

Wyoming State Department of Education

Carl Perkins IV State Report

Post-Secondary Schools and Students
2013-14

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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 resulted from the 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 2013-2014 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 2013-14 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.

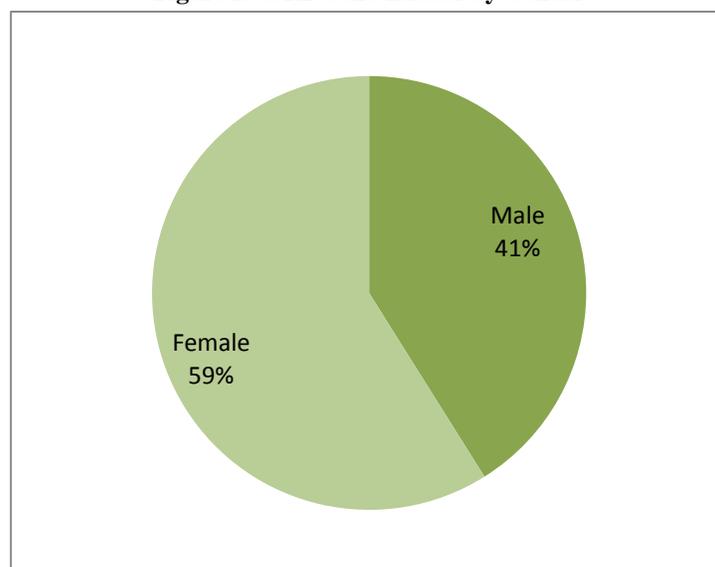
CTE Concentrators

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 5,153 total students reported as CTE concentrators during the 2013-2014 school year. Concentrator and Participant enrollments are reported lower this year than in the past year (approx. 1,600 less). During the prior 2012-13 reporting year, a new data extraction program was used by the colleges. Every effort was made to ensure the new data extraction program accurately implements the Perkins definitions for Concentrator and Participant. However, it was subsequently discovered that one college did not employ the correct queries and as a result, they over-reported counts for 2012-13. This accounts for the large drop in concentrator counts. That said, there was a general (albeit smaller) decline in total counts among the colleges.

Gender. During the 2013-2014 year, it was reported that 2,117 (41%) CTE concentrators were male and 3,036 (59%) were female. The proportion of males to females was similar with what was reported during the past three school years (40% males; 60% females).

Figure 1. CTE Concentrator by Gender



Career cluster/program area. The Health Science cluster was the most popular program area (43.0%). Other clusters ranking in the top three during the past four years were Manufacturing (12.2% in 2010-2011; 12.7% in 2011-12; 11.1% in 2012-13; 12.9% in 2013-14), and Business Administration (11.6% in 2010-2011; 11.2% in 2011-12; 11.0% in 2012-13; 10.9% in 2013-14).

Table 1. CTE Concentrator Enrollment by Program Area

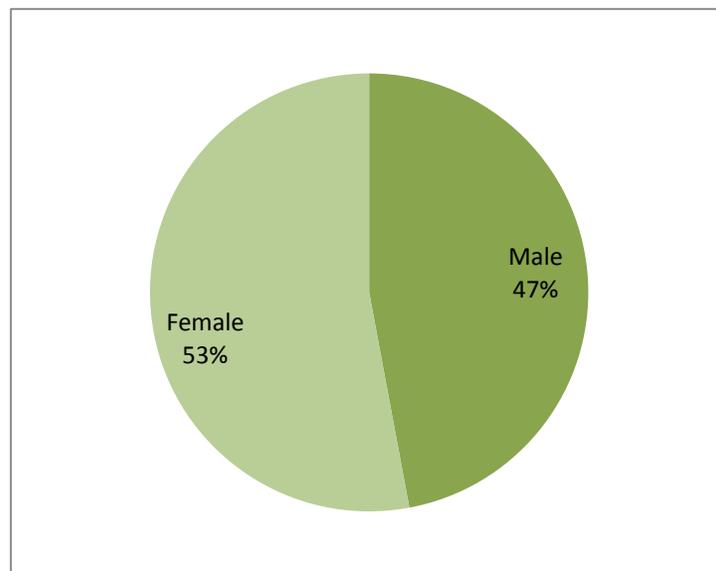
Program Area	Count	Percent
Health Science	2216	43.0%
Manufacturing	666	12.9%
Business Management & Administration	563	10.9%
Transportation, Distribution & Logistics	326	6.3%
Agriculture, Food & Natural Resources	289	5.6%
Law, Public Safety, Corrections & Security	225	4.4%
Arts, Audio/Video Technology & Communications	190	3.7%
Information Technology	165	3.2%
Education & Training	128	2.5%
Hospitality & Tourism	94	1.8%
Finance	86	1.7%
Architecture & Construction	82	1.6%
Human Services	56	1.1%
Science, Technology, Engineering & Mathematics	48	0.9%
Government & Public Administration	17	0.3%
Marketing	2	0.0%

CTE Participants

At previously noted, participant enrollments are reported lower this year than in past years due primarily to one college's error in their participant counts during the prior (2012-13) reporting year (counts were over-reported). However, results showed a general decline among participants across all the remaining colleges (though smaller). A total of 13,555 students were reported as CTE participants by colleges for the 2013-14 reporting year.

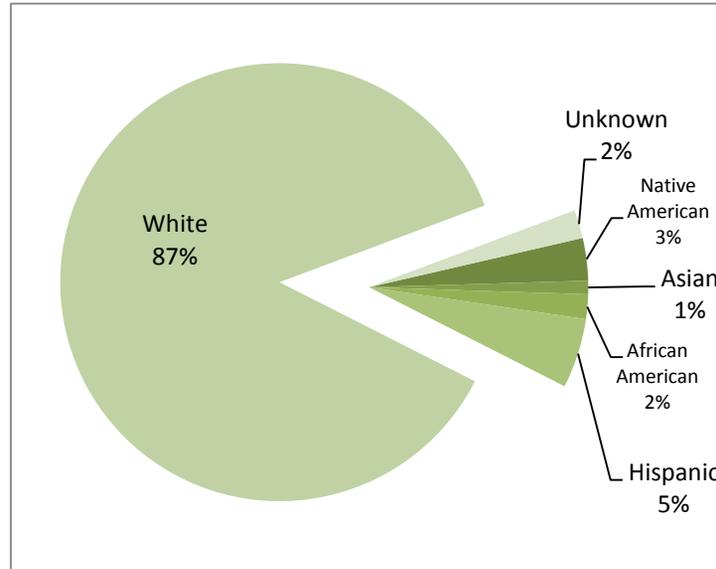
Gender. During the 2013-2014 school year, it was reported that 6,379 males and 7,176 females were CTE participants.

Figure 2. CTE Participants by Gender



Ethnicity. Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 87% White students and 5% Hispanic students.

Figure 3. CTE Participants by Ethnicity



Eligibility Category. Most CTE participants in a special population were categorized as economically disadvantaged (47.7% of total) followed by nontraditional enrollees (30.6%).

Table 2. CTE Participants by Eligibility Category

Category*	Count	Percent of Total
Economically Disadvantaged	3377	47.7%
Nontraditional Enrollees	2167	30.6%
Single Parents	693	9.8%
Displaced Homemakers	457	6.5%
Individuals With Disabilities (ADA)	341	4.8%
Limited English Proficient	38	0.5%
Total	7073	100%

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 fully 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

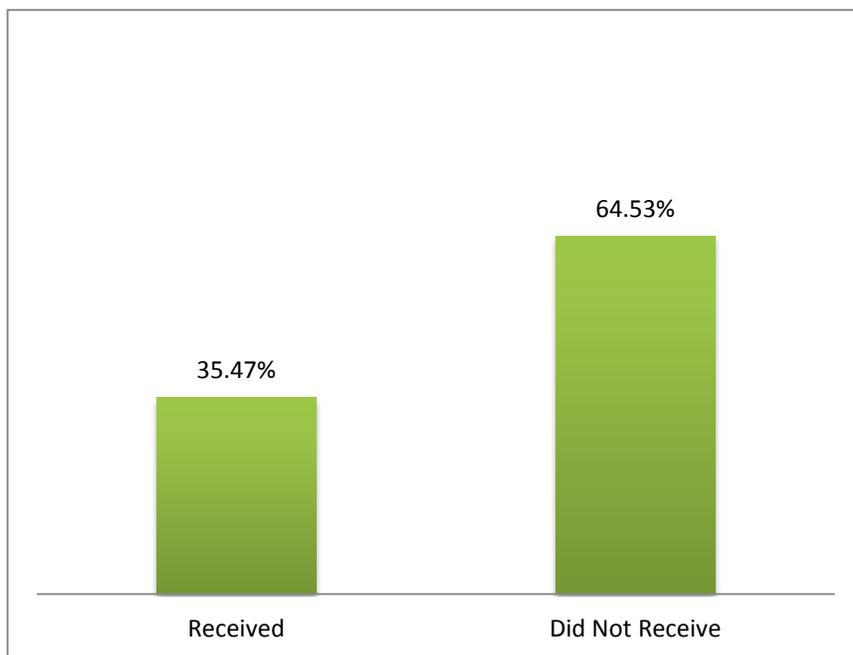
Indicators	Definitions	2013-14 Targets	2013-14 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	32.25%	35.47%
(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.	32.25%	35.47%
(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.	69.00%	63.29%
(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).	88.00%	84.23%
(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.	25.00%	27.39%
(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	13.00%	13.78%

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. 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, **35.47% of CTE concentrators attained a Credential, Certificate or Degree** as compared to 64.5% that did not receive a credential, certificate or degree. This represents an increase from the prior year in which only 30.7% reached technical skill attainment. For 2013-14, 1,190 concentrators were included in the numerator as completers, while 3,355 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:

- 37.04% of males and 34.41% of females received a credential, certificate or degree.
- Among ethnicity subgroups, Asian (37.14%) and White (36.87%) 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 Single Parents (37.81%).

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	500	1350	37.04%
Female	690	2005	34.41%
Ethnicity			
American Indian	27	117	23.08%
Asian	13	35	37.14%
Black	8	43	18.60%
Hispanic	21	79	26.58%
White	1069	2899	36.87%
Unknown	12	37	32.43%
Special Populations			
Individuals With Disabilities (ADA)	14	68	20.59%
Economically Disadvantaged	506	1635	30.95%
Single Parents	166	439	37.81%
Displaced Homemakers	0	0	NA
Limited English Proficient	3	18	16.67%
Nontraditional Enrollees	129	358	36.03%

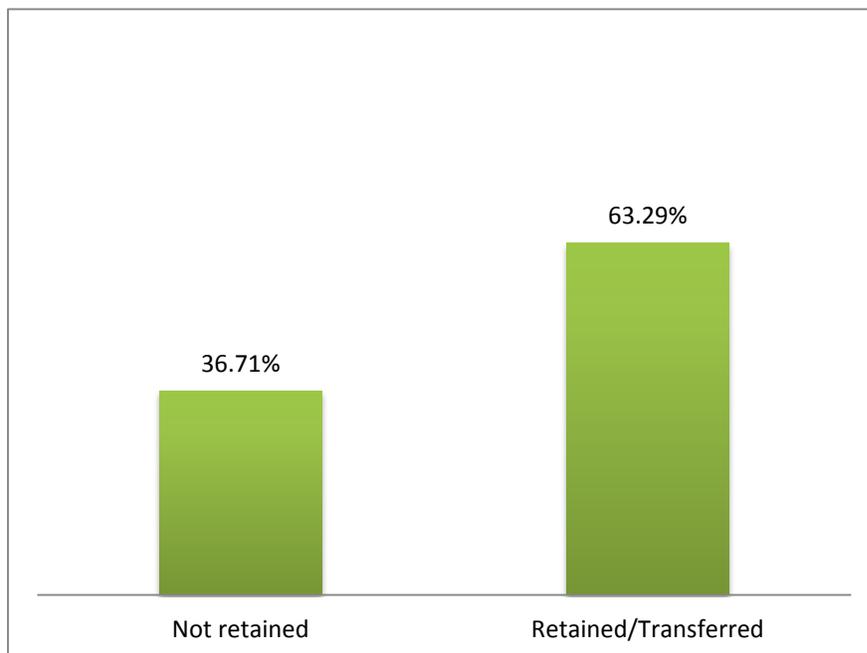
NA = Not applicable; * = Less than 6 students in denominator.

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 2012 and who had not completed their program as of Spring 2013 were identified. Of these students, those who remained at the reporting college (retained) or transferred to another post-secondary institution (transferred) between Summer 2013 and Spring 2014 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, **63.29% of CTE concentrators remained** in their original postsecondary institution or **transferred** to another 2- or 4-year institution as compared to 36.71% that did not transfer or were not retained. This represents a decline of approximately 3% as compared to 2012-13 and the target of 69% was not met. For the 2013-14 academic year, 2,978 concentrators were included in the numerator as retained or transferred, while 4,705 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 (65.3%) than males (60.1%) were either retained or transferred to another post-secondary institution.
- Among ethnicity subgroups, African Americans (69.8%) and Asian (69.2%) students had the highest percentage of students retained or transferred to another post-secondary institution.
- Individuals with disabilities had the highest rates of students retained or transferred (68.8%) among special populations.

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	1083	1803	60.07%
Female	1895	2902	65.30%
Ethnicity			
American Indian or Alaska Native	95	146	65.07%
Asian	36	52	69.23%
Black or African American	60	86	69.77%
Hispanic/Latino	75	128	58.59%
White	2560	4064	62.99%
Unknown	152	229	66.38%
Special Populations			
Individuals With Disabilities (ADA)	119	173	68.79%
Economically Disadvantaged	1246	1762	70.72%
Single Parents	235	355	66.20%
Displaced Homemakers	26	55	47.27%
Limited English Proficient	3	11	27.27%
Nontraditional Enrollees	336	538	62.45%

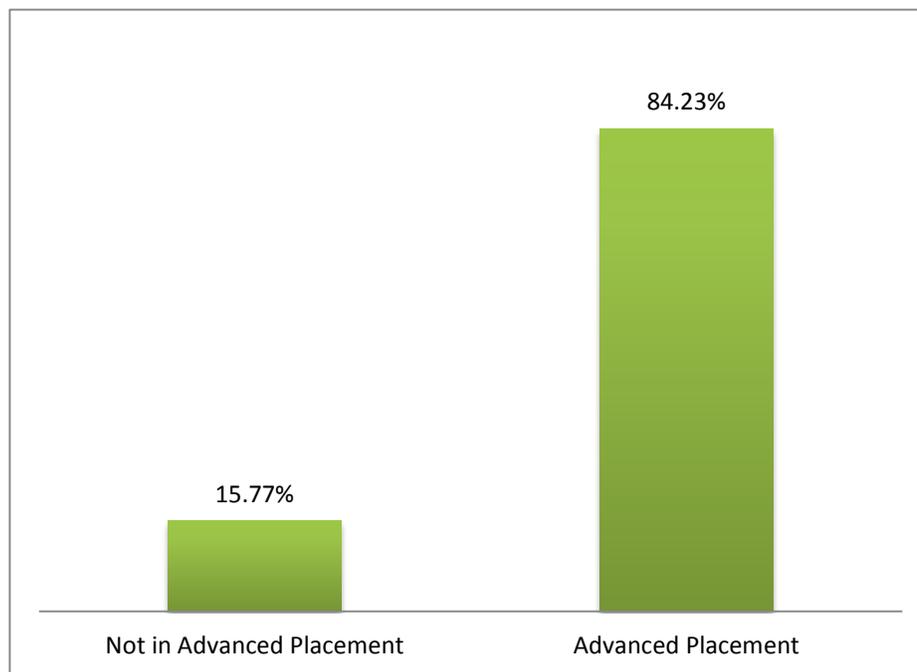
NA = Not applicable; * = Less than 6 students in denominator.

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 **84.23% of CTE concentrators who left postsecondary education were employed, in the military, and/or in apprenticeship** during the second quarter following their departure. This represents an increase of almost 6% from the prior reporting year.

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:

- 84.8% of males and 83.8% of females were employed, in the military, or in an apprenticeship following their exit from postsecondary education.
- Among ethnicity subgroups, American Indian (100%) and African Americans (100%) students had the highest percentage of students who were employed, in the military, or in an apprenticeship.
- Limited English proficient (100%) and displaced homemaker (100%) subgroups 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	229	270	84.81%
Female	316	377	83.82%
Ethnicity			
American Indian or Alaska Native	20	20	100.00%
Asian	*	*	75.00%
Black or African American	*	*	100.00%
Hispanic/Latino	24	27	88.89%
White	475	570	83.33%
Unknown	20	23	86.96%
Sub-indicators			
Individuals With Disabilities (ADA)	13	16	81.25%
Economically Disadvantaged	180	207	86.96%
Single Parents	26	34	76.47%
Displaced Homemakers	*	*	100.00%
Limited English Proficient	*	*	100.00%
Nontraditional Enrollees	76	85	89.41%
Apprenticeship	3		
Employment	542		
Military	10		

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

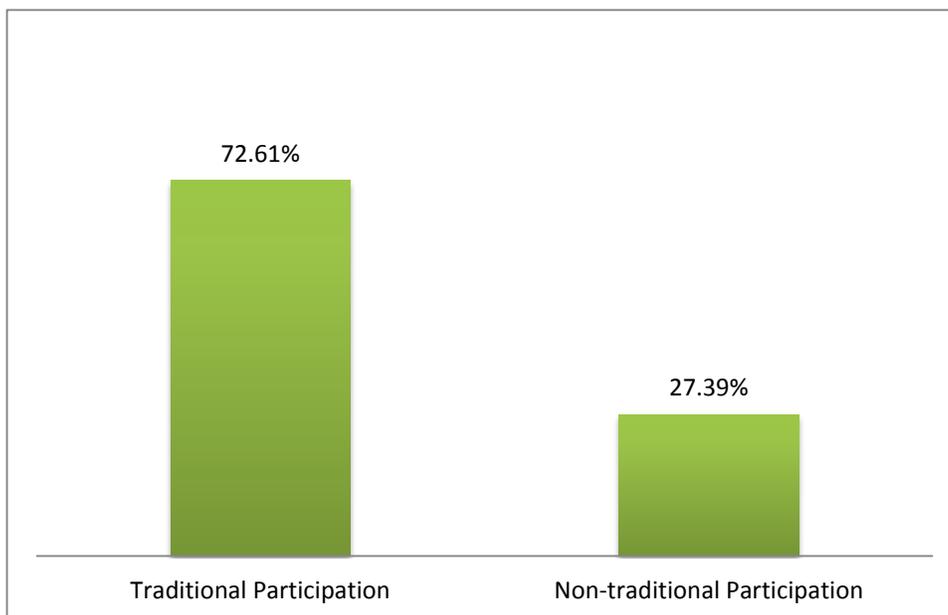
5P1 Non-Traditional Participation

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 2013-14 reporting year, **27.39% of CTE participants in non-traditional programs were in under-represented gender groups**, while 72.61% CTE participants participated in a program leading to employment in a traditional field. This represents a very small decrease (.5%) as compared to 2012-13. For 2013-14 academic year, 2,167 participants from underrepresented gender groups participated in a program leading to employment in non-traditional fields, while 7,912 participants regardless of gender group, participated in a program leading to employment in non-traditional fields during the reporting year.

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 42.2% of female students participated in a non-traditional program, only 13.6% of males did so.
- Results by ethnicity were fairly comparable with the highest percent of students participating in a non-traditional program being Asian (36.4%) followed by American Indian students (33.2%).
- Limited English proficient students (30%) 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	558	4100	13.61%
Female	1609	3812	42.21%
Ethnicity			
American Indian	73	220	33.18%
Asian/ Hawaiian/Pacific Islander	20	55	36.36%
Black	30	116	25.86%
Hispanic	144	439	32.80%
White	1852	6888	26.89%
Unknown	48	194	24.74%
Special Populations			
Individuals With Disabilities (ADA)	46	193	23.83%
Economically Disadvantaged	517	1815	28.48%
Single Parents	113	394	28.68%
Displaced Homemakers	48	312	15.38%
Limited English Proficient	6	20	30.00%

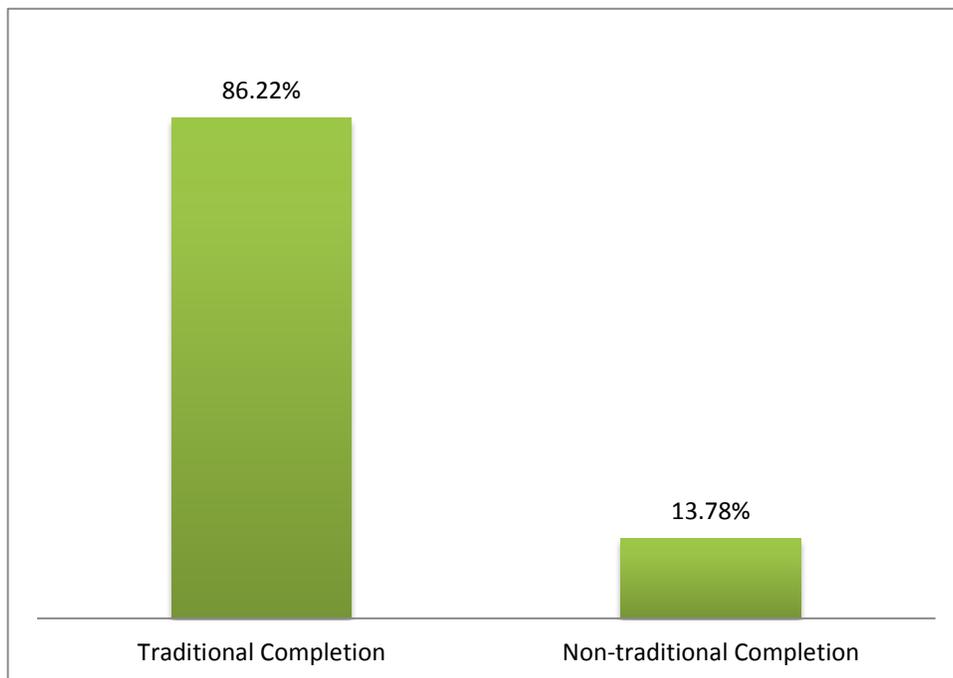
NA = Not applicable; * = Less than 6 students in denominator.

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 2013-2014 reporting year, **13.78% (n=129) 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, 86.22% (n=936) of CTE concentrators in similar programs did not receive a credential, certificate or degree. The 13.78% of participants in non-traditional programs is higher than the 12.65% figure attained for the 2012-13 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:

- Unlike last year, the percentage of male concentrators completing a non-traditional program (15.71%) was higher than the percentage of females completing a similar program (12.34%).
- Among ethnic/racial subgroups, Asian students (22.2%) had the highest percent of students who completed a non-traditional program.
- Limited English proficient students (50%) 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	63	401	15.71%
Female	66	535	12.34%
Ethnicity			
American Indian or Alaska Native	2	23	8.70%
Asian	2	9	22.22%
Black or African American	*	*	0.00%
Hispanic/Latino	3	20	15.00%
White	109	843	12.93%
Unknown	3	9	33.33%
Special Populations			
Individuals With Disabilities (ADA)	3	12	25.00%
Economically Disadvantaged	67	419	15.99%
Single Parents	18	155	11.61%
Displaced Homemakers	1	7	14.29%
Limited English Proficient	*	*	50.00%

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

Summary

During the 2013-14 school year, postsecondary institutions continued to institute the streamlined and standardized digital data collection system established in 2012-13. The following provides a summary of results from the 2013-14 Perkins reporting year.

Information was collected from seven post-secondary schools with students participating in CTE programs in Wyoming. A total of 13,555 CTE participants and 5,153 CTE concentrators were reported across all of the post-secondary institutions. Concentrator and Participant counts are reported lower this year than in the past year due primarily to over-reporting by one community college during the prior reporting year (2012-13). While every effort was made to ensure the new data extraction program accurately implemented the Perkins definitions for Concentrator and Participant, the over-reporting was not identified by the college until the current reporting year.

Table 1. CTE Concentrator and Participant Counts

Perkins IV Definitions	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results	2012-13*	2013-14 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.	7,315	4,570 ¹	4,521	4,434	6,824	5,153
At the postsecondary level, a CTE participant is defined as a student who has earned one or more credits in any CTE program area.	18,071	10,509 ²	9889	9,900	16,368	13,555

*Counts for both concentrator and participants were over-reported by a community college.

In the area of technical skills attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. As a reminder, during 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

¹ Starting in 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, 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.

² 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.

2P1)³. Results showed that 35.47% of CTE Concentrators met the technical skills criteria, see Table 2. This represents an increase of 4.8% over the prior reporting year, and the target of 32.25% was met.

Table 2. Technical Skill Attainment Results

Indicators	Definitions	2008-09 Results	2009-10 Results	2010-11 Results ⁴	2011-12 Results	2012-13 Results	2013-14 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.	96.8%	26.38%	28.52%	32.09%	30.65%	35.47%

The 2P1 indicator for credential, certificate or degree attainment is the same as 1P1. As noted above (and below), during the 2013-14 reporting year, 35.47% of CTE concentrators earned a credential, certificate, or degree and the target of 32.25% was met.

Table 3. Credential, Certificate, or Degree Results

Indicators	Definitions	2008-09 Results	2009-10 Results	2010-11 Results ⁵	2011-12 Results	2012-13 Results	2013-14 Results
(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.	96.8%	26.38%	28.52%	32.09%	30.65%	35.47%

³From 2007-2009, colleges provided a record of non-returning CTE concentrators' technical certification test results.

⁴ It should be noted that the counts included for this indicator (706/2200) represents a decrease of students as compared to last year. As a reminder, to determine this indicator, a cohort is built from CTE concentrators who entered three years prior to the reporting year and who have either exited without graduating or who have remained active for three total years, including graduates from current year. For the current reporting period (2011-12), this included concentrators from the 2009-10 school year, the same year in which the definition of this indicator changed. The change that was made was to exclude members of the 2 prior cohorts from each new year's cohort of students attaining 12 credits in a CTE major. This resulted in smaller cohort sizes as compared to prior years.

⁵ It should be noted that the counts included for this indicator (706/2200) represents a decrease of students as compared to last year. As a reminder, to determine this indicator, a cohort is built from CTE concentrators who entered three years prior to the reporting year and who have either exited without graduating or who have remained active for three total years, including graduates from current year. For the current reporting period (2011-12), this included concentrators from the 2009-10 school year, the same year in which the definition of this indicator changed. The change that was made was to exclude members of the 2 prior cohorts from each new year's cohort of students attaining 12 credits in a CTE major. This resulted in smaller cohort sizes as compared to prior years.

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, 63.29% of CTE Concentrators remained or transferred to another post-secondary institution during the 2013-14 reporting year. This represents a decrease as compared to the prior reporting year (4% decrease), and the target of 69% was not met. That said, the 90% threshold of the target *was* met.

Table 4. Student Retention or Transfer Results

Indicators	Perkins IV Measurement Definitions	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 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.	69.1%	66.67%	71.66%	64.57%	67.60%	63.29%

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 2013-14 reporting year, data was obtained on 647 concentrators who exited postsecondary education, which represents an increase from the prior year’s total count (n=456). Wyoming will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 84.23% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure, and the target of 88% was not met. That said, the 90% threshold of the target *was* met.

Table 5. Student Placement Results

Indicators	Perkins IV Measurement Definitions	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 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).	94.8%	85.92%	84.07%	85.75%	78.29%	84.23%

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. During the current reporting period, 27.39% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is slightly lower than the prior year's result of 27.89%; however, the target of 25% was met.

Table 6. Non-Traditional Participation Results

Indicators	Perkins IV Measurement Definitions	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 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.	23.1%	27.43%	25.85%	23.99%	27.89%	27.39%

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 13.78% 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 higher to the one obtained last year (12.65%), and the target of 13% was met.

Table 7. Non-Traditional Completion Results

Indicators	Perkins IV Measurement Definitions	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results
(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	11.1%	13.49%	13.28%	12.17%	12.65%	13.78%

In summary, results showed that overall Wyoming postsecondary institutions fully met **four** Perkins IV indicators. To improve on this, progress needs to be made by all postsecondary schools to meet locally negotiated targets. To this end, all postsecondary colleges will develop action plans to promote greater accountability and improvement among schools.