

Changes to Draft ESSA State Plan

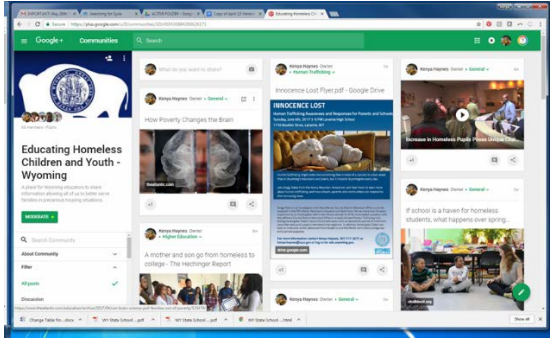
5/9/17 through 5/30/17

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24	High School: Post-Secondary Readiness	Delete all three paragraphs and replace with...	<p>A school's score will be the percentage of each school's 12th grade students who meet the state's definition of post-secondary ready based on one of the following options:</p> <p>Option 1: Completion of a college success curriculum and one or more of the following: a college-ready score on a standardized college entrance exam or college credits earned through Advanced Placement, International Baccalaureate, or dual/concurrent courses.</p> <p>Option 2: Completion of a CTE pathway (minimum of a 3 course sequence) and one or more of the following: a passing score on a CTE exam or industry-recognized certification.</p> <p>Option 3: Completion of a college success curriculum or a CTE pathway and a military-readiness score on the ASVAB.</p>	Per the recommendations of the Advisory Committee on 5/26/17
33	Full K-12 Span:	<p>First bullet</p> <p>Currently, all schools are accredited by AdvancED as part of the state's accreditation program. This organization accredits schools all over the world. Their processes have been refined over a half-century of time. By ensuring quality processes are in place in Wyoming schools, educational</p>	Delete "by AdvancED as part of the state's accreditation program. This organization accredits schools all over the world. Their processes have been refined over a half-century of time."	Removes the vendor name.

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		institutions have been able to maximize the achievement of all enrolled students.		
59	I.1	<p>Paragraph 2 "The Wyoming Department of Education (WDE) supports this process by providing training, outreach, technical assistance, and guidance to, and monitoring of, local programs."</p>	<p>Replace with: The Wyoming Department of Education (WDE) supports this process through multiple avenues. These strategies are employed in all districts, whether or not they receive a competitive subgrant award.</p> <p>Local Liaison Training: WDE provides ongoing training and technical assistance to local education liaisons and other school personnel which includes reviews of eligibility requirements and strategies to increase identification. WDE has developed a guidance document based on the US Department of Housing and Urban Development's "Minimum Standards of Habitability" to assist school districts determine if a housing situation is adequate or substandard.</p> <p>Data Review: Each year the State Coordinator reviews school district identification counts to determine areas of the State which may be under-identifying homeless children and youth. School district counts are compared to local poverty levels, counts from prior years, and the counts from neighboring and geographically similar districts. School Districts with large disparities are targeted for additional training and support from the WDE.</p> <p>Coordination with Title IA: Each year the State Homeless Education Coordinator and the State Title I Director work together to review the homeless</p>	<p>Add clarity and sufficient detail to support the claim that the SEA employs strategies to increase identification rates of homeless students.</p>

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			<p>education Title I, Part A set-asides submitted by School Districts as part of their Consolidated Grant Applications. The set-aside is reviewed considering local poverty levels and current McKinney-Vento identification rates. When disparities are noted, School Districts are required to submit a narrative describing their current processes to seek out and identify children and youth experiencing homelessness, both enrolled and separated from school. This information is used as part of the set-aside approval process.</p> <p>Subgrant Application Process: In recent years WDE began tying McKinney-Vento subgrant awards directly to the number of students identified by each school district. Subgrant award levels are divided into tiers based on the official count of homeless students submitted by the school district to WDE for the prior year.</p> <p>Monitoring: WDE conducts regular monitoring of all school districts. The monitoring protocol includes indicators reviewing school district enrollment policies, data collection, and identification rates.</p> <p>Public Outreach: WDE participates in a wide range of public outreach activities designed to increase awareness and identification of children and youth experiencing housing instability.</p> <ul style="list-style-type: none"> • WDE has developed posters describing the educational rights of children and youth experiencing homelessness which can be downloaded and posted throughout local 	

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			<p>communities and schools. WDE has worked with the State Library Association to ensure that these posters are available for posting in county libraries.</p> <ul style="list-style-type: none"> • WDE regularly does presentations to local and statewide organizations such as the Wyoming Public Health Association, the Wyoming Homeless Collaborative, Kiwanis, faith communities and others on the rights and needs of homeless children and youth. • WDE leads participation in Wyoming Homeless Children and Youth Awareness Month each November. WDE Communications Team staff provide regular updates and factoids on family homelessness through the agency's social media throughout that month, and the Governor has signed a proclamation recognizing the event. • WDE works with the Wyoming Coalition Against Domestic Violence and Sexual Assault to provide training to their staff throughout Wyoming about resources that may be available to their clients through the McKinney-Vento Act. 	
60	1.3	Paragraph 1, Sentence 3 "Workshop attendees also come from partner agencies, such as Head Start, the Wyoming Department of Family Services, and the Wyoming Department of Health."	Add to end of sentence, ", the Wyoming Homeless Collaborative, law enforcement, and the faith community."	Added detail and clarity.
60	1.3	Paragraph 2 Add paragraph break after sentence 2.	Insert screen shot of Google + Homeless Education Community.	The Google + Community will not be accessible to peer review teams since

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				it requires registration with WDE and approval for access. The screen shot is provided as evidence.
60	I.4.i	Paragraph 1, 1 st Sentence "The State of Wyoming does not have public preschool programs so there are no established procedures for admission of children experiencing homelessness to such programs."	After "The State of Wyoming", insert "is one of six states that".	Clarity. Information on other states that do not have public preschool is added for the benefit of peer reviewers from other parts of the country that may be unaware that there are states that do not currently have public preschool.
61	I.4.ii	Paragraph 3, Sentence 1 Replace first sentence "Though there is no requirement in State statute requiring..."	It is the current practice of school districts in Wyoming to accept full and partial credit students completed at a prior school regardless of their homeless status.	Statement revised to remove ambiguity.
61	I.4.ii	Paragraph 3, Sentence 3 "Training has been provided to all districts, and the WDE..."	After "Training has been provided to all districts", insert "on this new ESSA requirement,"	Clarity about the training topic.
62	I.4.iii	Add additional paragraphs following Paragraph 3.	The State of Wyoming currently houses four charter schools. Under Wyoming law these charter schools are considered part of the established school district in which they reside. As such, charter schools are included in all regular monitoring of school districts by the WDE, including monitoring of the federal Consolidated Grant, and are included in McKinney-Vento monitoring protocols to ensure access of	Clarity. Added text ensures that all targeted categories in the question are addressed.

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			students experiencing homelessness to those programs. There are no magnet schools in the State of Wyoming at this time.	
62	I.5	"d. Coordinating with WDE Title I, Part A staff to ensure that districts receive training on the homeless education set-aside with that program and its use."	Insert ", including assistance with uniform and dress code requirements." at the end of the sentence.	Clarity.
62	I.5	Replace "g, DVSA language."	g. WDE has a 30-day grace period from date of enrollment for families to acquire required immunization records or immunizations, regardless of homeless status.	Language on coordination with Domestic Violence and Sexual Assault providers moved to Section I.1 on identification. New text added to more fully address the issue of immunizations.
63	I.6	Insert new text into original narrative.	After fourth sentence, insert, "In preparation for the implementation of ESSA, the WDE worked with the Wyoming Attorney General's Office to conduct a review of State policy and statute to resolve any barriers to implementation of the McKinney-Vento provisions of ESSA." Insert paragraph break. At end of new paragraph insert, "School districts also conduct periodic review of their policies to eliminate barriers to the enrollment and retention of homeless children and youth. Local school systems document their processes and procedures for review during the WDE monitoring process. The WDE has provided written guidance on board policies for school districts, and the State Coordinator provides technical assistance to school districts during their local revision processes by request. The State Coordinator also provides school districts with policy exemplars from the National Center for Homeless	Original narrative failed to answer both parts of the question. The revisions address and separate the SEA's process to review and revise policies and the processes at the local level.

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			Education. School districts are encouraged to use strategies such as fee waivers to reduce financial barriers for youth experiencing homelessness."	
63	I.7	Insert new first paragraph.	Wyoming Statute 21-16-1308(b)(i)(C) requires that all eighth grade students receive instruction concerning the State's Hathaway Scholarship Program and post-secondary preparation. The Hathaway Scholarship Program provides scholarships to Wyoming post-secondary institutions to students who satisfactorily complete a prescribed course of study. In addition to Hathaway Program requirements, eighth graders must receive instruction in preparation and curriculum requirements for post-secondary work, standardized test requirements, scholarships for post-secondary education, and earning differences anticipated at various post-secondary education levels.	Further detail to satisfy the requirements of the indicator.
62	I.7	Insert new text into original narrative (now second paragraph).	<p>After second paragraph, second sentence, insert "The State Coordinator has presented information on the needs and rights of homeless children and youth, including unaccompanied homeless youth, at the Wyoming School Counselor's Association, and that information has been shared with the membership."</p> <p>Before second paragraph, last sentence, insert, "WDE has a sample form for confirming the independent status of unaccompanied homeless youth for the FAFSA that is shared with school counselors and liaisons."</p>	Further detail to satisfy the requirements of the indicator.

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70	Appendix B	Paragraph 2, Sentence 2 "It has now been revised under the Every Student Succeeds Act to reflect the duties and required responsibilities of the LEA Liaison (Liaison)."	"It has now been revised to reflect the duties and required responsibilities of the LEA Liaison (Liaison) under the Every Student Succeeds Act."	Clarity. The previous policy already reflected the requirements of the local homeless liaison. It is the requirements of the ESEA that have changed under ESSA.
70	Appendix B	Paragraph 2, Sentence 4 "This procedure will be used for all dispute resolution issues regarding homeless children and youth including educational placement."	"This procedure will be used for all dispute resolution issues regarding homeless children and youth including eligibility, enrollment and school selection."	Change updates policy to mirror the language of ESEA 2015, Section 722(g)(3)(E)(i). This section increases the number of reasons that families may dispute local school district decisions.