont 38	Arapahoe	0	0.00%	\$0.00	0	0.00%	\$0.00	\$ -	\$0.00	\$0.00	\$0.00		0202016
Goshen 1	Torrington	264	2.46%	\$44,172.15	1,960	2.02%	\$15,575.04	\$ 59,747.19	\$17,924.16	\$41,823.03	\$59,747.19		0202017
Hot Springs 1	Thermopolis	115	1.07%	\$19,241.66	750	0.77%	\$5,959.84	\$ 25,201.49	\$7,560.45	\$17,641.04	\$25,201.49		0901000
Johnson 1	Buffalo	155	1.44%	\$25,934.41	1,450	1.50%	\$11,522.35	\$ 37,456.76	\$11,237.03	\$26,219.73	\$37,456.76		1001000
Laramie 1	Cheyenne	1,620	15.07%	\$271,056.39	15,488	15.97%	\$123,074.58	\$ 394,130.97	\$118,239.29	\$275,891.68	\$394,130.97		1101000
Laramie 2	Pine Bluffs	103	0.96%	\$17,233.83	1,154	1.19%	\$9,170.20	\$ 26,404.03	\$7,921.21	\$18,482.82	\$26,404.03		1102000
Lincoln 1	Diamondville	35	0.33%	\$5,856.16	668	0.69%	\$5,308.23	\$ 11,164.38	\$3,349.32	\$7,815.07	\$11,164.38		1201000
Lincoln 2	Afton	264	2.46%	\$44,172.15	2,988	3.08%	\$23,743.99	\$ 67,916.14	\$20,374.84	\$47,541.30	\$67,916.14		1202000
Natrona 1	Casper	1,580	14.70%	\$264,363.64	13,810	14.24%	\$109,740.44	\$ 374,104.08	\$112,231.22	\$261,872.85	\$374,104.08		1301000
Niobrara 1	Lusk	0	0.00%	\$0.00	0	0.00%	\$0.00	\$ -	\$0.00	\$0.00	\$0.00		1401000
Park 1	Powell	223	2.07%	\$37,312.08	1,954	2.01%	\$15,527.36	\$ 52,839.44	\$15,851.83	\$36,987.61	\$52,839.44		1501000
Park 6	Cody	258	2.40%	\$43,168.24	2370	2.44%	\$18,833.08	\$ 62,001.32	\$18,600.40	\$43,400.92	\$62,001.32		1506000
Park 16	Meeteetse	0	0.00%	\$0.00	0	0.00%	\$0.00	\$ -	\$0.00	\$0.00	\$0.00		1516000
Platte 1	Wheatland	125	1.16%	\$20,914.84	1,075	1.11%	\$8,542.43	\$ 29,457.28	\$8,837.18	\$20,620.09	\$29,457.28		1601000
Platte 2	Guernsey	44	0.41%	\$7,362.03	206	0.21%	\$1,636.97	\$ 8,998.99	\$2,699.70	\$6,299.30	\$8,998.99		1602000
Sheridan 1	Ranchester	46	0.43%	\$7,696.66	855	0.88%	\$6,794.21	\$ 14,490.88	\$4,347.26	\$10,143.61	\$14,490.88		1701055
Sheridan 2	Sheridan	432	4.02%	\$72,281.70	3,929	4.05%	\$31,221.59	\$ 103,503.30	\$31,050.99	\$72,452.31	\$103,503.30		1702000
Sheridan 3	Clearmont	0	0.00%	\$0.00	0	0.00%	\$0.00	\$ -	\$0.00	\$0.00	\$0.00		1703000
Sublette 1	Pinedale	75	0.70%	\$12,548.91	1,129	1.16%	\$8,971.54	\$ 21,520.45	\$6,456.13	\$15,064.31	\$21,520.45		181000

ATTACHMENT 5

Sublette 9	Big Piney	48	0.45%	\$8,031.30	703	0.72%	\$5,586.35	\$ 13,617.65	\$4,085.30	\$9,532.36	\$13,617.65		1809000
Sweetwater 1	Rock Springs	689	6.41%	\$115,282.62	5,686	5.86%	\$45,183.50	\$ 160,466.12	\$48,139.84	\$112,326.29	\$160,466.12		1901000
Sweetwater 2	Green River	282	2.62%	\$47,183.89	2,820	2.91%	\$22,408.98	\$ 69,592.87	\$20,877.86	\$48,715.01	\$69,592.87		1902000
Teton 1	Jackson	189	1.76%	\$31,623.25	3,193	3.29%	\$25,373.01	\$ 56,996.25	\$17,098.88	\$39,897.38	\$56,996.25		2001000
Uinta 1	Evanston	364	3.39%	\$60,904.03	2,967	3.06%	\$23,577.11	\$ 84,481.14	\$25,344.34	\$59,136.80	\$84,481.14		2101000
Uinta 4	Mountain View	51	0.47%	\$8,533.26	714	0.74%	\$5,673.76	\$ 14,207.02	\$4,262.11	\$9,944.91	\$14,207.02		2104000
Uinta 6	Lyman	30	0.28%	\$5,019.56	741	0.76%	\$5,888.32	\$ 10,907.88	\$3,272.36	\$7,635.52	\$10,907.88		2106000
Washakie 1	Worland	181	1.68%	\$30,284.70	1,382	1.42%	\$10,981.99	\$ 41,266.69	\$12,380.01	\$28,886.68	\$41,266.69		2201000
Washakie 2	Ten Sleep	0	0.00%	\$0.00	0	0.00%	\$0.00	\$ -	\$0.00	\$0.00	\$0.00		2202000
Weston 1	Newcastle	118	1.10%	\$19,743.61	811	0.84%	\$6,444.57	\$ 26,188.18	\$7,856.45	\$18,331.73	\$26,188.18		2301000
Weston 7	Upton	12	0.11%	\$2,007.83	247	0.25%	\$1,962.77	\$ 3,970.60	\$1,191.18	\$2,779.42	\$3,970.60		2307000
			100.00%	\$1,798,343.40		100.00%	\$770,718.00	\$ 2,569,060.00	\$770,718.00	\$1,798,342.00	\$2,569,060.00		
Total		10,748		\$1,798,342.00	96,989		\$770,718.00	\$ 2,569,060.00	\$770,718.00	\$1,798,342.00	\$2,569,060.00		

<http://www.census.gov/did/www/saipe/index.html>

2015

5-17 Age (poverty and enrollment)

First round of figures contains all formulars and districts

ATTACHMENT 5.1

PERKINS POSTSECONDARY ALLOCATION 2019-2

College	City	Pell Count Enrollment		Percent		Allocated Total
Casper College	Casper	701		22.17%		\$379,699
CWC	Riverton	399		12.62%		\$216,120
EWC	Torrington	192		6.07%		\$103,997
LCCC	Cheyenne	653		20.65%		\$353,699
NWC	Powell	297		9.39%		\$160,871
NMCCD	Sheridan	476		15.05%		\$257,827
WWCC	Rock Springs	444		14.04%		\$240,494
		3162		100.00%		\$1,712,707
Total						\$1,712,707

0.259825564

0.740174436

ATTACHMENT 5.1

2020

July Disbursement .259825564	Oct. Disbursement Anticipated .740174436	Anticipated Allocated Total	ID Number
\$98,655	\$281,043	\$379,699	1350011
\$56,153	\$159,966	\$216,120	0750012
\$27,021	\$76,976	\$103,997	0850013
\$91,900	\$261,799	\$353,699	1150015
\$41,798	\$119,073	\$160,871	1550016
\$66,990	\$190,837	\$257,827	1750003
\$62,486	\$178,007	\$240,494	1950017
		\$1,712,707	
\$445,005	\$1,267,702	\$1,712,707	

\$0

ATTACHMENT 6

B: Budget Form

State Name: Wyoming_____

Fiscal Year (FY): 2020_____

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$ 5,037,372.00
2	State Administration	%	\$ 251,868.00
3	State Leadership	7.7%	\$ 388,326.00
4	● Individuals in State Institutions	1.0%	\$ 50,374.00
4a	– Correctional Institutions	Not required	\$ 30,224.00
4b	– Juvenile Justice Facilities	Not required	\$ 10,075.00
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$ 10,075.00
5	● Nontraditional Training and Employment	Not applicable	\$ 60,000.00
6	● Special Populations Recruitment	0.1%	\$ 5,037.00
7	Local Formula Distribution	%	\$
8	● Reserve	%	\$0
9	– Secondary Recipients	%	\$0
10	– Postsecondary Recipients	%	\$0
11	● Allocation to Eligible Recipients	85%	\$ 4,281,767.00
12	– Secondary Recipients	60%	\$ 2,569,060.00
13	– Postsecondary Recipients	40%	\$ 1,712,707.00
14	State Match (<i>from non-federal funds</i>)	Not applicable	\$ 251,868.00