

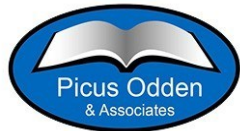
The 2025 Recalibration of Wyoming's K-12 Public School Funding Model

Select Committee on School
Finance Recalibration
September 4 & 5, 2025

Picus Odden & Associates
APA Consulting
Activate Research, Inc.
Lawrence O. Picus
Amanda Brown
Michael Griffith



AUGENBLICK,
PALAICH AND
ASSOCIATES



Improving the way public resources
for education are translated
into improved student learning



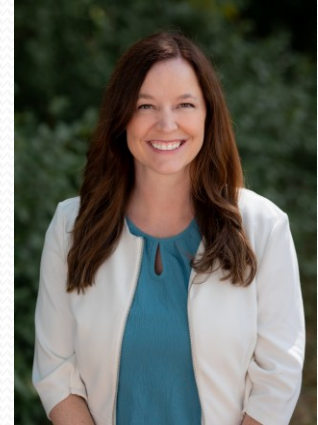
Today's Team



Michael Griffith



Larry Picus



Amanda Brown

2025 Recalibration Team

Picus Odden & Associates

- Lawrence O. Picus
- Allan Odden
- Michael Griffith
- Anabel Aportela
- Christiana Stoddard
- Lori L. Taylor
- Scott Price
- Gema Zamarro Rodriguez
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- Justin Silverstein
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- Michaela Tonking
- Noah Fortson

Activate Research, Inc.

- Dinah Sparks
- Kim Curtis
- Kathleen Mulvaney-Panjwani
- Tim Oltman



Topics For This Meeting

- Update on recalibration progress
- Discussion of issues held unconstitutional by the Court (Guidance from the Committee)
 - Salaries
 - ECA/RCA adjustments
 - SROs
 - Mental Health Counselors
 - Computers/Technology
 - Food services
- Other Issues
 - How other states count pupils – assessment of the ADM method
 - Small schools
 - Virtual education
 - CTE
- The Evidence Based Model Report (Guidance from the Committee)



Figure 2.1 Wyoming Evidence Based Model

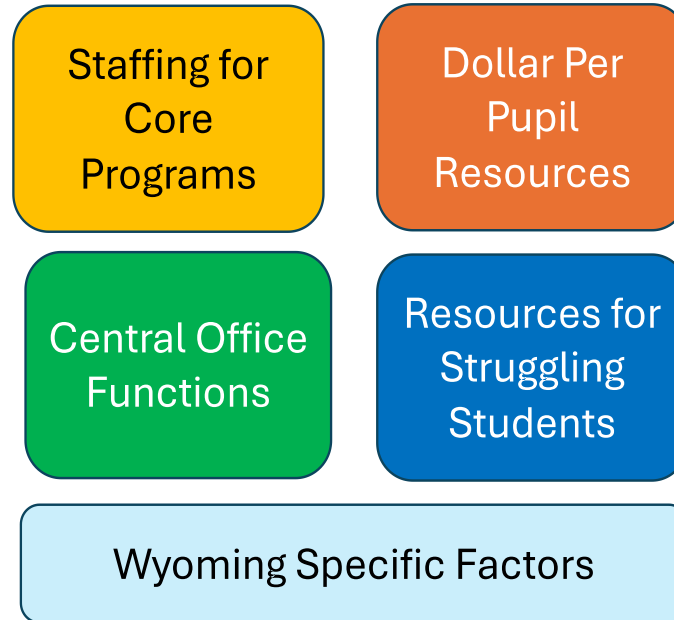
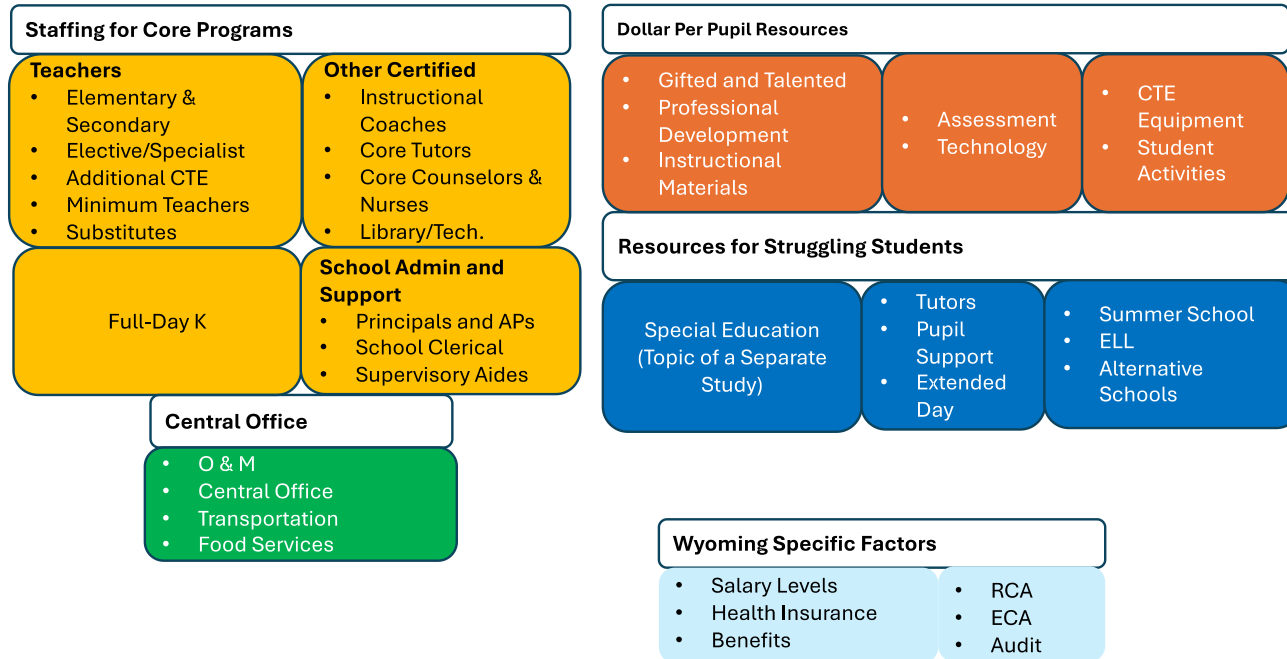


Figure 2.2. Components of the Wyoming Evidence-Based Model



Update on the Recalibration Process to Date

- Professional Judgment Panels
 - 8 preliminary panels – 4 in person, 4 on-line
 - 2 small school panels – on-line
 - A summary of the 8 panels is included in your materials for this meeting
 - Amanda Brown will present preliminary findings from the small school panels
- Analysis of Court issues (Guidance from the Committee)
 - Salaries – teacher supply and demand
 - Inflation and regional cost adjustments
 - SROs
 - Mental Health Counselors
 - Computers/Technology
 - Food services
- Virtual Education
- Career and Technical Education
- Modeling
- EB Model update report



Court Ordered Recalibration Elements

Lawrence Picus



Court-Ordered Recalibration Elements

- Salaries for school districts to recruit and retain personnel
- Adjusting for the effects of inflation consistently (ECA) and regional cost differences (RCA)
- SROs
- Mental Health Counselors
- Computers/Technology
- Food services



Court Ordered Elements Needing Continued Study and Analysis

- Review of the ECA and RCA (Lori Taylor)
- Review of employee salaries (Chris Stoddard)

Mental Health Counselors (Court's Language)

...the Funding Model must include elementary level school mental health counselors as a component. Not providing the elementary mental health counselors results in a failure to provide the constitutionally required ample and appropriate provision for at-risk and special problem students. The evidence established providing elementary school counselors represents a major change and innovation in public school, which should be available to all Wyoming students

Mental Health Counselors

- The court required elementary “mental health counselors”
- If mental health counselors are the same as counselors in the court’s view, then we would argue the EB model meets the constitutional standard
- The 2025 EB Model funds elementary core counselors at one per prototypical elementary school (288 students) plus counselors for struggling students
- The WY Funding Model does not provide that level of resources for core counselors
- The additional cost of the 2025 EB model for elementary counselors is \$13.17 million and an increase of 141.52 FTE

The Cost of School Resource Officers in Wyoming

Michael Griffith

Picus Odden & Associates



Overview of SRO Presentation

- Court's Language regarding SROs
- Questions about who can be a School Resource Officer in Wyoming
- Determining the number of SROs and their salaries and benefits
- Total estimated costs

Court's Language Regarding School Resource Officers

- **Three points made in the court ruling**
 - **As the result of local innovation, SROs have been shown to be needed for a proper education**
 - **Therefore, all Wyoming public school students are entitled to the benefit of SROs.**
 - **SROs have been established as appropriate for the times and should be implemented for all school districts.**

SROs in the EB Model

- Not included to date
- Assumed local law enforcement is responsible
- There are many SRO duties other than response to a major safety incident
- All of this could be funded by local law enforcement, but might require additional funding for municipalities

School Resource Officers: State Policies

- **41 states** have policies that address school resource officers
- Of those **41 states 27** mandate that an SRO must be a police officer
- The National Association of School Resource Officers developed a triad concept of school-based policing, which divides the responsibilities of SROs:
 - Teacher,
 - Informal counselor or mentor, and
 - Law enforcement officer

School Resource Officers In Schools: 2021-22

- **60.6% of public schools had one or more security staff**
 - Elementary: 49.3%
 - Middle: 77.6%
 - High-School: 82.1%
- **44.8% of schools had sworn law enforcement officers who routinely carried a firearm**
 - Elementary: 34.4%
 - Middle: 62.3%
 - High-School: 63.1%



School Resource Officers: 2019-20

- **23,426 SROs in public schools**
 - This equates to approximately one SRO for every four public schools
- **Number of schools to which sworn SROs were assigned:**
 - One: 60.4%
 - 2 to 4: 23.0%
 - 5 or more: 16.5%
- **SRO Employers:**
 - Local Police: 49.1%
 - Sheriff office: 32.3%
 - School District: 18.6%



The Cost of a SRO

- To fulfill the role of an SRO, districts could employ
 - Police officers
 - School counselors
 - Other non-licensed security staff
 - Or a combination of any of these three positions

Additional SRO Costs

- Police Car
- Supplies and Equipment
- Other

Other Topics to Consider

- Who should employ SROs?
- If employed by law enforcement agencies should the state fund the school district or the local government employing the SROs?
- Should we consider the possibility of combined staffing, partially law enforcement officers and partially school counselors?

Questions about SROs

- Number of days:
 - School year 175 days
 - School year + teacher days 185 days
 - EB model school year 200 days
- Hours per day:
 - Half-days 4 hours
 - Full-days 8 hours
 - School hours (7 am to 5 pm) 10 hours
 - After-school activities ?

Estimating the Cost of School Resource Officers

- Research and National data (Completed)
- Review of SRO survey distributed by the Wyoming Department of Education (In progress)
- Interviews with district staff (In progress)
- Professional judgement panels (Starting soon)

Determining Where SROs Should be Assigned

- SROs could be assigned to individual schools (346) or campuses (288)
- To better understand where SROs should be located, we mapped every school in the state
- The maps were created using
 - Wyoming Department of Education data
 - Google maps, and
 - Tableau software

What is a Co-located School?

- Co-located schools are schools that are treated as individual schools in the model and are located within the same building or that share a campus/site.
- List of schools created by using data from:
 - *School Reference Table* (State Construction Site ID) in funding model
 - *School Level O & M Resources* table (red highlighted rows) in funding model
 - School Directory file provided by WDE for this project

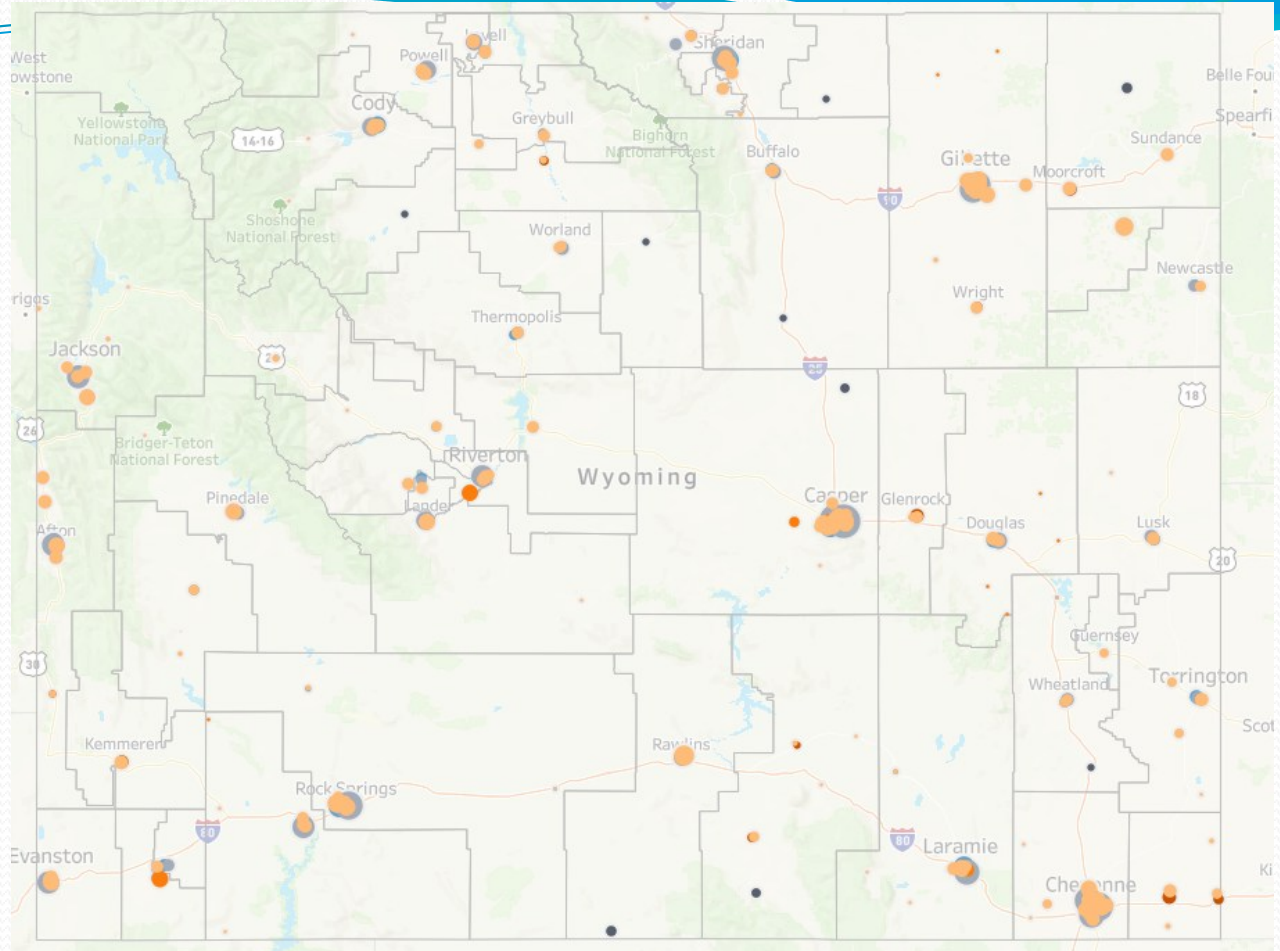
Co-located schools

# of Schools per Site	# of Sites	# of Schools
1	244	244
2	30	60
3	14	42
Total	288	346

Wyoming School Sites 2025-26

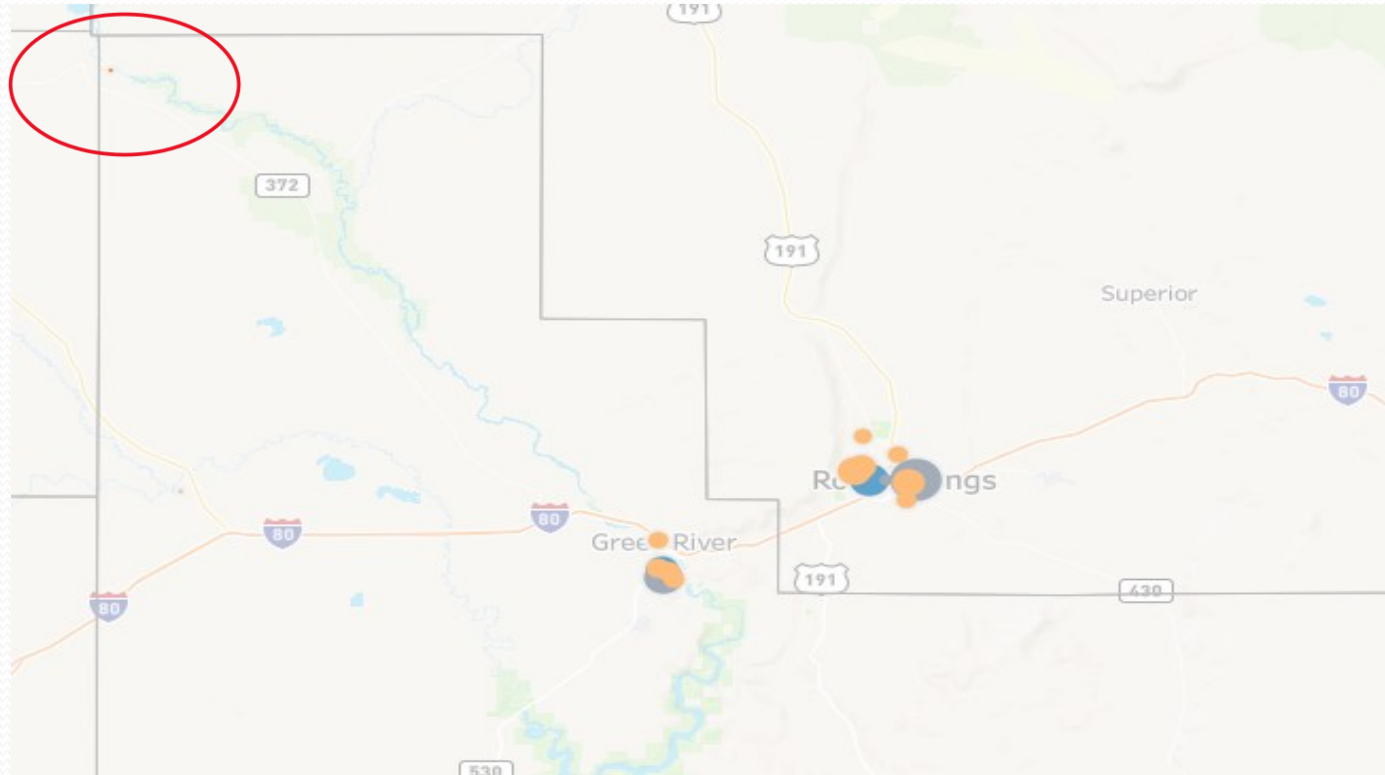
School Grade Level

- Elementary Sch..
- Elementary/Mid..
- High School
- K-12 School
- Middle School
- Secondary School



Note: The Map is Still in Draft Form

Sweetwater
Elementary
This one has
ADM of 0



What We've Learned

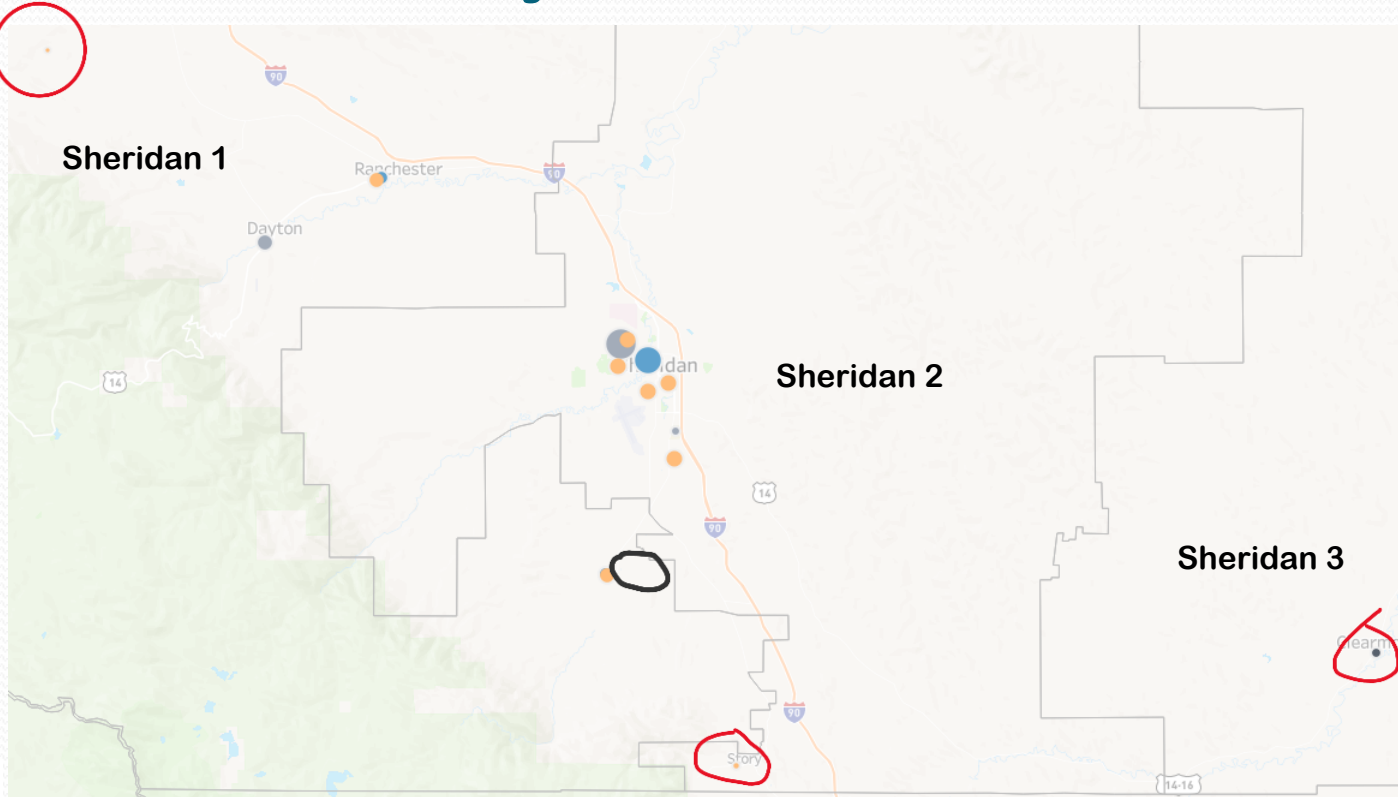
- The closest school may be in a different district (Example: Big Horn)
- Some districts could work with neighboring districts or counties to provide SRO services (Example: Sheridan)
- Some schools are located a good distance from any other schools in the district and/or the county

Big Horn County School Districts



Sheridan County School Districts

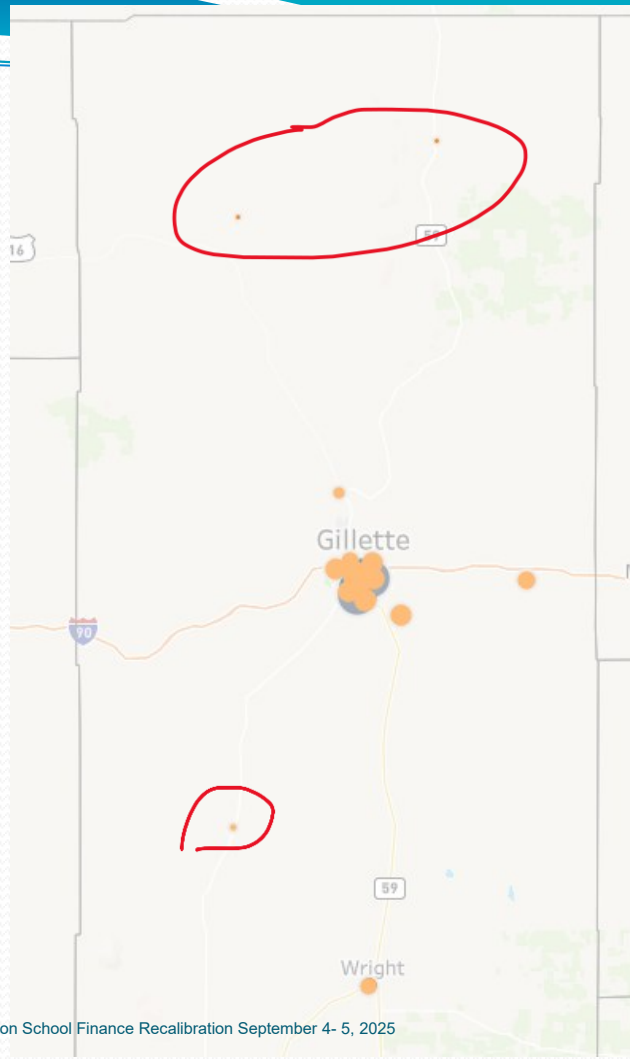
- School Grade Level
- Elementary Sch..
 - High School
 - K-12 School
 - Middle School
 - Secondary School








Campbell County 1

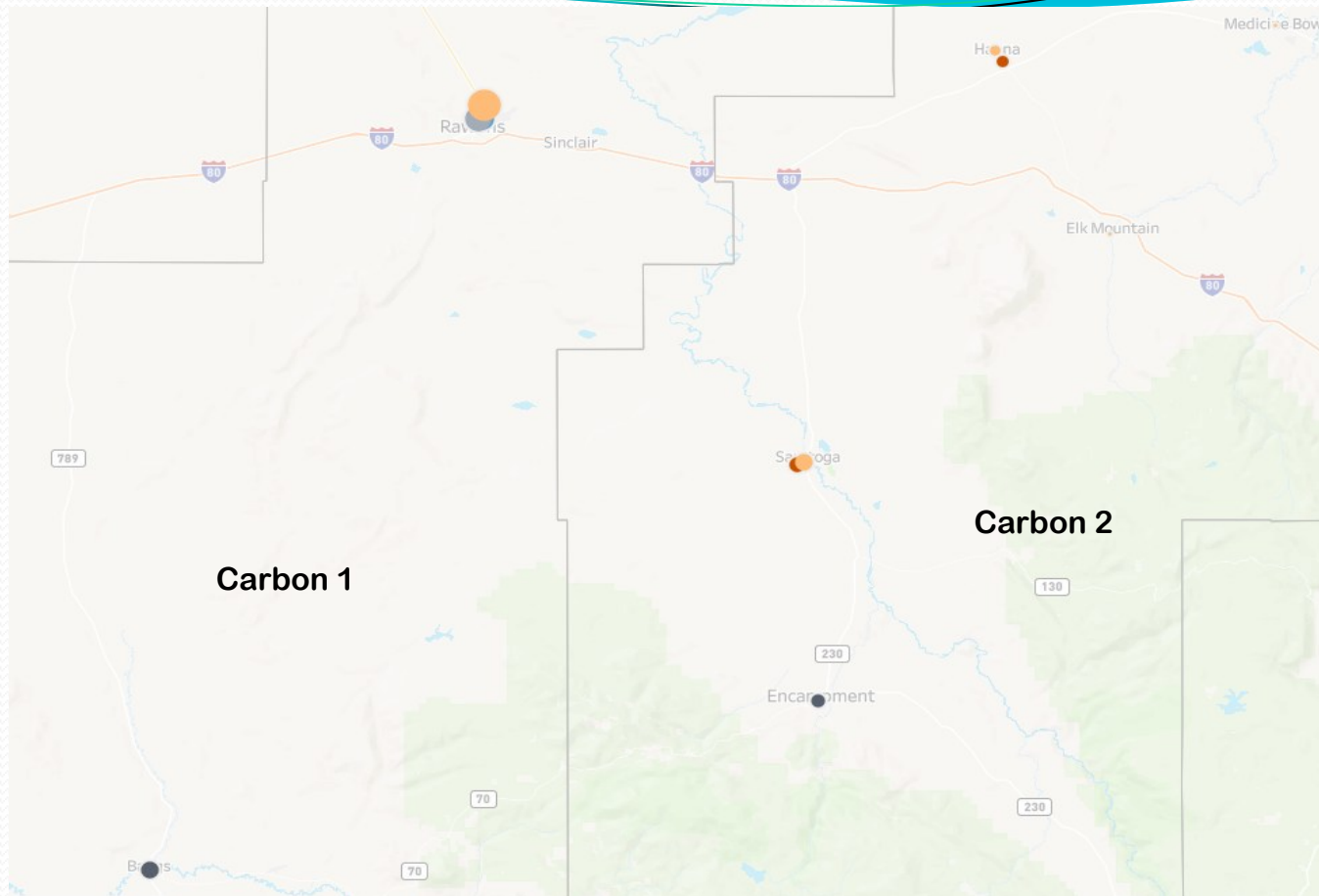
School Grade Level

- Elementary Sch..
- Elementary/Mid..
- High School
- Middle School
- Secondary School



Carbon County 1 and 2

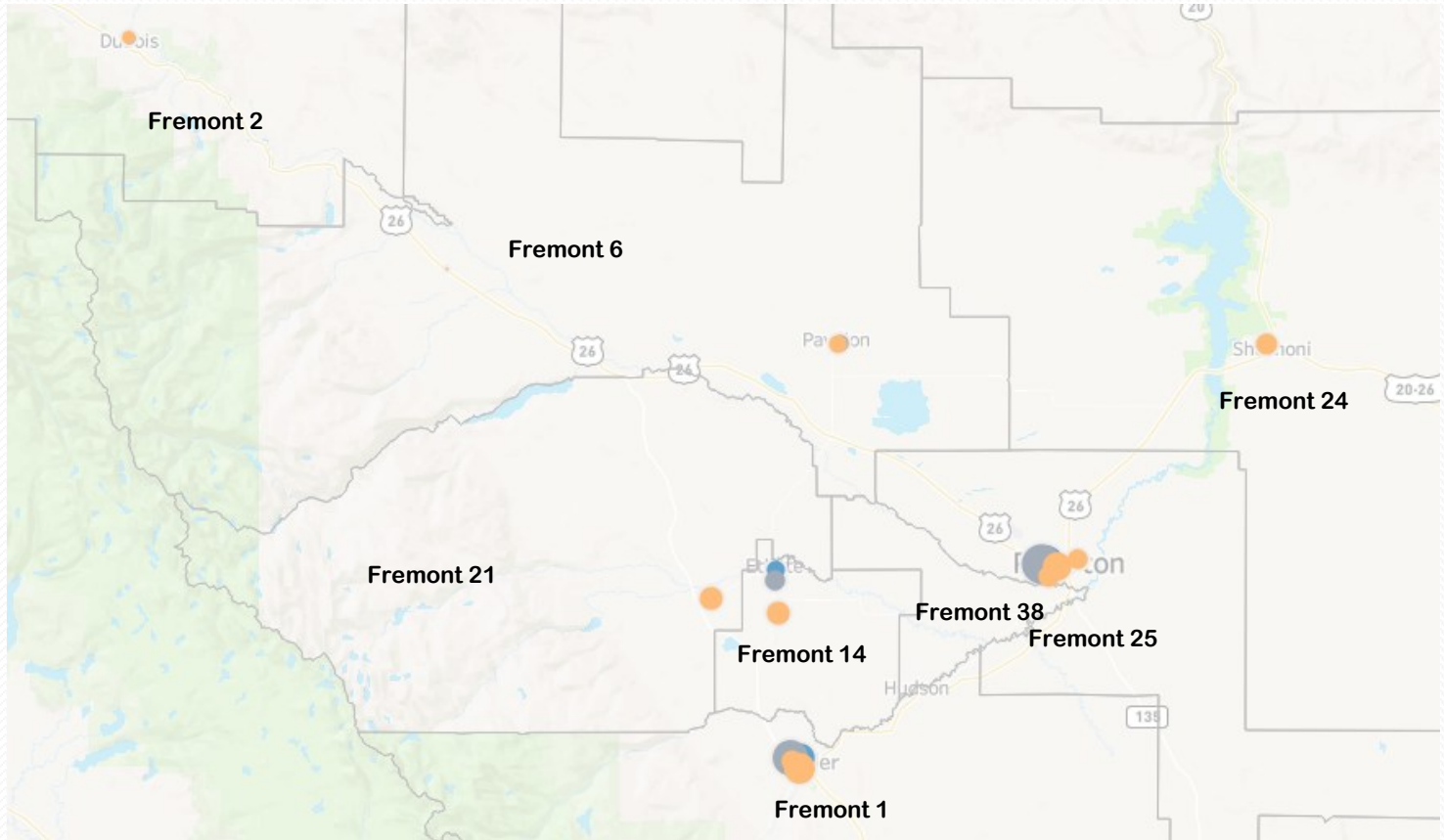
School Grade Level	
	Elementary Sch..
	High School
	K-12 School
	Middle School
	Secondary School



Fremont County School Districts

School Grade Level

- Elementary Sch..
- High School
- Middle School



Guidance From the Committee

- Should SROs be allocated across schools in a district, or alternative geographic areas (Across multiple districts)?
- Do SROs need to be sworn law enforcement officers? Armed?
- Are there alternatives to law enforcement officers that would pass muster with the court? (This may include using school counselors, unlicensed security, or school aids)
- If police/sheriffs are used:
 - Can they work across county/city lines (Currently it does not appear to be possible)
 - Could multiple districts enter into a single contract with a county sheriff's office

Nutrition Programs/School Food Services

Lawrence Picus



Court Ruling

“School districts should not be required to use its (sic) general fund money intended to be used for other Funding Model educational purposes to cover feeding its students. The evidence demonstrated a school funding model which does not include a nutrition component and funding for school nutrition is unconstitutional because nutrition is an essential component of a quality education.”



School Nutrition Programs

- **Child Nutrition Act of 1946**
 - Improved child nutrition and health
 - Support US agriculture sector
- **Child Nutrition Act of 1966**
 - Part of the War on Poverty
 - Expanded programs to include breakfast and increased funding
 - Over time emphasis has shifted from helping agriculture to improving nutrition, addressing nutritional guidelines and ensuring equitable access to nutritious food
- **Program subsidizes school food services programs, with the general expectation that such programs will “Break Even”**
- **Growing research suggesting free meals for all students will help improve learning**

Meal Reimbursement Rates Per Meal SY 2025-26

Lunch

- Free -- \$4.60
- Reduced Price -- \$4.20 (\$0.40 co-pay)
- Paid -- \$0.44
- Performance based additional reimbursement -- \$0.09
- Additional for schools where 60% or more of the second preceding school year lunches were served free or reduced price -- \$0.02

Breakfast

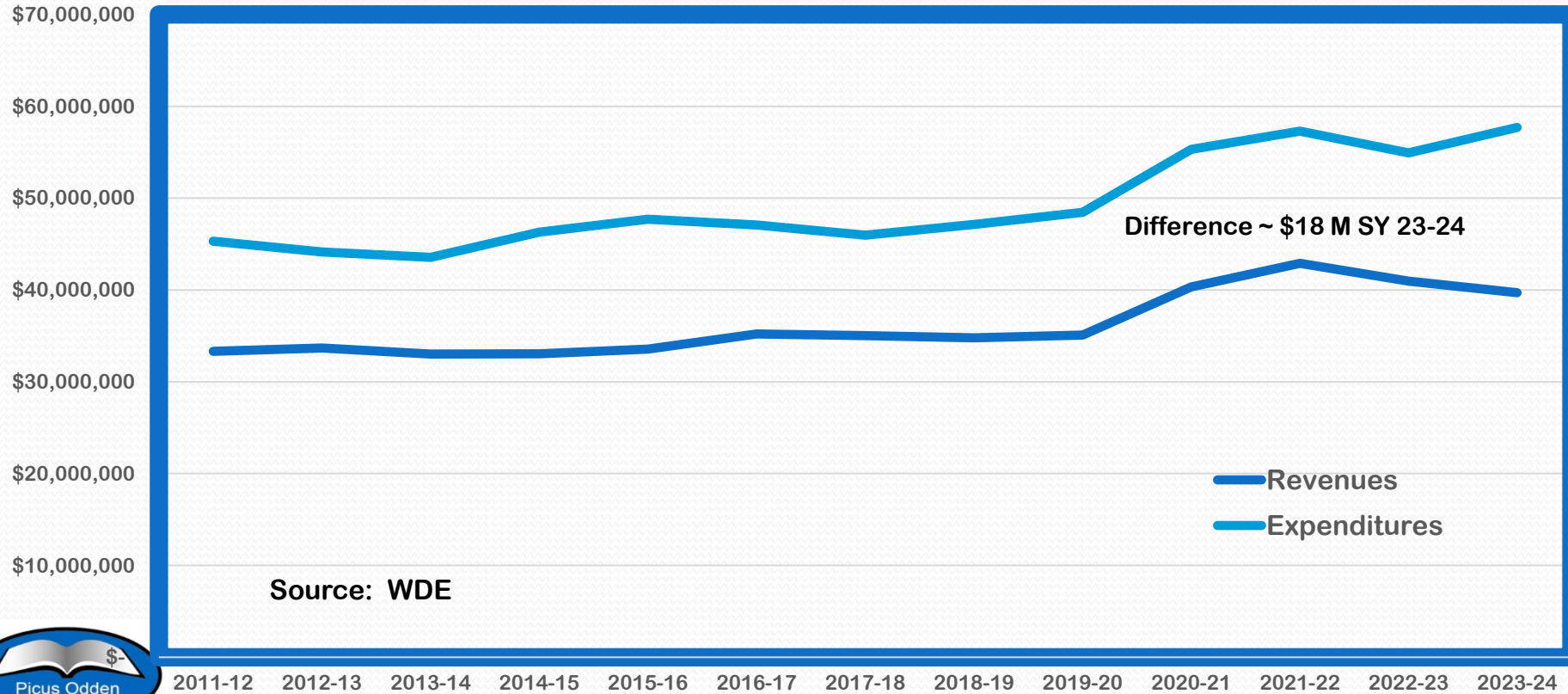
- Free -- \$2.46
- Reduced Price -- \$2.16 (\$0.30 co-pay)
- Paid -- \$0.40
- “Severe Need” Schools \$0.48
 - Schools where at least 40% of the lunches served during the second preceding school year were served free or reduced price

Eligibility for Free and Reduced Price Meals

<u>Category</u>	<u>Percent of Poverty Level</u>	<u>Income</u>
Free	Below 130% of Poverty Level	\$41,795
Reduced	Between 130% and 185%	\$59,478



Wyoming School Food Services Revenues and Expenditures: 2011-12 to 2023-24



PJP Panel Concerns About Food Services

- **Federal reimbursements are inadequate**
 - Diseconomies of scale
 - High food costs
 - Number of small rural schools
- **Full-pay students either can't afford the price or elect to buy lunch off-campus**
- **Federal regulations**
 - Districts opt out and provide “the food our students want”
 - Need for families to report eligibility – lack of participation
- **Can't balance their budgets with current reimbursements**

Guidance From The Committee

- Fund meals for all students?
- Reimburse districts for “loses”?
 - Should districts be required to participate in the National School Lunch Program?
 - How should reimbursement programs be audited for cost control?
 - Should there be a cap on per meal reimbursements? Or per meal costs?
- Make no changes to current program
 - Probably violates Court order
- Others?

Computing and Technology

Material Prepared by Scott Price
Picus Odden and Associates



Estimating the Need for Computers in Schools and the District Office

Number of Computers per Prototypical School		
	Number of Computers	
	Elementary	Secondary
Students	288	315
Faculty (Core and Specialist)	22	20
Office Staff	10	10
Library	30	30
Cart Computers for Classrooms	60	60
Other Classroom Computers	0	15
Total Computers	410	450

Funds Per Student Generated Compared to Cost of Computers Over Three Years

Prototypical School	Elementary School	Secondary School
Computers per Student	1.42	1.43
Cost of a Computer	\$450	\$450
Computer purchases per year (3 year cycle)	137	150
Annual Cost	\$61,650	\$67,500

Annual Cost of Computers Per Pupil = \$215

Assumptions

- Cost per pupil for computers is \$215/year
- Ratio of 1.4:1 includes all computers schoolwide including 1:1 student devices, office, teacher, library, and cart-based computers
- Three-year replacement cycle may be extended in some office, teacher, library or other computers.
- This extended timeframe allows for the purchase of desktop computers that can perform administrative functions for administrative spaces.
- Computer carts available to classrooms allow for students to leave computers at home and use in-class devices instead when needed.
- Some students and parents will not want a district computer at home if they already have a device and workspace available for the student.
- This ratio assumes some accidental breakage and replacement.

Total Annual Costs of School Technology

Subcategory	One-to-One Student-to-Computer Ratio
Computer Hardware	\$215
Networking Equipment, Copiers, Printers	\$90
Non-Instructional Software	\$65
Productivity Software	\$80
Total Cost Per Student Per Year	\$450

Networking Equipment, Copiers, Printers

- Network equipment for sufficient bandwidth and coverage for schoolwide WiFi access in any school area
- Network switches, router, security, servers and service contracts to handle bandwidth demand and provide upgraded equipment every 5 years.
- Network and bandwidth management software with upgrades
- Leased centralize printers with additional network printers in key school areas
- Network filtering subscription or appliance

Non-Instructional Software

- Student administration software for attendance and grading
- Parent notifications systems for regular announcements through calls and messaging, website site construction and maintenance, device management software, other school preference software,
- Facility maintenance software

Productivity Software

- Productivity suites such as Microsoft 365 and/or Google Suite, including extra management tools
- Learning management systems for homework, grades, teacher-to-parent communication
- Grammarly, Khan Academy, or other instructional software

How States Count Students for Funding

Amanda Brown, APA Consulting

Student Count Considerations

- **State counts include different components:**
 - **How the count is done**
 - Single Day, Multi Day or Average
 - **What is considered: membership/enrollment vs. attendance**
 - Membership is students enrolled and served by districts
 - Attendance is students attending class on given day(s)
- **States differ on if funding is based on the current or prior year count, or a combined/ average/ “better of” approach**

Possible Types of State Counts

- Reviewed all 50 states + DC to categorize their approach to counting students into the following categories:
 - Single Day Attendance
 - Single Day Membership
 - Multi Day Attendance
 - Multi Day Membership
 - Average Attendance
 - Average Membership
- Important to note that even similarly named counts can be implemented very differently
 - Examples:
 - Average could be over a two-week period, several months, or an entire year
 - Student count could be for the current year or prior year figures

How Student Counts are Used

- States use different year(s) of student count information for funding
 - Current vs. prior year vs. combined/average/ “better of” approach
- The use of different years or multiple years of student count information has different impacts on districts with growing or declining enrollment
 - Current year student counts more positively impact growing districts, while prior year student counts more positively impact districts with declining enrollment
 - An approach that averages multiple years of data lessens the impacts of declining enrollment, but also reduces additional funding for growing districts
 - A “better of” approach can positively impact both districts with declining or growing enrollment by funding at the highest student count
 - Some states (ex: Nevada, Idaho and Vermont) that fund on a single year student count also set thresholds to ensure that funded student counts are not less than a certain percentage of their prior year count
- Separate from one-time funding/ hold harmless provisions

Wyoming Student Count Approach

- **Wyoming utilizes an average count of students in membership**
- **The average is taken across the whole school year and is calculated as:**
 - “The aggregate number of pupils present plus the aggregate number of pupils absent, divided by the actual number of days the school is in session for the year.”
 - Students enrolled for less than 80% are included on a prorated basis, reflecting the number of course periods taken compared to total course periods available.
 - Funding is provided based on the “better of” either the prior year student count, or the prior three-year average student count

Comparison to Other States

- **Membership vs. Attendance**

- 45 states use Membership
- 6 states use Attendance

- **Count method**

- 26 states use averaging
- 15 states use a single day count
- 10 states use multiple day counts

- **How Average is Implemented (subset of states)**

- 19 states calculate using the full year
- 7 states calculate using a time period less than full year

- **Year(s) of student count(s) used for funding**

- 15 states fund on current year student counts
- 17 states fund on prior year student counts
- 19 states use an approach that either averages, combines or provides the "better of" multiple years of student counts (10 of which include the current year, 9 of which use only prior years)

	Single	Multi	Average
Attendance			<i>California</i> <i>Idaho</i> Kentucky <i>Mississippi</i> <i>Missouri</i> <i>Texas</i>
Membership	<i>Colorado</i> <i>Connecticut</i> <i>Delaware</i> <i>Indiana</i> Iowa Kansas Louisiana Maine Maryland Massachusetts New Jersey South Dakota Utah West Virginia Washington, DC	<i>Florida</i> <i>Georgia</i> <i>Hawaii</i> <i>Illinois</i> Michigan Montana <i>New Mexico</i> Ohio <i>Washington</i> Wisconsin	Alabama <i>Alaska</i> <i>Arizona</i> Arkansas <i>Minnesota</i> Nebraska <i>Nevada</i> New Hampshire New York North Carolina North Dakota Oklahoma Oregon Pennsylvania Rhode Island South Carolina Tennessee Vermont <i>Virginia</i> Wyoming

Italics denote the use of current year student counts, while **bold** highlights states that use multiple years of student count data through a combined, average or “better of” approach (which may include current or prior years).

Resources for Small Schools and Districts

Amanda Brown, APA Consulting

How the Model Currently Adjusts for Size Overall

- **The Funding Model is based on different resources provided for prototype schools of different size:**
 - Elementary: 96, 192, and 288 students
 - Middle: 105, 210, and 315 students
 - High: 105, 210, 315, and 630 students
- **The approach to adjusting for prototypical school size differs by model element:**
 - Many resources are provided as a ratio regardless of prototypical school size
 - Examples: teachers (above minimum threshold), secondary counselors
 - Other resources have both a minimum and maximum level of staffing
 - Examples: principal, librarian
 - Additional resources are provided over certain thresholds
 - Examples: assistant principal, additional secretarial staff

Specific Small School and District Adjustments

- **Small schools**

- For grade bands with at least 50 students, there are minimum teacher requirements
 - Minimum of 6 teachers in elementary schools, 8 teachers in middle schools and 10 teachers in high schools
- Below 50 students, schools are resourced with a 1.0 FTE assistant principal and teachers at a ratio of 1 per every 7 students

- **Small districts**

- Districts with less than 243 students also are resourced at a minimum of one teacher per grade plus elective/specials teachers
- Impact can vary based on whether co-located schools are funded as separate schools or a single school, and on the size of grade bands
 - Interplay with small school adjustment above/below 50 students and minimum teacher requirements

- **The difference in resourcing above/below thresholds and due to required minimums creates “kinks” or “cliffs” in the funding model**

Summary of Funding Model “Kinks” (2020 POA Report)

Table 1. Funding Model Revenue Change Observations

Reason for “Kink”		ADM		
		Elementary School	Middle School	High School
1	Transition from small school resources model to general funding distribution model under current law	49	49	49
2	Point at which distributing funding at one AP plus one teacher per seven students provides more funding than the general distribution model (hereinafter referred to as the “crossover”)	47	73	97
3	Point at which minimum number of teachers (6 at elementary school, 8 at middle school and 10 at high school) ends and districts are funded at regular core teachers plus elective/specialists and other certificated personnel as outlined above.	80	127	162

Comparison of Resources at 49 and 50 students

	Elementary		Middle		High	
	49 students	50 students	49 students	50 students	49 students	50 students
Teachers		3.13		2.38		2.38
Elective/Specials Teachers		0.63		0.79		0.79
CTE Teachers						
Minimum Teachers	7.00	2.25	7.00	4.83	7.00	6.83
Instructional Facilitators/Coaches		0.08		0.07		0.07
Teacher Tutors						
Substitute Teachers	0.35	0.30	0.35	0.40	0.35	0.50
Counselors/Pupil Support				0.20		0.20
Supervisory Aides		0.35		0.32		0.40
Librarians		0.17		0.48		0.48
Library/Media/Computer Technician				0.16		0.16
Principal		0.52		0.48		0.48
Assistant Principal	1.00		1.00		1.00	
Secretarial Staff		0.52		0.48		0.48
Clerical Staff		0.17		0.16		0.32
Total FTE	8.35	8.12	8.35	10.74	8.35	13.08
<i>Students per FTE</i>	<i>5.87</i>	<i>6.16</i>	<i>5.87</i>	<i>4.66</i>	<i>5.87</i>	<i>3.82</i>

Small Schools and District Panels

- Convened two panels in August with educators from small schools and districts to discuss resource needs in these settings
- Panelists included:
 - Teachers
 - Principals
 - Superintendents
 - Business managers
 - School board members
- Participants were identified by the state's professional associations
- Discussed how they would resource schools and districts of different sizes

Panel Feedback Themes

- Concerns about the funding “cliff” between 49 and 50 students
- Tension between efficiency, ability to staff, and ensuring that students are afforded the same educational opportunity/ability to meet requirements of the basket of goods
 - Face issues of getting staff with necessary credentials to teach multiple required subjects/grades
 - Concerns about ability to hire partial positions in smaller settings, particularly ones that are remote
 - Question of what having an equal opportunity means for small settings
- Desire to ensure all schools received a minimum level of staffing for:
 - Teachers- one per grade plus specialists in elementary (higher than current model that is 6 teachers minimum), current minimum secondary staffing
 - Instructional facilitators, pupil support and computer technicians regardless of size

Panel Feedback Themes, continued

- **Concerns about being able to provide nurses, SROs, mental health services or access to community resources in remote settings**
- **Current district-level FTEs provided through the model are sufficient**
 - However, concerned that the model salaries are not at an appropriate level to fund the positions
- **Discussion around how to treat K-12/co-located schools**
 - Concerns about inconsistent treatment in the funding system based on how classified
 - Examples of schools on a shared campus or in a single building being funded as separate schools, while some are funded as a single K-12 school
- **Cautioned against district consolidation, citing geographical distances, local control, and funding efficiencies in terms of salaries**
- **Cash flow with reimbursements can be an issue for small districts**
- **Remoteness amplifies size issues**

Virtual Schooling in Wyoming

Material Prepared by
Kim Curtis, Activate Research, Inc.





Virtual Schooling in Wyoming

According to the Wyoming Department of Education's Virtual 307 site:

- **May only be delivered through a Wyoming school district with WDE approval**
 - Courses can be delivered part-time or full-time
 - Districts can provide courses to students in their district, region, or statewide.
- **Enrollment**
 - The district where the program is located
 - Through an agreement between the resident district and the program district when the two districts allow for those arrangements
- **Students in statewide virtual education programs are enrolled in brick-and-mortar schools within the district providing the program or their neighborhood school when there is an agreement between the resident and program districts.**
- **Virtual students count toward a district's average daily membership in the same way that students attending brick-and-mortar schools do**



Wyoming Statewide Virtual Schools

The state has **six** approved statewide virtual charter schools:

- **Wyoming Connections Academy**; Big Horn County School District #1; K-12; curriculum through Pearson/Connections
- **Spur Virtual Academy**; Fremont County School District #25; K-8; curriculum through Venture Upward
- **Virtual Preparatory Academy of Wyoming**; Lincoln County School District #1; K-11; curriculum through Accel Schools
- **Wyoming Virtual Academy**; Niobrara County School District #1; K-12; curriculum through Stride/K-12
- **Cowboy State Virtual Academy**; Sheridan County School District #1; K-12; a variety of commercial curricula through Schools PLP
- **Braintree Academy – Wyoming**; K-8; Weston County School District #7; a variety of commercial curricula through Braintree Academy



Virtual Schooling National Landscape

Publicly funded virtual schools can be classified into three main categories

- **State-run, statewide virtual schools.**
 - Generally funded directly by the state outside of the state school finance system through a legislative appropriation
 - Can also operate on a fee-for-service basis in contract with districts, schools, or homeschooling families, particularly when used for part-time or supplemental course taking
 - **Fully Virtual Programs Offered by School Districts.**
- **Most states fund district-run virtual programs and schools at the same rate as brick-and-mortar schools**
 - 15 states (including Wyoming) do not differentiate funding between brick-and-mortar schools and virtual schools
 - 7 states do differentiate funding.
 - Many districts allow out-of-district students to attend their online charter schools. In these instances, the state typically transfers the per-pupil funding to the virtual charter; home districts do not tend to send payments.
- **Online Charter Schools.**
 - Approximately half of all full-time virtual schools in the U.S.
 - Largest enrollment share
 - Funding often depends on the chartering agency.

Review of the EB Model

Estimates of the Cost Differences between the Wyoming Funding Model and the EB Model
Based on the State's Preliminary Funding Model for FY 2025-26



Staffing for Core
Programs

Dollar Per
Pupil
Resources

Central
Office
Functions

Resources for
Struggling
Students

Wyoming Specific Factors

E 1 – 3. Core Teachers/Class Size

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
Grades K-3: 15:1 Grades 4-5: 25:1	K-5: 16:1 Also applies to grade 6 when included in an elementary school. For 5 th grade in middle schools, the ratio is 21:1	No Change from 2020 EB recommendation

Estimated Cost

\$(68.36) Million – FTE (754.19) – 2020 EB Model

\$ 12.63 Million – FTE (139.74) – Change ratios to 15 and 21

\$(80.88) Million – FTE (892.59) – Change ratios to 15 and 25

E 4. Elective/Specialist Teachers

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
Elementary Level		
20% of core elementary teachers	20% of core elementary teachers	No Change from 2020
Middle School		
20% of core middle school teachers	33% of core middle school teachers	No Change from 2020
High School		
33.33% of core high school teachers	33% of core high school teachers	No Change from 2020

Estimated Cost

\$(9.45) Million – FTE (103.98) – 2025 EB Model

**\$ 620,000 – Change middle and high school to 33.33%
FTE (6.82)**

E 5. Career and Technical Education Teachers and Equipment

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
<p>No additional teacher staff.</p> <p>Provide an amount equal to \$10,000 per CTE teacher FTE. Not subject to the ECA, although the state has used the EB supplies ECA to adjust this figure to \$13,899.71</p>	<p>Student-level weight of 1.29</p> <p>Provide an amount equal to \$14,336 per CTE teacher FTE as adjusted by the statutory supplies ECA.</p> <p>In addition, the state provides funding for a minimum of two FTE CTE teachers for all high schools.</p>	<p>Provide a student-level weight of 1.2 for CTE students in grades 9-12.</p> <p>Align with statutory model so \$14,336 per vocational education teacher FTE as adjusted by the statutory supplies ECA.</p>

Estimated Cost

\$(1.32) Million – FTE (14.59)

2025 EB Model weight is 1.2 compared to 1.29



E 6. Minimum Teachers/Small School Adjustments

Pending analysis of small school professional judgment panels on August 19 and 20, and review of options to minimize or reduce “cliff effects” for very small schools

E 7. Instructional Facilitators/Coaches

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
Provide 1.5 instructional facilitator/coaches for prototypical 288-ADM elementary school and for every 315 middle and high school ADM, resourced at the highest grade-band level, with a minimum of 1.0 instructional facilitator position for each school district. Fund as a <u>categorical grant</u>.	Provide 0.45 instructional facilitator/coaches for prototypical elementary (288 ADM) and secondary** (315 ADM) schools at the highest-grade band level. Funded in the Wyoming Funding Model.	No Change from 2020

Estimated Cost

\$ 15.15 Million – FTE 166.69 – 2025 EB Model



E 8. Core Tutors

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
Provide 1.0 core tutor position for each prototypical 288-ADM elementary school and for every 315 middle or high school ADM, resourced at the highest grade-band level. Funded as a categorial program.	If the provision of at-risk tutors (element 26) is less than 1.0, additional tutor resources are provided so that a prototypical school receives a minimum of 1.0 tutor. This minimum is prorated down as school ADM decreases.	No Change from 2020

**Estimated Cost
\$ 35.48 Million – FTE 353.97
2025 EB Model**

E 9. Substitute Teachers

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
Provide for 5.715% (10 days) of core teachers, elective teachers, minimum teacher positions, tutors, ELL teachers, instructional coaches and teacher positions for summer school and extended day. Resourced at a daily salary equal to \$136.14 plus 7.65% for social security and Medicare benefits (\$146.55). Daily salary adjusted by regional cost adjustment.	Provide for 5% (8.75 days) of core teachers, elective teachers, minimum teacher positions, tutors, ELL teachers, instructional coaches and teacher positions for summer school and extended day. Resourced at a daily salary equal to \$118.26 plus 7.65% for social security and Medicare benefits (\$127.31). Substitute resources are provided for small schools.	Specifies that 10 days of substitute teachers are provided for all teachers, including core teachers, elective teachers, minimum teacher positions, tutors, ELL teachers, instructional coaches and teacher positions for summer school and extended day.

**Estimated Cost
\$ 1.2 Million – 2025
EB Model**

E 10 a Counselors

Counselors are considered above in the material on mental health counselors for elementary schools

Estimated cost of one Elementary Counselor per Prototypical School is \$13.17 Million and an increase of 141.52 FTE

E 10 b Nurses

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
Provide 1.0 school nurse position for every 750 ADM. Provide a minimum of half a nurse position for each district.	No nurses resourced directly, but districts can use minimum pupil support resources as nurse positions.	Provide 1.0 nurse for every prototypical school

Estimated Cost
\$ 28.01 Million – FTE 235.4
2025 EB Model

E 11 Supervisory Aides

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
Provide funding at an amount equal to 2.0 supervisory aide positions for each prototypical elementary school (288 ADM); 2.0 supervisory aide positions for each prototypical middle school (315 ADM); 3.0 supervisory aide positions each prototypical high school (630 ADM); resourced at the highest-grade prototype using total school ADM.	Provide funding at an amount equal to 2.0 supervisory aide positions for each prototypical elementary school (288 ADM); 2.0 supervisory aide positions for each prototypical middle school (315 ADM); 5.0 supervisory aide positions each prototypical high school (630 ADM); resourced at the highest-grade prototype using total school ADM.	No change from 2020.

Estimated Cost
\$ (4.10) Million –
FTE (87.63)
2025 EB Model

E 12 Librarians, Library, Tech and Media Tech

Estimated Cost
\$ (12.78) Million
FTE (143.00)
2025 EB Model

2020 WY EB Model	Wyoming Funding Model	2025 WYEB Model
Librarian Positions: Fund at the district level, 1.0 librarian for every 315 K-8 ADM and 1 librarian for every 630 9-12 ADM,	Librarian Positions: Provide 1.0 librarian position for prototypical elementary schools (288 ADM) prorate up and down, below and above 288 ADM. For middle or high schools with ADM between 105 and 630 ADM, 1.0 librarian position. Below 105 ADM prorate down and above 630 ADM prorate up.	Librarian Positions: Provide 1.0 librarian position for every 288 elementary ADM, for every 315 middle school ADM) and for every 630 high school ADM, prorating up library aides for schools with more than those number of students, and providing a minimum of a 0.5 librarian for each district.
School Computer Technician: Position directed by District: Provide 1.0 school computer technician position for every 630 district ADM, with a minimum of a 0.5 position for each district.	Library/Media/Computer Technician Position: Provide 1.0 library media/computer technician position for every 315 middle and high school ADM, prorated up and down.	School Computer Technician: Position directed by District: Provide 1.0 school computer technician position for every 630 district ADM, with a minimum of a 0.5 position for each district.

E 13 Principals and Assistant Principals

Estimated Cost
\$ (5.96) Million
FTE (48.0)
2025 EB Model

2020 WY EB Model	Wyoming Funding Model	2025 WYEB Model
<p>Provide 1.0 principal position for all schools down to 96 ADM for elementary schools and 105 ADM for middle and high schools.</p> <p>Provide 1.0 assistant principal position for every 288 elementary ADM beginning at 289 ADM and for elementary schools below 96 ADM; 1.0 assistant principal for every 315 middle and high school ADM beginning at 316 ADM and for middle and high schools below 105 ADM</p> <p>Resourced at the highest-grade band level.</p>	<p>Provide 1.0 principal position for all schools down to 96 ADM for elementary schools and 105 ADM for middle and high schools, prorated by ADM below 105 ADM down to 49 ADM, resourced at the highest-grade band level.</p> <p>Provide 1.0 assistant principal position for every 288 elementary ADM beginning at 289 ADM; 1.0 assistant principal for every 315 middle and high school ADM beginning at 316 ADM.</p>	<p>No Change from 2020.</p>

E 14 Secretaries

- To simplify the model, the 2025 EB Model consolidates clerical and secretarial positions and funds all at the higher salary level of secretaries
- The 2025 EB Model funds two fewer positions at a prototypical high school than the Wyoming Funding Model
- Estimated cost \$ **(4.90 Million)** – FTE **(87.63)** 2025 EB Model

Dollar Per Pupil
Resources

Staffing for
Core
Programs

Central
Office
Functions

Resources for
Struggling
Students

Wyoming Specific Factors

Dollars Per Pupil Resources

Cost Element	WY Funding Model (\$/Pupil)	2025 EB Model (\$/Pupil)	Cost Difference – Total Dollars (\$)
15. Gifted and Talented	61.26	61.26	0
16. Intensive Professional Development	191.43	191.43	0
17. Instructional Materials	290.97	300.00	810,000
18. Short Cycle/Formative Assessments	0	25.00	2,200,000
19. Technology and Equipment	Continuing Review		
20. CTE Equipment and Materials	14,336 per CTE Teacher	14,336 per CTE Teacher	0
21. Extra Duty/Student Activities	Formula with declining funding per ADM as school enrollment increases	Similar formula, but based on 2020 Recalibration	4.84 million

Staffing for
Core
Programs

Dollar Per
Pupil
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Central Office
Functions

Resources for
Struggling
Students

Wyoming Specific Factors

E 22 Maintenance and Operations

This element is still under review

E 23 Central Office Administration

We are continuing work to estimate an Evidence Based model for this element including development of estimates of technology staff to be allocated either in this element or the instructional technology element

E 24 Transportation

Student transportation is funded through a reimbursement model in Wyoming. All approved to-and-from and student activities (with a 150-mile limit) expenditures are reimbursed by the State

E 25 Food Services

**We Will Present Data on this Topic At the
Committee Meeting**



Staffing for
Core
Programs

Dollar Per
Pupil
Resources

Central
Office
Functions

Resources for Struggling
Students

Wyoming Specific Factors



26. At Risk Tutors

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
1 tutor position for every 125 at-risk students	1 tutor position for every 100 at-risk students, with a minimum of one tutor position in each prototypical school Not provided for small or alternative schools	1 tutor position for every 100 at-risk students, and \$65 per at-risk student for tutoring program materials.

Estimated Cost

\$ 4.64 Million – 23.43 FTE – 2025 EB Model

E 27 AT Risk Pupil Support

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
Provide 1.0 at-risk pupil support position for every 125 at-risk students	Provide 1.0 at-risk pupil support position for every 100 at-risk students. Not provided for small or alternative schools.	1.0 at-risk pupil support position for every 100 at-risk students, and \$65 per at-risk student for tutoring program materials.

Estimated Cost

\$ 4.64 Million – 23.43 FTE – 2025 EB Model



E 28 Extended Day

Estimated Cost
\$ 13.54 Million –
123.21 FTE
2025 EB Model

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
<p>Provide 1.0 teacher position for every 120 at-risk students. Provide resources outside the block grant as a categorical grant.</p>	<p>For both extended-day and summer school programs, funding was rolled into the block grant and provides a 0.15 teacher FTE for every 30 at-risk students. Not provided for small or alternative schools. A minimum 0.50 FTE is provided for school districts that do not generate that amount based upon the district's at-risk count.</p> <p>In 2017, the funds remained the same but were "rolled into" the block grant and are no longer a categorical program.</p>	<p>Provide 1.0 teacher position for every 120 at-risk students. Provide resources outside the block grant as a categorical grant. Also \$65 per at-risk student for program materials.</p>

E 29 Summer School

**Estimated Cost
\$ 13.54 Million –
123.21 FTE
2025 EB Model**

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
<p>Provide 1.0 teacher position for every 120 at-risk students. Provide resources outside the block grant as a categorical grant.</p>	<p>For both extended-day and summer school programs, funding was rolled into the block grant and provides a 0.15 teacher FTE for every 30 at-risk students. Not provided for small or alternative schools. A minimum 0.50 FTE is provided for school districts that do not generate that amount based upon the district's at-risk count.</p> <p>In 2017, the funds remained the same but were "rolled into" the block grant and are no longer a categorical program.</p>	<p>Provide 1.0 teacher position for every 120 at-risk students. Provide resources outside the block grant as a categorical grant. Also \$65 per at-risk student for program materials.</p>

E 30 English Language Learners (ELL)

2020 WY EB Model	Wyoming Funding Model	2025 WY EB Model
1.0 teacher position for every 100 identified ELL students.	1.0 teacher position for every 100 identified ELL students.	Same as 2020 Model but \$65 per ELL student for program materials.

Estimated Cost
\$ 200,000 – 2025 EB Model

Thank You

