

Wyoming State Board 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.

| January 7, 2013 | | |
|---|---|-------|
| 6:00 pm to 7:00 pm | Dinner at the Hill's Home | |
| 7:00 pm to 7:45 p.m. | Legislative Committee-Hugh Hageman, Ron Micheli, Scotty Ratcliff, Walt Wilcox & Cindy Hill | |
| 7:45 pm to 8:15 pm | Strategic Plan Committee- Sue Belish, Pete Gosar & Belenda Willson | |
| 8:15 pm to 9:00 pm | Supervisory Committee- Sue Belish, Pete Gosar, Scotty Ratliff & Kathy Coon | |
| January 8, 2013 Room 126 Hathaway Building Cheyenne Work Session | | |
| | Breakfast on Your Own | |
| 8:00 am to 10:00 am | School Visits in Laramie County School District #1 | |
| 10:00 am to 11:00 am | Board Reports and Updates | Tab A |
| | Paige Fenton Hughes and John Masters | Tab B |
| 11:00 am to 12:30 pm | Committee Reports | Tab C |
| | <ul style="list-style-type: none"> • Supervisory Committee • Legislative Committee • Action Planning Committee | |
| 12:30 pm to 1:15 pm | Lunch | |
| 1:15 pm to 2:00 pm | Executive Session | |
| 2:00 pm to 5:00 pm | Future Direction of the State Board of Education | |
| | Dinner on Your Own | |
| January 9, 2013 Room 126 Hathaway Building Cheyenne Business Session | | |
| 7:30 am to 8:30 am | Breakfast | |

| | | |
|----------------------|---|--|
| 8:30 am to 9:30 am | State Board of Vocational Education | |
| | <ul style="list-style-type: none"> • Roll Call • Pledge Allegiance | |
| | <ul style="list-style-type: none"> • Approval of Agenda | Tab D |
| | <ul style="list-style-type: none"> • Minutes November 2, 2012 | Tab E |
| 9:30 am to 10:30 am | State Board of Education | |
| | <ul style="list-style-type: none"> • Call to order | |
| | <ul style="list-style-type: none"> • Election of Officers | Tab G |
| | <ul style="list-style-type: none"> • Approval of agenda | Tab H |
| 10:30 am to 10:45 am | Break | |
| | <ul style="list-style-type: none"> • Minutes November 2, 2012 December 10, 2012 | Tab I |
| | | <ul style="list-style-type: none"> • Treasurer's report |
| 10:45 am to 11:45 am | | Discussion Items: |
| | <ul style="list-style-type: none"> • Report on Job Corps- Sandy Barton | Tab K |
| | <ul style="list-style-type: none"> • Graduation Requirements- Sue Belish | Tab L |
| | <ul style="list-style-type: none"> • WDE Data Collection- Sue Belish | Tab M |
| 11:45 am to 1:15 pm | Legislative Luncheon | |
| | <ul style="list-style-type: none"> • Advisory Committee and Recommendations | Tab N |
| 1:15 pm to 2:15 pm | Continuation of Discussion Items: | |
| | <ul style="list-style-type: none"> • Extension of ETS contract or RFP- Deb Lindsey | Tab O |
| | Action Items: | |
| 2:15 pm to 2:45 pm | <ul style="list-style-type: none"> • Approval of Budget Authority | Tab P |
| | <ul style="list-style-type: none"> • Policy Manual Revisions for Agenda Creation | Tab Q |
| 2:45 pm to 3:00 pm | Other issues, concerns, discussion, public comment: | |
| | <ul style="list-style-type: none"> • Parting Remarks- Matt Garland & Dana Mann-Tavegia | |
| 2:45 pm to 3:00 pm | Meeting evaluation (plus/delta or other) | |



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
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Cheyenne, Wyoming 82002-0050
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GERALD REICHARDT
Chair, Wheatland

RON MICHELI
Vice Chair, Fort Bridger

PETE GOSAR
Treasurer, Laramie

MATT GARLAND
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SUE BELISH
Ranchester

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CINDY HILL
State Superintendent

JOHN MASTERS
Board Liaison

CHELSIE BAILEY
Executive Assistant

MEMORANDUM

TO: Wyoming State Board of Education Members

FROM: Paige Fenton Hughes, Coordinator

DATE: December 27, 2012

SUBJECT: Meeting update

Select Committee Memo—As per your motion at the December 10, 2012 special teleconference meeting, the memo to the Select Committee on Statewide Education Accountability was presented by Sue Belish and me during the committee meeting on December 12, 2012. In response to a request from the committee, we simply reviewed the contents of the memo and asked if committee members had questions. No questions were asked, so it was a brief presentation. As you know, the legislation had already been drafted based on a motion from the November Select Committee meeting.

Legislation—As of December 21, there was minimal pre-filed legislation dealing with education. At the meeting, I will present a summary of whatever is available to us for review at that time. At the December Select Committee meeting, there were motions made that would bring about significant changes concerning the operations of the State Board if the proposed legislation passes. There were motions made to move staff members from the WDE to the SBE, to allow money to flow directly to the SBE rather than through the WDE, to pay SBE members, and to no longer have the State Superintendent be a voting member of the SBE. The tasks assigned to the SBE in the draft legislation—conducting another PJP, recommending a system of support, and studying an enhanced BOE system—remained unchanged. I will review all available legislation with you at the meeting, and you will have time for a full discussion during the afternoon of the work session.

Past Legislative Issues—In addition to the proposed tasks that might be delegated to the SBE, we still have items from past legislation that we need to complete. For instance, the SBE must promulgate rules and regulations for teacher/leader evaluations. At this time, the Advisory Committee is recommending delaying the implementation of the teacher/leader evaluation systems, and that delay is incorporated into draft legislation. However, the task of promulgating the rules still remains. The ongoing work of overseeing district assessment systems remains tasked to the Board as well, and this work includes the new consideration of an enhanced Body of Evidence system. There is also a provision in the WAEA that provides for the accountability system to be meshed with accreditation, a task that still

remains under the purview of the SBE.

Legislative Updates—During my report, I'd like to gather input from the Board about the format of and frequency of updates I'll be providing during the legislative session. Let's plan to determine the method you all want to use to ensure you are updated about what is happening during the legislative session.

Legislative Responses—During the legislative session, we will undoubtedly be asked to provide direct answers to questions and be asked for our input on matters concerning accountability legislation. Please be prepared to have a discussion about how we intend to respond. We can't have a special board meeting every time we need to respond to a request from the legislature, so let's determine how we will be prepared to respond in a timely manner to questions and requests. Again, this can be part of your discussion in the afternoon of the work session.

CHAPTER 31 PUBLIC COMMENTS UPDATED SUMMARY

Prepared by Julie Magee
12/26/2012

On November 2, 2012, the State Board of Education authorized promulgation for the Chapter 31 Rules. Changes to the Chapter 31 Rules include the following:

- Revisions to the Foreign Language Content and Performance Standards (approved by the Board on June 12, 2012);
- Revision to the Fine & Performing Arts Content and Performance Standards (approved by the Board on November 2, 2012);
- Removal of the Wyoming Content and Performance Standards from Chapter 31 and renamed as their own chapter (Chapter 10);
- Renaming Chapter 31 to *Wyoming Graduation Requirements*;
- Renaming Section 10 of Chapter 31 to "District Assessment System";
- Explicitly stating that the District Assessment System described in Chapter 31 applies to grades 9-12; and,
- Including a date of full implementation for each newly adopted standard.

Public comment for these revisions began on November 26, 2012 and will continue until January 11, 2013. As of December 26, 2012, eight comments have been received. Three of the comments are in response to the proposed Chapter 10 Rules (Standards), and five are in response to the Chapter 31 Rules (Graduation Requirements and the District Assessment System). Comments for each chapter are provided in the attached Excel documents ("Public Comment_Chpt10" and "Public Comment_Chpt31"). Proposed responses for each comment will be presented to the Board at the end of the public comment period.

A note about the District Assessment System:

Various districts have been contacted and asked about the five criteria outlined in the Chapter 31 Rules as well as the peer review process. A team at WDE is working on what the criteria and review process could look like, and we are taking feedback from the districts into consideration as we do this. So far, the resounding theme from the districts is the review process has been cumbersome in the past. To date, the review process has been the central focus of the WDE team. We have also looked at local assessment systems in other states to learn about what they are doing and how they are doing it. More information will be presented to the State Board of Education as it becomes available.

| Date | Last | First | Chapter 10 Comment (FL and FPA Standards Revisions) | EMAIL | Pos/Neg/Notes |
|-----------|----------------|---------|---|-----------------------|----------------------|
| 12/7/2012 | Brinkman | David | The proposed standards for Fine and Performing Arts seem like an improvement from the previous version. I am commenting specifically about the Music Standards. The music-specific benchmarks enable teachers and students to have targeted content without having to translate them as happened in the past. | brinkman@uwyo.edu | Positive, FPA |
| 12/8/2012 | Hartman-Hallam | Darlene | I would like to see some consistency in how standards are represented/formatted. Section 4(c) identifies standards at 4, 8, 11, however some standards (FL) are represented by proficiency level (the last copy I have). Health and Fine Arts Standards were also divided into smaller grade level bands. | dhallam@sub1.org | Neg re: format, Both |
| 12/5/2012 | Lazarus | Michele | As a public school music teacher I find this revision of the Fine and Performing Arts Standards to be excellent. They will provide students with a thorough understanding of the Fine and Performing Arts. | lazarusm@laramie1.org | Positive, FPA |

| Date | Last | First | Comment - Chapter 31 | Email | Pos/Neg/Notes |
|------------|----------------|---------|--|----------------------|---|
| 12/5/2012 | Wells | Kim | <p>All assessments right now are essay based, this should be balanced with hands on observation as well. Not everyone is a strong writer and those that are not get punished with the current system.</p> <p>Tech Ed should also be an option for the Hathaway with foreign language/fine arts.</p> | kwells31@juno.com | Not addressed in rules |
| 12/7/2012 | Hartman-Hallam | Darlene | <p>Regarding the District Assessment System, I am unclear as to whether the District System is a K-12 System or a 9-12 System. Designation above is identified for a 9-12 system. Does this mean that a system is not required for K-8?</p> <p>Thanks for taking time to clarify.</p> <p>Darlene</p> | dhallam@sub1.org | Question; emailed response on 12/26/12; Chapter 31 addresses 9-12; Chapter 6 addresses K-12 |
| 11/30/2012 | Moore | Alan | <p>Thank you for your good work in the revision of Chapter 31 and for offering the public a chance to comment. On the whole, I think it is fine. However I do see a few problems in 9(d) and 9(e), explained below, and I offer some language that I believe would address these problems. Thanks for your consideration of these ideas.</p> <p>9(d) does not specify when and how frequently peer review will be conducted. This language is a historical vestige from the first time that the Body of Evidence system was first implemented earlier the century. The most recent round of peer reviews was conducted 2008-2010. This section needs to be modified to reflect what the ongoing expectation for peer reviews will be – will they be done periodically (say, every 5 years), or as determined by the State Board of Education or WDE?</p> <p>9(e) says that assessment system documentation should be sent to WDE every year. The annual submission of documentation is an onerous burden for school districts, and should not be required, if there has been no change in the district assessment system. Also, the term ‘passing rates’ is (and has always been) ambiguous and problematic. Since Section 9 addresses mastery of standards, it should stay specifically focused on standards. In many districts, mastery of standards is not synonymous with ‘passing.’</p> <p>I suggest that 9(c) be revised as follows:</p> <p>“A committee of peers shall review each district’s assessment system according to a schedule determined by the Wyoming State Board of Education. The committee of peers shall recommend ...”</p> | mooreal@laramie1.org | Questions, Suggestions; re: 9(d) - this is yet to be determined; re: 9(e) - this is yet to be determined; review process will change come 2015 based on statute |

| | | | | | |
|------------|--------|-------|--|----------------------|--|
| 12/27/2012 | Kost | R. J. | <p>I do not support the idea of a peer review. I think the WDE should set the criteria and then a person or person in the department that reviews the documentation compared to the rubric. With the peer review process there were too many that could not separate their own views and philosophy from different views from other districts. That put many in a questionable situation and the reworking of the plan was really not necessary. I am not sure we need the old dates in this work because we have passed that part.</p> <p>In Section 9 A iv I am not sure if the Averages within the e.g. parenthesis is listed as a positive or a negative. I think clarification might be necessary for that part.</p> | rjk@pcsd1.net | Negative re: peer review; suggests internal review; this is yet to be determined |
| 12/7/2012 | LaHiff | Marc | <p>I support the district assessment system and requirements for graduation. However, as a district we find the tiered endorsement creates problems for our district. If a student wants to focus on math and science they typically are not able to add a career vocation or possibly a fine and performing art. The reverse is also true. If a student wants to go to college and major in music or art they may or may not have time to take courses to earn proficiency in the complete basket of good.</p> <p>Higher education has told us they do not look at the transcript endorsement to make any decisions regarding college placement. The amount of technology and programming on the back end to be able to monitor the endorsement over time and then generate a final decision at graduation is very significant. Our district has spent a fair some of money to have the script to make the determination. Each year we find we have to work with outside programmers to go in and adjust and maintain the system.</p> <p>I understand the endorsement may have been based on the opportunity for students to now have to be proficient in all nine content areas however, I do not believe it carries the merit it was hoped.</p> | lahiffm@laramie1.org | Negative re: tiered diploma |



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CINDY HILL
State Superintendent

JOHN MASTERS
Board Liaison

CHELSIE BAILEY
Executive Assistant

MEMORANDUM

TO: Fred Hanson, John Masters

FROM: Supervisory Committee

DATE: December 20, 2012

SUBJECT: Financial Obligations

It has come to the attention of the Supervisory Committee that information reported to the Select Committee on Education Accountability on December 1, 2012 concerning expenditures of funds appropriated in Senate File 57, Enrolled Act 65, of the 2012 Budget Session may not be accurate. There are two areas that concern us.

First, we have reviewed expenditures for the State Board of Education Coordinator, Paige Fenton Hughes, from the time she was hired, June 11, 2012 through November 30, 2012. Her salary, benefits, and travel expenses should all have been expended from account 6110. It appears that some of her expenses were not charged to this account but were incorrectly charged to the regular State Board of Education budget. We would like to see this corrected.

Second, we are concerned that the invoices for Dr. Michael Beck and Alpine Testing Solutions have not been paid. According to the contracts, three payments were to be made to each vendor. The first two payments were to be paid on September 1 and October 15. The final payment was to be made after the deliverables were completed. Our understanding is that Alpine Testing Solutions submitted the three required invoices and yet none of those invoices has been paid. Dr. Michael Beck chose to submit only one invoice when his work was completed. It is our understanding that he has not received payment for his work.

The Supervisory Committee, tasked with monitoring the contracts and the deliverables, has done so since the contracts were executed. We believe that all provisions of the contract have been met and request that the invoices be paid immediately. Now and in the future, if there are issues with payments for contracts, the treasurer of the State Board of Education should be notified.

Thank you for your attention to this matter.

State Board of Vocational Education

January 9, 2013

8:30 a.m. – 9:30 a.m.

Hathaway Building, Room 126

Cheyenne, Wyoming

A G E N D A

| | | | | |
|----|--|-------|-------------|-----------|
| 1. | Call to Order – Joe Reichardt Pledge of Allegiance Roll Call | | Action | 8:30 a.m. |
| 2. | Approval of Agenda – Joe Reichardt | Tab D | Action | |
| 3. | Approval of Minutes – Joe Reichardt Minutes from November 2, 2012 | Tab E | Action | |
| 4. | CTE Introductions- Teri Wigert | | Information | 8:40 a.m. |
| 5. | Perkins State Plan & Budget- Linda Scott | Tab F | Action | 8:50 a.m. |
| 6. | Sequestration & Perkins- Teri Wigert | | Information | 9:10 a.m. |
| 7. | Closing Remarks/Questions- Teri Wigert | | Information | 9:20 a.m. |
| 8. | Adjournment – Joe Reichardt | | | 9:30 a.m. |

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

DATE: January 9, 2013

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the January 9, 2013 meeting

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

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

DATE: January 9, 2013

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the November 2, 2012 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from November 2, 2012

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

November 2, 2012

Uinta CSD #1 Board Room

Evanston, Wyoming

Wyoming State Board of Vocational Education members present: Joe Reichardt, Ron Micheli, Scotty Ratliff, Kathy Coon, Cindy Hill, Sue Belish, Pete Gosar, Walt Wilcox and Hugh Hageman

Wyoming State Board of Vocational Education members absent: Dana Mann-Tavegia, Belenda Willson, Matt Garland and Jim Rose

Also present: John Masters, WDE; Chelsie Bailey, WDE; Julie Magee, WDE; Jim Verley, WDE; Mary Kay Hill, Governor's Office; Ruth Sommers, LSO; Sam Shumway; Paige Fenton-Hughes, SBE; Senator Barnard, James Bailey, UCSD #1; Teri Wigert, WDE; Brad Jacobson, AdvancED and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 8:04 a.m.

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

APPROVAL OF AGENDA

Cindy Hill moved to approve the agenda as presented seconded by Ron Micheli; the motion carried.

APPROVAL OF MINUTES

Minutes from the September 27, 2012, State Board of Vocational Education meeting were presented for approval.

Sue Belish moved that the minutes be approved, seconded by Pete Gosar; the motion carried.

COMMON CAREER TECHNICAL CORE

Teri Wigert, WDE, discussed a movement, previously mentioned in the April meeting, among state directors around the nation collaborating to create their own common core standards in Career Technical Education (CTE). Forty-two states and the District of Columbia have participated in this work; however the work has not been adopted or governed in any state or district. The goal of this information was to determine what a student should know when they complete a program of study in any CTE content area

and make that knowledge at completion more common among states, school districts and the community colleges within a state This would demonstrate the over arching best practices for being career prepared, called the career ready practices. All 12 practices were provided in the packet and reviewed with the Board.

Teri Wigert reviewed the standards for the 16 career clusters that are aligned with the common core state standards. These career clusters frames all of the CTE course work.

The National Association of State Directors has decided that they will offer all states a gap analysis, which would provide a match against the Wyoming career vocational standards and the 12 career ready practices, 16 clusters and the 79 pathway standards, if the State chooses to participate. Secondly, the association is going to evaluate whether or not there are needs in Wyoming they could fulfill as a national association. Additionally, there are other organizations that are working on showing and encouraging the embedding of literacy and English language arts in the CTE standards and vice versa.

WHAT IT MEANS TO BE CAREER READY

Teri Wigert presented the Board information on adding a body of work on what it means to be career read. This information was created by a group of 27 people consisting of business leaders, research groups, higher education, K-12 educators. Teri Wigert reviewed the handout provided in the Board packet. The intent of the provided document was to push on what it means to career ready and provide a definition of career ready.

Sue Belish believed this information would be helpful to the Advisory Committee.

Cindy Hill moved to adjourn the meeting, seconded by Sue Belish; the motion carried.

The State Board of Vocational Education adjourned at 9:01 a.m.

The next Wyoming State Board of Vocational Education meeting will be a teleconference on December 10, 2012



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Riverton

WALT WILCOX
Casper

CINDY HILL
State Superintendent

CHRISTINE STEELE
Board Liaison

CHELSE BAILEY
Executive Assistant

March 19, 2013

Edward R. Smith, Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U. S. Department of Education
Potomac Center Plaza
550 12th Street, SW, Room 11060
Washington, DC 20202-7241

Dear Mr. Smith:

On behalf of the Wyoming State Board of Vocational Education, I am pleased to submit the following items for approval to your agency to meet the requirements to receive fiscal year (FY13) Perkins IV grant awards.

Revision to the State Plan

The State of Wyoming has no revisions to its state plan for FY13.

Updated Budget

The budget reflects the anticipated allotments from funds that will be available for program year seven, beginning on July 1, 2013, for Title I of Perkins IV.

Thank you for your time and consideration. If you have questions or I can be of assistance, please don't hesitate to contact me at joereichardt@vcn.com.

Sincerely,

Gerald "Joe" Reichardt, Chairman
Wyoming State Board of Vocational Education

Enclosure

FY 2013 PERKINS IV BUDGET FORMAT
(For Federal Funds that Become Available Beginning on July 1, 2013)

STATE NAME: Wyoming

| Item | Amount |
|---|---------------------|
| <i>(Note: Insert dollar amounts or values where requested with lines below)</i> | |
| Title I-State Basic Grant | |
| Title I Allocation | \$ 4,214,921 |
| Title II Funds Consolidated with Title I Funds | |
| Total Title I Funds (Title I Allocation + Consolidated Title II Funds) | \$4,214,921 |
| Local Formula Distribution (not less than 85% of total Title I funds) | \$3,582,683 |
| <i>Reserve (not more than 10% of the 85% of funds for local distribution)</i> | \$ N/A |
| Secondary programs (60% of funds) | \$ N/A |
| Postsecondary programs (40% of funds) | \$ N/A |
| Remainder for local distribution (85% of the funds for local distribution less any funds reserved) | \$3,582,683 |
| Secondary programs (60% of funds) | \$ 2,149,610 |
| Postsecondary programs (40% of funds) | \$ 1,433,073 |
| State Leadership (not more than 10% of the total Title I funds) | \$ 382,238 |
| <i>Nontraditional training and employment (between \$60,000 and \$150,000)</i> | \$ 60,000 |
| <i>Corrections or institutions (not more than 10% of state leadership funds)</i> | \$ 10,000 |
| State Administration (not more than 5% of the total Title I funds) | \$ 250,000 |
| State Administrative Match (from non-federal funds)¹ | \$ 468,098 |

¹ The eligible agency must provide non-federal funds for State administration of the Perkins IV, Title I grant in an amount not less than the amount it provided in the preceding year pursuant to section 323 of Perkins IV.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: January 9, 2013

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.

SUPPORTING INFORMATION ATTACHED:

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: January 9, 2013

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the January 9, 2013 State Board of Education meeting

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

Wyoming State Board of Education Agenda

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| 10:45 am to 11:45 am | | Discussion Items: |
| | <ul style="list-style-type: none"> • Report on Job Corps- Sandy Barton | Tab K |
| | <ul style="list-style-type: none"> • Graduation Requirements- Sue Belish | Tab L |
| | <ul style="list-style-type: none"> • WDE Data Collection- Sue Belish | Tab M |
| 11:45 am to 1:15 pm | Legislative Luncheon | |
| | <ul style="list-style-type: none"> • Advisory Committee and Recommendations | Tab N |
| 1:15 pm to 2:15 pm | Continuation of Discussion Items: | |
| | <ul style="list-style-type: none"> • Extension of ETS contract or RFP- Deb Lindsey | Tab O |
| | Action Items: | |
| 2:15 pm to 2:45 pm | <ul style="list-style-type: none"> • Approval of Budget Authority | Tab P |
| | <ul style="list-style-type: none"> • Policy Manual Revisions for Agenda Creation | Tab Q |
| 2:45 pm to 3:00 pm | Other issues, concerns, discussion, public comment: | |
| | <ul style="list-style-type: none"> • Parting Remarks- Matt Garland & Dana Mann-Tavegia | |
| 2:45 pm to 3:00 pm | Meeting evaluation (plus/delta or other) | |

WYOMING STATE BOARD OF EDUCATION
November 2, 2012
Uinta CSD #1 Board Room
Evanston, Wyoming

Wyoming State Board of Education members present: Joe Reichardt, Ron Micheli, Scotty Ratliff, Kathy Coon, Cindy Hill, Sue Belish, Pete Gosar, Walt Wilcox and Hugh Hageman

Wyoming State Board of Education members absent: Dana Mann-Tavegia, Belenda Willson and Matt Garland

Also present: John Masters, WDE; Chelsie Bailey, WDE; Julie Magee, WDE; Jim Verley, WDE; Mary Kay Hill, Governor's Office; Ruth Sommers, LSO; Sam Shumway; Paige Fenton-Hughes, SBE; Senator Barnard, James Bailey, UCSD #1; Teri Wigert, WDE; Brad Jacobson, AdvancED and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 9:00 a.m.

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

APPROVAL OF AGENDA

Cindy Hill moved to approve the agenda, seconded by Sue Belish; the motion carried.

APPROVAL OF MINUTES

Minutes from the October 9, 2012, State Board of Education teleconference were presented for approval.

Walt Wilcox moved to approve the minutes, seconded by Sue Belish; the motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer for the Board, Pete Gosar, reviewed with the Board documents provided in the packet and indicated if members had questions to notify him.

John Masters informed the Board that a b-ii had been submitted to move money out of the salary series in the 7(d) funds.

Pete Gosar will inform the Board know the flights costs for the meeting next week will cost around \$3,000.00. The next meeting the Board will have more time to decide if its wants to take the plane.

The Jackson plane trip was split between the Wyoming Department of Education and the State Board as agreed upon by Superintendent, Cindy Hill and Chairman, Joe Reichardt.

All officers have authority to approve the use of the State Board budget. Pete Gosar will organize an approval process. Approval process will have to be adopted to the policy manual.

Scotty Ratliff moved to approve the Treasurer's Report with the ending balance of \$178,731.80, Walt Wilcox seconded; the motion carried.

END OF COURSE REPORT

Chad Buckendahl, from Alpine Testing Solutions, a contractor for the State Board of Education presented the Board with the study of End of Course systems and how the system was developed.

Before November 13, 2012 the Board must provide a report for the Select Committee. Mackenzie Williams suggested the Supervisory Committee for the Board review the report on the behalf of the Board before the document goes to the Legislative Service Office.

Ron Micheli moved that the State Board of Education's recommendation be there are serious concerns on the direction of the End of Course ramifications. The State Board of Education does not support End of Course as a part of the accountability system, seconded by Sue Belish; the motion carried unanimously.

SBE LEGISLATIVE AGENDA

Ron Micheli moved that the Boards legislative priorities are those suggested by the legislative subcommittee. Scotty Seconded.

Ron Micheli amended his motion to include Paige Fenton-Hughes will complete some minor word smithing in the legislative agenda, the motion carried.

James Bailey, Superintendent of Uinta CSD #1, presented to the Board on capacity building systems and district support in Uinta County School District #1.

NOMINATING COMMITTEE

Joe Reichardt asked for volunteers to be on the nominating committee of officers. Dana Mann-Tavegia requested to be the chair on the committee even though she was absent. Scotty Ratliff and Walt Wilcox also volunteered to be on the committee. Ron Micheli moved that the nominating committee consist of Scotty Ratliff, Walt Wilcox and Dana Mann-Tavegia as chair, seconded by Sue Belish; the motion carried.

DISTRICT CERTIFIED PERSONNEL EVALUATION SYSTEMS

Carol Illian from the WDE presented the Board with the update list the District Certified Personnel Evaluation Systems; there are still eight districts that do not have an approved system.

Scotty Ratliff moved to approve the Certified Personnel Evaluation Systems for Big Horn CSD #3, Carbon CSD #1, Carbon CSD #2, Fremont CSD #6, Fremont CSD #24, Sheridan CSD #1, Washakie CSD #2, and Weston CSD #1. and to send districts approval letters from the State Board. Seconded by Sue Belish; the motion carried.

WYOMING FINE AND PERFORMAING ARTS CONTENT AND PERFORMANCE STANDARDS

Jim Verley, WDE, presented the Board with the preamble that was requested during the September 27, 2012 Board meeting. Mackenzie Williams, attorney for the Board, suggested that the Board add a line in the preamble that clarifies that all schools are expected to offer a fine and performing arts program.

Sue Belish requested that the preamble be placed right after the rationale, and no longer be labeled as a preamble.

Sue Belish moved to adopt the 2012 Wyoming Content and Performance Standards for Fine and Performing Arts and to include the Advisory Companion document in the Wyoming Content and Performance Standards. Scotty Ratliff seconded; the motion carried.

CHAPTER 31 GUIDANCE TO DISTRICTS

Julie Magee presented to the Board the Draft Chapter 10, Draft chapter 31, Chapter 31 Statement of Reasons and Chapter 31 Rules Draft Governor's Memo.

Sue Belish moved to approve all changes proposed by the Department which include:

- To remove Section 8: Uniform Student Content and Performance Standards from Chapter 31 and rename them in their own chapter: Chapter 10: Wyoming Content and Performance Standards.
- To include language regarding the date of effectiveness for newly adopted standards.
- To rename Chapter 31 from “Wyoming Graduation Requirements and Content and Performance Standards” to “Wyoming Graduation Requirements”.
- To rename Section 10 of the Chapter 31 Rules from “Evidence” to “District Assessment System”.
- To include language specifying Section 10 applies to grades nine (9) through twelve (12).

Seconded by Kathy Coon; the motion carried.

BOARD UPDATES AND PUBLIC COMMENT

Sue Belish updated the Board on the Supervisory Committee. The committee continues to have a conference call almost once a week to keep up with the responsibility of going over the SBE Coordinator’s work and provide feedback.

Sue Belish reported that the Accountability Task Force had an October meeting and continues to work on the teacher evaluation system.

Senator Barnard requested that the State Board of Education and the legislature have better communication. The senator will encourage other legislators to attend the State Board meetings; he believes the more collaboration and better communication the better.

Scotty Ratliff moved to adjourn the meeting, seconded by Cindy Hill; the motion carried.

The State Board of Education adjourned at 1:54 p.m.

The next Board meeting is scheduled for a teleconference on December 10, 2012

WYOMING STATE BOARD OF EDUCATION
December 10, 2012
Teleconference

Wyoming State Board of Education members present: Dana Mann-Tavegia, Cindy Hill, Ron Micheli, Pete Gosar, Joe Reichardt, Belenda Willson, Matt Garland, Hugh Hageman, Scotty Ratliff, Kathy Coon, Sue Belish, and Walt Wilcox

Also present: Sam Shumway, WDE; John Masters; WDE; Chelsie Bailey, WDE; and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 5:30 p.m.

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

APPROVAL OF AGENDA

Dana Mann-Tavegia questioned if the memo in the Board packet from Superintendent, Cindy Hill, pertained to the special meeting. Attorney for the Board, Mackenzie Williams, stated that the memo could be reviewed under the discussion on letter to the Select Committee agenda item but could not be its own agenda item.

Cindy Hill moved to approve the agenda as presented, seconded by Kathy Coon. Dana Mann-Tavegia requested a roll call vote:

Joe Reichardt- Yes
Ron Micheli- Yes
Pete Gosar- Yes
Matt Garland- Yes
Sue Belish- Yes
Kathy Coon- Yes
Belenda Willson- Yes
Hugh Hageman- Yes
Dana Mann-Tavegia- Yes
Scotty Ratliff-Yes
Walt Wilcox-Yes
Cindy Hill-Yes

The motion carried.

DISCUSSION ON LETTER TO THE SELECT COMMITTEE

Joe Reichardt called for a motion to approve the original letter to the Select Committee presented to the Board dated December 7, 2012; Scotty Ratliff moved the motion, seconded by Sue Belish. Call for discussion.

Cindy Hill moved to amend the original letter to reflect the amendments made in the letter dated December 10, 2012, seconded by Hugh Hageman; call for discussion.

John Masters reviewed the amendments on the letter dated December 10, 2012 with the Board.

Sue Belish proposed to insert into the original letter in the line under the first paragraph "The State Board anticipates the following work and will work with the appropriate individuals, department and consultants to accomplish tasks assigned to them." And not include the other language proposed in the amended letter dated December 10, 2012.

Cindy Hill requested that the Board vote on the current amendment on the table and would entertain the removal of the two sentences in the last paragraph on page two.

Ron Micheli suggested dividing the amendment of the amended letter dated December 10, 2012, to reinstate #1 on page two and remove the addition of the two sentences in the last paragraph on page two. The board would vote on all other remaining changes in the amended letter first.

Cindy Hill welcomed Ron Micheli's suggestion to the divide the amended letter to her motion; Dana Mann-Tavegia requested a roll call vote:

Joe Reichardt- Yes
Ron Micheli- Yes
Pete Gosar- No
Matt Garland- Yes
Sue Belish- No
Kathy Coon- No
Hugh Hageman- Yes
Dana Mann-Tavegia- No
Scotty Ratliff-No
Walt Wilcox- No
Cindy Hill-Yes

The motion did not carry.

Sue Belish left the teleconference

Hugh Hageman requested from the Board Treasurer, Pete Gosar, the salary of the SBE Coordinator.

Matt Garland stated that this memo should have been presented in a full Board meeting and not over a teleconference.

Ron Micheli moved to amend the letter dated December 10, 2012 to reinstate #1 on page two and remove the addition of the two sentences in the last paragraph on page two. Seconded by Pete Gosar, roll call vote was taken:

Joe Reichardt- No
Ron Micheli- No
Pete Gosar- No
Matt Garland- Yes
Kathy Coon- No
Hugh Hageman- Yes
Dana Mann-Tavegia- No
Scotty Ratliff-No
Walt Wilcox- No
Cindy Hill-Yes

The motion did not carry.

Ron Micheli moved to adopt the original memo dated December 7, 2012, seconded by Dana Mann-Tavegia. Call for discussion:

Pete Gosar reported that the State Board Coordinator's monthly salary is \$8396.70 and travel budget funds used since July 1, 2012 totaled \$3092.83.

A roll call vote was taken:

Joe Reichardt- Yes
Ron Micheli- Yes
Pete Gosar- Yes
Matt Garland- No
Kathy Coon- Yes
Hugh Hageman- No
Dana Mann-Tavegia- Yes
Scotty Ratliff- Yes
Walt Wilcox- Yes
Cindy Hill-No

The motion carried.

The State Board of Education adjourned at 6:45 p.m.

The next State Board of Education meeting will be on January 8 and 9, 2012 in Cheyenne, Wyoming.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: January 9, 2013

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meetings on November 2, 2012 and December 10, 2012.

SUPPORTING INFORMATION ATTACHED:

- Minutes of November 2, 2012
- Minutes of December 10, 2012

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

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: January 9, 2013

ISSUE: Approval of Treasurer's Report

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary

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

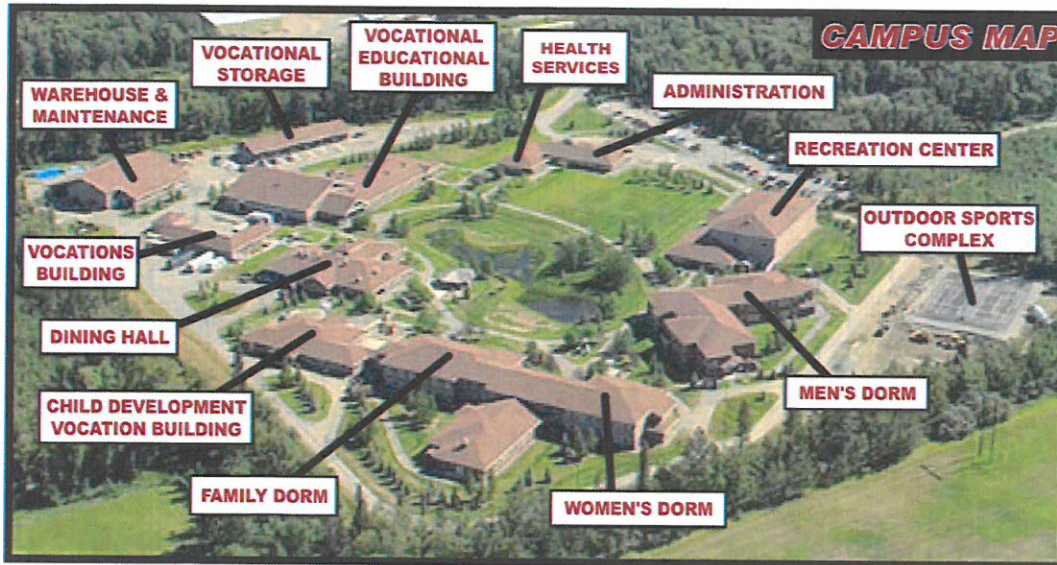
APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

A VISION For

WIND RIVER JOB CORPS



"Because of Job Corps' customized training, we saved \$6,000 in training costs on each of those employees."

Mike Harris, National Training Director, Pennzoil/Quaker State

Job Corps offers solutions to some of the biggest challenges businesses face. It's a great opportunity for companies to boost the bottom line and hire entry-level employees with up to two years of training in a specific industry. Following are just a few of many benefits to working with Job Corps and hiring graduates:

- With a ready pool of pre-screened, trained and motivated entry-level workers, hiring Job Corps students helps companies lower recruiting costs.
- Employers can lower training and overhead costs by hiring entry-level employees who already have extensive training in a particular industry.
- Trained in more than 100 career programs, Job Corps graduates are entering today's workforce with hands-on practical and certified skills in high-growth industries such as health care, information technology, automotive, and construction.
- With today's changing skills and demands, centers can work with businesses to develop a training curriculum customized to a specific company's needs.
- By hiring a Job Corps graduate, companies may be eligible for federal tax credits of up to \$2,400 per employee.
- Businesses can increase visibility with publicity on Job Corps' Web sites, articles and photos in nationally circulated newsletters, and signage on Job Corps campuses.
- Employers can guard against current and future labor shortages by working with Job Corps to create pipelines of qualified, work-ready employees, reducing the cost of recruitment and training in the long-term.

Scheduled to be opened

2014

Fremont County BOCES

320 West Main, 3rd Floor

Riverton, WY 82501

307-856-2028



Job Corps Fact Sheet

WHAT IS JOB CORPS?

Job Corps is the nation's largest residential education and vocational training program for economically disadvantaged youth. There are 122 centers in 48 states, the District of Columbia and Puerto Rico. It is a time-tested program, touching the lives of more than 60,000 young people every year. Since its inception in 1964, Job Corps has guided nearly 2 million young people away from lives filled with poverty and unemployment, crime and welfare and steered them toward brighter futures filled with self-confidence, independence, and productive employment.

Job Corps succeeds in a way few other programs -- public or private -- do. It is a full-time, year-round primarily residential program that offers comprehensive vocational training, education and supportive services, including supervised dormitory housing, meals, medical care, and counseling. The program provides occupational exploration; employment and social skills training; and competency based vocational and basic education. Occupational trades offered include automotive mechanics and repair, business clerical, computer occupations, construction, culinary arts, health occupations, and retail trades. After students leave the program, Job Corps provides placement assistance for jobs, further education and the military, as well as transitional service and follow-up support.

Much of the program's success lies in its strict discipline and behavioral standards important for achieving success in life. Job Corps maintains a Zero Tolerance Policy for violence and drugs. Penalties for violations may be severe, including expulsion from the program.

Approximately 85% of students are residential; the remaining students commute to their centers daily. Students can be enrolled in Job Corps for up to two years. Enrollment in Job Corps is voluntary and programs are designed to allow students to progress at their own pace.

WHO IS SERVED?

To be eligible for Job Corps, participants must be 16 through 24 years of age; be economically disadvantaged; be high school dropouts or in need of additional education or vocational training; not be on probation or parole; and be free of serious medical or behavioral problems. The typical Job Corps student is an 18-year old high-school dropout who reads at the seventh grade level, belongs to a minority group and has never held a full-time job. Approximately 70% of Job Corps enrollees are members of minority groups; 75% are high school dropouts, and more than 30% are from families on public assistance.

HOW DOES THE PROGRAM OPERATE?

The Job Corps program operates through a partnership of government, labor and the private sector. Major corporations -- such as Career Systems Development Corporation, Management and Training Corporation, MINACT, and Res-Care -- operate 94 Job Corps centers under contracts with the U.S. Department of Labor.

Twenty-eight centers, known as civilian conservation centers, are located on federal lands and are operated by the Departments of Agriculture and Interior. Labor unions and trade associations conduct vocational training at many Job Corps centers. Support contractors, utilizing a national network of volunteers, provide assistance to former students in locating suitable housing and other short-term support.

WHAT ARE THE RESULTS?

The Job Corps program is one of the documented successes. Eighty-seven percent of Job Corps graduates are placed in jobs, enroll in full-time education, or enlist in the military.

Approximately sixteen percent of all new Job Corps students leave the program within the first 60 days of enrollment. This dropout rate reflects, in part, students who find they cannot adjust to an institutional setting or the disciplined environment, or who have personal family needs which require them to return home.

What Makes Job Corps Cost-Effective?

THE COST OF LEAVING AMERICA'S AT-RISK YOUTH BEHIND

Today, America faces a jobs and educational crisis of epidemic proportions. A generation of young Americans are at risk of having their careers curtailed for the rest of their lives because many of them are entering the workforce without the skills necessary to be competitive. This is particularly true when these youth have to compete with a large number of experienced adult workers that are currently unemployed.

AMERICA'S DISCONNECTED YOUTH

- 18th – The current rank of the U.S. among developed nations in graduating students from high school.¹
- 1.2 million – The number of American youth that drop out of school each year.²
- 11 million – The number of youth who lack the skills to launch successful middle class careers.³
- 54 percent – Percentage of all youth 16-24 who are not working, the highest percentage since 1948 when the government began keeping track.⁴
- \$300 billion – The annual economic cost of America's dropouts.⁵

JOB CORPS: RETURN ON FEDERAL INVESTMENT

| | |
|--|------------------------------|
| Total Lifetime Cost to Government of Each Dropout | \$209,200⁶ |
| <i>Lost Tax Revenues</i> | \$139,100 |
| <i>Public Health Care Costs</i> | \$40,500 |
| <i>Crime Costs</i> | \$26,600 |
| <i>Welfare Costs</i> | \$3,000 |
| Lost Economic Productivity Over Lifetime | \$260,000⁷ |
| Total Lifetime Cost of Each Dropout | \$469,200 |

Each dropout costs the American taxpayer and economy \$469,200. For the relatively meager cost of \$26,000 per enrollee, Job Corps is able to help the vast majority of dropouts that enter the program to complete their high school education and more. *A federal study undertaken to evaluate various federal interventions for disconnected young Americans found that Job Corps had the most significant impacts on participants' educational achievement and earnings⁸* This is because Job Corps *comprehensively* addresses all the barriers that these youth face, including cognitive or physical disabilities, language barriers, parenthood, homelessness, and aging out of foster care. In 9-10 short months, Job Corps' dedicated staff work with these young Americans to help them achieve goals they once thought were out of reach.

| JOB CORPS ENROLLEES | JOB CORPS GRADUATES |
|---|---|
| 75% are high school dropouts | The vast majority of dropouts leave with a high school diploma or equivalency and many choose to pursue higher education. |
| 30% come from families on public assistance | The vast majority embark upon a career leading to independent lives. |
| Most have never held a full-time job | 75% secure employment or enter the military. |
| On average, Job Corps enrollees read slightly below the 8th grade level | In less than one year, graduates improve their literacy levels by more than two grade levels. |

HOW JOB CORPS CONTRIBUTES TO LOCAL COMMUNITIES

Job Corps' return on investment is not limited to the dollars recovered as a result of its students educational, social and employability gains. Job Corps centers also represent a center of economic activity in their communities that are particularly important during this economic downturn in communities across the nation.

COMMUNITY ECONOMIC DEVELOPMENT BENEFITS

14.5 jobs are directly created and 9.5 local jobs are indirectly created for every million dollars a Job Corps center spends.⁹

\$1.91 in local economic activity is generated by each dollar invested in Job Corps.¹⁰

Thousands of hours of community service are spent rehabilitating public buildings and helping disadvantaged Americans including those affected by natural disasters, the elderly, and the impoverished.



"I used to wait for people to do things for me. Because of Job Corps I now do things for myself. I'm not a follower anymore."

— Brandon

THE VALUE OF JOB CORPS TO OUR STUDENTS

The value of Job Corps extends beyond the dollars and statistics. To our students, Job Corps is often a lifeline. In September 2009, at the first-ever National Job Corps Student Oratory Competition in Washington, D.C., Brandon shared how he had dropped out of school and was involved in gangs until his brother was killed on the streets of Memphis. Realizing he was on the same path, he decided to change his life and in 2008 enrolled in the Mississippi Job Corps Center. Nearly 12 months later he earned his high school equivalency, completed an industry-recognized certified plumbing program, served as a student leader and peer counselor, graduated from Job Corps, won the 2009 National Job Corps Student Oratory Competition and started a career as a certified plumber.

1 Organisation for Economic Co-Operation and Development. (2007). *Education at a glance 2007*. Paris: Author.

2 *College Enrollment and Work Activity of 2006 High School Graduates*. U.S. Department of Labor Bureau of Labor Statistics. April 26, 2007 and Swanson, Christopher. (2008).

3 Ibid.

4 Roberts, Sam. *Economy Is Forcing Young Adults Back Home in Big Numbers, Survey Finds*. New York Times. Published November 24, 2009. http://www.nytimes.com/2009/11/24/us/24boomerang.html?_r=2&adxnml=1&ref=us&adxnml=1259067647-0uTVFKyMOzHn+alva/FS9A. Accessed on March 3, 2010.

5 *The High Cost of High School Dropouts*. Alliance for Excellent Education. October 2007. <http://www.all4ed.org/files/archive/publications/HighCost.pdf>. Retrieved April 2, 2008.

6 Henry Levin et al. *The Costs and Benefits of an Excellent Education for All of America's Children*. Columbia University. January 2007.

7 Rouse, Cecilia. "Labor market consequences of an inadequate education." Paper prepared for the symposium on the Social Costs of Inadequate Education, Teachers College Columbia University, October 2005.

8 Mitchell, Maxine V., Davis Jenkins, Dao Nguyn, Alona Lerman, Marian DeBerry. *Evaluation of the YouthBuild Program*. U.S Department of Housing and Urban Development. August 2003.

9 Cooper, James P., and Lenin Williams. "The Economic Impact of Job Corps Center on Their Local Communities." Decision Information Resources, Inc. July 2004.

10 Ibid.

Graduation Requirements Chart

| Common Core Knowledge and Skills W.S. 21-9-101 (b)(i); (b)(iii) | Wyoming Content Standards | Statutory Requirements W.S. 21-2-304 (a)(iii) | Hathaway Scholarship Honors | Hathaway Scholarship Performance | Hathaway Scholarship Opportunity | Hathaway Scholarship Provisional Opportunity | Assured UW Admissions | District Requirements |
|--|----------------------------------|--|---|---|---|--|---|--|
| Career/vocational Education | Career Technical | | | | | | | Varies |
| Foreign cultures and languages | Foreign Language | | 2 Years Sequenced | 2 Years Sequenced | Proficiency on state standards | Proficiency on state standards | 2 Years Sequenced | Varies |
| Fine Arts and Performing Arts | Fine and Performing Arts | | | | | | | Varies |
| Health and Safety | Health | | | | | | | .5 or 1 Year generally required |
| Reading/Language Arts | Language Arts | 4 Years | 4 Years To include Reading; Writing; Speaking; and Listening | 4 Years To include Reading; Writing; Speaking; and Listening | 4 Years To include Reading; Writing; Speaking; and Listening | 4 Years To include Reading; Writing; Speaking; and Listening | 4 Years To include Reading; Writing; Speaking; and Listening | 4 Years To include Reading; Writing; Speaking; and Listening |
| Mathematics | Math | 3 Years | 4 Years Algebra I, II, Geometry Plus one additional year of math | 4 Years Algebra I, II, Geometry Plus one additional year of math | 4 Years Algebra I, II, Geometry Plus one additional year of math | 2 Years Algebra I, II, Geometry | 4 Years Algebra I, II, Geometry Plus one additional year of math | 3 or 4 Years Algebra I, Geometry generally required |
| Physical Education | Physical Education | | | | | | | .5 or 1 Year generally required |

Graduation Requirements Chart

| Common Core Knowledge and Skills W.S. 21-9-101 (b)(i); (b)(iii) | Wyoming Content Standards | Statutory Requirements W.S. 21-2-304 (a)(iii) | Hathaway Scholarship Honors | Hathaway Scholarship Performance | Hathaway Scholarship Opportunity | Hathaway Scholarship Provisional Opportunity | Assured UW Admissions | District Requirements |
|---|----------------------------------|---|---|---|---|--|---|--|
| Science | Science | 3 Years | 4 Years Physical Science; Physics I; II; Chemistry I; II; Biology I; II; Geology I; Computer Science I | 4 Years Physical Science; Physics I; II; Chemistry I; II; Biology I; II; Geology I; Computer Science I | 4 Years Physical Science; Physics I; II; Chemistry I; II; Biology I; II; Geology I; Computer Science I | 3 Years | 4 Years Physical Science; Physics I; II; Chemistry I; II; Biology I; II; Geology I; Computer Science I | 3 or 4 Years Physical Science and biology generally required |
| Social Studies; Government and civics including state and federal constitution (W.S. 21-9-102) | Social Studies | 3 Years history, American government, economic systems) | 3 Years World History; American History; Geography; American Government; Economic systems; | 3 Years World History; American History; Geography; American Government; Economic systems; | 3 Years World History; American History; Geography; American Government; Economic systems; | 3 Years World History; American History; Geography; American Government; Economic systems; | 3 Years World History; American History; Geography; American Government; Economic systems; | 3 Years World History; American History; Geography; American Government; Economic systems; |
| Problem Solving | | | | | | | | |
| Interpersonal Communications | | | | | | | | |
| Keyboarding and computer applications | | | | | | | | |
| Critical thinking | | | | | | | | |
| Creativity | | | | | | | | |
| Life Skills | | | | | | | | |

Graduation Requirements Chart

| Common Core Knowledge and Skills W.S. 21-9-101 (b)(i); (b)(iii) | Wyoming Content Standards | Statutory Requirements W.S. 21-2-304 (a)(iii) | Hathaway Scholarship Honors | Hathaway Scholarship Performance | Hathaway Scholarship Opportunity | Hathaway Scholarship Provisional Opportunity | Assured UW Admissions | District Requirements |
|---|---------------------------|---|-----------------------------|----------------------------------|----------------------------------|--|--|--|
| OTHER REQUIREMENTS | | | | | | | | |
| GPA | | | 3.5 | 3.0 | 2.5 | 2.5 | 3.0 | |
| ACT | | | 25 | 21 | 19 | 17* | 21 | |
| Work Keys | | | | | | 12* | | |
| Proficiency Certification (Former Body of Evidence) | | | | | | | | Demonstrate proficiency in 5/9 Content Standards |
| Additional Notes: | | | | | | | 2 Years fine and performing arts, social and behavioral studies, humanities, additional foreign language, or career-technical | Additional credits required totaling 23-28 credits |

One of our tasks as a State Board of Education is to think, dream, explore, advocate, and discuss important issues about education in Wyoming. One issue that continues to be in the forefront with a number of folks centers on concerns about our high school graduates. Several questions spring to mind:

- Are students prepared to be successful in their post high school endeavors – college, technical training, career, or military?
- Do our students leave high school knowing how to be independent learners?
- Are students ready to engage as citizens in our society?
- Do our students have the 21st Century Skills to make them competitive in the global economy?
- Are our students graduating at an acceptable rate?

How we ultimately define a high school graduate will have enormous implications for the State Board of Education as we contemplate changes to rules and regulations in Chapter 31 (Graduation Requirements) and in Chapter 6 (Accreditation). It should inform the discussion we have with the legislature surrounding an “enhanced” Body of Evidence system or in fact any system designed to certify graduates. But more importantly, a well-articulated definition about what it means to be a high school graduate has the potential to impact the lives of our students and to reimagine Wyoming high schools.

As we begin 2013 I would like to suggest that we engage the citizens of Wyoming in a discussion to determine what it means to be a Wyoming High School Graduate. And so I offer the following document as a means of beginning that conversation. I am hopeful that we can encourage others to join in the dialog.

Wyoming Graduation Requirements Another Option

1. Determine a definition for a Wyoming high school graduate
 - a. Must students demonstrate a specific level of knowledge and skills or complete a particular course of study or spend a specific amount of time to earn a diploma?
 - b. Should a student's personal goals for post high school dictate requirements for graduation? (4-year college or university, community college, the military, technical school, job could have different requirements)
 - c. What does it mean to earn a high school diploma?
2. Support students who graduate in 3, 4, 5, or 6 years
3. Raise the drop-out age to 18 – but allow many, varied, and creative ways to use those extra years in education
4. Increase the number of credits required to earn a high school diploma to 28 credits
 - a. Students can typically earn a total of 28 credits in their high school careers (7 classes per year x 4 years)
 - b. Some students can begin earning high school credits in junior high or middle school
5. Require all Wyoming students to earn the following number of credits for graduation with courses aligned to state content standards
 - a. 4 credits in each content area: language art, math, and science
 - b. 3 credits in social studies
 - c. 1 credit in each content area: physical education; health/wellness; fine and performing arts; and career technical education
 - d. 2 credits in foreign languages*
 - e. Total = 19 credits without foreign language; allows 9 elective credits
 - f. Total = 21 credits with foreign language; allows 7 elective credits
6. Revise high schools course offerings to include additional math, language arts and science options matched to student career choices which could include:
 - a. CTE courses aligned with science, language arts, and math standards to earn credit in both areas
 - b. Dual and concurrent enrollment options
 - c. Personal finance, business math, applied science, applied math, business English, accounting
 - d. Industry recognized certifications that align with math, science, language arts standards
7. Revise the Hathaway Scholarship course of study to align with new requirements
8. Provide alternatives for students with IEP's or other personalized education plans

- a. Require the same number of credits
 - b. Align courses to content standards with allowance for IEP accommodations
 - c. Require completion of an IEP for earning a high school diploma
9. Implement grading policies that require course grades to be based on student mastery of knowledge and skills.
- a. Allow time to be a flexible element
 - b. Deal with punctuality, attendance, participation, late work in another fashion
10. Personalize high school education to meet student learning goals
- a. Consider blended and hybrid courses to allow flexibility for students
 - b. Allow internships and apprenticeships as ways to earn credits in multiple content areas
11. Allow course completion to be the determining factor in earning a high school diploma

To: Select Committee on Education Accountability
From: Advisory Committee to the Select Committee
RE: Recommendations on Accountability Indicators
Date: December 7, 2012

The Advisory to the Select Committee on Statewide Education Accountability, as part of its legislatively authorized charge, has been monitoring the implementation of Phase I of the Wyoming Accountability in Education Act (WAEA). The Advisory Committee offers the following set of recommendations in an effort to improve the design and implementation of WAEA. **The first recommendation is the only one that requires a change in existing statute**, while the remaining three recommendations are designed to add more specificity to the implementation requirements of the existing law.

- **Replace the requirement to administer COMPASS for all 12th graders with an indicator based on the use of the Hathaway Scholarship eligibility;**
- Refine the equity index calculation so that it reflects the more valid design presented in the January 2012 report of the Advisory Committee;
- Refine the graduation rate calculation to count students who graduate in other than four years; and
- Use a more a fine-grained index system for determining school performance on the ACT instead of simply counting the number of students meeting an arbitrary cutscore.

We offer additional details on each of these recommendations below.

Replace the requirement of COMPASS for all 12th graders with Hathaway eligibility

The Advisory Committee recognizes the Select Committee's desire to have a measure of student performance in the senior year of high school, but the committee has many concerns with using the COMPASS as this measure. The committee argues that the **Hathaway Scholarship** eligibility, which is comprised of ACT (or Work Keys) scores, high school GPA, and successful completion of a specific course of study, is a more **robust and meaningful indicator** to use in a high school accountability system. The Hathaway Scholarship Program has **four levels of awards**, which could support an index system to differentially award points to schools based on the number of seniors achieving each of the four Hathaway levels. Additional reasons for this recommendation follow:

- Accountability systems should incentive the kinds of behaviors and practices that policy makers would like to see. **Incentivizing schools to have students reach higher**

scholarship levels is coherent with existing and admirable Wyoming educational policy.

- Incentivizing schools to have students perform well on the COMPASS—a test that has no bearing for most students—could lead to some silly or even unethical behaviors. Remember, **one of the Select Committee’s major reasons for eliminating the 11th grade PAWS is because “it did not count for students.”** Why add a required test that counts even less for students?
- Similarly, the COMPASS, which is a placement test for introductory college courses, is, at best, a weak and partial indicator of what students have learned in their senior year of high school.

The Advisory Committee offers the following comments in **support** of existing aspects of WAEA, but wants to ensure stronger adherence to the recommendations put forth in our January 2012 report.

Equity Index

- Redefine the equity indicator such that it is based on growth rates for low performing students because of the following reasons:
 - The method used in the 2012 Pilot model is biased against high performing schools, because it overstates the actual change in performance for high performing schools and understates it for low performing schools.
 - Basing the equity measure on academic growth provides a more fair and credible measure for all schools and is more coherent with the rest of the accountability system.

Readiness Indicator

The committee has two recommendations regarding the readiness indicator: one is focused on the graduation rate calculation and the other on the ACT calculation.

- Study approaches to **count students as "graduates"** in the graduation rate calculation students graduating in 5 or 6 years, because:
 1. The 4 year on-time graduation rate is part of Wyoming’s federal accountability (NCLB) system that does not need to be a part of the State accountability system.
 2. Schools should be recognized for helping students earn their diplomas no matter how long it takes.
 3. It would allow for the use of a graduation index as proposed in the Advisory Committee’s 2012 report to reflect different levels or degrees of graduation attainment.

- Use a technically superior approach for **incorporating ACT** results as part of the readiness indicator than was produced for the Professional Judgment Panel, such as **the index approach** recommended in the Advisory Committee’s January 2012 report.
 1. An index makes clear that **readiness is not a “black or white”** determination, but includes varying levels of readiness for different types of postsecondary options. The current ACT cutscore of 23 used by the Professional Judgment Panel appears fairly arbitrary. A **sample** index system might provide to schools 50 points for each student scoring 18 (a typically community college requirement), 100 points for each student scoring 21 (the UW entry requirement), and 150 points for each student scoring 24 (ACT’s benchmark for college success). This is just one example, but is based on cutscores with real meaning for students and postsecondary institutions.

Finally, given the Pilot accountability results for Wyoming’s alternative high schools, the Advisory Committee **recommends** studying the feasibility of developing an accountability system for alternative programs and schools. These schools are often operating with a different mission than comprehensive high schools and an accountability system tailored to their unique circumstances makes considerable sense. Several states, including Colorado and Utah, have successfully developed systems to hold alternative high schools accountable for the work they are supposed to do.

Thank you for continuing to allow us to serve the students of Wyoming with our work on this Advisory Committee. Like you, we desire to make Wyoming education the best in the country and want to make sure the accountability system can help support that goal.

The Advisory Committee to the Select Committee on Education Accountability met in December. We discussed guiding principles for the framework for the creation of a leader evaluation system. Comments were made about the balance between providing detailed direction versus more general directives. We reviewed leader standards from a variety of sources including the National Board for Profession Teaching Standards, the National Elementary and Secondary Principals Associations, and the Council of Chief State School Officers. The Committee engaged in discussions about coherence and how the results of the school accountability will count in the evaluation of principals and other leaders. We feel it is important that the school accountability and educator accountability systems are sending similar messages to schools and stakeholders. Dr. Marion led the Committee in discussion of principal evaluations and what this could look like. We concluded that the general evaluation framework should include measures of professional practice and student performance results. We will continue our work once the legislative session is over.

The Advisory Committee also sent a memo to the Select Committee concerning changes to the Accountability Indicators. A copy of that December 7, 2012 memo is included. I ask that the State Board consider endorsing some of the issues raised in the memo and sending our recommendations to legislators on both the Senate Education Committee and the House Education Committee. Please consider the following:

- Replace the requirement to administer COMPASS for all 12th graders with an indicator based on the use of the Hathaway Scholarship eligibility;
 - At the least we should suggest that Hathaway Scholarship eligibility information be used and analyzed by the Professional Judgment Panel as part of doing the impact data studies
- Refine the equity index calculation so that it reflects the more valid design presented in the January 2012 report of the Advisory Committee;
- Refine the graduation rate calculation to count students who graduate in other than four years;
- Use a more a fine-grained index system for determining school performance on the ACT instead of simply counting the number of students meeting an arbitrary cutscore.
- Study the feasibility of developing an accountability system for alternative programs and schools.
 - We could suggest that this be included as part of Phase II interim studies

State Assessment in 2015 and Beyond

**Wyoming
State Board of Education
January 9, 2013**



Wyoming Department of Education

Discussion Issues

- Common Core State Standards-extensions for students with significant cognitive disabilities
- Alternate assessment development aligned to those standards, 3-8, 11
- Alternate for common adaptive benchmark assessment, 1-8
- Proficiency assessment for English learners
- Options for 2015 general assessment



Wyoming Department of Education

ALT Standards Development

- Extended grade band standards were last reviewed and updated in 2006
- Rule requires standards review every five years
- “Extended” standards are to be extensions of the general education standards – CCSS
- Federal regulations re: assessment require documented, strong alignment to standards



Wyoming Department of Education

ALT Assessment Development

- WY is a partner state of the National Center and State Collaborative (NCSC), one of the assessment consortia focused on development of ALT standards and ALT assessment for students with significant cognitive disabilities
- Core Content Connectors are *not* available to states to design assessments in the transition to 2015, unlike CCSS
- Delaware has CCSS-aligned ALT standards
- Issue: Convene teachers to review Delaware's ALT standards to design field test items for 2014 and beyond? Or continue with old standards?
Investigate options with Dynamic Learning Maps?



Wyoming Department of Education

ALT Assessment in District Assessment Systems

- State statute requires common, adaptive benchmark assessments in grades 1 – 8; all districts use MAP
- There is no ALT available
- IDEA requires that students with significant disabilities be included in district and state assessments
- Issue: What role should WDE play in supporting ALTs for district benchmarks? AG opinion, gr. 1-2?



Wyoming Department of Education

Assessment for English Learners (ELs)

- For 4 years, Wyoming has been one of 31 state members of the World-class Instructional Design and Assessment consortium (WIDA)
- WIDA provides the ESEA-required English proficiency assessment – called ACCESS for ELLs. New in 2013 is the Alternate ACCESS for ELLs for students who qualify for the PAWS-ALT and who are also ELs.



Wyoming Department of Education

Assessment for Els

- The 3 year MOU (through the 14-15 school year) with WIDA for these tests includes 20 ays of professional development, and 3 days of technical assistance for slightly over half a million dollars.
- The former WELLA cost approximately \$5 million for three years and only included 2 days of PD and no alternate assessment.



Wyoming Department of Education

Assessment for ELs

- In 2011, Wyoming joined with 29 other states to apply for an Enhanced Assessment Grant (EAG) for English Learner assessment to develop a technology delivered English proficiency assessment
- ASSETS Consortium (Assessment Services Supporting ELs *through* Technology Systems) was formed
- ASSETS is a sister consortium to WIDA and will merge with WIDA at the conclusion of the four year grant



Wyoming Department of Education

2015 & Beyond State Assessment

- Current ETS contract for PAWS, SAWS and associated ALTs began on March 1, 2012 and expires on 12-30-15, covering two administrations – spring 2013 and 2014 – and development for 2015
- Continuation of state assessment program will require a decision to either build or buy



Wyoming Department of Education

Option 1a: Build

- Continue current contract with ETS
- Affirm approach with alternate assessment for district adaptive benchmark assessments; would require contract amendment and additional funding if expanding ALT, gr.1 - 8
- Continue separate admin of SAWS
- Continue current design into 2015 and beyond with existing item types and deployment plans



Wyoming Department of Education

Option 1b: Build

- Gather requirements and issue RFP for assessment in 2015 and beyond
- Include features of next generation assessment, including on-line administration and (given change in statute) more item types in addition to multiple choice
- Or ... keep with current design but competitively issue RFP for the work



Wyoming Department of Education

Option 2a: Buy

- Commit to SBAC and follow its anticipated procurement process
 - Use SBAC-provided boilerplate language in RFP to assure new assessment is an “instance” of SBAC
 - Consider working with other states to achieve greater economy of scale and share ideas re: reporting
 - Requires change in statute re: multiple item types and inclusive of writing



Wyoming Department of Education

Option 2b: Buy

- Issue RFP for an off-the-shelf, CCSS-aligned assessment
 - ACT/Pearson product in development
 - Others may move into this space to compete with SBAC and PARCC
 - Unknown whether these will be on-line, include multiple item types, etc.



Wyoming Department of Education

ASSESSMENT OPTIONS: 2015 AND BEYOND

| | Build | | Buy | |
|--|--------------------------|----------------------|---------------------------|----------------------|
| | ETS | Other | SBAC | Off the Shelf |
| Procurement Process | Contract amendment | RFP & Contract | RFP & Contract | RFP & Contract |
| Alignment | CCSS | CCSS | CCSS | CCSS |
| Vendor Familiarity with State Context | Good | Unknown | Unknown | Unknown |
| Cost | \$7.5 - \$8.5M | Unknown | Unknown ¹ | Unknown |
| Reporting Detail | Determined by WY | Determined by WY | Unknown | Determined by Vendor |
| Time in Testing | 5:40 - 7:10 ² | Determined by WY | 7:00 - 8:30 | Determined by Vendor |
| Ability to Customize Specs/Blueprint | Yes | Yes | No | No |
| Integrated Instructional Resources | No | Unknown | Yes | Unknown |
| Administration Mode | Paper/Pencil | Determined by WY RFP | Online Only | Determined by WY RFP |
| Integrated Interim Assessments | No, but Possible | Determined by WY RFP | Yes | Determined by WY RFP |
| Comparison to Other States | No | No | Yes | Unknown |
| Content | Rdg, Wr, Math, Sci | Determined by WY | Rdg, Wr, Math | Unknown |
| Item Types | Determined by WY | Determined by WY RFP | Determined by SBAC | Unknown |
| Instructionally Supportive | Yes | Determined by WY RFP | System - Y; Summative - N | Determined by WY RFP |
| Accessibility -- Spanish | Yes | Determined by WY | Yes | Unknown |
| Accessibility--Alternate Assessments | Yes | Determined by WY | No | Unknown |
| Technology Issues: Hardware/Bandwidth | No | No | Unknown ³ | No |
| Testing Window | Determined by WY | Determined by WY | Determined by SBAC | Determined by WY |
| Integrated Formative Assessment Tools | No | Determined by WY RFP | Yes | Determined by WY RFP |
| Involve WY Teachers | Yes | Determined by WY | Yes | No |

¹ SBAC currently estimates the cost of the entire assessment system at approximately \$30/student, but this hasn't been verified and is subject to additional costs by the vendor who would deliver the assessment to the state. It does not include the price for alternate assessments.

² This does NOT include writing, since it is separately administered per state statute. However, the SBAC time includes writing.

³ SBAC released minimum technology requirements on Dec. 4th, 2012; it is possible that not all WY districts meet these requirements.



Wyoming Department of Education

Purpose of State Assessment in Wyoming

- Improvement of teaching and learning in schools
- Attaining student achievement targets for performance indicators established under W.S. 21-2-204, and
- Fostering school program improvement

WAEA, 2012



Wyoming Department of Education

Board Meeting Agendas

The Chair shall call for agenda items at least two weeks prior to a scheduled meeting. Any member of the Board, as well as the WDE Board liaison, may submit agenda items that are linked to SBE work, legislative or statutory mandates, or strategic priorities. The Executive Assistant will distribute draft copies of the agenda to all SBE members and solicit suggestions for revisions. The Chair, Vice-Chair, and Chair of the Supervisory Committee will finalize the agenda by determining the items and the order in which the items will be placed on the agenda. The State Director of Vocational Education will provide items for the State Board of Vocational Education meeting agenda. The Executive assistant will determine a deadline for submission of supporting items for the board meeting packet. Supporting information shall be provided by the deadline or the item may be removed from the agenda. The Board understands that emergencies arise and some items may occasionally need to be added. A complete Board packet will be distributed to Board members one week prior to the meeting. Board members who have questions or want additional information should submit those requests to the Executive Assistant prior to the meeting so she can communicate with the presenter.

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

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

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

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

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