



WYOMING STATE BOARD OF EDUCATION

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

August 18, 2016 WCA Regional Training Center 2220 Bryan Stock Trail Casper, Wyoming		
10:30 a.m. – 10:35 a.m.	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Call to Order • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes - May 20, 2016 	Tab B
10:35 a.m.- 10:40 a.m.	Introductions - Guy Jackson	
10:40 a.m. – 11:30 a.m.	<u>Discussion Items:</u>	
	<ul style="list-style-type: none"> • 2014-2015 Perkins CAR report update - Tonya Gerharter 	Tab C
	<ul style="list-style-type: none"> • US Ed-Office of Career, Technical and Adult Education Perkins Monitoring Visit, October, 2016 - Guy Jackson 	Tab D
	<ul style="list-style-type: none"> • Wyoming State CTE Demonstration Grants - Loralyn O’Kief 	Tab E
	<ul style="list-style-type: none"> • Roadmap to STEM Conference Report Out - Mark Bowers 	Tab F
11:30 a.m. – 12:00 p.m.	Lunch	
12:00 p.m. – 12:05 p.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to order 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab G
	<ul style="list-style-type: none"> • Minutes - June 23-24, 2016 - July 8, 2016 	Tab H
	<ul style="list-style-type: none"> • Treasurer’s report 	Tab I
12:05 p.m. – 12:20 p.m.	Wyoming State Superintendent Update	
12:20 p.m. – 12:30 p.m.	WDE Division Highlight- Rob Black	
12:30 p.m. – 3:30 p.m.	Board Reports and Updates- Tom Sachse & Lisa Weigel	
	<ul style="list-style-type: none"> • September 1 Legislative Report 	Tab J

	<ul style="list-style-type: none"> • NASBE Meetings • Strategic Action Plan • Legislative Action Plan • SBE Retreat • SBE Policies • Rules Update • Specialty Task Forces • Assessment RFP • ESSA Update 	Tab K Tab L Tab M Tab N Tab O
3:30 p.m. - 4:00 p.m.	Accountability Update- Mike Flicek and Julie Magee	Tab P
4:00 p.m. -5:00 pm.	<u>Action items:</u> <ul style="list-style-type: none"> • Chapter 3 Comments – Julie Magee • Recommendation of Court Ordered Placement of Students, Potential Provider- Jo Ann Numoto • SBE Polices • September 1 Legislative Report 	Tab Q Tab R Tab S Tab T
5:00 p.m. -5:10 p.m.	Other issues, concerns, discussion, public comment:	
	Adjourn	

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: August 18, 2016

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the August 18, 2016 meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



WYOMING STATE BOARD OF EDUCATION

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

August 18, 2016 WCA Regional Training Center 2220 Bryan Stock Trail Casper, Wyoming		
10:30 a.m. – 10:35 a.m.	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Call to Order • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes - May 20, 2016 	Tab B
10:35 a.m.- 10:40 a.m.	Introductions - Guy Jackson	
10:40 a.m. – 11:30 a.m.	<u>Discussion Items:</u>	
	<ul style="list-style-type: none"> • 2014-2015 Perkins CAR report update - Tonya Gerharter 	Tab C
	<ul style="list-style-type: none"> • US Ed-Office of Career, Technical and Adult Education Perkins Monitoring Visit, October, 2016 - Guy Jackson 	Tab D
	<ul style="list-style-type: none"> • Wyoming State CTE Demonstration Grants - Loralyn O’Kief 	Tab E
	<ul style="list-style-type: none"> • Roadmap to STEM Conference Report Out - Mark Bowers 	Tab F
11:30 a.m. – 12:00 p.m.	Lunch	
12:00 p.m. – 12:05 p.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to order 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab G
	<ul style="list-style-type: none"> • Minutes - June 23-24, 2016 - July 8, 2016 	Tab H
	<ul style="list-style-type: none"> • Treasurer’s report 	Tab I
12:05 p.m. – 12:20 p.m.	Wyoming State Superintendent Update	
12:20 p.m. – 12:30 p.m.	WDE Division Highlight- Rob Black	
12:30 p.m. – 3:30 p.m.	Board Reports and Updates- Tom Sachse & Lisa Weigel	
	<ul style="list-style-type: none"> • September 1 Legislative Report 	Tab J

	<ul style="list-style-type: none"> • NASBE Meetings • Strategic Action Plan • Legislative Action Plan • SBE Retreat • SBE Policies • Rules Update • Specialty Task Forces • Assessment RFP • ESSA Update 	Tab K Tab L Tab M Tab N Tab O
3:30 p.m. - 4:00 p.m.	Accountability Update- Mike Flicek and Julie Magee	Tab P
4:00 p.m. -5:00 pm.	<u>Action items:</u> <ul style="list-style-type: none"> • Chapter 3 Comments – Julie Magee • Recommendation of Court Ordered Placement of Students, Potential Provider- Jo Ann Numoto • SBE Polices • September 1 Legislative Report 	Tab Q Tab R Tab S Tab T
5:00 p.m. -5:10 p.m.	Other issues, concerns, discussion, public comment:	
	Adjourn	

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: August 18, 2016

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the May 20, 2016 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from May 20, 2016

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

May 20, 2016

University of Wyoming

College of Education, Room 117

Laramie, Wyoming

Wyoming State Board of Education members present: Pete Gosar, Kathy Coon, Ken Rathbun, Dicky Shanor proxy for Jillian Balow, Sue Belish, Nate Been, Scotty Ratliff, Robin Schamber, Kathryn Sessions, Walt Wilcox, Jim Rose and Belenda Willson (by phone)

Members absent:

Also present: Chelsie Oaks, WDE; Brent Young, WDE; Brent Bacon, WDE; Lisa Weigel, WDE; Paige Fenton Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Tom Sachse

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 8:07 a.m.

Chelsie Oaks conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Dicky Shanor, proxy for Superintendent Balow, moved to approve the agenda, seconded by Sue Belish; the motion carried.

APPROVAL OF MINUTES

Minutes from the March 18, 2016 State Board of Vocational Education meeting were presented for approval.

Dicky Shanor, proxy for Superintendent Balow, moved to approve the minutes as presented, seconded by Kathy Coon; the motion carried.

DISCUSSION

Members from the Career Technical Education (CTE) program at the Wyoming Department of Education presented information on project suggestions from Regional Educational Library (REL) at Marzano Research Center, on the Wyoming CTE Assessment System. Additionally, presentations on a career development facilitator course offered through the University of Wyoming Echo program and the Roadmap to STEM conference to be held August 1-3, 2016 in Rock Springs were given.

The State Board of Vocational Education adjourned at 9:07 a.m.

Wyoming State Department of Education

Carl Perkins IV State Report

Post-Secondary Schools and Students
2014-15

WYOMING
DEPARTMENT OF EDUCATION



For inquiries, please contact Christopher Gwerder:
christopher.gwerder@wyo.gov
(307) 777-8757

Table of Contents

Introduction to Carl Perkins IV	4
CTE Concentrators and Participants	5
CTE Concentrators	5
CTE Participants	7
Federal Indicators	9
Summary of Results	9
1P1 Technical Skills Attainment & 2P1 Credential, Certificate or Degree	10
3P1 Student Retention or Transfer	12
4P1 Student Placement	14
5P1 Non-Traditional Participation	16
5P2 Non-Traditional Completion	18
Summary	20

Table of Figures and Tables

Table 1.	CTE Concentrator Enrollment by Program Area	6
Table 2.	CTE Participants by Eligibility Category	8
Table 3.	Summary of Federal Perkins IV Indicator Results: Statewide	9
Table 4.	Indicator 1P1 & 2P1 Results by Subpopulations	11
Table 5.	Indicator 3P1 Results by Subpopulations	13
Table 6.	Indicator 4P1 Results by Subpopulations	15
Table 7.	Indicator 5P1 Results by Subpopulations	17
Table 8.	Indicator 5P2 Results by Subpopulations	19
Figure 1.	CTE Concentrator by Gender	5
Figure 2.	CTE Participants by Gender	7
Figure 3.	CTE Participants by Ethnicity	8
Figure 4.	Percent of CTE Concentrators receiving Credential, Certificate or Degree...	10
Figure 5.	Percent of CTE Concentrators Retained or Transferred	12
Figure 6.	Percent of CTE Concentrators Completers who were Employed, in Military, or Apprenticeship	14
Figure 7.	Percent of CTE Participants in Non-Traditional Programs.....	16
Figure 8.	Percent of CTE Concentrators Completing a Non-Traditional Program.....	18

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 2014-2015 school year from Wyoming post-secondary schools under the guidelines set forth by the Perkins IV Act. The information contained in this report illustrates how CTE programs are working in the state of Wyoming and also provides invaluable data to inform future planning.

CTE Concentrators and Participants

Demographic information was collected from 7 post-secondary schools with students participating in CTE programs in Wyoming during the 2014-15 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.

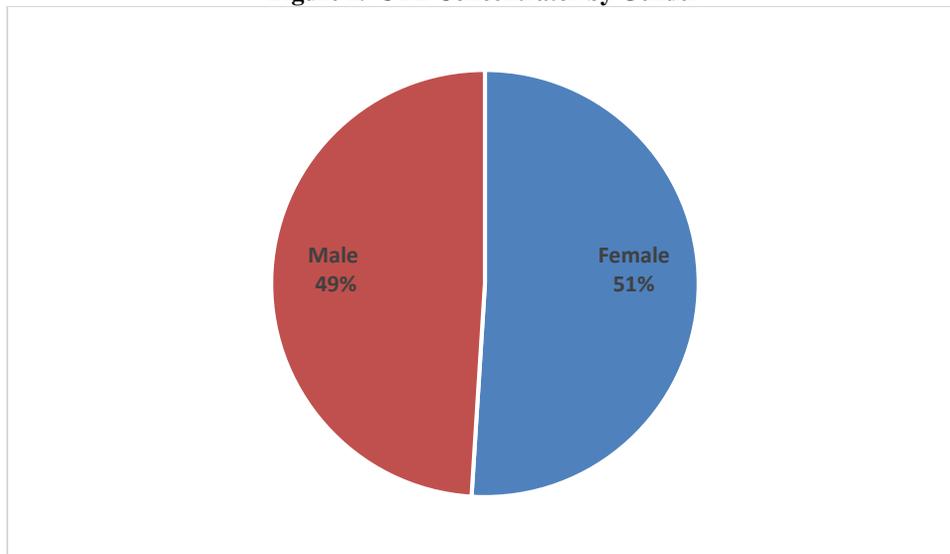
CTE Concentrators

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 3,178 total students reported as CTE concentrators during the 2014-2015 school year. Concentrator enrollments are reported lower this year than in the past year (1,975 less concentrators). It should be noted that the post-secondary data collection and analysis process changed significantly this year. The data was no longer collected and analyzed by a third party vendor, but rather was collected and analyzed by data professionals within WDE. Additionally, data query processes at post-secondary institutions were re-written.

Gender. During the 2014-2015 year, it was reported that 1,558 (49%) CTE concentrators were male and 1,620 (51%) were female. The proportion of males to females is significantly different this year than the past several school years (~40% males; ~60% females).

Figure 1. CTE Concentrator by Gender



Career cluster/program area. The Health Science cluster was again the most popular program area (37.3%). Manufacturing has also been in the top three most popular programs over the past four years (12.7% in 2011-12; 11.1% in 2012-13; 12.9% in 2013-14; 21.2% in 2014-15).

Table 1. CTE Concentrator Enrollment by Program Area

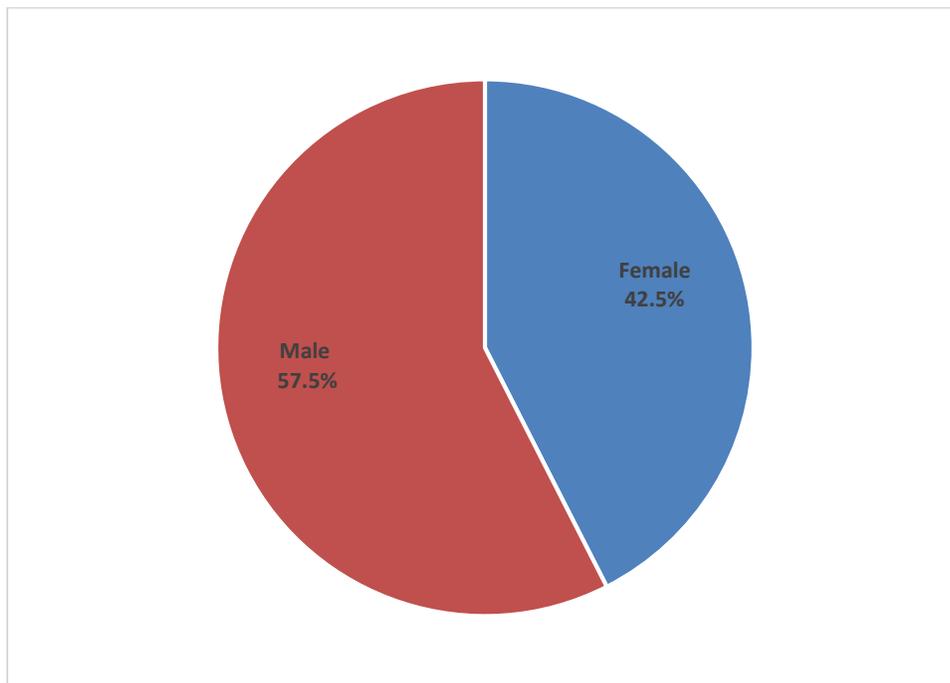
Program Area	Count	Percent
Health Science	1,184	37.3%
Manufacturing	673	21.2%
Transportation, Distribution & Logistics	318	10.0%
Law, Public Safety, Corrections & Security	224	7.0%
Agriculture, Food & Natural Resources	212	6.7%
Business Management & Administration	132	4.2%
Arts, Audio/Video Technology & Communications	128	4.0%
Information Technology	121	3.8%
Architecture & Construction	49	1.5%
Finance	40	1.3%
Education & Training	39	1.2%
Human Services	36	1.1%
Hospitality & Tourism	22	0.7%
Science, Technology, Engineering & Mathematics	0	0.0%
Government & Public Administration	0	0.0%
Marketing	0	0.0%

CTE Participants

Participant enrollments are reported higher this year than last year. Once again, it is important to note that the query process at post-secondary institutions changed significantly this year. A total of 14,688 students were reported as CTE participants by colleges for the 2014-15 reporting year.

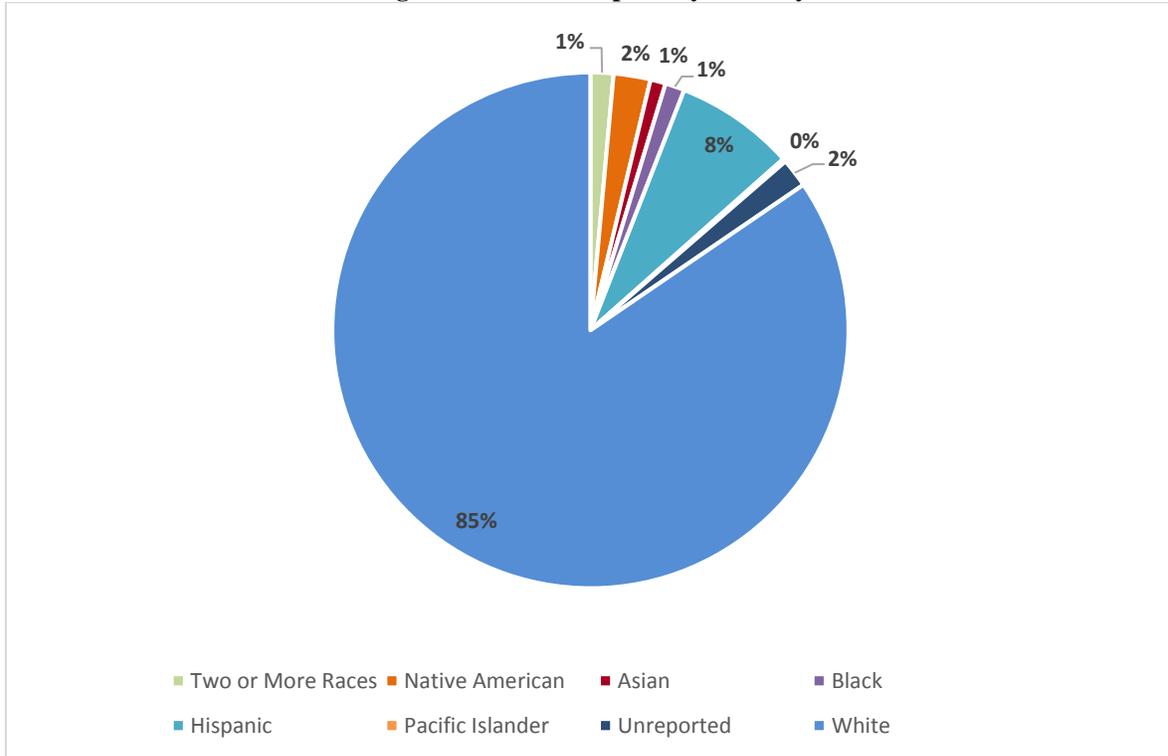
Gender. During the 2014-2015 school year, it was reported that 8,444 (57.5%) males and 6,244 (42.5%) females were CTE participants.

Figure 2. CTE Participants by Gender



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

Figure 3. CTE Participants by Ethnicity



Eligibility Category. Most CTE participants in a special population were categorized as nontraditional enrollees (36.9% of special populations) followed by economically disadvantaged (35.8% of special populations).

Table 2. CTE Participants by Eligibility Category

Category*	Count	Percent of Special Pops
Nontraditional Enrollees	2,411	36.9%
Economically Disadvantaged	2,342	35.8%
Single Parents	1,124	17.2%
Displaced Homemakers	368	5.6%
Individuals With Disabilities (ADA)	255	3.9%
Limited English Proficient	39	0.6%
Total	6,539	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 fully met are highlighted in yellow. The sections that follow describe results for each of these indicators in more detail and by subgroup.

Table 3. Summary of Federal Perkins IV Indicator Results: Statewide

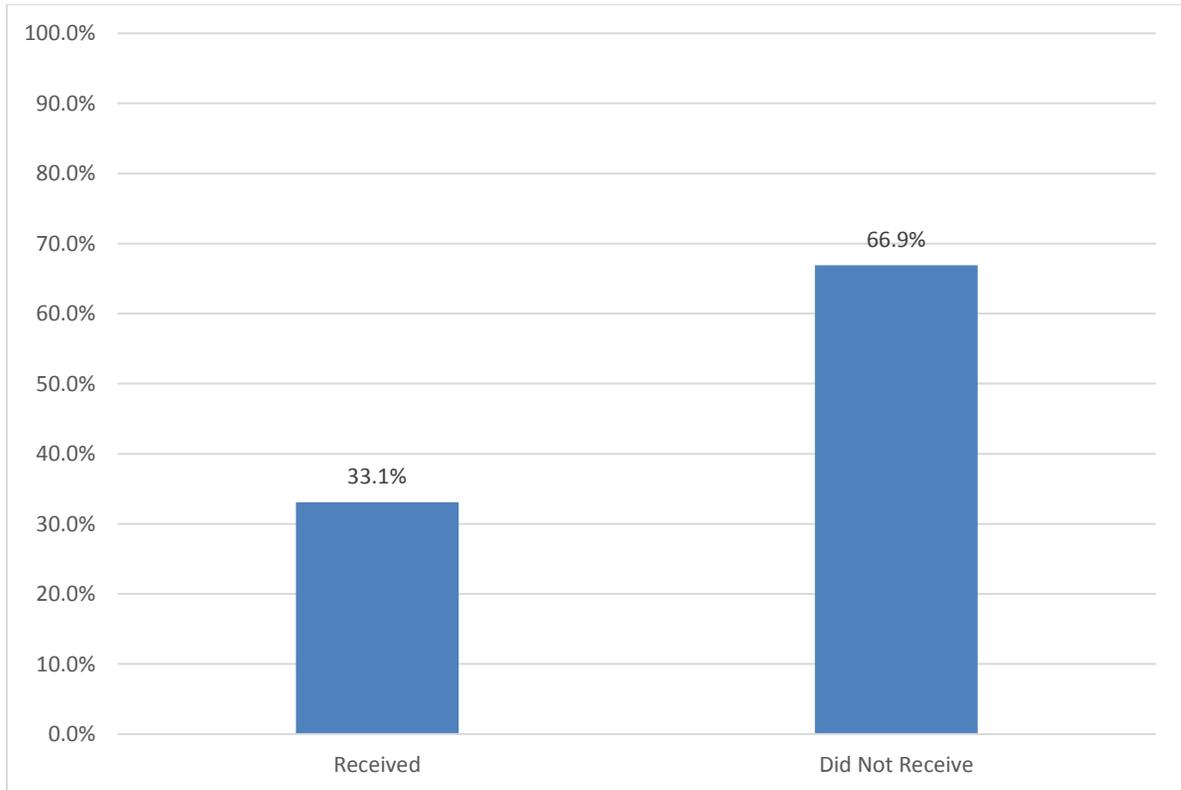
Indicators	Definitions	2014-15 Targets	2014-15 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	30.40%	33.12%
(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.	30.40%	33.12%
(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.	64.00%	80.99%
(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).	77.00%	85.05%
(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.	22.00%	23.69%
(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	12.70%	13.76%

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, **33.1% of CTE concentrators attained a Credential, Certificate or Degree** as compared to 66.9% that did not receive a credential, certificate or degree. This represents a decrease from the prior year in which 35.5% reached technical skill attainment. For 2014-15, 517 concentrators were included in the numerator as completers, while 1,561 concentrators comprised the denominator.

Figure 4. Percent of CTE Concentrators Receiving Credential, Certificate or Degree



Indicator 1P1 & 2P1 by Subpopulations:

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

- 27.7% of males and 38.4% of females received a credential, certificate or degree.
- Among ethnicity subgroups, Asian (57.1%) and Multiracial (57.1%) students had the highest percentage of students receiving a credential, certificate or degree.
- The highest proportion of special population students to meet this indicator was Displaced Homemakers (55.6%).

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

(1P1) Technical Skill Attainment			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	214	772	27.7%
Female	303	789	38.4%
Ethnicity			
American Indian	5	27	18.5%
Asian	4	7	57.1%
Pacific Islander	*	*	*
Black	6	21	28.6%
Hispanic	35	94	37.2%
White	441	1354	32.6%
Multiracial	16	28	57.1%
Unknown	10	27	37.0%
Special Populations			
Individuals With Disabilities (ADA)	21	50	42.0%
Economically Disadvantaged	207	656	31.6%
Single Parents	74	137	54.0%
Displaced Homemakers	10	18	55.6%
Limited English Proficient	*	*	*
Nontraditional Enrollees	60	184	32.6%

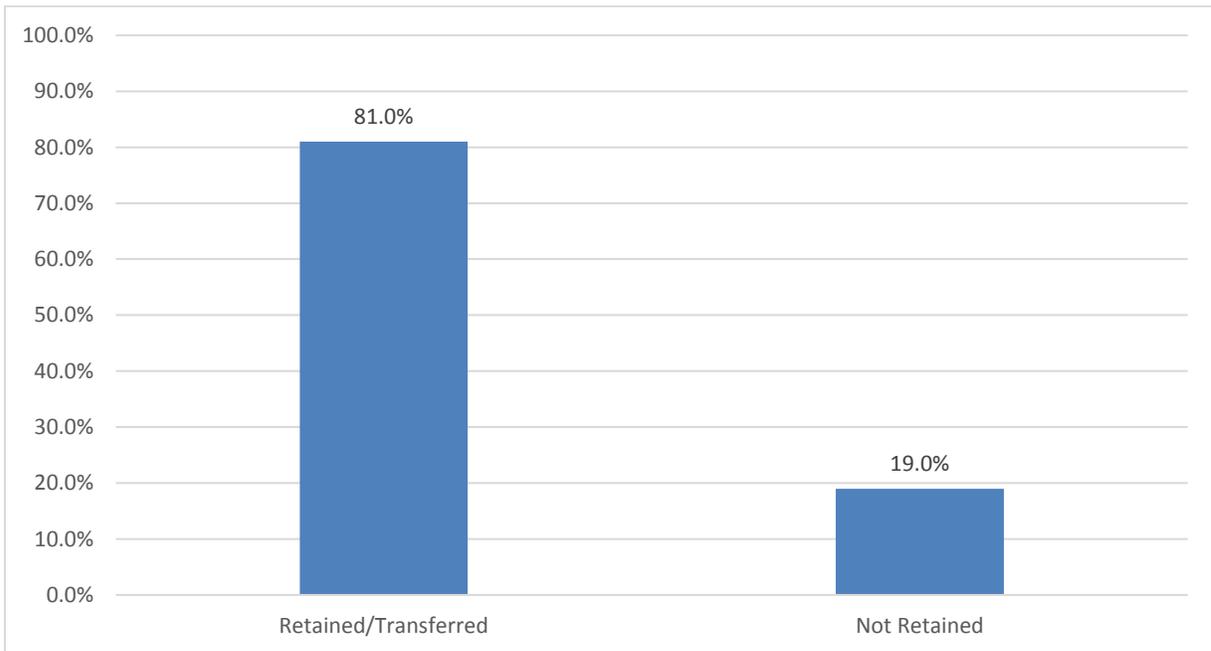
NA = Not applicable; * = Less than 6 students in denominator.

3P1 – Student Retention or Transfer

The Student Retention or Transfer indicator under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the Fall of the previous reporting year. Thus, all concentrators enrolled at a post-secondary college in Fall 2013 and who had not completed their program as of Spring 2014 were identified. Of these students, those who remained at the reporting college (retained) or transferred to another post-secondary institution (transferred) between Summer 2014 and Spring 2015 were counted in the numerator. In this case, records from the National Student Clearinghouse were matched against concentrator records to identify transfers.

Overall, **81% of CTE concentrators remained** in their original postsecondary institution or **transferred** to another 2- or 4-year institution as compared to 19% that did not transfer or were not retained. This represents an increase of approximately 18% as compared to 2013-14 and the target of 64% was met. For the 2014-15 academic year, 2,224 concentrators were included in the numerator as retained or transferred, while 2,746 total concentrators were in the denominator.

Figure 5. Percent of CTE Concentrators Retained or Transferred



Indicator 3P1 by Subpopulations:

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

- A larger percentage of females (84.9%) than males (77.3%) were either retained or transferred to another post-secondary institution.
- Among ethnicity subgroups, Multiracial (94.3%) and Asian (88.9%) students had the highest percentage of students retained or transferred to another post-secondary institution.
- Limited English Proficiency students had the highest rates of students retained or transferred (100.0%) 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	1085	1404	77.3%
Female	1139	1342	84.9%
Ethnicity			
American Indian or Alaska Native	43	59	72.9%
Asian	16	18	88.9%
Pacific Islander	6	8	75.0%
Black or African American	33	39	84.6%
Hispanic/Latino	140	169	82.8%
White	1918	2370	80.9%
Multiracial	33	35	94.3%
Unknown	35	48	72.9%
Special Populations			
Individuals With Disabilities (ADA)	18	20	90.0%
Economically Disadvantaged	979	1216	80.5%
Single Parents	14	18	77.8%
Displaced Homemakers	*	*	*
Limited English Proficient	11	11	100.0%
Nontraditional Enrollees	237	282	84.0%

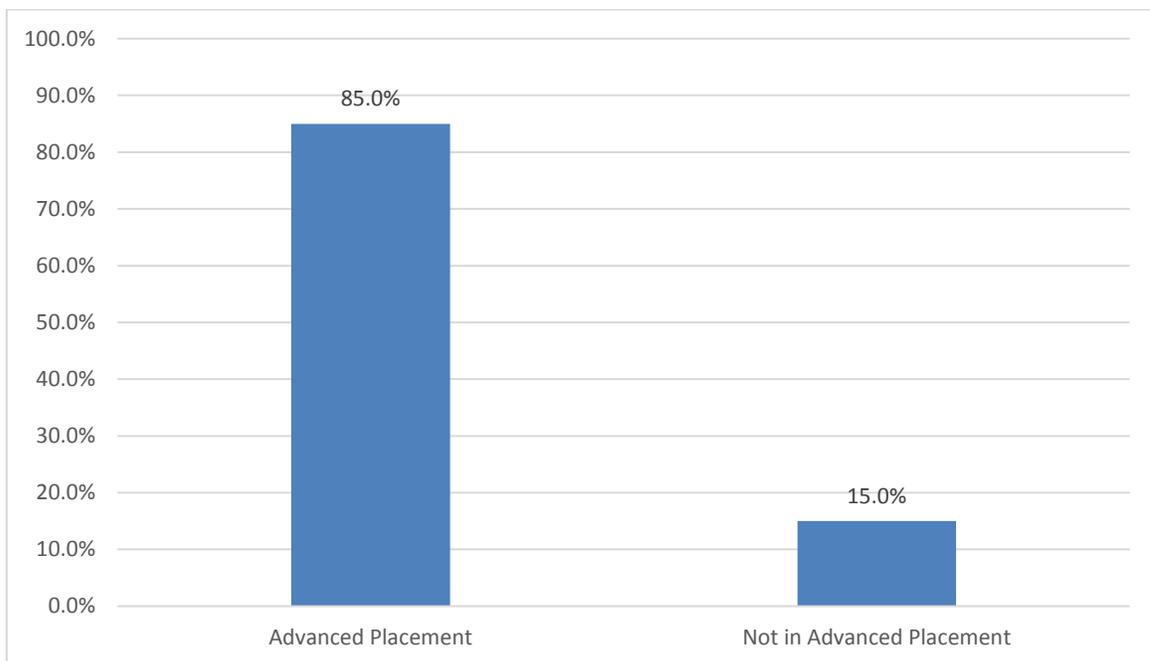
NA = Not applicable; * = Less than 6 students in denominator.

4P1 – Student Placement

The Student Placement Indicator 4P1 measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. Colleges are working on alternative methods to gather follow-up data (e.g., using FEDES) to supplement and improve upon data collection.

Results showed that **85% 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 very similar to the prior reporting year.

Figure 6. Percent of CTE Concentrators Completers who were Employed, in Military, or Apprenticeship



Indicator 4P1 by Subpopulations:

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

- 81.9% of males and 87.7% of females were employed, in the military, or in an apprenticeship following their exit from postsecondary education.
- Among ethnicity subgroups, American Indian (100.0%) students had the highest percentage of students who were employed, in the military, or in an apprenticeship.
- Single Parent (85.0%) and Displaced Homemaker (90.0%) subgroups had the highest percentage of students were employed, in the military, or in an apprenticeship.

Table 6. Indicator 4P1 Results by Subpopulations

(IP1) Technical Skill Attainment			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	208	254	81.9%
Female	264	301	87.7%
Ethnicity			
American Indian or Alaska Native	11	11	100.0%
Asian	6	7	85.7%
Pacific Islander	*	*	*
Black or African American	*	*	*
Hispanic/Latino	23	27	85.2%
White	416	492	84.6%
Multiracial	*	*	*
Unknown	7	9	77.8%
Individuals With Disabilities (ADA)			
Economically Disadvantaged	150	182	82.4%
Single Parents	34	40	85.0%
Displaced Homemakers	9	10	90.0%
Limited English Proficient	*	*	*
Nontraditional Enrollees	35	49	71.4%
Sub-indicators			
Apprenticeship	3		
Employment	470		
Military	5		

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

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

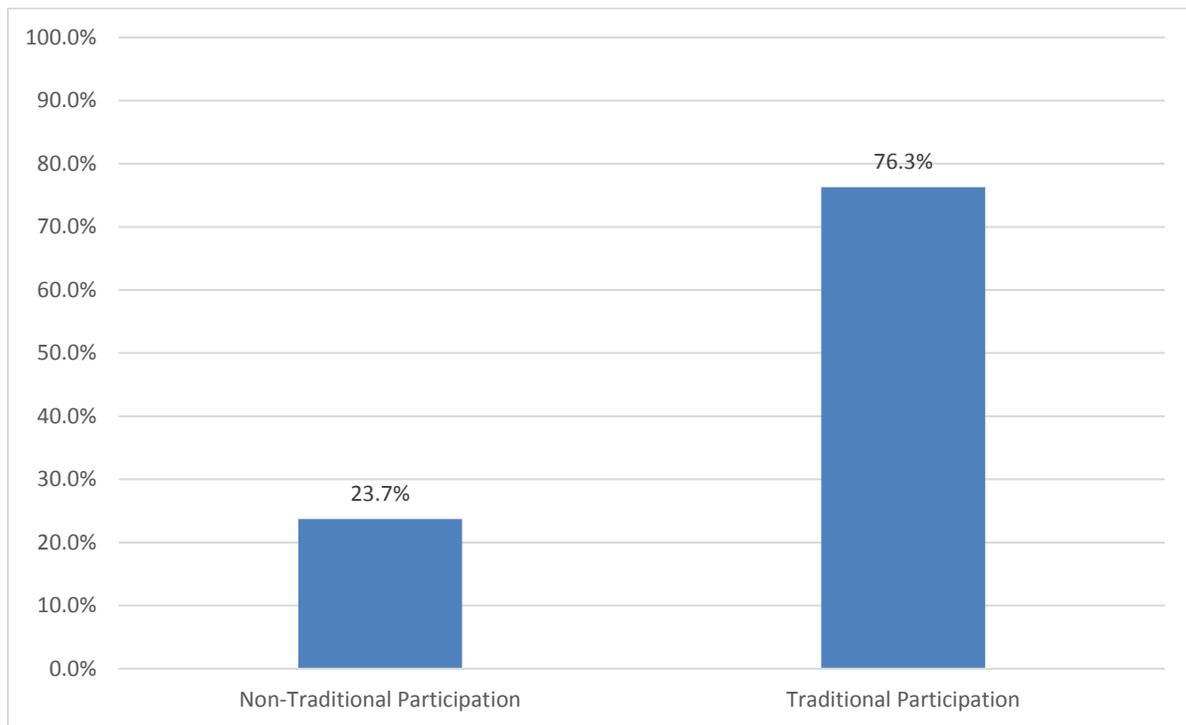
5P1 Non-Traditional Participation

The Non-Traditional Participation indicator under Perkins IV is defined as the percentage of CTE participants in programs that lead to employment in nontraditional fields that were from underrepresented gender groups, 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 2014-15 reporting year, 23.7% of CTE participants in non-traditional programs were in under-represented gender groups, while 76.3% CTE participants participated in a program leading to employment in a traditional field. This represents a decrease (3.7%) as compared to 2013-14. For 2014-15 academic year, 2,411 participants from underrepresented gender groups participated in a program leading to employment in non-traditional fields, while 10,179 participants regardless of gender group, participated in a program leading to employment in traditional fields during the reporting year.

Figure 7. Percent of CTE Participants in Non-Traditional Programs



Indicator 5P1 by Subpopulations:

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

- A significant difference in results by gender was observed. While 56.0% of female students participated in a non-traditional program, only 5.9% of males did so.
- Results by ethnicity were fairly comparable with the highest percent of students participating in a non-traditional program being American Indian (36.4%) followed by Multiracial students (30.5%).
- Economically Disadvantaged students (33.0%) had the highest rates of non-traditional participation followed closely by Single Parents (32.9%).

Table 7. Indicator 5P1 Results by Subpopulations

(5P1) Non Traditional Participation			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	387	6566	5.9%
Female	2024	3613	56.0%
Ethnicity			
American Indian	83	228	36.4%
Asian	24	80	30.0%
Pacific Islander	5	20	25.0%
Black	31	123	25.2%
Hispanic	167	727	23.0%
White	2007	8659	23.2%
Multiracial	40	131	30.5%
Unknown	54	211	25.6%
Special Populations			
Individuals With Disabilities (ADA)	39	144	27.1%
Economically Disadvantaged	479	1452	33.0%
Single Parents	244	742	32.9%
Displaced Homemakers	50	214	23.4%
Limited English Proficient	5	28	17.9%

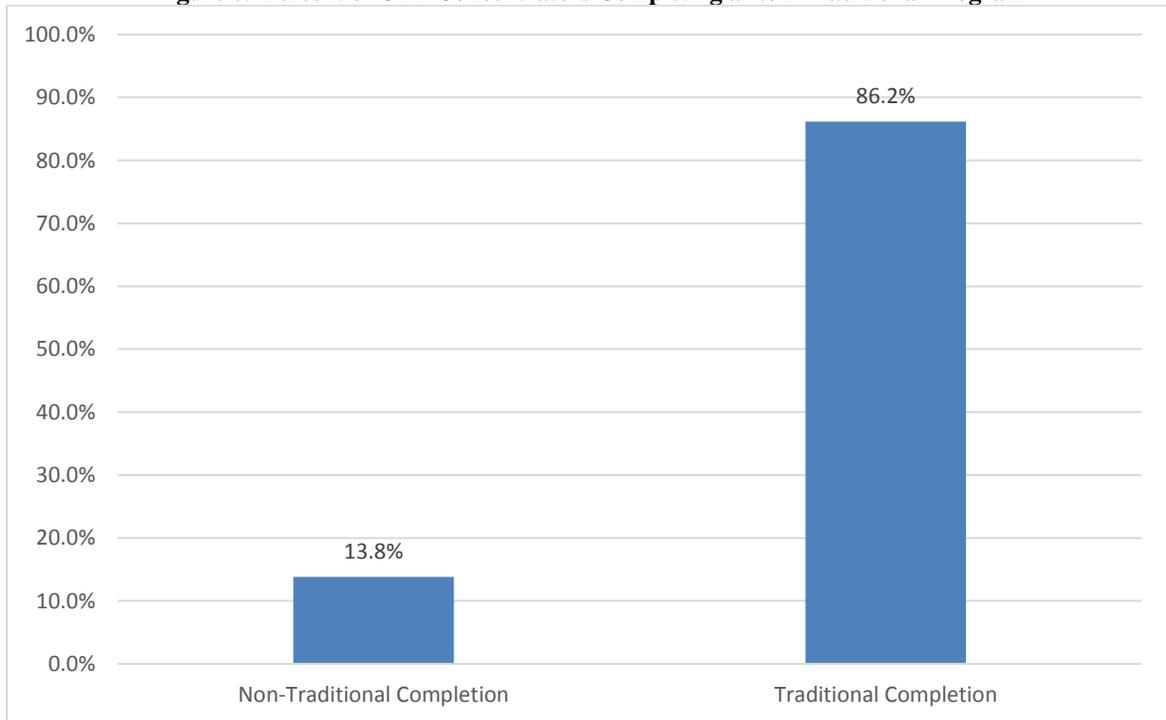
NA = Not applicable; * = Less than 6 students in denominator.

5P2 Non-traditional Completion

The Non-Traditional Completion indicator under Perkins IV is defined as the percentage of CTE concentrators 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 2014-2015 reporting year, 13.8% 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 13.8% of concentrators from underrepresented gender groups in non-traditional programs is the same as the 13.8% figure attained for the 2013-14 reporting year.

Figure 8. Percent of CTE Concentrators Completing a Non-Traditional Program



Indicator 5P2 by Subpopulations:

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

- The percentage of underrepresented male concentrators completing a non-traditional program (16.2%) was higher than the percentage of underrepresented females completing a similar program (12.0%).
- Among ethnic/racial subgroups, multiracial students (26.7%) had the highest percent of underrepresented students who completed a non-traditional program.
- Displaced Homemakers students (25.0%) had the highest rates of non-traditional completion for underrepresented gender groups.

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	185	16.2%
Female	30	251	12.0%
Ethnicity			
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Pacific Islander	*	*	*
Black or African American	*	*	*
Hispanic/Latino	8	32	25.0%
White	43	371	11.6%
Multiracial	4	15	26.7%
Unknown	2	7	28.6%
Special Populations			
Individuals With Disabilities (ADA)	2	19	10.5%
Economically Disadvantaged	22	180	12.2%
Single Parents	8	68	11.8%
Displaced Homemakers	2	8	25.0%
Limited English Proficient	*	*	*

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

Summary

During the 2014-15 school year, postsecondary institutions continued to institute the streamlined and standardized digital data collection system established in 2012-13. The following provides a summary of results from the 2014-15 Perkins reporting year.

Information was collected from seven post-secondary schools with students participating in CTE programs in Wyoming. A total of 14,688 CTE participants and 3,178 CTE concentrators were reported across all of the post-secondary institutions. Concentrator counts are reported lower this year than in the past year.

Table 1. CTE Concentrator and Participant Counts

Perkins IV Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13* Results	2013-14 Results	2014-15 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.	4,570 ¹	4,521	4,434	6,824	5,153	3,178
At the postsecondary level, a CTE participant is defined as a student who has earned one or more credits in any CTE program area.	10,509 ²	9889	9,900	16,368	13,555	14,688

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)³. Results show that 33.12% of CTE Concentrators met the technical skills criteria, see Table 2. This represents a decrease of 2.4% over the prior reporting year, and the target of 30.40% was fully met.

¹ Starting in 2009-10, the criterion for identifying concentrators was changed to use a specific list of CTE academic programs that was specific to for each college. Prior to this, all colleges were queried using the same list of CTE CIP codes to identify all programs and courses encoded with those CIP codes, producing an inflation in total counts. In addition, a check for completed credits (greater than zero) was added in the query for enrollment by term for each term in the reporting year. This allowed for students to be counted as concentrators only if they completed any credits during the reporting year.

² The criteria for identifying CTE participants was changed to use a specific list of CTE courses. This list was provided by each college (specific to that college). Prior to this year, all colleges were queried using the same list of CTE CIP codes to identify all programs and courses encoded with those CIP codes. In addition, a check for completed credits (greater than zero) was added in the query for enrollment by term for each term in the reporting year. This allowed for students to be counted as participants only if they completed any credits during the reporting year. The result of these changes is that there is more accuracy in identifying CTE participants. That said, it should be noted that since the method changed, counts are not directly comparable to counts from the prior years.

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

Table 2. Technical Skill Attainment Results

Indicators	Definitions	2009-10 Results	2010-11 Results ⁴	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 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.	26.38%	28.52%	32.09%	30.65%	35.47%	33.12%

The 2P1 indicator for credential, certificate or degree attainment is the same as 1P1. As noted above (and below), during the 2014-15 reporting year, 33.12% of CTE concentrators earned a credential, certificate, or degree and the target of 30.40% was fully met.

Table 3. Credential, Certificate, or Degree Results

Indicators	Definitions	2009-10 Results	2010-11 Results ⁵	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 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.	26.38%	28.52%	32.09%	30.65%	35.47%	33.12%

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

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

The Student Retention or Transfer indicator (3P1) under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the Fall of the previous reporting year. Overall, 80.99% of CTE Concentrators remained or transferred to another post-secondary institution during the 2014-15 reporting year. This represents a large increase over the prior reporting year (18% increase), and the target of 64.00% was fully met.

Table 4. Student Retention or Transfer Results

Indicators	Perkins IV Measurement Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 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.	66.67%	71.66%	64.57%	67.60%	63.29%	80.99%

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 2014-15 reporting year, data was obtained on 555 concentrators who exited postsecondary education, which represents a decrease from the prior year's total count (n=647). Wyoming will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 85.05% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure, and the target of 77.00% was fully met.

Table 5. Student Placement Results

Indicators	Perkins IV Measurement Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results
(4P1) Student Placement	Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).	85.92%	84.07%	85.75%	78.29%	84.23%	85.05%

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, 23.69% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is lower than the prior year's result of 27.39%. The target of 22.00% was fully met.

Table 6. Non-Traditional Participation Results

Indicators	Perkins IV Measurement Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 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.	27.43%	25.85%	23.99%	27.89%	27.39%	23.69%

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 13.76% of CTE Concentrators eligible to receive a credential, certificate or degree in a non-traditional field were from underrepresented gender groups. This figure is about the same as the one obtained last year (13.78%), and the target of 12.70% was fully met.

Table 7. Non-Traditional Completion Results

Indicators	Perkins IV Measurement Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 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	13.49%	13.28%	12.17%	12.65%	13.78%	13.76%

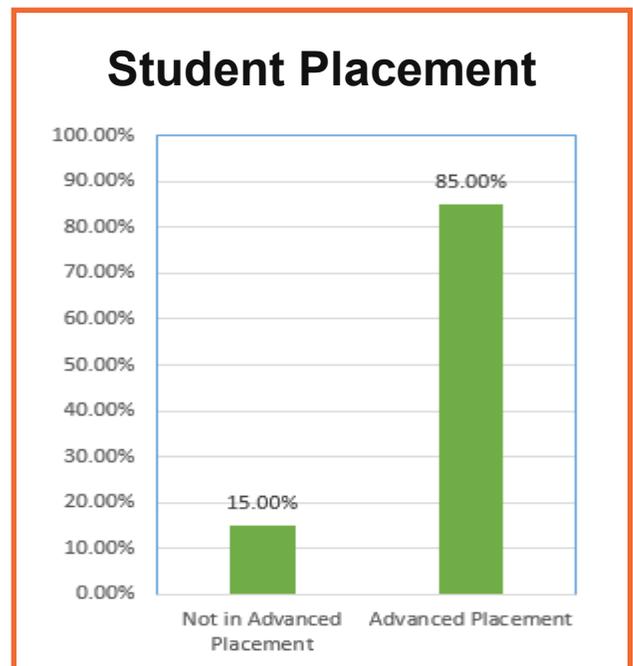
In summary, results showed that statewide, Wyoming postsecondary institutions fully met **all** Perkins IV indicators. This year's data is significantly different from prior years as the post-secondary query process has changed. Moving forward, we will look to this year as a baseline. Postsecondary schools will now begin the process of locally negotiated targets that make sense given the current data. For specific institutions that struggled on indicators, action plans will be developed to promote greater accountability and improvement among schools.

2014-2015 Carl Perkins IV State Report: Post-Secondary

Results were calculated using demographic information collected from 7 post-secondary schools with students participating in CTE during the 2014-2015 school year.

CTE Concentrators	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.	3,178
CTE Participants	Defined as a student who has earned one or more credits in any CTE program area.	14,688
Technical Skills 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.	30.12%
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.	33.12%

CTE Concentrator Enrollment by Program Area	Percent
Health Science	37.3%
Manufacturing	21.2%
Transportation, Distribution & Logistics	10.0%
Law, Public Safety, Corrections & Security	7.0%
Agriculture, Food & Natural Resources	6.7%
Business, Management & Administration	4.2%
Arts, Audio/Video Technology & Communications	4.0%
Information Technology	3.8%
Architecture & Construction	1.5%
Finance	1.3%
Education & Training	1.2%
Human Services	1.1%
Hospitality & Tourism	0.7%
Science, Technology, Engineering & Mathematics	0.0%
Government & Public Administration	0.0%
Marketing	0.0%



The chart shows the number of **CTE concentrators who left postsecondary education and were employed, in the military, and/or in an apprenticeship (85.0%)** during the second quarter following their departure.

Mr. Guy Jackson
State Director
Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building - 2nd Floor
Cheyenne, Wyoming 82002-0050

Dear Mr. Jackson:

The Division of Academic and Technical Education (DATE's) monitoring schedule for Program Year (PY) 2016 is currently under review. Wyoming has been selected for a full onsite monitoring visit schedule for October 10-14, 2016.

Consistent with the Education Department General Administrative Regulations (EDGAR), the purpose of this monitoring visit is to assess your State's compliance with the provisions of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The monitoring team will also provide technical assistance during the visit to assist your State with identifying possible ways to improve its Perkins administration, implementation, and accountability systems, and, in so doing, avoid potential future audit findings.

States were selected for monitoring based on a combination of risk factors, including grant award size, failure to meet negotiated performance levels, whether the State had received a full monitoring visit in the past five years, and unresolved audit findings. Additional factors include whether the State had funds in jeopardy of lapsing and/or reverting to the Treasury, and whether the State had conditions placed on its most recent Perkins grant award. Through this process, ten States and discretionary grantees that receive Perkins funds were identified for monitoring this program year.

DATE will conduct a targeted monitoring visit that may begin with entrance conference on Monday and end with an exit conference on Friday. The monitoring visit will assess your State's compliance with Perkins IV and offer technical assistance on the following 4 topical areas:

- Fiscal program responsibility
- Local applications
- Accountability
- Programs of Study (state level review)

During the monitoring visit, a monitoring team member will focus on your State's efforts to develop and implement programs of study as described in section 122(c)(1)(A) of Perkins IV. You may be asked to arrange one or more site visits for monitoring team members to visit local secondary and postsecondary grantees.

The monitoring team will assess your State's compliance with the Perkins IV using a set of checksheets that list the major legislative requirements in each of the topical areas noted above. In preparation for the monitoring visit, you will be asked to compile documents that exemplify

your State's efforts to implement these requirements. Examples of the type of documents that you might compile are provided on the checksheets, as are guiding questions that might be asked by monitoring team members during the visit (see Attachment B).

A formal letter will be issued to you indicating areas of non-compliance (findings) and corrective actions (if any), as well as suggested strategies for improvement within sixty days following your monitoring visit. Your PAL will follow-up with you as needed to assist you in taking appropriate corrective actions. You will receive a letter to formally close out all monitoring findings once all actions have been taken by your State.

Marilyn Fountain, your State's PAL, will contact you to finalize your visit and to address any questions that you may have regarding the monitoring review. If there is a conflict with the proposed time frame as indicated on the attached monitoring schedule, please contact Ms. Fountain immediately to arrange a mutually convenient time for the visit.

We hope that you find this monitoring visit a welcome and timely opportunity to reflect on your State's career and technical education system and ways to best prepare all students in the State of Wyoming for a successful future.

Sincerely,

/S/

Edward R. Smith

Chief, Program Administration Branch

Attachment A: FY 2016 Perkins Monitoring Schedule

Attachment B: Perkins Staff Listing by State and Responsibility

Attachment C: DATE Staff Contact Listing

Attachment D: Checksheets for Monitoring Perkins Grants

FY 2016 Perkins Monitoring Schedule

State or Discretionary Grantee	Type of Visit (An asterisk * denotes a virtual visit)	Dates	Monitoring Team/ Areas of Review (Lead is denoted in bold)
Tennessee	Full	10/19-23/15	Len Lintner — Fiscal; Local Applications Allison Hill – Accountability; Special Populations Sherene Donaldson – Programs of Study
District of Columbia	Targeted*	TBD	Len Lintner Two DATE staff
Vermont	Targeted	TBD	Len Lintner Two DATE staff
Georgia	Targeted	TBD	Marilyn Fountain Two DATE staff
Wyoming	Targeted*	TBD	Marilyn Fountain Three others TBD
Minnesota	Targeted	TBD	Marilyn Fountain One DATE staff others
Mississippi	Targeted	TBD	Marilyn Fountain Three DATE staff
Navajo Technical University - TCPCTIP (NM)	Targeted	TBD	Gwen Washington Susan Benbow/RMS Millie Lanauze/OPEPD
United Tribes Technical College - TCPCTIP (ND)	Targeted	TBD	Gwen Washington Susan Benbow/RMS Millie Lanauze/OPEPD
ALULIKE - NHCTEP (HI)	Targeted	TBD	Linda Mayo Susan Benbow/RMS Millie Lanauze/OPEPD

DATE Staff Listing by State and Responsibility

States	Program Administration Liaisons (PAL)	College and Career Transitions Specialists (CCTS)	Regional Accountability Specialists (RAS)	Audit Resolution Specialists (ARS)
Alabama	Marilyn Fountain	Sherene Donaldson	Jay Savage	Rosanne Andre
Alaska	Andrew Johnson	Laura Messenger	Jose Figueroa	Rosanne Andre
Arizona	Marilyn Fountain	Laura Messenger	Jose Figueroa	Rosanne Andre
Arkansas	Andrew Johnson	Laura Messenger	Jay Savage	Rosanne Andre
California	Andrew Johnson	Laura Messenger	Jose Figueroa	Rosanne Andre
Colorado	Marilyn Fountain	Laura Messenger	Jose Figueroa	Rosanne Andre
Connecticut	Len Lintner	Laura Messenger	Sharon Head	Rosanne Andre
Delaware	Len Lintner	Laura Messenger	Allison Hill	Rosanne Andre
District of Columbia	Len Lintner	Sherene Donaldson	Jay Savage	Rosanne Andre
Florida	Marilyn Fountain	Sherene Donaldson	Jay Savage	Rosanne Andre
Georgia	Marilyn Fountain	Sherene Donaldson	Jay Savage	Rosanne Andre
Guam	Andrew Johnson	Sherene Donaldson	Jamelah Murrell	Rosanne Andre
Hawaii	Len Lintner	Laura Messenger	Jose Figueroa	Rosanne Andre
Idaho	Len Lintner	Laura Messenger	Jamelah Murrell	Rosanne Andre
Illinois	Marilyn Fountain	Sherene Donaldson	Sharon Head	Rosanne Andre
Indiana	Marilyn Fountain	Laura Messenger	Jose Figueroa	Rosanne Andre
Iowa	Andrew Johnson	Sherene Donaldson	Jamelah Murrell	Rosanne Andre
Kansas	Andrew Johnson	Laura Messenger	Jay Savage	Rosanne Andre
Kentucky	Marilyn Fountain	Sherene Donaldson	Allison Hill	Rosanne Andre
Louisiana	Marilyn Fountain	Laura Messenger	Jay Savage	Rosanne Andre
Maine	Len Lintner	Laura Messenger	Sharon Head	Rosanne Andre
Maryland	Len Lintner	Sherene Donaldson	Allison Hill	Rosanne Andre
Massachusetts	Len Lintner	Laura Messenger	Sharon Head	Rosanne Andre
Michigan	Marilyn Fountain	Sherene Donaldson	Sharon Head	Rosanne Andre
Minnesota	Marilyn Fountain	Laura Messenger	Sharon Head	Rosanne Andre
Mississippi	Marilyn Fountain	Sherene Donaldson	Allison Hill	Rosanne Andre
Missouri	Marilyn Fountain	Sherene Donaldson	Allison Hill	Rosanne Andre
Montana	Andrew Johnson	Laura Messenger	Jamelah Murrell	Rosanne Andre
Nebraska	Andrew Johnson	Sherene Donaldson	Allison Hill	Rosanne Andre
Nevada	Len Lintner	Laura Messenger	Jose Figueroa	Rosanne Andre
New Hampshire	Len Lintner	Laura Messenger	Jose Figueroa	Rosanne Andre
New Jersey	Len Lintner	Laura Messenger	Jay Savage	Rosanne Andre
New Mexico	Andrew Johnson	Sherene Donaldson	Jose Figueroa	Rosanne Andre
New York	Len Lintner	Sherene Donaldson	Jamelah Murrell	Rosanne Andre
North Carolina	Marilyn Fountain	Sherene Donaldson	Jay Savage	Rosanne Andre
North Dakota	Len Lintner	Laura Messenger	Allison Hill	Rosanne Andre
Ohio	Marilyn Fountain	Laura Messenger	Sharon Head	Rosanne Andre

States	Program Administration Liaisons (PAL)	College and Career Transitions Specialists (CCTS)	Regional Accountability Specialists (RAS)	Audit Resolution Specialists (ARS)
Oklahoma	Marilyn Fountain	Laura Messenger	Jamelah Murrell	Rosanne Andre
Oregon	Len Lintner	Laura Messenger	Jose Figueroa	Rosanne Andre
Palau	Andrew Johnson	Sherene Donaldson	Jamelah Murrell	Rosanne Andre
Pennsylvania	Len Lintner	Sherene Donaldson	Jay Savage	Rosanne Andre
Puerto Rico	Marilyn Fountain	Sherene Donaldson	Jose Figueroa	Rosanne Andre
South Carolina	Marilyn Fountain	Sherene Donaldson	Jay Savage	Rosanne Andre
South Dakota	Len Lintner	Laura Messenger	Jamelah Murrell	Rosanne Andre
Tennessee	Len Lintner	Sherene Donaldson	Allison Hill	Rosanne Andre
Texas	Andrew Johnson	Sherene Donaldson	Allison Hill	Rosanne Andre
Utah	Len Lintner	Laura Messenger	Jose Figueroa	Rosanne Andre
Vermont	Len Lintner	Laura Messenger	Jose Figueroa	Rosanne Andre
Virgin Islands	Len Lintner	Sherene Donaldson	Sharon Head	Rosanne Andre
Virginia	Marilyn Fountain	Sherene Donaldson	Jay Savage	Rosanne Andre
Washington	Andrew Johnson	Laura Messenger	Jose Figueroa	Rosanne Andre
West Virginia	Len Lintner	Sherene Donaldson	Jay Savage	Rosanne Andre
Wisconsin	Marilyn Fountain	Sherene Donaldson	Jamelah Murrell	Rosanne Andre
Wyoming	Marilyn Fountain	Laura Messenger	Jay Savage	Rosanne Andre

DATE Staff Contact Listing

Name	Telephone	E-Mail Address
Sharon Lee Miller, Director	202-245-7846	sharon.miller@ed.gov
Margaret Romer, Deputy Director	202-245-7501	margaret.romer@ed.gov
Accountability and Performance Branch		
John Haigh, Chief	202-245-7735	john.haigh@ed.gov
Jose Figueroa	202-245-6054	jose.figueroa@ed.gov
Sharon Head	202-245-6131	sharon.head@ed.gov
Allison Hill	202-245-7775	allison.hill@ed.gov
Jay Savage	202-245-6612	jay.savage@ed.gov
Jamelah Murrell	202-245-6981	jamelah.murrell@ed.gov
Program Administration Branch		
Edward R. Smith, Chief	202-245-7602	edward.smith@ed.gov
Rosanne Andre	202-245-7789	rosanne.andre@ed.gov
Marilyn Fountain	202-245-7346	marilyn.fountain@ed.gov
Andy Johnson	202-245-7786	andrew.johnson@ed.gov
Len Lintner	202-245-7741	len.lintner@ed.gov
College and Career Transitions Branch		
Robin Utz, Chief	202-245-7767	robin.utz@ed.gov
Nancy Brooks	202-245-7774	nancy.brooks@ed.gov
Steve Brown	202-245-6078	steve.brown@ed.gov
Sherene Donaldson	202-245-6041	sherene.donaldson@ed.gov
Linda Mayo	202-245-7792	linda.mayo@ed.gov
Laura Messenger	202-245-7840	laura.messenger@ed.gov
Albert Palacios	202-245-7772	albert.palacios@ed.gov
Gwen Washington	202-245-7790	gwen.washington@ed.gov

FY 2016 Perkins Monitoring Checksheet Information

This document outlines the evidence that each State needs to compile for its on-site visit by the Division of Academic and Technical Education (DATE) monitoring team pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Below are a few important notes regarding this document and the on-site or virtual monitoring visit.

- ***This document includes the minimum evidence each State will need to produce for its monitoring visit.*** The DATE monitoring team may ask for additional pieces of evidence while on-site.
- ***Unless otherwise specified, evidence should pertain to the current program year.*** For example, a monitoring visit conducted in October 2013, would require documents pertaining to the State's Program Year (PY) 2013 grant award, covering the period from July 1, 2012, through June 30, 2013.
- Further information and expectations for local visits will be provided to the State at least one month prior to the visit.
- ***Help us achieve a "green" visit.*** To the extent possible and practicable, provide access to original State documents and files, or to documents available electronically.

If you have questions pertaining to any aspect of the monitoring visit, please contact Edward Smith, Program Administration Branch Chief, at Edward.Smith@ed.gov or your State's Program Administration Liaison (PAL).



Attachment D

**U. S. Department of Education
Office of Career, Technical, and Adult Education
Division of Academic and Technical Education**

**Checksheets for Monitoring Grants
Awarded under Title I and Title II of the
Carl D. Perkins Career and Technical
Education Act of 2006 (Perkins IV)**

Last Updated: March 25, 2015

TABLE OF CONTENTS

INTRODUCTION	3
A. State Administration	4
B. Fiscal Program Responsibility	5
C. Local Applications	7
D. Programs of Study.....	10
E. Tech Prep Programs.....	12
F. Special Populations	13
G. Accountability.....	16

INTRODUCTION

This document outlines the evidence that each State needs to compile for its on-site visit by the Division of Academic and Technical Education (DATE) monitoring team pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Below are a few important notes regarding this document and the on-site monitoring visit.

- ***This document includes the minimum evidence each State will need to produce for its monitoring visit.*** The DATE monitoring team may ask for additional pieces of evidence while on-site.
- ***Unless otherwise specified, evidence should pertain to the current program year.*** For example, a monitoring visit conducted in October 2009, would require documents pertaining to the State's Program Year (PY) 2009 grant award, covering the period from July 1, 2009, through June 30, 2010.
- Further information and expectations for local visits will be provided to the State at least one month prior to the visit.
- ***Help us achieve a "green" visit.*** To the extent possible and practicable, provide access to original State documents and files, or to documents available electronically.

If you have questions pertaining to any aspect of the monitoring visit, please contact Edward Smith, Program Administration Branch Chief, at Edward.Smith@ed.gov or the Perkins Monitoring Team Lead.

Part A: State Administration

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
1. Section 121(a) - Eligible Agency Responsibilities	1.1 State policies and procedures for coordinating the development, submission, and implementation of the State plan.		
	1.2 State policies and procedures for coordinating the evaluation of the program, services, and activities within the State plan.		
	1.3 Documentation of eligible agency consultation on the State plan with the Governor and other agencies listed in section 121(a)(2).		
	1.4 Copies of agendas for meetings of the eligible agency (no less than 4 times per year and as consistent with State law and procedure for the conduct of such meetings).		
2. Section 122(a) - State Plan Responsibilities	2.1 Copy of the State plan and annual revisions.		
	2.2 Copy of public hearing notices.		
	2.3 Dated minutes of State plan hearings.		
	2.4 Listing of public representatives attending each hearing.		
	2.5 Summary of recommendations made at each hearing and the eligible agencies' response to such recommendations.		
3. Section 122(b)(1) and 122(e)(3) - State Plan Development and Consultation	3.1 Documentation that the eligible agency has developed the State plan in consultation with the individuals listed in section 122(b)(1).		
	3.2 State policies and procedures for handling State agency objections to one or more portions of the State plan.		
	3.3 Documentation showing the disposition of any objections filed by State agencies.		
4. Section 124(b)(1-9) - State Leadership Activities	4.1 Report with findings from the State assessment of career and technical education, including an assessment of how the needs of special populations will be met through the State's career and technical education programs.		
	4.2 Documentation of and products resulting from State-level projects that: <ul style="list-style-type: none"> a. Develop, improve, or expand the use of technology in career and technical education. b. Offer professional development activities for individuals listed in section 124(b)(3). c. Support career and technical education programs that integrate academic and technical education. d. Provide preparation for students in nontraditional fields, and in high skill, high wage occupations. e. Support partnerships among State and local agencies to enable students to complete programs of study. f. Serve individuals in State institutions. g. Support programs for special populations. h. Provide technical assistance for eligible recipients. 		

Part B: Fiscal Program Responsibility

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
1. Section 112(a) – Within State Allocation	1.1 Grant award notifications (GANs) for Title I and Title II funds.		
	1.2 Ledger of expenditures for Title I and Title II grants that reconcile to the most recent “final” financial status reports (FSRs) submitted to OCTAE the previous December 31. (Note: These expenditures should cover the entire 27 month grant period).		
	1.3 Interim and final FSRs that were submitted to OCTAE the previous December 31.		
2. Section 112(b) – Matching Requirement	2.1 Documentation of the State’s match, from non-Federal sources and on a dollar-for-dollar basis, for the funds reserved for State administration.		
3. Section 112(c) – Reserve	3.1 Policies, procedures, and criteria to award reserve funds to eligible agencies.		
	3.2 Listing of reserve fund recipients, along with documentation that each recipient has met the funding criteria.		
4. Section 131(a) – Local Education Agency (LEA) Allocation Procedures	4.1 Ledger of LEA allocations.		
	4.2 Statistical data showing LEA population, ages 5-17.		
	4.3 Statistical data showing LEA population, ages 5-17 and from families with incomes below the poverty line.		
	4.4 Worksheets illustrating the application of LEA funding formulas.		
5. Section 131(b) – Waiver for More Equitable Distribution	5.1 If applicable, documentation of the State’s alternative formula to allocate funds to LEAs.		
	5.2 Statistical data used as a basis for the alternative LEA formula factors.		
6. Section 131(d) – Limited Jurisdictional Agencies	6.1 Listing of LEAs that serve only elementary schools.		
7. Section 131(e) – Area Career and Technical Education Schools (ACTES) Fund Allocation Procedures	7.1 Ledger of ACTES allocations (if not included in the listing of LEA allocations in 4.1 above).		
	7.2 Worksheets illustrating the application of ACTES funding formulas (if not included in the worksheet in 4.4 above).		
8. Section 131(f)- Consortia Requirements	8.1 If applicable, listing of secondary consortia.		
	8.2 Documentation of the inability of the LEAs listed in 8.1 above to form a consortia.		
	8.3 Sample of approved LEA consortia agreements.		
9. Section 132(a) – Postsecondary Allocation Procedures	9.1 Ledger of postsecondary allocations.		
	9.2 Statistical data showing Pell grant and Bureau of Indian Affairs (BIA)-assisted recipients (students) for the previous year.		
	9.4 If applicable, listing of postsecondary consortia.		

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
	9.5 Documentation of the inability of the postsecondary institutions listed in 9.4 above to form a consortia.		
	9.6 Sample of approved postsecondary consortia agreements.		
10. Section 132 (b) – Waiver for More Equitable Distribution	10.1 If applicable, documentation of the State’s alternative formula to distribute funds to postsecondary institutions.		
	10.2 Statistical data used as the basis for the alternative postsecondary formula factors.		
11. Section 133 (a) – Special Rule for Minimal Allocation	11.1 Ledger of expenditures for eligible recipients that receive 15% or less in section 112(a)(1) flow thru dollars.		
	11.2 Documentation of the number of economically disadvantaged individuals served through a competitive (or alternative) process by eligible recipients.		
	11.3 Listing of allocations derived from the alternative distribution process for eligible recipients.		
12. Section 133(b) - Redistribution of Unobligated Funds	12.1 State policies and procedures for the redistribution of unobligated funds (carryover funds).		
	12.2 If applicable, spreadsheets showing end-of-year carryover of unobligated funds for eligible recipients.		
	12.3 Worksheets showing funding pools comprised of new and carryover federal funds for eligible recipients.		
13. Section 133(c) - Construction	13.1 Listing of consortia or cooperative agreements between secondary and postsecondary eligible recipients.		
14. Section 311(b) - Maintenance of Fiscal Effort	14.1 Worksheets for total non-federal expenditures (secondary and postsecondary) for the previous and second previous years to the current state fiscal year.		
	14.2 If maintenance of effort is calculated on a per pupil basis, annual enrollment reports for career and technical education for the previous and second previous years to the current state fiscal year.		
15. Sections 122(c) and 311(a) – Audit and Fiscal Requirements	15.1 State policies and procedures for the audit of Perkins funds for secondary and postsecondary eligible recipients.		
	15.2 Sample of completed audit reports.		
	15.3 State policies and procedures governing the use of Perkins funds to purchase equipment.		
	15.4 State policies and procedures addressing supplanting by eligible recipients.		

Part C: Local Applications

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
3. Section 134(b)(1-12) - Requirements for Local Applications	1.1 Copy of local application form(s) for eligible recipients.		
	1.2 Copy of the form (checklist) used by the eligible agency to review local applications.		
	1.3 State policies and procedures governing the use of funds by eligible recipients to improve career and technical education programs (if contained in a document other than the local application itself).		
	1.4 Copies of funded local applications from eligible recipients (from which the monitoring team will take a random sample) that provide the following <i>eleven required descriptions</i> — <ul style="list-style-type: none"> a. How the career and technical education programs will be carried out. b. How the career and technical activities will be carried out with respect to meeting State and local adjusted levels of performance c. How the eligible recipient will: <ul style="list-style-type: none"> ▪ Offer not less than one (1) program of study. ▪ Integrate academic and technical skill standards. ▪ Provide experience in and understanding of all aspects of an industry. ▪ Assure that career and technical education students are taught to the same academic standards as all other students. ▪ Encourage career and technical education students to enroll in rigorous and challenging academic subjects. d. How comprehensive professional development will be provided. e. How individuals listed in section 134(b)(5) are involved in the development, implementation, and evaluation of the career and technical education programs. f. How the performance of the eligible recipient will be evaluated and continuously improved. g. How the eligible recipient will: <ul style="list-style-type: none"> ▪ Review career and technical education programs, and identify and adopt strategies to overcome barriers for special populations. ▪ Provide programs that enable special populations to meet local adjusted levels of performance. ▪ Provide activities to prepare special populations for high skill, high wage, or high demand occupations. 		

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
	<p>h. How special populations will not be discriminated against.</p> <p>i. How funds will be used to promote preparation for non-traditional fields.</p> <p>j. How career guidance and academic counseling will be provided.</p> <p>k. How the eligible recipient will improve:</p> <ul style="list-style-type: none"> ▪ Recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors. ▪ Transition to teaching from business and industry. 		
	<p>1.5 Copies of funded local applications (from which the monitoring team will take a random sample) that provide the following <i>required assurance</i>—</p> <p>a. That the eligible recipient will provide a career and technical education program that is “of sufficient size, scope, and quality.”</p>		
	<p>1.6 State criteria for determining whether an eligible recipient’s services and activities are “of sufficient size, scope, and quality.”</p>		
	<p>1.7 Copies of completed local application review forms (from which the monitoring team will take a random sample).</p>		
	<p>1.8 Documentation linking the funding of eligible recipients with their performance relative to the State adjusted levels of performance.</p>		
<p>2. Section 135(b) – Required Use of Local Funds</p>	<p>2.1 Copies of funded local applications (from which the monitoring team will take a random sample) that document how eligible recipients are using funds for the following <i>nine required elements</i>—</p> <p>a. Integrating academics with career and technical education.</p> <p>b. Linking secondary and postsecondary career and technical education programs, including by offering not less than 1 program of study.</p> <p>c. Providing students with experience in and understanding of all aspects of the industry.</p> <p>d. Developing, improving, or expanding of use of technology.</p> <p>e. Providing professional development for teachers, counselors, and administrators.</p> <p>f. Developing and implementing evaluations of career and technical education programs, including an evaluation of the needs of special populations.</p> <p>g. Providing services of sufficient size, scope, and quality.</p> <p>h. Providing activities to prepare special populations for high skill, high wage, or high demand occupations.</p>		
<p>3. Section 135(c) - Permissible Use of Local Funds</p>	<p>3.1 Copies of funded local applications (from which the monitoring team will take a sample) that document how eligible recipients are using funds for one or more of the <i>twenty permissible elements in section 135(c)</i>.</p>		

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
4. EDGAR 34 CFR 80.40	4.1 Policies, procedures, and protocols for monitoring eligible recipients (subrecipients) to assure their compliance with all applicable federal requirements.		
	4.2 Sample of final reports of subrecipient monitoring.		
	4.3 State policies and procedures for resolving findings and corrective actions by subrecipients following monitoring.		

Part D: Programs of Study

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
1. Section 122(c)(1)(A)(i-iv) – State Plan Contents	1.1 Documentation of the eligible agency’s career and technical programs of study that may be adopted by eligible recipients that— <ul style="list-style-type: none"> a. Incorporate secondary education and postsecondary education elements. b. Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary to postsecondary education. c. May include opportunity for secondary education students to gain postsecondary education credits through dual or concurrent enrollment programs or other means. d. Lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. 		
	1.2 State policies and procedures for the review and approval of eligible recipient’s programs of study.		
2. Section 134(b)(3)(A) and 135(b)(1-2) – Local Application Requirements and Required Local Uses of Funds	2.1 Copies of funded local applications (from which the monitoring team will take a random sample) that describe how the eligible recipient will <i>offer not less than one</i> career and technical program of study that meets the criteria listed in 1.1 a-d above.		
3. Section 135(c) – Permissible Local Uses of Funds	3.1 Copies of funded local applications (from which the monitoring team will take a random sample) that describe how the eligible recipient will develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including— <ul style="list-style-type: none"> a. Articulation agreements between subbaccalaureate and baccalaureate degree granting programs. b. Postsecondary dual and concurrent enrollment programs. c. Academic and financial aid counseling. d. Other initiatives as described in section 135(c)(10)(D)(i-ii). 		
	3.2 Copies of funded local applications (from which the monitoring team will take a random sample) that describe how the eligible recipient will improve or develop <i>new</i> career and technical education courses, including new (proposed) programs of study.		

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
4. Additional Material	4.1 Documentation for one or more of the following <i>supporting components</i> of a program of study— <ul style="list-style-type: none"> a. <i>State legislation and policies</i> that authorize, and may provide funding for, programs of study. b. <i>Partnerships</i> among key State agencies and organizations that jointly develop and implement programs of study in high growth, high demand career fields. c. <i>Statewide articulation agreements</i> that provide a systematic, seamless process for students to transition from secondary to postsecondary education. d. <i>Career guidance and academic advisement programs</i> that help students select and progress through a program of study. e. <i>Professional development</i> that enables teachers and faculty to implement the program of study. f. <i>Student assessments</i> that measure student attainment of technical skills at multiple points during their program of study. g. <i>Evaluation/accountability</i> of the program of study based on a full range of student outcomes. h. <i>Local implementation</i> of the program of study in rural, suburban, and urban areas across the State. 		

Part E: Tech Prep Programs – This section is not applicable for FY 2011 and beyond as the Congress has not provided appropriations under Title II (tech prep programs).

***Note: This section is applicable only if the State opts to *retain all or a portion of its Title II tech prep funds* for activities under Title II of the legislation.**

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
1. Section 203 (c) - Requirements for Consortia Applications	1.1 Copy of the application (form) for local consortia.		
	1.2 Copy of the form (checklist) used by the eligible agency to review consortia applications.		
	1.3 State policies and procedures governing the use of funds by eligible consortia (if contained in a document other than the application).		
	1.4 Copies of consortium applications (from which the monitoring team will take a random sample) that contain the <i>required contents of a tech prep program</i> , as well as the following <i>special considerations</i> — a. Provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs. b. Are developed in consultation with business, industry, institutions of higher education, and labor organizations. c. Address effectively the issues of school dropout prevention and reentry, and the needs of special populations. d. Provide education and training in an area or skill in which there is a significant workforce shortage. e. Demonstrate how tech prep programs will help students meet high academic and employability competencies. f. Demonstrate success in, or provide assurances of, coordination and integration with eligible agencies funded under Title I of the legislation.		
2. Section 205 – Tech Prep Report	2.1 Copy of annual report to the Secretary on the effectiveness of the State’s tech prep programs.		

Part F: Special Populations

***Note: Most of the items of evidence in this section overlap with items requested elsewhere in this checklist. In those instances, the State is not required to duplicate evidence for this part.**

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
1. Section 112(c) – State Plan	<p>1.1 Documentation of programs that will prepare career and technical education students academically and technically for opportunities in postsecondary education or entry into high skill, high wage, or high demand occupations, including students who are—</p> <ul style="list-style-type: none"> a. Members of the special population categories listed in section 3(29). b. Enrolled in alternative education programs. c. Being served in State correctional institutions. 		
	<p>1.2 State policies and procedures that describe the eligible agency’s strategies for special populations, including a description of how members of special populations—</p> <ul style="list-style-type: none"> a. Will be provided with equal access to activities assisted under the Act. b. Will not be discriminated against on the basis of their status as members of special populations. c. Will be provided with programs designed to meet or exceed State adjusted levels of performance, and prepare them for further learning and for high skill, high wage, or high demand occupations. 		
2. Section 124(a) – State Leadership Activities	<p>2.1 Results or findings from the assessment of career and technical education programs, including an assessment of how the needs of special populations are being met and how the career and technical education programs are designed to help special populations meet the State adjusted levels of performance.</p> <p>*Note: This same evidence is requested in Part A, Section 4.)</p>		
	<p>2.2 Documentation of and products resulting from State-level projects that:</p> <ul style="list-style-type: none"> a. Provide preparation for students in nontraditional fields, and in high skill, high wage occupations. b. Serve individuals in State institutions. c. Support programs for special populations. <p>*Note: This same evidence is requested in Part A, Section 4.)</p>		

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
3. Section 134(b) – Local Plan	<p>3.1 Copies of local applications from eligible recipients (from which the monitoring team will take a random sample) that provide the following <i>required descriptions</i>—</p> <p>a. How the eligible recipient will:</p> <ul style="list-style-type: none"> ▪ Review career and technical education programs and identify and adopt strategies to overcome barriers for special populations. ▪ Provide programs that enable special populations to meet local adjusted levels of performance. ▪ Provide activities to prepare special populations for high skill, high wage, or high demand occupations. <p>b. How special populations will not be discriminated against.</p> <p>c. How funds will be used to promote preparation for non-traditional fields.</p> <p>*Note: This same evidence is requested in Part A, Section 4.)</p>		
4. Section 135(b) – Local Uses of Funds	<p>4.1 Copies of local applications from eligible recipients (from which the monitoring team will take a random sample) that describe how they will carry out the following <i>required and permissible activities</i>—</p> <p>a. Develop and implement evaluation of the career and technical education programs carried out with funds under the Act, including an assessment of how the needs of special populations are being met.</p> <p>b. Provide activities to prepare special populations, including single parents and displaced homemakers for high skill, high wage, or high demand occupations.</p> <p>c. Provide programs for adults and school dropouts to complete secondary school education, or upgrade their technical skills.</p> <p>*Note: This same evidence is requested in Part A, Section 4.)</p>		
5. Section 203(c) – Tech Prep Programs	<p>5.1 Copies of local applications from local consortia (from which the monitoring team will take a random sample) that address activities to—</p> <p>a. Provide equal access to special populations.</p> <p>b. Effectively address the issues of dropout prevention and reentry, and the needs of special populations.</p> <p>*Note: This same evidence is requested in Part E, Section 1.)</p>		
6. Section 113(c) – State Report	<p>6.1 Copy of annual report containing—</p> <p>a. Disaggregated data for students by race, ethnicity, gender, migrant status (secondary only), tech prep, and special population categories described in section 3(29) of the legislation.</p> <p>b. The identification of disparities or gaps in the performance of different categories of students.</p> <p>*Note: This same evidence is requested in Part G, Section 4.)</p>		

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
7. Section 123(a) – State Improvement Plan	<p>7.1 If applicable, documentation that the eligible agency has developed its program improvement plan—</p> <p>a. With special consideration to performance gaps among different categories of students.</p> <p>*Note: This same evidence is requested in Part G, Section 5.)</p>		
8. Section 113(b)(4)(C) – Local Report	<p>8.1 Copies of annual reports from eligible recipients (from which the monitoring team will take a sample) that include—</p> <p>a. Disaggregated data for students by race, ethnicity, gender, migrant status (secondary only), tech prep, and special population categories described in section 3(29) of the legislation.</p> <p>b. The identification of disparities or gaps in the performance of different categories of students.</p> <p>*Note: This same evidence is requested in Part G, Section 6.)</p>		
9. Section 123(b) – Local Improvement Plan	<p>9.1 If applicable, documentation that the eligible recipient has developed its program improvement plan—</p> <p>a. With special consideration to performance gaps among different categories of students.</p> <p>*Note: This same evidence is requested in Part G, Section 10.)</p>		
34 CFR Part 100, Appendix B	<p>10.1 Copies of Letters of Findings (LOFs) from Methods of Administration (MoA) Reviews pursuant to the Department’s <i>Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs.</i></p>		

Part G: Accountability

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
1. Section 113(b) – State Performance Measures	1.1 Documentation of input from eligible recipients in establishing performance measures for the State for the core indicators of performance (core indicators) listed in section 113(b)(2)(A-B) and additional indicators pursuant to section 113(b)(2)(C).		
	1.2 Copy of student definitions and measurement approaches for the core indicators and additional indicators, along with any annual revisions made to the definitions or measures.		
	1.3 Documentation of State-adjusted levels of performance for each of the core indicators and additional indicators.		
	1.4 Documentation of revisions, if any, to the State-adjusted levels of performance due to unanticipated circumstances that arose in the State.		
2. Section 122(c) – State Plan	2.1 Documentation of input from eligible recipients in determining the State adjusted levels of performance.		
	2.2 State policies and procedures for negotiating local levels performance if an eligible recipient does not accept the State adjusted levels of performance.		
	2.3 State policies and procedures for eligible agencies to report data to the State.		
	2.4 State policies and procedures for ensuring that data reported by eligible recipients to the eligible agency is complete, accurate, and reliable.		
3. Section 124(c) – Permissive Uses of State Leadership Funds	3.1 Documentation of and products resulting from State-level projects to: <ul style="list-style-type: none"> a. Develop valid and reliable assessments of technical skills. b. Develop and enhance data systems to collect and analyze data on secondary on secondary and postsecondary academic and employment outcomes. 		
4. Section 113(c) – State Report	4.1 Copy of annual report containing— <ul style="list-style-type: none"> a. Progress of the State in achieving the State adjusted levels of performance on the core indicators of performance and any additional indicators of performance for <i>all students</i>. b. Disaggregated data for students by race, ethnicity, gender, migrant status (secondary only), tech prep, and special population categories described in section 3(29) of the legislation. c. The identification of disparities or gaps in the performance of different categories of students. 		

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
5. Section 123(a) – State Improvement Plan	5.1 Documentation regarding the State’s progress in implementing a program improvement plan if the State failed to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators.		
	5.2 Documentation that the eligible agency has developed its program improvement plan— a. With special consideration to performance gaps among different categories of students. b. In consultation with the appropriate agencies, individuals, and organizations.		
6. Section 113(b)(4) – Local Performance Measures	6.1 State policies and procedures for negotiating local levels of performance on the core indicators and additional indicators with eligible recipients.		
	6.2 Copies of local applications from eligible recipients (from which the monitoring team will take a sample) which include the levels of performance for the core indicators and additional indicators.		
7. Section 134(b) and 135(c) – Local Plan	7.1 Copies of local applications from eligible recipients (from which the monitoring team will take a sample) that describe how the eligible recipient will evaluate and continuously improve their performance.		
8. Section 135(c) – Permissive Uses of Local Funds	8.1 Examples of any eligible recipients that may have pooled resources to— a. Establish, enhance, or support systems for accountability data collection. b. Implement technical skill assessments.		
9. Section 113(b)(4)(C) – Local Report	9.1 Copies of annual reports from eligible recipients (from which the monitoring team will take a sample) that include— a. Data regarding their progress in achieving the local adjusted levels of performance for <i>all students</i> . b. <i>Disaggregated data</i> for students by race, ethnicity, gender, migrant status (secondary only), tech prep, and special population categories described in section 3(29) of the legislation. c. The identification of disparities or gaps in the performance of different categories of students.		
10. Section 123(b) – Local Improvement Plan	10.1 Copies of program improvement plans (from which the monitoring team will take a sample) from any eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators.		
	10.2 Documentation that each eligible recipient has developed its program improvement plan— a. With special consideration to performance gaps among different categories of students. b. In consultation with the eligible agency, appropriate agencies, individuals, and organizations.		

SECTION	EVIDENCE	YES/NO	COMMENTS/CONCERNS
11. Section 203(e) – Tech Prep Indicators of Performance	11.1 Policies and procedures of the eligible agency for local consortia to establish and report on the indicators of performance in section 203(e).		
	11.2 Copies of local consortia reports (from which the monitoring team will take a sample) that contain the number and percent of tech prep students who have met the indicators of performance in section 203(e).		
12. Section 204(e) – Tech Prep Performance Levels	12.1 Copies of agreements established with local consortia (from which the monitoring team will take a sample) to meet a minimum level of performance for each of the indicators described in sections 113(b) and 203(e).		
	12.2 Documentation that any local consortia that did not meet its performance levels as described above for 3 consecutive years either— a. Resubmitted its application for a tech prep program grant; or b. Had its funding terminated.		
13. Management Controls	13.1 State policies and procedures for maintaining and storing data, along with security controls to ensure the integrity of data.		
	13.2 State policies and procedures for monitoring local recipients to ensure that the data being collected are complete, accurate and reliable.		
	13.3 Evidence of the extent, content, and frequency of training provided for State and local accountability staffs.		
	13.4 Documentation of how Perkins data are used for State and local program improvement.		

2014-2016 Demonstration Project Grant Outcomes

PROJECT GRANTS - \$366,000

Enhancing Economic, Workforce and Career Options through Career Academies

Award Recipient: **Campbell County School District #1**

- The number of students enrolled in the career academies has increased from approximately 28 sophomores in 2015-16 to 98 sophomores registered for 2016-17.
- Two business teachers attended Project Lead the Way Computer Science training in 2015.
- Greater awareness of Career Academy options in Campbell County

Greenhouse/Hydroponic STEM Project - Crook County School District

- The cross-curricular planning between the CTE teacher and Core teacher created a foundation in which to expand the project for years to come.
- The staff and students had to work together to still create hydroponic grow unit in a classroom setting instead of the greenhouse.

Meeting High Demand Occupations Through Career and Technical Pathways

Award Recipient: **Laramie County School District #2**

- Increased college credits for students.
- Students will be able to enter the workforce quicker and with greater skill.
- See attached program draft – concurrent courses

Project Lead the Way: Preparing College and Career Ready Students - Lincoln County School District #2

- Became a PLTW school in Engineering
- Two courses approved for concurrent enrollment w/ USU
- Two new courses in Engineering developed for 2016-17 school year.

Geometry and Construction - Fremont County School District #14 – Wyoming Indian School

- Class Average in Math RIT Scores:
 - Fall 2014-15 Traditional Geometry 2.6 (Average growth score); Geometry in Construction 9.3 (Average growth score)
 - Spring 2014-15 Traditional Geometry 3.7 (Average growth score); Geometry in Construction 4.8 (Average growth score)
 - 2015-16 Traditional Geometry 1.6 (Average growth score); Geometry in Construction 4.6 (Average growth score)

MINI – GRANT - \$134,000

Pre-Engineering Associates Degree – Johnson County School District #1

- Two students earned Certified Solid Works Certification (stackable industry credential in pre-engineering)
- Aligning JCHS curriculum with Sheridan College Pre-Engineering program. Students will have the opportunity to graduate HS with an Associate's Degree in Pre-Engineering from Sheridan College.

Come Fly with Us – Park County School District #1

- Drone project -- see video [here](#)

Fashion Design, Production and Merchandising – Washakie County School District #1

- Partnered with UW Family and Consumer Science Dept, College of Ag – align curriculum w/ Design, Merchandising and Textile and Apparel Design
- Teach with industry standard equipment

Textile Arts Bridging the Gap of Core Curriculum and CTE Classes – Carbon County School District #2

- Teach with industry standard equipment – digitizing
- Impacted curriculum K-12 as well as many community partners.

Creating E-Books in the Culinary Classroom – Platte County School District #1

- Incorporating multi-cultural, cross-curricular education within the Culinary Classroom

Kelly Walsh Small Engine/Engine Fundamentals – Natrona County School District #1

- Small engine program start-up, industry standard equipment
- “Many students are not fortunate enough to have father figures or grandfathers that teach them about mechanical things. Some of my best experiences as a teacher have come through this relationship. I have had a few examples of fathers and grandfathers that I have allowed to come into my shop and work with their sons/grandsons. Last year while teaching engines I had a young man approach me about building a very complex diesel engine in a newer Dodge truck. I had never tackled anything even remotely like it and was hesitant, to say the least. After considering it I said "yes". It ended up being one of the best things ever. Turned out that his father was very competent man who worked 2 weeks on and 1 week off. He began showing up to help. I became friends with the man and he became part everyone's project. He was kind of nervous at first, but soon realized that I was just a guy and the other kids were just kids like his own. He started staying all day and his son would show up to check on him. He had a blast and the look on both of their faces when the engine not only started but ran better than any of use expected was absolutely priceless.” ~Park Pickering, teacher

Integrated Systems Technology Program – Laramie County School District #1

- Built community partnership with LCCC and Holly Frontier to successfully establish and refine robust pathways in CTE.
- Two LCSD#1 students enrolled in LCCC's Wind Energy Program and Computer Information Systems program.

Greenhouse Repair, Upgrade and Enhancement – Big Horn County School District #2

- Integrated instruction in math, science and agriculture
- Growing produce for school lunch
- Utilizing mobile greenhouse to educate youth and community – Ag in the classroom demonstration trailer
- 15% increase in program numbers

2016-2018 Demonstration Project Grant Recipients

1. Oh the Places You'll Go through College and Workforce Readiness

Award Recipient: **Johnson County School District #1**

Project Coordinator: **Jeanie Iberlin**

Career Cluster: Manufacturing and Education

Total Award: \$ 100,000.00

Year Awarded: 2016

Buffalo High School the capability of offering students the opportunity to attain college credits and certifications in four critical college and workforce areas. This will be accomplished through the purposeful alignment of curriculum to college and industry expectations and through articulating with businesses and colleges. The four areas of certification that will be met through this grant are as follows: 1) Metal Fabrication with an Entrepreneurial Certification; 2) Manufacturing Technology Certification; 3) Computer Generated Imagery Certification; and 4) Pre-Education Certification.

Development: Three JCSD1 high school CTE educators will work closely with Sheridan College; Jason Nelson, owner/operator of a Wyoming based metal fabrication shop; Jim Bede, president of a Wyoming based business in

cabinetry and millwork manufacturing; Charley Carlat, an expert in Computer Generated Imagery Certification; and Derek Andrews, director of Sheridan College in Johnson County and the pre-education partner to expand JCSD1's capacity to offer a standards-aligned, coordinated certifications in four areas for students to attain while in high school (Goal 1). Efforts will include educators developing/implementing the curriculum in both JCSD1 high schools for the 2017-2018 school year (Goal 2). To achieve Goal 1, the three CTE educators will research and evaluate successful programs through focused meetings with Sheridan College, Casper College, New Tradition Iron and Design, JBD Cabinetry and Millwork, Sony Imageworks, and Sheridan College of Johnson County Education Department. The JCSD1 instructors will regularly consult with the aforementioned partners to develop and propose the addition of four new certifications to be offered by Sheridan College and/or Casper College for high school students in JCSD1. They will then present the proposals to Sheridan College and/or Casper College for official approval and adjust as needed. To achieve Goal 2, the three CTE educators will travel to nearby colleges and businesses to establish the requirements needed for the four certifications. Focus questions will include specific curriculum, characteristics, knowledge and skills required to earn certifications. They will use this information to develop aligned curriculum, assessments, and instruction for certifications for students to attain while in high school. Further, they will select and purchase corresponding equipment, materials, and supplies with the goal of implementation of the college and industry aligned coursework in both JCSD1 high schools by the 2017-2018 school year.

Sustainability: JCSD1 believes strongly in its vision to prepare students for college, career, and the workforce. As the saying goes, "It takes a village to raise a child." These partnerships will help our students be prepared for a viable career and support a great need in our communities. The other why is it is often difficult for small schools to provide authentic, real world learning experiences for our students. This grant is important to us because it will provide an avenue to begin this critical work. Once in place, it will be sustainable through the use of our general fund and federal funds including BOCHES. Due to the nature of these courses, little funding will be required once the initial purchase of equipment and curriculum development and alignment for the certifications have been completed.

2. CTE Childcare

Award Recipient: **Fremont County School District #24**

Project Coordinator: **Andrea Gilberson**

Career Cluster: Early Childhood Education

Total Award: \$ 120,000.00

Year Awarded: 2016

Fremont County School District #24 is utilizing the grant funds to assist in developing and establishing a systematic Career Technical Education (CTE) Pathway in Early Childhood Education at Shoshoni High School (SHS) and for the implementation of an on campus Child Care and Development Center to give high school students real world work-based learning opportunities, and a facility to serve the needs of the local community.

Problem Statement-

In order for students to receive a well-rounded education they must be given the opportunity to explore Career and Technical programs of study. The workforce is continually changing, and CTE programs need to change to meet workforce needs both locally and nationally. Helping students to develop technical knowledge and skills in an academic environment will prepare them for real world experiences in demanding careers.

Living in a small, rural community, it is difficult for Shoshoni students to gain work experience. Therefore, the district feels it is important to provide students with a Career and Technical Education while at high school.

Currently SHS students have the ability to explore pathways in the fields of Fabrication, Engineering, Construction, Agriculture, and Hospitality. The district's goal is to add more opportunities to this list. One career pathway that the district intends to add is an Early Childhood Education career pathway. This pathway will provide:

-College level classes in Early Childhood Education

-A hands-on child care educational experience

- An opportunity to earn transferable college credits
- The capability to pursue and earn an industry-specific Child Development Associates (CDA) credential
- CTE skills that will prepare students in pursuing a postsecondary educational degree in related fields or employment in child care or preschool facilities upon graduation

With Shoshoni being such a small community, it is very difficult for local families to find child care facilities within the community. This also holds true for the employees of Fremont County School District #24. The lack of childcare options is an ongoing challenge in the recruitment and retention of staff members. Currently, there is just one licensed child care provider within the town of Shoshoni. Many parents in the community have to drive to other towns (20+ miles away) to find licensed professionals to provide care for their children. This is a real economic concern and need in our Wyoming community and one that could be resolved through the creation of a local child care center.

Sustainability-

The district plans on making this project sustainable by charging parents child care fees to provide funding support for the child care center and staffing. The district will persistently maintain both its educational and industry partnerships which will continue to provide support to SHS students, staff, and the community.

3. Toward a Guaranteed and Viable CTE Curriculum

Award Recipient: **Sheridan County School District #2**
 Project Coordinator: **Mitch Craft**
 Career Cluster: Science, Technology, Engineering and Mathematics

Total Award: \$ 80,000.00
 Year Awarded: 2016

Using inquiry-based STEM kits in Sheridan County School District #2 (SCSD#2) is not new to the school district's science and math curriculum; however, using Project Lead the Way (PLTW) modules in an authentic scientific study is new and exciting. Our school district is convinced that PLTW will elevate both our STEM curricula and coding interests to a new level.

First, the parameters of an authentic study need to be outlined. The Career Technical Education Demonstration Grant Program would provide an enrichment, research-based program operating under Project Lead the Way (PLTW), and also establishing a Coding Club and Rube Goldberg themed team in the schools to adequately prepare our students for 21st century STEM related careers.

Specifically, within PLTW, there is an elementary program, PLTW Launch, where students work in groups to create, design, or build a project that is relevant, while integrating STEM strategies. Science inquiry is partnered with data collection technology designed to generate mathematical and observational reports. These quantitative and qualitative reports become the basis for recommending specific engineering solutions to complex problems. In an afterschool program setting, they will use touch technology, robotics, and everyday materials to explore topics such as energy, light and sound, motion and stability, and gravity. Students apply the design process to sketch, build, and reflect on a new paintbrush design or use VEX IQ robotic components to develop an animal rescue device. Students will understand there is no single right or wrong answer, but instead discover, through trial and error, that coming to a solution is a process of invention. With PLTW Launch, students will leave elementary school with a foundation of skills in the STEM subjects, ready to continue their learning in middle school, high school, and beyond.

After PLTW Launch, students at the middle school level will have four class options in PLTW Gateway. PLTW Gateway offers engineering, biomedical, and computer science curricula that challenge and inspire the middle school students to the next level of discovering that there are multiple ways in determining a solution to a problem while gaining skills in collaboration, communication, critical thinking and creativity. Through topics like robotics, flight and space, and DNA and forensic analysis, students will find their natural curiosity, and imagination engaged in problem solving. PLTW's Gateway program is a strong foundation for further STEM learning in high

school and beyond, challenging students to solve real-world problems, such as designing sustainable housing solutions. Understanding the importance of real-world application of science, technology, engineering and math students will be using the same advanced software and tools as the world's leading tech companies.

Following PLTW Gateway, high school students will have the opportunity to incorporate PLTW Engineering and PLTW Biomedical Science into their course schedule. Within these two project-based learning programs high school students will experience, investigate and document various case-based and project based learning studies, and began to explore possible careers and post-secondary options. PLTW's four-year Engineering and Biomedical Science programs help build student interest and engagement in engineering and biomedical science. Students can take advantage of the full program or incorporate the classes as seen appropriate for their learning path. For example, students can enroll in the initial Computer Science and Software Engineering course as the third course in the PLTW Engineering program. Concepts covered include sustainability, structures, aerodynamics, digital electronics and circuit design, the environment, and more. The exposure to multiple disciplines provides the students with many experiences in the engineering field and biomedical sciences before starting their post-secondary education.

4. Culinary Update

Award Recipient: **Carbon County School District #2**

Project Coordinator: **Cheryl Munroe**

Career Cluster: Hospitality and Tourism

Total Award: \$ 55,000.00

Year Awarded: 2016

Students experience relevant hands-on skills for the workplace which will take them into their future vocations through FACS, Pro Start and FCCLA. An ideal educational system integrates STEM (science, technology, engineering and math), Common Core, and CTE (Career and Technical Education) programs to apply knowledge across interdisciplinary curricula. CTE classes bridge the gap and use the soft skills of communication, teamwork, positive attitudes, good work habits, critical thinking and research skills to prepare for an individual's future. These soft skills are hard requirements that are crucial for success as well as professionalism that links academic and technical skills. Professional skills focus on attendance, initiative, diligence, interpersonal relationships, teamwork and communication. In the job sector, students need to apply educational knowledge with job performance to be successful. With rigorous and relevant learning experiences in CTE classes, students will graduate with career readiness skills, work habits, positive attitudes and knowledge to compete in the job market. At the present time, the FACS classroom at Encampment is set up similar to a home's kitchen. Students are very capable of using the equipment; however, my eyes were opened when my FCCLA team members competed in a commercial kitchen. The equipment was foreign to them and put them at a handicap. I need to take the next step and provide my students with equipment that would be used in the hospitality and culinary industry. With upgrades the classroom equipment, use of on-line presentations, webinars, guest speakers, and computer software, my students and I will be challenged to expand our knowledge and skills correlating to the current trends of the hospitality industry. The hospitality industry is one of Wyoming's strongest careers and employs many workers. At the present time, skilled workers with hospitality training are in high demand in the Wyoming workforce. Because of positive growth in Wyoming's hospitality industry and the viable job market in this area, students with these skills will have gainful employment available to them. Since several former students have entered the workforce in hospitality, we recognized the need to upgrade our kitchen beyond the home environment to better prepare them for viable careers. Working with commercial equipment in the learning environment will better prepare students for actual positions in the real world.

5. Integration and Certification

Award Recipient: **Natrona County School District #1**

Project Coordinator: **Robert Hill**

Career Cluster:

Total Award: \$ 110,000.00

Year Awarded: 2014

The intent of this grant request is to provide a sustainable project at the Pathways Innovation Center (PIC) at Natrona County School District #1. PIC is an academy-based environment that aligns with Allowable Activities. Primary areas of focus include: full integration of Industrial CTE courses (Construction, Welding) and high level math and language arts courses, industry recognized certifications and curriculum, and pathway alignment that extends from grade nine through 14. We have a high need for an authentic project that interdisciplinary teams can use as an anchor point for core classes and CTE courses to integrate.

The project we plan to use for this purpose is a tiny house/cabin. The Math in Construction program has built four cabins with Casper College in the past. We have demonstrated that the projects have been successful from learning and fiscal standpoints. We have simply, as a program, outgrown this project and need to add another project to meet the needs of our growing population and expanded integration. In the past we have lost valuable time as we traveled to Casper College each day. Having this project at PIC, which has an assembly hall, would decrease lost time-on-task and allow us to be set up at the beginning of each day. In doing so we would not be exposed to the winter elements that take away from instruction. Thus we need start-up funding to build and market to the community a tiny house/cabin. At the completion of each cabin/tiny house we will auction the building and use the proceeds for a new group of students to build and learn from. This will make the project sustainable each year.

Recognizing the need for students to graduate with an industry certification is a primary focus of this grant. Our construction teacher is authorized by the Department of Labor as an OSHA trainer and will use the building to teach OSHA 10 hour hazard awareness the first year and 30-hour hazard awareness the second year. This will provide authentic, field based training that will help students garner employment. The construction program, through a partnership with the carpenters' union, will provide certificates (termed "demonstrations") when students successfully perform skills that the union has identified as critical to employment. These demonstrations are a part of the pre-apprenticeship program and may be applied to a registered apprenticeship upon graduation and entry into the workforce. The curriculum that we have selected is Career Connections. These resources are written by the union and industry professionals and are not for profit, therefore the cost is minimal in comparison to other publisher's curriculum.

Our pathway partners include Kelly Walsh High School Woodworking, CTE/core classes at PIC, and Casper College and Sheridan College Construction Technology programs. As a group we have aligned our curriculum from grade 9-14 so that overlap and gaps are eliminated. The high school construction program is articulated in two courses at Casper College. A student can begin training in Woodworking and move up through advanced construction courses in the high school and be prepared for entry into postsecondary education or industry without gaps of knowledge or content while earning 8 college credits that apply toward their construction degree program. We have a very high female population in our existing programs and these pathways will help females to enter postsecondary and industry with less barriers. Having a streamlined process will help students continue training and not incur obstacles or barriers to entry into careers.

The Math in Construction program has been very successful from a learning and enrollment perspective. Our next procession in growth is to add more integrated content and increase relevancy for students while better preparing them for advancement in industry. We propose to add higher math levels to include integrated classes in: Geometry, Algebra II, and Trigonometry. Our Language Arts program will integrate fully as well and offer English III and English IV. By conclusion of our second year, we would like to add integrated science courses. Our goal is to be fully integrated in STEM while adding language arts courses. We have also identified areas that other CTE courses can partner with construction such as welding and architecture. Casper College architecture students are currently designing cabins/tiny houses and it is our hope to use one of their plans to build the project thereby adding more partnerships to the anchor project.

2016 Roadmap to STEM conference summary

K-16 educators and staff gathered August 1st to 3rd on the campus of Western Wyoming Community College in Rock Springs for the 2016 Roadmap to STEM conference. This year's theme was Inspiring Wonder, and the 152 participants learned from a variety of educational sessions, tours, and speakers new ways to integrate STEM principles into their classrooms.

The topics covered in the breakout sessions ranged broadly from Project Lead the Way K-12 STEM integration to using Geographical Information Systems and associated grants to bring GIScience into high school classrooms. Other sessions addressed strategies for making homework fun, making a paperless classroom, and the use of robotics to make further engage students into higher levels of understanding of STEM concepts. Additionally, methods for integrating the arts into STEM, therefore called STEAM, were presented in popular sessions geared at giving traditionally non-artistic instructors ways to integrate the arts in to their STEM classrooms in an effort to further interest their students. Virtual reality was also used in one session of STEAM integration, as attendees were able to create, test, and experiment as never before in a 3D environment made possible by cutting-edge technology. Sessions regarding local ecology, state-wide STEM instructor collaboration, and global environmental science filled out the remainder of the over 30 breakout sessions offered.

Following a full morning of sessions, participants were offered the opportunity to leave the campus and learn about STEM careers in area businesses. Information about career-oriented STEM instruction was offered during tours of the Solvay mine, Jim Bridger Generating Station, Arm & Hammer Baking Soda plant, WYDOT, and Wyoming Game & Fish department. A presentation geared towards introducing local history, archeology and climate in STEM classrooms was conducted at the Fort Bridger State Historical Site, and local ecology and animal life was discussed in a birdwatching expedition and a tour of the Seedskaadee National Wildlife Refuge. Further half-day experiences included a very popular Engineering with Arduino workshop, using a Career Academy model to make STEM instruction more relevant, and meeting with the Wyoming Army and Air National Guard to explore STEM career opportunities in the armed forces.

In addition to the breakout sessions and tours offered, the conference's first keynote speaker gave a talk about the struggles of a young entrepreneur. Pinedale's own Megan Grassell spoke about founding Yellowberry, her company that grew out of a personal need for more functional bras, underwear, and swimwear for teen girls. Following Megan's talk, awards were presented to Wyoming's elementary, secondary, and post-secondary STEM educators of the year. The winners were Christine Horsen from Meeteetse, Teresa Strube from the UW Lab School, and Dr. Edwin Bittner from Eastern Wyoming College, respectively. The following day's keynote featured Jason Latimer, an illusionist who incorporates the inspiration of wonder of math, science, and the world around into his performance. Latimer's premise of seeing beyond the illusion of knowledge in our digital world and constantly asking "what is possible?" kept the audience engaged far beyond his stunning visual display. The final keynote speaker was Buddy Berry, superintendent of Eminence County (KY) Independent School District, where he is responsible for reversing a 100-year trend of declining enrollment and making a school that students travel an hour from their homes to come attend. Dr. Berry gave a dynamic, passionate presentation where he highlighted his School on Fire program, and showcased what can happen when a school system has a purpose and a vision for what personalized curriculum featuring next generation skills can do for its students.

We have already begun researching presenters and keynote speakers for next year's Roadmap to STEM conference, scheduled for August 2nd to 4th in Gillette.

Mark Bowers
CTE Education Consultant
Wyoming Department of Education
2300 Capitol Ave, 2nd Floor
Cheyenne, WY 82002
307.777.7708



ACTION SUMMARY SHEET

DATE: August 18th, 2016

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the August 18, 2016 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



WYOMING STATE BOARD OF EDUCATION

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

August 18, 2016 WCA Regional Training Center 2220 Bryan Stock Trail Casper, Wyoming		
10:30 a.m. – 10:35 a.m.	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Call to Order • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes - May 20, 2016 	Tab B
10:35 a.m.- 10:40 a.m.	Introductions - Guy Jackson	
10:40 a.m. – 11:30 a.m.	<u>Discussion Items:</u>	
	<ul style="list-style-type: none"> • 2014-2015 Perkins CAR report update - Tonya Gerharter 	Tab C
	<ul style="list-style-type: none"> • US Ed-Office of Career, Technical and Adult Education Perkins Monitoring Visit, October, 2016 - Guy Jackson 	Tab D
	<ul style="list-style-type: none"> • Wyoming State CTE Demonstration Grants - Loralyn O’Kief 	Tab E
	<ul style="list-style-type: none"> • Roadmap to STEM Conference Report Out - Mark Bowers 	Tab F
11:30 a.m. – 12:00 p.m.	Lunch	
12:00 p.m. – 12:05 p.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to order 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab G
	<ul style="list-style-type: none"> • Minutes - June 23-24, 2016 - July 8, 2016 	Tab H
	<ul style="list-style-type: none"> • Treasurer’s report 	Tab I
12:05 p.m. – 12:20 p.m.	Wyoming State Superintendent Update	
12:20 p.m. – 12:30 p.m.	WDE Division Highlight- Rob Black	
12:30 p.m. – 3:30 p.m.	Board Reports and Updates- Tom Sachse & Lisa Weigel	
	<ul style="list-style-type: none"> • September 1 Legislative Report 	Tab J

	<ul style="list-style-type: none"> • NASBE Meetings • Strategic Action Plan • Legislative Action Plan • SBE Retreat • SBE Policies • Rules Update • Specialty Task Forces • Assessment RFP • ESSA Update 	Tab K Tab L Tab M Tab N Tab O
3:30 p.m. - 4:00 p.m.	Accountability Update- Mike Flicek and Julie Magee	Tab P
4:00 p.m. -5:00 pm.	<u>Action items:</u> <ul style="list-style-type: none"> • Chapter 3 Comments – Julie Magee • Recommendation of Court Ordered Placement of Students, Potential Provider- Jo Ann Numoto • SBE Polices • September 1 Legislative Report 	Tab Q Tab R Tab S Tab T
5:00 p.m. -5:10 p.m.	Other issues, concerns, discussion, public comment:	
	Adjourn	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 18, 2016

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on June 23-24, 2016 and July 8, 2016.

SUPPORTING INFORMATION ATTACHED:

- Minutes of June 23-24, 2016
- Minutes of July 8, 2016

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION

June 23-24, 2016
615 Hamilton Street
Douglas, Wyoming

Wyoming State Board of Education members present: Pete Gosar, Ken Rathbun, Jillian Balow, Sue Belish, Nate Breen, Jim Rose, Kathryn Sessions, Walt Wilcox and Belenda Willson (by phone)

Members absent: Kathy Coon, Hugh Hageman, Scotty Ratliff, and Robin Schamber

Also present: Chelsie Oaks, WDE; Brent Young, WDE; Brent Bacon, WDE; Lisa Weigel, WDE; Paige Fenton Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Tom Sachse, SBE Coordinator.

June 23, 2016

CALL TO ORDER

Chairman, Pete Gosar, called the meeting to order at 12:27 p.m.

Chelsie Oaks conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Sue Belish moved to approve the agenda as presented, seconded by Ken Rathbun; the motion carried.

APPROVAL OF MINUTES

Minutes from the May 19-20, 2016 State Board of Education (SBE) meetings were presented for approval.

Ken Rathbun moved to approve the minutes as presented, seconded by Jillian Balow; the motion carried.

TREASURER'S REPORT

SBE Treasurer, Ken Rathbun, presented the summary report for board's budgets with the ending balance of \$108,723.05. Additionally, WDE Liaison, Brent Young, presented the 2017 biennium budget to the board.

Walt Wilcox moved to approve the treasurer's report, seconded by Nate Breen; the motion carried.

WYOMING STATE SUPERINTENDENT UPDATE

Superintendent Jillian Balow directed the board to the WDE website and discussed the current professional development opportunities being offered by the department.

Jillian addressed the budget cuts and said that with those cuts the department will have to change the way it does business. She added that supporting the districts and schools will be the top priority of the department.

ACCREDITATION PRESENTATION

Dianne Frazer, WDE, reviewed the meeting materials provided in the packet on the 2015-2016 Wyoming accreditation visits and recommendations.

Geri Frizgerald, AdvancED, presented data on where Wyoming ranks at the national level from the results of the accreditation visits in 2015-2016.

Chairman Pete Gosar reminded the board that action will be taken on these recommendations the following day.

RESPONSES TO SELECT COMMITTEE

Kathy Scheurman from the Wyoming Education Association with Andrea Bryant and Nick Bellack from Professional Teaching Standards Board (PTSB) discussed Phase II Accountability in the Wyoming Accountability in Education Act.

The board thanked everyone for the discussion.

BOARD REPORTS AND UPDATES

September 1 Legislative Report

Paige Fenton Hughes, SBE Coordinator, discussed the September 1 Report that will be submitted to the Legislature. Paige is currently on contract until June 30th and in the coming days she will be adding an executive summary and she will clean up the citation errors. She reminded the board that it has only been asked to weigh in on the structure of the State Board.

Alignment Interim Work

Paige Fenton Hughes stated that the work will be completed before her June 30th deadline. She apologized that the alignment piece had become lengthier than she first imagined but felt this was a good chance to clean up the statutes. She thought that the board would be making two recommendations to the Legislature on possible changes to the statutes; one with substantive changes and the other with grammatical errors. Lastly, she notified the board to be on the look-out for draft legislation on alignment in December.

SBE Policy Review

SBE Coordinator, Paige Fenton Hughes presented the SBE policies in the meeting packet for review.

Jillian Balow expressed her concern about the current policy recommendations before the board. She thinks they inhibit the ability to be proactive and responsive. She believed that the recommendations are reflective of the current situation and that they have not been working. Specifically she was concerned with the chair being the only one able to call a debrief meeting and the process in which meeting agendas are created and approved.

Kathryn Sessions moved that Section 8 of the policy manual be revised to read: The Chair shall, at his/her discretion hold a debrief meeting with the State Superintendent and any other individuals deemed necessary. No second was given; the motion failed.

Walt Wilcox moved that the whole paragraph on holding a debrief meeting in Section 8 of the policy manual be deleted, Ken Rathbun seconded.

The board discussed if having debrief meetings created a collaborative environment and if a debrief meeting could be called if it was not in the board's policy manual.

The motion failed.

The board discussed the development of agendas and that Section 19 is referenced in Section 8 but that Section 19 was not before them at this meeting to discuss and make certain that each section complies with each other.

In the August meeting the board will review Section 19 and a collaborative process on agenda making will be included in the revision. The board tabled further policy discussion until the following day.

Strategic Action Plan

Paige Fenton Hughes presented the revised strategic action plan that reflected the changes the board requested in the May meeting. The changes included a section on the people who are responsible for completing tasks and a results column.

The Wyoming State Board of Education recessed at 5:58 p.m.

June 24, 2016

The Wyoming State Board of Education reconvened at 8:14 a.m.

CONTINUATION OF BOARD REPORTS AND UPDATES

Theory of Action

Tom Sachse, SBE Coordinator, reviewed a theory of action process from the Center of Educational Leadership and the benefits of creating a theory of action plan as a tool.

Sue Belish notified the board that a special meeting will be called in July and that Deb Lindsey, WDE, will be presenting the WDE's theory of action for the assessment request for proposal.

Chapter 31 Rules

Brent Young, WDE Liaison, presented the timeline on the Chapter 31 Rules provided in the meeting packet and explained that there is currently a meeting scheduled for Monday, June 27th to review the comments and edits received on the rules. Brent stated that the department will be ready to present in the July special meeting.

Sue Belish requested that Tom Sachse be invited to be a part of that meeting and expressed concerned that rules might actually expire in July but that the timeline contains an August date.

Mackenzie Williams, SBE attorney, clarified that it is the emergency rules that will expire in August.

EARLY CHILDHOOD PROGRAM IN CONVERSE CSD #1

Dan Espeland, Superintendent of Converse CSD #1, introduced Wendy Gamble and Amelie Tomlin from the Converse CSD #1 early childhood program. Wendy and Amelie explained the two programs that are offered by the district, the Family and School Transitions program (FAST) and the Converse CSD #1 Daycare.

The Board received additional informational handouts on each program.

CONTINUATION OF BOARD REPORTS AND UPDATES

ESSA Update

Brent Young reported that the department would be holding virtual town hall meetings around the Every Student Succeeds Act (ESSA). Brent is looking forward to engaging stakeholders and the link to the town hall meetings have been forwarded to members. Meeting dates for the town hall meetings:

- Thursday, July 7: Standards & Assessment
- Thursday, July 14: Teacher & Leader Quality
- Thursday, August 4: School Improvement
- Thursday, August 11: Accountability
- Tuesday, August 16: Federal Funds

Nate Breen asked if the department has been monitoring calls and inquiries from the public on ESSA .

Jillian Balow noted that there is a link to the WDE website that is dedicated to ESSA and it has a place where people can leave comments and questions. She agreed that communication with stakeholders is very important and that in the department they are having conversations about ESSA in everything they do.

Budget Overview

Ken Rathbun presented a budget summary on the 2017 biennium budget and noted that there will be enough money to cover an additional \$40,000 for the Pascal Public Relations contract for the next year.

Kathryn Sessions wanted to know what work from Pascal Public Relations the board is getting with this additional \$40,000 funding and what the true value of that work is.

Statewide System of Support

Brent Young presented on the work that has taken place on scheduling and facilitating data retreats and that the department is starting to get calls from schools that aren't priority schools. The department will work to meet the needs of those as well work to keep the priority schools a priority, and it will begin a train-the-trainer model for those interested in facilitating the data retreat and root cause analysis work. Brent added that UW has offered to train eight people, and the Wyoming curriculum directors want to train all who are interested.

Dr. Joel Dvorak also mentioned the data retreats and the training that is taking place and reviewed the work of the collaborative council. He noted that partnerships are developing and bearing fruit.

Kathryn Sessions asked if Joel would be able to present to the Joint Education Committee (JEC).

Joel stated that he has reported to the Select Committee on Statewide Education Accountability but would like to report to the JEC as well if the opportunity arose.

COMMITTEE REPORTS

Accountability Committee

Jim Rose gave a brief overview on the most recent Accountability Committee meeting with the Human Resources Research Organization (HumRRO) on the theory of action for the request for proposal (RFP) for the new assessment.

Communication Committee

Ken Rathbun presented his communications committee report that was forwarded to the board regarding to the June 20th meeting.

Paige Fenton Hughes explained where the miscommunication happened regarding the contract and the "shall not exceed clause".

Sue Belish talked about why the board even began this communication work and that she does not feel that all the things are in place to cease the work for Pascal Public Relations and that she is not certain if a whole another year is necessary.

Kathryn Sessions commented that she is worried it is a lot of money for what the board got in return.

Pete Gosar added that he felt there is a value in the work and it is apparent since the board is now contacted and is brought to the table on things.

Kathryn Sessions requested that all of Pascal Public Relations invoices be forwarded to her.

Sue Belish moved to approve the Communications Committee recommendation on extending the funding with Pascal Public Relations to an additional \$40,000. Nate Breen seconded; the motion carried.

Administration Committee

Sue Belish reported that the committee met on the morning of June 23rd. The committee discussed protocol with contracts, ESSA, and in the future would like to see a Pathways documents.

Advisory Committee

Sue Belish gave an update on the Advisory Committee to the Select Committee that met in June.

Update on JEC Meeting

Chairman, Pete Gosar, reviewed the meeting and the discussions on the alignment of efforts and the coordinator position. He noted that the committee is looking forward to the final September 1 report from the board.

Tribal Relations Committee

Paige Fenton Hughes gave a quick synopsis of the tribal relations meeting and a discussion during the Public Teaching Standards Board (PTSB) meeting around Native American education.

ACCREDITATION

Kathryn Sessions moved that the following Wyoming school districts be granted full accreditation:

Albany CSD #1	Crook CSD #1	Johnson CSD #1	Platte CSD #1	Uinta CSD #4
Big Horn CSD #1	Fremont CSD #1	Laramie CSD #1	Sheridan CSD #1	Uinta CSD #6
Big Horn CSD #2	Fremont CSD #6	Laramie CSD #2	Sheridan CSD #2	Washakie CSD #1
Big Horn CSD #3	Fremont CSD #14	Lincoln CSD #1	Sheridan CSD #3	Washakie CSD #2
Big Horn CSD #4	Fremont CSD #21	Lincoln CSD #2	Sublette CSD #1	Weston CSD #1
Campbell CSD #1	Fremont CSD #24	Natrona CSD #1	Sublette CSD #9	Weston CSD #7
Carbon CSD #1	Fremont CSD #25	Niobrara CSD #1	Sweetwater CSD #1	
Carbon CSD #2	Fremont CSD #38	Park CSD #1	Sweetwater CSD #2	
Converse CSD #1	Goshen CSD #1	Park CSD #6	Teton CSD #1	
Converse CSD #2	Hot Springs CSD	Park CSD #16	Uinta CSD #1	

Seconded by Nate Breen; the motion carried.

Ken Rathbun moved that the following Wyoming school districts be granted accreditation with follow-up:

Fremont CSD #2
Platte CSD #2
St. Stephens School

Seconded by Nate Breen; the motion carried.

Nate Breen moved that the following Wyoming institutional schools be granted full accreditation:

Big Horn Basin Children's Center (Northwest BOCES)
Colter High School (Wyoming Boys' School)
C-V Ranch (Region V BOCES)
Mae Olson Education Center (Cathedral Home for Children)
Powder River Basin Children's Center (Northeast BOCES)
Red Top Meadows
St. Joseph's Children's Home
Wyoming Behavioral Institute
Wyoming Girls' School

Seconded by Kathryn Sessions; the motion carried.

Nate Breen moved that the following Wyoming institutional schools be granted accreditation with follow-up:

Normative Services

Youth Emergency Services

Seconded by Kathryn Sessions; the motion carried.

ALTERNATIVE SCHEDULE FOR LINCOLN CSD #2

Sue Belish moved the request for an alternative schedule from Lincoln County School District # 2 be approved for the 2016-17 school year. Seconded by Jillian Balow; the motion carried.

SBE POLICES

Kathryn Sessions moved to approve the policy revisions to Section 1, Section 2 & Section 3 of the State Board of Education Policy and Governance Manual; seconded by Sue Belish.

Jillian Balow commentated that she did not feel it was appropriate to include "Board Coordinator" in the policies when the position has only been approved for one additional year. She suggested "Board Staff" be used instead. Ken Rathbun agreed.

Kathryn Sessions moved to amend her motion to reflect the change that all the policies use "Board Staff" instead of "Board Coordinator". Seconded by Jillian Balow.

Sue Belish believed the policies should reflect the current situation of the board.

The motion failed.

Walt moved to table the action item and further discussion until the August SBE meeting. Seconded by Ken Rathbun, the motion carried.

OTHER ISSUES

Paige Fenton Hughes will draft a memo on teacher leader accountability and send it to the board for review. Also, in the same memo she will include the board's input on Native American Education.

Pete Gosar listed items for the August Meeting:

- The decision making and input process for ESSA
- Modifications to the strategic action plan
- A protocol for monitoring deliverables on contracts
- SBE Polices

Additionally, Pete Gosar listed items for the July Special Meeting:

- Chapter 31 Rules
- Assessment RFP information

Brent Bacon thanked Brent Young for his leadership while serving as the WDE Liaison.

PUBLIC COMMENT

No public comment was given.

NEXT MEETING

The board's next scheduled meeting will take place in Casper, August 18-19, 2016.

The meeting adjourned at 12:36 p.m.

DRAFT

WYOMING STATE BOARD OF EDUCATION
July 8, 2016
GoToMeeting

Wyoming State Board of Education members present: Pete Gosar, Kathy Coon, Ken Rathbun, Jillian Balow, Sue Belish, Nate Breen, Kathryn Sessions, Walt Wilcox and Belenda Willson

Absent: Hugh Hageman, Scotty Ratliff, Jim Rose and Robin Schamber

Also present: Tom Sachse, SBE Coordinator; Lisa Weigel, WDE Liaison; Chelsie Oaks, WDE; Mackenzie Williams, Attorney General's Office (AG); Amy Starzynski, WDE; Deb Lindsey, WDE; Shelly Andrews, WDE;

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 12:04 p.m.

Chelsie Oaks conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Ken Rathbun moved to approve the agenda as presented, seconded by Belenda Willson, the motion carried.

ASSESSMENT THEORY OF ACTION

Tom Sachse briefly addressed his memo provided in the meeting packet on the theory of action that the board would be reviewing.

Deb Lindsey, WDE, gave background information on Human Resources Research Organization (HumRRO) and discussed that the task was legislatively mandated. She then reviewed the theory of action for the Request for Proposal (RFP) on the new Wyoming assessment provided in the meeting packet.

Deb notified the board that the goal is to have the final version of the (RFP) by the middle of July and then to the Legislative Services Office (LSO) no later July 22, 2016. Deb further described that LSO would have 30 days to provide feedback and that the Technical Advisory Committee would be meeting on August 15, 2016 to review the RFP further. Finally, on September 1, 2016 the RFP will be issued.

Pete Gosar requested that when the RFP is submitted to LSO that it also be forwarded to the board.

REVISION OF WYOMING DEPARTMENT OF EDUCATION CHAPTER 31 RULES ON GRADUATION REQUIREMENTS

Amy Starzynski, WDE, presented the latest version of the Chapter 31 Rules on Graduation Requirements. She suggested that the board go through the chapter by sections and make revisions as it deemed

necessary. Amy then reviewed Section 1 on Applicability and Section 2 on Definitions and Section 3 on High School Diploma Requirements.

In Section 3, Sue Belish requested that the word “onerous” be removed from the paragraph. That the last sentence be deleted and that “new requirements” be replaced with “additional requirements”.

Lastly, Amy reviewed Section 4 on Consultation with Local School District with the board.

Kathryn Sessions moved to approve the revised Chapter 31 rules on Graduation Requirements out for public comment, seconded by Nate Breen.

Shelly Andrews, WDE, notified the board that it would also need to approve the Emergency Rules.

Kathryn Session amended her motion to move to adopt Emergency Rules, Revised Chapter 31, Graduation Requirements, as proposed and/or amended by the State Board, effective on or before August 5, 2016 and granting signature authority to Chelsie Oaks if needed for proper timeline completion and to approve moving forward with regular rules promulgation to revise Chapter 31. Nate Breen seconded; the motion carried.

The State Board of Education meeting adjourned at 2:20 p.m.

DRAFT

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 18, 2016

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending August 8, 2016 with the remaining balance of \$383,252.21

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary ending August 8, 2016

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

State Board of Education Reporting Period of June 30- August 8 2016 Expenditures

Date	Object	Amount	Vendor Name	Description	App Unit
SBE Salaries (0100 series)					
	0104			Salaries	001
	0105			Employer Paid Benefits	001
	0105			Employer Paid Benefits	001
		0.00			
Supportive Services (0200 series)					
7-Jul-2016	0204	\$ 13.01	UMB BANK NA CARD CENTER	FEDEX-Shipping-776486268653	
7-Jul-2016	0204	\$ 19.10	UMB BANK NA CARD CENTER	FEDEX-Shipping-4-319-40583-\$12.81 & \$6.29	
7-Jul-2016	0204	\$ 31.11	UMB BANK NA CARD CENTER	FEDEX-Shipping-4-322-04653-\$11.74,\$12.81 & \$6.56	
4-Aug-2016	0204	\$ 23.71	UMB BANK NA CARD CENTER	FEDEX-shipping PC to T.Sachse	
4-Aug-2016	0204	\$ 11.80	UMB BANK NA CARD CENTER	FEDEX-shipping contract to P.Gosar	
4-Aug-2016	0207	\$ 27.16	UMB BANK NA CARD CENTER	Amazon-Book for T. Sahrse	
21-Jul-2016	0221	\$ 227.88	SUZANNE BELISH	Mileage reimbursement SBE Meeting 6/23-6/24/16 Douglas, WY	
21-Jul-2016	0221	\$ 109.00	PETER T GOSAR	Per Diem reimbursement JEC Meeting 6/13/16, Casper WY	
21-Jul-2016	0221	\$ 139.32	Nathan Breen	Mileage reimbursement SBE Meeting 6/23-6/24/16 Douglas, WY	
19-Jul-2016	0221	\$ 239.76	PAIGE FENTON HUGHES	Mileage / Laramie, WY	
19-Jul-2016	0221	\$ 115.50	PAIGE FENTON HUGHES	M&IE / Laramie, WY	
19-Jul-2016	0221	\$ 338.80	PAIGE FENTON HUGHES	Lodging / Laramie, WY	
11-Jul-2016	0221	\$ 76.50	JILLIAN ANN BALOW	M&IE / Douglas, WY	
21-Jul-2016	0221	\$ 159.84	PETER T GOSAR	Mileage reimbursement JEC Meeting 6/13/16, Casper WY	
21-Jul-2016	0221	\$ 218.00	KENNETH C RATHBUN	Per Diem reimbursement SBE Meeting 6/23-6/24/16 Douglas, WY	
11-Jul-2016	0221	\$ 87.72	Tyler M Brown	Mileage / Douglas, WY	
21-Jul-2016	0221	\$ 54.50	WALT WILCOX	Per Diem reimbursement JEC Meeting 6/13-6/14/16, Casper WY	
11-Jul-2016	0221	\$ 89.00	JILLIAN ANN BALOW	Lodging / Douglas, WY	
21-Jul-2016	0221	\$ 139.32	KATHRYN L SESSIONS	Mileage reimbursement SBE June Meeting 6/23/16 Douglas, WY	
21-Jul-2016	0221	\$ 192.24	Nathan Breen	Mileage reimbursement JEC Meeting 6/13-6/14/16, Casper WY	
21-Jul-2016	0221	\$ 218.00	KATHRYN L SESSIONS	Per Diem reimbursement SBE June Meeting 6/23/16 Douglas, WY	
21-Jul-2016	0221	\$ 218.00	Nathan Breen	Per Diem reimbursement SBE Meeting 6/23-6/24/16 Douglas, WY	
21-Jul-2016	0221	\$ 218.00	PETER T GOSAR	Per Diem reimbursement SBE Meeting 6/23-6/24/16 Douglas, WY	
21-Jul-2016	0221	\$ 187.92	KENNETH C RATHBUN	Mileage reimbursement SBE Meeting 6/23-6/24/16 Douglas, WY	
21-Jul-2016	0221	\$ 146.88	PETER T GOSAR	Mileage reimbursement SBE Meeting 6/23-6/24/16 Douglas, WY	
21-Jul-2016	0221	\$ 218.00	SUZANNE BELISH	Per Diem reimbursement SBE Meeting 6/23-6/24/16 Douglas, WY	
21-Jul-2016	0221	\$ 109.00	WALT WILCOX	Per Diem reimbursement SBE Meeting 6/23-6/24/16 Douglas, WY	
21-Jul-2016	0221	\$ 218.00	Nathan Breen	Per Diem reimbursement JEC Meeting 6/13-6/14/16, Casper WY	
21-Jul-2016	0221	\$ 108.00	WALT WILCOX	Mileage reimbursement SBE Meeting 6/23-6/24/16 Douglas, WY	
26-Jul-2016	0221	\$ 27.00	PAIGE FENTON HUGHES	Mileage / Riverton, WY	
26-Jul-2016	0221	\$ 17.28	PAIGE FENTON HUGHES	Mileage / Ethete, WY	
26-Jul-2016	0221	\$ 89.00	PAIGE FENTON HUGHES	Lodging / Cheyenne, Casper, WY	
26-Jul-2016	0221	\$ 76.50	MACKENZIE WILLIAMS	M&IE / Douglas, WY	
26-Jul-2016	0221	\$ 321.30	PAIGE FENTON HUGHES	Mileage / Cheyenne, Casper, WY	
26-Jul-2016	0221	\$ 76.50	PAIGE FENTON HUGHES	M&IE / Cheyenne, Casper, WY	

26-Jul-2016	0221	\$	89.00	MACKENZIE WILLIAMS	Lodging / Douglas, WY	
11-Jul-2016	0222	\$	175.50	Nathan Breen	M&IE / Washington, DC	
11-Jul-2016	0222	\$	554.20	Nathan Breen	Shuttle, Cab, Flight / Washington, DC	
29-Jul-2016	0222	\$	30.00	PAIGE FENTON HUGHES	Baggage Fee / Washington, DC	
29-Jul-2016	0222	\$	40.17	PAIGE FENTON HUGHES	Taxi / Washington, DC	
29-Jul-2016	0222	\$	13.50	PAIGE FENTON HUGHES	Mileage / Washington, DC	
7-Jul-2016	0231	\$	19.88	UMB BANK NA CARD CENTER	WALMART-Office Supplies	
7-Jul-2016	0231	\$	21.07	UMB BANK NA CARD CENTER	WALMART-Office Supplies	
7-Jul-2016	0231	\$	(21.07)	UMB BANK NA CARD CENTER	WALMART-Credit for Office Supplies-Sales Tax was Charged	
7-Jul-2016	0234	\$	270.00	UMB BANK NA CARD CENTER	UW CASHIER OFFICE-Food for SBE Meeting	
7-Jul-2016	0240	\$	152.71	UMB BANK NA CARD CENTER	GOTOCITRIX.COM-Online Subscription	
4-Aug-2016	0240	\$	35.00	UMB BANK NA CARD CENTER	EDUCATION WEEK-Online Subscription for T.Sahsce	
4-Aug-2016	0240	\$	163.18	UMB BANK NA CARD CENTER	GOTOCITRIX-online Subscription	
			6,105.79			
Professional Services (0900 series)						
8/4/2016	901		300.00	UMB BANK NA CARD CENTER	DOUGLAS Golf Course-SBoE Catering for June'16 Meeting	001
			300.00			
App Unit 001 Total			\$6,405.79			



**WYOMING
STATE BOARD
OF EDUCATION**

August 11, 2016

To: State Board of Education

From: Tom Sachse, SBE Coordinator

RE: September 1 Legislative Report

Attached is the September 1 report to the State Legislature about the need for the SBE Coordinator position. The vast majority of this report was completed by Paige before she left the Coordinator position. Please call me directly if you have any comments on how this report might be improved.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen
Hugh Hageman

Wyoming State Board of Education
2300 Capitol Ave, Hathaway Building
Cheyenne, Wyoming 82002
307-777-6213
<http://edu.wyoming.gov/board/>

Scotty Ratliff
Robin Schamber
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose



**Report of the Wyoming State Board of Education
regarding the Governance Structure of the State Board
and the Need for a State Board Coordinator**

Presented to the Joint Education Committee

September 1, 2016

Executive Summary

State boards of education are integral to the governance of education systems across our nation. State boards serve as policy makers, liaisons, consensus builders, and advocates for public schools. Duties of state boards include setting content standards for what students should know and be able to do, managing assessment and accountability systems, overseeing district and school accreditation, and developing rules and regulations related to federal and state legislation. Wyoming's state board has seen increasing responsibilities in these areas, especially regarding accountability, in addition to other duties such as approving alternative schedules and hearing charter school appeals.

Of the 47 states and three territories that have state boards of education, 36 of them are appointed (mostly by the governor) and another four have some appointed members. Eighty-seven percent (87%) of all state boards have permanent staff members, and all the states that surround Wyoming except South Dakota have two or more staff members including Idaho, which has more than nine permanent staff. The Wyoming State Board of Education has one at-will employee (AWEC). The Wyoming State Board of Education has 11 voting members appointed by the governor for six-year terms. Additionally, the state superintendent is a voting member of the board. The executive director of the Community College Commission is an *ex officio* non-voting member of the board. No more than six of the 11 appointed members may be from any one political party.

Since the creation of the Wyoming State Board of Education in 1917, there has been a certain tension among the state entities responsible for education governance.

Up until 1959, the state board of education hired a commissioner of education who served as the executive secretary to the board and was responsible for some administrative duties at the department of education, such as supervising the teacher licensure division. Even when the commissioner position was eliminated, the board continued to have significant administrative responsibilities, and carrying them out became more difficult. Later, the board was made responsible for approving the department of education organizational structure and hiring recommendations. With the education reform movement, more and more duties were assigned to the board including the responsibility for implementation of parts of the law. The board was given a support position in the mid-1990's to facilitate the work of education reform. This trend of increasing responsibility continued when the Wyoming Accountability in Education Act (WAEA) was enacted. Major components of the act were, and remain, under the authority of the state board such as convening the Professional Judgment Panel (PJP) and overseeing the development and deployment of a comprehensive, multi-tiered system of support. With the passage of the Every Student Succeeds Act (ESSA) in 2015, even more duties returned to the board.

The legislature controls the structure of education governance in the state. There have been a number of different configurations over the last 100 years. One constant, however, has been some tension among the state entities that govern education in Wyoming, most notably the state board and state superintendent. At times this has been a healthy tension, but sometimes the tension has been so great as to inhibit proper decision making and to allow the governance structure to become dysfunctional. There have been a number of studies conducted since the 1950's chronicling issues with

statewide education governance as well as making recommendations about how to remedy the situation.

The past reports have noted that the state board of education provides a check on the power of the superintendent and provides a balance by not being heavily influenced by political forces. In fact, it was noted that the state board often diffuses sensitive political issues. The state board is dependent upon the good will of the superintendent to carry out the duties with which the board is tasked in statute. Funneling information to the board by way of a department headed by the superintendent can sometimes thwart the board's ability to make independent decisions and to make decisions based on the best and most complete information available.

In order for the board to make the best decisions possible to benefit all the children of Wyoming, it must have a permanent, full-time executive officer hired and supervised by the board. The complex nature of the work of the board demands independent voice and counsel. The responsibilities of the board coordinator are fundamentally different in nature than the WDE liaison to the state board. The WDE liaison has a full-time job with the WDE that involves many more duties than simply providing information to the state board. The state board coordinator represents the board at meetings, plans meetings of the board, does research and analysis, and makes professional recommendations to the board. It also conveys the board's view to the legislature. Over the years, report after report on statewide education governance has reached the same conclusion—the state board should have an independent staff person.

The board concludes that the current structure of the board, 11 voting members appointed by the governor for staggered six-year terms, is a functioning framework for

good decision making. However, in order for the board to continue to make the best informed decisions for the state's more than 90,000 students, the board needs a permanent, full-time executive officer.

Introduction

The Wyoming State Board of Education is submitting this report to fulfill the requirements of the 2016 interim study topic regarding the governance structure of the state board of education and the necessity of a coordinator position. The report consists of discussion of the work of state boards of education and their significant impact on education policy, a short history of the functions of the state board in Wyoming, some considerations about state board governance, the need for a state board executive officer, and brief recommendations. The board appreciates the opportunity to provide input to the Wyoming legislature about the unique nature of the work of the board and the need the board has for independent support and guidance from a permanent, full-time executive officer.

About State Boards of Education

State boards of education, select groups of policymakers who provide a lay voice and perspective to public education, are integral to the governance of state education systems across America. State boards are intended to serve as “unbiased brokers for education decision making focusing on the big picture, articulating the long-term vision and needs of public education, and making policy based on the best interests of the public” and the students of our nation (NASBE, 2016). State boards serve as policy makers, liaisons, consensus builders, and advocates for education. The 1950's Study on

Public Education in Wyoming concluded that “a state board of education is essential for the most efficient and democratic operation and management of the state public school systems” (p. 3).

Although the duties and responsibilities of state boards differ from state to state, in general state boards are responsible for

- Setting standards for what students should know and be able to do;
- Establishing graduation requirements;
- Establishing state accountability and assessment systems;
- Establishing frameworks for how districts are accredited;
- Implementing federal education legislation; and,
- Developing rules and regulations for the implementation of state education programs.

Generally, the Wyoming state board’s current responsibilities center around three main areas: prescribing uniform content and performance standards; enforcing uniform standards through accreditation; and implementing, through the state superintendent, a statewide assessment system. The board performs other functions such as approving alternative calendars, dealing with issues involving charter schools, and other statutory duties including managing parts of the Wyoming Accountability in Education Act. The accountability functions of the state board have significantly increased the board’s work load in recent years.

In some states, state boards determine the qualifications for professional personnel and establish standards for the preparation programs for educators. Some

state boards also develop and/or approve the education budgets for their states, and some oversee their departments of education either by hiring and supervising the state chief or through constitutional mandates (NASBE, 2016).

As policymakers, state boards generally set the vision for the state education system as well as set long-range goals for the state. In Wyoming statute, the state board is charged with setting education goals. State boards develop rules to enact legislation, champion education causes, support local districts, and monitor the effectiveness of state educational systems. Work as policymakers dovetails nicely with state board work as liaisons with local districts. Oftentimes districts lack a voice and advocate at the state level, and because state board members represent different regions of the state and different education stakeholder groups from around the state, state boards understand the unique needs of local districts.

Another important role state boards fulfill is that of a consensus-building body. Because of the unbiased nature of the work of state boards and the fact that they represent different interests across states, they are able, by the power of convening, to bring together educational stakeholders around common educational issues. State boards build consensus around a number of disparate issues across the nation, but many states grapple with how to implement federal laws and regulations, increasing opportunity gaps for students from poverty, and issues related to equity and excellence for all children.

State boards are some of the best advocates for education. Although the duties of boards across the country are not exactly the same, all state boards of education advocate for education because of the power of public education to transform lives and

because the future of our nation depends on the contributions of our graduates as citizens.

Forty-seven states and three territories have state boards of education. Of those state boards, 36 of them are appointed boards and another four have some appointed members. Four states and Guam have a mix of elected and appointed members. Most appointed boards are appointed by the governor. Seven states have elected state boards. Sixteen states, the District of Columbia, and Guam have student members of their state boards (NASBE, 2016).

Eighty-seven percent (87%) of all state boards have permanent staff members, and all the states that surround Wyoming except South Dakota have two or more staff members including Idaho, which has more than nine permanent staff. The Wyoming State Board of Education has one at-will employee. In the 2005 Management Audit Committee report, it notes that “in the other similarly structured states, the most common staffing structure is an executive director and one or two support staff” (p. 33).

The Wyoming State Board of Education has 11 voting members appointed by the governor, and the state superintendent is a voting member of the board as well. The executive director of the Community College Commission is an *ex officio* non-voting member of the board. “Statute also requires that the Board be balanced in political affiliation, with no more than six of the 11 appointed members from any one political party, to protect from excessive influence of partisan politics in policymaking” (Doorey, 2014). In the 1950’s study on public education in Wyoming, it is noted that state boards have always been critical to the function of education at the state level, and “have helped to protect the schools from the whims and pressures of any single group be they

partisans, politicians, education professionals, teachers unions, or other special interests” (p.18).

The 2005 Management Audit Report lists several advantages of the state board:

- Provides checks and balances to policies and initiatives developed by state-level professionals.
- Makes policy in this important area that affects so many not under the control of one person, the Superintendent.
- Helps garner support among both the public and the Legislature for the Superintendent and Department in the implementation of education policy.
- Brings increased attention and a celebratory aspect to education throughout the state by holding meetings in different communities and visiting schools (pp. 25-26).

Members of the Wyoming state board are appointed for six-year terms, and they cannot be reappointed unless they were first appointed to fill out someone else’s term. “With Board input, policy in critical areas of education can be more consistent. The Board brings continuity through election cycles because its membership is staggered in six-year terms, whereas Superintendents can change every four years” (2005 audit, p. 25). “There seems to be an expectation that more informed eyes make better education policy, and the Board is a means of providing those informed eyes” (2005 audit, p. 27).

History Related to the Wyoming State Board of Education

“Areas of overlapping authority, as assigned or perceived, between the elected State Superintendent and the Board have been a source of tension, debate, and periodic dysfunction since the early 1900s. No fewer than six modified education governance structures have been enacted by the state Legislature over the last 100 years. Many were attempts to bring about more effective coordination between the office of the State Superintendent and the State Board of Education” (Doorey, 2014).

The Wyoming State Board of Education was created in 1917. At that time, the legislation made the department of education responsible for the general supervision of schools, and the department was under the direction of the state board of education. The board appointed a commissioner to serve as the board’s executive officer. Two years later, seemingly because the language of the 1917 legislation conflicted with the constitutional language granting general supervision of the schools to the state superintendent, the language was amended. But the board continued to have a commissioner who served as the executive secretary to the board and the board continued to have significant administrative responsibilities.

At that time, the commissioner of education was appointed by the state board with the approval of the governor and served as the secretary to the state board, and the administrative functions of the state board and the professional functions of the state department of education were assigned to the commissioner of education (1985 audit, p. 9). The main functions of the state board included setting standards for accreditation for schools and school districts, certifying school district personnel, and overseeing school building sites and construction. The 1917 legislation also stated that the state board

would prescribe the standards to regulate the general curriculum for elementary and secondary schools (1985 audit, p. 5).

In Wyoming, the state superintendent is one of the five elected state officials; however, the duties and powers of that position are determined by the legislature. For over 40 years, the state board of education hired, directed, and supervised a commissioner who served the board's needs as its executive officer and served with the elected state superintendent.

In 1959, the position of Commissioner was eliminated, "transferring the position's powers and duties to the State Board. With this transfer of functional responsibilities came a further depletion of the Board's autonomy, as it no longer had staff of its own through which to carry out these duties. As a result, the Board became more dependent on the Superintendent and the Department staff who report to the Superintendent" (2005 audit, p. 4).

"A decade later, the Education Code of 1969 was passed, which created yet another governance model. This legislation placed the State Board and State Superintendent within the Department of Education. It gave the State Board authority to approve the Superintendent's departmental organization and staffing decisions and charged them with prescribing and enforcing the state's education standards" (Doorey, 2014).

The 2014 Report to the Wyoming Legislature on Education Governance reminded readers that "discontent with the functioning of educational governance continued and in 1988 the Joint Legislative Executive Efficiency Study Committee

issued a report, 'A Study in State Government Efficiency.' This report recommended a transition to a cabinet-level Department of Education led by a Director of Education appointed by the Governor, and proposed a constitutional amendment to make this transition possible. The proposed amendment passed the Senate but failed in the House. The governance issue continued to fester and in 1991 the final report of the Wyoming Joint Reorganization Council, after a thorough review of the state's educational performance and future needs, recommended 'a four-year transition period for Wyoming to move from its current fragmented system to one which is an integrated system within itself as well as a system integrated with other components of State government.' It called for a constitutional amendment to be placed before the voters in the fall of 1992 and the subsequent creation of a cabinet-level Department of Education led by a Director of Education appointed by the Governor" (Doorey, 2014).

In the meantime, the 1990 Legislature placed the board in a central policy role in what was to evolve into the state's school reform effort (2005 audit, p. 21), and this has continued as the board has major responsibility with regard to the current accountability efforts as defined in the Wyoming Accountability in Education Act.

In 1994, legislation "directed the Department to transfer funding from its budget to cover a full-time position, separate and independent of the Superintendent and the Department, to perform duties directed by the State Board" (p. 21). The state board was allocated a staff person due to the increased responsibilities of the board associated with reform legislation passed in relation to the national education goals set during the George H. W. Bush administration goals 2000. But that position was eliminated shortly

thereafter even though the bulk of the work of overseeing the reform legislation remained with the state board.

“In permanent statutes, the Legislature placed the heart and soul of the state’s school reform effort with the State Board, and charged the Superintendent primarily with information gathering tasks. The State Board’s statutes were greatly enhanced, to include such key responsibilities as: enforcing the uniform standards for education (the “basket of educational goods and services”) through accreditation of public schools; prescribing uniform student content and performance standards, including high school graduation standards; and implementing, through the Superintendent and in consultation and coordination with local school districts, a statewide assessment system for measuring student progress (2005 audit, p. 23).

“Thus, the Legislature gave the appointed board instead of the elected official the major role of -- not approving or advising upon policy -- but of implementing key provisions of school reform in the state. Implementation, by definition, suggests the performance of acts necessary to bring into effect some agreed upon plan or policy. Realistically, the Board has no way to implement its duties other than through the Superintendent and the Department. Statute compensates for this by saying that the Board will establish or implement various standards or tasks ‘through the superintendent,’ ‘with the superintendent,’ or ‘through the state department of education’ (2005 report, p. 23).

Paramount in [legislative] thinking was that with board input, policy in critical areas of education can be more consistent. The board brings continuity through election

cycles because its membership is staggered in six-year terms, whereas Superintendents can change every four years (2005 audit, p. 25).

This trend of increased responsibility for the state board continued when WAEA was enacted. For instance, major components of the act were, and remain, under the authority of the state board. The board is charged with convening the PJP and for ensuring a comprehensive, multi-tiered system of support is implemented. Once again, the board is dependent upon the state superintendent and the WDE to provide data and information to the PJP as well as for designing and deploying a system of support. The position of coordinator was created in 2012 to ensure that the elements of WAEA were enacted as prescribed by the legislature.

“The Legislature has continued to assign the Board implementation roles when there is no practical way for it to implement anything without the Department, which is controlled by the Superintendent. The Legislature has woven an intricate web of interdependence that is not always clear or comfortable for either” (2005 report, p. 41).

State Board Governance Considerations

In the 1950’s study on public education in Wyoming, it states that legislatures control education in their states unless expressly precluded from doing so in the Constitution of the state. “The legislature, having tried one method of school administration, is not precluded from trying another (1950’s study, p. 2).” In fact, since the state board was created in 1917, the legislature has changed, shifted, and added to the duties of the state board and that of the state superintendent many times. Yet, in the 2014 Report to the Wyoming Legislature on Education Governance, it notes that “at the

state level, Wyoming's educational system has been held back repeatedly by disagreement, tension and dysfunction" (Doorey, 2014).

The 1985 audit mentions that the state board serves as a system of checks and balances for the state superintendent's authority, and the state board helps to diffuse politically sensitive educational matters (1985 audit, p. 9). The report also notes that the governance structure of the state board makes the board dependent on the good will of the superintendent and that situation might not work well if the board and superintendent were at odds with each other (1985 audit, p. 11). Some board members at that time perceived that channeling information from the department to the board limited their access to information and hindered their ability to make good decisions.

In years when the board has had no staff members of its own, it has relied upon the superintendent and the department staff to give members the substantive and analytical information necessary to make informed policy decisions. "The Board has no separate staff of its own with which to accomplish duties; its work is carried out "through" and "with" the Superintendent and Department (2005 audit, p. 6). The 2005 report concluded that the state board's capacity for independent policymaking is thwarted, that it has limited ability to act independently from the department supervised by the superintendent, and that it was sometimes difficult to get information about policymaking (p. 17).

"Regardless of what the Board takes up as its initiatives, the Superintendent and other Department officials must balance requests for assistance with other priorities, many assigned directly by the Legislature. This can leave Department staff in a bind, especially if they sense that the Superintendent does not share the Board's interest in a

topic. There is also the potential for the Board to abuse Department resources, but no one...interviewed [for this study] indicated that had happened” (p. 20).

The 2005 report team “learned that generally the individuals involved in this delicate relationship have worked through their differences, driven by a desire to do what is best for public education in the state and by respect for one another and the law. However, the potential for tension between an elected official and a board appointed by another elected official is just beneath the surface, especially given that the Board has a statutory-given call upon the Superintendent’s staff and resources (p. 27).

The Need for An Executive Officer

Having a permanent executive officer has been a priority of the Wyoming State Board of Education for several years. It is imperative that the board remain independent and informed, in order to authentically represent the interests of Wyoming’s citizens and make sound decisions for Wyoming’s more than 90,000 students.

Currently, the Wyoming State Board of Education has one staff member, an at-will employee (AWEC), who is hired by and reports to the board. This position was designated in 2012 to support the board in implementing the provisions of WAEA and was expanded in 2014 to include providing support for all the work that is the responsibility of the board. In 2012, an already existing WDE position was designated as the state board coordinator AWEC position, so an additional position was not created. During the 2016 legislative session, the coordinator position was slated for elimination; however, the position was funded for one more year using WDE funds while the need for the position is studied. Many erroneously believe the state board never had staff support

before 2012 and that it is a position that can be easily eliminated. In fact, for much of its existence, the state board of education has had staff it hired and supervised.

The state board is adamant in its contention that staffing the position is critical to supporting the board in fulfilling its policymaking directives as well as supporting the legislature in its ongoing efforts to improve educational opportunities for all Wyoming students. In addition to the duties added to the board associated with education reform in the 1990's and accountability efforts in recent years, the need for the position has been exacerbated by the passage of the Every Student Succeeds Act that returns much authority for educational decision-making to the states, especially to state boards.

The responsibilities of the coordinator are fundamentally different in nature than those of the WDE employee who serves as a liaison to the state board. The coordinator is the face and voice of the state board at state, regional, and national meetings because appointed volunteer board members cannot attend every meeting of education entities at which the board requires representation. The coordinator also attends legislative meetings and the legislative session in order to ensure the interests of the board are represented. The coordinator solely represents the interests of the board, which are not always the same as those of the WDE. The inherent tension between the entities that govern statewide education is part of the design of the system. That healthy tension creates a situation where the state board needs an independent employee who is not subject to the elected state superintendent. Moreover, the WDE liaison has a full-time position with the department with a plethora of duties, most not directly related to the work of the state board.

The state board believes that having a coordinator is a priority for accomplishing the specific duties that are the responsibility of the board. The coordinator:

- Supports the board in completing work related to other legislative mandates in addition to WAEA such as the assessment task force and others;
- Sets up monthly meetings and annual retreats with the help of the board's administrative assistant;
- Responds to media requests and inquiries to the board;
- Facilitates strategic planning and goal-setting work, the drafting of a communications plan, and the adoption of a standards review process;
- Attends meetings and conferences on behalf of the board (such as Advisory Committee to the Select Committee, School-University Partnership, District Assessment System Steering Committee, Wyoming Curriculum Directors Association, PJP, Assessment Task Force, system of support collaborative council, legislative meetings, national meetings and conferences, school improvement conference and others);
- Makes presentations on behalf of the board, both statewide and at the national level;
- Sets meetings of committees of the board including managing professional services contracts;
- Writes grants and manages the grant-funded projects;
- Manages the board's correspondence;
- Provides research, information, and professional expertise to the board to assist them in making the best decisions on behalf of Wyoming's students.

In the 1985 staff audit of the state board, it was noted that many state boards at that time had independent staff members, and that trend continues. The main reason for state boards to have independent staff was and is to improve access to information. At that time, the state superintendent and deputy superintendent objected to the state board having independent staff because staff support was already provided by the department. In 2005, the department responded to the recommendation for the state board to have independent staff by stating the department provides all the information the board needs and requests. During the 2016 legislative discussion about eliminating the state board coordinator position, the department contended that the position is duplicative because the department provides all the information and support to the board that it needs. Clearly, there is a pattern over the years of the department resisting the creation of a permanent position to support the state board of education that is independent from the control of the state superintendent. Yet, since the commissioner of education position was eliminated in 1959, there have been numerous studies that chronicle the increased responsibilities given to the state board and the need for the board to have a person who provides research and information to the board, makes recommendations to the board, and serves the board's interests. In order to make the best decisions for Wyoming's students, information provided to the board must not be filtered.

The 2005 report on education governance recommended the board have an executive officer and noted that the "most common staffing arrangement among the other states sharing Wyoming's governance model is to have an executive director or executive officer and support staff for the Board" (p. 38). In the 2014 Report to the

Wyoming Legislature on Education Governance, nearly all interviewees (90%) supported the continuation of the current role and authorities for the State Board Education. An even larger percentage (97%) believed that the Board should be provided with either additional staffing or designated funding to ensure that it can fulfill those responsibilities well (Doorey, 2014).

The 2005 report noted that the “Board’s inability to get information necessary to develop policy options other than through the Department is a key source of contention...A solution would be for the Board to have a staff person to perform the duties it requests. Further, whether full- or part-time, this should be a policy analyst position rather than an administrative assistant so that the Board would have the ability to obtain some independent research on policy issues. NASBE says that boards need staff that will gather information, analyze it, provide alternatives, and make recommendations. Having an analyst would also enable the Board to better fulfill those open-ended statutory responsibilities such as establishing statewide goals for Wyoming public education, and initiating or facilitating discussions about improving education in the State (pp. 36-37).

For years, there have been studies about the education governance structure at the state level because of the intricacies and inter-relationships among the education entities. The 2005 management audit team “learned that generally the individuals involved in this delicate relationship have worked through their differences, driven by a desire to do what is best for public education in the state and by respect for one another and the law. However, the potential for tension between an elected official and a board appointed by another elected official is close beneath the surface, especially given that

the Board has a statutory-given call upon the Superintendent's staff and resources" (p. 27).

State Board Budgeting

For many years, the state board's budget has been part of the administrative section of the department of education's budget. The board has not been independently responsible for its own budget, and the finance division of the department has "managed" those funds. The 1985 audit report noted that "this arrangement reduces the Board's independence and fosters the board's reliance on the State Department. If the Legislature wants the State Board to act as an independent, primary decision making body then the Board should select a budget committee to develop the Board's biennial request" (p. 19). During the last budget session, the board's budget was separated into a separate section of the WDE budget; however, the budget remains part of the department's allocation.

In the 2005 report, it states that "department staff prepare the Board's budget request and submit it to the Legislature as part of the Department's request" (p. 6). For many years, this was the case. However, this past year, the board was asked to prepare the budget worksheets and to present the budget to the Joint Appropriations Committee. A great deal of responsibility for making decisions about how the budget is allocated has been delegated to the appointed and volunteer treasurer of the board, the board coordinator, and the board's executive assistant. The board's executive assistant is now responsible for running budget reports and preparing with the treasurer reports to the board. These are all functions formerly performed by department of education staff.

Even though the WDE asks the state board to make decisions about some aspects of the budget, changes are randomly made to the budget without the input of the board. For instance, even though a draft budget was developed by the board and approved by them before submission of the budget to the governor and the joint appropriations committee, the board recently learned that all WDE staff travel and expenses associated with board meetings will be charged to the state board budget. The board was not consulted about that decision, and no consideration was given to budgeting for these expenses when the budget was developed. The WDE has always provided staff support to the state board at meetings when requested and required and has done so at WDE expense.

Clearly, there is no written and agreed upon process for the board budget to be developed, approved, and deployed. However, one thing is certain. The state superintendent, despite the wishes of the board, has final say over the board budget when it “lives” within the WDE budget allocation.

Communications

The 2005 report noted that “there can be disagreement between the Board and the Superintendent over communications and the deployment of Department resources” (p. 18). In the past, all communications functions were performed for the state board by the department of education staff. Department staff prepared news releases, designed and managed the board’s website, and performed any other communications duties the board required. However, under that arrangement, the board’s public presence was filtered by the department at times which caused disagreements between the superintendent and the board. Currently, the state board is responsible for nearly all

their own communication tasks. The board wrote a grant to pay for the bulk of the services, but that money will not continue into future years. The board coordinator, executive assistant, and contract professionals have been responsible for writing press releases, designing communications documents, providing planning and copy for the website, and managing the social media presence of the board. Virtually all duties formerly performed by department staff are now performed by the board.

The fact that more and more duties formerly performed by the WDE staff on behalf of the board are now being delegated to the board is further rationale for why the board requires an independent, full-time, permanent executive officer. It is impossible for volunteer lay persons who are members of the state board to manage these day-to-day tasks. Furthermore, the WDE sustained considerable cutbacks in funding as a result of the very significant downturn in state revenue over the past year. It would be very difficult for the WDE to once again assume these tasks at this particular time.

Other Considerations

Selection Method for Board Members

During recent legislative sessions, there have been bills to make all of or a number of the state board members elected. The board members are opposed to such an idea. After Senate File 104 was passed and overturned by the Supreme Court, one board member stated, “If the past two years have not been enough to illustrate that we don’t need any more politics in Wyoming education, I don’t know what is.” The current structure ensures a broad array of perspectives are represented through board members, and the diversity of backgrounds and opinions strengthens discussions and

informs opinions. Some believe that if a board is not elected, it does not represent the “voice of the citizens;” however, the 2005 audit stated that the state board is the “channel for citizen input into the state’s educational system” (p. 18).

“The preferred method for selection of the members of the state board, based on all of the data gathered, is appointed by the governor for long overlapping terms (1950’s study, p. 3).” This structure “also provides some measure of stability in leadership and the overall vision of education for the state, given that the Board, with staggered six-year terms, provides continuity across gubernatorial administrations” and state superintendent administrations (Doorey, 2014). “Educational improvement requires sustained focus and effort, so this stability can serve as a strength for the state” (Doorey, 2014). Having an appointed board work in tandem with an elected state superintendent and an elected legislature provides an essential balance.

Voting Members of the State Board

It’s difficult for the state superintendent to be a voting member of the state board. Even in the 1950’s study of public education in Wyoming, the author noted that “it is difficult to determine where the rule-making power of the superintendent ceases and that of the state board commences, or where assistance with policy-making ends and rule-making begins (p. 9).” There has been disagreement over the years about whether or not the superintendent should be a voting member of the board, and that situation has changed over the years. Currently the state superintendent is a voting member of the board; but in a 2014 memo to the co-chairmen of the Joint Education Committee, the board wrote “the board appreciates the input of the state superintendent...as [an] *ex officio* [member] of the board. Moreover, the board welcomes the addition of the

Executive Director of the Wyoming Community College Commission as an *ex officio* member. The board does not support making any or all of these members voting members of the board.” The 1950’s report on education noted that having the state superintendent as a voting member of the board is “objectionable since it results in placing a great deal of the responsibility for policy-making in the hands of the superintendent of public instruction who is also to administer the policy enacted by the board” (p. 8).

Recommendations

Considering the role of state boards of education in shaping policy and ensuring equity and excellence for all children, and considering the historical context of education governance in Wyoming, the state board makes recommendations in light of the increasing responsibilities and duties of the board. These duties and responsibilities have been increasing since the 1990’s, and most recently have expanded to include a number of administrative tasks as well as policymaking functions. Therefore, the state board recommends:

- Retaining the governance structure of the Wyoming State Board of Education. The current practice of the governor appointing members to the board from across the state for six-year terms provides stability over executive branch administrations, provides a diversity of perspectives, and provides “insulation” from political whims and pressures.
- Providing the board with a permanent executive director who is hired by and supervised by the board. The board needs an independent voice to represent its

interests, provide information and research, and serve as a liaison between the board and the WDE, legislature, governor's office and other education entities in the state. Increasing responsibilities and duties of the board dictate the need for a full-time, permanent person to serve as the executive officer of the board.

Conclusion

The Wyoming State Board of Education plays a significant and equal role in the education governance structure of the state. The voice of a group of volunteers who are "lay citizens of the state...known for their public spirit, business or professional ability and interest in education" is not only powerful, but practical. The state board provides important balance in a governance structure designed with inherent tensions and checks on power. However, in order for the board to function most effectively, it needs independent voice and counsel through an executive officer the board hires and supervises. It is critical for this appointed board to have autonomy and independence.

References

Citizens Committee on Educational Problems (1950's). *Public Education in Wyoming*.

Cheyenne, WY. Retrieved from

<http://legisweb.state.wy.us/InterimCommittee/2014/04RPTStudyrePublicEducStructure1950s.pdf>

Doorey, N. (2014). *Report to the Wyoming Legislature on Education Governance: Laying the Foundation for a Strong Future*. Prepared for the Wyoming Joint Education Interim

Committee, Cheyenne, WY. Retrieved from

<http://legisweb.state.wy.us/InterimCommittee/2014/04Rpt1210Appendix3.pdf>

National Association of State Boards of Education (NASBE) (2016). Retrieved from

<http://www.nasbe.org/about-us/state-boards-of-education/>

Wyoming Legislative Service Office (1985). *Staff Audit Report of the State Board of Education*,

Cheyenne, WY. Retrieved from

<http://legisweb.state.wy.us/InterimCommittee/2014/04Rpt1985LSOStateBoardOfEdAudit.pdf>

Wyoming Management Audit Committee (2005). *State-Level Education Governance*.

Legislative Service Office, Cheyenne, WY. Retrieved from

<http://legisweb.state.wy.us/InterimCommittee/2014/04Rpt2005LSOEducationGovernanceAudit.pdf>



**WYOMING
STATE BOARD
OF EDUCATION**

August 11, 2016

To: State Board of Education

From: Tom Sachse, SBE Coordinator

RE: NASBE Meetings

I recently attended the NASBE New Members conference. This went quite well and it is easy to see how attending the annual (fall) conference will be of real value to Board members and staff. Chelsie will also review those who plan to attend the Kansas City meeting in October.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen
Hugh Hageman

Wyoming State Board of Education
2300 Capitol Ave, Hathaway Building
Cheyenne, Wyoming 82002
307-777-6213
<http://edu.wyoming.gov/board/>

Scotty Ratliff
Robin Schamber
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose



**WYOMING
STATE BOARD
OF EDUCATION**

August 11, 2016

To: State Board of Education

From: Tom Sachse, SBE Coordinator

RE: Strategic Action Plan

This strategic plan is derived by the work of the Board and is a regular reporting item from the Coordinator to the Administrative Committee and the full Board. At this meeting, I will focus on participating on the State System of Support, working on Communications activities, and representing the State Board at NASBE, at the Legislature, and at other educational partners in the state.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen
Hugh Hageman

Wyoming State Board of Education
2300 Capitol Ave, Hathaway Building
Cheyenne, Wyoming 82002
307-777-6213
<http://edu.wyoming.gov/board/>

Scotty Ratliff
Robin Schamber
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose



Strategic Plan

August 18th 2016

State Board of Education Meeting



Vision

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

Mission

Lead collaborative partnerships in which student, teacher and administrative judgment are valued to craft policies and create future-focused systems oriented around the individual student by:

- Communicating the urgent need for transformational change
- Incentivizing innovative education
- Developing a system of district support
- Utilizing flexible measurements to gauge and celebrate successful change

Goals

1. Facilitate the development of and implementation of a comprehensive, multi-tiered system of support focused on continuous improvement which provides assistance to schools not meeting expectations;
2. Foster understanding of the role, duties, and responsibilities of the state board;
3. Stress the importance of communities and families in supporting high-quality education for all Wyoming children;
4. Share the importance of rigorous, college and career ready content and performance standards; and,
5. Encourage collaborative partnerships to collectively impact positive student outcomes.





Goals	Strategies/Actions	Person Responsible	Measures	Results
Facilitate the development of and implementation of a comprehensive, multi-tiered system of support focused on continuous improvement which provides targeted assistance to schools not meeting expectations	<ol style="list-style-type: none"> 1. Receive regular updates on the progress of the System of Support Collaborative Council and development of the system of support plan. 2. Have coordinator and board representation on collaborative council. 3. Monitor implementation of the system of support plan and receive reports on set deliverables related to implementation. 	Board chair, board coordinator, board representative on collaborative council.	<ul style="list-style-type: none"> • Agendas will reflect system of support reports at each regular meeting. • Coordinator and board representative provide updates to the board either via email or at a regular board meeting. • Reports on implementation of system of support appear as part of board packet or are sent out to the board beginning in September, 2016. 	<ul style="list-style-type: none"> •
Foster understanding of the role, duties, and responsibilities of the state board	<ol style="list-style-type: none"> 1. Update and distribute yearly “report” and legislative priorities. 	Communications committee, board coordinator, Kelly Pascal Gould	<ul style="list-style-type: none"> • Yearly report and legislative priorities revised in October and November and distributed in early December, 2016. 	<ul style="list-style-type: none"> •



	<ol style="list-style-type: none"> 2. Choose additional items from the communication plan and implement them as funds are available. 3. Continue to have regular website updates and press releases sharing the work of the board. 		<ul style="list-style-type: none"> • Communications committee will give regular updates at board meetings about communications efforts including website updates and press releases. • Communications committee will recommend additional communications activities to be implemented with board approval 	
Stress the importance of communities and families in supporting high-quality education for all Wyoming children	<ol style="list-style-type: none"> 1. Make this a communication option chosen by the board. 2. Ensure any attendance incentives and/or legislation includes provisions to educate and involve families. 	Communications committee, Kelly Pascal Gould, board coordinator	<ul style="list-style-type: none"> • Track and report communications on the topic of importance of families in supporting quality education. • Receive updates from coordinator about potential legislation and/or incentives about supporting and involving families and communities 	•
Share the importance of rigorous, college and career ready	<ol style="list-style-type: none"> 1. Partner with WDE standards team to share 	Board coordinator, Kelly Pascal Gould	<ul style="list-style-type: none"> • Track and report information that is disseminated 	•



<p>content and performance standards</p>	<p>information about why rigorous college and career ready standards are important.</p> <ol style="list-style-type: none"> 2. If possible, make the importance of standards part of the communication options chosen by the board. 3. Present about the topic of college and career ready standards at workshops or meetings. 4. Stress that ESSA requires alignment to rigorous college and career ready standards in language arts and math 		<p>regarding rigorous college and career ready standards.</p> <ul style="list-style-type: none"> • Track communications efforts regarding communications options regarding the importance of college and career ready standards. • Provide reports to the board about presentations at meetings/workshops. • Receive updates from the board coordinator and WDE liaison about how the state's ESSA plan is aligned to rigorous college and career ready standards in language arts and math. 	
<p>Encourage collaborative partnerships to</p>	<ol style="list-style-type: none"> 1. Coordinator or board members to attend 	<p>Board coordinator, board executive assistant</p>	<ul style="list-style-type: none"> • Coordinator and board members track meeting/workshop 	



<p>collectively impact positive student outcomes</p>	<p>educational convenings across the state.</p> <ol style="list-style-type: none">2. Contact school districts and legislators in the areas in which the board meets.3. Include representative stakeholders on committees and task forces related to state board work.		<p>attendance and update the board.</p> <ul style="list-style-type: none">• Track attendance of guests at meetings.	
--	--	--	---	--



**WYOMING
STATE BOARD
OF EDUCATION**

August 11, 2016

To: State Board of Education

From: Tom Sachse, SBE Coordinator

RE: Legislative Action Plan

Based on information from the NASBE alignment study, the SBE, in consultation with WDE, proposes the following legislative action items. Most are simply technical, grammatical, or conforming language. Please call me if you have additional items for consideration of the entire Board. I would like the Board to take action on this list, if these are acceptable.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen
Hugh Hageman

Wyoming State Board of Education
2300 Capitol Ave, Hathaway Building
Cheyenne, Wyoming 82002
307-777-6213
<http://edu.wyoming.gov/board/>

Scotty Ratliff
Robin Schamber
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose



Legislative Agenda

August 18th, 2016

State Board of Education Meeting



<u>Citation</u>	<u>Recommended Change</u>	<u>Rationale</u>
21-2-304(c)	Change education program standards to uniform student content and performance standards	Consistent phrasing in statute and promulgated rules
21-2-304 a (iii)	Delete the term common core knowledge and skills.	Consistent phrasing in statute and promulgated rules
21-9-101 a & b	Insert between uniform student standards before "content and performance"	Consistent phrasing in statute and promulgated rules
21-2-304 a (iv)	Remove the first sentence of paragraph and the word "also" from the second sentence. In the third sentence delete uniform state standards and replace with uniform student content and performance standards. In the fourth sentence, following review, refinement and revision... replace student with uniform.	Consistent phrasing in statute and promulgated rules
21-2-304(v) B	Change to; Effective school year 2017-2018 and each school year thereafter be administered and specified grades aligned to the uniform student content and performance standards , specifically assessing student performance in reading, writing, and mathematics in grades three through ten (3-10). In addition the statewide assessment system shall asses student performance in science in grades four, eight and eleven (4, 8,11) .	Update assessment system requirements to align with Assessment Task Force recommendations
21-2-304 b (ii)	Change common core of knowledge to uniform student content and performance standards.	Consistent phrasing in statute and promulgated rules
21-2-304 (vi)	Change No Child Left Behind Act of 2001 to Every Student Succeeds Act 2015.	Update the federal act name

21-2-301 (a)	Delete "voting" first sentence. Add twelve (12) of whom are voting, and eleven...	Correction consistent with practice
21-2-204 h (iv)	Remove the additional "l" from IInclude.	Spelling correction



**WYOMING
STATE BOARD
OF EDUCATION**

August 11, 2016

To: State Board of Education

From: Tom Sachse, SBE Coordinator

RE: SBE Policies

Lisa and I have edited these policies lightly to reflect the special relationship between the WDE and SBE, along with the emergent staffing decisions before the State Legislature. Please feel free to call either me or Lisa with regard to any of these proposed policies.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen
Hugh Hageman

Wyoming State Board of Education
2300 Capitol Ave, Hathaway Building
Cheyenne, Wyoming 82002
307-777-6213
<http://edu.wyoming.gov/board/>

Scotty Ratliff
Robin Schamber
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose

Section 1

BOARD LEGAL STATUS

Constitutional and Statutory Provisions:

§21-2-301. Appointment; qualifications, terms and removal of members; meetings; chairman.

(a) There is created a state board of education composed of thirteen (13) members, twelve (12) of whom are voting members, eleven (11) of whom shall be appointed members with at least one (1) member appointed from each appointment district pursuant to W.S. 9-1-218. The remaining voting member of the board shall be the state superintendent of public instruction. The executive director of the Wyoming community college commission shall be an ex-officio member and shall not have the right to vote. One (1) appointed member shall be appointed at large and shall be a certified classroom teacher at the time of appointment. One (1) appointed member shall also be appointed at large and shall be a certified school administrator at the time of appointment. Two (2) appointed members shall be appointed at large and shall be representative of private business or industry in Wyoming. The remaining seven (7) appointed members of the board shall be appointed from among the lay citizens of the state who are electors of the state, known for their public spirit, business or professional ability and interest in education. Not more than six (6) appointed members of the board shall be from one (1) political party. Members shall be appointed for six (6) year terms, except those who may be appointed to fill unexpired terms. Members shall be appointed by the governor with the approval of the senate. Vacancies shall be filled by the governor without senate approval until the next session of the legislature. No member is eligible to reappointment, except any member appointed to fill an unexpired term of less than six (6) years and the term expires on or after January 1, 1996, may be reappointed for one (1) additional six (6) year term. Appointed members of the board may be removed by the governor as provided in W.S. 9-1-202.

(b) During the first quarter of the calendar year a meeting shall be held at which a chairman shall be elected. Meetings may be held at regular intervals as often as the duties of the board require and the board shall meet at the call of the state superintendent of public instruction or the governor or the chairman whenever in the opinion of these officials, or any of them, the need for such meeting exists.

(c) Notwithstanding subsection (a) of this section, the superintendent of public instruction shall not participate in board deliberations on or vote on any matter relating to a contested case involving actions of the department of education.

State Board Policy:

All board members will take The Oath of Office. Board members will be sworn in prior to taking office by the Chair.

Oath of Members of the Board

I, (name) do solemnly swear that I will uphold the duties and the laws of the state of Wyoming based on statutes governing operations of the Wyoming State Board of Education.

Section 2 POWERS AND DUTIES

Constitutional and Statutory Provisions:

§21-2-304. Duties of the state board of education.

(a) The state board of education shall:

(i) Establish policies for public education in this state consistent with the Wyoming Constitution and statutes and may promulgate rules necessary or desirable for the proper and effective implementation of this title and its responsibilities under this title. Nothing in this section shall give the state board rulemaking authority in any area specifically delegated to the state superintendent;

(ii) Through the evaluation and accreditation of school districts, implement and enforce the uniform standards for educational programs prescribed under W.S. 21-9-101 and 21-9-102 in the public schools of this state, including any educational institution receiving any state funds except for the University of Wyoming and Wyoming community colleges, and implement and enforce the statewide education accountability system pursuant to W.S. 21-2-204. The board shall ensure that educational programs offered by public schools in accordance with these standards provide students an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary vocational and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society. In addition, the board shall require school district adherence to the statewide education accountability system;

(iii) By rule and regulation and in consultation and coordination with local school districts, prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b), and promulgate uniform standards for programs addressing the special needs of student populations specified under W.S. 21-9-101(c) that ensure these student populations are provided the opportunity to learn the common core of knowledge and skills as prescribed by the uniform student content and performance standards pursuant to this paragraph. Student content and performance standards prescribed under this paragraph shall include standards for graduation from any high school within any school district of this state. The ability to prescribe content and performance standards shall not be construed to give the state board of education the authority to prescribe textbooks or curriculum which the state board is hereby forbidden to do. Graduation standards imposed under this paragraph shall require the successful completion of the following components, as evidenced by passing grades or by the successful performance on competency based equivalency examinations:

(A) Four (4) school years of English;

(B) Three (3) school years of mathematics;

(C) Three (3) school years of science; and

WYOMING STATE BOARD OF EDUCATION
ADOPTED ~~NOVEMBER 18, 2010~~

(D) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions.

(iv) Effective school year 2013-2014, and each school year thereafter, require district administration of common benchmark adaptive assessments statewide in reading and mathematics for grades one (1) through eight (8) in accordance with W.S. 21-3-110(a)(xxiv). The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as evidenced by course completion and as measured by each district's assessment system prescribed by rule and regulation of the state board and required under W.S. 21-3-110(a)(xxiv). Once every five (5) years and on a staggered basis, the state board shall through the department, review and approve each district's assessment system designed to determine the various levels of student performance as aligned with the uniform state standards and the attainment of high school graduation requirements as evidenced by course completion. In addition and following review, refinement and revision of student content and performance standards adopted under paragraph (a)(iii) of this section and reviewed under subsection (c) of this section, the board shall establish a process to ensure district assessment systems are aligned with the refined and revised standards within three (3) full school years following adoption of revised standards;

(A) through (C) Repealed by Laws 2015, ch. 179, § 3.

(v) Through the state superintendent and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:

(A) Measure individual student performance and progress in a manner substantially aligned with the uniform educational program and student content and performance standards imposed by law and by board rule and regulation;

(B) Effective school year 2012-2013, and each school year thereafter, be administered in specified grades aligned to the student content and performance standards, specifically assessing student performance in reading and mathematics at grades three (3) through eight (8). In addition, the statewide assessment system shall assess student performance in science in grades four (4) and eight (8);

(C) In addition to subparagraph (a)(v)(B) of this section, measure student performance in Wyoming on a comparative basis with student performance nationally;

(D) Measure year-to-year changes in student performance and progress in the subjects specified under subparagraph (a)(v)(B) of this section and by school year 2015-

2016, link student performance and progress to school and district leaders, including superintendents, principals and other district or school leaders serving in a similar capacity. The assessment system shall ensure the student performance measurements used at each grade level are valid for the purposes for which they are being used, including valid year-to-year comparisons of student and school level results, and shall be sufficient to produce necessary data to enable application of measures of performance indicators as required under W.S. 21-2-204;

_____ (E) Use only multiple choice items to ensure alignment to the statewide content and performance standards;

_____ (F) Provide a fair and unbiased assessment of student performance without regard to race, ethnicity, limited English proficiency and socioeconomic status;

_____ (G) Provide appropriate accommodations or alternative assessments to enable the assessment of students with disabilities as specified under W.S. 21-9-101(c)(i) and students with limited English proficiency;

_____ (H) Provide a measure of accountability to enhance learning in Wyoming and in combination with other measures and information, assist school districts in determining individual student progress as well as school level achievement, growth and readiness targets. In addition to reporting requirements imposed under W.S. 21-2-204, the assessment results shall be reported to students, parents, schools, school districts and the public in an accurate, complete and timely manner. Assessment results shall be used in conjunction with each school district's assessments to design educational strategies for improvement and enhancement of student performance required under W.S. 21-2-204. Assessment results shall also be used to guide actions by the state board and the department in providing and directing a progressive multi-tiered system of support, intervention and consequences to districts in developing school improvement plans in response to student performance to attain target levels measured and established under W.S. 21-2-204. In consultation and coordination with school districts, the board shall subject to W.S. 21-2-204, review and evaluate the assessment system regularly and based upon uniform statewide reports, annually report to the legislature as required under W.S. 21-2-204.

_____ (vi) Subject to and in accordance with W.S. 21-2-204, through the state superintendent and in consultation and coordination with local school districts, by rule and regulation implement a statewide accountability system. The accountability system shall include a technically defensible approach to calculate achievement, growth, readiness and equity as required by W.S. 21-2-204. The state board shall establish performance targets as required by W.S. 21-2-204(e), establish a progressive multi tiered system of supports, interventions and consequences as required by W.S. 21-2-204(f) and shall establish a statewide reporting system pursuant to W.S. 21-2-204(h). The system created shall conform to the January 2012 education accountability report as defined by W.S. 21-2-204(k). In addition and for purposes of complying with requirements under the federal No Child Left Behind Act of 2001, the board shall by rule and regulation provide for annual accountability determinations based upon adequate yearly progress measures imposed by federal law for all schools and school districts imposing a range of educational consequences and supports resulting from accountability determinations;

(vii) Repealed by Laws 2012, ch. 101, § 2.

(b) In addition to subsection (a) of this section and any other duties assigned to it by law, the state board shall:

(i) Repealed by Laws 1997 Special Session, ch. 3, § 302; 1994, ch. 17, § 2.

(ii) Enforce the uniform state educational program standards imposed by W.S. 21-9-101 and 21-9-102 and the uniform student content and performance standards established by rules and regulations adopted under subsection (a) of this section, together with student performance indicators established and measured pursuant to W.S. 21-2-204, by taking appropriate administrative action with the state superintendent, including but not limited to the changing of accreditation status;

(iii) Repealed by Laws 1993, ch. 217, § 3.

(iv) Repealed by Laws 1987, ch. 190, §§ 2, 5.

(v) Initiate or facilitate discussions regarding the needs of and the means for improving education;

(vi) Repealed by Laws 1987, ch. 190, §§ 2, 5.

(vii) Repealed by Laws 1994, ch. 17, § 2.

(viii) Approve or disapprove alternative scheduling for school districts requesting to operate for fewer than one hundred seventy-five (175) days in school year, but no schedule shall be approved which reduces the pupil-teacher contact time defined by the state board;

(ix) Repealed by Laws 1994, ch. 17, § 2.

(x) Repealed by Laws 2006, ch. 34, § 2.

(xi) through (xiii) Repealed by Laws 1994, ch. 17, § 2.

(xiv) Based upon student performance levels determined under W.S. 21-2-204, establish improvement goals for public schools for assessment of student progress based upon the national assessment of educational progress testing program and the statewide assessment system established under paragraph (a)(v) of this section;

(xv) Not later than July 1, 2019, promulgate rules and regulations for the implementation and administration of a comprehensive school district teacher performance evaluation system based in part upon defined student academic performance measures as prescribed by law, upon longitudinal data systems and upon measures of professional practice according to standards for professional practice prescribed by board rule and regulation. The evaluation system shall clearly prescribe standards for highly effective performance, effective performance, performance in need of improvement and ineffective performance. Rules and regulations adopted under this paragraph shall to the extent the statewide accountability system is not compromised, allow districts the opportunity to refine the system to meet the individual needs of the district. The performance evaluation system

shall also include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to teachers performing unsatisfactorily, which are designed to improve instruction and student achievement;

(xvi) Not later than July 1, 2018, promulgate rules and regulations for implementation and administration of a comprehensive performance evaluation system for school and district leadership, including superintendents, principals and other district or school leaders serving in a similar capacity. The performance evaluation system shall be based in part upon defined student academic performance measures as prescribed by law, upon longitudinal data systems and upon measures of professional practice according to standards prescribed by board rule and regulation. The system shall also allow districts opportunity to refine the system to meet the individual needs of the district and shall include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to district administrative personnel performing unsatisfactorily, designed to improve leadership, management and student achievement;

(xvii) Through the state superintendent, implement, administer and supervise education programs and services for adult visually handicapped and adult hearing impaired persons within the state.

(c) The state board shall perform an ongoing review of state board duties prescribed by law and may make recommendations to the legislature on board duties. In addition and not less than once every nine (9) years, the board shall evaluate and review the uniformity and quality of the educational program standards imposed under W.S. 21-9-101 and 21-9-102 and the student content and performance standards promulgated under paragraph (a)(iii) of this section. The state board, in consultation with the state superintendent, shall establish a process to receive input or concerns related to the student content and performance standards from stakeholders, including but not limited to parents, teachers, school and district administrators and members of the public at large, at any time prior to the formal review by the state board. The state board shall report findings and recommendations to the joint education interim committee of the legislature on or before December 1 of the year in which the formal review and evaluation of the student content and performance standards was undertaken. The joint education interim committee shall report its recommendations, based upon findings and recommendations of the state board, to the legislature during the immediately following legislative session.

(d) Repealed by Laws 1994, ch. 17, § 2.

(e) In addition to subsections (a) and (b) of this section, the state board shall establish statewide goals for Wyoming public education. ~~(a) The state board of education shall:~~

~~(i) Establish policies for public education in this state consistent with the Wyoming Constitution and statutes and may promulgate policies necessary or desirable for the proper and effective implementation of this title and its responsibilities under this title. Nothing in this section shall give the state board rulemaking authority in any area specifically delegated to the state superintendent;~~

~~(ii) Through the evaluation and accreditation of school districts, implement and enforce the uniform standards for educational programs prescribed under W.S. 21-9-101 and 21-~~

~~9-102 in the public schools of this state, including any educational institution receiving any state funds except for the University of Wyoming and Wyoming community colleges. The board shall ensure that educational programs offered by public schools in accordance with these standards provide students an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary vocational and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society;~~

~~(iii) By policy and regulation and in consultation and coordination with local school districts, prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b), and promulgate uniform standards for programs addressing the special needs of student populations specified under W.S. 21-9-101(c) that ensure these student populations are provided the opportunity to learn the common core knowledge and skills as prescribed by the uniform student content and performance standards pursuant to this paragraph. Student content and performance standards prescribed under this paragraph shall include standards for graduation from any high school within any school district of this state and shall describe required performance levels in order to achieve proficiency of the common core of knowledge and common core of skills prescribed under W.S. 21-9-101(b). The ability to prescribe content and performance standards shall not be construed to give the state board of education the authority to prescribe textbooks or curriculum which the state board is hereby forbidden to do. Graduation standards imposed under this paragraph shall require the successful completion of the following components, as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:~~

~~(A) Four (4) school years of English;~~

~~(B) Three (3) school years of mathematics;~~

~~(C) Three (3) school years of science; and~~

~~(D) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions.~~

~~(iv) Establish, in consultation with local school districts, requirements for students to earn a high school diploma as measured by each district's body of evidence assessment system prescribed by policy and regulation of the state board and required under W.S. 21-3-110(a)(xxiv). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:~~

~~(A) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills specified under W.S. 21-9-101(b) and proficient performance in the remaining areas of the specified common core of knowledge and skills, as~~

~~defined by the uniform student content and performance standards promulgated by the state board pursuant to paragraph (a)(iii) of this section;~~

~~(B) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills specified under W.S. 21-9-101(b) as defined by the uniform student content and performance standards promulgated by the state board pursuant to paragraph (a)(iii) of this section;~~

~~(C) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills specified under W.S. 21-9-101(b) as defined by the uniform student content and performance standards promulgated by the state board pursuant to paragraph (a)(iii) of this section.~~

~~(v) Through the state superintendent and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Improvement of teaching and learning in schools and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:~~

~~(A) Measure individual student performance and progress in a manner substantially aligned with the uniform educational program and student content and performance standards imposed by law and by board policy and regulation;~~

~~(B) Be administered at appropriate levels at specified grades and at appropriate intervals aligned to the standards, specifically assessing student performance in reading, writing and mathematics at grades four (4), eight (8) and eleven (11), and effective school year 2005-2006, and each school year thereafter, assessing student performance in reading, writing and mathematics at grades three (3) through eight (8) and at grade eleven (11). In addition and commencing school year 2007-2008 and each school year thereafter, the statewide assessment system shall assess student performance in science not less than once within each grade band for grades three (3) through five (5), grades six (6) through eight (8) and grades ten (10) through twelve (12). The structure and design of the assessment system shall allow for the comprehensive measurement of student performance through assessments that are administered each school year simultaneously on a statewide basis and through assessments administered periodically over the course of the school year which are designed to provide a more comprehensive and in-depth measurement of subject areas aligned to the state content and performance standards. The assessment system may also measure the other common core of knowledge and skills established under W.S. 21-9-101(b) which can be quantified;~~

~~(C) In addition to subparagraph (a)(v)(B) of this section, measure student performance in Wyoming on a comparative basis with student performance nationally;~~

~~(D) Measure year-to-year changes in student performance and progress in the subjects specified under subparagraph (a)(v)(B) of this section and compare and evaluate student achievement during the process of student advancement through grade levels. The assessment system shall ensure the integrity of student performance measurements used at each grade level to enable valid year-to-year comparisons;~~

~~(E) Include multiple measures and item types including grade-appropriate multiple choice and open-ended testing such as constructed response, extended response and performance-based tasks, to ensure alignment to the statewide student content and performance standards;~~

~~(F) Provide a fair and unbiased assessment of student performance without regard to race, ethnicity, limited English proficiency and socioeconomic status;~~

~~(G) Provide appropriate accommodations or alternative assessments to enable the assessment of students with disabilities as specified under W.S. 21-9-101(c)(i) and students with limited English proficiency;~~

~~(H) Provide a measure of accountability to enhance teaching and learning in Wyoming and in combination with other measures and information, assist school districts in determining individual student progress. The assessment results shall be reported to students, parents, schools, school districts and the public in an accurate, complete and timely manner and shall be used in conjunction with a school district's annual assessment to design educational strategies for improvement and enhancement of student performance. This design for improvement shall be part of each district's school improvement plan. In consultation and coordination with school districts, the board shall review and evaluate the assessment system regularly and based upon uniform statewide reports from each district, annually report to the legislature on student performance at specified grade levels and on school improvement plans.~~

~~(vi) Effective school year 2005-2006 and each school year thereafter, through the state superintendent and in consultation and coordination with local school districts, by policy and regulation establish a statewide accountability system providing annual accountability determinations for all schools and school districts imposing a range of educational consequences resulting from accountability determinations whereby:~~

~~(A) The continuous improvement of student achievement at all schools and appropriate educational interventions fostering continuous improvement serve as the basis for statewide accountability system design;~~

~~(B) Annual accountability determinations within the system are made for each school based upon adequate yearly progress measures defined by the federal~~

~~No Child Left Behind Act of 2001, as may be subsequently amended, and the school's progress in improving student achievement as measured by adequate yearly progress data and by data from the district's body of evidence assessment system required under W.S. 21-3-110(a)(xxiv) and from other related sources which improve the reliability of accountability determinations as prescribed by policy and regulation of the board;~~

~~(C) To the extent possible, appropriate consequences resulting from accountability determinations are made subject to the discretion of school districts. The system shall establish a range of consequences which increase in the degree of intensity over time, with significant interventions imposed only upon repeated failure to meet school improvement and performance criteria over a consecutive period of time;~~

~~(D) Teacher and administrator quality and student remediation are the focus of consequences imposed upon schools failing to meet school improvement and performance criteria and target levels;~~

~~(E) A range of rewards is provided to schools meeting school improvement and performance criteria at levels set by the state board.~~

~~(b) In addition to subsection (a) of this section and any other duties assigned to it by law, the state board shall:~~

~~(i) Repealed By Laws 1997 Special Session, ch. 3, 302; 1994, ch. 17, 2.~~

~~(ii) Enforce the uniform state educational program standards imposed by W.S. 21-9-101 and 21-9-102 and the uniform student content and performance standards established by policies and regulations adopted under subsection (a) of this section by taking appropriate administrative action with the state superintendent, including but not limited to the changing of accreditation status;~~

~~(iii) Repealed by Laws 1993, ch. 217, 3.~~

~~(iv) Repealed by Laws 1987, ch. 190, 2, 5.~~

~~(v) Initiate or facilitate discussions regarding the needs of and the means for improving education;~~

~~(vi) Repealed by Laws 1987, ch. 190, 2, 5.~~

~~(vii) Repealed by Laws 1994, ch. 17, 2.~~

~~(viii) Approve or disapprove alternative scheduling for school districts requesting to operate for fewer than one hundred seventy-five (175) days in school year, but no schedule shall be approved which reduces the pupil-teacher contact time defined by the state board;~~

~~(ix) Repealed by Laws 1994, ch. 17, 2.~~

-

~~(x) Repealed by Laws 2006, Chapter 34, 2.~~

-

~~(xi) Repealed by Laws 1994, ch. 17, 2.~~

-

~~(xii) Repealed by Laws 1994, ch. 17, 2.~~

-

~~(xiii) Repealed by Laws 1994, ch. 17, 2.~~

-

~~(xiv) Establish improvement goals for public schools for assessment of student progress based upon the national assessment of educational progress testing program and the statewide assessment system established under paragraph (a)(v) of this section;~~

-

~~(xv) Promulgate policies and regulations for the development, assessment and approval of school district teacher performance evaluation systems. Policies and regulations adopted under this paragraph shall allow each district flexibility in developing an evaluation system which meets the individual needs of the district;~~

-

~~(xvi) Through the state superintendent, implement, administer and supervise education programs and services for adult visually handicapped and adult hearing impaired persons within the state.~~

-

~~(c) The state board shall perform an ongoing review of state board duties prescribed by law and may make recommendations to the legislature on board duties. In addition and not less than once every five (5) years, the board shall evaluate and review the uniformity and quality of the educational program standards imposed under W.S. 21-9-101 and 21-9-102 and the student content and performance standards promulgated under paragraph (a)(iii) of this section, and shall report findings and recommendations to the joint education interim committee of the legislature on or before December 1 of the year in which the review and evaluation was undertaken. The joint education interim committee shall report its recommendations, based upon findings and recommendations of the state board, to the legislature during the immediately following legislative session.~~

-

~~(d) Repealed by Laws 1994, ch. 17, 2.~~

-

~~(e) In addition to subsections (a) and (b) of this section, the state board shall establish statewide goals for Wyoming public education.~~

State Board Policy:

The Board will annually review the established goals at its September meeting. At the meeting following the legislature, the Board Attorney and Board Coordinator will update the Board on any legislative changes that affect the power and duties of the Board.

Section 3 BOARD MEMBER METHOD OF SELECTION (INCLUDING VACANCY)

Constitutional and Statutory Provisions:

§ 21-2-301. Appointment, qualifications, terms and removal of members, meetings; chairman.

(a) There is created a state board of education composed of ~~thirteen (13) members, twelve (12) of whom are voting members, twelve (12) voting members~~, eleven (11) of whom shall be appointed members with at least one (1) member appointed from each appointment district pursuant to W.S. 9-1-218. The remaining voting member of the board shall be the state superintendent of public instruction. The executive director of the Wyoming community college commission shall be an ex-officio member and shall not have the right to vote. One (1) appointed member shall be appointed at large and shall be a certified classroom teacher at the time of appointment. One (1) appointed member shall also be appointed at large and shall be a certified school administrator at the time of appointment. Two (2) appointed members shall be appointed at large and shall be representative of private business or industry in Wyoming. The remaining seven (7) appointed members of the board shall be appointed from among the lay citizens of the state who are electors of the state, known for their public spirit, business or professional ability and interest in education. Not more than six (6) appointed members of the board shall be from one (1) political party. Members shall be appointed for six (6) year terms, except those who may be appointed to fill unexpired terms. Members shall be appointed by the governor with the approval of the senate. Vacancies shall be filled by the governor without senate approval until the next session of the legislature. No member is eligible to reappointment, except any member appointed to fill an unexpired term of less than six (6) years and the term expires on or after January 1, 1996, may be reappointed for one (1) additional six (6) year term. Appointed members of the board may be removed by the governor as provided in W.S. 9-1-202.

(b) During the first quarter of the calendar year a meeting shall be held at which a chairman shall be elected. Meetings may be held at regular intervals as often as the duties of the board require and the board shall meet at the call of the state superintendent of public instruction or the governor or the chairman whenever in the opinion of these officials, or any of them, the need for such meeting exists.

(c) Notwithstanding subsection (a) of this section, the superintendent of public instruction shall not participate in board deliberations on or vote on any matter relating to a contested case involving actions of the department of education.

VACANCY - *Any vacancy shall be filled in the same manner as the original appointment for the unexpired portion of the term.*

State Board Policy:

The Vice-Chair shall report to the board on current status of board members and continue to monitor vacancies and appointments.

Section 7 METHOD OF ELECTION OF OFFICERS

Constitutional and Statutory Provisions:

State Board Policy:

At its first regular meeting of each fiscal year, the Board shall elect from its membership a Chair, Vice-Chair and Treasurer. To facilitate this election, the following process shall be followed:

1. At the November meeting, if agreed upon by majority vote, the current Board Chair shall appoint a three member ad hoc nominating committee for the purpose of bringing forward nominations for Chair, Vice-Chair and Treasurer to the first meeting of the fiscal year.
2. The Board Chair shall designate one of the three appointed members as chair of the nominating committee.
3. The nominating committee shall solicit comments from other board members regarding the characteristics needed by the next Chair, Vice-Chair and Treasurer and on possible nominations for the three offices. Nomination Committee will thoroughly interview any member who shows interest in any of the three offices.
4. At the first meeting of the calendar year, the chair of the nominating committee shall report the recommendations of the committee as to the nominations for the Board's Chair, Vice-Chair and Treasurer.
5. After the nominating committee's report is received, the Board Chair shall open the floor for additional nominations, if there are any.
6. A motion, second and a majority of the membership voting "aye" shall occur for a member to be elected Chair, Vice-Chair and Treasurer.
7. In the event that a vacancy occurs prior to the end of the term of the Board Chair, the Vice-Chair will become Chair and complete the rest of the previous chair's term.
8. If there is a vacancy of Treasurer or Vice-Chair, the Board Chair will appoint a member to serve.
9. To be eligible for election for Chair, Vice-Chair and Treasurer, a member shall currently have served at four quarterly meetings on the Board.
10. The Chair, Vice-Chair and Treasurer shall be elected annually and can only serve three consecutive one-year terms. After serving three consecutive one-year terms as Chair, Vice-Chair and Treasurer, a member shall go out of office for one year before being eligible to serve in that same position again.
11. The current Board Chair will swear in and administer the Oath of Officers of the Board to the newly elected board members immediately following the election but only if the elected member has not held an office before.

The officer's oath will be as set forth below:

Oath of Officers of the Board

OATH: *I, (name) do solemnly swear that I will uphold the duties and the laws of the State of Wyoming based on statutes governing operations of the Wyoming State Board of Education.*

Section 8 DUTIES OF THE BOARD CHAIR

Constitutional and Statutory Provisions:

§21-2-301 Appointment; qualifications, terms and removal of members; meetings; chairman.

(b) During the first quarter of the calendar year a meeting shall be held at which a chairman shall be elected. Meetings may be held at regular intervals as often as the duties of the board require and the board shall meet at the call of the state superintendent of public instruction or the governor or the chairman whenever in the opinion of these officials, or any of them, the need for such meeting exists.

State Board Policy:

The Chair shall preside at all meetings of the Board and shall be the Board's official representative at all times unless otherwise provided by the Board.

The Chair may appoint members to represent the Board at legislative and legal hearings, conferences, and other meetings deemed appropriate by the Board.

Special meetings may be called by the Chair.

The Chair may appoint special or ad hoc committees as needed.

The chair of a special or ad hoc committee shall be designated by the Board Chair.

The Chair shall, comply with Section 19 of Wyoming State Board of Education policy manual on the development of agendas. in consultation with the State Superintendent, Department Liaison, and Board Attorney develop and recommend approval of the agenda for the regular meeting of the Board at a pre-brief at least two weeks prior to the meeting of the Board. The Board shall approve the agenda at the commencement of each meeting.

The Chair shall, in consultation with the State Superintendent or designee, Department Liaison, and Board Attorney hold a debrief debrief meeting including relevant board members and/or staff within a month following the meeting of the Board.

The Chair shall sign all contracts that the Board is authorized to execute.

The Chair is responsible for immediate interpretation, application and enforcement of policies related to board membership. All complaints concerning a possible ethical violation shall be made to the Chair who shall make an initial determination of the issue. If further action is warranted, the Chair will pursue an appropriate course of action.

Section 19 BOARD MEETING AGENDAS

Constitutional and Statutory Provisions:

§16-4-403. Meetings to be open; participation by public; minutes.

(a) All meetings of the governing body of an agency are public meetings, open to the public at all times, except as otherwise provided. No action of a governing body of an agency shall be taken except during a public meeting following notice of the meeting in accordance with this act. Action taken at a meeting not in conformity with this act is null and void and not merely voidable.

(b) A member of the public is not required as a condition of attendance at any meeting to register his name, to supply information, to complete a questionnaire, or fulfill any other condition precedent to his attendance. A person seeking recognition at the meeting may be required to give his name and affiliation.

(c) Minutes of a meeting:

(i) Are required to be recorded but not published from meetings when no action is taken by the governing body;

(ii) Are not required to be recorded or published for day-to-day administrative activities of an agency.

(d) No meeting shall be conducted by electronic means or any other form of communication that does not permit the public to hear, read or otherwise discern meeting discussion contemporaneously. Communications outside a meeting, including, but not limited to, sequential communications among members of an agency, shall not be used to circumvent the purpose of this act.

State Board Policy:

The Chair shall call for agenda items at least two weeks prior to a scheduled meeting. Any member of the Board, as well as the WDE Board Liaison and SBE Staff-Coordinator may submit agenda items that are linked to SBE work, legislative or statutory mandates, or strategic priorities. The Executive Assistant will distribute draft copies of the agenda to all SBE members and solicit suggestions for revisions. The Chair, Vice-Chair, and Chair of the Administrative Committee Supervisory Committee will finalize the agenda by determining the items and the order in which the items will be placed on the agenda. The State Director of Vocational Education will provide items for the State Board of Vocational Education meeting

WYOMING STATE BOARD OF EDUCATION
ADOPTED **JANUARY 9, 2013**

agenda. The Executive ~~A~~ssistant will determine a deadline for submission of supporting items for the board meeting packet. Supporting information shall be provided by the deadline or the item may be removed from the agenda. The Board understands that emergencies arise and some items may occasionally need to be added. A complete Board packet will be distributed to Board members one week prior to the meeting. Board members who have questions or want additional information should submit those requests to the Executive Assistant prior to the meeting so she can communicate with the presenter.

The Board will approve the agenda at the beginning of each meeting. Members may request clarification or explanation on any item. The Chair will entertain one motion and a second to approve all items on the agenda as a whole. Any item may be removed from the ~~working agenda~~work or business session by consensus of the Board.

The agenda for the working session of the meeting will contain items of a routine nature and to the extent possible include items such as:

- Written reports from the WDE on compliance issues, rule and regulations efforts, progress on statewide testing development, work on content standards, and WDE initiatives
- Written reports from the SBE ~~Coordinator~~Staff
- SBE Committee reports
- Monitoring of SBE strategic goals
- Visits to schools
- Professional learning and growth for SBE members

The agenda for the business session of the meeting will contain items that will need discussion and action. Previous board meeting minutes and the treasurer's report shall be presented and approved. Discussion items that may require action to be taken at a subsequent meeting will be presented during the business meeting. Every effort should be made to have items appear as a discussion issues prior to taking action at a later meeting. Public comments will be addressed during the business session.

The agenda for the State Board of Vocational Education will contain items relevant to career technical education.

The meeting agenda may be amended at the beginning of each meeting by motion and subsequent majority vote.

There are certain items that are discussed at the same time every year. Below is a timeline outlining these items:

WYOMING STATE BOARD OF EDUCATION
ADOPTED ~~JANUARY 9, 2013~~

State Board of Education Meetings

January/February

- Legislature
- Review BOCES/BOCHES Agreements
- Election of Officers and review of duties
- Invitation to the Governor to attend

April

- Charter Schools Update
- Accreditation Update
- Set annual meeting schedule
- Review of strategic plan

June

- Accreditation
- Alternative School Schedules
- Budget
- Select committee to review policy manual

September Retreat (Chair's choice of location)

- Board training and self-evaluation (NASBE is recommended)
- Review and update Wyoming Education Goals and Strategic Plan
- Review recommendations from policy manual committee
- Review of legislative issues

November

- Review the recommendations of the self-evaluation
- Nominating Committee appointed if needed
- Adopt any policies of governance changes

Other topics

- Restructuring
- Common Core State Standards Wyoming Content and Performance Standards
- Common Core Skill
- Body of Evidence/Assessment-District Assessment System and Statewide Assessment Issues
- Court Ordered Placement-Residential Treatment Center Approval
- Charter School
- District and School Accountability
- Boundary Changes

State Board of Education Timeline

January/February

- ~~Legislature~~
- ~~Review BOCES/BOCHES Agreements~~

WYOMING STATE BOARD OF EDUCATION
ADOPTED **JANUARY 9, 2013**

- Election of Officers
- Invitation to the Governor to attend

April

- Charter Schools Update
- Accreditation Update
- Set annual meeting schedule
- Review of strategic plan

June

- Accreditation
- Alternative School Schedules
- Budget
- Select committee to review policy manual

September Retreat (Chair's choice of location)

- Board training and self-evaluation (NASBE is recommended)
- Review and update Wyoming Education Goals and Strategic Plan
- Review recommendations from policy manual committee
- Review of legislative issues

November (usually held in Casper with WSBA)

- Review the recommendations of the self-evaluation
- Nominating Committee appointed
- Adopt any policies of governance changes

Other topics

- Restructuring
- Common Core State Standards
- Common Core Skills
- Body of Evidence/Assessment
- Court Ordered Placement Residential Treatment Center Approval
- Policies
- Boundary Changes

Section 22 EXECUTIVE SESSIONS

Constitutional and Statutory Provisions:

§16-4-405. Executive sessions.

(a) A governing body of an agency may hold executive sessions not open to the public:

(i) With the attorney general, county attorney, district attorney, city attorney, sheriff, chief of police or their respective deputies, or other officers of the law, on matters posing a threat to the security of public or private property, or a threat to the public's right of access;

(ii) To consider the appointment, employment, right to practice or dismissal of a public officer, professional person or employee, or to hear complaints or charges brought against an employee, professional person or officer, unless the employee, professional person or officer requests a public hearing. The governing body may exclude from any public or private hearing during the examination of a witness, any or all other witnesses in the matter being investigated. Following the hearing or executive session, the governing body may deliberate on its decision in executive sessions;

(iii) On matters concerning litigation to which the governing body is a party or proposed litigation to which the governing body may be a party;

(iv) On matters of national security;

(v) When the agency is a licensing agency while preparing, administering or grading examinations;

(vi) When considering and acting upon the determination of the term, parole or release of an individual from a correctional or penal institution;

(vii) To consider the selection of a site or the purchase of real estate when the publicity regarding the consideration would cause a likelihood of an increase in price;

(viii) To consider acceptance of gifts, donations and bequests which the donor has requested in writing be kept confidential;

(ix) To consider or receive any information classified as confidential by law;

(x) To consider accepting or tendering offers concerning wages, salaries, benefits and terms of employment during all negotiations;

(xi) To consider suspensions, expulsions or other disciplinary action in connection with any student as provided by law.

(b) Minutes shall be maintained of any executive session. Except for those parts of minutes of an executive session reflecting a members' objection to the executive session as being in

WYOMING STATE BOARD OF EDUCATION
ADOPTED ~~NOVEMBER 18, 2010~~

violation of this act, minutes and proceedings of executive sessions shall be confidential and produced only in response to a valid court order.

(c) Unless a different procedure or vote is otherwise specified by law, an executive session may be held only pursuant to a motion that is duly seconded and carried by majority vote of the members of the governing body in attendance when the motion is made. A motion to hold an executive session which specifies any of the reasons set forth in paragraphs (a)(i) through (xi) of this section shall be sufficient notice of the issue to be considered in an executive session. (a) ~~A governing body of an agency may hold executive sessions not open to the public:~~

- ~~(i) With the attorney general, county attorney, district attorney, city attorney, sheriff, chief of police or their respective deputies, or other officers of the law, on matters posing a threat to the security of public or private property, or a threat to the public's right of access;~~
- ~~(ii) To consider the appointment, employment, right to practice or dismissal of a public officer, professional person or employee, or to hear complaints or charges brought against an employee, professional person or officer, unless the employee, professional person or officer requests a public hearing. The governing body may exclude from any public or private hearing during the examination of a witness, any or all other witnesses in the matter being investigated. Following the hearing or executive session, the governing body may deliberate on its decision in executive sessions;~~
- ~~(iii) On matters concerning litigation to which the governing body is a party or proposed litigation to which the governing body may be a party;~~
- ~~(iv) On matters of national security;~~
- ~~(v) When the agency is a licensing agency while preparing, administering or grading examinations;~~
- ~~(vi) When considering and acting upon the determination of the term, parole or release of an individual from a correctional or penal institution;~~
- ~~(vii) To consider the selection of a site or the purchase of real estate when the publicity regarding the consideration would cause a likelihood of an increase in price;~~
- ~~(viii) To consider acceptance of gifts, donations and bequests which the donor has requested in writing be kept confidential;~~
- ~~(ix) To consider or receive any information classified as confidential by law;~~
- ~~(x) To consider accepting or tendering offers concerning wages, salaries, benefits and terms of employment during all negotiations;~~
-

~~(xi) To consider suspensions, expulsions or other disciplinary action in connection with any student as provided by law.~~

~~(b) Minutes shall be maintained of any executive session. Except for those parts of minutes of an executive session reflecting a members' objection to the executive session as being in violation of this act, minutes and proceedings of executive sessions shall be confidential and produced only in response to a valid court order.~~

~~(c) Unless a different procedure or vote is otherwise specified by law, an executive session may be held only pursuant to a motion that is duly seconded and carried by majority vote of the members of the governing body in attendance when the motion is made.~~

State Board Policy:

The Board, by majority vote of the membership present, may go into executive session for the reasons specified by law. (See Statute as printed above.) An executive session is commonly attended by members of the board, Department Liaison, Board Attorney, Executive Assistant Recording Secretary, and staff identified by the Chair as necessary to contribute to items under consideration; and, if applicable, parties being heard on appropriate executive sessions matters.

Before going into executive session, the Chair shall put the question of whether to meet in executive session to vote. If such vote is favorable, the Chair will then announce the *specific* purpose of the executive session, identify the reason for going into an executive session.

No vote will be taken in executive session. A vote may be taken on any action discussed in executive session only after the Board returns to open session. No notes will be taken in executive session except for the Recording Secretary, and everything is confidential.

Minutes will be taken in executive session; however, the minutes shall be confidential and produced only in response to a valid court order.



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Brent Young

Chief Policy Officer

Dianne Bailey

Chief Operations Officer



Cheyenne Office

Hathaway Building, 2nd Floor

2300 Capitol Avenue

Cheyenne WY 82002-0206

Phone: (307) 777-7690

Fax: (307) 777-6234

Riverton Office

320 West Main

Riverton, WY 82501

Phone: (307) 857-9250

Fax: (307) 857-9256

On the Web

edu.wyoming.gov

wyomingmeasuresup.com

August 12, 2016

Chairman Gosar:

The following items will be discussed during the August 18th meeting of the Wyoming State Board of Education on behalf of the Wyoming Department of Education:

WDE Division Highlight

I am pleased to welcome Rob Black, Native American Education Consultant. He will share information regarding the annual Native American Education statewide conference as well as other work he is leading in this area. An incredible turnout for this statewide conference including 40-50 students!

Assessment RFP and Specialty Task Force Update

Deb Lindsey, Assessment Coordinator, will provide information on the status of our Assessment RFP. She will be online/phone for any questions.

ESSA Update

With a goal of strengthening and leveraging our current accountability system with ESSA, the Wyoming Department of Education has conducted a series of virtual town hall meetings held in July and August to provide information and gather input on five topics related to ESSA implementation. Chief Academic Officer Brent Bacon and I will provide a thorough overview of our meetings as well as information on the ESSA Internal Design team outcomes.

Meeting Dates:

- Thursday, July 7: Standards & Assessment
- Thursday, July 14: Teacher & Leader Quality
- Thursday, August 4: School Improvement
- Thursday, August 11: Accountability
- Tuesday, August 16: Federal Funds

Chapter 31, 6, 10 and 3 Updates

The work is continuing with Chapter 31 and is now expanding to Chapter 6 and 10. We continue to meet with Amy Starzynski on a regular basis to ensure we can move forward with Chapter 31 next steps as well as 6 and 10. Shelly Andrews, Assessment Consultant, has been leading much of this work and will be available by phone should we have further questions for her surrounding previous

work related to Chapter 31. Mackenzie Williams can also provide some insight on the status of our Rules including Chapter 3. Julie Magee, Accountability Division Director will also be in attendance and can provide an update to Chapter 3 work.

State-wide System of Support

The work of scheduling and facilitating data retreats continues into the summer and early fall. We will be solidifying dates for those priority schools who have not yet moved through a data retreat. We have discussed further options for districts who are not priority schools and innovative solutions to assist with facilitating data retreats. We will continue to meet the needs of those districts as well as keeping our priority schools a top priority. We have plans to begin a “train the trainer” model for those interested in facilitating data retreats and root cause analysis work. UW will be training eight people and Wyoming Curriculum Directors will participate in a training session during their annual conference. With this increased capacity, we will be able to work regionally to support our districts in continuous improvement efforts. Additionally, I had the opportunity to meet with John Black, WyCEL Project Coordinator, who is assisting Mark Stock with WyCEL project. I will also be meeting with Joel Dvorak this week to discuss the Collaborative Council and upcoming SSOS implementation work for this year.

Court Ordered Placement

Joann Numoto, Court Ordered Placement Consultant, will be reviewing two additional facilities for your approval.

Other

I had the opportunity to meet with Tom Saschse, State Board Coordinator to discuss our roles, process to assist with agenda organization and planning, and other details that will enhance our work together. I look forward to working closely with him. Chief Bacon and I traveled to Laramie to meet with Chairman Gosar regarding our future work. We had a very positive meeting and are eager to be part of the September SBE Retreat in Sheridan.

I look forward to seeing all SBE members next week. Thank you!

Lisa Weigel, Chief Policy Officer



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

School Accountability: WAEA & ESSA

State Board of Education
Presentation by Michael Flicek
August 18, 2016



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Review of Current Wyoming School Accountability

WAEA Indicators



- Achievement
- Growth
- Equity (focus on the consolidated subgroup)
- Readiness (High School Only)
 - Graduation Rate
 - Additional Readiness
 - Grade 9 Credits
 - Tested readiness
 - Hathaway Eligibility Level

WAEA Target Level & Performance Levels



- For all indicators
 - Below Target
 - Meets Target
 - Exceeds Target
- Static targets – not designed to increase over time
- School indicator target levels are entered into decision tables to establish school performance levels
 - Exceeding Expectations
 - Meeting Expectations
 - Partially Meeting Expectations
 - Not Meeting Expectations

How WAEA is Working



- Evidence of validity and reliability
 - System has minimum bias associated with school size
 - Indicator performance levels are sufficiently stable across school years
 - n size of 10 permits inclusion of most schools
 - Smaller schools have less stability across years
 - Findings seem to have face validity among with educators ???
 - Model seems to be understood by educators and policymakers ???

What to Keep



- Decision table vs. one overall school score
 - Presently understood by the field and policy makers
 - Prevent ranking from best to worst school
- An overall school performance level based on performance of the “all student” group
 - Equity indicator with consolidated subgroup for an overall school score
 - Subgroup designations would be in addition to the overall school score (e.g., School A is “Meeting Expectations” with “Improvement Needed for the IEP subgroup”)

New Assessment System



- Achievement Indicator based on a standards-based assessment in grades 3 through 10
 - Current statute requires using grade 11 college entrance exam on the “achievement indicator”
 - College entrance exam is not standards-based
- Growth indicator to include grades 4 through 10
 - 2 districts have grade 9 in junior high schools will have high school growth in grade 10 only
 - All other districts have grade 9 in high schools and will have growth in grades 9 and 10



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Alternative School Model

“Readiness” to Include



- Graduation and Hathaway
- Add for graduates (from a transcript)
 - Passing AP or IB courses
 - Earning College Credit while in high school
- Add for graduate cohort (including noncompleters)
 - Passing a CTE exam (NOCTE exam)
 - Earning an industry credential
 - Graduate Equivalency Certification
- No “Tested Readiness”
- Credit earning in grades 9 through 11

Student Climate Survey



- 20 items – in class survey with scripted administration
 - Support: To what extent do students receive guidance and assistance to help them succeed academically and beyond?
 - Trust: To what extent can staff be relied upon to follow-through on things that matter?
 - High Expectations: To what extent are students appropriately challenged with meaningful academic work?
 - Respect: To what extent do students and staff treat people and property well?

Engagement



- Pass/Fail indicator
 - Student success plan for all students
 - To facilitate student attainment of key academic, career and social/emotional development goals
 - To provide educators with relevant, timely information that can be used to promote effective mentoring and targeted guidance
 - Evidence is a principal assurance
 - System monitored during accreditation



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

QUESTIONS?

Revisions to the Alternative Schools Accountability Framework: Recommendations from the Wyoming Technical Advisory Group for the Alternative School Model

July 1, 2016

Introduction

This report is produced by the National Center for the Improvement of Educational Assessment (Center for Assessment) working closely with the Technical Advisory Group (TAG) for the Wyoming Alternative School Accountability system and leadership from the Wyoming Department of Education (WDE). The report serves as a supplement to the Wyoming Alternative School Framework submitted to Select Committee on Statewide Education Accountability on October 15, 2015.

The purpose of the report is to document the process and outcomes from the TAG's work in the spring of 2016 to extend and improve the framework for the Wyoming Alternative Accountability System. The specific foci of the TAG were:

- Review and revise the Alternative Accountability Framework as appropriate to position the WDE for a successful pilot in the 2016-2017 academic year
- Create a proposal for the Student Success Plan (SSP)
- Establish business rules and other specifications necessary to support the pilot
- Identify data collection requirements

This report, along with the pilot *Implementation Guide*, has been prepared in fulfillment of the WDE's legislative charge. In particular, this report covers revisions to the framework and the proposal for the SSP.

Process

Beginning in April through June of 2016, the TAG convened once a month for a total of three in-person meetings in Casper, Wyoming. The TAG membership, which overlapped substantially with TAG from fall of 2015, is comprised of educational leaders representing a variety of roles and perspectives, including alternative school principals and superintendents. The committee also includes representatives from the WDE and consultants. Members of the TAG are identified in Table 1.

Table 1: Technical Advisory Group Membership

Name	Organization
Beth Auge	Teton #1
Teresa Chaulk	Lincoln #1
Chris Domaleski	Center for Assessment
Mike Flicek	Contractor - WDE
Dianne Frazer	WDE
Erika Hall	Center for Assessment
Darlene Hartman-Hallam	Crook #1
Mike Helenbolt	Laramie #1
Deb Lindsey	WDE
Julie Magee	WDE
Michael Maloney	Sweetwater #1
Kathleen Milligan-Hitt	Fremont #1
Kathy Scheurman	WEA
Shawna Trujillo	Natrona #1

The TAG started from the framework and affirmed the goals, uses, and theory of action previously developed. Subsequently, the committee worked through each component of the framework to refine and extend the specifications to support the pilot.

During each of the meetings, the Center for Assessment captured meeting notes to document recommendations reflecting perspectives shared across the group.

The committee operated by consensus to make decisions. There were no topics reflected in the report in which the TAG failed to reach full consensus.

System Components

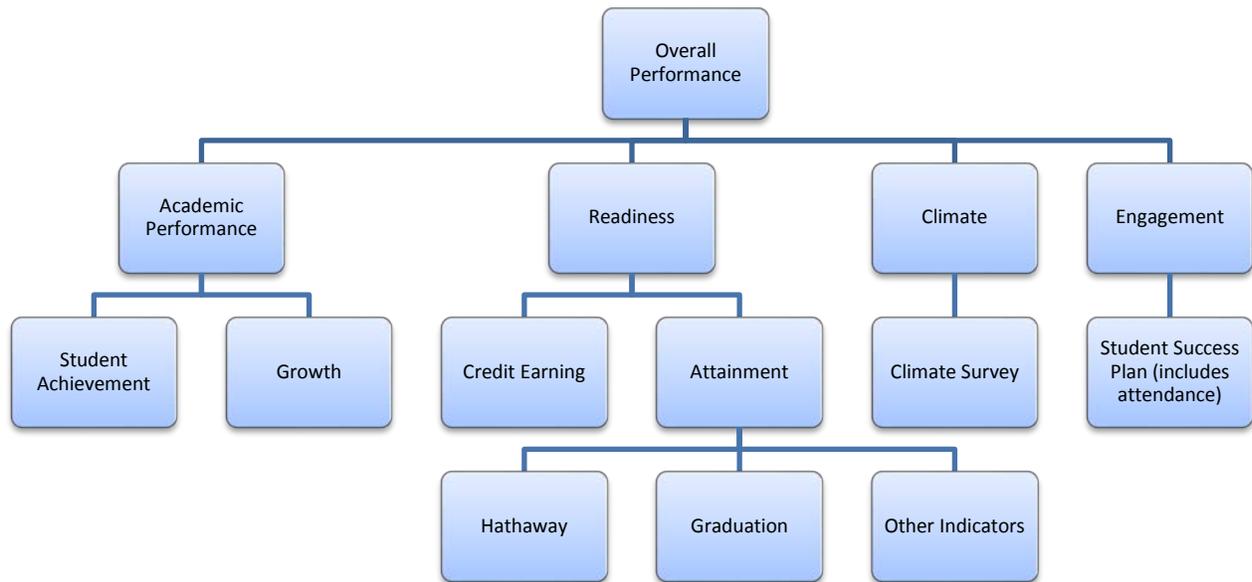
In this section, we review the major decisions affirmed by the TAG to refine and extend the framework to support the pilot. While this report does not repeat the goals, uses, theory of action and design principles articulated in the full October 2015 framework document, it is important to note that the intention of the TAG was to support these aspects of the existing framework.

The components of the framework covered in this report are:

- **School Climate:** the extent to which parents, teachers, and students report that the school achieves and improves with respect to creating a safe, positive environment that promotes collaboration and is conducive to learning and growth
- **Engagement:** the extent to which students attend school regularly and participate in a range of activities that promote holistic development of life skills associated with post-secondary success
- **Readiness:** the extent to which students earn course credit and attain outcomes that position the student for success in college or career
- **Academic Performance:** the extent to which students meet identified performance standards and demonstrate appropriate annual academic growth

Figure 1 portrays the proposed components and indicators of the revised alternative school accountability framework.

Figure 1: Components in the Alternative School Accountability Framework



School Climate

The TAG discussed how to operationalize school climate for the pilot and beyond. The TAG felt that a student survey alone would be appropriate as a climate measure and that parent and staff surveys should not be included in the model. The TAG further recommended that the pilot survey should be mandatory for all alternative schools. The survey will be brief, and a prototype was developed, which is 20 items in length. The brevity is thought to help encourage focused, conscientious participation in the survey.

In order for the surveys to be used in the alternative accountability model, it was recommended that administrations occur twice annually and that a minimum response rate be required. To the extent practicable, the TAG suggests that schools provide an electronic submission of a school participation report. Additionally, the model should take into account both survey outcomes and improvement.

The TAG recommended that the survey should address the following dimensions:

- Support: To what extent do students receive guidance and assistance to help them succeed academically and beyond?

- Trust¹: To what extent can staff be relied upon to follow through on things that matter?
- High Expectations: To what extent are students appropriately challenged with meaningful academic work?
- Respect: To what extent do students and staff treat people and property well?

Appendix A of this report contains the proposed items for the pilot school climate survey. Appendix B of this report contains the TAG’s recommendations for administration guidance for the pilot.

The TAG also recommended that the climate survey be administered to a sample of schools that are not alternative schools in order to compare outcomes and better inform baseline expectations. Following the pilot in the fall of 2016, data will be analyzed to determine baseline expectations for both participation and performance. Ideally, performance will include both status and growth. Following the second administration in fall 2017, a baseline for growth/ improvement can be evaluated. In general, the TAG felt that status and growth should be classified based on categories of atypically low, typical, and atypically high.

The use of baseline status and growth measures along with confidence intervals might inform these classifications, which can be used to influence the final thresholds, which would be set by the PJP in the fall of 2018.

Finally, the TAG discussed the importance of ‘authenticating’ the data with respect to other indicators. For example, both an *n*-size and inclusion (i.e., participation) threshold should be established to ensure the information from the climate survey is appropriately generalizable. Baseline data will help establish appropriate authentication criteria.

Engagement

Student engagement represents an attempt to gather evidence to support the claim that students are fully participating in experiences that support the acquisition of skills that positively influence holistic development and success. Engagement will be operationalized via a Student Success Plan (SSP). The SSP can be broadly conceptualized as a student-specific plan or set of objectives to accumulate evidence of positive engagement within and across school years. The SSP should 1) facilitate student attainment of key academic, career and social/emotional development goals and 2) provide educators with relevant, timely information that can be used to promote effective mentoring and targeted guidance.

¹ Support and trust are closely related and many proposed items measure both.

The TAG proposed to implement the SSP component of the framework by providing guidance and a model template. Following the pilot year, the state resources can be expanded and improved to provide a growing ‘toolkit’ to schools to aid with effective implementation.

A draft template for the SSP was developed that addresses the following dimensions.

1. Personal Data
2. Educational History
3. Learning Style
4. Goals and Interests
5. Course/Credit History and Planning, and Hathaway Progress
6. School and Community/Civic Activities
7. Work Experience
8. Career Preparation Activities and Artifacts

It should be noted that the TAG recommends including attendance as a component of the SSP, as opposed to a separate indicator, as portrayed in the prior version of the framework. This information is recorded in section five of the sample SSP: course credit, history, and planning. In this manner, school leaders will be responsible for tracking attendance and supporting improvement via regular meetings with the student.

The purpose of the template is to provide a strong exemplar of a proposed approach, but schools would be permitted to use their own templates provided the priority elements represented in the model template are addressed. In addition, the TAG recommended that each student in attendance for the full year meet with their SSP Advisor at least two times per school year.

For purposes of accountability, it was agreed that principals would need to sign and submit a document to the WDE acknowledging that the school a) engaged in the SSP process and b) that the materials associated with/resulting from this process will be provided for review upon request.

The administration guidance and a template for the SSP are included as Appendix C to this report.

Readiness

TAG members affirmed that promoting college- and career-readiness is a central priority for alternative schools. Readiness is comprised of two components: credit earning and attainment.

Credit Earning

The TAG proposes to calculate this indicator as credits earned divided by credits attempted. Moreover, credit earning should be calculated for each of grades 9-11. Information regarding credits earned/attempted should be available from student transcripts.

It is likely that the rule of only including full academic year (FAY) students in the indicator will need to be relaxed in order to meet *n*-size requirements. A decision regarding the enrollment period business rule will be considered following the pilot, when information is available to evaluate potential solutions.

Attainment

The alternative school accountability system should also measure the extent to which students earn valued outcomes when they exit the school.

These outcomes include:

- Graduation (includes extended time graduation)
- Hathaway scholarship eligibility
- High School Equivalency Certification
- Post-secondary credit while in high school
- Career industry certification

Because these outcomes can occur in different combinations and are not mutually exclusive, a promising approach for operationalizing this category is a multi-tiered attainment index. This method, illustrated in Table 2, assigns base points for a primary outcome in category A, and awards additional points for earning other prized accomplishments in categories B and C. Only one outcome is eligible in categories A and B, but students may receive multiple outcomes in category C from various sources. A maximum value (e.g., 20) will need to be set on category C to retain appropriate relative weight.

Table 2. Sample of Pilot Attainment Indicators and Values

Category A	Value	Category B	Value	Category C	Value
Graduation	100	Hathaway Opportunity or Greater	20	AP/IB Credit	5
Transfer to Qualifying Post Secondary Program*	80	Hathaway Provisional	10	Postsecondary Credit	5
High School Equivalency	60	Not Hathaway Eligible	0	Industry Certification	5
Dropout	0				

*This category will require additional investigation in the pilot year to determine if it is a meaningful and appropriate designation in the index.

The design in Table 2 and the values shown are placeholders. The WDE and the TAG will evaluate the results following the pilot to make recommendations moving forward. The final performance thresholds will be set by the PJP in fall 2018.

When operational, the values will be summed across categories for each student, and the school's final index point value is simply the average of all points for all students. If an exit code is not included (e.g., student transfers to another school), that record is simply omitted from the graduation rate calculation.

For the 2016-2017 pilot WDE will work to collect the following additional information to facilitate development and evaluation of the attainment index:

- High School Equivalency Exam outcomes
- Completion of CTE pathways
- National Occupational Competency Testing Institute (NOCTI) exam results
- AP/IB credits earned
- Dual/Concurrent enrollment credits earned

The TAG recommends adopting a business rule that that graduation outcomes will be calculated for the school the student spent the majority of the year at, if less than half of the year.

Finally, the TAG notes that with the passage of the Every Student Succeeds Act (ESSA), which occurred after the initial framework was developed, there may be impact to the use of graduation rate in the model. As additional rules and guidelines from the United States Department of Education (ED) emerge, this impact can be assessed more clearly. One approach the TAG considered was using graduation rate in addition to the attainment index as a source of influence on the final model outcomes. Again, potential approaches should be considered with the benefit of more information from ED and information from the pilot.

Academic Performance

Achievement

The TAG recommends that the achievement score for alternative schools be based upon subject area test scores in reading, English/writing, mathematics and science from the ACT in grade eleven and also from the grades nine and ten ACT Aspire tests. Adding scores from two additional grades will increase the n size for the achievement scores for the alternative schools. This should decrease the likelihood that schools will not meet the minimum n and, therefore, increase the likelihood that alternative schools get an achievement indicator score. In addition to increasing the likelihood that schools will get an achievement score, this will also improve the stability of the scores across school years. Finally, Wyoming is in the process of adopting a new state assessment that will test achievement in grades three through ten. This change during the pilot year will more closely resemble the achievement scores that will be obtained once the new state test is implemented.

The technical advisory group (TAG) for the alternative school accountability model recommended an achievement index for the pilot year that has five levels and that the index points for each level be 20, 40, 60, 80 and 100. Table 3 is an illustration of the proposed index. In Table 3, the index was designed so that proficient and above scores earn the maximum index points. This was accomplished by having the grade eleven cut-point for Level 5 equal to the proficient cut-point for the grade eleven ACT subject area tests.

Table 3. Illustration of the Achievement Index for the Alternative School Pilot Accountability Model.

Achievement Level	Grade 9 Aspire	Grade 10 Aspire	Grade 11 ACT*	Index Points
Reading				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
Mathematics				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
English/Writing				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
Science				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20

Note: Specific scores will be identified using 2016 as a baseline year and the baseline score Wyoming statewide frequency distributions to create relatively equal percentages of students in Levels 1 through 4.

*The Wyoming ACT Scale will be used during the pilot year.

**150 is the cut-point for proficient on the Wyoming ACT Scale.

Table 4 presents an illustration of the method that will be used to identify index score ranges for the achievement index. The proportions in Table 4 are not the actual proportions that will be used. These will be identified using the statewide frequency distribution from the baseline year grade eleven ACT for each subject area test. The values are for illustration purposes only.

Table 4. Illustration of the Method that will be used to Identify Score Ranges for the Achievement Index for the Alternative School Pilot Accountability Model.

Achievement Level	Grade 9 Aspire	Grade 10 Aspire	Grade 11 ACT*	Index Points
Reading				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
Mathematics				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
English/Writing				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
Science				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20

Note. Specific score ranges will be identified using 2016 as a baseline year and the baseline score Wyoming statewide frequency distributions.

To arrive at a school score, the school will be awarded index points for each student attending the school on each subject area test. A mean score will then be computed for all index points on

all subject area tests in each of the three grades at each school. This mean score will be the school's achievement score.

A mean test score approach was also considered by the TAG as a potential achievement score. The mean score approach is more precise than either percent proficient or a mean index score, but it is also more complex as a result of scale scores being unique to each subject area and grade in school. The TAG was more supportive of the index approach due to its lower complexity, but the TAG wanted to see a comparison of the two methods during the pilot year. Therefore, each school will have two achievement scores for the pilot year, one that is based upon the achievement index and another that is based upon mean test scores. This will make it possible to determine the extent of agreement in school ranks when the different methods are applied. A final decision about which achievement score will be used will follow this comparison.

Growth

The TAG recommended that the approach used for growth in the alternative school model should mirror that which is planned for the general model. Not only will this be more operationally feasible, but it will permit an apples-to-apples comparison on this indicator across models.

Because the alternative model will be based on the approach used in the full model, the Student Growth Percentile (SGP) is recommended.

Appendix A
Proposed School Climate Survey Items

Question		Strongly Agree	Agree	Disagree	Strongly Disagree	NA	Dimension
1	Teachers at this school believe I can perform well on challenging academic work.						High Expectations
2	Teachers at this school set high standards for academic performance.						High Expectations
3	I trust the staff at this school.						Trust
4	Students have to work hard to do well at this school.						High Expectations
5	Students at this school help each other even if they are not friends.						Trust/ Support
6	Students at this school treat property with respect.						Respect
7	Teachers at this school do not let students give up when the work gets hard.						Support
8	There is at least one staff member at this school who knows me well and shows interest in my education and future.						Support
9	Staff work hard to make sure that students stay in school.						Support
10	Students at this school treat staff with respect.						Respect
11	Students at this school treat each other with respect.						Respect
12	Students at this school are treated with respect by staff.						Respect

13	Teachers give me helpful suggestions about how I can improve my work in class.						Support
14	Teachers at this school expect students to do their best all of the time.						High Expectations
15	Teachers at this school have high expectations for me.						High Expectations
16	Staff at this school treat me with respect						Respect
17	Staff at this school help students when they need it.						Trust/ Support
18	Staff at this school make sure that I am planning for life after high school.						Support
19	Staff at this school treat each other with respect.						Respect
20	Teachers explain things in a different way if students don't understand something.						Support

Additional Information

Item	Options
Gender	<ul style="list-style-type: none"> - Male - Female
Length of time enrolled	<ul style="list-style-type: none"> - This is my first year at this school - This is my second year at this school - This is my third year at this school - I have been at this school for 4 or more years
Ethnicity	<ul style="list-style-type: none"> - Hispanic or Latino or Spanish Origin - Not Hispanic or Latino or Spanish Origin
Race	<ul style="list-style-type: none"> - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White

I provided honest responses on this survey to the best of my ability	<ul style="list-style-type: none">- Yes- No
Is there anything else you want to tell us about your experiences at this school?	Open ended

Appendix B
Proposed Administration Guidance for the School Climate Survey
Introduction

In the fall of 2016 and spring of 2017, Wyoming alternative schools will pilot a student survey of school climate. While school climate encompasses a potentially broad number of factors, the focus of this survey is on:

- The extent to which students and teachers treat one another with trust and respect
- The extent to which students feel challenged and supported in their academic work

The primary purpose of the survey is to provide feedback to understand and improve this aspect of school climate and, ultimately, to promote school effectiveness. No individual results will be disclosed; data will only be shared in summary.

Following the pilot administration in 2016-2017, the Wyoming Department of Education will work with the Alternative School Technical Advisory Group to consider any refinements that may be appropriate to the survey and/or the procedures for administration, as well as consider approaches for inclusion in an accountability system to be implemented in 2017-2018.

Coordinator

Each school should identify a survey coordinator who will be responsible for ensuring the survey is administered in accordance with the guidelines described in this document. Responsibilities include:

- Helping build support for participation
- Ensuring notification and content are provided
- Serving as a point of contact between the WDE and the school
- Establishing a schedule for administration
- Providing information about the process and procedure for administration
- Ensuring survey certification and participation record is provided to WDE as applicable
- Following-up to schedule make-up administrations as appropriate

Administration

The survey will be administered online during the week of October 17, 2016, and the week of February 20, 2017. Schools should schedule time that week during a designated class period for students to complete the survey. The WDE will provide the link to the online survey and an access code.

Each administrator should read aloud to the students the administration script included with this document prior to students beginning the survey.

The administrator should verify that each student is working on the survey, but should avoid monitoring any single administration such that the respondent might feel that his or her responses are not confidential.

After the survey administration, the administrator should complete the online school participation report and submit to the WDE. A class participation report is suggested to help ensure the school participation report is correct, but the class participation report is not required.

A make-up administration should be scheduled for any student absent during the regularly scheduled administration. If a student is not present during the entire week of administration, it is not necessary to attempt to schedule another administration.

Administration Script

Please read the following aloud before administering the survey

Today you have the opportunity to take a school climate survey. Your participation is important because we will use your feedback to improve the school for everyone. The survey has questions about your perceptions of respect and trust at this school. Other questions are about the expectations for coursework and the support students receive. You should answer the questions honestly based on your experiences and perceptions.

You will have approximately 20 minutes to complete the survey, although you may not need all the time and you may have more time if you request it.

This is not a test and there are no right or wrong answers. Please read each question carefully and answer based on what you really know or do. Your identity will be kept private, and the results will only be shared with others in summary form.

If you have any questions, please ask now.

Please read the directions on the computer screen and begin. Thank you.

Class Participation Report (Optional)

Each class should complete the following information and return it to the survey coordinator. The survey coordinator will compile this information to submit a school report to the WDE.

School Name: _____

Date of survey administration: _____

Teacher/ proctor name: _____

Class/ period: _____

Number of students who took the survey: _____

Number of students present who declined to participate or were excused from participation: _____

Number of students absent: _____

School Participation Report (Required Online Submission)

Each school should provide the following information to the WDE within 7 days of administration.

School Name: _____

Dates of survey administration: _____

Principal name: _____

Number of students who took the survey: _____

Number of students present who declined to participate or were excused from participation: _____

Number of students absent or otherwise did not participate in the survey: _____

Appendix C

Wyoming Student Success Plan Guidelines for Implementation

Background:

During the 2016-2017 school year, several of Wyoming's alternative schools will participate in a pilot implementation of the Student Success Plan (SSP) initiative. A SSP can be broadly conceptualized as a student-specific plan or set of objectives that facilitates the collection of evidence demonstrating positive student engagement within and across school years. The purpose of the pilot is to obtain feedback related to the utility and feasibility of the proposed SSP process and any support/resources necessary to ensure it is conducted with fidelity. Schools electing to participate in the pilot are expected to implement the SSP as articulated in these guidelines and keep a record of aspects that were successful and areas that should be improved. The SSP will not influence accountability outcomes during this pilot year.

Following the pilot administration, the Wyoming Department of Education and the Technical Advisory Group (TAG) will review the feedback provided and make any necessary adjustments to the SSP guidelines and sample template. The Technical Advisory Group will also determine how a school's implementation of the SSP should be documented and endorsed for inclusion in the alternative school accountability system.

The template which follows represents one of many potential models for the Student Success Plan. Schools may modify, transform or add-to this template as they see appropriate. Similarly, if a school already has materials and procedures in place to support students in planning for their future, they may continue to be used if they are well-documented, facilitate the types of behaviors and interactions previously discussed, and promote review and collection of the following categories of information: student goals and interests, academic history, attendance rate and history, post-secondary preparation activities, and outcomes. Students having an IEP can simply attach this document to their SSP, as it should contain much of the information requested.

Intent of the Student Success Plan:

The Wyoming SSP is intended to facilitate student attainment of key academic, career and social/emotional development goals (such as those defined in the ASCA National Standards for Students) by:

- requiring students to be active participants in planning for their future;
- encouraging the identification of personal, academic and career interests and goals and ongoing evaluation of progress toward meeting those goals;
- highlighting the relationship between academic/work experiences and identified post-secondary or career goals;
- fostering participation in courses and extracurricular activities which align to a student's interests and goals;

- facilitating ongoing communication with faculty, staff and family about academic and career plans and the steps being taken to achieve those plans; and
- promoting independence, mindfulness and a sense of being in control of one's future.

In addition, the SSP is intended to provide educators with relevant, timely information that promotes effective mentoring and targeted guidance. While the Student Success Plan will be student-directed, it should be considered a living document that educators, counselors and students access and update on a regular basis.

Roles and Responsibilities:

The participation of schools, educators and students alike is necessary to ensure the SSP is successful in meeting its goals. The specific roles and responsibilities underlying the SSP process are outlined below. It is assumed that many of the activities and interactions defined in these bullets may already be occurring at some alternative schools through established procedures and initiatives.

Student Responsibilities:

- Complete, review and update the SSP on an ongoing basis.
- Work with the SSP Mentor (see below) to identify courses and activities that align with one's interests, strengths and goals.
- Participate in activities and courses defined within the SSP and look for additional opportunities to meet specified goals.
- Identify and record any evidence that reflects progress toward or attainment of specified academic and career goals (e.g., completion of a course, participation in volunteer activities or training programs, completing an application, interactions with employers/mentors, giving a presentation, student work products, etc.)
- Ask questions and communicate successes, concerns and/or changing plans to the SSP Mentor when they arise.
- Discuss the goals and plans outlined in the SSP with parents and educators.

SSP Mentor Responsibilities (Counselor/Teacher/Administrator- whoever is assigned to take this role with the student(s)):

- Meet with assigned students on a regular basis to discuss progress and identify future goals/activities.
- Provide students with resources that help them understand and explore different post-secondary/career options.
- Support students in the articulation of relevant and attainable short- and long-term goals, given specified interests and plans for the future.
- Work to identify courses and activities that align with a student's career goals, interests and preferred learning style.

- Provide guidance related to expectations for performance, given post-secondary goals (e.g., grades/credits/test scores required for acceptance to certain colleges/programs; courses needed to obtain a particular certification, preparation of a resume and/or job application, participation in training or certifications programs, etc.).

School Responsibilities (i.e., the Principal or designated SSP Workgroup):

- Establish a standardized process for maintaining and storing each SSP and any associated artifacts provided by the student/mentor (e.g., shared Google drive, etc.)
- Identify and assign SSP mentors to students².
- Provide support to SSP mentors on the SSP process and templates within their school.
- Identify the number and type of interactions the SSP mentor should have with his/her assigned students. (It is expected that SSP mentors will meet with each assigned student at least two times per school year for a student enrolled the full year.)
- Establish a plan for validating that the SSP is being implemented as intended.
- Complete the “SSP Acknowledgement of Implementation” document at the end of each school year and provide it to WDE for accountability.

Model School Success Plan Template:

The template which follows represents one of many potential models for the Student Success Plan. Schools may modify, transform or add-to this template as they see appropriate. Similarly, if a school already has materials and procedures in place to support students in planning for their future, they may continue to be used if they are well-documented, facilitate the types of behaviors and interactions previously discussed, and promote review and collection of the following categories of information: student goals and interests, academic history, attendance rate and history, post-secondary preparation activities, and outcomes. Students having an IEP can simply attach this document to their SSP, as it should contain much of the information requested.

² Each student should have at least one designated SSP Mentor.

WY Student Success Plan

The WY SSP is an academic and career planning document for Wyoming students. It is designed to help students identify personal, academic and career interests and outline short-term and long-term goals related to those interests. In addition, it is intended to provide educators/advisors/counselors with information that guides feedback provided to students about courses, activities and experiences that will help them achieve their goals.

I. Personal Data

Name (Last) _____ (First) _____ (MI) _____

Address (Street) _____

(City) _____ (State) _____ (Zip) _____

Phone () _____ Email _____ Birth Date _____ WISER ID # _____

Parent/Guardian Name(s) _____

4-year graduation cohort _____ IEP Plan _____ 504 Plan _____

Special/Unique Student Circumstances:

II. Educational History

Name of School	City and State	Grade(s)
Elementary School(s)		
Middle School(s)		
High School(s)		

III. Learning Style

My preferred learning environment is:

Classroom _____ Small group or collaborative setting _____
Home/Library (working independently) _____ Online or Distance Education _____
Work or Industry setting _____ Other _____

Comments:

I learn best:

- a. when new information is presented visually - through charts, pictures and diagrams
- b. by listening to detailed explanations and examples in a lecture-type setting
- c. through hands-on work that uses touching or physical activity to demonstrate new concepts, or learning through doing
- d. Other (describe in comments below).

Comments:

IV. Goals and Interests:

What are your personal, academic and career interests?

Date	Questions which may be addressed include...
	<p>What classes do you do well in and enjoy?</p> <p>What activities do you enjoy participating in (either in or out of school)?</p> <p>What careers do you think sound interesting or would you like to learn more about? What about those careers is appealing?</p> <p>What courses are you interested in taking in the future?</p> <p>What activities, organizations or career preparation activities would you like to participate in or learn more about?</p> <p>Are you attempting to complete a Hathaway Success Curriculum?</p>

Describe your personal, educational, and career goals (short-term and long-term).

Date	Questions which may be addressed include...
	<p>What are your short-term personal and academic goals? What are you hoping to accomplish within the next year?</p> <p>Are you hoping to complete a Hathaway success curriculum?</p> <p>What are your post-secondary goals? What would you like to do upon graduation from high school?</p> <p>What activities/courses/opportunities do you think will help you meet these goals?</p> <p>What support do you need to in order to meet these goals? What questions do you have about how these goals might be attained?</p>

V. Course/Credit History and Planning

GRADE 9	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 10 th Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 9 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 9 th Grade:		Areas of Concern Related to Attendance:		

GRADE 10	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 11th Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 10 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 10 th Grade:		Areas of Concern Related to Attendance:		

GRADE 11	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 12th Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 11 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 11 th Grade:		Areas of Concern Related to Attendance:		

GRADE 12	Course Taken (* for Hathaway curriculum course)	Grade	Credits	
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 12 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 12 th Grade:		Areas of Concern Related to Attendance:		

VIII. Post-Secondary Preparation Activities/Artifacts

In addition, to the courses and experiences outlined above, what have you done to prepare for your post-secondary and/ or career goals? Please describe and attach copies of any relevant documents/artifacts when available.

Date	Examples may include:
	<ul style="list-style-type: none">- Completed a job or college application- Participated in an ACT/SAT college prep course- Internship or job-shadowing experience- Developed a resume- Developed an exemplar writing sample- Completed the Free Application for Federal Student Aid (FAFSA)- Obtained letters of reference- Visited colleges or technical/vocational schools



Notice of Intent to Adopt Rules

Revised October 2014

1. General Information

a. Agency/Board Name		
b. Agency/Board Address	c. City	d. Zip Code
e. Name of Contact Person	f. Contact Telephone Number	
g. Contact Email Address		
h. Date of Public Notice	i. Comment Period Ends	
j. Program		

2. Rule Type and Information: For each chapter listed, indicate if the rule is New, Amended, or Repealed.

a. If "New," provide the Enrolled Act numbers and years enacted:

b. Provide the Chapter Number, Short Title, and Rule Type of Each Chapter being Created/Amended/Repealed
Please use the Additional Rule Information form for more than 10 chapters, and attach it to this certification.

Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed

c. The Statement of Reasons is attached to this Notice and, in compliance with *Tri-State Generation and Transmission Association, Inc. v. Environmental Quality Council*, 590 P.2d 1324 (Wyo. 1979), includes a brief statement of the substance or terms of the rule and the basis and purpose of the rule.

Complete all that apply:

The following chapters do not differ from the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j):
_____ (Provide chapter numbers)

These chapters differ from the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j) (see Statement of Reasons).
_____ (Provide chapter numbers)

N/A These rules are not impacted by the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j).

d. N/A In consultation with the Attorney General's Office, the Agency's Attorney General representative concurs that strike and underscore is not required as the proposed amendments are pervasive (Section 5 of the Rules on Rules).

e. A copy of the proposed rules* may be obtained:
 By contacting the Agency at the physical and/or email address listed in Section 1 above.
 At the following URL: _____

* If Item "d" above is not checked, the proposed rules shall be in strike and underscore format.

3. Public Comments and Hearing Information

a. A public hearing on the proposed rules has been scheduled. Yes No

	If "Yes:"	Date:	Time:	City:	Location:

b. What is the manner in which interested persons may present their views on the rulemaking action?
 By submitting written comments to the Agency at the physical and/or email address listed in Section 1 above.
 At the following URL: _____

A public hearing will be held if requested by 25 persons, a government subdivision, or by an association having not less than 25 members. Requests for a public hearing may be submitted:
 To the Agency at the physical and/or email address listed in Section 1 above.
 At the following URL: _____

c. Any person may urge the Agency not to adopt the rules and request the Agency to state its reasons for overruling the consideration urged against adoption. Requests for an agency response must be made prior to, or within thirty (30) days after adoption, of the rule, addressed to the Agency and Contact Person listed in Section 1 above.

4. Federal Law Requirements

a. These rules are created/amended/revoked to comply with federal law or regulatory requirements. Yes No

	If "Yes:"	Applicable Federal Law or Regulation Citation:

Indicate one (1):
 The proposed rules meet, but do not exceed, minimum federal requirements.
 The proposed rules exceed minimum federal requirements.

Any person wishing to object to the accuracy of any information provided by the Agency under this item should submit their objections prior to final adoption to:
 To the Agency at the physical and/or email address listed in Section 1 above.
 At the following URL: _____

5. State Statutory Requirements

a. Indicate one (1):
 The proposed rule change *MEETS* minimum substantive statutory requirements.
 The proposed rule change *EXCEEDS* minimum substantive statutory requirements. Please attach a statement explaining the reason that the rules exceed the requirements.

b. Indicate one (1):
 The Agency has complied with the requirements of W.S. 9-5-304. A copy of the assessment used to evaluate the proposed rules may be obtained:
 By contacting the Agency at the physical and/or email address listed in Section 1 above.
 At the following URL: _____
 Not Applicable.

6. Authorization

a. I certify that the foregoing information is correct.

<i>Printed Name of Authorized Individual</i>	
<i>Title of Authorized Individual</i>	
<i>Date of Authorization</i>	

Distribution List:

- Attorney General and LSO: Hard copy of Notice of Intent; Statement of Reasons; clean copy of the rules; and strike-through and underline version of rules (if applicable). Electronic copies (PDFs) of all items noted (in addition to hard copies) may be emailed to LSO at Criss.Carlson@wyoleg.gov.
- Secretary of State: Electronic version of Notice of Intent sent to Rules@wyo.gov.

**CHAPTER 3
RULES OF PRACTICE AND PROCEDURE
STATEMENT OF REASONS**

The Chapter 3 Rules have not been revised since 2007 and address the procedures for contested cases that may be brought before the Wyoming Department of Education or the State Board of Education, as applicable. The attached revisions reflect clarification to the process for contested case proceedings and incorporate by reference the Office of Administrative Hearings Chapter 2 Rules (Uniform Rules for Contested Case Practice and Procedure, October 17, 2014). This revision significantly reduces the length of these rules and eliminates duplication between Chapter 3 and Chapter 2.

Also included in Chapter 3 is the process for the informal review of the school performance ratings under the Wyoming Accountability in Education Act (see Section 4) for a school wishing to have their performance rating reviewed by the State Board of Education pursuant to W.S. 21-2-204(d)(vi).

WYOMING DEPARTMENT OF EDUCATION

Jillian Balow, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0206

WYOMING
DEPARTMENT OF EDUCATION



To: Honorable Matt Mead, Governor

From: Julie Magee, Accountability Director
Wyoming Department of Education

Subject: Proposed Rules for Chapter 3 - Rules of Practice and Procedure

Date: May 25, 2016

Priority: **HIGH** – Deadline for response is June 9, 2016

Summary: The Department is proposing to amend the Chapter 3 Rules, which have not be revised since 2007. The specific changes are described in the attached Statement of Reasons.

Agency Contact Name: Julie Magee

Agency Contact Phone: 307.777.8740

Agency Contact Email: julie.magee@wyo.gov

Governor's Response Options (to be completed by Governor's Office):

Agency may proceed.

Delay Public Comment and Set Up Meeting with

J. Bennett 6-2-16
Signature: Governor's Council

RECEIVED

MAY 25 2016

GOVERNOR'S OFFICE

Wyoming Department of Education

Chapter 3

Rules of Practice and Procedure ~~for Contested Case Proceedings~~

Section 1. Authority.

These rules are promulgated by the Wyoming Department of Education and the State Board of Education under the authority of Wyo. Stat. §§ 21-2-202(d), 21-2-204(d)(v), 21-2-304(a)(i), and 21-2-402(d), ~~16-3-102(a)(i) and 16-3-113~~.

Section 2. Purpose of Rules.

These rules govern ~~are intended to provide a uniform and understandable process for contested case~~ proceedings held before or on the behalf of the State Superintendent of Public Instruction ~~and/or the Wyoming Department of Education or the State Board of Education, as applicable~~.

~~Section 3. Application of Rules.~~

~~This Chapter shall apply to contested case proceedings authorized by Wyoming Statute and brought before the State Superintendent of Public Instruction and/or the Wyoming Department of Education by a properly aggrieved party. These rules shall not apply to proceeding held in accordance with or as a result of Federal law and when alternative rules and regulations govern such proceedings, such as those proceeding and matters contained in Chapter 7 of the Wyoming Department of Education's Rules and Regulations.~~

~~Section 4. Definitions.~~

~~For purposes of contested cases brought before the State Superintendent of Public Instruction under these rules, the following definitions shall apply:~~

~~(a) —“Aggrieved party” means a person, institution or school district whose legal rights, duties or privileges have been harmed by an act of the State Superintendent and/or the Department and who is entitled to a contested case proceeding as provided by the law.~~

~~(b) —“Contested Case” means a proceeding before the State Superintendent in which the legal rights, duties or privileges of a party are required by law to be determined by an opportunity for a hearing, in accordance with the Wyoming Administrative Procedures Act.~~

~~(c) —“Department” means the Wyoming Department of Education.~~

~~(d) —“Notice” means the document served upon all parties by the State Superintendent, or the designee, stating the time, place and other pertinent material for the contested case proceeding as required by Wyo. Stat. § 16-3-107(a) and (b).~~

~~(e) —“Petition” means the formal written document filed with the State Superintendent which initiates the contested case proceeding.~~

~~(e) —“Petitioner” means an aggrieved party, who is entitled by law to a contested case hearing and who requests such a hearing in accordance with these rules and regulations.~~

~~(f) —“Presiding Officer” means the State Superintendent or a person designated pursuant to Wyo. Stat. § 16-3-112(a) and the provisions contained in this Chapter.~~

~~(g) —“State Superintendent” means the State Superintendent of Public Instruction as set forth in Wyo. Stat. §§ 21-2-201, 21-2-202.~~

~~(h) —“Wyoming Administrative Procedures Act” means Wyo. Stat. §§ 16-3-101 through 16-3-115.~~

Section 3 5. Service and Timing of Petition Contested Case Hearings.

(a) Contested cases shall be conducted pursuant to the Office of Administrative Hearings rules, Chapter 2, Uniform Rules for Contested Case Practice and Procedure (“Uniform Rules”), which are incorporated into this chapter by reference. In doing so, the Superintendent and Board find as follows:

(i) Incorporating the full text of the Uniform Rules would be cumbersome and inefficient given the length and nature of the rules;

(ii) The incorporation is limited to the Uniform Rules adopted by the Office of Administrative Hearings and effective October 17, 2014, and shall not include any later editions of or amendments to the Uniform Rules;

(iii) Copies of the Uniform Rules are available to the public at the Wyoming Department of Education offices at 2300 Capitol Ave., Hathaway Bldg. 2nd Floor, Cheyenne, Wyoming 82002.

(iv) An electronic copy of the Uniform Rules is available at the following web address: <http://soswy.state.wy.us/Rules/RULES/9644.pdf>.

~~(a b) Where a contested case hearing is required by law, A properly an aggrieved party person may file a petition request according to the Uniform Rules § 5(a) with the State Superintendent or the Board, as applicable, within thirty (30) days of the date of the administrative decision at issue or the date of mailing of the administrative decision as evidenced by a postmark, whichever is later requesting a contested case proceeding. The petition shall be in accordance with the provisions contained in this Chapter.~~

~~(b c) The petition request for a hearing shall be served on the State Superintendent or Board and other necessary parties. Service shall be made to the Wyoming Department of~~

Education, ~~e/o State Superintendent of Public Instruction~~, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0206 0050. Service ~~can~~ may be made in person, or by mail ~~or received by facsimile, 307 777 6234, during regular business hours. Any facsimile received after regular business hours will be treated as received during the regular business hours of the next working day.~~

~~(e) — The petition shall be filed with the State Superintendent within forty-five (45) days of the date of the administrative decision at issue or of the date of mailing of the final administrative decision as evidenced by a postmark, whichever is later. The State Superintendent may grant an exception in circumstances where good cause is shown.~~

~~Section 6. Petition Contents and Requirements.~~

~~(a d)~~ A request To initiate for a contested case proceeding, the petitioner hearing shall prepare and file with the State Superintendent a petition which includes the following:

- (i) The name, telephone number, ~~fax number, if available,~~ and mailing address of the petitioner and the same information for the representing attorney ~~if applicable;~~
- (ii) A statement, in ordinary and concise language, of the facts and of the errors alleged to have been committed and issues ~~upon which that~~ the petition is based on, including particular reference to statutory sections, contract provisions, ~~and/or~~ rules, regulations, and orders involved;
- (iii) A copy of the decision ~~and/or~~ relevant material ~~which that~~ relates to the decision at issue;
- (iv) The specific relief sought; and,
- (v) The signature of the petitioner and the representing attorney, ~~if applicable.~~

~~Section 7. Notice of Hearing.~~

~~(a c)~~ In all contested case proceedings, the petitioner shall be afforded an opportunity for a hearing after notice served by the State Superintendent personally or by mail. The notice of hearing required under the Uniform Rules § 6(b) shall be served on each party

~~(b) — The notice shall be in accordance with Wyo. Stat. § 16-3-107 and shall contain the following:~~

- ~~(i) — The time, place, and nature of the hearing;~~
- ~~(ii) — The legal authority and jurisdiction under which the hearing is to be held;~~

~~(iii) — The particular sections of the statutes and rules involved; and,~~

~~(iv) — A short and plain statement of the matters asserted.~~

~~(e) The notice shall be served upon each petitioner at least thirty (30) days prior to before the date set for the hearing date unless an expedited hearing is otherwise required by law. In that event, parties shall be served the notice of hearing as soon as practicable.~~

~~(f) The Superintendent or Board, as applicable, may appoint a hearing officer to conduct the contested case and may request that the hearing officer issue a recommended decision.~~

~~(g) If a recommended decision is requested, the recommended decision and proposed order shall be submitted to the Superintendent or Board, as applicable, no later than thirty (30) days after the end of the contested case hearing.~~

~~(h) The Superintendent or Board, as applicable, shall make and enter a written decision and order containing findings of fact and conclusions of law stated separately.~~

~~(i) The written decision issued by the Superintendent of Board shall be the final agency action and be subject to judicial review under Wyo. Stat. § 16-3-114.~~

Section 8. General Procedure.

~~(a) — The State Superintendent or the presiding officer shall:~~

~~(i) — Examine the petition, notify the petitioner of any apparent errors or omissions, and request any additional information deemed necessary;~~

~~(ii) — Dismiss any petition not timely filed, except in instances where the State Superintendent determines good cause has been shown and an exception is necessary;~~

~~(iii) — Assign the contested case a docket number and schedule the commencement of contested case proceedings in accordance with the Wyoming Administrative Procedures Act;~~

~~(iv) — Establish a separate file for each docketed contested case in which all papers, pleadings, documents, transcripts, evidence and exhibits pertaining thereto shall be filed. All items contained in this file shall contain the assigned docket number.~~

~~(v) — Upon docketing, take appropriate action towards the ultimate decision, which may include, but is not limited to, scheduling informal conferences, pretrial hearings, motions hearings, settlement conferences and a contested case evidentiary hearing.~~

~~(b) — Each party may be ordered to file with the presiding officer and serve upon the other parties a preliminary statement or joint preliminary statement. The parties shall be~~

~~afforded at least thirty (30) days for the preparation and filing of any preliminary statement. Unless otherwise ordered, the statement shall set forth:~~

- ~~(i) — A brief summary of the contentions of the party;~~
- ~~(ii) — Significant facts about which there is no genuine issue (these may be admissions by stipulation);~~
- ~~(iii) — Contested issues of fact remaining for decision;~~
- ~~(iv) — Contested issues of law to be determined at the hearing. The parties may include memorandums of law on significant legal issues the parties wish to call to the attention of the presiding officer;~~
- ~~(v) — The names, addresses, and a brief description of the testimony of each witness the party intends to present at the hearing;~~
- ~~(vi) — A list and copies of all exhibits to be introduced. This does not foreclose the ability to introduce exhibits which become available at a later date; and,~~
- ~~(vii) — Estimated time required for the hearing.~~

~~(e) — The taking of depositions and discovery shall be available to the parties in accordance with the provisions of Rules 26 and 28 through 37 (excepting 37(b)(1) and (2)(D) there from) of the Wyoming Rule of Civil Procedure.~~

~~(d) — Upon application the presiding officer shall issue a subpoena requiring the appearance of witnesses for the purpose of taking evidence or requiring the production of any books, papers or other documents relevant or material to inquiry in accordance with WYO.STAT. § 16-3-107(d).~~

~~(e) — Motions shall be in writing and state the grounds and the relief sought. Prior to filing a motion for dismissal, default, or compliance with discovery procedures the moving party shall make reasonable good faith efforts to discuss the content and purpose of the motion, such efforts should be documented in writing and attached to the motion. Response to a motion shall be made within fifteen (15) days of service of the motion. All motions and responses shall be filed with the State Superintendent and the presiding officer, is applicable, and served upon all parties.~~

~~(f) — All parties shall be permitted to file a brief with the presiding officer.~~

~~(g) — Oral argument shall be allowed at the discretion of the presiding officer.~~

~~(h) — Except to the extent authorized by law, a party or that party's attorney shall not communicate, directly or indirectly, in connection with any issue of fact or law with the presiding officer concerning any pending case, except upon notice and opportunity for all~~

~~parties to participate. Should ex parte communications occur, the presiding officer shall advise all parties of the communication as soon as possible thereafter, and if requested, allow any party an opportunity to respond.~~

~~(i) — The record of the contested case shall include:
rulings;~~

~~(i) — All formal and informal notices, pleadings, motions and intermediate~~

~~(ii) — Evidence received or considered including matters officially noticed;~~

~~(iii) — Questions and offers of proof, objections and rulings thereon;~~

~~(iv) — Any proposed findings and exceptions thereto;~~

~~(v) — Any opinion, findings, decision or order of the State Superintendent and any report by the presiding officer of the hearing.~~

~~(j) — Proceedings, including all testimony, shall be reported verbatim stenographically or by any other appropriate means determined by the Agency or the officer presiding at the hearing.~~

~~(k) — The losing party shall be responsible for all reasonable costs associated with conducting the contested case hearing, excluding any attorneys' fees.~~

Section 9. Decisions and Final Agency Action.

~~(a) — The State Superintendent shall make and enter a written decision and order containing findings of fact and conclusions of law stated separately.~~

~~(b) — The findings of fact shall be based exclusively on the evidence and matters officially noticed. Technical or scientific facts within the State Superintendent's specialized knowledge may be considered in making a final determination.~~

~~(c) — Findings of fact shall be made on all material issues and ultimate facts.~~

~~(c) — The written decision shall be filed with the State and will, without further action, become the decision and order as a result of the hearing.~~

~~(d) — All written decisions and orders shall be served upon all parties upon formal filing of the State Superintendent with the Department.~~

~~(f) — If the State Superintendent acts as the presiding officer over the contested case proceeding, he/she shall have sixty (60) days from the end of the hearing to issue a written decision and order. If a presiding officer is appointed by the State Superintendent, the State Superintendent shall have thirty (30) days from receipt of the recommended decision and proposed order to enter a final decision in accordance with this Section.~~

~~(g) — In the event a recommended decision is rendered by a designee, all parties shall be afforded a reasonable opportunity to file exceptions thereto which shall be deemed a part of the record.~~

~~(h) — The decision rendered in accordance with this Section shall serve as the final decision of the State Superintendent and shall be subject to judicial review in accordance with Wyo. Stat. § 16-3-114.~~

~~Section 10. Designation and Authority of a Presiding Officer.~~

~~(a) — The State Superintendent may designate a presiding officer by assigning a contested case proceeding to an employee of the Department or an employee of another agency designated by the State Superintendent to act as presiding officer in accordance with Wyo. Stat. § 16-3-112.~~

~~(b) — The functions of all those presiding over contested cases shall be conducted in an impartial manner and in accordance with the Rules and Regulations of the Department of Education.~~

~~(c) — Presiding officers shall have the full authority to administer oaths and affirmations; issue subpoenas; rule upon offers of proof and receive relevant evidence; take or cause depositions to be taken in accordance with the provisions of the Wyoming Administrative Procedures Act and the rules of the Department; regulate the course of the hearing; hold conferences for the settlement or simplification of the issues; make recommended decision when directed to do so by the State Superintendent; and take any other action authorized by this Chapter, which are consistent with the Wyoming Administrative Procedures Act.~~

~~(d) — The presiding officer may, at any time while a contested case is pending, recuse himself / herself from presiding over the contested case by filing written notice of recusal with the State Superintendent and serving an all parties. From and after the date the written notice of recusal is entered, that presiding officer shall not participate in resolution of the contested case.~~

~~(e) — If a presiding officer is appointed, he/she shall submit a written recommended decision and order containing proposed findings of fact and conclusions of law.~~

~~(f) — The recommended decision and proposed order shall be submitted to the State Superintendent no later than thirty (30) days after the end of the contested case hearing.~~

Section 4. Informal Review of School Performance Ratings.

(a) Wyoming Department of Education shall provide preliminary annual performance ratings to districts for schools within those districts. Before the ratings are final, the schools shall review the ratings and the underlying calculations. Districts may suggest corrections to the Department within fourteen (14) days. Ratings become final on the fifteenth

(15) day.

(b) Districts may file a request for informal review in a form and manner prescribed by the Department. The request shall include all relevant documents. The request shall state the basis for changing a school's performance rating.

(c) When it receives the complete Informal Review Request form from a district, the Department shall review the documentation. If the request is complete, the Department shall notify the district to that effect. If initial documents submitted do not constitute a complete request, the Department shall notify the district of the reason for the deficiencies. No request or related documentation may be submitted after the later of notification from the Department that the request is complete or fifteen (15) days after the ratings are final.

(d) The Department shall submit a recommendation of either maintaining or amending a school's performance rating and the reasons for the recommendation to the State Board of Education not later than fourteen (14) days after the request for informal review is complete. The Department shall serve the recommendation on the district at the same time that it is submitted to the State Board.

(e) The State Board of Education shall hear the district's request for informal review no later than thirty (30) days after the request is complete. The Board shall notify the Department and the district of the date, time, and location of the meeting in which the Board will consider the request for review.

(i) The district shall be allotted 10 minutes to address the Board. The district may reserve a portion of its time for rebuttal.

(ii) The Department shall be allotted 10 minutes to address the Board.

(iii) No additional documentation may be submitted at the meeting.

(iv) Presentations shall be limited to the basis raised by the district in its request for informal review.

(v) Districts may waive appearance before the Board and rely on the written documents already submitted. If a district waives appearance, it shall notify the Department no later than seven (7) days before the meeting. If a district waives appearance, the Department shall not be permitted to address the Board on the subject of that school's performance rating.

(f) The Board may deliberate and render a decision at the meeting in which it heard presentations by the district and the Department.

(g) The Board decision is final agency action subject to judicial review under W.S. 16-3-114.

(h) Data maintained by the Department used to calculate performance level ratings shall not be subject to review under these rules.

~~Section 11. Appeal of Audit Findings.~~

~~(a) A district aggrieved by the Department of Education's implementation or enforcement of findings made by the Department of Audit in accordance with Wyo. Stat. § 9-1-513 may request a hearing in accordance with this Chapter.~~

~~(b) The following provisions shall apply to such proceedings:~~

~~(i) In accordance with Section 5(e) of this Chapter, petitioner shall request a hearing no later than forty-five (45) days after receipt of notification by the Department of Education of audit findings. Upon good cause being shown, the State Superintendent may extend this period or grant an exception to this limitation.~~

~~(ii) All petitions, pleading and motions shall be served upon the Department of Audit in addition to all other necessary parties.~~

~~(ii) Within thirty (30) days after a petition is filed with the State Superintendent and served upon the Department of Audit, the Department of Audit shall transmit a certified copy of the complete record, including but not limited to, the report which contains the findings and any proposed solutions in relation to the aggrieved district, any and all correspondence between the Department of Audit and the district which relates to the findings at issue, documentation of all efforts taken by the Department of Audit to ensure the Department of Education and the district resolve any problems identified within the audit and documentation which establishes the determination of the materiality levels for findings as required by Wyo. Stat. § 9-1-513(b)(vii).~~

~~(iii) The Department of Audit shall include a general index of the record, which identifies the documents and instruments in the record with reasonable certainty. The index shall be served upon all parties.~~

~~(iv) No adjustment or remittance of funds shall take place until a final decision is rendered by the State Superintendent in accordance with the provisions of this Chapter.~~

~~(iv) The decision rendered by the State Superintendent in accordance with Section 9 of this Chapter, and the adjustment of future entitlements or remittance by the district of funds in accordance with this decision, shall be a final agency action and subject to judicial review in accordance with the provisions of Wyo. Stat. § 16-3-114.~~

Wyoming Department of Education

Chapter 3 Rules of Practice and Procedure

Section 1. Authority.

These rules are promulgated by the Wyoming Department of Education and the State Board of Education under the authority of Wyo. Stat. §§ 21-2-202(d), 21-2-204(d)(v), 21-2-304(a)(i), and 21-2-402(d).

Section 2. Purpose of Rules.

These rules govern proceedings held before or on the behalf of the State Superintendent of Public Instruction or the State Board of Education, as applicable.

Section 3. Contested Case Hearings.

(a) Contested cases shall be conducted pursuant to the Office of Administrative Hearings rules, Chapter 2, *Uniform Rules for Contested Case Practice and Procedure* (“Uniform Rules”), which are incorporated into this chapter by reference. In doing so, the Superintendent and Board find as follows:

(i) Incorporating the full text of the Uniform Rules would be cumbersome and inefficient given the length and nature of the rules;

(ii) The incorporation is limited to the Uniform Rules adopted by the Office of Administrative Hearings and effective October 17, 2014, and shall not include any later editions of or amendments to the Uniform Rules;

(iii) Copies of the Uniform Rules are available to the public at the Wyoming Department of Education offices at 2300 Capitol Ave., Hathaway Bldg. 2nd Floor, Cheyenne, Wyoming 82002.

(iv) An electronic copy of the Uniform Rules is available at the following web address: <http://soswy.state.wy.us/Rules/RULES/9644.pdf>.

(b) Where a contested case hearing is required by law, an aggrieved person may file a request according to the Uniform Rules § 5(a) with the Superintendent or the Board, as applicable, within thirty (30) days of the date of the administrative decision at issue or the date of mailing of the administrative decision as evidenced by a postmark, whichever is later.

(c) The request for a hearing shall be served on the Superintendent or Board and other necessary parties. Service shall be made to the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0206. Service may be made in person or by mail.

(d) A request for a contested case hearing shall include the following:

(i) The name, telephone number, and mailing address of the petitioner and the same information for the representing attorney;

(ii) A statement in ordinary and concise language of the facts and of the errors alleged to have been committed and issues that the petition is based on, including particular reference to statutory sections, contract provisions or rules, regulations, and orders involved;

(iii) A copy of the decision or relevant material that relates to the decision at issue;

(iv) The specific relief sought; and

(v) The signature of the petitioner and the representing attorney.

(e) The notice of hearing required under the Uniform Rules § 6(b) shall be served on each party at least thirty (30) days before the hearing date unless an expedited hearing is otherwise required by law. In that event, parties shall be served the notice of hearing as soon as practicable.

(f) The Superintendent or Board, as applicable, may appoint a hearing officer to conduct the contested case and may request that the hearing officer issue a recommended decision.

(g) If a recommended decision is requested, the recommended decision and proposed order shall be submitted to the Superintendent or Board, as applicable, no later than thirty (30) days after the end of the contested case hearing.

(h) The Superintendent or Board, as applicable, shall make and enter a written decision and order containing findings of fact and conclusions of law stated separately.

(i) The written decision issued by the Superintendent of Board shall be the final agency action and be subject to judicial review under Wyo. Stat. § 16-3-114.

Section 4. Informal Review of School Performance Ratings.

(a) Wyoming Department of Education shall provide preliminary annual performance ratings to districts for schools within those districts. Before the ratings are final, the schools shall review the ratings and the underlying calculations. Districts may suggest corrections to the Department within fourteen (14) days. Ratings become final on the fifteenth (15) day.

(b) Districts may file a request for informal review in a form and manner prescribed by the Department. The request shall include all relevant documents. The request shall state the basis for changing a school's performance rating.

(c) When it receives the complete Informal Review Request form from a district, the Department shall review the documentation. If the request is complete, the Department shall notify the district to that effect. If initial documents submitted do not constitute a complete request, the Department shall notify the district of the reason for the deficiencies. No request or related documentation may be submitted after the later of notification from the Department that the request is complete or fifteen (15) days after the ratings are final.

(d) The Department shall submit a recommendation of either maintaining or amending a school's performance rating and the reasons for the recommendation to the State Board of Education not later than fourteen (14) days after the request for informal review is complete. The Department shall serve the recommendation on the district at the same time that it is submitted to the State Board.

(e) The State Board of Education shall hear the district's request for informal review no later than thirty (30) days after the request is complete. The Board shall notify the Department and the district of the date, time, and location of the meeting in which the Board will consider the request for review.

(i) The district shall be allotted 10 minutes to address the Board. The district may reserve a portion of its time for rebuttal.

(ii) The Department shall be allotted 10 minutes to address the Board.

(iii) No additional documentation may be submitted at the meeting.

(iv) Presentations shall be limited to the basis raised by the district in its request for informal review.

(v) Districts may waive appearance before the Board and rely on the written documents already submitted. If a district waives appearance, it shall notify the Department no later than seven (7) days before the meeting. If a district waives appearance, the Department shall not be permitted to address the Board on the subject of that school's performance rating.

(f) The Board may deliberate and render a decision at the meeting in which it heard presentations by the district and the Department.

(g) The Board decision is final agency action subject to judicial review under W.S. 16-3-114.

(h) Data maintained by the Department used to calculate performance level ratings shall not be subject to review under these rules.



Certification Page
Regular and Emergency Rules
 Revised May 2014

Emergency Rules *(After completing all of Sections 1 and 2, proceed to Section 5 below)*

Regular Rules

1. General Information

a. Agency/Board Name		
b. Agency/Board Address	c. City	d. Zip Code
e. Name of Contact Person		f. Contact Telephone Number
g. Contact Email Address		h. Adoption Date
i. Program		

2. Rule Type and Information: For each chapter listed, indicate if the rule is New, Amended, or Repealed.

If "New," provide the Enrolled Act numbers and years enacted:

c. Provide the Chapter Number, Short Title, and Rule Type of Each Chapter being Created/Amended/Repealed
(Please use the Additional Rule Information form for more than 10 chapters, and attach it to this certification)

Chapter Number:	Chapter Name:	New	Amended	Repealed
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. The Statement of Reasons is attached to this certification.

e. If applicable, describe the **emergency** which requires promulgation of these rules without providing notice or an opportunity for a public hearing:

3. State Government Notice of Intended Rulemaking

- a. Date on which the Notice of Intent containing all of the information required by W.S. 16-3-103(a) was filed with the **Secretary of State**:
- b. Date on which the Notice of Intent and proposed rules in strike and underscore format and a clean copy were provided to the **Legislative Service Office**:
- c. Date on which the Notice of Intent and proposed rules in strike and underscore format and a clean copy were provided to the **Attorney General**:

4. Public Notice of Intended Rulemaking

- a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. Yes No N/A
- b. A public hearing was held on the proposed rules. Yes No

If "Yes:"	Date:	Time:	City:	Location:

5. Final Filing of Rules

- a. Date on which the Certification Page with original signatures and final rules were sent to the **Attorney General's Office for the Governor's signature**:
- b. Date on which final rules were sent to the **Legislative Service Office**:
- c. Date on which a PDF of the final rules was electronically sent to the **Secretary of State**:

6. Agency/Board Certification

The undersigned certifies that the foregoing information is correct.

<i>Signature of Authorized Individual (Blue ink as per Rules on Rules, Section 7)</i>	
<i>Printed Name of Signatory</i>	
<i>Signatory Title</i>	
<i>Date of Signature</i>	

7. Governor's Certification

I have reviewed these rules and determined that they:

1. Are within the scope of the statutory authority delegated to the adopting agency;
2. Appear to be within the scope of the legislative purpose of the statutory authority; and, if emergency rules,
3. Are necessary and that I concur in the finding that they are an emergency.

Therefore, I approve the same.

<i>Governor's Signature</i>	
<i>Date of Signature</i>	

Attorney General: 1. Statement of Reasons; 2. Original Certification Page; 3. Summary of Comments (regular rules); 4. Hard copy of rules: clean and strike/underscore; and 5. Memo to Governor documenting emergency (for emergency rules only).

LSO: 1. Statement of Reasons; 2. Copy of Certification Page; 3. Summary of Comments (regular rules); 4. Hard copy of rules: clean and strike/underscore; 5. Electronic copy of rules (PDFs) emailed to Criss.Carlson@wyoleg.gov: clean and strike/underscore; and 6. Memo to Governor documenting emergency (for emergency rules only).

SOS: 1. PDF of clean copy of rules; and 2. Hard copy of Certification Page as delivered by the AG.

**ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION**

June 2016

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed the Northwest Wyoming Treatment Center on June 17, 2016. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND & KEY FACTS:

Northwest Wyoming Treatment Center is located at 1106 Julie Lane, Powell, Wyoming. Northwest Wyoming Treatment Center's (NWTC) educational program is designed for male youth ages twelve to seventeen (12-17).

NWTC currently holds a three-year certification with the Commission on Accreditation of Rehabilitation Facilities (CARF), effective until December 2018; certification with the Wyoming Department of Family Services (DFS) as a Residential Treatment Center (RTC), effective until April 2018. During the initial review, a hard copy of AdvancED's "Self Assessment of Readiness for Accreditation: Special Purpose Institutions—Adjudicated Students" was left with NWTC for their information and possible implementation.

NWTC accepts no more than eight (8) youth at any given time; currently, NWTC has three students. NWTC employs two certified teachers, one of whom works as support staff while the other is the Professional Teaching Standards Board (PTSB) certified teacher. NWTC partners with two surrounding school districts who occasionally send one of their teachers as a tutor; NWTC also works with credit recovery or online courses such as courses via BYU, Florida Virtual School, Odysseyware, and reviewer shared "FuelEd" as a possible resource.

NWTC has been a structured group home since 2007 and a RTC since 2009. It has been since March 2016, NWTC and WDE have been in communication. Currently, there are two (2) Wyoming students placed by the court.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Northwest Wyoming Treatment Center as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency Rules and Regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

ACTION SUMMARY REVIEW STATE BOARD of EDUCATION

June 2016

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed the Piney Ridge Treatment Center/Summit Academy on June 22, 2016. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND & KEY FACTS:

Piney Ridge Treatment Center/Summit Academy (Piney Ridge) is located at 2805 E. Zion Road, Fayetteville, Arkansas. Piney Ridge's educational program is designed for co-ed youth ages seven through seventeen (7 – 17) and named Summit Academy. Piney Ridge is an enrolled Psychiatric Residential Treatment Facility (PRTF) with the Wyoming Department of Health, holds accreditation from the Joint Commission for Accreditation of Hospital Organizations (JACHO), and is certified by the Arkansas Department of Human Services/Division of Child Care and Early Childhood Education (DCFS) as a Psychiatric Residential Treatment Facility. Youth placed at Piney Ridge have been documented as individuals with problematic sexual behaviors/sexually maladaptive behaviors (these terms have been interchangeable in discussions and in the documents). As staff shared history of Piney Ridge, it was noted Piney Ridge also has a group home that is for Arkansas youth only and funded via DCFS contracts. Piney Ridge is one of two facilities under the Acadia Healthcare umbrella that accepts diabetic youth. There have been six states in addition to Arkansas that have placed youth at Piney Ridge. In its beginning, Piney Ridge was affiliated with the nearby Vantage Point hospital and has since separated affiliation. However, the school continues to be a part of Vantage Point with two administrators housed at Vantage Point; Piney Ridge contracts with Vantage Point for educational services. As Piney Ridge's plans for expansion become reality, the school portion will be separated as well, with Piney Ridge overseeing both the hospital and educational components.

Of the regularly employed seven (7) teachers, Piney Ridge Treatment Center/Summit Academy employs four during its summer session, one elementary, one middle school, and two high school—one each for Math and English. Teachers are certified by the Arkansas Department of Education (ADE) as well as the two (2) administrators. Currently, the

teacher:student ratio is 1:6 (with assistance from Behavior Health Techs, who are dorm staff); the ADE determines the school calendar for the state's institutions as each district has an institution within its district boundaries; and, while placed at Piney Ridge, Arkansas students are enrolled into the Springdale school district. Piney Ridge/Summit Academy currently has one (1) Wyoming student placed by the court.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Piney Ridge Treatment Center/Summit Academy as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency Rules and Regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



ACTION SUMMARY SHEET

DATE: August 18, 2016

ISSUE: Draft Policies for State Board of Education Operations

AUTHORITY: 21-2-304(a)

BACKGROUND/HISTORY: The board is charged with establishing policies for the on-going maintenance and operations of the board, so as to effectively implement the legislative responsibilities as established under state law. The board will promulgate the policies once they are approved.

FUNDING: NA

IMPLEMENTATION AND SUSTAINABILITY: Once these policies are promulgated and implemented, they will not change unless practice, input, or law provides an impetus for review, revision, or repeal.

SUGGESTED MOTION(S)/RECOMMENDATION(S):

I move that we take action to adopt each policy, as presented.

SUPPORTING INFORMATION ATTACHED: Draft policies, included in the packet.

PREPARED BY: Thomas Sachse, Ph.D.

Thomas Sachse, Coordinator

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



ACTION SUMMARY SHEET

DATE: August 18, 2016

ISSUE: Report to the Joint Education Committee on Governance Structure of the Board

AUTHORITY: 2016 Wyoming Session Laws, Chapter 31, Section 2, Section 206, Footnote 4

BACKGROUND/HISTORY: The board is directed by the Joint Education Committee to report on the governance structure of the board and the explicit rationale and need for an executive officer to provide administrative and technical support to a variety of legislatively mandated responsibilities, including, but not limited to establishing educational goals for the state, approving a new statewide assessment system, overseeing the Professional Judgement Panel system for statewide accountability, and establishing criteria for district assessment systems.

FUNDING: NA

IMPLEMENTATION AND SUSTAINABILITY: If the State Board Coordinator position is continued, this individual will assume responsibility for advising the board on a variety of issues related to uniform student content and performance standards, state assessment and accountability issues, as well as progress reports on the implementation of the state system of supports.

SUGGESTED MOTION(S)/RECOMMENDATION(S):

I move that we take action to adopt this September 1st report on State Board governance to the Joint Committee of Education, as presented.

SUPPORTING INFORMATION ATTACHED: Draft report, included in Tab N of the packet.

PREPARED BY: Thomas Sachse, Ph.D.
Thomas Sachse, Coordinator

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



**Report of the Wyoming State Board of Education
regarding the Governance Structure of the State Board
and the Need for a State Board Coordinator**

Presented to the Joint Education Committee

September 1, 2016

Executive Summary

State boards of education are integral to the governance of education systems across our nation. State boards serve as policy makers, liaisons, consensus builders, and advocates for public schools. Duties of state boards include setting content standards for what students should know and be able to do, managing assessment and accountability systems, overseeing district and school accreditation, and developing rules and regulations related to federal and state legislation. Wyoming's state board has seen increasing responsibilities in these areas, especially regarding accountability, in addition to other duties such as approving alternative schedules and hearing charter school appeals.

Of the 47 states and three territories that have state boards of education, 36 of them are appointed (mostly by the governor) and another four have some appointed members. Eighty-seven percent (87%) of all state boards have permanent staff members, and all the states that surround Wyoming except South Dakota have two or more staff members including Idaho, which has more than nine permanent staff. The Wyoming State Board of Education has one at-will employee (AWEC). The Wyoming State Board of Education has 11 voting members appointed by the governor for six-year terms. Additionally, the state superintendent is a voting member of the board. The executive director of the Community College Commission is an *ex officio* non-voting member of the board. No more than six of the 11 appointed members may be from any one political party.

Since the creation of the Wyoming State Board of Education in 1917, there has been a certain tension among the state entities responsible for education governance.

Up until 1959, the state board of education hired a commissioner of education who served as the executive secretary to the board and was responsible for some administrative duties at the department of education, such as supervising the teacher licensure division. Even when the commissioner position was eliminated, the board continued to have significant administrative responsibilities, and carrying them out became more difficult. Later, the board was made responsible for approving the department of education organizational structure and hiring recommendations. With the education reform movement, more and more duties were assigned to the board including the responsibility for implementation of parts of the law. The board was given a support position in the mid-1990's to facilitate the work of education reform. This trend of increasing responsibility continued when the Wyoming Accountability in Education Act (WAEA) was enacted. Major components of the act were, and remain, under the authority of the state board such as convening the Professional Judgment Panel (PJP) and overseeing the development and deployment of a comprehensive, multi-tiered system of support. With the passage of the Every Student Succeeds Act (ESSA) in 2015, even more duties returned to the board.

The legislature controls the structure of education governance in the state. There have been a number of different configurations over the last 100 years. One constant, however, has been some tension among the state entities that govern education in Wyoming, most notably the state board and state superintendent. At times this has been a healthy tension, but sometimes the tension has been so great as to inhibit proper decision making and to allow the governance structure to become dysfunctional. There have been a number of studies conducted since the 1950's chronicling issues with

statewide education governance as well as making recommendations about how to remedy the situation.

The past reports have noted that the state board of education provides a check on the power of the superintendent and provides a balance by not being heavily influenced by political forces. In fact, it was noted that the state board often diffuses sensitive political issues. The state board is dependent upon the good will of the superintendent to carry out the duties with which the board is tasked in statute. Funneling information to the board by way of a department headed by the superintendent can sometimes thwart the board's ability to make independent decisions and to make decisions based on the best and most complete information available.

In order for the board to make the best decisions possible to benefit all the children of Wyoming, it must have a permanent, full-time executive officer hired and supervised by the board. The complex nature of the work of the board demands independent voice and counsel. The responsibilities of the board coordinator are fundamentally different in nature than the WDE liaison to the state board. The WDE liaison has a full-time job with the WDE that involves many more duties than simply providing information to the state board. The state board coordinator represents the board at meetings, plans meetings of the board, does research and analysis, and makes professional recommendations to the board. It also conveys the board's view to the legislature. Over the years, report after report on statewide education governance has reached the same conclusion—the state board should have an independent staff person.

The board concludes that the current structure of the board, 11 voting members appointed by the governor for staggered six-year terms, is a functioning framework for

good decision making. However, in order for the board to continue to make the best informed decisions for the state's more than 90,000 students, the board needs a permanent, full-time executive officer.

Introduction

The Wyoming State Board of Education is submitting this report to fulfill the requirements of the 2016 interim study topic regarding the governance structure of the state board of education and the necessity of a coordinator position. The report consists of discussion of the work of state boards of education and their significant impact on education policy, a short history of the functions of the state board in Wyoming, some considerations about state board governance, the need for a state board executive officer, and brief recommendations. The board appreciates the opportunity to provide input to the Wyoming legislature about the unique nature of the work of the board and the need the board has for independent support and guidance from a permanent, full-time executive officer.

About State Boards of Education

State boards of education, select groups of policymakers who provide a lay voice and perspective to public education, are integral to the governance of state education systems across America. State boards are intended to serve as “unbiased brokers for education decision making focusing on the big picture, articulating the long-term vision and needs of public education, and making policy based on the best interests of the public” and the students of our nation (NASBE, 2016). State boards serve as policy makers, liaisons, consensus builders, and advocates for education. The 1950's Study on

Public Education in Wyoming concluded that “a state board of education is essential for the most efficient and democratic operation and management of the state public school systems” (p. 3).

Although the duties and responsibilities of state boards differ from state to state, in general state boards are responsible for

- Setting standards for what students should know and be able to do;
- Establishing graduation requirements;
- Establishing state accountability and assessment systems;
- Establishing frameworks for how districts are accredited;
- Implementing federal education legislation; and,
- Developing rules and regulations for the implementation of state education programs.

Generally, the Wyoming state board’s current responsibilities center around three main areas: prescribing uniform content and performance standards; enforcing uniform standards through accreditation; and implementing, through the state superintendent, a statewide assessment system. The board performs other functions such as approving alternative calendars, dealing with issues involving charter schools, and other statutory duties including managing parts of the Wyoming Accountability in Education Act. The accountability functions of the state board have significantly increased the board’s work load in recent years.

In some states, state boards determine the qualifications for professional personnel and establish standards for the preparation programs for educators. Some

state boards also develop and/or approve the education budgets for their states, and some oversee their departments of education either by hiring and supervising the state chief or through constitutional mandates (NASBE, 2016).

As policymakers, state boards generally set the vision for the state education system as well as set long-range goals for the state. In Wyoming statute, the state board is charged with setting education goals. State boards develop rules to enact legislation, champion education causes, support local districts, and monitor the effectiveness of state educational systems. Work as policymakers dovetails nicely with state board work as liaisons with local districts. Oftentimes districts lack a voice and advocate at the state level, and because state board members represent different regions of the state and different education stakeholder groups from around the state, state boards understand the unique needs of local districts.

Another important role state boards fulfill is that of a consensus-building body. Because of the unbiased nature of the work of state boards and the fact that they represent different interests across states, they are able, by the power of convening, to bring together educational stakeholders around common educational issues. State boards build consensus around a number of disparate issues across the nation, but many states grapple with how to implement federal laws and regulations, increasing opportunity gaps for students from poverty, and issues related to equity and excellence for all children.

State boards are some of the best advocates for education. Although the duties of boards across the country are not exactly the same, all state boards of education advocate for education because of the power of public education to transform lives and

because the future of our nation depends on the contributions of our graduates as citizens.

Forty-seven states and three territories have state boards of education. Of those state boards, 36 of them are appointed boards and another four have some appointed members. Four states and Guam have a mix of elected and appointed members. Most appointed boards are appointed by the governor. Seven states have elected state boards. Sixteen states, the District of Columbia, and Guam have student members of their state boards (NASBE, 2016).

Eighty-seven percent (87%) of all state boards have permanent staff members, and all the states that surround Wyoming except South Dakota have two or more staff members including Idaho, which has more than nine permanent staff. The Wyoming State Board of Education has one at-will employee. In the 2005 Management Audit Committee report, it notes that “in the other similarly structured states, the most common staffing structure is an executive director and one or two support staff” (p. 33).

The Wyoming State Board of Education has 11 voting members appointed by the governor, and the state superintendent is a voting member of the board as well. The executive director of the Community College Commission is an *ex officio* non-voting member of the board. “Statute also requires that the Board be balanced in political affiliation, with no more than six of the 11 appointed members from any one political party, to protect from excessive influence of partisan politics in policymaking” (Doorey, 2014). In the 1950’s study on public education in Wyoming, it is noted that state boards have always been critical to the function of education at the state level, and “have helped to protect the schools from the whims and pressures of any single group be they

partisans, politicians, education professionals, teachers unions, or other special interests” (p.18).

The 2005 Management Audit Report lists several advantages of the state board:

- Provides checks and balances to policies and initiatives developed by state-level professionals.
- Makes policy in this important area that affects so many not under the control of one person, the Superintendent.
- Helps garner support among both the public and the Legislature for the Superintendent and Department in the implementation of education policy.
- Brings increased attention and a celebratory aspect to education throughout the state by holding meetings in different communities and visiting schools (pp. 25-26).

Members of the Wyoming state board are appointed for six-year terms, and they cannot be reappointed unless they were first appointed to fill out someone else’s term. “With Board input, policy in critical areas of education can be more consistent. The Board brings continuity through election cycles because its membership is staggered in six-year terms, whereas Superintendents can change every four years” (2005 audit, p. 25). “There seems to be an expectation that more informed eyes make better education policy, and the Board is a means of providing those informed eyes” (2005 audit, p. 27).

History Related to the Wyoming State Board of Education

“Areas of overlapping authority, as assigned or perceived, between the elected State Superintendent and the Board have been a source of tension, debate, and periodic dysfunction since the early 1900s. No fewer than six modified education governance structures have been enacted by the state Legislature over the last 100 years. Many were attempts to bring about more effective coordination between the office of the State Superintendent and the State Board of Education” (Doorey, 2014).

The Wyoming State Board of Education was created in 1917. At that time, the legislation made the department of education responsible for the general supervision of schools, and the department was under the direction of the state board of education. The board appointed a commissioner to serve as the board’s executive officer. Two years later, seemingly because the language of the 1917 legislation conflicted with the constitutional language granting general supervision of the schools to the state superintendent, the language was amended. But the board continued to have a commissioner who served as the executive secretary to the board and the board continued to have significant administrative responsibilities.

At that time, the commissioner of education was appointed by the state board with the approval of the governor and served as the secretary to the state board, and the administrative functions of the state board and the professional functions of the state department of education were assigned to the commissioner of education (1985 audit, p. 9). The main functions of the state board included setting standards for accreditation for schools and school districts, certifying school district personnel, and overseeing school building sites and construction. The 1917 legislation also stated that the state board

would prescribe the standards to regulate the general curriculum for elementary and secondary schools (1985 audit, p. 5).

In Wyoming, the state superintendent is one of the five elected state officials; however, the duties and powers of that position are determined by the legislature. For over 40 years, the state board of education hired, directed, and supervised a commissioner who served the board's needs as its executive officer and served with the elected state superintendent.

In 1959, the position of Commissioner was eliminated, "transferring the position's powers and duties to the State Board. With this transfer of functional responsibilities came a further depletion of the Board's autonomy, as it no longer had staff of its own through which to carry out these duties. As a result, the Board became more dependent on the Superintendent and the Department staff who report to the Superintendent" (2005 audit, p. 4).

"A decade later, the Education Code of 1969 was passed, which created yet another governance model. This legislation placed the State Board and State Superintendent within the Department of Education. It gave the State Board authority to approve the Superintendent's departmental organization and staffing decisions and charged them with prescribing and enforcing the state's education standards" (Doorey, 2014).

The 2014 Report to the Wyoming Legislature on Education Governance reminded readers that "discontent with the functioning of educational governance continued and in 1988 the Joint Legislative Executive Efficiency Study Committee

issued a report, 'A Study in State Government Efficiency.' This report recommended a transition to a cabinet-level Department of Education led by a Director of Education appointed by the Governor, and proposed a constitutional amendment to make this transition possible. The proposed amendment passed the Senate but failed in the House. The governance issue continued to fester and in 1991 the final report of the Wyoming Joint Reorganization Council, after a thorough review of the state's educational performance and future needs, recommended 'a four-year transition period for Wyoming to move from its current fragmented system to one which is an integrated system within itself as well as a system integrated with other components of State government.' It called for a constitutional amendment to be placed before the voters in the fall of 1992 and the subsequent creation of a cabinet-level Department of Education led by a Director of Education appointed by the Governor" (Doorey, 2014).

In the meantime, the 1990 Legislature placed the board in a central policy role in what was to evolve into the state's school reform effort (2005 audit, p. 21), and this has continued as the board has major responsibility with regard to the current accountability efforts as defined in the Wyoming Accountability in Education Act.

In 1994, legislation "directed the Department to transfer funding from its budget to cover a full-time position, separate and independent of the Superintendent and the Department, to perform duties directed by the State Board" (p. 21). The state board was allocated a staff person due to the increased responsibilities of the board associated with reform legislation passed in relation to the national education goals set during the George H. W. Bush administration goals 2000. But that position was eliminated shortly

thereafter even though the bulk of the work of overseeing the reform legislation remained with the state board.

“In permanent statutes, the Legislature placed the heart and soul of the state’s school reform effort with the State Board, and charged the Superintendent primarily with information gathering tasks. The State Board’s statutes were greatly enhanced, to include such key responsibilities as: enforcing the uniform standards for education (the “basket of educational goods and services”) through accreditation of public schools; prescribing uniform student content and performance standards, including high school graduation standards; and implementing, through the Superintendent and in consultation and coordination with local school districts, a statewide assessment system for measuring student progress (2005 audit, p. 23).

“Thus, the Legislature gave the appointed board instead of the elected official the major role of -- not approving or advising upon policy -- but of implementing key provisions of school reform in the state. Implementation, by definition, suggests the performance of acts necessary to bring into effect some agreed upon plan or policy. Realistically, the Board has no way to implement its duties other than through the Superintendent and the Department. Statute compensates for this by saying that the Board will establish or implement various standards or tasks ‘through the superintendent,’ ‘with the superintendent,’ or ‘through the state department of education’ (2005 report, p. 23).

Paramount in [legislative] thinking was that with board input, policy in critical areas of education can be more consistent. The board brings continuity through election

cycles because its membership is staggered in six-year terms, whereas Superintendents can change every four years (2005 audit, p. 25).

This trend of increased responsibility for the state board continued when WAEA was enacted. For instance, major components of the act were, and remain, under the authority of the state board. The board is charged with convening the PJP and for ensuring a comprehensive, multi-tiered system of support is implemented. Once again, the board is dependent upon the state superintendent and the WDE to provide data and information to the PJP as well as for designing and deploying a system of support. The position of coordinator was created in 2012 to ensure that the elements of WAEA were enacted as prescribed by the legislature.

“The Legislature has continued to assign the Board implementation roles when there is no practical way for it to implement anything without the Department, which is controlled by the Superintendent. The Legislature has woven an intricate web of interdependence that is not always clear or comfortable for either” (2005 report, p. 41).

State Board Governance Considerations

In the 1950’s study on public education in Wyoming, it states that legislatures control education in their states unless expressly precluded from doing so in the Constitution of the state. “The legislature, having tried one method of school administration, is not precluded from trying another (1950’s study, p. 2).” In fact, since the state board was created in 1917, the legislature has changed, shifted, and added to the duties of the state board and that of the state superintendent many times. Yet, in the 2014 Report to the Wyoming Legislature on Education Governance, it notes that “at the

state level, Wyoming's educational system has been held back repeatedly by disagreement, tension and dysfunction" (Doorey, 2014).

The 1985 audit mentions that the state board serves as a system of checks and balances for the state superintendent's authority, and the state board helps to diffuse politically sensitive educational matters (1985 audit, p. 9). The report also notes that the governance structure of the state board makes the board dependent on the good will of the superintendent and that situation might not work well if the board and superintendent were at odds with each other (1985 audit, p. 11). Some board members at that time perceived that channeling information from the department to the board limited their access to information and hindered their ability to make good decisions.

In years when the board has had no staff members of its own, it has relied upon the superintendent and the department staff to give members the substantive and analytical information necessary to make informed policy decisions. "The Board has no separate staff of its own with which to accomplish duties; its work is carried out "through" and "with" the Superintendent and Department (2005 audit, p. 6). The 2005 report concluded that the state board's capacity for independent policymaking is thwarted, that it has limited ability to act independently from the department supervised by the superintendent, and that it was sometimes difficult to get information about policymaking (p. 17).

"Regardless of what the Board takes up as its initiatives, the Superintendent and other Department officials must balance requests for assistance with other priorities, many assigned directly by the Legislature. This can leave Department staff in a bind, especially if they sense that the Superintendent does not share the Board's interest in a

topic. There is also the potential for the Board to abuse Department resources, but no one...interviewed [for this study] indicated that had happened” (p. 20).

The 2005 report team “learned that generally the individuals involved in this delicate relationship have worked through their differences, driven by a desire to do what is best for public education in the state and by respect for one another and the law. However, the potential for tension between an elected official and a board appointed by another elected official is just beneath the surface, especially given that the Board has a statutory-given call upon the Superintendent’s staff and resources (p. 27).

The Need for An Executive Officer

Having a permanent executive officer has been a priority of the Wyoming State Board of Education for several years. It is imperative that the board remain independent and informed, in order to authentically represent the interests of Wyoming’s citizens and make sound decisions for Wyoming’s more than 90,000 students.

Currently, the Wyoming State Board of Education has one staff member, an at-will employee (AWEC), who is hired by and reports to the board. This position was designated in 2012 to support the board in implementing the provisions of WAEA and was expanded in 2014 to include providing support for all the work that is the responsibility of the board. In 2012, an already existing WDE position was designated as the state board coordinator AWEC position, so an additional position was not created. During the 2016 legislative session, the coordinator position was slated for elimination; however, the position was funded for one more year using WDE funds while the need for the position is studied. Many erroneously believe the state board never had staff support

before 2012 and that it is a position that can be easily eliminated. In fact, for much of its existence, the state board of education has had staff it hired and supervised.

The state board is adamant in its contention that staffing the position is critical to supporting the board in fulfilling its policymaking directives as well as supporting the legislature in its ongoing efforts to improve educational opportunities for all Wyoming students. In addition to the duties added to the board associated with education reform in the 1990's and accountability efforts in recent years, the need for the position has been exacerbated by the passage of the Every Student Succeeds Act that returns much authority for educational decision-making to the states, especially to state boards.

The responsibilities of the coordinator are fundamentally different in nature than those of the WDE employee who serves as a liaison to the state board. The coordinator is the face and voice of the state board at state, regional, and national meetings because appointed volunteer board members cannot attend every meeting of education entities at which the board requires representation. The coordinator also attends legislative meetings and the legislative session in order to ensure the interests of the board are represented. The coordinator solely represents the interests of the board, which are not always the same as those of the WDE. The inherent tension between the entities that govern statewide education is part of the design of the system. That healthy tension creates a situation where the state board needs an independent employee who is not subject to the elected state superintendent. Moreover, the WDE liaison has a full-time position with the department with a plethora of duties, most not directly related to the work of the state board.

The state board believes that having a coordinator is a priority for accomplishing the specific duties that are the responsibility of the board. The coordinator:

- Supports the board in completing work related to other legislative mandates in addition to WAEA such as the assessment task force and others;
- Sets up monthly meetings and annual retreats with the help of the board's administrative assistant;
- Responds to media requests and inquiries to the board;
- Facilitates strategic planning and goal-setting work, the drafting of a communications plan, and the adoption of a standards review process;
- Attends meetings and conferences on behalf of the board (such as Advisory Committee to the Select Committee, School-University Partnership, District Assessment System Steering Committee, Wyoming Curriculum Directors Association, PJP, Assessment Task Force, system of support collaborative council, legislative meetings, national meetings and conferences, school improvement conference and others);
- Makes presentations on behalf of the board, both statewide and at the national level;
- Sets meetings of committees of the board including managing professional services contracts;
- Writes grants and manages the grant-funded projects;
- Manages the board's correspondence;
- Provides research, information, and professional expertise to the board to assist them in making the best decisions on behalf of Wyoming's students.

In the 1985 staff audit of the state board, it was noted that many state boards at that time had independent staff members, and that trend continues. The main reason for state boards to have independent staff was and is to improve access to information. At that time, the state superintendent and deputy superintendent objected to the state board having independent staff because staff support was already provided by the department. In 2005, the department responded to the recommendation for the state board to have independent staff by stating the department provides all the information the board needs and requests. During the 2016 legislative discussion about eliminating the state board coordinator position, the department contended that the position is duplicative because the department provides all the information and support to the board that it needs. Clearly, there is a pattern over the years of the department resisting the creation of a permanent position to support the state board of education that is independent from the control of the state superintendent. Yet, since the commissioner of education position was eliminated in 1959, there have been numerous studies that chronicle the increased responsibilities given to the state board and the need for the board to have a person who provides research and information to the board, makes recommendations to the board, and serves the board's interests. In order to make the best decisions for Wyoming's students, information provided to the board must not be filtered.

The 2005 report on education governance recommended the board have an executive officer and noted that the "most common staffing arrangement among the other states sharing Wyoming's governance model is to have an executive director or executive officer and support staff for the Board" (p. 38). In the 2014 Report to the

Wyoming Legislature on Education Governance, nearly all interviewees (90%) supported the continuation of the current role and authorities for the State Board Education. An even larger percentage (97%) believed that the Board should be provided with either additional staffing or designated funding to ensure that it can fulfill those responsibilities well (Doorey, 2014).

The 2005 report noted that the “Board’s inability to get information necessary to develop policy options other than through the Department is a key source of contention...A solution would be for the Board to have a staff person to perform the duties it requests. Further, whether full- or part-time, this should be a policy analyst position rather than an administrative assistant so that the Board would have the ability to obtain some independent research on policy issues. NASBE says that boards need staff that will gather information, analyze it, provide alternatives, and make recommendations. Having an analyst would also enable the Board to better fulfill those open-ended statutory responsibilities such as establishing statewide goals for Wyoming public education, and initiating or facilitating discussions about improving education in the State (pp. 36-37).

For years, there have been studies about the education governance structure at the state level because of the intricacies and inter-relationships among the education entities. The 2005 management audit team “learned that generally the individuals involved in this delicate relationship have worked through their differences, driven by a desire to do what is best for public education in the state and by respect for one another and the law. However, the potential for tension between an elected official and a board appointed by another elected official is close beneath the surface, especially given that

the Board has a statutory-given call upon the Superintendent's staff and resources" (p. 27).

State Board Budgeting

For many years, the state board's budget has been part of the administrative section of the department of education's budget. The board has not been independently responsible for its own budget, and the finance division of the department has "managed" those funds. The 1985 audit report noted that "this arrangement reduces the Board's independence and fosters the board's reliance on the State Department. If the Legislature wants the State Board to act as an independent, primary decision making body then the Board should select a budget committee to develop the Board's biennial request" (p. 19). During the last budget session, the board's budget was separated into a separate section of the WDE budget; however, the budget remains part of the department's allocation.

In the 2005 report, it states that "department staff prepare the Board's budget request and submit it to the Legislature as part of the Department's request" (p. 6). For many years, this was the case. However, this past year, the board was asked to prepare the budget worksheets and to present the budget to the Joint Appropriations Committee. A great deal of responsibility for making decisions about how the budget is allocated has been delegated to the appointed and volunteer treasurer of the board, the board coordinator, and the board's executive assistant. The board's executive assistant is now responsible for running budget reports and preparing with the treasurer reports to the board. These are all functions formerly performed by department of education staff.

Even though the WDE asks the state board to make decisions about some aspects of the budget, changes are randomly made to the budget without the input of the board. For instance, even though a draft budget was developed by the board and approved by them before submission of the budget to the governor and the joint appropriations committee, the board recently learned that all WDE staff travel and expenses associated with board meetings will be charged to the state board budget. The board was not consulted about that decision, and no consideration was given to budgeting for these expenses when the budget was developed. The WDE has always provided staff support to the state board at meetings when requested and required and has done so at WDE expense.

Clearly, there is no written and agreed upon process for the board budget to be developed, approved, and deployed. However, one thing is certain. The state superintendent, despite the wishes of the board, has final say over the board budget when it “lives” within the WDE budget allocation.

Communications

The 2005 report noted that “there can be disagreement between the Board and the Superintendent over communications and the deployment of Department resources” (p. 18). In the past, all communications functions were performed for the state board by the department of education staff. Department staff prepared news releases, designed and managed the board’s website, and performed any other communications duties the board required. However, under that arrangement, the board’s public presence was filtered by the department at times which caused disagreements between the superintendent and the board. Currently, the state board is responsible for nearly all

their own communication tasks. The board wrote a grant to pay for the bulk of the services, but that money will not continue into future years. The board coordinator, executive assistant, and contract professionals have been responsible for writing press releases, designing communications documents, providing planning and copy for the website, and managing the social media presence of the board. Virtually all duties formerly performed by department staff are now performed by the board.

The fact that more and more duties formerly performed by the WDE staff on behalf of the board are now being delegated to the board is further rationale for why the board requires an independent, full-time, permanent executive officer. It is impossible for volunteer lay persons who are members of the state board to manage these day-to-day tasks. Furthermore, the WDE sustained considerable cutbacks in funding as a result of the very significant downturn in state revenue over the past year. It would be very difficult for the WDE to once again assume these tasks at this particular time.

Other Considerations

Selection Method for Board Members

During recent legislative sessions, there have been bills to make all of or a number of the state board members elected. The board members are opposed to such an idea. After Senate File 104 was passed and overturned by the Supreme Court, one board member stated, “If the past two years have not been enough to illustrate that we don’t need any more politics in Wyoming education, I don’t know what is.” The current structure ensures a broad array of perspectives are represented through board members, and the diversity of backgrounds and opinions strengthens discussions and

informs opinions. Some believe that if a board is not elected, it does not represent the “voice of the citizens;” however, the 2005 audit stated that the state board is the “channel for citizen input into the state’s educational system” (p. 18).

“The preferred method for selection of the members of the state board, based on all of the data gathered, is appointed by the governor for long overlapping terms (1950’s study, p. 3).” This structure “also provides some measure of stability in leadership and the overall vision of education for the state, given that the Board, with staggered six-year terms, provides continuity across gubernatorial administrations” and state superintendent administrations (Doorey, 2014). “Educational improvement requires sustained focus and effort, so this stability can serve as a strength for the state” (Doorey, 2014). Having an appointed board work in tandem with an elected state superintendent and an elected legislature provides an essential balance.

Voting Members of the State Board

It’s difficult for the state superintendent to be a voting member of the state board. Even in the 1950’s study of public education in Wyoming, the author noted that “it is difficult to determine where the rule-making power of the superintendent ceases and that of the state board commences, or where assistance with policy-making ends and rule-making begins (p. 9).” There has been disagreement over the years about whether or not the superintendent should be a voting member of the board, and that situation has changed over the years. Currently the state superintendent is a voting member of the board; but in a 2014 memo to the co-chairmen of the Joint Education Committee, the board wrote “the board appreciates the input of the state superintendent...as [an] *ex officio* [member] of the board. Moreover, the board welcomes the addition of the

Executive Director of the Wyoming Community College Commission as an *ex officio* member. The board does not support making any or all of these members voting members of the board.” The 1950’s report on education noted that having the state superintendent as a voting member of the board is “objectionable since it results in placing a great deal of the responsibility for policy-making in the hands of the superintendent of public instruction who is also to administer the policy enacted by the board” (p. 8).

Recommendations

Considering the role of state boards of education in shaping policy and ensuring equity and excellence for all children, and considering the historical context of education governance in Wyoming, the state board makes recommendations in light of the increasing responsibilities and duties of the board. These duties and responsibilities have been increasing since the 1990’s, and most recently have expanded to include a number of administrative tasks as well as policymaking functions. Therefore, the state board recommends:

- Retaining the governance structure of the Wyoming State Board of Education. The current practice of the governor appointing members to the board from across the state for six-year terms provides stability over executive branch administrations, provides a diversity of perspectives, and provides “insulation” from political whims and pressures.
- Providing the board with a permanent executive director who is hired by and supervised by the board. The board needs an independent voice to represent its

interests, provide information and research, and serve as a liaison between the board and the WDE, legislature, governor's office and other education entities in the state. Increasing responsibilities and duties of the board dictate the need for a full-time, permanent person to serve as the executive officer of the board.

Conclusion

The Wyoming State Board of Education plays a significant and equal role in the education governance structure of the state. The voice of a group of volunteers who are "lay citizens of the state...known for their public spirit, business or professional ability and interest in education" is not only powerful, but practical. The state board provides important balance in a governance structure designed with inherent tensions and checks on power. However, in order for the board to function most effectively, it needs independent voice and counsel through an executive officer the board hires and supervises. It is critical for this appointed board to have autonomy and independence.

References

Citizens Committee on Educational Problems (1950's). *Public Education in Wyoming*.

Cheyenne, WY. Retrieved from

<http://legisweb.state.wy.us/InterimCommittee/2014/04RPTStudyrePublicEducStructure1950s.pdf>

Doorey, N. (2014). *Report to the Wyoming Legislature on Education Governance: Laying the Foundation for a Strong Future*. Prepared for the Wyoming Joint Education Interim

Committee, Cheyenne, WY. Retrieved from

<http://legisweb.state.wy.us/InterimCommittee/2014/04Rpt1210Appendix3.pdf>

National Association of State Boards of Education (NASBE) (2016). Retrieved from

<http://www.nasbe.org/about-us/state-boards-of-education/>

Wyoming Legislative Service Office (1985). *Staff Audit Report of the State Board of Education*,

Cheyenne, WY. Retrieved from

<http://legisweb.state.wy.us/InterimCommittee/2014/04Rpt1985LSOStateBoardOfEdAudit.pdf>

Wyoming Management Audit Committee (2005). *State-Level Education Governance*.

Legislative Service Office, Cheyenne, WY. Retrieved from

<http://legisweb.state.wy.us/InterimCommittee/2014/04Rpt2005LSOEducationGovernanceAudit.pdf>