

Wyoming State Department of Education

Carl Perkins IV State Report

Post-Secondary Schools and Students
2008-2009

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Introduction to Carl Perkins IV

*In 1916, John Dewey wrote in *Democracy and Education*, "Education through occupations . . . combines within itself more of the factors conducive to learning than any other method." For many students, perhaps most, the world of work brings meaning and understanding to even the most complicated academic concepts and skills. — Hoachlander, 2007*

The Carl D. Perkins Vocational and Technical Education Act of 2006 (Perkins IV) is the principal source of federal funding to states for the improvement of secondary and postsecondary career and technical education programs. States are provided with funds for distribution to local educational agencies (LEAs) and postsecondary institutions for enhancing academic and technical knowledge and skills individuals need to prepare for further education or careers in current or emerging employment sectors.

A number of important themes have resulted from the recent reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act, including accountability for results and program improvement at all levels, an increased level of communication and coordination within the Career & Technical Education (CTE) system, better integration of academic and technical skill development, and a comprehensive effort for secondary and post-secondary institutions to align their programs with needs and demands of business and industry. One of the most prominent changes is the requirement for each state to develop new "programs of study", a unified program of academic and technical content connecting high school and post-secondary CTE programs leading to credentials or certificates recognized by industry.

The following report presents data collected during the 2008-2009 school year from Wyoming post-secondary schools under the guidelines set forth under the second year of Perkins IV. The information contained in this report illustrates how CTE programs are working in the state of Wyoming and also provides invaluable data to inform future planning.

CTE Concentrators and Participants

Demographic information was collected from 7 post-secondary schools with students participating in CTE programs in Wyoming during the 2008-09 school year. Specifically, this information was collected for both CTE Concentrators and CTE Participants. The charts and tables in this section summarize the demographic information available for these CTE students.

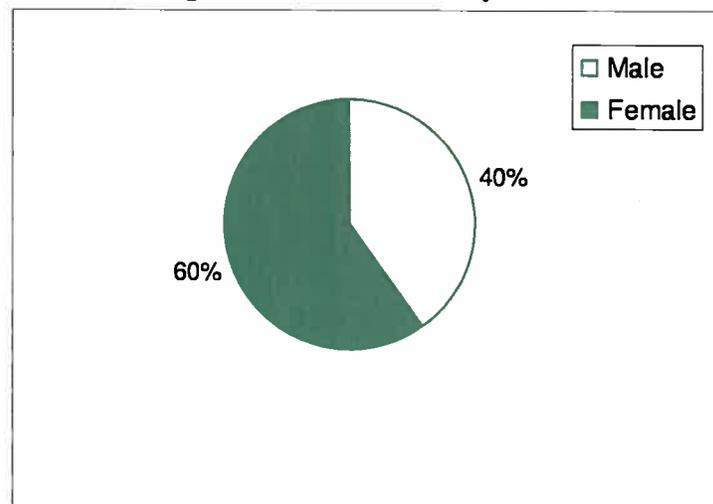
CTE Concentrators

At the post-secondary level, a **CTE concentrator** is defined as a student who (1) completes at least 12 technical or academic credits within a single program area or across multiple CTE program areas, or (2) completes a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, certificate or degree.

There were 7,315 total students reported as CTE concentrators during the 2008-2009 school year. Note that the methodology for pulling this data from college databases changed. During the 2007-08 reporting year, the 2P1 cohort was used for CTE concentrator enrollment counts while the current year uses all CTE concentrators with an active enrollment during the reporting year regardless of year of entry. The charts and tables that follow show the demographic information reported on CTE concentrators by gender and career cluster/program area.

Gender. During the 2008-2009 year, it was reported that 2,921 (40%) CTE concentrators were male and 4,394 (60%) were female. The proportion of males to females was comparable with what was reported during the 2007-2008 school year (35% males; 65% females).

Figure 1. CTE Concentrator by Gender



Career cluster/program area. The Health Science cluster was the most popular program area (31.9%). Other clusters ranking in the top three during the 2008-09 and 2007-08 school years were Business Administration (12.8% in 2007-08, 13.6% in 2008-09), and Manufacturing (8.4% in 2007-08, 10.2% in 2008-09).

Table 1. CTE Concentrator Enrollment by Program Area

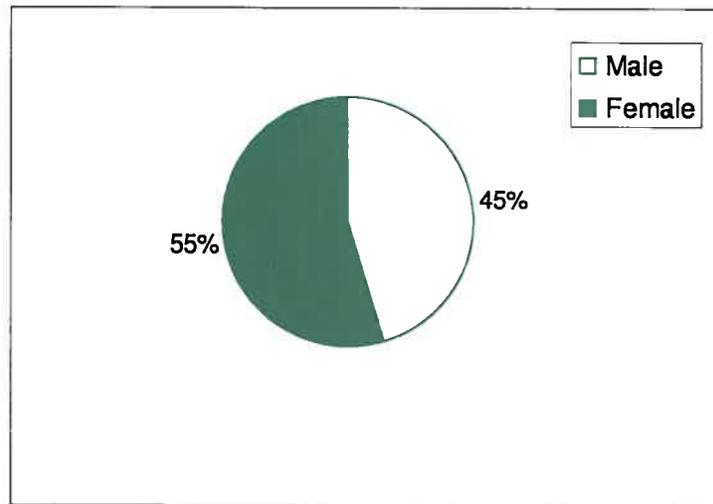
Program Area	Count	Percent
Health Science	2,336	31.9%
Business Admin.	995	13.6%
Manufacturing	745	10.2%
Education & Training	650	8.9%
Transportation, Distribution & Logistics	470	6.4%
Agriculture, Nat. Resources	453	6.2%
Law & Public Safety	432	5.9%
Info. Technology	374	5.1%
Architecture & Construction	350	4.8%
Arts, AV Tech & Comm.	242	3.3%
Hosp. & Tourism	134	1.8%
Human Services	100	1.4%
Science, Technology, Engineering & Math	28	0.4%
Finance	3	0.04%
Marketing Sales & Service	3	0.04%
Gov. & Public Admin.	0	0.0%

CTE Participants

At the post-secondary level, a **CTE participant** is defined as a student who has earned one or more credits in any CTE program area. A total of 18,071 students were reported as CTE participants by colleges for the 2008-09 reporting year.

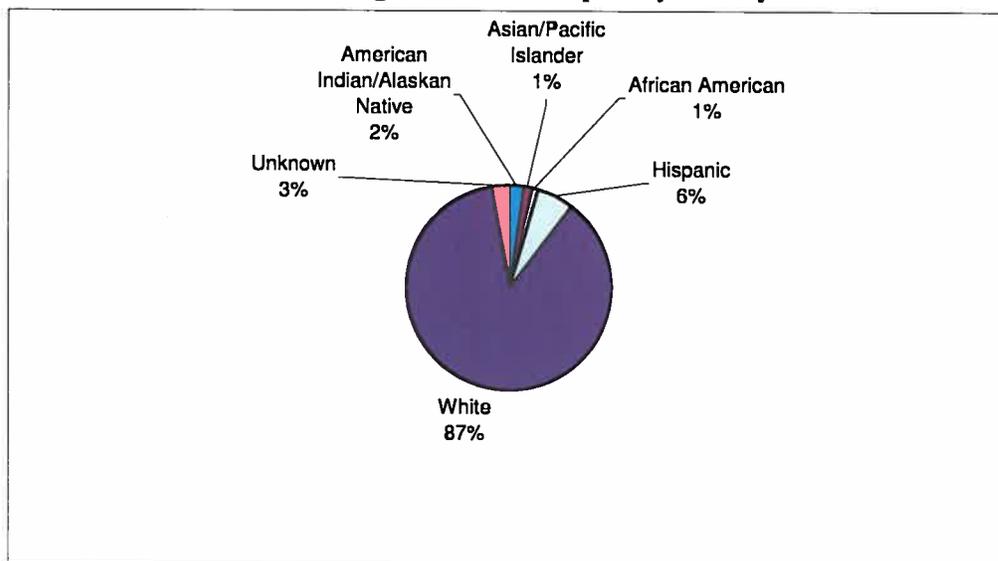
Gender. During the 2008-2009 school year, it was reported that 8,165 males and 9,906 females were CTE participants.

Figure 2. CTE Participants by Gender



Ethnicity. Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 87% White students and 6% Hispanic students.

Figure 3. CTE Participants by Ethnicity



Eligibility Category. Similar to the results obtained for CTE concentrators, most CTE participants in a special population were categorized as economically disadvantaged (52.4% of total) followed by nontraditional enrollees (47.0%).

Table 2. CTE Participants by Eligibility Category

Category*	Count	Percent of Total
Economically Disadvantaged	2,883	52.4%
Nontraditional Enrollees	2,588	47.0%
Disability	*	*
Single Parent	*	*
Displaced Homemakers	*	*
Limited English Proficiency	20	0.4%
Total	5,506	100%

*Less than 10 CTE participants reported in the subpopulation.

Federal Indicators

Summary of Results

The following table shows an overall summary of results statewide by each of the federal Perkins IV indicators. Targets that were met are highlighted in yellow. The sections that follow describe results for each of these indicators in more detail and by subgroup.

Table 3. Summary of Federal Perkins IV Indicator Results: Statewide

Indicators	Definitions	2008-09 Targets	2008-09 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators who passed the technical skills assessments that are aligned with industry-recognized standards during the reporting year. * Note that industry-aligned assessments were not ready for administration during the 2008-09 reporting year. As an interim measure, student Grade Point Average (GPA) was used during the 2007-08 school year. However, this approach of using GPA as the indicator of technical skill attainment was rejected by OVAE for the 2008-09 reporting period. The colleges agreed to measure this indicator via a new interim measure for 2008-09 which consisted of non-returning CTE concentrators' technical certification test results.	53.00%	96.77%
(2P1) Credential, Certificate or Degree	Percent of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	37.50%	30.44%
(3P1) Student Retention or Transfer	Percent of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	58.50%	69.07%
(4P1) Student Placement	Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).	65.00%	94.83%
(5P1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	20.46%	23.05%
(5P2) Non-Traditional Completion	Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance	12.61%	11.11%

1P1 Technical Skills Attainment

As noted in the overall description of indicators, the Technical Skills Attainment indicator is based on the percent of CTE concentrators that pass the technical skills assessment aligned with industry-recognized standards. Wyoming is renewing and updating their CTE content standards, and designing a new assessment mechanism for programs that will allow measurement to occur at the industry-specific level to meet the requirement of the new Perkins law. Section 113(b)(A)(ii) says that states must develop an indicator relating to “student attainment of career and technical skill proficiencies, including student achievement on technical assessments that **are aligned with industry-recognized standards**, if available and appropriate.” While Wyoming has historically had a statewide assessment of technical skill attainment, the current statewide assessment of CTE skills is designed to tap generic workplace skills¹ solely and is not industry-specific. Wyoming has developed a multi-step, multi-year, phase-in of a new CTE assessment system. The general process for development of this new system consists of the following:

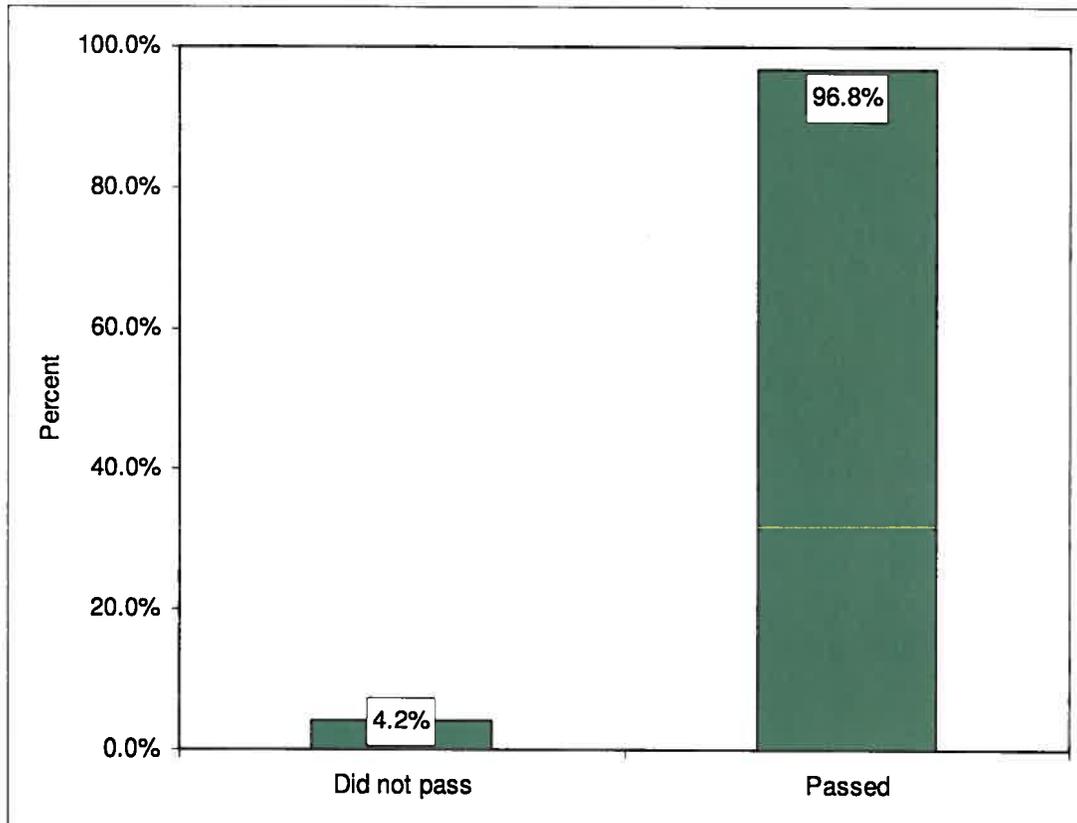
- Convene an oversight coordinating group.
- Create criteria for updating program standards.
- Convene expert content teams (educators and business) to review content standards to be assessed.
- For each program area, determine if existing assessments are appropriate and affordable; determine where new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

For the 2007-2008 reporting year, cumulative GPA was used as a proxy measure to identify students meeting the Technical Skill Attainment criteria. However, this proxy measure was rejected by OVAE for use during the 2008-09 school year. As a result, colleges convened to decide on a new interim measure. It was agreed that colleges would provide a record of non-returning CTE concentrators’ technical certification test results. However, there was a low response rate resulting in a very small population for this year’s 1P1 results (n=310).

¹ It should be noted that the new assessment system may still include generic workplace skills that transcend individual program areas, however, it is no longer considered sufficient that this is the only dimension of technical skill attainment measured by the state assessment. Measures of industry-specific competencies must also be built into any statewide assessment system designed to measure technical skill attainment.

Overall, **96.8%** of CTE concentrators met the **Technical Skills Attainment** criteria for 2008-09 as compared to 4.2% that did not meet the criteria. Thus, 300 concentrators who did not return to postsecondary education passed a technical certification test as compared to 310 concentrators who took a test.

Figure 4. Percent of CTE Concentrators Meeting Technical Skills Attainment



It should be noted that given the limited number of postsecondary CTE concentrators included in this indicator, the colleges have proposed to OVAE that for the upcoming reporting period (2009-10), technical skill attainment be measured by receipt of a degree, credential, and/or certificate (same as 2P1). No formal decision has yet been made.

Indicator 1P1 by Subpopulations:

Results for indicator 1P1 by the subgroups of gender, ethnicity and special populations are reported in the following table. Highlights and key findings include:

- All (100%) of males and 96.23% of females met the target.
- The highest proportion of special population students to meet this indicator was nontraditional enrollees (100%).

Table 4. Indicator 1P1 Results by Subpopulations

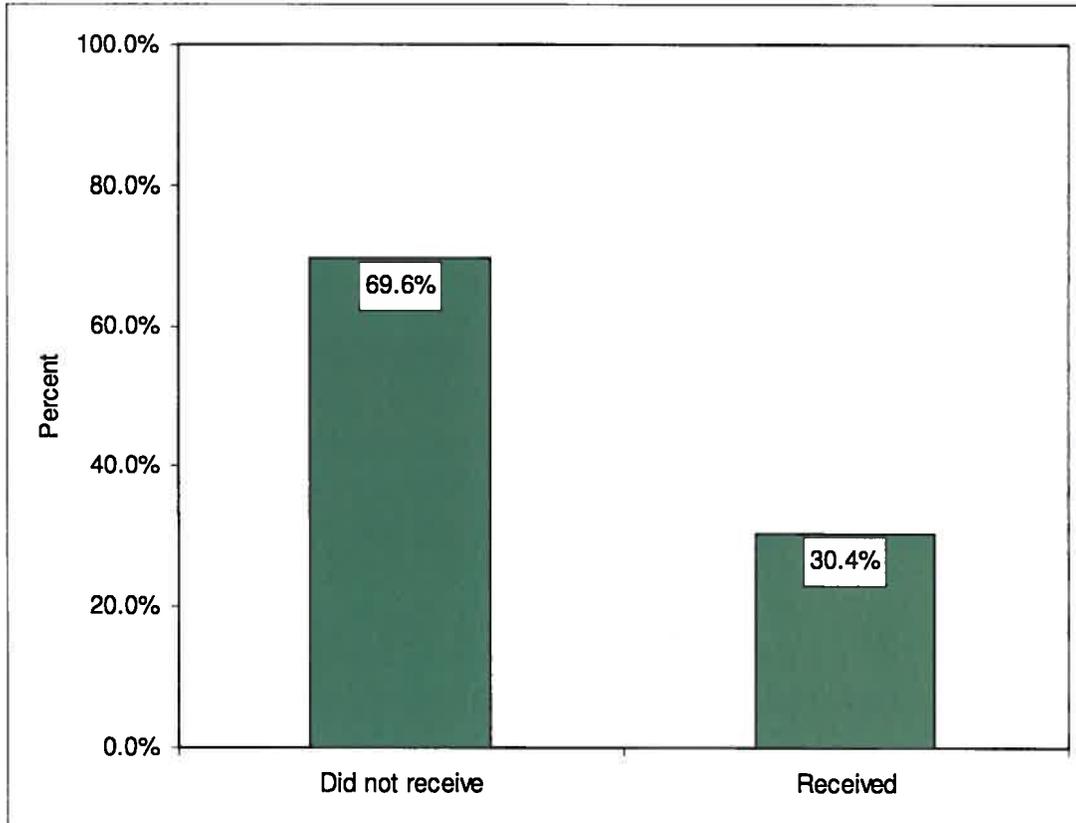
(1P1) Technical Skill Attainment			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	45	45	100.00%
Female	255	265	96.23%
Ethnicity			
American Indian	*	*	NA
Asian/ Hawaiian/Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	12	13	92.31%
White	282	291	96.91%
Unknown	*	*	NA
Special Populations			
Individuals With Disabilities (ADA)	10	11	90.91%
Economically Disadvantaged	74	78	94.87%
Single Parents	*	*	NA
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Nontraditional Enrollees	24	24	100.00%

NA = Not applicable; * = Less than 6 students in denominator.

2P1 Credential, Certificate or Degree

The 2P1 indicator reports on the percent of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate or degree at any point between when they were classified into the cohort and the current reporting period. For 2008-09, all concentrators enrolled at a post-secondary institution from 2006-07 to 2008-09 were included in the cohort. Similar to last year, longitudinal matches were not available to determine completion for each cohort year and as such, this year's figures are likely to be an under-estimation². Those students completing the requirements of their CTE program in the 2008-09 school year were counted as the numerator. Overall, **30.44% of CTE concentrators attained a Credential, Certificate or Degree** as compared to 69.56% that did not receive a credential, certificate or degree. For 2008-09, 992 concentrators were included in the numerator as completers, while 3,259 concentrators comprised the denominator.

Figure 5. Percent of CTE Concentrators Receiving Credential, Certificate or Degree



² College IR staff and programmer Curt Dodds are working on remedying this so that any degrees, credentials, and/or certifications earned during anytime in the 3 year span are counted.

Indicator 2P1 by Subpopulations:

Results for indicator 2P1 by the subgroups of gender, ethnicity and special populations are reported in the following table. Highlights and key findings include:

- 29.26% of females and 32.63% of males received a credential, certificate or degree.
- Of those reported, students in the ethnicity categories of White (31.23%), and Asian/Hawaiian/Pacific Islander (31.03%) had the highest percentages of students receive a credential, certificate or degree.
- Limited English proficient students was the highest performing subgroup (76.92%) whereas non-traditional enrollees (20.11%) were the lowest performing subgroup.

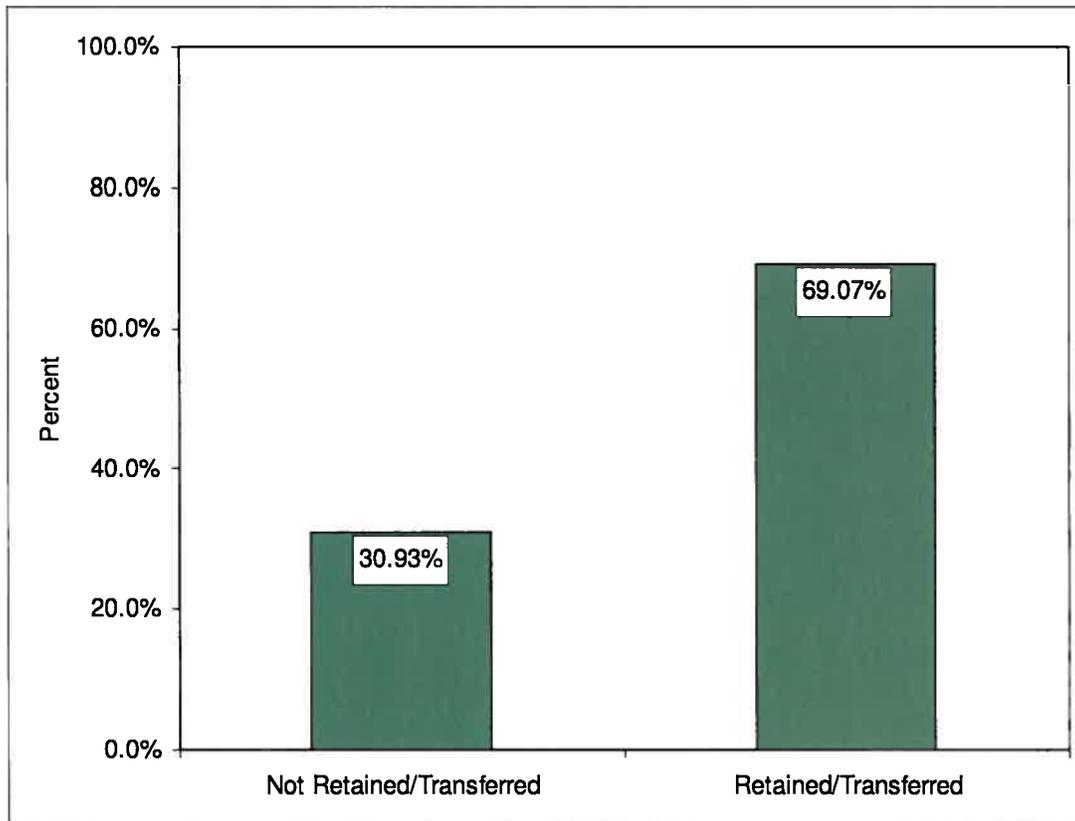
Table 5. Indicator 2P1 Results by Subpopulations

(2P1) Credential, Certificate or Degree			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	372	1140	32.63%
Female	620	2119	29.26%
Ethnicity			
American Indian	14	83	16.87%
Asian/ Hawaiian/Pacific Islander	9	29	31.03%
Black	4	30	13.33%
Hispanic	40	174	22.99%
White	900	2882	31.23%
Unknown	25	57	43.86%
Special Populations			
Individuals With Disabilities (ADA)	22	64	34.38%
Economically Disadvantaged	368	1175	31.32%
Single Parents	32	92	34.78%
Displaced Homemakers	11	22	50.00%
Limited English Proficient	20	26	76.92%
Nontraditional Enrollees	71	353	20.11%
Tech Prep	PNO	PNO	PNO
Sub-indicators			
Credential	99		
Certificate	330		
Degree	563		

3P1 – Student Retention or Transfer

The Student Retention or Transfer indicator under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the Fall of the previous reporting year. Thus, all concentrators enrolled at a post-secondary college in Fall 2007 and who had not completed their program as of Spring 2008 were identified. Of these students, those who remained at the reporting college (retained) or transferred to another post-secondary institution (transferred) between Summer 2008 and Spring 2009 were counted in the numerator. In this case, records from the National Student Clearinghouse were matched against concentrator records to identify transfers. Overall, **69.07% of CTE concentrators remained** in their original postsecondary institution or **transferred** to another 2- or 4-year institution as compared to 30.93% that did not transfer or were not retained. For 2008-09, 1,726 concentrators were included in the numerator as retained or transferred, while 2,499 total concentrators were in the denominator.

Figure 6. Percent of CTE Concentrators Retained or Transferred



Indicator 3P1 by Subpopulations:

Results for indicator 3P1 by the subgroups of gender, ethnicity and special populations are reported in the following table. Highlights and key findings include:

- 71.4% of females and 65.5% of males were either retained or transferred to another post-secondary institution.
- Among ethnicity subgroups, White (75.7%) and Hispanic (70.8%) students had the highest percentage of students retained or transferred to another post-secondary institution.
- The Displaced Homemaker subgroup had the highest percentage of students retained or transferred (79.1%).

Table 6. Indicator 3P1 Results by Subpopulations

(3P1) Student Retention or Transfer			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	645	985	65.48%
Female	1081	1514	71.40%
Ethnicity			
American Indian	39	71	54.93%
Asian/ Hawaiian/Pacific Islander	20	30	66.67%
Black	7	16	43.75%
Hispanic	75	106	70.75%
White	1557	2239	69.54%
Other	28	37	75.68%
Special Populations			
Individuals With Disabilities (ADA)	49	67	73.13%
Economically Disadvantaged	468	678	69.03%
Single Parents	62	83	74.70%
Displaced Homemakers	34	43	79.07%
Limited English Proficient	14	24	58.33%
Nontraditional Enrollees	215	338	63.61%

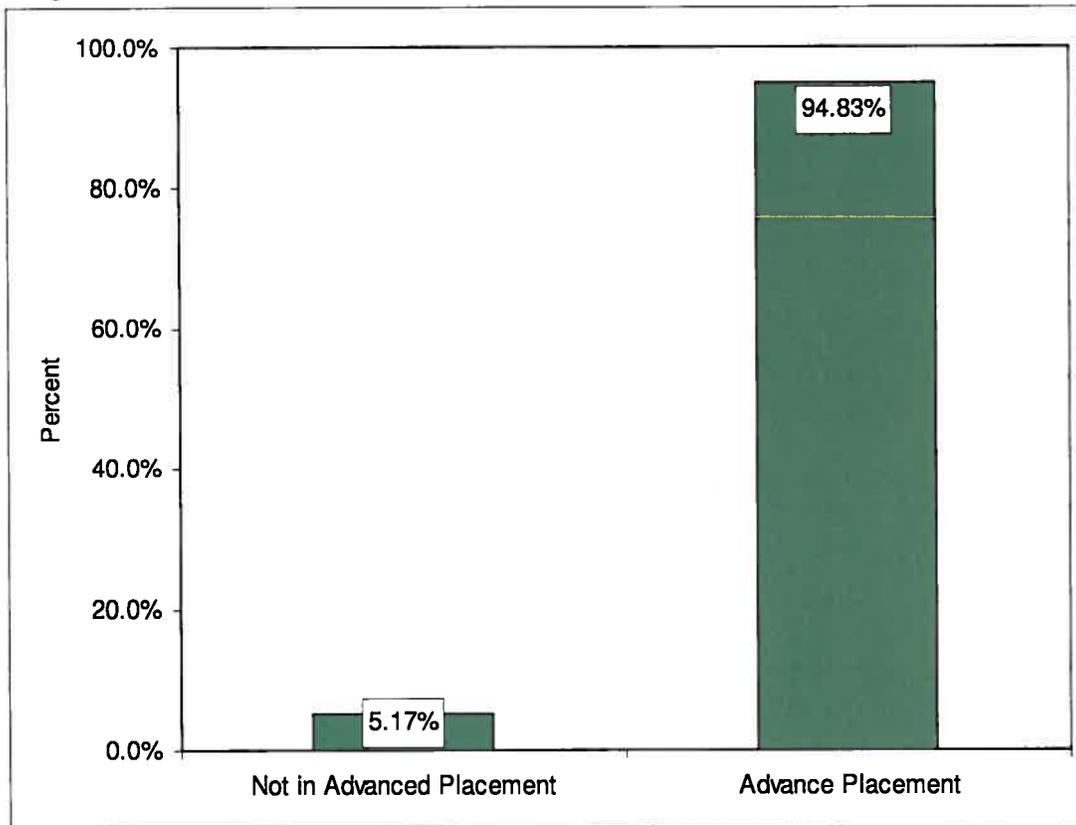
NA = Not applicable; * = Less than 6 students in denominator.

4P1 – Student Placement

The Student Placement Indicator 4P1 measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. For the 2008-2009 reporting year, all Wyoming community colleges reported data for this indicator as compared to last year when only Casper College reported data on this indicator. That said, the total number of concentrators who were followed up on is low (n=290). College’s are working on alternative methods to gather follow-up data (e.g., using FEDES and Department of Employment) to supplement and improve upon data.

Results showed that **94.83% of CTE concentrators who left postsecondary education were employed, in the military, and/or in apprenticeship** during the second quarter following their departure.

Figure 7. Percent of CTE Concentrators Completers who were Employed, in Military, or Apprenticeship



Indicator 4P1 by Subpopulations:

Results for indicator 4P1 by the subgroups of gender, ethnicity and special populations are reported in the following table. Highlights and key findings include:

- 93.6% of females and 97.7% of males were employed, in the military, or in an apprenticeship following their exit from postsecondary education.
- Among ethnicity subgroups, Asian (100%) and Hispanic (100%) students had the highest percentage of students who were employed, in the military, or in an apprenticeship.
- The nontraditional enrollees subgroup had the highest percentage (97.2%) of students were employed, in the military, or in an apprenticeship.

Table 7. Indicator 4P1 Results by Subpopulations

(IP1) Technical Skill Attainment			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	86	88	97.73%
Female	189	202	93.56%
Ethnicity			
American Indian	*	*	NA
Asian/ Hawaiian/Pacific Islander	6	6	100.00%
Black	*	*	NA
Hispanic	10	10	100.00%
White	256	271	94.46%
Unknown	*	*	NA
Special Populations			
Individuals With Disabilities (ADA)	6	7	85.71%
Economically Disadvantaged	67	73	91.78%
Single Parents	*	*	NA
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Nontraditional Enrollees	35	36	97.22%
Sub-indicators			
Apprenticeship	*	*	NA
Employment	274	289	94.81%
Military	*	*	NA

NA = Not applicable; * = Less than 6 students in denominator.

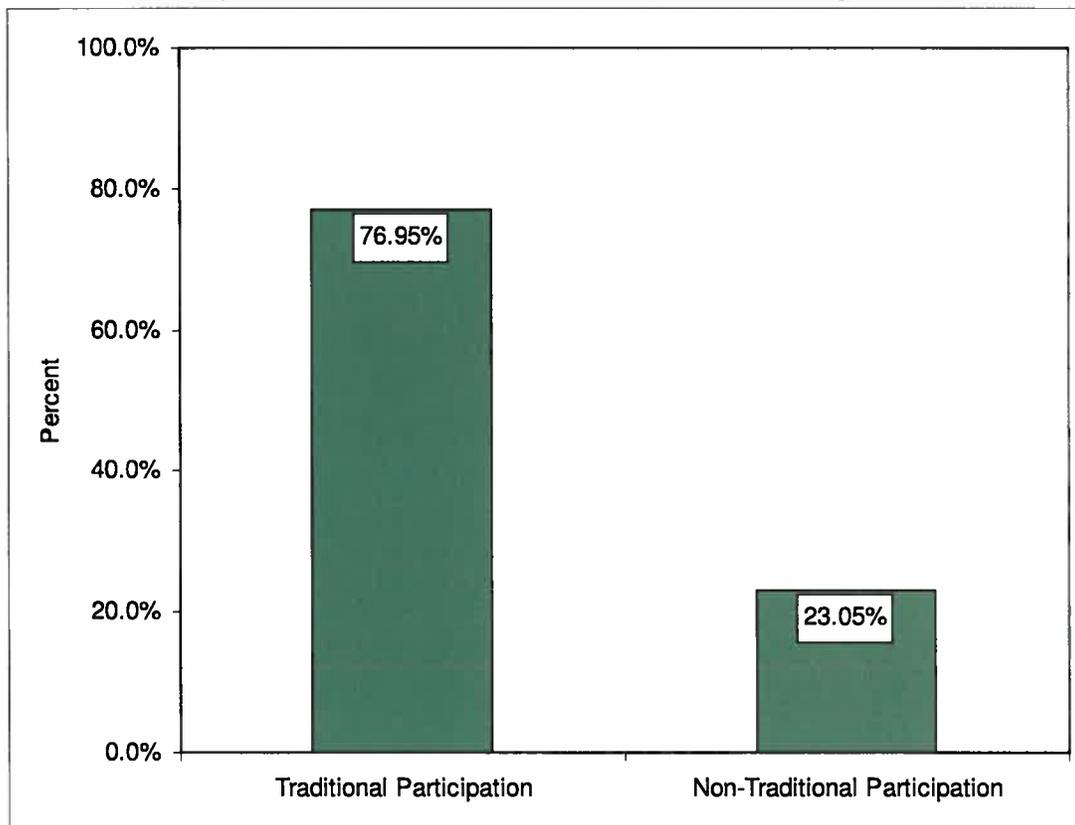
5P1 Non-Traditional Participation

The Non-Traditional Participation indicator under Perkins IV is defined as the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

To calculate non-traditional programs, federal guidelines were used to determine fields that are considered non-traditional for each gender. For example, nursing is a non-traditional male profession while engineering is a non-traditional female profession. For this purpose, CIP codes were used to identify non-traditional fields by gender. Participants whose gender matches those in a non-traditional program (e.g. females pursuing an engineering field) are considered non-traditional participants whereas participants whose gender does not match a non-traditional program (e.g. a male pursuing an engineering field) are considered traditional participants.

For the 2008-2009 reporting year, **23.05% of CTE participants in non-traditional programs were in under-represented gender groups**, while 76.95% CTE participants participated in a program leading to employment in a traditional field. For 2008-09, 2,588 participants from underrepresented gender groups participated in a program leading to employment in non-traditional fields, while 11,230 participants regardless of gender group, participated in a program leading to employment in non-traditional fields during the reporting year. The 23.05% of participants in non-traditional programs is almost the same as that obtained during the 2007-08 reporting year (23.2%).

Figure 8. Percent of CTE Participants in Non-Traditional Programs



Indicator 5P1 by Subpopulations:

Results for indicator 5P1 are reported by subgroup in the table below. Data by gender, ethnicity and special populations is included. Key findings from these results include:

- A significant difference in results by gender was observed. While 38.29% of female students participated in a non-traditional program, only 8.97% of males did so.
- Results by ethnicity were fairly comparable with the highest percent of students participating in a non-traditional program being Asian (30.84%).
- Single parents (42.86%) had the highest rates of non-traditional participation.

Table 8. Indicator 5P1 Results by Subpopulations

(5P1) Non Traditional Participation			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	524	5840	8.97%
Female	2064	5390	38.29%
Ethnicity			
American Indian	84	282	29.79%
Asian/ Hawaiian/Pacific Islander	33	107	30.84%
Black	27	119	22.69%
Hispanic	152	659	23.07%
White	2198	9759	22.52%
Other	94	304	30.92%
Special Populations			
Individuals With Disabilities (ADA)	*	*	NA
Economically Disadvantaged	448	1638	27.35%
Single Parents	3	7	42.86%
Displaced Homemakers	*	*	NA
Limited English Proficient	3	14	21.43%

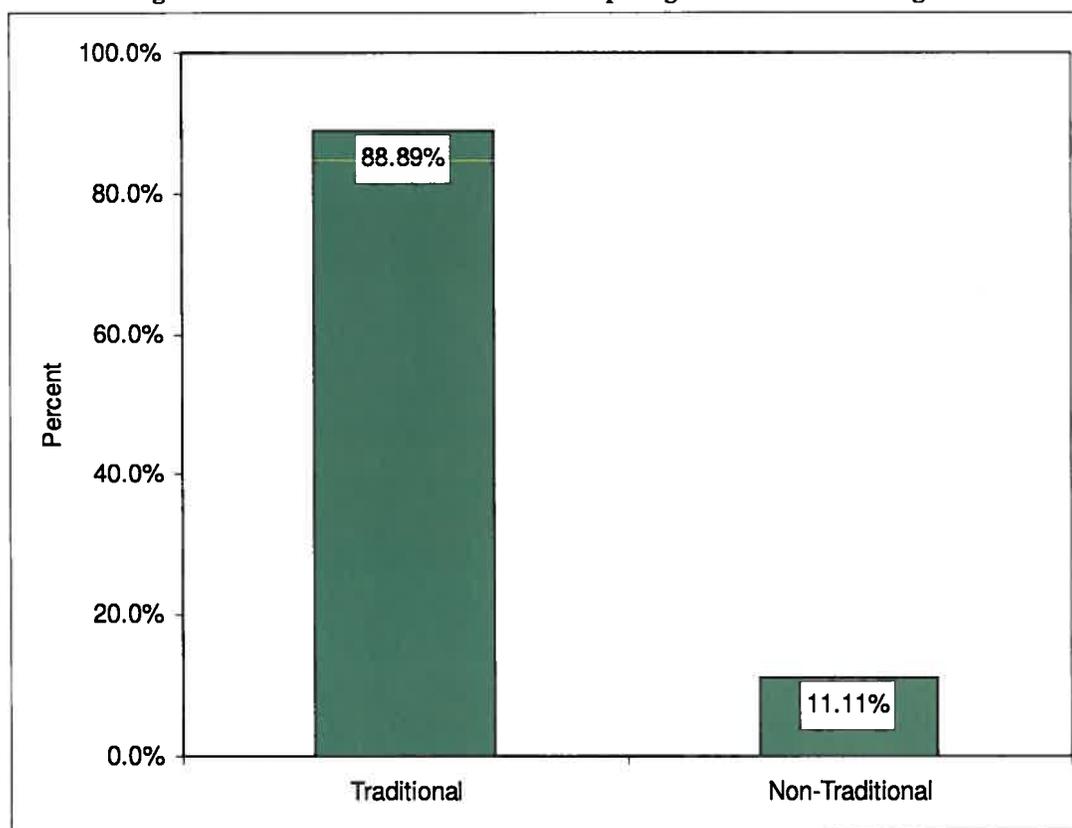
NA = Not applicable; * = Less than 6 students in denominator.

5P2 Non-traditional Completion

The Non-Traditional Completion indicator under Perkins IV is defined as the percentage of CTE concentrators from underrepresented gender groups who receive or were eligible to receive a credential, certificate, or degree in a CTE program identified as preparing students for employment in an occupation identified as out-of-gender balance. Non-traditional programs were identified in the same manner as they were for the 5P1 indicator. The cohort of students used for this indicator was identified in the same manner as in 2P1.

For the 2008-2009 reporting year, **11.11% (n=71) of CTE concentrators from underrepresented gender groups received or were eligible to receive a credential, certificate or degree in a program preparing students for employment in an occupation identified as out-of-gender balance.** Conversely, 89.89% (n=639) of CTE concentrators in similar programs did not receive a credential, certificate or degree. The 11.1% of participants in non-traditional programs is only slightly lower than the 12.1% figure attained for the 2007-08 reporting year.

Figure 9. Percent of CTE Concentrators Completing a Non-Traditional Program



Indicator 5P2 by Subpopulations:

Overall results by subpopulations are reported in the following table. Highlights of these results include:

- The percentage of male concentrators completing a non-traditional program (12.32%) was higher than the percentage of females completing a similar program (9.57%).
- 11.3% of White students completed a non-traditional program. A number of ethnic subgroups contained less than 10 students, and are subsequently not reported.
- Single parents (22.22%) had the highest rates of non-traditional completion.

Table 9. Indicator 5P2 Results by Subpopulations

(5P2) Non Traditional Completion			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	27	282	9.57%
Female	44	357	12.32%
Ethnicity			
American Indian	1	7	14.29%
Asian/ Hawaiian/Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	1	24	4.17%
White	67	593	11.30%
Other	1	7	14.29%
Special Populations			
Individuals With Disabilities (ADA)	1	9	11.11%
Economically Disadvantaged	34	200	17.00%
Single Parents	6	27	22.22%
Displaced Homemakers	1	9	11.11%
Limited English Proficient	*	*	NA

NA = Not applicable; * = Less than 6 students in denominator.

Data Issues & Action Plan

As part of WDE's quality assurance efforts, each college was provided with a custom performance and feedback report that described the following:

- (1) Performance on each of the Perkins IV indicators;
- (2) Enrollment counts for CTE participants and concentrators;
- (3) Data quality issues discovered during the data retrieval process; and
- (4) Suggestions for remedying these issues.

Colleges were provided with these reports during Winter, 2009. Conference calls were conducted and included college representatives, members of the evaluation team and the contracted computer programmer, and representatives from the WDE. The purpose of these calls was to discuss the results, issues with data and retrieval process, and actions to be taken in order to ensure that next year's data collection efforts consist of more reliable and valid data.

In particular, data issues encountered during the 2008-09 transition year consisted of mis- or under-identification of certain subgroups of students, low counts for placement and technical skill attainment data (as defined as students who passed a certification test upon existing the colleges), and issues with how 2P1 was calculated. For technical skill attainment, the WDE with support from colleges are proposing a new interim measure that is the same as 2P1 (completion of a degree/credential/certification) to OVAE. A final decision is still pending.

With regard to student subpopulations, alternatives to using a survey method are being discussed. For example, it may be possible to extract Limited English Proficiency data based on enrollment in an ESL course and self-reported primary language fields in college databases. As noted, placement counts were limited. A more reliable method of placement data collection is being determined, potentially obtaining data from the Wyoming Department of Education or the Federal Employment Data Exchange System (FEDES). In the meantime, postsecondary colleges have been instructed to obtain placement data via other methods (e.g., survey follow-ups) for all students who left postsecondary education for the 2009-10 reporting year. Finally, as previously noted, 2P1 was calculated by determining whether students in the identified entry cohort obtained a degree/credential/ certificate during the 2008-09 school year, instead of during *anytime* in the 3 year window. The programmer is working with IR staff to resolve this issue.

Summary

During the 2008-09 school year, postsecondary institutions continued to collaborate with technical computer and database personnel to streamline and standardize digital data collection through electronic transmission. The following provides a summary of results from the 2008-09 Perkins reporting year.

Information was collected from seven post-secondary schools with students participating in CTE programs in Wyoming. A total of 18,071 CTE Participants and 7,315 CTE Concentrators were reported across all of the post-secondary institutions. The counts for CTE Concentrators represents a substantial increase from the prior year because of the method used to obtain enrollment counts. For the 2008-09, an active enrollment count was taken for any CTE Concentrator enrolled during the 2008-09 school year as opposed to the prior year when enrollment was based on a cohort of concentrators. The new approach reflects a more accurate enrollment count of current CTE concentrators. The most popular CTE programs of study continued to be Health Science (31.9%), Business Administration (13.6%), and Manufacturing (10.2%).

In the area of technical skills attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. While these assessments are currently under development, for the 2008-09 reporting year Wyoming colleges provided a record of non-returning CTE concentrators' technical certification test results³. A low response rate is noted resulting in a very small population for this year's results; that said, these findings were reviewed with OVAE prior to submission. Results showed that 96.77% of CTE Concentrators met the technical skills criteria. Performance in this area between gender, ethnicity, and subpopulations were comparable.

Overall 30.44% of CTE Concentrators attained a credential, certificate or degree during the 2008-09 reporting year. This represents a decrease from the prior year results (36.2%) and is below the target of 37.50%. Both males and females performed similarly on this measure, while White students had the highest proportion meeting these criteria (31.23%), followed by Asian students (31.03%).

The Student Retention or Transfer indicator (3P1) under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the Fall of the previous reporting year. Overall, 69.07% of CTE Concentrators remained or transferred to another post-secondary institution during the 2008-09 reporting year. Hispanic (70.75%) and White (69.54%) had the higher proportion of students retained or transferred, while Displaced Homemakers (79.07%) had the highest proportion among the special populations.

The Student Placement Indicator, 4P1, measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. In contrast to last year when only one post-secondary institution (Casper College) reported data for indicator 4P1, during the 2008-2009 reporting year all postsecondary colleges provided data for this

³ This is in contrast to last year's approach in which cumulative GPA was used as a proxy measure (GPA \geq 3.0 represented technical skill attainment).

indicator. However, of note is the low response rates for follow-up placement data (n=290). Wyoming has put in mechanisms to ensure that next year's follow-up placement data reflects a larger population. Results for the present year show that 94.83% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure.

The Non-Traditional Participation (5P1) indicator under Perkins IV is defined as the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Federal guidelines were used to determine fields that are considered non-traditional for each gender. In 2008-09, 23.05% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is the very similar to that reported in 2007-08 (23.2%). Females were more likely to participate in a non-traditional program (38.29%) compared to males (8.97%). Participation in these programs was fairly comparable across the ethnic subgroups, with Asians posting the largest proportion participating (30.84%).

Perkins IV defines Non-Traditional Completion (5P2) as the percentage of CTE concentrators from underrepresented gender groups who receive or were eligible to receive a credential, certificate, or degree in a CTE program identified as preparing students for employment in an occupation identified as out-of-gender balance. Non-traditional programs were identified in the same manner as they were for the 5P1 indicator, using federal guidelines. In 2008-09, 11.1% of CTE Concentrators from underrepresented gender groups received or were eligible to receive a credential, certificate or degree in a program preparing students for employment in an occupation identified as out-of-gender balance. This figure is 1% lower than the 12.1% reported in 2007-08. For this measure, females were more likely to complete a non-traditional program (12.32%) as compared to males (9.57%).

In summary, results showed that overall Wyoming postsecondary institutions met 4 of the 6 Perkins IV indicators. For those indicators not met, Wyoming CTE concentrators performed only slightly less than the target (for 2P1, 30.4% versus 37.5% and for 5P2, 11.1% versus 12.6%). Still, it is important that postsecondary schools continue to progress towards meeting new federal targets. To this end, all postsecondary colleges will be setting local Perkins targets to facilitate greater accountability among schools as required per Perkins IV.