

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

February 5, 2015 LCSD #1 Training Room 2810 House Ave, Cheyenne Work Session		
	Breakfast on Your Own	
8:00 a.m.	Board Reports and Updates- Paige Fenton Hughes 1. Visioning and Collaborative Work 2. Request for Review 3. Outreach 4. Legislative Updates with Brent Young	Tab A
	WDE Report and Updates – Brent Young 1. Remarks from WDE Leadership 2. Standards Review Process 3. Communication Structure	Tab B
12:00 p.m. – 1:00 p.m.	Lunch	
1:00 p.m.- 1:45 p.m.	MindMixer- Nick Kauffman	
1:45 p.m.- 2:15 p.m.	Native Education- Bill Pannell & Keja Whiteman	Tab C
2:15 p.m. – 2:30 p.m.	Break	
2:30 p.m. – 3:00 p.m.	Data Security Plan- Leslie Zimmerschied	Tab D
3:00 p.m. – 3:30 p.m.	Early Childhood- Laurie Hernandez & Julie Magee	Tab E
February 6, 2015 LCSD #1 Training Room 2810 House Ave, Cheyenne Business Session		
	Breakfast on Your Own	
8:00 a.m. -9:00 a.m.	Attend the Senate Education Committee	
	Welcome Superintendent Balow	
9:15 a.m.- 10:00 a.m.	State Board of Vocational Education <ul style="list-style-type: none"> • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab F
	<ul style="list-style-type: none"> • Minutes 	Tab G
	- December 9, 2014	

	<ul style="list-style-type: none"> • CTE Introductions- Guy Jackson 	
	<ul style="list-style-type: none"> • Wyoming CTE Postsecondary Transitions Report Out- Tonya Gerharter 	Tab H
	<ul style="list-style-type: none"> • Highlights of the Consolidated Annual Report for Perkins- Guy Jackson 	Tab I
10:00 a.m. to 10:15 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to order 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab J
	<ul style="list-style-type: none"> • Minutes <ul style="list-style-type: none"> - October 13, 2014 - November 14, 2014 	Tab K
	<ul style="list-style-type: none"> • Treasurer's report 	Tab L
10:15 a.m. to 10:30 a.m.	Break	
10:30 a.m. – 12:00 a.m.	<u>Discussion Items:</u> <ul style="list-style-type: none"> • NASBE Updates- Paige Fenton Hughes & Belenda Willson • Rules & Regulations Drafting- Paige Fenton Hughes 	
		Tab M
	<u>Action Items:</u> <ul style="list-style-type: none"> • Election of Officers- Joe Reichardt • Supervisory Committee Report- Kathy Coon • Next Meeting- Paige Fenton Hughes • Celebrations 	Tab N
		Tab O
12:00 p.m. 1:00 p.m.	Lunch at House Education Committee Meeting or Invitational Luncheon	
	Other issues, concerns, discussion, public comment:	
	Adjourn	



WYOMING

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Executive Assistant

January 28, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Board update

I look forward to seeing all of you in Cheyenne next week. We have a lot to catch up on. Let me give an overview of topics, so you can frame your thoughts for discussion during the meeting.

Strategic Work (follow-up to retreat work):

Let me give a little recap of our work in Ucross. If you'll recall, we began our work with a grounding activity around *Heal Up and Hair Over: A Wyoming Civility Reader*. The purpose of the reading and discussion was to ground ourselves in thinking about ways to work civilly and collaboratively together with other education entities in our state. For the most part, we want the same things for our Wyoming children; however, we sometimes disagree on the path to get there. Nevertheless, we have to develop positive working channels to allow the work to be done in the most efficient manner it can be. We worked in groups and posted "take-aways" from the conversations. Here is a recap of our thoughts from that day:

- Civility is neither the lack of difference or the squelching of debate, but is the application of care for the dignity of every human being, even those with whom we may sharply disagree.
- Tough issues should not be avoided
- Use a fair process and honor public input
- Condemn deliberate distortions of information
- When we make a decision, be proactive in providing a rationale for making the decision and explaining why it will enhance education in Wyoming
- Social media is a force to be reckoned with, and we need to use it to communicate our perspectives
- As a State Board of Education we can champion civility by modeling civil, thoughtful, debate as we tackle the issues before us
- Try to win over opponents
- Persuade and allow yourself to be persuaded

In the evening of our first day, we were able to have a digital conversation with newly-elected Superintendent Balow. During our meeting we will have the opportunity to personally welcome her to the work of the board, and we look forward to forging a positive working relationship in the future. She will have an opportunity to share her vision and goals and engage in conversation with us about the future.

Our continuing work the next day was centered around generating, discussing, and narrowing a list of strategic priorities as well as crafting drafts of vision and mission statements.

Initially we generated a list of 19 possible priority items. After a lot of stimulating discussion, that list was narrowed to six areas of emphasis:

1. Developing and sustaining a system of support. In our conversation, this system of support was not narrowly construed to simply mean satisfying the requirements of federal mandates or the Wyoming Accountability in Education Act (WAEA). Instead, our discussion broadened this construct to envision a larger and integrated statewide framework that, working collaboratively and congruently together, would provide a safety net, if you will, to districts as they carry out the work of educating Wyoming's children. This system would provide a comprehensive set of supports to all districts across the state to include appropriate resourcing and reinforcement for providing high-quality, innovative instruction to every student.
2. Creating strategic partnerships. After reading and thinking about the power of collective impact on bringing about positive changes in systems with disparate functions but a shared interest, the board envisioned serving as the backbone of a collective effort to bring education entities in our state together to craft a common vision, agree on a set of objectives, and determine a set of deliverables and measurables so we can gauge progress toward the targets and adjust strategies to move the system forward. The Croft and Joftus education governance study commissioned by the legislature noted that a lack of common vision for education in Wyoming is a significant barrier to progress. The discussion of creating and sustaining strategic partnerships centered around careful planning, communicating, engaging community entities, and receiving and using public input.
3. High-quality early childhood options for all Wyoming children. This element is a topic that has been part of the board priorities for a number of years. Although the board recognizes the significance of the family in the lives of young children, it's important for families to have an array of possible early childhood learning options for their children.
4. Innovative instruction. This topic has also been a "staple" for the board for a few years. Conversation centered around 21st Century skills, flexible learning environments, critical thinking and creativity, personalized instruction, and cultural diversity (especially regarding a Native American focus).
5. Academic improvement. Certainly this element is an underlying issue to all the work we do. The conversation regarding this topic centered around reducing post-secondary remediation rates, improving high school graduation rates, increasing daily attendance rates, and raising proficiency rates.
6. College and career readiness. We have the task of defining a high school graduate...more to come on that later with regard to communication and outreach. Other topics in this area were admissions without conditions, removal of financial barriers, and completion rates.

Although all the areas of emphasis were deemed important, the first two were chosen as the board's priorities. The other elements will remain a part of the board's long-term work.

Our retreat work also included crafting a number of options of vision and mission statements. Using your technological skills, we shared the options on a shared document. Here are our draft products:

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

Mission: Lead collaborative partnerships, in which student, teacher and administrative judgment are valued, to craft policies and create future-focused systems oriented around the individual student by communicating the urgent need for transformational change; incentivizing innovative education (supporting innovative early childhood education); developing a system of district support; and utilizing flexible measurements to gauge and celebrate successful change.

Dr. Mark Stock with the University of Wyoming joined us on the last day for our discussion about how to bring this all together and move forward. The focus of the conversation really centered around our #2 priority mentioned above—how we could bring together education entities from across Wyoming to forge a common vision, agree on goals, and figure out how to gather data to discern our progress toward meeting those goals. I have invited Dr. Stock to join us for our continued conversation around this topic.

Now, since our meeting, a new twist has been added to the mix. Representative Sommers has introduced HB147 which creates a Wyoming council for public education. I have included that bill in the packet for your perusal. As you can see, a lot of what we talked about at our retreat is reflected in this bill. If, for instance, you look at page 5, lines 1-6, you'll see that the language directs the council to develop a shared vision along with goals and measurable outcomes. The bill also directs the council to address the issue of transitions for students from one level of education to another. Although we did not talk specifically about that language, we did spend some time talking about preparing students to be successful in post-secondary endeavors; so it's a very similar, yet more broad, area of focus. The bill also specifically calls upon the council to make recommendations about the structure of education governance in the state. The bill calls for at least two meetings per year with a report to the education committee in September.

The bill specifies that the director of the Wyoming Community College Commission (WCCC) shall be the chairman of the council and that the WCCC will staff the council, organize the meetings, and keep the records. This is the "backbone" role that the board discussed fulfilling at our retreat. However, since the director of the WCCC is a member of the state board, we should be able to have a very good talk about the provisions of this bill! Representative Sommers will be able to attend the discussion as well. Please be prepared to bring and share your thoughts.

Another focus of our retreat work was talking about communication and outreach. We have not had a long-range plan (okay, let's face it, we haven't had a plan, period). As you'll recall, we did do a series of meetings around the state about 18 months ago to talk about WAEA and the results of the PJP. We partnered with the WDE. One thing I will share with you...during this legislative session it has become painfully clear that we are not good communicators about our work. There is little understanding about the role of and duties of the state board, a plethora of misunderstandings about the way standards are adopted, little concept of the reason we have standards, and I could go on and on. When we were at the retreat we talked about the possibility of having an individual or a firm assist us with developing a communication plan, crafting messages, and getting those messages out in a variety of ways to a wide set of audiences. I have written a draft request for proposals which I have included in your packet for your review. We certainly didn't make any decisions about how we wanted to proceed, but I thought it would be helpful for us to review what an actual proposal for such services would look like. Take a look at what I've drafted and then we can continue our previous discussion. Also, the WDE will contribute some overview information about their new plan regarding comprehensive communication involving the board.

This discussion about communication was really a sub-conversation of a larger discussion we had about outreach in general. As you all are painfully aware, we still have to define a Wyoming graduate. We decided last fall that having a series of meetings to deal with one issue would likely not garner us the input we desire; so we decided to try to pair this work with other outreach efforts. Superintendent Balow has proposed holding meetings around the state as well, so I hope we can have a conversation about working together to share pertinent information as well as complete this task we have in front of us.

Thanks so much to all of you for the really good work at the retreat last fall. It was fun for Chelsie and me to review everything and put together our summaries. I'm especially proud of the technological prowess exhibited by the group☺ But on a serious note, there is some really good stuff on our Edmodo site that we can use as

a basis for continued good work in the future.

Now, on to a different topic. Three districts have requested reviews of the PJP determinations for one or more of their schools. As you are aware, the state board is responsible for promulgating rules around the process for review. Currently, we are working with the WDE to bring a draft of rules to you by the time we meet after the legislative session. Please see the information later in the packet regarding a business item on this topic. For now, we are relying on Mackenzie to guide us in a process using the statutory language as the framework. The districts sent in a packet of information with their requests for review. Those requests were submitted by December 8, 2014. The WDE staff reviewed those requests and wrote a response to each request. The WDE does not feel that any of the requests falls into an area that is “reviewable” under the statutory provisions of WAEA. There has not been much I can share with you about the requests because you all may end up having to consider these requests later in the process. However, I did consult with Ron after we received the responses from WDE. We requested a formal attorney general’s opinion about whether or not the district requests for review are actually limited to information that is under the purview of the PJP (and perhaps later the board) to even review. As of this writing, we have not received the opinion. However, we have contacted the districts and provided them with the WDE responses for their review. We have also contacted the members of the PJP to ask them to “save the date” for a possible review meeting to be held on February 4, 2015. Chelsie has made meeting arrangements. By the time we have our board meeting, we will know if have to hold the PJP review meeting, and if so, we will know the outcome of the meeting. I’ll share with you at that time.

At the meeting, I’ll give you an update on the status of all the education-related bills being considered by the legislature. I’m going to give you a list here and a brief description of the bill along with a few limited comments. I’m not going to share the status of the bill because that will very likely change before we meet next week. Brent Young and I will give you a current look at all the bills during the meeting.

HOUSE BILLS:

HB0011 Distance education task force—There was a lot of discussion about what I thought was a pretty straight forward bill that was a result of a lot of interim work. The task force was recommended by the JEC to study issues prior to recalibration, so distance education funding needs can be appropriately discussed.

HB0023 Next generation science standards-2—Not much more I can say on this one other than what I have written to you. I sent you the audio from the House floor debates. The debate got way off topic with regard to the very limited nature of this bill. The bill simply removes the ban on talking about NGSS. It doesn’t have a thing to do with the process for adoption or what the recommended standards were or might be in the future. More to come on the Senate side, for sure.

HB0035 Boards and commissions-removal of appointed members—This bill just says that members of boards and commissions have to notify the governor’s office if their status changes during their term (such as their party affiliation or address).

HB0073 Development of education standards—Extends the timeline for standards review from 5 to 10 years and requires the SBE and WDE to get stakeholder input prior to a review of standards.

HB0086 Board of cooperative educational services meetings—allows boards to meet quarterly instead of monthly.

HB0087 Content and performance standards—Requires review of standards at least every 10 years (does not preclude us from doing it earlier), must have 4 public meetings prior to rules promulgation, spreads out math, LA and science.

HB0090 Student religious liberties—Prohibits school districts from discriminating against students or parents on the basis of religion (already prohibited in federal

law) but requires districts to allow student-led prayer (forbidden by federal law).

HB0094 Parental rights—Prohibits the state from infringing on the rights of parents to direct the upbringing, education and care of their children. Could have implications for statewide testing.

HB0101 Education charter schools—This is the bill about which Jim us all a note. This language makes the Wyoming Community College Commission the authorizer of new charter schools...not local districts.

HB0103 Merit career technical scholarships—This is another bill about which Jim sent us an update. It creates a task force to study the establishment of a CTE scholarship program; however, all the funding for an expenditure account was stripped from the bill in committee.

HB0114 Wyoming Repeal Gun Free Zones Act—This is a hot topic at the capitol. This bill allows folks who hold a concealed carry permit to carry concealed weapons in pretty much any building or area that's public including the legislature and schools and at UW games. Does restrict guns in courtrooms. This could have a tougher go on the Senate side. Lots of school-related groups opposed this bill.

HB0138 Worker's compensation for special education teachers—This is limited to only certain special ed teachers who work with kids that required supplementary services outside of the regular class.

HB0144 Education school safety and security—Creates a Unit of School Safety and Security within DCI. This is a committee bill...the result of two years of work on this issue of school safety.

HB0147 Wyoming council for education—I've told you a bunch about this bill up above, and Representative Sommers will be at your meeting to talk about it.

HB0159 Education writing assessment—Eliminates state writing assessment—SAWS.

HB0164 Student data privacy—Withdrawn.

HB0179 Education-state board membership—Makes the state superintendent an ex officio member of the state board. We have been asked our opinion on this issue before. Here is what we wrote to the co-chairs on April 141, 2014: *The board appreciates the input of the state superintendent and the director of the department of education as ex officio members of the board. Moreover, the board welcomes the addition of the Executive Director of the Wyoming Community College Commission as an ex officio member. The board does not support making any or all of these members voting members.*

HB0190 Hathaway scholarship program grade point average—Requires a weighted GPA or districts have to defend a non-weighted scale as taking rigor into account

HB0191 Education Hathaway scholarship requirement—Allows up to six credits of remedial classes to be paid for by Hathaway and raises the number of credits to be considered a full time student from 12 to 15.

HB0192 Education Hathaway scholarship program—If a college student has received a Performance, Opportunity, or Provisional Opportunity Hathaway and gets a 3.25 GPA for two consecutive semesters, s/he can apply for an Honors Hathaway.

HB0196 Civics proficiency examination—In order to graduate from a Wyoming high school, a student must pass what is essentially the equivalent of a citizenship exam, well, if you call 60% passing. They can take it as many times as needed between 9th and 12th grade.

HB0198 Education compulsory attendance—Private school kids have to attend

until age 16 or end of 10th grade; public school students must attend until age 17 or end of 11th grade. We've always been supportive of raising the drop out age...

HJ0002 State superintendent of public instruction—Failed committee...to call for a constitutional amendment to eliminate an elected state superintendent.

SENATE FILES:

SF0008 State education accountability and assessment—this is the bill that contains all of our district assessment work along with the revisions to the process for requesting an appeal of WAEA school ratings. The bill also requires the board to convene a task force to study statewide assessment. If SF110 passes, that part will be eliminated (more on that later). This bill also delays the implementation dates for the Phase II evaluations. There is also a section that exempts alternative schools from consequences of WAEA while we study an alternative way to rate them. Finally, \$750K of already appropriated dollars are pointed at development of a system of support.

SF0010 Education Administration-This bill just cleans up director/superintendent language all the way through statute.

SF0015 Children in need of supervision-2—Died in Judiciary.

SF0037 State protection of data privacy—Basically says that ETS requirements will be the minimum adhered to by state agencies.

SF0074 Summer school intervention and remediation—Cleans up language that limits how districts can use their BRIDGES grant money; makes it easier for it to be used for either extended-day or summer school programs.

SF0078 Education-dual language immersion programs—passed Senate ed but did not pass on the floor. If you'll recall, we had a presentation on dual language immersion programs, and we received it very positively.

SF0098 School athletic safety—This bill adds wrestling and cheerleading to the Recreation Safety Act. A prior bill required districts to have concussion protocols. This bill originally said that government entities or employees can't be sued for failure to implement protocols or the inadequacy of such protocols. The language about "failure to implement" has been stricken.

SF0107 Federal education funds study--\$125K is allocated to A&I to study the impact of not accepting federal education funds.

SF0110 State education accountability and assessment-2—This bill changes accountability ratings to every other year to be based on aggregated data over the two-year period. The state board is to write rules that determine how much time districts should spend on testing and districts won't receive funding for any time beyond that. State assessments would be given in grades 3, 5, 7, 9 and ACT in 11. For 2015-2016, the language of the bill basically requires the assessment be Aspire. The state board will determine the assessment after that. The state board working with the superintendent is to apply for a waiver from the USDOE (which Mackenzie said we basically can't get). The bill originally prohibited the WDE from collecting student data by name, but that needed to be amended. The bill also appropriates \$500K to the AG's office to defend this course of action before any state or federal court if challenged. We'll need to talk a lot about this bill.

SF0121 Career and technical training grants—Career and technical training grants program under the department of workforce services. Provides grants to develop skills of the workforce based on labor shortages.

SJ0003 Limitation of authority—Withdrawn.

SJ0005 State superintendent of public instruction-1—A joint resolution to put a

constitutional amendment on the ballot to eliminate the elected state superintendent effective 1.7.19.

There could be other bills by Monday. If so, we'll produce an addendum for the meeting.

During our discussion time on Friday, I'm going to update you on the work I've been doing as part of a NASBE committee on state science standards development. I've included for your perusal a draft document we have been working on. It's been a pretty interesting process, and I think there is a lot of good guidance in this draft.

Also, Chelsie and I have been working on a combined grant proposal to NASBE for some collective/collaborative work. The grant is due on the 4th of February, so if it all comes together, we will go over the application with you during the meeting.

Travel safely to Cheyenne. I look forward to an eventful and productive meeting!

VISION

WYOMING EDUCATION PARTNERS SUPPORT A STUDENT-CENTERED LEARNING SYSTEM IN WHICH ALL WYOMING STUDENTS GRADUATE PREPARED AND EMPOWERED TO CREATE AND OWN THEIR FUTURES.

MISSION

LEAD COLLABORATIVE PARTNERSHIPS, IN WHICH STUDENT, TEACHER AND ADMINISTRATIVE JUDGMENT ARE VALUED, TO CRAFT POLICIES AND CREATE FUTURE-FOCUSED SYSTEMS ORIENTED AROUND THE INDIVIDUAL STUDENT BY COMMUNICATING THE URGENT NEED FOR TRANSFORMATIONAL CHANGE; INCENTIVIZING INNOVATIVE EDUCATION (SUPPORTING INNOVATIVE EARLY CHILDHOOD EDUCATION); DEVELOPING A SYSTEM OF DISTRICT SUPPORT; AND UTILIZING FLEXIBLE MEASUREMENTS TO GAUGE AND CELEBRATE SUCCESSFUL CHANGE.



NATIONAL LEADER AMONG STATES



Stanford SOCIAL INNOVATION REVIEW

Collective Impact By John Kania & Mark Kramer

Stanford Social Innovation Review
Winter 2011

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Collective Impact

LARGE-SCALE SOCIAL CHANGE REQUIRES BROAD CROSS-SECTOR COORDINATION, YET THE SOCIAL SECTOR REMAINS FOCUSED ON THE ISOLATED INTERVENTION OF INDIVIDUAL ORGANIZATIONS.

BY JOHN KANIA & MARK KRAMER

Illustration by Martin Jarric

The scale and complexity of the U.S. public education system has thwarted attempted reforms for decades. Major funders, such as the Annenberg Foundation, Ford Foundation, and Pew Charitable Trusts have abandoned many of their efforts in frustration after acknowledging their lack of progress. Once the global leader—after World War II the United States had the highest high school graduation rate in the world—the country now ranks 18th among the top 24 industrialized nations, with more than 1 million secondary school students dropping out every year. The heroic efforts of countless teachers, administrators, and nonprofits, together with billions of dollars in charitable contributions, may have led to important improvements in individual schools and classrooms, yet system-wide progress has seemed virtually unobtainable.

Against these daunting odds, a remarkable exception seems to be emerging in Cincinnati. Strive, a nonprofit subsidiary of KnowledgeWorks, has brought together local leaders to tackle the student achievement crisis and improve education throughout greater Cincinnati and northern Kentucky. In the four years since the group was launched, Strive partners have improved student success in dozens of key areas across three large public school districts. Despite the recession and budget cuts, 34 of the 53 success indicators that Strive tracks have shown positive trends, including high school graduation rates, fourth-grade reading and math scores, and the number of preschool children prepared for kindergarten.

Why has Strive made progress when so many other efforts have failed? It is because a core group of community leaders decided to abandon their individual agendas in favor of a collective approach to improving student achievement. More than

300 leaders of local organizations agreed to participate, including the heads of influential private and corporate foundations, city government officials, school district representatives, the presidents of eight universities and community colleges, and the executive directors of hundreds of education-related nonprofit and advocacy groups.

These leaders realized that fixing one point on the educational continuum—such as better after-school programs—wouldn't make much difference unless all parts of the continuum improved at the same time. No

single organization, however innovative or powerful, could accomplish this alone. Instead, their ambitious mission became to coordinate improvements at every stage of a young person's life, from "cradle to career."

Strive didn't try to create a new educational program or attempt to convince donors to spend more money. Instead,

through a carefully structured process, Strive focused the entire educational community on a single set of goals, measured in the same way. Participating organizations are grouped into 15 different Student Success Networks (SSNs) by type of activity, such as early childhood education or tutoring. Each SSN has been meeting with coaches and facilitators for two hours every two weeks for the past three years, developing shared performance indicators, discussing their progress, and most important, learning from each other and aligning their efforts to support each other.

Strive, both the organization and the process it helps facilitate, is an example of *collective impact*, the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem. Collaboration is nothing new. The social sector is filled with examples of partnerships, networks, and other types of joint efforts. But collective impact initiatives are distinctly different. Unlike most



collaborations, collective impact initiatives involve a centralized infrastructure, a dedicated staff, and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants. (See “Types of Collaborations” on page 39.)

Although rare, other successful examples of collective impact are addressing social issues that, like education, require many different players to change their behavior in order to solve a complex problem. In 1993, Marjorie Mayfield Jackson helped found the Elizabeth River Project with a mission of cleaning up the Elizabeth River in southeastern Virginia, which for decades had been a dumping ground for industrial waste. They engaged more than 100 stakeholders, including the city governments of Chesapeake, Norfolk, Portsmouth, and Virginia Beach, Va., the Virginia Department of Environmental Quality, the U.S. Environmental Protection Agency (EPA), the U.S. Navy, and dozens of local businesses, schools, community groups, environmental organizations, and universities, in developing an 18-point plan to restore the watershed. Fifteen years later, more than 1,000 acres of watershed land have been conserved or restored, pollution has been reduced by more than 215 million pounds, concentrations of the most severe carcinogen have been cut sixfold, and water quality has significantly improved. Much remains to be done before the river is fully restored, but already 27 species of fish and oysters are thriving in the restored wetlands, and bald eagles have returned to nest on the shores.

Or consider Shape up Somerville, a citywide effort to reduce and prevent childhood obesity in elementary school children in Somerville, Mass. Led by Christina Economos, an associate professor at Tufts University’s Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, and funded by the Centers for Disease Control and Prevention, the Robert Wood Johnson Foundation, Blue Cross Blue Shield of Massachusetts, and United Way of Massachusetts Bay and Merrimack Valley, the program engaged government officials, educators, businesses, nonprofits, and citizens in collectively defining wellness and weight gain prevention practices. Schools agreed to offer healthier foods, teach nutrition, and promote physical activity. Local restaurants received a certification if they served low-fat, high nutritional food. The city organized a farmers’ market and provided healthy lifestyle incentives such as reduced-price gym memberships for city employees. Even sidewalks were modified and crosswalks repainted to encourage more children to walk to school. The result was a statistically significant decrease in body mass index among the community’s young children between 2002 and 2005.

Even companies are beginning to explore collective impact to tackle social problems. Mars, a manufacturer of chocolate brands such as M&M’s, Snickers, and Dove, is working with NGOs, local governments, and even direct competitors to improve the lives of more than 500,000 impoverished cocoa farmers in Cote d’Ivoire, where Mars sources a large portion of its cocoa. Research suggests

that better farming practices and improved plant stocks could triple the yield per hectare, dramatically increasing farmer incomes and improving the sustainability of Mars’s supply chain. To accomplish this, Mars must enlist the coordinated efforts of multiple organizations: the Cote d’Ivoire government needs to provide more agricultural extension workers, the World Bank needs to finance new roads, and bilateral donors need to support NGOs in improving health care, nutrition, and education in cocoa growing communities. And Mars must find ways to work with its direct competitors on pre-competitive issues to reach farmers outside its supply chain.

These varied examples all have a common theme: that large-scale social change comes from better cross-sector coordination rather than from the isolated intervention of individual organizations. Evidence of the effectiveness of this approach is still limited, but these examples suggest that substantially greater progress could be made in alleviating many of our most serious and complex social problems if nonprofits, governments, businesses, and the public were brought together around a common agenda to create collective impact. It doesn’t happen often, not because it is impossible, but because it is so rarely attempted. Funders and nonprofits alike overlook the potential for collective impact because they are used to focusing on independent action as the primary vehicle for social change.

ISOLATED IMPACT

Most funders, faced with the task of choosing a few grantees from many applicants, try to ascertain which organizations make the greatest contribution toward solving a social problem. Grantees, in turn, compete to be chosen by emphasizing how their individual activities produce the greatest effect. Each organization is judged on its own potential to achieve impact, independent of the numerous other organizations that may also influence the issue. And when a grantee is asked to evaluate the impact of its work, every attempt is made to isolate that grantee’s individual influence from all other variables.

In short, the nonprofit sector most frequently operates using an approach that we call *isolated impact*. It is an approach oriented toward finding and funding a solution embodied within a single organization, combined with the hope that the most effective organizations will grow or replicate to extend their impact more widely. Funders search for more effective interventions as if there were a cure for failing schools that only needs to be discovered, in the way that medical cures are discovered in laboratories. As a result of this process, nearly 1.4 million nonprofits try to invent independent solutions to major social problems, often working at odds with each other and exponentially increasing the perceived resources required to make meaningful progress. Recent trends have only reinforced this perspective. The growing interest in venture philanthropy and social entrepreneurship, for example, has greatly benefited the social sector by identifying and accelerating the growth of many high-performing nonprofits, yet it has also accentuated an emphasis on scaling up a few select organizations as the key to social progress.

Despite the dominance of this approach, there is scant evidence that isolated initiatives are the best way to solve many social problems in today’s complex and interdependent world. No single organization is responsible for any major social problem, nor can any single

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MARK KRAMER is the co-founder and a managing director of FSG. He is also the co-founder and the initial board chair of the Center for Effective Philanthropy, and a senior fellow at Harvard University’s John F. Kennedy School of Government. This is Kramer’s fifth article for the *Stanford Social Innovation Review*.

TYPES OF COLLABORATIONS

Organizations have attempted to solve social problems by collaboration for decades without producing many results. The vast majority of these efforts lack the elements of success that enable collective impact initiatives to achieve a sustained alignment of efforts.

Funder Collaboratives are groups of funders interested in supporting the same issue who pool their resources. Generally, participants do not adopt an overarching evidence-based plan of action or a shared measurement system, nor do they engage in differentiated activities beyond check writing or engage stakeholders from other sectors.

Public-Private Partnerships are partnerships formed between government and private sector organizations to deliver specific services or benefits. They are often targeted narrowly, such as developing a particular drug to fight a single disease, and usually don't engage the full set of stakeholders that affect the issue, such as the potential drug's distribution system.

Multi-Stakeholder Initiatives are voluntary activities by stakeholders from different sectors around a common theme. Typically, these initiatives lack any shared measurement of impact and the supporting infrastructure to forge any true alignment of efforts or accountability for results.

Social Sector Networks are groups of individuals or organizations fluidly connected through purposeful relationships, whether formal or informal. Collaboration is generally ad hoc, and most often the emphasis is placed on information sharing and targeted short-term actions, rather than a sustained and structured initiative.

Collective Impact Initiatives are long-term commitments by a group of important actors from different sectors to a common agenda for solving a specific social problem. Their actions are supported by a shared measurement system, mutually reinforcing activities, and ongoing communication, and are staffed by an independent backbone organization.

organization cure it. In the field of education, even the most highly respected nonprofits—such as the Harlem Children's Zone, Teach for America, and the Knowledge Is Power Program (KIPP)—have taken decades to reach tens of thousands of children, a remarkable achievement that deserves praise, but one that is three orders of magnitude short of the tens of millions of U.S. children that need help.

The problem with relying on the isolated impact of individual organizations is further compounded by the isolation of the nonprofit sector. Social problems arise from the interplay of governmental and commercial activities, not only from the behavior of social sector organizations. As a result, complex problems can be solved only by cross-sector coalitions that engage those outside the nonprofit sector.

We don't want to imply that all social problems require collective impact. In fact, some problems are best solved by individual organizations. In "Leading Boldly," an article we wrote with Ron Heifetz for the winter 2004 issue of the *Stanford Social Innovation Review*, we described the difference between *technical problems* and *adaptive problems*. Some social problems are technical in that the problem is well defined, the answer is known in advance, and one or a few organizations have the ability to implement the solution. Examples include funding college scholarships, building a hospital, or installing inventory controls in a food bank. Adaptive problems, by contrast, are complex, the answer is not known, and even if it were, no single entity has the resources or authority to bring about the necessary change. Reforming public education, restoring wetland environments, and improving community health are all adaptive problems. In these cases, reaching an effective solution requires learning by the stakeholders involved in the problem, who must then change their own behavior in order to create a solution.

vision for change, one that includes a common understanding of the problem and a joint approach to solving it through agreed upon actions. Take a close look at any group of funders and nonprofits that believe they are working on the same social issue, and you quickly find that it is often not the same issue at all. Each organization often has a slightly different definition of the problem and the ultimate goal. These differences are easily ignored when organizations work independently on isolated initiatives, yet these differences splinter the efforts and undermine the impact of the field as a whole. Collective impact requires that these differences be discussed and resolved. Every participant need not agree with every other participant on all dimensions of the problem. In fact, disagreements continue to divide participants in all of our examples of collective impact. All participants must agree, however, on the primary goals for the collective impact initiative as a whole. The Elizabeth River Project, for example, had to find common ground among the different objectives of corporations, governments, community groups, and local citizens in order to establish workable cross-sector initiatives.

Funders can play an important role in getting organizations to act in concert. In the case of Strive, rather than fueling hundreds of strategies and nonprofits, many funders have aligned to support Strive's central goals. The Greater Cincinnati Foundation realigned its education goals to be more compatible with Strive, adopting Strive's annual report card as the foundation's own measures for progress in education. Every time an organization applied to Duke Energy for a grant, Duke asked, "Are you part of the [Strive] network?" And when a new funder, the Carol Ann and Ralph V. Haile Jr./U.S. Bank Foundation, expressed interest in education, they were encouraged by virtually every major education leader in Cincinnati to join Strive if they wanted to have an impact in local education.¹

Shifting from isolated impact to collective impact is not merely a matter of encouraging more collaboration or public-private partnerships. It requires a systemic approach to social impact that focuses on the relationships between organizations and the progress toward shared objectives. And it requires the creation of a new set of nonprofit management organizations that have the skills and resources to assemble and coordinate the specific elements necessary for collective action to succeed.

THE FIVE CONDITIONS OF COLLECTIVE SUCCESS

Our research shows that successful collective impact initiatives typically have five conditions that together produce true alignment and lead to powerful results: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organizations.

Common Agenda | Collective impact requires all participants to have a shared

Shared Measurement Systems | Developing a shared measurement system is essential to collective impact. Agreement on a common agenda is illusory without agreement on the ways success will be measured and reported. Collecting data and measuring results consistently on a short list of indicators at the community level and across all participating organizations not only ensures that all efforts remain aligned, it also enables the participants to hold each other accountable and learn from each other's successes and failures.

It may seem impossible to evaluate hundreds of different organizations on the same set of measures. Yet recent advances in Web-based technologies have enabled common systems for reporting performance and measuring outcomes. These systems increase efficiency and reduce cost. They can also improve the quality and credibility of the data collected, increase effectiveness by enabling grantees to learn from each other's performance, and document the progress of the field as a whole.²

All of the preschool programs in Strive, for example, have agreed to measure their results on the same criteria and use only evidence-based decision making. Each type of activity requires a different set of measures, but all organizations engaged in the same type of activity report on the same measures. Looking at results across multiple organizations enables the participants to spot patterns, find solutions, and implement them rapidly. The preschool programs discovered that children regress during the summer break before kindergarten. By launching an innovative "summer bridge" session, a technique more often used in middle school, and implementing it simultaneously in all preschool programs, they increased the average kindergarten readiness scores throughout the region by an average of 10 percent in a single year.³

Mutually Reinforcing Activities | Collective impact initiatives depend on a diverse group of stakeholders working together, not by requiring that all participants do the same thing, but by encouraging each participant to undertake the specific set of activities at which it excels in a way that supports and is coordinated with the actions of others.

The power of collective action comes not from the sheer number of participants or the uniformity of their efforts, but from the coordination of their differentiated activities through a mutually reinforcing plan of action. Each stakeholder's efforts must fit into an overarching plan if their combined efforts are to succeed. The multiple causes of social problems, and the components of their solutions, are interdependent. They cannot be addressed by uncoordinated actions among isolated organizations.

All participants in the Elizabeth River Project, for example, agreed on the 18-point watershed restoration plan, but each is playing a different role based on its particular capabilities. One group of organizations works on creating grassroots support and engagement among citizens, a second provides peer review and recruitment for industrial participants who voluntarily reduce pollution, and a third coordinates and reviews scientific research.

The 15 SSNs in Strive each undertake different types of activities at different stages of the educational continuum. Strive does not prescribe what practices each of the 300 participating organizations should pursue. Each organization and network is free to chart its own course consistent with the common agenda, and informed by the shared measurement of results.

Continuous Communication | Developing trust among nonprofits, corporations, and government agencies is a monumental challenge. Participants need several years of regular meetings to build up enough experience with each other to recognize and appreciate the common motivation behind their different efforts. They need time to see that their own interests will be treated fairly, and that decisions will be made on the basis of objective evidence and the best possible solution to the problem, not to favor the priorities of one organization over another.

Even the process of creating a common vocabulary takes time, and it is an essential prerequisite to developing shared measurement systems. All the collective impact initiatives we have studied held monthly or even biweekly in-person meetings among the organizations' CEO-level leaders. Skipping meetings or sending lower-level delegates was not acceptable. Most of the meetings were supported by external facilitators and followed a structured agenda.

The Strive networks, for example, have been meeting regularly for more than three years. Communication happens between meetings too: Strive uses Web-based tools, such as Google Groups, to keep communication flowing among and within the networks. At first, many of the leaders showed up because they hoped that their participation would bring their organizations additional funding, but they soon learned that was not the meetings' purpose. What they discovered instead were the rewards of learning and solving problems together with others who shared their same deep knowledge and passion about the issue.

Backbone Support Organizations | Creating and managing collective impact requires a separate organization and staff with a very specific set of skills to serve as the backbone for the entire initiative. Coordination takes time, and none of the participating organizations has any to spare. The expectation that collaboration can occur without a supporting infrastructure is one of the most frequent reasons why it fails.

The backbone organization requires a dedicated staff separate from the participating organizations who can plan, manage, and support the initiative through ongoing facilitation, technology and communications support, data collection and reporting, and handling the myriad logistical and administrative details needed for the initiative to function smoothly. Strive has simplified the initial staffing requirements for a backbone organization to three roles: project manager, data manager, and facilitator.

Collective impact also requires a highly structured process that leads to effective decision making. In the case of Strive, staff worked with General Electric (GE) to adapt for the social sector the Six Sigma process that GE uses for its own continuous quality improvement. The Strive Six Sigma process includes training, tools, and resources that each SSN uses to define its common agenda, shared measures, and plan of action, supported by Strive facilitators to guide the process.

In the best of circumstances, these backbone organizations embody the principles of adaptive leadership: the ability to focus people's attention and create a sense of urgency, the skill to apply pressure to stakeholders without overwhelming them, the competence to frame issues in a way that presents opportunities as well as difficulties, and the strength to mediate conflict among stakeholders.

FUNDING COLLECTIVE IMPACT

Creating a successful collective impact initiative requires a significant financial investment: the time participating organizations must dedicate to the work, the development and monitoring of shared measurement systems, and the staff of the backbone organization needed to lead and support the initiative's ongoing work.

As successful as Strive has been, it has struggled to raise money, confronting funders' reluctance to pay for infrastructure and preference for short-term solutions. Collective impact requires instead that funders support a long-term process of social change without identifying any particular solution in advance. They must be willing to let grantees steer the work and have the patience to stay with an initiative for years, recognizing that social change can come from the gradual improvement of an entire system over time, not just from a single breakthrough by an individual organization.

This requires a fundamental change in how funders see their role, from funding organizations to leading a long-term process of social change. It is no longer enough to fund an innovative solution created by a single nonprofit or to build that organization's capacity. Instead, funders must help create and sustain the collective processes, measurement reporting systems, and community leadership that enable cross-sector coalitions to arise and thrive.

This is a shift that we foreshadowed in both "Leading Boldly" and our more recent article, "Catalytic Philanthropy," in the fall 2009 issue of the *Stanford Social Innovation Review*. In the former, we suggested that the most powerful role for funders to play in addressing adaptive problems is to focus attention on the issue and help to create a process that mobilizes the organizations involved to find a solution themselves. In "Catalytic Philanthropy," we wrote: "Mobilizing and coordinating stakeholders is far messier and slower work than funding a compelling grant request from a single organization. Systemic change, however, ultimately depends on a sustained campaign to increase the capacity and coordination of an entire field." We recommended that funders who want to create large-scale change follow four practices: take responsibility for assembling the elements of a solution; create a movement for change; include solutions from outside the nonprofit sector; and use actionable knowledge to influence behavior and improve performance.

These same four principles are embodied in collective impact initiatives. The organizers of Strive abandoned the conventional approach of funding specific programs at education nonprofits and took responsibility for advancing education reform themselves. They built a movement, engaging hundreds of organizations in a drive toward shared goals. They used tools outside the nonprofit sector, adapting GE's Six Sigma planning process for the social sector. And through the community report card and the biweekly meetings of the SSNs they created actionable knowledge that motivated the community and improved performance among the participants.

Funding collective impact initiatives costs money, but it can be a highly leveraged investment. A backbone organization with a modest annual budget can support a collective impact initiative of several hundred organizations, magnifying the impact of millions or even billions of dollars in existing funding. Strive, for example, has a \$1.5 million annual budget but is coordinating the efforts and

increasing the effectiveness of organizations with combined budgets of \$7 billion. The social sector, however, has not yet changed its funding practices to enable the shift to collective impact. Until funders are willing to embrace this new approach and invest sufficient resources in the necessary facilitation, coordination, and measurement that enable organizations to work in concert, the requisite infrastructure will not evolve.

FUTURE SHOCK

What might social change look like if funders, nonprofits, government officials, civic leaders, and business executives embraced collective impact? Recent events at Strive provide an exciting indication of what might be possible.

Strive has begun to codify what it has learned so that other communities can achieve collective impact more rapidly. The organization is working with nine other communities to establish similar cradle to career initiatives.⁴ Importantly, although Strive is broadening its impact to a national level, the organization is not scaling up its own operations by opening branches in other cities. Instead, Strive is promulgating a flexible process for change, offering each community a set of tools for collective impact, drawn from Strive's experience but adaptable to the community's own needs and resources. As a result, the new communities take true ownership of their own collective impact initiatives, but they don't need to start the process from scratch. Activities such as developing a collective educational reform mission and vision or creating specific community-level educational indicators are expedited through the use of Strive materials and assistance from Strive staff. Processes that took Strive several years to develop are being adapted and modified by other communities in significantly less time.

These nine communities plus Cincinnati have formed a community of practice in which representatives from each effort connect regularly to share what they are learning. Because of the number and diversity of the communities, Strive and its partners can quickly determine what processes are universal and which require adaptation to a local context. As learning accumulates, Strive staff will incorporate new findings into an Internet-based knowledge portal that will be available to any community wishing to create a collective impact initiative based on Strive's model.

This exciting evolution of the Strive collective impact initiative is far removed from the isolated impact approach that now dominates the social sector and that inhibits any major effort at comprehensive, large-scale change. If successful, it presages the spread of a new approach that will enable us to solve today's most serious social problems with the resources we already have at our disposal. It would be a shock to the system. But it's a form of shock therapy that's badly needed. ■

Notes

- 1 Interview with Kathy Merchant, CEO of the Greater Cincinnati Foundation, April 10, 2010.
- 2 See Mark Kramer, Marcie Parkhurst, and Lalitha Vaidyanathan, *Breakthroughs in Shared Measurement and Social Impact*, PSG Social Impact Advisors, 2009.
- 3 "Successful Starts," United Way of Greater Cincinnati, second edition, fall 2009.
- 4 Indianapolis, Houston, Richmond, Va., and Hayward, Calif., are the first four communities to implement Strive's process for educational reform. Portland, Ore., Fresno, Calif., Mesa, Ariz., Albuquerque, and Memphis are just beginning their efforts.

Collective Impact

About Collective Impact

“Collective impact is not merely a new process that supports the same social sector solutions but an entirely different model of social progress. The power of collective impact lies in the heightened vigilance that comes from multiple organizations looking for resources and innovations through the same lens, the rapid learning that comes from continuous feedback loops, and the immediacy of action that comes from a unified and simultaneous response among all participants.” www.fsg.org

The Five Conditions of Collective Impact

Common Agenda	All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
Shared Measurement	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
Mutually Reinforcing Activities	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
Continuous Communication	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
Backbone Support	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

Phases of Collective Impact

Collective Impact Efforts Tend to Transpire Over Four Key Phases

Components for Success	Phase I Generate Ideas and Dialogue	Phase II Initiate Action	Phase III Organize for Impact	Phase IV Sustain Action and Impact
Governance and Infrastructure	Convene community stakeholders	Identify champions and form cross-sector group	Create infrastructure (backbone and processes)	Facilitate and refine
Strategic Planning	Hold dialogue about issue, community context, and available resources	Map the landscape and use data to make case	Create common agenda (common goals and strategy)	Support implementation (alignment to goal and strategies)
Community Involvement	Facilitate community outreach specific to goal	Facilitate community outreach	Engage community and build public will	Continue engagement and conduct advocacy
Evaluation And Improvement	Determine if there is consensus/urgency to move forward	Analyze baseline data to ID key issues and gaps	Establish shared metrics (indicators, measurement, and approach)	Collect, track, and report progress (process to learn and improve)



KEY ELEMENTS OF COLLECTIVE IMPACT

Collective Impact is the commitment of a group of actors from different sectors to a common agenda for solving a complex social problem. In order to create lasting solutions to social problems on a large-scale, organizations — including those in government, civil society, and the business sector — need to coordinate their efforts and work together around a clearly defined goal.

3 Pre-Conditions to Collective Impact

There are 3 pre-conditions to collective impact that are critical to long term success. These are: having influential champions of the issue; a sense of urgency around the issue and adequate resources of all types to make progress on the issue.

5 Questions to Ponder when Considering Collective Impact

1. Do we aim to affect “needle moving” change? This is a change in the community of +/- 10% or more.
2. Do we believe that long-term investment by several stakeholders is necessary to achieve success?
3. Do we believe that cross-sector engagement is essential for community-wide change?
4. Are we committed to using measureable data to set the agenda and to using it to improve over time?
5. Are we committed to having community members as partners and producers of impact?

RESOURCES

Collective Impact, FSG Partners: www.fsg.org

Backbone Organizations:

<http://tamarackcci.ca/blogs/sylvia-cheuy/champions-change-leading-backbone-organization-collective-impact>

Collective Impact Readiness Tool:

<http://vibrantcanada.ca/content/collective-impact-readiness-assessment-tool>

Common Agenda & Community Change:

<http://tamarackcci.ca/blogs/liz-weaver/moving-transactions-transformation-common-agenda-and-community-change>

9 Leadership Principles for Backbone Leaders

1. View the system through a lens of complexity
2. Let the vision be “good enough” rather than trying to plan every little detail.
3. Live with balance between data and intuition, planning and acting, safety and risk.
4. Be comfortable with uncovering paradox and tensions.
5. Don't wait to be “sure” before proceeding with actions
6. Create an environment of information, diversity and difference, connections and relationship.
7. Mix cooperation with competition – it's not one or the other.
8. Understand that informal conversations, gossip and rumor contribute to mental models, actions and beliefs. Listen to these in making change
9. Allow complex systems to emerge out of the interaction of systems, ideas and resources.

5 Things to Consider when Building a Common Agenda

1. Who is driving the agenda? There is a need to work differently together to get to a common agenda – rather than one agenda to “win”.
2. How complex is the issue? By setting boundaries around what you will and will not do you will allow you to increase impact and more easily set an agenda.
3. How does the issue play out in your community? Examine data to inform the common agenda and drive impact.
4. Who is doing what already? Map current community efforts to solve the problem.
5. What is our next step? Get into conversation, explore the problem and talk about what transformation will look like.

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HOUSE BILL NO. HB0147

Wyoming council for education.

Sponsored by: Representative(s) Sommers, Freeman, Harshman, Northrup, Paxton and Throne and Senator(s) Anderson, J.D. (SD02), Coe and Landen

A BILL

for

1 AN ACT relating to coordination of public education
2 statewide; establishing the Wyoming council for education
3 as specified; prescribing membership; specifying membership
4 reimbursement; granting powers and imposing duties;
5 requiring reporting; providing personnel; providing an
6 appropriation; and providing for an effective date.

7

8 *Be It Enacted by the Legislature of the State of Wyoming:*

9

10 **Section 1.** W.S. 21-25-101 and 21-25-102 are created
11 to read:

12

13

CHAPTER 25

14

WYOMING COUNCIL FOR PUBLIC EDUCATION

15

1 **21-25-101 Wyoming council for public education**
2 **established; membership; compensation.**

3

4 (a) The Wyoming council for public education is
5 established, to consist of the following members:

6

7 (i) Two (2) members of the Wyoming legislature,
8 one (1) member appointed by the president of the senate and
9 one (1) member appointed by the speaker of the house of
10 representatives;

11

12 (ii) The governor, or his designee;

13

14 (iii) The superintendent of public instruction,
15 or his designee;

16

17 (iv) The chairman of the state board of
18 education, or his designee;

19

20 (v) The president of the University of Wyoming,
21 or his designee;

22

1 (vi) One (1) administrator or faculty member
2 from the University of Wyoming's college of education,
3 appointed by the university's president;

4
5 (vii) The executive director of the Wyoming
6 community college commission, or his designee;

7
8 (viii) The director of the department of
9 workforce services, or his designee;

10
11 (ix) An employee appointed by the governor from
12 the department of health, the department of family services
13 or the department of education who specializes in early
14 childhood education;

15
16 (x) A member of the Wyoming school boards
17 association appointed by the governor;

18
19 (xi) One (1) certified K-12 teacher employed by
20 a Wyoming school district appointed by the state
21 superintendent of public instruction;

22

1 (xii) One (1) K-12 school or district
2 administrator, appointed by the state superintendent of
3 public instruction, who is employed by a Wyoming school
4 district, including but not limited to, a superintendent,
5 deputy superintendent, principal or vice principal;

6

7 (xiii) Two (2) Wyoming citizens, appointed by
8 the governor, who are parents or legal guardians of a
9 student enrolled in a Wyoming public school.

10

11 (b) Any member appointed to the council who is not an
12 employee of a governmental subdivision or a member of a
13 political subdivision, board or commission shall receive
14 per diem and travel expenses in the manner and amount
15 provided state employees under W.S. 9-3-102 and 9-3-103.
16 The legislative members shall receive compensation, per
17 diem and travel expense reimbursement in the manner and
18 amount prescribed under W.S. 28-5-101.

19

20 **21-25-102. Wyoming council for public education;**
21 **duties and powers.**

22

1 (a) The council shall identify a common vision for
2 Wyoming's public education system for preschool through
3 post secondary education. The vision shall identify goals,
4 measurable outcomes and data that can be utilized in
5 determining progress towards accomplishing the common
6 vision.

7

8 (b) The council shall identify mechanisms and
9 recommendations to improve the following educational
10 transitions:

11

12 (i) Preschool to kindergarten;

13

14 (ii) Kindergarten to elementary school;

15

16 (iii) Elementary school to middle or junior high
17 school;

18

19 (iv) Middle or junior high school to high
20 school;

21

22 (v) High school to post secondary options,
23 including college and career opportunities.

1

2 (c) The council shall identify any modifications to
3 Wyoming's education governance structure that may increase
4 efficiency and improve the transitions identified in
5 subsection (b) of this section.

6

7 (d) The council shall meet not less than two (2)
8 times per year and shall, on or before September 1 of each
9 year, advise the joint education interim committee of its
10 activities and any necessary legislation to accomplish the
11 goals or outcomes identified by the council.

12

13 (e) The executive director of the Wyoming community
14 college commission shall convene the meetings required by
15 subsection (d) of this section and shall serve as the
16 council chairman. The Wyoming community college commission
17 shall coordinate all meeting requirements, provide
18 administrative support to the council and serve as the
19 agency to keep all documents and public records associated
20 with business of the council.

21

22 (f) Upon approval by the majority of council members,
23 the executive director of the community college commission

1 may establish subcommittees to conduct business required
2 under this chapter. Any subcommittee established pursuant
3 to this subsection shall report back to the council with
4 recommendations and the outcome of the subcommittee's
5 activities.

6

7 (g) Upon approval of the majority of council members,
8 the executive director of the community college commission
9 may designate a facilitator to assist the council in
10 identifying a common vision and to aid in discussion of the
11 work required under subsections (b) and (c) of this
12 section.

13

14 **Section 2.**

15

16 (a) There is appropriated thirty-five thousand
17 dollars (\$35,000.00) from the general fund to the Wyoming
18 community college commission. This appropriation shall be
19 for the period beginning July 1, 2015 and ending June 30,
20 2016. This appropriation shall only be expended for
21 necessary expenses of the council required to carry out the
22 provisions of this act. Notwithstanding any other
23 provision of law, this appropriation shall not be

1 transferred or expended for any other purpose and any
2 unexpended, unobligated funds remaining from this
3 appropriation shall revert as provided by law on June 30,
4 2016. This appropriation shall not be included in the
5 Wyoming community college commission's 2017-2018 standard
6 biennial budget request. The community college commission
7 shall report expenditures of amounts appropriated under
8 this subsection to members of the joint education interim
9 committee on or before September 1, 2015 and periodically
10 thereafter until the amount appropriated under this section
11 is expended or the expenditure authority expires, whichever
12 occurs first.

13

14 (b) For the period commencing on the effective date
15 of this act and ending June 30, 2016, the community college
16 commission is authorized one (1) permanent full-time
17 position. The position shall be classified as executive
18 management 2, or the equivalent thereof. In addition to
19 any other appropriation to the community college commission
20 by this act, there is appropriated not to exceed one
21 hundred thirty thousand dollars (\$130,000.00) from the
22 general fund for the salary and benefits of the community
23 college commission employee authorized under this section.

1 The position authorized by this section shall be included
2 in the community college commission's 2017-2018 standard
3 budget request.

4

5 **Section 3.** There is appropriated five thousand
6 dollars (\$5,000.00) from the general fund to the
7 legislative service office for payment of salary, per diem
8 and mileage for the legislative members serving on the
9 Wyoming council for education as created by this act.

10

11 **Section 4.** This act is effective immediately upon
12 completion of all acts necessary for a bill to become law
13 as provided by Article 4, Section 8 of the Wyoming
14 Constitution.

15

16

(END)

SPECIAL PROVISIONS

PROPOSALS MUST BE DELIVERED TO THE PROCUREMENT OFFICE IN A SEALED ENVELOPE OR PACKAGE BY 2:00 P.M. ON MARCH 16, 2015.

PROPOSALS ARE TO BE DELIVERED TO THE PROCUREMENT OFFICE, 122 WEST 25TH STREET, HERSCHLER BUILDING 2ND FLOOR EAST, CHEYENNE, WYOMING 82002, BY 2:00 P.M., MARCH 16, 2015. NO PROPOSALS WILL BE ACCEPTED AFTER THE ABOVE DATE AND TIME.

NOTE: Packages not containing the required number of copies will be rejected. There will be no exceptions.

A. Description

The Wyoming State Board of Education seeks an individual or firm to assist the board in crafting a comprehensive, long-term communication plan targeting multiple stakeholder groups and utilizing a variety of media options. Additionally, the board seeks an individual or firm to manage and carry out the communications functions of the board.

B. Purpose of the RFP

In recent years the Wyoming State Board of Education has been statutorily delegated a number of tasks related to education accountability in the state in addition to its regular duties of reviewing and adopting statewide content and performance standards, approving district accreditation, and overseeing elements of student assessment. The state board does not currently have any permanent employees; therefore, the board is seeking assistance from an experienced individual or firm to assist the board in drafting a communication plan and then carrying out the duties associated with putting that plan into practice. The board expects the individual or firm to assist in communicating in a variety of ways with a variety of education entities across the state including but not limited to legislators, parents, business people, civic groups, school boards, and school district personnel. The board further expects that the communication plan will include social media options as well as more traditional forms of communication.

C. ACTIVITIES OF THE CONTRACT

- Activity 1—Assist the Wyoming State Board of Education in crafting a long-term communication plan to include specific strategies and timelines as well as a “messaging” plan concerning key issues facing the board.
- Activity 2—By working with the state board coordinator and executive assistant, assist the Wyoming State Board of Education in communicating with various entities and groups throughout the state. This may include, but not be limited to, drafting press releases, writing letters, planning presentations, and managing social media.

D. SCOPE OF WORK/APPLICATION REQUIREMENTS:

In order to ensure the Wyoming State Board of Education has a comprehensive communication plan that is managed and delivered efficiently and effectively, the successful search firm will:

- Collaboratively craft with board members a comprehensive communication plan to include various stakeholder groups (legislators, parents, district personnel, civic groups, school boards, and the business community).
- In coordination with the board’s coordinator and executive assistant, assure that the communication plan is carried out with fidelity and regular reports are provided to the board
- Manage the external communications of the board to include but not be limited to press releases, letters and correspondence, informational packets for meetings, presentation materials, and social media.
- Suggest changes or upgrades to the communication plan when appropriate and necessary
- Ensure the “messaging” of the board encompasses and encapsulates the board’s views about excellent education in Wyoming

Toward that end, the successful individual or firm will have:

- Experience crafting and managing media campaigns
- Sufficient personnel to ensure the needs of the board are met and the plan is carried out with fidelity
- Knowledge of political and social influences in Wyoming with some knowledge of educational issue preferred
- Several references attesting to the ability of the individual or firm to carry out the required facets of this proposal
- Samples of other work by the firm

In order to be considered by the board, the proposal must have:

1. An overview/summary of the proposal
2. A firm profile to include other similar work conducted by the firm, a staffing plan including the principal contact and other staff associated with the project (include resumes or CVs), and a list of at least five (5) references
3. Detailed work plan addressing each of the required elements listed in the Scope of Work
4. Explicit cost summary to include any and all costs associated with the scope of work

E. Reserved Rights and Exclusions

The Wyoming State Board of Education reserves the right to:

- Reject any and all proposals received in response to this RFP
- Select any proposal other than the one with the lowest fixed fee
- Waive or modify any information, irregularities or inconsistencies in proposals received
- Negotiate as to any aspect of the proposal with the proposer and negotiate with more than one proposer at a time

Exclusions to application: None

F. Evaluation Criteria

Point values have been assigned to each area of the proposal. Upon receipt, each proposal will be evaluated. The resulting score will assist the Wyoming Department of Education in rating the proposals and determining the recipients of the contracts.

CRITERIA	POSSIBLE POINTS
Proposer's Cost Summary	40
The proposer's written responses to the topics specified in the Scope of Work	50
The comprehensiveness and completeness of the proposal	<u>10</u>
TOTAL POSSIBLE POINTS	<u>100</u>

G. Response Requirements and Dates of Submission

To be considered for participation, one original and two copies of the RFP Form (attached) must be completed and submitted. Complete all sections of the proposal form as provided. When completed the proposal should be no longer than six typed, double-spaced pages, including the cover sheet and budget. Do not include attachments to the proposal as they will not be reviewed.

Proposals must be postmarked by March 12, 2015 or hand delivered on the stated deadline. The Wyoming State Board of Education is not responsible for transmittal time or irregularities in delivery on the part of the US Postal Service or other courier services. Faxed or emailed proposals will not be accepted.

H. Period of the Award

It is anticipated the awards will be announced by March 20, 2015. Contracts are scheduled to begin May 15, 2015 and end May 14, 2017.

**Special Education Monitoring Services RFP
Wyoming Department of Education
School Year 2009-2010**

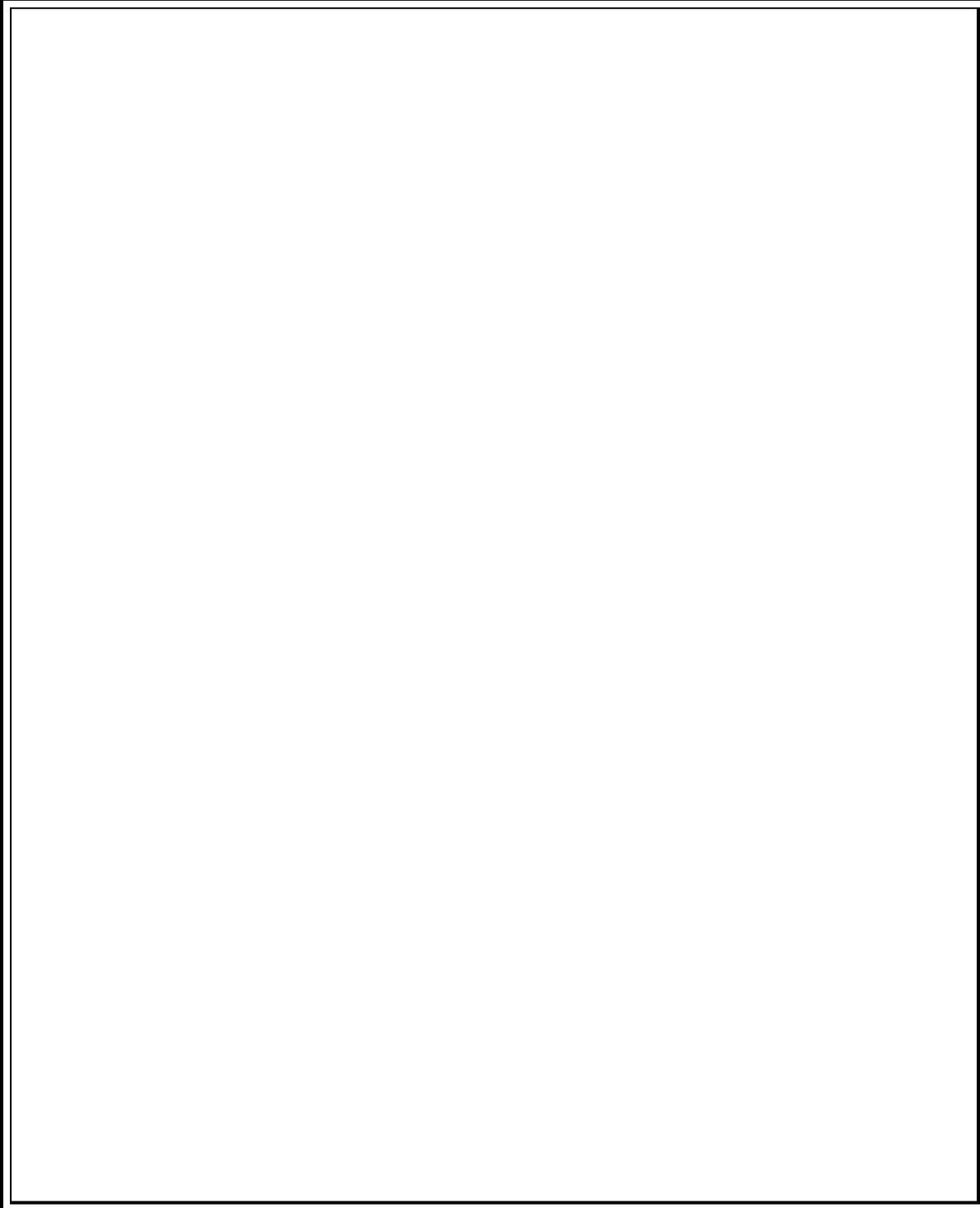
Cover sheet – Applicant Information

Due Date: Postmarked by [Determined by A&I], or delivered to the Wyoming Department of Administration and Information, Purchasing Section no later 2:00 pm MST.

Applicant Name	Employer Identification Number
Applicant Address	Telephone Number
City	Zip
E-mail Address	Fax Number
Name of Designated Contact	Title of Designated Contact
<p>Please mail the completed RFP to:</p> <p>Lori Galles, Senior Buyer Department of Administration & Information Procurement Section 122 West 25th Street Herschler Building Cheyenne, WY 82002-0060</p> <p>Phone (307)777-6797</p>	

ABSTRACT

The abstract must address the qualifications of the applicant in terms of their ability to complete the listed activities in the RFP. The applicant must demonstrate knowledge and understanding of general accounting principles and procedures, auditing as related to governmental agencies and school districts; appropriate laws, codes, standards and fiscal reporting requirements and the principals of fiscal administration including the development and maintenance of fiscal controls and policies.



BUDGET

Applicant Name

Budget Line Items	Amount
1. Personnel – The amount needed to pay for salary	
2. Fringe Benefits The amount needed to pay for fringe benefits, unemployment insurance, etc. for the individual(s) who will be performing the activities of the contract	
3. Travel The amount needed to pay for the proposed travel cost of the personnel who will be performing the activities of the contract	
4. Operating Expenses The amount needed to pay for office space; telephone, postage, printing, etc.	
5. Indirect Cost Indirect cost is limited to 8%. Indirect cost is calculated based on direct expenditures, not the total proposal award.	
Total Budget- (lines 1-4)	\$

Contracts are scheduled to begin [Determined by A&I] and end [Determined by A&I].

Budget Narrative

Applicant Name:

Explain how each line item was calculated. Provide a mathematical justification for each line item. List the basis for the travel budget (mileage/per diem). List each position title that will be completing activities for the contract and the funding attached to each position, including salary (hourly or daily rate), average days per month and fringe benefits.

Questions regarding this RFP must be submitted in writing by 1:00 p.m. Mountain Time on **[Date Determined by A&I]** to:

Department of Administration and Information
Procurement Section
Lori Galles, Senior Buyer
Herschler Building, 2nd Floor East
122 West 25th Street
Cheyenne, WY 82002
Email: lgalle@state.wy.us

Please include the RFP number on all correspondence. All questions will be answered and mailed to all prospective proposers in the form of a written addendum.

VERIFICATION SHEET

The undersigned agrees to provide Hearing Officer Services to the Wyoming Department of Education, Special Programs Unit in accordance with the Request for Proposal, General Provisions, Special Provisions and Proposal Price Sheet for proposal no.

1. BY SUBMISSION OF A PROPOSAL, THE PROPOSER CERTIFIES:

- 1.1 Prices in this proposal have been arrived at independently, without consultation, communication or agreement for the purpose of restricting competition.
- 1.2 No attempt has been made nor will be by the proposer to induce any other person or firm to submit a proposal for the purpose of restricting competition.
- 1.3 The person signing this proposal certifies that he/she is authorized to represent the company and is legally responsible for the decision as to the price and supporting documentation provided as a result of this advertisement.
- 1.4 Proposer will comply with all Federal regulations, policies, guidelines and requirements.
- 1.5 Prices in this proposal have not been knowingly disclosed by the proposer and will not be prior to award to any other proposer.

2. GENERAL INFORMATION:

Proposer Name _____ Phone () _____
FAX () _____
Mailing Address _____
City _____ State _____ Zip _____
SSN/Employer Identification Number _____

3. OWNERSHIP AND CONTROL:

Proposer's Legal Structure:
_____ Sole Proprietorship _____ General Partnership
_____ Corporation _____ Limited Partnership
_____ Limited Liability _____ Other _____

If Proposer is a sole proprietorship, list:

Owner Name _____ Phone () _____

Mailing Address _____

City _____ State _____ Zip _____

SSN/Employer Identification Number _____

Beginning date as owner of sole proprietorship _____

Provide the names of all individuals authorized to sign for the Proposer:

NAME (printed or typed)

TITLE

_____	_____
_____	_____
_____	_____
_____	_____

VERIFICATION

I certify under penalty of perjury, that I am a responsible official (as identified above) for the business entity described above as Proposer, that I have personally examined and am familiar with the information submitted in this disclosure and all attachments, and that the information is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including criminal sanctions which can lead to imposition of a fine and/or imprisonment.

(Signature)

(Name and Title) (Typed or Printed)

(Date)



WYOMING
DEPARTMENT OF EDUCATION



Jillian Balow

Superintendent of Public Instruction



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On the Web

edu.wyoming.gov
www.wyomingmeasuresup.com

Wyoming State Board of Education, February 5 and 6, 2015
Wyoming Department of Education Report and Updates

1. Superintendent Message: Jillian Balow

2. Communications Update: Bill Novotny

3. Standards Review Process Draft: Brent Young

4. WAEA Update: Brent Young

01/29/2015

To: Wyoming State Board of Education

From: Brent Young, Chief Policy Officer, WDE

Dear Wyoming State Board of Education Members:

I look forward to our meeting next week and sharing the attached standards review process that could be utilized as we move forward with future content area reviews and adoptions.

In creating this draft, the WDE was able to reference the Board's "Proposed Content and Performance Standards Review and Adoption Process" document and worked to align the two processes.

1. Change statute to require a review of the standards every eight (8) years with one content area being reviewed each year except physical education and health, which would be reviewed in the same year.
 - **The WDE can work with the change in years that may be placed into State Statute.**
2. Create a process for WDE to provide for interim/benchmark checks of the quality of standards at intervals throughout the eight-year cycle.
 - **The WDE is interested in helping to create this process with the SBOE.**
3. Develop a set of guiding criteria such as:
 - Set a standard for college and career readiness (in line with statewide goals)
 - Must align to other adopted standards
 - Build within and across grade levels
 - **The WDE is interested in providing input to help develop the set of guiding criteria.**
4. Provide a procedure/process for choosing a facilitator and committee members:
 - Should be facilitated by a person chosen by WDE
 - WDE should choose a committee made up of diverse stakeholders from around the state
 - WDE should seek input from external stakeholders with expertise in the content area
 - **The WDE believes the draft shared today meets this criteria and provides a robust change to the current process.**

Sincerely,
Brent Young
Chief Policy Officer
Wyoming Department of Education



WYOMING
DEPARTMENT OF EDUCATION

Wyoming

Jillian Balow

Superintendent of Public Instruction



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Standards Review Process

Tuesday, January 27, 2015 1:29 PM

Proposed Standards Review Process

1. *Goal is to have the best standards for education in Wyoming for Wyoming students*
2. *Focus on the process for standards review, draft, SBOE approval, and implementation that will result in the "best" standards being used by our Wyoming school districts*
 - a. Working with the State Board of Education, the WDE would develop a process that includes the following:
 - i. **Steering Team**
 1. UW Dean, CC President, Chairs JEC, 2 SBOE members, State Superintendent
 - a. Facilitates process through SBOE and WDE
 - b. Determines Standards Review Committee, Community Representative Team, and Draft Review Team makeup
 - i. Appoints Business, Industry, Higher Ed. Members to Draft Review Team
 - ii. **Community Representative Team**
 1. 20-30 members
 - a. Advises Steering Team
 - b. Appoints Remaining Draft Review Team
 - c. Appoints Standards Review Committee
 - iii. **Standards Review Committee**
 1. Members are subject matter experts, educators, and parents
 - a. Numbers vary by content area
 - b. Review and Develop Standards (Facilitated by WDE Staff)
 - iv. **Draft Review Team**
 1. Members are from Business, Industry, Education Continuum, Educators,
 - a. Review Draft Standards and develop a narrative for proposed standards
 - b. Standards are sent to SBOE for approval or return
 - i. If approved
 1. Public Hearing(s)
 2. Public input presented to SBOE
 3. SBOE votes to promulgate rules
 - Governor's 10-day review
 - Public comment/hearings (45 days)
 - SBOE votes to adopt revised standards
 - Governor's 75-day review for approval

Steering Team

- Two State Board of Education Members
- UW Dean of Education
- CC President
- Wyoming Supt. Of Instruction
- Two State Board of Education Members
- Chairs of Joint Education Committee
- ✓ Determines Representative Team Makeup
- ✓ Determines Draft Review Team Makeup and appoints Business, Industry, Higher Ed. members
- ✓ Determines Standards Review Committee Makeup
- ✓ Facilitates Overall Process Through SBOE and WDE

Draft Review Team

- 5 Business, Industry, Higher Ed.
- 6 Education Continuum
 - Special Ed, Early Learning, CTE, etc.
- 13 K-12 Educators from Standards Review Committee
- Parents
- ✓ Reviews Draft of Developed Standards
- ✓ Develops a narrative for the proposed standards which offers perspective from Wyoming Business, Industry, and K-16 Education (Facilitated by WDE Staff)

Community Representative Team

- 15-20 Members
 - Parents
 - School District Designee
- ✓ Appoints Standards Review Committee
- ✓ Appoints Remaining Draft Review Team
- ✓ Advises Steering Team (Facilitated by WDE Staff)

Standards Review Committee

- K-12 Subject matter educators, Education Continuum members, and district administration
 - Numbers may vary depending upon content area up for review
- Subject matter experts outside of the field of K-12 education
- 6-12 Parents
 - Representing K-5, 6-8, 9-12
- ✓ Review and Develop Standards (Facilitated by WDE Staff)

DRAFT COPY



WYOMING
DEPARTMENT OF EDUCATION

*A resource and partner
in the education
of Wyoming's students.*

Native American Education

Presented to the SBE on Feb. 5, 2015

Keja Whiteman

whiteman@wyoming.com

307-851-2274

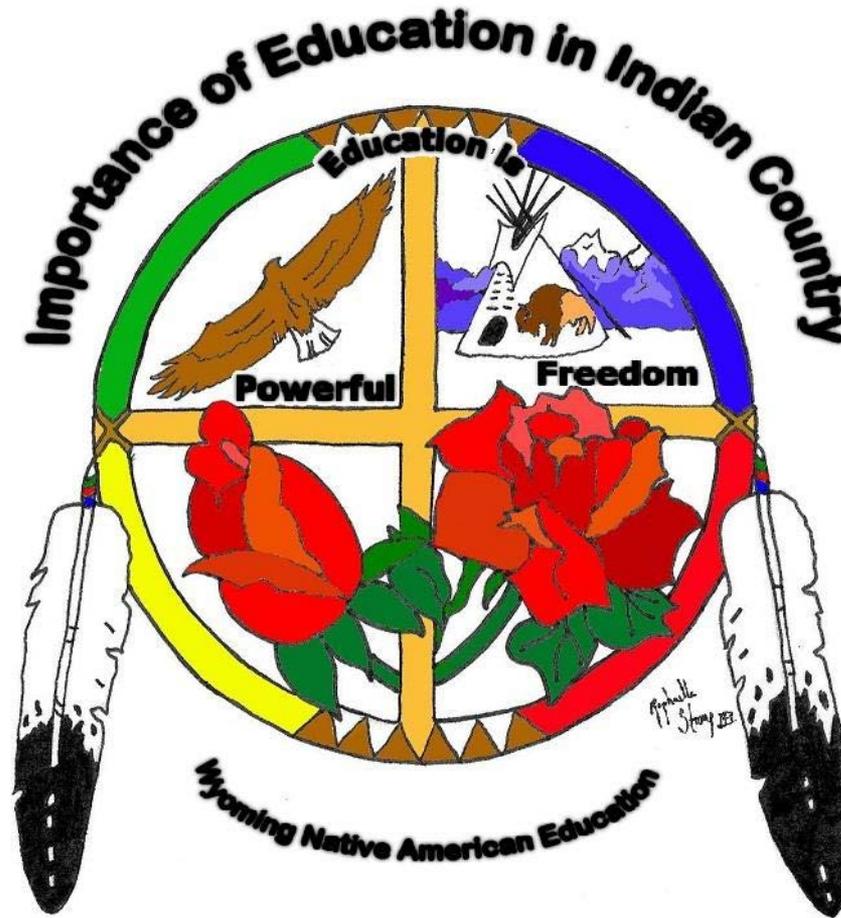
Wyoming Tribal Children's Triad

- Government – School – Community Partnership
- Common goals for improved education outcomes for Native American students
 - Attendance
 - Enrollment
- Framework for projects and initiatives

Wyoming Tribal Children's Triad

- Initiated after former Superintendent McBride met with members of Eastern Shoshone, Northern Arapaho Business Councils and local school board members in 2009
- Formalized by Tribal Resolutions
- Over 25 partner organizations signed partner agreements

Wyoming Native American Education Conference



Wyoming Native American Education Conference

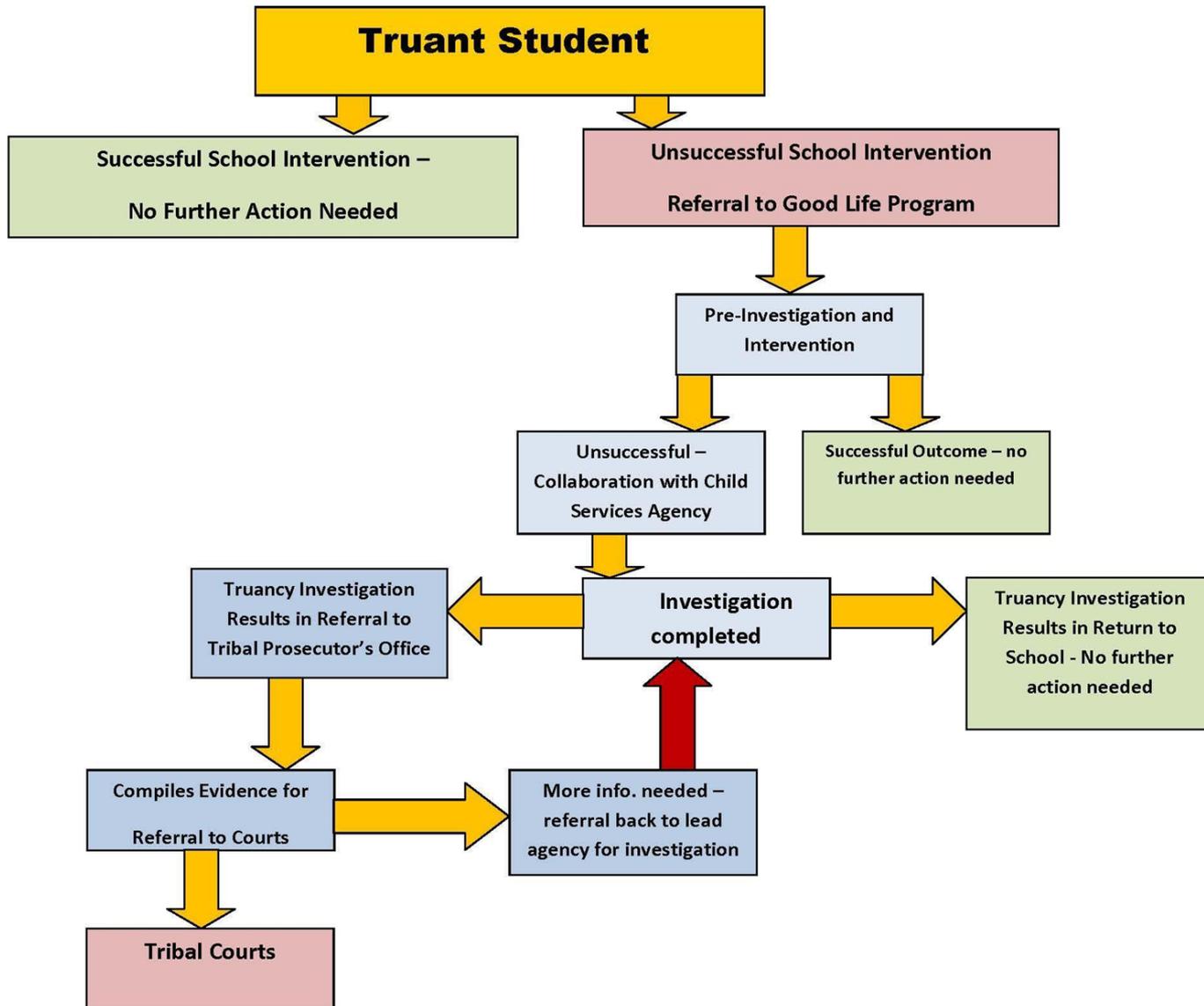
- 6TH Annual Wyoming Native American Education Conference scheduled for August 11 -12, 2015
- Over 400 attendees in 2014
- Hosted by Central Wyoming College in Riverton, WY
- Attended by districts, community partners and parents

Wyoming Native American Education Conference

Conference Goals

- Building an engaged community through understanding
- Effective instructional practices for Native American youth
- Powerful partnerships for education
- Building successful transitions

Wind River Truancy Intervention & Prevention Handbook



College & Career Readiness Fair



- October 23, 2014
- Six high schools participated
- Highlighted opportunities and resources specific to Native American students
- Planning for October 2015

Native American Education Projects in Process and Proposed Projects

In Process

- Report on Native American students across Wyoming – target spring/summer 2015
- Formal consortium between tribes and districts to apply for resources/grants
- Enrollment project with tribes
- WDE has requested technical assistance from North Central Comprehensive Center (NCCC) to identify successful Native American schools

Native American Education Projects in Process and Proposed Projects

Proposed Projects

- Development of a clearinghouse on the WDE web site for Native American education
 - Including resources specific to the Wind River Indian Reservation, general Native American history or literature and resources specific to tribal history and governance
 - Resources will be vetted by local committee

Native American Education Projects in Process and Proposed Projects

Proposed Projects (continued)

- Assistance in development and facilitation of units or resources with accurate information regarding Eastern Shoshone and Northern Arapaho Nations



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Questions



Keja Whiteman

whiteman@Wyoming.com

307-851-2274



DEPARTMENT OF EDUCATION



Wyoming Department of Education

Data Security Report

Wyoming State Board of Education

February 5, 2015

Purpose

- To protect information assets while aligning with privacy and confidentiality regulations and educational requirements
- Students and their parents should expect that their personal information is properly and safely collected, maintained, used only for appropriate purposes, and not improperly disclosed



Team Members

- A Collaborative Workgroup was created on March 13, 2014, meeting weekly and including the following WDE and ETS members:
 - Finance and Data Division Director, WDE
 - IT Service Manager, WDE
 - Data Collection and Reporting Supervisor, WDE
 - Data Governance Coordinator, WDE
 - Enterprise Security Architect, ETS
 - Enterprise Education Architect, ETS
 - Enterprise System Architect, ETS
 - IT Governance Program Coordinator, ETS



Collection Inventory

- <https://portals.edu.wyoming.gov/Reports/Public/wde-reports-2012/public-reports/wdedatadictionary/elementsbycategory>
- Student data element review
 - 17 Collections containing student level data
 - Third review since 2011
 - Prior two reviews consolidated 4 collections
 - Eliminated 5 collections
- Recommendations for reducing elements/collections
 - No statutory changes requested at this time
 - Eliminated WDE686B
 - Removed 2 elements from WDE626
- Ongoing review
 - Recommend legislature explore relieving data burden through technology upgrades



Personally Identifiable Information

- WDE has never sold PII
 - Now have a proposed written policy against the sale of PII
- Require MOUs for all data sharing projects
 - Define what data is shared, appropriate uses, terms of storage and destruction
 - Data shared when required by legislative mandate or contractual obligation
 - ETS created a checklist for data sharing agreements
- Vendor contracts
 - Risk assessments now required
 - Data privacy and security defined within the contract
 - Reviewed by WDE Data Governance team



Personally Identifiable Information

- Never distribute de-identified data to outside researchers – only aggregates
- Aggregated public data has suppression and other statistical techniques to protect student identities – Appendix A
 - Small counts
 - Range suppression



Personally Identifiable Information

- The federal government is authorized to publicly report specific aggregate-level data only
- Federal law prohibits the reporting of aggregate data that could allow individuals to be identified
- The federal government does not have access to the student-level information housed in state data systems



Administrative Policies

- Limited number of staff have access to student level through ODS and confidential reporting site
- Stored in our ODS, not P20 SLDS
- Reporting – security on confidential reporting site – eliminates confidential info in emails
- Easy to immediately terminate access for separated staff
- Reviewed annually



Retention Policies

- Follows the state retention schedules
 - Appendix B of Data Security Report



Incident Response Policies

- Prior unwritten response procedures have been formalized
- WDE staff with access to PII will undergo advanced training in incident response
- Created Incident Response Team
- Incident Response protocols now part of all vendor contracts



Employee Training

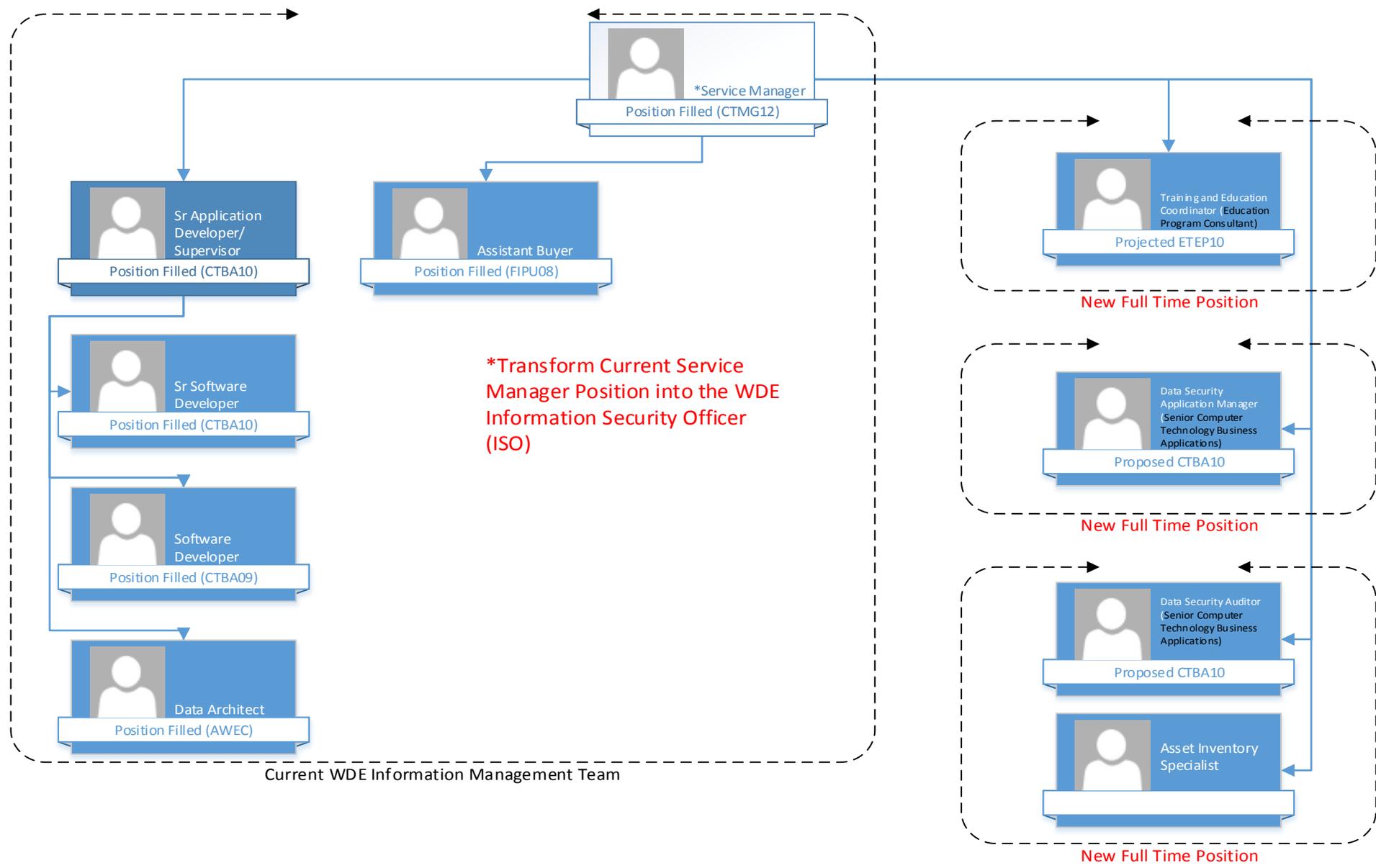
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- Security team
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 - Advanced FERPA topics
 - Critical Security Controls: Planning, Implementing, and Auditing



Positions

- Three positions are needed to support the full data security plan
- Five roles:
 - Information Security Officer
 - Training and Education Coordinator
 - Data Security Application Manager
 - Data Security Auditor
 - Asset Inventory Specialist





Next Steps

- Establish roles and positions within organization to implement plan
- Publish data security policies and data dictionary
- Formalize procedures for data security policies
- Create training plans for WDE staff
 - Including specialized training for Security Team members
- Hathaway Building physical security
- Establish strategic objectives for data security for the next 5 years
- Internal audits



Contact Information

Susan Williams, Data Collection and Reporting Supervisor

- Susan.Williams@wyo.gov
- 307-777-6252

Aaron Roberts, Service Manager

- Aaron.Roberts@wyo.gov
- 307-777-8014

Leslie Zimmerschied, Data Governance Coordinator

- Leslie.Zimmerschied@wyo.gov
- 307-777-8751





Wyoming Department of Education

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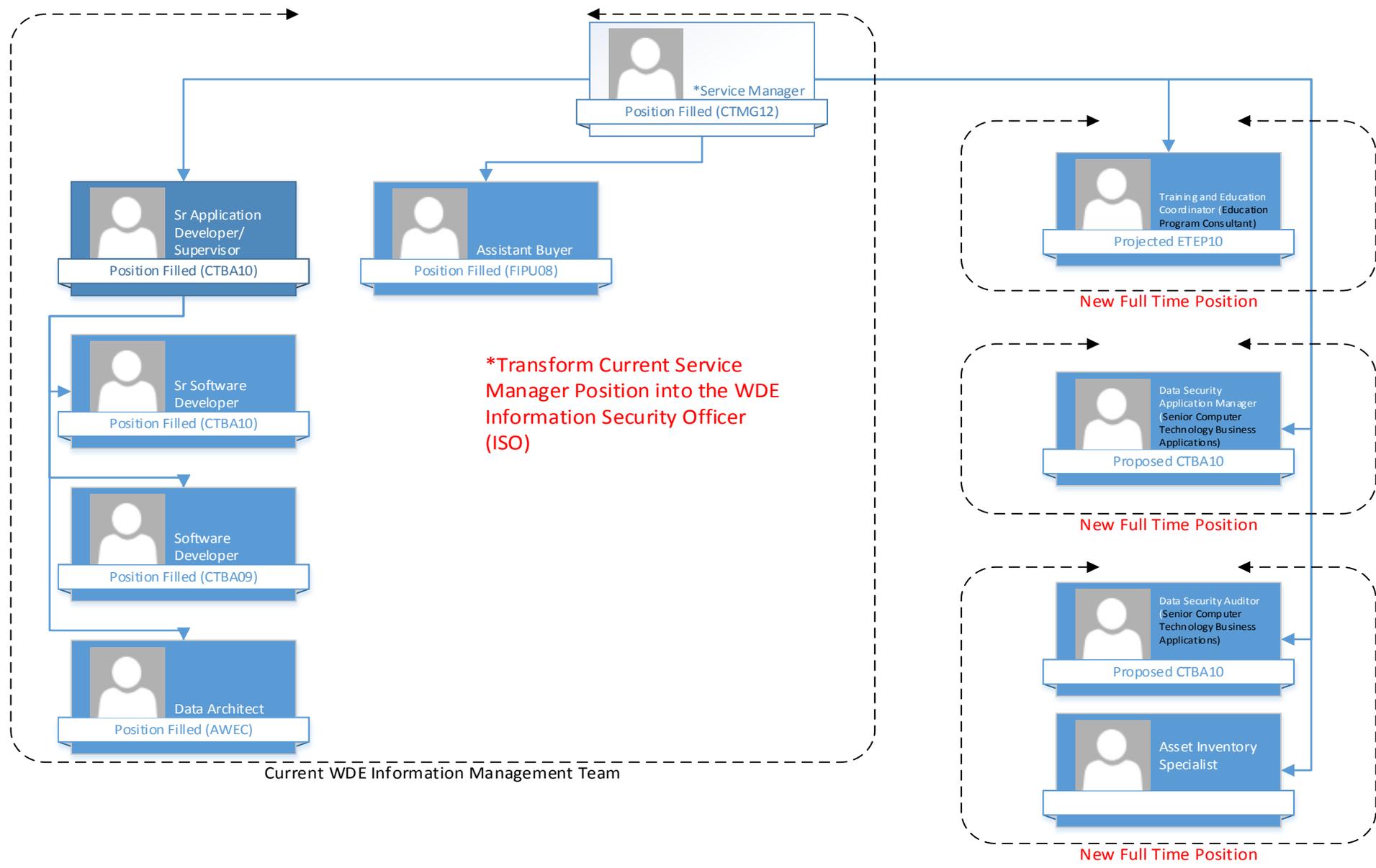
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- Leslie.Zimmerschied@wyo.gov
- 307-777-8751



DATE: October 31, 2014

TO: HONORABLE HANK COE
HONORABLE MATT TEETERS

FROM: Wyoming Department of Education

SUBJECT: Data Security Plan Required by W.S. 21-2-202(a)(xxxiv)A-J

CC: Cindy Hill, Superintendent of Public Instruction
Flint Waters, State Chief Information Officer

EXECUTIVE SUMMARY:

As required by the W.S. 21-2-202(a)(xxxiv)A-J, the Wyoming Department of Education (WDE) with the Wyoming Department of Enterprise Technology Services (ETS) is providing an update on activities related to the Data Security Plan and data collection inventory, and recommendations.

- A Collaborative Workgroup was created on March 13, 2014, meeting weekly and including the following WDE and ETS members:
 - Finance and Data Division Director, WDE
 - IT Service Manager, WDE
 - Data Collection and Reporting Supervisor, WDE
 - Data Governance Coordinator, WDE
 - Enterprise Security Architect, ETS
 - Enterprise Education Architect, ETS
 - Enterprise System Architect, ETS
 - IT Governance Program Coordinator, ETS
- The working group has created a Data Security Report focusing on the core legislative requirements:
 - Creating a WDE Data Security Plan
 - Apprising the committee of the security plan implementation status
 - Making appropriate recommendations based on findings
 - Providing data collection inventory information
 - Making data collection recommendations
- Highlights of the data security requirements already being implemented include:
 - Developing data security policies;
 - Breach notification procedures;
 - System and data access procedures;
 - Distribution and use of full disk encryption for laptop based systems. Additionally, the WDE has purchased and started the distribution of encrypted “thumb drives” for use by WDE employees; and
 - Additional contract language requiring data security and privacy measures provided by WDE.
- WDE has developed preliminary recommendations focused on carrying out the responsibilities detailed in the Data Security Plan:
 - WDE will perform, in coordination with ETS, a third party risk assessment to include a physical and environmental assessment.
 - In order to accomplish the task outlined in the Data Security Plan, the WDE has identified staffing deficiencies; five (5) Data Security roles and three (3) Data Security positions
 - WDE has also identified the need for recurring, specialized training for critical Data Security roles

Wyoming Department of Education in Collaboration With
Wyoming Department of Enterprise Technology Services

Data Security Report

(SF0079/SEA0066 of 2014 Budget Session Response)



31 October, 2014

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DATA SECURITY PLAN

Introduction

Purpose

The goal of this Data Security Plan is to protect information assets while aligning with privacy and confidentiality regulations and educational requirements. The use of data is vital to ensure the best education for our children. However, the benefits of using student data must always be balanced with the need to protect students' privacy rights. Students and their parents should expect that their personal information is properly and safely collected, maintained, used only for appropriate purposes, and not improperly disclosed. It is imperative to protect students' privacy to avoid discrimination, identity theft, or other malicious and damaging criminal acts. All education data holders must act responsibly and be held accountable for safeguarding students' personally identifiable information (PII).

High quality data and robust data systems will help measure progress towards the Wyoming Department of Education's (WDE) goal to better meet the needs of parents, teachers, and students. Whether we are referring to student-level or aggregated data collected by the State or student-level data stored by a school – we all share responsibility for data, and how it is accessed and used in a secure manner that protects students privacy and confidentiality. The current and proposed Family Educational Rights and Privacy Act (FERPA) regulations are a critical piece of this effort; however, it is equally important to consider that FERPA does not address the full scope of policies and procedures that should be in place to adequately protect student privacy in today's world of evolving technology and information use.

Keeping this in mind, establishing the WDE Data Security Plan is a start to a multi-layered data security approach in which resources will be required to complement a fully developed WDE data security architecture. Resources for such an endeavor will include: funding for training, technology, internal and external risk assessments, and staffing for implementation, continued maintenance, and monitoring.

Scope

The State Superintendent of Public Instruction, with the Director of Enterprise Technology Services (ETS), establishes criteria for the collection, storage, management, and reporting of the WDE data related to teacher certification, Statewide education accountability and assessment, and the administration of the school finance system. In carrying out this effort the WDE, in collaboration with ETS, will develop a Data Security Plan that includes:

- Guidelines for authorizing access to student data, including authentication of authorized access
- Privacy compliance standards; where they may exceed the requirements established by ETS
- Privacy and security audits, when applicable, coordinated with ETS
- Breach planning, notification and procedures pertaining thereto
- Data retention and disposition policies
- Data security policies including electronic, physical, and administrative safeguards such as data encryption and employee training
- Routine and ongoing compliance with FERPA and other privacy laws and policies as defined by WDE
- Prohibition of the sale, commercial, non-educational, or for-profit use, of student data to private entities or organizations
- All personally identifiable student information being reported to the WDE by a student's Wyoming Integrated Statewide Education (WISE) Student Record ID (WISER ID) as issued by the WDE. NOTE: No personally identifiable student data is reported to ETS. ETS provides enterprise infrastructure that is only a subset of WDE technical infrastructure and systems that transmit, handle and maintain personally identifiable student data.

This Data Security Plan is a living document. It contains, in this baseline version, the WDE in collaboration with ETS's understanding of the regulatory requirements for protecting the privacy of student data and the initial determination of technical, physical, and administrative controls we will implement to safeguard State infrastructure and student data. The Data Security Plan will mature over time with more specific security controls and methods and will be the foundation for to the final security plan. The security plan will encompass effective security management processes that will target specific

areas of risk, implement focused security controls for those areas, and automate the monitoring and measurement of the controls.

Roles and Responsibilities

Wyoming Department of Education

Information Security Officer (ISO)

The WDE employee performing information security duties performs such a role as their primary role in the organization. The ISO will head an office with the mission and resources to assist in ensuring agency compliance with information security requirements. He or she periodically assesses risk and magnitude of the harm resulting from unauthorized access, use, disclosure, disruption, modification, or destruction of information and information systems that support the operations and assets of the WDE. The ISO develops and maintains risk-based, cost-effective information security policies, procedures, and control techniques to address all applicable requirements throughout the life cycle of the WDE information systems in order to ensure compliance with applicable Federal and State requirements. Additionally he or she facilitates development of subordinate plans for providing adequate information security for networks, facilities, and systems or groups of information systems. The ISO periodically tests and evaluates the effectiveness of information security policies, procedures, and practices in addition to establishing and maintaining a process for planning, implementing, evaluating, and documenting remedial action to address any deficiencies in the information security policies, procedures, and practices of the WDE. The ISO develops and implementing procedures for detecting, reporting, and responding to security incidents and ensures preparation and maintenance of plans and procedures to provide continuity of operations for information systems that support the operations and assets of the WDE. The ISO has the overall responsibility of supervising the associated duties of those reporting to him or her. Lastly the information security representative serves as the primary liaison between the WDE and ETS; as it applies to data security requirements.

Training and Education Coordinator

The Training and Education Coordinator will be responsible for designing a successful data privacy and security educational program consisting of: 1) assisting in the development of data security policies that reflects business needs tempered by known risks; 2) informing users of their data security responsibilities, as documented in agency data security policy and procedures; and 3) establishing processes for monitoring and reviewing the program. The Training and Education Coordinator ensures that agency personnel, including full-time employees, part-time employees, trainees, volunteers, contractors, temporary workers, and anyone else granted access to sensitive student information, receive appropriate information security awareness training and trains and oversees personnel with significant responsibilities for information security with respect to such responsibilities. He or she will organize and develop training manuals, reference library, testing and evaluation procedures, multimedia visual aids, and other educational materials. The Training and Education Coordinator designs training procedures, utilizing knowledge of effectiveness of such methods as individual training, group instruction, lectures, on-the-job training, demonstrations, conferences, meetings, and workshops. He or she will coordinate established courses with technical and professional courses offered by community educational entities. He or she will write applications and proposals to submit for fund-granting authorities, as it applies to awareness, education, and training; such as government and foundations. The Training and Education Coordinator will report directly to the ISO.

Data Security Application Manager

The Data Security Application Coordinator is responsible for creating the overall functional applications data security matrix for applications the WDE is responsible for. In doing so, the Data Security Application Coordinator will be responsible for ensuring no conflict of interest, separation of duties, and valid need to know is established and verified, before application access is granted. It will be the responsibility of the coordinator to ensure system access request are coordinated correctly in addition to maintaining the completed access request forms for audit processes. He or she will create a quarterly report and presentation, detailing current application access to student information while identifying any potential issues and the best method to mitigate any problems. The data security application coordinator will review all application access controls to include Oracle databases, SQL databases, and the WDE functional applications. Additionally he or she will be responsible for daily monitoring of access to ensure proper data usage and identify any abuse. The coordinator will report directly to the ISO.

Data Security Auditor

The Information Security Auditor will be responsible for the scheduling, coordinating, and auditing the WDE technology resources in addition to providing an in-depth annual audit reports of the WDE data security as it applies to applications the WDE own. As part of these duties he or she will establish internal audit procedures and standards that comply with Federal and State requirements. He or she will develop a crosswalk matrix identifying Federal and State requirements and how they correlate with internal audit checklist and categories. The Data Security Auditor will provide advice and assistance with the WDE, State or third party assessments, targeted the WDE data security needs, establish a data security baseline, and define gap analysis priorities. He or she will provide ongoing assessments of the overall efficiency and effectiveness of the WDE data governance initiatives. The Data Security Auditor will provide feedback on and consider the effectiveness of audit contributions to the WDE data security and internal data related initiatives. He or she will use lessons learned to adapt and improve audit approaches to future data audit activities. The Data Security Auditor will provide ongoing audits based on an integrated governance approach, using criteria shared with the WDE leadership based around common, accepted frameworks i.e. National Institute of Standards and Technology (NIST) Guidelines. He or she will assist with the development of policies and procedures based on audit findings, in addition to assisting with risk assessments, and the tracking and investigating of data security incidents. The Data Security Auditor will audit the use of educational data by other organizations to ensure it is consistent with the use agreed between the parties and to confirm the appropriate and thorough destruction of data upon completion of the task. Likewise, he or she will further confirm that anonymity of individual students is preserved during such use. The Data Security Auditor will report directly to the ISO.

Asset Inventory Specialist

The Asset Inventory Specialist will be responsible for ensuring that the state collect all data required by law pertaining to students but no additional data and that the districts are not collecting student data beyond that which is permitted by law. For example, that districts are not conducting their own research by collecting data that is not otherwise permitted to be collected, such as asking for student data on the political affiliation of parents, or religious beliefs of parents. He or she will be the one to monitor district collections and to receive and investigate parental/student complaints about district collections. The Asset Inventory Specialist will ensure the accurate and ongoing inventory, tracking, receiving, handling, and issuing of technology related equipment for the WDE. He or she will be responsible for the continuous updating of the hardware asset inventory database detailing system identification information, device location, and to whom it is assigned to. Additionally he or she will be required to inventory software applications, on each WDE system, ensuring software license compliance and authorized application use. The Asset Inventory Specialist will be responsible for identifying and reporting unauthorized applications usage in addition to the removal of said applications. He or she will be responsible for assisting in identifying ongoing hardware and software requirements while meeting operational security standards developed for the WDE. He or she will coordinate with the WDE divisions, to ensure proper and timely reclamation of assets while maintaining established requirements of retention and disposition of data; includes but not limited to, sanitation of media for reuse, portable media device data wipes, and the physical destruction of media. He or she will assist with identifying needed hardware and software resources in preparation for contingency operations effecting the WDE. The Asset Inventory Specialist will generate quarterly reports to verify inventory levels and to in assist in identifying trends and forecasting. He or she will prepare and ensure the accuracy of documentation relating to assets and inventory. He or she will develop a process around continuous improvement to maximize or exploit underutilized technology assets to achieve efficiency and Return On Investment (ROI) for the WDE. The Asset Inventory Specialist will report directly to the ISO.

Wyoming Department of Enterprise Technology Services

Director, Department of Enterprise Technology Services (otherwise known as the State Chief Information Officer)

Per Statute 9-2-2906 & W.S. 40-21-118 the state CIO's role in data security is to

Establish and enforce data security policies and standards for the state data infrastructure. These provisions shall be the minimum security requirements adhered to by all agencies. Agencies may choose to set additional security requirements to exceed but not in lieu of or that in any way interfere with the standards set... Upon request of an agency, provide enterprise data analytics services; Data analytics security services and validation services...

Information Security Representative

The Information Security Representative, for this Data Security Plan, representing ETS is the IT Security Enterprise Architect. The position's primary and general objectives are to help maintain the confidentiality, integrity, and availability of State systems and ensure the protection of the State's information assets. Related to this Data security Plan, the responsibility of the Information Security Representative is to the enterprise and the underlying infrastructure(s) that the WDE system will utilize but he or she will also provide information and collaboration as requested by the WDE.

Today's information technology landscape is changing rapidly. New technologies, new threat models, and continuously changing user patterns create a dynamic threat environment that must be carefully monitored and analyzed as it relates to the ETS infrastructure but also other agencies, such as the WDE. It is this position that actively oversees the vulnerability discovery and mitigation process for the infrastructure. Such information is shared with agencies, such as the WDE, in order to prevent the exploitation of vulnerability in their system that could lead to loss of confidentiality, integrity, and availability of student data.

The Information Security Representative with ETS' Office of Enterprise Architecture can provide technical assistance and information related to the selection, implementation, and maintenance of security controls necessary for the WDE to maintain compliance requirements. He or she will assist WDE in disseminating awareness of developing threats that are identified, and share the information with WDE's Information Security Officer (ISO) (Reference the Data Security Needs Assessment for WDE identified roles). It is anticipated that ETS will provide assistance to the WDE, at their request, with the selection and implementation of security controls and practices that the WDE selects to appropriately meet the security, compliance, and functional needs of the WDE. Selection of the controls by the WDE should address underlying security requirements to ensure regulatory compliance, as well as the potential impact of their decisions on the agency's mission, operations, strategic functions, and resources. The systematic selection and management of IT security services is critical to the confidentiality, integrity, and availability of State systems.

A comprehensive approach to the WDE's IT security service selection with assistance in the security control options from ETS, is imperative and is specific to the needs defined in SEA0066 of 2014 Budget Session. ETS will assist the WDE in reviewing appropriate elements. Note, that depending on the element and the assistance necessary it will be determined at that time if these are core ETS services or enhanced services.

If they are enhanced services then there may be an additional cost associated with those items. These elements include:

- Assess the risk to operations and assets related to student data
- Determine the level of security appropriate to protect the student data and system
- Develop and maintain a current security plan for each system housing student data
- Develop the WDE security incident handling procedures and work with ETS to ensure interoperability and efficiency in the identification, containment, mitigation and response to incidents
- Develop processes for communicating effective information potential vulnerabilities and security issues with all applicable parties
- Develop a set of effective security controls related to student data and for the system
- Develop a set of IT security metrics that enable both the WDE and ETS to effectively assess the adequacy of in-place security controls, policies, and procedures specific to WDE data.

Core Addressable Items

Guidelines for authorizing access to student data

FERPA requires that educational agencies and institutions use reasonable methods to identify and authenticate the identity of parents, students, school officials, and other parties before disclosing or permitting access to PII (34 CFR § 99.31[c]). This includes disclosures of PII made with the written consent of a parent or eligible student, as required under FERPA (34 CFR §99.30), as well as disclosures made without consent under one of the FERPA exceptions listed in 34 CFR §99.31(a). The WDE identifies and authenticates the identity of a parent or student before allowing them to inspect and review the student's own records, as permitted under FERPA (34 CFR §99.10). No individual or entity is allowed unauthenticated access to confidential educational records or data at any time.

The WDE's goal and objective is to continue its practices conforming to the core privacy and security measures of confidentiality, integrity, and availability of student data. The WDE utilizes the principle of least privilege (PoLP) when assigning user access to student level information. PoLP in conjunction with role-based access, defined by a user's

assigned duties within the organization, assist in reducing potential data security compromises due to unauthorized access. As part of the WDE's process, the WDE Data Security Application Manager (Reference the Data Security Needs Assessment for WDE identified role) will examine and determine if existing processes are adequate, establishing a documented, organizational baseline. The WDE Data Security Application Manger's objective is to continue with and modify, as needed, a formalized process for access request to all the WDE Systems; as outlined in the "Authentication of Authorized Access" section below. In doing so, he or she will continually identify automated resources, to include functional systems, where student level information is housed. The WDE Data Security Application Manager will continue to identify and document access control mechanisms for each system. All of these initiatives will continue to be conducted in accordance to Federal, State, NIST, and industry best practices¹.

Authentication of authorized access

The WDE assigns access to internal data systems when the WDE System Access Request Form is complete and submitted to the system owner. The system owner reviews the form and grants access to the user. Employee exit procedures remove access on the final day of employment. The WDE System Access Request forms are reviewed on an annual basis, for all employees, to ensure job duties still align with granted access. Third party access must be defined in a Memorandum of Understanding (MOU) or contract. MOUs and contracts are required to define data access and destruction protocols.

The WDE creates all confidential data reports with role based access controls. Reports are displayed through the Wyoming Education Fusion portal; Fusion access is role based. District administrators are responsible for assigning staff roles, therefore controlling who has access to confidential student-level data. Districts are responsible for deactivating accounts for separated staff. Inactivating an account automatically strips the user's ability to access confidential student-level data.

As FERPA does not provide a detailed Access Control Methodology and in order to establish a scope for continued privacy and security initiatives, the WDE Data Security Application Manager will utilize the NIST guidelines where no Federal or State requirements have been established. In doing so, he or she, in collaboration with, ETS will use NIST Special Publication (SP) 800-53 Revision 4, Security and Privacy Controls for Federal Information Systems and Organizations² subject areas to advance privacy and security initiatives:

Applicable NIST Access Controls:

- {AC-1} Access Control Policy and Procedures
- {AC-2} Account Management
- {AC-3} Access Enforcement
- {AC-4} Information Flow Enforcement
- {AC-5} Separation of Duties
- {AC-6} Least Privilege
- {AC-7} Unsuccessful Logon Attempts
- {AC-8} System Use Notification
- {AC-11} Session Lock
- {AC-12} Session Termination
- {AC-14} Permitted Actions without Identification or Authentication
- {AC-17} Remote Access
- {AC-18} Wireless Access
- {AC-19} Access Control for Mobile Devices
- {AC-20} Use of External information systems
- {AC-21} Information Sharing
- {AC-22} Publicly Accessible content

FERPA requires that educational agencies and institutions use reasonable methods to identify and authenticate the identity of parents, students, school officials, and other parties before disclosing or permitting access to PII (34 CFR § 99.31[c]). So the question becomes, "How can an educational agency or institution determine the appropriate level of identity authentication assurance?"

¹The U.S. Department of Education, Privacy Technical Assistance Center has outlined the following "Identity authentication Best Practices" Document; <http://ptac.ed.gov/sites/default/files/authentication.pdf>

² NIST Special Publication 800-53r4, Security and Privacy Controls for Federal Information Systems and Organizations, <http://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-53r4.pdf>

To address this question, the WDE should be allowed and funded to contract with a third-party to conduct a risk assessment once per biennium, or whenever there is a significant change in the environment, to determine the threats to its data and evaluate the likelihood of inappropriate data disclosure based on its specific situation. This assessment should include a review of a potential impact of unauthorized disclosure or, conversely, of inappropriate denial of access to education data (e.g., when an authorized staff member is unable to perform his or her duties due to limited access to data). The analysis of the risks of a potential authentication failure and associated impact should then be used to determine the necessary levels of identity authentication assurance the organization needs to establish. Each organization must individually determine the appropriate level of assurance that will provide, in its specific environment, reasonable means for protecting the privacy of education data it maintains.³

Privacy Compliance Standards

Today's global environment requires agencies to comply with a growing set of regulations. The ethical and legal issues facing information and data use are leading governments to establish new laws and standards. There is no one prescribed way of implementing data security to meet privacy and confidentiality requirements.

While complying with Federal and State mandates, the WDE has implemented the following data aggregation process of student data.

The aggregation of student-level data into school-level (or higher) reports removes much of the risk of disclosure, since no direct identifiers (such as a name, Social Security Number, or student ID) are present in the aggregated data. Some risk of disclosure does remain, however, in circumstances where one or more students possess a unique or uncommon characteristic (or a combination of characteristics) that will allow them to be identified in the data table (this commonly occurs with small populations), or where some easily observable characteristic corresponds to an unrelated category in the data table (e.g., if a school reports that 100% of males in grade 11 scored at "Below Proficient" on an assessment). In these cases, some level of disclosure avoidance is necessary to prevent disclosure in the aggregate data table. (Reference Appendix A, Statistical Methods Employed by the WDE for Disclosure Avoidance)

Privacy and Security Audits

The WDE Data Security Auditor (Reference the Data Security Needs Assessment for WDE identified roles) will establish internal privacy and security audit procedures in coordination with ETS when enterprise infrastructure or services are involved. Additionally, there will be a requirement for the WDE Data Security Auditor that perform the audits to attend training to ensure compliance knowledge. Also to ensure compliance the WDE, in collaboration with ETS, will contract with a third party compliance auditor to conduct a privacy/security audit, every two years or when there has been a significant change in the environment warranting an assessment of newly established policies, procedures, and application.

As FERPA does not provide a detailed privacy and security audit methodology, the WDE has opted to utilize the NIST guidelines. In doing so, the WDE Data Security Auditor, in collaboration with ETS, will use NIST SP 800-53 Revision 4⁴ to advance our audit procedures:

Applicable NIST Audit Procedures:

- {AU-1} Audit and Accountability Policy and Procedures
- {AU-2} Audit Events
- {AU-3} Content of Audit Records
- {AU-4} Audit Storage Capacity
- {AU-5} Response to Audit Processing Failures
- {AU-6} Audit Review, analysis, and Reporting

³ The U.S. Department of Education, Privacy Technical Assistance Center has outlined the following "Identity Authentication Best Practices" Document; <http://ptac.ed.gov/sites/default/files/authentication.pdf>

⁴ NIST Special Publication 800-53r4, Security and Privacy Controls for Federal Information Systems and Organizations, <http://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-53r4.pdf>

{AU-7} Audit Reduction and Report Generation
{AU-8} Time Stamps
{AU-9} Protection of Audit Information
{AU-11} Audit Record Retention
{AU-12} Audit Generation

Breach Planning, Notification and Procedures

FERPA is not a breach-notification law and imposes no affirmative notification requirement. FERPA does, however, require that the institution maintain a record of each unauthorized disclosure, and this record must be available to students and parents exercising their right, granted by FERPA, to examine their files. Regardless of whether an unauthorized release of information requires notification, the WDE ISO, in collaboration with ETS, will conduct a review to determine why the incident occurred and to address any technical or procedural deficiencies that emerge.

As FERPA does not address the full scope of breach planning, notification and procedures, the WDE ISO will utilize U.S. Department of Education resources⁵ along with setting standard organizational guidelines based on NIST SP 800-53 Revision 4⁶ and NIST SP 800-122, Guide to Protecting the Confidentiality of Personally Identifiable Information (PII)⁷. In doing so, we have identified the following as core addressable items:

Applicable NIST Incident Response procedures:

{IR-1} Incident Response Policy and Procedures
{IR-2} Incident Response Training
{IR-3} Incident Response Testing
{IR-4} Incident Handling
{IR-5} Incident Monitoring
{IR-6} Incident Reporting
{IR-7} Incident Response Assistance
{IR-8} Incident Response Plan

With the WDE's implementation of the core items the WDE ISO, in collaboration with ETS, will clearly define what constitutes a breach of student data. Additionally, the WDE ISO will establish and lead a WDE Incident Response Team (IRT) comprised of organizational leadership, subject matter experts, stakeholders, and external agency contacts with a defined methodology of leveraging the appropriate ETS resources, if necessary. Due to the unique knowledge and skill set required for members of the IRT, training will need to be funded. The WDE ISO, in collaboration with ETS, will need to establish incident reporting methods to include a centralized contact (email and phone number), suspicious activity form, and a management reporting structure in which employees know whom to contact. In addition to incident/breach handling, monitoring, and reporting there is a need to establish specific incident detection, analysis, containment, eradication, and recovery procedures based on the type of incident/breach. The WDE ISO, in collaboration with ETS, will establish formalized procedures for incident response assistance, i.e. whom to contact and contact information (DCI, FBI, etc.). The WDE employee training and education will be critical in our incident/breach procedures; the WDE Training and Education Coordinator (Reference the Data Security Needs Assessment for WDE identified roles) will implement a formalized educational training instructing employees on proper incident/breach identification and notification process and procedures. As indicated in the core plan requirements the WDE ISO, in collaboration with ETS, will lead annual training exercises to simulate an incident and test whether the response plan is effective and whether the staff members understand and are able to perform their roles effectively.

⁵ The U.S. Department of Education, Privacy Technical Assistance Center has outlined the following checklist for "Data Breach Response"; <http://ptac.ed.gov/document/checklist-data-breach-response-sept-2012>

⁶ NIST Special Publication 800-53r4, Security and Privacy Controls for Federal Information Systems and Organizations; <http://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-53r4.pdf>

⁷ NIST, Special Publication 800-122, Guide to Protecting the Confidentiality of Personally Identifiable Information (PII); <http://csrc.nist.gov/publications/nistpubs/800-122/sp800-122.pdf>

Data Retention and Disposition

FERPA does not provide specific requirements for educational agencies and institutions regarding disposition or destruction of the data they collect or maintain themselves, other than requiring them to safeguard FERPA-protected data from unauthorized disclosure, and not to destroy any education records if there is an outstanding request to inspect or review them. The WDE complies with the following:

CFR-2012 Title 7 Volume 4 Section 210.23; (c) Retention of records. State agencies and school food authorities may retain necessary records in their original form or on microfilm. State agency records shall be retained for a period of 3 years after the date of submission of the final Financial Status Report for the fiscal year. School food authority records shall be retained for a period of 3 years after submission of the final Claim for Reimbursement for the fiscal year. In either case, if audit findings have not been resolved, the records shall be retained beyond the 3-year period as long as required for the resolution of the issues raised by the audit.

Wyoming Statute § 9-2-410 states: "All public records are the property of the State. They shall be delivered by outgoing officials and employees to their successors and shall be preserved, stored, transferred, destroyed or disposed of, and otherwise managed, only in accordance with W.S. § 9-2-405 through 9-2-413."

Wyoming Department of Education, Retention Schedule (Reference Appendix B)

Additional to the Federal and State Retention and Disposition requirements, the WDE's Asset Inventory Specialist (Reference the Data Security Needs Assessment for WDE identified roles) objective is to review processes and procedures to ensure compliance and make appropriate modifications as necessary. To assist in this process the he or she will survey educational program managers, data stewards, and leadership in order to identify any new or modified requirements. The WDE Asset Inventory Specialist will also utilize the US Department of Education Data Destruction Best Practices document as a guide.⁸

Data Security Policies

The WDE strives to meet and exceed Federal and State student data security requirements. In continuing the process development of a multi layered security approach the WDE ISO will formalize internal policies and procedures complimenting Wyoming State policies⁹ while complying with Federal mandates. In creating these policies the WDE ISO will devise a detailed plan for annual review to ensure compliance and address technology changes as needs occur.

Administrative Safeguards

The WDE ISO, in collaboration with ETS, will ensure administrative actions, and policies and procedures, to manage the selection, development, implementation, and maintenance of security measures to protect student data and to manage the conduct of the educational entity's workforce in relation to the protection of that information.

Additionally, the WDE ISO, in collaboration with ETS, will review, establish, and implement (as needed):

- Security measures sufficient to reduce risks and vulnerabilities to a reasonable and appropriate level to ensure compliance with FERPA and all other Federal requirements as they apply
- Security awareness and training program for all members of its workforce (including management).
- Policies and procedures to/for WDE, in collaboration with ETS:
 - Regularly review records of information system activity, such as audit logs, access reports, and security incident tracking reports
 - Ensure that all members of its workforce have appropriate levels of access to student data and to prevent those workforce members who do not have authorized access from obtaining access to student data
 - Determine that the access of a workforce member to student data is appropriate

⁸ The U.S. Department of Education, Privacy Technical Assistance Center, "Best Practices for Data Destruction" document; <http://ptac.ed.gov/sites/default/files/Best%20Practices%20for%20Data%20Destruction%20%282014-05-06%29%20%5BFinal%5D.pdf>

⁹ Wyoming State Policies, <http://ets.wyo.gov/resources/policies-and-standards>

- Terminating access to student data when the employment of a workforce member ends or as the employee's role changes in the organization
- Authorizing access student data that are consistent with the applicable requirements defined by their roles and responsibilities within the WDE
- Granting access to student data, for example, through access to a workstation, transaction, program, process, or other mechanism
- That, based upon the entity's access authorization policies, establish, document, review, and modify a user's right of access to a workstation, transaction, program, or process
- Address security incidents
- Periodic testing and revision of contingency plans
- Enable continuation of critical business processes for protection of the security of student data while operating in emergency mode
- Guarding against, detecting, and reporting malicious software
- Monitoring log-in attempts and reporting discrepancies
- Responding to an emergency or other occurrence (for example, fire, vandalism, system failure, and natural disaster) that damages systems that contain student data
- Create and maintain retrievable exact copies of student data
- Restore any loss of student data
- Conduct an accurate and thorough assessment of the potential risks and vulnerabilities to the confidentiality, integrity, and availability of student data held by the WDE
- Apply appropriate disciplinary actions against workforce members who fail to comply with the security policies and procedures
- Identify the security official who is responsible for the development and implementation of the policies and procedures required by the WDE
- Ensure third party vendors/contractor, researchers, and educational entities implement policies and procedures that protect the WDE owned student data from unauthorized access
- Perform periodic security reviews and updates
- Identify and respond to suspected or known security incidents; mitigate, to the extent practicable, harmful effects of security incidents that are known to the agency; and document security incidents and their outcomes
- Assess the relative criticality of specific applications and data in support of other contingency plan components
- Periodic technical and nontechnical evaluation, based initially upon the standards implemented under FERPA and applicable State and industry best practices subsequently, in response to environmental or operational changes affecting the security of student data that establishes the extent to which the agencies security policies and procedures meet the requirements

In order to comply with the Health Insurance Portability Accountability Act (HIPAA), 45 CFR Parts 160, 162, and 164 Health Insurance Reform: Security Standards, Final Rule; the following required and addressable implementation specifications will need to be reviewed, modified and/or implemented with regards to the WDE data covered under HIPAA:

Standards	Sections	Implementation Specifications	
Security Management Process	164.308(a)(1)	Risk Analysis	Required
		Risk Management	Required
		Sanction Policy	Required
		Information System Activity Review	Required
Assigned Security Responsibility	164.308(a)(2)		Required
Workforce Security	164.308(a)(3)	Authorization and/or Supervision	Addressable
		Workforce Clearance Procedure	Addressable
		Termination Procedures	Addressable
Information Access Management	164.308(a)(4)	Isolating Health Care Clearinghouse Functions	Required
		Access Authorization	Addressable
		Access Establishment and Modification	Addressable

Security Awareness and Training	164.308(a)(5)	Security Reminders	Addressable
		Protection from Malicious Software	Addressable
		Log-in Monitoring	Addressable
		Password Management	Addressable
Security Incident Procedures	164.308(a)(6)	Response and Reporting	Required
Contingency Plan	164.308(a)(7)	Data Backup Plan	Required
		Disaster Recovery Plan	Required
		Emergency Mode Operations Plan	Required
		Testing and Revision Procedures	Addressable
		Applications and Data Criticality Analysis	Addressable
Evaluation	164.308(a)(8)		Required
Business Associate and Contracts and Other Arrangements	164.308(b)(1)	Written Contract or Other Arrangement	Required

HIPAA compliance is related to a small subset of data associated with the Court Ordered Placement Systems (COPS) that houses some Protected Health Information (PHI.)

Physical Safeguards

Physical controls are an essential part of IT Security controls. Both physical and environmental security controls will be implemented to protect the facilities housing the WDE systems and resources. Basic facility services for systems are provided by the WDE but the infrastructure is housed and managed by ETS. There also will be a third party that hosts the system. These services will need to have the appropriate controls implemented. The services include:

- Floor space for system equipment, including computer racks and auxiliary desks and/or tables
- Floor space for personal workstations, including but not limited to desks, tables, safes, and filing cabinets
- Adequate power to the room for system equipment, to include individual computers, equipment racks, and workstation equipment
- Fire protection
- General room lighting
- Temperature control and monitoring
- Humidity control and monitoring
- Heating, ventilation, and air conditioning (HVAC)
- Emergency lighting
- Door lock releases for emergency egress from the building
- Gate, fence, parking lot barriers or other outdoor perimeter controls
- Emergency power shut off controls
- Emergency water shut off controls
- Grounds maintenance
- Trash disposal for individual rooms and the overall facility
- Secure, lockable storage containers (e.g., lockable desks or safes for securing materials overnight) with a limited number of keys issued to authorized personnel
- All building, room, and container key assignments are authorized and maintained; key inventory logs are reviewed annually
- Uninterruptable power supplies (UPS) are also provided within the equipment racks

Specific to the third party hosting in addition to the above services is secure transmission lines. Transmission will be housed with a secure conduit within the hosting facility and within its unique bundle within ETS terminating with a secure demarcation point and secure server room protected behind two levels of security.

Because the WDE systems are considered, in security terms, moderate systems the WDE Asset Inventory Specialist, in collaboration with ETS, will utilize NIST SP 800-53 Revision 4¹⁰ to include the following controls under the Physical and Environmental Family.

Applicable NIST Physical Procedures:

- {PE-1} Physical and Environmental Protection Policy and Procedures
- {PE-2} Physical Access Authorizations
- {PE-3} Physical Access Control
- {PE-4} Access Control for Transmission Medium
- {PE-5} Access Control for Output Devices
- {PE-6} Monitoring Physical Access
- {PE-8} Visitor Access Records
- {PE-9} Power Equipment and Cabling
- {PE-10} Emergency Shutoff
- {PE-11} Emergency Power
- {PE-12} Emergency Lighting
- {PE-13} Fire Protection
- {PE-14} Temperature and Humidity Controls
- {PE-15} Water Damage Protection
- {PE-16} Delivery and Removal
- {PE-18} Location of Information System Components
- {PE-19} Information Leakage
- {PE-20} Asset Monitoring and Tracking

Because the WDE will rely on hosting services provided by a third party, outside of the traditional security authorization boundaries established for information systems it is important to verify the physical and environmental security controls of the third party provider. In the instance that data is housed within a cloud environment, data must be maintained securely and compliant with WDE requirements.

In order to comply with HIPAA, 45 CFR Parts 160, 162, and 164 Health Insurance Reform: Security Standards, Final Rule; the following required and addressable implementation specifications will need to be reviewed, modified and/or implemented with regards to the WDE data covered under HIPAA:

Standards	Sections	Implementation Specifications	
Facility Access Controls	164.310(a)(1)	Contingency Operations	Addressable
		Facility Security Plan	Addressable
		Access Control and Validation Procedures	Addressable
		Maintenance Records	Addressable
Workstation Use	164.310(b)		Required
Workstation Security	164.310(c)		Required
Device and Media Controls	164.310(d)(1)	Disposal	Required
		Media Re-Use	Required
		Accountability	Addressable
		Data Backup and Storage	Addressable

¹⁰ NIST Special Publication 800-53r4, Security and Privacy Controls for Federal Information Systems and Organizations; <http://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-53r4.pdf>

Electronic (Technical Safeguards)

A combination of mutually-reinforcing security controls implemented by technical means, physical means, and procedural means creates layers of defense called defense in depth to maintain confidentiality, integrity and availability. This important principle will be used for the WDE and ETS systems and related student data to achieve information assurance focusing on three primary elements: people, technology, and operations. This section will discuss, in general, the technical controls also known as logical controls. ETS will leverage a wide range of technologies for providing information assurance services and for detecting intrusions. To insure that the right technologies are procured and deployed, the WDE ISO will work collaboratively with ETS to define WDE requirements and share with the WDE its security policy information assurance principles, system level information assurance architectures and standards, configuration guidance, and processes for assessing the risk of the interfaced systems.

The defense in depth strategy will include several information assurance principles. These are based on: defend the network and infrastructure by protecting the data transmitted through the use of encryption; defend the enclave boundaries by the use of firewalls and intrusion detection; defend the computing environment by enforcing access control; and defend the supporting infrastructures by using defense in depth.

ETS will work proactively with the WDE ISO to assist in defining the appropriate technical controls necessary to maintain the security of the WDE systems and data.

Additionally in order to comply with HIPAA, 45 CFR Parts 160, 162, and 164 Health Insurance Reform: Security Standards, Final Rule; the following required and addressable implementation specifications will need to be reviewed, modified and/or implemented with regards to the WDE data covered under HIPAA:

Standards	Sections	Implementation Specifications	
Access Control	164.312(a)(1)	Unique User Identification	Required
		Emergency Access Procedure	Required
		Automatic Logoff	Addressable
		Encryption and Decryption	Addressable
Audit Controls	164.312(b)		Required
Integrity	164.312(c)(1)	Mechanism to Authenticate Electronic Protected Health Information	Addressable
Person or Entity Authentication	164.312(d)		Required
Transmission Security	164.312(e)(1)	Integrity Controls	Addressable
		Encryption	Addressable

Data Encryption

It is anticipated that any databases will use encryption. Based on the vendor's solution we will use either column based or table space encryption using at a minimum AES 128 or 3DES but ideally AES 256 encryption of those data items that require encryption for compliance. The design of the database schema creates very few tables that contain critical PII data related to student data such as social security numbers. The database is also designed based on obfuscation of the tables so in the situation of a breach the data will not be easy to identify per WISER ID hence not tied back to a person. All data at rest and retained will be encrypted using AES 256. Also all data will be encrypted either by an encrypted file system or application based encryption for the all documents.

Both an encrypted file system, and individually encrypted interface files that must be decrypted by the partner system when flat-files must be used. These solutions are highly dependent upon the other data store's system's ability to use SCP to transfer files, vs AES or suitable alternative on individually encrypted files.

ETS's enterprise email system, Gmail, supports the use of encrypted email protocols. The establishment of the necessary security certificates and any necessary exchange of security keys is expected as part of the system configuration including IMAP, POP3, and SMTP.

Data in transit will be encrypted in compliance with best practices. Verification of the hosting providers practices and controls will be conducted by ETS

Employee Training

With Federal and State statutes, the WDE Training and Education Coordinator (Reference the Data Security Needs Assessment for WDE identified roles) will utilize the U.S. Department of Education Data Security and Management Training Best Practices¹¹. As indicated in the best practices document he or she will first ensure an awareness of data security. Each person in an organization will understand why security is important both to them and the WDE. Second, the WDE Training and Education Coordinator will create a thorough training program targets all new and current employees, as well as contract workers, temporary workers, and volunteers, if applicable. At a minimum, any member of the staff, regardless of role, who has access to student data and PII, will be trained to protect data confidentiality and preserve system security. Third, the WDE Training and Education Coordinator will integrate data security training within the context of broader employee education efforts. Incorporating data security training into an organization's overarching employee education program ensures that courses get evaluated and refreshed periodically, and that program effectiveness is regularly monitored. Fourth, the WDE Training and Education Coordinator will develop role-based training courses. Everyone needs training, but not everyone needs the same training. Training will be tailored to reflect a user's job responsibilities, the volume of data handled, and the sensitivity of the data that an employee can access. Fifth, the WDE Training and Education Coordinator will incorporate breach detection and escalation in training. In spite of even the best security training, data breaches may still occur—making it critical to train employees to recognize a potential security breach and how to escalate this information to key personnel who are designated first responders. Sixth, the WDE Training and Education Coordinator will include data security messages in employee communications channels. To keep privacy and security at the forefront of activities, engage in ongoing communication with employees about data security via newsletters, emails, login reminders, and other internal channels. Seventh, the WDE Training and Education Coordinator will create a culture of security in the organization. To be truly effective, training and education should be part of the culture rather than just the required act of “taking training” and signing an acknowledgement that time was spent in a seat during the training session. Senior leaders in the organizational hierarchy must demonstrate their commitment to protecting data, securing data systems, and training their staff to do the same.

Security Training Content

Encouraging awareness about data and IT security issues and developing a properly trained staff requires that many content areas be addressed through a comprehensive training program. When developing a security program it will be helpful to include the following essential categories:

- Risk assessment including the identification of system threats and vulnerabilities
- Physical security (e.g., locked doors and windows), desktop security (e.g., password protected computers, mobile device security (e.g., no sensitive data on easily misplaced storage media), and network security (e.g., secure data exchange)
- Access controls including how to password protect files, encrypt transmissions and files, and authenticate users
- Good practices related to the use of email, software/applications, and the internet
- Phishing, hoaxes, malware, viruses, worms, spyware
- Remote access to data and systems
- Data backup and disaster recovery
- Data security breach notification protocols
- Directions for viewing written data security procedures and principles, and providing a forum to answer questions about such guidance as needed to ensure compliance

¹¹ <http://ptac.ed.gov/sites/default/files/issue-brief-security-training.pdf>

Training Delivery Methods

Differing training goals, learning styles, participant skills, user roles, employee locations, and budgets might call for different training delivery options. Regardless of the delivery method, it's important to confirm that everyone participates. Even one employee who is unaware of the importance of data management and security and how his or her actions affect security weakens overall system security—after all, a chain is still only as strong as its weakest link.

There are three commonly used methods for delivering the security awareness message and more comprehensive data security training: on demand, virtual, and onsite.

- On Demand Training offers a self-paced learning environment in which participants experience a course delivered by an industry-expert or in-house trainer via a video or other previously developed mechanism (e.g., a flash tutorial). Employees can complete exercises at their own pace and location as long as they have access to a computer and the internet. On demand delivery is a good way for most distributed organizations to reach all employees
- Virtual Classroom Training is delivered at specific times via web conferencing by an instructor and provides employees with remote access to classroom systems in which they can complete virtual activities and tutorials. Because a virtual classroom offers instruction with a live (albeit virtual) instructor, this delivery method enables participants to have their questions answered and comments addressed in real-time
- Onsite Training allows organizations to have an audience-appropriate training delivered at their own facility. Employees can be trained in a manner that is customized to the unique settings and circumstances of the organization, their job responsibilities, and the actual network and operational requirements of their technology environment. Some organizations reserve onsite training for more in-depth role-based training of key staff groups

Applicable NIST Training Procedures:

{AT-1} Security Awareness and Training Policy and Procedures

{AT-2} Security Awareness Training

{AT-3} Role-Based Security Training

{AT-4} Security Training Records

Additional resources that will be utilized in the development of the WDE Security Awareness, Training and Education program, NIST Special Publication 800-16, Information Technology Security Training Requirements: A Role and Performance Based Model¹² and NIST Special Publication 800-50, Building an Information Technology Security Awareness and Training Program.¹³

Routine and Ongoing Compliance with FERPA

The WDE has and continues to accept the responsibilities to both protect student information and support effective data use to improve student achievement. When the WDE collects the most relevant data and are able to match individual student records over time, we can answer questions that are at the core of educational effectiveness.

Over the last decade, the State role in education has evolved to keep pace with the increased demand for timely and appropriate education data that are indispensable to policy, management, and instructional decisions. Empowering stakeholders—from parents and teachers to leaders and policymakers—with the high-quality data the need requires limited and appropriate sharing of data on students as they move through the education system.

Use of data for these purposes needs to be harmonized with appropriate protections for the privacy and security of student records. This responsibility for the WDE and State officials includes meeting the moral and legal obligations to respect and protect the privacy and confidentiality of students' personally identifiable information. It also includes mitigating risks related

¹²NIST Special Publication 800-16, Information Technology Security Training Requirements: A Role and Performance Based Model <http://csrc.nist.gov/publications/nistpubs/800-16/800-16.pdf>

¹³ NIST Special Publication 800-50, Building an Information Technology Security Awareness and Training Program <http://csrc.nist.gov/publications/nistpubs/800-50/NIST-SP800-50.pdf>

to the intentional and unintentional misuse of data, which are amplified by the digital nature of today's society in which more information—in education—is housed and shared in electronic and Web-based forms. It further requires clarity around roles and responsibilities, including the States' authority to share data and the form in which the data can be shared as well as with whom the data can be shared and what protections need to be in place.

FERPA imposes limits on the disclosure of student records by educational agencies and institutions that receive funds from the U.S. Department of Education. With State and agency legislation and policies the WDE, complements Federal laws on the privacy of student records and data security that apply to education.

State policymakers, education officials, parents, and other stakeholders will need ongoing clarity about how Federal and State privacy laws apply to emerging roles and responsibilities; guidance on best practices for implementation, including those drawn from other economic sectors and industries; and tools for communicating this information effectively to stakeholders. The WDE will continue to enhance student data security to address Federal and State mandates in addition to evaluating the WDE processes as technology changes.

The WDE ISO will evaluate existing process adequacy to include:

- Justify that the student data being collected and stored is necessary, useful accurate and valid by;
 - Establishing a discrete set of policy, programmatic, and operations needs that require the collection of student data
 - Document how data collections align with these needs and the source of the requirement
 - Regularly review and update data collections to ensure only necessary data is collected to fulfill Federal and State statutes or legislative mandates.
 - Establish policies and procedures for regularly and securely archiving or destroying student records
 - Regularly audit data quality and accuracy processes
- Limit access to personally identifiable information to necessary and appropriate individuals by;
 - Define multiple levels of access based on individual's roles that limit the type of data individuals can access and for which students
 - Take the necessary steps to restrict access to personally identifiable information and to de-identify such information
 - Establish internal procedural controls, including training and confidentiality agreements for staff who have access to data and mechanisms to track data access
- Protect data that are shared from inappropriate use by;
 - Establish policies to guide decisions about whether to share data among State agencies, postsecondary institutions, researchers, or with third-party contractors
 - Ensure when data is shared (including among State agencies, among postsecondary institutions, with researchers, and with third-party contractors), there are data sharing agreements put in place to ensure confidentiality
 - When data are reported publicly in aggregate form, such as through State education agency websites or report cards, are the most robust methods used to protect personally identifiable information
- Implement a security framework that protects student information by;
 - Developed a comprehensive security framework, including administrative, physical, and technical procedures for addressing information technology, project management, data, and security issues
 - Implement training, monitor compliance, and regularly assess security operations
 - Established policies and procedures for incident management, including data losses and security breaches
- Provide public and parental notice about data collection, policies, access, and use by;
 - Communicate with students, parents, and the public about what information is being collected and shared and why
 - Provide guidance to public schools to assist them with notifying students and parents about their rights under Federal and State law, how they can access their student's information, and the processes to request changes to those data

Planned ETS Tool to Assist in Compliance

The KeyLight platform will help ETS work most efficiently with agencies related to their compliance requirements. Many agencies have unique compliance requirements that they need to maintain current with. This tool will help agencies maintain the most up to date requirements and share them easily with ETS and other relevant entities.

The platform and the related components are easy to use and are design in an intuitive way using drag-and-drop and point-and-click configurations. It will help the agencies and ETS track regulation changes, manage policies and share them effectively across agencies and departments.

The application will also allow the creation of a compliance documents that can be used by the parties and in the case of an external audit, by the 3rd party auditor.

The tool will also allow us to more effectively manage their controls and identify any controls gaps and even potentially eliminate redundancy in controls. Inherent in the platform are regulatory scenarios mapped to appropriate security controls.

The management of compliance is also made easier by the ability to create and manage workflows. These workflows can be controlled at multiple levels including the identification of regulations, standards and best practice guidelines from the KeyLight's content library that includes over 700 rules, regulations and best practices.

The tool also creates a policy framework that can be leveraged by ETS and then used by agencies to harmonize their policies if they desire.

Prohibition of the Sale of Student Data

FERPA (see 20 U.S.C. § 1232g and 34 CFR Part 99) protects PII from students' education records from unauthorized disclosure. FERPA defines education records as "records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution" (see 34 CFR § 99.3 definition of "education record"). FERPA also defines the term PII, which includes direct identifiers (such as a student's or other family member's name) and indirect identifiers (such as a student's date of birth, place of birth, or mother's maiden name) (see 34 CFR § 99.3 definition of "personally identifiable information").

Any PII from students' education records that the 3rd party receives under FERPA's school official exception may only be used for the specific purpose for which it was disclosed (i.e., to perform the outsourced institutional service or function, and the school or district must have direct control over the use and maintenance of the PII by the 3rd party receiving the PII). Further, under FERPA's school official exception, the provider may not share (or sell) FERPA-protected information, or reuse it for any other purposes, except as directed by the school or district and as permitted by FERPA.

FERPA is not the only statute that limits what 3rd parties can do with student information. The Protection of Pupil Rights Amendment (PPRA) provides parents with certain rights with regard to some marketing activities in schools. Specifically, PPRA requires that a school district must, with exceptions, directly notify parents of students who are scheduled to participate in activities involving the collection, disclosure, or use of personal information collected from students for marketing purposes, or to sell or otherwise provide that information to others for marketing purposes, and to give parents the opportunity to opt-out of these activities. 20 U.S.C. § 1232h(c)(2)(C)(i). Subject to the same exceptions, PPRA also requires districts to develop and adopt policies, in consultation with parents, about these activities. 20 U.S.C. § 1232h(c)(1)(E) and (c)(4)(A). PPRA has an important exception, however, as neither parental notice and the opportunity to opt-out nor the development and adoption of policies are required for school districts to use students' personal information that they collect from students for the exclusive purpose of developing, evaluating, or providing educational products or services for students or schools. 20 U.S.C. § 1232h(c)(4)(A).

The WDE provides a great deal of data on our website¹⁴; please see for links to a number of resources already available. When more detailed data is needed, a data request must be entered. The link to the Data Request process is located on the WDE website¹⁵.

¹⁴ <http://edu.wyoming.gov/data>

¹⁵ <http://edu.wyoming.gov/downloads/data/2014/governance/data-request-process-v3.pdf>

Pursuant to the Wyoming Public Records Act, WS 16-4-201, the WDE will not charge a fee for the time and effort required to fulfill a data request unless the department first promulgates an agency rule allowing for fees to be collected.

Additionally, third party vendors/partners who have access to student level data are prohibited from selling student data through restrictions in their contract and/or MOU. All contracts and MOUs call for the destruction of student level data upon completion of the project.

In future planning the WDE reserves the right to charge (agencies, researchers, etc.) for the time and materials required to fulfill a data request or research request.

All PII, student data, being reported to the WDE

Statutory Requirement for Student Level Elements by Collection

A list of all WDE data collections can be found on the [Data Collection Suite – Forms Inventory](#) page of the Wyoming Department of Education Fusion portal. The forms inventory page lists collection numbers, collection names, the respondent who must submit (district, institution or other) as well as the collection due date. In addition each collection has a link that provides a collection description, steward contact information and links to supporting documentation.

The WDE has identified the following collections to contain student level data elements.

Collection Number	Collection Name	Statute	Description
WDE450	COPS Out-of-State Annual Report	W.S. 21-13-315 WDE Rules and Regulations Chapter 14	Annual Report for Out-of-State Public and Private Institutions receiving state funds for court ordered placements.
WDE451	COPS In-State Annual Report	W.S. 21-13-315 WDE Rules and Regulations Chapter 14	Annual Report for Out-of-State Public and Private Institutions receiving state funds for court ordered placements.
WDE453	Instructional Foundations for Kindergarten (Collected by Data Driven Enterprises)	W.S. 21-4-302(e)	The data is utilized for analysis of kindergarten readiness for districts with preschool programs.
WDE537	Bridges - Summary of Summer Programs	W.S. 21-13-334 WDE Rules and Regulations Chapter 33	Collects operation, enrollment, expenditures, and individual student data records on students completing summer school to enable evaluation of program effectiveness.
WDE567	Institutional Schools Title I Part D Annual Program Evaluation (Will be collected student level in 2015, reported to Feds in aggregates).	Elementary and Secondary Education Act as amended by the No Child Left Behind Act, Title I, Part D	This data for the Consolidated State Performance Report is collected by the WDE for aggregate reporting to the US Department of

			Education for evaluation purposes.
WDE568	District Title 1, Part D Annual Program Review (To be collected student level in 2015, reported out in aggregates)	Elementary and Secondary Education Act as amended by the No Child Left Behind Act, Title I, Part D	This data for the Consolidated State Performance Report is collected by the WDE for aggregate reporting to the US Department of Education for evaluation purposes.
Collection Number	Collection Name	Statute	Description
WDE600	WISE Attendance and Membership	W.S. 21-2-203 W.S. 21-3-110(a)(v) W.S. 21-13-101 through W.S. 21-13-331 WDE Rules and Regulations Chapter 8	District reports aggregate attendance, aggregate membership and truancy by student for the school year just ended for each school in the district or by student for each school in the district. That data is used in the WDE100, School Funding Worksheet, for School Foundation Program funding purposes.
WDE626	Early Literacy - Longitudinal Data	WY S.L. 21-3-401	Reading screener data for K-3 students, IEP student reading assessment outcome and intervention as well as intervention expenditures.
WDE636	WISE Report of Student Disciplinary Actions and Crime and Violence Incidents	W.S. 21-4-305 W.S. 21-4-306 W.S. 21-4-311 through 21-4-315 Federal Safe and Drug-Free Schools and Communities Act (SDFSC) Individuals with Disabilities Act Elementary and Secondary Education Act, Title IV, Part A, Subpart 3	Report of severe disciplinary actions, and incidents of Crime and Violence that occur on school grounds or at school sponsored events occurring during the prior school year.
WDE682	School Choice and Supplemental Services Offered	Elementary and Secondary Education Act as amended by the No Child Left Behind Act, Part A, Subpart 1, Section 1116	Used to report the number of eligible students who applied for transfer and may or may not have transferred from one school to another under choice provisions of NCLB section 1116.

Collection Number	Collection Name	Statute	Description
WDE684A	WISE Teacher/Course/Student - Fall Data	W.S. 21-2-203 W.S. 21-2-204 W.S. 21-2-304(a)(v) Elementary and Secondary Education Act as amended by the No Child Left Behind Act, Title I, Part A	The authoritative collection of student-level demographics and course information. Data is used for school funding, assessment administration as well as AYP and WAEA. It is also utilized for graduation rate, 16 to 1 class ratio calculations and for reporting aggregated figures to the federal government.
WDE684B	WISE Teacher/Course/Student - Spring Data	Same as WDE684 A, collected in the Spring	Used to determine where students are enrolled in the Spring, necessary for Federal and State Accountability
WDE684C	WISE Teacher/Course/Student - End of Year Data	Same as the WDE684A, collected at the end of year	Collects end of year status, data used to determine graduation rates.
WDE686A	Student Demographics for Accredited Institutions	Elementary and Secondary Education Act as amended by the No Child Left Behind Act, Title I, Part A	Used to report aggregated student subgroup counts to the federal government.
WDE687	Student Demographics for Non-accredited Institutions or Private Schools	None – Optional report for private schools.	Student file private schools have the option to submit if they want pre-labeled PAWS assessment booklets.
WDE949	9th Grade Transcripts - Wyoming Transcript Center	W.S. 21-2-204(c)(vi)	Collects ninth grade transcripts used in WAEA school performance calculations.
WDE950	Graduating Student Transcripts - Wyoming Transcript Center	W.S. 21-2-204(c)(vi) W.S. 21-16-1308(c)(vi-viii)	Collects grade twelve transcripts used in administration of the Hathaway Scholarship and WAEA school performance calculations.

Student Level Data Elements

Although the department has publicly posted collection and element information since 2005, persons seeking information about data elements have had to thumb through guidebooks and collection forms. While performing the requirements of Senate Enrolled Act 0066 and in order to support further transparency, the WDE data team started entering all student level elements into a data dictionary. Once data entry is completed for all data collections, links to data element reports will be posted on the WDE public website. Planned reports will include the following:

- An element profile report that displays all WDE elements. Selecting an element will display the data collection/s that collect it, the element description, data type and length, and option set information if applicable.
- A collection description report will be searchable by collection number and name and will display all elements associated with it.
- An element list by category report will allow users the ability to search by element domain (Student, School, Staff etc) and then select a Section (Assessment, Discipline, Enrollment, Food Services etc).

A preliminary Element list by Category report can be accessed at the following link, <https://portals.edu.wyoming.gov/Reports/Public/wde-reports-2012/public-reports/wdedatadictionary/elementsbycategory>.

This report is still under construction, data entry for domains other than student have not been completed and therefore are not searchable at this time.

Summary

Ensuring data privacy and security has never been as important as it is today. From 2005, to current, there have been over 872,719,000¹⁶ records compromised through unintended disclosures, hacking/malware, physical loss, portable device loss, etc.; keep in mind these are only the breaches that have been reported. The WDE recognizes the need for continued vigilance in protecting our student data and in doing so, WDE has identified five critical roles that will be critical with ensuring the ongoing task of data protection. These roles are defined in the Data Security Needs Assessment portion of the Data Security Report.

¹⁶ <https://www.privacyrights.org>

DATA SECURITY IMPLEMENTATION STATUS

The Wyoming Department of Education (WDE) has taken the initiative to begin implementing components of the WDE Data Security Plan. These include drafting data and system security policies, breach and incident response procedures, use of disk encryption and developing additional security and privacy language for vendor contracts.

Data and System Security Policies

WDE Policy ID	WDE Policy Name	Effective Date	Expiration Date	Review Period
4000-001	Access Authorization Policy			Annual
4000-002	Applications and Data Criticality Analysis			Annual
4000-003	Assigned Security Responsibility Policy			Annual
4000-004	Audit Controls Policy			Annual
4000-005	Contingency Operations Policy			Annual
4000-006	Data Backup and Storage Policy			Annual
4000-007	Data Breach Discovery			Annual
4000-008	Data Integrity Policy			Annual
4000-009	Data Retention and Disposition Policy			Annual
4000-010	Disposal Policy			Annual
4000-011	E-mail Security Policy			Annual
4000-012	Encryption Policy			Annual
4000-013	Evaluation Policy			Annual
4000-014	Information Access Management Policy			Annual
4000-015	Information Classification Policy			Annual
4000-016	Information Security Strategy Policy			Annual
4000-017	Information System Activity Review Policy			Annual
4000-018	Integrity Controls Policy			Annual
4000-019	Log-In Monitoring Policy			Annual
4000-020	Media Re-Use Draft			Annual
4000-021	Password Management Policy			Annual
4000-022	Portable Devices Policy			Annual
4000-023	Protection from Malicious Software Policy			Annual
4000-024	Remote Access Policy			Annual
4000-025	Risk Management Policy			Annual
4000-026	Security Awareness and Training Policy			Annual
4000-027	Security Incident Policy			Annual
4000-28	Security Management Process Policy			Annual
4000-029	Security Reminders Policy			Annual

4000-030	Termination Policy			Annual
4000-031	Testing and Revision Policy			Annual
4000-032	Unique User Identification Policy			Annual
4000-033	Workstation Security Policy			Annual

Data and System Security Draft Procedures and Documents

The WDE has created draft procedures and documents for the following:

- Breach and incident response procedures (Contact List, Incident Response Team Identification)
- Breach and incident response forms (Communication Log, Contacts List, Containment,, Eradication, Identification Forms, and Lost or Stolen Report/checklist)
- Internal audit forms
- Access request form to be utilized across all functional systems (Access Control)
- Record of property issued to employee form
- Media sanitization procedures and documentation
- Acceptable Use Policy; modifications made to encompass current technologies

Recognizing the need to secure data in a highly mobile environment, the WDE has begun the distribution and use of full disk encryption for laptop based systems. Additionally the WDE has purchased and started the distribution of encrypted “thumb drives” for use by WDE employees.

Data and System Security Contract Updates

The WDE, in coordination with ETS, is developing and expanding contract terminology to include data security requirements. An example of a requirement is:

“Contractor will be required to provide a proposed incident response plan as it applies to the any observable occurrence in a system or network that compromises the confidentiality, integrity and availability of WDE data. This includes any suspected violation or threat of violation of computer security policies, acceptable use policies, or standard security practices. Contractor will be required to notify the WDE’s authorized representative, within 24-hours, of any suspected breach of data related to the State of Wyoming.”

A checklist of data privacy, security requirements, and best practices related to the Federal Education Rights and Protection Act (FERPA) is now being applied to all contracts sharing confidential and student level data. All contracts must include this information before being approved by the State CIO.

DATA SECURITY PLAN IMPLEMENTATION RECOMMENDATIONS

To implement the requirements detailed in the Data Security Plan the Wyoming Department of Education (WDE) have identified several key, preliminary recommendations. These recommendations are critical to protecting data collected and maintained, in and by, the WDE Systems.

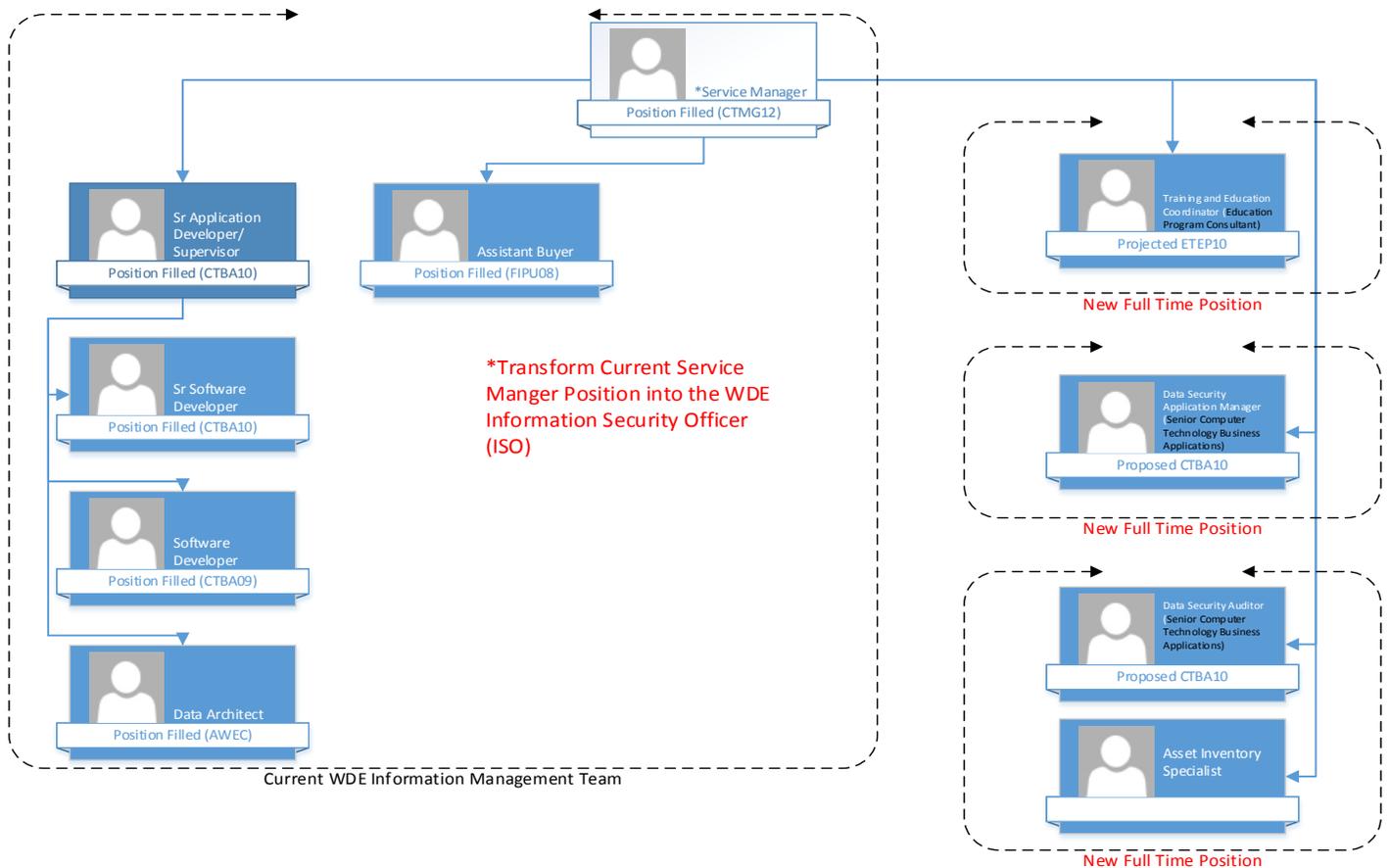
WDE Staffing Needs

The following WDE roles have been identified in order to meet the ongoing, data security, demands of the WDE:

- Information Security Officer (ISO)**
- Training and Education Coordinator**
- Data Security Application Manager**
- Data Security Auditor**
- Asset Inventory Specialist**

NOTE: The overall need is to create three (3) new positions within the WDE. These positions will be assigned the security roles, identified throughout the Data Security Plan. ETS has acknowledged the need to fulfill these critical Data Security Roles, within the WDE, but maintains that any increase in FTE count must come through the Governors Office.

In order to incorporate these roles into the WDE the following organizational structure has been proposed:



Third Party Risk Assessment

The WDE has identified the need for an, initial, agency wide, third party risk assessment to include a physical and environmental assessment that will be completed in coordination with ETS. This assessment will better equip WDE to determine the best methodology and mitigation path to a more secure environment in addition to formalizing requirements to establish a needs assessment and gap analysis. This type of risk assessment would be a reoccurring requirement, every two years. Between the two year period the WDE Data Security Team will develop internal audit procedures ensuring federal, state, and organizational requirements are met.

Specialized IT Security Training

In order to meet the increasingly complex data security requirements, the WDE has identified the need for reoccurring, specialized, training for critical data security positions, to include but not limited to the Incident Response Team Members, the Information Security Officer. Training needs should be met through a reputable organization such as SANS (<http://www.sans.org/>).

Hathaway Building Physical Security

The Hathaway Building is a public space and there are currently no barriers to prevent unauthorized access to the offices on the first floor. Sensitive information held by the agency, including Protected Health Information (PHI) and financial data, are in an area where the general public are not required to sign-in nor monitored by the receptionist. The WDE needs a physical security needs assessment and the associated funding to make the necessary changes to mitigate vulnerabilities identified by the assessment.

DATA COLLECTION INVENTORY & DATA COLLECTION RECOMMENDATIONS

History of Recent Collection Review

The Wyoming Department of Education conducted two other data collection reviews in recent years. In 2011 the department evaluated its student level data collections and determined that we could eliminate four data collections by adding a few fields into the WDE684 student collection. Eliminated Collections included:

- WDE425 – Special Education Snapshot
- WDE427 – Special Education End of Year
- WDE533 – Homeless Night Time Residence
- WDE591 – Distance Education Milestone Report

In 2013 the Wyoming Session Laws, Chapter 73, Section 338 required the WDE to review all data collections and make recommendations for elimination. The Wyoming Department of Education collaborated with the School Finance Data Advisory Committee (SFDAC) to review all data collections. Districts were also provided a list of all data collections and asked to submit their recommendations which were later reviewed at SFDAC meetings. As a result the following recommendations were made.

Collection	SFDAC Recommendation	WDE Recommendation	Legislative Action Needed
WDE100(B) - Voc Ed Student FTE Worksheet WDE100(C) - Voc Ed Teacher FTE Worksheet	Use existing data from staff and student data collections to calculate needed information rather than additional reports.	Further study on the feasibility of automating Voc Ed worksheets will be done in consultation with the SFDAC.	None
WDE104 - Monthly Litigation Expenses	Eliminate collection.	WDE agrees with recommendation.	None
WDE112 – National Board Certified Teacher Paid Report	Promulgate rules and regulations to allow the inclusion of full-time instructional facilitators, certified tutors, librarians and counselors holding national board certification through NBPTS.	WDE agrees with recommendation.	Clarification of “teacher” as used in W.S. 21-7-501(f)(ii) may be needed
WDE140 - Bonded Indebtedness Mill Levy	Eliminate collection and repeal W.S. 21-15-105.	WDE agrees with recommendation.	Yes

Collection	SFDAC Recommendation	WDE Recommendation	Legislative Action Needed
Supplement and/or Capital Lease Grants			
WDE714 - Dual and Concurrent Enrollment Fiscal Collection	Amend W.S. 21-13-310(ix) to exclude dual and concurrent revenues received under W.S. 21-20-201 from local revenue computations.	WDE agrees with recommendation.	Yes
WDE602/652 - WISE School District Staff Member Collection	Eliminate end-of-year staffing collection (WDE652) and eliminate additional teacher quality elements on WDE602/652.	WDE does not agree with recommendation.	None
WDE633 Certified Staff Vacancy and Applicant Information	SFDAC provide recommendations on how to improve the collection to more accurately collect details on staffing vacancies and recruitment processes.	WDE agrees with recommendation and will also continue work with the Research and Planning division of the Department of Workforce services to refine data elements and ensure data quality and validity.	None
WDE684 Consolidation	N/A	The consolidation of six data collections into the WDE684 resulted in the elimination of approximately 50 redundant data elements.	None

Eliminated Collection and Data Elements as Result of SEA066

After careful review of all Wyoming Department of Education data collections, we do not recommend the elimination of any data collections that require statutory changes. However the department did eliminate the WDE686B a collection previously required from Accredited Institutions as well as some WDE626 elements, both of which are described below.

- **Collection WDE686B** (Section Enrollment for Accredited Institutions) – Because accredited institution enrollment information is not utilized to meet any state statutes and the information is not reported in federal reporting this collection was recognized as unnecessary and eliminated prior to the collection opening in the Fall of 2014
- **WDE626 Element – All Students Screened Successfully** – This element was eliminated because all students are required to be reported and this field was unnecessary

- **WDE626 Element – Assist** – Narrative field that is no longer necessary
- **WDE626 – Reasons** - Narrative field that is no longer necessary

Conclusion

The WDE data team strives to find ways to reduce the data burden on all of its stakeholders. In 2013 the WDE created a data governance team that meets weekly. The data governance team ensures information demands are met but not duplicated. This team reviews all data collections six months prior to their opening date to determine if collection changes are required or if elements should be eliminated.

The WDE appreciate the opportunity the legislature has given us to make recommendations and would welcome the chance to make annual recommendations for collection elimination or bring to light shortfalls we find while conducting statutorily required data analysis. Although the department did not recommend the elimination of any data collections which would require statutory change, we would like to encourage the legislature to explore other ways to reduce data burden through technological advances such as SIF Interoperability or a Statewide Student Information System.

Appendix A (Statistical Methods Employed by the WDE for Disclosure Avoidance)

Numerical Examples to accompany file "WDE Assessment Public Rpt - v.2011-08-11v2 WDE - Flowchart.pdf"

WDE Assessment Public Rpt - v.2011-08-11v2 WDE - Flowchart.pdf		
"Actual Input Data" (pgs 1 and 2)	"Process Input Names" (pgs 1 and 2)	Variable
#_Not_Tested_RAW	#_Not_Tested_RAW	N
#_Tested_RAW	#_Tested_RAW	T
#_Below_Basic_RAW + #_Basic_RAW	#_Perf_A_RAW	PA
#_Proficient_RAW + #_Advanced_RAW	#_Perf_B_RAW	PB
#_Below_Basic_RAW	#_Perf_A1_RAW	PA1
#_Basic_RAW	#_Perf_A2_RAW	PA2
#_Proficient_RAW	#_Perf_B1_RAW	PB1
#_Advanced_RAW	#_Perf_B2_RAW	PB2
#_Tested_RAW for "All Students" subgroup	#_Tested_ALL_RAW	A

Examples					
#1	#2	#3	#4	#5	#6
3	2	2	2	2	1
53	18	18	18	17	5
12	2	1	17	2	2
41	16	17	1	15	3
9	1	1	13	1	2
3	1	0	4	1	0
30	16	13	0	15	1
11	0	4	1	0	2
72	18	29	29	18	18

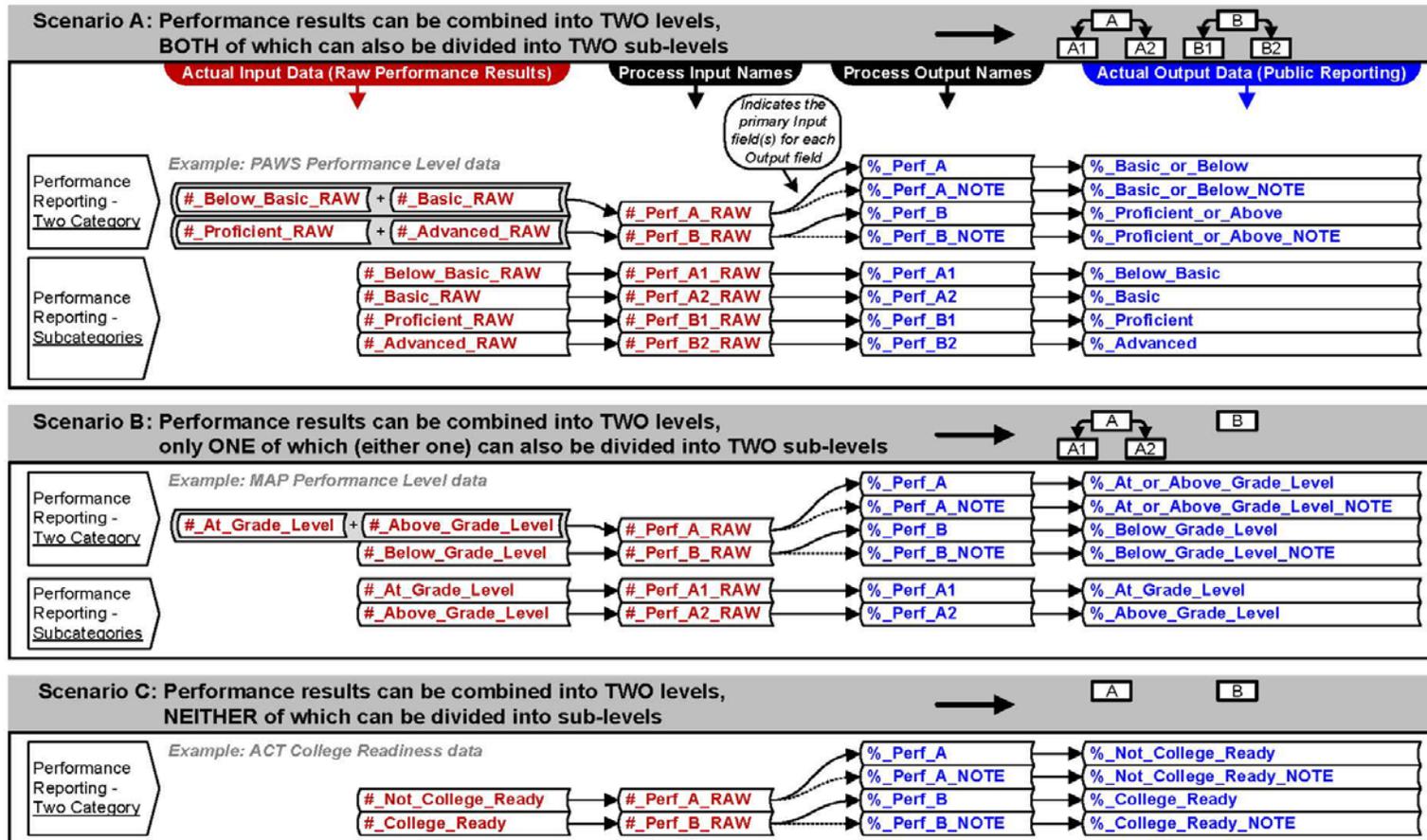
WDE Assessment Public Rpt - v.2011-08-11v2 WDE - Flowchart.pdf	
"Actual Output Data" (pg 1 ; Example: PAWS Performance Level Data)	Public Data equation when numerical value is to be displayed
#_Tested	= 10+(5 * Truncate((T-6)/5))
#_Tested_NOTE	
%_Tested	=Round(T/(T+N) , 2)
%_Basic_or_Below	=Round(PA/T , 2)
%_Proficient_or_Above	=Round(PB/T , 2)
%_Basic_or_Below_NOTE	
%_Proficient_or_Above_NOTE	
%_Below_Basic	=Round(PA1/T , 2)
%_Basic	=Round(PA2/T , 2)
%_Proficient	=Round(PB1/T , 2)
%_Advanced	=Round(PB2/T , 2)

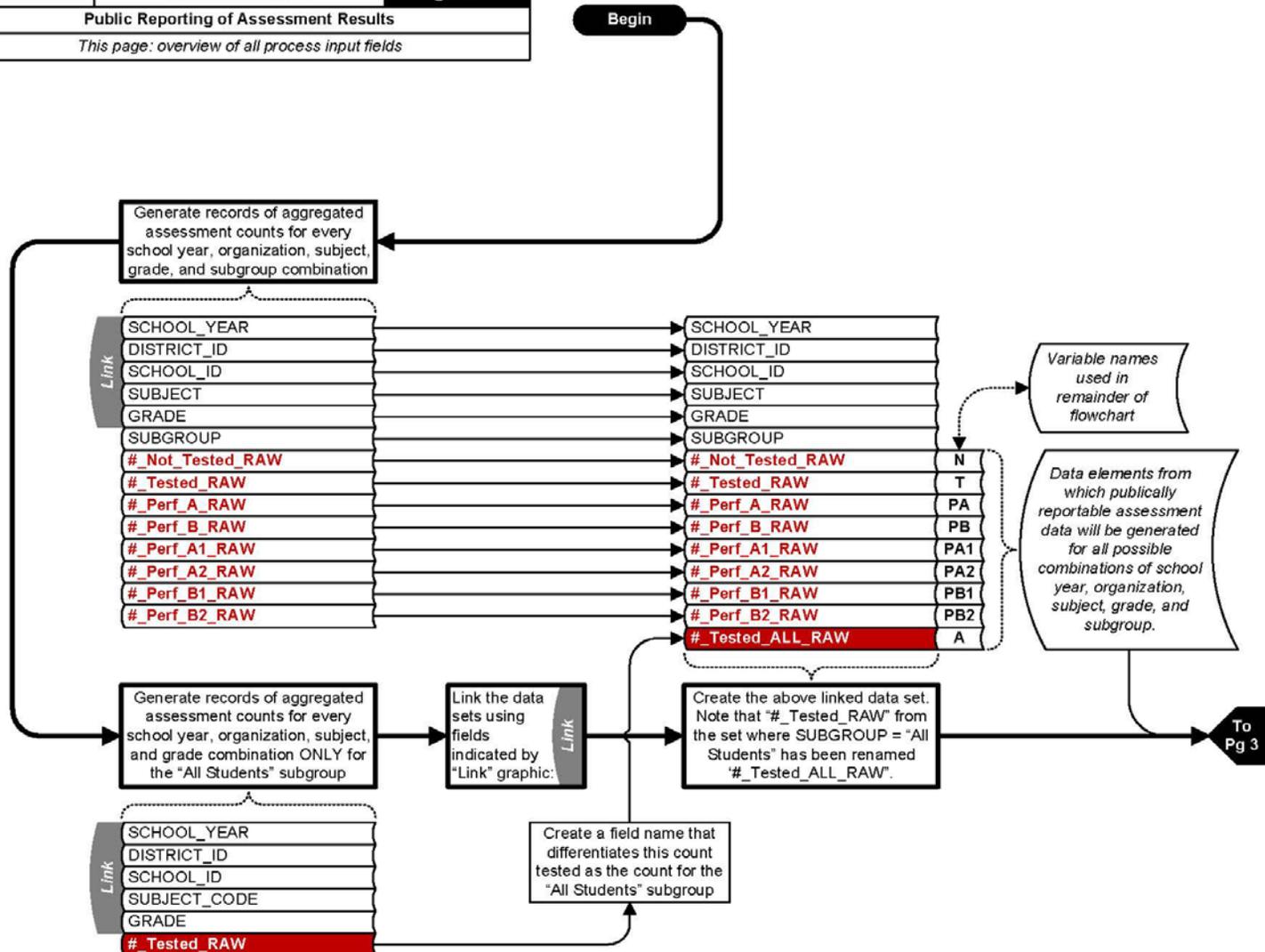
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Public Data as displayed					
55	20	20	20		
				H	L
95%	90%	90%	90%	89%	
23%	11%	6%			
77%	89%	94%			
		L	H		
		H	L		
17%	6%				
6%	6%				
57%	89%				
21%	0%				

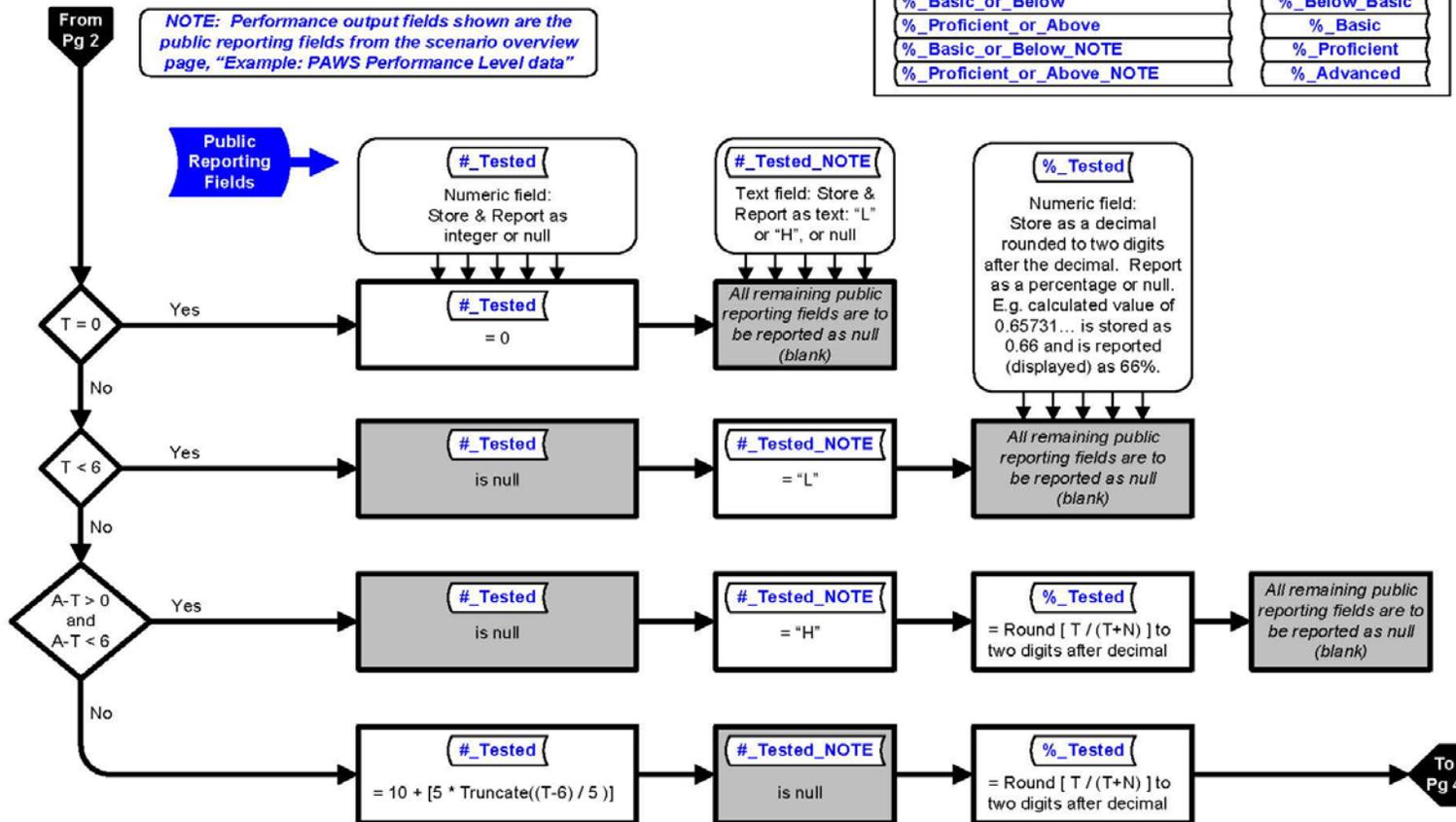
NOTE: See related examples for the three scenarios on page 5 of 5

PERFORMANCE DATA field name mapping for the three generic reporting models
 "Process Input Names" and "Process Output Names," below, are the generic field names used in the flowchart portion of this process document. The "Actual..." fields represent probable input and output variable names for the examples accompanying each of the three scenarios and how they map to the generic process document field names. Note that the descriptor fields (School Year, School ID, Grade, Subgroup, etc) and the "# tested" fields used in the flowchart are the same for all three scenarios, so do not need to be included in the scenario-example mapping provided below.

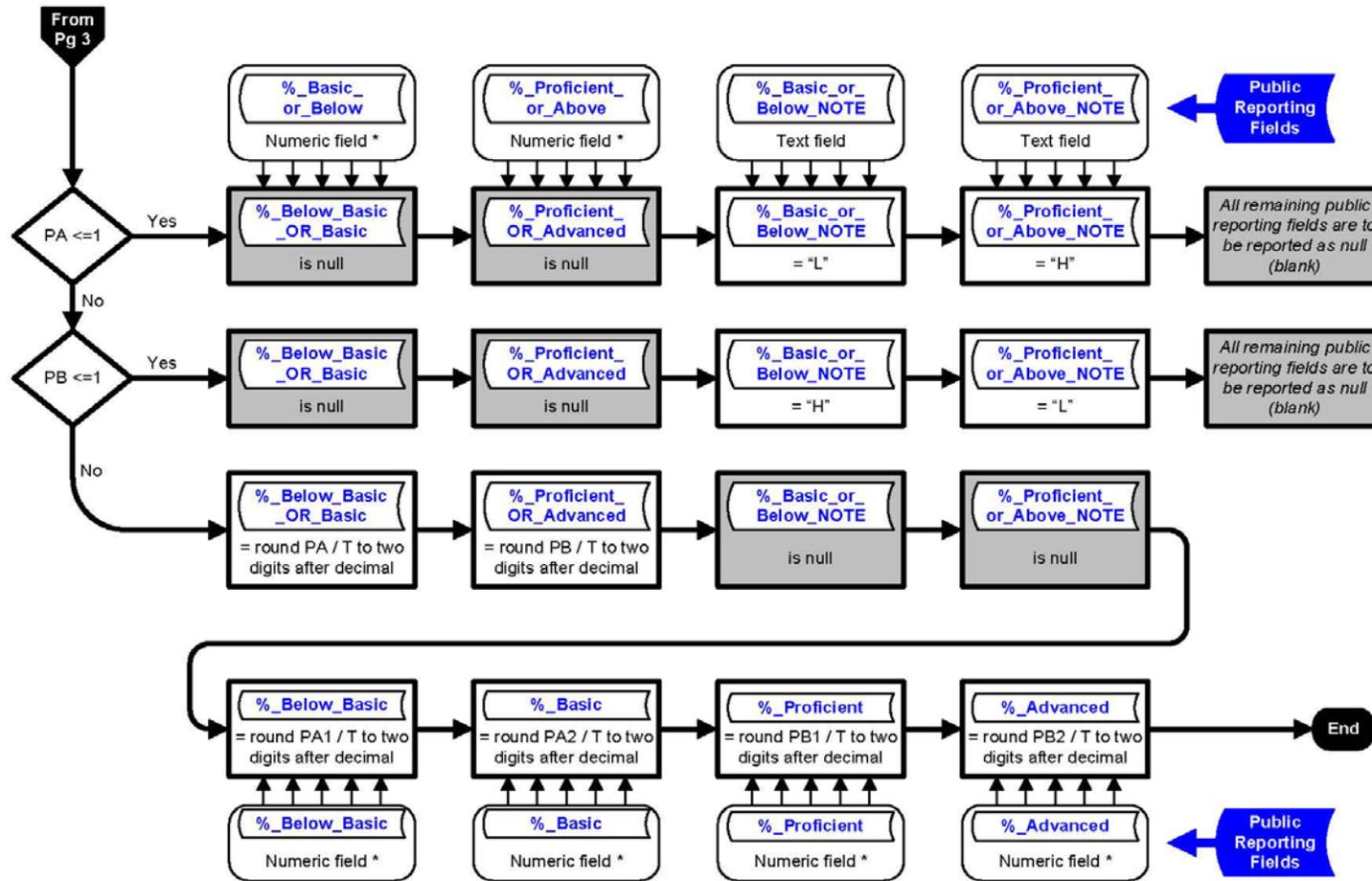




Inventory of Public Reporting Fields for this process illustration	
<i># and % tested fields</i>	
#_Tested	
#_Tested_NOTE	
%_Tested	
<i>2 performance category reporting fields</i>	
%_Basic_or_Below	%_Below_Basic
%_Proficient_or_Above	%_Basic
%_Basic_or_Below_NOTE	%_Proficient
%_Proficient_or_Above_NOTE	%_Advanced
<i>4 performance category reporting fields</i>	



*Numeric field *:*
 Store as a decimal rounded to two digits after the decimal. Report as a percentage or null.
 E.g. calculated value of 0.65731... is stored as 0.66 and is reported (displayed) as 66%.



NOTE: In ALL cases, "Public Reporting Levels" and "Public Rpt. Sub-Levels" MUST be defined via consultation with a CONTENT expert

Scenario A: Performance results can be combined into TWO levels, BOTH of which can also be divided into TWO sub-levels



Source Data		Public Reporting Levels		Public Rpt. Sub-Levels	
1	#_Below_Basic	A	1+2 %_Basic_or_Below	A1	1 %_Below_Basic
2	#_Basic			A2	2 %_Basic
3	#_Proficient	B	3+4 %_Proficient_or_Above	B1	3 %_Proficient
4	#_Advanced			B2	4 %_Advanced

Source Data		Public Reporting Levels		Public Rpt. Sub-Levels	
1	#_Novice	A	1+2 %_Basic_or_Below	A1	1 %_Below_Basic
2	#_Basic			A2	2 %_Basic
3	#_Proficient_Minus	B	3+4+5 %_Proficient_or_Above	B1	3+4 %_Proficient
4	#_Proficient_Plus			B2	4 %_Advanced
5	#_Advanced				

Source Data		Public Reporting Levels		Public Rpt. Sub-Levels	
1	#_Performance 1	A	1+2+3+4 %_Below_Expectations	A1	1 %_Severely_Below_Expectations
2	#_Performance 2			A2	2+3+4 %_Marginally_Below_Expectations
3	#_Performance 3			B1	5 %_Meets_Expectations
4	#_Performance 4	B	5+6+7 %_Meets_or_Exceeds_Expectations	B2	6+7 %_Exceeds_Expectations
5	#_Performance 5				
6	#_Performance 6				
7	#_Performance 7				

Scenario B: Performance results can be combined into TWO levels, only ONE of which (either one) can also be divided into TWO sub-levels



Source Data		Public Reporting Levels		Public Rpt. Sub-Levels	
3	#_Above_Grade_Level	A	3+2 %_At_or_Above_Grade_Level	A1	1 %_Above_Grade_Level
2	#_At_Grade_Level			A2	2 %_At_Grade_Level
1	#_Below_Grade_Level	B	1 %_Below_Grade_Level		

Scenario C: Performance results can be combined into TWO levels, NEITHER of which can be divided into sub-levels



Source Data		Public Reporting Levels	
1	#_College_Ready	A	1 %_College_Ready
2	#_Not_College_Ready	B	2 %_Not_College_Ready

Source Data		Public Reporting Levels	
1	#_Performance 1	A	1+2+3 %_Non_Proficient
2	#_Performance 2		
3	#_Performance 3		
4	#_Performance 4	B	4+5 %_Proficient
5	#_Performance 5		

NOTE: This is a case where the content expert has determined that the performance levels are only to be divided into two categories for public reporting, without further breakout into subcategories

Appendix B (Wyoming Department of Education, Retention Schedule)

Archival
Review

Education, Dept of

Administration and Business Support (ADM)

Buildings, Facilities and Infrastructure Management (BFI)

Building Files	ADM-BFI-02	LOA		Retain for the Life of the Asset then destroy	Yes
10008	<i>School Building Plans and Specifications</i>				
	<i>Permanent or transfer to State Archives.</i>				0

Community and Public Relations (COM)

Press and News Releases	ADM-COM-04	CR	5	Destroy 5 years after create date	Yes
91-232	<i>Press and News Release</i>				
	<i>Retain 1 year. Evaluate for audit, legal, administrative, and historical value for transfer to State Archives.</i>				1
	<i>Destroy remaining records at discretion of director.</i>				

Education (EDU)

Assessments	ADM-EDU-01	CP	5	Retain 5 years after completion then destroy	No
01-120	<i>Wyoming Comprehensive Assessment System (WYCAS) 1999 Program Records</i>				
	<i>Permanent or transfer to State Archives</i>				0
04-037	<i>Wyoming Career Technical Assessment (WCTA) Report</i>				
	<i>Transfer 1 copy of the report to Wyoming State Archives. Retain remaining copies of the report for 5 years, then destroy.</i>				5
08-059	<i>PAWS (Proficiency Assessments for Wyoming Students) Records</i>				
	<i>Retain 5 years, then destroy.</i>				5
08-060	<i>PAWS - ALT (Proficiency Assessments for Wyoming Students - Alternate) Records</i>				
	<i>Retain 5 years, then destroy.</i>				5
08-061	<i>WELLA (Wyoming English Language Learners Assessment) Records</i>				
	<i>Retain 5 years, then destroy.</i>				5
Course Development and Administration	ADM-EDU-02	CP	5	Retain 5 years after completion then destroy	No
5485	<i>Testing Center Files</i>				
	<i>Retain annual contract until renewed, then destroy. Retain statistical summary for federal government and all correspondence 1 year, then destroy.</i>				1
99-162	<i>Test Booklet (Completed)</i>				
	<i>Retain 1 year, then destroy.</i>				1

Monday, June 23, 2014

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Education, Dept of

Administration and Business Support (ADM)

Education (EDU)

Enrollment	ADM-EDU-04	CP	5	Retain 5 years after completion then destroy	No
91-194 <i>Student Enrollment Report</i> <i>Retain 1 year, microfilm and destroy. (Supersedes AR-1 #8978)</i>					
National Records	ADM-EDU-16	CYE	25	Retain 25 years after calendar year end then destroy	No
09-013 <i>ACT Historical Documents</i> <i>Retain 25 years, then destroy.</i>					25
Programs	ADM-EDU-09	CP	5	Retain 5 years after completion then destroy	Yes
08-004 <i>State Program Records</i> <i>Retain 3 years. Then evaluate for legal, administrative, and historical value for transfer to the State Archives. Destroy remaining records.</i>					3
08-080 <i>School Foundation Program</i> <i>Retain 5 years. Then evaluate for legal, administrative, and historical value for transfer to the State Archives. Destroy remaining records.</i>					5
Student Records	ADM-EDU-12	CP	5	Retain 5 years after completion then destroy	No
00-188 <i>School for the Deaf Student Records</i> <i>Retain the Individual Education Plan (IEP), front page of student evaluations, report cards for all years attended, special tests, medical records including shot records, hearing evaluations, and the last three years of student assessments permanently. Destroy all other records five years after the last year of documented attendance. (Supersedes AR# 91-240)</i>					0
01-162 <i>Court-Ordered Placement Records</i> <i>Retain 5 years, then destroy. (Supersedes AR# 97-232)</i>					5
02-279 <i>Gifted and Talented Records</i> <i>Retain 5 years, then evaluate for legal, administrative and historical value for transfer to Stat Archives. Destroy remaining records at discretion.</i>					5
Training Materials	ADM-EDU-14	SUP	2	Retain 2 years after superseded then destroy	No
99-158 <i>Open Response Scoring Guides</i> <i>Retain until superseded, then destroy. Transfer 1 copy to State Archives.</i>					
99-161 <i>Test Booklet (Blank)</i> <i>Retain until superseded, then destroy. Transfer 1 copy to State Archives.</i>					

Education, Dept of

Administration and Business Support (ADM)

Equipment and Vehicle Management (EVM)

Maintenance and Repairs		ADM-EVM-02	CP	5	Retain 5 years after completion then destroy	No
93-039	School Bus Safety Inspection Reports					10
	Retain 10 years, then destroy.					

General Management (GMT)

Correspondence - Elected Officials		ADM-GMT-04	PERM		Retain permanently	No
91-189	Superintendent of Public Instruction's Correspondence					0
	Permanent or transfer to State Archives.					

91-190	Deputy Superintendent of Public Instruction's Correspondence					0
	Permanent or transfer to State Archives.					

Correspondence - General		ADM-GMT-05	CR	3	Destroy 3 years after create date	Yes
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07-145	District Superintendent Memos					5
	Retain 5 years. Then evaluate for legal, administrative, and historical value for transfer to the State Archives. Destroy remaining records. Any records transferred to State Archives will be evaluated. Records deemed not worthy of permanent retention will be destroyed by the State Archives.					

08-003	General Correspondence					1
	Retain 1 year. Then evaluate for legal, administrative, and historical value for transfer to the State Archives. Destroy remaining records.					

Planning and Development		ADM-GMT-17	CR	5	Destroy 5 years after create date	Yes
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91-191	School District Reorganization Plans and Related Records					
	Retain 1 year, then microfilm and destroy. (Supersedes AR-1 #5455)					

Reports - Annual Agency		ADM-GMT-28	PERM		Retain permanently	Yes
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08-001	Federal Program Final Report					
	Permanent or transfer to State Archives.					

Reports - General		ADM-GMT-22	CR	5	Destroy 5 years after create date	No
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02-039	Assurances Reports (WDE Forms 604 and 605)					5
	Retain 5 years, then destroy.					

04-047	Monthly Video Utilization Report					
	Retain 6 years, then destroy					

Education, Dept of

Administration and Business Support (ADM)

General Management (GMT)

Transitory Records	ADM-GMT-26	OBS/SUP	Destroy when obsolete or superseded.	No
04-045	Video Conference Request Form			
	Retain (6) months from document date, then destroy.			
04-046	Video Credit Course Application			
	Retain until event has taken place, then transfer to the Department of Administration and Information, Division of Information Technology, Telecommunication Section, Video Conferencing Program, WENVIDEO Program			
04-049	Video Conference Authorization Form			
	Retain until event has taken place, then destroy.			
04-162	Video Conference Request Form			
	Retain until event has taken place, then transfer to the Department of Administration and Information, Division of Information Technology, Telecommunications Section, WENVIDEO Program (Supersedes AR#04-045)			
08-079	Certified Welding and Trade School Records			
	Straight Destruction.			0
5335	Isolation Report			
	Retain 2 years, then destroy.			2
91-192	Daily Mail Log			
	Retain 1 year, then destroy.			1
91-230	Leave Slips, Annual & Sick			
	Retain 1 year, then destroy.			1
91-231	Information Files - Communication Services			
	Retain 1 year. Evaluate for audit, legal, administrative, and historical value for transfer to State Archives. Destroy remaining records at discretion of director. (Supersedes AR-1 #5296)			1
91-239	School for the Deaf Administrative Files			
	Retain 4 years, then review for audit, legal, historical, and administrative value and retain permanently or transfer to State Archives. Destroy at discretion remaining correspondence. (Supersedes AR-1 #14601)			3
99-159	Standard Setting Working Documents			
	Retain 6 months, then destroy.			

Education, Dept of

Administration and Business Support (ADM)

General Management (GMT)

Transitory Records	ADM-GMT-26	OBS/SUP		Destroy when obsolete or superseded.	No
<i>99-160 Student Response Booklet (copy)</i>					
<i>Retain 1 year, then destroy.</i>					1
<i>99-180 Item Review Documents (Working Papers)</i>					
<i>Destroy after the review committees have met.</i>					

Employee Services (EMP)

Employer and Labor Services (ELS)

Training and Rehabilitation	EMP-ELS-04	CP	5	Retain 5 years after completion then destroy	No
<i>91-238 Visually Handicapped Services Client File</i>					
<i>Retain 1 year, then destroy. (Supersedes AR-1 #5358)</i>					1

Personnel Management (PER)

Awards	EMP-PER-01	CYE	3	Retain 3 year after calendar year end then destroy	No
<i>08-117 Teacher of the Year Program</i>					
<i>Retain 3 years. Then evaluate for legal, administrative, and historical value for transfer to the State Archives. Destroy remaining records. Any records transferred to State Archives will be evaluated. Records deemed not worthy of permanent retention will be destroyed by the State Archives.</i>					3

Staffing and Recruiting (SAR)

Staff Planning	EMP-SAR-05	SUP	3	Retain 3 years after superseded then destroy	No
<i>02-280 Professional Staffing Lists (PSL)</i>					
<i>Retain 5 years, then destroy.</i>					5
<i>08-067 Staff Work Requests</i>					
<i>Retain 3 years, then evaluate for legal, administrative, and historical value for transfer to State Archives. Destroy remaining records.</i>					3

Financial and Accounting (FIN)

Accounting Management (ACC)

Reports - Accounting	FIN-ACC-10	FYE	5	Retain 5 years after the fiscal year end then destroy	No
<i>02-201 Career Technical Student Organization (CTSO) Fiscal Report</i>					
<i>Retain 4 years, then destroy.</i>					4

Education, Dept of

Financial and Accounting (FIN)

Accounting Management (ACC)

Reports - Accounting	FIN-ACC-10	FYE	5	Retain 5 years after the fiscal year end then destroy	No
02-202 Career Technical Student Organization (CTSO) Program Records <i>Retain 5 years, then evaluate for legal, administrative, and historical value for transfer to State Archives. Destroy remaining records at discretion of agency.</i>					5
04-050 Video Conferencing Billing File <i>Retain 6 years from document date, then destroy</i>					

Grant and Scholarship Management (GRM)

Grant Files	FIN-GRM-01	CP	10	Retain 10 years after completion then destroy	Yes
00-126 State Grant Program Files <i>Retain 3 years from the date the final expenditure report is submitted to the awarding agency, then destroy. If the grant is open ended, retain 3 years from last expenditure report for that period, then destroy.</i>					3
04-035 State Grant Records <i>Retain 5 years from date of the final expenditure report, then destroy provided the records have been audited. If records have not been audited, retain until audited or 5 years from date of final expenditure report, whichever is later, then destroy.</i>					5
04-036 Federal Grant Records <i>Retain 5 years from date of the final expenditure report, then destroy provided the records have been audited. If records have not been audited, retain until audited or 5 years from date of final expenditure report, whichever is later, then destroy.</i>					5
06-021 Montgomery Trust Fund Grants <i>Retain 11 years from date of approval or denial, then destroy</i>					11
09-014 Hathaway Scholarship Program <i>Retain 10 years, then destroy.</i>					10
Scholarships	FIN-GRM-03	CP	3	Retain 3 years after completion then destroy	Yes
91-202 Wyoming Legislative Scholarship File <i>Retain until loan repaid or 2 years after the state auditor has directed that the debt be discharged and extinguished, then destroy. (Supersedes AR-1 #5478)</i>					2

Education, Dept of

Governance and Compliance (GAC)

Accreditation and Certification (AAC)

Schools	GAC-AAC-04	EXP	25	Retain 25 years after expiration then destroy	No
02-038 School Accreditation Reports					
				Retain 25 years, then destroy. (Supersedes AR-1 # 94-486)	25

Audit, Oversight and Compliance (AOC)

Federal Programs and Reporting	GAC-AOC-03	CP	5	Retain 5 years after completion then destroy	Yes
08-002 Federal Programs Records					
				Retain 5 years or until completion of any audit in progress, then destroy.	5
5307 Federally Impacted Areas (Form #PL874)					
				Retain 4 years, then destroy.	4
94-672 Child Nutrition Programs/Financial Summary Reports					
				Retain 20 years, then destroy.	20

General	GAC-AOC-05	CP	5	Retain 5 years after completion then destroy	Yes
00-187 Desk Audit Records (District and School)					
				Retain 10 years, and then destroy. (Supersedes AR-1 #94-487)	10

Governance (GOV)

Minutes and Agendas	GAC-GOV-03	PERM		Retain permanently	Yes
91-187 State Board of Education Minutes					
				Permanent or transfer to State Archives. (Supersedes AR-1 #5290)	0
91-188 State Committee on Reorganization Minutes					
				Permanent or transfer to State Archives. (Supersedes AR-1 #5291)	0

Policy and Standards Management (PSM)

Standards	GAC-PSM-03	SUP		Destroy when superseded	Yes
03-253 State Standards					
				Retain 25 years, then transfer to the Sate Archives for evaluation of legal, administrative, and historical value. Records deemed not worthy of permanent retention will be destroyed by State Archives.	25

Appendix C (References)

Federal

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99); <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
Higher Education Opportunity ACT; <http://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>
PL 107-110, No Child Left Behind Act of 2001; <http://www2.ed.gov/policy/elsec/leg/esea02/index.html>
PL 107-279, Education Sciences Reform; <http://www.gpo.gov/fdsys/pkg/PLAW-107publ279/pdf/PLAW-107publ279.pdf>
PL 110-134, Head Start Act; http://eclkc.ohs.acf.hhs.gov/hslc/standards/law/HS_ACT_PL_110-134.pdf
Individuals with Disabilities Education act (IDEA); <http://www.gpo.gov/fdsys/pkg/BILLS-108hr1350enr/pdf/BILLS-108hr1350enr.pdf>
HIPAA, 45 CFR Parts 160, 162, and 164 Health Insurance Reform: Security Standards; Final Rule <http://www.hhs.gov/ocr/privacy/hipaa/administrative/securityrule/securityrulepdf.pdf>
Uninterrupted Scholars Act <https://www.govtrack.us/congress/bills/112/s3472/text>

State

W.S. § 9-2-405 through 9-2-413; <http://legisweb.state.wy.us/statutes/statutes.aspx?file=titles/Title9/T9CH2AR4.htm>
Wyoming Department of Enterprise Technical Services, Reference, <http://ets.wyo.gov/resources/policies-and-standards>
Enrolled Act No. 29, Senate; Sixty-First Legislature of the State of Wyoming 2012 Budget Session; <http://legisweb.state.wy.us/2012/Bills/SF0001.pdf>
Enrolled Act No. 66, Senate; Sixty-Second Legislature of the State of Wyoming, 2014 Budget Session; <http://legisweb.state.wy.us/2014/Enroll/SF0079.pdf>

General

Privacy Technical Assistance Center, U.S. Department of Education; <http://ptac.ed.gov/>
National Institute of Standards and Technology; <http://csrc.nist.gov/publications/PubsSPs.html>
Data Quality Campaign; <http://dataqualitycampaign.org/>

Appendix D (Glossary)

Advanced Encryption Standard definition. (AES) The NIST's replacement for the Data Encryption Standard (DES). The Rijndael /rayn-dahl/ symmetric block cipher, designed by Joan Daemen and Vincent Rijmen, was chosen by a NIST contest to be AES. AES is Federal Information Processing Standard FIPS-197.

Access Controls limit entry to information system resources to authorized users, programs, processes, or other systems. Components of an access control system include, for example, physical access (e.g., locks on doors to a server room), authentication systems that verify the identity of a user or client machine attempting to log into a system, and file encryption that makes data unreadable to anyone who does not possess the cipher key or encryption algorithm.

Data Breach is the intentional or unintentional release of secure information to an untrusted environment.

Data Loss Prevention solutions encompass a spectrum of software and hardware solutions, employed to protect sensitive data at rest and in motion from being stored, moved, or accessed in an unauthorized manner through the application of identification and filtering mechanisms.

Data Owner is a term that can be used in many ways, depending on the context. For the purposes of this document, it is used to refer to an individual within an organization who is in direct control of the data and is responsible for authorizing access to or dissemination, integrity, and accuracy of the data.

Data Security is the means of ensuring that data are kept safe from corruption and that access to it is suitably controlled. The primary goal of any information and technology security system is to protect information and system equipment without unnecessarily limiting access to authorized users and functions.

Disclosure means to permit access to or the release, transfer, or other communication of Personally Identifiable Information (PII) by any means. Disclosure can be authorized, such as when a parent or an eligible student gives written consent to share education records with an authorized party (e.g., a researcher). Disclosure can also be unauthorized or accidental. An unauthorized disclosure can happen due to a data breach or a loss. An accidental disclosure can occur when data released in public aggregate reports are unintentionally presented in a manner that allows individual students to be identified.

Disclosure avoidance refers to the efforts made to reduce the risk of disclosure, such as applying statistical methods to protect PII in aggregate data tables. These safeguards, often referred to as disclosure avoidance methods, can take many forms (e.g., data suppression, rounding, recoding, etc.).

Education Records include those records that are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. For more information, see the Family Educational Rights and Privacy Act regulations, 34 CFR §99.3.

Encryption is the process of transforming information using a cryptographic algorithm (called a cipher) to make it unreadable to anyone except those possessing special knowledge, usually referred to as an encryption/decryption key. "One way" encryption is a data destruction technique which makes use of encryption techniques to render data unusable by first encrypting the data and then destroying the key used to encrypt the data initially.

Enterprise the state infrastructure managed by ETS (i.e. Servers, switches, routers, firewalls, etc)

Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Health Insurance Portability and Accountability Act (HIPAA) of 1996. The primary goal of the law is to make it easier for people to keep health insurance, protect the confidentiality and security of healthcare information and help the healthcare industry control administrative costs

Incident manager is a key leadership role within an incident response process, typically filled by a senior level manager. The incident manager activates the incident response team, appropriates the necessary resources to investigate and

manage the incident, and acts as a bridge between executive leadership (e.g., institution president, superintendent, provost, chancellor, principal, etc.), legal counsel, and information technology and law enforcement, when appropriate.

Incident response plan is a document, which establishes specific procedures for detecting, responding, mitigating, and recovering from incidents affecting organization's information systems.

Incident response team is a group of key people within an organization who are responsible for responding to computer security-related incidents.

Internet Message Access Protocol (IMAP), a protocol for retrieving email messages.

Intrusion Detection/Prevention System is a software and hardware system, which automates monitoring of computer systems and networks for indications of security violations.

Metadata a set of data that describes and gives information about other data.

National Institute of Standards and Technology (NIST), is a non-regulatory Federal agency under the Department of Commerce headquartered in Gaithersburg, Maryland.

Personally Identifiable Information (PII) refers to information, such student's name or identification number that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information. See

Post Office Protocol 3, a protocol for receiving e-mail by downloading it to your computer from a mailbox on the server of an Internet service provide

Principle of Least Privilege (PoLP), where minimal system access privileges are granted in order to perform assigned duties.

Protection of Pupil Rights Amendment (PPRA), a Federal law that affords certain rights to parents of minor students with regard to surveys that ask questions of a personal nature.

Protected Health Information (PHI), is any information about health status, provision of health care, or payment for health care that can be linked to a specific individual.

Risk Assessment is the process of identifying: (1) all assets an organization possesses, (2) all potential threats to those assets, (3) all points of vulnerability to those threats, (4) the probability of potential threats being realized, and (5) the cost estimates of potential losses. Risk assessment enables an organization to at least consider the range of potential threats and vulnerabilities it faces, and is the first step in effectively securing an information and technology system.

Role Based Access, restricting system access based on an authorized users job duties within the organization.

Sanitization of the media is a process which is applied to data or storage media to make data retrieval unlikely for a given level of effort. Clear, purge, and destroy are actions that can be taken to sanitize data and media.

Secure Sockets Layer (SSL), is a standard security technology for establishing an encrypted link between a server and a client—typically a web server (website) and a browser; or a mail server and a mail client (e.g., Outlook).

Sensitive data are data that carry the risk for adverse effects from an unauthorized or inadvertent disclosure. This includes any negative or unwanted effects experienced by an individual whose personally identifiable information (PII) from education records was the subject of a loss of confidentiality that may be socially, physically, or financially damaging, as well as any adverse effects experienced by the organization that maintains the PII. See Guide to Protecting the Confidentiality of Personally Identifiable Information (PII), 2010, NIST Special Publication 800-122, for more information.

Simple Mail Transfer Protocol (SMTP), a protocol for sending email messages between servers.

Transport Layer Security (TLS) and its predecessor, Secure Sockets Layer (SSL), are cryptographic protocols designed to provide communication security over the Internet.

Triple DES (3DES) is the common name for the Triple Data **Encryption** Algorithm (TDEA or Triple DEA) symmetric-key block **cipher**, which applies the Data **Encryption** Standard (DES) **cipher** algorithm three times to each data block.

Virtual Private Network (VPN) is a private network that uses a public network (usually the Internet) to connect remote sites or users together. The **VPN** uses "virtual" connections routed through the Internet from the business's private network to the remote site or employee.

WISER ID, The Wyoming Integrated Statewide Education (WISE) Student Record ID (WISER ID) is a unique, non-personally identifiable, Statewide student identifier that connects a student's data across districts and Institutions.



WYOMING
DEPARTMENT OF EDUCATION



Jillian Balow

Superintendent of Public Instruction



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On the Web

edu.wyoming.gov
www.wyomingmeasuresup.com

Early Childhood Update

Presented to the SBE on Feb. 5, 2015

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DEPARTMENT OF EDUCATION

Early Childhood Responsibilities

- Reading Assessment and Intervention
- School Readiness
- TANF Grants
- State Governance and Collaboration

Reading Assessment and Intervention

- §21-3-401
 - Spring 2015
 - WDE 626 Data Collection Eliminated
 - K-3 MAP Data utilized to identify districts not meeting 85% goal for all students reading at grade level upon completion of third grade.
 - Improvement plans submitted to WDE
 - Literacy Plans posted to District Websites
 - Participating in Early Childhood Education Assessment-State Collaborative on Assessment and Student Standards

School Readiness

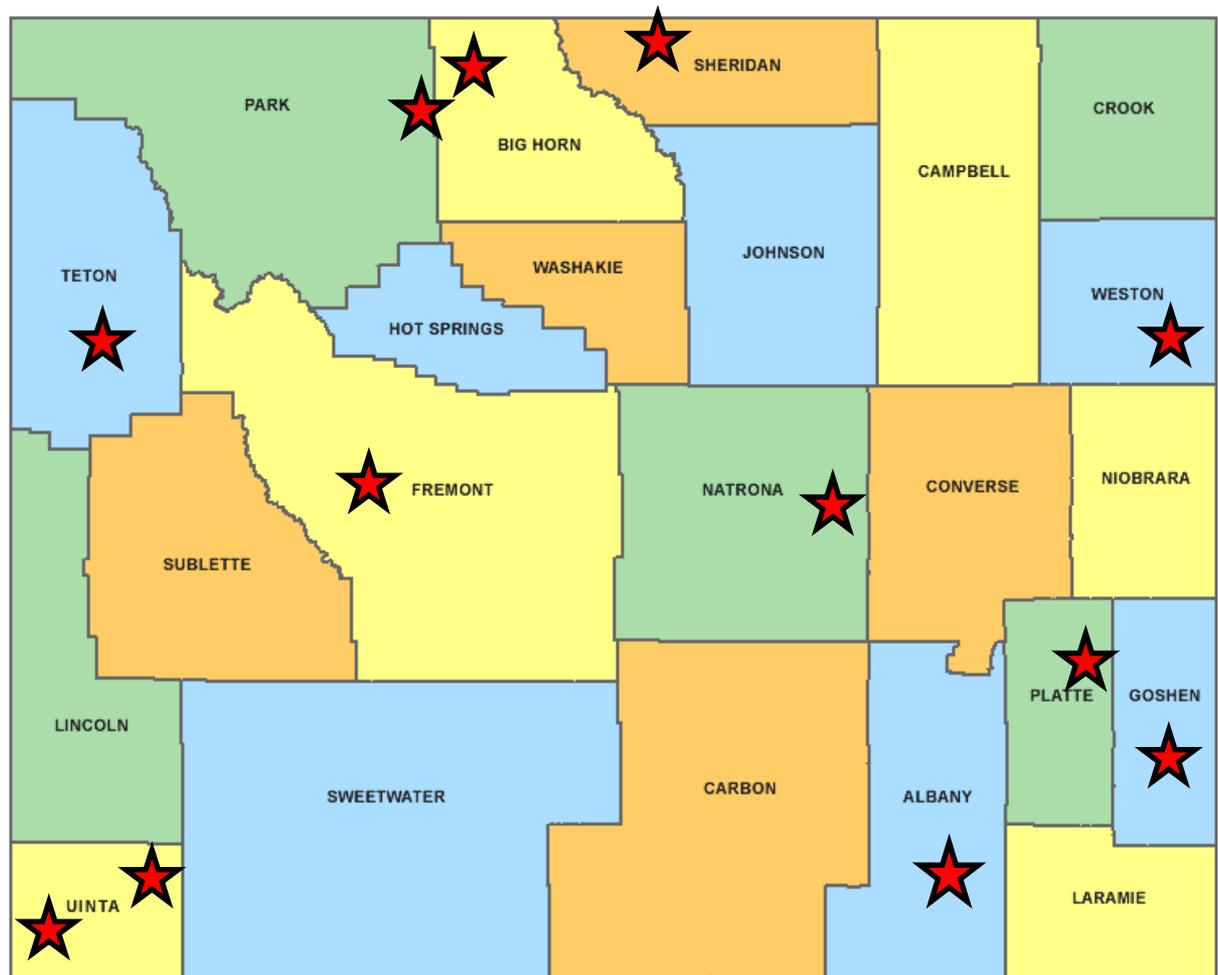
- §21-4-302
 - Instructional Foundations Assessment (IF-K)
 - History
 - Future
 - 5 Foundation areas will remain to assess non-cognitive skills
 - » Representation
 - » Language
 - » Relationships and Self-Regulation
 - » Social Problem Solving
 - » Science
 - Collaborating with UW to create professional development

School Readiness (cont.)

- §21-4-302
 - Children’s Progress Academic Assessment (CPAA)
 - Spring 2015 Piloting Districts
 - Park County School District #6
 - Hot Springs County School District #1
 - Sheridan County School District #1
 - 2014 Legislative Report
 - Provides results for school readiness and academic performance PK-4
 - Reported even numbered years
 - Future
 - Include schools using Bridges funding
 - WISER IDs used for better tracking

TANF Grants

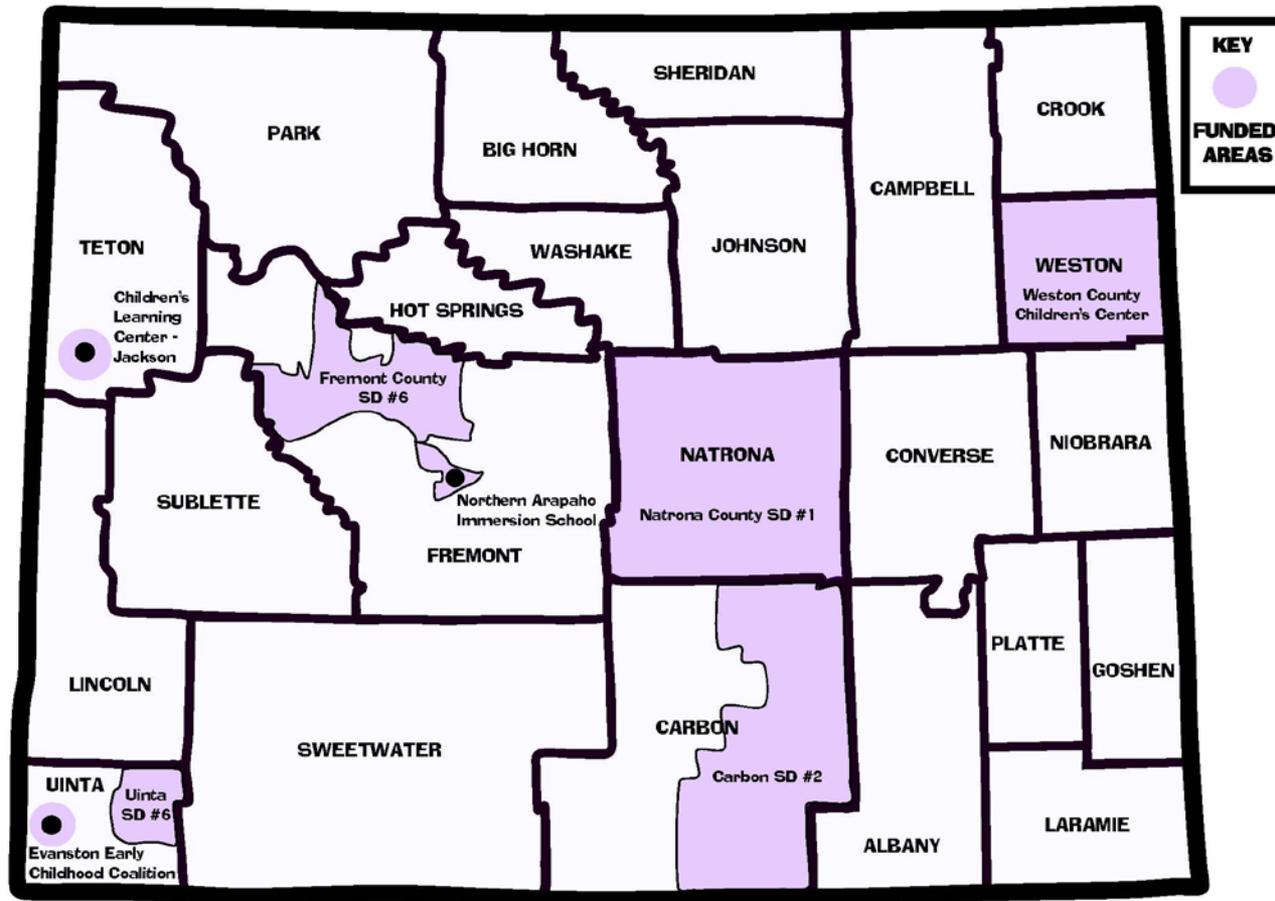
- 2014-2016
– 12 Grants
Awarded



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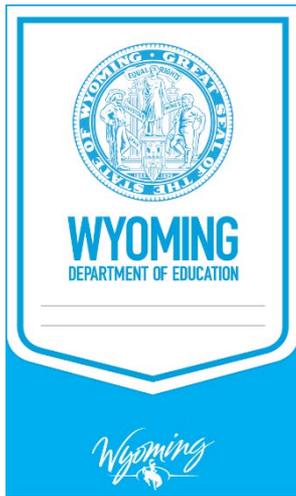
Community Partnership Grants

Early Childhood Community Partnership Grant Awards



State Governance

- Wyoming Early Childhood State Advisory Council
 - History
 - 2014 Recommendations to Governor
- Statewide Early Childhood Conference



Questions



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

DATE: February 6, 2015

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the February 6, 2015 meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

APPROVED BY: _____

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

COMMENTS:

State Board of Vocational Education

February 6, 2015

Laramie County School District #1 Training Room

A G E N D A

1.	Call to Order – Ron Micheli Pledge of Allegiance Roll Call		Action	9:00 a.m.
2.	Approval of Agenda – Ron Micheli	Tab	Action	
3.	Approval of Minutes- Ron Micheli	Tab	Action	
4.	CTE Introductions- Guy Jackson			9:10 a.m.
5.	Wyoming CTE Postsecondary Transitions Report Out- Tonya Gerharter	Tab		9:20 a.m.
6.	Highlights of the Consolidated Annual Report for Perkins- Guy Jackson	Tab		9:30 a.m.
7.	Adjournment – Ron Micheli			10:00 a.m.

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

DATE: February 6, 2015

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the December 9, 2014 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from December 9, 2014

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

APPROVED BY: _____

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

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION
December 9, 2014
Teleconference

Wyoming State Board of Education members present: Ron Micheli, Scotty Ratliff, Pete Gosar, Sue Belish, Kathy Coon, Cindy Hill, Ken Rathbun, Joe Reichardt, and Belenda Willson.

Members absent: Hugh Hageman, Jim Rose, Kathryn Sessions, and Walt Wilcox

Also present: Chelsie Oaks, WDE; Paige Fenton-Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Guy Jackson, WDE; Teri Wigert, WDE; Randall Butt, WDE; Loralyn O'Kief, WDE; Tonya Gerharter, WDE.

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 7:01 a.m.

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

APPROVAL OF AGENDA

Belenda Willson moved to approve the agenda as presented, seconded by Joe Reichardt; the motion carried.

CTE INTRODUCTIONS

Teri Wigert, WDE, introduced the Career and Technical Education team; Guy Jackson, Loralyn O'Kief, Randall Butt, and Tonya Gerharter.

HATHAWAY SCHOLARSHIPS & CTE COURSES

Loralyn O'Kief, WDE, discussed the Hathaway Success Curriculum & Requirements documents provided in the board packet.

SECONDARY TO POSTSECONDARY TRANSITION DATA

Tonya Gerharter, WDE, overviewed data provided in the packet on the transitions from Wyoming CTE secondary education. She noted that the data is from the 2012/2013 school year, but that updated data will be available in the spring.

Trustee Belish wanted to confirm the data showed that 71% for CTE students went on to secondary education.

Ron Micheli felt like that percentage is higher than general students.

Trustee Willson thanked the CTE team on their presentation and providing the data.

Teri Wigert, WDE, will provide follow up data at the next Board meeting.

The State Board of Vocational Education adjourned at 7:27 a.m.

DRAFT



CTE STUDENT TRANSITIONS TO POSTSECONDARY EDUCATION

- The data below is the most current CTE data reported for the 2013-2014 Perkins funding year.
- At the secondary level, a *CTE participant* is defined as a secondary student who has completed one or more courses in a CTE program sequence.
- At the secondary level, a *CTE concentrator* is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.
- Placement follow-up data was collected on all CTE concentrators who left secondary education during the prior (2012-2013) school year (1,495 students and not only graduates).
- Placement follow-up data was collected during the second quarter (between October 1, 2013 and December 21, 2013).
- Data on postsecondary remediation (how many CTE students vs. non-CTE students enroll in remedial courses at the postsecondary level) is not currently available. However, it may be possible to collect that data in the future.

1. Of the 1,495 placed CTE concentrators, 41.5% went on to community colleges.

***96.3% In-state, 3.5% Out-of-state, 0.2% Unknown*

2. Of the 1,495 placed CTE concentrators, 25.6% went on to four-year universities.

***56.5% In-state, 42.9% Out-of-state, 0.5% Unknown*

3. Of the 1,495 placed CTE concentrators, 4.0% entered an advanced training program (other than community college or four-year university).

***46.7% In-state, 51.7% Out-of-state, 1.7% Unknown*

4. In total, **71.1%** of the 1,495 placed **CTE concentrators** entered postsecondary education. The longitudinal data is as follows:

Last High School Calendar Year	Total Placed CTE Concentrators	Enrolled in postsecondary education?		% Enrolled in postsecondary education
		FALSE	TRUE	
2007-08	2337	771	1566	67.0%
2008-09	2183	568	1615	74.0%
2009-10	1995	537	1458	73.1%
2010-11	1693	520	1173	69.3%
2011-12	1525	441	1084	71.1%

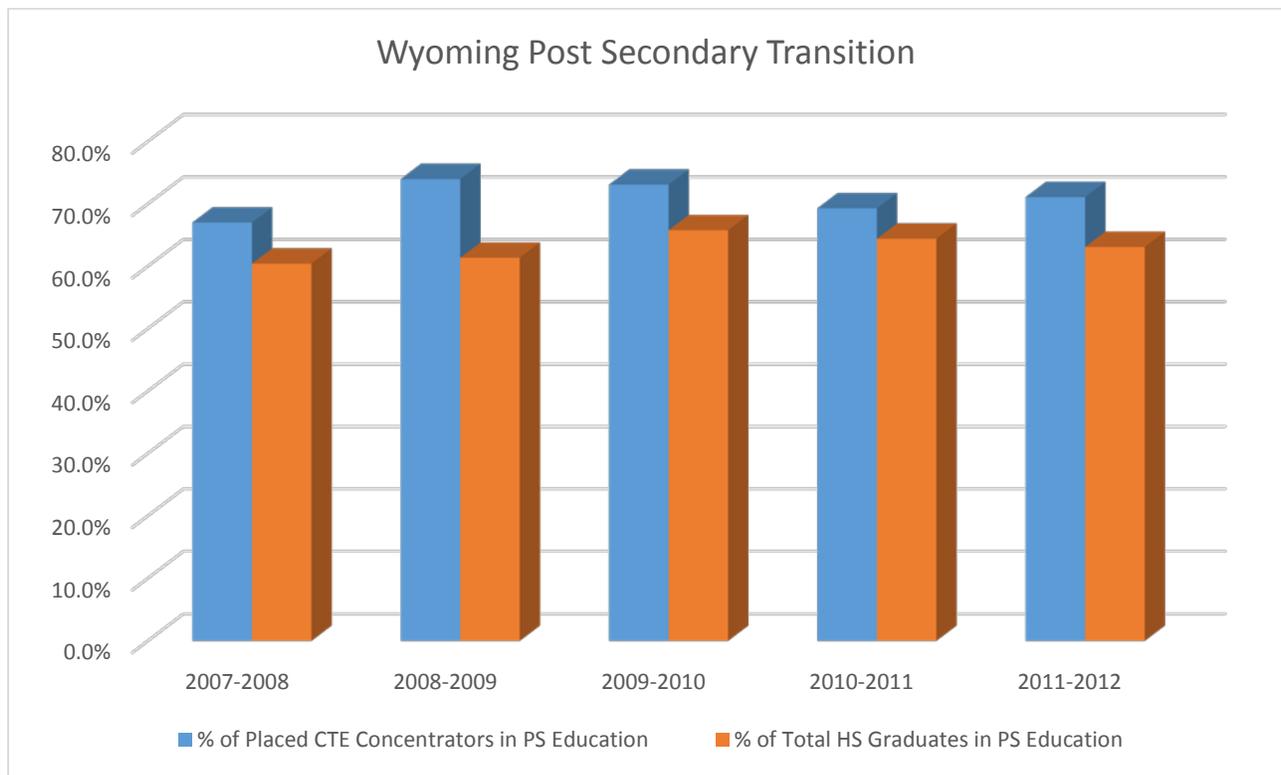
* WDE data for all students does not disaggregate CTE students, data reflects CTE and non-CTE students combined.



5. For 2012-2013, it is estimated that 60-63% of all Wyoming high school graduates (5,493) will have enrolled in an institute of higher education (IHE) within 16 months of graduation (preliminary data; will be finalized November 2015). The institutes of higher education include advanced training programs not associated with community colleges or four-year universities. The longitudinal data is as follows:

High School Graduation Year	Total Graduates	Enrolled in an IHE within 16 months of graduation?		% Enrolled in an IHE within 16 months of graduation
		FALSE	TRUE	
2007-08	5472	2166	3306	60.4%
2008-09	5480	2117	3363	61.4%
2009-10	5438	1861	3577	65.8%
2010-11	5634	2005	3629	64.4%
2011-12	5610	2070	3540	63.1%

Source: WDE Data Team 2014 via National Student Clearinghouse*



* WDE data for all students does not disaggregate CTE students, data reflects CTE and non-CTE students combined.



PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2013-2014

Postsecondary

- Concentrators: **5,153**
Decrease of 1,671
 - One college over-reported counts for 2012-2013.
 - Health Science was the most popular program area with 43% of total concentrators.

STUDENT PERFORMANCE

- Technical Skill Attainment: Reading **35.5% (Up from 30.5%); MET 2013-2014 TARGET**
- Credential, Certificate or Degree attained: **35.5%; (Up from 30.5%) MET 2013-2014 TARGET**
 - 37.0% of male concentrators and 34.4% of female concentrators received attained a credential, certificate or degree.
- Student Retention or Transfer: **63.3%; MET 90% THRESHOLD OF 2013-2014 TARGET**
 - 4.3% Decrease from last year
- Student Placement: **84.2%; MET 90% THRESHOLD OF 2013-2014 TARGET**
 - 5.9% Increase from last year.
- Non-traditional Participation: **27.4%; MET 2013-2014 TARGET**
 - 0.5% Decrease over last year
- Non-traditional Completion: **13.8%; MET 2013-2014 TARGET**
 - 1.1% Increase over last year



PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2013-2014

Secondary

- Concentrators (all grade levels): **4,180**
Increase of 11
- Concentrators' participation in CTSOs: **32.5%**.
 - CTE concentrators who participated in a CTSO had a higher overall technical skill proficiency (80.3%) compared to those who did not participate in a CTSO (70.0%).
- Most popular pathways: **Ag, Cabinet & Woodworking, Welding, & Food, Nutrition and Wellness**
- **2,363 (63.4%)** of CTE Concentrators had an occupational plan.
- **89.4%** of secondary schools reported having an articulation agreement with one or more community college.
- Sheridan College, Eastern Wyoming Community College and Central Wyoming Community College had the greatest number of articulation agreements.

STUDENT PERFORMANCE

- Academic Attainment: Reading **30.0% performed at proficient level**

FAILED TO MEET 90% THRESHOLD OF 2013-2014 TARGET

- ACT proficiency cut points were raised by the state. Results should be viewed as a new baseline.
- Overall state performance in reading at the proficient level was 20.3%.

- Academic Attainment: Math **38.0% performed at proficient level.**

FAILED TO MEED 90% THRESHOLD OF 2013-2014 TARGET

- ACT proficiency cut points were raised by the state. Results should be viewed as a new baseline.
- Overall state performance in math at the proficient level was 29.3%.



PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2013-2014

- Technical Skill Attainment: **73.4% (Up from 67.6%); EXCEEDED 2013-2014 TARGET**
 - Students taking Ag Mechanics and General Ag were the most proficient: **93.3%**
 - Highest technical skills proficiency program areas: **Scientific Research/Engineering, Health Science, and Information Technology.**
- Secondary School Completion Rate for CTE Concentrators: **96.7% (Up from 96.4%); EXCEEDED 2013-2014 TARGET**
 - Up slightly from last year
- Student Graduation Rates for CTE Concentrators: **93.9% (Down from 94.4%); EXCEEDED 2013-2014 TARGET**
 - Down slightly from last year
 - Among CTE Concentrators who graduated, **10.3%** attempted an Industry Certified Exam, most of which were in the **Culinary Field.**
- Placement for CTE Concentrators: **96.3% (Down from 97.4%); EXCEEDED 2013-2014 TARGET**
 - A lower percentage of students went on to community college – **41.5% compared to 45.4% last year.**
 - A higher percentage of students went on to a four-year university – **25.6% compared to 21.8% last year.**
- Non-traditional Participation: **31.6%; MET 90% THRESHOLD OF 2013-2014 TARGET**
- Non-traditional Completion: **30.6%; EXCEEDED 2013-2014 TARGET**

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: February 6, 2015

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the February 6, 2015 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

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

COMMENTS:

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

February 5, 2015 LCSD #1 Training Room 2810 House Ave, Cheyenne Work Session		
	Breakfast on Your Own	
8:00 a.m.	Board Reports and Updates- Paige Fenton Hughes 1. Visioning and Collaborative Work 2. Request for Review 3. Outreach 4. Legislative Updates with Brent Young	Tab A
	WDE Report and Updates – Brent Young 1. Remarks from WDE Leadership 2. Standards Review Process 3. Communication Structure	Tab B
12:00 p.m. – 1:00 p.m.	Lunch	
1:00 p.m.- 1:45 p.m.	MindMixer- Nick Kauffman	
1:45 p.m.- 2:15 p.m.	Native Education- Bill Pannell & Keja Whiteman	Tab C
2:15 p.m. – 2:30 p.m.	Break	
2:30 p.m. – 3:00 p.m.	Data Security Plan- Leslie Zimmerschied	Tab D
3:00 p.m. – 3:30 p.m.	Early Childhood- Laurie Hernandez & Julie Magee	Tab E
February 6, 2015 LCSD #1 Training Room 2810 House Ave, Cheyenne Business Session		
	Breakfast on Your Own	
8:00 a.m. -9:00 a.m.	Attend the Senate Education Committee	
	Welcome Superintendent Balow	
9:15 a.m.- 10:00 a.m.	State Board of Vocational Education <ul style="list-style-type: none"> • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab F
	<ul style="list-style-type: none"> • Minutes 	Tab G
	- December 9, 2014	

	<ul style="list-style-type: none"> • CTE Introductions- Guy Jackson 	
	<ul style="list-style-type: none"> • Wyoming CTE Postsecondary Transitions Report Out- Tonya Gerharter 	Tab H
	<ul style="list-style-type: none"> • Highlights of the Consolidated Annual Report for Perkins- Guy Jackson 	Tab I
10:00 a.m. to 10:15 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to order 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab J
	<ul style="list-style-type: none"> • Minutes <ul style="list-style-type: none"> - October 13, 2014 - November 14, 2014 	Tab K
	<ul style="list-style-type: none"> • Treasurer's report 	Tab L
10:15 a.m. to 10:30 a.m.	Break	
10:30 a.m. – 12:00 a.m.	<u>Discussion Items:</u> <ul style="list-style-type: none"> • NASBE Updates- Paige Fenton Hughes & Belenda Willson • Rules & Regulations Drafting- Paige Fenton Hughes 	
		Tab M
	<u>Action Items:</u> <ul style="list-style-type: none"> • Election of Officers- Joe Reichardt • Supervisory Committee Report- Kathy Coon • Next Meeting- Paige Fenton Hughes • Celebrations 	Tab N
		Tab O
12:00 p.m. 1:00 p.m.	Lunch at House Education Committee Meeting or Invitational Luncheon	
	Other issues, concerns, discussion, public comment:	
	Adjourn	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: February 6, 2015

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on October 13, 2014 & November 14, 2014

SUPPORTING INFORMATION ATTACHED:

- Minutes of October 13, 2014
- Minutes of November 14, 2014

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

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
October 13, 2014
Teleconference

Wyoming State Board of Education members present: Ron Micheli, Belenda Willson, Cindy Hill, Kathy Coon, Sue Belish, Walt Wilcox, Scotty Ratliff, Ken Rathbun, & Joe Reichardt

Also present: Paige Fenton Hughes, SBE Coordinator; Chelsie Oaks, WDE; Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 7:03 a.m.

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

APPROVAL OF AGENDA

Walt Wilcox moved to approve the agenda as presented, seconded by Cindy Hill; the motion carried.

FINAL ORDER ON THE PARK COUNTY BOUNDARIES

Mackenzie Williams, SBE Attorney, gave a brief review of the Park County Boundaries final order and reminded that Board that they had approved the application in its October 9 meeting.

Paige Fenton Hughes, notified the Board that Park County School District #1 Superintendent, Kevin Mitchell, appreciated being included in their discussion.

Sue Belish moved to approve the final order on the Park County boundaries, seconded by Ken Rathbun; the motion carried.

Chairman, Ron Micheli, approved to have Board Executive Secretary, Chelsie Oaks, sign the order on his behalf.

The State Board of Education adjourned at 7:09 a.m.

WYOMING STATE BOARD OF EDUCATION
November 14, 2014
Teleconference

Wyoming State Board of Education members present: Ron Micheli, Belenda Willson, Kathy Coon, Sue Belish, Walt Wilcox, Scotty Ratliff, Ken Rathbun, & Joe Reichardt

Absent: Pete Gosar, Hugh Hageman, Cindy Hill, Jim Rose and Kathryn Sessions

Also present: Paige Fenton Hughes, SBE Coordinator; Chelsie Oaks, WDE; Jo Ann Numoto, WDE; Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 7:00 a.m.

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

APPROVAL OF AGENDA

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

OUT OF STATE FACILITY RECOMMENDATION

Jo Ann Numoto, WDE, presented information to the Board on the VOA-MN/Bar None Residential Treatment Center.

Joe Reichardt moved that the State Board of Education (SBE) designate VOA-MN/Bar None Residential Treatment Center as an approved facility for court ordered placement of students and subsequent educational payments procedure established with Crossroads School & Vocational Center, SBE Rules and Regulations and completion of the review. Seconded by Sue Belish. A roll call vote was taken.

Ron Micheli- Yes
Scotty Ratliff- Yes
Sue Belish- Yes
Kathy Coon- Yes
Ken Rathbun- Yes
Joe Reichardt- Yes
Walt Wilcox- Yes
Belenda Willson-Yes

The motion carried.

The State Board of Education adjourned at 7:14 a.m.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: February 6, 2015

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending December 2014 shows a balance of \$664,788.64

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary ending December 2014

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

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

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Budget

1 JULY 2014 thru 31 MAY 2016

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	DECREASE	INCREASE
Personal Services (100 series)						
Salaries Temporary (0104) [Appr Unit 001]	60,000.00	4,800.00		55,200.00	500.00	
Employer Paid Benefits (0105) [Appr Unit 001]	0.00	429.38		(429.38)		500.00
Salaries Temporary (0104) [Appr Unit 009]	250,000.00	64,377.71		185,622.29	6,000.00	
Employer Paid Benefits (0105) [Appr Unit 009]	0	5,466.23		(5,466.23)		6,000.00
Supportive Services (200 series)						
Office Machines & Equipment Repair (0202.03)	0.00	124.99	0.00	(124.99)		300.00
Teleconference (0203.07)	0.00	255.62	0.00	(255.62)		600.00
Communications Direct Freight (0204.06)	7,240.00	71.16	0.00	7,168.84		
Professional Development & Training (0207)	29,610.00	12,735.71	0.00	16,874.29		
Advertising (0208)	2,000.00	0.00	0.00	2,000.00		
State Board, In-State Travel Reimbursement (0221)	129,415.00	21,114.92	0.00	108,300.08		
State Board, Out-of-State Travel Reimbursement (0222)	29,898.00	2,847.49	0.00	27,050.51		
State Board, Out-of-State Travel Reimbursement (0227)	0.00	1,407.84	0.00	(1,407.84)		1,500.00
Supplies - Safety-Security-Law Enforcement (0230.24)	0.00	0.00	0.00	0.00		
Supplies - Office, Printing, Reproduction & Stationery (0231.00)	1,575.00	899.46	0.00	675.54		
Food & Food Service Supplies (0234.00)	6,905.00	216.20	0.00	6,688.80		
Supplies - Education & Recreational (0236)	672.00	21.99	0.00	650.01		
Intangible Assets (0240)	0.00	32.00	0.00	(32.00)		50.00
Office, Institutional & Household Equipment & Furnishings (0241)	0.00	0.00	0.00	0.00		
Data Processing & Other Computer Equipment (0242)	1,391.00	932.23	0.00	458.77		
Education, Recreational & Technical Equipment (0246)	0.00	0.00	0.00	0.00		
Conference Room Rental (0251.04)	0.00	600.00	0.00	(600.00)		1,200.00
Awards, Prizes (0257.01 Monetary/Taxable) (0257.02 Non Monetary/Not Taxable)	0.00	76.97	0.00	(76.97)		100.00
Awards, Prizes (0271.0)	2,384.00	0.00	0.00	2,384.00		
Maintenance Agreements (0292.0)	0.00	0.00	0.00	0.00		
Data Processing Charges (0400 series)						
A&I Telecommunications (0420)	1,531.00	1,308.66	0.00	222.34		
Professional Services (0900 series)						
Contract Services (0901) [Appr Unit 001]	71,091.00	7,198.89	4,005.91	59,886.20	3,450.00	
Contract Services (0901) [Appr Unit 009]	200,000.00	0.00	0.00	200,000.00		

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Personal Services (100 series) [Appr Unit 001]

DATE	DESCRIPTION	AMOUNT
18-Dec-2014	Salaries	300.00
18-Dec-2014	Salaries	4,500.00
TOTAL		4,800.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Personal Services (100 series) [Appr Unit 009]

DATE	DESCRIPTION	AMOUNT
25-Sep-2014	Salaries	300.00
25-Sep-2014	Salaries	1,877.87
11-Aug-2014	Salaries	4,500.00
11-Sep-2014	Salaries	10,416.64
11-Sep-2014	Salaries	10,416.64
28-Jul-2014	Salaries	10,416.64
28-Oct-2014	Salaries	10,416.64
24-Nov-2014	Salaries	10,416.64
18-Dec-2014	Salaries	-300.00
18-Dec-2014	Salaries	-4,500.00
23-Dec-2014	Salaries	10,416.64
TOTAL		64,377.71

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Employer Paid Benefits [Appr Unit 001]

DATE	DESCRIPTION	AMOUNT
18-Dec-2014	Employer Paid Benefits	7.61
18-Dec-2014	Employer Paid Benefits	22.95
18-Dec-2014	Employer Paid Benefits	54.57
18-Dec-2014	Employer Paid Benefits	344.25
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		TOTAL
		429.38

OF EDUCATION
I of Education
nnium Budget
ppr Unit 009]

DATE DESCRIPTION	AMOUNT
28-Jul-14 Worker's Compensation 30Jun14	164.16
27-Aug-14 Employer Paid Benefits	796.87
2-Sep-14 Employer Paid Benefits	7.61
2-Sep-14 Employer Paid Benefits	54.57
2-Sep-14 Employer Paid Benefits	344.25
2-Sep-14 Employer Paid Benefits	796.89
3-Sep-14 Worker's Compensation: 31Jul14	130.21
11-Sep-14 Employer Paid Benefits	22.95
25-Sep-14 Employer Paid Benefits	796.87
30-Sep-14 Worker's Compensation 31Aug14	130.21
28-Oct-14 Worker's Compensation: 30Sep14	130.20
28-Oct-14 Employer Paid Benefits	796.87
24-Nov-14 Employer Paid Benefits	796.87
4-Dec-14 Worker's Compensation: 31Oct14	130.21
18-Dec-14 GEM SBoE Members payroll	-344.25
18-Dec-14 GEM SBoE Members payroll	-54.57
18-Dec-14 GEM SBoE Members payroll	-22.95
18-Dec-14 GEM SBoE Members payroll	-7.61
23-Dec-14 Employer Paid Benefits	796.87
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TOTAL	5,466.23

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Office Machines & Equipment Repair (0202)

DATE	DESCRIPTION	AMOUNT
11/14/2014	Aid RepairZoom - iPad glass repair/P Hughes	124.99

TOTAL		124.99
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Utilities (0203)

DATE	DESCRIPTION	AMOUNT
14-Jul-2014	Leader Technologies LLC - Conference Calls	61.71
14-Jul-2014	Leader Technologies LLC - Conference Calls	93.34
3-Dec-2014	Leader Technologies LLC - Conference Calls	100.57

TOTAL 255.62

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Freight & Postage (204)

DATE	DESCRIPTION	AMOUNT
16-Jul-2014	FEDEX - Direct Freight Charges	8.27
16-Jul-2014	FEDEX - Direct Freight Charges	10.98
4-Nov-2014	FEDEX - Direct Freight Charges	7.07
4-Nov-2014	FEDEX - Direct Freight Charges	8.87
3-Dec-2014	FEDEX - Direct Freight Charges	7.07
3-Dec-2014	FEDEX - Direct Freight Charges	13.74
3-Dec-2014	FEDEX - Direct Freight Charges	15.16

TOTAL 71.16

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Professional Development & Training (0207)

DATE	DESCRIPTION	AMOUNT
18-Aug-2014	1 Jul 14 - 30 Jun 15 NASBE, NCOSEA dues & Standards	9,431.71
7-Oct-2014	MATTHEW BENDER &CO - 2014 WY Education Laws/15 Books	504.00
16-Dec-2014	October 15 - 18, 2014 for Registrations NASBE Willson	675.00
16-Dec-2014	October 15 - 18, 2014 for Registrations NASBE Oaks	675.00
16-Dec-2014	October 15 - 18, 2014 for Registrations NASBE Fenton Hughes	675.00
16-Dec-2014	October 15 - 18, 2014 for Registrations NASBE Mackenzie	775.00
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		TOTAL 12,735.71

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Advertising & Promotion (0208)

DATE	DESCRIPTION	AMOUNT
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TOTAL	0.00
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
State Board In-State Travel Reimbursement (0221)

DATE	DESCRIPTION	AMOUNT
17-Jul-2014	Willson, Belenda - Mileage for SBE Meeting	99.68
17-Jul-2014	Willson, Belenda - Mileage for SBE Meeting	99.68
17-Jul-2014	Willson, Belenda - Per Diem for SBE Meeting	109.00
17-Jul-2014	Per Diem for SBE Meeting	218.00
17-Jul-2014	Oaks, Chelsie - M&IE/Rawlins, WY	34.50
17-Jul-2014	Oaks, Chelsie - M&IE/Rawlins, WY	69.50
17-Jul-2014	Oaks, Chelsie - Lodging/Rawlins, WY	179.28
17-Jul-2014	Reichardt,Gerald - Mileage for SBE Meeting	87.92
17-Jul-2014	Reichardt,Gerald - Mileage for SBE Meeting	87.92
17-Jul-2014	Reichardt,Gerald - Per Diem for SBE Meeting	109.00
17-Jul-2014	Reichardt,Gerald - Per Diem for SBE Meeting	218.00
17-Jul-2014	Hageman, Hugh - Per Diem for SBE Meeting	109.00
17-Jul-2014	Hageman, Hugh - Mileage for SBE Meeting	113.12
17-Jul-2014	Hageman, Hugh - Mileage for SBE Meeting	113.12
17-Jul-2014	Hageman, Hugh - Per Diem for SBE Meeting	218.00
17-Jul-2014	Micheli, Joseph - Mileage for SBE Meeting	100.24
17-Jul-2014	Micheli, Joseph - Mileage for SBE Meeting	100.24
17-Jul-2014	Micheli, Joseph - Per Diem for SBE Meeting	109.00
17-Jul-2014	Micheli, Joseph - Per Diem for SBE Meeting	218.00
17-Jul-2014	Sessions, Kathryn - Mileage for SBE Meeting	83.44
17-Jul-2014	Sessions, Kathryn - Mileage for SBE Meeting	83.44
17-Jul-2014	Sessions, Kathryn - Per Diem for SBE Meeting	109.00
17-Jul-2014	Sessions, Kathryn - Per Diem for SBE Meeting	218.00
17-Jul-2014	Coon, Kathy - Mileage for SBE Meeting	58.24
17-Jul-2014	Coon, Kathy - Mileage for SBE Meeting	58.24
17-Jul-2014	Coon, Kathy - Per Diem for SBE Meeting	109.00
17-Jul-2014	Coon, Kathy - Per Diem for SBE Meeting	218.00
17-Jul-2014	Rathbun, Kenneth - Per Diem for SBE Meeting	109.00
17-Jul-2014	Rathbun, Kenneth - Mileage for SBE Meeting	175.84
17-Jul-2014	Rathbun, Kenneth - Mileage for SBE Meeting	175.84
17-Jul-2014	Rathbun, Kenneth - Per Diem for SBE Meeting	218.00
17-Jul-2014	Gosar, Pete - Mileage for SBE Meeting	56.00
17-Jul-2014	Gosar, Pete - Mileage for SBE Meeting	56.00
17-Jul-2014	Gosar, Pete - Per Diem for SBE Meeting	109.00
17-Jul-2014	Gosar, Pete - Per Diem for SBE Meeting	218.00
17-Jul-2014	Ratliff, Scott - Mileage for SBE Meeting	68.88
17-Jul-2014	Ratliff, Scott - Mileage for SBE Meeting	68.88
17-Jul-2014	Ratliff, Scott - Per Diem for SBE Meeting	109.00
17-Jul-2014	Ratliff, Scott - Per Diem for SBE Meeting	218.00
17-Jul-2014	Wilcox, Walt - Mileage for SBE Meeting	65.52
17-Jul-2014	Wilcox, Walt - Mileage for SBE Meeting	65.52
17-Jul-2014	Wilcox, Walt - Per Diem for SBE Meeting	109.00

17-Jul-2014	Wilcox, Walt - Per Diem for SBE Meeting	218.00
21-Jul-2014	Williams, Mackenzie - M&IE/Rawlins, WY	34.50
21-Jul-2014	Williams, Mackenzie - M&IE/Rawlins, WY	69.50
21-Jul-2014	Williams, Mackenzie - Lodging/Rawlins, WY	179.28
28-Jul-2014	Fenton-Hughes, Paige - M&IE/Rawlins, WY	34.50
28-Jul-2014	Fenton-Hughes, Paige - M&IE/Cheyenne, WY	69.00
28-Jul-2014	Fenton-Hughes, Paige - M&IE/Cheyenne, WY	69.00
28-Jul-2014	Fenton-Hughes, Paige - M&IE/Casper, WY	69.00
28-Jul-2014	Fenton-Hughes, Paige - M&IE/Rawlins, WY	69.50
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Rawlins, WY	70.00
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Rawlins, WY	70.00
28-Jul-2014	Fenton-Hughes, Paige - Lodging/Casper, WY	83.16
28-Jul-2014	Fenton-Hughes, Paige - Lodging/Cheyenne, WY	91.30
28-Jul-2014	Fenton-Hughes, Paige - Lodging/Cheyenne, WY	91.30
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
28-Jul-2014	Fenton-Hughes, Paige - Lodging/Rawlins, WY	179.28
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
31-Jul-2014	Fenton-Hughes, Paige - M&IE/Casper, WY	115.00
31-Jul-2014	Fenton-Hughes, Paige - Lodging/Casper, WY	162.00
31-Jul-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
7-Aug-2014	Fenton-Hughes, Paige - M&IE/Cheyenne, WY	69.00
7-Aug-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	163.85
7-Aug-2014	Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
20-Sep-2014	Willson, Belenda - Per Diem for SBE Meeting	109.00
20-Sep-2014	Willson, Belenda - Mileage for SBE Meeting	145.60
20-Sep-2014	Hageman, Hugh - Per Diem for SBE Meeting	109.00
20-Sep-2014	Hageman, Hugh - Mileage for SBE Meeting	144.48
20-Sep-2014	Sessions, Kathryn - Per Diem for SBE Meeting	109.00
20-Sep-2014	Sessions, Kathryn - Mileage for SBE Meeting	199.36
20-Sep-2014	Coon, Kathy - Per Diem for SBE Meeting	109.00
20-Sep-2014	Coon, Kathy - Mileage for SBE Meeting	116.48
20-Sep-2014	Rathbun, Kenneth - Per Diem for SBE Meeting	109.00
20-Sep-2014	Rathbun, Kenneth - Mileage for SBE Meeting	220.64
20-Sep-2014	Ratliff, Scott - Per Diem for SBE Meeting	109.00
20-Sep-2014	Ratliff, Scott - Mileage for SBE Meeting	134.40
20-Sep-2014	Wilcox, Walt - Per Diem for SBE Meeting	54.50
22-Sep-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
22-Sep-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
22-Sep-2014	Fenton-Hughes, Paige - Mileage/Jackson, WY	179.20
22-Sep-2014	Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
6-Oct-2014	Oaks, Chelsie - M&IE/Casper, WY	174.00
6-Oct-2014	Oaks, Chelsie - Lodging/Casper, WY	398.51
6-Oct-2014	Reichardt, Gerald - Per Diem for SBE Meeting Casper-9/4/14	109.00
6-Oct-2014	Reichardt, Gerald - Mileage for SBE Meeting Casper-9/4/14	122.08
6-Oct-2014	Fenton-Hughes, Paige - M&IE/Cheyenne, WY	104.00

6-Oct-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
6-Oct-2014	Fenton-Hughes, Paige - M&IE/Casper, WY	174.00
6-Oct-2014	Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
6-Oct-2014	Fenton-Hughes, Paige - Lodging/Casper, WY	332.64
16-Oct-2014	Oaks, Chelsie - M&IE/Riverton, WY	69.00
16-Oct-2014	Oaks, Chelsie - Lodging/Riverton, WY	90.47
16-Oct-2014	Coon Kathy - Mileage for PJP Meeting Casper-9/23-25/14	116.48
16-Oct-2014	Coon Kathy - Per Diem for PJP Meeting Casper-9/23-25/14	327.00
16-Oct-2014	Williams, Mackenzie - M&IE/Riverton, WY	69.00
16-Oct-2014	Williams, Mackenzie - Lodging/Riverton, WY	90.47
16-Oct-2014	Belish Suzanne - Mileage for PJP Meeting Casper-9/23-25/14	181.44
16-Oct-2014	Belish Suzanne - Per Diem for PJP Meeting Casper-9/23-25/14	436.00
16-Oct-2014	Wilcox, Walt - Per Diem for PJP & Select Committee Meetings Casper-9/23-	436.00
22-Oct-2014	Willson, Belenda - Mileage for SBE Meeting Riverton-10/9/14	61.60
22-Oct-2014	Willson, Belenda - Per Diem for Select Committee Meeting Casper-9/26/14	109.00
22-Oct-2014	Willson, Belenda - Mileage for Select Committee Meeting Casper-9/26/14	145.60
22-Oct-2014	Willson, Belenda - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Sessions, Kathryn - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Sessions, Kathryn - Mileage for SBE Meeting Riverton-10/9/14	302.40
22-Oct-2014	Coon, Kathryn - Mileage for SBE Meeting Riverton-10/9/14	116.48
22-Oct-2014	Coon, Kathryn - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Rathbun, Kenneth - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Rathbun, Kenneth - Mileage for SBE Meeting Riverton-10/9/14	346.08
22-Oct-2014	Ratliff, Scott - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Belish, Suzanne - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Belish, Suzanne - Mileage for SBE Meeting Riverton-10/9/14	254.24
22-Oct-2014	Wilcox, Walt - Per Diem for SBE Meeting Riverton-10/9/14	218.00
28-Oct-2014	Micheli, Joseph - Per Diem for SBE Meeting Riverton-10/9/14	218.00
28-Oct-2014	Micheli, Joseph - Mileage for SBE Meeting Riverton-10/9/14	239.68
4-Nov-2014	Willson, Belenda - Mileage-In-State/Westminster-Denver, CO	116.48
24-Nov-2014	Willson, Belenda - Mileage for SBE Meeting Clearmont-11/10-12/14	170.24
24-Nov-2014	Oaks, Chelsie - M&IE/Clearmont, WY	74.00
24-Nov-2014	Reichardt, Gerald - Mileage for SBE Meeting Clearmont-11/10-12/14	280.00
24-Nov-2014	Sessions, Kathryn - Mileage for SBE Meeting Clearmont-11/10-12/14	357.28
24-Nov-2014	Coon, Kathy - Mileage for SBE Meeting Clearmont-11/10-12/14	274.40
24-Nov-2014	Rathbun, Kenneth - Mileage for SBE Meeting Clearmont-11/10-12/14	180.32
24-Nov-2014	Gosar, Peter - Mileage for SBE Meeting Clearmont-11/10-12/14	323.68
24-Nov-2014	Belish, Suzanne - Mileage for SBE Meeting Clearmont-11/10-12/14	49.28
24-Nov-2014	Wilcox, Walt - Mileage for SBE Meeting Clearmont-11/10-12/14	157.92
2-Dec-2014	Smith, Paula - M&IE/Clearmont, WY	74.00
15-Dec-2014	Micheli, Joseph - Per Diem For for SBE Meeting Clearmont-11/10-12/14	109.00
15-Dec-2014	Micheli, Joseph - Mileage for SBE Meeting Clearmont-11/10-12/14	489.44
15-Dec-2014	Ratliff, Scott - Per Diem for SBE Meeting Clearmont-11/10-12/14	109.00
15-Dec-2014	Ratliff, Scott - Mileage for SBE Meeting Clearmont-11/10-12/14	231.84

TOTAL 21,114.92

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Biennium Budget

State Board Out-of-State Travel Reimbursement (0222)

DATE	DESCRIPTION	AMOUNT
23-Oct-2014	Oaks, Chelsie - Mileage/Denver, CO	74.88
23-Oct-2014	Oaks, Chelsie - M&IE/Denver, CO	177.00
23-Oct-2014	Oaks, Chelsie - Lodging/Denver, CO	502.89
4-Nov-2014	Willson, Belenda - M&IE/Westminster-Denver, CO	177.00
4-Nov-2014	Willson, Belenda - Mileage-Out-of-State/Westminster-Denver, CO	346.08
4-Nov-2014	Willson, Belenda - Lodging/Westminster-Denver, CO	503.29
4-Nov-2014	Williams, Mackenzie - Mileage/Westminster-Denver, CO	74.88
4-Nov-2014	Williams, Mackenzie - M&IE/Westminster-Denver, CO	177.00
4-Nov-2014	Williams, Mackenzie - Lodging/Westminster-Denver, CO	814.47

TOTAL 2,847.49

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Biennium Budget

State Board Out-of-State Travel Reimbursement (0227)

DATE	DESCRIPTION	AMOUNT
22-Oct-2014	Bramlet, Jill - M&IE for PJP Meeting Casper-9/23-25/14	104.00
22-Oct-2014	Bramlet, Jill - Mileage for PJP Meeting Casper-9/23-25/14	122.08
22-Oct-2014	Griffith, Ken - M&IE for PJP Meeting Casper-9/23-25/14	97.00
22-Oct-2014	Griffith, Ken - Lodging for PJP Meeting Casper-9/23-25/14	169.48
22-Oct-2014	Tracy Lona - M&IE for PJP Meeting Casper-9/23-25/14	139.00
22-Oct-2014	Tracy Lona -Lodging for PJP Meeting Casper-9/23-25/14	249.48
24-Nov-2014	Jensen, Jed - M&IE Reimbursement PJP Meeting Casper-9/23-25/14	125.00
24-Nov-2014	Jensen, Jed - Mileage Reimbursement PJP Meeting Casper-9/23-25/14	152.32
24-Nov-2014	Jensen, Jed - Lodging Reimbursement PJP Meeting Casper-9/23-25/14	249.48
TOTAL		1,407.84

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Supplies-Office Supplies, Printing (0231)

DATE	DESCRIPTION	AMOUNT
14-Jul-2014	OFFICE DEPOT - Office Supplies	10.99
5-Aug-2014	WM SUPERCENTER - Office Supplies for June/July SBE meeting	4.97
5-Sep-2014	OFFICE DEPOT-Office Supplies	8.89
5-Sep-2014	OFFICE DEPOT-Offices Supplies	14.99
6-Oct-2014	WAL-MART - Supplies for SBE Sept meeting	2.97
6-Oct-2014	OFFICE DEPOT - Office Supplies	21.84
6-Oct-2014	WAL-MART - Supplies for PJP Meeting	24.28
6-Oct-2014	OFFICE DEPOT - Office Supplies	33.52
14-Nov-2014	LITTLE OL' PRINTSHOP - Spiral Binding for Law Books	110.25
14-Nov-2014	OFFICEMAX CT* - HP Toner 78A/P Atkinson	111.17
3-Dec-2014	OFFICE DEPOT - Office Supplies	9.29
3-Dec-2014	OFFICE DEPOT - Office Supplies	14.04
3-Dec-2014	FEDEXOFFICE - Printing of Report to the Select Committee	395.33
23-Dec-2014	Brother MFCJ470DW ink	56.95
23-Dec-2014	Brother MFCJ470DW printer w/1yr ext. warranty for State Board	79.98
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		TOTAL 899.46

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Supplies-Educational & Recreational (0236)

DATE	DESCRIPTION	AMOUNT
3-Dec-2014	WALGREENS - Book for Non-State Employee	21.99
		TOTAL 21.99

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Intangible Assets (0240)

DATE	DESCRIPTION	AMOUNT
11-Aug-14	PAYPAL *ENVATO MKPL - VideoHive Software/G Minick	32.00
		TOTAL 32.00

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Biennium Budget

Awards & Prizes (0257.01 Monetary/Taxable 0257.02 Non Monetary/Not Taxable)

<u>DATE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
3-Dec-2014	Walgreens - Prizes	76.97

TOTAL 76.97

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Awards & Prizes (0271)

<u>DATE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
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PLEASE ONLY USE 0257 FOR AWARDS

		TOTAL	0.00
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PLEASE ONLY USE 0257 FOR AWARDS

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
A&I Telecommunications (0420 series)

DATE	DESCRIPTION	AMOUNT
30-Jul-2014	206TC5125	205.07
22-Aug-2014	206TC5125	209.61
23-Sep-2014	206TC5125	210.33
21-Oct-2014	206TC5125	210.60
21-Nov-2014	206TC5125	207.81
17-Dec-2014	206TC5125	265.24

	TOTAL	1,308.66
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Contract Services (0901) [Appr Unit 001]

DATE	DESCRIPTION	AMOUNT
17-Jul-2014	Randi Tanner - Catering for SBE Meeting Rawlins-7/1/14	200.00
17-Jul-2014	Randi Tanner - Catering for SBE Meeting Rawlins-6/30/14	336.00
20-Sep-2014	Gegis LLC - Catering for SBE Meeting Casper-9/4/14	225.00
6-Oct-2014	Catering for WY Professional Judgment Panel Meeting Casper-	1,500.00
16-Oct-2014	Catering & Clean up Fee McMurry Training Center PJP Meetng	255.00
28-Oct-2014	Cleaning of SBE Table Cloths Inv.#13850 Inv.Date-9/19/14	188.80
18-Dec-2014	November 9 - 12, 2014 Catering State Board of Education	1,722.09
18-Dec-2014	November 9 - 12, 2014 Sleeping & Meeting Rooms for State Board	2,772.00

TOTAL 7,198.89

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Contract Services (0901) [Appr Unit 009]

DATE	DESCRIPTION	AMOUNT
		0.00

		TOTAL 0.00
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State Board Assessment of Conditions for Implementing Science Standards Tool

Tool Description

This document contains some questions to guide your thinking as you review the current draft of the *Assessment Tool for Determining Readiness to Adopt New Science Standards*. The purpose of this tool is to enable state board members to review and objectively assess the extent to which their states have the key teaching and learning conditions to adopt and implement new science standards. You will find the tool and guidance document in the attached files (i.e., Assessment Tool.docx and Guidance.docx).

The tool contains a table with seven areas that are critical to the successful implementation of new standards:

- 1. Vision and Strategic Plan.** Focuses on the development of a long-term vision and strategic plan for the improvement and implementation of state science standards.
- 2. Leadership.** Focuses on the identification of leaders to spearhead new science standards implementation and the development of an implementation plan to guide decision making.
- 3. Two-Way Communication.** Focuses on the communication channels, messages, and distribution of information related to the new science standards.
- 4. Supports for District Implementation.** Focuses on the supports needed by districts to align their curriculum and instructional materials with the new science standards, and to provide the necessary professional learning opportunities associated with the new science standards.
- 5. Assessment.** Focuses on the development and implementation of assessments aligned to the new science standards.
- 6. College and Career Readiness.** Focuses on ensuring coherence among new science standards, other college- and career-ready standards, course sequences, and high school graduation requirements.
- 7. Talent Development.** Focuses on ensuring coherence between the instructional demands of the new science standards and the state policies aimed at recruiting, developing, and retaining effective science educators.

The tool consists of a series of guiding questions for each area as well as suggested actions and anticipated challenges. The guiding questions draw attention to key aspects that need to be considered during the awareness and pre-adoption phases. For example, the first guiding question under “Vision and Strategic Plan” is “Has the state board identified standards reform as a priority in the strategic plan? Has the state board identified student outcome data to measure

progress towards goals?” If your answer for this question is “no” or “unsure,” the next step would be to review the suggested actions and anticipated challenges. For example, in this case, a suggested action would be to “Develop a rationale for the focus on standards” and “identify measurable, expected outcomes of the work.”

In addition, some of the challenges that can arise in the absence of a shared vision would be “limited time to develop plan” or “limited availability of outcome data.” Finally, the guidance document provides clarifying information, profiles examples from others states, and highlights relevant resources. The page numbers of specific sections of the guidance document are included in the last column of this tool.

Guiding Questions for Reviewing the Tool

Consider the following questions as you review the assessment tool and guidance document:

1. How useful would this assessment tool be for determining the stage of your state’s readiness for adopting and implementing new science standards?
 - a. What features make it useful?
 - b. What improvements should be made?
2. How useful are the guiding questions included in the tool?
3. Which guiding questions are most useful and why?
4. Have we omitted important questions? If so, which other questions should be included in this tool?
5. Which of the listed actions are not applicable to the roles and responsibilities of state boards?
6. Which other actions should be included in this tool?
7. Which other challenges should be listed on this tool?
8. How useful is the guidance document? Which aspects did you find most helpful?
9. What improvements could be made to the guidance document to make it more useful?
10. What other resources should be listed in the guidance document?

Assessment Tool for Determining Readiness to Adopt New Science Standards

NASBE and the GTL Center have identified seven areas that are critical to successful implementation of new standards. This self-assessment focuses on the preadoption and adoption stages and consists of a series of guiding questions for each area as well as suggested actions. Review the question and write *yes/no/unsure* for your answer. If the answer is *no* or *unsure*, review the suggested actions and challenges to anticipate. In addition, the guidance following this tool provides clarifying information, profiles examples from others states, and highlights relevant resources. Links to specific sections of the guidance are included in the last column of this tool.

Please note: Authors recognize that states may choose to revise, adapt, or adopt new standards. Throughout this tool, the term “new standards” represents the results of any of these approaches to standards reform.

Process Domains

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
Vision and Strategic Plan	Has the SBE clearly articulated the vision for the new science standards?		<ul style="list-style-type: none"> ▪ Work with the SEA to assess the feasibility of implementing new standards, given the political landscape, available budget, state capacity for supporting implementation, and current competing demands placed on districts. ▪ Work with the SEA to develop a vision for the work. 	<ul style="list-style-type: none"> ▪ Lack of political support ▪ Initiative fatigue and/or fear of something new 	2
	Has the state board identified standards reform as a priority in the strategic plan?		<ul style="list-style-type: none"> ▪ Develop a rationale for the focus on standards. ▪ Identify measurable, expected outcomes as the work. ▪ Articulate the SBE’s strategy or role in this work. ▪ Identify student outcome data to be used to assess whether new standards are effective at preparing students for college and careers. 	<ul style="list-style-type: none"> ▪ Limited time to develop plan ▪ Limited availability of outcome data 	

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
	Does the board have a plan to review standards and implementation data on a regular basis?		<ul style="list-style-type: none"> Establish a timeline for regular review of standards and monitoring of standards implementation. Identify criteria and outcomes to be reviewed. 	<ul style="list-style-type: none"> Limitations on timelines placed by Elementary and Secondary Education Act waivers, the U.S. Department of Education, or the state legislature 	
Leadership	Do key players (governor, legislators, teachers, unions, business, and industry) support new standards?		<ul style="list-style-type: none"> Raise awareness of why new standards are important. Identify and recruit key leaders to serve as advocates and champions of the work. Identify influencers who can galvanize support. 	<ul style="list-style-type: none"> Lack of visible public support from key players 	4
	Has the state identified a leadership team to create a vision for new standards and develop a timeline, phase-in strategy, and work plan?		<ul style="list-style-type: none"> Recruit science content experts, scientists, community leaders, teachers, and administrators to engage in review of current standards and planning for new standards implementation. Review timeline, phase-in, and work plan recommendations by the committee. 	<ul style="list-style-type: none"> Finding time for the leadership team to meet 	
Two-Way Communication	Does the state have a strategic communications plan?		<ul style="list-style-type: none"> Work with the SEA and the leadership team to create a communications plan that identifies the intended audiences, messages, delivery methods, and persons charged with leading communications. 	<ul style="list-style-type: none"> Matching communications delivery methods to intended to audience 	6
	Do the board of education, SEA, and other key players have a shared set of key messages or talking points?		<ul style="list-style-type: none"> Collaborate with the SEA to develop key messages or talking points. Share messages or talking points with key players and other stakeholders. 	<ul style="list-style-type: none"> Ensuring all parties use consistent messaging 	

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
	Has the state identified mechanisms for seeking input and gathering feedback?		<ul style="list-style-type: none"> ▪ Identify current methods for seeking input (e.g., public comment period, SBE meetings) ▪ Determine if additional methods for seeking input are needed. ▪ Collaborate with the SEA, unions, and professional organizations to develop a plan for collecting feedback on implementation. 	<ul style="list-style-type: none"> ▪ If timelines are limited, gathering sufficient input 	

Policy Considerations

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
Supports for District Implementation	Do districts have the curricular and infrastructure supports needed to implement the new standards?		<ul style="list-style-type: none"> ▪ Request from the SEA or leadership team a detailed analysis of the impact of new standards implementation that identifies the following: <ul style="list-style-type: none"> • Funding required • Necessary changes in curriculum • Infrastructure/physical readiness to implement • Professional learning needs ▪ Work with the SEA to identify funding and expertise sources that can support districts in addressing current readiness gaps. ▪ Work with the SEA to develop a list of vetted professional learning providers. 	<ul style="list-style-type: none"> ▪ Limited capacity of the SEA to analyze readiness to implement ▪ Limited availability of resources to support districts ▪ Limited time to devote to seeking additional resources 	9
	Do state policies encourage the provision of high quality professional learning opportunities for teachers?		<ul style="list-style-type: none"> ▪ Revise or adopt new professional learning standards as needed. ▪ Revise policies related to professional learning. ▪ Gather and review professional learning outcome data. 	<ul style="list-style-type: none"> ▪ Limited SEA and district to implement new professional learning standards. ▪ Lack of professional learning outcome data 	

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
Assessment	Does the state have a plan for determining whether to revise current state assessments, acquire state assessments already in use elsewhere, or develop new assessments?		<ul style="list-style-type: none"> ▪ Determine who will conduct the review (e.g., a committee, SEA staff, assessment and content experts from multiple LEAs). ▪ Inventory assessments currently used in districts and other available assessments. ▪ Collaborate with other states and organizations during the assessment review and/or development process. 	<ul style="list-style-type: none"> ▪ Backlash from public resulting from assessment fatigue and skepticism about assessments ▪ Costs 	13
	Does the state have a clear timeline for including science in the state accountability system?		<ul style="list-style-type: none"> ▪ Work with the SEA to determine the feasibility of including science in the state accountability system. ▪ Work with the SEA to anticipate potential barriers to implementation. ▪ Review proposed timeline for including science in the accountability system. 	<ul style="list-style-type: none"> ▪ Lack of public support of high-stakes accountability 	
College and Career Readiness	Do the new science standards align with the rigorous expectations of other college- and career-ready standards?		<ul style="list-style-type: none"> ▪ Request alignment chart between new standards and other career- and college-readiness standards. ▪ Identify areas of convergence and areas of disconnect among the standards. 	<ul style="list-style-type: none"> ▪ Developing mitigating strategies for addressing gaps in standards 	16
	Will course sequences, including CTE courses, dual enrollment requirements, and graduation requirements need to be revised to align with the new standards?		<ul style="list-style-type: none"> ▪ Convene committee to review alignment among new standards, model course sequences, dual enrollment requirements and high school graduation requirements. ▪ As needed, revise policies to address gaps in alignment. 	<ul style="list-style-type: none"> ▪ Limited district capacity to implement new sequences or requirements quickly 	
Talent Development	Do teachers have access to high-quality, job-embedded professional learning opportunities?		<ul style="list-style-type: none"> ▪ Review professional learning standards. If needed, revise standards. ▪ Review current policies that affect teaching conditions needed for effective professional learning. ▪ Revise policies as needed. ▪ Recommend strategies for addressing gaps in professional learning. 	<ul style="list-style-type: none"> ▪ Lack of district awareness of professional development standards and policies 	18

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i>, consider taking the following actions:	Challenges to Anticipate	Page
Talent Development	Are policies aimed at recruiting, developing, and retaining effective science educators aligned with the instructional demands of the new science standards?		<ul style="list-style-type: none"> ▪ Engage teacher preparation programs, including alternative preparation program providers, as well as science content experts and districts in a review of current initial certification and licensure requirements and current program approval and accreditation requirements. Determine alignment between current requirements and the skills teachers need to effectively provide instruction on the new science standards. ▪ Determine implications of new standards and assessments on teacher preparation program accountability measures. ▪ Determine if the state or districts should collect additional data on the impact of educator effectiveness policies. ▪ Make policy recommendations for transition between old and new assessments and include those assessments in teacher evaluations. ▪ Request review of the alignment between teacher preparation program approval requirements and the teacher skills and content needed to teach to the new science standards. 	<ul style="list-style-type: none"> ▪ Need to be strategic in which policies you tackle first; revising all policies at once may overwhelm institutions affected by them ▪ Need gradual implementation and a plan for supporting educators, programs, and others, that may be “grandfathered in” 	

Determining Readiness to Adopt New Science Standards: Guidance for State Boards of Education

November 2014

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

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Washington, DC 20007-3835
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Purpose of the Assessment Tool

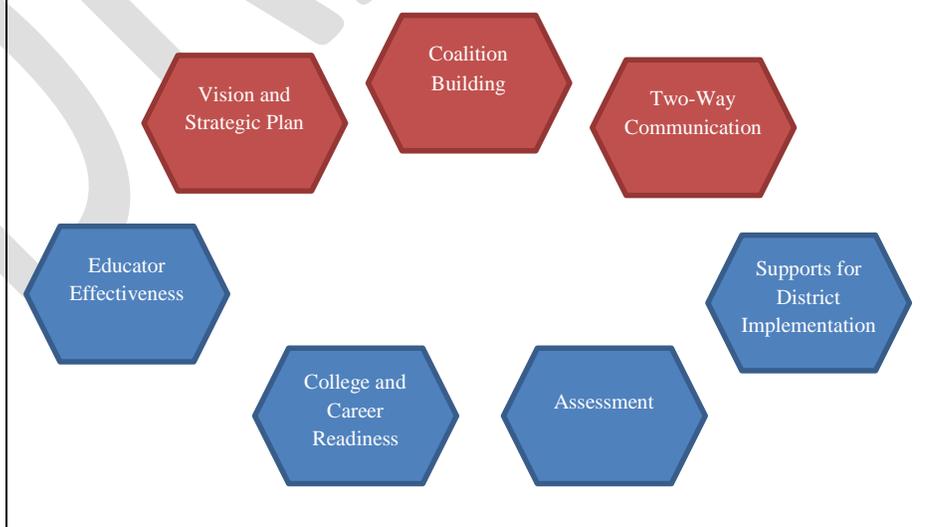
Standards reform (revising, adapting, and adopting new standards)¹ is a significant undertaking. Such a reform requires extensive support, planning, and resources. In addition, multiple education leaders—governors, legislators, state departments of education, school and district administrators, and state boards of education (SBEs)—hold important and varying roles in the education system. State boards of education can and do provide important leadership in setting policies related to standards, advocating for reform, and bringing multiple stakeholders together. This document, which the National Association of State Boards of Education (NASBE) and the Center on Great Teachers and Leaders (GTL Center) developed, aims to support SBEs in this complex process.

There are two components to this tool: first, a self-assessment matrix that SBE members can use to monitor progress and identify gaps in early stages leading up to standards adoption and implementation (see Appendix A); second, this guidance document, which provides explanatory material and state examples, each aligned with the domains in the self-assessment. In this document, we highlight resources and examples to help SBEs make informed decisions. However, we do not endorse any of the resources or programs featured.

The self-assessment is divided into seven domains, as Figure 1 shows. The first three domains (highlighted in red) are focused on *processes*: vision and strategic plan, leadership, and communication. In a recent focus group, NASBE members highlighted these three domains as most critical to successful implementation. The remaining domains focus on policy considerations and the supports needed to foster coherence and support implementation. Each domain may require a discrete set of actions and plans, but ultimately each domain affects the other. For example, assessment changes may affect the availability of student growth measures in teacher evaluations; the vision and strategic plan may require changes to be made to other measures of college and career readiness, such as high school graduation requirements or higher education courses.

The self-assessment and accompanying guidance focus on the preadoption and adoption stages of implementation. States on a regular basis

Figure 1. Seven Domains of Standards Reform



¹ Authors recognize that states may choose to revise, adapt, or adopt new standards. Throughout this document, the term “new standards” represents the results of any of these approaches to standards reform.

review, revise and adopt new standards. Many states are currently in the beginning stages of considering whether to modify current science standards, adapt standards from other places, or adopt new standards. These documents aim to help SBEs plan with the end in mind and think through potential implications of new standards on other reform efforts. Such forethought will help ensure policy coherence.

Vision and Strategic Plan

Has the state board of education clearly articulated the vision for the new standards?

As an SBE, consider what you hope to accomplish. How will you know if the new standards have been successful? How does the vision for the new standards fit broadly within the state’s overall STEM agenda and other college- and career-ready efforts? Achieve (2013) identifies four common reasons states give for science standards reform: to produce skilled graduates to fill the growing number of STEM jobs, to produce graduates who can compete for jobs nationally and internationally, to increase diversity in STEM-related jobs, and to prepare all students to be informed citizens and knowledgeable consumers.

Key Quote

“A shared aspiration will be important in your state’s efforts and, when the going gets tough, to persevere in implementation. Developing an aspiration, including the benefits of improved science education and performance for your state’s students, will force you to develop your own deeper understanding of the [new standards]—one that will anchor decisions about strategy and implementation down the road.” (Achieve, 2013)

Before embarking on science standards reform, assess the feasibility of implementing new standards. Is this the right time to undertake the reform? Consider the political landscape as well as the state and district capacity. What challenges do you anticipate, and how might that impact the realization of your vision?

Has the state board identified standards reform as a priority in the strategic plan? Has the state board identified student outcome data to measure progress toward goals?

Review the current strategic plan. Has the state board already integrated standards reform as a priority? For example, Delaware identified Common Core State Standards and assessments and 21st century skills as being integral to the overarching goal identified in the strategic plan. Integrating standards reform into the strategic plan can help ensure continuity of reform priorities even as SBE members change.

State Spotlight: Delaware

Although currently focused on the Common Core State Standards, the Delaware Board of Education integrated standards reform throughout their [2011–2015 strategic plan](#). The overarching goal of the strategic plan is the following: “Using high standards and rigorous expectations for students, teachers, and leaders, all Delaware students graduate ready for college, career, and citizenship” (Delaware State Board of Education, n.d.). The board identified four focal areas, one of which is Common Core Standards and Assessment. The board includes the following:

- A rationale for college and career readiness standards
- Expected outcomes as a result of standards reform
- The board’s strategies
- Intended board actions
- Accomplishments to date

In addition, the strategic plan focuses on science, technology, engineering, and math (STEM) education in the focal area of 21st century skills. One of the SBE strategies identified in this part of the strategic plan is to encourage STEM education and careers.

When the SBE adopted a revised code, it charged the Delaware Department of Education (DDOE) with creating and disseminating a timeline for implementation of the Next Generation Science Standards. The DDOE convened a Next Generation Science Standards implementation leadership team made up of DDOE staff, district leaders, a university professor, and an education liaison from DuPont. This team, with support from the Delaware Science Coalition Steering Committee membership, created a [detailed implementation plan](#). This plan included action plans for communication, assessment, instructional practices, curricular resources, and infrastructure.

Does the board have a plan to review standards and implementation data on a regular basis?

Establishing a set of criteria for the review of the effectiveness of standards and setting a regular schedule for their review can help ensure that assessing the impact of standards continues to be a priority even as SBE members change over time. For example, in Wyoming, legislation requires SBEs to review standards every five years. (See callout box below for more details.) In Kansas, updates on science standards implementation appears as a regular board of education meeting agenda item. At least quarterly, a science consultant with the state department of education updates the board on the status of science standards implementation.

As part of their review of standards and their implementation, SBEs can do one or more of the following:

- Review measures of science performance. Potential measures may include student performance on state and national science exams, workforce development measures, percentage of graduates entering a STEM field, drop and failure rates in introductory postsecondary science courses, dual enrollment/Advanced Placement/International Baccalaureate enrollment, etc.
 - How are students performing today than they have in the past?
 - Which districts and schools are outperforming others?

- How does the state’s performance compare to other states and countries?
- Request that the SEA report on the progress of implementation.
 - How many districts have fully implemented the new science standards?
 - How has the SEA supported district efforts to date?
 - What challenges do districts report facing related to the new standards? Are policy revisions needed to better support districts and schools?
- Review feedback from educators and request presentations from science and industry experts on whether the standards need to be updated.
 - Are the standards easy to understand and use?
 - Have there been new developments in science that are not reflected in the current standards?
 - Do students need different or additional skills in order to be prepared to enter the workforce?

SBEs should not expect to see changes immediately given the gradual nature of implementation, but having a plan for reviewing outcomes on a regular basis prior to adoption can be helpful.

Sample Legislative Language: Wyoming

“(c) The state board shall perform an ongoing review of state board duties prescribed by law and may make recommendations to the legislature on board duties. In addition and not less than once every five (5) years, the board shall evaluate and review the uniformity and quality of the educational program standards imposed under W.S. 21-9-101 and 21-9-102 and the student content and performance standards promulgated under paragraph (a)(iii) of this section, and shall report findings and recommendations to the joint education interim committee of the legislature on or before December 1 of the year in which the review and evaluation was undertaken. The joint education interim committee shall report its recommendations, based upon findings and recommendations of the state board, to the legislature during the immediately following legislative session.” ([W.S. 21-2-304 \(c\)](#))

Additional Resources

[Workbook Exercise 4](#)—This exercise from the *Next Generation Science Standards Adoption and Implementation Workbook* can help SBEs walk through the process for developing a vision for the work.

Leadership

Do key players (governor, legislators, SEA, teachers, unions, business and industry members) support the new standards?

Standards reform requires support and coordination from multiple actors and organizations. Therefore, building a coalition of support among the governor, legislators, SBE members, state education agency (SEA) staff, and educators is likely to serve as a foundation for implementation. In recent interviews, legislators and SBE members emphasized how standards adoption and implementation is easier when multiple key leaders support and coordinate efforts

(Yoo, 2012). Garnering support from key leaders—the governor, legislators, and SEA staff—to the greatest extent possible is critical to presenting the public with a “united front.” As in all reform efforts, there will be those who are skeptical or opposed for one reason or another. Therefore, building broad understanding and support among key leaders and practitioners, such as business coalitions or important professional organizations, and informing all stakeholders of the importance of the initiative and its intrinsic value to improving teaching and learning in their state will be vital.

State Spotlight: Washington

Before adopting the Next Generation Science Standards, a leadership team made up of local educators, Office of the Superintendent of Public Instruction representatives, and university staff developed a [comparison of the NGSS and the 2009 Washington Science Learning Standards](#). This document included an alignment chart as well as general, grade-level, and subject transition advice. Then, in October 2013, the Washington State Board of Education adopted the Next Generation Science Standards, known in the state as the Washington State 2013 Science Learning Standards. The SBE had a broad and vocal coalition of support, including Governor Jay Inslee, Washington State Superintendent of Public Instruction Randy Dorn, and 2013 National Teacher of the Year Jeff Charbonneau. Governor Inslee and Superintendent Dorn announced jointly the adoption of the new standards and Jeff Charbonneau published an [editorial](#) in the *Seattle Times*. In March 2014, Superintendent Dorn provided a [commentary](#) to the NASBE that clearly articulated the reasons Washington State adopted the Next Generation Science Standards.

Has the state identified a leadership team to create a vision for the new standards and develop a timeline, phase-in strategy, and work plan?

Support of visible public leaders is important, but a leadership team that can drive implementation is also necessary. Achieve (2013) recommends that leadership team members have the following:

- Strong problem-solving skills
- Interpersonal and relationship management skills
- Knowledge of current science standards
- Capacity to contribute to the development of adoption and implementation plans
- Oversight and management experience and skills
- Knowledge of the SEA’s priorities and timing for action
- Understanding of how standards fit within larger policy and political landscapes
- Communication skills and influence

In addition, pay attention to the diversity of experiences and expertise on the team. Consider including the following:

- SEA staff members
- Members of professional standards boards
- Higher education representatives

- Legislators or legislative aides
- Governor’s office representatives
- Business community members
- Educators from leading schools and districts (Achieve, 2013)

As an SBE, review the timeline and recommendations from the leadership team. Does the implementation timeline include key milestones and a planned for a phased rollout and implementation of the standards? Is the work plan sufficiently detailed?

State Spotlight: Maryland

In June 2013, the Maryland State Board of Education adopted the NGSS and an accompanying implementation plan. The SBE designated a strategic leadership team to oversee the implementation process and drafted a vision statement to guide the work. With the Maryland State Department of Education, the SBE developed a preliminary implementation timeline, which outlines timelines for the development of “preK-12 scope and sequence of courses, review of high school courses, provision of instructional models, provision of technical assistance, and alignment of local curricula to state documents” (Eberle, 2014b, p. 2). The state department of education then developed talking points for communication purposes and an evaluation plan to determine if the NGSS implementation plan was being implemented as planned. The state will not implement the new standards until the 2017-18 school year.

Additional Resources

[Exercise 1: Delegate Your Strategic Leadership Team](#)—This exercise in the *Next Generation Science Standards Adoption and Implementation Workbook* can help SBEs and SEAs identify a leadership team to spearhead the process for new standards adoption.

[Chapter 1: Designate a Strategic Leadership Team, Review Your Capacity for Adoption and Implementation, and Create a Timeline for Adoption and Preliminary Implementation](#)—This chapter of the *Next Generation Science Standards Adoption and Implementation Workbook* provides guidance on assembling a strategic leadership team and preparing a timeline for implementation.

Two-Way Communication

Does the state have a strategic communications plan?

Collaborate with the SEA and the leadership group to identify the various audiences you must reach. For each audience, identify who are the best spokespeople. You may need to develop a “coalition of champions”—a broad group of stakeholders that includes members of the leadership team as well as stakeholders from other communities, such as

Key Resource from NASBE

NASBE members can access a [communication workbook](#) that helps SBE members craft messages pertinent to the Next Generation Science Standards. Readers must log in to access the information.

members of advocacy organizations, parent organizations, philanthropists, students, and civic leaders (Colby & Stenos, 2014a). This coalition can exert influence at key moments and speak to each critical audience (Colby & Stenos, 2014a).

Then, develop three key messages to share with each audience. Incorporate this information into a communications plan that identifies the intended audience, the message to be communicated, the delivery method(s), and who is in charge of the communication. Although the heart of the messaging should be consistent, the delivery and specificity of each message may vary slightly. For example, educators will want to know how the transition to new science standards will affect their work; parents and community members will want to know how the new science standards will affect their children and the outcomes they achieve; and policymakers will want to know how the new standards will be funded and how they will need to respond to their constituents (Achieve, 2012).

When developing a communication plan, consider the following:

- Provide no more than three messages at a time (Keeling, 2014).
- Keep messaging simple (Keeling, 2014).
- If engaging the press, plan how you will prepare spokesperson(s) for each media opportunity (Colby and Stenos, 2014b).
- Consider submitting op-eds to support key milestones (i.e., adoption, implementation planning, roll-out, scale up) (Colby and Stenos, 2014b).
 - If using op-eds, identify who should write the op-eds. Think about whom the public trusts. For example, if the governor has limited political capital because of a lack of support from the public, consider having a teacher of the year or a National Board Certified science teacher write the op-ed.
- If using social media, ensure that you have sufficient capacity to devote to engaging via social media and have a plan for addressing negative responses (Reform Support Network, 2014).
- Engage business leaders, STEM employers, museums, teachers, university researchers, and leadership team members who support the new standards in communication efforts (Colby & Stenos, 2014b).
- Communications in high-stress environments should be concise, be clear, and show empathy and care (Keeling, 2014).

State Spotlight: Rhode Island

Before the release of the final version of the standards, Rhode Island launched communication efforts. From August 2011 to April 2013, Rhode Island state leaders communicated about the Next Generation State Standards using a variety of communication methods, including listservs, websites, and presentations. During the 2013–14 year, Rhode Island focused on continuing to build stakeholder awareness through presentations, webinars, and a dedicated Web page. One part of these efforts was the recruitment of volunteer Next Generation Science Standards liaisons in each district. These educators facilitate two-way communication between the Rhode Island State Leadership Team (RISLT) and educators in its districts. Liaisons share information from the RISLT with educators in their school and share educators' questions and concerns with the RISLT (Rhode Island Department of Education, 2014).

Does the board of education, state education agency, and other key players have a shared set of key messages or talking points?

Standards reform requires not only the introduction of new processes or policies but also the management of change (TNTP, 2014). Communicating the rationale for adopting new standards clearly, sharing the new standards, and gaining support and buy-in from multiple stakeholder groups is critical to successful implementation and change management. The SBE should collaborate with the SEA and other key players to develop a set of basic talking points about the new science standards. Whenever possible, leaders should speak the same language when communicating with each other.

Has the state identified mechanisms for seeking input and gathering feedback?

Feedback loops provide a means for stakeholder engagement in standards development and can highlight concerns and implications of the new science standards. When considering how the state will solicit feedback, identify the currently available methods of soliciting feedback and find additional, low-cost methods. For example,

- Public commenting periods
- SBE meetings
- “Road shows” in which education leaders travel to different parts of the state to provide information sessions, hear concerns, and gather feedback
- Online surveys
- Interviews and focus groups

Collaborate with the SEA, unions, and professional organizations to develop a plan for collecting feedback on implementation. A key element of effective communications, according to David Keeling (2014), is telling people what you have heard and how you are responding to feedback. After receiving feedback, share how you and other state actors are responding to the concerns or suggestions of other stakeholders. For example, based on feedback during the preadoption phase, the SBE delayed adoption and then asked for additional support related to learning progression models.

State Spotlight: California

The Next Generation Science Standards adoption process in California highlights the importance of two-way, responsive communication. During preadoption, the state received numerous public comments and heard presentations from the state’s Science Expert Panel (SEP) and the California Department of Education. To give teachers more time to review the standards, California delayed adoption; in September 2013, the California State Board of Education adopted the standards (The Hunt Institute, 2014).

After receiving additional feedback from teachers and administrators, the SBE took additional action. In November 2013, the SBE approved the SEP’s recommended integrated learning progression model as the preferred model. Implementing this model requires significant reconfiguration because previous standards focused on one science discipline per year. After hearing concerns about the availability of curriculum materials and professional learning, the SBE approved the state superintendent of public instruction’s recommendation that SEP reconvene to develop an alternative, discipline-specific model (California Department of Education, 2014).

Additional Resources

“[Chapter 6: Develop a Stakeholder Engagement Strategy](#)”—This part of the larger *Next Generation Science Standards Adoption and Implementation Workbook* walks participants through developing three key messages, identifying stakeholders, building a guiding coalition, and developing a stakeholder outreach strategy.

“[Engaging Business in Support of Next Generation Science Standards](#)”—This 2014 slide presentation by Jason Weedon walks through eight steps for engaging business representatives in the adoption and implementation of Next Generation Science Standards and includes examples of what other states have done to date.

“[Effective Communications for NGSS Adoption and Implementation Efforts](#)”—This 2014 slide presentation from the 2014 Next Generation Science Standards Annual Leadership Meeting shares communications plan guidelines and identifies potential next steps.

“[Communications Toolkit for California](#)”—As part of its communication efforts regarding the Common Core State Standards, the California Department of Education created a toolkit intended to make messaging more consistent across districts while providing districts the flexibility to modify the resources to reflect local contexts. The toolkit includes key messages and talking points, tips for messaging, links to resources on the state website, and communications outreach tips. States may want to consider creating a similar toolkit for their new science standards.

“[Organize to Implement: Getting the Message Out](#)”—Part of a larger implementation workbook, this resource from Achieve and the U.S. Education Delivery Institute contains guidance, case studies, examples, and worksheets to help states establish a guiding coalition and create a communications plan. Although intended to support Common Core State Standards communication efforts, this resources may also be helpful to inform communications efforts related to new science standards.

Supports for District Implementation

Do districts have the curricular, infrastructure, and professional learning supports needed to implement the new standards?

Potential upfront costs for districts may include the purchase or development of new or revised instructional materials aligned to new standards, professional development to help transition to new standards, new assessments, and updates to technological infrastructure to administer assessments. Recurring costs may include maintaining and revising assessments, updating technology, updating instructional materials, and providing ongoing professional development

Key Resource from NASBE

States Working Together on Professional Development for Implementing the New Science Standards [Webinar]. Washington: NASBE.
<http://www.nasbe.org/wp-content/uploads/NASBE-NGSS-Professional-Development-Webinar.pptx>

(National Conference for State Legislatures, 2014). School and district leaders also need access to professional learning on what effective science teaching looks like in practice and how to establish conditions that foster student learning. However, in the face of multiple, competing demands and constrained budgets, providing this learning is more difficult than it appears.

Professional learning is critical. Districts will need to provide instructional leaders with professional learning on how to establish the school conditions that will support standards implementation and student achievement (NRC, 2012). In addition, districts will need to provide high-quality, job-embedded opportunities for teachers to review the standards, understand the instructional shifts, and plan instruction aligned to the standards. When planning professional learning opportunities for teachers, states and districts should make sure professional learning does the following:

- Provide a coherent, focused, and sustained set of supports (NRC, 2011)
- Address the [conceptual shifts](#) of new standards (Pellegrino, Wilson, Joenig, & Beatty, 2014)
- Deepen understanding of science pedagogical content knowledge (NRC, 2012)
- Address the instructional implications of new standards (Pellegrino et al., 2014)
- Help teachers incorporate disciplinary core ideas, science engineering practices, and crosscutting concepts into single lessons (NRC, 2012)
- Involve active sense making and problem solving (Reiser, 2013)
- Provide opportunities for teachers to work together to apply what they learn to their own classrooms (Reiser, 2013)
- Build teachers' capacity to use multiple strategies, including discussions and student models, to inform formative assessment (NRC, 2012)
- Address design and implications of assessment tasks (Pellegrino et al., 2014)
- “Support teachers in integrating practices, cross-cutting concepts, and disciplinary core ideas in inclusive and engaging instruction in using new modes of assessment that support such instructional activities” (Pellegrino et al., 2014, p. 5)

As an SBE, request that the SEA and/or leadership committee identify the conditions needed to implement the new standards. Request that the SEA assess district readiness to implement the new standards. Potential considerations include:

- Do districts have the required infrastructure (classrooms and lab space, lab equipment) needed to implement the new standards?
- To what extent are current district curricular materials aligned with the new standards? What is needed to align the materials (e.g. provide teachers time to supplement or revise current materials, etc.)
- Do districts have the resources (e.g. time, funding, expertise) to provide professional learning to current science teachers on the new standards, the pedagogical shifts required, and any additional content knowledge needed to teach the standards well?

Review the results of the district needs assessment. Identify gaps in readiness and work in concert with the leadership team to identify mitigation strategies. Some questions to consider are:

- Do we need to advocate for increased state funding prior to adopting the new standards?
- What are the current policies and requirements related to science classroom facilities? Do these need to be revised?
- Does the SEA have the capacity to support districts with the standards transition by providing professional learning, releasing lists of vetted materials or books aligned to the new standards, or provide criteria for determining alignment between the new standards and curricular materials?
- How can districts and the SEA partner with local universities, regional education centers, and federal technical assistance centers to support district implementation of new standards?
- Are there lessons learned in other states about how districts can successfully transition to new science standards?

State Spotlight: Connecticut

In Connecticut, results of a multi-phased [adoption implications study](#) has helped inform implementation plans. These activities will culminate in recommendations to the state board of education and have included the following:

- [Developing a content crosswalk](#)
- [Administering a district implications survey](#)
- Preparing an instructional shifts report
- Convening middle/high school course-mapping study groups

State Spotlight: Massachusetts

In 2004, the Massachusetts state legislature created the [Massachusetts School Building Authority \(MSBA\)](#) to replace a former school building assistance program housed under the Department of Education. The MSBA has a dedicated revenue stream of 1 cent of the state's 6.25 percent sales tax. MSBA reimburses cities, towns, and regional school districts for school construction projects. In 2011, a task force comprised of MSBA board members and staff, Department of elementary and Secondary education staff, science educators, science and technology consultants, science lab safety consultants, local architects and construction management consultants, designed new guidelines for science labs in high school as well as prototypical plans. Since then, MSBA has launched a \$60 million [science laboratory initiative](#), which is a competitive grant program where districts can apply for funding to update their science labs. To date, high schools in eight districts received funding for the redesign of science labs to ensure these students have access to science labs that will support learning of 21st century science curricula.

Do state policies encourage the provision of high quality professional learning opportunities for teachers?

To help ensure that teachers have access to high quality professional learning, request a review of state professional learning standards and policies. Ensure that the standards are up to date and

that the policies support high quality professional learning. Archibald, Coggshall, Croft, & Goe (2011) highlight some important considerations:

- Do the professional learning standards emphasize the importance of sustained, job-embedded activities that model good pedagogical practices and align with school, district, or educator goals and priorities? If not, what changes in standards are needed?
- Are state professional learning standards aligned with professional teaching standards? If not, what policy changes are needed?
- How are state-funded professional learning opportunities assessed in terms of their alignment to standards, impact on pedagogical practice, and impact on student outcomes? If not, are policy changes needed?
- Does the state data system currently track the types and amount of professional learning in which teachers participate? If not, are policy changes needed?
- Does the state data system provide timely access to student achievement and teacher performance data to help inform professional learning plans? If not, are policy changes needed?
- Does the state provide state-funded professional development days? If not, what legislative or regulatory changes are needed?
- Do SEA staff members provide technical assistance to districts on how to find time for professional learning and how to evaluate the quality and outcomes of professional learning?
- Has the state disseminated information about how professional learning in science should look?

Key Quote

“State boards of education hold authority for student success and are positioned to leverage professional learning as a strategy for improving results for educators and students, while guiding the state department of education, local school board systems, third-party providers, institutions of higher education, and others toward successful implementation”
(Killion & Hirsch, 2012, p. 37–38).

State Spotlight: Washington

In its [2014 report](#), the Washington SBE noted that school districts rely on basic education waiver requests related to the 180-day and instructional hour requirements to implement professional learning. The SBE also noted discrepancies between the 180-day and instructional hour requirements where some activities, such as parent-teacher conferences, can count toward instructional hour requirements but not day requirements. In addition, many districts will use half days in order to provide professional development and still meet 180-day requirements. The SBE recognized how important it is for teachers to have time to engage in professional learning but also wanted to ensure that students have sufficient instructional time to meet the rigors of new standards and graduation requirements. In its report to the governor, legislative education committees, and state superintendent, the SBE advocated for the reinstatement of state-funded professional development time for teachers; this call for funding was echoed by the Professional Educator Standards Board in the same report. Providing a statewide program of effective professional learning is an [SBE legislative priority](#) for the 2015 session.

Key Resources from the Center on Great Teachers and Leaders

[*Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well*](#) describes the research on job-embedded professional development, provides several descriptive examples, and details the conditions necessary for successful implementation. It also provides recommendations for how states, districts, and schools can support high-quality, job-embedded professional development to advance teaching and learning in all schools.

[*High-Quality Professional Development for All Teachers: Effectively Allocating Resources*](#) includes a summary of current research and policy related to high-quality professional learning, a discussion of factors to consider when setting policy and allocating resources, a description of how to evaluate professional learning, examples of promising approaches, and self-assessment tools that states can use to determine if they are on track for preparing high-quality professional learning.

Additional Resources

[*Indiana STEM Implementation Rubric*](#)—The Indiana Department of Education created this rubric to help schools determine their level of implementation and develop an understanding of critical implementation components. SBEs may want to refer to this document when considering the different supports districts may need to implement new standards or consider asking the SEA to create a similar tool for districts to self-assess their readiness to implement standards.

[*Standards for Professional Learning: Quick Reference Guide*](#)—This document provides an overview of Learning First’s standards for professional learning, identifies prerequisites for effective professional learning, and gives suggestions for using professional learning standards.

Assessment

Does the state have a plan for determining whether to revise current state assessments, acquire state assessments already in use elsewhere, or develop new assessments?

Key Resource from NASBE

In July 2014, NASBE offered a [webinar](#) on designing and aligning assessments to Next Generation Science Standards.

Assessment results, when aligned with science standards, can help inform teacher adjustments in practice and help states identify additional supports and policy changes needed to ensure that students are successful in science. SBEs can play a critical role in guiding the conversation related to public policy and student performance. Darling-Hammond (2013) identifies three common challenges that SBEs and experts face:

- Creating high-quality assessments that evaluate 21st century skills rather than low levels of knowledge
- “Investing wisely in assessment systems that can actually help improve teaching and learning” (p. 22)
- Ensuring that assessments are used to support rather than punish students, teachers, and schools

Rather than focus only on end-of-course statewide assessments for science, the National Research Council emphasizes the need for a system of assessments that includes the following:

- Assessments to support classroom instruction, including both formative and summative tasks
- Assessments to monitor science learning on a district or state level
- “A series of indicators to monitor that the students are provided with adequate opportunity to learn science in the ways laid out in the framework and the [new science standards]” (Pellegrino et al., 2014, p. 4)

Key Resource from the National Research Council

[*Developing Assessments for the Next Generation Science Standards*](#) is available as a free PDF. This book shares an approach to science assessment as well as strategies for developing assessments.

The National Research Council (2014) recommends that states adopt a “bottom approach” and prioritize ensuring that teachers have access to high-quality, well-designed assessments as well as professional development prior to focusing on assessments for accountability purposes. As an SBE, request that the SEA or a review committee assess the alignment between current state and local assessments and the new standards. In addition, reach out to SBE members in other states to see what other high quality assessments are available. According to various assessment experts, assessments should do the following:

- Require students to demonstrate their understanding of core ideas and crosscutting concepts (Pellegrino et al., 2014).
- Include multi-component tasks with a variety of response formats (Pellegrino, 2014).
- Examine higher order thinking and require students to relate their knowledge to new contexts (Darling-Hammond, 2013; Darling-Hammond et al., 2013). Assessments should provide “insights into how students think as well as what they know” (Darling-Hammond et al., 2013, p. 3)
- Require students to apply critical science skills in the standards in authentic applications (Darling-Hammond et al., 2013).
- Include assessment items or tasks focused on concepts that can be taught or learned rather than those that reflect differential access to out-of-school learning experiences or test-taking skills (Darling-Hammond et al., 2013).
- Be valid, reliable, fair, and accessible to all learners (Darling-Hammond, 2013; Darling-Hammond et al., 2013).

Review the results of the review and consider policy implications. Consider the following questions:

- How if at all does the standards transition plan need to be adjusted given the availability or lack of high quality, standards-aligned assessments?
- What resources will districts need to align current assessments or develop new assessments that align to the science standards?

- Are there model formative assessments that the SEA can share as models?
- Will joining an assessment consortium reduce assessment costs?
- Will the state adopt, adapt, or create a new set of standards-aligned science assessments to be included in the state accountability system?

Did You Know?

Many SBEs may be concerned about the cost of developing new, high-quality assessments, but there are ways to reduce costs. Although per-pupil costs of implementing new, high-quality assessments can be nearly triple that of implementing traditional multiple-choice assessments, Topol, Olson, and Roeber (2010) found that states can reduce costs by employing one or more of the following strategies:

- Joining consortia and thus establishing economies of scale
- Moving to online delivery to reduce production and shipment costs
- Paying teachers stipends to score performance tasks or using professional development time to score assessments
- Using distributive scoring or a mixture of computer and human scoring of written response tasks

Another potential cost-reduction measure is monitoring assessments less frequently than is currently done (Pellegrino, 2014).

Does the state have a clear timeline for including science in the state accountability system?

Once an approach to assessment has been identified (revising, adapting, or adopting), consider whether the implementation timeline proposed by the leadership committee seems reasonable. Work with the SEA to anticipate challenges and assess feasibility of the proposed timeline. Experts recommend gradual and prioritized implementation of assessments (Pellegrino, 2014). When will assessments be pilot tested? When will full implementation occur? When would it be feasible to include science in accountability systems?

As mentioned earlier, Pellegrino et al. (2014) recommends focusing first on assessments that can inform classroom-level instruction and assessment and then moving toward larger-scale assessments. In addition, using various forms of assessment—not just standardized tests—will help capture the extent to which students are demonstrating key science competencies.

Spotlight: District of Columbia

In its [ESEA Flexibility Waiver Request](#), the District of Columbia Office of the State Superintendent (OSSE) laid out an accountability plan that would include science assessments in the accountability system in July 2014. However, adoption of the NGSS by the state board of education in 2013 has since prompted further discussion and action related to the inclusion of science in the state accountability system. OSSE submitted an amendment request to the U.S. Department of Education asking to postpone the inclusion of science scores in school classifications to allow for the development of new assessments aligned to the CCSS and the collection of baseline data. The U.S. Department of Education approved the amendment contingent upon the SBE’s approval of the change. In August 2014, the state superintendent [presented](#) on the waiver extension request to the SBE. In September, the U.S. Department of Education [approved the adjusted timeline](#) proposed by OSSE, which will postpone inclusion of science assessments in the state accountability system until after NGSS-aligned assessments have been developed and administered in 2016-17.

Additional Resources

“[A New Vision for Accountability](#)”—This article by Linda Darling-Hammond appeared in the September 2013 edition of the *American School Board Journal*. Although the article views assessments through a Common Core State Standards lens, the discussion is relevant to the implementation of new science standards.

“[Formative Assessments for Next Generation Science Standards: A Proposed Model](#)”—This paper by Joan Herman summarizes literature on effective formative assessment, proposes a model for assessment, and then highlights considerations for applying the assessment model to new science standards.

“[The Cost of New Higher Quality Assessments: A Comprehensive Analysis of the Potential Costs for Future State Assessments](#)”—This analysis aims to identify the amount of money a state will need to implement a high quality assessment system.

“[Getting to Higher-Quality Assessments: Evaluating Costs, Benefits, and Investment Strategies](#)”—This report draws on analyses to estimate how much is currently being spent on assessments and how much higher quality assessments might cost.

College and Career Readiness

Do the new science standards align with the rigorous expectations of other college- and career-ready standards?

Request an alignment study between new science standards and other college- and career-ready standards. Review results and consider possible policy and implementation recommendations:

- Are additional changes to the standards needed to reflect the rigor of other standards?
- Where are areas of overlap in the standards? How can the SEA and districts draw upon these areas of overlap in professional learning opportunities and cross-disciplinary learning connections for students?

Will course sequences, including CTE courses, dual enrollment requirements, and graduation requirements need to be revised to align with the new standards?

The National Research Council and the NGSS do not provide sample graduation requirements or course sequences; these decisions are left to states. SBEs adopting the NGSS, according to Eberle (2014a), should consider key differences between the NGSS and most current state science standards when considering changes to current college- and career-ready policies. The NGSS may be unique in their:

- Inclusion of Earth and space sciences
- Integration of the disciplines, the practices of sciences, and cross cutting concepts in science
- Explicit inclusion of English language arts skills as a performance expectation

Request a review of current college- and career-ready policies, including instructional time requirements, graduation requirements, dual enrollment policies, CTE program requirements, and model course sequences. This review should include the identification of gaps between current policies the expectations of the new standards. Based on Eberle (2014a) and the National Research Council (2013), here are some important questions to consider and ask:

- How do our state’s graduation requirements compare with those in other states?
- Do state and national data (i.e. SAT and ACT data, Programme for International Student Assessment results, CTE certification rates, college enrollment and persistence rates, percentage of students taking remedial science courses in college) suggest revisions to graduation requirements are needed to ensure our students are college- and career-ready in the sciences?
- Does the state currently gather data on the number of instructional minutes in science as well as the science-related opportunities that schools provide outside of the regular instructional day? Are these data available in other data sources (e.g. SASS teacher questionnaire, NAEP surveys, NCES High School Longitudinal Study)
- Do the current graduation requirements reflect the expectations of the new science standards? If not, what policy changes are needed and how should they be gradually implemented?
- Do current CTE requirements reflect the expectations of the new science standards? If not, what policy changes are needed and how should they be gradually implemented?
- Are changes needed in GED program requirements in order to align them with the expectations of the new science standards?

Key Resource from NASBE

In the “[June 2014 Policy Update](#),” Francis Eberle (2014a) discusses three critical steps in reviewing graduation requirements. This concise two-page document is an easy read and a useful reference.

State Profile: Arkansas

Shortly after endorsing the Next Generation Science Standards, the Arkansas Department of Education released the state's *Review of the Next Generation Science Standards*. This document contains an analysis of potential implications of the new standards on college and career readiness policies. For example, the authors note that the state may need to amend the current accreditation standards to require additional time devoted to science instruction in Grades K–8, to redefine natural science, and to redefine science in Grades 6–12 resulting from the instructional shifts of the Next Generation Science Standards. In addition, the authors mention that the state will need to redefine the graduation requirement of three units of science with lab experience. To do this, the state will convene a committee to “determine high school course titles and what Next Generation Science Standards will be bundled together to create three high school courses that Smart Core/Core students will be required to take” (Arkansas Department of Education, 2014, pp. 28–29).

Additional Resources

[*Necessary for Success: Building Mastery of World-Class Skills*](#) is a policymaker's guide to competency education. This guide, a smaller version of a larger report, provides policymakers with information on how they can set the vision for competency-based education, align the policy infrastructure, and create a culture of competency in SEAs. Although this report is not specific to science, the suggestions can be applied to all subjects.

Talent Development (Educator Effectiveness)

Are policies aimed at recruiting, developing, and retaining effective science educators aligned with the instructional demands of the new science standards?

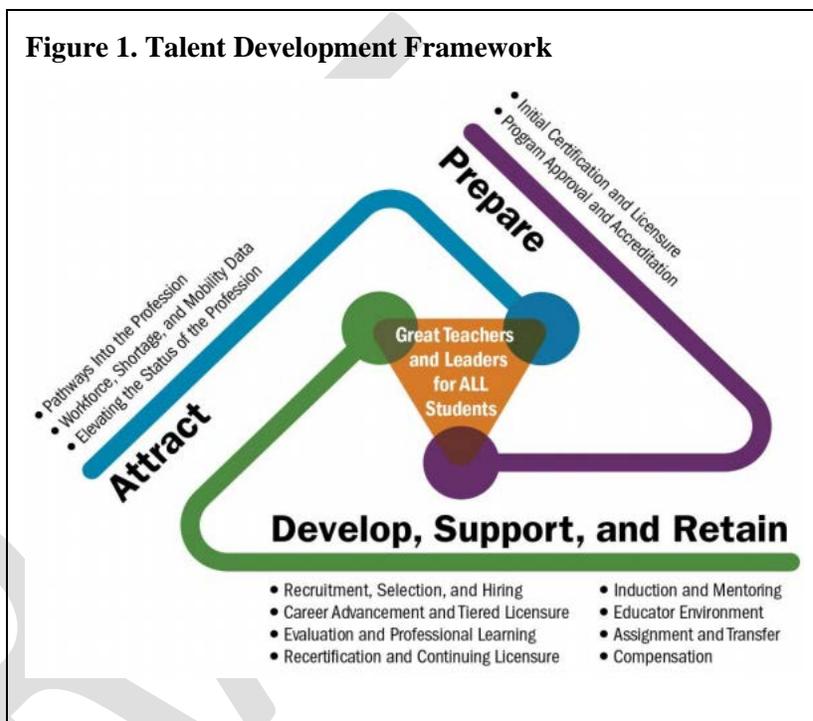
Talent development practices and standards reforms, when implemented in a coordinated way, can strengthen the connections between standards, what those standards look like in practice, and how we prepare and support teachers so they are ready to implement the standards. However, if these concurrent priorities are not addressed in a coherent manner, they can seem disconnected from each other and confuse, frustrate, and overwhelm educators and instructional leaders (Leo & Coggshall, 2013). Although it is not necessary to change talent development policies immediately, SBEs can be proactive by identifying policy changes needed to ensure coherence between the instructional expectations associated with the new science standards and various talent development practices. Figure 1 identifies the various aspects of the talent development framework.

Engage teacher preparation programs, including alternative preparation program providers, science content experts, and districts, in a review of current initial certification and licensure requirements and current program approval and accreditation requirements. In many states, the state board of higher education may spearhead this work. What competencies will teachers need to have to effectively teach and implement the new standards? Do the current requirements reflect these competencies? What assessments or artifacts will be used to assess students' readiness to enter the classroom? After the committee provides recommendations, review these recommendations. Seek public input when appropriate, and then revise or adopt new policies as needed. Set a timeline for reviewing outcome data to determine whether changes are being implemented with fidelity and are resulting in strong teacher preparation. Plan to make

adjustments as needed.

Many states have developed or are beginning to develop public “report cards” for teacher preparation programs. These documents often share outcomes from teacher certification exams, graduate placement in teaching positions, teacher evaluations, and student outcomes. If your state has or is developing such documents, seek information on how the SEA or state board of higher education may need to adjust these “report cards” in light of the new standards and preparation requirements once standards are adopted.

Request a review of the policies listed under “develop, support, and retain” in Figure 1. Many of these efforts are district based. However, does the state collect sufficient data from districts to understand how effective these practices are? Can the state provide suggestions on how to improve these policies? Here are some important questions to consider and ask:



- Is the state compiling sufficient recruitment, selection, hiring, and retention data to know which teacher preparation programs are recruiting more highly qualified candidates to be science teachers and preparing teachers for the rigors of the classroom?
- How do state-provided or state-funded induction and mentoring program requirements need to be revised to support new teachers with the new standards? What recommendations should we provide to districts on how they can improve their programs?
- Do the expectations of current instructional frameworks reflect the teaching and leadership behaviors needed to implement the new science standards? What changes in policy might be necessary?
- How will the new science standards affect the availability of student growth measure data to be used in educator evaluation data? For example, will there be a gap in the availability of high-quality assessment data aligned to the new standards? Is a stop-gap measure needed? What policy changes are necessary?

State Profile: Arkansas

Shortly after endorsing the Next Generation Science Standards, the Arkansas Department of Education released the state's [Review of the Next Generation Science Standards](#). This document contains an analysis of potential implications of the new standards on educator effectiveness policies. The report notes the following:

- Professional development opportunities must address the following:
 - “The integration of science and engineering practices and crosscutting concepts with science content for several years
 - Engineering practices and the engineering design cycle for several years
 - The use of formative assessments in science classrooms
 - The use of models and constructing models from evidence” (Arkansas Department of Education, 2014, p. 25)
- Alignment between the Next Generation Science Standards and *A Framework for Teaching*
- Recent state efforts to address middle school teacher preparation requirements to increase discipline-specific content knowledge
- The need for the state to develop new licensure competencies for Grades 7–12 because earth and space science content will need to be added.

Key Resources from the Center on Great Teachers and Leaders

Policy Snapshots. The Center on Great Teachers and Leaders offers policy snapshots that provide an overview of the latest information, research, and policy trends on critical education policy topics in a quick, easy format. [Supporting New Teachers: What Do We Know about Effective State Induction Policies?](#) summarizes research on effective induction programs and offers strategies for setting effective policy related to induction plans. The brief includes spotlights on state induction programs as well as sample regulatory language. In [Alternative Routes to Teaching: What Do We Know About Effective Policies?](#), expert Laura Goe identifies the research on the extent to which alternative routes into teaching meet state goals and then share six policy strategies to consider as priority actions for creating or improving statewide requirements for alternative routes to certification.

[Equitable Access Toolkit](#). This toolkit is designed to support states in efforts to ensure equitable access to excellent educators. The toolkit includes resources and materials focused on stakeholder engagement, root-cause analysis and data review to develop plans to improve access to high quality, effective educators. Although not focused on science educators, the tools here can be used to determine the policy changes and strategies needed to ensure talent development practices are effective and recruiting, developing, supporting, and retaining highly effective science educators.

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Appendix A. Assessment Tool for Determining Readiness to Adopt New Science Standards

NASBE and the GTL Center have identified seven areas that are critical to successful implementation of new standards. This self-assessment focuses on the preadoption and adoption stages and consists of a series of guiding questions for each area as well as suggested actions. Review the question and write *yes/no/unsure* for your answer. If the answer is *no* or *unsure*, review the suggested actions and challenges to anticipate. In addition, the guidance following this tool provides clarifying information, profiles examples from others states, and highlights relevant resources. Links to specific sections of the guidance are included in the last column of this tool.

Please note: Authors recognize that states may choose to revise, adapt, or adopt new standards. Throughout this tool, the term “new standards” represents the results of any of these approaches to standards reform.

Process Domains

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
Vision and Strategic Plan	Has the SBE clearly articulated the vision for the new science standards?		<ul style="list-style-type: none"> ▪ Work with the SEA to assess the feasibility of implementing new standards, given the political landscape, available budget, state capacity for supporting implementation, and current competing demands placed on districts. ▪ Work with the SEA to develop a vision for the work. 	<ul style="list-style-type: none"> ▪ Lack of political support ▪ Initiative fatigue and/or fear of something new 	2
	Has the state board identified standards reform as a priority in the strategic plan?		<ul style="list-style-type: none"> ▪ Develop a rationale for the focus on standards. ▪ Identify measurable, expected outcomes as the work. ▪ Articulate the SBE’s strategy or role in this work. ▪ Identify student outcome data to be used to assess whether new standards are effective at preparing students for college and careers. 	<ul style="list-style-type: none"> ▪ Limited time to develop plan ▪ Limited availability of outcome data 	

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
	Does the board have a plan to review standards and implementation data on a regular basis?		<ul style="list-style-type: none"> ▪ Establish a timeline for regular review of standards and monitoring of standards implementation. ▪ Identify criteria and outcomes to be reviewed. 	<ul style="list-style-type: none"> ▪ Limitations on timelines placed by Elementary and Secondary Education Act waivers, the U.S. Department of Education, or the state legislature 	
Leadership	Do key players (governor, legislators, teachers, unions, business, and industry) support new standards?		<ul style="list-style-type: none"> ▪ Raise awareness of why new standards are important. ▪ Identify and recruit key leaders to serve as advocates and champions of the work. ▪ Identify influencers who can galvanize support. 	<ul style="list-style-type: none"> ▪ Lack of visible public support from key players 	4
	Has the state identified a leadership team to create a vision for new standards and develop a timeline, phase-in strategy, and work plan?		<ul style="list-style-type: none"> ▪ Recruit science content experts, scientists, community leaders, teachers, and administrators to engage in review of current standards and planning for new standards implementation. ▪ Review timeline, phase-in, and work plan recommendations by the committee. 	<ul style="list-style-type: none"> ▪ Finding time for the leadership team to meet 	
Two-Way Communication	Does the state have a strategic communications plan?		<ul style="list-style-type: none"> ▪ Work with the SEA and the leadership team to create a communications plan that identifies the intended audiences, messages, delivery methods, and persons charged with leading communications. 	<ul style="list-style-type: none"> ▪ Matching communications delivery methods to intended to audience 	6
	Do the board of education, SEA, and other key players have a shared set of key messages or talking points?		<ul style="list-style-type: none"> ▪ Collaborate with the SEA to develop key messages or talking points. ▪ Share messages or talking points with key players and other stakeholders. 	<ul style="list-style-type: none"> ▪ Ensuring all parties use consistent messaging 	

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
	Has the state identified mechanisms for seeking input and gathering feedback?		<ul style="list-style-type: none"> ▪ Identify current methods for seeking input (e.g., public comment period, SBE meetings) ▪ Determine if additional methods for seeking input are needed. ▪ Collaborate with the SEA, unions, and professional organizations to develop a plan for collecting feedback on implementation. 	<ul style="list-style-type: none"> ▪ If timelines are limited, gathering sufficient input 	

Policy Considerations

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
Supports for District Implementation	Do districts have the curricular and infrastructure supports needed to implement the new standards?		<ul style="list-style-type: none"> ▪ Request from the SEA or leadership team a detailed analysis of the impact of new standards implementation that identifies the following: <ul style="list-style-type: none"> • Funding required • Necessary changes in curriculum • Infrastructure/physical readiness to implement • Professional learning needs ▪ Work with the SEA to identify funding and expertise sources that can support districts in addressing current readiness gaps. ▪ Work with the SEA to develop a list of vetted professional learning providers. 	<ul style="list-style-type: none"> ▪ Limited capacity of the SEA to analyze readiness to implement ▪ Limited availability of resources to support districts ▪ Limited time to devote to seeking additional resources 	9
	Do state policies encourage the provision of high quality professional learning opportunities for teachers?		<ul style="list-style-type: none"> ▪ Revise or adopt new professional learning standards as needed. ▪ Revise policies related to professional learning. ▪ Gather and review professional learning outcome data. 	<ul style="list-style-type: none"> ▪ Limited SEA and district to implement new professional learning standards. ▪ Lack of professional learning outcome data 	

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
Assessment	Does the state have a plan for determining whether to revise current state assessments, acquire state assessments already in use elsewhere, or develop new assessments?		<ul style="list-style-type: none"> ▪ Determine who will conduct the review (e.g., a committee, SEA staff, assessment and content experts from multiple LEAs). ▪ Inventory assessments currently used in districts and other available assessments. ▪ Collaborate with other states and organizations during the assessment review and/or development process. 	<ul style="list-style-type: none"> ▪ Backlash from public resulting from assessment fatigue and skepticism about assessments ▪ Costs 	13
	Does the state have a clear timeline for including science in the state accountability system?		<ul style="list-style-type: none"> ▪ Work with the SEA to determine the feasibility of including science in the state accountability system. ▪ Work with the SEA to anticipate potential barriers to implementation. ▪ Review proposed timeline for including science in the accountability system. 	<ul style="list-style-type: none"> ▪ Lack of public support of high-stakes accountability 	
College and Career Readiness	Do the new science standards align with the rigorous expectations of other college- and career-ready standards?		<ul style="list-style-type: none"> ▪ Request alignment chart between new standards and other career- and college-readiness standards. ▪ Identify areas of convergence and areas of disconnect among the standards. 	<ul style="list-style-type: none"> ▪ Developing mitigating strategies for addressing gaps in standards 	16
	Will course sequences, including CTE courses, dual enrollment requirements, and graduation requirements need to be revised to align with the new standards?		<ul style="list-style-type: none"> ▪ Convene committee to review alignment among new standards, model course sequences, dual enrollment requirements and high school graduation requirements. ▪ As needed, revise policies to address gaps in alignment. 	<ul style="list-style-type: none"> ▪ Limited district capacity to implement new sequences or requirements quickly 	
Talent Development	Do teachers have access to high-quality, job-embedded professional learning opportunities?		<ul style="list-style-type: none"> ▪ Review professional learning standards. If needed, revise standards. ▪ Review current policies that affect teaching conditions needed for effective professional learning. ▪ Revise policies as needed. ▪ Recommend strategies for addressing gaps in professional learning. 	<ul style="list-style-type: none"> ▪ Lack of district awareness of professional development standards and policies 	18

	Guiding Questions	Y/N/U	If answer is <i>no</i> or <i>unsure</i> , consider taking the following actions:	Challenges to Anticipate	Page
Talent Development	Are policies aimed at recruiting, developing, and retaining effective science educators aligned with the instructional demands of the new science standards?		<ul style="list-style-type: none"> ▪ Engage teacher preparation programs, including alternative preparation program providers, as well as science content experts and districts in a review of current initial certification and licensure requirements and current program approval and accreditation requirements. Determine alignment between current requirements and the skills teachers need to effectively provide instruction on the new science standards. ▪ Determine implications of new standards and assessments on teacher preparation program accountability measures. ▪ Determine if the state or districts should collect additional data on the impact of educator effectiveness policies. ▪ Make policy recommendations for transition between old and new assessments and include those assessments in teacher evaluations. ▪ Request review of the alignment between teacher preparation program approval requirements and the teacher skills and content needed to teach to the new science standards. 	<ul style="list-style-type: none"> ▪ Need to be strategic in which policies you tackle first; revising all policies at once may overwhelm institutions affected by them ▪ Need gradual implementation and a plan for supporting educators, programs, and others, that may be “grandfathered in” 	

State Board Assessment of Conditions for Implementing Science Standards

Project Description

The Center on Great Teachers and Leaders (GTL Center) was contracted by the National Association of State Boards of Education (NASBE) to develop, in consultation with NASBE members, an assessment tool and a guidance document for its use. The purpose of the assessment tool is to help state board members review and objectively determine their state's readiness to implement new science standards and identify next steps.

The GTL Center is a federally funded content center dedicated to supporting state education leaders in their efforts to ensure that students have access to great teachers and leaders. In order to create a tool that will meet NASBE members' needs, the GTL Center will work with a select group of NASBE members to develop and refine the format and components of the assessment tool and the guidance for its use.

Project Timeline

From October to December of 2014, the GTL Center will gather NASBE members' feedback on the early and evolving drafts of the tool and guidance document. On Friday, October 17, 2014, Carmen Martínez (project director) and Lauren Matlach (project deputy director) attended NASBE's annual conference and led a focus group with NASBE member volunteers to obtain their feedback on the first draft of the assessment tool and their recommendations for the critical components that should be included in the guidance document. The GTL Center also will participate in two webinars with selected NASBE members to gather additional feedback and recommendations for the subsequent assessment tool and guidance drafts. Our team will use this information to modify, refine, and finalize these products. In January 2015, the GTL Center will submit the final tool and the associated guidance document to NASBE for final production and dissemination to state board members.

Contact Information

If you have questions or comments about this project, you may contact NASBE's Deputy Executive Director, Francis Eberle, by e-mail at francise@nasbe.org or by telephone at 703-740-4820, or you can also contact the project director, Carmen Martínez, by e-mail at cmartinez@air.org or by telephone at 831-419-3349.



WYOMING

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KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

January 29, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Rules drafting contract

The State Board is statutorily charged with promulgating rules regarding the process for school districts to request a review of school rating determinations by the Professional Judgment Panel (PJP). This work needs to be completed prior to the PJP to be held in September of this year.

Because the Wyoming Department of Education (WDE) is in a period of transition, and because there is no one specifically "assigned" at the WDE to do these particular kinds of tasks for the board, I would propose that we enter into a narrowly-construed professional services contract to complete this specific task.

The person contracted to do this work would draft this particular set of rules and assist in presenting them to the board for your review and eventual approval. Contracting with someone to complete this work would allow us to get it done prior to another PJP and would assist WDE leadership in this time of transition.

**ATTACHMENT A TO THE
PROFESSIONAL SERVICES CONTRACT BETWEEN THE WYOMING STATE BOARD OF EDUCATION AND
[Contractors Name]**

WDE Monitoring Agent: _____

Organization/Division: _____

Date Action Plan Developed: _____

Project Timeline From: _____ To: _____

Full Contract Amount: _____

Board Chair's Signature _____ **Date:** _____

Interim Monitoring		
Monitored Dates	Monitoring Agent (Init.)	Amt Paid to Date

ACTION PLAN

Goal: Draft rules for the Wyoming State Board of Education related to statutorily mandated tasks and to revise existing rules to conform to current statute								
Deliverables	Target Dates	Was Target Date Met?		Contractor Personnel Involved	Cost	Measureable Indicators of Deliverable	Is Deliverable Completed	
		Yes	No*				Yes	No*
Write new rules related to state board tasks and duties as mandated by Wyoming state statute	As determined					Rules are submitted to the state board's consideration		
Present rules to the Wyoming State Board of Education, in writing and/or in person, for public comment and submission to the governor for approval.	As determined					Rules are presented to the state board and are substantially ready to proceed with rules promulgation		
Revise existing rules as	As					Rewrite existing State		

**ATTACHMENT A TO THE
PROFESSIONAL SERVICES CONTRACT BETWEEN THE WYOMING STATE BOARD OF EDUCATION AND
[Contractors Name]**

directed by the board, and present those rules in writing and/or in person to the state board	determined					Board of Education rules and present those rules for the board's consideration		

**PROFESSIONAL SERVICES CONTRACT BETWEEN
WYOMING STATE BOARD OF EDUCATION
AND
[INSERT CONTRACTOR'S FULL LEGAL NAME]**

1. **Parties.** The parties to this Contract are Wyoming State Board of Education (Agency), whose address is: 2300 Capitol Avenue Hathaway Building, 2nd Floor Cheyenne, WY 82002-2060, and [Insert Contractor's full legal name] (Contractor), whose address is: [Insert Contractor's address].
2. **Purpose of Contract.** The purpose of this Contract is to set forth the terms and conditions by which the Contractor shall write rules and/or regulations related to Wyoming State Board of Education duties as prescribed by statute.
3. **Term of Contract and Required Approvals.** This Contract is effective when all parties have executed it and all required approvals have been granted (Effective Date). The term of the Contract is from February 20, 2015 through February 19, 2016. All services shall be completed during this term.

This Contract may be renewed two times by agreement of both parties in writing and subject to the required approvals. There is no right or expectation of renewal and any renewal will be determined at the discretion of the Agency.

By law, contracts for professional or other services must be approved as to form by the Attorney General and approved by A&I Procurement, Wyo. Stat. § 9-1-403(b)(v), and all contracts for services costing over one thousand, five hundred dollars (\$1,500.00) must be approved by the Governor or his designee, Wyo. Stat. § 9-2-1016(b)(iv).

4. **Payment.** The Agency agrees to pay the Contractor for the services described in Attachment A, which is attached to and made part of this Contract by this reference. Total payment under this Contract shall not exceed seventy-five hundred dollars (\$7,500). Payment shall be made when services are completed. Payment shall be made upon submission of invoice pursuant to Wyo. Stat. § 16-6-602. No payment shall be made for work performed before the Effective Date of this Contract. Contractor shall submit invoices in sufficient detail to ensure that payments may be made in conformance with this Contract. Should the Contractor fail to perform in a manner consistent with the terms and conditions set forth in this Contract, payment under this Contract may be withheld until such time as the Contractor performs its duties and responsibilities to the satisfaction of Agency.
5. **Responsibilities of Contractor.** The Contractor agrees to:

C. *Revise rules as requested.*

- A. *Provide the services described in Attachment A, which is attached to and made a part of this Contract by this reference.*
6. **Responsibilities of Agency.** The Agency agrees to:
- A. Pay Contractor in accordance with Section 4 above.
7. **Kickbacks.** Contractor certifies and warrants that no gratuities, kickbacks, or contingency fees were paid in connection with this Contract, nor were any fees, commissions, gifts, or other considerations made contingent upon the award of this Contract. If Contractor breaches or violates this warranty, Agency may, at its discretion, terminate this Contract without liability to the Agency, or deduct from the agreed upon price or consideration, or otherwise recover, the full amount of any commission, percentage, brokerage, or contingency fee.
8. **Monitor Activities.** The Agency shall have the right to monitor all Contract related activities of the Contractor and all subcontractors. This shall include, but not be limited to, the right to make site inspections at any time, to bring experts and consultants on site to examine or evaluate completed work or work in progress, and to observe all Contractor personnel in every phase of performance of Contract related work.
9. **No Finder's Fees.** No finder's fee, employment agency fee, or other such fee related to the procurement of this Contract shall be paid by either party.
10. **General Provisions.**
- A. **Amendments.** Any changes, modifications, revisions, or amendments to this Contract which are mutually agreed upon by the parties to this Contract shall be incorporated by written instrument, executed and signed by all parties to this Contract.
- B. **Applicable Law/Venue.** The construction, interpretation, and enforcement of this Contract shall be governed by the laws of the State of Wyoming. The Courts of the State of Wyoming shall have jurisdiction over this Contract and the parties, and the venue shall be the First Judicial District, Laramie County, Wyoming.
- C. **Assignment/Contract Not Used as Collateral.** Neither party shall assign or otherwise transfer any of the rights or delegate any of the duties set out in this Contract without the prior written consent of the other party. The Contractor shall not use this Contract, or any portion thereof for collateral for any financial obligation without the prior written permission of the Agency.
- D. **Audit/Access to Records.** The Agency and its representatives shall have access to any books, documents, papers, electronic data and records of the Contractor which are pertinent to this Contract.

- E. Availability of Funds.** Each payment obligation of the Agency is conditioned upon the availability of government funds which are appropriated or allocated for the payment of this obligation. If funds are not allocated and available for continued performance of the Contract, the Contract may be terminated by the Agency at the end of the period for which the funds are available. The Agency shall notify the Contractor at the earliest possible time of the services which will or may be affected by a shortage of funds. No penalty shall accrue to the Agency in the event this provision is exercised, and the Agency shall not be obligated or liable for any future payments due or for any damages as a result of termination under this section. This provision shall not be construed to permit the Agency to terminate this Contract to acquire similar services from another party.
- F. Award of Related Contracts.** The Agency may award supplemental or successor contracts for work related to this Contract. The Contractor shall cooperate fully with other contractors and the Agency in all such cases.
- G. Certificate of Good Standing.** Contractor shall provide to Agency a Certificate of Good Standing verifying compliance with the unemployment insurance and workers' compensation programs before and during performing work under this Contract, if applicable.
- H. Compliance with Laws.** The Contractor shall keep informed of and comply with all applicable federal, state, and local laws and regulations in the performance of this Contract.
- I. Confidentiality of Information.** All documents, data compilations, reports, computer programs, photographs, data and other work provided to or produced by the Contractor in the performance of this Contract shall be kept confidential by the Contractor unless written permission is granted by the Agency for its release. If and when Contractor receives a request for information subject to this Contract, Contractor shall notify Agency within ten (10) days of such request and not release such information to a third party unless directed to do so by Agency.
- J. Entirety of Contract.** This Contract, consisting of seven (7) pages, Attachment A, consisting of two (2) pages represent(s) the entire and integrated Contract between the parties and supersede(s) all prior negotiations, representations, and agreements, whether written or oral.
- K. Ethics.** Contractor shall keep informed of and comply with the Wyoming Ethics and Disclosure Act (Wyo. Stat. § 9-13-101, *et seq.*) and any and all ethical standards governing Contractor's profession.
- L. Extensions/Renewals.** Nothing in this Contract shall be interpreted or deemed to create an expectation that this Contract will be extended beyond the term described herein.
- M. Force Majeure.** Neither party shall be liable for failure to perform under this Contract if such failure to perform arises out of causes beyond the control and

without the fault or negligence of the nonperforming party. Such causes may include, but are not limited to, acts of God or the public enemy, fires, floods, epidemics, quarantine restrictions, freight embargoes, and unusually severe weather. This provision shall become effective only if the party failing to perform immediately notifies the other party of the extent and nature of the problem, limits delay in performance to that required by the event, and takes all reasonable steps to minimize delays. This provision shall not be effective unless the failure to perform is beyond the control and without the fault or negligence of the nonperforming party.

- N. Indemnification.** The Contractor shall indemnify, defend, and hold harmless the State, the Agency, and their officers, agents, employees, successors, and assignees from any and all claims, lawsuits, losses, and liability arising out of Contractor's failure to perform any of Contractor's duties and obligations hereunder or in connection with the negligent performance of Contractor's duties or obligations, including but not limited to any claims, lawsuits, losses, or liability arising out of Contractor's malpractice or malfeasance.
- O. Independent Contractor.** The Contractor shall function as an independent contractor for the purposes of this Contract and shall not be considered an employee of the State of Wyoming for any purpose. Consistent with the express terms of this Contract, the Contractor shall be free from control or direction over the details of the performance of services under this Contract. The Contractor shall assume sole responsibility for any debts or liabilities that may be incurred by the Contractor in fulfilling the terms of this Contract and shall be solely responsible for the payment of all federal, state, and local taxes which may accrue because of this Contract. Nothing in this Contract shall be interpreted as authorizing the Contractor or its agents and/or employees to act as an agent or representative for or on behalf of the State of Wyoming or the Agency or to incur any obligation of any kind on the behalf of the State of Wyoming or the Agency. The Contractor agrees that no health/hospitalization benefits, workers' compensation, unemployment insurance, and/or similar benefits available to State of Wyoming employees will inure to the benefit of the Contractor or the Contractor's agents and/or employees as a result of this Contract.
- P. Nondiscrimination.** The Contractor shall comply with the Civil Rights Act of 1964, the Wyoming Fair Employment Practices Act (Wyo. Stat. §27-9-105 et seq.), the Americans with Disabilities Act (ADA), 42 U.S.C. §12101, et seq., and the Age Discrimination Act of 1975 and/or any properly promulgated rules and regulations thereto and shall not discriminate against any individual on the grounds of age, sex, color, race, religion, national origin, or disability in connection with the performance under this agreement.
- Q. Notices.** All notices arising out of, or from, the provisions of this Contract shall be in writing either by regular mail, facsimile, e-mail or delivery in person at the address(es) provided under this Contract. Notice provided by facsimile or e-mail shall be delivered as follows:

Agency: Wyoming State Board of Education, chelsie.oaks@wyo.gov, 307.777.6234

Contractor: [Provide name, e-mail address and fax number here.]

- R. Ownership and Destruction of Documents/Information.** Agency owns all documents, data compilations, reports, computer programs, photographs, data and other work provided to or produced by the Contractor in the performance of this Contract. Upon termination of services, for any reason, Contractor agrees to return all such original and derivative information/documents to the Agency in a useable format. In the case of electronic transmission, such transmission shall be secured. The return of information by any other means shall be by a parcel service that utilizes tracking numbers. Upon Agency's verified receipt of such information, Contractor agrees to physically and electronically destroy any residual Agency-owned data, regardless of format, and any other storage media or areas containing such information. Contractor agrees to provide written notice to Agency confirming the destruction of any such residual Agency-owned data.
- S. Prior Approval.** This Contract shall not be binding upon either party, no services shall be performed under the terms of this Contract, and the Wyoming State Auditor shall not draw warrants for payment on this Contract until this Contract has been reduced to writing, approved as to form by the Office of the Attorney General, filed with and approved by A&I Procurement, and approved by the Governor of the State of Wyoming, or his designee, if required by Wyo. Stat. § 9-2-1016(b)(iv).
- T. Proof of Insurance.** *The Contractor shall not commence work under this Contract until it has obtained all the insurance required by the Agency and the State and such insurance has been approved by the Agency and the State. Approval of insurance by the Agency and the State shall not relieve or decrease the liability of the Contractor. The Contractor shall file a Certificate of Insurance with the Agency verifying each type of coverage required.*
- U. Severability.** Should any portion of this Contract be judicially determined to be illegal or unenforceable, the remainder of the Contract shall continue in full force and effect, and the parties may renegotiate the terms affected by the severance.
- V. Sovereign Immunity.** The State of Wyoming and Agency do not waive sovereign immunity by entering into this Contract and specifically retain all immunities and defenses available to them as sovereigns pursuant to Wyo. Stat. § 1-39-104(a) and all other applicable law. Designations of venue, choice of law, enforcement actions, and similar provisions should not be construed as a waiver of sovereign immunity. The parties agree that any ambiguity in this Contract shall not be strictly construed, either against or for either party, except that any ambiguity as to sovereign immunity shall be construed in favor of sovereign immunity.

- W. Taxes.** The Contractor shall pay all taxes and other such amounts required by federal, state, and local law, including but not limited to, federal and social security taxes, workers' compensation, unemployment insurance, and sales taxes.
- X. Termination of Contract.** This Contract may be terminated, without cause, by the Agency upon thirty (30) days written notice. This Contract may be terminated by the Agency immediately for cause if the Contractor fails to perform in accordance with the terms of this Contract.
- Y. Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of third party beneficiary, and this Contract shall not be construed so as to create such status. The rights, duties, and obligations contained in this Contract shall operate only between the parties to this Contract and shall inure solely to the benefit of the parties to this Contract. The provisions of this Contract are intended only to assist the parties in determining and performing their obligations under this Contract.
- Z. Time is of the Essence.** Time is of the essence in all provisions of this Contract.
- AA. Titles Not Controlling.** Titles of sections and subsections are for reference only and shall not be used to construe the language in this Contract.
- BB. Waiver.** The waiver of any breach of any term or condition in this Contract shall not be deemed a waiver of any prior or subsequent breach. Failure to object to a breach shall not constitute a waiver.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

11. Signatures. The parties to this Contract, either personally or through their duly authorized representatives, have executed this Contract on the dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Contract.

This Contract is not binding on either party until approved by A&I Procurement and the Governor of the State of Wyoming or his designee, if required by Wyo. Stat. § 9-2-1016(b)(iv).

The effective date of this Contract is the date of the signature last affixed to this page.

AGENCY:

Wyoming Department of Education

Dianne Bailey, Chief Financial Officer

Date

CONTRACTOR:

[Insert full legal name of Contractor]

[Insert name and title of person signing for Contractor]

Date

ATTORNEY GENERAL'S OFFICE: APPROVAL AS TO FORM

S. Jane Caton, Senior Assistant Attorney General

Date

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: February 6, 2015

ISSUE: Election of Board Officers

BACKGROUND: In accordance with Wyoming Statute §21-2-301, a meeting shall be held in the first quarter of the calendar year at which a chairman will be elected.

SUGGESTED MOTION/RECOMMENDATION: It is recommended that the Wyoming State Board of Education offer nominations and vote for the positions of Chairman, Vice-Chairman and Treasurer at the February 6, 2015 meeting of the Wyoming State Board of Education.

SUPPORTING INFORMATION ATTACHED:

- **Ballot Nominations for the February 6, 2015 Election of Officers**

PREPARED BY: *Chelsie Oaks*

Chelsie Oaks, Executive Assistant

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

COMMENTS:

Wyoming State Board of Education

Officer Nominations

Chairman

- Kathy Coon
- Pete Gosar
- Scotty Ratliff
- Belenda Wilson
- _____
- _____

Vice Chairman

- Kathy Coon
- Pete Gosar
- Scotty Ratliff
- Ken Rathbun
- Walt Wilcox
- Belenda Wilson
- _____
- _____

Treasurer

- Kathy Coon
- Pete Gosar
- Ken Rathbun
- Belenda Wilson
- _____
- _____



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

RON MICHELI
Chair, Fort Bridger

SCOTTY RATLIFF
Vice Chair, Riverton

PETE GOSAR
Treasurer, Laramie

JILLIAN BALOW
State Superintendent

SUE BELISH
Ranchester

KATHY COON
Lusk

HUGH HAGEMAN
Fort Laramie

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

November 17, 2014

TO: Wyoming State Board of Education

FROM: Kathy Coon, Supervisory Committee Chair

RE: Review of Paige Fenton-Hughes Contract

The Supervisory Committee has monitored the work that Paige Fenton-Hughes has done to fulfill her contract duties and responsibilities. Many of these tasks are ongoing and continuations of work that has been in progress for several years. The Supervisory Committee commends Paige for all of her outstanding and timely work and the efforts she had demonstrated on behalf of the State Board of Education.

We believe Paige has done an incredible job of planning, initiating, following through and completing tasks assigned to her. Her duties were revamped this year to include a much more broad scope and on the behalf of the State Board of Education, she has developed a fantastic working relationship with the Legislature. We also noted the scope of work she did on behalf of the Board for our retreat and help in guiding discussion around a strategic mission and vision plan. She is to be applauded and commended.

In reviewing Attachment B of the contract, we find the work to be complete for this time frame, November, 2014.

In reviewing Attachment C of the contract, we would like to note some waivers of responsibilities. As per changes in the law, these are no longer applicable.

- Provide support to the WDE in the development of an Accountability Support Group to gather information necessary for the WSB, the WDE and WY education accountability professional judgment panel.
- Coordinate, with the assistance of the WDE staff, the development of End of Course assessments, including contracting with specialists, meeting with stakeholders, and preparing required reports.

- Provide support to the WDE in coordination the development of the growth model to be used to create performance index of WY schools.

Reviewed November 17, 2014