

# The Wyoming CAR 2008-2009

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



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

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

**OMB NO: 1830-0503**

**WYOMING CAR REPORT  
2008 - 2009**

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2008 - 2009

**Section B**  
*Narrative Report*

**EXECUTIVE SUMMARY**

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

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

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

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

**State Administration**

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

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

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

## **1. Implementation of State Leadership Activities**

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

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

### **a. Required Use of Funds:**

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

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

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

The WDE continues to demonstrate great strides in technology expansion.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **9) Offering technical assistance for eligible recipients:**

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

### **b. Permissible Activities Include:**

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

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

## **2. Progress in Developing and Implementing Technical Skill Assessments**

Wyoming continues the process of updating CTE content standards, and designing a new assessment mechanism for programs that will allow measurement to occur at the industry-specific level to meet the requirement of the new Perkins law. Section 113(b)(A)(ii) requires states to develop an indicator relating to “student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry recognized standards, if available and appropriate.” Wyoming is developing a multistep, multi-year, phase-in of a new CTE assessment system. The general process for development of this new system consists of the following:

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

- Administer the test and report results.
- Conduct pilot professional development for teachers to reflect upon test data to improve and focus classroom teaching.
- Scale up use of new assessments and teacher training.

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

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

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

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

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

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

**3. Implementation of State Program Improvement Plans**

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

**a. 1S1 and 1S2 – Academic Attainment**

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

**b. 2S1 – Technical Skills Attainment**

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

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

**c. 3S1 – Completion Rate**

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

**d. 4S1 – Student Graduation Rate**

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

**e. 5S1 - Placement**

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

**f. 6S1 – Non-traditional Participation**

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

**g. 6S2 – Non-traditional Completers**

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

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

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

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

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

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

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

#### **h. 1P1 - Technical Skills Attainment**

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

are currently under development, for the 2008-09 reporting year Wyoming colleges provided a record of non-returning CTE concentrators' technical certification test results<sup>1</sup>. A low response rate is noted resulting in a very small population for this year's results; that said, these findings were reviewed with OVAE prior to submission. Results showed that 96.77% of CTE Concentrators met the technical skills criteria. Performance in this area between gender, ethnicity, and subpopulations were comparable.

**i. 2P1 – Credential, Certificate, or Degree**

Overall 30.44% of CTE Concentrators attained a credential, certificate or degree during the 2008-09 reporting year. This represents a slight decrease from the prior year results (36.2%) and is below the target of 37.50% which is within the 90% threshold. Both males and females performed similarly on this measure, while White students had the highest proportion meeting these criteria (36.62%), followed by Asian students (31.71%). With the exception of non-traditional enrollees, all students in special population subgroups met this threshold.

**j. 3P1 – Student Retention or Transfer**

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

**k. 4P1 – Student Placement**

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

**l. 5P1 – Nontraditional Participation**

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

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

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

**m. 5P2-Nontraditional Completion**

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

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

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

**4. Implementation of Local Improvement Plans**

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

**APPENDIX**

**Wyoming Department of Education**

**Contact:** Teri Wigert

**Position:** State Director Career and Technical Education

**Specific Area of Corrective Action:** 2008 – 2009 CAR

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

**APPENDIX**

**Wyoming Department of Education**

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

**Specific Area of Corrective Action:** 2008 – 2009 CAR

<b>Core Indicator</b>	<b>Activities</b>	<b>Start Dates Completion Dates</b>	<b>People Responsible</b>	<b>Resources Needed</b>
<p><b>2P1</b> Credential, Certificate, or Degree</p>	<p><b>Overview</b> 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 <i>any point</i> between when they were classified into the cohort and the current reporting period. In Wyoming, all students who attained concentrator status in an active CTE program at a postsecondary institution 3 <i>years</i> prior to the reporting year are included in the denominator as the entry cohort. For example, in 2008-09, all students who became concentrators in an active CTE program during the 2006-07 school year were included in the cohort. Unfortunately, longitudinal matches were not available to determine completion for <i>each</i> year during the 3 year window (2006-07, 2007-08, 2008-09). Instead, only data from the 3rd year (2008-09) were included to determine completion of a degree, certificate, or credential (the numerator). As such, results are likely to be an under-estimation of true completion status.</p> <p><b>Action Plan</b> College instructional research staff and evaluation contractor (including computer programmer) are working on remedying this so that any degrees, credentials, and/or certifications earned during anytime in the 3 year span are counted. Meetings were held in January and March between college IR staff, college Perkins coordinators, WDE, and contractors to discuss changes that need to take place in the computer programs being used to pull data from the colleges' databases. Programming has been modified and testing is currently underway to ensure that data being pulled accurately reflects the aforementioned definitions. Data pulled will also be cross-checked by individual colleges prior to aggregating the data statewide and submission of the CAR.</p>	<p>Start – Summer 2009</p> <p>Completion – Fall 2010</p>	<p>College institutional research staff</p> <p>College Perkins coordinators</p> <p>Wyoming Department of Education and contractors</p>	

# Student Enrollment Form of CTE Concentrators

State: Wyoming

Program Year: 2008-2009

Row	Population	Agri., Food, & Nat. Resources	Archit., & Const.	Arts, AV Tech., & Comm., & Admin	Bus., & Manag'l., & Admin Training	Education	Finance	Gov't, & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, & Security	Manufact., Sales, & Services	Marketing, Sales, & Services	Science, Tech., Engineering, & Logistics	Transp., Distrib., & Logistics	Total	
1	SECONDARY																		
2	Female	336	104	145	418	35	13	0	146	305	248	205	0	35	202	2	17	2211	
3	Male	488	681	149	270	4	7	1	18	152	15	326	2	579	79	34	291	3096	
4	Total	824	785	294	688	39	20	1	164	457	263	531	2	614	281	36	308	5307	
5	POSTSECONDARY																		
6	Female	248	67	134	718	571	2	0	2050	81	96	106	196	67	2	7	49	4394	
7	Male	205	283	108	277	79	1	0	286	53	4	268	236	678	1	21	421	2921	
8	Total	453	350	242	995	650	3	0	2336	134	100	374	432	745	3	28	470	7315	
9	ADULT																		
10	Female	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
11	Male	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
12	Total	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
13	GRAND TOTAL (Lines 4-8+12)	1277	1135	536	1683	689	23	1	2500	581	363	905	434	1359	284	64	778	12622	

Comment:

## Student Enrollment Form of CTE Participants

State: Wyoming  
Program Year: 2008-2009

Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	Grand Total	14524	18071	N/P	N/P	N/P
<b>2</b>	<b>GENDER</b>					
3	Male	8258	8165	PNO	PNO	PNO
4	Female	6266	9906	PNO	PNO	PNO
<b>5</b>	<b>RACE/ETHNICITY * (1977 Standards)</b>					
6	American Indian or Alaskan Native	430	406	PNO	PNO	PNO
7	Asian or Pacific Islander	138	237	PNO	PNO	PNO
8	Black (not Hispanic)	152	179	PNO	PNO	PNO
9	Hispanic	1222	1028	PNO	PNO	PNO
10	White	12529	15706	PNO	PNO	PNO
11	Unknown	53	515	PNO	PNO	PNO
<b>12</b>	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>					
13	American Indian or Alaska Native	PNO	PNO	PNO	PNO	PNO
14	Asian	PNO	PNO	PNO	PNO	PNO
15	Black or African American	PNO	PNO	PNO	PNO	PNO
16	Hispanic/Latino	PNO	PNO	PNO	PNO	PNO
17	Native Hawaiian or Other Pacific Islander	PNO	PNO	PNO	PNO	PNO
18	White	PNO	PNO	PNO	PNO	PNO
19	Two or More Races	PNO	PNO	PNO	PNO	PNO
20	Unknown (Postsecondary Only)		PNO	PNO		PNO
<b>21</b>	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>					
22	Individuals With Disabilities (ADA)		3	PNO		PNO
23	Disability Status (ESEA/IDEA) (Secondary Only)		1070		PNO	
24	Economically Disadvantaged	2580	2883	PNO	PNO	PNO
25	Single Parents	315	7	PNO	PNO	PNO
26	Displaced Homemakers	5	5	PNO	PNO	PNO
27	Limited English Proficient	214	20	PNO	PNO	PNO
28	Migrant Status	7			PNO	
29	Nontraditional Enrollees	3095	2588	PNO	PNO	PNO

**142 EDFacts File - CTE Concentrators Academic Attainment Reading**

Reading Level	American Indian/Alaskan Native			Asian			Black			Hispanic			White			Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
	L1	2	1	3	2	2	4	5	3	8	4	7	11	23	126	
L2	4	1	5	1	2	3	3	1	4	11	16	27	57	173	230	265
L3	3	6	9	3	7	10	8	3	11	39	35	74	339	430	769	870
L4	1	1	2	3	3	6	3	3	6	12	9	21	131	117	248	278
Grand Total	6	11	17	6	10	16	12	7	19	66	67	133	550	846	1396	1581

**142 EDFacts File - CTE Concentrators Academic Attainment Math**

Math Level	American Indian/Alaskan Native			Asian			Black			Hispanic			White			Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
	L1	1	1	2	2	1	3	1	1	2	2	11	19	40	63	
L2	3	5	8	1	1	2	11	2	13	21	18	39	161	211	372	431
L3	2	4	6	6	6	12	6	4	10	33	38	71	326	509	835	930
L4	1	1	2	2	2	4	2	2	4	1	3	4	23	63	86	92
Grand Total	6	10	16	6	10	16	12	7	19	66	67	133	550	846	1396	1580

Reading Level	With Disabilities
L1	37
L2	28
L3	20
L4	8
Total	93

Reading Level	LEP
L1	2
L3	3
Total	5

Reading Level	Economically Disadvantaged
L1	41
L2	48
L3	128
L4	41
Total	258

Reading Level	Single Parent
L1	5
L2	7
L3	18
L4	7
Total	37

Math Level	With Disabilities
L1	27
L2	45
L3	23
L4	1
Total	96

Math Level	LEP
L1	1
L2	2
L3	2
Total	5

Math Level	Economically Disadvantaged
L1	28
L2	100
L3	149
L4	7
Total	284

Math Level	Single Parent
L1	3
L2	10
L3	21
L4	3
Total	37

**082 SEA ED Facts File - CTE Concentrators**

Race	Sex	Count	With Disabilities		LEP		Economically Disadvantaged	
			WDIS	Count	LEP	Count	ECODIS	
American Indian/Alaskan Native	Female	14						
Asian	Female	10						
Black	Female	12						
Hispanic	Female	86						
White	Female	909						
American Indian/Alaskan Native	Male	27						
Asian	Male	13						
Black	Male	11						
Hispanic	Male	88						
White	Male	1273						
		2443						
				166			22	

**Exiting**

<b>Count</b>	347
<b>Single Parent</b>	
<b>SPPT</b>	79

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 2S1: Technical Skill Attainment**

State: Wyoming

Program Year: 2008-2009

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	3751	4574	52.00%	82.01%	E	Y
2	<b>GENDER</b>						
3	Male	2111	2695		78.33%		
4	Female	1640	1879		87.28%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	53	79		67.09%		
7	Asian or Pacific Islander	40	45		88.89%		
8	Black (not Hispanic)	33	45		73.33%		
9	Hispanic	268	333		80.48%		
10	White	3353	4068		82.42%		
11	Unknown	4	4		100.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	173	293		59.04%		
23	Economically Disadvantaged	518	682		75.95%		
24	Single Parents	122	147		82.99%		
25	Displaced Homemakers	4	6		66.67%		
26	Limited English Proficient	24	40		60.00%		
27	Migrant Status	5	8		62.50%		
28	Nontraditional Enrollees	760	878		86.56%		
29	Tech Prep	PNO	PNO		XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 4S1: Student Graduation Rates**

State: Wyoming

Program Year: 2008-2009

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	2775	3039	80.00%	91.31%	E	Y
<b>2</b>	<b>GENDER</b>						
3	Male	1588	1775		89.46%		
4	Female	1187	1264		93.91%		
<b>5</b>	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	50	60		83.33%		
7	Asian or Pacific Islander	23	23		100.00%		
8	Black (not Hispanic)	23	26		88.46%		
9	Hispanic	193	218		88.53%		
10	White	2484	2710		91.66%		
11	Unknown	2	2		100.00%		
<b>12</b>	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
<b>20</b>	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	158	185		85.41%		
23	Economically Disadvantaged	433	512		84.57%		
24	Single Parents	79	89		88.76%		
25	Displaced Homemakers	2	2		100.00%		
26	Limited English Proficient	41	48		85.42%		
27	Migrant Status	0	0		XXX%		
28	Nontraditional Enrollees	374	388		96.39%		
29	Tech Prep	PNO	PNO		XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 5S1: Placement**

**State: Wyoming**

**Program Year: 2008-2009**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	2226	2337	95.00%	95.25%	E	Y
<b>GENDER</b>							
	Male	1273	1335		95.36%		
4	Female	953	1002		95.11%		
<b>RACE/ETHNICITY* (1977 Standards)</b>							
6	American Indian or Alaskan Native	36	43		83.72%		
	Asian or Pacific Islander	20	21		95.24%		
	Black (not Hispanic)	14	15		93.33%		
9	Hispanic	135	141		95.74%		
10	White	2010	2106		95.44%		
11	Unknown	11	11		100.00%		
<b>2 RACE/ETHNICITY* (1997 Revised Standards)</b>							
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
<b>20 SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>							
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	122	132		92.42%		
23	Economically Disadvantaged	329	361		91.14%		
24	Single Parents	57	63		90.48%		
25	Displaced Homemakers	2	2		100.00%		
26	Limited English Proficient	31	37		83.78%		
27	Migrant Status	1	1		100.00%		
28	Nontraditional Enrollees	367	386		95.08%		
29	Tech Prep	PNO	PNO		XXX%		
<b>30 DISAGGREGATE INDICATORS</b>							
31	Advanced Training & Postsecondary Education	1560			XXX%		
32	Employment	710			XXX%		
33	Military	98			XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 6S1: Nontraditional Participation**

**State: Wyoming**

**Program Year: 2008-2009**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	3095	9106	29.71%	33.99%	E	Y
2	<b>GENDER</b>						
3	Male	164	5862		2.80%		
4	Female	2931	3244		90.35%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	92	339		27.14%		
7	Asian or Pacific Islander	29	78		37.18%		
8	Black (not Hispanic)	21	77		27.27%		
9	Hispanic	282	758		37.20%		
10	White	2664	7847		33.95%		
11	Unknown	7	7		100.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	162	712		22.75%		
23	Economically Disadvantaged	598	1659		36.05%		
24	Single Parents	56	178		31.46%		
25	Displaced Homemakers	1	3		33.33%		
26	Limited English Proficient	61	154		39.61%		
27	Migrant Status	4	5		80.00%		
28	Tech Prep	PNO	PNO		XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 6S2: Nontraditional Completion**

State: Wyoming  
Program Year: 2008-2009

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	324	1067	27.06%	30.37%	E	Y
2	<b>GENDER</b>						
3	Male	13	714		1.82%		
4	Female	311	353		88.10%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	6	23		26.09%		
7	Asian or Pacific Islander	4	10		40.00%		
8	Black (not Hispanic)	0	2		0.00%		
9	Hispanic	21	75		28.00%		
10	White	293	957		30.62%		
11	Unknown	0	0		XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	13	79		16.46%		
23	Economically Disadvantaged	47	148		31.76%		
24	Single Parents	12	31		38.71%		
25	Displaced Homemakers	0	0		XXX%		
26	Limited English Proficient	4	9		44.44%		
27	Migrant Status	1	1		100.00%		
28	Tech Prep	PNO	PNO		XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 1P1: Technical Skill Attainment**

State: Wyoming

Program Year: 2008-2009

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	300	310	53.00%	96.77%	E	Y
2	<b>GENDER</b>						
3	Male	45	45		100.00%		
4	Female	255	265		96.23%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	0	0		XXX%		
7	Asian or Pacific Islander	3	3		100.00%		
8	Black (not Hispanic)	0	0		XXX%		
9	Hispanic	12	13		92.31%		
10	White	282	291		96.91%		
11	Unknown	3	3		100.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT-CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	10	11		90.91%		
23	Economically Disadvantaged	74	78		94.87%		
24	Single Parents	5	5		100.00%		
25	Displaced Homemakers	3	3		100.00%		
26	Limited English Proficient	0	0		XXX%		
27	Nontraditional Enrollees	24	24		100.00%		
28	Tech Prep	PNO	PNO		XXX%		

**Comment:** The prior year's approach of using GPA as the indicator of technical skill attainment was changed as requested by OVAE. For the 2008-09 reporting year, Wyoming colleges provided a record of non-returning CTE concentrators' technical certification test results. A low response rate is noted resulting in a very small population for this year's results.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 2P1: Credential, Certificate, or Degree**

State: Wyoming  
Program Year: 2008-2009

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	992	3259	37.50%	30.44%	D	N
2	<b>GENDER</b>						
3	Male	372	1140		32.63%		
4	Female	620	2119		29.26%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native	14	83		16.87%		
7	Asian or Pacific Islander	9	33		27.27%		
8	Black (not Hispanic)	4	30		13.33%		
9	Hispanic	40	174		22.99%		
10	White	900	2882		31.23%		
11	Unknown	25	57		43.86%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	22	64		34.38%		
23	Economically Disadvantaged	368	1175		31.32%		
24	Single Parents	32	92		34.78%		
25	Displaced Homemakers	11	22		50.00%		
26	Limited English Proficient	20	26		76.92%		
27	Nontraditional Enrollees	71	353		20.11%		
28	Tech Prep	PNO	PNO		XXX%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Credential	99			XXX%		
31	Certificate	330			XXX%		
32	Degree	563			XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level**

**Core Indicator 3P1: Student Retention or Transfer**

State: Wyoming

Program Year: 2008-2009

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	1726	2499	58.50%	69.07%	E	Y
<b>GENDER</b>							
	Male	645	985		65.48%		
4	Female	1081	1514		71.40%		
<b>RACE/ETHNICITY* (1977 Standards)</b>							
6	American Indian or Alaskan Native	39	71		54.93%		
	Asian or Pacific Islander	20	30		66.67%		
	Black (not Hispanic)	7	16		43.75%		
9	Hispanic	75	106		70.75%		
0	White	1557	2239		69.54%		
11	Unknown	28	37		75.68%		
<b>2 RACE/ETHNICITY* (1997 Revised Standards)</b>							
3	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
5	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
7	Native Hawaiian or Other Pacific Islander				XXX%		
8	White				XXX%		
19	Two or More Races				XXX%		
0	Unknown				XXX%		
<b>21 SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>							
2	Individuals With Disabilities (ADA)	49	67		73.13%		
23	Economically Disadvantaged	468	678		69.03%		
14	Single Parents	62	83		74.70%		
5	Displaced Homemakers	34	43		79.07%		
26	Limited English Proficient	14	24		58.33%		
7	Nontraditional Enrollees	215	338		63.61%		
28	Tech Prep	PNO	PNO		XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 4P1: Student Placement**

State: Wyoming  
Program Year: 2008-2009

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	275	290	65.00%	94.83%	E	Y
2	<b>GENDER</b>						
3	Male	86	88		97.73%		
4	Female	189	202		93.56%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	1	1		100.00%		
7	Asian or Pacific Islander	6	6		100.00%		
8	Black (not Hispanic)	0	0		XXX%		
9	Hispanic	10	10		100.00%		
10	White	256	271		94.46%		
11	Unknown	2	2		100.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	6	7		85.71%		
23	Economically Disadvantaged	67	73		91.78%		
24	Single Parents	5	5		100.00%		
25	Displaced Homemakers	0	0		XXX%		
26	Limited English Proficient	0	0		XXX%		
27	Nontraditional Enrollees	35	36		97.22%		
28	Tech Prep	PNO	PNO		XXX%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Apprenticeship	1			XXX%		
31	Employment	274			XXX%		
32	Military	1			XXX%		

**Comment:** Follow-up placement data collection by colleges was generally low statewide. Wyoming has put systems in place to increase the response rate for follow-up placement data.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 5P1: Nontraditional Participation**

State: Wyoming  
Program Year: 2008-2009

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	2588	11230	20.46%	23.05%	E	Y
<b>GENDER</b>							
	Male	524	5840		8.97%		
4	Female	2064	5390		38.29%		
<b>RACE/ETHNICITY* (1977 Standards)</b>							
6	American Indian or Alaskan Native	84	282		29.79%		
	Asian or Pacific Islander	33	107		30.84%		
	Black (not Hispanic)	27	119		22.69%		
9	Hispanic	152	659		23.07%		
10	White	2198	9759		22.52%		
11	Unknown	94	304		30.92%		
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>							
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>							
22	Individuals With Disabilities (ADA)	1	3		33.33%		
23	Economically Disadvantaged	448	1638		27.35%		
24	Single Parents	3	7		42.86%		
25	Displaced Homemakers	3	5		60.00%		
26	Limited English Proficient	3	14		21.43%		
27	Tech Prep	PNO	PNO		XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 5P2: Nontraditional Completion**

State: Wyoming

Program Year: 2008-2009

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	71	639	12.61%	11.11%	D	N
2	<b>GENDER</b>						
3	Male	27	282		9.57%		
4	Female	44	357		12.32%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	1	7		14.29%		
7	Asian or Pacific Islander	0	5		0.00%		
8	Black (not Hispanic)	1	3		33.33%		
9	Hispanic	1	24		4.17%		
10	White	67	593		11.30%		
11	Unknown	1	7		14.29%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	1	9		11.11%		
23	Economically Disadvantaged	34	200		17.00%		
24	Single Parents	6	27		22.22%		
25	Displaced Homemakers	1	9		11.11%		
26	Limited English Proficient	0	2		0.00%		
27	Tech Prep	PNO	PNO		XXX%		

**Comment:**

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)  
Consolidated Annual Performance, Accountability,  
and Financial Status Report (CAR) Database

OMB Number: 1830-0569 | Expires 05/31/2011

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## FINAL APPROVAL CONFIRMATION: STATE DIRECTOR

**Congratulations!** You have completed your state's Perkins IV CAR data *state Director Approval* on December 29, 2009.

This is to confirm that your state's Perkins IV CAR data (Not including FSRs) have been received. Please save this page or print it out for your record.

An email confirming the successful completion of this submission has been sent to the Project Director of record for this grant.

### You Can:

[Get a Copy of your Final Submission](#)

[View your data by Individual Forms](#)

The Consolidated Annual Report (CAR) Web site is funded by the U.S. Department of Education/Office of Vocational and Adult Education under Contract No. ED-CO-0113.

[Privacy Policy](#)

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)  
Consolidated Annual Performance, Accountability,  
and Financial Status Report (CAR) Database  
OMB Number: 1830-0569 | Expires 05/31/2011

> [Home](#) > Final Approval

## FINAL APPROVAL

### State Director Approval

State Director Approval has been completed on **January 29, 2010.**

### Auditor Approval

Auditor Approval has been completed on **January 28, 2010.**

The Consolidated Annual Report (CAR) Web site is funded by the U.S. Department of Education/Office of Vocational and Adult Education under Contract No. ED-CO-0113.

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STATUS OF FUNDS

FINAL  
Federal Funding Period: 7/1/07-9/30/09

STATE WY

	A	B	C	D	E	F	G	H	I	J	K
	Net Outlays Previously Reported	Total Outlays this Report Period	Program Income Credit	Net Outlays this Report Period (Columns B+C)	Net Outlays to Date (Columns A-E)	Non-Federal share of Outlays	Total Federal share of Outlays (Columns E+G)	Federal share of Unliquidated Obligations	Federal share of Unliquidated Obligations (Columns G+H)	Federal Funds Authorized in State Plan	Balance Unobligated Federal Funds (Columns J-I)
<b>Title II Basic Grant in States</b>											
Local Uses of Funds											
Reserve											
Secondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Reserve	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Expenditures											
Secondary Eligible Recipients (VE-)	\$2,254,500.00	\$37,155.00		\$37,155.00	\$2,291,655.00	\$0.00	\$2,291,655.00	\$0.00	\$2,291,655.00	\$2,290,847.00	-\$819.00
Postsecondary Eligible Recipients (VEB)	\$1,527,232.00	-\$819.00		-\$819.00	\$1,526,413.00	\$0.00	\$1,526,413.00	\$0.00	\$1,526,413.00	\$1,527,232.00	\$919.00
Total Other Expenditures	\$3,781,732.00	\$36,347.00	\$0.00	\$36,347.00	\$3,818,079.00	\$0.00	\$3,818,079.00	\$0.00	\$3,818,079.00	\$3,818,079.00	\$0.00
Total Local Uses of Funds	\$3,781,732.00	\$36,347.00	\$0.00	\$36,347.00	\$3,818,079.00	\$0.00	\$3,818,079.00	\$0.00	\$3,818,079.00	\$3,818,079.00	\$0.00
State Leadership											
Nontraditional Training and Employment (VED)	\$57,929.00	\$2,071.00	\$0.00	\$2,071.00	\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$60,000.00	\$60,000.00	\$0.00
State Institutions (VEF)	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00	\$0.00
Other (VED)	\$354,866.00	\$92,913.00	\$0.00	\$92,913.00	\$353,779.00	\$0.00	\$353,779.00	\$0.00	\$353,779.00	\$353,779.00	\$0.00
Total State Leadership	\$522,795.00	\$100,984.00	\$0.00	\$100,984.00	\$423,779.00	\$0.00	\$423,779.00	\$0.00	\$423,779.00	\$423,779.00	\$0.00
State Administration	\$390,105.00	\$412,432.00	\$0.00	\$412,432.00	\$692,593.00	\$442,593.00	\$250,000.00	\$0.00	\$250,000.00	\$250,000.00	\$0.00
<b>TOTAL BASIC GRANT IN STATES</b>	\$4,694,822.00	\$549,819.00	\$0.00	\$549,819.00	\$5,244,641.00	\$442,593.00	\$4,451,658.00	\$0.00	\$4,451,658.00	\$4,451,658.00	\$0.00

STATUS OF FUNDS

INTERIM  
Federal Funding Period: 7/1/08-12/31/09

STATE WY

	A	B	C	D	E	F	G	H	I	J	K
	Net Outlays Previously Reported	Total Outlays this Report Period	Program Income Credit	Net Outlays this report Period (Columns B-C)	Net Outlays to Date (Columns A+D)	Non-Federal share of Outlays	Total Federal share of Outlays (Columns E-F)	Federal share Unliquidated Obligations	Federal share of Outlays and Unliquidated Obligations (Columns G+H)	Federal Funds Authorized in State Plan	Balance Unobligated Federal Funds (Columns J-I)
Local Uses of Funds											
Reserve	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Secondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Reserve	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Expenditures											
Secondary Eligible Recipients (VEA)	\$0.00	\$1,723,712.00		\$1,723,712.00	\$1,723,712.00	\$0.00	\$1,723,712.00	\$0.00	\$1,723,712.00	\$2,268,811.00	\$545,099.00
Postsecondary Eligible Recipients (VEE)	\$0.00	\$943,544.00		\$943,544.00	\$943,544.00	\$0.00	\$943,544.00	\$0.00	\$943,544.00	\$1,512,541.00	\$568,997.00
Total Other Expenditures	\$0.00	\$2,667,256.00	\$0.00	\$2,667,256.00	\$2,667,256.00	\$0.00	\$2,667,256.00	\$0.00	\$2,667,256.00	\$3,781,352.00	\$1,114,096.00
Total Local Uses of Funds	\$0.00	\$2,667,256.00	\$0.00	\$2,667,256.00	\$2,667,256.00	\$0.00	\$2,667,256.00	\$0.00	\$2,667,256.00	\$3,781,352.00	\$1,114,096.00
State Leadership											
Montanaditional Training and Employment (MTE)	\$0.00	\$51,722.00	\$0.00	\$51,722.00	\$51,722.00	\$0.00	\$51,722.00	\$0.00	\$51,722.00	\$70,000.00	\$18,278.00
State Institutions (VESI)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (VEC)	\$0.00	\$148,707.00	\$0.00	\$148,707.00	\$148,707.00	\$0.00	\$148,707.00	\$0.00	\$148,707.00	\$347,299.00	\$198,591.00
Total State Leadership	\$0.00	\$200,429.00	\$0.00	\$200,429.00	\$200,429.00	\$0.00	\$200,429.00	\$0.00	\$200,429.00	\$417,298.00	\$216,869.00
State Administration	\$0.00	\$332,202.00	\$0.00	\$332,202.00	\$332,202.00	\$241,899.00	\$90,303.00	\$0.00	\$90,303.00	\$250,000.00	\$159,697.00
<b>TOTAL BASE GRANTS (A + B + C)</b>	<b>\$0.00</b>	<b>\$3,190,987.00</b>	<b>\$0.00</b>	<b>\$3,190,987.00</b>	<b>\$3,190,987.00</b>	<b>\$241,899.00</b>	<b>\$2,949,088.00</b>	<b>\$0.00</b>	<b>\$2,949,088.00</b>	<b>\$7,774,950.00</b>	<b>\$1,497,932.00</b>