



# WYOMING

## DEPARTMENT OF EDUCATION

**2021 PERKINS V PLAN**

**April 1, 2020**

Revised May 15, 2020

## **GLOSSARY**

### **ARTICULATION AGREEMENT**

The term “articulation agreement” means a written commitment that is approved annually by the lead administrators of a secondary institution and a postsecondary educational institution designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the two (2) institutions.

### **CAREER AND TECHNICAL EDUCATION (CTE)**

The term “career and technical education” (CTE) means organized educational activities that offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations. At the secondary level is aligned with the challenging State academic standards adopted by Wyoming under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965. Career and technical education provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements, including competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

### **CTE CONCENTRATOR**

The term “CTE concentrator” means at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single CTE program or program of study. A CTE concentrator at the postsecondary level is a student enrolled in an eligible recipient who has earned at least 12 credits within a CTE program or program of study or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

### **CTE PARTICIPANT**

The term “CTE participant” means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

## **CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO)**

The term “career and technical student organization”(CTSO) means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

## **CAREER AWARENESS**

The term “career awareness” means school directed experiences, which may involve industry participation, focused on exposing students to a broad range of industries and the career opportunities within them. Normally used with students’ age 5-14 years old.

## **CAREER EXPLORATION**

The term “career exploration” means student-driven experiences with professionals that allow students to learn about specific areas of interest based on inventories/assessments. Normally used with students’ age 14-18+ years old.

## **CAREER GUIDANCE AND ACADEMIC COUNSELING**

The term “career guidance and academic counseling” means guidance and counseling that provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities. and planning with respect to an individual’s occupational and academic future; provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, financial literacy, and support services, as appropriate; and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

## **CAREER PATHWAY**

See Program of Study

## **CAREER PREPARATION**

The term “career preparation” refers to work-based learning experiences for students that augment their academic and career development. Experiences enhance curriculum, align with student goals, reinforce transferable skills, and take place in professional working environments and educational settings. Students work toward attaining identified academic and transferable skill proficiency through these experiences. Normally used with students’ age 14-18+ years old.

## **CAREER PLANNING**

The term “career planning” means the provision of a client-centered approach in the delivery of services, designed to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and to provide job, education, and career counseling, as appropriate during program participation and after job placement.

## **CAREER TRAINING**

The term “career training” means training that allows students to demonstrate academic and career/technical proficiency through experiences that are directly related to a specific occupation or trade that are business and industry guided training. Normally used with students’ age 16 – 18+ years old.

## **CREDIT TRANSFER AGREEMENT**

The term ‘credit transfer agreement’ means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcribed postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

## **DISPLACED HOMEMAKER**

The term “displaced homemaker” means an individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income; or is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment a call or order to active duty, a permanent change of station, or the service connected death or disability of the member; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

## **DUAL OR CONCURRENT ENROLLMENT PROGRAM**

The term “dual or concurrent enrollment program” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

## **ELIGIBLE INSTITUTION**

The term “eligible institution” for postsecondary means a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree, but shall not include a baccalaureate degree.

## **ELIGIBLE RECIPIENT**

The term “eligible recipient” means a local educational agency (including a public charter school that operates as a local educational agency), an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance or an eligible institution or consortium of eligible institutions eligible to receive assistance.

## **ENGLISH LEARNER**

The term “English learner” means a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965 or an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who lives in a family environment or community in which a language other than English is the dominant language.

## **EXTERNSHIP**

The term “externship” means experiential learning opportunities for educators in a business and industry setting to give educators short practical experiences in their content area totaling 37 hours every five years. Where appropriate to the CTE program industry, and to CTE student outcomes, practical experiences for program educators may be gained through other professional development or business and industry interaction. Commonly used interchangeably with internship.

## **HIGH-SKILL**

The term “high-skill” means a career that uses an industry validated curriculum with multiple entry and exit points resulting in industry recognized certificates, credentials, degrees or apprenticeships beyond a high school diploma as set forth by the Wyoming State Perkins V Advisory Council.



## **HIGH-WAGE**

The term “high-wage” means a career that provides 60% of the average hourly wage by county as determined by the U.S Bureau of Labor Statistics the eligible institution or recipient is for the county, community college service area, or within a 75-mile perimeter of Wyoming as set forth by the Wyoming State Perkins V Advisory Council.

## **IN-DEMAND INDUSTRY SECTOR OR OCCUPATION**

The term “in-demand industry sector or occupation” (also known as high-demand) means an industry sector or occupation as evidenced by local needs assessment with predicted growth (forecasted job openings, emerging markets) locally or regionally in the short term or long term as set forth by the Wyoming State Perkins V Advisory Council.

## **INDIAN; INDIAN TRIBE**

The terms “Indian” and “Indian Tribe” have the meanings given the terms “Indian” and “Indian tribe”, respectively, in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

## **INDIVIDUAL WITH A DISABILITY**

The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

## **INDUSTRY RECOGNIZED CREDENTIAL (IRC)**

The term “industry recognized credential” means a certificate or credential that is valued by a business or industry that results in a hiring preference or increased wages.

## **INDUSTRY OR SECTOR PARTNERSHIP**

The term “industry or sector partnership” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

## **INSTITUTION OF HIGHER EDUCATION**

The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965.

**LOCAL EDUCATIONAL AGENCY**

The term “local educational agency” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**MEMORANDUM OF UNDERSTANDING (MOU)**

The term “memorandum of understanding” means a nonbinding written document that states the responsibilities of each party to an agreement.

**NON-TRADITIONAL FIELDS**

The term “non-traditional fields” means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**OUT-OF-SCHOOL YOUTH**

The term “out-of-school youth” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

**OUT-OF-WORKFORCE INDIVIDUAL**

The term “out of workforce individual” means an individual who is a displaced homemaker, an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title (ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**PARAPROFESSIONAL**

The term “paraprofessional” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

**PARTICIPANT**

The term “participant” means a student enrolled in a CTE course.

## PERFORMANCE INDICATORS

Core indicators of performance are identified for secondary and postsecondary CTE concentrators. The performance indicators must include elements as outlined by federal partners. The definition of each performance indicator can be found on Attachment 7.

## POSTSECONDARY EDUCATIONAL INSTITUTION

The term “postsecondary educational institution” means an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree, a tribally controlled college or university, or a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

## PROFESSIONAL DEVELOPMENT

The term “professional development” means activities that are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.

## PROGRAM OF STUDY

The term “program of study” means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential. Commonly used interchangeably with the term, career pathway.

## QUALITY

The term “quality” as defined by the Wyoming Perkins V Advisory Council means an educational program that is working to close student equity gaps in access and completion; to effectively use data to inform and improve student success; provide professional development to faculty and staff; and encourage student attainment of relevant, rigorous technical skills. In addition a “quality” program must complete a comprehensive local needs assessment every two (2) years, have an advisory council for each program of study that meets at least twice a year, annually submit program data showing progress toward performance targets, employ faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) (or HLC or accrediting agency) and hold an appropriate, valid license; and must connect to a career technical student organization that is co-curricular and led by a teacher that meets the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) and hold an appropriate, valid license for CTE.

## SIZE

The term “size” as defined by the Wyoming Perkins V Advisory Council at the secondary level in order to receive Perkins V funding means a minimum of two (2) programs of study that align to the comprehensive local needs assessment, provide an opportunity for students to complete a program of study within four (4) years, and produces an average of three concentrators on a three year rolling average. The individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety and teacher to student ratio for a quality student experience. The term “size” as defined by the Wyoming Perkins V Advisory Council at the postsecondary level in order to receive Perkins V funding means a program that meets the enrollment requirements established by the community college and are considered to be of sufficient size while providing a two (2) year CTE associate degree, one (1) year certificate program, and programs leading to industry-recognized certifications.

## SCOPE

The term “scope” as defined by the Wyoming Perkins V Advisory Council means that a program in order to receive Perkins V funding must provide opportunity for acceleration as evidenced by at least one (1) secondary/postsecondary credit transfer agreement (through dual or concurrent enrollment) or articulation agreement in place; rigorous academic and technical standards, employability skills aligned with challenging academic standards; an industry recognized credential; participation in work-based learning experiences; identified concentrator courses within a program of study; and must be identified as meeting two (2) of the three (3) parameters of in demand; high-wage; high-skill according to the comprehensive local needs assessment.

## **SPECIAL POPULATIONS**

The term “special populations” means individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

## **SUPPORT SERVICES**

The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

## **WORK-BASED LEARNING**

The term “work-based learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

## **PLAN DEVELOPMENT, CONSULTATION AND ONGOING STAKEHOLDER ENGAGEMENT**

The Wyoming Department of Education (WDE) Career and Technical Education (CTE) team held 24 listening sessions throughout Wyoming. In an effort to reach Wyoming stakeholders the listening sessions were held in eight communities. The communities included Cheyenne, Rock Springs, Riverton, Gillette, Casper, Sheridan, Powell and Torrington. The listening sessions were held at local community college campuses. We recognize that many of our stakeholders work shift work or are unable to leave their workplace during the normal work day. Consequently in an effort to accommodate as many stakeholders as possible listening sessions were held from 9:00 – 11:00 a.m., 1:00 – 3:00 p.m., and 5:00 – 7:00 p.m. Attendance varied in each community. Only one session of the 24 held had no one attend. We also held three (3) virtual listening sessions. In addition we have done presentations to the Governor's staff; Wyoming Elementary and Middle School Principals Association; Wyoming Association of Career and Technical Educators; Wyoming Agriculture teachers; Wyoming Curriculum Coordinators and Wyoming Chambers of Commerce. Workshop sessions have also been offered at the Summer Technical Assistance Retreat (STAR) Conference; Native American Conference; Week of Academic Vision and Excellence (WAVE) Conference; and Science, Technology, Engineering, Art and Math (STEAM) Conference. As a result over 700 stakeholders have heard a Perkins V presentation since April, 2019. The WDE-CTE team plans to continue to gather comments and input from Wyoming stakeholders throughout the four (4) remaining years of Perkins V that will be used to strengthen and craft our state application before our plan submission each year.

The conversations that were held in each of the listening sessions and feedback from the workshop presentations have been used as the basis for the Perkins V plan. Common themes included confusion around the term CTE; concerns about the comprehensive local needs assessment and the necessary labor trend data; representation in the process; CTE teacher shortages; and the need for timely student data that districts can use as they plan for future CTE programs of study. Each of these concerns is reflected in the Wyoming Perkins V plan.

As a result of the listening sessions and feedback a Wyoming Perkins V Advisory Council was formed. Over 60 listening session attendees indicated a willingness to serve on the Advisory Council. After careful consideration and taking geographic region, community size, and the special populations that Perkins V requires be included a Wyoming Perkins V Advisory Council was formed. (See Attachment 1) All Wyoming Perkins V Advisory Council meetings are open to the public and access is available by electronic means. The Wyoming Perkins V Advisory Council meetings were facilitated by representatives from McRel. In an effort to be as transparent as possible the WDE-CTE team also had the CTE webpage updated in order to accommodate the new Perkins V information. The website also allows stakeholders across Wyoming to follow the Wyoming Perkins V Advisory Council as they meet and create each piece of the new Perkins V plan for Wyoming. The Wyoming Perkins V Advisory Council had an opportunity to review, comment and change the proposed plan prior to the plan being released for public comment on December 2, 2019. The Wyoming Perkins V Advisory Council will continue to be used to guide the WDE CTE team throughout the Perkins V four (4) year grant period.

The state determined levels of performance were published for a 60-day comment period beginning September 9, 2019 through November 8, 2019 to allow stakeholders the opportunity

to provide written comment. (See Attachment 2) Responses were sent for each comment received. All of the comments were reviewed and considered for incorporation into the Wyoming Perkins V plan where appropriate and feasible. The Perkins V plan in its entirety was published for a 30-day comment period beginning December 2, 2019 through January 3, 2020 to provide stakeholders the opportunity to provide written comment. All of the comments were reviewed by the Wyoming State Perkins V Advisory Council and considered for incorporation into the Wyoming Perkins V plan where appropriate and feasible. (See Attachment 9) Responses were sent for each written comment received during the comment period.

The WDE-CTE staff met with the Governor's Chief of Staff and Education Policy Consultant prior to the listening sessions being held. The planned presentation was shared providing an opportunity to answer any questions or address any concerns. Governor Mark Gordon was presented with the plan on February 3, 2020 for review and comment. The Governor has written a letter in support of the proposed Perkins V Wyoming state plan. (See Attachment 10) To date there have been no objections by State Agencies as identified in Section 122(e) (1) (A-C) of the Act.

The WDE-CTE staff also participated in a peer review writing opportunity held in Phoenix, AZ in September, 2019 to gather feedback from other states. The WDE-CTE team worked with CTE teams from North Carolina, Texas, and Georgia. In addition, the Wyoming Perkins V plan was submitted for a national expert review of in October, 2019. Advance CTE offered both of these opportunities. The WDE-CTE also sought input from the National Alliance for Partnerships in Equity (NAPE) in November of 2019. All of the comments were reviewed and considered for incorporation into the Wyoming Perkins V plan where appropriate and feasible.

The Wyoming State Board of Vocational Education (WSB-VE) was presented with the proposed Perkins V plan for Wyoming at their November, 2019 and January, 2020 meetings for comments. (Attachment 9) The proposed plan was submitted to the WSB-VE again in March, 2020 after all of the public comment periods had been held and the feedback incorporated into the proposed Wyoming Perkins V plan for their final approval before it is submitted. The WSB-VE passed the plan with three changes that are reflected in this plan.

## STATE VISION AND ALIGNMENT ACROSS SYSTEMS

The WDE-CTE team created a strategic plan (Attachment 3) that lists our three (3) priorities as building collaborative relationships to support CTE's mission; creating high quality CTE programs that promote lifelong learning and career success; and to provide opportunities to explore career options. The three (3) goals each have strategies that the WDE-CTE team plans to utilize in order to meet the goals during the 2019-2020 academic year. There are also key performance indicators listed for each goal.

In addition to the strategic plan created by the WDE-CTE team, the WDE also has set goals for CTE in the Department's strategic plan. Focus area two (2) is to increase the CTE participation in Wyoming. The WDE believes that by increasing the participation rate in CTE there will be an increase in the state graduation rate and an increased number of students who will be prepared to fill jobs that will help to diversify the Wyoming economy. The goal for the 2020-2022 biennium is to increase the number of students earning industry recognized certifications by five (5) percent. Implementation of the Perkins V plan will be instrumental in meeting this goal by utilizing industry recognized certifications as the CTE assessment for programs of study that will provide at least one (1) of two (2) outcomes of higher employment or higher compensation. The second strategy includes aligning programs of study with postsecondary opportunities, business and industry needs as documented through the use of labor trend data. The third strategy will be the recruitment and retention of CTE teachers who will have access to professional development grants; professional development that is evidenced based whenever possible and supports the goals of Perkins V; and paid externships in industry that aligns with their content

area. The fourth and final strategy will be to increase career development facilitation by having at least one (1) teacher trained in every school, grades kindergarten through grade 12, in career development facilitation. This strategy will also be supported with professional development tours for school counselors to update and connect them with business and industry members.

The WDE-CTE team is working to align the goals and strategies used for Perkins V to support the Wyoming's Every Student Succeeds Act (ESSA) plan. The Wyoming State Perkins V Advisory Council selected the indicator of CTE program quality to be the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential. This selection supports the career readiness indicator in the Wyoming ESSA plan.

The WDE-CTE team is working to align the goals and strategies used for Perkins V to support the new Wyoming Workforce Innovations Opportunity Act (WIOA) that is currently being written. The Wyoming CTE State Director serves on the Wyoming Workforce Development Council who is tasked with the creation of the WIOA plan. This allows coordination and the opportunity to identify areas that can be mutually beneficial to both the Perkins V plan as well as the WIOA plan.

The WDE-CTE team is also involved in the Workforce Development Next Gen Partnership initiative as a member of the state support team and by providing support to each of the counties that have identified the business sectors that they are working to enhance in their local communities. These vary from county to county and currently include the tourism, construction trades, health care, finance, and manufacturing sectors.

The CTE team is working to educate state citizens about the need for skilled labor across Wyoming through a joint venture with the Workforce Development Council, Roadtrip Nation. Roadtrip Nation provides an opportunity for Wyoming students to work with the staff of Roadtrip Nation to interview trades people, professionals and individuals across Wyoming and to create video content that is then uploaded to an on-line platform. This content can be used by teachers, school counselors, parents and students as they explore various career options and hear from individuals who are actually employed in a particular career. There is also a plan to offer residents of Wyoming an opportunity to crowdsource content for the on-line platform at a large gathering such as the Wyoming State Fair or Cheyenne Frontier Days. Deliberate care is being taken to include special populations and diversity, making it more attractive to multiple stakeholders and consumers of the content.

The CTE team is currently working with the Wyoming open educational resource (OER), known as Open Range, developer to help content specialists create webinars on subjects such as the Fair Labor Standards Act, Occupational Safety and Health administration (OSHA) regulations and other considerations when arranging a work-based learning opportunity. The three (3) webinars are being developed to address the needs of three (3) groups of viewers; employers, educators, and students. The asynchronous courses are being built in an on-line learning platform that will allow educators to view the content, complete the lesson and earn professional development credit in their own home or classroom when it is convenient for them.

The Wyoming Workforce Services Department, United States (U.S.) Department of Labor Office of Apprenticeships Wyoming representative, WDE-CTE, and business and industry partners

developed a new work-based learning guide for use by employers, school districts, parents, and students. The guide (Attachment 12) provides best practice on how to initiate an effective work-based learning opportunity while being mutually beneficial to everyone involved. The guide also provides templates for documents commonly used in work-based learning experiences.

The WDE-CTE team is working to align the goals and strategies used for Perkins V to support the goals and initiatives of the Individuals with Disabilities Education Act (IDEA). The CTE team is currently working with the Open Range developer to help content specialists create lesson plans on how to recruit and retain individuals with special needs in CTE courses. The asynchronous courses are being built in an on-line learning platform that will educators to view the content, complete the lesson and earn professional development credit in their own home or classroom when it is convenient for them.

The WDE-CTE team is currently working with a contractor to develop training for Para educators who are commonly assigned to work with students who have special needs in the workplace setting. While attending the ~~w~~eek of Academic Vision and Excellence (WAVE) conference and presenting the new Perkins V legislation with parents, students with special needs and special education educators, there was a need identified regarding Para educators who accompany students with special needs to the workplace. The training that is being developed will work with Para educators on job coaching skills and strategies to help students with special needs to be more successful in the workplace, to experience greater job satisfaction and increase the likelihood for successful employment following graduation. Additional resources are being created with the help of the Open Range developer and Wyoming Vocational

Rehabilitation Counselors presenting ideas of how to help students with special needs transition into the workplace successfully.

The WDE is working with multiple partners to address the issue of the recruitment and retention of CTE teachers. The average age of the Wyoming CTE teacher is 54 years of age. There is a growing need each year for CTE teachers as educators leave the classroom due to a variety of reasons with the largest being retirement. The WDE is represented on a legislative task force working with the University of Wyoming to create a degree program for CTE teachers. The task force is in its infancy and is exploring ways to recruit and train CTE teachers. A promising possibility is through legislation that was passed in 2018 allowing community colleges to provide bachelor of applied science degrees and a 3+1 concept. Under this proposed plan students would be able to complete three (3) years at a local community college and finish a bachelor's of applied science degree at the University of Wyoming in the College of Education. Wyoming currently uses professional and industry certification (PIC) permits to fill CTE educator vacancies in addition to the traditional licensing of CTE teachers.

The WDE-CTE team is working with the Wyoming Community College Commission to streamline the dual and concurrent enrollment system. The handbooks provided by the Wyoming Community College commission were recently reviewed and updated with input from the WDE-CTE team. The WDE-CTE is working with the seven (7) Wyoming community colleges to identify opportunities for dual and concurrent enrollment and eligible faculty to offer concurrent enrollment in CTE areas. There are also plans to offer professional development for advisors,

career placement offices and registrars at the community college level regarding CTE opportunities for postsecondary students with business and industry partners.

The WDE-CTE team is working with business and industry partners in developing an environment for sharing of best practices with educators at the secondary and postsecondary level, new and emerging industry sector information and needs of the sector. The forums between business and industry and educators are being called Sector Connectors and allow the time and space needed to incubate mutually beneficial relationships. The first one was held in early December with the transportation sector. Additional Sector Connectors for the construction industry sector and manufacturing industry sector will be held in coming months. The Sector Connector will serve as a model for future forums integrating feedback from the initial efforts.

## PROGRAM ADMINISTRATION AND IMPLEMENTATION

In addition to the activities discussed in the State vision and Alignment section WDE will utilize its leadership funds in the following ways for:

1. The preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high skill, high wage, and in-demand jobs through a joint effort with Roadtrip Nation. This project will allow us to engage our student population in interviewing, editing, and producing content on careers that are considered to be non-traditional, high-wage, high-skill, and/or high demand for use by their peers and the citizens of Wyoming. . The project plan is to include students who represent special populations as the “road trippers” who will collect and prepare the content. This content will be available to all citizens of Wyoming via social media, public broadcast media, podcasts, and through the Roadtrip portal. Curricular materials will be created from this information for use in classrooms as well. This project is described in the Perkins V Plan under the *State Vision and Alignment Across Systems* section and the *Career Development and Work-Based Learning* section.
2. State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities are notified of Perkins funds available. Institutions are then encouraged to create a proposal for the available funds and submit the proposal between July 1<sup>st</sup> and September 1<sup>st</sup>. The proposals are scored using a rubric and

awarded based on the rubric scores. This is described although in less detail in the Perkins V Plan under *the State-Wide Funding* section.

3. Technical assistance for eligible recipients will be offered through a variety of trainings including Perkins Coordinator training, the one-on-one meetings to be held with each district in January and February to review and explore their data as it relates to Perkins indicators, and new CTE teacher training for teachers who have been teaching for three years or less in Wyoming. All of these are explained in more detail in the *Instructors, Administrators, and Other CTE Professionals* section.
4. Reporting on the effectiveness of such used funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A) and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II) will be through the one-on one data trainings held with each district, professional development surrounding special populations, and technical assistance as found in the *CTE Program of Study and Program Quality* section.

## 5. CTE PROGRAM OF STUDY AND PROGRAM QUALITY

The WDE-CTE team met with representatives from local school districts and community colleges during the annual STAR conference to provide each school district and community college with a Comprehensive Local Needs Assessment Guide and new EDGAR handbook. The new Perkins V law and the process that would be followed was explained.

The WDE-CTE team has provided a JobsEQ site license to every community college service area for use by the community college and local school districts to provide labor trend data in their community, county and state with an additional 75-mile perimeter. The 75 mile perimeter is to allow for employment opportunities that are a commutable distance from the community. The comprehensive local needs assessment is required to take into consideration local economic and educational needs, of high-demand industry sectors and occupations.

Each local recipient will also be required to complete and submit a biennial application, a comprehensive local needs assessment, and a budget in even numbered years. In the odd numbered years each local recipient will only need to submit an amendment, a new budget sheet and the required annual documentation. Each local recipient will submit a grant application answering questions of how they will:

1. Promote academic achievement.
2. Promote skill attainment that leads to an industry recognized credential or recognized postsecondary credential.
3. Ensure professional development is provided to faculty and staff to ensure the implementation of high-quality CTE programs.
4. Employ faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) and hold an appropriate, valid license or permit or are qualified by a postsecondary accrediting agency.

5. Collect data necessary for calculating progress for annual submission toward meeting Perkins V performance targets.

Each application will be reviewed by a Perkins educational consultant within the WDE to verify that the application is complete, the budget matches the comprehensive local needs assessment and that all elements required by Perkins V are addressed. The criteria for approval will be that the application must include:

1. A clear response to each question.
2. A coherent plan for implementing Perkins V within the community college or school district.
3. Size, scope and quality requirements are met.
4. Reasonable local targets have been set as a baseline for each performance assessment utilizing historical data when available.
5. A clear description of continuous performance strategies for all performance assessments.
6. A clear description of supports and services that will be provided to students in special populations to help them access and be successful in programs of study.
7. A detailed description of how funds will be used to address performance strategies.

Each eligible recipient that promotes academic achievement through a program of study must:

1. Secondary

- A. Include a minimum of three (3) rigorous courses that are progressive and sequential.
- B. Indicate two (2) concentrator courses in each program of study after which students will be assessed.
- C. Produce three (3) concentrators each year on a three (3) year rolling average.
- D. Support statewide career and vocational education standards.
- E. Provide an opportunity for acceleration as evidenced by at least one (1) secondary/postsecondary credit transfer agreement (through dual or concurrent enrollment of academic core and/or career and technical education courses) or articulation agreement in place.
- F. Provide academic, technical standards and employability skills which are aligned to industry standards for their program of study.
- G. Provide an opportunity to earn an industry recognized credential.
- H. Provide an opportunity at the postsecondary level.
- I. Provide an opportunity for participation in work-based learning experiences.

- J. Connect to a CTSO that is co-curricular and led by a CTE teacher that meets the minimum licensure requirements as established by the Wyoming Professional Standards Teaching Board (PTSB).
- K. Be taught by an instructor who holds an appropriate, valid license or permit from the Professional Teaching Standards Board (PTSB) for CTE.
- L. Be taught by an instructor who meets the requirement of 15 professional development points each year from which at least seven and one-half (7.5) must come from externship hours or has practical experiences gained through other professional development or business and industry interaction.
- M. Be identified as two (2) of the following three (3): high-demand, high-wage and or high-skill.
- N. Have an advisory council for each program of study or a representative of each program of study funded by Perkins V on a district wide advisory council that meets as least twice a year.
- O. Work toward closing student equity gaps in access and completion
- P. Work toward effectively using data to inform and improve student success
- Q. Provide equipment and technology that encourages student attainment of relevant, rigorous technical skills

## 2. Postsecondary

- A. Include 12 credits within a career and technical education program or program of study; or the equivalent in total.
- B. Provide rigorous academics, technical standards and employability skills, which are aligned to industry standards for their program of study.
- C. Provide an opportunity to earn an industry recognized credential, certificate and/or degree.
- D. Be identified as two (2) of the following three (3): high-demand, high-wage and or high-skill.
- E. Provide an opportunity for participation in work-based learning experiences.
- F. Conduct continued consultation. Each eligible recipient shall consult with stakeholders on an ongoing basis. This consultation shall involve a diverse body of stakeholders, as required in Perkins V.
- G. Work toward closing student equity gaps in access and completion.
- H. Work toward effectively using data to inform and improve student success.
- I. Provide Equipment and technology to encourage student attainment of relevant, rigorous technical skills.
- J. Employ faculty that meets institutional credentialing.
- K. Be taught by an instructor who meets the requirement of 15 professional development points each year from which at least seven and one-half (7.5) must come from externship hours or has practical experiences gained through other professional development or business and industry interaction.

The Wyoming State Perkins V Advisory Council has identified that the indicator of secondary CTE program quality will be the percentage of concentrators graduating from high school having attained a recognized postsecondary credential. Recognized postsecondary credentials include industry recognized credentials, certificates, or associate degrees. The State determined levels of performance (Attachment 7) were set by the Wyoming State Perkins V Advisory Council after reviewing the available data for the last three (3) years and taking into consideration changes being made in Perkins V. The State determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other federal and state laws. The WDE conducted a gap analysis using a format that reviewed the Wyoming ESSA plan, IDEA, and WIOA. No changes were made following the 60-day public comment period. Following are the State determined levels of performance that meet each of the statutory requirements:

Performance Indicator	Performance Target
1S1	96%
2S1	51%
2S2	46%
2S3	50%
3S1	94%
4S1	22%
5S1	14%

1P1	83%
2P1	100%
3P1	17%

The WDE will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years at the winter training with Perkins administrators. A data dashboard will be provided for each recipient and reviewed with a Perkins consultant. Recipients will show continuous improvement in academic achievement and technical skill attainment by meeting their performance targets as set for each indicator. Any indicator of performance that does not meet a 90% threshold will require submission of a performance improvement plan for those indicators. Recipients will be held accountable for carrying out the submitted performance improvement plan. Technical assistance and monthly monitoring will be provided for local recipients who have not met the performance threshold during the first and second year of the performance improvement year. If the performance indicator is not met in the third year the local recipient may not be eligible for Perkins funding in that year. Recipients who were not eligible for funds in the third year may reapply for Perkins V funding in the fourth year, with the submission of an application that includes a viable plan of corrective action.

The WDE-CTE team will make information on approved programs of study, and guidance and advisement resources available to students that are created as a result of the Roadtrip Nation project to be used by classroom teachers and counselors who are working with students to plan high school schedules and for postsecondary opportunities. The WDE CTE team is also creating

an overview booklet of all 16 career clusters, job opportunities, colleges and post-secondary offerings in our region, career and technical student organizations that align with the cluster, and professional organizations that serve as resources for them as well.

The WDE-CTE team works with the secondary and post-secondary sub recipients to develop career and technical education programs and programs of study that include multiple entry and exit points. This collaboration is supported through advisory council representation, professional development opportunities that bring secondary and post-secondary faculty together with business and industry partners in the form of sector connectors, and the Plan A trainings offered to counselors at the secondary and post-secondary levels. Each of these opportunities allows for collaboration, sharing of ideas and information and an opportunity to build programs that provide multiple entry and exit points for students.

JobsEQ has been purchased for each of our community college service areas for use by the community college and the districts in that community college service area. This information has provided a consistent reporting of labor market data of the state, regional and local economy. Including in-demand industry sectors and occupations that are high-skill and high-wage. This information is utilized in the development of the comprehensive local needs assessment (CLNA) and interpreted as the foundation for the local application (Attachment11).

The WDE-CTE team works to assure equal access to Perkins funded programs of study through consistent and regularly scheduled risk monitoring, MOA monitoring, and professional development in the area of special populations also known as Special Populations On Target (SPOT) trainings for professionals in our educational communities. The effectiveness of these

actions is reviewed with sub recipients at their in-depth one-on-one meetings held each January and February. Additional information can be found in the section, *Equity and Access*.

WDE works closely with the Workforce Development Council to support the development of career pathways and the processes that are utilized to develop career pathways. There have been several joint effort projects with the largest being Roadtrip Nation. An endeavor to develop career pathways revolves our work and involvement in the Next Gen partnerships and the work that is being done in each area of our state around one (1) to two (2) identified career pathways in each area. There are currently 12 of these Next Gen partnerships active in Wyoming and focused on a variety of programs of study including manufacturing, tourism and hospitality, finance, health care, transportation, and construction trades. These activities are described in the *State Vision and Alignment Across Systems* section.

WDE has required that each Perkins funded program of study include a work based learning opportunity for students. Those work-based learning opportunities are described in detail in the following section, *Career Development and Work-based Learning*. A guide on work-based learning has also been developed for use by districts, parents, employers, teachers and students. The Work-based Learning Guide has been distributed statewide and is found on the WDE-CTE website. (Attachment 12)

WDE-CTE team will be working with sub recipients that are not experiencing improved outcomes and reduced performance gaps for CTE concentrators, including those who are members of special populations through one-on one data meetings each winter, personalized technical assistance based on the sub recipients need, and professional development offerings focused on topics such as use of data, turning participants into concentrators, and assessments.

In order to receive Perkins funding a program of study must meet the guidelines of a high quality CTE program as outlined in the beginning of this section. One of the requirements to qualify for Perkins funding is to have dual and/or concurrent enrollment opportunities available to high school students enrolled in the CTE program. Wyoming state statute addresses dual and concurrent enrollment which is overseen by the Wyoming Community College Commission (WCCC). The CTE State Director works closely with the WCCC in providing presentations to community colleges and district personnel regarding dual and concurrent enrollment. The memorandum of understanding (MOU) template was recently updated and is now also required to be uploaded with the sub recipient's Perkins V application for funding.

Another indicator of a high quality CTE program is the requirement of an advisory board/council made up of parents, CTE teachers, administrators, faculty, counselors, business and industry, representatives of special populations, and Indian tribes and Tribal organizations as appropriate for each funded program of study. The Advisory councils/boards are required to meet at least twice each year and are relied heavily upon for helping to inform the sub recipient's program of study. The WDE-CTE team has created a Secondary Advisory Council Manual (Attachment 13) and a Post-secondary Advisory Board Manual (Attachment 14) to help guide sub recipients and CTE educators in how to maximize the effectiveness of their stakeholders.

## CAREER DEVELOPMENT AND WORK-BASED LEARNING

The Wyoming Superintendent of Public Instruction, Jillian Balow, set a goal that by the end of 2020 every school, K-12, in Wyoming will have a person trained in career development facilitation. At the elementary level they will be working with educators to expose elementary students to the 16 career clusters. At the secondary level and postsecondary level, they will work with student learners in providing them with resources to plan programs of study and make postsecondary career plans. The WDE is currently using a contractor to provide this training. Two (2) CTE team members are certified trainers and have assumed the responsibility of providing this training in order to achieve the superintendents' goal by the end of 2020. The training will continue annually as new staff is hired in local districts and those who have been trained leave local districts.

The WDE-CTE team hosted professional development for school counselors throughout Wyoming in grades 5-14 in October, 2019. The 1-day workshops were held in regional areas of Wyoming and were very well attended. Topics in October, 2019 included the new Hathaway Scholarship legislation resulting from Senate File 43, updates related to Perkins V, and the importance of SCED coding and programs of study as well as industry presentations by business and industry representatives and the local chamber of commerce. Future topics will address current needs based on the comprehensive local needs assessment and disaggregated data submitted annually by Perkins grant recipients.

The WDE-CTE team is currently working with a group seeking to identify barriers to the ability of State correctional institutions and juvenile justice facilities in providing CTE offerings and possible solutions to overcome the identified barriers. The goal is to increase the number of CTE participants and concentrators as well as earned industry certifications by those incarcerated in state correctional facilities. The business and industry partners are also working to provide job opportunities for individuals released back into the local communities.

The WDE-CTE team is also involved in the Workforce Development Next Gen Partnership initiative as a member of the state support team and by providing support to each of the counties that have identified the business sectors that they are working to enhance in their local communities. These vary from county to county and currently include the tourism, construction trades, health care, finance, and manufacturing sectors.

The CTE team is working to educate state citizens about the need for skilled labor across Wyoming through a joint venture with the Workforce Development Council, Roadtrip Nation. Roadtrip Nation provides an opportunity for Wyoming students to work with the staff of Roadtrip Nation to interview trades people, professionals and individuals across Wyoming and to create video content that is then uploaded to an on-line platform. This content can be used by teachers, school counselors, parents and students as they explore various career options and hear from individuals who are actually employed in a particular career. There is also a plan to offer residents of Wyoming an opportunity to crowdsource content for the on-line platform at a large gathering such as the Wyoming State Fair or Cheyenne Frontier Days. Deliberate care is being taken to

include special populations and diversity, making it more attractive to multiple stakeholders and consumers of the content.

The Wyoming State Perkins V Advisory Council set definitions for work-based learning at one of their initial meetings. Career awareness, career exploration, career preparation and career training were defined. The Wyoming State Perkins V Advisory Council also set ages ranging from five (5) to 18 and over that each of these terms would commonly be used with and their reasoning for the definition that was agreed upon.

The WDE understands and supports the importance of quality work-based learning in CTE programs of study. WDE will support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities. The WDE-CTE team is working to promote quality work-based learning opportunities which are developmentally appropriate, allow students to explore multiple aspects of an industry while complying with state and federal labor laws. Work-based learning is recognized as being part of the quality standard for Wyoming CTE programs as defined by the Wyoming State Perkins V Advisory Council. The WDE acts as a liaison between educators and business and industry partners to identify employability skills that are needed in the workplace.

The CTE team is currently working with the Wyoming open educational resource (OER), known as Open Range, developer to help content specialists create webinars on subjects such as the Fair Labor Standards Act, Occupational Safety and Health administration (OSHA) regulations

and other considerations when arranging a work-based learning opportunity. The three (3) webinars are being developed to address the needs of three (3) groups of viewers: employers, educators, and students. The asynchronous courses are being built in an on-line learning platform that will allow educators to view the content, complete the lesson and earn professional development credit in their own home or classroom when it is convenient for them.

The Wyoming Workforce Services Department, United States (U.S.) Department of Labor Office of Apprenticeships Wyoming representative, WDE-CTE, and business and industry partners developed and released a work-based learning guide for use by employers, school districts, parents and students on work-based learning. The guide provides best practice on how to initiate an effective work-based learning opportunity while being mutually beneficial to everyone involved. The guide also provides templates for documents commonly used in work-based learning experiences. In addition to the guide, the WDE-CTE team will work with business and industry partners to develop industry specific standards for internships to aid employers with the creation of rigorous internship programs.

The WDE is supporting the inclusion of employability skills in programs of study and career pathways by requiring inclusion of work-based learning for all recipients through the definition of quality for funded programs of study. Additionally, WDE will support inclusion of employability skills in programs of study and career pathways by working toward increasing the number of youth and adults participating successfully in public and private work-based learning opportunities. One half of the WDE-CTE team has been trained in Career Essentials Suite designed for grades 7-14 that focuses on employability skills. The WDE recognizes the importance of the

employability skills commonly referred to as soft skills and provides funding for professional development opportunities for teachers to enhance their knowledge and ability to teach employability skills.

## EQUITY & ACCESS

In an effort to show an increase in career and technical education opportunities for special populations, the WDE is currently creating curricular resources to assist in addressing equal access to CTE activities and programs beginning in fifth grade. The curricular resources will encourage middle school teachers to expose their students to eight (8) of the 16 career clusters each year. Wyoming School districts are encouraged to provide all students with the opportunity to explore and participate in CTE programs beginning in seventh grade. Career and student organizations (CTSOs) who receive Perkins funding will be required to provide a junior high component for example activities such as career fairs, competition events or events that allow them to explore the various competitive areas that the CTSO offers.

An annual meeting is held each fall with the state advisors of the CTSO's funded by the WDE. Beginning in the fall of 2020 there will be a data session helping them to analyze the state data on CTSO student participation broken out by special population group. Information will be presented on increasing access and equity in the CTSO experiences as is identified by their data results.

Data training will be offered each winter prior to the new grant application being released. We have held and will continue to annually hold private two-hour (2-hour) meetings with each district and community college. The first hour is for reviewing the data from the previous school year with their administrative staff and Perkins coordinators as well as anyone else they wish to attend. A gap analysis has been done for each grant recipient to analyze progress made towards more inclusion and access by special populations in CTE opportunities as

part of the data discussion. A data team representative attends to clarify and answer questions as they arise. The intention is to help districts utilize their data in making programming decisions for CTE, which will include recruiting and retaining students included in special populations as identified in Perkins V.

The WDE-CTE team is currently working with the Open Range (OER) developer to create two-hour (2-hour) courses using a learning management system on a variety of topics. The courses that are being created are using content area specialists for each special population identified in Perkins V. The courses, Special Populations on Target (SPOT), are a new concept that draws from across the WDE divisions including the specialists in Native American studies, English Language Learners, McKinney Vento, and Special Education. Agencies also involved in providing content expertise are Wyoming Department of Workforce Services, Wyoming Department of Family Services, and Vocational Rehabilitation. Additionally, The Warren Air Force Base Family and School Liaison and an At-risk Coordinator from a local school district are participating. The SPOT trainings will use a variety of formats within the two-hour (2-hour) format and be released in the spring of 2020. Educators will be able to watch the recorded trainings on their own terms and after completing four (4) of the two-hour (2-hour) sessions will be able to earn professional development continuing education units from the Wyoming Professional Teaching Standards Board.

The WDE-CTE team is currently working with a contractor to develop training for Para educators who are commonly assigned to work with students who have special needs in the workplace setting. While attending the Week of Academic Vision and

Excellence (WAVE) conference and presenting the new Perkins V legislation with parents, students with special needs and special education educators there was a need identified regarding Para educators who accompany students with special needs to the workplace. The training that is being developed will work with Para educators on job coaching skills and strategies to help students with special needs to be more successful in the workplace, to experience greater job satisfaction and increase the likelihood for successful employment following graduation. Additional resources are being created with the help of the Open Range developer and Wyoming Vocational Rehabilitation Counselors presenting ideas of how to help students with special needs transition into the workplace successfully.

The WDE is working to create a CTE guide of approved programs of study (including career exploration, work-based learning opportunities, dual and concurrent enrollment program opportunities) and guidance and advisement resources, available to students, parents, representatives of secondary and postsecondary education and special populations in a language easily understood by all stakeholders when the programs of study that have been approved and will be funded are identified through the comprehensive local needs assessments.

The WDE-CTE team is working with educators, U.S. Department of Labor, Wyoming Workforce Services, business, and industry partners to set standards for fair access to quality work-based learning experiences for all student learners including the specific groups required under the federal Workplace Innovation and Opportunity Act. This includes promoting quality work-based learning opportunities which are developmentally appropriate, exploring multiple aspects of an industry and complying with state and federal labor laws.

Additionally, the WDE is collaborating with the Wyoming Department of Workforce Services to fund a two-year project using a platform provided by Roadtrip Nation. This project will provide educators, counselors, parents and students with student generated videos of career programs of study in Wyoming. The videos will be easily accessible in short segments. In addition to the structured interviews done by students, crowd sourcing will be used to provide increased and varied media. Deliberate care is being taken to include special populations and diversity, making it more attractive to multiple stakeholders and consumers of the content.

In an effort to assure equal access to approved CTE programs of study and activities funded by Perkins V, the WDE will work with organizations and state agencies that serve special populations to identify needs and opportunities for collaboration. The WDE's program strategies for recruiting, meeting the needs of and retaining special populations encourages recipients to use Perkins funding to provide services deemed necessary for special population students to participate and succeed in approved programs of study and achieve academically.

The local application process includes a self-assessment for disability, economically disadvantaged, English learners, and individuals entering nontraditional fields and single parents or single pregnant mothers. Each LEA is asked to complete at least one self-assessment each year to be submitted with their local application. As local recipients complete the assessment they are able to identify opportunities to improve CTE program design to meet adjusted levels of performance and to enhance access for special population students. WDE will review the self-assessment, and local data relative to the statewide secondary and postsecondary performance indicators in order to provide targeted assistance. The technical assistance will be targeted to

help eligible recipients recognize specific categories within special populations as areas of needed focus and assistance so students can meet the state-adjusted levels of performance and prepare for further education or training for employment.

The WDE-CTE team will assist local recipients serving special needs populations by providing career guidance and counseling services to assist the student to successfully enroll in and complete their program of study or CTE courses. Perkins recipients may provide academic counseling services ensuring that students enrolled in CTE courses achieve academic success, tutoring, work-based learning activities and employment services and counseling to facilitate the transition between technical education and employment as well as services in preparation for nontraditional career opportunities.

Grant recipients will be asked to set local targets for each measure demonstrating growth. Recipients will need to have a clear plan of continuous performance improvement strategies for all measures and how the funds they receive are used to address those performance strategies. Secondary recipients are required to address how members of special populations will be provided with equal access to activities and support to achieve success. WDE will provide technical assistance to assure that individuals who are members of special populations will be provided equal access to activities, be provided with appropriate accommodations, and not be discriminated against. The WDE will also assure that individuals who are members of special populations will be provided with instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. The CTE team will provide

technical assistance to and monitoring of recipients, who are identified using a risk assessment model.

The WDE adheres to federal and state procedural guidelines that are designed to protect and safeguard legal rights. This adherence reinforces the requirements of Perkins V that all students have equal opportunities to receive publicly funded services. Special population students will not experience discrimination based on their status and will be provided with appropriate accommodations to promote parity in success.

The Wyoming State Board of Vocational Education (WSB-VE), as a recipient of federal educational funding, is required by the United States Department of Education, to conduct Civil Rights methods of administration (MOA) monitoring of recipients receiving any form of federal funds and offering CTE programs. The Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap (34 C.F.R. Part 100, Appendix B), referred to as “The Guidelines,” require each state education agency to adopt a compliance program to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex, or handicap by its local education agencies (LEAS) as reflected in the following federal Civil Rights statutes:

1. United States Department of Education:
  - A. Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106
  - B. Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100
  - C. Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104
  - D. Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines), 34 CFR Part 100 Appendix B

2. United States Department of Justice:

A. Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35

## **INSTRUCTORS, ADMINISTRATORS AND OTHER CTE PROFESSIONALS**

The WDE will provide support for state leadership activities in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations. The strategies used to accomplish this will be varied and directed at different groups of secondary and postsecondary educators in order to provide a strong foundation of support for students and educators.

Professional development will include working in partnership with the Wyoming Association of Career and Technical Education (WACTE) to provide research based instructional materials, quality workshops, speakers and best practices for all CTE content areas each year at the annual summer conference. Professional development grants will also be used for educators seeking to attend events sponsored by the Association of Career and Technical Education (ACTE).

In addition to financial support the WDE-CTE State Director serves as an ex-officio member of the WACTE state board of directors in order to offer support and assistance as needed and to maintain excellent communication between the WDE-CTE team and the state's largest CTE professional organization.

The WDE-CTE team will be providing funding for externships for CTE teachers throughout Wyoming. Full-time CTE teachers at the secondary and postsecondary level will be asked to work in industry a minimum of 37 hours every five (5) years. The externship hours can be distributed over five (5) years to fit the CTE instructor's schedule but must show annual progress toward

meeting the five-year (5-year) goal. The externships will be done in an industry sector that is related to the teacher's content area. The teacher will receive a stipend of \$35.00 an hour less any amount the employer pays the teacher. Teachers may include community service in their content area, job shadows, and industry orientation and safety hours to meet their required externship hours. The teacher may not use self-employment or a school-based enterprise to meet the 37 hours. Upon completion of documentation teachers will also be able to earn continuing education units for recertification as set forth by the Wyoming Professional Teaching Standards Board. Each hour of externship will be valued with one point for the required annual professional development. The intent of the externship is to build relationships between educators and industry that will benefit student learning in the classroom; keep the educator current in their content area; and to expose the teacher to new techniques, procedures, skills and equipment being used in the industry.

The WDE-CTE team will provide an annual list of professional development opportunities that are weighted to align with the goals of Perkins V. The list includes a category of "other" that can be used for any professional development opportunity not listed. A rubric (Attachment 8) has been created that will allow districts and teachers to calculate the number of points for any professional development opportunity not included on the provided list. Each CTE teacher will be able to select the professional development opportunities that fit best with their district or school priorities, schedule, and interests. Each CTE teacher will complete the form annually of the professional development that they have attended which will be filed with the district or community college application for the upcoming grant year. Each secondary full-time CTE teacher will need to earn 38 professional development points over a five-year period and make progress

toward that goal each year in order to maintain the designation of a quality CTE program. Each postsecondary program funded with Perkins will be required to have a full-time CTE faculty member earn 15 professional development/externship points each year. Faculty who is required to maintain a professional license for employment will be able to use the continuing education required for their licensure to meet the requirement of annual professional development. The list of professional development opportunities will be published annually. (Attachment 4)

If a full-time CTE teacher in a Perkins funded program anticipates for any reason that they will not be able to make annual progress toward a 75-hour professional development/externship over a five-year (5-year) period they will need to submit a letter to the Wyoming Dept. of Education CTE Director explaining their inability to make annual progress toward 75 hours of professional development/externship over a 5-year period. The CTE State director will work with the CTE teacher to consider opportunities to assist the teacher in being able to make annual progress toward 75 hours of professional development/externship over a five-year (5-year) period. If the CTE State Director and the CTE teacher are unable to find a solution the teacher will have the opportunity to request being added to the agenda of the next regularly scheduled Perkins V State Advisory Council to request a hardship exemption.

The WDE-CTE team will provide competitive Professional Development grants of up to \$2,500.00 per recipient to attend professional development, which focuses on innovative and emerging technology that is aligned with their comprehensive local needs assessment. Preference will be given to educators attending professional development that aligns with the

priorities of Perkins V. The professional development grants will be announced in July of each year and awarded in September for the upcoming school year.

The WDE-CTE team is currently working with the Open Range (OER) developer to create multiple two-hour (2-hour) courses using a learning management system on a variety of topics. The courses that are being created are using content area specialists for each special population identified in Perkins V. The courses, Special Populations on Target (SPOT), are a new concept that draws from across the WDE divisions including the specialists in Native American studies, English Language Learners, McKinney Vento, and Special Education. Agencies also involved in providing content expertise are Wyoming Department of Workforce Services, Wyoming Department of Family Services, and Vocational Rehabilitation. Additionally, The Warren Air Force Base Family and School Liaison and an At-risk Coordinator from a local school district are participating. The SPOT trainings will use a variety of formats within the two-hour (2-hour) time frame and be released in the Spring of 2020. Educators will be able to watch the recorded trainings on their own terms and after completing four (4) of the two-hour (2-hour) sessions will be able to earn professional development in the form of continuing education units from the Wyoming Professional Teaching Standards Board.

The WDE-CTE team is currently working with a contractor to develop training for Para educators who are commonly assigned to work with students who have special needs in a workplace setting. While attending the Week of Academic Vision and Excellence (WAVE) conference and presenting the new Perkins V legislation with parents, students with special needs and special education educators, a need was identified regarding Para educators

who accompany students with special needs to the workplace. The training that is being developed will work with Para educators on job coaching skills and strategies to help students with special needs to be more successful in the workplace, to experience greater job satisfaction and increase the likelihood for successful employment following graduation. Additional resources are being created with the help of the Open Range developer and Wyoming Vocational Rehabilitation Counselors presenting ideas of how to help students with special needs transition into the workplace successfully. Additional professional development opportunities will be provided by the WDE-CTE team through presentations done in partnership with other divisions of WDE, state partners such as the Wyoming School Board Association, Wyoming Associations of Elementary and Middle School Principals, the Wyoming High School Principals Association, the Wyoming Community College Commission, the Mountain Plains Adult Education Association, Wyoming Arts Council, Wyoming After School Alliance, Wyoming School Counselors Association and other organizations as opportunities arise.

Data training will be offered each winter prior to the new grant application being released. We have held private two-hour (2-hour) meetings with each district and community college. The first hour is reviewing the data from the previous school year with their administrative staff and Perkins coordinators as well as anyone else they wish to attend. A data team representative attends to clarify and answer questions as they arise. The intention is to help districts utilize their data in making programming decisions for CTE. The second hour is spent answering questions regarding the comprehensive local needs assessment process and the new Perkins V application. STAR training is provided each June as well as individual monitoring and technical assistance as needed throughout the year.

The WDE is also providing career development facilitator training in an effort to meet a goal set by Wyoming Superintendent of Public Instruction, Jillian Balow, to have every school, K-12, in Wyoming have a person trained in career development facilitation. At the elementary level they will be working with educators to expose elementary students to the 16 career clusters. At the secondary level and postsecondary levels they will work with student learners in providing them with resources to plan programs of study and make postsecondary career plans. The WDE is currently using a contractor to provide this training. Two (2) CTE team members are currently in training to become trainers and will assume the responsibility of providing this training in order to achieve the superintendent's goal by the end of 2020. The training will continue annually as new staff is hired in local districts and those who have been trained leave local districts.

The WDE-CTE team hosted professional development for school counselors throughout Wyoming in grades 5-14 in October, 2019. The 1-day workshops were held in regional areas of Wyoming and were very well attended. Topics in October, 2019 included the new Hathaway Scholarship legislation resulting from Senate File 43, updates related to Perkins V, and the importance of SCED coding and programs of study as well as industry presentations by business and industry representatives and the local chamber of commerce. Future topics will address current needs based on the comprehensive local needs assessment and disaggregated data submitted annually by Perkins grant recipients.

The WDE is working with multiple partners to address the issue of the recruitment and retention of CTE teachers. The average age of the Wyoming CTE teacher is 54 years of age. There is a growing need each year for CTE teachers as educators leave the classroom due to a variety

of reasons with the largest being retirement. The WDE is represented on a legislative task force working with the University of Wyoming to create a degree program for CTE teachers. The task force is in its infancy and is exploring ways to recruit and train CTE teachers. A promising possibility is through legislation that was passed in 2018 allowing community colleges to provide bachelor of applied science degrees and a 3+1 concept. Under this proposed plan students would be able to complete three (3) years at a local community college and finish a bachelor's of applied science degree at the University of Wyoming in the College of Education. Wyoming currently uses professional and industry certification (PIC) permits to fill CTE educator vacancies in addition to the traditional licensing of CTE teachers.

The WDE is currently working with the Wyoming Professional Teaching Standards Board (PTSB) to create a stackable micro-credential to prepare teachers to teach computer science courses in order to meet the requirements of the Wyoming Legislature to be implemented by 2020. Another project that is being pursued is a joint effort to create a route to endorsement or micro-credential to prepare teachers to facilitate work co-op or work experience for graduation credit utilizing the Career Development Facilitator training.

The WDE-CTE team is developing a workshop that will be held in late summer or early fall of 2020 for newly hired CTE teachers. The training will include information on free resources, professional development opportunities, professional development grants, CTSO's, Perkins V, the state funding model for CTE and additional content as needs are identified.

## STATE-WIDE FUNDING

The criteria and process that WDE will approve eligible secondary and postsecondary recipients for funds under this Act will continue to use a web-based application via the Wyoming Grants Management System (GMS). Applications must meet all required criteria. Local applications and improvement plans (as applicable) are due by May 31st. All requested revisions and edits must be submitted no later than June 30th in order for spending authority to be granted as of July 1.

Data training will be offered each winter prior to the new grant application being released. We have held private two-hour (2-hour) meeting with each district and community college. The first hour is reviewing the data from the previous school year with their administrative staff and Perkins coordinators as well as anyone else they wish to attend. A data team representative attends to clarify and answer questions as they arise. The intention is to help districts utilize their data to inform their new plan and application. The second hour is spent answering questions regarding the comprehensive local needs assessment process and the new Perkins V application. Local recipients who have not met their performance targets within 90% will be required to submit an improvement plan. Technical assistance will be provided to local recipients who have not met local performance targets.

Each local recipient will also be required to complete and submit a biennial application, a comprehensive local needs assessment, and a budget in even numbered years. In the odd numbered years each local recipient will only need to submit an amendment, a new budget sheet

and the required annual documentation. Each local recipient will submit a grant application answering questions of how they will:

1. Promote academic achievement.
2. Promote skill attainment that leads to an industry recognized credential or recognized postsecondary credential.
3. Ensure professional development is provided to faculty and staff to ensure the implementation of high-quality CTE programs.
4. Employ faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) or other postsecondary accrediting agency and hold an appropriate, valid license or permit.
5. Collect data necessary for calculating progress for annual submission toward meeting Perkins V performance targets.

Each application will be reviewed by a Perkins educational consultant within the WDE to verify that the application is complete, the budget matches the comprehensive local needs assessment and that all elements required by Perkins V are addressed. The criteria for approval will be that the application must include:

1. A clear response to each question.
2. A coherent plan for implementing Perkins V within the community college or school district.
3. Size, scope and quality requirements are met.
4. Reasonable local targets have been set as a baseline for each performance assessment utilizing historical data when available.
5. A clear description of continuous performance strategies for all performance assessments.
6. A clear description of supports and services that will be provided to students in special populations to help them access and be successful in programs of study.
7. A detailed description of how funds will be used to address performance strategies.

Each eligible recipient that promotes academic achievement through a program of study must:

1. Secondary

- A. Include a minimum of three (3) rigorous courses that are progressive and sequential.
- B. Indicate two (2) concentrator courses in each program of study after which students will be assessed.
- C. Produce three (3) concentrators each year on a three-year (3-year) rolling average.
- D. Support statewide career and vocational education standards.
- E. Provide an opportunity for acceleration as evidenced by at least one (1) secondary/postsecondary credit transfer agreement (through dual or concurrent enrollment of academic core and/or career and technical education courses) or articulation agreement in place.
- F. Provide academic, technical standards and employability skills which are aligned to industry standards for their program of study.
- G. Provide an opportunity to earn an industry recognized credential.
- H. Provide an opportunity at the postsecondary level.
- I. Provide an opportunity for participation in work-based learning experiences.
- J. Connect to a CTSO that is co-curricular and led by a CTE teacher that meets the minimum licensure requirements as established by the Wyoming.
- K. Be taught by an instructor who holds an appropriate, valid license or permit from the Professional Teaching Standards Board (PTSB) for CTE.
- L. Be taught by an instructor who meets the requirement of 15 professional development points each year from which at least seven and one-half (7.5) must come from externship hours or has practical experiences gained through other professional development or business and industry interaction.
- M. Be identified as two (2) of the following three (3): high-demand, high-wage and or high-skill.
- N. Have an advisory council for each program of study or a representative of each program of study funded by Perkins V on a district wide advisory council that meets as least twice a year.
- O. Work toward closing student equity gaps in access and completion
- P. Work toward effectively using data to inform and improve student success
- Q. Provide equipment and technology that encourages student attainment of relevant, rigorous technical skills

#### 1. Postsecondary

- A. Include 12 credits within a career and technical education program or program of study; or the equivalent in total.
- B. Provide rigorous academics, technical standards and employability skills which are aligned to industry standards for their program of study.
- C. Provide an opportunity to earn an industry recognized credential, certificate and/or degree.

- D. Be identified as two (2) of the following three (3): high-demand, high-wage and or high-skill.
- E. Provide an opportunity for participation in work-based learning experiences.
- F. Conduct continued consultation. Each eligible recipient shall consult with stakeholders on an ongoing basis. This consultation shall involve a diverse body of stakeholder, as required in Perkins V.
- G. Work toward closing student equity gaps in access and completion.
- H. Work toward effectively using data to inform and improve student success.
- I. Provide Equipment and technology encourage student attainment of relevant, rigorous technical skills.
- J. Employ faculty that meets institutional credentialing.
- K. Be taught by an instructor who meets the requirement of 15 professional development points each year from which at least seven and one-half (7.5) must come from externship hours or has practical experiences gained through other professional development or business and industry interaction.

The funds received by the Wyoming State Board of Vocational Education through the allotment made under Section 111 of the Act will be distributed among CTE recipients at the secondary and postsecondary levels to effectively achieve the goals of Perkins V. The funding is split with 60% going to secondary recipients and 40% going to postsecondary recipients of the 70% that remains after the amounts allotted for a state reserve, state administration and state leadership. The 70% is distributed to secondary and college recipients through the application process. Up to fifteen percent (15%) will be used as a state reserve to fund programs of study in emerging technologies, support externships and for innovation grants. The reserve fund will be distributed through a competitive process, Cutting Edge grants. (Attachment 15) Districts will be encouraged to seek out new and emerging technologies, innovation and opportunities to address non-traditional programs of study as evidenced by their CLNA. Ten percent (10%) will fund state programs and leadership projects. The leadership funds will be spent in other items related to Leadership as allowable in Section 124 of Perkins V. No more than five percent 5% will fund

administration of the state plan. Wyoming awards funds through the application process to the Wyoming Correctional System, juvenile justice facilities and state institutions through a request for application process. These applications are submitted and a review team then scores the requests using a rubric. (Attachment 16)

The WDE will be requesting a waiver under Section 131 (c)(2) allowing a waiver of the application of paragraph (1) in any case in which the local educational agency is Section 131(c)(2)(A)(i) located in a rural, sparsely populated area and (B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part. School districts will have the flexibility to enter into voluntary consortiums within their community college service area or to apply individually. School district boundary changes in Wyoming likely will not occur. Boundaries are tied to geographic cities and counties. Wyoming does not have regional CTE schools. Wyoming does have secondary charter schools that may qualify for Perkins funding in the future. If a charter school becomes eligible for Perkins funds, Wyoming would adjust the distribution to provide funding allocations for them. Wyoming is not requesting a waiver for a more equitable distribution for secondary recipients. Wyoming is not requesting a waiver for a more equitable distribution for postsecondary recipients. Wyoming has most recently distributed funds with 60% going to secondary and 40% going to postsecondary. This split was used in Perkins IV due the limited number of postsecondary institutions, geographic distance, and the number of secondary students who are accessing CTE coursework at the postsecondary level while still enrolled in high school Wyoming has deemed it more equitable to use this split.

The Wyoming Department of Education (WDE) plans to take advantage of the Perkins V maintenance of effort provision which allows a reset for fiscal year 2020 to 95% of the level of effort maintained during fiscal year 2019. The WDE reported maintenance of effort of \$417,682 for state fiscal year 2019. The estimated level of effort through 6/30/2020 is \$396,798.00. The WDE will report the actual level of effort achieved on the next scheduled CAR report at the end of 2020. For the upcoming program year, WDE will provide the specific dollar allocations for CTE programs of study under Section 132(a) of the Act. (Attachment 5). For the upcoming program year, WDE will provide the specific dollar allocations for CTE programs of study under Section 131(a)-(e) of the Act. (Attachment 6)

The Wyoming State Perkins V Advisory Council has identified that the indicator of secondary CTE program quality will be the percentage of concentrators graduating from high school having attained a recognized postsecondary credential. Recognized postsecondary credentials include industry recognized credentials, certificates, or associate degrees. The State determined levels of performance (Attachment 7) were set by the Wyoming State Perkins V Advisory Council after reviewing the available data for the last three (3) years and taking into consideration changes being made in Perkins V. The State determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other federal and state laws. The WDE conducted a gap analysis using a format that reviewed the Wyoming ESSA plan, IDEA, and WIOA. No changes were made following the 60-day public comment period. Following are the State determined levels of performance that meet each of the statutory requirements:

Performance Indicator	Performance Target
1S1	96%
2S1	51%
2S2	46%
2S3	50%
3S1	94%
4S1	22%
5S1	14%
1P1	83%
2P1	100%
3P1	17%

The state determined levels of performance were published for a 60-day comment period beginning September 9, 2019 through November 8, 2019 to allow stakeholders the opportunity to provide written comment. (Attachment 2) WDE released a Superintendent's Memo to each District Superintendent and to a list of over 2,300 recipients. In addition, a state-wide news release was sent to 2,350 people. Public comment was also sought through social media on the WDE and State Board of Education Twitter feeds and Facebook pages. All of the comments were reviewed and considered for incorporation into the Wyoming Perkins V plan where appropriate and feasible.

The WDE will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years at the winter training with Perkins administrators. A data dashboard will be provided for each recipient and reviewed with a Perkins consultant. Recipients will show continuous improvement in academic achievement and technical skill attainment by meeting their performance targets as set for each indicator. Any indicator of performance that does not meet a 90% threshold will require submission of a performance improvement plan for those indicators. Recipients will be held accountable for carrying out the submitted performance improvement plan. Technical assistance and monthly monitoring will be provided for local recipients who have not met the performance threshold during the first and second year of the performance improvement year. If the performance indicator is not met in the third year the local recipient may not be eligible for Perkins funding in that year. Recipients who were not eligible for funds in the third year may reapply for Perkins V funding in the fourth year, with the submission of an application that includes a viable plan of corrective action.

## DATA DRIVEN DECISION MAKING

The WDE is working diligently to provide data back to each Perkins recipient that reflects progress made towards assessment targets, participation in CTE course and programs of study as well as participation by member of special populations. With the new emphasis on programs of study being directly linked to the comprehensive local needs assessment, data will play an ever increasing role in CTE.

The WDE-CTE team has provided a JobsEQ site license to every community college service area for use by the community college and local school districts to provide labor trend data in their community, county and state with an additional 75-mile perimeter. The 75-mile perimeter is to allow for employment opportunities that are a commutable distance from the community. The comprehensive local needs assessment is required to take into consideration local economic and educational needs, of high-demand industry sectors and occupations.

Data training will be offered each winter prior to the new grant application being released. We held private two- hour (2-hour) meetings with each district and community college. The first hour is reviewing the data from the previous school year with their administrative staff and Perkins coordinators as well as anyone else they wish to attend. A gap analysis has been done for each grant recipient to analyze progress made towards more inclusion and access by special populations in CTE opportunities as part of the data discussion. A data team representative attends to clarify and answer questions as they arise. The intention is to help districts utilize their

data in making programming decisions for CTE which will include recruiting and retaining students included in special populations as identified in Perkins V.

An annual meeting is held each fall with the state advisors of the CTSO's funded by the WDE. Beginning in the fall of 2020 there will be a data session helping them to analyze the state data on CTSO student participation broken out by special population group. Information will be presented on increasing access and equity in the CTSO experiences as is identified by their data results.

Recipient's will show continuous improvement in academic achievement and technical skill attainment by meeting their performance targets as individually negotiated and set for each indicator. Any indicator of performance that does not meet a 90% threshold will require submission of a performance improvement plan for those indicators. Recipients will be held accountable for carrying out the submitted performance improvement plan. Technical assistance and monthly monitoring will be provided for local recipients who have not met the performance threshold for two years. If the performance indicator is not met in the third year the local recipient may not be eligible for Perkins funding in that year. Recipients who were not eligible for funds in the third year may reapply for Perkins V funding in the fourth year, with the submission of an application that includes a viable plan of corrective action.

ATTACHMENT 1

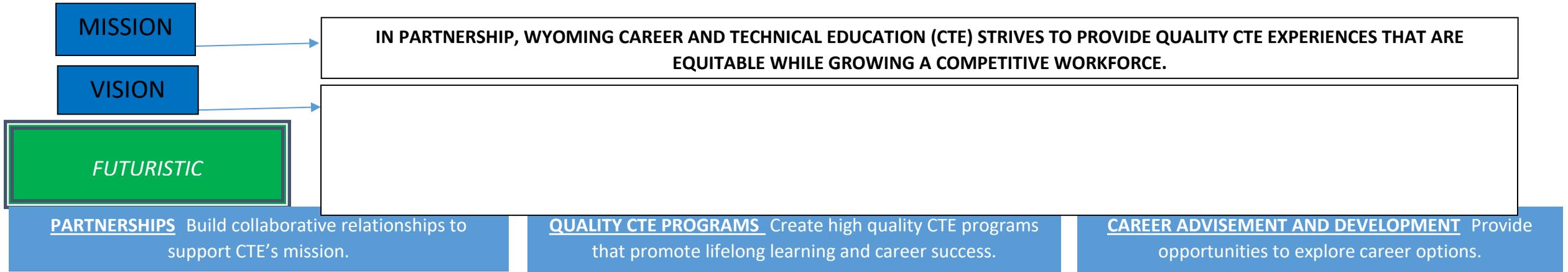
<b>Advisory Council Member</b>	<b>Region</b>	<b>Representing</b>
Dr. Ben Moritz	SE	Wyoming Community College Commission
Cindy Delancey	SE	Wyoming Business Alliance
Shawn Reese	SE	Wyoming Business Council
Pat Joyce	SE	Wyoming Mining Association
Laurie Knowlton	SE	Wyoming Dept. of Workforce Services
Stephanie Meisner-Maggard	SE	Cheyenne Greater Chamber of Commerce/Regional Talent Pipeline
Brendan O'Connor	SE	Professional Teaching Standards Board
Kimberly Russell	SE	Eastern WY Community College
Katie Lergerski	SE	Wyoming Contractors Association
Curtis Biggs	SE	University of Wyoming
Richard Cisneros, Jr.	NE	HVACE Contractor/Local Advisory Board Member
Jed Jensen	NE	Sheridan College
Bill Lambert	NE	WY State Board of Vocational Education
Bruce Thoren	Central	Supt. Of Fremont County School District #24
Patrick Moss	Central	Northern Arapaho Tribe
Nicole Carr	Central	Special Education Teacher
Rob Hill	Central	Tech Ed Teacher/Immediate past pres. Of WY Assoc. of CTE Teachers
Wyatt Agar	NW	Wy State Legislator
Grace Godfrey	NW	Ag Teacher/CTSO Advisor
Dan Selleroli	SW	Parent of child with Special Needs
Carla Hester-Croft	SW	Computer Science Instructor

ATTACHMENT 2

NAME	CITY	COMMENT
Ron Estes	Casper	These targets are set way too high and will not be attainable. This will cost districts funding and potentially the Perkins grant funding. Please take a look and be more realistic with targets.
Tracy de Ryk	Wheatland	<p>The goal of 96% for the 4 year on-time graduation rate (1S1) for concentrators doesn't make sense to me. This would be a minimum of 24 out of 25 concentrators graduating on time. If you don't have at least this many concentrators in your school, and you have even 1 student not make it, you have 0% chance of making this goal. It would be helpful to have a definition attached to the information as to what counts as "Postsecondary Placement" for (3S1). The postsecondary placement goal is similar to the on-time graduation goal for attainability. You would need at least 17 out of 18 concentrators qualify in order to meet this goal. Again, small schools may not have enough students to give them a chance at making this attainable. (2S1, 2S2, 2S3) Why is it proposed that we base our CTE proficiency and Perkins Funding on WYTOPP scores when that is not the focus of our teaching in CTE? I agree we should support the core classes, and apply learning from core classes, but why are CTE programs being judged on Reading, Math and Science WYTOPP scores? Are we also tying the WYTOPP scores to preparing students for high demand, high need, high training jobs? Are the core classes judged on how well students apply CTE concepts? It is concerning that students can be considered concentrators after only taking a 2-course sequence. Normally, this probably isn't enough coursework to prove proficiency, but if we are using the WYTOPP scores for proficiency, and not testing their CTE knowledge, it's a moot point. This isn't on your survey, but it is disappointing that the NOCTI tests are being phased out, as our teachers were using the NOCTI data to improve their course content. In speaking with someone at the WDE about the NOCTI tests being phased out, it is my understanding there hasn't been any CTE content area-specific tests chosen to take.</p>

		(5S1) The WDE person suggested tests such as the HOSTA and OSHA 10 are options for testing. While these may be valuable tests, they don't give our teachers any feedback on the actual content or skill level proficiency of the courses they teach. Also, our district employees are not certified to teach these courses or give these tests, so testing will become more difficult than in years' past.
Julie Magee	Cheyenne	Comment/questions sent on behalf of the WDE Accountability work group: Recommend changing term "credit" to "course" because districts all have different methods for awarding credits. So instead of saying students need to complete "3 credits," say "3 courses." This came up multiple times during legislative discussion when they updated the Hathaway Success Curriculum requirements. Also, is a "program area" the same thing as a "program of study"? And is this meant to be the same thing as a pathway? Finally, in order to be a concentrator, does a student have to pass the two terminal courses within a program of study?
Mitch Craft	Sheridan	4S1 - Nontraditional program employment This indicator should be excluded from Wyoming's Perkins V plan. In essence, this indicator forces schools and staff such as CTE teachers, counselors, or principals to steer students toward areas that are not of interest to them. In order to achieve the target, staff will have to convince students to take nontraditional courses for the sole reason of meeting the target. The very essence of CTE is to allow students to follow their interests and passions in disciplines with clear career paths. Schools and counselors should spend time helping students identify interests, set goals, and succeed in school, not trying to place "female students in auto technology, male students in health occupations, etc."

## WDE CTE STRATEGIC PLAN 2019-2022 August 2019



**STRATEGIES**

- Participate with partners in an effort to share information and network.
- Use data received from Community College Commission, Workforce Services, and business and industry related to Wyoming’s workforce to provide quality student learner outcomes.
- Work with stakeholders to provide opportunities to student learners statewide.
- Communicate with law makers to reach other governmental agencies and constituents with information regarding CTE.

**KEY PERFORMANCE INDICATORS**

- Increase number of collaborative opportunities with internal and external partners.
- Majority of Perkins V Advisory Council members are business and industry representatives.
- Increase work-based learning opportunities for students.

**STRATEGIES**

- Programs are taught by CTE certified or Professional Teaching Standards Board (PTSB) recognized credentialed instructors.
- Programs align to the Local Needs Assessment.
- Career Technical Student Organizations are co-curricular.
- Programs of study aligned to academic and industry standards.
- Work-based learning opportunities incorporated.
- Equitable learning opportunities for all student learners.
- Advisory Council meets biannually at a minimum.

**KEY PERFORMANCE INDICATORS**

- Provide continuous opportunities for professional development.
- Increase CTE participants.
- Increase concentrators that lead to industry recognized certifications.
- Assure community data is reflected in the Local Needs Assessment.
- Increase dual/concurrent enrollment.

**STRATEGIES**

- Develop career exploration in Grades 5-8.
- Provide career preparation and training in Grades 9-14.
- Provide applicable workforce data.
- Provide Career Facilitator Development training statewide.
- Leverage resources to market CTE in an effort to grow and diversify the Wyoming workforce.
- Provide professional development opportunities for administrators, guidance counselors and educators.
- Provide guidance on work-based learning.

**KEY PERFORMANCE INDICATORS**

- At least one K-12 educator, per school, trained as a career development facilitator.
- WDE staff trained in the “train the trainer” model to provide Career Development Facilitator training.
- Increase public awareness through print and social media.
- Increase career exploration in grades 5 & 6.
- Create work-based learning guide.

## PROFESSIONAL DEVELOPMENT FOR CAREER & TECHNICAL EDUCATION (CTE) TEACHERS

Full-time teachers who work in programs of study that are eligible for Perkins V funding at the secondary or post-secondary level will need to **accumulate a minimum of 15 points of professional development/externship each year with the goal of accumulating 75 points of professional development/ externship between July 1, 2020 and June 30, 2025. A minimum of 37 points must be earned through externships** to be considered a high quality CTE program.

**CTE Instructor Name:** \_\_\_\_\_

**District:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Program:** \_\_\_\_\_

_____ Wave Conference	5 points
_____ INNOVATIONS Conference	5 points
_____ Native American Conference	5 points
_____ ACTE Best Practices & Innovations	5 points
_____ National Career Pathways Network	5 points
_____ SPOT Training	5 points/topic
_____ Sector Connector	5 points
_____ ACTE Region V	10 points
_____ Content Area Training	10 points
_____ CTSO National training	10 points
_____ Plan A State Training	10 points
_____ ACTE Vision	15 points
_____ WY ACTE Conference	15 points
_____ Career Development Facilitator	20 points
_____ Other (Please include agenda and completed Professional Development Rubric)	
_____ Professional Development Subtotal	
_____ <b>Externship hours completed</b>	

- **1 hour =1 point of professional development**
- **To receive stipend please complete the Externship Invoice and submit to WDE % Dr. Michelle Aldrich 122 W. 25<sup>th</sup> Street E200 Cheyenne, WY 82002**
- **To receive PTSB CEU's for externship please complete Externship Summary and submit to PTSB 1920 Thomes Ste. #100 Cheyenne, WY 82002**

\_\_\_\_\_ Total points earned for current year



## ATTACHMENT 5

LEA #	School District	2020-2021 Allocated Total	
101000	Albany 1	\$104,771.02	
201000	Big Horn 1	\$15,935.96	
202000	Big Horn 2	\$20,173.47	
203000	Big Horn 3	\$16,055.34	
204000	Big Horn 4	\$9,447.99	
301000	Campbell 1	\$198,388.59	
401000	Carbon 1	\$53,920.15	
402000	Carbon 2	\$0.00	
501000	Converse 1	\$39,841.17	
502000	Converse 2	\$17,578.45	
601000	Crook 1	\$27,942.07	
701000	Fremont 1	\$53,059.94	
702000	Fremont 2	\$0.00	
706000	Fremont 6	\$15,540.78	
714000	Fremont 14	\$0.00	
721000	Fremont 21	\$0.00	
724000	Fremont 24	\$8,349.15	
725000	Fremont 25	\$110,601.42	
738000	Fremont 38	\$0.00	
801000	Goshen 1	\$52,719.36	
901000	Hot Springs 1	\$22,228.68	
1001000	Johnson 1	\$33,075.24	
1101000	Laramie 1	\$348,052.80	
1102000	Laramie 2	\$23,329.94	
1201000	Lincoln 1	\$9,884.41	
1202000	Lincoln 2	\$60,011.17	
1301000	Natrona 1	\$330,269.08	
1401000	Niobrara 1	\$8,595.48	
1501000	Park 1	\$46,648.45	
1506000	Park 6	\$54,745.37	
1516000	Park 16	\$0.00	
1601000	Platte 1	\$26,004.30	
1602000	Platte 2	\$7,930.65	
1701000	Sheridan 1	\$0.00	
1702000	Sheridan 2	\$91,387.40	
1703000	Sheridan 3	\$0.00	
1801000	Sublette 1	\$19,035.69	
1809000	Sublette 9	\$0.00	
1901000	Sweetwater 1	\$141,637.61	
1902000	Sweetwater 2	\$61,466.11	
2001000	Teton 1	\$50,437.81	
2101000	Uinta 1	\$74,565.50	
2104000	Uinta 4	\$12,563.22	
2106000	Uinta 6	\$0.00	
2201000	Washakie 1	\$36,415.76	

ATTACHMENT 5

2202000	Washakie 2	\$0.00	
2301000	Weston 1	\$23,102.47	
2307000	Weston 7	\$3,516.42	
	TOTAL	\$2,229,228.42	

ATTACHMENT 6

**B: Budget Form**

State Name: Wyoming \_\_\_\_\_

Fiscal Year (FY): 2020 \_\_\_\_\_

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	Not applicable	\$ 5,135,742.00
2	<b>State Administration</b>	%	\$ 256,787.10
3	<b>State Leadership</b>	7.7%	\$ 513,574.20
4	● Individuals in State Institutions	1.0%	\$ 102,714.84
4a	– Correctional Institutions	Not required	\$ 34,238.28
4b	– Juvenile Justice Facilities	Not required	\$ 34,238.28
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$ 34,238.28
5	● Nontraditional Training and Employment	Not applicable	\$ 60,000.00
6	● Special Populations Recruitment	0.1%	\$ 350,859.36
7	<b>Local Formula Distribution</b>	%	\$ 4,365,380.70
8	● Reserve	%	\$ 650,000.00
9	– Secondary Recipients	%	\$ 0
10	– Postsecondary Recipients	%	\$ 0
11	● Allocation to Eligible Recipients	85%	\$ 3,715,380.70
12	– Secondary Recipients	60%	\$ 2,229,228.42
13	– Postsecondary Recipients	40%	\$ 1,486,152.28
14	<b>State Match (<i>from non-federal funds</i>)</b>	Not applicable	\$ 417,681.78

ATTACHMENT 7

Code	Indicator	Enrolled or Exit Cohort	Numerator	Denominator
1S1	Four-year Graduation cohort rate	Exited Students	The number of CTE concentrators who graduated from high school in the year prior to the reporting year, as measured by the four-year adjusted graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	Number of CTE concentrators who, in the year prior to the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2) of ESSA.
2S1	Academic Proficiency in Reading/Language Arts	Active/Enrolled	Number of students who were CTE concentrators in the reporting year and who have achieved reading/language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.	Number of students who were CTE concentrators in the reporting year and who have been assessed on reading/language arts on the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
2S2	Academic Proficiency in Math	Active/Enrolled	Number of students who were CTE concentrators in the reporting year and who have achieved math proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.	Number of students who were CTE concentrators in the reporting year and who have been assessed on math on the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
2S3	Academic Proficiency in Science	Active/Enrolled	Number of students who were CTE concentrators in the reporting year and who have achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.	Number of students who were CTE concentrators in the reporting year and who have been assessed on science on the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
3S1	Post-Program Placement	Exiting Students	The number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education, advanced training, military service, a service program that receives assistance under title 1 of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	The number of CTE concentrators who left secondary education during the prior reporting year and completed a follow-up survey.
4S1	Nontraditional Program Concentration	Active/Enrolled	Number of CTE concentrators, during the reporting year, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to non-traditional fields.	Number of CTE concentrators in a CTE program or program of study, that leads to non-traditional fields, during the reporting year.
5S1	Recognized Postsecondary Credential	Exited Students	Number of CTE concentrators who graduated from high school having attained an industry recognized credential by graduation. Lagged one year from the current reporting year.	Number of CTE concentrators who graduated from high school. Lagged one year from the current reporting year.
1P1	Postsecondary Retention and Placement	Exited Students	The number of CTE concentrators who, during the second quarter after program completion, remain in postsecondary education, are in advanced training, military service, a service program that receives assistance under title 1 of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	Number of CTE concentrators who completed their program in the prior reporting year and completed a follow-up survey.

2P1	Earned Postsecondary Credential	Exited Students (also potentially Active/Enrolled students if they continue with education after program completion)	Number of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	Number of CTE concentrators who completed a postsecondary program in the prior reporting year.
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3P1	Nontraditional Program Concentration	Active/Enrolled	Number of CTE concentrators, during the reporting year, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to non-traditional fields.	Number of CTE concentrators in a CTE program or programs of study, that leads to non-traditional fields, during the reporting year.
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ATTACHMENT 8:PROFESSIONAL DEVELOPMENT RUBRIC						
CATEGORY	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT	0 POINT
Connection to Content Area	100% of this is related to the subject I teach	80% of this is related to the subject I teach	60% of this is related to the subject I teach	50% of this is related to the subject I teach	25%- 50% of this is related to the subject I teach	No connection to the subject I teach
Connection to Business & Industry	Industry training or provided	80% provided by industry	60% provided by industry	50% provided by industry	Industry involved minimally	No industry involvement
Connection to Perkins Priorities	100% of this is related to Perkins priorities*	80% of this is related to Perkins priorities*	60% of this is related to Perkins priorities*	50% of this is related to Perkins priorities*	Less than 50% of this is related to Perkins priorities*	No connection to Perkins priorities*
Duration of Training	➤ 16 hours	12 to 16 hours	8 to 12 hours	4 to 8 hours	2 to 4 hours	< than 2 hours
COLUMN TOTAL						
TOTAL POINTS						

\*Perkins priorities: Career advisement and development; special populations

ATTACHMENT 9 PERKINS V PLAN COMMENTS AND RESPONSES

Timestamp	Email Address	Name (First and Last)	Town of Residence	My Comment is
12/2/2019 15:32:32	jbuchhammer@ccsd1.org	Janet Buchhammer	Douglas	This plan looks very good! However, please consider removing the term "guidance" from school counselor. That term is outdated and some counselors consider it to be offensive. Also, just a note that our elementary counselors tried to get into the Facilitator training this year and were unable as it filled up so quickly. I hope another training will be opened soon! Thank you!
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Thu, Mar 5, 2020 at 8:19 PM  Subject: Response to Proposed Perkins V State Plan  To: Janet Buchhammer &lt;jbuchhammer@ccsd1.org&gt;</p> <p>Hi Janet----</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:  Thank you. Please know that we were unaware that the term school guidance counselor is no longer used. It was not our intention to offend anyone. We appreciate you bringing that to our attention. Two additional sessions of the Career Development Facilitator training are running this spring. One began on February 10th and one will begin on March 10th. We plan to offer additional courses this summer and fall.</p> <p>Change:  The term "guidance" was removed from every reference to school counselors in the plan.</p>				

<p>12/2/2019 15:52:05</p>	<p>mrose@bgh3.k12.wy.us</p>	<p>Mark Rose</p>	<p>Greybull</p>	<p>the process to apply fpr Perkins funding is becoming cumbersome and quite difficult to manage...</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Thu, Mar 5, 2020 at 8:34 PM  Subject: Response to Proposed Perkins V State Plan  To: Mark Rose &lt;mrose@bgh3.k12.wy.us&gt;</p> <p>Hi Mark----</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:  We understand that Perkins V seems cumbersome. In an effort to make the Perkins V process more streamlined we will be using a biennial application that will only need to be submitted every two years (in the even years). In the odd years there will only need to be an amendment and a new budget page submitted with required documentation. We also are allowing smaller districts to form consortiums in order to share the application and reporting process. In addition, we held individual district meetings to walk through the new application and will be offering additional training and support for districts at the STARS conference and in August. We will continue to work to streamline the process and reduce the burden to districts while still meeting our federal requirements and the goals of the funding.</p> <p>Change:  The implementation of a biennial application for all subrecipients due in the even years beginning in 2020. In the odd years only an amendment and a budget sheet with required documentation will be required for submission. Subrecipients may also choose to form consortiums to apply for funding thus sharing the application and reporting process.</p>				

<p>12/2/2019 15:58:25</p>	<p>pkilbride@sheridan.k12.wy.us</p>	<p>Pete Kilbride</p>	<p>Dayton</p>	<p>While I appreciate the federal funding for Perkins, I can tell you that there are many districts very frustrated by the requirements that are in place to receive the funds. For us in a small district, the amount of work involved to receive the funding is burdensome on our current staff, as we do not have a dedicated 'grants' person on staff, so it's being done by members from central office and a shop teacher. In an 'unofficial' survey at WSBA, it was asked how many districts were considering not accepting Perkins funds in the future. 22 districts, by a show of hands, responded they were considering this. I hope the process can become less cumbersome, as the legislature has made it clear they want to see more CTE course offerings, and in tight budget times, the Perkins \$ will be helpful in making the courses more likely to be offered.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Thu, Mar 5, 2020 at 8:46 PM  Subject: Response to Proposed Perkins V State Plan  To: Pete Kilbride &lt;pkilbride@sheridan.k12.wy.us&gt;</p> <p>Hi Pete----</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:</p> <p>We understand that Perkins V seems cumbersome. In an effort to make the Perkins V process more streamlined we will be using a biennial application that will only need to be submitted every two years (in the even years). In the odd years there will only need to be an amendment and a new budget page submitted with required documentation. We also are allowing smaller districts to form consortiums in order to share the application and reporting process. In addition, we held individual district meetings to walk through the new application and will be offering additional training and support for districts at the STARS conference and in August. We will continue to work to streamline the process and reduce the burden to districts while still meeting our federal requirements and the goals of the funding.</p> <p>Letters of intent were sent out last week to school districts and community colleges to gauge participation in Perkins V funding. We understand tht every district will need to weigh the benefit and the cost of applying for Perkins V funds. While we are hopeful that all will apply for this funding stream we also know that historically we have about 83% (40) of districts apply.</p>				

	<p>Change: The implementation of a biennial application for all subrecipients due in the even years beginning in 2020. In the odd years only an amendment and a budget sheet with required documentation will be required for submission. Subrecipients may also choose to form consortiums to apply for funding thus sharing the application and reporting process.</p>			
<p>12/3/2019 10:50:03</p>	<p>ashotts@park6.org</p>	<p>Alan Shotts</p>	<p>Cody</p>	<p>First, it would be very useful to know what WDE is using for the definition of the Performance Indicators. Without that information I can only guess that the targets are set unreasonably high.</p> <p>Second, looking at the schools that are already opting out of Perkins and adding the new reporting requirements, it looks like the students that might need CTE the most in the state are being excluded from Perkins funding due to the reporting requirements. Is there any thought being made for some kind of waiver process on some of the requirements for small schools?</p> <p>Third, while I'm totally in favor of having a career development facilitator in every school, what incentive is there for the district and the individual? Is there any financial benefit to the district and individual, or is this just another unfunded mandate? If there is no incentive for the district, there will be none for the individual.</p> <p>Forth, there are several of the secondary requirements based on post secondary participation. Not all community colleges offer the same programs, or have the same motivation to participate. If our CC doesn't offer programs to match our Programs of Study, what are our options. Just because the Needs Assessment indicates a program is needed, that doesn't mean our college is obligated to provide the post secondary part of the program of study.</p> <p>Fifth, the Non-traditional fields indicator is either completely out of the school's control or they are trying to force students into programs the student doesn't want. If the needs assessment indicates that is a needed career field, then we need to let the market drive the process, not some artificial need to balance genders.</p>

From: Michelle Aldrich <michelle.aldrich@wyo.gov>  
Date: Sat, Mar 7, 2020 at 3:59 PM  
Subject: Response to Proposed Perkins V State Plan  
To: Alan Shotts <ashotts@park6.org>

Hi Alan---

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

The Perkins V Advisory Council used the last three years of data to set the performance assessment targets for 2020-2021. All of these are set at the three year average or lower with the exception of one at the postsecondary level that was increased to 100%. These performance assessment targets are only based on CTE concentrators. These received public comment for 60 days beginning September 16th on Superintendent's Memo 2019-103. This memo is archived on the Wyoming Department of Education website and has the definitions for each indicator attached as well.

We understand the concern of smaller schools regarding programs qualifying for Perkins funding. The three criteria include high demand, high skills, and high wage. Using the definitions set by the Perkins V State Advisory Council and with small changes in some curricular content areas we believe that a minimal number of programs will be impacted. The definition for high demand is any sector that is showing future growth. For this criteria we are looking at your community college service area plus a 75 mile perimeter as well as the state of Wyoming with a 75 mile perimeter. The 75 mile perimeter is because that is the furthest that most people are willing to commute one way for a job according to the US Department of Labor. This additional 75 mile perimeter to our state borders takes us into Utah, Colorado, Montana, South Dakota, and Nebraska. When we use these parameters we find that every industry in Wyoming shows growth except for Government. Consequently, every program will meet the high definition criteria in this two year application cycle so programs in effect will only need to meet one criteria of either high wage or high skill.

The Career Development Facilitator training is excellent and comprehensive training that is being offered to help districts meet a goal set forth by Superintendent Balow that every school, K-12, have someone trained in career development facilitation. Hopefully the individuals who are trained will be able to utilize their knowledge with the students they work with. This is not a mandate only a goal and is an allowable expense as professional development under Perkins as well.

	<p>The postsecondary requirements are not limited to your community college service area. These could include dual or concurrent enrollment credit opportunities from any college or community college. The requirement that it aligns with postsecondary opportunities again can be at any college such as culinary at Johnson &amp; Wales or Escoffier---we just want to make sure that students are dead ended in a program of study and that there are lots of on and off ramps.</p> <p>The non-traditional fields indicator is definitely one that can be challenging. This is a requirement by our federal partners and the intention is never to direct a student to a pathway or program of study to meet our performance assessment targets and we would never ask you to do that. We do want to make sure that schools are letting students know about all opportunities and making accommodations if a student wants to participate in a nontraditional program of study for their gender---such as making sure that if we have young me that want to participate in a certified nursing program that we have large and extra large disposable gloves available not only small and medium.</p> <p>We have been working with CTE teachers since last spring to suggest ways that they might refocus or modify their courses in order to be able to obtain Perkins funding. An example is changing the focus of a Culinary Arts Program of Study from food service to nutrition and dietetics or even to food service management which in many cases may be simply adding a nutrition course or emphasizing the nutrition chapters in their existing curriculum.</p> <p>I am not sure how Perkins V would affect concurrent abilities or flexible scheduling. Please let me know what your thoughts are behind these two issues as it may be simply clarification. For instance, we had an agriculture teacher who thought he had to be able to offer concurrent enrollment in order to maintain Perkins funding when in fact there simply needs to be concurrent or dual enrollment offered to your students in any curricular area.</p> <p>Change: The implementation of a biennial application for all subrecipients due in the even years beginning in 2020. In the odd years only an amendment and a budget sheet with required documentation will be required for submission. Subrecipients may also choose to form consortiums to apply for funding thus sharing the application and reporting process.</p>			
12/3/2019 11:36:10	msandberg@rangers1.net	Merlyn	Kemmerer	<p>Perkins funds are crucial to CTE programs in small Wyoming schools. Sadly, some of us are being squeezed out of Perkins because of the overly burdensome requirements of Perkins V. For years the demands of compliance have shifted the cost-benefit ratio against us. Now Perkins V requirements have gone beyond achievability. CTE programs are vital to our rural areas, and Perkins funds are vital to those programs, but there are some demands we cannot meet.</p> <p>Unless there are changes, exceptions or exemptions, the state plan will take essential funding from small Wyoming CTE programs. For instance, some of us do not have the required career technical student organization, nor do we have the staff credentialing to</p>

				<p>establish one. That should not preclude access to critical Perkins funding to assist our CTE programs! A second instance is the onerous burden of the Local Needs Assessment. This effort is as great for a district receiving \$3,000 in funding as it is for a district receiving \$300,000, but the resources of the small district to accomplish this gargantuan task are much less!</p> <p>The purpose of Perkins V is to STRENGTHEN career and technical education, not to eliminate it from the very schools where it is severely needed—yet that is precisely what the implementation of Perkins V is doing.</p> <p>Please consider changes to the state plan which will make small school participation in Perkins V achievable.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Fri, Mar 6, 2020 at 12:05 PM  Subject: Response to Proposed Perkins V State Plan  To: &lt;msandberg@rangers1.net&gt;</p> <p>Hi Merlyn---</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:</p> <p>We understand that Perkins V seems cumbersome. In an effort to make the Perkins V process more streamlined we will be using a biennial application that will only need to be submitted every two years (in the even years). In the odd years there will only need to be an amendment and a new budget page submitted with required documentation. We also are allowing smaller districts to form consortiums in order to share the application and reporting process. In addition, we held individual district meetings to walk through the new application and will be offering additional training and support for districts at the STARS conference and in August. We will continue to work to streamline the process and reduce the burden to districts while still meeting our federal requirements (the comprehensive local needs assessment) and the goals of the funding.</p>				

	<p>If a district has a CTE certified or PIC certified teacher to teach a CTE course that person is also credentialed to serve as a career technical student organization (CTSO). Involvement in a CTSO is just one more opportunity to help students receive quality CTE educational opportunities. I would be more than happy to discuss how we might make this possible in your school setting.</p> <p>Change: The implementation of a biennial application for all subrecipients due in the even years beginning in 2020. In the odd years only an amendment and a budget sheet with required documentation will be required for submission. Subrecipients may also choose to form consortiums to apply for funding thus sharing the application and reporting process.</p>			
<p>12/4/2019 6:46:17</p>	<p>deschneaus@sw1.k12.wy.us</p>	<p>Steven Deschneau</p>	<p>Rock Springs</p>	<p>I Like the state plan. I think Wyoming should focus on career based programs. As this is what I teach. I see a problem. As do others. I hope people at the state recognize that there are not enough CTE teachers in Wyoming, not to mention the country. CTE-Industrial arts programs (education) are no longer offered the state of Wyoming. If Wyoming wants to educate and keep Wyoming natives. Brings back industrial arts at the universality level.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt; Date: Fri, Mar 6, 2020 at 7:22 AM Subject: Response to Proposed Perkins V State Plan To: &lt;deschneaus@sw1.k12.wy.us&gt;</p> <p>Hi Steve---</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response: Thanks you. We do recognize that there is a shortage of CTE trained teachers. The legislature also recognizes this and established a University of Wyoming Task Force in the spring of 2019 to study the possibility of bringing CTE degree programs back to the College of Education at the University of Wyoming. I have been serving on that task force and we currently have a proposal for a CTE degree program working its way through the University of Wyoming course approval process. This program will utilize the community colleges in helping to deliver the programs. It also has a mechanism for those wanting to transfer in or coming in from industry to teach CTE. I am hopeful that this will help to alleviate our struggle to find CTE teachers across Wyoming. In addition to this the University of</p>				

	<p>Wyoming did not end up closing the education program for instructional technology as they had originally planned. Rod Thompson of Casper is still working for the University of Wyoming in delivering that program at Casper College.</p> <p>Change: No change was made based on this comment.</p>			
<p>12/4/2019 9:55:59</p>	<p>tchaulk@rangers1.net</p>	<p>Teresa Chaulk</p>	<p>Kemmerer</p>	<p>The added documentation makes it extremely difficult to be in compliance. Lincoln 1 has considered opting out but are trying to stay diligent for the sake of our students. Perkins funds allows to keep safer, better, updated equipment in our programs. Please consider reducing the new documentation to a manageable level.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt; Date: Fri, Mar 6, 2020 at 7:51 AM Subject: Response to Proposed Perkins V State Plan To: &lt;Tchaulk@rangers1.net&gt;</p> <p>Hi Teresa----</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response: We understand that Perkins V seems cumbersome. In an effort to make the Perkins V process more streamlined we will be using a biennial application that will only need to be submitted every two years (in the even years). In the odd years there will only need to be an amendment and a new budget page submitted with required documentation. We also are allowing smaller districts to form consortiums in order to share the application and reporting process. In addition, we held individual district meetings to walk through the new application and will be offering additional training and support for districts at the STARS conference and in August. We will continue to work to streamline the process and reduce the burden to districts while still meeting our federal requirements and the goals of the funding.</p> <p>Change: The implementation of a biennial application for all subrecipients due in the even years beginning in 2020. In the odd years only an amendment and a budget sheet with required documentation will be required for submission. Subrecipients may also choose to form consortiums to apply for funding thus sharing the application and reporting process.</p>				

12/6/2019 10:15:38	dwhite@uintaeducation.org	Diane White	Evanston	I am unable to access the plan but would ask that the outlying areas be included in developing appropriate training programs. Western Wyoming Community College has many outreach centers and it is often difficult if not impossible to get the training programs available in the local communities. Most of our residents cannot commute to Rock Springs or move there for training. Thank you.
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Sat, Mar 7, 2020 at 4:15 PM  Subject: Response to Proposed Perkins V State Plan  To: &lt;dwhite@uintaeducation.org&gt;</p> <p>Hi Diane---</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:  I have attached the state plan as it was presented to the Governor below for your review. All communities are being asked to do a comprehensive local needs assessment as required by our federal partners for Perkins V funding. This local needs assessment should help identify training programs for each community that lead to high skill, high wage and high demand employment opportunities. As these programs are identified by communities and the local community colleges we are hopeful that local community colleges will offer programming to meet the demands in the communities in their community college service area.</p> <p>Change:  No change was made based on this comment.</p>				
12/9/2019 8:26:09	tinkerb@uinta6.k12.wy.us	Brynn Tinker	Lyman	Regarding the new changes, I have serious concerns about the ability of our district to qualify. According to the information I have, our small district will have to restructure most if not all of our CTE programs to accommodate the needed "high demand, high wage, high skill" requirements. This feels like we are giving up local control of our programs for a little bit of money and it does a major disservice to our students. We could

potentially lose our concurrent abilities, flexible scheduling, and content areas. I know there are other smaller districts facing the same issue and this needs to be addressed.

From: Michelle Aldrich <michelle.aldrich@wyo.gov>  
Date: Fri, Mar 6, 2020 at 12:41 PM  
Subject: Response to Proposed Perkins V State Plan  
To: Brynn Tinker <tinkerb@uinta6.k12.wy.us>

Hi Brynn----

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

We understand the concern of smaller schools regarding programs qualifying for Perkins funding. The three criteria include high demand, high skills, and high wage. Using the definitions set by the Perkins V State Advisory Council and with small changes in some curricular content areas we believe that a minimal number of programs will be impacted. The definition for high demand is any sector that is showing future growth. For this criteria we are looking at your community college service area plus a 75 mile perimeter as well as the state of Wyoming with a 75 mile perimeter. The 75 mile perimeter is because that is the furthest that most people are willing to commute one way for a job according to the US Department of Labor. This additional 75 mile perimeter to our state borders takes us into Utah, Colorado, Montana, South Dakota, and Nebraska. When we use these parameters we find that every industry in Wyoming shows growth except for Government. Consequently, every program will meet the high definition criteria in this two year application cycle so programs in effect will only need to meet one criteria of either high wage or high skill.

We have been working with CTE teachers since last spring to suggest ways that they might refocus or modify their courses in order to be able to obtain Perkins funding. An example is changing the focus of a Culinary Arts Program of Study from food service to nutrition and dietetics or even to food service management which in many cases may be simply adding a nutrition course or emphasizing the nutrition chapters in their existing curriculum.

I am not sure how Perkins V would affect concurrent abilities or flexible scheduling. Please let me know what your thoughts are behind these two issues as it may be simply clarification. For instance, we had an agriculture teacher who thought he had to be able to offer concurrent enrollment in order to maintain Perkins funding when in fact there simply needs to be concurrent or dual enrollment offered to your students in any curricular area.

Change:

	No changes were made based on this comment.			
12/10/2019 7:52:17	greye@uinta6.k12.wy.us	Erin Grey	Lyman	We are a rural area and would like to request that 1 of the 3 criteria be required to access Perkins funds instead of 2 out of the 3. All of our CTE programs could continue to qualify if that change is made. If not, our rural, small school will probably not qualify for funding.
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Fri, Mar 6, 2020 at 7:10 AM  Subject: Response to Proposed Perkins V State Plan  To: &lt;greye@uinta6.k12.wy.us&gt;</p> <p>Hi Erin----</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:  We understand the concern of smaller schools regarding programs qualifying for Perkins funding. The three criteria include high demand, high skills, and high wage. Using the definitions set by the Perkins V State Advisory Council and with small changes in some curricular content areas we believe that a minimal number of programs will be impacted. The definition for high demand is any sector that is showing future growth. For this criteria we are looking at your community college service area plus a 75 mile perimeter as well as the state of Wyoming with a 75 mile perimeter. The 75 mile perimeter is because that is the furthest that most people are willing to commute one way for a job according to the US Department of Labor. This additional 75 mile perimeter to our state borders takes us into Utah, Colorado, Montana, South Dakota, and Nebraska. When we use these parameters we find that every industry in Wyoming shows growth except for Government. Consequently, every program will meet the high definition criteria in this two year application cycle so programs in effect will only need to meet one criteria of either high wage or high skill.</p> <p>Change:  No change was made based on this comment.</p>				

<p>12/12/2019 10:49:48</p>	<p>speddicord99@gmail.com</p>	<p>Shari Peddicord</p>	<p>Sheridan</p>	<p>Please do not pass this plan as currently written. It appears to me that the Perkins V State Plan is written through two lenses – one of K-12 and the other of special populations, with little consideration of the needs of community college programs and industry.</p> <ol style="list-style-type: none"> <li>1. I see little emphasis on maintaining modern, technologically up-to-date college programs that meet the needs of business/industry in our regions. Of course we need to give serious consideration and attention to ensuring that the special populations are well-served by our programs (and barriers do not exist for them), but that is in addition to, not at the expense of truly quality programs in the eyes of industry. Isn't that why we have advisory committees?</li> <li>2. I am supportive of tracking enrollment and completion of special populations (by category) and evaluating our progress in serving these populations. If we track and evaluate adequately, we might be able to determine special accommodations that can improve our services to specific populations, which would then improve our completion numbers.</li> <li>3. I saw no professional development opportunities for grant management staff; will this not be allowed; will this be provided by the state only? STAR is fine for K-12, but it has very little relevance to community college staff unless they make huge changes to the schedule. I want to be able to attend NACTEI (a conference specific to Perkins information and issues) and hear straight from the national staff what is going on, so I can better understand how it is impacting us directly. ACTE is totally irrelevant to my position, and WDE is advocating for ACTE, which is great for K-12, but not so much for community colleges and definitely not for grant management staff.</li> <li>4. At the community college level, the need for professional development for faculty should be decided by the faculty member and department supervisors, with input from the industry partners, based on the needs of the program to remain relevant to industry. We should be able to establish how many staff and faculty will be trained and propose the training for approval by the State (if Perkins funded), based on whether it improves our programs. How can the quality of a program be tied to whether or not all of the</li> </ol>
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			<p>faculty in a program receive 20 points of professional development determined by a centrally located state organization that decides what will be acceptable professional development for the entire state with a list of acceptable professional development opportunities sent in January. They expect us to make sure all our faculty get 20 points from that list each and every year, or our program will not be considered “Quality”. Additionally we have to apply for it with the application in May for the next year July-June.</p> <p>a. Moreover, is it fair to ask this of all of the faculty in a program to meet these criteria while teaching full-time and working toward maintaining their teaching credentials? What they do for professional development for their jobs should be adequate. AND the college should be able to determine through a qualitative evaluation of the program if it is a “Quality” program, that can be verified for Perkins by our enrollment, completion and verifiable employment numbers in 1P1.</p> <p>b. It appears this is in addition to 100 hours of externships (20 hours/year) for faculty. Is this possible within schedules? How are state staff even qualified to determine the need for this, given the colleges' close ties to industry?</p> <p>5. Linking the quality of a K-12 program to the number of postsecondary certificates, certifications, or associates’ degrees, I think makes it very difficult for the small schools that have minimal access to postsecondary dual/concurrent opportunities and for the colleges to be able to certify the secondary programs. Please correct me if I misunderstand, but isn’t it getting harder to enter into agreements with K-12, because of their lack of adequate credentials (criteria set by the state)?</p> <p>6. WDE insists on verifiable data and evidence-based solutions – and yet they want to send a survey to graduating students and our 1P1 indicator will be evaluated based on this unverifiable data. Why are we not getting releases from students and checking employment through Workforce Services R/D? I thought the National Plan was going to allow aggregate data (as opposed to record level requirements), so we could actually check employment through state departments of workforce services.</p> <p>7. I think the plan can be organized better with a Table of Contents and not so much duplication/triplication of the same paragraphs over and over. Additionally, there are a</p>
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				<p>number of grammar/punctuation errors that need to be proofread and corrected.</p> <p>I believe this plan requires considerably more contemplation and evaluation as a plan for the next four years. Thank you for your time and consideration.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Sat, Mar 7, 2020 at 5:30 PM  Subject: Response to Proposed Perkins V State Plan  To: Peddicord, Shari &lt;speddicord@sheridan.edu&gt;</p> <p>Hi Shari---</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:</p> <p>The response below has been numbered to match the same numbered items in your comment.</p> <ol style="list-style-type: none"> <li>1. Perkins V requires a local comprehensive needs assessment every two years in an effort to align funding priorities with business and industry needs as well as those programs of study that will lead to high demand, high skill, and high wage employment opportunities. This requirement with the continued use of advisory councils creates the strongest link of any Perkins legislation between business, industry and Perkins funded programs of study. Perkins V will allow secondary and postsecondary educational institutions to create unique programming that is timely for their communities.</li> <li>2. We agree that with improved data collection and usage we may be able to offer better technical assistance to our local subrecipients as they provide educational services to their student populations. We are hopeful that we will continue to see an increase in the number of students who are receiving industry recognized credentials, certificate programs and degrees with Perkins V.</li> <li>3. The professional development menu is not comprehensive nor was it meant to be. Professional development for grant management staff is not only an allowable expense but also encouraged. You may continue to attend NACTE if you would like to. The Wyoming Department of Education (WDE) is not advocating for ACTE but does recognize that many career and technical educators (CTE) attend their annual conference. We agree that the STAR conference may not be the best opportunity for Perkins grant management staff and that community colleges really need their own training in order to make better use of</li> </ol>				

staff time and discuss items unique to community colleges and Perkins. Consequently, we will be offering Perkins V Grant Management training for community colleges on September 9, 2020 in Casper. More information will be forthcoming about this training.

4. The professional development is not comprehensive nor was it meant to be. We encourage community colleges to continue to utilize their own faculty development, curricular content area trainings, and conferences. All of these can simply be scored on the professional development rubric, a point value ascertained, and recorded on the professional development menu. The professional development menu is only required for full time CTE instructors in a Perkins eligible program. At the college level we are only asking that one full time faculty person in each CTE Perkins eligible program earn the 20 professional development points per year. The professional development menu is calculated for professional development attended July 1st through June 30th each year and then uploaded with the new application. If someone is licensed and is required to do continuing education for their licensure i.e. in nursing we will simply accept a copy of their current nursing license.

a. We believe that faculty may already be doing this and we may not have been capturing it which is why we are asking that they complete the professional development menu. The Perkins V State Advisory Council is using the definition for a quality program as set forth by Advance CTE and ACTE which is based on best practice and current research. By working with community colleges in identifying the hallmarks of a quality CTE program we believe students will benefit.

b. In the revised plan full time faculty members in a Perkins eligible program will need to earn 20 points each year in professional development/externship hours with no more than 10 of those hours coming from professional development. Business and industry strongly supports this initiative. We believe that many CTE instructors may already be doing this and we simply are not doing a good job of capturing the information.

5. Quality of a secondary program is not linked to the number of postsecondary certificates, certifications, or associate's degrees. The quality indicator for secondary requires that students have access to dual and concurrent enrollment opportunities although these do not have to be in CTE courses but can be i.e. Senior English students earning English 1010 credit or having the opportunity to take Math 1000 while still in high school. Secondary schools also don't have to only utilize their local community college but can arrange for other certificates such as OSHA 10 through a local construction trades class. Our performance assessment measurement for high school concentrators will be industry recognized credentials which will be earned as part of the secondary program of study. You are correct that concurrent enrollment opportunities have become more challenging but the world of technology has opened up many more opportunities for online learning even in smaller schools and more rural areas.

6. Currently Wyoming Department of Education does not have a method to obtain anything other than self reported data on 1P1 currently. There is a proposed longitudinal employment data (SLEDS) program we are hoping will be available that would be able to utilize employment information for use by the Wyoming community college commission, Department of Workforce Services, and the WDE. Until that is available we will have to use what we have available from the colleges which is the survey data they gather through a variety of methods.

7. Unfortunately the narrative questions as they are set up in our federal application utilize some of the same information in the different sections of our written plan which when presented in a document format do appear redundant. This document is a draft and will be changed, corrected, proofread many more times

	<p>before it is submitted. Unlike previous Perkins plans we do have the opportunity to try things and if they aren't working to change them from year to year rather than having to wait until year five to make a change.</p> <p>Change: No change was made based on these comments.</p>			
<p>12/15/2019 20:37:38</p>	<p>cmunroe@crb2.org</p>	<p>Cheryl Munroe</p>	<p>Encampment</p>	<p>I have been teaching in Wyoming for over 40 years. The federal funding is very necessary for CTE classes to purchase new equipment, attend workshops and other related information meetings about CTE. However, the new guidelines are so restrictive that I feel many districts cannot adhere to them. The requirements for eligibility do not fit into our smaller attendance centers. I do not feel that we will be able to qualify for the federal funds. The documentation, CTSO, and etc. will limit the number of schools in Wyoming applying for the federal funds. Please look at the requirements and align them to our state.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt; Date: Sat, Mar 7, 2020 at 5:36 PM Subject: Response to Proposed Perkins V State Plan To: &lt;cmunroe@crb2.org&gt;</p> <p>Hi Cheryl----</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response: We understand that Perkins V seems cumbersome. In an effort to make the Perkins V process more streamlined we will be using a biennial application that will only need to be submitted every two years (in the even years). In the odd years there will only need to be an amendment and a new budget page submitted with required documentation. We also are allowing smaller districts to form consortiums in order to share the application and reporting process. In addition, we held individual district meetings to walk through the new application and will be offering additional training and support for districts at the STARS conference and in August. We will continue to work to streamline the process and reduce the burden to districts while still meeting our federal requirements and the goals of the funding.</p>				

	<p>Letters of intent were sent out last week to school districts and community colleges to gauge participation in Perkins V funding. We understand that every district will need to weigh the benefit and the cost of applying for Perkins V funds. While we are hopeful that all will apply for this funding stream we also know that historically we have about 83% (40) of districts apply.</p> <p>Change: The implementation of a biennial application for all subrecipients due in the even years beginning in 2020. In the odd years only an amendment and a budget sheet with required documentation will be required for submission. Subrecipients may also choose to form consortiums to apply for funding thus sharing the application and reporting process.</p>			
<p>12/16/2019 14:24:01</p>	<p>jjensen@sheridan.edu</p>	<p>Jed Jensen</p>	<p>Gillette</p>	<p>Perkins V State Plan Comments</p> <p>On page 18 and page 40 there is a listing of questions that must be answered in the application. #3 of those questions reads as follows: “Employ faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) or other postsecondary accrediting agency and hold an appropriate, valid license or permit.”</p> <p>The way that requirement reads is difficult for post-secondary institutions. Most instructors at the community colleges do not hold ‘appropriate, valid license or permits’. It would be better if the words in that statement were re-arranged to read something like the following:</p> <p>Employ faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) and hold an appropriate, valid license or permit or are qualified by other postsecondary accrediting agency.</p> <p>On page 22, there is a discussion of performance indicators and it is stated that if performance indicators are not met in the third year, the local recipient will not be eligible for funds. I wonder if perhaps that should be softened to state that, the local recipient may not be eligible. This would allow unforeseen circumstances to be taken into consideration.</p> <p>Page 33 begins the discussion of Professional Development. The third paragraph on that page and stretching on to page 34 has a discussion of the requirement for externships.</p>

			<p>While I understand the theory behind offering and requiring externships, I object to those as a requirement for our instructors. I have several objections. First is the time requirement. Many of my faculty work 11-month contracts and having the requirement of 100 hours over 5 years can be a burden. Next, if a faculty desires to spread that externship over the 5 years that would only be 20 hours per year. Many of the local industry employers have a requirement for more hours than that for safety training each year. Thus, the faculty member would not ever get to doing actual work for the industry partner but would be tied up each year in the safety training only. I also believe that with only working 20 hours per year the faculty would not do any meaningful work but would either push a broom in a facility or would just follow someone around. Finally, I can see where these externships can cause more harm than good. I can foresee where faculty would fulfill the requirements of the externship and the employer would like what they do so much that they might offer them full time employment. Until we can move our pay scales up to be somewhat competitive with industry, it is always a concern that we will lose our instructors to working in industry. Let us not set up a situation where that is given de facto encouragement.</p> <p>Professional Development discussion continues on page 34 with the requirement that all faculty obtain 20 points of professional development in order to qualify as a quality CT program. There are several concerns with this requirement. First, do all who teach in a program have to meet this requirement? If that were the case, I have strong reservations about the adjunct faculty that we use to fill out our programs. Those faculty would not have any incentive to try to obtain professional development points and so that would be hard to achieve. The listing of possible means to obtain those points is strongly slanted toward K-12 teachers. Many, if not most, of the opportunities listed have a strong focus on K-12 subjects and less relevance to post-secondary institutions. I feel a better option is to make funds available and allow each institution to choose what, how and if they will take advantage of opportunities. If it is required, that faculty obtain professional development points, adjunct faculty should be excluded from that requirement. Faculty should be able to obtain points for in-house in-service days and for work done within the institution for faculty development as well as being required to leave the classroom or lab to go to conferences or seminars.</p>
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From: Michelle Aldrich <michelle.aldrich@wyo.gov>  
Date: Sat, Mar 7, 2020 at 6:37 PM  
Subject: Response to Proposed Perkins V State Plan  
To: Jensen, Jed <jjensen@sheridan.edu>

Hi Jed---

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

Thank you for helping to clarify the statement regarding employing faculty who are certified, licensed , or qualified to teach at the postsecondary level. There can always be extenuating circumstances and you are correct that by using the word "may" we will have more flexibility in helping districts and institutions who may experience an extenuating circumstance.

The requirement of an externship will only be for those full time faculty members who are in programs eligible for Perkins funding. Faculty who maintain licensure i.e. in nursing will be able to use their current nursing license to meet this requirement. The externships do not need to be paid employment but can include job shadowing and volunteer work. We believe that many of our CTE faculty are already doing this and that we just haven't been capturing this information. Even attending twenty hours of safety training can translate into relevance, rigor and a richer experience for the students in that instructor's classroom. The professional development requirement is again only for those that teach full time in a CTE program that is eligible for Perkins funding. At the college level only one person in a department is required to meet this each year. Again we believe that many faculty are already doing this amount of professional development or more and that we haven't been capturing it. In the latest revision of the proposed plan the requirement will be 100 points of professional development/externship over 5 years of which no more than 50 points can be in professional development. This is a reduction from the original plan. The professional development menu is not all inclusive nor was it meant to be. There is a line listed as "other" that we believe will be used to capture all of the inservice, faculty orientation or curricular content trainings not listed. There is a professional development rubric that will be used for any opportunity not listed to determine the point value of the opportunity. The opportunities and the rubric are weighted to reflect the goals of Perkins V. This plan still allows districts and community colleges to select the professional development pertinent to them. Professional development is an allowable expense in Perkins V.

Change:

The wording was changed to clarify the need for local recipients to employ qualified faculty at the postsecondary level.

The wording was changed to read, "If the performance indicator is not met in the third year the local recipient may not be eligible for Perkins funding."

<p>12/17/2019 13:49:39</p>	<p>agilbert@ccsd1.org</p>	<p>Andrea Gilbert</p>	<p>Douglas</p>	<p>The professional development requirements of this plan are far outside the capabilities of K-12 schools in Wyoming. First, many small schools will not have access to businesses willing to offer externships. Second, the point system is not equitable with the expectations for teachers in Wyoming. Wyoming PTSB lays out a clear system for professional development for teachers. No other content area is required to bear a specific additional professional development requirement.</p> <p>The expectation for externships places an undue burden on teachers and districts. Teachers are already full-time employees and many hold multiple responsibilities in a district, such as coaching, activity sponsors, class sponsors, etc. It is unlikely that a business would hire a short term employee, let them leave early to cover other responsibilities, and then have the additional burden of carrying insurance and meeting workforce safety requirements. For the school districts, by the time sub costs, loss of instruction and other factors were considered, the small Perkins award amount would not be feasible.</p> <p>The proposed Perkins plan removes our valued local control. We work diligently to promote and develop partnerships with local businesses and entities. An unfunded mandate with the proposed requirements in this plan would actually hurt our already established partnerships and create an undue fiscal burden.</p> <p>The reporting burden in this plan is out-of-bounds. The newly re-authorized Wyoming Accountability in Education Act and ESSA establish paths for college and career readiness...both in accountability and goal setting. Additional requirements in this proposed plan are unnecessary in light of the work already being done by districts to meet the requirements of WAEA and ESSA.</p> <p>The Career Development Training for counselors at every school should be determined by schools, not as a mandate. It may or may not be a priority for a district and it's schools. Counselors are utilized in many different ways in buildings, depending on the needs of a school's population. To mandate the work these counselors should do from the state level is harmful to our students and ignores the needs of communities.</p>
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				<p>If this plan moves forward, I intend to advise my high school to reconsider Perkins funding.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Sat, Mar 7, 2020 at 5:58 PM  Subject: Response to Proposed Perkins V State Plan  To: &lt;agilbert@ccsd1.org&gt;</p> <p>Hi Andrea---</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:</p> <p>The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We understand that many rural areas may have limited access to business and industry externship opportunities so we will be making funding available for teachers to travel to other communities to complete their externship hours. We are also working with the Wyoming Association of Career and TEchnical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other".</p> <p>Perkins V strengthens local control through the comprehensive local needs assessment and allows districts to determine which of their programs of study will be high wage, high demand, and high skill thus qualifying for Perkins V funding. Advisory councils will continue to play an important role in Perkins V. We don't believe that there are any unfunded mandates in Perkins V.</p> <p>We understand that Perkins V seems cumbersome. In an effort to make the Perkins V process more streamlined we will be using a biennial application that will only need to be submitted every two years (in the even years). In the odd years there will only need to be an amendment and a new budget page submitted</p>				

	<p>with required documentation. We also are allowing smaller districts to form consortiums in order to share the application and reporting process. In addition, we held individual district meetings to walk through the new application and will be offering additional training and support for districts at the STARS conference and in August. We will continue to work to streamline the process and reduce the burden to districts while still meeting our federal requirements and the goals of the funding.</p> <p>The Career Development Facilitator training is excellent and comprehensive training that is being offered to help districts meet a goal set forth by Superintendent Balow that every school, K-12, have someone trained in career development facilitation. Hopefully the individuals who are trained will be able to utilize their knowledge with the students they work with. This is not a mandate only a goal and is an allowable expense as professional development under Perkins as well.</p> <p>Letters of intent were sent out last week to school districts and community colleges to gauge participation in Perkins V funding. We understand that every district will need to weigh the benefit and the cost of applying for Perkins V funds. While we are hopeful that all will apply for this funding stream we also know that historically we have about 83% (40) of districts apply.</p> <p>Change: The implementation of a biennial application for all subrecipients due in the even years beginning in 2020. In the odd years only an amendment and a budget sheet with required documentation will be required for submission. Subrecipients may also choose to form consortiums to apply for funding thus sharing the application and reporting process.</p>			
<p>12/17/2019 14:54:23</p>	<p>heidi.richins@scsd2.com</p>	<p>Heidi Richins</p>	<p>Sheridan</p>	<p>-These requirements are not equitable. No other content area in Wyoming bears specific and additional professional development requirements for its teachers.</p> <p>-The externships (pages 33-34) require teachers, who are already employed full time, to work over and above their jobs as teachers. There are numerous challenges with the externships, in addition to the fact that they impose requirements on CTE teachers that are not shared with other content areas. For example, CTE teachers would be subject to their local job market when seeking externships. If no employers are hiring in their field, then CTE teachers in this area would clearly be at a disadvantage. Next, some fields, such as healthcare and early childhood, have extensive background check requirements in addition to other pre-employment factors. Navigating these systems and the extensive delays associated with them certainly presents an obstacle to teachers. Additionally, many employers would be required to provide insurance for externship teachers. Having</p>

			<p>to add these individuals to the company’s insurance would place a financial burden on the employer itself. Finally, some CTE teachers already work full time throughout the summer through their CTSOs. Many Agriculture teachers, for example, work more than full time throughout the summer running FFA programs.</p> <p>-The “professional development options” presented in Attachment 4 present a series of issues. 1) Most of these options would pull teachers out of the classroom during the school year, impacting learning in their classrooms. 2) Some of the options are loosely related to CTE at best. 3) This list is essentially an unfunded mandate, placing the cost burden on districts. 4) Teachers in no other content area face similar requirements, such as a points system or a dictated list of approved trainings.</p> <p>-These systems chip away at Wyoming’s local control philosophy. Districts and schools should make professional development decisions based on the needs of programs and teachers as determined by local steering committees, not be forced to select from a list generated outside of the district.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Sat, Mar 7, 2020 at 6:52 PM  Subject: Response to Proposed Perkins V State Plan  To: Heidi Richins &lt;heidi.richins@scsd2.com&gt;</p> <p>Hi Heidi---</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:</p> <p>The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many</p>			

instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V and consequently not an unfunded mandate.

Perkins V strengthens local control through the comprehensive local needs assessment and allows districts to determine which of their programs of study will be high wage, high demand, and high skill thus qualifying for Perkins V funding. Advisory councils will continue to play an important role in Perkins V. We don't believe that there are any unfunded mandates in Perkins V.

Change:

No changes were made based on these comments.

<p>12/17/2019 19:24:09</p>	<p>gchapman@tcsd.org</p>	<p>Gillian Chapman</p>	<p>Jackson</p>	<p>1. CTE concentrator focus - does not align with reality of JHHS programs in which students want to take a variety of courses. The basket of goods leave little room for choice as it is and there are exciting courses that students want to experience without committing to two full years in one area. Semester electives are not offered at JHHS. From document: "The term "CTE concentrator" means at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single CTE program or program of study."</p> <p>2. The application does not align to student choice when selecting classes at JHHS-- From the document (p.19): "Include a minimum of three (3) rigorous courses that are progressive and sequential. B. Indicate two (2) concentrator courses in each program of study after which students will be assessed. C. Produce three (3) concentrators on a three (3) year rolling average."</p> <p>3. Career Development and Work Based Learning from the document (p.23) "The Wyoming Superintendent of Public Instruction, Jillian Balow, set a goal that by the end of 2020 every school, K-12, in Wyoming will have a person trained in career development facilitation. At the elementary level they will be working with educators to expose elementary students to the 16 career clusters. At the secondary level and postsecondary level they will work with student learners in providing them with resources to plan programs of study and make postsecondary career plans. The WDE is currently using a contractor to provide this training. Two (2) CTE team members are currently in training to become trainers and will assume the responsibility of providing this training in order to achieve the superintendents' goal by the end of 2020. The training will continue annually as new staff is hired in local districts and those who have been trained leave local districts." -Can this be offered online and in summer? To attend the training has considerable cost to the district in travel, time out of buildings, substitutes.</p> <p>4. Work based placement</p>
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			<p>from the document (p.26) "The WDE is supporting the inclusion of employability skills in programs of study and career pathways by requiring inclusion of work-based learning for all recipients through the definition of quality for funded programs of study." -Questions logistics, follow through, work placed transportation, why required, employers willing to have students and work around school schedule. There is not enough information to know exactly what this means.</p> <p>5. CTE requirements for CTE teachers from the document (p. 33-34) "The WDE-CTE team will be providing funding for externships for CTE teachers throughout Wyoming. Teachers will be asked to work in industry for 100 hours every five (5) years. The externship hours can be distributed over five (5) years to fit the CTE instructor's schedule. The externships will be done in an industry sector that is related to the teacher's content area. The 34 teacher will receive a stipend equal to the non-student contact hourly rate of their district less any amount the employer pays the teacher. The teacher may not use self-employment or a school based enterprise to meet the 100 hours. The intent of the externship is to build relationships between educators and industry that will benefit student learning in the classroom; keep the educator current in their content area; and to expose the teacher to new techniques, procedures, skills and equipment being used in the industry." Comment: Unrealistic goal with regards to the impact on CTE teachers, time, and impact on staffing. Finding employers willing to have intermittent employees during summer? evenings? weekends? Are they working as an intern or full position? Does this mean the culinary teacher is expected to work at a restaurant for a minimum of 100 hours after the school day ?</p>
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From: Michelle Aldrich <michelle.aldrich@wyo.gov>

Date: Sat, Mar 7, 2020 at 7:32 PM

Subject: Response to Perkins V State Plan

To: Gillian Chapman <gchapman@tcsd.org>

Hi Gillian----

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

The response below has been numbered to match the same numbered items in your comment.

1. The definition of a concentrator is set by our federal partners and outside of our ability to change it.
2. The program of study consisting of three courses that are progressive and sequential aligns with the Wyoming state funding model and what is nationally recognized as a program of study in career and technical education. By allowing each district to select the two courses in a program of study that are their "concentrator" courses we are attempting to allow maximum flexibility to districts. Many districts are choosing not to select an introductory class as one of their concentrator courses in order to allow students to have the best possible chance of being successful on the "concentrator" assessment. Without this designation a student would be listed as ready for assessment after any two courses were taken in a program of study.
3. This course is being offered multiple times over the next year. We now have two trainers within the Wyoming Department of Education making more courses available. We will be offering one this summer that will be held June 17-August 3 and another held September 28-December 7.
4. Advance CTE and ACTE, nationally recognized organizations in the career and technical education (CTE) arena have identified hallmarks of quality CTE programs based on best practices and research. Access to work based learning is one of the quality indicators. Work based learning includes everything from career awareness at the lower grade levels through apprenticeships at the secondary and post secondary levels. This may look very different from program to program and from school to school or even district to district. This includes everything from guest speakers, field trips (virtually or actual field trips), job shadows, working in a school based enterprise such as catering, or even working in local business and industry on nights and weekends with an opportunity to earn elective credit. The work based learning definition in the glossary might be helpful. We also have just released the new Work Based Learning Guide that was sent to you electronically the end of February that will help to answer any questions that you may have.
5. The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We understand that many rural areas may have limited access to business and industry externship opportunities so we will be making funding available for teachers to travel to other communities to complete their externship hours. We are also working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do

externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. In the latest revision of the proposed plan the requirement will be 100 points of professional development/externship over 5 years of which no more than 50 points can be in professional development. This is a reduction from the original plan.

Change:

No changes were made based on this comment.

<p>12/20/2019 11:09:04</p>	<p>jgarman@ccsd.k12.wy.us</p>	<p>Jason Garman</p>	<p>Gillette</p>	<p>I appreciate the training and guidance that is discussed on page 22. The punitive nature of failing to meet performance targets for the 2nd year resulting in denial of funding the 3rd year reminds me of the high stakes NCLB legislation. NCLB mandated results in lieu of mandating opportunity similar to how I read Perkins 5 without the benefit of the NCLB safe harbor and the longer NCLB timeline. As such, the assistance described on page 45 from WDE in regards to the data dashboard and training to aid district struggling in one or more areas will be crucial.</p> <p>I am anxious to work through the first year of the accountability process. Initially it sounded like Perkins 5 work would be primarily driven by the Local Needs Assessment. However, as I read the plan, the accountability pieces seem to stress the traditional/core skills areas as well. Does this create a system that honors two or more masters layering new requirements on top of past practice in certain areas?</p> <p>I also have questions/concerns that each teacher will be required to complete 20 PD points each year to maintain a quality program (page 34). With the average age of WY CTE teachers being 54 (page 37) schools will be on-loading many new teachers in coming years. New teachers are often balancing learning the new position with district induction work as well as CTSO/extra-curricular commitments and family obligations. In addition, I currently have new staff working on credentialing requirements teaching full time and carrying heavy college class workloads. Existing staff also have tend to have leadership positions and family obligations as well. Additionally, with older staff retiring, I will be asking existing staff to take on more schooling to meet college requirements so we can continue to honor concurrent enrollments offerings. I believe strongly in continuing professional development and the value of collaboration with local and national colleagues, but mandating it at the point level on appendix 4 seems very overwhelming for staff that currently have full schedules and could potentially take staff away from the classroom during the school year for substantial amounts of time for multiple PD events. This could be a hard sell in times of financial shortcomings when budgets are cut and the same staff are traveling to national conferences year after year. I support and appreciate the emphasis placed on WACTI, but some people have family commitments or obligations that limit their ability to participate. Most educators work under contracts with the "other duties as assigned" clause, but I hesitate to obligate staff to mandatory</p>
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				<p>travel/mandatory time commitments outside the contract day.</p> <p>These same concerns apply to the 100-hour work externship topic. This externship sounds like a wonderful opportunity, but I foresee challenges if this a mandatory requirement???</p> <p>Lastly, perhaps adding an appendix defining performance indicators could be added to aid readers who are new to the Perkins language.</p> <p>Thanks for the opportunity to be heard in person through the department's listening sessions and online venues. I believe that many of the comments voiced at the listening session I attended are included and addressed in this plan.</p>
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From: Michelle Aldrich <michelle.aldrich@wyo.gov>  
Date: Sat, Mar 7, 2020 at 7:54 PM  
Subject: Response to Proposed Perkins V State Plan  
To: Jason Garman <jgarman@ccsd.k12.wy.us>

Hi Jason---

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

We recognize that even with training and assistance from the Perkins program managers there may be an extenuating circumstance where a district might not meet their performance target by the third year. Our goal is to assist districts in improving the outcomes for their career and technical education students not to cut funding. However, we also recognize that historically we have not always followed up on corrective action plans. No longer will we be allowed by our federal partners to ignore districts or programs who are underperforming. By using the word "may" we will have more flexibility in helping districts and institutions who may experience an extenuating circumstance. We will be offering increased assistance, tools and training as we move forward in Perkins V.

Working through the new plan will be an adventure. I believe that the intent is to rely heavily on the comprehensive local needs assessment and our career and technical education (CTE) concentrator assessments. However, you are correct that we will still be held accountable on our WYTOPP scores for our concentrators.

The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V. In the latest revision of the proposed plan the

	<p>requirement will be 100 points of professional development/externship over 5 years of which no more than 50 points can be in professional development. This is a reduction from the original plan.</p> <p>Great idea to add an attachment of the performance definition indicators to the plan.</p> <p>Change: The wording was changed to read, "If the performance indicator is not met in the third year the local recipient may not be eligible for Perkins funding." An attachment will be added to the plan defining the performance indicators.</p>			
<p>12/20/2019 14:11:42</p>	<p><a href="mailto:lindsey.stutheit@laramie1.org">lindsey.stutheit@laramie1.org</a></p>	<p>Lindsey Stutheit</p>	<p>Cheyenne</p>	<p>1. Could teacher externship opportunities be extended to post-secondary? I may have misread but it seemed like they were only available for secondary instructors. Could opportunities be in pairs? One secondary and post-secondary instructor at the same externship? This might provide for positive relationships and new perspectives. 2. 100 hour over 5 years is another one that feels relevant for post-secondary instructors as well. 3. I think the new CTE teacher training is a great idea and would be a great way of helping a new teacher be effective quickly. 4. In the push for creating a training program for CTE teachers at the University of Wyoming and with the 3-1 Applied Science Bachelors, it would be advantageous for students in those programs to be required a semester-long work-based internship to teach CTE. In my limited experience, students graduating with a CTE teaching degree have not spent much, if any time in industry which feels like a disservice to students and industry. Because we are career and technical focused, teacher training focused on life skills that harkens back to Home Economics is no longer appropriate. Life skills are important and may still fall within CTE's umbrella, but are no longer an evaluative piece of CTE programming. 5. When looking at concurrent and dual enrollment, it might make sense that these opportunities are required to be at the end of</p>

			<p>the sequence (when possible or applicable) to help them be meaningful experiences. In previous positions, these opportunities were offered at the freshman level which creates a lack of maturity and ability to practice the skill in industry through employment. 6. Also with dual and concurrent enrollment, the systems and processes teachers and counselors have to engage with to make these opportunities possible are many times cumbersome, time intensive, and not incentivized. These issues include physical versus digital enrollment and processing. Is there a way to build in some funding for teachers and/or support staff that are engaging in this work? 7. Also in relationship to concurrent enrollment, in some fields (computer science as an example), the training and pre-reqs needed to stay current could happen as often as yearly. For many teachers, without some incentive, this may become an unwanted professional responsibility in addition to the many others they must fulfill. This could make it a challenge to keep concurrent enrollment in place year after year.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Sat, Mar 7, 2020 at 8:26 PM  Subject: Response to Proposed Perkins V State Plan  To: &lt;lstutheit@hotmail.com&gt;</p> <p>Hi Lindsey---</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:</p> <p>The response below has been numbered to match the same numbered items in your comment.</p> <ol style="list-style-type: none"> <li>1. Externship opportunities are for both secondary and postsecondary full time career and technical education (CTE) teachers who are teaching in a program eligible for Perkins funding. There is nothing that would prevent teachers from doing this in pairs. Our goal is to make this as flexible as possible while maintaining the integrity of the concept.</li> <li>2. In the latest revision of the proposed plan the requirement will be 100 points of professional development/externship over 5 years of which no more than 50 points can be in professional development. This is a reduction from the original plan.</li> <li>3. The new CTE teacher training will be available to anyone who has been teaching CTE for three years or less or is new to Wyoming CTE. The date for 2020 is tentatively set on 9/22/2020 in Casper.</li> </ol>			

	<p>4. The proposed CTE bachelor of applied science degree will include industry based experience. Those seeking a degree from industry will be given credit for previous learning under the proposal moving through the approval process at the University of Wyoming.</p> <p>5. Concurrent and dual enrollment opportunities are best placed at the end of a program of study but it really is course, district and college dependent where this may fall in a student's experience. Currently a student must be 16 years of age to take a college course for credit however there is waiver process for principals to allow permission to freshmen and sophomores.</p> <p>6. Currently there is not a mechanism to incentivize teachers for concurrent enrollment. Concurrent enrollment is a paper trade between district and community college. There are some community colleges that incentivize this and of course high school teachers teaching dual enrollment on the college campus are paid as adjunct faculty in most cases.</p> <p>7. You are correct. It would be in community college's best interest to help teachers who are teaching at the high school level to stay current by allowing them or encouraging them to attend professional development, take a course in their content area at the college free of charge , or incentivizing them even for participation in their annual adjunct faculty orientation sessions. I know that there are some districts who have compensated concurrent enrollment teachers for attending mandatory adjunct faculty orientation outside of their regular contracts.</p> <p>The Perkins V requires a local comprehensive needs assessment every two years in an effort to align funding priorities with business and industry needs as well as those programs of study that will lead to high demand, high skill, and high wage employment opportunities. This requirement with the continued use of advisory councils creates the strongest link of any Perkins legislation between business, industry and Perkins funded programs of study. Perkins V will allow secondary and postsecondary educational institutions to create unique programming that is timely for their communities.</p> <p>Change: No changes were made based on these comments.</p>			
<p>12/20/2019 15:26:32</p>	<p>vsteel@lccc.wy.edu</p>	<p>Victoria Steel</p>	<p>Cheyenne</p>	<p>The current proposal for professional development requirements for CTE instructors seems expensive and administratively burdensome (each and every full and part-time instructor in a program, to annually amass 20 points from attendance at events - with point determination for each event having to be made by WyEd and documented). Could this be simplified to having an approved plan for maintaining content/pedagogical currency for the program as a whole?</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt; Date: Sat, Mar 7, 2020 at 8:32 PM Subject: Response to Proposed Perkinns V State Plan To: Steel, Victoria &lt;vsteel@lccc.wy.edu&gt;</p> <p>Hi Victoria---</p>				

<p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response: We would like this to be portable by the instructor between districts or between community colleges. With the externship stipends it will be necessary to track these individually.</p> <p>Change: No change was made based on this comment.</p>				
12/23/2019 8:48:21	btrippel@wsh1.k12.wy.us	Brenda Trippel	Worland	<p>I find many of the new requirements to be too stringent and will be very difficult to attain, thus decreasing the number of students who can benefit. Following are specific comments with regard to some of those requirements:</p> <ol style="list-style-type: none"> <li>1. With regard to "Scope" in the Glossary: I feel that for our area, requiring 2 out of the 3 parameters of high demand, high wage or high skill will be too difficult for many programs to attain. For instance, in Family and Consumer Sciences, career fields that are related to our programs do need people with high skills (e.g. trained child care workers). However, there do not appear to be "industry recognized certificates/credentials with regard to early childhood programs. I suggest that we do as many states have and just require 1 of the 3 parameters. By reducing our requirements in this respect, we will serve more students successfully.</li> <li>2. With regard to the requirement for "student certifications, credentials, etc.": When we met with our local CTE Advisory Board this fall, we asked them what certifications they wanted to see. They told us very clearly that they did not care as much about certifications as they did "employees who would show up to work on time and do the work they were told to do." Our local employers felt that they could train them in the specifics of the job and so were less concerned about whether a job candidate had a specific type of certification.</li> <li>3. With regard to the additional requirements expected of CTE instructors (i.e. 100 hours</li> </ol>

			<p>every 5 years in the industry + 20 points of professional development per year in CTE specific PD): For instructors who have already completed bachelors programs and have to meet the certification requirements of the state, these requirements seem to just add more layers. While I can see the advantages of both of these new requirements, they add to the already heavy workload for teachers who are putting in as many hours as they can to provide quality programs. Wyoming teachers have to get 5 college credit hours to maintain their teaching certification. Shouldn't that be enough to show that a teacher is qualified?</p> <p>4. With regard to what can be used for certifications for students and training for teachers and the cost thereof: I was told that for Culinary, using the Food Safe Server (\$15/student) would not be stringent enough. The ServSafe Manager (the next appropriate nationally recognized level) costs \$70/student. If I were to test all of my culinary students this year, the cost for just that test would be \$2,030. I have concerns that any monies we would be receiving will end up going to pay for student certification tests and/or sending teachers to CTE trainings to meet the "20 point" requirement. I don't know that much money will be left to purchase new, "cutting edge" equipment for CTE programs to keep them current.</p> <p>To sum up, many of these requirements will make it very difficult for small and medium sized schools in particular to continue to receive Perkins funding. I think that we need to take a careful look at the new requirements and bring them in line with what will best serve students throughout Wyoming.</p>
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From: Michelle Aldrich <michelle.aldrich@wyo.gov>  
Date: Sat, Mar 7, 2020 at 8:50 PM  
Subject: Response to Proposed Perkins V State Plan  
To: <btrippel@wsh1.k12.wy.us>

Hi Brenda---

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

The response below has been numbered to match the same numbered items in your comment

1. We understand the concern of smaller schools regarding programs qualifying for Perkins funding. The three criteria include high demand, high skills, and high wage. Using the definitions set by the Perkins V State Advisory Council and with small changes in some curricular content areas we believe that a minimal number of programs will be impacted. The definition for high demand is any sector that is showing future growth. For this criteria we are looking at your community college service area plus a 75 mile perimeter as well as the state of Wyoming with a 75 mile perimeter. The 75 mile perimeter is because that is the furthest that most people are willing to commute one way for a job according to the US Department of Labor. This additional 75 mile perimeter to our state borders takes us into Utah, Colorado, Montana, South Dakota, and Nebraska. When we use these parameters we find that every industry in Wyoming shows growth except for Government. Consequently, every program will meet the high definition criteria in this two year application cycle so programs in effect will only need to meet one criteria of either high wage or high skill. In early childhood education the industry recognized credential would be the Child Development Associate (CDA).

2. Our federal partners required us to choose from one of three ways to assess students. The Perkins V State Advisory Council selected industry recognized credentials because these seem to have the most benefit to students immediately. There are credentials that can be used for soft skills such as the Customer Service Gold which is an industry recognized credential from the American Hotel and Lodging Association that focuses on customer service. I had used that as my assessment for lodging management each year for all of my students. Career Essentials by SkillsUSA offers a microcredential at the junior high, high school, and even college level. While this is created by SkillsUSA and business and industry it doesn't promote SkillsUSA so is easily used by schools who offer other career technical student organizations.

3. The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many

instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V. In the latest revision of the proposed plan the requirement will be 100 points of professional development/externship over 5 years of which no more than 50 points can be in professional development. This is a reduction from the original plan.

4. You are correct that beginning next year Food Safety Handler will not be allowed as an assessment for culinary arts. The cost of the assessments that are given to concentrators and who earn the industry recognized credential will be reimbursed to the district.

Change:

No changes were made based on these comments.

<p>12/27/2019 10:43:24</p>	<p>christy.andersen@scsd2.com</p>	<p>Christy Andersen</p>	<p>Sheridan</p>	<p>The professional development requirements in the 2020-21 Draft Perkins Plan place a disproportionate burden on CTE teachers and programs. The required externships (pages 33-34) and professional development points system (Attachment 4) should be eliminated and replaced with systems that align with expectations for other content areas in Wyoming. These two requirements raise the following concerns:</p> <p>The Wyoming Professional Teaching Standards Board already lays out a clear system for teacher certification within CTE, as well as professional development requirements for all teachers.</p> <p>These requirements are not equitable. No other content area in Wyoming bears specific and additional professional development requirements for its teachers.</p> <p>The externships (pages 33-34) require teachers, who are already employed full time, to work over and above their jobs as teachers. There are numerous challenges with the externships, in addition to the fact that they impose requirements on CTE teachers that are not shared with other content areas. For example, CTE teachers would be subject to their local job market when seeking externships. If no employers are hiring in their field, then CTE teachers in this area would clearly be at a disadvantage. Next, some fields, such as healthcare and early childhood, have extensive background check requirements in addition to other pre-employment factors. Navigating these systems and the extensive delays associated with them certainly presents an obstacle to teachers. Additionally, many employers would be required to provide insurance for externship teachers. Having to add these individuals to the company's insurance would place a financial burden on the employer itself. Finally, some CTE teachers already work full time throughout the summer through their CTSOs. Many Agriculture teachers, for example, work more than full time throughout the summer running FFA programs.</p> <p>The "professional development options" presented in Attachment 4 present a series of issues. 1) Most of these options would pull teachers out of the classroom during the school year, impacting learning in their classrooms. 2) Some of the options are loosely related to CTE at best. 3) This list is essentially an unfunded mandate, placing the cost burden on districts. 4) Teachers in no other content area face similar requirements, such</p>
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				<p>as a points system or a dictated list of approved trainings.</p> <p>These systems chip away at Wyoming's local control philosophy. Districts and schools should make professional development decisions based on the needs of programs and teachers as determined by local steering committees, not be forced to select from a list generated outside of the district.</p> <p>Thank you in advance for considering this feedback and re-evaluating the professional development requirements in the Draft Perkins Plan.</p>
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From: Michelle Aldrich <michelle.aldrich@wyo.gov>  
 Date: Sat, Mar 7, 2020 at 8:55 PM  
 Subject: Response to Proposed Perkins V State Plan  
 To: <Christy.andersen@scsd2.com>

Hi Christy---

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V and consequently not an unfunded mandate.

Perkins V strengthens local control through the comprehensive local needs assessment and allows districts to determine which of their programs of study will be high wage, high demand, and high skill thus qualifying for Perkins V funding. Advisory councils will continue to play an important role in Perkins V. We don't believe that there are any unfunded mandates in Perkins V.

Change:

No changes were made based on these comments.

1/1/2020 12:29:11	jill268@myncsd.org	Jill Thompson	Casper	Having teachers to work in industry for 100 hours every 5 years is an idea I support. It's important to stay abreast of what's happening outside of the classroom. Encouraging
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			<p>teachers to earn professional development points each year is also an idea I support. A question I must ask in relation to the above 2 points; however, is this: With those 2 "requirements" I see that it's possible that an individual teacher can make the decision to not complete one of the above and make it possible that a school would not receive funding.</p> <p>I support the career development facilitator training to have every school, K-12, to have a person trained in career development facilitation. Does this mean "school district," or "school building"? And, of course, I ask the question because I am interested in that position and am wondering if that would be an unfunded mandate by WDE or if funding would be provided through Perkins.</p> <p>Thank you to everyone who has worked on the 2020-21 Draft Perkins Plan!</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Sat, Mar 7, 2020 at 9:05 PM  Subject: Response to Proposed Perkins V State Plan  To: Jill Thompson &lt;jill268@myncsd.org&gt;</p> <p>Hi Jill---</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:</p> <p>In an instance where an individual teacher would choose not to participate and accumulate 20 points required each year in order to be considered a high quality program the district would be notified each year, offered technical assistance, and in the third year that particular program would lose funding not the entire school or district. In a department where you might have multiple teachers it could feasibly affect both teachers.</p> <p>The Career Development Facilitator training is excellent and comprehensive training that is being offered to help districts meet a goal set forth by Superintendent Balow that every school, K-12, have someone trained in career development facilitation. Hopefully the individuals who are trained will be able to utilize their knowledge with the students they work with. This is not a mandate only a goal and is an allowable expense as professional development under</p>			

<p>Perkins as well. This is really just the training and not a position per se although a district could choose to create one just as Laramie County School District created a business and industry liaison position last year with federal grant money other than Perkins.</p> <p>You are very welcome and we appreciate your support as we navigate uncharted territory.</p> <p>Change: No changes were made based on these comments.</p>				
1/2/2020 11:43:46	jgroene@goshen1.org	Jason Groene	Torrington	<p>1. Who, When, Where, Why, and How will we determine what is an industry credential? I understand that the local needs assessment will assist in this, however my concern is that in certain communities the need could be extremely broad, vague, and far reaching. When will the list of approved credentials be released? Will there be a avenue to petition for a credential of certification to be added?</p> <p>2. Concerning the 20 yearly points of professional development. Will that be strictly tied to CTE and CTSO events or does professional development within your school district count towards that as well? Again, what will or will there be process be for submitting a petition to have an event count towards those "points"? It makes reference to that in the plan, but does not lay out any of the specifics.</p> <p>3. In reference to the recruitment and retention of skilled instructors and the average age of current CTE instructors; what is currently being done to re-instate or develop programs to assist in the 3 in 1 Bachelors of Applied Science that is referenced in the plan.</p> <p>4. Do you think the 100 work hours over five years is going to go over all that well? Will educators really be able to setup 20 hrs within an industry and gain valuable experience and professional development on a yearly basis or will they just be logging the 20 hours?</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt; Date: Sun, Mar 8, 2020 at 1:00 PM Subject: Response to Proposed Perkins V State Plan To: &lt;jgroene@goshen1.org&gt;</p> <p>Hi Jason---</p>				

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

The response below has been numbered to match the same numbered items in your comment.

1. The Comprehensive Local Needs Assessment will inform local communities about the local, regional and state labor market. The local advisory councils will be useful in helping a school decide which assessments would best fit their community. There are industry recognized credentials currently approved which have been available to districts previously. There is a process to have an industry recognized credential accepted and added to the list. Once we receive the application for a credential to be added it is vetted with business and industry people from around the state. They have to be able to answer yes to one of two questions. 1) If an employee comes to you with this credential would you monetarily incentivize it? Meaning will you pay them more for having earned it. 2) In a hiring situation, if all things are equal and one of the potential employees has this credential will it give them hiring preference? If they can't answer yes to one of these two questions we probably won't add the credential since it would not appear to have any value to our students. As you may know there are over 738,000 credentials currently available but not all of them have value to our students. We are always looking for additional credentials to add so if you have one in mind please recommend it and if you are willing to be one of the reviewers please let me know that as well.

2. The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V.

3. There is currently a proposed plan that is being taken through the process at the University of Wyoming to add a new CTE degree which could be used in a variety of CTE areas depending on electives and industry experience. I have been serving on the UW task force assigned by the legislature to work on this issue since the spring of 2019. I believe we have a very flexible process that will allow transfer students, those working in industry who would like to pursue a degree, and traditional college students to earn a degree that will allow them to become licensed to certify to teach CTE courses. The industrial technology program that was slated to end last spring has also been continued.

	<p>4. We have had many teachers tell us that they are excited about the opportunity to do an externship and build relationships with business and industry partners. The \$35 per hour stipend, also counting as professional development points, and for PTSB CEU's has really drawn the interest of many teachers,</p>			
<p>1/2/2020 14:10:46</p>	<p>rodt@uwyo.edu</p>	<p>Rod Thompson</p>	<p>Casper</p>	<p>What is an example of a high school graduate attainment of a post secondary credential? CTE student Completer in the past have graduated high school at a higher rate than non completers however if the new guidelines consider a completer after two courses rather than the three needed to complete in the past that graduation rate is not determinable? But has a chance of identifying that students that complete in a two course sequence do not graduate at a higher rate! I feel the four goals in the vision and Alignment... are critical for Wyoming's economic future.Goal four having teachers trained or credentialed for career development facilitation is much needed. When it identifies the increase in students earning industry recognized certifications by 5%. Is that for post secondary completion? In the second strategy where program of study is aligned with post secondary opportunities. This is where secondary teachers work with community college or university partners to create an articulation that provides an avenue for program completion in an accelerated time frame? Then the labor trend data and business needs are identified by the post secondary teachers and programs through adequate use of advisory committees to accelerate the employment of graduates with skill sets that are currently needed? The third strategy where the teachers can gain experience in the field in an externship sounds very beneficial not only for the skill sets needed but also at reinforcing the advisory board involvement. Employability skills. Soft Skills these do not always align with high skill or high wage. Some further explanation of how these will be funded through PD or whatever needs to be identified. Otherwise I fear teachers will not be afforded the opportunities to be trained. The need to earn points each year to maintain a quality program is a great avenue. If used correctly along with the goal of the Perkins plan can be very powerful at maintaining usable programs.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt; Date: Sun, Mar 8, 2020 at 1:20 PM</p>				

Subject: Response to Proposed Perkins V State Plan  
To: Rod A. Thompson <RodT@uwyo.edu>

Hi Rod---

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

An example of a high school graduate attainment of a post secondary credential would include i.e. a certified nurse assistant license, an associates degree, or completion of a certification program. The 5% increase set by the Wyoming Department of Education for secondary students earning an industry recognized credential includes all of those career and technical education students who earn i.e. OSHA 10, American Welding Society certifications, Microsoft Office Skills certifications, etc.

I understand your concern regarding a concentrator being a student who has completed two courses. This is a federal guideline that we have no flexibility on. In reality it isn't much different than our previous definition which was a student who had completed two courses and was enrolled in a third course in the same program of study.

The plan discusses alignment between secondary and postsecondary programs of study. Perkins V funding would not pay i.e. for a sewing class at the junior high level as an exploratory class if there is not a program of study at the high school level that they could continue. It is important that programs of study have multiple on and off ramps to additional training and education. We would not fund for instance a program of study at the high school level in underwater basket weaving if there were no community college or university program offered in underwater basket weaving. Our goal is not to fund programs that lead to a dead end for students.

Soft skills or as they are now commonly called foundational skills are an important part of Perkins V. We also know from our business and industry partners that these are usually what our students struggle with during employment. We will be continuing to support professional development in helping teachers help students learn these skills. We are also encouraging districts to look at a curriculum called Career Essentials which is created by SkillsUSA and business and industry partners. It offers stackable microcredentials beginning at the junior high level, high school and postsecondary levels.

Change:

No change was made based on this comment.

1/2/2020  
23:19:43

liana.scribner@gmail.com

Liana Scribner

Newcastle

The classes that I currently teach includes Culinary Arts I and II, ProStart I, II, and III, Textiles I and II, and Early Childhood I. These classes provide practical living and career-related skills along with skills that help my students become productive members of our

				<p>community and society. The newly proposed requirements for Perkins V will make it difficult for FACS programs to demonstrate how valuable and necessary these classes are for students who are concentrators in these fields. I believe that requiring FACS programs to meet 2 out of the 3 requirements (high skill, high wage, and high demand) in order to receive Perkins funding will be too difficult to accomplish in most Wyoming high schools. Most programs will be able to demonstrate that their curriculum will meet the high demand for careers relating to FACS fields such as culinary arts and early childhood but will not be able to meet the requirements for high wage or high skill. Very few FACS programs offer certifications can meet the high skill requirement. The only class that I currently teach that would meet this requirement is ProStart I because the students must take the ServSafe Manager certification test in the first semester. In my experience, this has been a very challenging test for high school students to pass. I feel that it is unrealistic for Wyoming schools to have to meet the high wage requirement because most entry-level jobs in FACS related careers pay minimum wages. Schools in Jackson and other affluent communities may be able to meet the high wage requirement but I do not believe that my county will be able to meet this requirement. In my opinion, it is more realistic to require FACS programs to demonstrate one of the three requirements so that Wyoming FACS departments can continue to offer a wide variety of classes to its students. I know that many FACS teachers were surprised and unhappy that they must work an extra 100 hours in a related industry within a five year span. However, I see many benefits to this including updating our skills and knowledge that we can pass on to our students who will be entering into these same industries out of high school or vocational training. I had to work in the industry for a similar amount of hours to obtain my Secondary ProStart Teacher Certification several years ago. Lastly, I am hoping that FCCLA does not have to disappear due to lower student participation. I have been an FCCLA adviser for close to 10 years and have had many positive experiences with my students and community due to this organization. Our FCCLA chapter has about the same amount of members as our FBLA and FFA chapters. What I have found is that I have members that either are busy participating in several extra curricular activities so they do not become affiliated members unless they commit to a state project or they are not financially able to affiliate as an official member. In smaller Wyoming schools I feel that it is common for students to be involved in many organizations or activities and it becomes more challenging to get students to commit their time and energy to just one CTSO.</p>
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Therefore in my opinion, it is unfair to penalize the students and chapters who have committed themselves to the invaluable, helpful, productive, and caring CTSO's such as FCCLA.

From: Michelle Aldrich <michelle.aldrich@wyo.gov>  
Date: Sun, Mar 8, 2020 at 1:31 PM  
Subject: Response to Proposed Perkins V state Plan  
To: <liana.scribner@gmail.com>

Hi Liana----

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

We understand the concern of smaller schools regarding programs qualifying for Perkins funding. The three criteria include high demand, high skills, and high wage. Using the definitions set by the Perkins V State Advisory Council and with small changes in some curricular content areas we believe that a minimal number of programs will be impacted. The definition for high demand is any sector that is showing future growth. For this criteria we are looking at your community college service area plus a 75 mile perimeter as well as the state of Wyoming with a 75 mile perimeter. The 75 mile perimeter is because that is the furthest that most people are willing to commute one way for a job according to the US Department of Labor. This additional 75 mile perimeter to our state borders takes us into Utah, Colorado, Montana, South Dakota, and Nebraska. When we use these parameters we find that every industry in Wyoming shows growth except for Government. Consequently, every program will meet the high definition criteria in this two year application cycle so programs in effect will only need to meet one criteria of either high wage or high skill.

The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months,

	<p>and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V. In the latest revision of the proposed plan the requirement will be 100 points of professional development/externship over 5 years of which no more than 50 points can be in professional development. This is a reduction from the original plan.</p> <p>We believe that all career and technical student organizations (CTSO's) provide valuable experiences and opportunities to students in programs of study. We have limited funding at the state level and consequently we have found it necessary to set guidelines for CTSO's to receive funding. In setting these guidelines one of the considerations was how many chapters it takes in the state to have a viable state competition. The number of chapters we believe that are necessary to offer a state competition for is 10. We also know that in order for students to receive the most benefit from a CTSO it needs to be co-curricular which is required by Perkins V. In order to be co-curricular it must be led by a CTE certified or PIC certified teacher. We are currently working a funding model to accommodate the CTSO's and provide the maximum amount of support that we can while not exceeding our funding limits.</p> <p>Change: No changes were made based on these comments.</p>			
<p>1/3/2020 11:37:53</p>	<p>norman_cox@natronaschools.org</p>	<p>Norm Cox</p>	<p>Casper</p>	<p>Professional Development</p> <p>The requirement of an externship on pages 33-34 of the Wyoming Department of Education 2020-21 Draft Perkins Plan to complete 100 hours every 5 years places an undue burden on both teachers and districts. As a district we would not have the authority to mandate a teacher work outside their contractual hours and/or days, therefore, the teacher would be out of the classroom a minimum of 3 days of the school week. As we are not a business, we would not know if this would even be a practical approach when thinking of the requirements in regards to safety testing, compliance training, onboarding, etc. While in theory, we are not opposed to the idea of exposing teachers to current industry practices and work, we believe that maybe a better approach would be to offer as an optional incentive instead of a requirement. We find reference to “externships” for students in the federal language, however, did not find a requirement for current CTE teachers. There is also concern around the application of worker’s compensation and coverage responsibility.</p> <p>Link to Carl D Perkins Career and Technical Education Act of 2006: <a href="https://tinyurl.com/rf8w4g8">https://tinyurl.com/rf8w4g8</a></p>

				<p>Additionally, the requirement of the additional professional development (page 34 and attachment 4) based on a point system places a greater burden on CTE teachers than teachers in other content areas. When thinking about the current Professional Teaching Standards Board (PTSB) requirement of 5 credits for recertification in 5 years. Which is only 1 credit a year. If 5 points = 1 credit based on the knowledge of what the Native American Conference offers for PTSB Credits, the Perkins Plan would be requiring a CTE teacher to earn four times the number of credits needed to recertify. This seems to be an excessive requirement for CTE teachers. Some of the offerings described in attachment 4 only seem to be loosely related to CTE. Why not align the professional development requirements to the PTSB recertification requirement.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Sun, Mar 8, 2020 at 1:39 PM  Subject: Response to Proposed Perkins V State Plan  To: Norman Cox &lt;norman_cox@natronaschools.org&gt;</p> <p>Hi Norm---</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:  The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions</p>				

	<p>should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V. In the latest revision of the proposed plan the requirement will be 100 points of professional development/externship over 5 years of which no more than 50 points can be in professional development. This is a reduction from the original plan. We did seek an informal opinion from the attorney general's office and have been referred to relevant statutory citation (1-39-101 et seq.).</p> <p>Change: No changes were made based on these comments.</p>			
<p>1/3/2020 14:52:32</p>	<p>janine.evensen@scsd2.com</p>	<p>Janine Evensen</p>	<p>Sheridan</p>	<p>Thank you, in advance, for considering the following comments shared regarding the 2020-2021 Draft Perkins Plan. While reviewing the proposed changes, it is clear that there are a number of concerns, particularly in the areas of Professional Development and suggested point system (Attachment 4), and the required teacher externships (pages 33-34). In general, I believe these new requirements place a disproportionate burden on CTE teachers and programs. I believe the systems already in place through WDE professional development programs address these needs and, as a result, make the proposed programs unnecessary. It is essential to note that these new requirements raise the following concerns:</p> <p>PROFESSIONAL DEVELOPMENT REQUIREMENTS:</p> <p>It is my belief that the proposed requirements for Professional Development (as described in Attachment 4), is beyond what is reasonable and lacks direction for developing programs that truly address the unique and individual needs of teachers and students in specific areas around the state. Currently, the Wyoming Professional Teaching Standards Board already lays out a clear system for teacher certification within CTE, as well as professional development requirements for all teachers. To propose additional components to this system is unnecessary.</p> <p>I believe that these newly proposed requirements are not equitable when considering the expectations of all program areas. No other content area in Wyoming bears specific and additional professional development requirements for its teachers.</p> <p>One additional concern is that the majority of the proposed PD offerings occur during the</p>

			<p>school year. This would require teachers to take time away from their classroom / students which is not in conjunction with what is identified as a quality teaching / learning environment. To acquire the number of points from a list dictated by the State Dept. would require teachers to be away from their classroom for several days throughout the school year. Considering the list of PD workshops, it is also important to note that several of them are very loosely connected to CTE programs and not likely to provide useful training opportunities. Another concern related to this is the funding for these trainings. Most are multiple days which would result in travel, lodging, food, and substitute teacher costs. What revenue source would provide for these costs? Considering that districts already provide PD for their teaching staff, it is an unfair expectation that these costs be passed on to an already tight budget.</p> <p><b>TEACHER EXTERNSHIPS:</b></p> <p>The externships described on pages 33-34 would require teachers, who are already employed full time, to work over and above their jobs as teachers. While I appreciate that there is a promise of financial compensation for the time given to these opportunities, I also note that there are numerous challenges that are likely to occur. These challenges would be in addition to the fact that they impose requirements on CTE teachers that are not shared with any other content areas. For example, CTE teachers would be subject to their local job market when seeking externships. If no employers are hiring in their field, then CTE teachers in this area would clearly be at a disadvantage. Next, some fields, such as healthcare and early childhood, have extensive background check requirements in addition to other pre-employment factors. Navigating these systems and the extensive delays associated with them certainly presents an obstacle to teachers. Additionally, many employers would be required to provide insurance for externship teachers. Having to add these individuals to the company's insurance would place a financial burden on the employer itself. Finally, some CTE teachers already work full time throughout the summer. Often this work occurs through their CTSOs. For example, the majority of Agriculture teachers, for example, work more than full time throughout the summer running FFA programs.</p> <p>While I understand this requirement is focused on the need for keeping CTE programs up</p>
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			<p>to date on industry requirements, I believe this is already in place through the involvement of local Advisory Committees. The contributions of these committee members provides direct feedback to administrators and instructors regarding the use of Perkins funds for providing the most up to date programs and equipment needs possible. To expect more in the form of teacher externships presents challenges and burdens that are not likely to produce a higher degree of success in building programs than the system that is already in place.</p> <p>OVERALL CONCERN - LOCAL CONTROL</p> <p>Over the course of my 30+ years of teaching in Wyoming, I have always appreciated the focus on the philosophy of providing Local Control for Wyoming's School districts. I believe that these proposed systems are focused on removing or deteriorating the opportunity for individual districts and schools to make choices that are best for their communities, students, and staff. Districts and schools should continue to make professional development decisions (including additional training requirements such as externships) based on the needs of programs and teachers as determined by local steering committees, not be forced to select from a list generated outside of the district.</p> <p>Again, thank you for your consideration for these particular concerns. I believe that it is essential that proposals such as this be open to the comments, suggestions, and ideas of those who will be expected to carry out the newly prescribed plan. There is much at stake that can have a very direct impact on the ability to continue building the quality CTE programs that are offered throughout Wyoming. Thank you.</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Sun, Mar 8, 2020 at 1:49 PM  Subject: Response to Proposed Perkins V State Plan  To: Janine Goodrich Evensen &lt;janine.evensen@scsd2.com&gt;</p> <p>Hi Janine---</p>			

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V and consequently not an unfunded mandate.

Perkins V strengthens local control through the comprehensive local needs assessment and allows districts to determine which of their programs of study will be high wage, high demand, and high skill thus qualifying for Perkins V funding. Advisory councils will continue to play an important role in Perkins V. We don't believe that there are any unfunded mandates in Perkins V.

Change:

No changes were made based on these comments.

<p>1/3/2020 17:06:22</p>	<p>kassi.renner@scsd2.com</p>	<p>Kassi Renner</p>	<p>Sheridan</p>	<p>The requirements of CTE programs and teachers outlined in the 2020-21 Draft Perkins plan are excessive. Specifically, the required externships (pages 33-34) and professional development points system (Attachment 4) should be eliminated and replaced with systems that align with expectations for other content areas in Wyoming. First and foremost, no other content area in Wyoming bears specific and additional professional development requirements for its teachers.</p> <p>Personally I believe the externships (pages 33-34) are a huge burden. CTE teachers are already employed full time and many CTE teachers including myself, put in many extra hours doing extracurricular activities. For example I am an FFA advisor, during the summer I already put hundreds of hours during the summer doing SAE visits, county fair, and state fair. Not only would this be asking teachers to work over and above their jobs as teachers but this poses many other challenges.</p> <p>For example, CTE teachers would be subject to their local job market when seeking externships. If no employers are hiring in their field, then CTE teachers in this area would clearly be at a disadvantage. Next, some fields, such as healthcare and early childhood, have extensive background check requirements in addition to other pre-employment factors. Navigating these systems and the extensive delays associated with them certainly presents an obstacle to teachers. Additionally, many employers would be required to provide insurance for externship teachers. Having to add these individuals to the company's insurance would place a financial burden on the employer itself.</p> <p>Next, the "professional development options" presented in Attachment 4 present a series of issues. 1) Most of these options would pull teachers out of the classroom during the school year, impacting learning in their classrooms. 2) Some of the options are loosely related to CTE at best. 3) This list is essentially an unfunded mandate, placing the cost burden on districts. 4) Teachers in no other content area face similar requirements, such as a points system or a dictated list of approved trainings.</p> <p>-These systems chip away at Wyoming's local control philosophy. Districts and schools should make professional development decisions based on the needs of programs and teachers as determined by local steering committees, not be forced to select from a list</p>
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				<p>generated outside of the district.</p> <p>Thank you in advance for considering this feedback and re-evaluating the professional development requirements in the Draft Perkins Plan.</p>
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From: Michelle Aldrich <michelle.aldrich@wyo.gov>  
Date: Sun, Mar 8, 2020 at 1:46 PM  
Subject: Response to Proposed Perkins V State Plan  
To: <kassi.renner@scsd2.com>

Hi Kassi---

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Response:

The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V and consequently not an unfunded mandate.

Perkins V strengthens local control through the comprehensive local needs assessment and allows districts to determine which of their programs of study will be high wage, high demand, and high skill thus qualifying for Perkins V funding. Advisory councils will continue to play an important role in Perkins V. We don't believe that there are any unfunded mandates in Perkins V.

Change:

No changes were made based on these comments.

<p>1/3/2020 23:45:37</p>	<p>suzan.newberry@gmail.com</p>	<p>Suzan Newberry</p>	<p>GILLETTE</p>	<p>My suggestions and concerns:</p> <p>(1) Referring to Attachment 4 - "Professional Development Options for Career &amp; Technical Education (CTE) Teachers." I would recommend adding the "MBA Conclave Curriculum and Teaching Conference" and giving it 15 points. It is worth the same value as ACTE Vision. I have attended both conferences many times and feel the benefits are equal.</p> <p>(2) Referring to attachment 4 - "Professional Development Options for Career &amp; Technical Education (CTE) Teachers." I highly support requiring professional development to faculty and staff to ensure high-quality CTE program. However, the conferences/workshops need to be fully paid for as well as all the extra costs associated with the professional development. (motel rooms, travel, food etc.) In my career as a CTE teacher, I spent thousands of dollars of my own money to travel for professional development. Many districts expect you to attend professional development but are not willing to cover all or in many cases any of the expenses. Are the funds available to make sure that the faculty/teachers are not pressured to use their own money?</p> <p>(3) Referring to "CTE Program of Study and Program Quality" #3 - "Promote skill attainment that leads to an industry recognized credential or recognized postsecondary credential" I do not see specific industry recognized credentials listed, however, I would recommend that the Business Marketing, Management &amp; Entrepreneurship students be offered A*S*K certification (Institute for the Assessment of the Skills and Knowledge of Business (A*S*K). A*S*K certification is based solely on industry-validated standards and performance indicators independent of courses, grade levels, or other educational considerations. Certifications are comprehensive, challenging, and highly focused on real-world business expectations. Each A*S*K certificate is based on well-documented performance indicators derived from continuing research of the business community. These industry-validated performance indicators define skills and requisite knowledge required for ethical decision-making and career success in business, marketing, finance, management, and entrepreneurship.</p> <p>(4) Referring to the GLOSSARY, the definition of "HIGH WAGE" means a career that provides 60% of the average hourly wage by county as determined by the U.S. Bureau of Labor Statistics: My question is WHEN does a CTE student need to make 60% of the</p>
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			<p>average hourly wage? In my 40 years of experience, most seniors are only 17 years old when they graduate from high school have not even been given the opportunity to work in many of the CTE positions due to Federal Safety Regulations. They may be sweeping the shop or doing lower level activities, but they cannot legally work with most of the equipment until they are 18 years of age. The few students that have turned 18 before graduation have most likely just recently turned 18, so they have very limited actual experience and are NOT generally going to make 60% of the average hourly wage by county. If this is meant to be applicable at the time high school graduation, most all CTE students will NOT be receiving 60% of the average hourly wage by county.</p> <p>(5) Under the section, "Instructors, Administrators and other CTE Professionals," Teachers will be asked to work in industry for 100 hours every five (5) years in the teacher's content area. This is an excellent idea, but is it practical or cost effective for all CTE teachers? Do you have the funds to reimburse all the costs associated with externships for all Wyoming CTE teachers? For example, this will most likely have to be done outside of the school year, potentially interfering with summer employment and classes needed for recertification or to complete masters in order to teach dual or concurrent enrollment. The cost could include travel to another locations, motel, food, appropriate clothing to participate at the work site, etc. If the teacher has children, they may have to pay for childcare that would not be necessary during the summer. Having every teacher seek out their own externship may not be the best use of state funds either.</p> <p>Another concern I have is, will most companies be willing to offer externships to teachers? If a company is not set up to offer internships or externships, participating in a program such as this may be a burden. Will the company's insurance cover the teachers during the externships?</p> <p>Could other alternatives be developed that would be easier on the companies and teachers, be more cost effective and accomplish the same benefits? Instead of requiring every teacher to complete 100 hours of externships, could the Wyoming State Department encourage teachers with reimbursements and stipends to participate in externships rather than requiring every teacher to do externships?</p>
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			<p>Perhaps teachers who do not complete externships, a 1-2-day in-depth tour of each CTE area could be organized by the Wyoming State Department and offered each summer. Each of these in-depth tours could include an overview of operations within a company, observation of different occupations involved, in-depth look at skills necessary for the different careers; hands on workshops directed by company leaders in the field; teachers would meeting and talk with employees as well as management, presentations from company executives, question and answer sessions, as well as many other ideas could be incorporated. These 1-2-day tours could be required if necessary. I have participated in many in-depth tours and found them to be excellent, motivating and invigorating!</p>
<p>From: Michelle Aldrich &lt;michelle.aldrich@wyo.gov&gt;  Date: Sun, Mar 8, 2020 at 2:03 PM  Subject: Response to Proposed Perkins V State Plan  To: Suzan Newberry &lt;suzan.newberry@gmail.com&gt;</p> <p>Hi Suzan---</p> <p>Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review it, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:</p> <p>Response:</p> <p>The response below has been numbered to match the same numbered items in your comment.</p> <ol style="list-style-type: none"> <li>1. The professional development menu is not comprehensive nor was it meant to be. There is a line for "Other" where the MBA Conclave Curriculum and Teaching Conference can be added. There is a rubric that teachers will use to score their "Other" opportunities and be able to determine the number of points the conference is worth for professional development.</li> <li>2. The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is a focus and an allowable expense in Perkins V. We believe that CTE teachers are already doing much of what we are asking or exceeding it and we just haven't done a good job of capturing it. Our intent in emphasizing it is to encourage districts to fund it either through their Perkins funding or their district budgets.</li> <li>3. There is a process to have an industry recognized credential accepted and added to the list. Once we receive the application for a credential to be added it is vetted with business and industry people from around the state. They have to be able to answer yes to one of two questions. 1) If an employee comes to you</li> </ol>			

with this credential would you monetarily incentivize it? Meaning will you pay them more for having earned it. 2) In a hiring situation, if all things are equal and one of the potential employees has this credential will it give them hiring preference? If they can't answer yes to one of these two questions we probably won't add the credential since it would not appear to have any value to our students. As you may know there are over 738,000 credentials currently available but not all of them have value to our students. We are always looking for additional credentials to add so if you have one in mind please recommend it and if you are willing to be one of the reviewers please let me know that as well.

4. High wage is meant to be used as a parameter once they have completed the training required for that position. For instance, a student who is majoring in accounting would not be expected to make this and this parameter wouldn't be used until the student had completed their bachelor's degree in accounting.

Change:

No changes were made based on these comments.

## COMMENTS RECEIVED VIA SEPARATE CORRESPONDENCE AND THEIR RESPONSES

From: Michelle Aldrich <michelle.aldrich@wyo.gov>

Date: Thu, Mar 19, 2020 at 3:23 PM

Subject: Response to Proposed Perkins V State Plan

To: de Ryk, Tracy <Tracy.deRyk@platte1.org>

Hi Tracy---

Thank you for taking the time to comment on the proposed Perkins V state plan. We appreciate the interest in the plan and your willingness to share your thoughts. The WDE CTE team and Perkins V Advisory Council have been waiting to respond to submitted comments until the comment period closed, Governor Gordon had an opportunity to review the plan, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Comment:

Dear Perkins Advisory Council,

As a former CTE (Business) teacher, administrator and Perkins Grant Coordinator for Platte CSD1, I have made comments on the public comment page regarding the Perkins V Grant, but I also want to express my concerns to you directly. I understand that there are components of the federal grant that are out of Wyoming's control, but my concerns are for what has been chosen for Wyoming by your board as additional requirements to received Perking (sic) funding at the local level.

My concerns are the following:

1. Why did we require high school programs to meet two of three categories in the High Wage, High Demand, High Skill section, when federally, only one of the three is required? I believe that at the high school level, it is our job to expose students to what the possibilities are in planning for their college and career readiness. Our high school programs are not equipped to turn out the "finished product", but to help students to get to their next step in training at on-the-job training, the junior colleges, trade schools and the UW of Wyoming. By forcing our programs to meet the two of three, there is more potential to lose funding for very needed programs, such as Child Development and Culinary Arts in the high schools.
2. The point system for professional development seems skewed. I understand that we want our teachers to be up-to-date on their industry and instructional strategies professional development, but they can only get the Career Development Facilitator 20 points once, then they are forced to attend multiple conferences each year to attain the needed points. Shouldn't spending the time and money to go to a national or regional conference be worth 20 points? If I were a teacher trying to get my 20 points, I could potentially lose 9+ days out of the classroom attending national and regional conferences worth 5 to 10 points each. Furthermore, if our local Wave Conference and Innovations/STEAM conferences are only worth 5 points, what message is that sending the conference planners and attendees? As the Perkins Coordinator, I can see how we will be spending a disproportionate amount of the grant on conferences, rather than materials and resources for our students in the classroom.
3. I understand the externship idea, but see it as a challenge for teachers to find viable employers willing to take someone on, spend money on them in the form of payroll and training time, just to know that they will be there 100 hours over five years' time. I believe that stipend money would be better spent on continuing the NOCTI testing.
4. The goal of increasing the number of industry certifications awarded to students needs to be tied into the professional development plan point system and/or stipend for the teachers, as very few of our teachers are certified to teach or test in those certification areas. Furthermore, OSHA 10 will not award a certificate to a student who has not taken their course in their prescribed method. (For example, teaching the OSHA 10 course over a series of several weeks in class.) If our teachers can't teach or test it, there is no point in trying to implement that as a goal. Our teachers were using the data from the NOCTI tests improve their programs and the content they teach. I understand why Industry Standard certification seems like a good idea, but it does not give our teachers any feedback regarding their programs.
5. I read that CTSO programs must be attached to our CTE programs, but then was told that this wasn't really the case. I would like clarification on this.
6. I read that CTE programs must offer a concurrent or dual enrollment course to be eligible to receive Perkins funds, but was then told that a college course must be offered at the school, not necessarily in the CTE department. I would like clarification on this.

I read in the plan that our average age of teacher is 54 years old and we need to retain and attract new teachers, yet we are making it harder for teachers to stay in their field and receive Perkins funding.

I read in the plan that one half of the WDE CTE team has been trained in Career Essentials Suite, but I'm not sure how this translates into impacting our CTE teachers or students? Would this be an option for PD or helping to meet some of the Perkins mandates for our CTE teachers?

Response:

The response comments are numbered to match the items listed in your comments above:

1. We understand the concern of smaller schools regarding programs qualifying for Perkins funding. The three criteria include high demand, high skills, and high wage. Using the definitions set by the Perkins V State Advisory Council and with small changes in some curricular content areas we believe that a minimal number of programs will be impacted. The definition for high demand is any sector that is showing future growth. For this criteria we are looking at your community college service area plus a 75 mile perimeter as well as the state of Wyoming with a 75 mile perimeter. The 75 mile perimeter is because that is the furthest that most people are willing to commute one way for a job according to the US Department of Labor. This additional 75 mile perimeter to our state borders takes us into Utah, Colorado, Montana, South Dakota, and Nebraska. When we use these parameters we find that every industry in Wyoming shows growth except for Government. Consequently, every program will meet the high definition criteria in this two year application cycle so programs in effect will only need to meet one criteria of either high wage or high skill.

We have been working with CTE teachers since last spring to suggest ways that they might refocus or modify their courses in order to be able to obtain Perkins funding. An example is changing the focus of a Culinary Arts Program of Study from food service to nutrition and dietetics or even to food service management which in many cases may be simply adding a nutrition course or emphasizing the nutrition chapters in their existing curriculum. We would be more than happy to work with your district to identify minor adjustments that could be made to your existing programs to help them qualify for Perkins V funding.

2. The professional development/externship menu is not all inclusive. The opportunities are listed are those commonly attended by CTE teachers that we are aware of. The opportunities are weighted based on the priority that Perkins places on the content. There are a variety of opportunities on the list and they vary by topic, cost, in length, and when they are held to offer a large variety of options to teachers and administrators. A CTE teacher could watch four (4) of the Special Populations On Target (SPOT) modules which are two (2) hours long each and receive the full 20 points they need at no cost and in the comfort of their own home when it is convenient for them. There is also an "other" that can be utilized for district in-services and other opportunities that may not be listed. There is also a rubric that I have attached to this email that will allow teachers and administrators to determine the number of points an opportunity is worth. We believe that teachers are already doing this and that we just haven't done a good job of capturing their professional development.

3. I have attached the new professional development/externship menu for you. The requirement now is for teachers to earn 100 points over a five year period for professional development and externship of which 50 points must be from externships. One hour of externship equals one(1) point towards the 20 needed each year. We have also worked with the Professional Standards TEaching Board (PTSB) to have the externship hours count as continuing education units (CEU's) for recertification. Teachers can be employed by a local business in their content

area for their externship but they can also choose to do a job shadow, volunteer or do an unpaid externship with the employer. We will still offer the \$35.00 per hour stipend if any of these are done outside of their regular contract hours.

4. The Perkins V State Advisory Council selected industry recognized credential as our assessment for CTE concentrators because they have value to the student. Employers don't recognize NOCTI as having value and consequently aren't willing to compensate a student monetarily in most instances for a NOCTI score. The employers we have talked with do not give preference to a student who has a NOCTI score but will give hiring preference to a student with an industry recognized credential. There are currently over 738,000 certificates for students to earn. We are working to identify and approve those that actually have value to our students and our business and industry stakeholders in Wyoming. Perkins can be used to provide professional development for teachers to obtain the required training to administer those certifications. Perkins V will reimburse your district for any CTE concentrator who takes one of the industry recognized credentials on the WDE approved list that will be available by July 1st. We believe that this will provide equity for students who may not have had funding previously to obtain an industry recognized credential after having taken a course. An example of this is the certified nursing exam which can be costly and that some families cannot afford. Many of the industry recognized certifications will provide feedback to your teachers and the data dashboard we have developed this year will also provide feedback by school and program of study as well as special population.

5, In order to be considered a high quality CTE program students must have an opportunity to belong to a CTSO. Some of these may already exist in your school. For instance, I notice that your school website has a computer science club. If computer science is one of your programs of study SkillsUSA is a CTSO that has several computer science competitive events. This might be a natural fit that would allow your students an enrichment opportunity and the chance to compete if they are interested. It would also provide access to great resources for the instructor. SkillsUSA is a great organization especially for small schools because it incorporates nearly every curricular content area such as culinary arts, early childhood education, welding, auto, woodworking, etc. under one umbrella. Again, this is something we can assist you with if you need more information or want to discuss how it might work for your school and district.

6. Dual and concurrent enrollment opportunities are one of the hallmarks of a high quality CTE program. Our goal is that every student across Wyoming would have the opportunity to earn college credit before leaving high school. If your school offers senior English and Eastern Wyoming Community College gives students who take this course and pass credit for English 1010 as a concurrent enrollment course that would meet that hallmark. The dual and concurrent enrollment don't have to be linked to CTE although they can be and eventually we would love to have that be the case but realistically as a state we just aren't there.

Change:

None based on these comments.

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From: Lammers, Julie <jryder@asa.org>

Date: Thu, Dec 19, 2019 at 1:54 PM

Subject: Comments on Perkins V

To: Michelle.aldrich@wyo.gov <Michelle.aldrich@wyo.gov>

December 17, 2019

Michelle Aldrich

State CTE Director

Wyoming Department of Education

2300 Capitol Avenue, Hathaway Building, 2nd Floor

Cheyenne, WY 82002

Dear Dr. Aldrich,

Thank you for the opportunity to comment on Wyoming's state plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). As you work to finalize Wyoming's Perkins V Plan for the next four years, American Student Assistance® (ASA®), a national nonprofit that helps students find their path and plan for their future, urges you to take advantage of the opportunity to expand Perkins federal funding to career exploration activities as early as fifth grade.

Secondary students today have very mixed emotions related to life beyond high school, particularly around education and career plans. In an ASA survey fielded with more than 2,300 middle and high school students, half expressed feelings of excitement, but the other half confessed to negative feelings of stress, pressure and a general sense of being overwhelmed by the idea of planning for life beyond high school. We believe that an early start to career exploration in the middle grades can empower students to start thinking about their future after high school, help them explore all the different options and pathways for postsecondary education and career, and reduce stress levels before they reach critical levels in junior and senior year of high school.

Understanding the benefits of career exploration at a younger age, several states across the country are already planning to expand Perkins-funded career and technical education programming to middle school grades. In fact, an ASA analysis of all 50 state Perkins V transition plans found that more than 20 percent of states thus far intend to take advantage of Perkins funding for younger grades, and more may now be working to incorporate this expansion into their final Perkins V state plans for the next four years. We urge Wyoming to join those states on the leading edge of college and career readiness in the 21st century.

Wyoming has committed to increasing career exploration in grades five and six, as demonstrated through the Wyoming Department of Education strategic plan goals. As you work to create curricular resources that encourage middle school teachers to expose their students to career clusters, we hope you will take advantage of the opportunity to fortify your efforts in this area with federal Perkins funding.

We thank you in advance for your consideration of these recommendations and would welcome the opportunity to provide testimony at future hearings related to your Perkins plans, or to discuss these issues in further detail at your convenience. Please do not hesitate to contact me for more information.

Sincerely,

BOC99C07

Julie Lammers

Vice President of Advocacy and Government Relations

American Student Assistance

[jryder@asa.org](mailto:jryder@asa.org)/617.535.2053

From: Michelle Aldrich <michelle.aldrich@wyo.gov>  
Date: Thu, Mar 19, 2020 at 9:36 AM  
Subject: Response to Proposed Perkins V State Plan Comments  
To: Shelley Hamel <shelley.hamel@wyo.gov>, John Bole <john.bole@wyo.gov>

Hi John and Shelley----

Here is another letter to review and comment on please.

Hi Ryan---

Thank you for taking the time to comment on the proposed Perkins V state plan. We have been waiting to respond until the comment period closed, Governor Gordon had an opportunity to review the plan, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Comment:

I just wanted to pass along concerns of the draft Perkins plan. As a small district receiving about \$18,000 a year we are concerned with the potential changes in Perkins. We feel we are already stretched thin on the management side of the grant and fear that many of the changes are going to require more administrative time. To my knowledge we have never taken any administrative costs from our Perkins money as we feel the teachers should benefit from the grant. We have been fine with doing this as we have seen it as a positive for our teachers and programs. Going through the past year being new to the grant I have seen that while this is one of our smaller grants it requires the most attention. I fear that more requirements are going to create even more attention to the grant.

Externships...this is already a huge concern for my teachers. It has caused a lot of stress and it isn't even officially a mandate yet. I do not see a way that our teachers will be able to meet this requirement. I think districts are all on board to improve CTE programs in their schools but I don't think this is going to do anything but cause problems. Being rural Wyoming most communities will not have the resources to provide jobs for our teachers trying to meet this requirement. I guess I am also confused where the money comes from that the WDE-CTE team will use to fund the stipends for the externships. I think any money could be better served to help evaluate programs and provide focused PD for Wyoming CTE educators. I get that we want to get teachers connected with the latest industry standards but I think we need to take a different approach that districts and teachers would support.

I am never against providing PD, but requiring PD becomes problematic. I think most districts would support researched based PD provided regionally if it was offered. By researched based I mean taking into consideration teacher and industry input. Again I get the concept and support PD but districts also have a lot of other initiatives going on that require our CTE teachers to attend non-CTE PD.

In my opinion, I support the concepts of improving our CTE programs in the State of Wyoming but I don't think the Draft Perkins Plan is going to accomplish these goals. By requiring more you're going to be getting less. If everything in the plan is implemented and I had to make a decision on Perkins today, I would argue that we should drop our Perkins Grant moving forward. The amount of work for the money is just not justifiable and I am pretty confident I would have the support of my teachers with all of the potential mandates. We are still going to work hard to create quality CTE programs in our district but it may be without Perkins.

Response:

We understand that Perkins V seems cumbersome. In an effort to make the Perkins V process more streamlined we will be using a biennial application that will only need to be submitted every two years (in the even years). In the odd years there will only need to be an amendment and a new budget page submitted with required documentation. We also are allowing smaller districts to form consortiums in order to share the application and reporting process. In addition, we held individual district meetings to walk through the new application and will be offering additional training and support for districts at the STARS conference and in August. We will continue to work to streamline the process and reduce the burden to districts while still meeting our federal requirements and the goals of the funding.

The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V and consequently not an unfunded mandate.

We definitely understand that Perkins V may not fit the needs of every district. Unlike Perkins IV in which every district was able to receive funds to use for any of their CTE programs the comprehensive local needs assessment will drive what we are able to fund with Perkins V. We will continue working with districts and CTE teachers to provide quality CTE programming regardless of whether they participate in PERkins funding or not.

Change:

No changes were made based on these comments.

From: Michelle Aldrich <michelle.aldrich@wyo.gov>  
Date: Thu, Mar 19, 2020 at 1:34 PM  
Subject: Response to Proposed Perkins V State Plan Comments  
To: Craig Dougherty <craig.dougherty@scsd2.com>

Hi Craig,

Thank you for taking the time to comment on the proposed Perkins V state plan. We appreciate the interest in the plan and your willingness to share your thoughts. The WDE CTE team and Perkins V Advisory Council have been waiting to respond to submitted comments until the comment period closed, Governor Gordon had an opportunity to review the plan, and the public comments had been reviewed by the State Board of Vocational Education and our Perkins V State Advisory Council. Please find the response to your comment below:

Comment:

TO: Dr. Michelle Aldrich, Wyoming Department of Education

FROM: Craig Dougherty, Superintendent

Mitch Craft, Assistant Superintendent

DATE: December 18, 2019

SUBJ: Public Comment on 2020-21 Draft Perkins Plan

As a content area, Career & Technical Education (CTE) already bears hugely disproportionate burdens in Wyoming. No other content area carries requirements on the level of CTE for reporting, data submission, goal setting, action plans, document uploads, etc. In addition to extensive CTE requirements, the Perkins grant has historically meant additional layers of requirements unique to CTE. The 2020-21 Draft Perkins Plan pushes the CTE/Perkins grant requirements well past the point of what's reasonable for Wyoming school districts. We thank you in advance for considering the comments below addressing this overarching concern and its extensive implications across the plan.

Special Populations/Data Self Assessment

There is an intense and unexplained focus in the draft plan on “special populations.” Without question, Wyoming districts, schools, and educators work hard to ensure that students from special populations have opportunities for success in all content areas, including CTE. Districts are already required by federal law to meet the needs of these students. The repeated mention of this issue in the plan, along with required self-assessment and goal setting, implies that districts are negligent in this area. However, we have never heard feedback suggesting that we are not meeting the needs of these learners in CTE. Historically, Wyoming school districts have already been required to disaggregate CTE data and develop action plans for areas of deficiency within the Perkins Performance Indicators, including a focus on special populations. Adding “a self-assessment for disability, economically disadvantaged, English learners, and individuals entering nontraditional fields and single parents or single pregnant mothers” (page 30) increases the already significant data and reporting burdens associated with CTE and Perkins. Adding this assessment on top of existing expectations is not reasonable.

Wyoming school districts are already required, through other avenues, to meet the needs of special populations in all content areas. Therefore, creating additional layers of compliance and reporting amounts to duplication and should be scaled back or removed from the plan.

Excellence & Accountability

Professional Development

The professional development requirements in the 2020-21 Draft Perkins Plan place a drastically disproportionate burden on CTE teachers and programs. The required externships (pages 33-34) and professional development points system (Attachment 4) should be eliminated and replaced with systems that align with expectations for other content areas in Wyoming. These two requirements raise the following concerns:

- The Wyoming Professional Teaching Standards Board already lays out a clear system for teacher certification within CTE, as well as professional development requirements for all teachers.
- These requirements are not equitable. No other content area in Wyoming bears specific and additional professional development requirements for its teachers.
- The externship program (pages 33-34) requires teachers, who are already employed full time, to work over and above their jobs as teachers. There are numerous challenges with the externships, in addition to the fact that they impose requirements on CTE teachers that are not shared with other content areas. For example, CTE teachers would be subject to their local job market when seeking externships. If no employers are hiring in their field, then CTE teachers in this area would clearly be at a disadvantage. Next, some fields, such as healthcare and early childhood, have extensive background check requirements in addition to other pre-employment factors such

as required training. Navigating these systems and the associated delays certainly presents an obstacle to teachers. Additionally, many employers would be required to provide insurance for externship teachers. Having to add these individuals to the company's insurance would place a financial burden on the employer itself. Finally, some CTE teachers already work throughout the summer through their CTSOs. Many Agriculture teachers, for example, work well beyond full time throughout the summer running FFA programs.

- The “professional development options” presented in Attachment 4 present a series of issues. 1) Most of these options would pull teachers out of the classroom during the school year, negatively impacting learning in their classrooms. 2) Some of the options are loosely related to CTE at best. 3) This list is essentially an unfunded mandate, placing the cost burden on districts. 4) Teachers in no other content area face similar requirements, such as a points system or a dictated list of approved trainings.

- These systems chip away at Wyoming's local control philosophy. Districts and schools should make professional development decisions based on the needs of programs and teachers as determined by local steering committees, not be forced to select from a list generated outside of the district and community.

#### Funding Allocations

The Draft Perkins Plan allows the WDE to keep 30% of the grant to fund its own operations and priorities, while distributing only 70% to districts. This is clearly top-heavy allocation. We invite officials examining this plan to compare this distribution ratio to other federal grants, including Title I-A, Title II-A, and Title VI-B.

#### Response:

We understand that Perkins V seems cumbersome. In an effort to make the Perkins V process more streamlined we will be using a biennial application that will only need to be submitted every two years (in the even years). In the odd years there will only need to be an amendment and a new budget page submitted with required documentation. We also are allowing smaller districts to form consortiums in order to share the application and reporting process. In addition, we held individual district meetings to walk through the new application and will be offering additional training and support for districts at the June STAR conference and again in August. We will continue to work to streamline the process and reduce the burden to districts while still meeting our federal requirements and the goals of the funding.

We understand that Wyoming school districts, schools, and educators work hard on behalf of our students who are members of special populations. Perkins V does have an increased emphasis on special populations and ensuring equity for all students in career and technical

education courses. Due to the format of the federal application, there is information in our application that seems to be redundant and this may lead to a perception of excessive emphasis on special populations. The self-assessment and goal setting is not new to Perkins but used to occur in the form of performance assessment targets that were negotiated each spring.

The professional development requirements of the proposed Perkins V State plan are only required of full time career and technical education (CTE) teachers in programs eligible for Perkins funding. We are working with the Wyoming Association of Career and Technical Educators (WACTE) to create pre conference opportunities for teachers to complete externship hours. Flexibility will be key to making this possible so we are also including volunteer experiences and job shadows in addition to paid employment. School districts can allow teachers to do externships on planning days or as part of their in-service days but that will be up to the local school district. Career and technical education is different from traditional academic subjects in that the content is ever changing and in many instances can change very quickly. We believe that many CTE teachers are already doing professional development and even externships but that we have not done a good job of capturing that information. The professional development menu is not comprehensive and allows professional development that is done at the district level to be captured through the use of a rubric that will calculate points and can be added to the professional development menu under "other". We have included a variety of professional development opportunities that include some that occur during the school year, some that occur during summer months, and some that are asynchronous and can be done in the comfort of your own home and are free of charge. We agree that professional development decisions should be made by districts, schools and teachers. Professional development is an allowable expense in Perkins V and consequently not an unfunded mandate.

Perkins V strengthens local control through the comprehensive local needs assessment and allows districts to determine which of their programs of study will be high wage, high demand, and high skill thus qualifying for Perkins V funding. Advisory councils will continue to play an important role in Perkins V. We don't believe that there are any unfunded mandates in Perkins V.

Federal Perkins law only allows WDE to utilize five (5)% of the federal funds for administration of the grant. The remaining funds are spent on the allowable expense categories within the Perkins V guidelines. For example, individuals in state institutions, juvenile justice facilities, institutions that serve individuals with disabilities, non-traditional training and employment, special populations recruitment are all designated areas where a percentage of funds have to be spent. The remaining amounts are all distributed to our subrecipients through a variety of means such as annual allocations, professional development grants, workplace discovery grants, etc..

Change:

No changes were made based on these comments.



March 16, 2020

Mr. Ryan Fuhrman, Chairman  
State Board of Vocational Education  
122 W. 25<sup>th</sup> Street #E200  
Cheyenne, WY 82002

RE: Perkins V Plan

Dear Chairman Fuhrman,

I am pleased to express my support for Wyoming's Carl D. Perkins Career and Technical Education Act (Perkins V) State Plan. I greatly appreciate the collective efforts and hard work that went into developing a plan that is data-driven with clear expectations and carefully planned measurements to define improvement and success.

Wyoming's investment in career technical education (CTE), provided through Perkins V, is crucial to meeting the needs of the 21<sup>st</sup> century economy. I believe high-quality career CTE programs will provide an option for students who seek to develop skills that can enable them to succeed in the changing economy. Employers throughout Wyoming continue to report a shortage of skilled workers to fill in-demand positions. CTE programs are central to overcoming this skills gap. Perkins V provides an opportunity for communities to offer CTE programs aligned to current and future local and regional industry needs.

After reviewing the plan, I believe Wyoming can set a vision under the plan that supports students from high school into postsecondary education and ultimately into the workforce. This plan provides a great opportunity for us to meet the unique needs of learners, educators and employers. Wyoming will greatly benefit from this well-developed plan.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mark Gordon".

Mark Gordon  
Governor

MG:lb:kh

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Application Printout

[Instructions](#)

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eGrant Management System

Printed Copy of Application

Applicant: [REDACTED]

Application: 2020-2021 Perkins Secondary - 00 -

Project Period: 7/1/2020 - 6/30/2021

Cycle: Original Application

Date Generated: 5/13/2020 3:00:03 PM

Generated By: 7700005rbutt

ATTACHMENT 11

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Secondary Application

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Perkins V Secondary Application  
2020-2021

Application Checklist for upload

- DUNS Number (SAMS.Gov)
- Advisory Council Agendas
- Advisory Council Meeting Minutes
- Advisory Council Meeting Sign-in Sheets
- Comprehensive Local Needs Assessment (CLNA)
- Current MOU for dual and/or concurrent enrollment programs
- Professional Development Checklist (upload a separate pdf file for each full-time CTE teacher)
- CTE Perkins Subgroup Secondary Report

ATTACHMENT 11

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Perkins V Secondary

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Program: Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Program Manager: Randall Butt (A-L)  
Phone: 307-777-5329  
Email: randall.butt@wyo.gov

Jeannie Coulson (M-Z)  
Phone: 307-777-6808  
Email: jeannie.coulson@wyo.gov

Purpose: The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study, by -

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;
- (5) providing technical assistance that -
  - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and
  - (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
- (8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

Legislation: Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

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. 25 Street Suite E200, Cheyenne, WY, 82002-0050 or 307-777-7673, 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.

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Contact Information

[Instructions](#)

\* Denotes required field

Perkins Program Contact

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Phone*	<input type="text"/> - <input type="text"/> - <input type="text"/> Extension <input type="text"/>		
Email*	<input type="text"/>		

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Business Manager:

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Phone*	<input type="text"/> - <input type="text"/> - <input type="text"/> Extension <input type="text"/>		
Email*	<input type="text"/>		

---

Grant Manager:

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Phone*	<input type="text"/> - <input type="text"/> - <input type="text"/> Extension <input type="text"/>		
Email*	<input type="text"/>		

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Application Approval / Disapproval Copy Email Addresses

- Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. The Authorized Representative or Superintendent who submits the application does not need to be included in this list.

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DUNS Number - SAM Managed Identifier (SAMMI)

[Click for Instructions](#)

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Dun and Bradstreet Data Universal Numbering System (DUNS) / DUNS Number - SAM Managed Identifier (SAMMI) & System for Award Management (SAM)

A PDF copy of the Entity Overview Record must be uploaded. This is mandatory for compliance purposes.

Follow these steps to access your Entity Overview Record.

1. Go to SAM.gov website at: [Click Here for SAM.gov](#)
2. Type in your organizations Username and Password.
3. Click on SEARCH RECORDS.
4. Enter your DUNS# or SAMMI and click SEARCH.
5. Click on ENTITY DASHBOARD.
6. Click on ENTITY RECORD. This is the page that should show you your DISTRICT'S NAME, your DUNS# or SAMMI, and your REGISTRATION EXPIRATION DATE.
7. In Sam.gov registration, the entity must authorize the information to be displayed in Sam's public search.

Enter current DUNS Number:

SAMMI:

SAM Expiration Date:

WDE must verify that your organization's SAM Expiration Date was valid at the time expenditures were incurred in order to reimburse for those expenditures.

A PDF copy of the Entity Overview Record must be uploaded. This is mandatory for compliance purposes.

Choose File

No file chosen

Upload

Save the page before uploading data.

Upload File List:

No files have been uploaded.

Each Career and Technical Education (CTE) Program is required to have a local CTE Advisory Committee to provide counsel, direction and guidance to the district in developing their CTGE programs. This council is responsible for the overall program direction for the local application and must convene twice a year at a minimum.

Each program of study must have an advisory council or have a representative at a district-wide advisory council. The CTE Advisory Council shall include at the minimum, the following representation:

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

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

- Native Tribe/Organization Representative
- Postsecondary Teachers/Administrators
- Special Education District Representative
- Workforce Development Council Representative
- McKinney-Vento District Representative

Special Populations:

- |   |                                      |
|---|--------------------------------------|
| Individuals with a disability                                     | English learners                     |
| Economically disadvantaged family and low-income youth and adults | Homeless individual                  |
| Individuals preparing for nontraditional fields                   | Foster care youth (in or aged-out)   |
| Single parents (including single pregnant women)                  | Youth with an active military parent |
| Out-of-work Individuals   |                                      |

Community Participation

The CTE Advisory Council is required to have an agenda, minutes, and sign-in sheets for each meeting. Please upload the agenda, minutes, and sign-in sheets for a minimum of two meetings.

Note: Please keep minutes, agendas, and sign-in sheets, which will be used during monitoring visits.

Choose File

No file chosen

Save the page

before uploading data.

Uploaded Files:

No files are currently uploaded for this page.

ATTACHMENT 11

Advisory Council Roster

[Instructions](#)

List below the individuals serving on the Local Perkins V Advisory Council

	Name, title or position	Company, business or organization	Group ID Code	Group ID Code	Group ID Code	Group ID Code
1.	[REDACTED]	[REDACTED]	MV ▼	PA ▼	OT ▼	▼
2.			▼	▼	▼	▼
3.			▼	▼	▼	▼
4.			▼	▼	▼	▼
5.			▼	▼	▼	▼
6.			▼	▼	▼	▼
7.			▼	▼	▼	▼
8.			▼	▼	▼	▼
*			▼	▼	▼	▼

[Add Additional Entries](#)

Group ID Codes

- |                                    |  |
|------------------------------------|--|
| PA = CTE Parents                   | SP1 = Individual with a disability                                     |
| ST = CTE Students                  | SP2 = Economically disadvantaged family and low-income youth and adult |
| TE = CTE Teachers                  | SP3 = Individuals preparing for non-traditional fields                 |
| LO = Labor Organizations           | SP4 = Single parents, including single pregnant women                  |
| BI = Business and Industry         | SP5 = Out-of-work individuals  |
| NT = Native Tribe/Organization     | SP6 = English learners   |
| PS = Postsecondary                 | SP7 = Homeless individual  |
| SE = Special Education             | SP8 = Youth in or aged out of foster care                              |
| BD = Workforce Board Council       | SP9 = Youth with an active military parent                             |
| MV = McKinney-Vento Representative | OT = Other interested individuals                                      |

A Local Plan is required for any eligible recipient applying for Perkins funds (Sec. 134 Perkins Act V). In accordance with Section 134 of the Perkins Act, each local plan must include information asked in the questions included in this tab.

- 1. Please provide an Executive Summary of the Comprehensive Local Needs Assessment (CLNA) (section 134 (b) (1)).

(1 of 2000 maximum characters used)

y

Please upload Comprehensive Local Needs Assessment here.

Choose File No file chosen

Upload Save the page before uploading data.

Uploaded Files:

No files are currently uploaded for this page.

- 2. Provide information on the CTE course offerings and activities that will be provided with Perkins funds, which must include at least two state-approved programs of study:

- a. How did the results of the comprehensive local needs assessment inform the selection of the CTE programs of study and activities selected to be funded (section 134 (b) (2) (A)).

(1 of 2000 maximum characters used)

y

- b. A description of any new programs of study the local recipient will develop and submit to the state for approval (section 134 (b) (2) (B)).

(1 of 2000 maximum characters used)

y

- c. How students, including students who are members of special populations, will learn about their schools CTE course offerings and whether each course is part of a CTE program of study (section 134 (b) (2) (C)).

(1 of 2000 maximum characters used)

y

- 3. Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, WIOA one-stop delivery systems and other partners.

- a. Describe career exploration and career development course work, activities or services (section 134 (b) (3) (A)).

(1 of 2000 maximum characters used)

y

- b. Describe career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, such as determined by the comprehensive local needs assessment (section 134 (b) (3) (B)).

(1 of 2000 maximum characters used)

y

- c. Describe the steps used by your district for career guidance and academic counseling to students before choosing, enrolling and while participating in a CTE program (section 134 (b) (3) (C)).

(1 of 2000 maximum characters used)

y

- 4. Describe how integration of core academic skills (i.e. math and language arts) into CTE programs and programs of study support CTE participants at the secondary school level in meeting the challenging academic standards adopted under ESEA by the state (section 134 (b) (4)).

(1 of 2000 maximum characters used)

y

- 5. Describe how the recipient will:

- a. Provide activities that support the curriculum used to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency (section 134 (b) (5) (A)).

(1 of 2000 maximum characters used)

y

ATTACHMENT 11

b. Prepare CTE participants for non-traditional fields (section 134 (b) (5) (B)).

(1 of 2000 maximum characters used)

y

c. Provide equal access for special populations to CTE courses, programs and programs of study (section 134 (b) (5) (C)).

(1 of 2000 maximum characters used)

y

d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations (section 134 (b) (5) (D)).

(1 of 2000 maximum characters used)

y

6. Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how the recipient will work with employers to develop or expand work-based learning opportunities, as applicable (section 134 (b) (6)).

(1 of 2000 maximum characters used)

y

7. Describe how students participating in CTE programs will be provided with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs (section 134 (b) (7)).

(1 of 2000 maximum characters used)

y

Please upload MOU for current academic year for dual or concurrent enrollment programs.

Choose File No file chosen

Upload Save the page before uploading data.

Uploaded Files:

- [Redacted]
- [Redacted]
- [Redacted]

8. Describe coordination with the state and institutions of higher education to support the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements (including any requirements met through alternative routes of certification), including individuals from groups underrepresented in the teaching profession (section 134 (b) (8)).

(1 of 2000 maximum characters used)

y

Please upload full-time CTE teacher professional development and externship documents here.

Choose File No file chosen

Upload Save the page before uploading data.

Uploaded Files:

No files are currently uploaded for this page.

9. Describe the process for how disparities or gaps in student performance that will be identified in the local report will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps (section 134 (b) (9)).

(1 of 2000 maximum characters used)

y

Delete Selected Files

ATTACHMENT 11

Programs of Study

[Instructions](#)

Provide information below for each CTE program of study that qualifies for Perkins V funding.

Program of Study (Career Cluster)	Criteria	Criteria	Industry Recognized Credential
	▼	▼	
	▼	▼	
	▼	▼	
	▼	▼	
	▼	▼	

[Add Additional Entries](#)

List any future program of study planned for development.

Program of Study (Career Cluster)	Criteria	Criteria	Industry Recognized Credential
	▼	▼	
	▼	▼	
	▼	▼	

ATTACHMENT 11

Perkins Private/Home School Participation

[Instructions](#)

- 
1.  Allocation for this grant
  2.  Enter any Indirect Costs charged to this grant (in whole dollars). Indirect Cost from Budget Detail page:  0  
(You must enter an amount equal to the amount entered on the budget detail page. If that amount changes you MUST re-save this page to correct the calculations below.)
  3.  Remaining funds (Line 1 minus Line 2)
  4.  Enter Enrollment for Participating Private/Nonpublic Schools from Private/Nonpublic Participation List
  5.  Enter Public District Enrollment
  6.  0 Sum of Public District and Private/Nonpublic Enrollments (Line 4 plus Line 5)
  7.  Proportion of Participating Private/Nonpublic School Enrollment Compared to Total Enrollment (Line 4 / Line 6)
  8.  Equitable Share (Line 7 X Line 3 rounded to a whole dollar)

ATTACHMENT 11

Staff

[Instructions](#)

Anticipated Staff Information for Perkins - Current Program Year

In the following charts, please provide the number of staff funded through Perkins (either salaried or stipend) during the current program year by job category.

	Salaried Staff	Stipends
Career Counselors	<input type="text"/>	<input type="text"/>
Grant Manager*	<input type="text"/>	<input type="text"/>
Tutors	<input type="text"/>	<input type="text"/>
Instructors	<input type="text"/>	<input type="text"/>
Support Staff (clerical and non-clerical) Must be included in administration 5%	<input type="text"/>	<input type="text"/>
Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>

\*Five percent (5%) of the total grant can be used for the position of administration of the grant. (This would include program director or grant manager.)

ATTACHMENT 11

Allocations

[Instructions](#)

	Perkins_Secondary
Current Year Funds	
Allocation	
ReAllocated (+)	\$0.00
Released (-)	\$0.00
Total Current Year Funds	
Prior Year(s) Funds	
Carryover (+)	\$0.00
ReAllocated (+)	\$0.00
Total Prior Year(s) Funds	\$0.00
Sub Total	
Multi-District	
Transfer In (+)	\$0.00
Transfer Out (-)	\$0.00
Administrative Agent	
Adjusted Sub Total	
Total Available for Budgeting	
	Perkins_Secondary

Budget Detail by Site

Instructor's

Itemize and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Program Category Values](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100	200	300	400	500	Indirect Cost
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Notes: The District Level Budget page is identified by "0000"

Site:

Total Allocation Available for Budgeting

To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Activity Description	Object Code	Description	Justification	Location of Equipment	Perkins Secondary Funds	Delete Row
<input type="text"/>	<input type="text"/>				0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>				0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>				0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>				0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>				0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>				0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>				0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>				0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>				0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>				0.00	<input type="checkbox"/>

Total Displayed:

The maximum amount of Indirect Costs that may be taken, if no Property is budgeted will be \$3,160.10

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	<input type="text"/>
(B) Property Costs	\$0.00
(C) Allowable Direct Costs (A-B)	<input type="text"/>
(D) Indirect Cost Rate %	<input type="text"/>

(F) Total budgeted	<input type="text" value="\$0.00"/>
(G) Budgeted Indirect Cost	<input type="text" value="0.00"/>
(H) Total Budget (F+G)	<input type="text" value="\$0.00"/>

ATTACHMENT 11

(E) Maximum Indirect Cost ( $C*(D/1+D)$ )



Remaining (A-H)



ATTACHMENT 11

Budget Summary (Read Only)

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
10	Administration						
17	Community Involvement						
29	Expanded Use of Technology						
30	Extended Learning (Work Based)						
34	Local Needs Assessment						
41	Mentoring and Support						
42	Modernize Programs						
45	New Career Education Course						
47	Nontraditional Training and Support						
50	Partnerships (business and education)						
56	Prof. Development (Public)						
57	Program Evaluation (for Special Populations)						
66	School and Academic Counseling						
71	Secondary/Postsecondary Linkages						
77	Special Populations						
78	Strengthen Academic Skills						
79	Strengthen Vocational Skills						
80	Student Organizations (CTSO's)						
Subtotal							
Total Budget							

ATTACHMENT 11

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GEPA Requirements

[Instructions](#)

By clicking the check box, I acknowledge that my district has fulfilled the requirements related to the Department of Education's General Education Provisions Act (GEPA), and have certified compliance with this act on the 2020-2021 Consolidated Grant Application.

If the district does not submit or have an approved 2020-2021 Consolidated Grant Application the district is responsible for submitting a copy of GEPA requirements to the Wyoming Department of Education Perkins Program Manager.

The assurances were fully agreed to on this date:

[District Agrees](#)

By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

Assurance definitions are applicable to the Carl D. Perkins Career and Technical Education Act of 2006 as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The recipient hereby assures that:

1. It will comply with Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance.
2. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance.
3. It will comply with Title II of the Americans with Disabilities Act, 42 U.S.C. 12134, et seq. and its implementing regulations (28 C.F.R. Part 35) which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, 42 U.S.C. 12181 et seq., and its implementing regulations (28 C.F.R. Part 36) which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
4. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681--1683, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.
5. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.
6. That all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.
7. It will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program including but not limited to provisions requiring supplementing not supplanting of non-federal funds and maintenance of effort. \*\* Please note that this also applies to programs of study ineligible for Perkins funding.
8. The control of funds under each program and title to property acquired with those funds will be in a public agency and a public agency will administer those funds and property.
9. It will use fiscal control and separate fund accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to it under each program and shall not commingle state/federal funds.
10. It will retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.
11. It has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and its regulations (34 C.F.R. Part 99).
12. None of the funds expended under any programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
13. It shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the state or the federal government.
14. To the extent authorized by law, it shall indemnify, save and hold harmless the state, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorneys fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.
15. It will maintain such records, including those pertaining to fiscal audit and program evaluation and provide access to records upon request to representatives of WDE or the U.S. Department of Education.
16. It has a policy in effect requiring:
  - A. The expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to a school under its jurisdiction except such policy may allow its chief administering officer to modify such expulsion requirement for a student on a case-by-case basis.
  - B. A record to be created which describes the circumstances surrounding any expulsions imposed under the policy required by subsection (a) including:
    - (1) The name of the school concerned;
    - (2) The number of students expelled from such school; and
    - (3) The types of weapons concerned.
17. No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary education, library services, health care or day care or early childhood development services to children.
18. It will make reports to the State Board of Education, the Wyoming Department of Education, or the United States Secretary of Education as may reasonably be necessary to enable those parties to perform

ATTACHMENT 11

their duties.

19. It will provide reasonable opportunities for the participation by teachers, parents and other interested agencies, organizations, and individuals in the planning for and operation of each program.
20. Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.
21. That in the case of any project involving construction:
  - A. The project is not inconsistent with overall state plans for the construction of school facilities,
  - B. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and the Americans with Disabilities Act (42 U.S.C. 12201) in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by disabled individuals.
22. It has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. [SOURCES: 20 U.S.C. 1232e; 20 U.S.C. 1232f; 20 U.S.C. 1232g; 20 U.S.C. 1234a; 20 U.S.C. 8921; 34 C.F.R. Part 76; 34 C.F.R. Part 80.]
23. It will provide services and activities that are of sufficient size, scope, and quality to be effective in accordance with Perkins Act of 2006, 135(b)(8).

The assurances were fully agreed to on this date:

\*\*Users are encouraged to use the information from the previous year in the shaded box as a reference or guide only, and should type new information into the non-shaded box for the current year.

The End of Year Report will be due on January 31st, 2021. The End of Year Report section is not required to be complete in order to submit the main Perkins grant application for approval. When you are ready to complete the End of Year Report, simply create an amendment to the original grant application. Keep in mind that data is only one small piece of this report, so you may draft many sections of the report prior to receiving your final data results.

1. Summarize CTE activities completed as concisely as possible to give an overview of the total program impact.

Character Count: {[count] of 7800 maximum characters used)

\*\*Users are encouraged to use the information from the previous year in the shaded box as a reference or guide only, and should type new information into the non-shaded box for the current year.

The End of Year Report will be due on January 31st, 2021. The End of Year Report section is not required to be complete in order to submit the main Perkins grant application for approval. When you are ready to complete the End of Year Report, simply create an amendment to the original grant application. Keep in mind that data is only one small piece of this report, so you may draft many sections of the report prior to receiving your final data results.

1. Please upload the CTE Perkins Subgroup Report for each school in your district that receives Perkins funding. You may access this report through the WDE confidential portal. To access this portal:

- Go to the WDE Main Webpage
- Click on Data and Reporting
- Scroll down to Resources
- Click on Data Reports
- Click on District Data Reports
- Sign into the Portal Using Your WyCTE Login Credential
- Click on CTE at the Top Toolbar
- CTE Perkins Subgroup Report

Please upload your Perkins Subgroup Report and any supporting documentation here.

Save the page before uploading data.

Upload File List:

No files are currently uploaded for this page.

2. Identify any disparities or gaps in performance among all students and disaggregated categories of students.

Prior Year response:

Character Count: ([count] of 2000 maximum characters used)

3. Describe your proposed strategies for addressing each of the identified disparities or gaps.

Prior Year response:

Character Count: ([count] of 2000 maximum characters used)



Amendment Description

[Click for Instructions](#)

This page is not applicable to the Original Application

Submit

[Instructions](#)

**Assurances must be reviewed and approved before you can submit your application.**

Assurances

LEA Data Entry

LEA Administrator

Final Review

ATTACHMENT 11

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Application History (Read Only)

[Instructions](#)

---

This Application has not been submitted

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Page Review Status [Instructions](#)

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Expand All

Perkins Secondary

Perkins Secondary

Page Status

Open Page  
for editing

Save

Request Print Job

Perkins Secondary

Request Print

Requested Print Jobs

Completed Print Jobs

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Application Printout

[Instructions](#)

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eGrant Management System

Printed Copy of Application

Applicant: 0850 [REDACTED]

Application: 2020-2021 Perkins Post Secondary - 00 -

Project Period: 7/1/2020 - 6/30/2021

Cycle: Original Application

Date Generated: 5/20/2020 9:00:03 AM

Generated By: 7700005rbutt

ATTACHMENT 11

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Post Secondary Application

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PERKINS V POSTSECONDARY APPLICATION  
2020-2021

Application Checklist for upload

- DUNS Number (SAMS.Gov)
- Advisory Council Agendas
- Advisory Council Meeting Minutes
- Advisory Council Meeting Sign-in Sheets
- Comprehensive Local Needs Assessment (CLNA)
- Articulation Agreement signature page for each university or college
- Professional Development Checklist (upload a separate pdf file for each full-time CTE faculty member on the application checklist.
- GEPA Process Statement Upload
- CTE Perkins Subgroup Postsecondary Report

ATTACHMENT 11

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Perkins V Secondary

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Program: Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Program Manager: Randall Butt (A-L)  
Phone: 307-777-5329  
Email: randall.butt@wyo.gov

Jeannie Coulson (M-Z)  
Phone: 307-777-6808  
Email: jeannie.coulson@wyo.gov

Purpose: The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study, by -

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;
- (5) providing technical assistance that -
  - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and
  - (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
- (8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

Legislation: Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

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. 25 Street Suite E200, Cheyenne, WY, 82002-0050 or 307-777-7673, 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.

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Contact Information

[Instructions](#)

\* Denotes required field

Grant Manager:

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Phone*	<input type="text"/> - <input type="text"/> - <input type="text"/> Extension <input type="text"/>		
Email*	<input type="text"/>		

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Business Manager:

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Phone*	<input type="text"/> - <input type="text"/> - <input type="text"/> Extension <input type="text"/>		
Email*	<input type="text"/>		

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Perkins Program Contact:

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Phone*	<input type="text"/> - <input type="text"/> - <input type="text"/> Extension <input type="text"/>		
Email*	<input type="text"/>		

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Application Approval / Disapproval Copy Email Addresses

- Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. The Authorized Representative or Superintendent who submits the application does not need to be included in this list.

Dun and Bradstreet Data Universal Numbering System (DUNS) / SAM Managed Identifier (SAMMI) & System for Award Management (SAM)

A PDF copy of the Entity Overview Record must be uploaded. This is mandatory for compliance purposes.

Follow these steps to access your Entity Overview Record.

1. Go to SAM.gov website at: [Click Here for SAM.gov](#)
2. Type in your organizations Username and Password.
3. Click on SEARCH RECORDS.
4. Enter your DUNS# or SAMMI and click SEARCH.
5. Click on ENTITY DASHBOARD.
6. Click on ENTITY RECORD. This is the page that should show you your DISTRICT'S NAME, your DUNS# or SAMMI, and your REGISTRATION EXPIRATION DATE.
7. In Sam.gov registration, the entity must authorize the information to be displayed in Sam's public search.

Enter current DUNS Number/SAMMI:

SAMMI:

SAM Expiration Date:

WDE must verify that your organization's SAM Expiration Date was valid at the time expenditures were incurred in order to reimburse for those expenditures.

A PDF copy of the Entity Overview Record must be uploaded. This is mandatory for compliance purposes.

No file chosen

Save the page before uploading data.

Upload File List:

No files are currently uploaded for this page.

Each Career and Technical Education (CTE) Program is required to have a local CTE Advisory Board to provide counsel, direction and guidance to the college in developing their CTE programs, which must convene twice a year at a minimum.

Continued Consultation

Each eligible recipient shall consult with stakeholders on an ongoing basis. This consultation shall involve a diverse body of stakeholders, including at a minimum -

1. representative of career and technical education programs in a local education agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
2. representative of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
3. representative of the State board or local workforce development boards and a range of local or regional business or industries;
4. parents and students;
5. representatives of special populations;
6. representative of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk (as defined in section 1432 of the Elementary and Secondary Education Act of 1965); and
7. representative of Indian Tribes and Tribal organizations in the State, where applicable;

Please upload records of stakeholder consultation (i.e. agendas, minutes and sign-in sheets). Please upload a comma-separated values file (.csv) or Excel spreadsheet (.xls) of Advisory Board attendees.

Note: Please keep minutes, agendas, and sign-in sheets, which will be used during monitoring visits.

No file chosen

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Uploaded Files:

No files are currently uploaded for this page.

A Local Plan is required for any eligible recipient applying for Perkins funds (Sec. 134 Perkins Act V). In accordance with Section 134 of the Perkins Act, each local plan must include information asked in the questions included in this tab.

1. Please provide an Executive Summary of the Comprehensive Local Needs Assessment (CLNA) (section 134 (b) (1)).

([count] of 2000 maximum characters used)

Please upload Comprehensive Local Needs Assessment here.

 No file chosen

Save the page before uploading data.

Uploaded Files:

No files are currently uploaded for this page.

2. Provide information on the CTE course offerings and activities that will be provided with Perkins funds, which must include at least twostate-approved programs of study, including the following:

- a. How the results of the comprehensive local needs assessment informed the selection of the CTE programs of study and activities selected to be funded (section 134 (b) (2) (A)).

([count] of 2000 maximum characters used)

- b. A description of any new programs of study the local recipient will develop and submit to the state for approval (section 134 (b) (2) (B)).

([count] of 2000 maximum characters used)

- c. How students, including students who are members of special populations, will learn about their schools CTE course offerings and whether each course is part of a CTE program of study (section 134 (b) (2) (C)).

([count] of 2000 maximum characters used)

3. Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, WIOA one-stop delivery systems and other partners.

- a. Describe career exploration and career development course work, activities or services (section 134 (b) (3) (A)).

([count] of 2000 maximum characters used)

- b. Describe career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment (section 134 (b) (3) (B)).

([count] of 2000 maximum characters used)

- c. Describe the steps used by your college for career guidance and academic counseling to students before enrolling and while participating in a CTE program (section 134 (b) (3) (C)).

([count] of 2000 maximum characters used)

4. Describe how integration of coherent and rigorous content aligned with challenging academic standards are integrated and supported into CTE programs to support CTE participants at the postsecondary level in achieving academic skills (section 134 (b) (4)).

([count] of 2000 maximum characters used)

5. Describe how the recipient will:

- a. Provide activities beyond the classroom curriculum that prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency (section 134 (b) (5) (A)).

([count] of 2000 maximum characters used)

- b. Prepare CTE participants for non-traditional fields (section 134 (b) (5) (B)).

([count] of 2000 maximum characters used)

- c. Provide equal access for special populations to CTE courses, programs and programs of study (section 134 (b) (5) (C)).

([count] of 2000 maximum characters used)

- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations (section 134 (b) (5) (D)).

([count] of 2000 maximum characters used)

ATTACHMENT 11

6. Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how the recipient will work with employers to develop or expand work-based learning opportunities, as applicable (section 134 (b) (6)).  
([count] of 2000 maximum characters used)
- 

7. Describe how your institution will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable (section 134 (b) (7)).  
([count] of 2000 maximum characters used)
- 

Please upload current articulation agreement signature pages for all colleges and universities here.

 No file chosen

Save the page before uploading data.

Uploaded Files:

No files are currently uploaded for this page.

8. Describe coordination with the state and institutions of higher education to support the recruitment, preparation, retention and training, including professional development, of faculty, administrators, career guidance and academic counselors, and individuals from groups underrepresented in the teaching profession (section 134 (b) (8)).  
([count] of 2000 maximum characters used)
- 

Please upload full-time CTE faculty professional development and externship documents here.

 No file chosen

Save the page before uploading data.

Uploaded Files:

No files are currently uploaded for this page.

9. Describe the process for how disparities or gaps in student performance that will be identified in the local report will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps (section 134 (b) (9)).  
([count] of 2000 maximum characters used)
-

ATTACHMENT 11

Programs of Study

[Instructions](#)

Provide information below for each CTE program of study that qualifies for Perkins V funding.

Program of Study (Career Cluster)	Criteria	Criteria	Industry Recognized Credential
	▼	▼	
	▼	▼	
	▼	▼	
	▼	▼	
	▼	▼	

[Add Additional Entries](#)

List any future program of study planned for development.

Program of Study (Career Cluster)	Criteria	Criteria	Industry Recognized Credential
	▼	▼	
	▼	▼	
	▼	▼	

ATTACHMENT 11

Staff

[Instructions](#)

Anticipated Staff Information for Perkins Post Secondary - Current Program Year

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Perkins Post Secondary during the current program year by job category.

	Salaried Staff	Stipends
Career Counselors	<input type="text"/>	<input type="text"/>
Grant Manager*	<input type="text"/>	<input type="text"/>
Tutors	<input type="text"/>	<input type="text"/>
Instructors	<input type="text"/>	<input type="text"/>
Support Staff (clerical and non-clerical) Must be included in administration 5%	<input type="text"/>	<input type="text"/>
Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>

\*Five percent (5%) of the total grant can be used for the position of administration of the grant. (This would include program director or grant manager.)

ATTACHMENT 11

Addit ional Comments

[Instructions](#)

Date of Comment (mm/dd/yyyy)

Add any additional comments you have for Perkins Postsecondary in the space below. Please indicate the specific page(s) you are referencing in your comments. ([count] of 2000 maximum characters used)

Add Addit ional Entries

By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

The certifications on these pages are material representations upon which the U.S. Department of Education and the Wyoming Department of Education rely when making or entering into any grant or cooperative agreement. Any recipient that fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. [SOURCE: 31 U.S.C. 1352]

Assurances--Section A--For Recipients of Any Federal Grant Funds:

The recipient hereby assures that:

1. It will comply with Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance.
2. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving Federal financial assistance.
3. It will comply with Title II of the Americans with Disabilities Act, 42 U.S.C. 12134, et seq. and its implementing regulations (28 C.F.R. Part 35) which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, 42 U.S.C. 12181 et seq., and its implementing regulations (28 C.F.R. Part 36) which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
4. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681--1683, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.
5. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving Federal financial assistance.
6. All contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.
7. It will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program including but not limited to provisions requiring supplementing not supplanting of non-Federal funds and maintenance of effort. \*\* Please note that this also applies to programs of study ineligible for Perkins funding.
8. The control of funds under each program and title to property acquired with program funds will be in a public agency, and the public agency will administer those funds and property to the extent required by the authorizing statutes.
9. The applicant will adopt and use proper methods of administering each program, including a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
10. It will cooperate in carrying out any evaluation of each program conducted by or for the Wyoming Department of Education, the United States Secretary of Education, or other Federal officials.
11. The applicant will submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program.
12. It will use fiscal control and separate fund accounting procedures that will ensure proper disbursement of and accounting for Federal funds paid to it under each program and shall not commingle State/Federal funds.
13. It will retain all records relating to a program for which Federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.
14. It has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and its regulations (34 C.F.R. Part 99).

- By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.
15. None of the funds expended under any programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
  16. It will establish methods and procedures for payment which minimize the time elapsing between the transfer (receipt) of funds and disbursement by the sub grantee, in accordance with Treasury regulations at 31 CFR Part 205 (30 CFR Part 80.21).
  17. It shall repay all funds determined to be due to the Federal government as a result of a disallowance decision in a manner deemed to be reasonable by the State or the Federal government.
  18. To the extent authorized by law, it shall indemnify, save and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorneys fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.
  19. It has a policy in effect requiring:
    - A. The expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to a school under its jurisdiction except such policy may allow its chief administering officer to modify such expulsion requirement for a student on a case-by-case basis.
    - B. A record to be created which describes the circumstances surrounding any expulsions imposed under the policy required by subsection (a) including:
      1. The name of the school concerned;
      2. The number of students expelled from such school; and
      3. The types of weapons concerned.
    - C. Referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school, or possesses a firearm at school.
  20. No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary education, library services, health care or day care or early childhood development services to children.
  21. It will or will continue to provide a drug-free workplace by:
    - A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the recipients workplace and specifying the actions that will be taken against employees for violation of such prohibition;
    - B. Establishing an on-going drug-free awareness program to inform employees about:
      1. The dangers of drug abuse in the workplace;
      2. The recipient's policy of maintaining a drug-free workplace;
      3. Any available drug counseling, rehabilitation, and employee assistance programs; and
      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
    - C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by A. above;
    - D. Notifying the employee in the statement required by paragraph A. above that, as a condition of employment under the grant, the employee will:
      1. Abide by the terms of the statement; and
      2. Notify the employer in writing of his or her conviction for violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
    - E. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph D.2) above from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building #3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
    - F. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph D.2), with respect to any employee who is so convicted:
      1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
      2. Requiring such employee to participate satisfactorily a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
    - G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs A., B., C., D., E., and F.
  22. It will make reports to the State Board of Education, the Wyoming Department of Education, or the United States Secretary of Education as may reasonably be necessary to enable those parties to perform their duties.
  23. It will provide reasonable opportunities for the participation and public comment by teachers, parents and other interested agencies, organizations, and individuals in the planning for and operation of each program and will consider such comments.



- By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.
24. Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.
25. In the case of any project involving construction.
- A. The project is not inconsistent with overall State plans for the construction of school facilities, and
- B. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and the Americans with Disabilities Act (42 U.S.C. 12201) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by disabled individuals.
26. It has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. (SOURCES: 20 U.S.C. 1232e; 20 U.S.C. 1232f; 20 U.S.C. 1232g; 20 U.S.C. 1234a; 20 U.S.C. 8921; 34 C.F.R. Part 76; 34 C.F.R. Part 80.)
27. The prospective lower tier participant certifies, by submission of this assurance form and by incorporating this form by reference in each of its applications for Federal funds, that neither it nor its principals:
- A. Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any Federal department or agency;
- B. Have within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- C. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph B of this certification; and
- D. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.
28. If the certification in Assurance 26 is not true for any particular application for funds, an explanation shall be attached to the particular application in question.
- Definitions:
- Lower Tier Participant - Any organization (such as a school district or university) or person receiving a grant or contract under an application for funds. This also includes subsequent sub grants and subcontracts.
- Covered Transaction - The act of applying for Federal funds or submitting a proposal for Federal funds.
- Lower Tier Transaction - The making of a (1) sub grant to another entity or person or (2) procurement contract by a Lower Tier Participant to some other entity or person for goods or services, regardless of type, expected to equal or exceed a cumulative value of \$25,000.
- Principals - An administration head, key project/grant management person, officer or director within the Lower Tier Participants organization or a suborganization contracted with (i.e., superintendent and key person in the school district who will exert control or management influence over this project. At a university, it would be the president and principal investigator.)(SOURCES: Executive Order 12549, 34 C.F.R. Part 85.)
29. It will maintain such records, including those pertaining to fiscal audit and program evaluation and provide access to records upon request to representatives of WDE or the U.S. Department of Education.
30. It will provide services and activities that are of sufficient size, scope, and quality to be effective in accordance with Perkins Act of 2006, 135(b)(8).

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Applicable to All Recipients of Federal Grants or Contracts over \$100,000

In addition to any other applicable assurances, the following assurances apply to any sub-grant or subcontractor cooperative agreement worth over \$100,000 in Federal funds. The recipient hereby assures that:

By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

30. No Federal appropriated funds have been paid or will be paid, by or on behalf of the recipient, to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
31. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with a Federal grant or cooperative agreement, the recipient shall complete and submit Standard Form LLL, Disclosure Form to Report Lobbying, in accordance with its instructions along with the sub-grant application, contract or cooperative agreement to which the disclosure applies.
32. The recipient shall require that the language of this certification be included in the award documents for all subawards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

(SOURCES: Section 1352, Title 31 of the U.S. Code, 34 CFR Part 82.)

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances Section A Part I
- Assurances Section A Part II
- Assurances Section A Part III
- Assurances Section B





ATTACHMENT 11

Budget Summary (Read Only)

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
10	Administration						
17	Community Involvement						
29	Expanded Use of Technology						
30	Extended Learning (Work Based)						
34	Local Needs Assessment						
41	Mentoring and Support						
42	Modernize Programs						
45	New Career Education Course						
47	Nontraditional Training and Support						
50	Partnerships (business and education)						
56	Prof. Development (Public)						
57	Program Evaluation (for Special Populations)						
66	School and Academic Counseling						
71	Secondary/Postsecondary Linkages						
77	Special Populations						
78	Strengthen Academic Skills						
79	Strengthen Vocational Skills						
80	Student Organizations (CTSO's)						
Subtotal							
Total Budget							

## ATTACHMENT 11

Executive Summary

[Instructions](#)

---

\*\*Users are encouraged to use the information from the previous year in the shaded box as a reference or guide only, and should type new information into the non-shaded box for the current year.

The End of Year Report will be due on January 31st, 2021. The End of Year Report section is not required to be complete in order to submit the main Perkins grant application for approval. When you are ready to complete the End of Year Report, simply create an amendment to the original grant application. Keep in mind that data is only one small piece of this report, so you may draft many sections of the report prior to receiving your final data results.

Summarize CTE activities completed as concisely as possible to give an overview of the total program impact.

---

Character Count: ([count] of 7800 maximum characters used)

---

\*\*Users are encouraged to use the information from the previous year in the shaded box as a reference or guide only, and should type new information into the non-shaded box for the current year.

The End of Year Report will be due on January 31st, 2021. The End of Year Report section is not required to be complete in order to submit the main Perkins grant application for approval. When you are ready to complete the End of Year Report, simply create an amendment to the original grant application. Keep in mind that data is only one small piece of this report, so you may draft many sections of the report prior to receiving your final data results.

1. Please upload the CTE Perkins Subgroup Report for each school in your district that receives Perkins funding. You may access this report through the WDE confidential portal. To access this portal:

- Go to the WDE Main Webpage
- Click on Data and Reporting
- Scroll down to Resources
- Click on Data Reports
- Click on District Data Reports
- Sign into the Portal Using Your WyCTE Login Credential
- Click on CTE at the Top Toolbar
- CTE Perkins Subgroup Report

Please upload your Perkins Subgroup Postsecondary Report and any supporting documentation here.

Save the page before uploading data.

Uploaded Files:

No files are currently uploaded for this page.

2. Identify any disparities or gaps in performance among all students and disaggregated categories of students.

Prior Year response:

---

Character Count: ([count] of 2000 maximum characters used)

3. Describe your proposed strategies for addressing each of the identified disparities or gaps.

Prior Year response:

---

Character Count: ([count] of 2000 maximum characters used)

---

Submit

[Instructions](#)

---

Assurances must be reviewed and approved before you can submit your application.

Assurances

LEA Data Entry

LEA Administrator

Final Review

ATTACHMENT 11

---

Application History (Read Only)

[Instructions](#)

---

This Application has not been submitted

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Page Review Status [Instructions](#)

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Expand All

Perkins Post Secondary

Page Status

Open Page  
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Save

Amendment Description

[Click for Instructions](#)

This page is not applicable to the Original Application

Selectable Application Print

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**Request Print Job**

Perkins Post Secondary 2009

**Request Print**

**Requested Print Jobs**

Requested by SEA Randall Butt on 5/20/2020 8:11:34 AM

**Completed Print Jobs**

Completed - SEA Randall Butt on 5/13/2020 3:02:11 PM



## CAREER AND TECHNICAL EDUCATION

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# WORK-BASED LEARNING GUIDE



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This document was prepared as a working document with general descriptions only; it does not carry the force of legal opinion. It is applicable to Wyoming only.

# ATTACHMENT 12



CREATING  
OPPORTUNITIES  
FOR STUDENTS TO  
KEEP WYOMING  
STRONG



**JILLIAN BALOW**  
Superintendent of Public Instruction

**DICKY SHANOR**  
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**ON THE WEB**  
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[twitter.com/WYOEducation](https://twitter.com/WYOEducation)  
[facebook.com/WYOEducation](https://facebook.com/WYOEducation)

Dear Partners in Education,

On behalf of the Wyoming Department of Education Career and Technical Education (CTE) Team, I am pleased to present this work-based learning guide. The guide is designed to be a tool for school board members, employers, educators, parents, students, and others as you innovatively approach the important work of making learning relevant and meaningful for all students. You are uniquely poised, at the community level, to:

- Remove barriers.
- Prioritize funding.
- Forge important partnerships.
- Create pathways to prosperity for students.
- Improve economic outcomes.

We strive toward the goal of more young adults leaving high school with both a diploma and a skills certificate. To do so will take us beyond a traditional classroom and provide the practical tools that allows students to apply their knowledge. Some of the most important skills include workplace behavior (communication, punctuality, professionalism, work ethic, and more). The goal is to provide opportunities for students to learn these skills "on-the-job" with successful business and industry partners as mentors. Work-based learning instills these skills, which will make these students immeasurably valuable in today's ever-evolving workforce.

In this guide you will find definitions, roles and responsibilities for various stakeholders, and sample forms for your use and personalization. Work-based learning is a key component as we strive to have every student leave high school ready for college, a career, or military service.

Sincerely,

Jillian Balow, Wyoming State Superintendent

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## Acknowledgments

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This Guide reflects the efforts of a number of individuals across the state of Wyoming who served as part of the development team:

Michael Broad, State Director – Office of Apprenticeship, U.S. Department of Labor  
Kelly Rosebury – Wyoming Work Force Services  
Laurie Knowlton – Wyoming Work Force Services  
Sharon Geissler – Wyoming Work Force Services  
Katie Legerski, Executive Director – Wyoming Contractors Association  
Lindsey Stutheit, Workforce Partnership Facilitator – Laramie County School District 1

### **Wyoming Department of Education, Office of Career and Technical Education**

Michelle Aldrich, Ph.D., Career Technical and Education State Director  
Randall Butt, Education Consultant, Career and Technical Education  
Jeannie Coulson, Education Consultant, Career and Technical Education

### **The committee would also like to acknowledge contributions and information from the following:**

Georgia State Department of Education Career and Technical Education  
Virginia State Department of Education Career and Technical Education  
U.S. Department of Labor

## General Information

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### **What is Work-Based Learning (WBL)?**

Work-Based Learning Programs (WBL) is a continuum of awareness, exploration, preparation, and training activities, including developing employability and technical skills that support success in careers, military, and postsecondary education. Structured learning and authentic work experiences are implemented through an education and industry partnership. Students have the opportunity to connect what they learn in school with worksite application, enabling a smooth transition into the work force and/or education beyond high school. Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills. Some examples of the different types of Work-Based learning experiences include job shadowing, externships, internships, apprenticeships and on-the-job training

### **What is Career and Technical Education (CTE)?**

Career and Technical Education (CTE) consists of various program concentrations of Career Pathways that have been developed for students to select and complete. Career Pathways have three or four specialized courses developed to provide students rigorous core elements, performance standards, and skills necessary after high school graduation to go straight into the workforce or choose college/university, or the military for additional training. Each career pathway provides students with the necessary tools to be successful at the next level of their educational career. Performance standards will allow instructors to teach to the depth each student needs and deserves.

## **Definitions**

### **Career Awareness**

The term "career awareness" means school directed experiences, which may involve industry participation, focused on exposing students to a broad range of industries and the career opportunities within them. Normally used with students' age 5-14 year olds.

### **Career Exploration**

The term "career exploration" means student-driven experiences with professionals that allow students to learn about specific areas of interest based on inventories/assessments. Normally used with students' age 14-18+ year olds.

### **Career Preparation**

The term "career preparation" refers to work-based learning experiences for students that augment their academic and career development. Experiences enhance curriculum, align with student goals, reinforce transferable skills, and take place in professional working environments and educational settings. Students work toward attaining identified academic and transferable skill proficiency through these experiences. Normally used with students' age 14-18+ year olds.

### **Career Training**

The term "career training" means training that allows students to demonstrate academic and career/technical proficiency through experiences that are directly related to a specific occupation or trade that are business and industry guided training. Normally used with students' age 16-18+ year olds.

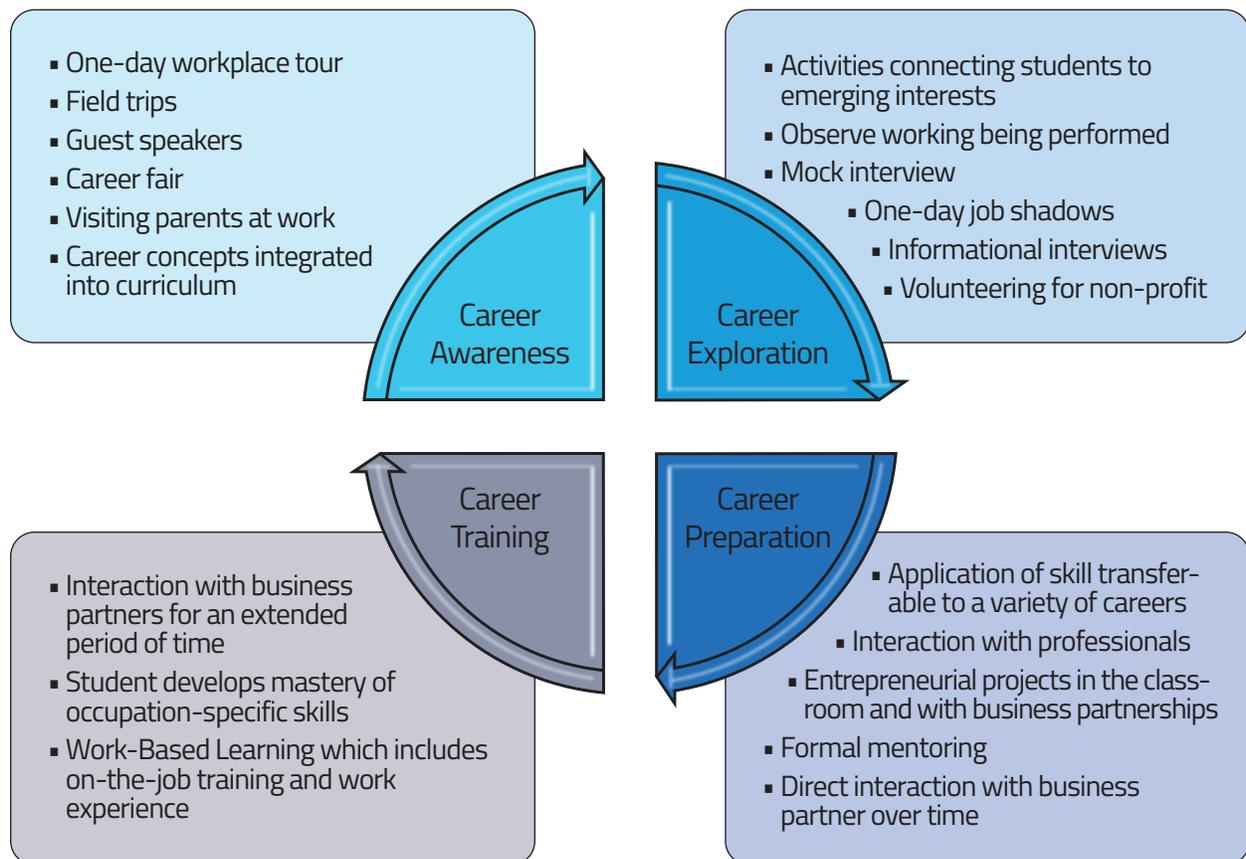
# ATTACHMENT 12

## Section 1

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### Work-Based Learning K-12

To prepare a dynamic workforce for the future of Wyoming, students need to be exposed to as many career options as early as possible. They may begin learning about careers while in elementary school (Career Awareness), experimenting with career options in middle school (Career Exploration), and then practice readiness for careers while in high school (Career Preparation and Career Training). Examples of these experiences are illustrated below:



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## Does the High School CTE WBL placement meet the 5R text?

- Readiness:** Has the teacher determined that the student is ready for a WBL placement (e.g., safety training, maturity level, and work ethic knowledge)?
- Relationships:** Does the student have an opportunity to interact with an employee who works in the industry/field and/or a customer/end-user?
- Rigor:** Does the experience possess the level of challenge, difficulty, and breadth to add value to student learning?
- Relevance:** Does the WBL experience include alignment with core academics, state-approved program segments, standards, and the student's educational development plan (EDP)?
- Richness:** Can the student experience the depth of knowledge related to an applied skill?

## Integrating CTE into Wyoming's Secondary Schools

Career and Technical Education activities in Wyoming's secondary schools should be conducted within the parameters of the CTE course standards. Courses are organized into Pathways within the Career Cluster model. Wyoming has adopted the federal career cluster framework. Wyoming's CTE program is organized around the following Career Clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Energy Systems
- Finance
- Government and Public Administration (ROTC)
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Teachers should be familiar with specific information related to each program concentration and should attend conferences and other meetings in order to receive updated information. Education Consultants at the Wyoming Department of Education's Career and Technical Education Division may also be contacted by teachers if questions arise or specific information is needed. Additional information may be accessed using the Wyoming Department of Education's website at <https://edu.wyoming.gov/>

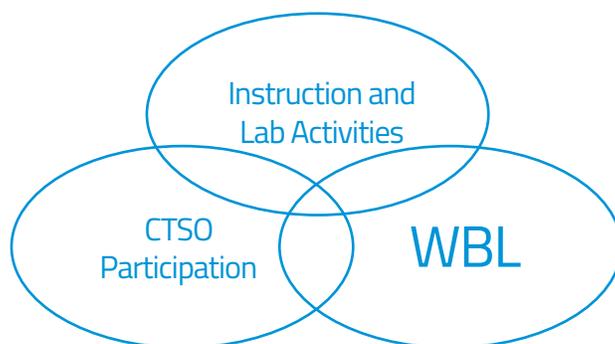
## Career and Technical Education

As a part of the overall educational program, Career and Technical Education (CTE) is designed to provide students with competencies to make them aware of and prepared to pursue further education or successfully enter a related career field. Each career cluster is subdivided into pathways which lead to careers in dynamic, rapidly changing industries that have exciting futures. A major goal of CTE is college and career

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readiness. While CTE prepares students for careers requiring less than a baccalaureate degree, CTE has a long tradition of preparing students who continue their education at the post-secondary level. These programs concentrate on the development of essential technical skills that are vital to the success of people entering the workforce. Just as important as the technical skills are the skills developed in leadership through the comprehensive nature of the programs. Since their inception, Career and Technical Education programs have trained youth in the skills necessary to assume leadership positions. Competition has increased as we have moved from a national to an international economy, and leadership training has taken on increasing importance among our youth. People will be needed who not only have an understanding of the technical aspects of the issues but who also have an understanding of the ethical and philosophical issues.

For example, each of the areas listed above is also composed of three distinct yet interrelated components. In the classroom, students learn concepts and theories dealing with a broad spectrum of topics related to the particular career cluster area of study. Instruction is followed by application in the laboratory. Students are learning “hands-on” skills that are practical and usable.



In each of these career clusters, both classroom and laboratory instruction may be put to use in the Work-Based Learning component of the program. Any student, fourteen years of age or older, may qualify to participate in a work placement where they will obtain on-the-job skills by working in a part-time capacity at a local business.

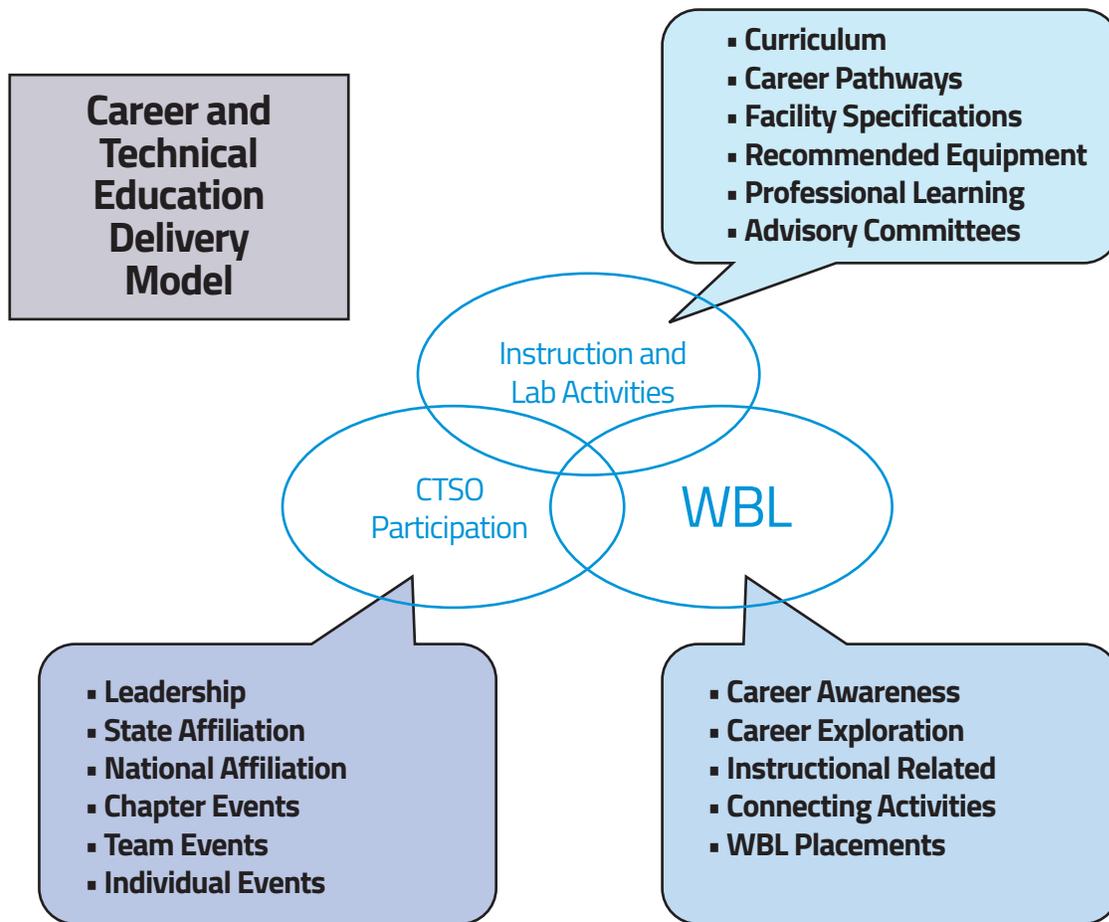
The third component, the Career Technical Student Organization (CTSO), provides an avenue to learn teamwork and develop leadership skills. CTSOs give students the opportunity to compete either as an individual or on a team at the local, state, and even national level. Each career cluster has its own organization that serves as an integral, co-curricular component of the program.

The optimal benefit of each program is received when a student is an active participant in all three parts of the program. A program that is developed to include the three components with equal weighting is said to have a “balanced approach” and, therefore, is providing optimal opportunities for all students. The challenge is developing and maintaining the balance. The goal of all programs in relation to total school improvement is to stay focused on the balanced approach. Instructors should develop strategies to ensure this focus and continually evaluate the effectiveness of the balanced program.

Each career cluster contains multiple pathways. Students will be able to choose a Career Pathway which will help them navigate through high school, college, or another post-secondary educational opportunity or career-related training.

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More information about these areas of career concentration is available at the Wyoming Department of Education, Career and Technical Education [website](#).



## Specific Information Concerning Career and Technical Education

Five categories of Career and Technical Education (CTE) activities help students become college and career ready. Some CTE activities are appropriate for middle school whereas others apply only to high school students. CTE is the foundation to support Work-Based Learning placements. WBL students may be placed on job sites in one of four categories. Following are examples of CTE activities:

### **Career Awareness Activities**, Grades 5-12 (activities conducted with an entire class)

- Guest Speakers
- Career Day
- Study (Field) Trips
- Career Fairs
- Presentations
- Videos
- Transition visitations: Middle School to High School/High School to Post-Secondary

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## **Career Exploration Activities**, Grades 5-12 (activities for individuals or groups of students)

- Career Guidance/Advisement
- Career Interviews
- Job Shadowing
- Student Portfolios
- Internet Searches/Reports
- Research Projects
- Internet Based Career Planning Tools
- CTSO Projects/Competitions

## **School Based (Instructional Related) Activities**, Grades 5-12 (applications of school-to-career appropriate for groups or individuals)

- Entrepreneurship Projects
- Assisting with Job Placements
- School Based Enterprises
- Teaching Employability Skills
- Clinical Experiences

## **Connecting Activities**, Grades 5-12 (activities conducted by related instructors and teachers)

- Arranging Student Placements/Mentor Training
- Advisory Committee Participation
- Assisting Students with Articulation Credits
- Assisting Students in Dual Enrollment Classes
- Creating Business Partnerships

## **WBL Placements**, Age 16+ supervised by the teacher)

- Employability Skill Development
- Cooperative Education
- Internship
- Externship
- Apprenticeship

The next page shows a continuum of age-appropriate Career Related Activities that begin in middle school and culminate with student completion of a post-secondary education beyond high school.

## College and Career Readiness

Work-Based Learning Placement:

- Employability Skill Development
- Cooperative Education
- Internship
- Youth Apprenticeship Program

## WBL Placements

- Entrepreneurship Projects
- School-Based Enterprises
- Employability Skill Attainment
- Clinical Experiences
- Advisory Committee
- Articulation
- Creating Business Partnerships

## Instructional-Related Activities Connecting Activities

- Career Guidance/Advisement
- Career Interviews
- Job Shadowing
- Student Portfolios
- Internet Searches/Reports
- Research Projects
- Internet-Based Career Planning Tool
- CTSO Projects/Competitions

## Career Exploration

- Guest Speakers
- Career Day
- Study/Field Trips
- Career Fairs
- Presentations
- Videos
- Transition Visitation to HS and Post-Secondary Schools

## Career Awareness

## Continuum of Age-Appropriate, Career-Related Activities

## Section 2

---

### Key Participants in Career and Technical Education

Several key components must be in place for Career and Technical Education (CTE) to be successful. It is the responsibility of the teacher, administration, and faculty to make sure these components are in place for success of the WBL program.

For a WBL program to be effective, responsibilities for different aspects of the program must be assumed by all parties involved with the program.

### School District

The **local school board's** responsibility to WBL programs is as follows:

- Support the CTE program(s) and advisory committee(s).
- Utilize the WBL Resource Manual for implementation of all CTE programs.
- Provide students enrolled in career and technical education and academic programs the opportunity to participate in WBL and CTE experiences.
- Maintain specific records as required by local, state, and federal regulations.
- Disseminate copies of materials related to WBL and CTE programs to principals, faculty, students, parents/guardians, and employers.
- Provide scheduling flexibility, whenever possible, to assist in promoting WBL and CTE programs and recruiting students.
- Ensure that the health, safety, and working conditions of the students enrolled in WBL programs are satisfactory.
- Partnership development
- Assist in identifying potential WBL sites.
- Provide sufficient time for teachers to supervise on-the-job work experience.
- Funding WBL
- Provide adequate resources for the faculty to provide CTE experiences and to cover expenses associated with the WBL program.
- Prioritize WBL in the district
- Remove barriers to WBL

The local school administrator's responsibility to WBL programs in the school is as follows:

- Review the standards and indicators for the WBL program in order to implement, administer, and monitor the programs.
- Recognize the WBL program as an integral part of the school's curriculum.
- Support the activities involved in the operation of the WBL program.
- Adhere to federal, state, and local regulations in regard to student employment.
- Monitor the coordination activities of the teacher.
- Monitor record-keeping forms for the WBL program.
- Support training and professional learning activities.
- Participate in the development of general marketing efforts, presenting to service clubs, and working with area Chambers of Commerce, and local businesses.
- Promote the WBL program to faculty, parents/guardians, and other community members.
- Provide orientation for new teachers.
- Participate in career awareness and connecting activities, and provide an externship opportunity for the teacher annually.

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The teacher's responsibilities are as follows:

- Locate, analyze, and evaluate the suitability of WBL sites.
- Explain the WBL program continuum to prospective employers.
- Review student applications for the WBL program.
- Interview students and notify students of acceptance into the WBL program.
- Verify that students are prepared for job interviews and capable of completing job application forms.
- Prepare the educational training agreement form and secure proper signatures.
- Assist in the development of the educational training plan.
- Maintain student and coordination records and submit all required reports.
- Keep local administrators informed of the WBL program's operation.
- Ensure that each student in the WBL program has a meaningful, on-the-job experience.
- Monitor the WBL program for compliance with state and federal regulations and inform the employers of these regulations.
- Make regularly scheduled coordination visits to the WBL site to consult with the worksite supervisor and to render any needed assistance with training or education problems and/or concerns of the student.
- Complete evaluation forms with the worksite supervisor each grading period and conduct follow-up session with the student.
- Verify that eligible students receive the unit(s) of credit.
- Assist graduates in securing full-time employment and/or further education and conduct follow up on program completers.
- Serve as a public relations person for the WBL program and publicize, whenever possible, the program to all audiences.
- Maintain required program documentation.
- Recommend qualified students who meet criteria for the WBL programs.
- Assist in coordinating the learning activities on the job with those in the educational program through both academic and CTE classes.
- Meet with individual students when necessary to discuss academic and occupational competencies required for successful completion of CTE activities.
- Include appropriate Career Awareness and Career Exploration activities in the CTE curriculum.
- Concentrate on developing School-Based Enterprises and Entrepreneurship projects as an integral part of instructional activities.
- Organize an active Advisory Committee and conduct other connecting activities.
- Participate in career awareness opportunities and connecting activities, such as externships.

The **guidance counselors'** responsibilities to WBL programs are as follows:

- Assist with the recruitment of students for the WBL programs.
- Advise CTE instructors and teachers about prospective students who could benefit from participation in their programs.
- Assist in scheduling.
- Provide career and educational planning assistance to students.
- Provide transcripts, attendance records, and discipline records for initial screening.
- Participate in career awareness opportunities, such as externships.

## **Parent's/Guardian's**

The **parent's/guardian's** responsibilities to the WBL program are as follows:

- Be involved in their student's participation in any CTE activities, especially if he/she is placed on a WBL job site.
- Share responsibility for the student's conduct on the job and while in the WBL program.
- Sign the educational training agreement, parental permission form and any other forms related to participation in the WBL program.
- Provide transportation for the student to and from the WBL job site.

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- Understand the parent's/guardian's responsibility for accident insurance coverage and automobile insurance coverage.
- Encourage the student to perform both classroom and WBL responsibilities in an efficient and effective manner.
- Contact the teacher, rather than an employer, about concerns and inquiries.
- Attend orientations on WBL programs prior to child's enrollment in order to learn about the WBL program components and benefits.
- Be advised of dismissal and other policies as set forth by the school or employer.

## Students

The **student's** responsibilities in a WBL program are as follows:

- Meet the criteria for admission to the WBL program.
- Maintain regular attendance, both in school and at WBL placements.
- Exhibit honesty, integrity, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate attire, and a willingness to learn.
- Conform to all rules and regulations of the WBL program.
- Complete all of the necessary forms and reports required in the WBL program.
- Provide transportation to and from the WBL site if involved in a WBL placement.
- Remain in the WBL position unless there is prior knowledge and consent by the teacher.
- Continue to make satisfactory progress in the academic and CTE classes.
- Consult the work-site supervisor and teacher about any difficulties at the WBL job site.
- Exhibit proper conduct in school as well as on the job.
- Be on track for graduation.
- Maintain a good Grade Point Average (as determined by school).
- Have good discipline and attendance records in school.
- Adhere to any dress-code or other policies set by the employer.
- Give appropriate notice if terminating employment.
- Be aware of dismissal and other policies as set forth by the school or employer.

## Employer's

The **employer's** responsibilities to the WBL program are as follows:

- Follow all federal, state, and local regulations regarding the employment of students.
- Follow the guidelines established by the teacher and educational institution.
- Provide workers' compensation insurance for students as required by law.
- Provide each employed student with a work site supervisor.
- Complete an educational training agreement and educational training plan.
- Assist in the evaluation of the student each grading period.
- Treat the student as a regular employee.
- Avoid displacing other workers who perform similar work.
- Provide safety instruction.
- Endeavor to employ the student for the entire agreed-upon training period.
- Avoid exploitation of the student for private gain.
- Avoid student solicitation of any kind. Avoid door-to-door selling.
- Avoid endangering the student ethically, morally, or physically.
- Be willing to participate on an Advisory Committee.
- Be available for Career Day activities, speaking to classes, judging CTSO competitions, and other events which serve to connect the school to the business community.
- Be willing to create externship opportunities for administrators, instructors, and counselors.

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## **Work Site Supervisor/Mentor**

The **work site supervisor/mentor's** responsibilities to the WBL program are as follows:

- Provide direct supervision of assigned student.
- Participate in mentor orientation and mentor training.
- Guide student in acquiring skills outlined in the Education Training Plan.
- Help the student understand the dynamics and rules, written and unwritten, of the workplace.
- Monitor the progress of the student.
- Follow the guidelines established by the teacher and the school system.
- Follow all federal, state, and local regulations regarding the employment of students.
- Serve as coach and role model by showing an ongoing interest in fostering and supporting the career development of a less experienced person.

## Section 3

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### Training Plans

#### The Role of the Training Plan in Work-Based Learning

The Training Plan is a written document that defines the foundation skills, workplace transition skills, and job-specific skills that the WBL student will master.

**The curriculum for WBL placements is the training plan and are mandatory for every student.** It would be difficult to overemphasize the importance of the training plan in the success of a Work-Based Learning student. WBL Teachers develop educationally sound work sites, develop employer relationships, train mentors, and place students according to career goals and programs of study. The training plan becomes the guide for learning by which all parties will operate. It is in many ways the most important piece of the WBL job placement. The purpose of the curriculum is to identify learning, which should take place and to establish standards of competence. The training plan should be a guide in which specified duties and tasks are itemized. This listing of duties and tasks represent the learning, which should take place through the workplace experience. To be of maximum value, the training plan should be developed in such a way that it can be used in the process of evaluating the progress of the student.

The primary purpose of the WBL placement is to help students gain the experience they will need in the workplace in order to make a successful transition from school to a career. The WBL Teacher, student, and employer must work together to prepare a training plan for each student detailing specific skills, tasks, and competencies to be attained on the job. This plan outlines the tasks, duties, and responsibilities that the student is expected to learn. The training should progress through a logical step-by-step process, which ensures that the type and rigor of skills are diverse and continually increase. The WBL Teacher should use the rating from the employer on tasks, duties, and responsibilities to determine if the student is successfully fulfilling the tasks outlined in the training plan. The student should not be given a grade based solely on the evaluation from the employer, but it should be used as input. Employers in the business community are not employees of the school system, have not been trained in strategies and methods of student evaluation, and thus are not authorized to assign student grades.

Training may be given in careers in which the WBL Teacher is not a specialist, and therefore, will require research. In practically all instances, the WBL Teacher should seek the help of the employer or employee mentor, another employee, other people engaged in the same career at another business setting, or the teachers of related subjects in the school. It is the responsibility of the WBL Teacher to see that each student has a thorough and well developed training plan.

Because most WBL placements are unique experiences for the students involved, each training plan should be custom designed. Training plans designed for other students in similar jobs to use as a reference are accessible from a variety of sources. It is good practice to reference training plans from other sources, but rarely will one be used without some modification. Unless a WBL Teacher has multiple students in identical jobs, with the same employer, it is unlikely that identical training plans should exist.

#### Training Plans must include:

- Verification by the teacher that the pupil's career or educational goals as outlined in their student portfolio relate to the placement
- A list of [performance elements](#) that contribute to the pupil's progress toward a career objective
- For unpaid learners, new specific skills (two or more non-duplicated) occurring as a WBL experience during scheduled class time need to be listed for each 45 hours during training
- Employer, school, and student learner responsibilities

# ATTACHMENT 12

- The academic course that generated credit toward a high school diploma. The academic course may be current or previous
- List of activities that will contribute to the student learner's progress
- Signatures of principal/or designee, teacher, if different parent/guardian, and employer. If the training plan and agreement are combined, only one set of signatures is required

See sample Educational Training Plan on page 20.

## Training Agreements

### The Role of Training Agreements in Work-Based Learning

The Training Agreement is a document that contains mutually agreed upon expectations for all parties involved in the Work-Based Learning process (i.e., student, parent/guardian, school, and employer) that spells out each party's role, as well as other considerations, such as employment terms, schedule of hours, duration of work, compensation, termination, etc. The document is reviewed and signed by all parties to the agreement.

**The training agreement is the most important tool providing protection to WBL Teachers and school officials against accusations of negligence and liability claims.** A training agreement is required for a student to participate in Work-Based Learning. It outlines and confirms agreement on the essential responsibilities of all participating parties, the employer, student, coordinator, parent, and school administrator. The training agreement is the best legal protection for everyone involved. It establishes a basis of understanding as to what is expected from everyone involved in a WBL placement. It is important that each student placed on a WBL work site have on file a completed training agreement.

### Signing and Filing Procedures

The Training Agreement should be signed by all parties (student, parent(s), employer, WBL Teacher) and should be filed in a secure file cabinet in the teacher's office. Obtaining the employers signature on the Training Agreement provides an excellent opportunity for a visit to the employer and for building a relationship with the mentor. **Caution: Sending the Training Agreement by the student to obtain employer signatures creates a potential liability risk in the event that the signature was found later not to be authentic.** The best procedure is for the WBL Teacher to have these documents signed in their presence. As a next best option, if documents are sent by the student to obtain signatures, the WBL Teacher should follow up with a verbal verification during the next contact with the employer by mentioning the signature and receiving verification:

A typical example would be: "Last week, Josh had you sign the Training Agreement. Do you have any questions about any of the responsibilities defined in the agreement?" Hopefully the response will be, "No it looked fine" or something to that effect and not a statement such as, "What Training Agreement? I did not sign anything last week." Once this verification is made, it is highly advisable to make a note of it on the copy being filed. Always remember the three D's of avoiding accusations of negligence in education: Document, Document, and Document.

Once all signatures are obtained on the Training Agreement, the WBL Teacher should make three copies of this Training Agreement, keeping one, giving one to the student, and giving one to the work site supervisor/mentor. The student should keep a copy in his or her notebook or portfolio.

### Training Agreements must include:

- Student learner's personal information including name, home address, telephone, birth date, emergency contact information, etc.
- School's name, address, telephone, contact person
- Employer's name, address, telephone, contact person
- Beginning and ending dates of the agreement

# ATTACHMENT 12

- A list of employer, school, and pupil responsibilities
- Beginning wage, if paid
- Daily hours to be worked including beginning and ending times
- Signatures of principal/or designee, teacher, if different parent/guardian, and employer. If the training plan and agreement are combined, only one set of signatures is required
- List of job activities that will contribute to student learner’s progress toward career objectives
- A statement of assurance signed by the employer that the pupil will not be discriminated against on the basis of race, color, religion, national origin, sex, age, or disability
- A district statement of assurance of compliance with federal laws relating to nondiscrimination
- Verification of appropriate safety instruction provided by school district and/or employer (must also be verified in training plan)

See sample Education/Training Agreement on page 21.

## Section 4

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### **WBL for all Programs**

Work-based learning comes in three types. All types can be paid or unpaid, require that a teacher delivers instruction that aligns with state CTE program standards, and must have a Training Agreement and Training Plan. A teacher must conduct a pre-visit to the work-site to assess the safety and appropriateness of the student placement. The teacher must also:

1. Conduct on-site monitoring at least once every nine weeks.
2. Ensure that the student is in compliance with work ethic standards.
3. Determine the extent to which learning objectives are being met.
4. Assure the student is provided instruction in areas of skill attainment and work safety.

### **Type I: On-Site at Employer**

Commonly referred to as “crossing the threshold,” are encouraged to offer students an opportunity to actively engage in Career Preparation or Career Training. When WBL is conducted on-site with an employer, five elements are required:

1. A Training Agreement on file at both the school and employer.
2. A Training Plan on file at both the school and employer.
3. Verification of Workers’ Compensation at the work-site.
4. Verification of General Liability Insurance at the work-site.
5. Assure the student is provided instruction in areas of skill attainment and work safety.

### **Type II: Inside the School District**

Career and technical education programs such as Information Technology, Nursing, Marketing, Education General, Business/Finance, Drafting, and Culinary Arts may be able to provide appropriate WBL within the school district. The school may provide work experiences for the student as a normal part of the school district’s daily operation. If a teacher is not supervising the activity, this form of WBL requires the same five elements as an on-site employer experience.

### **Type III: Simulated Work-Based Learning**

Simulated work-based learning replicates workplace experiences by allowing students to immerse themselves in a realistic worksite activity without leaving campus. They help enhance programs of study with real-world experiences, expanding opportunities for learners that are geographically disconnected from employers or face barriers such as lack of resources, transportation and insurance to participate in worksite experiences.

# ATTACHMENT 12

## Section 5

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### Hazardous Occupations for Students

The federal Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor “shall find and by order declare” to be particularly hazardous for 16- and 17-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The seventeen hazardous occupations (HO) apply either on an industry basis, specifying the occupations in the industry that are not permitted, or an occupational basis irrespective of the industry in which found. Some of the HOs contain limited exemptions.

- HO 1 Manufacturing and storing of explosives.
- HO 2 Motor-vehicle driving and outside helper on a motor vehicle.
- HO 3 Coal mining.
- HO 4 Occupations in forest fire fighting, forest fire prevention, timber tract operations, forestry service, logging, and sawmilling.
- HO 5\* Power-driven woodworking machines.
- HO 6 Exposure to radioactive substances.
- HO 7 Power-driven hoisting apparatus, including forklifts.
- HO 8\* Power-driven metal-forming, punching, and shearing machines.
- HO 9 Mining, other than coal mining.
- HO 10\* Operating power-driven meat processing equipment, including meat slicers and other food slicers, in retail establishments (such as grocery stores, restaurants kitchens and delis) and wholesale establishments, and most occupations in meat and poultry slaughtering, packing, processing, or rendering.
- HO 11 Power-driven bakery machines including vertical dough or batter mixers.
- HO 12\* Power-driven balers, compactors, and paper processing machines.
- HO 13 Manufacturing bricks, tile, and kindred products.
- HO 14\* Power-driven circular saws, band saws, chain saws, guillotine shears, wood chippers, and abrasive cutting discs.
- HO 15 Wrecking, demolition, and ship-breaking operations.
- HO 16\* Roofing operations and all work on or about a roof.
- HO 17\* Excavation operations.

\* These HOs provide limited exemptions for 16- and 17-year-olds who are bona-fide student-learners and apprentices.

For complete information see [Child Labor Provisions for Nonagricultural Occupations](https://www.dol.gov/agencies/whd/child-labor/nonagriculture) Under the Fair Labor Standards Act. <https://www.dol.gov/agencies/whd/child-labor/nonagriculture>

# ATTACHMENT 12

## Section 6

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### Resources

For more information about Work-Based Learning in Wyoming visit these websites:

#### **Wyoming Department of Education Office of Career and Technical Education**

<https://edu.wyoming.gov/in-the-classroom/career-tech-ed/>

#### **Wyoming Workforce Services**

<http://www.wyomingworkforce.org/>

#### **Wyoming Occupational Safety and Health Administration**

<http://wyomingworkforce.org/businesses/osha/>

#### **Federal Wage and Hour**

<https://www.dol.gov/general/topic/youthlabor>

## Section 7

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### Samples of Forms and Documents

**Important Note:** These are SAMPLES. PDF files of the following documents can be found at <https://edu.wyoming.gov/in-the-classroom/career-tech-ed/work-based-learning/>

**These are not intended to be final documents.**

Modifications should be made to these agreements based on local school district system policies.

Customization of the school's agreed upon form can be made on an individual bases to accommodate special situations with each students placement.

# ATTACHMENT 12



## EDUCATION TRAINING AGREEMENT

This agreement is between \_\_\_\_\_  
Student's Name \_\_\_\_\_ Phone \_\_\_\_\_  
\_\_\_\_\_  
Address \_\_\_\_\_ Birthday (Month/Day/Year) \_\_\_\_\_  
\_\_\_\_\_  
Emergency Contact (Name and Relationship) \_\_\_\_\_ Phone \_\_\_\_\_

and \_\_\_\_\_  
School Name \_\_\_\_\_ Contact Name \_\_\_\_\_  
\_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_

and \_\_\_\_\_  
Employer Name \_\_\_\_\_ Contact Name \_\_\_\_\_  
\_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_

The undersigned parties agree to enter into a work-based learning program for the purpose of educating the student named above in the industry area of: \_\_\_\_\_

Work Experience (specify area) \_\_\_\_\_

The program will begin on \_\_\_\_/\_\_\_\_/\_\_\_\_ and be completed on \_\_\_\_/\_\_\_\_/\_\_\_\_.  
Month/Day/Year Month/Day/Year

The student will be (check one):  paid  unpaid  
If paid, starting wage for the student learner will be \$ \_\_\_\_\_ per hour.

The student will conduct a work-experience/be employed in the following position \_\_\_\_\_

Daily Hours to be worked. Beginning Time: \_\_\_\_\_ End Time: \_\_\_\_\_

The parties agree to the following responsibilities in the implementation of this agreement:

### The Student agrees to:

- maintain the academic and attendance requirements established by the work experience program, the related classes, and work (see attached);
- observe company rules and other requirements identified by the employer, including appropriate dress, safety procedures, and confidentiality;
- participate in progress reviews scheduled with mentors/trainers, school personnel and/or parent or guardian;
- be responsible for transportation to and from the worksite;
- report to the worksite on time and notify the supervisor of arrival;
- request permission from the supervisor in advance to be absent from work if special circumstances arise;
- inform the worksite supervisor and school if it is impossible to arrive to work on time or for that day;
- perform the duties assigned at the worksite to the best of the student's ability;

### The Student's Parent or Guardian agrees to:

- assist the student in meeting the academic and attendance requirements of the program;
- ensure transportation to and from the work site is provided;
- participate in progress reviews scheduled with mentors/trainers, school personnel and/or the student.



# ATTACHMENT 12



## EDUCATIONAL/TRAINING PLAN

**Job Title:** \_\_\_\_\_ **Program Area:** \_\_\_\_\_

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Type of Work-Based Learning Placement: \_\_\_\_\_

Employing Company Name: \_\_\_\_\_

Employing Company Address: \_\_\_\_\_

Employing Company Supervisor/Mentor: \_\_\_\_\_

Supervisor/Mentor Contact Numbers: Phone: \_\_\_\_\_ Cell: \_\_\_\_\_ Fax: \_\_\_\_\_

Occupational Goal: \_\_\_\_\_

Completed Coursework Related to Placement: \_\_\_\_\_

Enter the date that the student reaches the following level of competency:

- 1 = Very little or no skill; Needs close supervision to perform this task.
- 2 = Moderately competent; some knowledge, but requires some supervision to perform this task.
- 3 = Proficient; Can perform this task with little or no supervision.

Student competency on all tasks should start at level 1 or 2 and be documented as 3 by the end of the experience.

	1	2	3
<b>Task 1 –</b>			
<b>Task 2 –</b>			
<b>Task 3 –</b>			
<b>Task 4 –</b>			
<b>Task 5 –</b>			
<b>Task 6 –</b>			

List any potential health/safety conditions related to this specific work assignment (Indicate NONE if no such conditions have been identified):

Special requirements expected of the student.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher/Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

NOTES:

# ATTACHMENT 12



## WBL EMPLOYER EVALUATION OF STUDENT

Thank you for taking the time to host a student. Your support of this program provides students with opportunities to make better decisions about their future careers. Your feedback is valuable to ensuring high-quality WBL experiences in the future. Please complete this form and return it to the teacher at your earliest convenience.

Evaluator Name:	Phone Number:
Title:	Email:
Organization:	
Student Name:	Date of Evaluation:

Please evaluate the student in the following areas.	Exceeded Expectations	Met Expectations	Failed to Meet Expectations	Not Applicable
<b>PUNCTUALITY</b>				
Reported at appropriate time				
Departed at appropriate time				
<b>PROFESSIONAL APPEARANCE</b>				
Clothing				
Grooming				
<b>PROFESSIONAL CONDUCT</b>				
Observed professional behavior of employees				
Behaved professionally at workplace				
<b>COMMUNICATION</b>				
Related well to host and others				
Asked appropriate questions				
Demonstrated interest				
<b>OVERALL EVALUATION</b>				
Benefit to student				
WBL host experience				

Would you be willing to host another student in the future?  YES  NO

Attach school district Non-Discrimination Statement here

# ATTACHMENT 12



## WBL FINAL SURVEY FOR STUDENT

Student Name: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Course Title: \_\_\_\_\_ Dates of Internship: \_\_\_\_\_

<b>Rate the following from 1-5, with 1 indicating strong disagreement and 5 indicating strong agreement:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The WBL experience met my expectations.					
My supervisor provided valuable information and experiences.					
The WBL experience provided opportunities to engage in a range of job tasks.					
My supervisor was supportive and available to answer questions or concerns.					
I developed my communication, interpersonal, and professional skills.					
I identified or refined my career goals.					
I gained insight into the future stages of my career.					
I developed professional relationships and learned how to network.					
The WBL placement was appropriate to my career goals.					
I would recommend the WBL program to others.					

How did the WBL experience shape my future career plans?

What insights did I gain from the WBL experience about the workplace and the career?

What new questions about this workplace or career have emerged as a result of this experience?

Attach school district Non-Discrimination Statement here

## WBL FINAL SURVEY FOR PARENTS

Parent Name: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date of Internship: \_\_\_\_\_

Student Course Title: \_\_\_\_\_

<b>Rate the following from 1-5, with 1 indicating strong disagreement and 5 indicating strong agreement:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The WBL experience met my expectations for my student.					
The employer provided valuable information and experiences for my student.					
The employer was supportive and available to answer questions or concerns.					
My student identified or refined her/his career goals.					
My student gained insight into the future stages of their career.					
The WBL placement was appropriate to my student's career goals.					
I would recommend the WBL experience to others.					

What strengths did this produce in your student?

Is the WBL what you expected for your student?

Has this WBL experience changed your student's behavior?

## WBL FINAL SURVEY FOR EMPLOYER

Company Name: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Name of Student Employed: \_\_\_\_\_ Dates of Employment: \_\_\_\_\_

Rate the following from 1-5, with 1 indicating strong disagreement and 5 indicating strong agreement:	1	2	3	4	5
The WBL program met my expectations.					
The student engaged in a range of job tasks.					
Student gained insight into the career field.					
I would recommend the WBL program to others.					

What are the advantages of a WBL program for you as an employer?

What do you think are the advantages of the WBL program for the student?

What can we, the school, do to improve our WBL program for you, for the student, and for the other employers?

## WBL JOB SHADOWING STUDENT AGREEMENT

---

I, \_\_\_\_\_, understand that I am responsible for:

- My own transportation to and from the job shadowing site.
- Reporting to the site at the specified time.
- If a conflict arises, I know that I am to contact my instructor immediately.
- Dressing appropriately for the job.
- Behaving in a respectful and courteous way.

The work site will be the recognized authority while I job shadow. However,;

- I am still under the jurisdiction of the school district and am expected to follow all school rules.
- I am aware that my teacher may check to see if I arrived on time, stayed at least three (3) hours and behave in an appropriate way throughout the day.

After the job shadowing experience,;

- A thank you should be sent to the contact within 48 hours.
- I understand the questionnaire must be submitted no later than one week after job shadowing.

I have read the above agreement and understand my responsibilities:

Student Signature: \_\_\_\_\_

Today's Date: \_\_\_\_\_

**(This form must be turned into your teacher prior to job shadowing.)**

## WBL JOB SHADOW PARENTAL PERMISSION FORM

I hereby give permission for \_\_\_\_\_ to participate in the job shadowing experience at \_\_\_\_\_ (name of job site) on \_\_\_\_\_ (specify date).

- I have read through all the information provided and approve of my child's participation.
- I understand that my son/daughter and I will be responsible for providing his/her own transportation to and from the site.
- He/she must also make all arrangements such as: Appropriate dress, arrival/departure time, lunch, etc. prior to the date of the job shadowing.
- I also understand that my son/daughter is not to operate any power equipment during this experience.

I understand that this visit is considered a school activity and will take place during the school day and will count as an absence from school for my child if he/she does not show up at the job site. I am also aware that my son/daughter must complete a minimum of three (3) hours of shadowing or they will be considered truant from school for the day and will receive the appropriate disciplinary consequence.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## WBL JOB SHADOWING QUESTIONNAIRE

---

Your name: \_\_\_\_\_

Date and time of job-shadowing experience: \_\_\_\_\_

Location of experience: \_\_\_\_\_

Name of individual shadowed: \_\_\_\_\_

**Directions:** Ask the following questions to the person with whom you are shadowing. Do not just give these questions to your person to fill out. INTERVIEW the person yourself. The interview sheet must be turned in within one week of the job shadow.

1. What activities/duties/responsibilities are involved in the job/position?
2. What training and/ or education is required?
3. What are the working conditions?
4. What are the earning potentials?
5. What are the chances of advancement?
6. What skills/personal qualities does an individual need to be successful?
7. Equipment - machines, computers, tools, etc. - needed to do the job (list a few essential items).
8. What product(s) or service(s) does the company provide?
9. Who are the customers of the product or service provided by the company?
10. Does the person you are job shadowing work independently or are they part of a team? Explain.

**Questions for student to answer:**

11. What other interesting and/or useful information did you learn from this shadowing experience?
12. If you were offered a job related to this shadowing experience, would you accept the position?  
 Yes  No Please explain your answer in detail:
13. Would you like more information about this job/career?  Yes  No  
What questions do you still have?
14. Do you think this experience was helpful to you? Why/why not?
15. How was your job shadow leader helpful in this experience? Why/why not?

## Section 8

### Appendices

#### Appendix A – Funding Options

##### 1. Workforce Development Training Fund

- a. Apprenticeship Grant – covers the expenses for the related instruction of a Registered Apprenticeship Program. It is available for Wyoming-based sponsor(s) with US DOL Office of Apprenticeship Registered Apprenticeship Programs and Related Instruction Providers associated with a Wyoming-based sponsor.

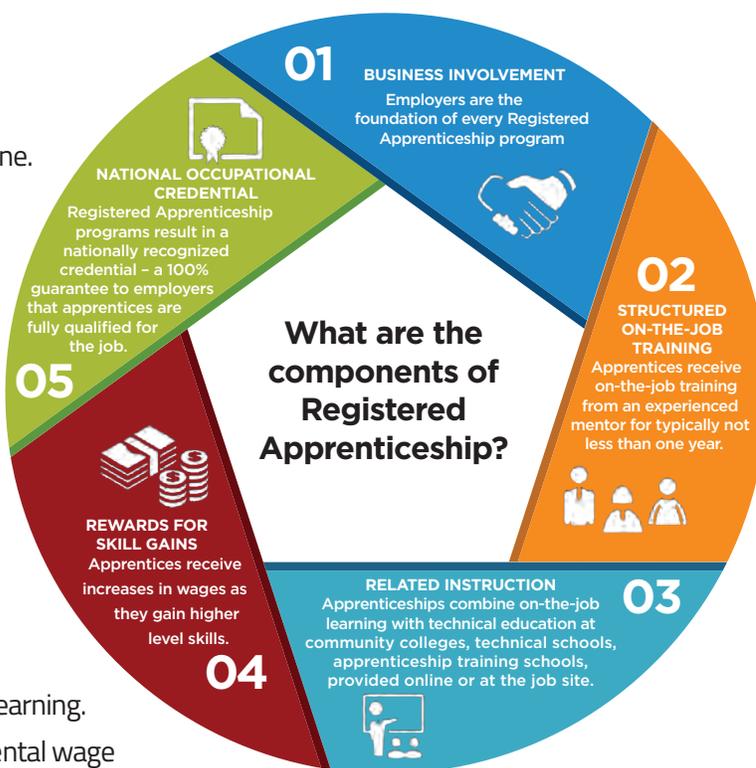
#### Appendix B – Apprenticeship Pathways – Workforce Solutions

##### What is Apprenticeship:

Apprenticeship is an industry-driven training model that is a proven workforce solution to recruit, train and retain highly-skilled, certified workers. The model is flexible allowing industry partners to customize their training for employees (new or incumbent), resulting in a workforce proficient in the industry/occupational competencies needed for the industry and employer, at the level set forth by the employer.

##### Apprenticeship Components:

1. Industry led/business involvement: Apprenticeship is a job leading to occupational proficiency from day one. Apprenticeships range from one to six years, per industry standards.
2. Structured on-the-job learning: The “Earn while you Learn” model provides a unique combination of structured learning with on-the-job learning from industry experts. The experts teach the practical application of technical skill sets required to meet the employer/occupational needs.
3. Related instruction: Technical instruction is needed to teach the theory or the why’s of the skill sets required to master the on-the-job learning.
4. Rewards for skills mastery: Incremental wage increases aligned gained proficiency/mastery of required skill sets.
5. National Occupational Credential: Upon completion apprentices receive an industry issued, nationally recognized credential that certifies occupational proficiency/mastery, is portable, and recognized by most colleges for credit.



# ATTACHMENT 12

Apprenticeship program sponsors receive a DOL Certificate of Registration of Apprenticeship Program, once their program is vetting and registered.

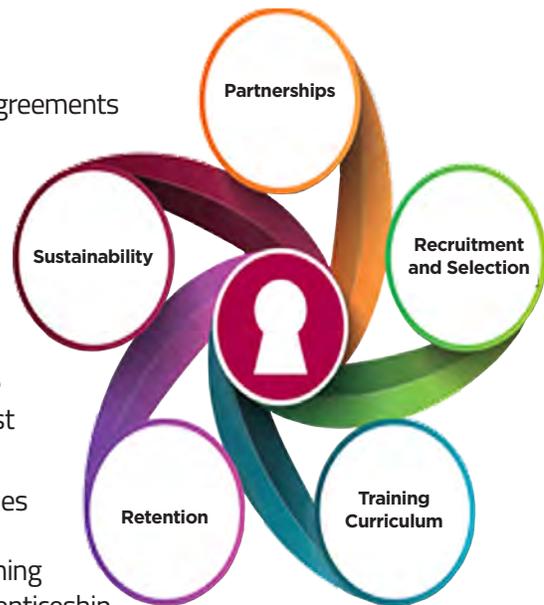
Link: <https://www.dol.gov/apprenticeship/#>

## What is Pre-apprenticeship:

Pre-apprenticeship is defined as a program or a set of strategies designed to prepare individuals to enter and succeed in a registered Apprenticeship program and has a documented partnership with at least one, if not more, registered Apprenticeship program(s). These programs may also include services needed to prepare the individuals to meet the entire requisites of one or more registered apprenticeship programs (e.g. remedial classes/tutoring, adult basic education, job readiness, etc.) A quality pre-apprenticeship is one that incorporates the following elements:

## Pre-Apprenticeship Elements:

1. **Partnerships:** Pre-apprenticeship providers will have agreements with apprenticeship sponsors designed to enable the pre-apprenticeship to directly enter in a registered apprenticeship program or at the very minimum ensure an interview for placement. This agreement will articulate advanced credit, skills and competencies already acquired. If this cannot be accomplished an agreement between those involved in the partnership, to provide direct assistance to participants apply to the registered apprenticeship program. At the least, request a definite interview.
2. **Recruitment and selection:** Strong recruitment strategies focused on outreach to populations underrepresented, protected classes, or those having difficulty in determining a career pathway, and careful assessment of pre-apprenticeship candidates will help your participants and the program succeed. This step may help find skill sets requiring remediation, for future success.
3. **Approved training and curriculum:** Training developed in partnership with a registered apprenticeship sponsor, designed to give the pre-apprenticeship participants the skills and competencies required to be successful in the apprenticeship program. An effective curriculum includes basic occupational skills and job readiness skills, specifically tailored to the workforce needs of the occupational sector or business partners or apprenticeship sponsors.
4. **Retention:** Participants may need ongoing support to complete the pre-apprenticeship and it will be up to the pre-apprenticeship partners to determine and takes steps to provide this support, e.g. building peer networks, promotion of job retention and training for career pathways, on-boarding, etc.
5. **Sustainability:** Once a pre-apprenticeship is in place, it is important to continually evaluate and implement strategies for sustainability and continuous improvement in this partnership with businesses/registered Apprenticeships and the pre-apprentices. The ultimate goals is to work with employers to develop a skilled workforce and create career opportunities for individuals.



See Training and Employment Notice 13-12

<https://youthbuild.workforcegps.org/resources/2018/09/07/14/52/Ten-31-12-Defining-a-Quality-Pre-Apprenticeship-Program-and-Related-Tools-and-Resources>

# ATTACHMENT 12

## What is Youth Apprenticeship:

Youth Apprenticeship or the Framework on Registered Apprenticeship for High School students provides recommendations on the key elements of Apprenticeship program for high school students and to encourage greater use of registered Apprenticeship and Pre-Apprenticeship program for in-school youth at least 16 years old, enrolled in secondary school and following the Fair Labor Standards Act for 16 and 17 year olds. This framework provides an important opportunity for youth to finish high school and continue on a pathway toward multiple career and educational opportunities and obtaining sustainable employment.

## Framework Principles:

- High school students enrolled in secondary school who meet the minimum legal age of 16 can be employed as apprentices – see state and federal laws FLSA, Child Labor Laws and Child Labor Bulletin 101 and state worker’s compensation laws.
- Programs for high school students should combine academic and technical classroom instruction with work experience, allowing for career specific exploration, workplace competencies, skills and knowledge, while enrolled in high school. This includes courses awarding dual credit and/or college credit.
- Programs should align academic and technical standards in secondary and postsecondary education, CTE, and industry-recognized credentials and certificates.
- Programs should incorporate stackable credentials of value for multiple pathways.
- Employer involvement/partnership is required for the pathway to registered Apprenticeship, with credit for prior learning.

## Elements of Youth Apprenticeship or registered Apprenticeship for High School Students:

High-quality programs for high school students will address the needs of students, employers, sponsors, and local school districts. While the programs may employ different program designs and approaches, which are consistent with state and local education guidelines, the models should form the foundation of students’ participation in a pre-apprenticeship or registered Apprenticeship programs during high school and after high school graduation. Linkage to registered Apprenticeship is needed and the completion of career exploration is encouraged prior to entering into a program. Students may begin related classroom instruction and some work-based learning before entering an registered Apprenticeship program.

A Youth Apprenticeship may be offered as a Pre-apprenticeship to Apprenticeship or a registered Apprenticeship that begins in High School and will align to the guidelines for the program elected.

See Training and Employment Notice 31-16

<https://www.apprenticeship.gov/educators/high-school-and-middle-school>

## Contact:

Michael Broad  
Wyoming State Director  
DOL/ETA/Office of Apprenticeship  
308 West 21st Street, Room 205  
Cheyenne, WY 82001  
307-772-2448  
broad.michael@dol.gov

# ATTACHMENT 12

**WYOMING**  
DEPARTMENT OF EDUCATION



122 W. 25th Street, Suite E200 | Cheyenne, WY 82002  
307-777-7675  
[edu.wyoming.gov](http://edu.wyoming.gov) | [twitter.com/WYOEducation](https://twitter.com/WYOEducation) | [facebook.com/WYOEducation](https://facebook.com/WYOEducation)

# **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: \_\_\_\_\_

<b>Task</b>	<b>Person Responsible</b>	<b>Date Planned</b>	<b>Date Completed</b>
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"> <li>▪ Agenda</li> <li>▪ Minutes of Prior Meeting</li> <li>▪ Labor Market Employer Survey</li> <li>▪ Current Course Description and Outline</li> <li>▪ Proposed Course Outline (if proposing change)</li> <li>▪ Other printed materials</li> </ul>	Facilitator		
Facilitator's packet only: <ul style="list-style-type: none"> <li>▪ Sign-in Sheet</li> <li>▪ Other information as needed (new textbooks, equipment info, etc.)</li> </ul>	Facilitator		
Thank you letters, minutes, and rosters to advisors <ul style="list-style-type: none"> <li>▪ Copy to Perkins coordinator for filing</li> </ul>	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

<b>Commenter/Contributor:</b> Student / Parent / Teacher / <u>Business &amp; Industry</u> / Administration / Post-Secondary Faculty (Circle One)		
<b>Name:</b> Castlebrook Welding and Fab Inc. – Jim Smith		Name of the Individual
<b>Advisory Council:</b> Welding	Name of Advisory Council	<b>Date:</b> 04-10-2020
<b>Program Modification:</b> <u>Equipment</u> / Software / Textbooks / Curriculum / Supplies / Other (Circle One)		
<b>NOTE:</b> List item to be considered:		
<p>1) Name: ___TIG Welder_____</p> <p>2) Quantity: ___2_____</p> <p>3) Manufacture: ___Lincoln_____</p> <p>4) Cost: ___\$2,800.00 per_____</p>		
<b>Program Recommendations:</b> Examples would be ideas that are not purchase related, such as field trips, guest speakers, professional development ideas, certifications, etc.		
<b>Logistics to Consider:</b> Funding and Approval Process		Logistic to Consider: There could be any number of items here. The two listed are just examples.
<b>Action Needed to Accomplish:</b>	<b>Date Due:</b>	<b>Responsible Person:</b>
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)		
<b>Notes / Other Considerations</b>		

# Wyoming CTE Postsecondary Advisory Board Toolkit

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



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## OVERVIEW

Advisory boards are required for your Career and Technical Education (CTE) programs of study. Where do you begin? How do you make the advisory board 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 Boards as they work to improve CTE programs and programs of study.

As a member of a community college 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 Board. Each CTE Advisory Board must convene twice a year minimum.

Overall, the Wyoming Department of Education - CTE Advisory Board Handbook details several key roles of CTE Advisory Boards and offers a general process to follow in establishing a board, 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 board experience so that the CTE Program Advisory Board is not just a requirement, but an integral partner in the success of your CTE program or program of study.

## PURPOSE OF ADVISORY BOARD

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

A CTE Advisory Board is a group of stakeholders whose experience and abilities represent a cross section of a particular occupational area. The primary purpose of the CTE Advisory Board 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 Boards strengthen collaboration between those responsible for CTE programs and the communities they serve. CTE programs that operate without Advisory Boards (or without strong Advisory Boards) 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 Board 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 Board will fall into one of the following major areas:

**Advisory Boards are needed to advise.** The Advisory Board 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 Boards are needed to assist.** The Advisory Board 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.

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**Advisory Boards are needed to advocate.** The Advisory Board 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 boards 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 boards should have sufficient membership to be representative of the occupation(s) taught. A board 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. Each eligible recipient shall consult with stakeholders on an ongoing basis. This consultation [Perkins V, Sec.134 (d)] shall involve a diverse body of stakeholders, including at a minimum\* -

- A representative of career and technical education programs in a local education agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- A representative of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- A representative of the State board or local workforce development boards and a range of local or regional business or industries;
- Parents and students;
- A representatives of special populations;
- A representative of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk (as defined in section 1432 of the Elementary and Secondary Education Act of 1965); and
- A representative of Indian Tribes and Tribal organizations in the State, where applicable;

\*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 board 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 board 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.

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## RESPONSIBILITIES AND DUTIES

### All Advisory Board 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 board members and other appropriate personnel.
- The facilitator will follow up on advisory board recommendations and report to the membership.
- The facilitator will preside at the meeting(s) of the board or ask a member or fellow facilitator to chair the meeting.
- The facilitator invites members to serve on the board.
- 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 board.
- 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 board member at least two (2) weeks prior to the meeting.
- Personal contact with the board 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 board 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 board 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 board 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.

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## SUMMARY

What makes an advisory board work effectively? Advisory boards 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 board to be effective.

Effective advisory boards need:

- Administrative support;
- Engaged board members, including administrators, instructors, community and business partners, etc.;
- Meaningful program of board activities;
- Efficient organizational structure to ensure that there is good communication and every member is heard;
- Continuity in board 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 board comments, suggestions and recommendations; and
- **Establishment of a "paper" board only to meet state requirements.**

As an advisory board member:

### Do ...

- Allow yourself enough time in your work and personal schedule for board activities;
- Attend meetings regularly and let your colleagues on the job know about board activities;
- Remember that the only local body with authority for the school or college is the elected school board, joint operating board 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 board.

### Don't ...

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

Overall, effective CTE Program Advisory Boards will create partnerships between CTE programs and the industries and communities in which they serve. It is the dialogue between advisory board 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.

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



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## ADVISORY BOARD INVITATION LIST (for use by Individual Facilitators)

Facilitator(s) names \_\_\_\_\_

Program of study \_\_\_\_\_

Advisory Board 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 board. Use extra sheets if necessary.



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## 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 Board.

The main function of the Advisory Board 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,

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## Suggested Questions for Advisory Board 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?

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(College Name, Program Title, Facilitator's Name)

## 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.

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## AGENDA (template)

### (Name of School) Career Technical Education and (Name of Business Employer Advisory Board 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 Board 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

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## EMPLOYER ADVISORY BOARD MEETING AGENDA (template)

### Employer Advisory Board 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 Board 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)*

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## 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)*

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## TEMPLATE FOR MEETING MINUTES

Advisory Board 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 Board 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:



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## **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 board 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 board 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

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## 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 board 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 board 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 board member.

Thank you again for your support.

Sincerely yours,

Name of Facilitator

Program of Study

Name of College

Enclosure

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## FACILITATOR'S SELF-EVALUATION OF ADVISORY BOARD "HOW DID I DO"

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

Questions to Consider	Yes	No	Need to check
Do you feel that services of an Advisory Board are benefiting your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have Advisory Board activities for your program developed community understanding and support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Advisory Board members understand what is expected of them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Advisory Board members possess adequate knowledge of the philosophy and objectives of your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Board 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 Board members received sufficient orientation to your program to function effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the Advisory Board 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 Board 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 Board members invited to attend other CTE functions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Board 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 Board members' time recognized through keeping meetings on schedule and directed to the agenda?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Board members presented the facts and consulted when changes are made in your program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Advisory Board members receive adequate advance notice of meetings and prompt reports of minutes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Board 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 board member to dominate meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the Advisory Board reflective of the student population?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are Advisory Board 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 Boards make to programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the Advisory Board been appointed simply to meet the requirements of legislation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## ADVISORY BOARD ACTION ITEM FOLLOW-UP

### ADVISORY BOARD ACTION ITEM FOLLOW-UP

<b>Commenter/Contributor:</b> Student / Faculty / Secondary Teacher / <u>Business &amp; Industry</u> / Administration (Circle One)		
Name: Castlebrook Welding and Fab Inc. – Jim Smith		Name of the Individual
Advisory Board: Welding	Name of Advisory Board	Date: 04-10-2020
<b>Program Modification:</b> <u>Equipment</u> / Software / Textbooks / Curriculum / Supplies / Other (Circle One)		
<b>NOTE:</b> List item to be considered:		
1) Name: ___TIG Welder_____		Circle the one that applies, for example Equipment
2) Quantity: ___2_____		
3) Manufacture: ___Lincoln_____		
4) Cost: ___\$2,800.00 per_____		
<b>Program Recommendations:</b> 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.
<b>Action Needed to Accomplish:</b>	<b>Date Due:</b>	<b>Responsible Person:</b>
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)		
<b>Notes / Other Considerations</b>		

# ATTACHMENT 16



## Cutting Edge Grant Review Scorecard

*This document is for WDE staff use only. It will be used to evaluate all grant proposal submissions*

<b>Name of Grant Program:</b> Cutting Edge Grant		<b>Name of Reviewer and Date Reviewed:</b>	
<b>Name of District:</b>	<b>District Address</b>		<b>Telephone:</b>
<b>Contact Name</b>	<b>Applicant Email Address:</b>		<b>Requested Amount</b>

### SCORING RUBRIC

- 0= Unacceptable:** Response addresses prompt in a limited, incomplete manner or does not address prompt at all.
- 1= Needs Development:** Response addresses some or most elements of prompt in (mostly) general terms.
- 2= Good:** Response addresses (almost) all elements of prompt, with some details.
- 3= Very Good:** Response addresses (almost) all elements of prompt in a clear, detailed manner.
- 4=Excellent:** Response addresses (almost) all elements of prompt in a clear, detailed, and well-documented manner.
- 5=Exemplary:** Response addresses all elements of prompt in a clear, detailed, well-documented, compelling, and comprehensive manner.

Evaluation Criteria:	Unacceptable Score: 0 points	Needs Devt Score: 1 point	Good Score: 2 points	Very Good Score: 3 points	Excellent Score: 4 points	Exemplary Score: 5 points	Multiplier	POINTS AWARDED
<b>Project Narrative:</b> How will this competitive grant be used to support innovative CTE initiatives for emerging technology							5	5

**ANSWER SYNOPSIS:**

**REVIEWER COMMENTS:**

# ATTACHMENT 16

Evaluation Criteria:	Unacceptable Score: 0 points	Needs Def Score: 1 point	Good Score: 2 points	Very Good Score: 3 points	Excellent Score: 4 points	Exemplary Score: 5 points	Multiplier	POINTS AWARDED
<b><u>Innovation and Emerging Technology:</u></b> What are the elements of the innovative strategies regarding the evidence-based improvement and effectiveness of student outcomes. Describe the alignment of these strategies with business and industry needs.							8	8
ANSWER SYNOPSIS:								
REVIEWER COMMENTS:								
<b><u>Implementation Plan and Evaluation of Effectiveness:</u></b> Describe the action steps, identify resources, timelines and responsibilities. Explanation of evaluation process showing improvement of effectiveness and outcomes.							3	3
ANSWER SYNOPSIS:								
REVIEWER COMMENTS:								
<b><u>BUDGET:</u></b> Please provide a budget detailing the expenditures planned if awarded this grant. You may enter the budget in the space below or attach a document in an email to <a href="mailto:ilaine.brown1@wyo.gov">ilaine.brown1@wyo.gov</a>							2	2

# ATTACHMENT 16

Evaluation Criteria:

Unacceptable  
Score: 0 points

Needs Help  
Score: 1  
point

Good  
Score: 2  
points

Very Good  
Score: 3  
points

Excellent  
Score: 4  
points

Exemplary  
Score: 5  
points

Multiplier

POINTS  
AWARDED

ANSWER SYNOPSIS