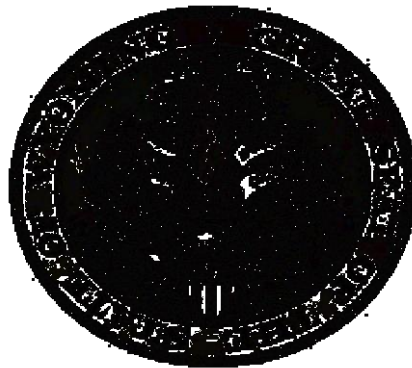


Carl D. Perkins IV

**Career and Technical Education
Act of 2006**



**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Perkins Program
Wyoming Department of Education
2300 Capitol Avenue
Cheyenne, WY 82002-0050
(307) 777-7708

WDE
Revised 12/07
Expires:12/13

To receive funds under the Carl D. Perkins IV program, each district or college must complete a Five Year Career and Technical Education Plan. This plan is to cover the same five-year period, 2008 -2013 as the State Plan. The plan must be approved and on file at the WDE before Perkins funding to the school district or college will be approved. Once the plan is approved, it will remain approved through June 30, 2013. The plan may be amended as needed. The plan must be submitted to the WDE through the eGrants Management System before June 30, 2008.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Wyoming Department of Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

Eligible Recipient:

Postsecondary Eastern Wyoming College

City Torrington

Street 3200 West C

Post Office Box _____

ZIP Code 82240

Person representing the eligible recipient/institution responsible for answering questions on this plan:

Signature: _____ Date: _____

Position: Anne Hilton, Perkins Coordinator

Telephone: (307) 532-8323

E-Mail: anne.hilton@ewc.wy.edu

Signature of Superintendent or President: _____

Return a signed copy of this page to:

Joe Baker
Educational Consultant
Wyoming Department of Education
Hathaway Building 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

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**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

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An Azimuth for Career and Technical Education in Wyoming

(Taken from the Wyoming Carl D. Perkins IV Five Year Plan)

What is Career Technical Education and where does it fit into a public education system in which the current focus is academic achievement and preparation for postsecondary education?

We work hard to achieve a goal for all Wyoming's students to have a rewarding life of fulfillment and engagement in a social and political democracy. The decisions made today will have an impact on the life of our students. We believe every child has a unique set of talents which include strengths and weaknesses. We believe this translates into a vocation—sometimes hidden, sometimes known, and always evolving throughout life. We believe it is the obligation of public education to implement systems focused upon helping each student discover, explore and pursue his or her vocation—that set of interests, disinterests, strengths, weaknesses, likes and dislikes. We also believe these translate into career clusters or pathways, but rarely will they translate into one job or one career throughout life.

Through the implementation of the Carl D. Perkins Career Technical Education Act of 2006, the Wyoming Department of Education will lead the change as we, a state working together, provide a new model and direction for Career Technical Education in Wyoming. In order to make this system of Career Technical Education a reality, the following components are needed, briefly discussed and more fully addressed within this plan:

- Integration of academic and career learning
- Linkages among secondary and postsecondary education
- Career exploration and counseling
- Implementation of the Wyoming Career Clusters

Integration of Academic and Career Learning - Over the past century, “vocational education has been heavily influenced by federal legislation. The initial Smith-Hughes Act emphasized separatism from the classic curriculum and called for a new one that would better meet the needs of the children of the working class who, for the first time were attending high school but were not headed for the professions. Thus, early vocational programs were grounded in the need to prepare more blue-collar type students for the nation’s farms, factories and homes.” [Lynch, 2000]. Vocational education was something that those kids were sent to- the ones not suited for academic life. This must change. Once distinct from one another, academic education and vocational education are now in each other’s domain. The new model must be one of “academic and vocational” integration.

Linkages Among Secondary and Postsecondary Education - Secondary and postsecondary schools must cooperate to implement programs of study that eliminate redundancy and have coherent linkages in order for students to make wise choices. For a seamless system from secondary through postsecondary and to the workforce to be effective, a common language must be adopted. The sixteen Career Clusters promoted by the U.S. Department of Education and the National Association of State Directors of Career Technical Education provide such a common framework. A collective effort is necessary to ensure that students at each level gain the requisite

self-knowledge, academic preparation, technical knowledge and workplace skills to transition through life. We must provide a system through which students move seamlessly from secondary education, postsecondary education and into the workforce and life with continued self-directed learning.

Career Exploration and Counseling - The model must also engage each student in a rational, thoughtful process that begins with career exploration and continues throughout life. Career counseling is a critical aspect of this model. Students, in consultation with teachers, school staff, professional career counselors, community representatives and parents, need to make logical, fact-based decisions based on their personal interests, talents and aptitudes. Next, they must make curricular choices that lead to actualization of these decisions. Once again, the career clusters provide a framework for this work. We must provide individuals at all levels the requisite knowledge and skills to transition successfully to the next level and eliminate unnecessary duplication of efforts between secondary and postsecondary education. We must evolve career counseling into a system that begins in early secondary schooling and continues throughout life.

Implementation of the Wyoming Career Clusters - Each aspect of this model is dependent upon implementation of the Wyoming Career Cluster program. This program is the backbone of the model and will continue to be the framework through which Career Technical Education initiatives are developed and delivered.

[Lynch, High School Career and Technical Education for the First Decade of the 21st Century, JVER2000]

LOCAL FIVE YEAR PLAN

Local Plan for Career and Technical Education Programs.

Local Plan Required-Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan.(Sec. 134)

Perkins IV Section 134 (b)

The requirements for the Perkins IV Five-Year Local Plan are set forth in Section 134 (b) of the law itself. Section 134 (b) is reprinted below (in italics) in its entirety. WDE developed this Carl D. Perkins Career and Technical Education Improvement Act of 2006 Five-Year Local Plan Package to meet the requirements set forth in the law.

Section 134 (b) states:

- (1) describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;*
- (2) describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;*
- (3) describe how the eligible recipient will—(A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A); (B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—*
 - (i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and*
 - (ii) career and technical education subjects;**(C) provide students with strong experience in, and understanding of, all aspects of an industry;*
- (D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and*
- (E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);*
- (4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);*
- (5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors,*

Perkins IV Section 134 (b)(cont.)

representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;

(6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;

(7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

(8) describe how the eligible recipient will—

(A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

(B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

(9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

(10) describe how funds will be used to promote preparation for non-traditional fields;

(11) describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and

(12) describe efforts to improve—

(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

(B) the transition to teaching from business and industry.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Programs of Study

Wyoming has adopted sixteen Career Clusters as defined by the National Association of State Directors of Career Technical Education and the United States Department of Education. Thus, the following Career Clusters are the Career Technical Education Programs of Study for Wyoming:

Agriculture, Food and Natural Resources; Architecture and Construction; Business Management and Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Manufacturing; Marketing, Sales and Service; Transportation, Distribution and Logistics; Arts, AV Technology and Communication; Government and Public Administration; Law, Public Safety and Security; Education and Training; Science, Technology, Engineering and Mathematics; Finance.

Part 1 Programs of Study

Describe how the college will offer the appropriate courses of not less than 1 of the career and technical programs of study.

Sec. 122(c)(1)(A)

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Agriculture, Foods & Natural Resources	Agriculture, Foods & Natural Resources	Agriculture, Foods & Natural Resources	Agriculture, Foods & Natural Resources	Agriculture, Foods & Natural Resources
For each year list the pathway for which your institution will offer certification or a degree.		<p>Animal Systems</p> <ul style="list-style-type: none"> • AAS – Veterinary Technology 	<p>Animal Systems:</p> <ul style="list-style-type: none"> • C – Equine Science • AAS- Equine Science <p>Animal Systems</p> <ul style="list-style-type: none"> • AAS – Veterinary Technology 	<p>Animal Systems:</p> <ul style="list-style-type: none"> • C – Equine Science • AAS- Equine Science <p>Animal Systems</p> <ul style="list-style-type: none"> • AAS – Veterinary Technology 	<p>Animal Systems:</p> <ul style="list-style-type: none"> • C – Equine Science • AAS- Equine Science

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Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Architecture and Construction	Architecture and Construction	Architecture and Construction	Architecture and Construction	Architecture and Construction
For each year list the pathway for which your institution will offer certification or a degree.			Design and Preconstruction <ul style="list-style-type: none"> • C- Machine Tooling Technology • AAS Machine Tooling Technology 	Design and Preconstruction <ul style="list-style-type: none"> • C- Machine Tooling Technology • AAS Machine Tooling Technology 	Design and Preconstruction <ul style="list-style-type: none"> • C- Machine Tooling Technology • AAS Machine Tooling Technology

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Arts, A/V Technology and Communications	A/V Technology and Communications	A/V Technology and Communications	A/V Technology and Communications	A/V Technology and Communications
For each year list the pathway for which your institution will offer certification or a degree.	Printing Technologies <ul style="list-style-type: none"> • C – Website Design • AAS – Website Design 	Printing Technologies <ul style="list-style-type: none"> • C – Website Design • AAS – Website Design 	Printing Technologies <ul style="list-style-type: none"> • C – Website Design • AAS – Website Design 		

**POSTSECONDARY
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Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Business, Management and Administration	Business, Management and Administration	Business, Management and Administration	Business, Management and Administration	Business, Management and Administration
For each year list the pathway for which your institution will offer certification or a degree.	Management <ul style="list-style-type: none"> • C – Entrepreneurs hip • AAS – Entrepreneurs hip 	Management <ul style="list-style-type: none"> • C – Entrepreneurs hip • AAS – Entrepreneurs hip 	Management <ul style="list-style-type: none"> • C – Entrepreneurs hip • AAS – Entrepreneurs hip 		

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Education and Training	Education and Training	Education and Training	Education and Training	Education and Training
For each year list the pathway for which your institution will offer certification or a degree.		Teaching/Training <ul style="list-style-type: none"> • C – Early Childhood Education 	Teaching/Training <ul style="list-style-type: none"> • C – Early Childhood Education 	Teaching/Training <ul style="list-style-type: none"> • C – Early Childhood Education 	

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Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Finance	Finance	Finance	Finance	Finance
For each year list the pathway for which your institution will offer certification or a degree.	N/A	N/A	N/A	N/A	N/A

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Government and Public Administration	Government and Public Administration	Government and Public Administration	Government and Public Administration	Government and Public Administration
For each year list the pathway for which your institution will offer certification or a degree.	N/A	N/A	N/A	N/A	N/A

LOCAL FIVE YEAR PLAN

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Health Science	Health Science	Health Science	Health Science	Health Science
For each year list the pathway for which your institution will offer certification or a degree.	Therapeutic Services <ul style="list-style-type: none"> • C – Licensed Practical Nurse • AAS – Licensed Practical Nurse 	Therapeutic Services <ul style="list-style-type: none"> • C – Licensed Practical Nurse • AAS – Licensed Practical Nurse 	Therapeutic Services <ul style="list-style-type: none"> • C – Licensed Practical Nurse • AAS – Licensed Practical Nurse 		

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Hospitality and Tourism	Hospitality and Tourism	Hospitality and Tourism	Hospitality and Tourism	Hospitality and Tourism
For each year list the pathway for which your institution will offer certification or a degree.	N/A	N/A	N/A	N/A	N/A

POSTSECONDARY LOCAL FIVE YEAR PLAN

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Human Services	Human Services	Human Services	Human Services	Human Services
For each year list the pathway for which your institution will offer certification or a degree.				Personal Care Services <ul style="list-style-type: none"> • C – Advanced Esthetics and Spa Training • AAS – Advanced Esthetics and Spa Training 	Personal Care Services <ul style="list-style-type: none"> • C – Advanced Esthetics and Spa Training • AAS – Advanced Esthetics and Spa Training

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology
For each year list the pathway for which your institution will offer certification or a degree.	N/A	N/A	N/A	N/A	N/A

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Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Law, Public Safety, Corrections and Security	Law, Public Safety, Corrections and Security	Law, Public Safety, Corrections and Security	Law, Public Safety, Corrections and Security	Law, Public Safety, Corrections and Security
For each year list the pathway for which your institution will offer certification or a degree.	Correction Services <ul style="list-style-type: none"> • C – Corrections • AAS— Corrections 	Correction Services <ul style="list-style-type: none"> • C – Corrections • AAS— Corrections 	Correction Services <ul style="list-style-type: none"> • C – Corrections • AAS— Corrections 		

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing
For each year list the pathway for which your institution will offer certification or a degree.	N/A	N/A	N/A	N/A	N/A

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Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Marketing, Sales, and Service	Marketing, Sales, and Service	Marketing, Sales, and Service	Marketing, Sales, and Service	Marketing, Sales, and Service
For each year list the pathway for which your institution will offer certification or a degree.	N/A	N/A	N/A	N/A	N/A

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Science, Technology, Engineering and Mathematics	Science, Technology, Engineering and Mathematics	Science, Technology, Engineering and Mathematics	Science, Technology, Engineering and Mathematics	Science, Technology, Engineering and Mathematics
For each year list the pathway for which your institution will offer certification or a degree.	N/A	N/A	N/A	N/A	N/A

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Transportation, Distribution and Logistics	Transportation, Distribution and Logistics	Transportation, Distribution and Logistics	Transportation, Distribution and Logistics	Transportation, Distribution and Logistics
For each year list the pathway for which your institution will offer certification or a degree.	N/A	N/A	N/A	N/A	N/A

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 2 Required Career and Technical Education Programs

Describe how the career and technical education programs required under section 135(b), required and permissive uses of funds, will be carried out with funds received under Perkins IV.

Directions: This information is provided for planning purposes only. The required uses are to be completed on each yearly application.

Note: Basic grant funds are divided into two categories: (1) mandatory(required) uses of funds and (2) permissive uses of funds. Local education agencies and postsecondary institutions must meet the mandatory requirements before they can spend Basic Grant funds on the permissive activities. Local education agencies may use other funding sources to meet the requirement but they must have documentation sufficient to demonstrate that the requirements have been met before they can use Basic Grant funds on permissive activities.

Required Use of Funds

1) Strengthen the academic and career and technical skills of students participating in career technical education (CTE) programs through the integration of academics with CTE programs.

1. The Learning Skills Lab (LSL) at Eastern Wyoming College will provide extended tutoring hours into the evening and weekends. CTE students have full access to the EWC Learning Skills Lab, which focuses on helping students achieve academic success. In the LSL, students receive help from trained tutors, are placed in study groups, and attend review sessions. The LSL also provides assistance in the area of study skills, giving CTE students the skill necessary for success in both the academic setting and career and technical settings.
2. The online tutoring system SmarThinking will be available to all CTE students and all students will be taught how to use the system in their College Studies courses. Further, advisors and instructors will encourage the use of the system. Adjunct and concurrent instructors will be informed of the program so that their students may also benefit from it.
3. Meetings will be held with academic and technical faculty to discuss ways to strengthen the academic skills of CTE students.

2) Link CTE at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study.

1. Exploratory meetings will be held during this transition year with all service area high schools and college faculty to identify all programs that provide linkages in CTE programs stressing the 16 Career Clusters. Welding and Joining Technology has already been identified. The goal during this transition year is to review articulation agreements with secondary schools in the EWC service area to ensure that programs of study within the Career Clusters culminate in a concurrent enrollment course. This will facilitate a seamless transition from secondary to postsecondary CTE areas.
2. Once all of these programs are identified, efforts will be made to develop stronger pathways to encourage further enrollment in post-secondary education. Efforts will be made to enhance other programs at the high school level that have been identified as in need of strengthening in order to qualify the program.
3. The CTE programs at EWC will work closely with the GEAR UP program to further encourage low-income students to consider post-secondary enrollments. This partnership will strive to connect secondary students with postsecondary opportunities in career and technical education. Programming will stress the 16 Career Clusters, along with EWC's programs of study within the Clusters, and relevant job opportunities.

3) Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.

1. All CTE programs at EWC will contain job internships, preceptorships, or job shadowing experiences.
2. Program faculty will ensure that workplace expectations and industry skills will be included in the curriculum.
3. During the 2007-2008 school year, post-secondary career and technical education students will have the opportunity to participate in a job exposition with regional business and industry leaders. Prior to the job exposition, students will learn resume standards, proper application procedures, and practice interviewing procedures. During the job exposition, students will demonstrate their technical proficiency and will apply interviewing skills.

4) Develop, improve or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.

1. CTE programs will offer the appropriate technology for student use by providing state- of-the-art laboratory experiences and partnering with business and industry where appropriate.

2. Students will receive appropriate training and instruction on the use of equipment and technology, providing students with the necessary skills for employment in career and technical fields. Student knowledge and skills will be measured against the state standards as measured by WyCTA.

5) Provide in-service and pre-service professional development programs to teachers, faculty, and administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry involve internship programs that provide relevant business experience, and train teachers in the effective use and application of technology.

1. Professional development activities will be researched and faculty participation encouraged to further awareness of industry expectations. Career and technical faculty will be provided with opportunities to attend professional training, seminars, and conferences in order to improve, expand, and modernize the CTE programs at EWC.
2. CTE faculty will participate in the 2008 WACTE conference, which will be held in Torrington, with funds covering registration and other expenses as appropriate.
3. The Eastern Wyoming College Perkins Coordinator will attend both national and statewide Wyoming trainings and conferences related to Perkins and career and technical education. In addition, the Perkins Coordinator will assist in the planning and coordination of the 2008 WACTE conference.

6) Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.

1. By working closely with the outcomes assessment chair and committee, the college will follow normal institutional outcomes assessment methods to evaluate how CTE programs are meeting the needs of special populations.
2. Assessment of student performance within CTE programs is conducted with the WyCTA surveys. Instructors provide information on students and receive training from the Perkins Coordinator concerning the WyCTA assessment and proper procedures for completion of the forms.
3. CTE instructors will conduct classroom assessment in order to evaluate students' progress towards achieving classroom goals and meeting business and industry expectations.

7) Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

1. EWC believes that modern, up-to-date equipment is essential to the proper training of CTE students. In an effort to offer students proper training and instruction, EWC will improve and expand CTE programs and curriculum through the use of funds to modernize relevant equipment and technology.
2. In an effort to expand the use of technology in career and technical education programs at EWC, the school will actively engage in the acquisition of up-to-date equipment and technology in order to provide students with high-quality education and training opportunities that will prepare students for the workplace.
3. EWC will target specific CTE programs in high growth and high demand areas to improve and modernize the technology in use in the classroom. These programs will include Welding and Joining Technology, Construction Technology, Veterinary Technology, Criminal Justice, Business Office and Business Administration, Computer Networking, and Agricultural programs. The CTE programs will update teaching equipment and technology in order to facilitate student learning and training to provide students with business and industry level skills.
4. Equipment will be purchased for use in classroom instructions at Eastern Wyoming College with the goal of preparing students to enter the workforce with the necessary knowledge and skills required to perform the tasks of their trade.
5. Instructors, in consultation with the Perkins Coordinator and the Dean of Instruction/Outreach, will decide on the appropriate equipment to be purchased for their classrooms. Instructors will receive necessary training for the use of the equipment and will ensure the effective utilization of that equipment to enhance student progress towards meeting and exceeding proficiency of skills measured by the WyCTA.
6. In the area of improving and expanding CTE programs, CTE curriculum is responsive to changes in business and industry certification. For example, Cosmetology curriculum for 2006-2007 has been updated to reflect changes in board certification. At the end of their studies at EWC, students have the most up-to-date training and are properly prepared to achieve certification in their chosen program of study.

8) Provide services and activities that are of sufficient size, scope and quality to be effective.

1. Eastern Wyoming College will provide CTE programs, as mentioned earlier, that are of sufficient size, scope and quality to students who are majoring in such programs.
2. The Perkins Coordinator will be a visible face of the Perkins program for both students and faculty. The Coordinator

will visit classrooms, meet with instructors, and meet with students to ensure that Perkins activities are sufficiently effective.

9) Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

1. The Special Populations Coordinator, in conjunction with program faculty and advisors, will work closely with special populations to ensure the maximum success of the students by tracking special needs students closely and maintaining contact and providing support throughout the program year.
2. Special populations students will receive instruction in and help with job placement skills. These will include interviewing practice, instruction in developing resumes, cover letters, and preparing applications.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 2 Required Career and Technical Education Programs

Describe how the career and technical education programs required under section 135(b), required and permissive uses of funds, will be carried out with funds received under Perkins IV.

Directions: Directions: This information is provided for planning purposes only. The required uses are to be completed on each yearly application.

Note: Basic grant funds are divided into two categories: (1) mandatory(required) uses of funds and (2) permissive uses of funds. Local education agencies and postsecondary institutions must meet the mandatory requirements before they can spend Basic Grant funds on the permissive activities. Local education agencies may use other funding sources to meet the requirement but they must have documentation sufficient to demonstrate that the requirements have been met before they can use Basic Grant funds on permissive activities.

Permissible Use of Funds

1) Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.

1. Career and technical advisory committees, already in place at EWC, in the areas of Welding/Machine Tooling, Veterinary Technology, Business Technology, Cosmetology, Criminal Justice, and Construction Technology, are made up of a group of EWC faculty and staff, secondary teachers, and business and industry representatives. These groups evaluate CTE programs at EWC.

2) Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs, that improve graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.

3) Local education and business partnerships, including for work-related experience for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.

4) Providing programs for special populations.

5) Assisting career and technical student organizations

6) Mentoring and support services.

7) Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.

8) Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.

9) Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.

1. Beginning in 2007-2008, EWC will expand access to academic and technical programs through the use of distance education. Concurrent enrollment classes will be offered via the internet to secondary students within EWC's service area.

10) Developing initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.

11) Providing activities to support entrepreneurship education and training.

1. Work closely with faculty in CTE areas to assess the program for entrepreneurship content and then to encourage the development of those components into the curriculum.

<ul style="list-style-type: none"> 2. Sponsor a professional development activity trip for faculty to attend the Entrepreneurship Conference to be held at LCCC in October. 3. Work with the faculty and staff to develop a viable entrepreneurship curriculum.
12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
13) Developing and supporting small, personalized career themed learning communities.
14) Providing support for family and consumer sciences programs.
15) Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
16) Supporting training and activities (such as mentoring and outreach) in nontraditional fields. <ul style="list-style-type: none"> 1. Advisors and program faculty will encourage the participation of students in curriculum areas that are gender unequal; including women in construction technology, criminal justice, welding and joining technology, computer networking; and men in Business Office Technology, Cosmetology, and Veterinary Technology.
17) Providing support for training programs in automotive technologies.
18) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
19) Supporting other CTE activities consistent with the purpose of the Act.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 3 Meeting State and local adjusted levels of performance.

Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance. (Section 113)

Directions: Performance levels will be negotiated each year using yearly data. Each local program must agree to accept the state adjusted levels of performance or negotiate their own unique levels of performance for the appropriate set of core indicators.(Section 113(b)(4).

Eastern Wyoming College will accept the state adjusted levels of performance as developed by Wyoming Department of Education in collaboration with the Wyoming Community College Commission and the state-wide member colleges, with the condition that unique levels of performance may be negotiated by EWC. Special negotiation will occur as necessary and EWC will provide justification in such cases.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 4: Comprehensive Professional Development Program for Career and Technical Education.

Describe how the college will ensure that professional development funded with Perkins IV funds during the period covered by the Perkins IV Five-Year Local Plan will be high quality, sustainable, intensive, and focused in order to have a positive and lasting impact on instruction and learning. Section 134(b)(4), Section 135(b)(5)

Directions: Provide a narrative describing anticipated program(s) of professional development for the next five years. The yearly application will require more specificity on the professional development to support the program(s) identified for that year. Professional development must be high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teachers performance in the classroom, and are not one-day or short-term workshops or conferences.

Under the guidelines of the Perkins IV legislation, Eastern Wyoming College has strived to provide high quality, sustainable, intensive, and focused professional development opportunities for career and technical educators both off-campus and on-campus. Professional development activities will be researched and faculty participation encouraged to further awareness of industry expectations. Career and technical faculty will be provided with opportunities to attend professional training, seminars, and conferences in order to improve, expand, and modernize the CTE programs at EWC as well as enhance instructors' abilities in the classroom, their technical skills and their understanding of career clusters, pathways, and programs of study.

During the course of the next five years, EWC will focus on sending teams of educators, administrators, and advisors to professional development opportunities with the goal of creating a positive and lasting impact on classroom instruction and student learning opportunities. The Eastern Wyoming College Perkins Coordinator will attend both national and statewide Wyoming trainings and conferences related to Perkins and career and technical education. In addition, the Perkins Coordinator will assist in the planning and coordination of the 2008 WACTE conference.

In addition to providing off-campus professional development opportunities, EWC will continue to offer on-campus trainings and workshops for secondary and post-secondary instructors and administrators.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 5 Involvement of Interested Individuals

Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.

Directions: Provide a narrative describing how the college anticipates it will provide for involvement of interested individuals during the next five years. The yearly application will require more specificity. (Suggestions would include, but not be limited to, the use of advisory groups, public forums, and surveys.)

Eastern Wyoming College will work to inform the college community and the larger community about the Perkins program at EWC. As an institution, EWC strives to provide for the involvement of interested parties, including career and technical education instructors, community organizations and business and industry representatives, through the formation of advisory groups. Currently, all Perkins-funded programs have an active advisory group in place, including agriculture, welding/machine tooling technology, veterinary technology, business and technology, cosmetology, criminal justice, construction technology, and health technology. Advisory groups discuss course curriculum, industry trends and industry certifications. The EWC career and technical advisory groups will continue to meet regularly during the next five years and will continually expand the institutional effort to involve interested individuals at the college level and the community level.

Information on the Perkins program is regularly disseminated to the broader community through newspaper articles that appear in the local newspaper and Perkins program information is readily available on the EWC website.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 6 Size, Scope and Quality of Program

Describe how the college will ensure that all programs, activities and services assisted with Perkins IV funds are of the size, scope and quality necessary to improve the career and technical education programs of the district. Sec. 134(b)(6)

Directions: Provide a narrative of the size, scope and quality of the colleges' career and technical program for the next five years.

At Eastern Wyoming College career and technical programs are routinely evaluated to determine whether the program can accommodate the needs of enrolled students by updating programs, curriculum, or activities. The Strategic Planning process at Eastern Wyoming College is designed to evaluate programs while providing the necessary resources to maintain a program of adequate size, scope and quality. Additionally, programs are modified to maintain industry level standards within the curriculum, ensuring that EWC's programs produce quality students, with up to date skills for the workplace.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 7 Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient. Sec. 134(b)(7)

Directions: Provide a narrative of the anticipated process that will be used to evaluate and improve performance.

Assessment of student performance within CTE programs is conducted with the Wyoming Department of Education data collection and student assessment (WyCTA) surveys. Instructors provide information on students and receive training from the Perkins Coordinator concerning the WyCTA assessment and proper procedures for completion of the forms. Career and technical faculty use the program to evaluate student performance and industry level competency. By working closely with the outcomes assessment chair and committee, the college will follow normal institutional outcomes assessment methods to evaluate how CTE programs are meeting the needs of special populations. CTE instructors will conduct classroom assessment in order to evaluate students' progress towards achieving classroom goals and meeting business and industry expectations.

Representatives from Eastern Wyoming College, including Perkins administrators and institutional research staff, have been actively engaged in statewide discussions regarding Perkins performance indicators, including data collection methods, indicator definitions, and institutional strategies that can be implemented to ensure that the data is collected in a meaningful method for the college. EWC involvement at the state-level will continue.

Intake surveys will be collected from students who have declared a career or technical major, during the next five years an exit survey will also be developed to track and evaluate student performances in their career and technical program.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 8 Special Populations Activities

What activities are being done or will be done to ensure that students in special populations groups (consistent with the student's IEPs, when applicable) that will prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency. Sec. 134(b)(8)

Directions: Provide a narrative of the colleges' anticipated activities for Special Populations for the next five years. The yearly application will require more specificity. (*Special populations means – individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to education achievement, including individuals with limited English proficiency.*)

During the course of the next five years, Eastern Wyoming College will continue to provide services and activities for special populations through the Office of Counseling and Testing and the Learning Skills Lab. The Learning Skills Lab is a place where all Eastern Wyoming College students can receive help in a class from a student who has taken the class. The Learning Skills Lab assists students by providing tutors for most EWC courses on a drop-in basis, setting up study groups, hosting review sessions, and advising students on study skills. The Learning Skills Lab is committed to supporting students with their academic objectives and providing a student-centered learning environment. The Learning Skills Lab provides assistance and advice on strategies for the development of academic skills to all EWC students. Our services are based on a respect for the diversity of students' needs and experiences and a belief in their ability to further and be responsible for their own learning.

Additionally, the Special Populations Coordinator, in conjunction with program faculty and advisors, will work closely with special populations to ensure the maximum success of the students by tracking special needs students closely and maintaining contact and providing support throughout the program year. Special populations students will receive instruction in and help with job placement skills. These will include interviewing practice, instruction in developing resumes, cover letters, and preparing applications.

Efforts to ensure graduation rates for special population students remain consistent with other career and technical education students will include services directed towards students with disabilities that include providing assistive technology devices and specialized accommodation equipment for classroom use as per documentation. EWC will continue intake surveys that identify special population students, including individuals with disabilities, individuals in non-traditional fields, displaced homemakers, and individuals with barriers to educational achievement. Additionally, Eastern Wyoming College will provide special support services for students in non-traditional fields through activities and training.

By working closely with the outcomes assessment chair and committee, the college will follow normal institutional outcomes assessment methods to evaluate how CTE programs are meeting the needs of special populations.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 9 Non-Traditional Students

Describe how funds will be used to promote preparation for non-traditional fields. Sec. 134 (b)(10)

Directions: Provide a narrative of how the college anticipates preparing non-traditional students during the next five years. More specificity will be required on the yearly application. (*Nontraditional fields means occupations of fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work*).

Eastern Wyoming College will provide support and actively promote preparation for non-traditional fields. Programs in which non-traditional student enroll include welding, machine tooling technology, cosmetology, and construction technology. EWC provides secondary and post-secondary students opportunities to explore career pathways through the O*NET system, administered through the Office of Counseling and Testing. The O*NET is a set of self-directed career exploration/assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. They are also designed for use by students who are exploring the school-to-work transition. These instruments help individuals identify their work-related abilities, interests, and what they consider important on the job so they may explore occupations that relate most closely to those attributes. Users of the tools may link to the more than 800 occupations described by the O*NET database, as well as to occupational information in CareerOneStop.

Additionally, opportunities to explore non-traditional career paths will be provided during EWC Technology Days in which secondary students are invited to EWC to explore possible areas of study.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 10: Career Guidance and Academic Counseling

Describe how the college will provide career guidance and academic counseling to students enrolled in career and technical education. Sec. 134 (b)(11)

Directions: Provide a narrative of how the college anticipates providing career guidance and academic counseling to students enrolled in career and technical education during the next five years. Specificity will be required on the yearly application.

EWC provides secondary and post-secondary students opportunities to explore career pathways through the O*NET system, administered through the Office of Counseling and Testing. The O*NET is a set of self-directed career exploration/assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. They are also designed for use by students who are exploring the school-to-work transition. These instruments help individuals identify their work-related abilities, interests, and what they consider important on the job so they may explore occupations that relate most closely to those attributes. Users of the tools may link to the more than 800 occupations described by the O*NET database, as well as to occupational information in CareerOneStop.

During the following five years, post-secondary career and technical education students will have the opportunity to participate in a job exposition with regional business and industry leaders. Prior to the job exposition, students will learn resume standards, proper application procedures, and practice interviewing procedures. During the job exposition, students will demonstrate their technical proficiency and will apply interviewing skills.

Additional career guidance and academic counseling occurs between the advisor and the student. Advisors are professionals within their fields and are aware of the possible careers within their field of expertise.