

WDE CTE

Perkins V Proposed State Plan



Wyoming Department of Education

122 W. 25th St., Ste. E200 | Cheyenne, WY 82002
P: 307-777-7675 | F: 307-777-6234 | edu.wyoming.gov

A. Plan Development and Consultation

1. In preparation to make substantial changes to the Perkins V State Plan in 2024, the Wyoming Department of Education Career and Technical Education (WDE-CTE) team held 14 listening sessions in seven (7) communities throughout Wyoming. Listening sessions were held at each of our postsecondary institutions currently receiving Perkins V funding. Additionally, three (3) virtual listening sessions were held. To accommodate as many stakeholders as possible, the in-person listening sessions were held from 1 p.m. until 3 p.m. and 4 p.m. until 6 p.m. There were 65 who attended in person and 21 who attended virtually. There were also presentations made to the Wyoming State Board of Career and Technical Education (SBCTE) and the Wyoming Workforce Development Council (WFDC). Informal comments were collected from each listening session and also through an online survey. Thirty-one (31) comments were submitted through the online survey. The informal comments ([See Attachment A](#)) were compiled and shared with the CTE Subcabinet. The CTE Subcabinet ([See Attachment B](#)) spent one day in-person reviewing areas identified as eligible for revision in the Wyoming State Perkins V Plan. The CTE Subcabinet made final recommendations to the State Superintendent of Public Instruction. Following the State Superintendent of Public Instruction's comments, the Wyoming SBCTE reviewed the recommendations from the CTE Subcabinet.
2. One recommendation from the CTE Subcabinet was to form an Advisory Group to prioritize the spending of the discretionary funds available through Perkins V as allowable expenses. The Perkins V Discretionary Funds Advisory Group ([See Attachment C](#)) has held meetings to discuss the Perkins V Reserve funds, required uses of Perkins V leadership funds, and the allowable uses of Perkins V funds.
3. As stated in paragraph A.1. of this draft plan the public had an in-person and virtual opportunity to comment on the 2024 Perkins V State Plan components. The State Plan was reviewed on December 21, 2023, and upon SBCTE approval the proposed Wyoming Perkins V State Plan was released for a 30-day public comment period. Each comment ([See Attachment D](#)) will be reviewed by the SBCTE and considered for incorporation into the Wyoming Perkins V plan where appropriate and feasible.

The proposed plan will be submitted to the SBCTE for final approval after the public comment period has been held and the feedback has been considered for incorporation.

B. Program Administration And Implementation

1. State's Vision for Education And Workforce Development
 - a. The State of Wyoming has worked diligently over the last three (3) years to create a vision for education and workforce development. This vision is a work in progress, which has been informed by three (3) significant efforts. First, the State Superintendent of Public Instruction has ensured that preparing students for jobs through career and technical education is a priority within the WDE's strategic plan. The second effort is the Profile of a Graduate Work undertaken by the Wyoming State Board of Education. This work resulted in forty-six (46) listening sessions involving the general public, educational associations/groups, business/industry, community service providers, postsecondary institutions, parents, and students. Additionally, four-hundred and ninety six (496) surveys were submitted from stakeholders across Wyoming. The listening sessions and survey responses provided input from approximately eight-hundred (800) Wyoming citizens, who weighed in on what they value and would want to see a Wyoming graduate know, be able to do, and experience in preparation for life. ([See Attachment E](#))

The third significant effort is Governor Mark Gordon’s Reimagining and Innovating the Delivery of Education (R.I.D.E.) initiative ([See Attachment F](#)). After surveying over seven thousand (7,000) stakeholders and holding seventeen (17) listening sessions – in seven (7) communities around the state, and with a statewide virtual session – the R.I.D.E. Advisory Group recommended that: “Wyoming’s education future lies in personalizing the educational experience for students, and offering them rigorous pathways to the workforce regardless of whether or not they attend a four-year college.”

In addition to the aforementioned initiatives, the WDE-CTE team continues to work with LEAs in providing JobsEQ as a common data source for the comprehensive local needs assessment (CLNA). Each program of study funded with Perkins V funding is aligned to the CLNA and meets one of the following criteria: high-wage, high-skill, or in-demand.

- b. The 2023-2027 [WDE Strategic Plan](#), ([See Attachment G](#)) as developed by State Superintendent of Public Instruction, Megan Degenfelder, includes an initiative to prepare students for jobs through career and technical education. The WDE appointed a CTE Subcabinet composed of parents, educators, career and technical student organization (CTSO) state advisors, and business and industry representatives from communities across the state to act in an advisory role. The CTE Subcabinet was charged with making policy recommendations, removing barriers, and ensuring the goals of the initiative are met.
- c. The WDE-CTE Supervisor is the liaison between the Wyoming School Counselor Association and the agency. This has provided an opportunity for WDE to increase opportunities for collaboration and to heighten the awareness of CTE opportunities and career readiness. Secondary school counselors and postsecondary advisors are very influential in career advising and helping students choose elective courses and college majors. WDE will continue to offer opportunities for secondary and postsecondary school counselors to attend professional development opportunities in labor trends and topics related to career advising.

The WDE-CTE team continues to participate in joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs, and programs of study with the State’s workforce development system. The following activities are utilized to achieve the strategic vision and goals described in [section 122\(d\)\(2\) of Perkins V](#).

- i. Every Student Succeeds Act (ESSA) ([See Attachment H](#)) - Career Readiness in the Wyoming ESSA plan is defined as a concentrator who has earned an industry recognized credential.
- ii. Wyoming Workforce Innovations Opportunity Act (WIOA) Plan ([See Attachment I](#)) - As the Superintendent of Public Instruction’s designee, the Wyoming CTE Supervisor serves as an ex-officio member of the Wyoming Workforce Development Council, which oversees the WIOA plan. This allows coordination, and the opportunity to identify areas that can be mutually beneficial to both the Perkins V plan as well as the WIOA plan.
- iii. Next Gen Partnership - The WDE-CTE team supports the business sectors identified by the Next Gen Partnership as enhancing the counties’ local communities. The Wyoming CTE Supervisor serves on the Next Gen State Leadership team. The Next Gen partnerships vary from region to region, and currently include technology, tourism, construction trades, health care, finance, insurance, and manufacturing sectors.
- iv. Apprenticeships - The Wyoming Workforce Services Department, U.S. Department of Labor Office of Apprenticeships Wyoming representative, and the WDE-CTE team are working with business and industry to create pre-apprenticeship, youth apprenticeship, apprenticeship, and work-based learning opportunities for Wyoming residents.
- v. Individuals with Disabilities Education (I.D.E.A.) Act is supported by the WDE-CTE team in a variety of ways. The WDE-CTE Supervisor serves on the Wyoming Transition Team that meets monthly to

coordinate resources for students who are transitioning from secondary or postsecondary education to life afterwards. The Developing Rewarding Integrated Vocational Experience (D.R.I.V.E.) is a virtual, asynchronous training created to prepare paraeducators for job coaching, in an effort to help students with special needs be successful in the workplace.

- d. The WDE-CTE team will continue to utilize the leadership funds for the required uses in the following ways.
- i. Preparation for nontraditional fields in current and emerging professions, such as computer science, drones, digital assets and cybersecurity. New opportunities constantly arise and technology is ever changing. Historically, the WDE-CTE team has helped to fund capture the flag competitions for students in cybersecurity, provided materials and supplies used to create classroom interactive LEGO models to teach coding, and even summer drone camps. Our goal is to prepare students for high-wage, high-skill, and in-demand careers, which may not currently exist, by exposing them to leading edge technology. The WDE-CTE team also participated in Advance CTE initiatives to provide training focused on CTE advising for school counselors, which includes student voice in CTE recruitment and retention. The WDE is also participating in the second phase of the Career Z Challenge, which focuses on building a work-based learning ecosystem, with one (1) of the two (2) districts served located on the Wyoming Wind River Reservation.
 - ii. State Correctional Institutions - These include five Wyoming Department of Corrections (DOC) facilities, juvenile justice facilities, and educational institutions that serve individuals with disabilities. Institutions are notified of available funding in July and are encouraged to submit a proposal ([Attachment J](#)) for the available Perkins funds. Additional activities have included summer programming or camps for students in CTE areas that have recently focused on drones. The DOC facilities have utilized funds in the past for their welding, plumbing, and Autocad training programs. Additionally, they have invested in curriculum, tools, and equipment that will prepare the justice-involved individuals for employment in high-wage, high-skill, and in-demand jobs when they are released.
 - iii. The WDE-CTE team also uses Perkins leadership dollars to provide professional development for CTE teachers. The WDE-CTE team will work in conjunction with the Perkins Discretionary Funds Advisory Group to determine the most beneficial approach to meet the needs of educators and students in Wyoming. The WDE-CTE team has been able to support the statewide CTE conference each summer, the School Counselor conference, student competitive events for CTSOs not receiving state funding, and numerous content-specific training in new and emerging technology. Additionally, the WDE has offered new CTE teacher orientation each fall and an annual "See Me Teach CTE" program in order to "grow our own" future CTE teachers.

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

- iv. Technical Assistance - Eligible recipients are provided a variety of training opportunities. These have included Perkins Coordinator training, Technical Education Assistance Meetings (T.E.A.M.) with LEAs to review and explore LEA-specific indicator data and funding, as well as a variety of training in the areas of CLNAs, Perkins Business Office training, Method of Administration (MOA) training, Perkins Application training, and an annual Perkins Coordinator update.

- v. Reporting - The WDE-CTE Team reports on the effectiveness of leadership funds as it relates to achieving the goals described in section 122(d)(2), state determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II), through T.E.A.M. meetings, professional development surrounding special populations, and technical assistance.

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Wyoming is a local control state which allows each LEA to select their own programs of study, curriculum, and content as long as the courses meet the Wyoming CTE Standards ([See Attachment K](#)), as set forth by the SBCTE. In order to qualify for Perkins funding, each LEA must complete the Comprehensive Local Needs Assessment (CLNA) ([See Attachment L](#)), which requires consideration of economic and educational needs, in-demand industry sectors, and occupations within the community. The WDE-CTE team provides JobsEQ labor trend data to every LEA to provide data for their county or community college service area and the State of Wyoming, including a 75-mile perimeter into surrounding states, to include opportunities that are within a commutable distance.
- b. In addition to the CLNA, each LEA will be required to submit a biennial application ([See Attachment M](#)) and budget in even numbered years. In odd numbered years each LEA will submit an updated budget and all required annual documentation. Each application requires a narrative response to better understand how they will:
 - i. Promote academic achievement.
 - ii. Promote skill attainment that leads to an industry recognized credential or recognized postsecondary credential.
 - iii. Ensure professional development is provided to faculty and staff to ensure the implementation of high-quality CTE programs.
 - iv. Employ faculty that meet the minimum licensure requirements as established by the Wyoming PTSB and hold an appropriate, valid license or permit, or are qualified by a postsecondary accrediting agency.
 - v. Provide equal access for special populations to CTE courses and programs of study.
 - vi. Collect data necessary for calculating progress for annual submission toward meeting Perkins V performance targets.
- c. The Agency will:
 - i. Publish an Annual Public Notice complying with Office of Civil Rights (OCR) Guideline IV (O) which requires recipients to annually issue public notification that all career and technical education opportunities will be offered without regard to race, color, religion, national origin, sex, age, or disability.
 - ii. The WDE-CTE team works with secondary and postsecondary LEAs to develop CTE programs of study that include multiple entry and exit points. The WDE-CTE team hosted a Classroom to Careers...Building the Bridge in October of 2022. The Advance CTE team worked with secondary, postsecondary, and statewide stakeholders to identify gaps between secondary and postsecondary and how we might better align our systems in order to create a seamless pipeline for Wyoming students.
 - iii. The WDE-CTE team provides JobsEQ labor trend data to every LEA for their county or community college service area and the State of Wyoming, including a 75-mile perimeter into surrounding states, to include opportunities that are within a commutable distance.
 - iv. The Method of Administration Monitoring of secondary, postsecondary and state institutions ensures equal access to special populations. ([Attachment N](#))

- v. The WDE-CTE team continues to participate in joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system.
- vi. The WDE-CTE team, working with PTSB, has been successful in creating an endorsement for work-based learning coordinators, who serve as liaisons between students and industry partners. The Career Development Facilitator (CDF) course created by the National Career Development Association (NCDA) covers the twelve (12) competencies required for the endorsement. Members of the CTE team are trained through NCDA to offer the training and resulting certification. The WDE has been working on a goal of having at least one (1) person in every K-12 school across Wyoming trained as a CDF. Wyoming currently has approximately one-third (1/3) of K-12 schools that have reached this staffing goal.

Teachers have the opportunity to participate in optional externships. The purpose of a teacher externship is to engage in activities with business and industry, and/or service-based organizations, to learn how classroom content and learning strategies are applied in the workplace. Teachers improve their pedagogical practices by incorporating new methods, labor market information, and employment skills that meet current industry standards. The educational goal of an externship is to increase a teacher’s ability to connect theory and practice and bring an understanding of workplace practices and policies (e.g. problem solving methods, practical applications of theory, leadership concepts) into the classroom, thus increasing the relevance of student learning.

- vii. The WDE-CTE team will reduce disparities or performance gaps through T.E.A.M. meetings, professional development surrounding special populations, and technical assistance.
- d. Each LEA that promotes academic achievement through a program of study shall be required to meet the expectations of a high quality CTE program, as defined by the CTE Subcabinet acting in an advisory role.
 - i. Secondary LEAs must:
 - A. Provide an opportunity for acceleration as evidenced by at least one secondary/postsecondary credit transfer agreement (through dual or concurrent enrollment of academic core and/or career and technical education courses) or articulation agreement in place.
 - B. Provide academic, technical standards, and employability skills which are aligned to industry standards for their program of study.
 - C. Provide an opportunity to earn an industry recognized credential.
 - D. Provide an opportunity at the postsecondary level.
 - E. Provide an opportunity for participation in work-based learning experiences.
 - F. Connect to a CTSO that is co-curricular and led by a CTE teacher that meets the minimum licensure requirements as established by the Wyoming PTSB.
 - G. Work toward closing student equity gaps in access and completion.
 - H. Work toward effectively using data to inform and improve student success.
 - I. Provide equipment and technology that encourages student attainment of relevant and rigorous technical skills.
- e. The WDE requires Perkins V funded LEAs to implement a CTE Advisory Council. A CTE Advisory Council is a group of individuals whose experience and abilities represent a cross section of a particular industry sector. The primary purpose of the CTE Advisory Council is to assist educators in establishing, operating, and evaluating the CTE program which serves the needs of the students, the community, and the business/industry partners; and to provide expertise and insight about current/future industry and technological changes.

CTE programs should be tailored to meet the workforce development needs of the community and the needs/interests of individual students. Advisory Councils strengthen collaboration between those responsible for CTE programs and the communities they serve. This provides students with the opportunity to gain current workforce knowledge and practical experience. For educators, Advisory Councils are collaborative partnerships that contribute toward preparing students for the workforce, and assist in the evaluation of program quality and student performance.

The CTE Subcabinet, acting in an advisory role, identified that the indicator of secondary CTE program quality be determined by the required federal formula. This determination will continue to be the percentage of concentrators graduating from high school having attained a recognized postsecondary credential which include industry recognized credentials (IRCs), certificates, or associate degrees. Wyoming uses the federal numerator and denominator definitions when calculating each performance indicator ([See Attachment O](#)). The following are the state determined levels to evaluate the performance of each of the statutory requirements:

Performance Indicator	Performance Target
1S1	95.9%
2S1	55.3%
2S2	47.9%
2S3	52.5%
3S1	95.6%
4S1	29.4%
5S1	60.2%
1P1	85.2%
2P1	100%
3P1	23.5%

- f. Each LEA will be required to submit a biennial application ([See Attachment M](#)) and budget in even numbered years. In odd numbered years each LEA will submit an updated budget and all required annual documentation. Each application requires a narrative response to better understand how they will:
- i. Promote academic achievement.
 - ii. Promote skill attainment that leads to an industry recognized credential or recognized postsecondary credential.
 - iii. Ensure professional development is provided to faculty and staff to ensure the implementation of high-quality CTE programs.
 - iv. Employ faculty that meet the minimum licensure requirements as established by the Wyoming PTSB and hold an appropriate, valid license or permit, or are qualified by a postsecondary accrediting agency.
 - v. Provide equal access for special populations to CTE courses and programs of study.

- vi. Collect data necessary for calculating progress for annual submission toward meeting Perkins V performance targets.
- g. In order to qualify for Perkins funding each LEA must complete the Comprehensive Local Needs Assessment (CLNA) ([See Attachment L](#)) which requires consideration of economic and educational needs, high-demand industry sectors, and occupations within the community. The WDE-CTE team provides JobsEQ labor trend data to every LEA to provide data for their county or community college service area and the State of Wyoming, including a 75-mile perimeter into surrounding states, to include opportunities that are within a commutable distance.
- h. The term “size” as defined by the CTE Subcabinet, acting in an advisory role, refers to a program at the secondary level that must provide a minimum of two (2) programs of study that align to the comprehensive local needs assessment, an opportunity for students to complete a program of study within four years, and produce an average of three (3) concentrators on a three (3) year rolling average in order to receive Perkins V funding. The individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety, and teacher to student ratio for a quality student experience. The term “size” as defined by the CTE Subcabinet, acting in an advisory role, means a program at the postsecondary level must meet the enrollment requirements established by the community college and are considered to be of sufficient size while providing a two (2) year CTE associate degree, one (1) year certificate program, or programs leading to industry-recognized certifications in order to receive Perkins V funding.

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

The term “quality” as defined by the CTE Subcabinet, acting in an advisory role, refers to an educational program that is working to close student equity gaps in access and completion, effectively using data to inform and improve student success, provides professional development to faculty and staff, and encourages student attainment of relevant, rigorous technical skills. Additionally, a “quality” program must complete a CLNA every two (2) years; have an advisory council for each program of study that meets at least twice a year; annually submit program data showing progress toward performance targets; employs faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB), Higher Learning Commission (HLC), or accrediting agency and hold an appropriate and valid license; and must connect to a CTSO that is co-curricular, led by a teacher that meets the minimum licensure requirements as established by the PTSB, and holds an appropriate and valid license for CTE.

3. Meeting The Needs Of Special Populations

- a. The Agency’s program strategies are:
 - i. The WDE-CTE team works to assure equal access to Perkins funded programs of study through consistent and regularly scheduled risk monitoring, MOA monitoring, and the provision of professional development in the area of special populations. The effectiveness of these actions is reviewed with LEAs at their in-depth, one-on-one T.E.A.M. meetings held each January and February.

- ii. D.R.I.V.E. training is another support offered by the WDE for students with special needs. This training prepares paraeducators with the skills and strategies to help students with special needs to be more successful in the workplace, to experience greater job satisfaction, and increase the likelihood for successful employment following graduation. Originally this training was offered twice a year but due to the large turnover and lack of substitute paraeducators the format was changed and is now virtual and asynchronous.
- iii. Each local recipient will submit a grant application answering a question explaining how they will provide equal access for special populations to CTE courses and programs of study.
- iv. The Method of Administration monitoring's desk audit requests a description and location of available equipment or resources for services for special populations.
- v. Through Method of Administration monitoring, the WDE ensures that LEAs provide special populations access to CTE by providing equipment, accessible facilities, and accessible work-based learning opportunities by assisting employers and prospective employers in making employment opportunities available to any student by ensuring that the employer does not discriminate on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement assignment to work tasks, hours of employment, levels of responsibility, and pay.

4. Preparing Teachers And Faculty

- a. The WDE is working with multiple partners to address the issue of the recruitment and retention of CTE teachers. The average age of Wyoming CTE teachers is forty-nine (49) years. This has dropped from fifty-five (55) years of age in 2020. However, there continues to be a growing need for CTE teachers, driven by educators exiting the profession for various reasons, with retirement being the primary factor.

Wyoming uses professional and industry certification (PIC) permits to fill CTE educator vacancies in addition to the traditional licensure pathways for CTE teachers. This has been the most commonly utilized alternative to teacher certification in Wyoming. Approximately one-quarter ($\frac{1}{4}$) of all CTE teachers have entered the profession through this means. The Wyoming PTSB has also refined its plan for PIC certified CTE teachers to become fully licensed with or without coursework.

Wyoming has been successful in creating a variety of avenues for individuals to become CTE teachers. Legislation was passed in 2018 to allow community colleges to provide bachelor of applied science degrees and a three plus one (3+1) concept. Under this plan, students are able to complete three (3) years at a local community college and finish a bachelor's of applied science degree at the University of Wyoming College of Education. While taking longer to implement than originally anticipated, due to turnover at the University of Wyoming and COVID-19, this program has begun to gain traction and is becoming more widely known and utilized.

The WDE recently launched a formal apprenticeship program with the United States Department of Labor (DOL). It is currently being piloted in several districts across Wyoming. The initial phase has been to identify individuals who are currently working in a school setting as support staff or paraeducators who would like to become teachers.

The WDE-CTE team has created a "See Me Teach CTE" program. CTE teachers across Wyoming are asked to nominate a junior or senior high school student that would make a great CTE teacher. The nominees and their parents or guardians are invited to a student recruitment event at the University of Wyoming in the spring. The nominees are recognized and receive a certificate from the University of Wyoming College of Education. This effort can identify, encourage and grow our own CTE teachers in Wyoming. The first graduate of this effort will finish student teaching in the spring of 2024.

The WDE, through the use of a Perkins Innovation and Modernization grant, created stackable microcredentials to support teachers earning their computer science endorsement and enable them to teach computer science courses. This effort has been done in concert with the PTSB and enables schools to meet the legislative requirements that computer science be taught in all Wyoming schools. The focus on microcredentials has now turned to CTE teacher preparation in areas normally not covered in teacher preparation programs such as robotics, drones, and media production.

The WDE-CTE team and the PTSB have been successful in creating an endorsement for work-based learning coordinators. The Career Development Facilitator (CDF) course created by the National Career Development Association (NCDA) covers the twelve (12) competencies required for the endorsement. Members of the CTE team are trained through NCDA to offer the training and resulting certification. This training has been and will continue to be offered to LEAs.

The WDE-CTE team hosts a new CTE teacher orientation for teachers new to Wyoming or who have been teaching three (3) years or less. The virtual class is held in late August and has been well-attended. The training includes information on free resources, professional development opportunities, professional development grants, CTSOs, Perkins V, the state funding model for CTE, and additional content as needs are identified.

The WDE-CTE team is planning to use leadership funds to provide professional development. This could include CTE focused professional development opportunities provided by the Association of Career and Technical Education, National Association of Agriculture Educators, Wyoming Association of Career and Technical Education, etc. Wyoming CTE teachers will be asked to focus their seventy (70) professional development hours required for recertification on CTE content each five (5) year period.

The WDE high-quality definition requires that each Perkins funded program of study include a work-based learning opportunity for students and has developed a guide on work-based learning ([See Attachment P](#)). The Work-based Learning Guide has been distributed statewide and is found on the WDE-CTE website.

The WDE-CTE team will continue to participate in conferences, workshops, and professional development opportunities in order to provide career and technical education instruction, leadership, and support. Priority will be given to any opportunity that allows for collaboration or provides professional development around the knowledge and skills needed to work with and improve instruction for special populations.

C. Fiscal Responsibility

1. The criteria and process that the WDE will approve eligible secondary and postsecondary LEAs for their initial allocated funds under this Act by continuing to use a web-based application via the Wyoming Grants Management System (GMS). Each LEA will be required to complete and submit a biennial application, a comprehensive local needs assessment, and a budget in even numbered years. Applications must meet all required criteria. Local applications and improvement plans (as applicable) are due by May 31 each year. All requested revisions and edits must be submitted no later than June 30 in order for spending authority to be granted as of July 1.
 - a. Each local recipient will submit a grant application answering questions explaining how they will promote academic achievement.
 - b. Each local recipient will submit a grant application answering questions explaining how they will promote skill attainment that leads to an industry recognized credential or recognized postsecondary credential.

c. T.E.A.M. meetings are offered each winter prior to the new grant application being released. The focus of the T.E.A.M. meeting is to review the data from the previous school year with their administrative staff, Perkins coordinators, and anyone else that wishes to attend. A data team representative attends to clarify and answer questions as they arise. The intention is to help districts utilize their data to inform their new plan and application.

In the fall of odd numbered years a CLNA workshop is held to review the CLNA process that will be required for the application submitted in the spring of even numbered years. This training explains each section of the CLNA and discusses efficiencies and best practices for completing it. Additionally, application training is held for all Perkins Coordinators to answer questions regarding the new Perkins V application. Local recipients who have not met their performance targets within 90% will be required to submit an improvement plan. Technical assistance will be provided to local recipients who have not met local performance targets.

2. Funds received by the LEA.

- a. Each LEA will be required to complete and submit a biennial application, a comprehensive local needs assessment, and a budget in even numbered years. In the odd numbered years each LEA will only need to submit an amendment, a new budget sheet, and the required annual documentation.
 - i. Each LEA will submit a grant application answering questions explaining how they will:
 - A. Promote academic achievement.
 - B. Promote skill attainment that leads to an industry recognized credential or recognized postsecondary credential.
 - C. Ensure professional development is provided to faculty and staff to ensure the implementation of high-quality CTE programs.
 - D. Employ faculty that meet the minimum licensure requirements as established by the Wyoming PTSB or other postsecondary accrediting agency and hold an appropriate, valid license or permit.
 - E. Collect data necessary for calculating progress for annual submission toward meeting Perkins V performance targets.
 - ii. Each application will be reviewed by a Perkins educational consultant within the WDE to verify that the application is complete, the budget matches the comprehensive local needs assessment and that all elements required by Perkins V are addressed. The criteria for approval will be that the application includes:
 - A. A clear response to each question.
 - B. A coherent plan for implementing Perkins V within the community college or school district.
 - C. Size, scope, and quality requirements are met.
 - D. Reasonable local targets have been set as a baseline for each performance assessment, utilizing historical data when available.
 - E. A clear description of continuous performance strategies for all performance assessments.
 - F. A clear description of supports and services that will be provided to students in special populations to help them access and be successful in programs of study.
 - G. A detailed description of how funds will be used to address performance strategies.
 - iii. Each eligible secondary recipient that promotes academic achievement through a program of study must:
 - A. Include a minimum of three (3) rigorous courses that are progressive and sequential.
 - B. Indicate two (2) concentrator courses in each program of study after which students will be assessed.

- C. Produce three (3) concentrators each year on a three-year (3-year) rolling average.
 - D. Support statewide career and vocational education standards.
 - E. Provide an opportunity for acceleration as evidenced by at least one (1) secondary/postsecondary credit transfer agreement (through dual or concurrent enrollment of academic core and/or career and technical education courses) or articulation agreement in place.
 - F. Provide academic, technical standards, and employability skills which are aligned to industry standards for their program of study.
 - G. Provide an opportunity to earn an industry recognized credential.
 - H. Provide an opportunity at the postsecondary level.
 - I. Provide an opportunity for participation in work-based learning experiences.
 - J. Connect to a CTSO that is co-curricular and led by a CTE teacher that meets the minimum licensure requirements as established by Wyoming PTSB.
 - K. Be taught by an instructor who holds an appropriate, valid license or permit from PTSB for CTE.
 - L. Be taught by an instructor who meets the requirement of Fourteen (14) focused professional development points each year.
 - M. Be identified as one (1) of the following three (3): in-demand, high-wage, or high-skill.
 - N. Have an advisory council for each program of study or a representative of each program of study funded by Perkins V on a district wide advisory council that meets at least twice a year.
 - O. Work toward closing student equity gaps in access and completion.
 - P. Work toward effectively using data to inform and improve student success.
 - Q. Provide equipment and technology that encourages student attainment of relevant, rigorous technical skills.
- iv. Each eligible postsecondary recipient that promotes academic achievement through a program of study must:
- A. Include twelve (12) credits within a career and technical education program or program of study or the equivalent in total.
 - B. Provide rigorous academics, technical standards, and employability skills which are aligned to industry standards for their program of study.
 - C. Provide an opportunity to earn an industry recognized credential, certificate and/or degree.
 - D. Be identified as one (1) of the following three (3): in-demand, high-wage, or high-skill.
 - E. Provide an opportunity for participation in work-based learning experiences.
 - F. Conduct continued consultation. Each eligible recipient shall consult with stakeholders on an ongoing basis. This consultation shall involve a diverse body of stakeholders as required in Perkins V.
 - G. Work toward closing student equity gaps in access and completion.
 - H. Work toward effectively using data to inform and improve student success.
 - I. Provide equipment and technology to encourage student attainment of relevant, rigorous technical skills.
 - J. Employ faculty that meet institutional credentialing.
 - K. Be taught by an instructor who meets the requirement of fourteen (14) focused professional development points each year.

- b. The WDE is requesting a waiver under Section 131 (c)(2) allowing a waiver of the application of paragraph one (1) in any case in which the local educational agency in Section 131(c)(2)(A)(i) located in a rural, sparsely populated area and (B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part. School districts will have the flexibility to enter into voluntary consortiums within their community college service area or to apply individually.
3. School district boundary changes in Wyoming are not likely to occur. Boundaries are tied to geographic cities and counties. Wyoming does not have regional CTE schools. Wyoming does have secondary charter schools that may qualify for Perkins V funding in the future. If a charter school becomes eligible for Perkins V funds, Wyoming would adjust the distribution to provide funding allocations for them.
4. Wyoming is not requesting a waiver for a more equitable distribution for secondary recipients. The funds received by the Wyoming SBCTE through the allotment made under Section 111 of the Act will be distributed among CTE recipients at the secondary and postsecondary levels to effectively achieve the goals of Perkins V. The funding is split with sixty (60%) going to secondary recipients and forty percent (40%) going to postsecondary recipients of the seventy percent (70%) that remains after the amounts allotted for a state reserve, state administration and state leadership. The seventy percent (70%) is distributed to secondary and postsecondary recipients through the application process. Up to fifteen percent (15%) will be used as a state reserve to fund programs of study in emerging technologies, support optional externships, and for innovation grants. The reserve fund will be distributed through a competitive process, Cutting Edge Grants. (See Attachment Q) Districts will be encouraged to seek out new and emerging technologies, methods of delivery, innovation, and opportunities to address non-traditional programs of study as evidenced by their CLNA. Ten percent (10%) will fund state programs and leadership projects. The leadership funds will be spent on other items related to leadership as allowable in Section 124 of Perkins V. No more than five percent (5%) will fund administration of the state plan. Wyoming awards funds through the application process to the Wyoming Correctional System, juvenile justice facilities, and state institutions through a request for application process. These applications are submitted and a review team scores the requests using a rubric.
5. Wyoming is not requesting a waiver for a more equitable distribution for postsecondary LEAs. Wyoming has most recently distributed funds with sixty percent (60%) going to secondary (See Attachment R) and forty percent (40%) going to postsecondary (See Attachment S). This split was used in Perkins IV due the limited number of postsecondary institutions, geographic distance, and the number of secondary students accessing CTE coursework at the postsecondary level while still enrolled in high school. Wyoming has deemed it more equitable to use this split.
6. Up to fifteen percent (15%) will be used as a state reserve to fund programs of study in emerging technologies, support optional externships and for innovation grants. The reserve fund will be distributed through a competitive process, Cutting Edge Grants. (See Attachment Q) Districts will be encouraged to seek out new and emerging technologies, methods of delivery, innovation, and opportunities to address non-traditional programs of study as evidenced by their CLNA.
7. The WDE took advantage of the Perkins V maintenance of effort provision which allowed for a reset for fiscal year 2020 to ninety-five percent (95%) of the level of effort maintained during fiscal year 2019. The WDE reported maintenance of effort of \$417,682 for state fiscal year 2022. The estimated level of effort through June 30, 2024 is \$396,798.00. The WDE will report the actual level of effort achieved on the next scheduled CAR report at the end of 2024. For the upcoming program year, the WDE will provide the specific dollar allocations for CTE programs of study under Section 132(a) of the Act. (See Attachment T)

D. Accountability For Results

1. The CTE Subcabinet acting in an advisory role recommended that the indicator of secondary CTE program quality continue to be the percentage of concentrators graduating from high school having attained a recognized postsecondary credential. Recognized postsecondary credentials include industry recognized credentials, certificates, or associate degrees. The State-determined levels of performance ([See Attachment O](#)) were set by the WDE-CTE team and the WDE-data team following the required federal formula. The Wyoming determined levels of performance set by the WDE align with the levels, goals, and objectives of other federal and state laws. The WDE conducted a gap analysis using a format that reviewed the Wyoming ESSA plan, IDEA, and WIOA. Following are the State determined levels of performance that meet each of the statutory requirements:

Performance Indicator	Performance Target
1S1	95.9%
2S1	55.3%
2S2	47.9%
2S3	52.5%
3S1	95.6%
4S1	29.4%
5S1	60.2%
1P1	85.2%
2P1	100%
3P1	23.5%

2. The procedure adopted by the WDE to determine levels of performance as described in Section 113 of Perkins V are:
- The state determined levels of performance will be published for a thirty (30) day comment period to allow stakeholders the opportunity to provide written comment. ([See Attachment U](#)) The WDE will issue a statewide press release and will email each district, Perkins Coordinator, and CTE teacher in Wyoming to announce the opening of the comment period. All comments will be reviewed and considered for incorporation into the Wyoming Perkins V plan where appropriate and feasible.
 - Reasonable local targets have been set as a baseline for each performance assessment, utilizing historical data.
 - The WDE works closely with the Workforce Development Council to support the development of career pathways and the processes that are utilized to develop career pathways. An endeavor to develop career pathways revolves around the work and involvement in the Next Gen partnerships and the work that is being done in each region of our state around one (1) to two (2) identified career pathways in each area.

3. The WDE will provide a written response to comments regarding State determined levels of performance received during the public comment once the comment period has closed.
4. The WDE will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years at the TEAM meetings. A data dashboard is provided for and reviewed for the LEAs. Recipients will show continuous improvement in academic achievement and technical skill attainment by meeting their performance indicators. Any performance indicator that does not meet the ninety percent (90%) threshold will require submission of a performance improvement plan. Recipients will be held accountable for carrying out the submitted performance improvement plan. Technical assistance and monthly monitoring will be provided for LEAs who are under a performance improvement plan. If the performance indicator is not met in the third year, the LEA may not be eligible for Perkins V funding in that year. LEAs who were not eligible for funds in the third year may reapply for Perkins V funding in the fourth year, with the submission of an application that includes a viable plan of corrective action.

E. Glossary

Glossary of terms can be found in [Attachment V](#).