



Wyoming CTE Secondary Advisory Council Toolkit

This handbook is a guide for CTE faculty, facilitators and administrators, providing a comprehensive toolkit for effective Employer Advisory Council meetings.

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OVERVIEW

Advisory councils are required for your Career and Technical Education (CTE) programs of study. Where do you begin? How do you make the advisory council an effective component of your existing (or even new) CTE program? The primary purpose of this handbook is to provide answers to some of these initial questions. In addition, this handbook contains guidelines and recommendations for CTE Advisory Councils as they work to improve CTE programs and programs of study.

As a member of a school district/institution that operates an approved CTE program of study, you are required by Carl D. Perkins Career and Technical Education Act of 2006 as extensively amended by the Strengthening Career and Technical Education for the 21st Century Act to establish and implement a CTE Advisory Council. Each CTE Advisory Council is required to meet a minimum of two times per school year.

Overall, the Wyoming Department of Education - CTE Advisory Council Handbook details several key roles of CTE Advisory Councils and offers a general process to follow in establishing a council, as well as a variety of templates to use when and where appropriate. Most importantly, the information contained within this handbook has been designed to help facilitate communication and to enhance the advisory council experience so that the CTE Program Advisory Council is not just a requirement, but an integral partner in the success of your CTE program or program of study.

PURPOSE OF ADVISORY COUNCIL

If you are new to the advisory Council process, or even if you are a veteran, it is important to review what a CTE Advisory Council is and the rationale for having one in place.

A CTE Advisory Council is a group of individuals whose experience and abilities represent a cross section of a particular occupational area. The primary purpose of the CTE Advisory Council is to assist educators in establishing, operating, and evaluating the CTE program – which serves the needs of the students, the community, and the business/industry partners – and to provide expertise and insight about current/future industry and technological changes.

Given this ever-changing economy and workforce, students need your help! CTE programs should be tailored to meet the workforce development needs of the community and the needs and interests of the individual students. Advisory Councils strengthen collaboration between those responsible for CTE programs and the communities they serve. CTE programs that operate without Advisory Councils (or without strong Advisory Councils) could potentially be covering out-of-date material, teaching students skills that are obsolete, or missing great opportunities that could be offered to students. CTE programs with full advisory support typically teach the most current curriculum and apply the newest technology. This gives the students unique advantages in comparison to students of programs that rely only on facilitators' experience or occasional curriculum updates, etc. The dialogue between Advisory Council members and CTE educators provides valuable real-world input into the workplace students will enter, and fosters a shared responsibility for preparing students for a place in today's workforce and society.

Many of the recommended activities for an effective Advisory Council will fall into one of the following major areas:

Advisory Councils are needed to advise. The Advisory Council assesses specific areas of the CTE program and makes suggestions and recommendations for improvement, such as curriculum modifications, updates to facilities/budget/student competencies, purchase of new instructional materials and equipment, or adoption of a new safety policy.

Advisory Councils are needed to assist. The Advisory Council helps the instructor(s) and/or administrator carry out specific activities. These activities could include judging competitive skill events, setting up a scholarship program or working to identify and arrange meaningful structured learning experiences (SLEs) for students in the program.

Advisory Councils are needed to advocate. The Advisory Council promotes the CTE program throughout the community and strives to improve the relationships between CTE educators, business/industry partners, and/or the community. Promotion or marketing could include talking to legislators, speaking in support of CTE at board meetings, writing articles for local newspapers or obtaining media coverage for special events. Career Technical Educational (CTE) programs that are up-to-date, relevant, and appropriate for today's work world are an important component of a student's total education. These courses are intended to prepare students for entry-level employment and further post-secondary education and training as well as to assist employers in meeting their needs for a well-prepared workforce..

If our CTE classes are to remain vital and current, it is important that we, as professional educators, involve advisory councils in planning and reviewing curriculum, as well as in sharing successes. The attached guides are designed as practical tools and references for both for educators and for business and industry partners who assist in making our CTE courses more meaningful for our students.

MEMBERSHIP COMPOSITION

Advisory councils should have sufficient membership to be representative of the occupation(s) taught. A council of five to seven members is considered to be small enough to permit active participation and yet large enough to be able to offer broad points of view. The CTE Advisory Council [Perkins V, Sec. 134 (d)] shall include at the minimum, the following representation*:

- One (1) CTE parent(s)
- Two (2) CTE high school students
- Two (2) CTE facilitators
- Two (2) business/industry employers (including small businesses)

At least one (1) member from each of the following groups:

- Native Tribe/Organization Representative
- Postsecondary Facilitators/Administrators
- Special Education District Representative
- Workforce Development Council Representative
- McKinney-Vento District Representative
- Special Populations:
 - o Individuals with a disability
 - o Economically disadvantaged family and low-income youth and adults
 - o Individuals preparing for nontraditional fields
 - o Single parents (including single pregnant women)
 - o Out-of-work individuals
 - o English learners
 - o Homeless individual
 - o Foster care youth (in or aged out)
 - o Youth with an active military parent

*Please note it may not be possible to have a representative for each of these categories, but a good faith attempt needs to be documented.

When advisory council members are selected, the following characteristics should be considered:

- Knowledge of local business community and related industry career pathway
- Appropriate occupational experience
- Adequate time for preparation
- Good character
- Interest and dependability
- Civic-mindedness
- Enthusiasm
- Ability to communicate

FREQUENCY OF MEETINGS

CTE facilitators are required to hold an advisory council meeting a minimum of two times during the school year. More meetings may be required to approve course revisions, textbooks, etc. Ideally advisory boards are used for engaging consultation.

RESPONSIBILITIES AND DUTIES

All Advisory Council Members

- Assist in curriculum review, verification of labor market needs and placement of students.
- Offer information which will help design, update, modify, expand, and improve the quality of CTE courses.
- Give added support and strength to the relationship between business, industry, the community, and education.
- Identify competent personnel with appropriate experience as potential facilitators.
- Assist in the promotion of the occupational program.

Facilitator/Chairperson

- The facilitator prepares the meeting agenda.
- The facilitator sends notices of meetings and copies of minutes to all council members and other appropriate instructional personnel.
- The facilitator will follow up on advisory council recommendations and report to the membership.
- The facilitator will preside at the meeting(s) of the council or ask a member or fellow facilitator to chair the meeting.
- The facilitator invites members to serve on the council.
- The facilitator may serve as the Recorder. Minutes must be recorded. Others who may record the minutes of the meeting include a business member, a student, a facilitator colleague, or a parent.
- The facilitator must have attendees sign in for a record of attendance.
- The facilitator will submit all required documents to the Perkins Director or designee for filing as directed.

Recorder

- The recorder will keep attendance and record the proceedings of the council.
- The recorder sends the minutes to the facilitator.

PLANNING AND CONDUCTING THE MEETING

- A notice of the meeting, the agenda, the previous meeting's minutes, and a copy of the current (or proposed new) course outline should be provided to each council member at least two (2) weeks prior to the meeting.
- Personal contact with the council members should be made during the week prior to the meeting to serve as a reminder and a welcome.
- The agenda is planned with specific objectives and outcomes for the meeting.
- The facilitator will usually chair the advisory council meeting, but a business partner may co-chair.
- The facilitator may ask for a volunteer and assign the responsibility to another member.
- A copy of the minutes of each meeting must be sent to each member and to the Perkins coordinator.
- If more than one facilitator teaches in the same program of study, the facilitators should all work together and **all** participate in the meeting.

FOLLOW-UP AFTER THE MEETING

- Ensure that the thorough and clear minutes are recorded electronically.

- All facilitators included in the advisory council should receive a copy of the minutes to review. When minutes have been finalized, send thank you letters, copy of minutes, and a list of advisory council and facilitator names and phone numbers to each advisor, including those unable to attend (see sample letter).
- Send a copy of the minutes to the Perkins coordinator for filing.

SUMMARY

What makes an advisory council work effectively? Advisory councils can operate and flourish in a wide range of circumstances and in a variety of operating conditions; however, certain factors need to be present in order for a council to be effective.

Effective advisory councils need:

- Administrative support;
- Engaged council members, including administrators, instructors, community and business partners, etc.;
- Meaningful program of council activities;
- Efficient organizational structure to ensure that there is good communication and every member is heard;
- Continuity in council activities.

Practices to avoid include:

- Domination of meetings, discussions and activities by the program’s administrators and/or instructors;
- Limitation of discussion to the administration’s concerns;
- Agendas/meetings with no content;
- Lack of recognition of council comments, suggestions and recommendations; and
- **Establishment of a “paper” council only to meet state requirements.**

As an advisory council member:

Do ...

- Allow yourself enough time in your work and personal schedule for council activities;
- Attend meetings regularly and let your colleagues on the job know about council activities;
- Remember that the only local body with authority for the school or college is the elected school board, joint operating council or board of trustees and their employees;
- Examine material presented to you prior to voting on issues, making recommendations and taking other actions;
- Familiarize yourself with the way schools and/or colleges are organized, governed and financed so that advice is realistic; and
- Serve enthusiastically and take pride in your achievements and those of the council.

Don’t ...

- Complain, involve personalities, use pressure tactics or criticize without offering constructive alternatives;
- Set too broad a scope of objectives for the council;
- Lose interest in the school when your term on the council expires;
- Deal with issues outside the purview of the council;
- Disseminate privileged or confidential information;
- Meet for the sake of meeting;
- Sit back and let others assume all the responsibility for council work.

Overall, effective CTE Program Advisory Councils will create partnerships between CTE programs and the industries and communities in which they serve. It is the dialogue between advisory council members and the CTE educators that provides valuable real-world input into the workplace students will enter. This partnership fosters a shared responsibility for preparing students for a place in today’s workforce and society.

ADVISORY COUNCIL FACILITATOR'S PLANNING GUIDE AND CHECKLIST

Name of Program of Study: _____ Facilitator(s): _____

Date and Time Scheduled for Meeting: _____ Location: _____

Task	Person Responsible	Date Planned	Date Completed
Update advisory council list	Facilitator		
Mail and email invitation letter with agenda, minutes, course outline(s), and surveys.	Facilitator		
Make personal contact to remind faculty and council (1 week prior to meeting).	Facilitator		
Prepare packets <ul style="list-style-type: none"> ▪ Agenda ▪ Minutes of Prior Meeting ▪ Labor Market Employer Survey ▪ Current Course Description and Outline ▪ Proposed Course Outline (if proposing change) ▪ Other printed materials 	Facilitator		
Facilitator's packet only: <ul style="list-style-type: none"> ▪ Sign-in Sheet ▪ Other information as needed (new textbooks, equipment info, etc.) 	Facilitator		
Thank you letters, minutes, and rosters to advisors <ul style="list-style-type: none"> ▪ Copy to Perkins coordinator for filing 	Facilitator		

ADVISORY COUNCIL INVITATION LIST (for use by Individual Facilitators)

Facilitator(s) names _____

Program of study _____

Advisory Council Members I have invited to serve:

Name			
Title			
Company address			
E-mail address			

Name			
Title			
Company address			
E-mail address			

Name			
Title			
Company address			
E-mail address			

Name			
Title			
Company address			
E-mail address			

Name			
Title			
Company address			
E-mail address			

Name			
Title			
Company address			
E-mail address			

Use this sheet when compiling a list of industry representatives invited to serve on council. Use extra sheets if necessary.



SAMPLE LETTER OF INVITATION (please edit as appropriate).

(Date)

(Name, Title)

(Title of Company/Business)

(Street Address of Company/Business)

(City, State, Zip Code)

Dear _____,

I am extending an invitation to you or your representative to participate as a member of the (insert name of school/program here) Advisory Council.

The main function of the Advisory Council is to keep my program aware of current trends and technologies and to recommend improvements to my program. Your experience will be valuable. I hope you will be able to accept this invitation to help me assure the success of my program.

Enclosed you will find a tentative agenda, the course outline(s), an Employer's Labor Market Survey and our last minutes. **Please review these documents and bring them with you to the meeting.** Let me know by mail or phone of any additional topics you think are important to include in our discussion. Also feel free to write directly on the course outline any suggested revisions and bring it with you to the meeting.

Our meeting will be held _____ (day), _____ (date) at _____ (time) at _____ (location) _____. A map is enclosed.

I hope you will be able to join us. Please complete the confirmation letter and return it to me. If you would like to bring an additional representative, please feel free to do so. We would appreciate an RSVP at _____ (telephone number) _____ or by email at _____ (Email address) _____.

If you have any questions, call me at _____ (telephone number) _____ or email me at _____ (Email address) _____.

Sincerely yours,

Suggested Questions for Advisory Council Members

1. Is the course outline used for this class realistic and up to date?
2. Are allotted hours appropriate?
3. Does the course outline reflect adequate training, current practices, and job duties for your company?
4. Does your training site offer opportunities for students to become proficient in the skills indicated?
5. Are the students adequately prepared in the classroom to perform the tasks required by your company?
6. What do you see as the trend for the next few years regarding employment in their field?
7. What entry-level job titles related to the industry are used by your company?
8. What will your company's employment outlook be by the end of the semester/year?
9. What industry recognized credential or certificate would be helpful for our students to earn?
10. Would you consider a student who has completed the training for employment?
11. What is the current hourly rate for an entry-level position in your company?

(Facilitator's Name, School/District Name, Program Title)

EMPLOYER'S LABOR MARKET SURVEY

Dear Employer: Your response to the following survey questions will assist us in providing accurate labor market information to prospective students and to facilitators.

Specify Industry Sector: _____

1. Do you see the **local** labor market need for new workers in this field as
 increasing decreasing remaining steady?

If there are differences among job titles, please specify those increasing and those decreasing:

2. If you have knowledge of the state labor market needs in this field, is it
 increasing decreasing remaining steady?

3. In what specific areas, if any, is there new job growth?

4. What new skills are required of entry-level employees?

5. What skills are recommended for workers in the field who wish to advance?

6. What, if any, industry certifications do you consider desirable for a prospective employee to have?
(Please list them.)

7. What new technologies are emerging in this field?

8. What are the top three factors/characteristics you consider when hiring a new employee?

9. What are the major deficits you see in new/prospective employees that we could address in our classes?

10. What is a typical/average starting salary for an entry-level position?

11. What major trends/changes do you see in this field?

12. How many people does your company employ?

13. What industry recognized credentials would be valuable for an entry-level employee to have?

Thank you for your time.

AGENDA (template)

(Name of School) Career Technical Education and (Name of Business Employer Advisory Council Meeting

Date of Meeting
Location of Meeting
Time of Meeting

Agenda

1. Introductions of Attendees
2. Purpose of Meeting
3. Review of Previous Minutes
Motion to Approve; needs a "second" and a majority vote to pass. Record those who motion and "second" the motion. Record the numbers 'for' and 'against'.
4. Review of Curriculum
 - Previous Year's Council Recommendations
 - Course Outline/Weekly Plan
 - Student's Work Site Training Plans and community training site placement opportunities (if applicable)
 - Student Skills Sheet
 - Course Sequencing (grades 9-12, post-secondary)
 - Value-Added Components
Motion to Approve; needs a "second" and a majority vote to pass. Record those who motion and "second" the motion. Record the numbers 'for' and 'against'.
5. Review of Textbooks and Instructional Materials
6. Review of Equipment
7. Labor Market Discussion/Survey
8. Additional Suggestions and Recommendations
9. Closing

EMPLOYER ADVISORY COUNCIL MEETING AGENDA (template)

Employer Advisory Council Meeting

Date of Meeting
Location of Meeting
Time of Meeting

Agenda

(With notes for facilitator)

1. Introductions of Attendees Welcome
 - Self-introductions
 - Name tags
2. Purpose of Meeting
 - Refer to Page 1 in Resource
3. Review of Previous Minutes
 - Distribute hard copies at meeting
 - Send out prior to meeting (electronically)
 - Motion to approve; needs a "second" and a majority vote to pass. Record those who motion and "second" the motion. Record the numbers 'for' and 'against'.*
4. Review of Curriculum
 - Review the Previous Year's Council Recommendations
 - This is an extremely important part of the agenda. An update on any recommendations and suggestions from the prior advisory should be communicated (e.g., "We didn't do this because..." "What we've done is..." etc.)*
 - Course Outline/Weekly Plan, and/or syllabus
 - Student's Work Site Training Plans and community training site placement opportunities (if applicable)
 - Student Skills Sheet
 - Certificate of Completion—if you would like to 'show and tell'*
 - You may include Course Sequencing (grades 9-12, post-secondary)
 - Value-Added Components
 - (Industry certifications, articulation, community classroom (internships), test preparation, student competitions, etc.)*
 - Motion to Approve; needs a "second" and a majority vote to pass. Record those who motion and "second" the motion. Record the numbers 'for' and 'against'.*
5. Review of Textbooks and Instructional Materials
6. Review of Equipment
7. Labor Market Discussion/Survey
 - Employer's Labor Market Survey
 - Suggestions: Send electronically before meeting for partners to complete and bring with them or as a 'heads up' of the discussion and the information facilitator(s) will need at the meeting (facilitators may add to this survey)*

8. Additional Suggestions and Recommendations

Suggestion: "Round the table (or desks set up in circle)"; asking first for further input from employers/business members. Go to others if time allows. **Very important that no business person leave without having the opportunity/being asked for their input.**

Facilitators may 'guide' input by asking them what to share (e.g., "Are you hiring? What skills do you look for in a new hire? etc.)

9. Closing

Perhaps ask them about volunteering in the classroom or visiting the classroom during a school day (Open House date, etc.)

Set Date and Time for Next Meeting (optional)

TEMPLATE FOR MEETING MINUTES

Advisory Council Meeting
School Year _____

Official Course Title(s): _____ Date: _____

Course Number(s) _____

Location of Meeting: _____ Time: _____

1. Attendees (have a sign-in sheet with Name (print) Title, Organization, email address). Record all attendees, including CTE staff.

Meeting Called to Order by:

Introductions of Council Members:

2. Purpose of Meeting (refer to guide):

3. Reading/Review of minutes, corrections (if any), and approval

Motion to approve minutes made by: _____

2nd by: _____

Vote: Yes _____ **No** _____

Status of Previous Recommendations:

4. Curriculum Review – (course materials should be available at meeting, including a copy of the current course outline) –Take minutes of the discussion on all bullets under #4 on agenda. *Revisions require a formal motion for approval.*

Motion to approve curriculum made by: _____

2nd by: _____

Vote: Yes _____ **No** _____

5. Textbooks and Instructional Materials

6. Equipment

7. Labor Market Discussion/Survey and Employer Needs

8. Suggestions and Recommendations

9. Closing

Next meeting (if date set or second meeting discussed), thank you and adjournment

End Time:

Minutes prepared by:

SAMPLE THANK YOU LETTER (please edit as appropriate)

(Date)

(Name, Title)

(Name of Company/Business)

(Street address)

(City, State, Zip Code)

Dear _____,

Thank you for attending my program's advisory council meeting. The advice and recommendations from you and other attendees help me to update my instructional program, stay abreast of changing technology, and train students for your industry's needs.

I will review recommendations made by the council members and, within the limitation of our resources, we will implement appropriate recommendations.

Enclosed is a copy of the minutes of the advisory meeting held on _____(date)_____ for your review. Please call me at _____(phone number)_____ if you have any questions.

Thank you again for your support.

Sincerely yours,

Facilitator, Program/Course, College Enclosure



SAMPLE LETTER TO ADVISOR UNABLE TO ATTEND (please edit as appropriate)

(Date)

(Name, Title)

(Name of Company/Business)

(Street Address)

(City, State, Zip Code)

Dear _____,

I am sorry that you were unable to attend the advisory council meeting of the _____(program name)_____ Program.

The advice and recommendations from leaders in your industry helps me to update my instructional program, stay abreast of changing technology, and train students for your industry's needs.

I will review recommendations made by the council members and, within the limitation of our resources, we will attempt to implement those recommendations.

Enclosed is a copy of the minutes of the advisory meeting held on _____(date)_____ for your review. Please review this material and call me at _____(phone number)_____ if you have any questions. We hope you wish to remain as an active advisory council member.

Thank you again for your support.

Sincerely yours,

Name of Facilitator

Program of Study

Name of College

Enclosure



FACILITATOR’S SELF-EVALUATION OF ADVISORY Council “HOW DID I DO”

These are questions to ask yourself during and after your advisory council activity.

Questions to Consider	Yes	No	Need to check
Do you feel that services of an Advisory Council are benefiting your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have Advisory Council activities for your program developed community understanding and support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Advisory Council members understand what is expected of them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Advisory Council members possess adequate knowledge of the philosophy and objectives of your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Council members provided information on new developments in career technical education that affect your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have Advisory Council members received sufficient orientation to your program to function effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the Advisory Council given sufficient information and an opportunity to study and discuss the issues before making recommendations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Advisory Council membership and representation reflect varying or opposing viewpoints which should be taken into consideration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Council members invited to attend other CTE functions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Council meetings conducted in an impartial, parliamentary manner to allow all members to express opinions and give information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the importance of Advisory Council members’ time recognized through keeping meetings on schedule and directed to the agenda?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Council members presented the facts and consulted when changes are made in your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Advisory Council members receive adequate advance notice of meetings and prompt reports of minutes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Council members involved based on their expertise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the chairperson dominate or allow a CTE representative or council member to dominate meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the Advisory Council reflective of the student population?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Council members given recognition for contributions in publications, news releases or by other methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are thank you letters, certificates, or other methods used to express appreciation for services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a reflection of positive support from administrators and facilitators regarding the contribution Advisory Councils make to programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the Advisory Council been appointed simply to meet the requirements of legislation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADVISORY COUNCIL ACTION ITEM FOLLOW-UP

ADVISORY COUNCIL ACTION ITEM FOLLOW-UP

Commenter/Contributor: Student / Parent / Teacher / <u>Business & Industry</u> / Administration / Post-Secondary Faculty (Circle One)		
Name: Castlebrook Welding and Fab Inc. – Jim Smith		Name of the Individual
Advisory Council: Welding		Date: 04-10-2020
Program Modification: <u>Equipment</u> / Software / Textbooks / Curriculum / Supplies / Other (Circle One)		
NOTE: List item to be considered:		
1) Name: ___TIG Welder_____		
2) Quantity: ___2_____		
3) Manufacture: ___Lincoln_____		
4) Cost: ___\$2,800.00 per_____		
Program Recommendations: Examples would be ideas that are not purchase related, such as field trips, guest speakers, professional development ideas, certifications, etc.		
Logistics to Consider: Funding and Approval Process		Logistic to Consider: There could be any number of items here. The two listed are just examples.
Action Needed to Accomplish:	Date Due:	Responsible Person:
1) Begin requisition process in district.	05-02-2020	John Jones
2) Two TIG Welders for welding class for advisory consideration	Next Meeting 12-10-2020	Mr. Johnson
3) Secure funding externally or internally.	Next Meeting 12-10-2020	District Coordinator Joe Brown
4)		
Notes / Other Considerations		

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 122 W. 25th St. Suite E200, Cheyenne, WY, 82002-2060 or 307-777-7675, or the Office of Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417.

This information will be provided in an alternative format upon request.