

Wyoming State Department of Education

Carl Perkins IV State Report

**Post-Secondary Schools and Students
2009-2010**

Submitted by PRES Associates, Inc
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Table of Contents

Introduction to Carl Perkins IV	4
CTE Concentrators and Participants	5
CTE Concentrators	5
CTE Participants	7
Federal Indicators	9
Summary of Results	9
1P1 Technical Skills Attainment & 2P1 Credential, Certificate or Degree	10
3P1 Student Retention or Transfer	12
4P1 Student Placement	14
5P1 Non-Traditional Participation	16
5P2 Non-Traditional Completion	18
Summary	20

Table of Figures and Tables

Table 1.	CTE Concentrator Enrollment by Program Area	6
Table 2.	CTE Participants by Eligibility Category	8
Table 3.	Summary of Federal Perkins IV Indicator Results: Statewide	9
Table 4.	Indicator 1P1 & 2P1 Results by Subpopulations	11
Table 5.	Indicator 3P1 Results by Subpopulations	13
Table 6.	Indicator 4P1 Results by Subpopulations	15
Table 7.	Indicator 5P1 Results by Subpopulations	17
Table 8.	Indicator 5P2 Results by Subpopulations	19
Figure 1.	CTE Concentrator by Gender	5
Figure 2.	CTE Participants by Gender	7
Figure 3.	CTE Participants by Ethnicity	8
Figure 4.	Percent of CTE Concentrators receiving Credential, Certificate or Degree...10	
Figure 5.	Percent of CTE Concentrators Retained or Transferred	12
Figure 6.	Percent of CTE Concentrators Completers who were Employed, in Military, or Apprenticeship	14
Figure 7.	Percent of CTE Participants in Non-Traditional Programs.....	16
Figure 8.	Percent of CTE Concentrators Completing a Non-Traditional Program.....	18

Introduction to Carl Perkins IV

First, for far too long, CTE has been the neglected stepchild of education reform. That neglect has to stop. And second, the need to re-imagine and remake career and technical education is urgent. CTE has an enormous, if often overlooked impact on students, school systems, and our ability to prosper as a nation.

--US Secretary of Education, Arne Duncan, 2011

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 2009-2010 school year from Wyoming post-secondary schools under the guidelines set forth by the Perkins IV Act. 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 2009-10 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.

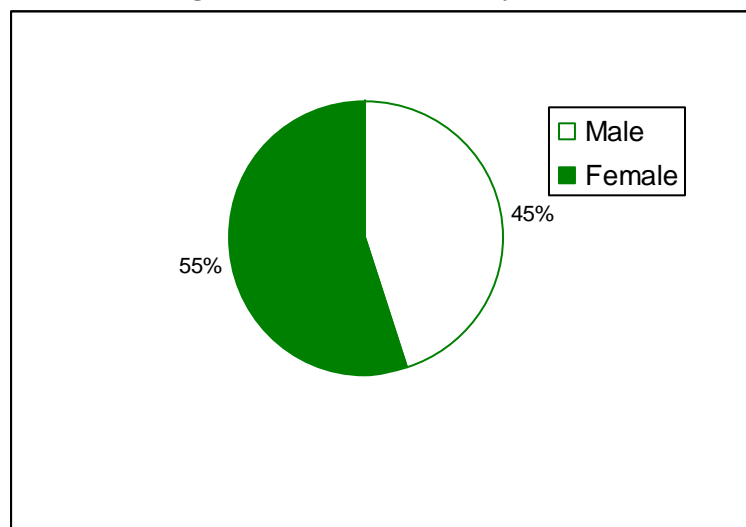
CTE Concentrators

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 4,570 total students reported as CTE concentrators during the 2009-2010 school year. It is important to note that the methodology for pulling this data from college databases changed. The criteria for identifying concentrators was changed to use a specific list of CTE academic programs. This list was provided by each college (specific to that college). Prior to this year, all colleges were queried using the same list of CTE CIP codes to identify all programs and courses encoded with those CIP codes, producing an inflation in total counts. A check for completed credits (greater than zero) was added in the query for enrollment by term for each term in the reporting year. This allowed for students to be counted as concentrators only if they completed any credits during the reporting year. The result of these changes is that there is more accuracy in identifying CTE concentrators. That said, it should be noted that since the method changed, counts are not directly comparable to counts from the prior years.

Gender. During the 2009-2010 year, it was reported that 2,051 (45%) CTE concentrators were male and 2,519 (55%) were female. The proportion of males to females was comparable with what was reported during the 2008-2009 school year (40% males; 60% females).

Figure 1. CTE Concentrator by Gender



Career cluster/program area. The Health Science cluster was the most popular program area (36.5%). Other clusters ranking in the top three during the 2009-10 and 2008-09 school years were Business Administration (13.6% in 2008-09; 11.7% in 2009-2010), and Manufacturing (10.2% in 2008-09; 12.6% in 2009-2010).

Table 1. CTE Concentrator Enrollment by Program Area

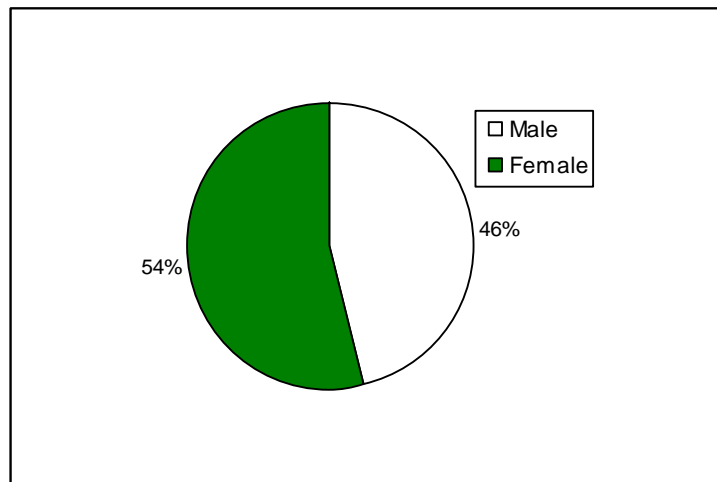
Program Area	Count	Percent
Health Science	1,667	36.5%
Manufacturing	574	12.6%
Business Admin.	533	11.7%
Transportation, Distribution & Logistics	338	7.4%
Agriculture, Nat. Resources	274	6.0%
Law & Public Safety	269	5.9%
Architecture & Construction	229	5.0%
Info. Technology	195	4.3%
Arts, AV Tech & Comm.	187	4.1%
Hosp. & Tourism	122	2.7%
Human Services	74	1.6%
Education & Training	64	1.4%
Science, Technology, Engineering & Math	37	0.8%
Marketing Sales & Service	6	0.1%
Gov. & Public Admin.	1	0.02%
Finance	0	0.0%

CTE Participants

At the post-secondary level, the criteria for identifying CTE participants changed to use a specific list of CTE courses. This list was provided by each college (specific to that college). Prior to this year, all colleges were queried using the same list of CTE CIP codes to identify all programs and courses encoded with those CIP codes. A check for completed credits (greater than zero) was added in the query for enrollment by term for each term in the reporting year. This allowed for students to be counted as participants only if they completed any credits during the reporting year. The result of these changes is that there is more accuracy in identifying CTE participants. That said, it should be noted that since the method changed, counts are not directly comparable to counts from the prior years. A total of 10,509 students were reported as CTE participants by colleges for the 2009-10 reporting year.

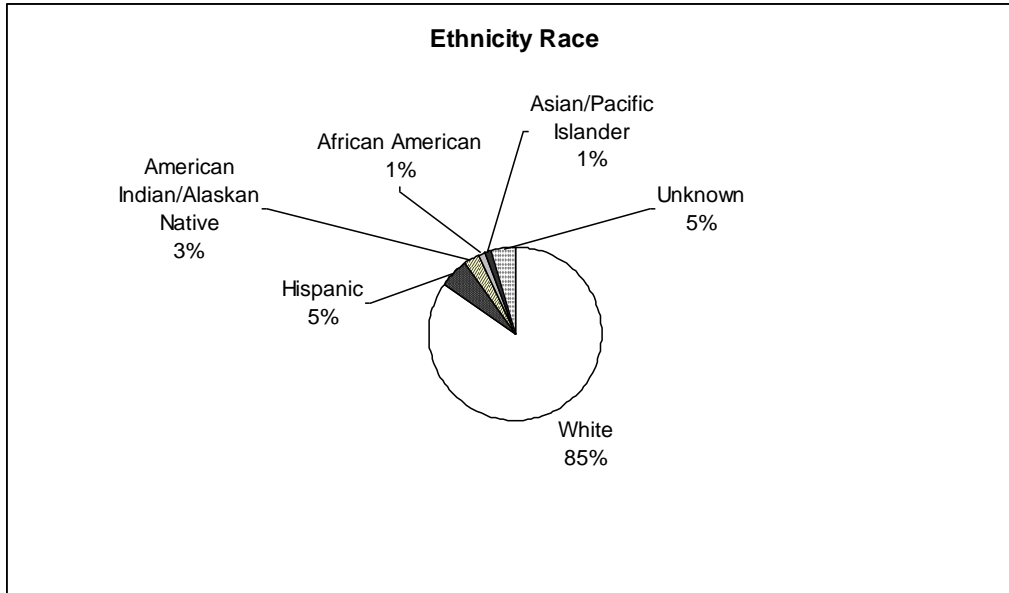
Gender. During the 2009-2010 school year, it was reported that 4,845 males and 5,664 females were CTE participants.

Figure 2. CTE Participants by Gender



Ethnicity. Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 85% White students and 5% 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 (52.3% of total) followed by nontraditional enrollees (38.2%).

Table 2. CTE Participants by Eligibility Category

Category*	Count	Percent of Total
Economically Disadvantaged	2,492	52.3%
Nontraditional Enrollees	1,818	38.2%
Disability	159	3.3%
Limited English Proficiency	144	3.0%
Single Parent	128	2.7%
Displaced Homemakers	24	0.5%
Total	4,765	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

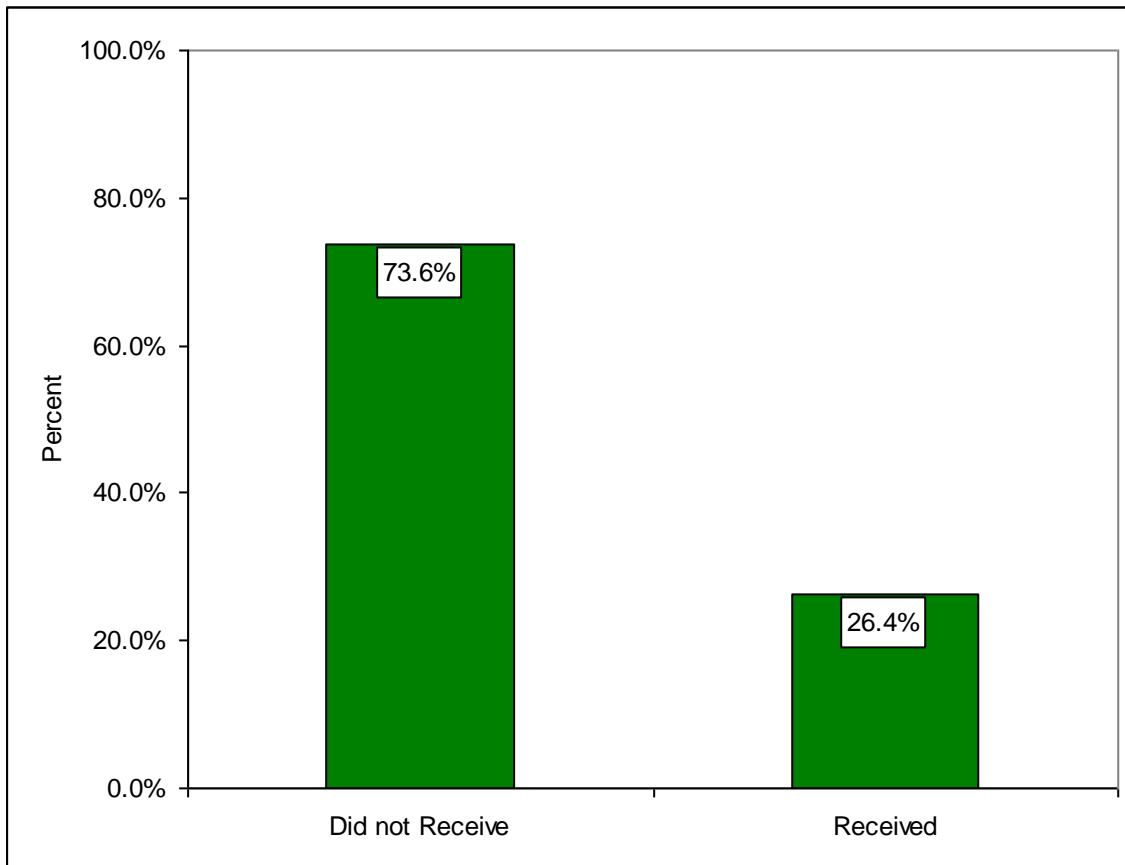
Indicators	Definitions	2009-10 Targets	2009-10 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period. <i>* Note that this indicator changed from the prior year when technical certification test results were used.</i>	54.00%	26.38%
(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.	32.00%	26.38%
(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.	62.00%	66.67%
(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).	67.00%	85.92%
(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.	20.96%	27.43%
(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	12.00%	13.49%

1P1 Technical Skills Attainment & 2P1 Credential, Certificate or Degree

During the 2008-09 reporting year, indicator 1P1 was defined as the percent of non-returning CTE concentrators who passed a technical certification test. However, for the 2009-2010 reporting year, colleges convened to decide on a new measure of technical skill attainment due to the low number of concentrators who left postsecondary education and took a technical skill certification test during the prior year (n=310). The new definition consists of the percent of CTE concentrators who received a degree, credential, and/or certificate and was approved by OVAE. Of note is that the new definition is the same as 2P1. Hence, results for 1P1 and 2P1 are presented below.

Overall, **26.4% of CTE concentrators attained a Credential, Certificate or Degree** as compared to 73.6% that did not receive a credential, certificate or degree. For 2009-10, 783 concentrators were included in the numerator as completers, while 2,968 concentrators comprised the denominator.

Figure 4. Percent of CTE Concentrators Receiving Credential, Certificate or Degree



Indicator 1P1 & 2P1 by Subpopulations:

Results for indicator 1P1 & 2P1 by the subgroups of gender, ethnicity and special populations are reported in the following table. Highlights and key findings include:

- 28.16% of males and 25.32% of females received a credential, certificate or degree.
- Among ethnicity subgroups, White (28.28%) students had the highest percentage of students receiving a credential, certificate or degree.
- The highest proportion of special population students to meet this indicator was displaced homemakers (41.3%).

Table 4. Indicator 1P1 & 2P1 Results by Subpopulations

(1P1) Technical Skill Attainment			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	312	1108	28.16%
Female	471	1860	25.32%
Ethnicity			
American Indian	16	195	8.21%
Asian/ Hawaiian/Pacific Islander	8	34	23.53%
Black	2	17	11.76%
Hispanic	30	140	21.43%
White	714	2525	28.28%
Unknown	13	57	22.81%
Special Populations			
Individuals With Disabilities (ADA)	23	59	38.98%
Economically Disadvantaged	200	842	23.75%
Single Parents	19	59	32.20%
Displaced Homemakers	19	46	41.30%
Limited English Proficient	1	13	7.69%
Nontraditional Enrollees	82	420	19.52%

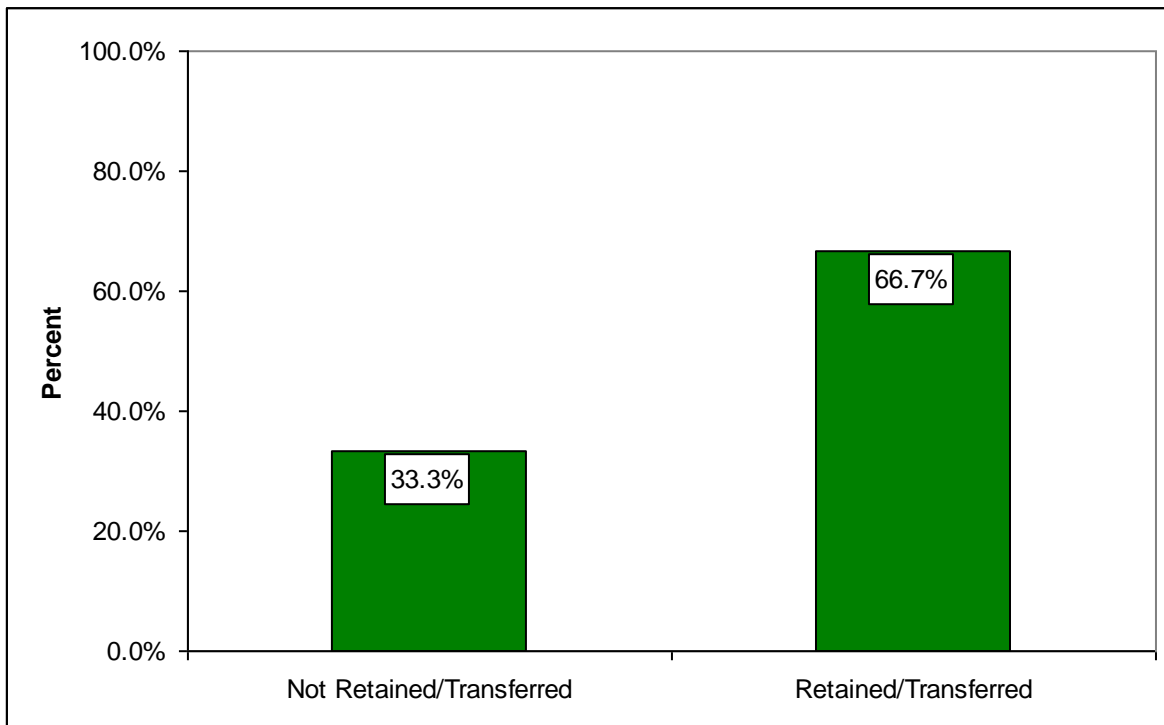
NA = Not applicable; * = Less than 6 students in denominator.

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 2008 and who had not completed their program as of Spring 2009 were identified. Of these students, those who remained at the reporting college (retained) or transferred to another post-secondary institution (transferred) between Summer 2009 and Spring 2010 were counted in the numerator. In this case, records from the National Student Clearinghouse were matched against concentrator records to identify transfers. It should also be noted that data obtained from student federal financial aid application data was utilized this year to supplement special populations follow-up for economically disadvantaged and single parent populations. This may have resulted in an increase in these special population numbers (though not percentages as both the numerator and denominator would have changed respectively).

Overall, **66.67% of CTE concentrators remained** in their original postsecondary institution or **transferred** to another 2- or 4-year institution as compared to 33.33% that did not transfer or were not retained. For 2009-10, 1,348 concentrators were included in the numerator as retained or transferred, while 2,022 total concentrators were in the denominator.

Figure 5. 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:

- A larger percentage of females (70.3%) than males (59.4%) were either retained or transferred to another post-secondary institution.
- Among ethnicity subgroups, Black (73.7%) and White (67.4%) students had the highest percentage of students retained or transferred to another post-secondary institution.
- The economically disadvantaged subgroup had the highest percentage of students retained or transferred (70.5%).

Table 5. 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	402	677	59.38%
Female	946	1345	70.33%
Ethnicity			
American Indian	12	32	37.50%
Asian/ Hawaiian/Pacific Islander	16	26	61.54%
Black	14	19	73.68%
Hispanic	73	119	61.34%
White	1214	1807	67.41%
Other	19	25	76.00%
Special Populations			
Individuals With Disabilities (ADA)	35	52	67.31%
Economically Disadvantaged	373	529	70.51%
Single Parents	35	62	56.45%
Displaced Homemakers	5	8	62.50%
Limited English Proficient	5	10	50.00%
Nontraditional Enrollees	154	223	69.06%

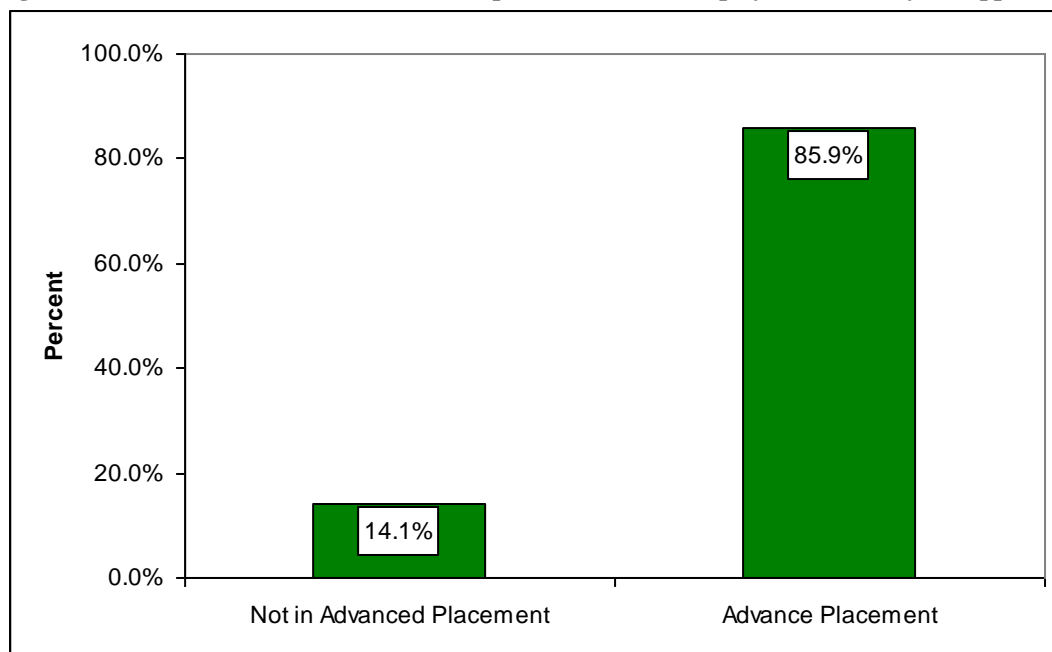
NA = Not applicable; * = Less than 6 students in denominator.

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. 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 **85.92% of CTE concentrators who left postsecondary education were employed, in the military, and/or in apprenticeship** during the second quarter following their departure.

Figure 6. 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:

- 86.4% of females and 85.2% of males were employed, in the military, or in an apprenticeship following their exit from postsecondary education.
- Among ethnicity subgroups Hispanic (88.9%) students had the highest percentage of students who were employed, in the military, or in an apprenticeship.
- The single parents (100%) and nontraditional enrollees (90.91%) subgroup had the highest percentage of students were employed, in the military, or in an apprenticeship.

Table 6. Indicator 4P1 Results by Subpopulations

(IP1) Technical Skill Attainment			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	161	189	85.19%
Female	260	301	86.38%
Ethnicity			
American Indian	*	*	NA
Asian/ Hawaiian/Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	16	18	88.89%
White	397	461	86.12%
Unknown	*	*	NA
Special Populations			
Individuals With Disabilities (ADA)	3	12	25.00%
Economically Disadvantaged	76	97	78.35%
Single Parents	6	6	100.00%
Displaced Homemakers	*	*	NA
Limited English Proficient	NA	NA	NA
Nontraditional Enrollees	40	44	90.91%
Sub-indicators			
Apprenticeship	22		
Employment	397		
Military	7		

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

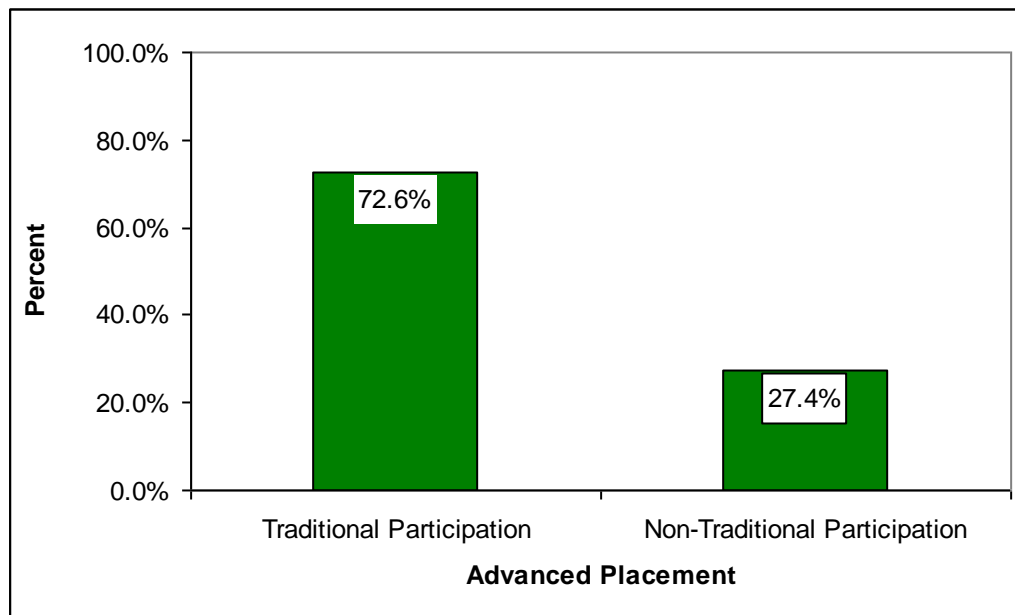
5P1 Non-Traditional Participation

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 2009-2010 reporting year, **27.43% of CTE participants in non-traditional programs were in under-represented gender groups**, while 72.57% CTE participants participated in a program leading to employment in a traditional field. For 2009-10, 1,818 participants from underrepresented gender groups participated in a program leading to employment in non-traditional fields, while 6,628 participants regardless of gender group, participated in a program leading to employment in non-traditional fields during the reporting year. The 27.43% of participants in non-traditional programs is higher than that obtained during the 2008-09 reporting year (23.05%).

Figure 7. 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 45.22% of female students participated in a non-traditional program, only 9.96% of males did so.
- Results by ethnicity were fairly comparable with the highest percent of students participating in a non-traditional program being American Indian (43.87%).
- Economically disadvantaged students (34.57%) had the highest rates of non-traditional participation.

Table 7. Indicator 5P1 Results by Subpopulations

(5P1) Non Traditional Participation			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	333	3344	9.96%
Female	1485	3284	45.22%
Ethnicity			
American Indian	93	212	43.87%
Asian/ Hawaiian/Pacific Islander	14	57	24.57%
Black	25	70	35.71%
Hispanic	118	389	30.33%
White	1498	5608	26.71%
Other	70	292	23.97%
Special Populations			
Individuals With Disabilities (ADA)	26	88	29.55%
Economically Disadvantaged	514	1487	34.57%
Single Parents	15	65	23.08%
Displaced Homemakers	3	13	23.08%
Limited English Proficient	14	56	25.00%

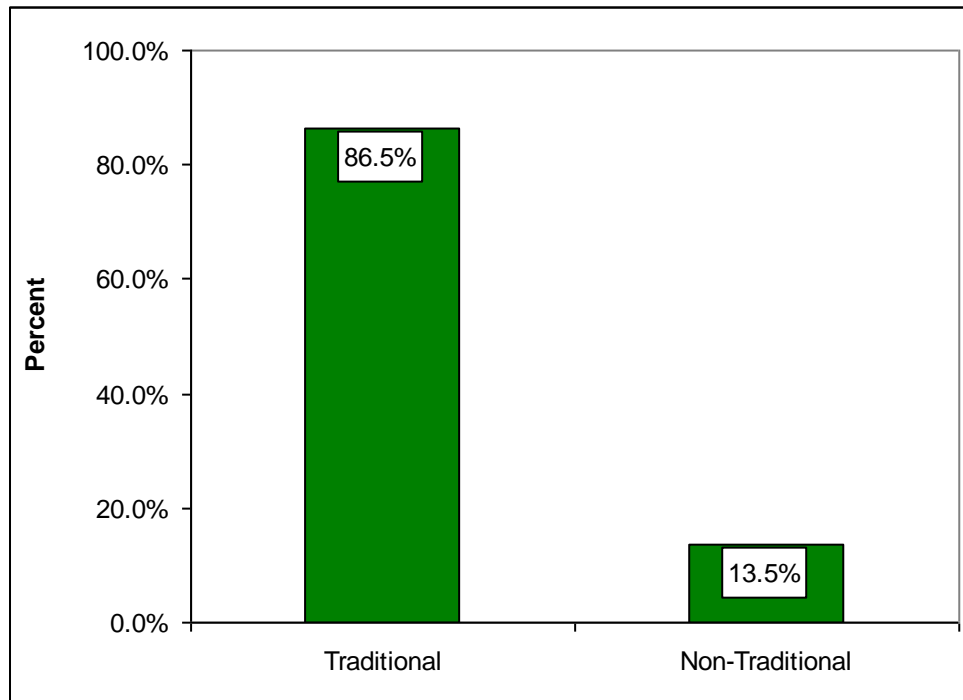
NA = Not applicable; * = Less than 6 students in denominator.

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 2009-2010 reporting year, **13.5% (n=82) 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, 86.5% (n=526) of CTE concentrators in similar programs did not receive a credential, certificate or degree. The 13.5% of participants in non-traditional programs is slightly higher than the 11.1% figure attained for the 2008-09 reporting year.

Figure 8. 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 female concentrators completing a non-traditional program (15.28%) was higher than the percentage of males completing a similar program (10.89%).
- 27.27% of American Indian students completed a non-traditional program. A number of ethnic sub-groups contained less than 10 students, and are subsequently not reported.
- Displaced homemakers (21.43%) had the highest rates of non-traditional completion.

Table 8. Indicator 5P2 Results by Subpopulations

(5P2) Non Traditional Completion			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	27	348	10.89%
Female	55	360	15.28%
Ethnicity			
American Indian	3	11	27.27%
Asian/ Hawaiian/Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	3	24	12.50%
White	71	558	12.72%
Other	3	9	33.33%
Special Populations			
Individuals With Disabilities (ADA)	1	16	6.25%
Economically Disadvantaged	22	155	14.19%
Single Parents	3	18	16.67%
Displaced Homemakers	3	14	21.43%
Limited English Proficient	*	*	NA

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

Summary

During the 2009-10 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 2009-10 Perkins reporting year.

Information was collected from seven post-secondary schools with students participating in CTE programs in Wyoming. A total of 10,509 CTE Participants and 4,570 CTE Concentrators were reported across all of the post-secondary institutions. The counts for CTE Concentrators represent a decrease from the prior year because of the method used to obtain enrollment counts. For 2009-10, the criterion for identifying concentrators was changed to use a specific list of CTE academic programs that was specific to for each college. Prior to this year, all colleges were queried using the same list of CTE CIP codes to identify all programs and courses encoded with those CIP codes, producing an inflation in total counts. In addition, a check for completed credits (greater than zero) was added in the query for enrollment by term for each term in the reporting year. This allowed for students to be counted as concentrators only if they completed any credits during the reporting year. The result of these changes is that there is more accuracy in identifying CTE concentrators. Note that a similar method was used to identify CTE participants. It should be noted that since the method changed, counts are not directly comparable to counts from the prior years.

Table 9. CTE Concentrator and Participant Counts

Perkins IV Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
At the postsecondary 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.	2,632	7,315	4,570 ¹
At the postsecondary level, a CTE participant is defined as a student who has earned one or more credits in any CTE program area.	16,463	18,071	10,509 ¹

In the area of technical skills attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. For the 2009-10 reporting year, the definition of this indicator changed to reflect the percent of CTE concentrators in the identified entry cohort who received an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period (same as 2P1). Therefore, results from the

¹ The criteria for identifying CTE participants was changed to use a specific list of CTE courses. This list was provided by each college (specific to that college). Prior to this year, all colleges were queried using the same list of CTE CIP codes to identify all programs and courses encoded with those CIP codes. In addition, a check for completed credits (greater than zero) was added in the query for enrollment by term for each term in the reporting year. This allowed for students to be counted as participants only if they completed any credits during the reporting year. The result of these changes is that there is more accuracy in identifying CTE participants. That said, it should be noted that since the method changed, counts are not directly comparable to counts from the prior years.

current reporting year are not directly comparable to the prior year². Results showed that 26.38% of CTE Concentrators met the technical skills criteria, see Table 2. The target of 54% was not met; however, it is important to note that this target was based on prior definition of the indicator (i.e., CTE concentrators' technical certification test results).

Table 10. Technical Skill Attainment Results

Indicators	Definitions	2007-08 Results	2008-09 Results	2009-10 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	55.3%	96.8%	26.38%

Overall 26.38% of CTE Concentrators attained a credential, certificate or degree during the 2009-10 reporting year, see Table 3. This represents a decrease from the prior year results (4% decrease) and is below the target of 32%.

Table 11. Credential, Certificate, or Degree Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(2P1) Credential, Certificate or Degree	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	36.2%	30.4%	26.38%

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, 66.67% of CTE Concentrators remained or transferred to another post-secondary institution during the 2009-10 reporting year. While this represents a slight decrease as compared to the prior reporting year (69.1%), the target of 62% was met.

Table 12. Student Retention or Transfer Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(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.	65.3%	69.1%	66.67%

²During the prior year, colleges provided a record of non-returning CTE concentrators' technical certification test results.

The Student Placement Indicator, 4P1, measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. During the 2009-2010 reporting year, data was obtained on 490 concentrators who exited postsecondary education, which represents an increase from the prior year's total count (n=290). Wyoming will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 85.92% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure, and the target of 67% was met.

Table 13. Student Placement Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(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).	42.6% ³	94.8%	85.92%

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. In 2009-10, 27.43% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is higher than the prior year's result of 23.1%. Furthermore, the target of 20.96% was met.

Table 14. Non-Traditional Participation Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(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.	23.2%	23.1%	27.43%

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. Results for the present reporting year show that 13.49% 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 2.4% higher than the 11.1% reported in 2008-09. In addition, the target of 12% was met.

³ Only one school reported this data for the 2007-08 school year. This data only consists of employment placement data.

Table 15. Non-Traditional Completion Results

Indicators	Perkins IV Measurement Definitions	2007-2008 Results	2008-2009 Results	2009-2010 Results
(5P2) Non-Traditional Completion	Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance	12.1%	11.1%	13.49%

In summary, results showed that overall Wyoming postsecondary institutions met 4 of the 6 Perkins IV indicators. However, it should be noted that 1P1 targets were based on a different definition. Still, it is important that postsecondary schools continue to progress towards meeting new federal targets. To this end, all postsecondary colleges will set local Perkins targets to facilitate greater accountability among schools as required per Perkins IV.