

Wyoming State Department of Education

Carl Perkins IV State Report

**Post-Secondary Schools and Students
2016-17**

WYOMING
DEPARTMENT OF EDUCATION



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Introduction to Carl Perkins IV

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 2016-2017 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 2016-17 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.

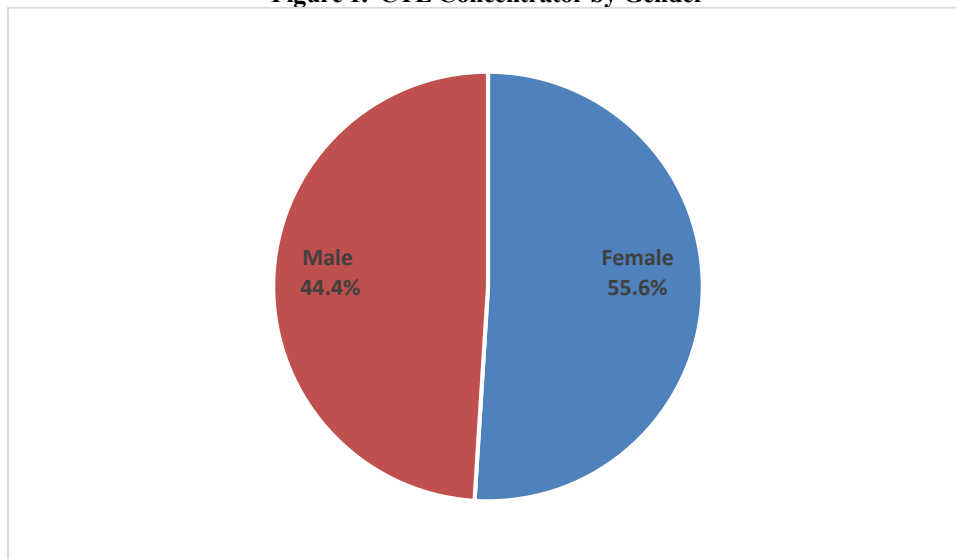
CTE Concentrators

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 6,063 total students reported as CTE concentrators during the 2016-2017 school year. Concentrator enrollments are reported higher this year than last year (due in large part to past 3reporting error).

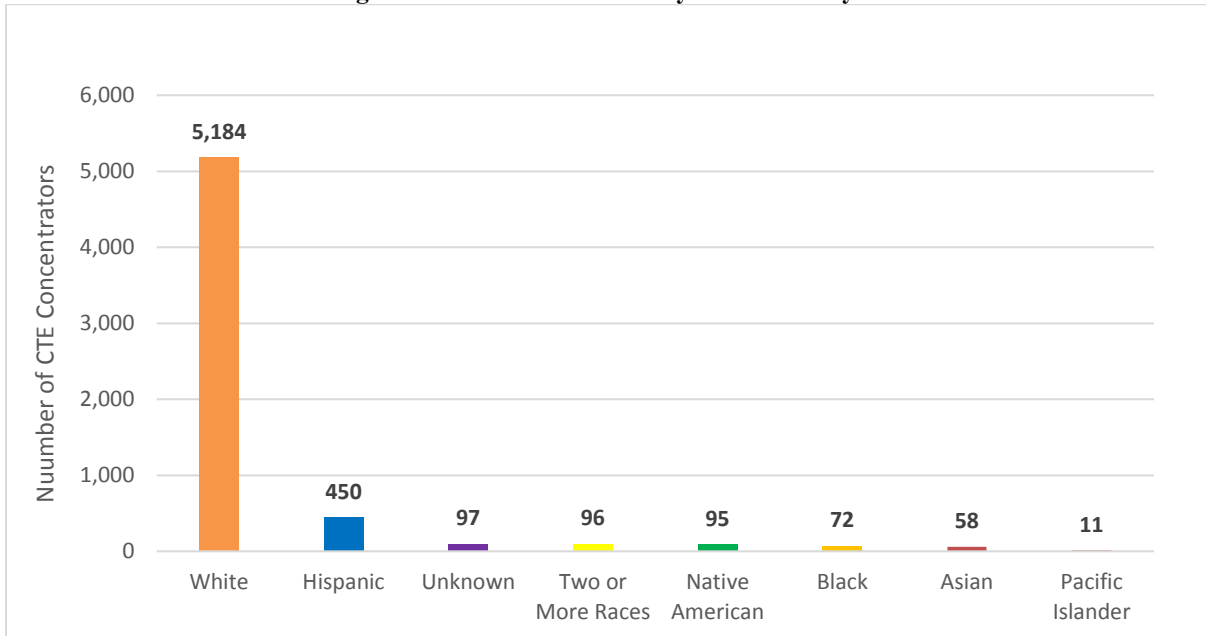
Gender. During the 2016-2017 year, it was reported that 2,692 (44.4%) CTE concentrators were male and 3,371 (55.6%) were female. The proportion of males to females is lower this year compared to last year (~48.4% males; ~51.6% females).

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 85.5% White students and 14.5% minorities.

Figure 2. CTE Concentrators by Race/Ethnicity



Career cluster/program area. The Health Science cluster was again the most popular program area (26.1%). Manufacturing has been in the top three most popular programs over the past five years (11.5% in 2016-17).

Table 1. CTE Concentrator Enrollment by Program Area

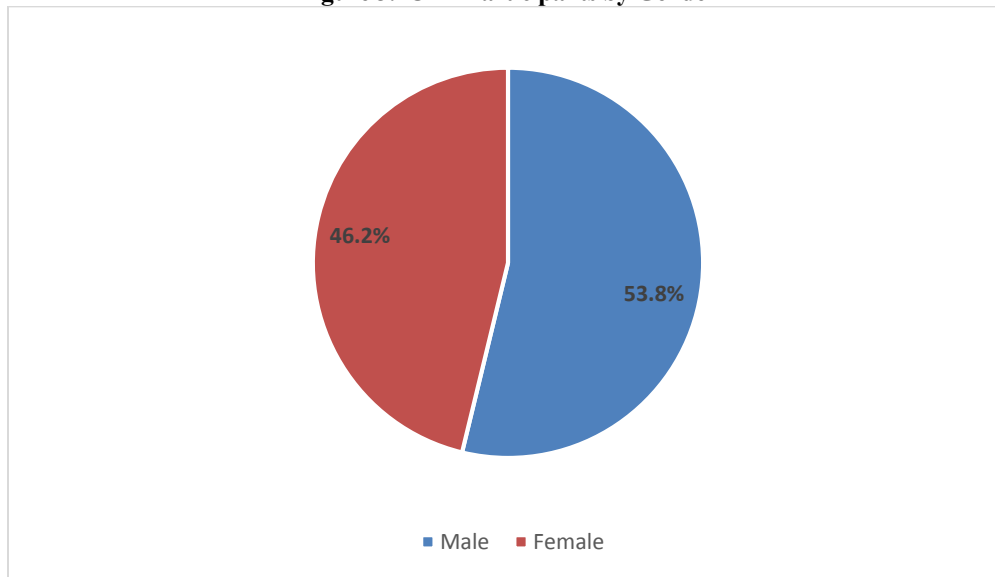
Program Area	Count	Percent
Health Science	1,584	26.1%
Business Management & Administration	730	12.0%
Manufacturing	696	11.5%
Education & Training	610	10.1%
Agriculture, Food & Natural Resources	499	8.2%
Law, Public Safety, Corrections & Security	358	5.9%
Transportation, Distribution & Logistics	347	5.7%
Arts, Audio/Video Technology & Communications	293	4.8%
Information Technology	201	3.3%
Finance	169	2.8%
Science, Technology, Engineering & Mathematics	164	2.7%
Architecture & Construction	158	2.6%
Hospitality & Tourism	121	2.0%
Human Services	118	1.9%
Marketing	13	0.2%
Government & Public Administration	2	0.0%

CTE Participants

Participant enrollments are reported higher this year than last year. A total of 16,778 students were reported as CTE participants by colleges for the 2016-17 reporting year.

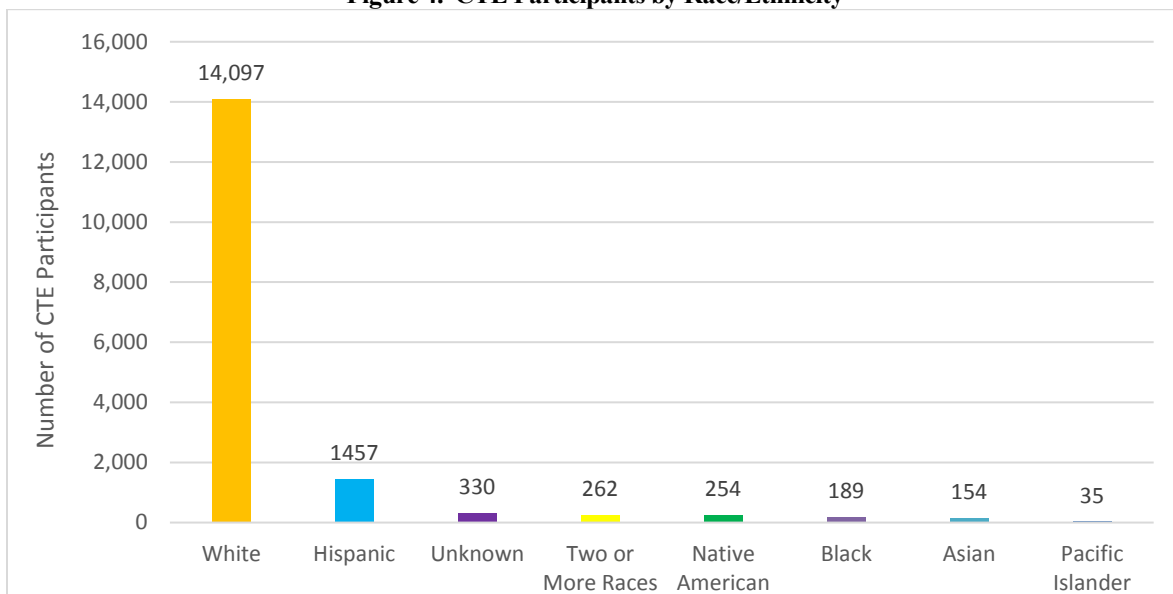
Gender. During the 2016-2017 school year, it was reported that 9,024 (53.8%) males and 7,754 (46.2%) females were CTE participants. This is a lower proportion of females compared to last year (42.5%).

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 84% White students and 16% minorities.

Figure 4. CTE Participants by Race/Ethnicity



Eligibility Category. Most CTE participants in a special population were categorized as economically disadvantaged (37.5% of special populations) followed by nontraditional enrollees (32.3% of special populations).

Table 2. CTE Participants by Eligibility Category

Category*	Count	Percent of Special Pops
Nontraditional Enrollees	2,490	32.3%
Economically Disadvantaged	2,886	37.5%
Single Parents	1,317	17.1%
Displaced Homemakers	557	7.2%
Individuals With Disabilities (ADA)	369	4.8%
Limited English Proficient	80	1.0%
Total	7,699	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

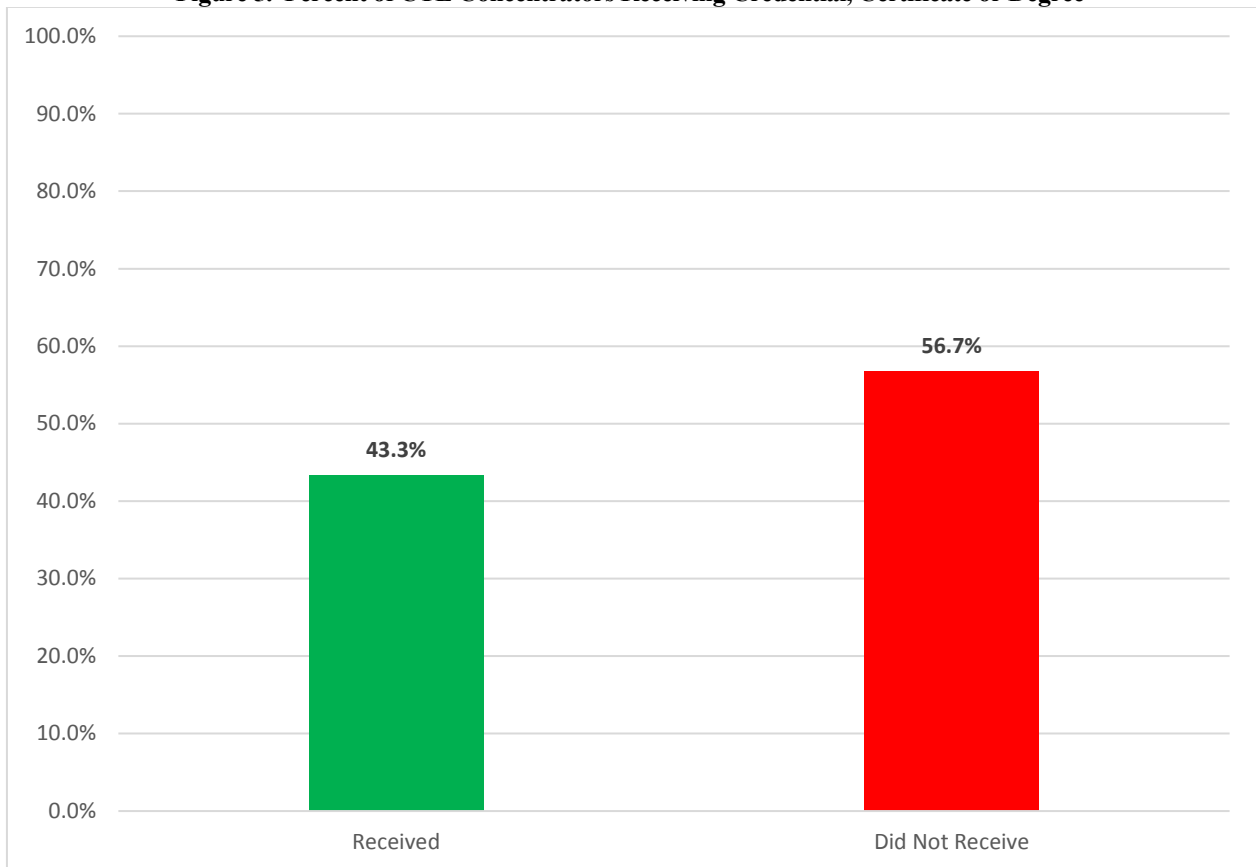
Indicators	Definitions	2016-17 Targets	2016-17 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	33.00	43.26
(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.	33.00	43.26
(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.	67.10	67.41
(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).	82.76	87.54
(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.	27.04	22.75
(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	13.48	14.82

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, **43.3% of CTE concentrators attained a Credential, Certificate or Degree** as compared to 56.7% that did not receive a credential, certificate or degree. This represents an increase from the prior year in which 33.9% reached technical skill attainment. For 2016-17, 1,149 concentrators were included in the numerator as completers, while 2,656 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:

- 39.5% of males and 46.4% of females received a credential, certificate or degree.
- Among race/ethnicity subgroups, Asian (55.2%) 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 (51.0%).

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

(1P1) Technical Skill Attainment			
	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Gender			
Male	478	1,209	39.5%
Female	671	1,447	46.4%
Race/Ethnicity			
Native American	25	55	45.5%
Asian	16	29	55.2%
Pacific Islander	*	*	NA
Black	7	32	21.9%
Hispanic	101	223	45.3%
White	965	2,223	43.4%
Two or More Races	21	54	38.9%
Unknown	12	36	33.3%
Special Populations			
Individuals With Disabilities (ADA)	25	49	51.0%
Economically Disadvantaged	443	1,032	42.9%
Single Parents	75	250	30.0%
Displaced Homemakers	30	131	22.9%
Limited English Proficient	*	*	<10.0%
Nontraditional Enrollees	114	278	41.0%

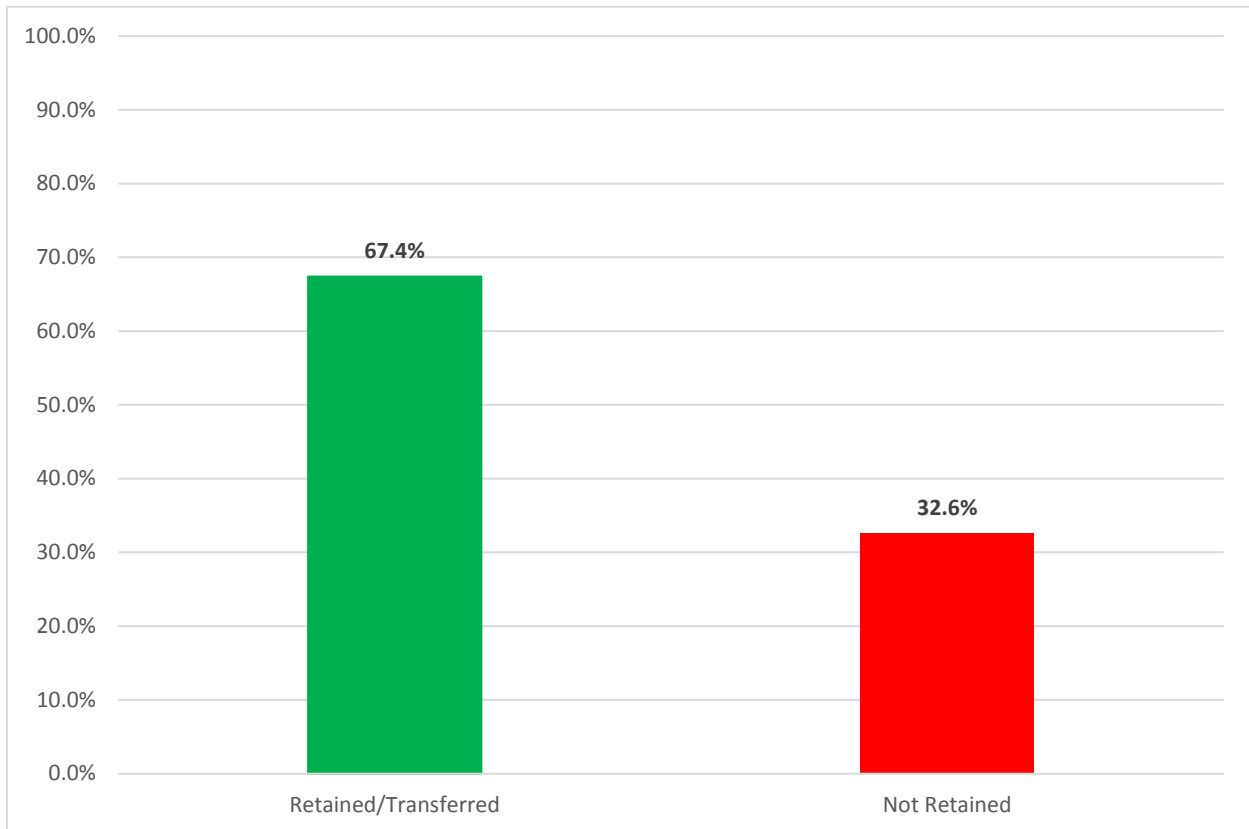
* Low counts (denominator <10) and values $\geq 95\%$ or $\leq 5\%$ have been suppressed.

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 2015 and who had not completed their program as of Spring 2016 were identified. Of these students, those who remained at the reporting college (retained) or transferred to another post-secondary institution (transferred) between Summer 2016 and Spring 2017 were counted in the numerator. In this case, records from the National Student Clearinghouse were matched against concentrator records to identify transfers.

Overall, **67.4% of CTE concentrators remained** in their original postsecondary institution or **transferred** to another 2- or 4-year institution as compared to 32.6% that did not transfer or were not retained. This represents an increase of approximately 4.5% as compared to 2015-16. For the 2016-17 academic year, 3,061 concentrators were included in the numerator as retained or transferred, while 4,541 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 (70.5%) than males (63.9%) were either retained or transferred to another post-secondary institution.
- Among race/ethnicity subgroups, Asian (70.8%) students had the highest percentage of students retained or transferred to another post-secondary institution.
- LEP students had the highest rates of students retained or transferred (82.8%) 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	1,348	2,110	63.9%
Female	1,713	2,431	70.5%
Race/Ethnicity			
Native American	47	76	61.8%
Asian	34	48	70.8%
Pacific Islander	*	*	NA
Black	42	61	68.9%
Hispanic	254	366	69.4%
White	2,628	3,877	67.8%
Two or More Races	33	60	55.0%
Unknown	19	46	41.3%
Special Populations			
Individuals With Disabilities (ADA)	89	122	73.0%
Economically Disadvantaged	1,250	1,847	67.7%
Single Parents	366	482	75.9%
Displaced Homemakers	200	272	73.5%
Limited English Proficient	24	29	82.8%
Nontraditional Enrollees	350	497	70.4%

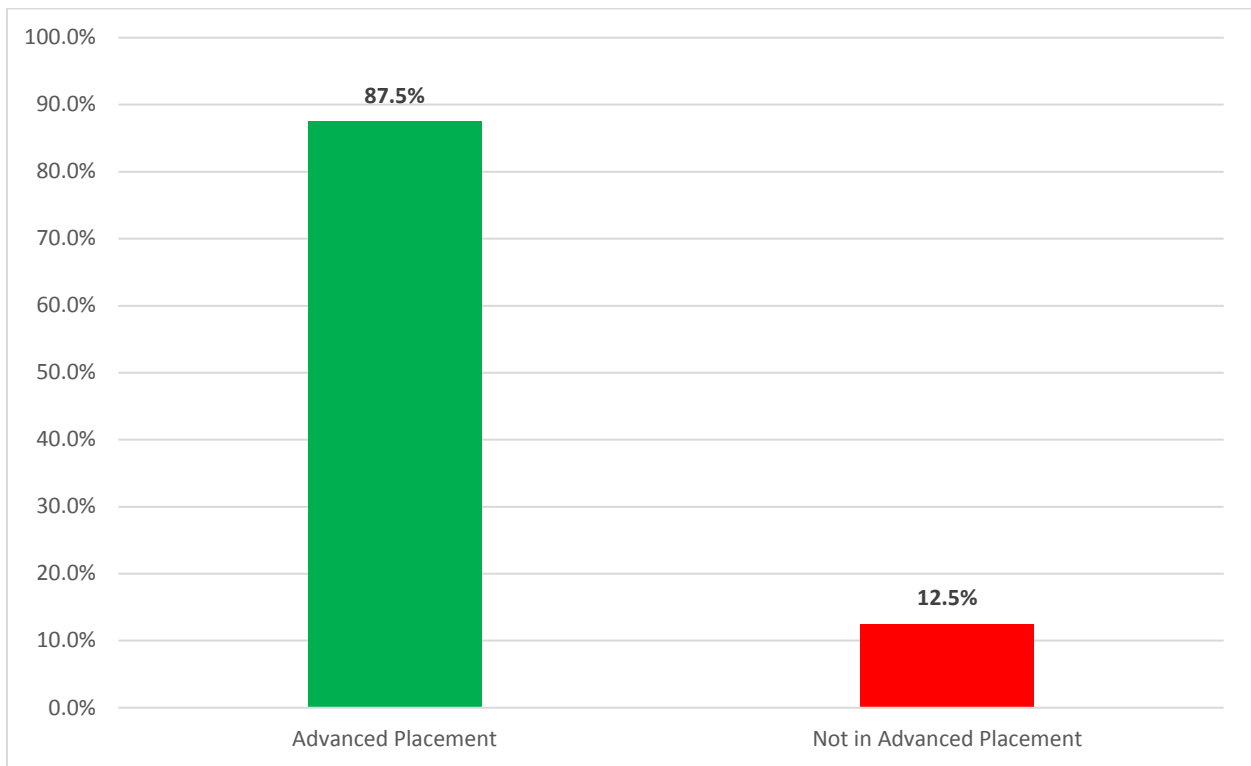
* Low counts (denominator <10) and values $\geq 95\%$ or $\leq 5\%$ have been suppressed.

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 **87.5% 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 an increase from the prior reporting year (77.7%).

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:

- 91.4% of males and 83.7% of females were employed, in the military, or in an apprenticeship following their exit from postsecondary education.
- Among race/ethnicity subgroups, White (88.3%) students had the highest percentage of students who were employed, in the military, or in an apprenticeship.
- Economically Disadvantaged (80.0%) and Nontraditional (83.3%) subgroups 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

(4P1) Student Placement			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	128	140	91.4%
Female	118	141	83.7%
Race/Ethnicity			
Native American	*	*	NA
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	10	14	71.4%
White	226	256	88.3%
Two or More Races	*	*	NA
Unknown	*	*	NA
Individuals With Disabilities (ADA)			
Individuals With Disabilities (ADA)	7	10	70.0%
Economically Disadvantaged	88	110	80.0%
Single Parents	*	*	NA
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Nontraditional Enrollees	20	24	83.3%
Sub-indicators			
Apprenticeship	5		
Employment	243		
Military	7		

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

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

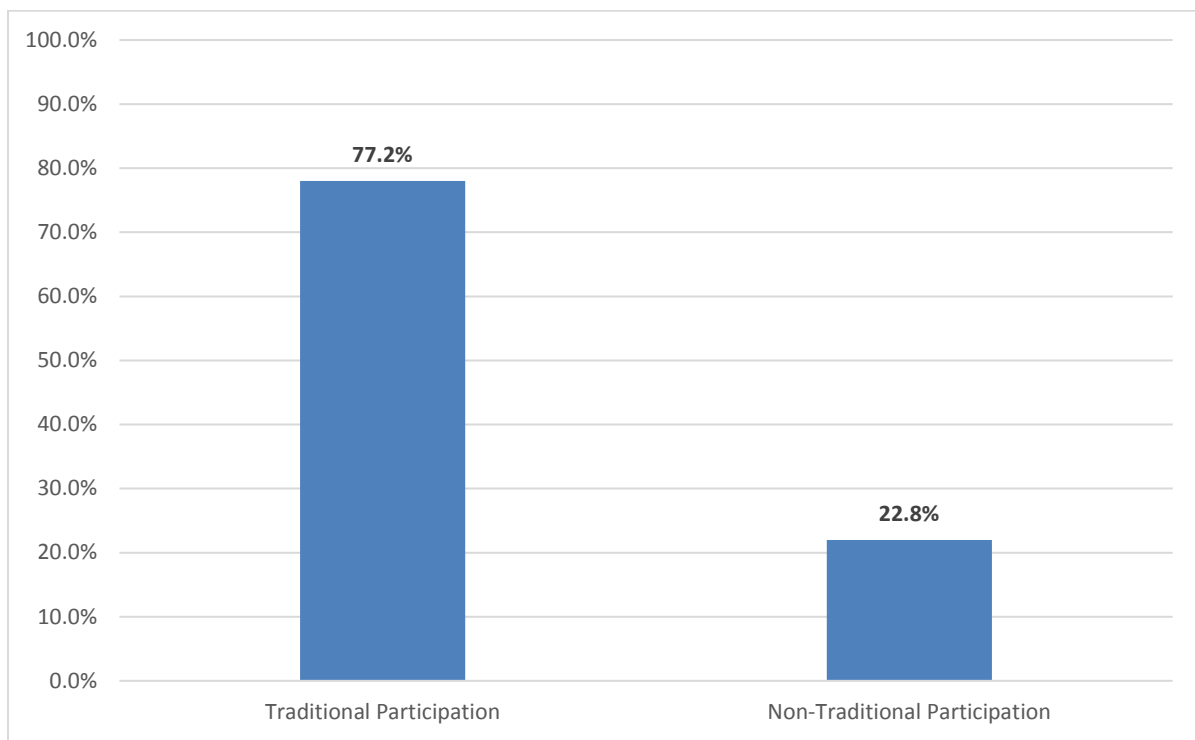
5P1 Non-Traditional Participation

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 2016-17 reporting year, 22.8% of CTE participants in non-traditional programs were in under-represented gender groups, while 77.2% CTE participants participated in a program leading to employment in a traditional field. This represents an increase (0.8%) as compared to 2015-16. For 2016-17 academic year, 2,490 participants from underrepresented gender groups participated in a program leading to employment in non-traditional fields, while 10,943 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 45.9% of female students participated in a non-traditional program, only 8.3% of males did so.
- Among race/ethnicity groups, two or more races (30.1%) and black (30.3%) had the highest percentage of nontraditional participants.
- Students with disabilities (31.3%) had the highest rates of non-traditional participation followed closely by economically disadvantaged students (29.2%).

Table 7. Indicator 5P1 Results by Subpopulations

(5P1) Non Traditional Participation			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	560	6,741	8.3%
Female	1,930	4,202	45.9%
Race/Ethnicity			
Native American	35	144	24.3%
Asian	20	83	24.1%
Pacific Islander	4	24	16.7%
Black	30	99	30.3%
Hispanic	214	948	22.6%
White	2,102	9,281	22.6%
Two or More Races	44	146	30.1%
Unknown	41	218	18.8%
Special Populations			
Individuals With Disabilities (ADA)	60	192	31.3%
Economically Disadvantaged	484	1,659	29.2%
Single Parents	203	785	25.9%
Displaced Homemakers	62	316	19.6%
Limited English Proficient	12	42	28.6%

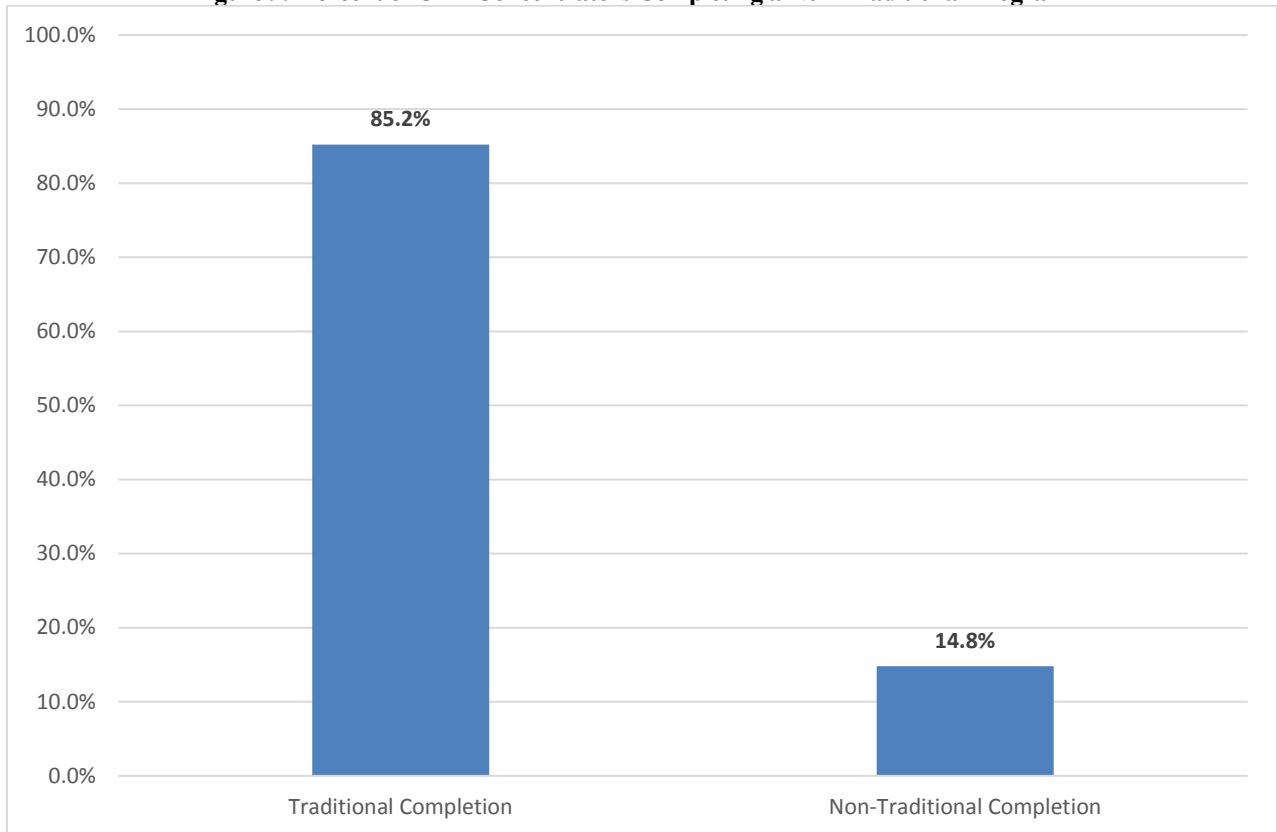
* Low counts (denominator <10) and values $\geq 95\%$ or $\leq 5\%$ have been suppressed.

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 2016-2017 reporting year, 14.8% 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 14.8% of concentrators from underrepresented gender groups in non-traditional programs is higher than the 12.0% figure attained for the 2015-16 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 (8.8%) was lower than the percentage of underrepresented females completing a similar program (19.6%).
- Among ethnic/racial subgroups, multiracial students (40%) had the highest percent of underrepresented students who completed a non-traditional program.
- Students with disabilities (15.4%) were the special populations group with the highest percentage of underrepresented students who completed a non-traditional program.

Table 8. Indicator 5P2 Results by Subpopulations

(5P2) Non Traditional Completion			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	30	340	8.8%
Female	84	429	19.6%
Race/Ethnicity			
Native American	3	18	16.7%
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	5	61	8.2%
White	97	650	14.9%
Two or More Races	4	18	22.2%
Unknown	4	10	40.0%
Special Populations			
Individuals With Disabilities (ADA)	2	13	15.4%
Economically Disadvantaged	45	313	14.4%
Single Parents	5	48	10.4%
Displaced Homemakers	3	21	14.3%
Limited English Proficient	*	*	NA

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

Summary

During the 2016-17 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 2016-17 Perkins reporting year.

Information was collected from seven post-secondary schools with students participating in CTE programs in Wyoming. A total of 16,778 CTE participants and 6,063 CTE concentrators were reported across all of the post-secondary institutions. Concentrator and participant counts are reported higher this year than in the past year, but this is due in large part to past reporting errors.

Table 9. CTE Concentrator and Participant Counts

Perkins IV Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 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.	4,434	6,824	5,153	3,178	3,987	6,063
At the postsecondary level, a CTE participant is defined as a student who has earned one or more credits in any CTE program area.	9,900	16,368	13,555	14,688	14,462	16,778

In the area of technical skills attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. Results show that 43.26% of CTE Concentrators met the technical skills criteria, see Table 10. This represents an increase over the prior reporting year, and the target of 33.0% was fully met.

Table 10. Technical Skill Attainment Results

Indicators	Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 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.	32.09%	30.65%	35.47%	33.12%	33.85%	43.26%

The 2P1 indicator for credential, certificate or degree attainment is the same as 1P1. As noted above (and below), during the 2016-17 reporting year, 43.26% of CTE concentrators earned a credential, certificate, or degree and the target of 33.0% was fully met.

Table 11. Credential, Certificate, or Degree Results

Indicators	Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 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.	32.09%	30.65%	35.47%	33.12%	33.85%	43.26%

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, 67.41% of CTE Concentrators remained or transferred to another post-secondary institution during the 2016-17 reporting year. This represents an increase over the prior reporting year, and the target of 67.10% was fully met.

Table 12. Student Retention or Transfer Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 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.	64.57%	67.60%	63.29%	80.99%	62.95%	67.41%

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 2016-17 reporting year, data was obtained on 281 concentrators who exited postsecondary education, which represents an increase from the prior year's total count (n=242). Wyoming will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 87.54% 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 fully met.

Table 13. Student Placement Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 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, 2015 would be assessed between October 1, 2015 and December 31, 2015).	85.75%	78.29%	84.23%	85.05%	77.69%	87.54%

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, 22.75% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is slightly higher than the prior year's result of 22.03%. The target of 27.04% was not met.

Table 14. Non-Traditional Participation Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 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.	23.99%	27.89%	27.39%	23.69%	22.03%	22.75%

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 14.82% of CTE Concentrators eligible to receive a credential, certificate or degree in a non-traditional field were from underrepresented gender groups. This figure is higher than the one obtained last year (12.0%), and the target of 13.48% was fully met.

Table 15. Non-Traditional Completion Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 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	12.17%	12.65%	13.78%	13.76%	12.00%	14.82%

In summary, results show that Wyoming fully met **five** Perkins IV indicators. One indicator (5P1) was not met. This is a significant improvement from the prior year. However, to continue improving, 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.