



## WYOMING LEGISLATIVE SERVICE OFFICE

# Memorandum

**DATE** May 13, 2022

**TO** Members, Joint Education Interim Committee

**FROM** Matthew Willmarth, Senior School Finance Analyst

**SUBJECT** K-12 Funding Model Personnel Adjustments and Resources

The purpose of this memorandum is to offer background on the K-12 education resource block grant model's (K-12 funding model) personnel resources and adjustments, which is related to the Joint Education Interim Committee's (Committee) interim topic Priority #2 Recruiting and Retaining School District Personnel. A brief overview is provided for the K-12 funding model's: (i) recalibration process; (ii) external cost adjustment; (iii) regional cost adjustment; (iv) teacher extra compensation adjustment; and (v) personnel resources. Additionally, within the personnel resources section, a discussion of related uses of federal COVID-19 funds for personnel recruitment and retention is provided. Each of these discussion areas impact a district's ability to recruit and retain personnel.

### RECALIBRATION PROCESS

The Committee reviewed the history and guiding legal principles related to the recalibration process of the K-12 funding model during the 2021 interim.<sup>1</sup> The recalibration process is required "not less than once every five (5) years" under W.S. 21-13-309(t) and provides the Legislature the mechanism to meet one of its Constitutional obligations – to ensure the school finance system provides an adequate level of funding and the K-12 funding model remains an accurate reflection of the cost. The most recent recalibration was overseen by the 2020 Select Committee on School Finance Recalibration authorized by the Legislature, with the assistance of Picus Odden & Associates. The Legislature did not enact legislation during the 2021 session in response to the 2020 recalibration process to modify the K-12 funding model.

### EXTERNAL COST ADJUSTMENT

In the years between the K-12 funding model's recalibration, in accordance with W.S. 21-13-309(u), the Legislature reviews the inflationary cost pressures on the K-12 funding model through a "monitoring process."<sup>2</sup> This monitoring process was established to provide the Legislature with a series of reports designed to enable informed decisions on funding provided to school districts through the K-12 funding model in context of the overall statewide budget process. The monitoring process provides the Legislature with information to consider an external cost adjustment (ECA) to adjust the K-12 funding model's personnel and non-personnel prices pursuant to W.S. 21-13-309(o). The Legislature considers cost

<sup>1</sup> See the [July 1, 2021, Recalibration: History and Guiding Legal Principles](#) memorandum (Index Number 2-01) presented at the Committee's July 19-20, 2021 meeting.

<sup>2</sup> For a more detailed explanation of the monitoring process, see the [May 25, 2018, ECA white paper](#) (Index Number 6-03) presented at the Committee's June 6-7, 2018 meeting.

pressures on professional staff, non-professional staff, energy, and supplies and materials. The monitoring process reports are maintained on the Legislative Service Office's School Finance [website](#) on the "Reports" tab. Information surrounding teacher labor market cost pressures from the [2021 monitoring report](#) and the purpose and application of ECAs will be presented by legislative consultants at the May 31-June 1 meeting.

During the 2020 and 2022 Budget Sessions, the Legislature enacted temporary ECAs to the K-12 funding model for school year (SY) 2020-21, SY 2021-22 and SY 2022-23. Table 1 depicts the ECA percentages applied to each K-12 funding model category.

**Table 1. Funding Model ECAs.**

School Year	Professional Staff	Non-Professional Staff	Educational Supplies and Materials	Energy
2020-21	1.488%	2.091%	5.857%	0.936%
2021-22	0.744%	1.046%	2.929%	0.468%
2022-23			5.958%	8.935%

Source: LSO analysis.

The ECAs enacted in SY 2020-21 were not sustained (carried forward) in SY 2021-22. The ECAs provided in SY 2021-22 reflect one-half of the SY 2020-21 ECAs and were not sustained. The educational supplies and materials and energy ECAs enacted in SY 2022-23 reflect the ECAs from SY 2020-21 and the annual change from July 2020-June 2021 and are only applied for SY 2022-23 – not sustained.<sup>3</sup>

While not adjusted by an ECA, the K-12 funding model's health insurance component is adjusted annually to reflect the State of Wyoming's employer premium amounts as of January 1 of the preceding school year and school district proportional participation among the following health insurance categories: single, family, employee plus spouse, employee plus child(ren), and split contract.

The K-12 funding model also contains certain components that are not adjusted by an ECA, but rather reimbursed based upon allowable expenditures: special education, pupil transportation, isolation and maintenance payments, tuition and maintenance payments, and teacher extra compensation payments.

**REGIONAL COST ADJUSTMENT**

The K-12 funding model's salaries are adjusted through a regional cost adjustment (RCA) to account for regional cost differences among school districts. The RCA used in the K-12 funding model is designed to provide additional resources to school districts with higher labor costs. Some school districts must pay a premium to attract the same high-quality personnel available to other districts at lower cost. An RCA captures this impact by indicating how much more, or less, it costs each school district to recruit and employ equivalent school personnel through an index. The RCA uses a "greater of" approach, providing each district the greater of the 2005 Hedonic wage index computed during the 2005 recalibration process, the average of the school district's county's previous six semi-annual Wyoming Cost-of-Living Indices (WCLI), or the statewide average of 100 (or no adjustment). Several new RCA approaches have been recommended since the 2005 recalibration. However, the Legislature has not enacted an alternative approach or an update to the 2005 Hedonic wage index. The most recent RCA recommendations are contained in the [2020 recalibration report](#) and will be reviewed by legislative consultants at the May 31-June 1 meeting.

<sup>3</sup> The annual change from July 2020-June 2021 for educational supplies and materials was 0.104 percent and for energy was 7.935 percent. Table 1 amounts for SY 2022-23 reflect the cumulative change when accounting for the ECA applied in SY 2020-21.

**TEACHER EXTRA COMPENSATION ADJUSTMENT**

As previously indicated, one component of the K-12 funding model is the teacher extra compensation adjustment. Pursuant to W.S. 21-13-324, school districts can be reimbursed for additional costs related to teacher extra compensation payments. The statute provides for the following

**21-13-324. Teacher extra compensation adjustment to district total amount per ADM.**

(a) A district may pay extra compensation to a teacher as necessary to employ teachers for providing educational programs at locations which because of their unique circumstances require additional pay. Extra compensation under this section:

- (i) Shall not reflect district preference for higher salaries;
- (ii) Shall be payment for performing regular duties and not be payment for performing any additional duties assigned to the teacher;
- (iii) May be in the form of subsidized expenses other than rent or housing allowances, a cash bonus or a combination.

(b) If compensation is paid to the teacher for costs other than rent or housing allowances, the school district shall provide information to the state department describing the difference in the amount paid by the teacher and the average comparable market rate within the county for the subsidized cost.

(c) Upon application by a district upon a form prescribed and provided by the state department, the department shall reimburse the district from the foundation account for extra compensation paid pursuant to subsection (a) of this section, administered as if the district's total foundation program amount computed under W.S. 21-13-309(p) was increased by the amount of extra compensation paid during the preceding year. The department shall require the district to document the need for extra compensation payments.

Table 2 illustrates the total extra compensation payments reimbursed in fiscal year (FY) 2003 to FY 2022 based on the prior year expenditures and the number of districts that sought reimbursement. Attachment A contains the amounts reimbursed to each school district.

**Table 2. Teacher Extra Compensation Reimbursements (W.S. 21-13-324).**

Fiscal Year	Amount	Number of Districts	Fiscal Year	Amount	Number of Districts
2003	\$266,733	9	2013	\$223,523	9
2004	\$293,602	11	2014	\$225,366	9
2005	\$235,960	10	2015	\$232,975	10
2006	\$320,089	11	2016	\$202,946	8
2007	\$184,283	9	2017	\$231,509	10
2008	\$174,048	9	2018	\$196,017	11
2009	\$175,677	8	2019	\$196,108	10
2010	\$200,121	8	2020	\$228,497	13
2011	\$189,804	8	2021	\$226,491	13
2012	\$198,019	8	2022	\$204,797	13

Source: LSO analysis of Wyoming Department of Education K-12 funding models.

## PERSONNEL RESOURCES

This section discusses two areas: (i) the K-12 funding model's salary adjustments; and (ii) federal COVID-19 funding available to hire additional educators and school staff and to improve compensation to recruit and retain educators and school staff.

### ***K-12 Funding Model Salaries***

For each K-12 funding model position, a base salary amount is provided and further adjusted (increased) for each district based upon the district's prior year's average staff experience, education, and responsibility/span of control (measured by ADM).<sup>4</sup> Additionally, after these staff adjustments are applied, the RCA is applied to account for regional costs differences. Further amounts are provided for benefits (i.e., 21.1 percent of the adjusted salary for retirement, social security, Medicare, worker's compensation, and unemployment insurance) and health insurance to provide a total compensation amount for each K-12 funding model position.

Table 3 depicts the K-12 funding model's weighted average salary for each personnel category for FY 2019 to estimated FY 2023. When comparing FY 2021 to FY 2022 and estimated FY 2023, the average K-12 funding model salaries have decreased as a result of the FY 2021 and FY 2022 personnel ECAs not being sustained.

**Table 3. K-12 Funding Model Weighted Average Salaries, by Personnel Category.**

Personnel Category	FY 2019	FY 2020	FY 2021	FY 2022	Est. FY 2023
Superintendent	\$112,847	\$114,210	\$116,016	\$115,474	\$114,718
Assistant Superintendent	\$90,277	\$91,368	\$92,813	\$92,380	\$91,775
Business Manager	\$77,119	\$77,926	\$79,176	\$78,913	\$78,397
Other District Administrative Staff	\$110,559	\$111,404	\$114,174	\$113,712	\$113,356
Principal	\$85,199	\$86,629	\$88,154	\$87,742	\$87,162
Assistant Principal	\$73,380	\$74,589	\$75,953	\$75,528	\$75,206
Teacher	\$52,804	\$53,648	\$54,503	\$54,036	\$53,707
School Computer Technician	\$47,383	\$48,280	\$49,912	\$49,079	\$48,854
Supervisory Aide	\$19,656	\$19,947	\$20,322	\$20,068	\$19,880
School Secretary	\$34,133	\$34,708	\$35,294	\$34,895	\$34,585
School Clerical	\$26,311	\$26,761	\$27,210	\$26,888	\$26,660
Central Office Secretary	\$36,620	\$37,296	\$37,926	\$37,514	\$37,175
Maintenance & Operations	\$36,851	\$37,280	\$37,915	\$37,447	\$37,098
Custodian	\$30,869	\$31,227	\$31,768	\$31,393	\$31,102

Source: LSO analysis of Wyoming Department of Education K-12 funding models.

A school district is not required to pay its personnel the K-12 funding model salary and benefits amounts, nor hire the number of staff allocated through the K-12 funding model. Rather the resources allocated from the K-12 funding model are provided in a block grant to a school district and it allocates the resources based on its own specific needs and priorities.

<sup>4</sup> Responsibility adjustments only occur for district and school administrative personnel categories. Education adjustments are not provided for secretary, clerical, maintenance and operations, and custodian personnel categories. Further, during the 2020 recalibration, Picus Odden & Associates recommend moving away from salary adjustments for experience, education and responsibility and recommended to only provide an average salary for each personnel category.

**Federal COVID-19 Funding**

Funding allocated to school districts from the federal Elementary and Secondary School Emergency Relief (ESSER) fund can be used for purposes of staff recruitment and retention. It should be noted, the funding allocated to school districts from the ESSER fund was based upon the federal Title I formula and is not allocated in the same manner as the K-12 funding model resources. Furthermore, the ESSER funding is "one-time" in nature and currently not anticipated to be sustained. Funds from the ESSER I (Coronavirus Aid, Relief, and Economic Security Act), ESSER II (Coronavirus Response and Relief Supplemental Appropriations Act) and ARP ESSER (American Rescue Plan Act) must be obligated by September 30, 2022, September 30, 2023, and September 30, 2024, respectively. The [May 2021 Frequently Asked Questions](#) (Attachment B) addresses seven questions related to using the ESSER and the Governor’s Emergency Education Relief funds to support educators and other school staff.

United States Education Secretary Cardona provided guidance to school districts on how to utilize American Rescue Plan Act funding to address personnel recruitment and retention in a [December 16, 2021 letter](#) (Attachment C). In short, the guidance from Secretary Cardona is that the United States Education Department is “urging” resources from the ARP ESSER and the Coronavirus State and Local Fiscal Recovery Fund to “hire additional educators and school staff and to improve compensation to recruit and retain educators and school staff.” The letter also describes evidence-based short- and long-term strategies to address personnel shortages funded by ARP ESSER funds and how other states are utilizing funds in this manner. The short-term and long-term strategies to address staff shortages include:

- Providing targeted incentives, including retention bonuses, loan forgiveness, and service scholarships;
- Increasing wages and benefits;
- Investing in the educator pipeline through loan forgiveness and service scholarship programs that can support access to comprehensive pathways into the teaching profession;
- Building and maintaining a cadre of high-quality substitute teachers by increasing pay or stipends, establishing systems so the same substitute teachers serve the same schools, and removing any barriers for retired teachers to be substitutes; and
- Improving working conditions by supporting staff well-being and mental health, creating leader-to-educator and peer-to-peer supports systems, providing additional support staff and planning time, and communicating resources available to staff.

A summary of the COVID-19 allocations to school districts can be found in Table 4. Detailed allocations can be found in Attachment D. In total, \$503,279,983 has been allocated to Wyoming school districts.

**Table 1. Summary of COVID-19 Funding Allocated to Wyoming School Districts.**

CARES Act	Amount	CRRSA Act	Amount	ARP Act	Amount
ESSER I (LEA)	\$29,306,386	ESSER II (LEA)	\$121,707,810	ARP ESSER (LEA)	\$273,401,439
ESSER I (SEA)	\$1,602,926	ESSER II (SEA)	\$130,650	ARP IDEA	\$7,497,635
GEER I	\$803,305			ARP Homeless	\$1,119,305
CRF	\$63,688,461			GEER II	\$4,022,066
<b>Total</b>	<b>\$95,401,078</b>	<b>Total</b>	<b>\$121,838,460</b>	<b>Total</b>	<b>\$286,040,445</b>

Source: LSO summary of Wyoming Department of Education information as of October 21, 2021.

Attachments (4)

**WYOMING LEGISLATIVE SERVICE OFFICE Memorandum**

Attachment A: Wyoming K-12 Funding Model Reimbursements for Teacher Extra Compensation Payments (W.S. 21-13-324)

School District (City)	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Albany #1 (Laramie)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Big Horn #1 (Cowley)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Big Horn #2 (Lovell)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Big Horn #3 (Greybull)	\$0	\$0	\$0	\$1,563	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Big Horn #4 (Basin)	\$0	\$2,300	\$1,800	\$2,400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campbell #1 (Gillette)	\$9,631	\$11,573	\$10,287	\$10,799	\$25,120	\$27,600	\$31,078	\$42,422	\$38,015	\$40,196	\$43,582	\$44,297	\$46,462	\$48,560	\$46,555	\$37,576
Carbon #1 (Rawlins)	\$0	\$34,679	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,048	\$0	\$0	\$0
Carbon #2 (Saratoga)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Converse #1 (Douglas)	\$2,000	\$6,000	\$7,134	\$7,134	\$7,134	\$7,134	\$7,134	\$7,134	\$6,500	\$7,000	\$8,000	\$8,000	\$8,500	\$8,500	\$8,500	\$9,000
Converse #2 (Glenrock)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,814
Crook #1 (Sundance)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fremont #1 (Lander)	\$0	\$1,427	\$1,784	\$4,637	\$4,994	\$4,994	\$5,351	\$3,567	\$3,567	\$3,653	\$3,653	\$3,653	\$3,653	\$3,633	\$3,633	\$3,633
Fremont #2 (Dubois)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fremont #6 (Pavillion)	\$1,896	\$1,968	\$1,685	\$1,715	\$2,176	\$3,163	\$3,443	\$3,638	\$4,111	\$4,161	\$4,360	\$4,360	\$4,341	\$4,373	\$4,403	\$4,370
Fremont #14 (Ethete)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fremont #21 (Ft. Washakie)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fremont #24 (Shoshoni)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fremont #25 (Riverton)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fremont #38 (Arapahoe)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Goshen #1 (Torrington)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Hot Springs #1 (Thermopolis)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Johnson #1 (Buffalo)	\$23,840	\$25,032	\$24,734	\$22,803	\$26,753	\$27,347	\$27,347	\$27,347	\$28,536	\$28,060	\$26,840	\$26,535	\$25,620	\$23,046	\$29,492	\$23,683
Laramie #1 (Cheyenne)	\$41,530	\$45,846	\$43,606	\$47,030	\$50,833	\$51,122	\$53,966	\$66,657	\$57,969	\$63,774	\$74,708	\$73,749	\$75,034	\$54,630	\$75,412	\$61,218
Laramie #2 (Pine Bluffs)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lincoln #1 (Kemmerer)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lincoln #2 (Afton)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Natrona #1 (Casper)	\$36,717	\$35,524	\$32,281	\$40,188	\$41,422	\$46,982	\$44,387	\$46,384	\$48,130	\$48,130	\$49,178	\$49,181	\$51,162	\$50,845	\$46,278	\$41,209
Niobrara #1 (Lusk)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Park #1 (Powell)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Park #6 (Cody)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,158	\$12,546	\$11,096	\$9,360	\$11,226	\$6,051
Park #16 (Meeteetse)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Platte #1 (Wheatland)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Platte #2 (Guernsey)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sheridan #1 (Ranchester)	\$0	\$0	\$0	\$0	\$2,973	\$2,973	\$2,973	\$2,973	\$2,976	\$3,044	\$3,044	\$3,044	\$3,057	\$0	\$3,107	\$3,107
Sheridan #2 (Sheridan)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sheridan #3 (Clearmont)	\$0	\$0	\$0	\$0	\$0	\$2,734	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sublette #1 (Pinedale)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sublette #9 (Big Piney)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,903	\$1,356
Sweetwater #1 (Rock Springs)	\$134,249	\$106,453	\$89,851	\$155,421	\$22,880	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sweetwater #2 (Green River)	\$16,200	\$22,800	\$22,800	\$26,400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Teton #1 (Jackson)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Uinta #1 (Evanston)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Uinta #4 (Mt. View)	\$670	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Uinta #6 (Lyman)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Washakie #1 (Worland)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Washakie #2 (Ten Sleep)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Weston #1 (Newcastle)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Weston #7 (Upton)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Wyoming Total</b>	<b>\$266,733</b>	<b>\$293,602</b>	<b>\$235,960</b>	<b>\$320,089</b>	<b>\$184,283</b>	<b>\$174,048</b>	<b>\$175,677</b>	<b>\$200,121</b>	<b>\$189,804</b>	<b>\$198,019</b>	<b>\$223,523</b>	<b>\$225,366</b>	<b>\$232,975</b>	<b>\$202,946</b>	<b>\$231,509</b>	<b>\$196,017</b>
<i>Count of School Districts</i>	<i>9</i>	<i>11</i>	<i>10</i>	<i>11</i>	<i>9</i>	<i>9</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>9</i>	<i>9</i>	<i>10</i>	<i>8</i>	<i>10</i>	<i>11</i>

Attachment A: Wyoming K-12 Funding Model Reimbursements for Teacher Extra Compensation Payments (W.S. 21-13-324)

School District (City)	FY 2019	FY 2020	FY 2021	FY 2022
Albany #1 (Laramie)	\$0	\$0	\$0	\$0
Big Horn #1 (Cowley)	\$0	\$0	\$0	\$0
Big Horn #2 (Lovell)	\$0	\$0	\$0	\$0
Big Horn #3 (Greybull)	\$0	\$0	\$0	\$0
Big Horn #4 (Basin)	\$0	\$4,000	\$4,000	\$4,000
Campbell #1 (Gillette)	\$36,575	\$32,466	\$29,077	\$34,098
Carbon #1 (Rawlins)	\$0	\$0	\$0	\$0
Carbon #2 (Saratoga)	\$0	\$0	\$0	\$0
Converse #1 (Douglas)	\$9,000	\$9,000	\$9,000	\$9,787
Converse #2 (Glenrock)	\$4,864	\$4,864	\$4,814	\$4,894
Crook #1 (Sundance)	\$0	\$0	\$0	\$0
Fremont #1 (Lander)	\$3,633	\$3,633	\$3,633	\$3,633
Fremont #2 (Dubois)	\$0	\$0	\$0	\$0
Fremont #6 (Pavillion)	\$4,361	\$4,540	\$4,415	\$4,531
Fremont #14 (Ethete)	\$0	\$0	\$0	\$0
Fremont #21 (Ft. Washakie)	\$0	\$0	\$0	\$0
Fremont #24 (Shoshoni)	\$0	\$0	\$0	\$0
Fremont #25 (Riverton)	\$0	\$0	\$0	\$0
Fremont #38 (Arapahoe)	\$0	\$0	\$0	\$0
Goshen #1 (Torrington)	\$0	\$0	\$0	\$0
Hot Springs #1 (Thermopolis)	\$0	\$0	\$0	\$0
Johnson #1 (Buffalo)	\$18,301	\$21,799	\$22,607	\$19,915
Laramie #1 (Cheyenne)	\$63,561	\$64,931	\$66,633	\$48,828
Laramie #2 (Pine Bluffs)	\$0	\$0	\$0	\$0
Lincoln #1 (Kemmerer)	\$0	\$0	\$0	\$0
Lincoln #2 (Afton)	\$0	\$0	\$0	\$0
Natrona #1 (Casper)	\$48,497	\$45,213	\$38,757	\$32,392
Niobrara #1 (Lusk)	\$0	\$0	\$0	\$0
Park #1 (Powell)	\$0	\$0	\$0	\$0
Park #6 (Cody)	\$4,308	\$2,318	\$1,128	\$3,471
Park #16 (Meeteetse)	\$0	\$0	\$0	\$0
Platte #1 (Wheatland)	\$0	\$0	\$0	\$0
Platte #2 (Guernsey)	\$0	\$0	\$0	\$0
Sheridan #1 (Ranchester)	\$3,009	\$3,094	\$3,052	\$3,059
Sheridan #2 (Sheridan)	\$0	\$0	\$0	\$0
Sheridan #3 (Clearmont)	\$0	\$10,244	\$11,900	\$10,400
Sublette #1 (Pinedale)	\$0	\$0	\$0	\$0
Sublette #9 (Big Piney)	\$0	\$0	\$0	\$0
Sweetwater #1 (Rock Springs)	\$0	\$0	\$0	\$0
Sweetwater #2 (Green River)	\$0	\$0	\$0	\$0
Teton #1 (Jackson)	\$0	\$22,394	\$27,476	\$25,789
Uinta #1 (Evanston)	\$0	\$0	\$0	\$0
Uinta #4 (Mt. View)	\$0	\$0	\$0	\$0
Uinta #6 (Lyman)	\$0	\$0	\$0	\$0
Washakie #1 (Worland)	\$0	\$0	\$0	\$0
Washakie #2 (Ten Sleep)	\$0	\$0	\$0	\$0
Weston #1 (Newcastle)	\$0	\$0	\$0	\$0
Weston #7 (Upton)	\$0	\$0	\$0	\$0
<b>Wyoming Total</b>	<b>\$196,108</b>	<b>\$228,497</b>	<b>\$226,491</b>	<b>\$204,797</b>
<i>Count of School Districts</i>	<i>10</i>	<i>13</i>	<i>13</i>	<i>13</i>



## **D. Using ESSER and GEER Funds to Support Educators and Other School Staff**

### **D-1. May an LEA use ESSER and GEER funds to stabilize and support the educator workforce?**

Yes. An LEA may use ESSER and GEER funds to stabilize and support the educator workforce and to support the conditions that will allow schools to return to in-person instruction. This may include using funds to pay teacher salaries and avoid layoffs. Funds may also be used to address educator shortages exacerbated by the pandemic by hiring new teachers, including expanding student access to a well-prepared and diverse educator workforce. Examples of strategies that could be employed to stabilize and support the educator workforce include:

- Supporting partnerships with educator preparation programs to expand opportunities for extensive clinical experience to teaching candidates, including leveraging candidates to provide additional support to students and address the impact of lost instructional time as students return to in-person instruction;
- Providing ongoing support to recruit, hire, and retain a diverse school staff, including through high-quality induction and mentoring programs;
- Offering supplemental financial support for educators who commit to working in a high-need field or school for a minimum number of years (e.g., four years);
- Providing teachers professional learning opportunities on strategies for the effective use of technology for remote, hybrid, and accelerating learning; or
- Creating and/or supporting educational assistance programs that pay off student loans on behalf of staff as a component of recruitment and retention efforts in response to the pandemic.

In using these funds, an LEA should consider ways that will build short- and long-term capacity and be sustained after the funding is no longer available.

Evidence-based approaches to stabilizing the educator workforce are further described in Volume 2 of the Department's COVID-19 Handbook available at:  
<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

### **D-2. May an LEA use ESSER and GEER funds to hire additional health support staff?**

Yes. Funds may be used to hire new counselors, nurses, social workers, and other health support staff to help students and staff with their emotional and physical well-being and help students and staff deal with the impact of the COVID-19 pandemic. An LEA should consider how to use the funds in ways that will build its short- and long-term capacity and be sustained after the funding is no longer available.

### **D-3. Must an entity that receives ESSER or GEER funds under the CARES Act or CRRSA Act continue to pay employees and contractors, to the greatest extent practicable, during the period of any disruptions or closures related to COVID-19?**

Yes. SEAs, LEAs, and any other entity that receives ESSER I, ESSER II, or GEER funds must assure that they will continue to pay employees and contractors during COVID-19 pandemic-related disruptions or closures to the greatest extent practicable. There is no similar requirement in the ARP Act; however, ARP ESSER funds may be used to continue to pay employees and contractors. In addition, ESSER and GEER funds may be used to hire new staff and to avoid staff layoffs. See FAQ A-16 for information on



requirements related to documentation for personnel expenses in the Uniform Guidance ([2 CFR § 200.430\(i\)](#)).

**D-4. May an LEA use ESSER and GEER funds to pay overtime to its salaried custodians and other staff in order to prepare for a safe reopening of schools and sustain safe school operations?**

Yes. Paying custodians or other staff overtime to safely reopen schools and to keep the schools safely open is allowable under ESSER and GEER.

**D-5. May an LEA use ESSER and GEER funds to provide childcare services or instructional supervision to the children of teachers and other staff in order to enable them to return to their teaching or other school responsibilities?**

Yes. An LEA may use ESSER and GEER funds for the costs associated with providing childcare and instructional supervision to children of teachers and staff, so long as certain conditions are met. For example, an LEA might contract with a daycare provider to make spaces available for teachers with young children whose regular daycare services are unavailable due to the COVID-19 pandemic so that those teachers can continue to provide educational services to students. An LEA might also provide a retention incentive to teachers with young children that could offset the cost for childcare in order to retain those teachers, which is an allowable use of funds under part A of title II of the ESEA, if teacher retention is a challenge due to the COVID-19 pandemic.

**D-6. May an LEA use ESSER and GEER funds to provide “premium pay” or other additional compensation for teachers, principals, and other school personnel, including school nutrition staff and custodians?**

Yes. Premium pay must be reasonable and necessary and consistent with [2 CFR § 200.430\(f\)](#), and given pursuant to an established plan (which could be established in response to the COVID-19 pandemic), consistent with applicable collective bargaining agreements and other relevant policies and requirements.

**D-7. May an LEA that has experienced significant, unbudgeted increases in unemployment costs use ESSER and GEER funds to pay for those costs?**

Yes. An LEA may use ESSER or GEER funds to pay for unemployment costs if necessary. However, an LEA may want to consider alternate sources of funding for the unemployment expenses, and use ESSER and GEER funds for more traditional education uses to prevent, prepare for, or respond to the COVID-19 pandemic. Additionally, as with all grant activities, the use of funds must meet all applicable [Uniform Guidance](#) requirements, and be reasonable and necessary to meet the purpose of the programs.



THE SECRETARY OF EDUCATION  
WASHINGTON, DC 20202

December 16, 2021

Dear Colleagues:

As schools work hard to provide safe, in-person learning and address the social, emotional, mental health, and academic impact of COVID-19, we have heard directly from chief State school officers, superintendents, educators, and families about the harmful impacts of shortages of educators and other school staff. These impacts include difficulty providing student transportation, interrupted access to meals and critical services such as mental health services, larger class sizes, a greater number of students being taught by substitute teachers and teachers who are not certified in the area assigned to teach, and, in the most extreme cases, disruptive school closures.<sup>1</sup> Preexisting teacher shortages in critical areas such as special education; bilingual education; science, technology, engineering, and math; and career and technical education have been further exacerbated by COVID-19—directly impeding student access to educational opportunity. According to a recent Ed Week Research Center survey,<sup>2</sup> one in four district leaders and principals are reporting severe staffing shortages; and according to a recent survey conducted by the National Association of Secondary School Principals, 68 percent of principals surveyed are concerned about teacher shortages and report it has been more difficult to hire qualified teachers since COVID-19.<sup>3</sup> History has shown that shortages disproportionately impact students of color, students from low-income backgrounds, students with disabilities, and often rural communities.<sup>4</sup>

The U.S. Department of Education (ED) is committed to supporting districts and schools across this country in addressing teacher and staff shortages, minimizing disruption to in-person learning, and meeting student needs. That is why we are urging you to use resources from the \$122 billion made available through the American Rescue Plan Act of 2021 (ARP) (Pub. L. 117-2) Elementary and Secondary School Emergency Relief (ARP ESSER) Fund and a portion of the \$350 billion made available through the ARP's Coronavirus State and Local Fiscal Recovery Funds (SLFRF) to ensure that students have access to the teachers and other critical staff they

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<sup>1</sup> St. George, D., and Strauss, V. "The Principal is Cleaning the Bathroom: Schools Reel with Staff Shortages." *The Washington Post*, 5 Dec. 2021. [https://www.washingtonpost.com/education/school-staff-shortages-bus/2021/12/03/05b88a0e-4cab-11ec-a1b9-9f12bd39487a\\_story.html](https://www.washingtonpost.com/education/school-staff-shortages-bus/2021/12/03/05b88a0e-4cab-11ec-a1b9-9f12bd39487a_story.html).

<sup>2</sup> Lieberman, M. "How Bad Are School Staffing Shortages? What We Learned by Asking Administrators." *Education Week*, 22 Oct. 2021, <https://www.edweek.org/leadership/how-bad-are-school-staffing-shortages-what-we-learned-by-asking-administrators/2021/10>.

<sup>3</sup> "NASSP Survey Signals a Looming Mass Exodus of Principals from Schools." *National Association of Secondary School Principals*, 8 December 2021, <https://www.nassp.org/news/nassp-survey-signals-a-looming-mass-exodus-of-principals-from-schools/>.

<sup>4</sup> Goldhaber, D. & Gratz, T. (2021). *School District Staffing Challenges in a Rapidly Recovering Economy*. CEDR Flash Brief No. 11082021-1. University of Washington, Seattle, WA.; Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Palo Alto, CA: Learning Policy Institute; and Cardichon, J., Darling-Hammond, L., Yang, M., Scott, C., Shields, P. M., & Burns, D. (2020). *Inequitable opportunity to learn: Student access to certified and experienced teachers*. Palo Alto, CA: Learning Policy Institute.

need to support their success during this critical period. This includes moving quickly to implement short-term strategies while also considering longer-term investments.

Let us be clear: ARP provides vital resources to hire additional educators and school staff and to improve compensation to recruit and retain educators and school staff. School districts should act with urgency to keep schools open for in-person learning and ensure they do not waste this opportunity to make critical investments.

To this end, this letter describes (1) evidence-based and promising short- and long-term strategies for addressing teacher and staff shortages that can be funded through ARP ESSER and (2) examples of how ARP and previous relief funds are already being used to attract and retain teachers and staff. These strategies can help to fill currently open positions and add and fill new roles, such as providing one-time initial hiring incentives, or short-term investments in additional staff to support students and educators and increased needs. The current needs of our students, families, and educators call on us to act and use the Federal resources made available to respond to this crisis. We must do everything we can right now to support our students during this critical year by addressing the impact of the last few years on their social, emotional, mental health, and academic needs.

## **Strategies for Hiring and Retaining Qualified and Effective Educators**

### ***1. Increase Educator and Staff Compensation***<sup>5</sup>

The most common reason educators have cited for leaving school employment in the last year is stress, followed by insufficient pay.<sup>6</sup> Many school leaders are increasing wages by offering hiring and retention bonuses, working towards permanent salary increases, or providing premium pay that help educators receive the compensation they deserve and keep them in the profession, and we encourage others to continue to work towards increasing compensation. Hiring and retention bonuses may provide additional relief from some of the stresses caused by COVID-19. While some districts have expressed concern about investing in increasing compensation with short-term recovery funds, our nation's children need support now, and many states and districts are already choosing to use ARP ESSER funds to address immediate shortage needs. For example, West Contra Costa County Unified School District is providing \$6,000 signing bonuses for teachers.<sup>7</sup> Districts in Oklahoma, North Carolina, New Jersey, and elsewhere are offering a range of cash incentives for new teachers, particularly in struggling and underserved schools.<sup>8</sup>

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<sup>5</sup> Ulrich Boser and Chelsea Straus, "Mid- and Late-Career Teachers Struggle with Paltry Incomes" (Washington: Center for American Progress, 2014), available at <https://www.americanprogress.org/issues/education-k12/reports/2014/07/23/94168/mid-and-late-career-teachers-struggle-with-paltry-incomes/>; and Linda Darling-Hammond, Roberta Furger, Patrick M. Shields, and Leib Sutcher, *Addressing California's Emerging Teacher Shortage: An Analysis of Sources and Solutions* (Palo Alto: Learning Policy Institute, 2016).

<sup>6</sup> Diliberti, Melissa Kay, et al. "Stress Topped The Reasons Why Teachers Quit, Even Before COVID-19." RAND Corporation, 22 Feb. 2021, [https://www.rand.org/pubs/research\\_reports/RRA1121-2.html](https://www.rand.org/pubs/research_reports/RRA1121-2.html).

<sup>7</sup> Klapper, Rebecca. "To Fill Teaching Vacancies, Some Districts Offer Thousands in Signing Bonuses." *Newsweek*, Newsweek, 22 Sept. 2021, <https://www.newsweek.com/fill-teaching-vacancies-some-districts-offer-thousands-signing-bonuses-1631724>.

<sup>8</sup> Gecker, Jocelyn. "Covid-19 Creates Dire US Shortage of Teachers, School Staff." *AP NEWS*, Associated Press, 23 Sept. 2021, <https://apnews.com/article/business-science-health-education-california-b6c495eab9a2a8f1a3ca068582c9d3c7>.

Indiana plans to launch a program to provide more than \$2.5 million in ARP ESSER funds and Individuals with Disabilities Education Act, Part B funds to support licensure in high-need areas, and the Indianapolis Public Schools plans to provide a three percent pay raise.<sup>9</sup>

Flexibilities can also be used by states and districts to bring retired educators back into the school for the next year or two. The Internal Revenue Service (IRS) has issued FAQs clarifying that, in some instances, retirees can return to work and still receive their pensions.<sup>10</sup> As an added incentive to retain current staff eligible for retirement, employees can in some cases begin receiving pension payments while still working. And where it is not currently allowed, pension plans can be amended to permit these benefits. For example, Kentucky passed legislation to temporarily allow retired teachers to be rehired and keep their pensions to help with teacher shortages, and increased ten-fold the percentage of retired teachers who can be rehired by a district.<sup>11</sup> In addition to retired educators, mobilizing retired social workers and psychologists can help meet our schools' needs to provide additional social, emotional, and mental health support to students as they recover from the impact of the pandemic on their well-being.

States and districts are also providing additional compensation to address staff shortages in critical areas in addition to teacher shortages. For example, the Jordan School District in Utah has raised the bus driver starting pay to more than \$21 per hour and will pay for the required training and commercial driver's license fees.<sup>12</sup> Waco Independent School District in Texas will give custodians and cafeteria workers up to \$1,000 in bonuses.<sup>13</sup> Custodians and cafeteria workers will also receive retention bonuses based on years served with the district. North Carolina is using federal COVID-19 recovery funds to help local school nutrition operations across the state recruit and retain needed staff.<sup>14</sup> Additional examples of state and local efforts to address teacher and staff shortages are included in the joint two-part ED and Treasury Webinar: "Using American Rescue Plan Funds and Other Federal Supports to Address State and Local Teacher Labor Shortages"<sup>15</sup> and "Using American Rescue Plan Funds and Other Federal Supports to Address State and Local Staff Labor Shortages."<sup>16</sup>

<sup>9</sup> Indiana ARP ESSER State Plan Highlights. <https://oese.ed.gov/files/2021/08/Indiana-ARP-ESSER-State-Plan-Highlights-v2-081121.pdf>.

<sup>10</sup> "Coronavirus-Related Relief for Retirement Plans and IRAs Questions and Answers." Internal Revenue Service. Accessed December 2, 2021. <https://www.irs.gov/newsroom/coronavirus-related-relief-for-retirement-plans-and-iras-questions-and-answers>.

<sup>11</sup> WDRB.com "Kentucky's retired teachers can be rehired and keep their pensions to help with teacher shortage", 15 Sept. 2021, [https://www.wdrb.com/news/kentuckys-retired-teachers-can-be-rehired-and-keep-their-pensions-to-help-with-teacher-shortage/article\\_71957ad0-1681-11ec-8bc3-6b6924dcf3b5.html](https://www.wdrb.com/news/kentuckys-retired-teachers-can-be-rehired-and-keep-their-pensions-to-help-with-teacher-shortage/article_71957ad0-1681-11ec-8bc3-6b6924dcf3b5.html).

<sup>12</sup> Vaughn, Kelly. "Staffing Shortages Impacts Schools across Utah, Big Need for Bus Drivers in Most Districts." KUTV, KUTV, 20 Aug. 2021, <https://kutv.com/news/local/staffing-shortages-impacts-schools-across-utah-big-need-for-bus-drivers-in-most-districts>.

<sup>13</sup> Hoover, Carl. "Waco ISD Teachers to Get Bonuses up to \$10k; Custodians, Cafeteria Workers to Get up to \$1K." WacoTrib.com, 17 July 2021, [https://wacotrib.com/news/local/education/waco-isd-teachers-to-get-bonuses-up-to-10k-custodians-cafeteria-workers-to-get-up/article\\_ce11760e-e65e-11eb-8e2a-030f026747c9.html](https://wacotrib.com/news/local/education/waco-isd-teachers-to-get-bonuses-up-to-10k-custodians-cafeteria-workers-to-get-up/article_ce11760e-e65e-11eb-8e2a-030f026747c9.html).

<sup>14</sup> "\$10 Million in Additional Support Approved for NC School Nutrition Programs." North Carolina Department of Public Instruction, 2 Sept. 2021, <https://www.dpi.nc.gov/news/press-releases/2021/09/02/10-million-additional-support-approved-nc-school-nutrition-programs>.

<sup>15</sup> Part 1: Using ARP Funds and Other Federal Supports to Address State and Local Teacher Shortages. YouTube. U.S. Department of Education, 2021. <https://www.youtube.com/watch?v=bF3ZXjfdumc>.

<sup>16</sup> Part 2: Using ARP Funds and Other Federal Supports to Address State and Local Teacher Shortages. YouTube. U.S. Department of Education, 2021. <https://www.youtube.com/watch?v=HBr6HrJ4cw>.

## **2. *Build and Maintain a Cadre of High-Quality Substitute Teachers***

States and districts can use ARP funds to recruit and train high-quality substitute teachers.<sup>17</sup> To create some stability and certainty, substitute teachers could be assigned to a school for an entire school year. This strategy would help substitute teachers be more prepared to step into the classroom and support continuity for students when educators need to take time off. These substitute teachers can also co-lead small group learning and provide support during release time for educators to allow for teacher professional development. For example, a school district in San Diego, California,<sup>18</sup> signed an agreement with the union to create a “Resident Visiting Teacher” position at every school providing standby substitute teachers. Another example is the Colorado Substitute Stipend<sup>19</sup> program, which was instituted to encourage qualified individuals to apply for a substitute teaching certificate, offering a \$300 bonus for obtaining a license, undergoing training, and working a minimum of one day. The California Department of Education also increased its hourly rates for the school year and introduced a new level of licensed substitute teachers.

## **3. *Support Educator and Staff Well-Being, Including Improved Working Conditions***

Now, more than ever, supporting educator well-being is critical for retaining our current educators and staff. As previously mentioned, stress is the most common reason educators have cited for leaving school employment in the last year, followed by insufficient pay.<sup>20</sup> As educators continue working during a global health crisis, educator well-being and support continue to be essential to school and district success.

Surveys show educator well-being is tied to feeling supported, valued, and heard by school and district leaders, as well as peers.<sup>21</sup> Many educators may also be struggling as they watch the students they serve and care deeply about going through challenging experiences. ED’s COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students’ Needs<sup>22</sup> includes detailed strategies and practices for stabilizing and supporting the educator workforce and their well-being. Key strategies include:

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<sup>17</sup> See Liu, Jing. “American Faces a Substitute Teacher Shortage- and Disadvantaged Schools are Hit the Hardest.” Brookings. <https://www.brookings.edu/blog/brown-center-chalkboard/2020/10/21/america-faces-a-substitute-teacher-shortage-and-disadvantaged-schools-are-hit-hardest/>; NEA, “Substitute Teachers.” <https://www.nea.org/substitute-teachers>. Heubeck, E. “This District Built a Better, More Reliable Supply of Substitute Teachers. Here’s How.” <https://www.edweek.org/leadership/this-district-built-a-better-more-reliable-supply-of-substitute-teachers-heres-how/2021/09>.

<sup>18</sup> Nakano, Rina. “San Diego County School Districts Face Serious Substitute Teacher Shortage.” KGTV. KGTV, October 5, 2021. <https://www.10news.com/news/local-news/san-diego-news/san-diego-county-school-districts-face-serious-substitute-teacher-shortage>.

<sup>19</sup> Mullen Special, David, and O’Dell Isaac. “Colorado School Districts Battling Diminished Substitute Teacher Numbers.” Colorado Springs Gazette, October 11, 2021. [https://gazette.com/cheyenneedition/colorado-school-districts-battling-diminished-substitute-teacher-numbers/article\\_fb2a3468-261a-11ec-ae95-6797d5664caf.html](https://gazette.com/cheyenneedition/colorado-school-districts-battling-diminished-substitute-teacher-numbers/article_fb2a3468-261a-11ec-ae95-6797d5664caf.html).

<sup>20</sup> Diliberti, Melissa Kay, et al. “Stress Topped The Reasons Why Teachers Quit, Even Before COVID-19.” RAND Corporation, 22 Feb. 2021, [https://www.rand.org/pubs/research\\_reports/RR1121-2.html](https://www.rand.org/pubs/research_reports/RR1121-2.html).

<sup>21</sup> “The Causes of Teacher Burnout and Attrition.” Digital Commons@CSP, 12 July 2019, [https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1007&context=teacher-education\\_masters](https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1007&context=teacher-education_masters).

<sup>22</sup> U.S. Department of Education. “ED COVID-19 Handbook, Volume 2,” U.S. Department of Education, August 2021. <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.



- **Building intentional systems that support educator and staff well-being.** Efforts to prioritize communication and collaboration between staff and leadership nurture, and model, a sense of connectedness that is crucial to supporting educators and keeping them in the profession.<sup>23</sup> Efforts can include:
  - Developing school leader-to-educator support systems. For example, leaders can build in time for recurring debrief sessions with all staff members and, when necessary, hold debrief sessions after stressful days.
  - Establishing peer-to-peer support systems. For example, school leaders can prioritize educator mentoring programs to prevent burnout.
  - Reducing educator workloads. For example, school leaders can schedule staff planning time into work hours.
  - Communicating established district and school mental health supports (e.g., who to contact and what supports are available).
  - Supporting educators in recharging, including providing designated space, while ensuring students have continuous access to in-person learning. School leaders may consider providing peer-to-peer support networks and other strategies for supporting adult well-being.
  - Providing paid-time for educators and staff to get vaccinated if states or school districts are not providing on-site vaccination opportunities, and sick leave to recover from any side effects that keep them from working.
  
- **Increasing the availability of qualified adults and personnel to support educators, students, and staff.** For example, districts can partner with institutions of higher education, community-based organizations, nonprofit organizations, and businesses to provide additional supports to educators and students through the use of teaching candidates and well-trained volunteers. Districts could hire AmeriCorps members to serve as tutors or mentor students, assist with additional administrative responsibilities brought on by the pandemic, and provide creative enrichment support for students. ED funds can be used to meet AmeriCorps matching requirements to support these efforts.<sup>24</sup> Districts should also hire the staff needed to support increased student mental health needs—providing educators and students with the additional staff they need to succeed. A number of states are already using ARP funds for these purposes. For example, the Oklahoma State Department of Education hired new school counselors, mental health professionals, and recreational therapists.<sup>25</sup> Nevada is reserving \$7.5 million of ARP ESSER funds to hire 100 school-based mental health professionals.<sup>26</sup> Minnesota will use ARP ESSER funds to support districts and charter schools in hiring licensed school counselors, school nurses, school social workers, and school psychologists to help provide early responses to support students’ social, emotional, and mental health.<sup>27</sup>

<sup>23</sup> “The Causes of Teacher Burnout and Attrition.” Digital Commons@CSP, 12 July 2019,

[https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1007&context=teacher-education\\_masters](https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1007&context=teacher-education_masters).

<sup>24</sup> For additional information, please see <https://americorps.gov/sites/default/files/document/Leveraging-National-Service-in-Your-Schools.pdf>.

<sup>25</sup> Oklahoma ARP ESSER State Plan Highlights. <https://www2.ed.gov/documents/press-releases/arp-essser-ok-plan.pdf>.

<sup>26</sup> Nevada ARP ESSER State Plan Highlights. <https://www2.ed.gov/documents/press-releases/arp-essser-nv-plan.pdf>.

<sup>27</sup> Minnesota ARP ESSER State Plan Highlights. <https://www2.ed.gov/documents/press-releases/arp-essser-mn-plan.pdf>.

- **Implementing flexible and creative scheduling to support students for full-week in-person learning while providing planning and collaboration time for teachers.** For example, districts could hold entire days focused on a single core academic subject; offer all “special” subjects (e.g., music, art, physical education) on the same day so grade-level teams can plan together; and hold shorter learning cycles, with more frequent breaks, some of which educators can use for planning. Districts should ensure that continuous in-person learning and enrichment opportunities are available for all students, and that days of in-person programming are not reduced.

#### 4. *Make Investments in the Educator Pipeline*

As states and districts work to stabilize their educator pipeline, a variety of strategies have been identified that can both support the preparation and development of new educators and encourage them to work in high-need schools. Evidence-based approaches to addressing pre-existing and ongoing teacher shortages include:

- Providing loan forgiveness, grants, or service scholarship programs that significantly underwrite the cost of postsecondary education in exchange for a commitment to teach in a high-need field or school for a minimum number (e.g., four) of years (e.g., the North Carolina Teaching Fellows Program<sup>28</sup>);<sup>29</sup>
- Developing and implementing high-quality comprehensive teacher residency programs that provide extensive clinical experience, which have been shown to increase teacher retention and effectiveness;<sup>30</sup> and
- Developing and implementing professional development programs and mentoring models, particularly for newer teachers, that emphasize building effective instructional strategies and provide time for ongoing collaboration.<sup>31</sup>

Schools across the country continue to implement these evidence-based and promising strategies in an effort to address these challenges. ED strongly encourages you to use funding under ARP to respond to the urgent needs resulting from the pandemic while beginning to plan for the investments needed to ensure that every student has access to the qualified educators and staff they need.

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<sup>28</sup> “North Carolina Teaching Fellows.” *NC Teaching Fellows*, <https://myapps.northcarolina.edu/ncteachingfellows/>.

<sup>29</sup> Podolsky, A. & Kini, T. (2016). *How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?* (policy brief). Palo Alto, CA: Learning Policy Institute.

<sup>30</sup> Institute of Education Sciences, “New Findings on the Retention of Novice Teachers From Teaching Residency Programs.” August 2015, <https://ies.ed.gov/ncee/pubs/20154015/pdf/20154015.pdf>; and Papay, J. P., West, M. R., Fullerton, J. B., and Kane, T. J. (2012). Does an urban teacher residency increase student achievement? Early evidence from Boston. *Educational Evaluation and Policy Analysis*, 34(4), 413–434.

<sup>31</sup> Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NAASP Bulletin*, 88(638), 28–40.



Thank you for your continued support and partnership to address teacher and staff shortages and ensuring high-quality, safe, in-person educational experiences for students across this country.

Sincerely,

A handwritten signature in blue ink, reading "Miguel A. Cardona". The signature is fluid and cursive, with a long horizontal stroke at the end.

Miguel A. Cardona, Ed.D.

Attachment D (May 13, 2022 JEC Memorandum) **Summary of COVID-19 Funding Allocated to Wyoming School Districts**

School District (City)	CARES Act				CRRSA Act			
	ESSER I (LEA)	ESSER I (SEA)	GEER I	CRF (Governor)	CARES Act Total	ESSER II (LEA)	ESSER II (SEA)	CRRSA Act Total
Pending	\$ -	\$ -		\$ 2,227,610	\$ 2,227,610	\$ -	\$ -	\$ -
Albany #1 (Laramie)	\$ 1,236,729	\$ 342,305	\$ 28,051	\$ 2,014,679	\$ 3,621,764	\$ 4,880,483	\$ -	\$ 4,880,483
Big Horn #1 (Cowley)	\$ 211,006	\$ 52,904	\$ 11,074	\$ 111,169	\$ 386,153	\$ 921,328	\$ -	\$ 921,328
Big Horn #2 (Lovell)	\$ 231,520	\$ 39,334	\$ 9,008	\$ 1,850,056	\$ 2,129,919	\$ 905,506	\$ -	\$ 905,506
Big Horn #3 (Greybull)	\$ 213,937	\$ -	\$ 7,660	\$ 192,620	\$ 414,216	\$ 1,170,829	\$ -	\$ 1,170,829
Big Horn #4 (Basin)	\$ 108,434	\$ -	\$ 6,481	\$ 90,545	\$ 205,460	\$ 634,098	\$ -	\$ 634,098
Campbell #1 (Gillette)	\$ 2,083,684	\$ 236,706	\$ 54,450	\$ 5,522,259	\$ 7,897,099	\$ 8,827,467	\$ 130,650	\$ 8,958,117
Carbon #1 (Rawlins)	\$ 753,174	\$ 31,028	\$ 14,780	\$ 503,993	\$ 1,302,976	\$ 3,183,876	\$ -	\$ 3,183,876
Carbon #2 (Saratoga)	\$ 134,809	\$ -	\$ 8,458	\$ 625,386	\$ 768,653	\$ 499,002	\$ -	\$ 499,002
Converse #1 (Douglas)	\$ 398,567	\$ 9,063	\$ 14,816	\$ 1,957,622	\$ 2,380,067	\$ 1,858,478	\$ -	\$ 1,858,478
Converse #2 (Glenrock)	\$ 205,145	\$ 6,500	\$ 8,439	\$ 710,684	\$ 930,768	\$ 714,425	\$ -	\$ 714,425
Crook #1 (Sundance)	\$ 263,757	\$ -	\$ 11,783	\$ 283,781	\$ 559,322	\$ 1,391,120	\$ -	\$ 1,391,120
Fremont #1 (Lander)	\$ 835,232	\$ -	\$ 15,272	\$ 1,306,026	\$ 2,156,530	\$ 2,834,575	\$ -	\$ 2,834,575
Fremont #2 (Dubois)	\$ 93,780	\$ 5,240	\$ 5,823	\$ 157,068	\$ 261,911	\$ 725,379	\$ -	\$ 725,379
Fremont #6 (Pavillion)	\$ 225,659	\$ 8,050	\$ 7,317	\$ 134,124	\$ 375,150	\$ 894,552	\$ -	\$ 894,552
Fremont #14 (Ethete)	\$ 337,023	\$ 313,400	\$ 8,610	\$ 582,869	\$ 1,241,902	\$ 1,411,811	\$ -	\$ 1,411,811
Fremont #21 (Ft. Washakie)	\$ 606,642	\$ -	\$ 7,758	\$ 217,631	\$ 832,031	\$ 2,690,960	\$ -	\$ 2,690,960
Fremont #24 (Shoshoni)	\$ 128,948	\$ 45,700	\$ 7,179	\$ 205,178	\$ 387,005	\$ 458,838	\$ -	\$ 458,838
Fremont #25 (Riverton)	\$ 1,685,117	\$ 11,875	\$ 18,645	\$ 1,970,483	\$ 3,686,120	\$ 7,538,582	\$ -	\$ 7,538,582
Fremont #38 (Arapahoe)	\$ 360,469	\$ 19,290	\$ 7,573	\$ 329,770	\$ 717,102	\$ 1,423,981	\$ -	\$ 1,423,981
Goshen #1 (Torrington)	\$ 729,729	\$ -	\$ 14,406	\$ 489,704	\$ 1,233,839	\$ 3,256,901	\$ -	\$ 3,256,901
Hot Springs #1 (Thermopolis)	\$ 366,330	\$ -	\$ 8,670	\$ 178,823	\$ 553,823	\$ 1,434,935	\$ -	\$ 1,434,935
Johnson #1 (Buffalo)	\$ 339,954	\$ 98,268	\$ 12,297	\$ 570,555	\$ 1,021,074	\$ 1,607,760	\$ -	\$ 1,607,760
Laramie #1 (Cheyenne)	\$ 4,598,172	\$ -	\$ 83,897	\$ 11,424,817	\$ 16,106,886	\$ 19,095,955	\$ -	\$ 19,095,955
Laramie #2 (Pine Bluffs)	\$ 240,312	\$ 9,100	\$ 10,977	\$ 534,661	\$ 795,050	\$ 1,140,402	\$ -	\$ 1,140,402
Lincoln #1 (Kemmerer)	\$ 73,266	\$ -	\$ 8,383	\$ 196,843	\$ 278,492	\$ 337,131	\$ -	\$ 337,131
Lincoln #2 (Afton)	\$ 635,949	\$ -	\$ 21,636	\$ 1,690,463	\$ 2,348,047	\$ 2,514,483	\$ -	\$ 2,514,483
Natrona #1 (Casper)	\$ 4,325,623	\$ 165,158	\$ 77,702	\$ 13,170,563	\$ 17,739,045	\$ 17,061,001	\$ -	\$ 17,061,001
Niobrara #1 (Lusk)	\$ 137,740	\$ -	\$ 9,518	\$ 388,482	\$ 535,740	\$ 547,685	\$ -	\$ 547,685
Park #1 (Powell)	\$ 556,821	\$ -	\$ 15,381	\$ 735,232	\$ 1,307,435	\$ 2,199,260	\$ -	\$ 2,199,260
Park #6 (Cody)	\$ 627,157	\$ -	\$ 16,440	\$ 675,298	\$ 1,318,894	\$ 2,661,750	\$ -	\$ 2,661,750
Park #16 (Meeteetse)	\$ 20,514	\$ -	\$ 5,599	\$ 56,936	\$ 83,050	\$ 111,971	\$ -	\$ 111,971
Platte #1 (Wheatland)	\$ 369,260	\$ 25,766	\$ 10,693	\$ 1,724,000	\$ 2,129,719	\$ 1,458,060	\$ -	\$ 1,458,060
Platte #2 (Guernsey)	\$ 175,838	\$ 41,500	\$ 6,454	\$ 410,257	\$ 634,050	\$ 1,349,740	\$ -	\$ 1,349,740
Sheridan #1 (Ranchester)	\$ 114,295	\$ 17,372	\$ 10,890	\$ 382,969	\$ 525,526	\$ 509,956	\$ -	\$ 509,956
Sheridan #2 (Sheridan)	\$ 1,040,377	\$ -	\$ 24,975	\$ 2,616,856	\$ 3,682,208	\$ 3,792,415	\$ -	\$ 3,792,415
Sheridan #3 (Clearmont)	\$ -	\$ 7,000	\$ 43,636	\$ 357,449	\$ 408,085	\$ 176,476	\$ -	\$ 176,476
Sublette #1 (Pinedale)	\$ 193,422	\$ -	\$ 11,244	\$ 436,850	\$ 641,516	\$ 767,976	\$ -	\$ 767,976
Sublette #9 (Big Piney)	\$ 99,642	\$ 6,525	\$ 7,962	\$ 552,464	\$ 666,593	\$ 385,814	\$ -	\$ 385,814
Sweetwater #1 (Rock Springs)	\$ 1,603,059	\$ -	\$ 35,460	\$ 1,825,900	\$ 3,464,419	\$ 6,323,938	\$ -	\$ 6,323,938
Sweetwater #2 (Green River)	\$ 638,879	\$ 8,000	\$ 19,366	\$ 390,024	\$ 1,056,269	\$ 2,518,135	\$ -	\$ 2,518,135
Teton #1 (Jackson)	\$ 442,526	\$ 95,092	\$ 21,369	\$ 1,681,462	\$ 2,240,449	\$ 1,739,205	\$ -	\$ 1,739,205
Uinta #1 (Evanston)	\$ 893,845	\$ -	\$ 20,489	\$ 99,272	\$ 1,013,606	\$ 3,530,744	\$ -	\$ 3,530,744
Uinta #4 (Mt. View)	\$ 114,295	\$ -	\$ 9,782	\$ 479,960	\$ 604,037	\$ 475,878	\$ -	\$ 475,878
Uinta #6 (Lyman)	\$ 38,098	\$ -	\$ 9,136	\$ 341,607	\$ 388,842	\$ 138,747	\$ -	\$ 138,747
Washakie #1 (Worland)	\$ 448,388	\$ -	\$ 12,274	\$ 623,023	\$ 1,083,684	\$ 1,769,632	\$ -	\$ 1,769,632
Washakie #2 (Ten Sleep)	\$ 5,861	\$ -	\$ 5,635	\$ 250,186	\$ 261,682	\$ 19,473	\$ -	\$ 19,473
Weston #1 (Newcastle)	\$ 337,023	\$ -	\$ 9,560	\$ 291,379	\$ 637,963	\$ 1,669,831	\$ -	\$ 1,669,831
Weston #7 (Upton)	\$ 26,376	\$ 7,750	\$ 6,296	\$ 118,873	\$ 159,295	\$ 147,266	\$ -	\$ 147,266
<b>Total</b>	<b>\$ 29,306,386</b>	<b>\$ 1,602,926</b>	<b>\$ 803,305</b>	<b>\$ 63,688,461</b>	<b>\$ 95,401,078</b>	<b>\$ 121,707,810</b>	<b>\$ 130,650</b>	<b>\$ 121,838,460</b>

Attachment D (May 13, 2022 JEC Memorandum) **Summary of COVID-19 Funding Allocated to Wyoming School Districts**

School District (City)	ARP Act						ARP Act Total	Grand Total
	ARP - ESSER (LEA)	GEER II	ARP - 611 IDEA	ARP - 619 IDEA	ARP - Homeless			
Pending	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,227,610
Albany #1 (Laramie)	\$ 10,963,398	\$ 166,253	\$ 301,646	\$ 24,953	\$ 39,852	\$ 11,496,102	\$ 19,998,349	
Big Horn #1 (Cowley)	\$ 2,069,649	\$ 82,160	\$ 76,885	\$ 6,360	\$ 7,325	\$ 2,242,379	\$ 3,549,860	
Big Horn #2 (Lovell)	\$ 2,034,107	\$ 47,802	\$ 53,664	\$ 4,439	\$ 8,657	\$ 2,148,668	\$ 5,184,093	
Big Horn #3 (Greybull)	\$ 2,630,122	\$ 37,049	\$ 37,366	\$ 3,091	\$ 9,877	\$ 2,717,505	\$ 4,302,550	
Big Horn #4 (Basin)	\$ 1,424,422	\$ 29,169	\$ 21,919	\$ 1,813	\$ 7,409	\$ 1,484,731	\$ 2,324,289	
Campbell #1 (Gillette)	\$ 19,829,806	\$ 341,973	\$ 621,774	\$ 51,436	\$ 156,566	\$ 21,001,555	\$ 37,856,772	
Carbon #1 (Rawlins)	\$ 7,152,182	\$ -	\$ 132,251	\$ 10,940	\$ 33,455	\$ 7,328,827	\$ 11,815,679	
Carbon #2 (Saratoga)	\$ 1,120,946	\$ 42,683	\$ 45,832	\$ 3,791	\$ 3,418	\$ 1,216,670	\$ 2,484,325	
Converse #1 (Douglas)	\$ 4,174,840	\$ 81,790	\$ 131,363	\$ 10,867	\$ 25,394	\$ 4,424,254	\$ 8,662,799	
Converse #2 (Glenrock)	\$ 1,604,866	\$ 45,590	\$ 44,424	\$ 3,675	\$ 10,025	\$ 1,708,580	\$ 3,353,772	
Crook #1 (Sundance)	\$ 3,124,978	\$ 64,746	\$ 88,316	\$ 7,306	\$ 8,362	\$ 3,293,709	\$ 5,244,151	
Fremont #1 (Lander)	\$ 6,367,520	\$ 84,535	\$ 130,243	\$ 10,774	\$ 15,281	\$ 6,608,352	\$ 11,599,456	
Fremont #2 (Dubois)	\$ 1,629,473	\$ 25,848	\$ 12,594	\$ 1,042	\$ 5,582	\$ 1,674,538	\$ 2,661,828	
Fremont #6 (Pavillion)	\$ 2,009,501	\$ 34,703	\$ 31,250	\$ 2,585	\$ 6,360	\$ 2,084,399	\$ 3,354,101	
Fremont #14 (Ethete)	\$ 3,171,457	\$ 42,770	\$ 51,375	\$ 4,250	\$ 7,334	\$ 3,277,186	\$ 5,930,899	
Fremont #21 (Ft. Washakie)	\$ 6,044,906	\$ 36,713	\$ 45,051	\$ 3,727	\$ 37,647	\$ 6,168,043	\$ 9,691,034	
Fremont #24 (Shoshoni)	\$ 1,030,723	\$ 33,745	\$ 27,290	\$ 2,258	\$ 3,233	\$ 1,097,250	\$ 1,943,093	
Fremont #25 (Riverton)	\$ 16,934,485	\$ 105,419	\$ 205,901	\$ 17,033	\$ 52,356	\$ 17,315,194	\$ 28,539,896	
Fremont #38 (Arapahoe)	\$ 3,198,797	\$ 35,836	\$ 37,382	\$ 3,092	\$ 27,609	\$ 3,302,716	\$ 5,443,799	
Goshen #1 (Torrington)	\$ 7,316,223	\$ 80,586	\$ 130,992	\$ 10,836	\$ 21,154	\$ 7,559,791	\$ 12,050,531	
Hot Springs #1 (Thermopolis)	\$ 3,223,403	\$ 44,620	\$ 50,917	\$ 4,212	\$ 8,564	\$ 3,331,716	\$ 5,320,474	
Johnson #1 (Buffalo)	\$ 3,611,633	\$ 65,150	\$ 94,632	\$ 7,828	\$ 11,044	\$ 3,790,287	\$ 6,419,121	
Laramie #1 (Cheyenne)	\$ 42,896,686	\$ 535,296	\$ 1,054,941	\$ 87,269	\$ 169,806	\$ 44,743,998	\$ 79,946,839	
Laramie #2 (Pine Bluffs)	\$ 2,561,771	\$ 59,397	\$ 75,054	\$ 6,209	\$ 18,161	\$ 2,720,592	\$ 4,656,044	
Lincoln #1 (Kemmerer)	\$ 757,322	\$ 42,880	\$ 43,626	\$ 3,609	\$ 4,639	\$ 852,076	\$ 1,467,699	
Lincoln #2 (Afton)	\$ 5,648,474	\$ -	\$ 210,403	\$ 17,405	\$ 14,932	\$ 5,891,214	\$ 10,753,744	
Natrona #1 (Casper)	\$ 38,325,414	\$ 492,774	\$ 990,431	\$ 81,932	\$ 122,258	\$ 40,012,809	\$ 74,812,855	
Niobrara #1 (Lusk)	\$ 1,230,306	\$ 69,003	\$ 56,651	\$ 4,686	\$ 5,046	\$ 1,365,692	\$ 2,449,118	
Park #1 (Powell)	\$ 4,940,364	\$ 87,757	\$ 143,926	\$ 11,906	\$ 26,119	\$ 5,210,072	\$ 8,716,767	
Park #6 (Cody)	\$ 5,979,289	\$ 95,229	\$ 152,638	\$ 12,627	\$ 18,979	\$ 6,258,762	\$ 10,239,406	
Park #16 (Meeteetse)	\$ 251,529	\$ 27,697	\$ 10,229	\$ 846	\$ 1,077	\$ 291,378	\$ 486,399	
Platte #1 (Wheatland)	\$ 3,275,349	\$ 55,323	\$ 79,106	\$ 6,544	\$ 12,321	\$ 3,428,643	\$ 7,016,422	
Platte #2 (Guernsey)	\$ 3,032,022	\$ 29,270	\$ 18,045	\$ 1,493	\$ 6,207	\$ 3,087,037	\$ 5,070,826	
Sheridan #1 (Ranchester)	\$ 1,145,552	\$ 66,343	\$ 69,469	\$ 5,747	\$ 2,907	\$ 1,290,018	\$ 2,325,500	
Sheridan #2 (Sheridan)	\$ 8,519,189	\$ 154,002	\$ 259,692	\$ 21,483	\$ 32,322	\$ 8,986,688	\$ 16,461,311	
Sheridan #3 (Clearmont)	\$ 396,432	\$ 23,321	\$ 7,995	\$ 662	\$ 812	\$ 429,222	\$ 1,013,783	
Sublette #1 (Pinedale)	\$ 1,725,163	\$ 59,595	\$ 78,283	\$ 6,476	\$ 5,497	\$ 1,875,014	\$ 3,284,506	
Sublette #9 (Big Piney)	\$ 866,683	\$ 37,733	\$ 38,790	\$ 3,209	\$ 1,774	\$ 948,188	\$ 2,000,595	
Sweetwater #1 (Rock Springs)	\$ 14,205,939	\$ 210,173	\$ 397,011	\$ 32,842	\$ 43,962	\$ 14,889,928	\$ 24,678,285	
Sweetwater #2 (Green River)	\$ 5,656,676	\$ 108,269	\$ 180,654	\$ 14,944	\$ 23,654	\$ 5,984,196	\$ 9,558,600	
Teton #1 (Jackson)	\$ 3,906,907	\$ 125,147	\$ 196,776	\$ 16,278	\$ 31,305	\$ 4,276,412	\$ 8,256,066	
Uinta #1 (Evanston)	\$ 7,931,376	\$ -	\$ 202,237	\$ 16,730	\$ 25,221	\$ 8,175,564	\$ 12,719,914	
Uinta #4 (Mt. View)	\$ 1,069,000	\$ 49,880	\$ 55,668	\$ 4,605	\$ 2,469	\$ 1,181,621	\$ 2,261,535	
Uinta #6 (Lyman)	\$ 311,678	\$ 47,070	\$ 49,102	\$ 4,062	\$ 2,884	\$ 414,796	\$ 942,385	
Washakie #1 (Worland)	\$ 3,975,257	\$ 63,924	\$ 95,594	\$ 7,908	\$ 21,055	\$ 4,163,738	\$ 7,017,054	
Washakie #2 (Ten Sleep)	\$ 43,744	\$ 24,322	\$ 7,998	\$ 662	\$ 90	\$ 76,816	\$ 357,972	
Weston #1 (Newcastle)	\$ 3,751,068	\$ -	\$ 61,108	\$ 5,055	\$ 18,349	\$ 3,835,580	\$ 6,143,374	
Weston #7 (Upton)	\$ 330,816	\$ 28,522	\$ 16,296	\$ 1,348	\$ 958	\$ 377,939	\$ 684,501	
<b>Total</b>	<b>\$ 273,401,439</b>	<b>\$ 4,022,066</b>	<b>\$ 6,924,790</b>	<b>\$ 572,845</b>	<b>\$ 1,119,305</b>	<b>\$ 286,040,445</b>	<b>\$ 503,279,983</b>	