

SUMMARY *of* PROCEEDINGS



SELECT COMMITTEE ON SCHOOL FINANCE RECALIBRATION

COMMITTEE MEETING INFORMATION

October 28-29, 2025

Thyra Thomson State Office Building, Round House Conference Room, 3rd Floor, Room 3024
444 W Collins Drive
Casper, Wyoming

COMMITTEE MEMBERS PRESENT

Senator Tim Salazar, Co-chairman
Representative Scott Heiner, Co-chairman
Senator Bo Biteman
Senator Evie Brennan
Senator Troy McKeown
Senator Chris Rothfuss
Senator Wendy Schuler
Representative Ocean Andrew
Representative John Bear
Representative Tom Kelly
Representative Chip Neiman
Representative Mike Yin

LEGISLATIVE SERVICE OFFICE STAFF

Tania Hytrek, Operations Administrator
Matthew Willmarth, Senior School Finance Analyst
Catherine Camarotte, Fiscal Analyst
Ashley Phillips, Legislative Editor

OTHERS PRESENT AT MEETING

Please refer to [Appendix 1-02](#) to review the Committee Sign-in Sheet for a list of other individuals who attended the meeting.

The Committee Meeting Summary of Proceedings (meeting minutes) is prepared by the Legislative Service Office (LSO) and is the official record of the proceedings of a legislative committee meeting. This document does not represent a transcript of the meeting; it is a digest of the meeting and provides a record of official actions taken by the Committee. All meeting materials and handouts provided to the Committee by the Legislative Service Office, public officials, lobbyists, and the public are on file at the Legislative Service Office and are part of the official record of the meeting. An index of these materials is provided at the end of this document and these materials are on file at the Legislative Service Office. For more information or to review meeting materials, please contact the Legislative Service Office at (307) 777-7881 or by e-mail at lso@wyoleg.gov. The Summary of Proceedings for each legislative committee meeting can be found on the Wyoming Legislature's website at www.wyoleg.gov.

EXECUTIVE SUMMARY

The Select Committee on School Finance Recalibration (Committee) met to receive the 2025 school finance recalibration report, labor market report, and regional cost adjustment report from Picus Odden & Associates. The Committee directed the Legislative Service Office (LSO) staff to prepare the school finance recalibration bill draft for consideration at its next meeting. The meeting can be viewed on the Legislature's YouTube channel within the [Committee's playlist](#).

CALL TO ORDER (TUESDAY, OCTOBER 28, 2025)

Co-chairman Heiner called the meeting to order at 8:30 AM. The following sections summarize the Committee proceedings by topic. Please refer to [Appendix 1-01](#) to review the Committee Meeting Agenda.

APPROVAL OF MINUTES

Minutes from the September 4-5, 2025, Committee meeting were approved.

2025 REPORT ON THE RECALIBRATION OF THE WYOMING K-12 EDUCATION RESOURCE BLOCK GRANT MODEL(ERBGM)

Dr. Larry Picus, Picus Odden & Associates provided an update on work completed since the August 21-22, 2025, meeting, reporting his team conducted four professional judgment panels and a public listening session in Sheridan. Dr. Picus introduced his associates assisting in the meeting's presentations: Dr. Chris Stoddard, Dr. Lori Taylor, Mike Griffith, and Dr. Amanda Brown.

Teacher and Non-Teacher Labor Markets

Dr. Stoddard explained market conditions across the United States have changed significantly since the 2005 recalibration. She emphasized teacher labor markets are central to education quality, as research consistently shows effective teachers have a significant impact on student outcomes. She discussed how salary levels influence the career decisions facing new graduates, including whether to teach in Wyoming or elsewhere, and the ongoing choices experienced teachers make about staying in or exiting the profession. See [Appendix 2-02](#) and [Appendix 2-03](#).

Dr. Stoddard compared Wyoming's teacher salaries to those of other states and other occupations to provide a broader labor market context. Dr. Stoddard showed Wyoming's model salary for teachers remained nearly flat from 2010 to 2020, while districts generally paid above the model amount, noting the gap between model and actual salaries had widened in recent years, particularly following the COVID-19 pandemic. She stated, compared to surrounding states, Wyoming previously held a substantial pay premium for teachers, but since 2020 that advantage has eroded, noting Colorado and Utah now report higher average teacher salaries than Wyoming. Dr. Stoddard also noted differences between states extend beyond pay, citing variations in contract days and class sizes, stating Wyoming teachers generally work more days per year than peers in surrounding states, but benefit from the lowest pupil-teacher ratios in the region.

Dr. Stoddard also compared teacher wages with those of other professional and technical workers in Wyoming. While teacher pay once equaled about 90 percent of comparable occupations, the ratio has fallen to roughly two-thirds of non-teacher wages when measured by the model salary. Dr. Stoddard projected moderate improvements due to external cost adjustments (ECA), but cautioned teachers remain at a relative disadvantage compared to other professions experiencing post-pandemic wage growth.

Dr. Stoddard recommended setting the model teaching salary to produce a weighted average of approximately \$70,560 for school year 2025–26, which she stated aligns with a “days-of-work adjusted”

benchmark of 79 percent of professional-technical wages. She further recommended systematic statewide collection of applicant data to assess recruitment outcomes and better inform future recalibrations.

Dr. Stoddard discussed Wyoming's teacher recruitment and retention patterns, reporting the statewide teacher turnover rate has remained relatively stable at around 11 percent annually over the past decade, though modest increases were observed following the COVID-19 pandemic. She noted while the overall turnover rate is comparable to regional averages, Wyoming's smaller labor market makes recruitment and replacement more challenging, particularly in rural districts, adding most teacher departures occurred in the first five years of service.

Dr. Stoddard presented data indicating approximately half of Wyoming's new teachers each year are recent graduates entering the profession for the first time and the remainder are experienced educators relocating from other districts or returning to teaching after a break. She stated the majority of Wyoming's new teachers, approximately 60 percent, are graduates of the University of Wyoming, though an increasing share holds degrees from online universities. She emphasized this shift toward online credentialing reflects broader national trends rather than a Wyoming-specific phenomenon, noting the rapid growth of online programs has raised concerns about variability in teacher preparation quality, especially in areas such as classroom management and student teaching experience. Dr. Stoddard recommended Wyoming monitor these changes closely to ensure new teachers entering the workforce possess the necessary pedagogical skills.

Dr. Stoddard reported the number of education degrees awarded by the University of Wyoming has fallen from approximately 200 graduates in 2024 to about 150 graduates in 2025. She attributed this decline to both national workforce trends and the perception that teaching salaries have not kept pace with other professional opportunities requiring similar levels of education. She also observed recruitment challenges are more acute in specialized fields such as special education, mathematics, and science, where private-sector competition is particularly strong.

Dr. Stoddard stated maintaining competitive pay and improving early-career support systems would be essential to sustaining a qualified teacher workforce. She added non-monetary factors, such as administrative support, respect professionally, and community engagement, also influence retention and merit inclusion in future studies. Dr. Stoddard suggested Wyoming explore "grow-your-own" strategies, such as district-sponsored pathways that support paraprofessionals or local residents in obtaining teaching credentials. She also emphasized districts should collect more detailed data on teacher applicants and reasons for turnover to better guide policy responses.

Dr. Stoddard provided salary recommendations for non-teacher positions in the model based on similar occupations in Wyoming, adjusted for days of work where positions are not full year. She stated monitoring market pressures on non-teacher staff salaries is less difficult than monitoring teacher salary pressures as many of the non-teacher staff positions in schools have counterparts in other industries, allowing easier transitions to a different employer and thereby allowing for more precise measures of specific market pressures.

Dr. Stoddard summarized the salary recommendations for non-teacher positions as follows:

- Superintendent model average weighted salary of \$164,367, compared to the chief executives occupation;
- Central office administration other than superintendent model average weighted salary of \$124,994, compared to financial and other managers occupation;

- Principal model average weighted salary of \$115,905, compared to the general and operations managers occupation;
- Assistant principal model average weighted salary equal to 94 percent of principal salary or \$108,951;
- School computer technician model average weighted salary of \$68,516, compared to the computer network support specialists occupation;
- Supervisory and librarian aide model average weighted salary of \$29,434, compared to the childcare workers, home health and personal care aides, and nursing assistants occupations;
- Secretary model average weighted salary of \$47,432, compared to the office and administrative support occupations;
- Maintenance worker model average weighted salary of \$53,724, compared to the maintenance and repair workers, general occupation;
- Custodian and groundskeeper model average weighted salary of \$37,605, compared to the janitors and cleaners occupation;
- Other professional staff, including counselors, nurses, pupil support staff, tutors, and librarians a model weighted average salary equal to teachers or \$70,560.

Dr. Stoddard shared turnover rates for non-teacher positions. She summarized that that exit rates are highest for aides and operations and maintenance staff (about 22 percent) and exit rates are lowest for administrators and professional staff (about 10 percent). She stated turnover rates for aides, operations and maintenance and office support staff have all exhibited a steady rise since 2019.

Dr. Picus noted the salary recommendations for the central office positions were revised in an addendum to the report and would be covered in the presentation of the central office resources. See [Appendix 2-05](#).

Public Comment

The following individuals provided public comment regarding teacher and non-teacher salaries, application of ECAs, recruitment and retention efforts and struggles, and health insurance costs:

- Kyla McConnell, teacher, Sheridan County School District Number Three (Sheridan #3);
- Misty Moore, parent, Sheridan #3;
- Annie Griffin, Superintendent, Washakie County School District Number Two (Washakie #2);
- Rachel Casteel, Business Manager, Washakie #2;
- Sally Wells, Business Manager, Carbon County School District Number Two (Carbon #2);
- Theresa Chaulk, Superintendent, Lincoln County School District Number One (Lincoln #1);
- Bo Fulton, Trustee, Park County School District Number One;
- Scott Stults, Superintendent, Sheridan County School District Number Two (Sheridan #2);
- Jerry Chase, part-time aide, Sheridan #3;
- Chase Christensen, Superintendent, Sheridan #3; and
- Katie Christopherson, parent, Laramie County School District Number One (Laramie #1).

Cost Adjustments

Dr. Taylor presented updates to the ECA and Regional Cost Adjustment (RCA). See [Appendix 2-02](#) and [Appendix 2-04](#). Dr. Taylor explained districts face different prices for labor, supplies, and energy, and therefore cost adjustments are necessary to maintain equitable purchasing power across districts. She recommended continuing the use of separate indices for professional labor, non-professional labor, supplies, and energy, emphasizing the Consumer Price Index does not accurately reflect the costs school districts face. For professional and non-professional staff, she advised continued use of Wyoming-specific

comparable wage indices. For supplies and energy, she recommended transitioning to sector-specific indices published by the Bureau of Economic Analysis.

Dr. Taylor also reviewed the function and limitations of the ECA, noting it preserves purchasing power over time and works best with a well-founded base. Turning to the RCA, she explained the current model, using the greater of the Wyoming Cost of Living Index, a 2005 Hedonic Wage Index, or a minimum value, is outdated and increasingly unreliable. She observed many low-cost districts are rounded up to 100 (statewide average) and the existing model overstates costs for certain high-cost districts, particularly Teton County. She presented results from a new Hedonic Wage Index that better reflects uncontrollable cost differences such as local wage conditions, geographic isolation, and amenities. The updated model accounts for 96 percent of the variation in teacher pay and places Teton County's costs at approximately 33 percent above the state average, which aligns more closely with actual salary differences.

Dr. Taylor recommended replacing the current RCA structure with a single updated Hedonic Wage Index calibrated to a baseline. She stressed the importance of regular updates to the model and its underlying data, noting labor markets and geographic costs shift over time. Committee members asked questions about outlier treatment, the effect of wages versus amenities, and the appropriate frequency of updates. Dr. Taylor reiterated the need for indices based solely on factors outside district control to avoid incentivizing overspending and to ensure funding accurately reflects real differences in costs across Wyoming.

Public Comment

Jeremy Smith, Business Manager, Sheridan County School District Number One; and Kristen Mayo, Business Manager, Teton County School District Number One (Teton #1), discussed the need to update the RCA and encouraged the Committee to consider adopting a methodology that could be regularly updated.

Update of the Wyoming Evidence-Based Model

Dr. Picus, Dr. Brown, and Mr. Griffith presented the update on the Wyoming evidence-based model. See [Appendix 2-01](#), [Appendix 2-02](#), and [Appendix 2-06](#). Dr. Picus and Dr. Brown reported on the October professional judgment panels held in Evanston, Lander, Sheridan, and Laramie, noting strong, consistent themes around compensation and workforce challenges, continued preference for using multiple indices for the RCA with concern about variability and RCAs below 100 (statewide average), support for smoothing the small-school adjustments, clarification of "cash reserves" as working cash rather than true reserves, and concern that reductions in career and technical education (CTE) funding or failure to fund middle school CTE would harm districts.

Dr. Brown presented a proposed change to the small school adjustment. She explained under the current model, schools with at least 50 students receive full model resources with minimum teacher staffing levels, but schools below 50 students are funded on a one-teacher-per-seven-students plus one assistant principal basis, creating sharp funding "cliffs." In secondary schools, dropping from 50 to 49 students can reduce funding to roughly 70 to 75 percent of the 50-student level, equating to a loss of \$250,000 to \$300,000. She proposed calculating what a school would receive at 50 students and then reducing funding by 1.5 percent per student below 50 down to the existing one-teacher and one-assistant principal minimum, producing a smooth, transparent adjustment with no district receiving less than it does under current law.

Mr. Griffith then briefed the Committee on school resource officers (SROs), noting SROs are not part of the evidence-based model because the framework assumed school protection was a local law-enforcement responsibility. He stated, nationally, 41 states have policies on SROs, most require sworn law enforcement, and a majority of secondary schools employ sworn officers who routinely carry firearms. Mr. Griffith stated, Wyoming survey data show 35 districts currently use SROs and 13 districts do not; there are

approximately 83.6 SROs statewide, primarily under contracts with city police or sheriff's offices, at an average cost of about \$77,000 each, with costs and cost sharing varying widely. He stated that the preliminary recommendations include assigning SROs by campus rather than by school, generally providing one SRO per secondary campus and allowing one SRO to cover several elementary schools, providing additional funding for training, equipment, and vehicles, and exploring per-average daily membership funding or a reimbursement mechanism.

Finally, Dr. Brown discussed food service programs, summarizing current funding sources, including federal reimbursements, local revenues, and United States Department Agriculture (USDA) commodities, and noted while school food service programs are assumed to be self-sustaining, Wyoming data show a persistent gap between food-service revenues and expenditures, roughly \$18 million in school year 2013–14 and continuing through school year 2023–24, with districts subsidizing 5 to 77 percent of food service costs. Districts differ in the participation in USDA programs, pricing policies, and use of other revenue sources such as Impact Aid, with some opting out of federal programs due to food waste, menu inflexibility, and administrative burden while others provide free meals to all students. The Committee asked about the impact of open campuses, student choices to buy less nutritious food off campus despite low in-school meal prices, wide variation in local practices, and local control. Mr. Griffith summarized national experience with universal free meal programs, noting several states provide free meals to all students and research indicating universal meals can improve students' sense of safety and belonging, reduce suspensions, and improve academic performance by removing stigma and ensuring consistent access to nutrition.

Public Comment

Mr. Smith, Ms. Christopherson, and Connor Weiler, Business Manager, Converse County School District Number Two, commented on school district food service programs, focusing on the costs associated with these programs, and encouraged the Committee to fund food service programs as essential part of learning.

Carla Bankes, Wyoming Child Nutrition Program Director, Wyoming Department of Education (WDE), clarified all participating districts receive USDA commodities, explained audit requirements, and noted open-campus policies often stem from insufficient cafeteria capacity. She suggested industry standards, such as meals-per-labor-hour, could inform any staffing model the Legislature adopts.

MEETING RECESS

The Committee recessed at 5:08 PM.

CALL TO ORDER (WEDNESDAY, OCTOBER 29, 2025)

Co-Chairman Salazar called the meeting to order at 8:02 AM.

2025 REPORT ON THE RECALIBRATION OF THE WYOMING K-12 ERBGM CONTINUED

Follow Up Information

Mr. Griffith reported on national data regarding closed campuses, noting most elementary and middle schools, and a significant majority of high schools nationwide operate as closed campuses, with more recent moves toward closure driven primarily by security rather than nutrition concerns. Dr. Picus then revisited the issue of district “cash reserves,” acknowledging what Wyoming statute calls reserves, function more like cash-flow carry-forward balances needed to pay bills before state and local revenues arrive, particularly given delayed property tax collections for non-mineral revenue. Mr. Griffith outlined a recommendation to separate these functions into two accounts: (1) a cash-flow carryover account, potentially uncapped, but restricted to expenditure in the first three to six months of the fiscal year, and (2) a true reserve account

capped at approximately 5 to 15 percent of annual expenditures and limited to emergencies, with both accounts expressly prohibited from being used for capital construction or major maintenance. The Committee discussed these proposals with the existing interest-free loan program, and Dr. Picus noted the concerns raised in professional judgment panels about timing, denials, and the adequacy of current loan mechanisms for addressing short-term cash-flow needs.

Dr. Picus reported six districts host statewide virtual programs with enrollments ranging from roughly 40 to over 700 students, serving various grade spans, and a mix of full-time and part-time students. He stated virtual students generate funding through the ERBGM like brick-and-mortar schools, but instructional delivery models vary widely, from fully asynchronous coursework to blended models with limited live sessions, to fully synchronous classes recorded for later viewing. Dr. Picus noted in most programs, the virtual provider designs curriculum and hires teachers, while districts retain responsibility for ensuring alignment with Wyoming standards, teacher certification through the Professional Teaching Standards Board, and administration of statewide assessments. He indicated pupil-teacher ratios in virtual programs are generally higher than those in the brick-and-mortar model and fee structures differ by district, with many contracts passing a high percentage of generated funding, up to 90 percent in some cases, to the private provider and leaving the district with limited funds for oversight and testing logistics.

Public Comment

Superintendent Griffin, Washakie #2; Ms. Mayo, Teton #1; Ms. Wells, Carbon #2; Charles Auzqui, Superintendent, Johnson County School District Number One; Trystin Green, Chief Financial Officer, Albany County School District Number One (Albany #1), discussed difficulties with cash flow and the need for a cash reserve to pay district expenses.

Boyd Brown, Executive Director, Wyoming Association of School Administrators, answered the Committee's questions regarding virtual schools in Niobrara School District Number One.

Trent Carroll, Chief Operations Officer, WDE, addressed the Committee's questions about short-term state loans and how the WDE decides loan amounts. Mr. Carroll encouraged the Committee to consider an amendment to allow the WDE to issue cash flow loans more than once a year.

Update of the Wyoming Evidence-Based Model Continued

Dr. Picus offered follow-up comments on earlier testimony, focusing first on special education and cash-flow timing. He suggested one structural option, used in other states, would be for the state to assume direct responsibility for very high-cost out-of-state placements and pay providers directly. Dr. Picus also described how, in many states, districts routinely use short-term borrowing tools to manage cash-flow gaps created by state payment schedules, and observed while this carries interest cost, the loans are typically low-risk and low-rate because repayment is backed by state funding.

Dr. Picus then walked through the components of the EB Model. **Appendix 2-01**, **Appendix 2-02**, **Appendix 2-05**, and **Appendix 2-06**. He explained the EB Model has five major parts: staffing and resources for core instructional programs; per-pupil dollar allocations for materials and similar items; additional resources for “struggling students”; central office functions; and Wyoming-specific adjustments such as the RCA, ECA, and benefit and salary levels.

On core staffing, Dr. Picus reminded the Committee the EB Model recommends class sizes of 15 students for grades K-3 and class sizes of 25 students for grades 4-12, compared to the Wyoming funding model's class sizes of 16 for elementary schools and 21 for middle and high schools. Dr. Picus indicated the EB Model recommends elective/specialist teachers at the rate of 20 percent of core teachers for elementary and

middle schools and one-third of core teachers for high schools. He noted the Wyoming funding model allocates 33 percent for middle and high schools. Dr. Picus reviewed the CTE elements next and indicated the EB Model recommends a student-level weight of 20 percent for CTE students in grades 9-12 for additional CTE teachers, as compared to a student-level weight of 29 percent in the Wyoming funding model.

On school size and “prototypical” schools, Dr. Picus explained the EB Model typically uses larger prototypes (450-student elementary and middle schools and a 600-student high school), but Wyoming uses smaller prototypes (288 elementary, 315 middle, and 630 high school). He considered whether slightly larger elementary prototypes, such as 110 students for a one section school, 220 students for a two section school, and 330 students for a three section school, might be more appropriate for calculating staffing that would account for the EM Model core teacher class sizes. Dr. Picus acknowledged ongoing concerns about fractional positions in very small schools and referenced Dr. Brown’s proposal to smooth staffing allocations for small schools to avoid “cliff effects.” He reiterated the EB recommendation that districts be funded based on the greater of either current ADM or a three-year rolling average.

Dr. Picus stated the EB Model recommends instructional facilitator/coach positions at the rate of 1.5 full time employees (FTE) for each prototypical school, with a minimum of one position for each school district, compared to the Wyoming funding model’s allocation of a 0.45 FTE position for each prototypical school. He noted the recommendation is to allocate this element as a categorical grant rather than through the block grant. Dr. Picus reviewed the tutor elements next, stating the EB Model recommends allocating core tutors at the rate of one tutor position for each prototypical school plus one tutor position for every 100 at-risk students, compared to the Wyoming funding model’s allocation of one tutor position for every 100 at-risk students with a minimum tutor position for every prototypical school.

On substitute teachers, Dr. Picus said the EB Model funds about ten days of substitutes per teacher at a rate of \$261 per day. He stated professional judgment panels and district tours consistently identified low pay and tight labor markets as primary barriers to recruiting sufficient substitutes. He confirmed the ten days are an average and local districts retain discretion over sick-leave and substitute-use policies within the block-funding structure.

Dr. Picus explained the EB Model includes counselors at the elementary, middle, and high school levels. He also recommended a change from the 2020 EB Model recommendation and national school nurse association recommendation of one nurse per 750 ADM to funding one school nurse per prototypical school, more than doubling nurse resources. Dr. Picus stated the EB Model recommends supervisory aides be allocated at a rate equal to two supervisory aide positions for each prototypical elementary and middle school, and three supervisory aide positions for each prototypical high school. He indicated the difference between the Wyoming funding model is that it allocates five supervisory aide positions for a prototypical high school. Dr. Picus reviewed the EB Model’s recommendation for librarians, library aides, and school computer technicians. He indicated the difference between the Wyoming funding model is, it does not allocate library aide positions, rather it allocates additional librarian positions, and the EB Model recommends a minimum 0.5 librarian position for each district. Dr. Picus also stated the Wyoming funding model provides one school computer technician for every 315 middle and high school students compared to the EB Model’s recommendation to move this resource into the central office staffing allocations.

On non-staff per-pupil resources, Dr. Picus stated the EB Model now recommends \$300 per ADM for instructional materials, subdivided into approximately \$245 for core instructional materials, \$35 for library materials and subscriptions, and \$20 for AI-related instructional development. He reiterated the EB recommendation of \$25 per ADM for formative and classroom-level assessments beyond state summative

tests. He noted the original \$250 per-ADM technology allocation assumed a 3:1 student-to-computer ratio, but the EB Model has now been recalibrated to support a 1:1 environment with roughly 1.4 devices per student, plus staff and administrative devices, and other handheld equipment. He also referenced slightly different funding recommendations for student activities, especially in middle and high school.

Regarding central office administration, Dr. Picus summarized recent refinements contained in a separate memorandum, **Appendix 2-05**. The EB Model now groups high-level district administrators to include superintendents, assistant/associate/deputy superintendents, directors/coordinators, and for the largest districts, other professional positions. Additionally, the EB Model refines technology roles at the central office level, distinguishing network managers and software managers from computer technicians, based on Wyoming labor-market data. He noted long-standing difficulty in imposing a single organizational template on districts of varying size, but said these categories better reflect how work is actually distributed in practice. He noted the addendum modified salary recommendation for central office administrators by setting the director's/coordinator's model weighted average salary equal to the principal salary and the other professional positions with a model weighted average salary of \$90,000. Dr. Picus also clarified that the computer technician position is allocated a model weighted average salary \$60,358 and the network manager and software manager positions' model weighted average salary is equal to \$68,516.

Finally, Dr. Picus outlined the EB approach to “struggling students.” The EB Model allocates one at-risk tutor FTE and one at-risk pupil-support FTE for every 100 identified at-risk students, together with \$50 per at-risk student for targeted instructional materials. It also funds extended-day programs at two hours per day, five days per week, for up to half of at-risk students, and a six- to eight-week summer school for up to half of at-risk students, on the understanding that not all eligible students will participate. He explained the differing time assumptions for extended day versus summer, noting summer staff must plan and grade more formal coursework. For English learners specifically, the EB Model adds one teacher per 100 English language learners and the same \$50 per-student materials amount. Dr. Picus closed by reiterating Wyoming-specific factors such as the ECA, RCA, and salary and benefit levels drive the final dollar amounts once the EB resource levels are set.

Public Comment

The following individuals provided public comment on the importance of the recalibration effort:

- Rebecca Murray, teacher and parent, Natrona County School District Number One (Natrona #1);
- Yvonne Chavez, parent, Natrona #1;
- Mr. Smith, Sheridan #1;
- Superintendent Chaulk, Lincoln #1;
- Leanna Flaherty, parent, Albany #1;
- Jim Skogard, Natrona #1;
- Nate Martin, Executive Director, Better Wyoming;
- Lisa Platt, teacher, Carbon #2;
- Christine Fitzgerald, library paraeducator, Laramie #1;
- Mike Hamel, Superintendent, Carbon County School District Number Two; and
- Superintendent Chase, Sheridan #3.

Alex Petrino, President, Wyoming Counseling Association; Lexi Carr, President, Wyoming School Counselor Association; and Lindsay Simineo, Executive Director, Wyoming Behavioral Health Alliance, encouraged the Committee to include school-based mental health professionals as recommended by the EB Model.

Lacey Wilson, high school librarian; Brooke Shelby, student, Campbell County School District (Campbell #1); and Krista Shelby, parent, Campbell #1, focused on the importance of certified librarians describing their role in digital literacy, research skills, literacy development, reading engagement, and academic support.

Superintendent Stults, Sheridan #2; Rob Hill, Public Policy Chairman, Wyoming Association for Career and Technical Education; and a former CTE teacher encouraged the Committee to continue support for CTE programs in public schools.

COMMITTEE DISCUSSION AND DIRECTIVES

The Committee directed LSO staff to draft the 2025 recalibration bill, adopting all of Picus Odden & Associates evidence-based recommendations with the following changes and additions:

- The RCA utilized in the K-12 funding is the rebased 2025 Hedonic Wage Index;
- The salaries reflect those recommended and contained in the October 2025 labor market studies and the central office addendum as recommended by Picus Odden & Associates and are further adjusted to account for the rebased 2025 Hedonic Wage Index;
- The daily salary of a substitute teacher is \$185 per day, subject to the RCA;
- Any school district's superintendent's salary and benefits paid by a Wyoming school district does not exceed 2.33 times that of the district's actual average teacher salary and benefits;
- The central office personnel and non-personnel resources reflect those as recommended by Picus Odden & Associates, including the central office addendum;
- Utilities reflect actual school district expenditures from school year 2024-25, and any new or closed school district facilities are adjusted annually on an average cost per square footage basis;
- School prototypes reflect the adoption of core class sizes;
- Additional CTE teachers weight is increased from 20 percent to 34 percent;
- CTE supplies and materials continue to reflect current law as a categorical grant with a minimum funding amount under W.S. 21-13-338. Amend W.S. 21-13-338 to include allowance of expenditures for supplies and repair;
- Counselors, nurses, and at-risk pupil support reflect current law for counselors and pupil support;
- Technology and equipment costs retain current law of \$250 per ADM;
- Recommendations for additional program materials costs for at-risk and ELL students are not forwarded for at-risk tutors, at-risk pupil support, extended day programs, summer school programs, and ELL teachers;
- Teacher resources, inclusive of those amounts allocated for core teachers, elective/specialist teachers, ELL teachers, additional CTE teachers, extended day teachers, summer school teachers, core tutors, at-risk tutors, and instructional facilitators are limited for instructional purposes and not transferred or expended for any other purposes;
- Student counts in the K-12 funding model use prior school year ADM;
- School district cash reserves are limited to reflect 20 percent of each district's school foundation program funding amount beginning with the fiscal year ending June 30, 2028;
- Eliminate "pre-1997" cash reserves from calculations;
- School district entitlement and special education payments are allocated in 11 payments: 10 percent in July and 9 percent in August through May;
- July and August payments based on prior school year entitlement computations and September through May payments based on updated data reported to the WDE;
- School district cash flow loans may be provided July 1 as opposed to September 1, and recomputed/evaluated based on updated data on September 1;

- Allow school districts to modify reported data to WDE through May 31, including mineral ad valorem estimates.
- Special education out-of-district placements reimbursed on a quarterly basis as opposed to prior year.
- Transportation bus purchases reimbursed in current school year, prohibit any future leases, and pay out any remaining liabilities with previous purchases and leases;
- School district local revenues count school district investment earnings as a local revenue in the computation of entitlement and recapture payments;
- Prohibit the transfer or expenditure of School Foundation Program funds on any capital construction or major maintenance projects;
- All school districts participate in the State of Wyoming's health insurance plan beginning July 1, 2027;
- School districts reimbursed monthly for employer health insurance costs for K-12 funding model, special education, and transportation staff;
- Retirement employer amount reimbursed outside of the block grant;
- Eliminate co-located schools for purposes of the K-12 funding model and aggregate data to highest grade level band for purposes of generating resources in the K-12 funding model; and
- Select Committee on School Finance Recalibration continue during the 2026 interim and continue to study the following areas:
 - Mental health supports, including core counselors, nurses, and at-risk pupil support resources, and further considers data collected from school years 2024-25 and 2025-26 mental health grants;
 - The use of 1:1 computer-to-student ratios in Wyoming schools;
 - SROs; and
 - School nutrition programs.

MEETING ADJOURNMENT

There being no further business, Co-chairman Salazar adjourned the meeting at 1:08 PM.

Respectfully submitted,

Representative Scott Heiner, Co-chairman

Committee Meeting Materials Index

Index Number	Agenda Item	Document Description	Document Provider
1-01		Agenda	Legislative Service Office
1-02		Sign-In Sheet	Legislative Service Office
2-01	2025 Report on the Recalibration of the Wyoming K-12 Education Resource Block Grant Model (ERBGM)	2025 Update of the Wyoming Evidence-Based Model Working Draft	Picus Odden & Associates
2-02	2025 Report on the Recalibration of the Wyoming K-12 Education Resource Block Grant Model (ERBGM)	2025 Update of the Wyoming Evidence-Based Model Appendix Materials	Picus Odden & Associates
2-03	2025 Report on the Recalibration of the Wyoming K-12 Education Resource Block Grant Model (ERBGM)	Teacher and Nonteacher Labor Markets in Wyoming	Picus Odden & Associates
2-04	2025 Report on the Recalibration of the Wyoming K-12 Education Resource Block Grant Model (ERBGM)	Cost Adjustments for the Wyoming School Funding Model	Picus Odden & Associates
2-05	2025 Report on the Recalibration of the Wyoming K-12 Education Resource Block Grant Model (ERBGM)	Central Office Addendum October 2025	Picus Odden & Associates
2-06	2025 Report on the Recalibration of the Wyoming K-12 Education Resource Block Grant Model (ERBGM)	October 2025 Recalibration Presentation	Picus Odden & Associates