

**Wyoming State Department of Education**

# **Carl Perkins IV State Report**

**Post-Secondary Schools and Students  
2015-16**

**WYOMING**  
DEPARTMENT OF EDUCATION



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## Introduction to Carl Perkins IV

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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 2015-2016 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 Wyoming post-secondary schools with students participating in CTE programs during the 2015-16 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.

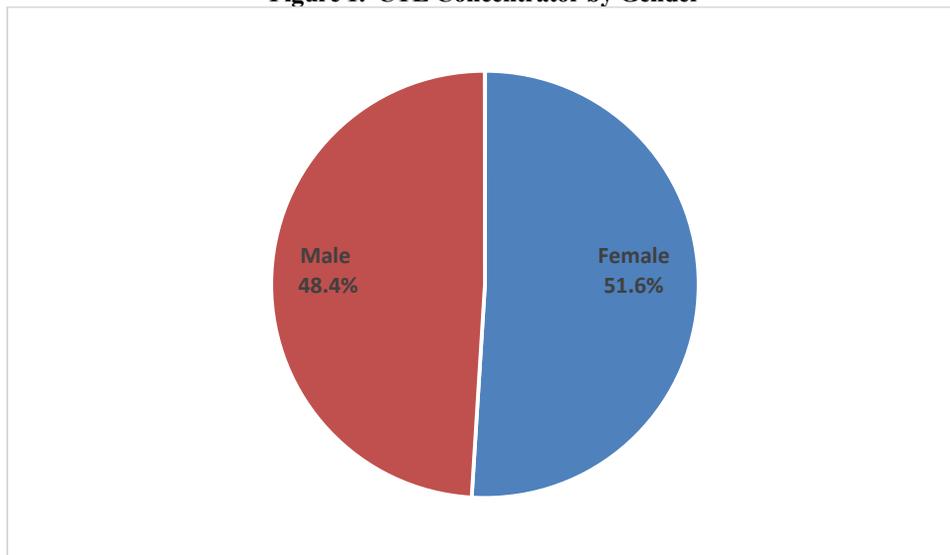
### CTE Concentrators

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 3,987 total students reported as CTE concentrators during the 2015-2016 school year. Concentrator enrollments are reported higher this year than last year (809 more concentrators).

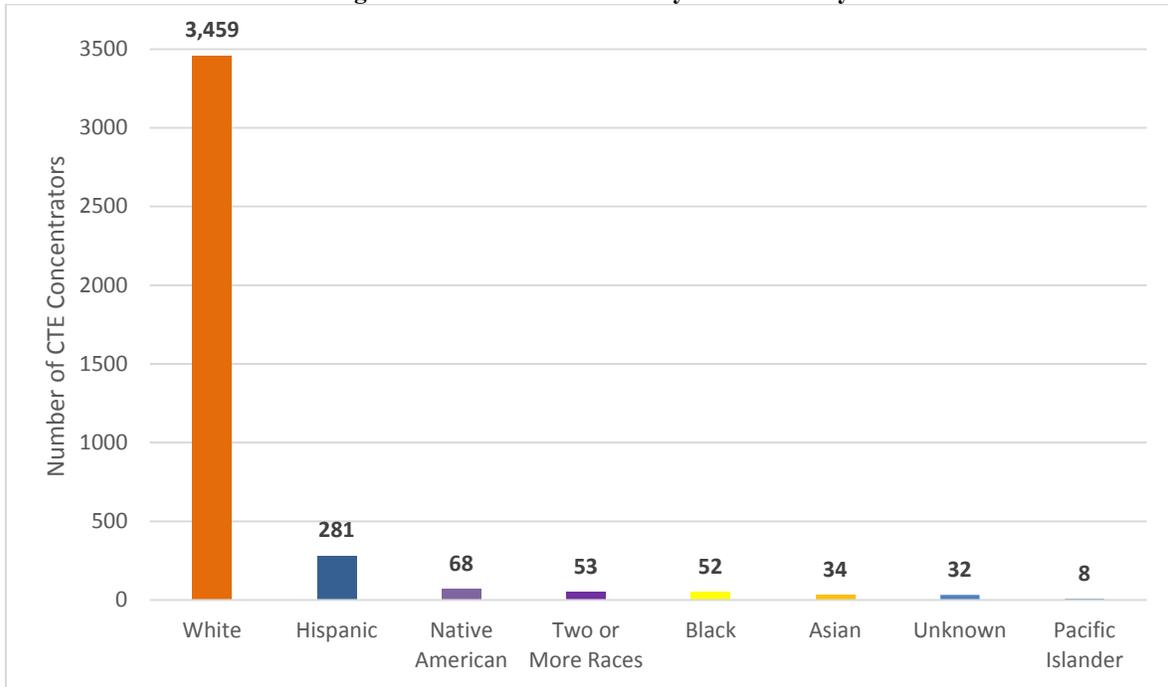
**Gender.** During the 2015-2016 year, it was reported that 1,930 (48.4%) CTE concentrators were male and 2,057 (51.6%) were female. The proportion of males to females is similar this year to last year (~49% males; ~51% females).

Figure 1. CTE Concentrator by Gender



**Race/Ethnicity.** Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 87% White students and 13% minorities.

**Figure 2. CTE Concentrators by Race/Ethnicity**



**Career cluster/program area.** The Health Science cluster was again the most popular program area (30.1%). Manufacturing has been in the top three most popular programs over the past five years (17.6% in 2015-16). Education and Training has gone from being virtually unreported to being the second most reported program (20.9% in 2015-16).

**Table 1. CTE Concentrator Enrollment by Program Area**

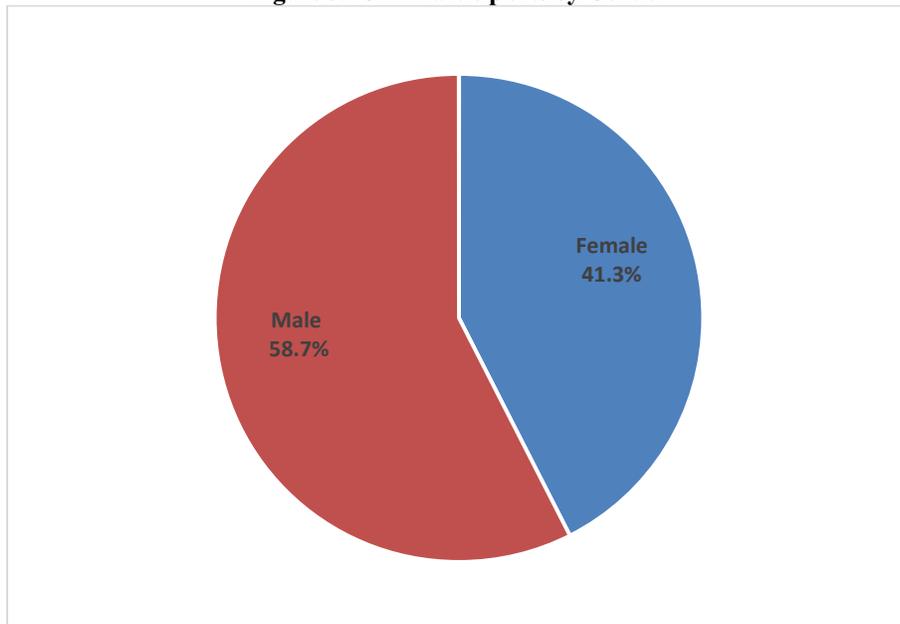
Program Area	Count	Percent
Health Science	1,200	30.1%
Education & Training	833	20.9%
Manufacturing	701	17.6%
Transportation, Distribution & Logistics	335	8.4%
Law, Public Safety, Corrections & Security	220	5.5%
Agriculture, Food & Natural Resources	189	4.7%
Arts, Audio/Video Technology & Communications	131	3.3%
Information Technology	107	2.7%
Business Management & Administration	91	2.3%
Architecture & Construction	62	1.6%
Science, Technology, Engineering & Mathematics	37	0.9%
Human Services	32	0.8%
Hospitality & Tourism	28	0.7%
Finance	20	0.5%
Marketing	1	0.0%
Government & Public Administration	0	0.0%

## **CTE Participants**

At the post-secondary level, a **CTE participant** is defined as a student who has completed any units in a CTE course during the reporting year. Participant enrollments are reported slightly lower this year than last year. A total of 14,462 students were reported as CTE participants by colleges for the 2015-16 reporting year.

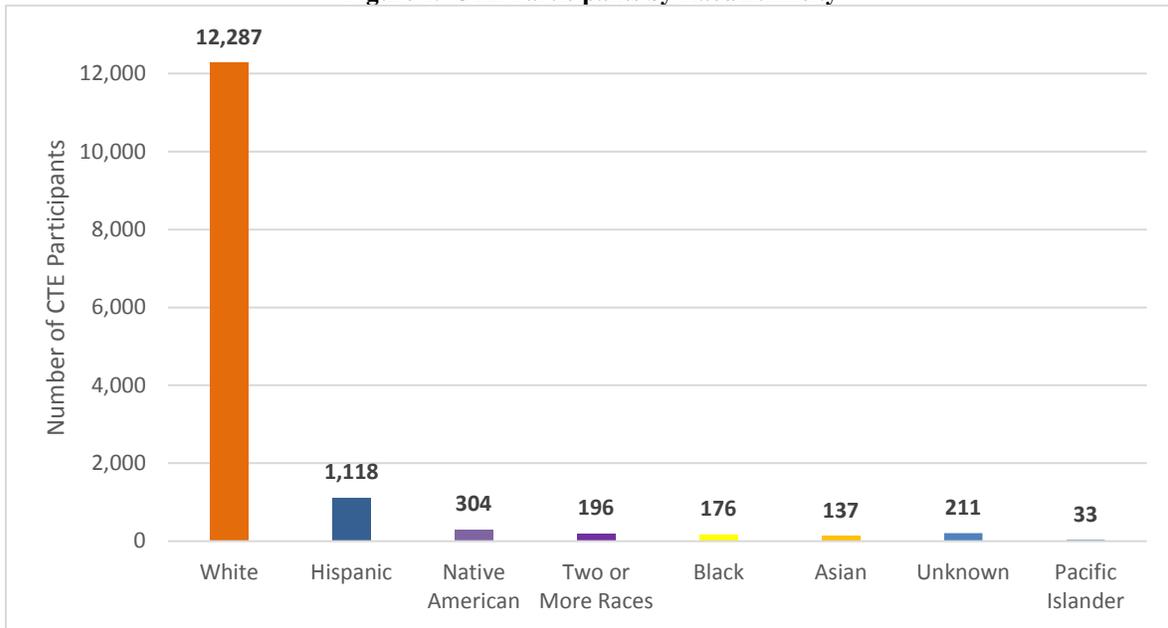
**Gender.** During the 2015-2016 school year, it was reported that 8,482 (58.7%) males and 5,980 (41.3%) females were CTE participants. This is a lower proportion of females compared to last year (42.5%).

**Figure 3. CTE Participants by Gender**



**Race/Ethnicity.** Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 85% White students and 15% minorities.

**Figure 4. CTE Participants by Race/Ethnicity**



**Eligibility Category.** Most CTE participants in a special population were categorized as nontraditional enrollees (38.4% of special populations) followed by economically disadvantaged (36.2% of special populations).

**Table 2. CTE Participants by Eligibility Category**

Category*	Count	Percent of Special Pops
Nontraditional Enrollees	2,279	38.4%
Economically Disadvantaged	2,148	36.2%
Single Parents	857	14.4%
Displaced Homemakers	304	5.1%
Individuals With Disabilities (ADA)	310	5.2%
Limited English Proficient	40	0.7%
Total	5,938	100.0%

\*Students may have been eligible under more than one category.

# 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 at 90% or greater 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**

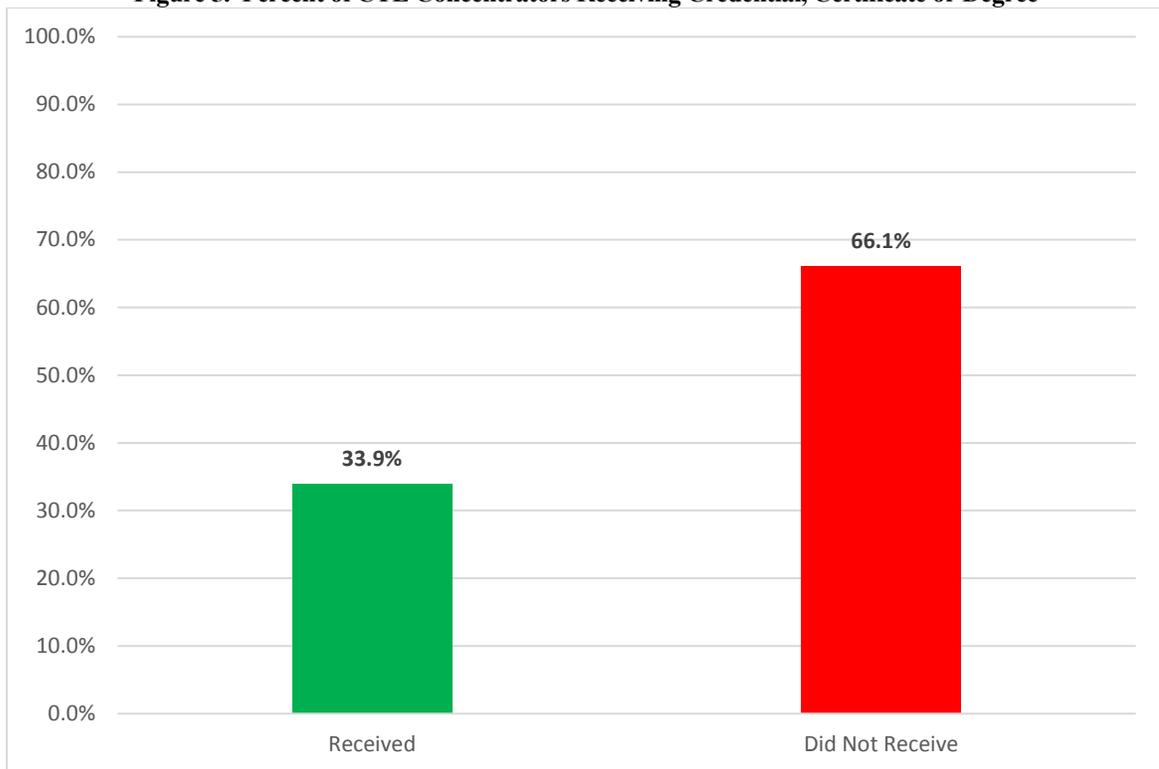
Indicators	Definitions	2015-16 Targets	2015-16 Results
<b>(1P1) Technical Skill Attainment</b>	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	32.74%	33.85%
<b>(2P1) Credential, Certificate or Degree</b>	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.	32.74%	33.85%
<b>(3P1) Student Retention or Transfer</b>	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.	65.15%	62.95%
<b>(4P1) Student Placement</b>	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).	82.76%	77.69%
<b>(5P1) Non-Traditional Participation</b>	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	26.42%	22.03%
<b>(5P2) Non-Traditional Completion</b>	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	12.87%	12.00%

## **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, **33.9% of CTE concentrators attained a Credential, Certificate or Degree** as compared to 66.1% that did not receive a credential, certificate or degree. This represents an increase from the prior year in which 33.1% reached technical skill attainment. For 2015-16, 543 concentrators were included in the numerator as completers, while 1,604 concentrators comprised the denominator.

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



**Indicator 1P1 & 2P1 by Subpopulations:**

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

- 29.8% of males and 37.9% of females received a credential, certificate or degree.
- Among race/ethnicity subgroups, Hispanic (35.1%) and Asian (35.7%) students had the highest percentage of students receiving a credential, certificate or degree.
- The highest proportion of special population students to meet this indicator were individuals with disabilities (63.6%).

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

<b>(1P1) Technical Skill Attainment</b>			
<b>Gender</b>	<b># of Students in Numerator</b>	<b># of Students in Denominator</b>	<b>Percent of Students Meeting Indicator</b>
Male	238	799	29.8%
Female	305	805	37.9%
<b>Race/Ethnicity</b>			
Native American	15	43	34.9%
Asian	5	14	35.7%
Pacific Islander	*	*	NA
Black	9	29	31.0%
Hispanic	39	111	35.1%
White	459	1,359	33.8%
Two or More Races	4	13	30.8%
Unknown	10	31	32.3%
<b>Special Populations</b>			
Individuals With Disabilities (ADA)	7	11	63.6%
Economically Disadvantaged	219	663	33.0%
Single Parents	*	*	NA
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Nontraditional Enrollees	54	171	31.6%

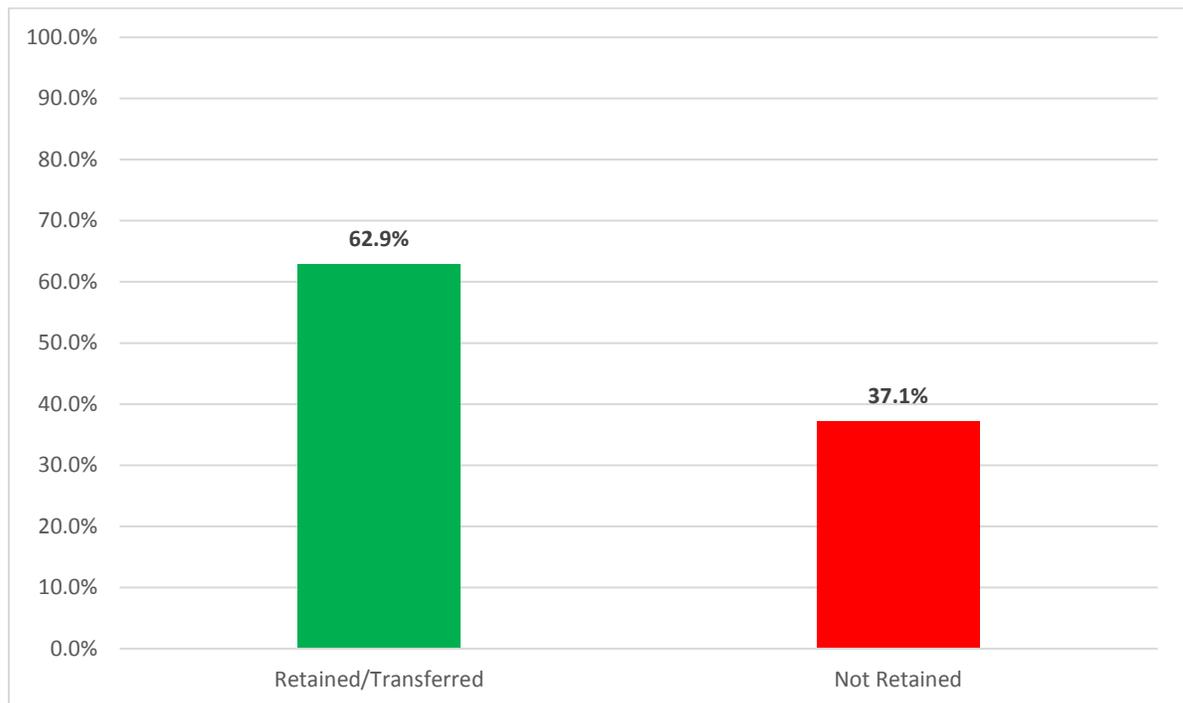
\* Low counts (<10) and values >=95% or <=5% have been suppressed.

### **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 2014 and who had not completed their program as of Spring 2015 were identified. Of these students, those who remained at the reporting college (retained) or transferred to another post-secondary institution (transferred) between Summer 2015 and Spring 2016 were counted in the numerator. In this case, records from the National Student Clearinghouse were matched against concentrator records to identify transfers.

Overall, **62.9% of CTE concentrators remained** in their original postsecondary institution or **transferred** to another 2- or 4-year institution as compared to 37.1% that did not transfer or were not retained. This represents a decrease of approximately 18.1% as compared to 2014-15. For the 2015-16 academic year, 1,602 concentrators were included in the numerator as retained or transferred, while 2,545 total concentrators were in the denominator.

**Figure 6. Percent of CTE Concentrators Retained or Transferred**



**Indicator 3P1 by Subpopulations:**

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

- A larger percentage of females (65.0%) than males (60.9%) were either retained or transferred to another post-secondary institution.
- Among race/ethnicity subgroups, Asian (66.7%) and Native American (68.4%) students had the highest percentage of students retained or transferred to another post-secondary institution.
- Single Parents had the highest rates of students retained or transferred (71.0%) among special populations.

**Table 5. Indicator 3P1 Results by Subpopulations**

<b>(3P1) Student Retention or Transfer</b>			
<b>Gender</b>	<b># of Students in Numerator</b>	<b># of Students in Denominator</b>	<b>Percent of Students Meeting Indicator</b>
<b>Male</b>	775	1,273	60.9%
<b>Female</b>	827	1,272	65.0%
<b>Race/Ethnicity</b>			
<b>Native American</b>	39	57	68.4%
<b>Asian</b>	20	30	66.7%
<b>Pacific Islander</b>	*	*	NA
<b>Black</b>	17	28	60.7%
<b>Hispanic</b>	110	178	61.8%
<b>White</b>	1,376	2,180	63.1%
<b>Two or More Races</b>	23	42	54.8%
<b>Unknown</b>	15	25	60.0%
<b>Special Populations</b>			
<b>Individuals With Disabilities (ADA)</b>	73	106	68.9%
<b>Economically Disadvantaged</b>	689	1,128	61.1%
<b>Single Parents</b>	198	279	71.0%
<b>Displaced Homemakers</b>	95	146	65.1%
<b>Limited English Proficient</b>	8	12	66.7%
<b>Nontraditional Enrollees</b>	174	256	68.0%

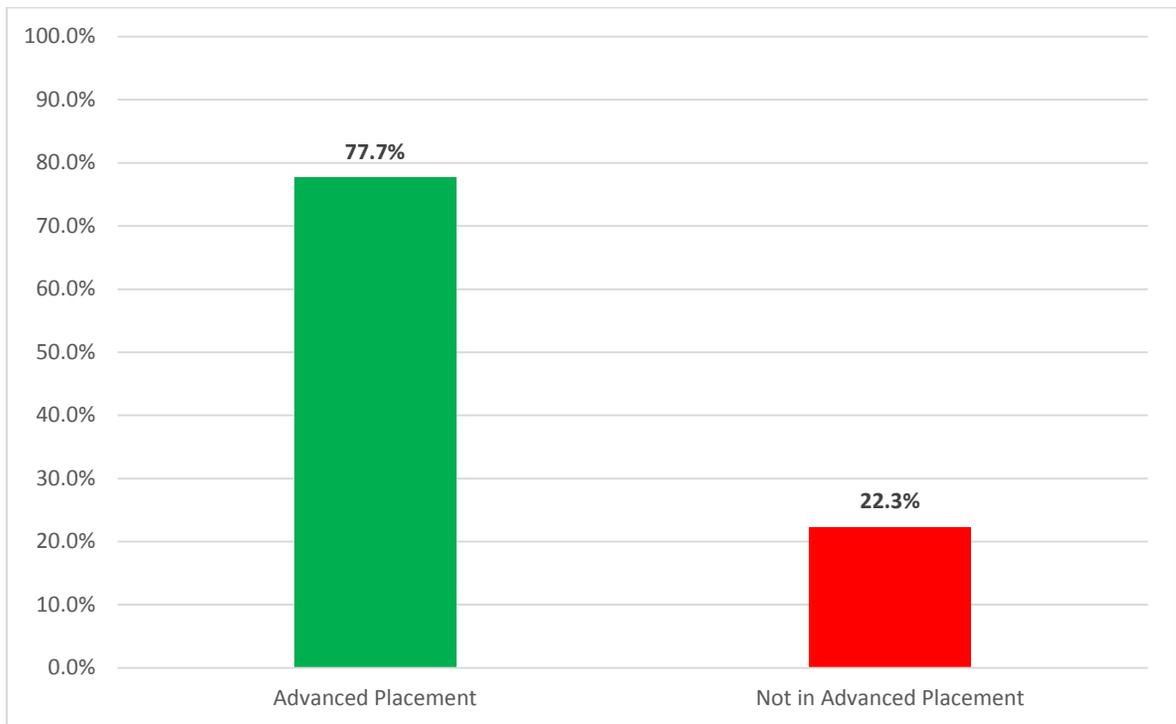
\* Low counts (<10) and values >=95% or <=5% have been suppressed.

**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. Colleges are working on alternative methods to gather follow-up data to supplement and improve upon data collection.

Results showed that **77.7% of CTE concentrators who left postsecondary education were employed, in the military, and/or in apprenticeship** during the second quarter following their departure. This is decrease from the prior reporting year (85.0%).

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



**Indicator 4P1 by Subpopulations:**

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

- 70.6% of males and 84.6% of females were employed, in the military, or in an apprenticeship following their exit from postsecondary education.
- Among race/ethnicity subgroups, White (78.4%) students had the highest percentage of students who were employed, in the military, or in an apprenticeship.
- Economically Disadvantaged (85.1%) subgroup had the highest percentage of special population students that were employed, in the military, or in an apprenticeship.

**Table 6. Indicator 4P1 Results by Subpopulations**

<b>(4P1) Student Placement</b>			
<b>Gender</b>	<b># of Students in Numerator</b>	<b># of Students in Denominator</b>	<b>Percent of Students Meeting Indicator</b>
<b>Male</b>	84	119	70.6%
<b>Female</b>	104	123	84.6%
<b>Race/Ethnicity</b>			
<b>Native American</b>	*	*	NA
<b>Asian</b>	*	*	NA
<b>Pacific Islander</b>	*	*	NA
<b>Black</b>	*	*	NA
<b>Hispanic</b>	6	11	54.5%
<b>White</b>	163	208	78.4%
<b>Two or More Races</b>	*	*	NA
<b>Unknown</b>	*	*	NA
<b>Special Populations</b>			
<b>Individuals With Disabilities (ADA)</b>	*	*	NA
<b>Economically Disadvantaged</b>	86	101	85.1%
<b>Single Parents</b>	8	10	80.0%
<b>Displaced Homemakers</b>	*	*	NA
<b>Limited English Proficient</b>	*	*	NA
<b>Nontraditional Enrollees</b>	19	22	86.4%
<b>Sub-indicators</b>			
<b>Apprenticeship</b>	9		
<b>Employment</b>	184		
<b>Military</b>	1		

\*A student may be counted in more than one sub-indicator.

\* Low counts (<10) and values  $\geq 95\%$  or  $\leq 5\%$  have been suppressed.

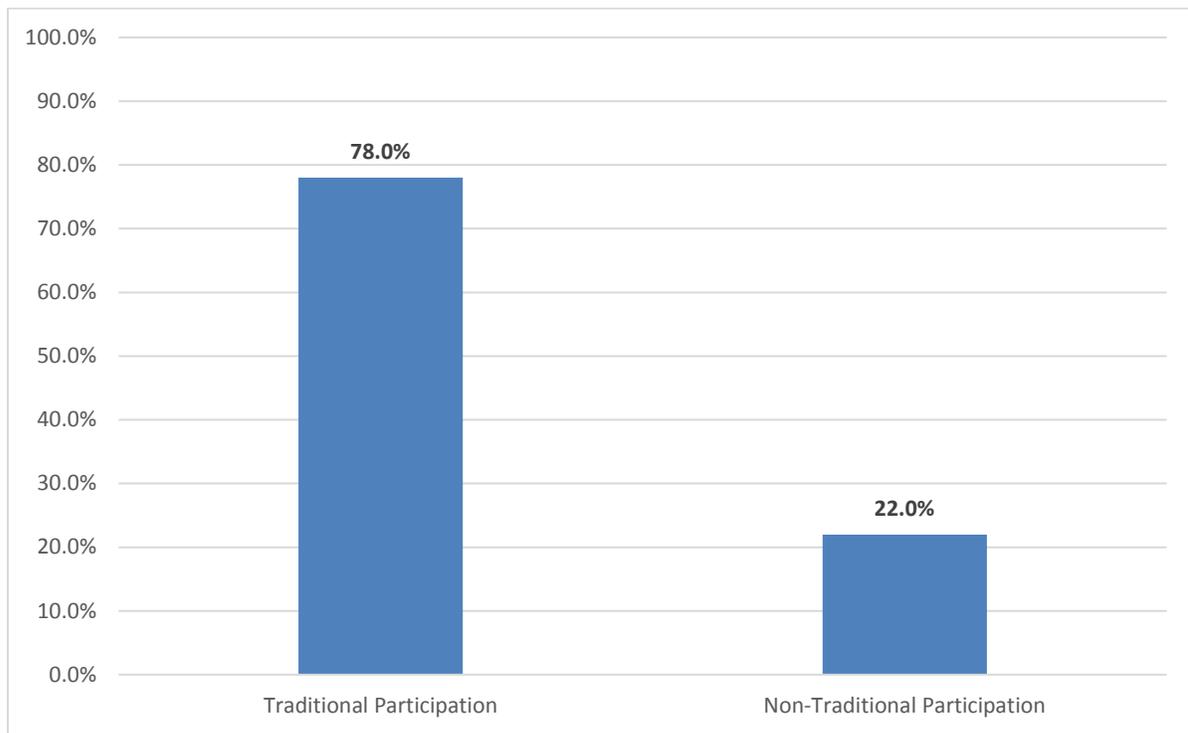
## **5P1 Non-Traditional Participation**

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 2015-16 reporting year, 22% of CTE participants in non-traditional programs were in under-represented gender groups, while 78% CTE participants participated in a program leading to employment in a traditional field. This represents a decrease (1.7%) as compared to 2014-15. For 2015-16 academic year, 2,279 participants from underrepresented gender groups participated in a program leading to employment in non-traditional fields, while 10,347 participants regardless of gender group, participated in a program leading to employment in traditional fields during the reporting year.

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



**Indicator 5P1 by Subpopulations:**

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

- A significant difference in results by gender was observed. While 54.3% of female students participated in a non-traditional program, only 5.7% of males did so.
- Among race/ethnicity groups, two or more races (40.7%) had the highest percentage of nontraditional participants.
- Students with disabilities (30.6%) had the highest rates of non-traditional participation followed closely by economically disadvantaged students (35.4%).

**Table 7. Indicator 5P1 Results by Subpopulations**

<b>(5P1) Non Traditional Participation</b>			
<b>Gender</b>	<b># of Students in Numerator</b>	<b># of Students in Denominator</b>	<b>Percent of Students</b>
<b>Male</b>	389	6,865	5.7%
<b>Female</b>	1,890	3,482	54.3%
<b>Race/Ethnicity</b>			
<b>Native American</b>	64	209	30.6%
<b>Asian</b>	19	73	26.0%
<b>Pacific Islander</b>	4	21	19.0%
<b>Black</b>	30	115	26.1%
<b>Hispanic</b>	201	777	25.9%
<b>White</b>	1,863	8,874	21.0%
<b>Two or More Races</b>	48	118	40.7%
<b>Unknown</b>	50	160	31.3%
<b>Special Populations</b>			
<b>Individuals With Disabilities (ADA)</b>	61	167	36.5%
<b>Economically Disadvantaged</b>	488	1,379	35.4%
<b>Single Parents</b>	191	560	34.1%
<b>Displaced Homemakers</b>	53	174	30.5%
<b>Limited English Proficient</b>	6	27	22.2%

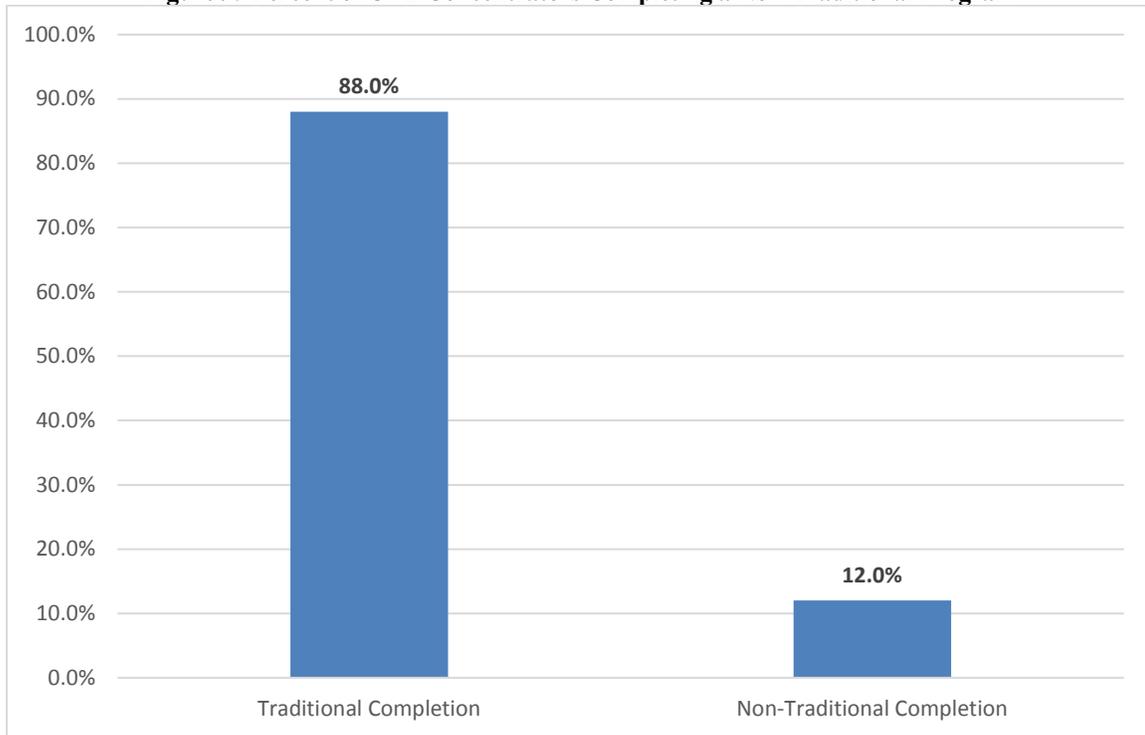
\* Low counts (<10) and values >=95% or <=5% have been suppressed.

### **5P2 Non-traditional Completion**

The Non-Traditional Completion indicator under Perkins IV is defined as the percentage of CTE concentrators, who receive or were eligible to receive a credential, certificate, or degree in a CTE program, that were from underrepresented gender groups in non-traditional programs. 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 2015-2016 reporting year, 12% of CTE concentrators from non-traditional programs that received or were eligible to receive a credential, certificate or degree were from underrepresented gender groups. The 12% of concentrators from underrepresented gender groups in non-traditional programs is lower than the 13.8% figure attained for the 2014-15 reporting year.

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



**Indicator 5P2 by Subpopulations:**

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

- The percentage of underrepresented male concentrators completing a non-traditional program (11.8%) was lower than the percentage of underrepresented females completing a similar program (12.2%).
- Among ethnic/racial subgroups, Hispanic students (13.9%) had the highest percent of underrepresented students who completed a non-traditional program.
- Economically disadvantaged students (17.2%) were the only special populations group that had enough students to avoid suppression.

**Table 8. Indicator 5P2 Results by Subpopulations**

<b>(5P2) Non Traditional Completion</b>			
<b>Gender</b>	<b># of Students in Numerator</b>	<b># of Students in Denominator</b>	<b>Percent of Students</b>
<b>Male</b>	24	204	11.8%
<b>Female</b>	30	246	12.2%
<b>Race/Ethnicity</b>			
<b>Native American</b>	1	13	7.7%
<b>Asian</b>	*	*	NA
<b>Pacific Islander</b>	*	*	NA
<b>Black</b>	*	*	NA
<b>Hispanic</b>	5	36	13.9%
<b>White</b>	44	377	11.7%
<b>Two or More Races</b>	*	*	NA
<b>Unknown</b>	*	*	NA
<b>Special Populations</b>			
<b>Individuals With Disabilities (ADA)</b>	*	*	NA
<b>Economically Disadvantaged</b>	32	186	17.2%
<b>Single Parents</b>	*	*	NA
<b>Displaced Homemakers</b>	*	*	NA
<b>Limited English Proficient</b>	*	*	NA

\* Low counts (<10) and values  $\geq 95\%$  or  $\leq 5\%$  have been suppressed.

## Summary

During the 2015-16 school year, postsecondary institutions instituted an updated and standardized digital data collection system established in 2014-15. The following provides a summary of results from the 2015-16 Perkins reporting year.

Information was collected from seven post-secondary schools with students participating in CTE programs in Wyoming. A total of 14,462 CTE participants and 3,987 CTE concentrators were reported across all of the post-secondary institutions. Concentrator counts are reported higher this year than in the past year, but participant counts are lower.

**Table 9. CTE Concentrator and Participant Counts**

Perkins IV Definitions	2010-11 Results	2011-12 Results	2012-13* Results	2013-14 Results	2014-15 Results	2015-16 Results
At the postsecondary level, a <b>CTE concentrator</b> 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.	4,521	4,434	6,824	5,153	3,178	3,987
At the postsecondary level, a <b>CTE participant</b> is defined as a student who has earned one or more credits in any CTE program area.	9889	9,900	16,368	13,555	14,688	14,462

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 2P1). Results show that 33.85% of CTE Concentrators met the technical skills criteria, see Table 10. This represents a slight increase over the prior reporting year, and the target of 32.74% was fully met.

**Table 10. Technical Skill Attainment Results**

Indicators	Definitions	2010-11 Results <sup>1</sup>	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
<b>(1P1) Technical Skill Attainment</b>	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.	28.52%	32.09%	30.65%	35.47%	33.12%	33.85%

The 2P1 indicator for credential, certificate or degree attainment is the same as 1P1. As noted above (and below), during the 2015-16 reporting year, 33.85% of CTE concentrators earned a credential, certificate, or degree and the target of 32.74% was fully met.

**Table 11. Credential, Certificate, or Degree Results**

Indicators	Definitions	2010-11 Results <sup>2</sup>	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
<b>(2P1) Credential, Certificate or Degree</b>	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.	28.52%	32.09%	30.65%	35.47%	33.12%	33.85%

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, 62.95% of CTE Concentrators remained or transferred to another post-secondary institution during the 2015-16 reporting year. This represents a decrease over the prior reporting year, and the target of 65.15% was met at the 90% threshold.

**Table 12. Student Retention or Transfer Results**

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
<b>(3P1) Student Retention or Transfer</b>	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.	71.66%	64.57%	67.60%	63.29%	80.99%	62.95%

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 2015-16 reporting year, data was obtained on 242 concentrators who exited postsecondary education, which represents a decrease from the prior year's total count (n=555). Wyoming will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 77.69% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure, and the target of 82.76% was met at the 90% threshold.

**Table 13. Student Placement Results**

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
<b>(4P1) Student Placement</b>	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, 2015 would be assessed between October 1, 2015 and December 31, 2015).	84.07%	85.75%	78.29%	84.23%	85.05%	77.69%

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, 22.03% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is lower than the prior year's result of 23.69%. The target of 26.42% was not met.

**Table 14. Non-Traditional Participation Results**

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
<b>(5P1) Non-Traditional Participation</b>	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	25.85%	23.99%	27.89%	27.39%	23.69%	22.03%

Perkins IV defines Non-Traditional Completion (5P2) as the percentage of CTE concentrators who receive or were eligible to receive a credential, certificate, or degree in a non-traditional CTE program that are from underrepresented gender groups. Results for the present reporting year show that 12.0% of CTE Concentrators eligible to receive a credential, certificate or degree in a non-traditional field were from underrepresented gender groups. This figure is lower than the one obtained last year (13.76%), and the target of 12.87% was met at the 90% threshold.

**Table 15. Non-Traditional Completion Results**

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
<b>(5P2) Non-Traditional Completion</b>	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	13.28%	12.17%	12.65%	13.78%	13.76%	12.00%

In summary, results show that Wyoming fully met **two** Perkins IV indicators. Additionally, Wyoming met three Perkins IV indicators at the 90% threshold. One indicator (5P1) was not met. 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.