



AUGENBLICK,
PALAICH AND
ASSOCIATES

Study of the Wyoming Educational Program and Recalibration and Reevaluation of the Wyoming Education Resource Block Grant Funding Model

Educator Feedback on the Funding Model

Mark Fermanich and Yilan Shen

Study Background

- APA was hired by the Select Committee earlier this summer to complete a recalibration of Wyoming's school finance system.
 - This includes looking at both the current Educational Program and the Block Funding Model.
- APA is a Denver-based educational policy consulting firm with a long history working on school finance issues.
 - Has worked in all 50 states.
 - Designed a number of school finance systems for many states.
 - Leading implementer of adequacy/costing out studies over the past two decades.

Study Background

- There are four approaches to determining adequacy. This study will use three of the four approaches with the fourth approach used in the 2015 recalibration.
 - Professional Judgment approach: utilizes Wyoming educators to identify the resources needed to meet state standards – *Implementing in this study*
 - Successful Schools approach: analyzes the resources used by schools that outperform their peers– *Implementing a modified approach in this study*
 - Statistical approach: utilizes regression analysis to identify the resources needed to meet state standards– *Implementing in this study*
 - Evidence-Based approach: examines the academic research and whole school reform models to determine the resources needed to meet state standards – *Last used in 2015; basis of current funding model*

Overview of Study Tasks

1. Reviewing Current Educational Program and Funding Model
2. Implementing Alternative Approaches
 - a. Professional Judgment Study
 - b. Modified Successful Schools Study
 - c. Statistical Study
3. Conducting Additional Studies
 - a. Increasing Efficiencies for Special Education, Transportation, and Gifted and Talented Programs
 - b. Efficiency and Cost-Effectiveness of Consolidating Select Wyoming School Districts
4. Reconciling the Results of All Studies to Create and Model Final Recommendations
5. Ongoing Management, Collaboration and Stakeholder Engagement

Task 1: Reviewing Current Educational Program and Funding Model

- 1A Research and Cross-State Comparison of the Educational Program, including Hathaway Scholarship Program's Curriculum
 - Draft Comparison Report – September 15th
- 1B Examination and Analysis of the Current Funding Model
 - Equity Analysis Report – October 1st
 - Supplemental Analyses Report – October 1st
- 1C Collecting Stakeholder Feedback on Performance of the Educational Program and Funding Model
 - Stakeholder Meetings
 - One-on-One/Small Group Meetings

Task 2: Implementing Alternative Approaches

- 2A Professional Judgment
 - 3 School-Level Panels, September 12th-15th
 - 2 Special Needs Panels, October 11th
 - 1 Career and Technical Education (CTE) Panel (via webinar, date TBD)
 - 1 Statewide Panel, November 2nd – 3rd (2 days)
- 2B Modified Successful Schools
 - School Site Visits: October
- 2C Statistical Study
 - Phase 1 – Feasibility
 - Phase 2 - Reconciliation

Task 3: Conducting Additional Studies

- **3A: Increasing Efficiencies for Special Education, Transportation, and Gifted and Talented Programs**
 - Conduct a literature review focused on the types of services most commonly shared.
 - Survey districts to understand what efforts are currently in place to share services.
- **3B: Efficiency and Cost-Effectiveness of Consolidating Select Wyoming School Districts**
 - Conduct a literature review to identify under what conditions consolidation led to greater efficiencies.
 - Create a model of cost factors affected by consolidation and model results for several different scenarios.

Task 4: Reconciling the Results of All Studies to Create and Model Final Recommendations

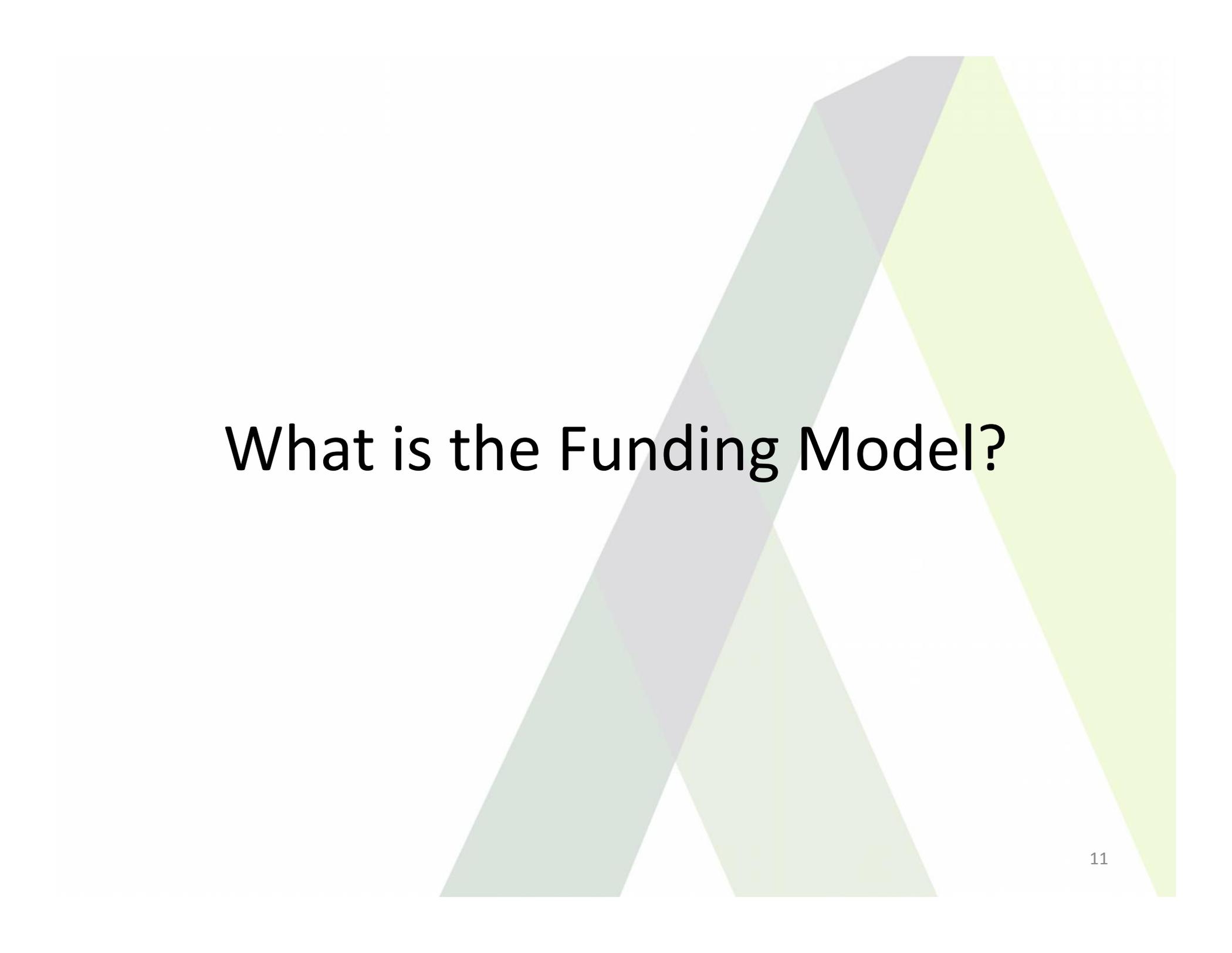
- 4A: Reconciling the Results of All Studies
 - Reconcile the results of the PJ and SSD studies with the current funding model to identify differences in resources needed to meet state standards. If available, results from the statistical approach will also be reconciled.
- 4B: Create and Model Final Recommendations
 - Share Initial Recommendations
 - Gather stakeholder feedback
 - Gather stakeholder feedback through district survey: January 1st
 - Final report: January 12th
 - Create an interactive model of the final funding recommendations

Task 5: Ongoing Management, Collaboration and Stakeholder Engagement

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 - Holding four stakeholder meetings this week across the state.
 - Holding small group interviews this week in Cheyenne with membership associations and others.
 - Will present at all Select Committee meetings.
 - Will work with LSO and WDE staff to implement the recalibrated formula.

Today's Procedures

- The meetings will run from 5:00pm to 7:00pm.
- One session is focused on the Educational Program and the other on the Funding Model.
- At 6:00pm each meeting will take a break to allow participants to switch rooms and provide feedback on the other area.
- We ask that participants keep their feedback to no more than three minutes. If time is available, participants can provide additional feedback.
- A survey is also available for feedback at:
<https://goo.gl/rJ6323>



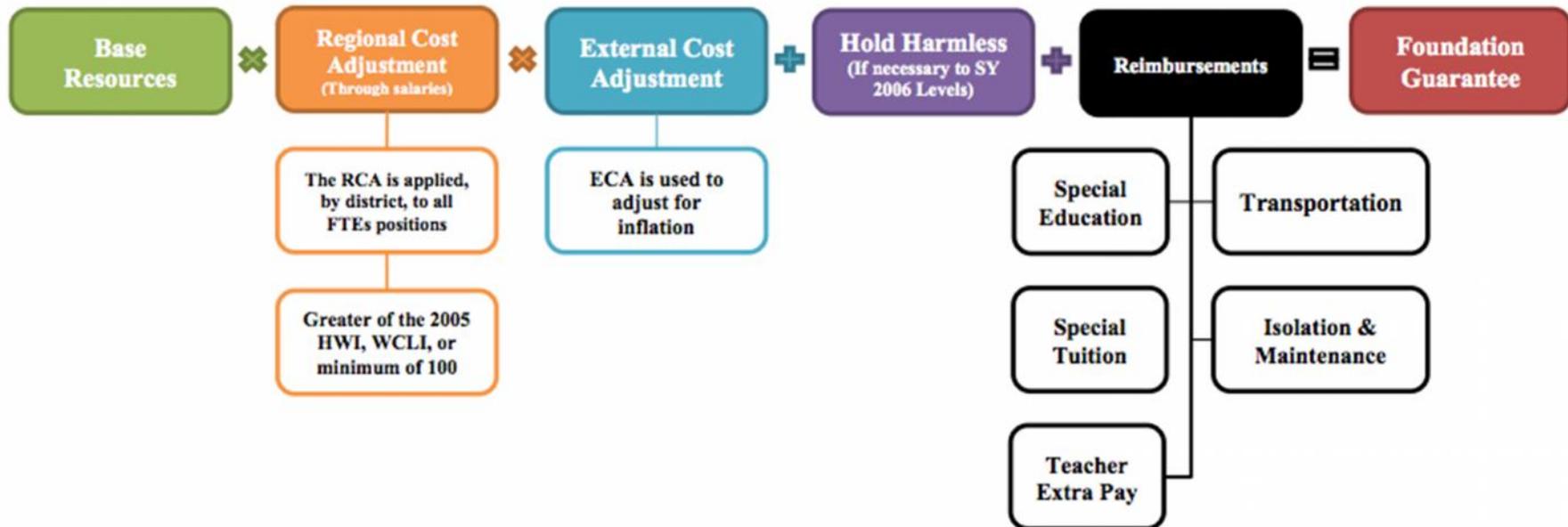
What is the Funding Model?

SCHOOL FOUNDATION BLOCK GRANT

I. BASE RESOURCES.



II. FOUNDATION GUARANTEE.

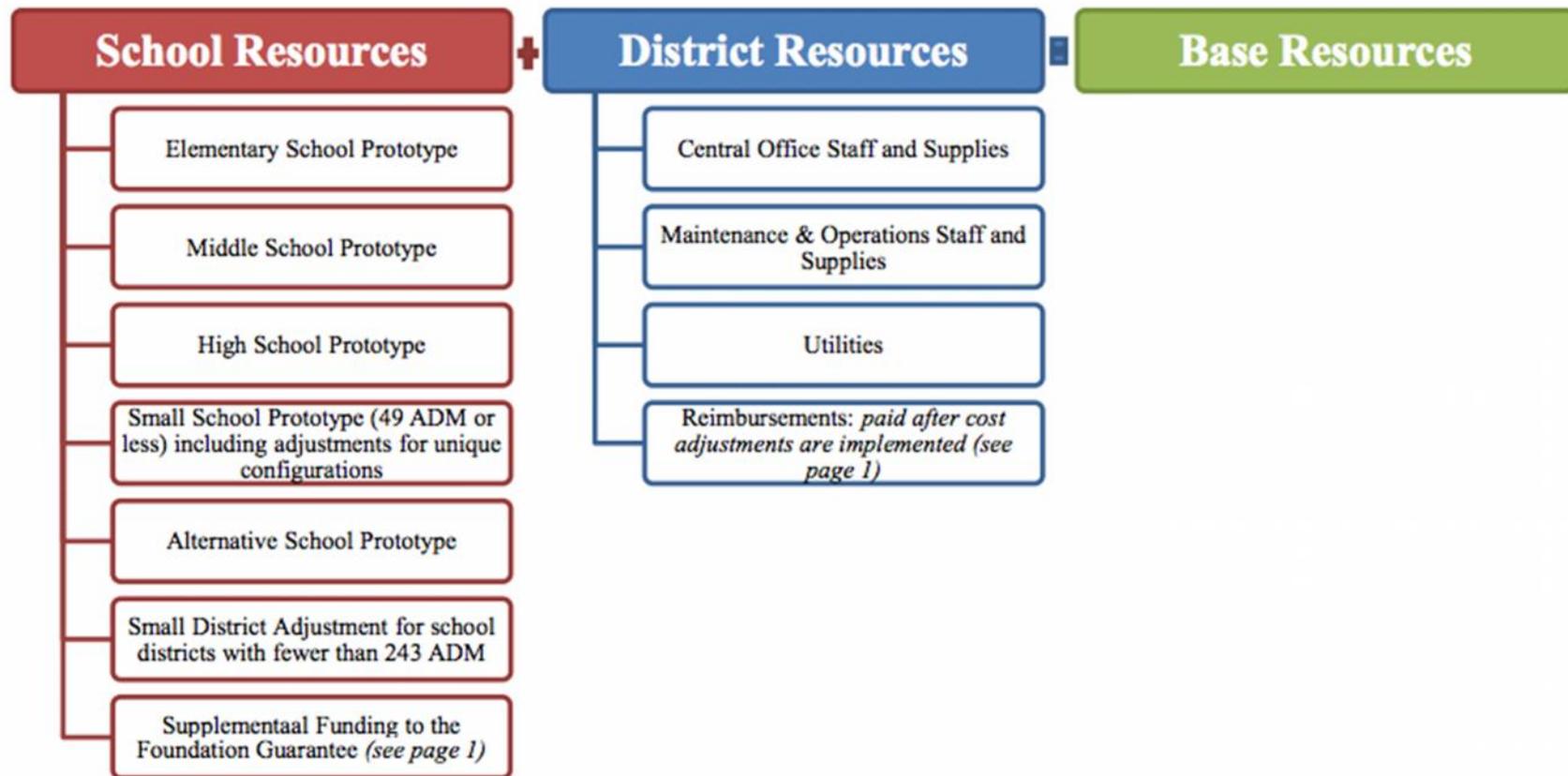


III. SUPPLEMENTAL FUNDING TO THE FOUNDATION GUARANTEE.

Other: Retirement, NBCT Program and Bonuses, and grants (Anti-Bullying, Foreign Language Dual Immersion, Distance Ed., and CTE Demonstration Grants. *Note: The items included in "Other" may be considered outside and in addition to the cost-based funding model.*

BASE RESOURCES

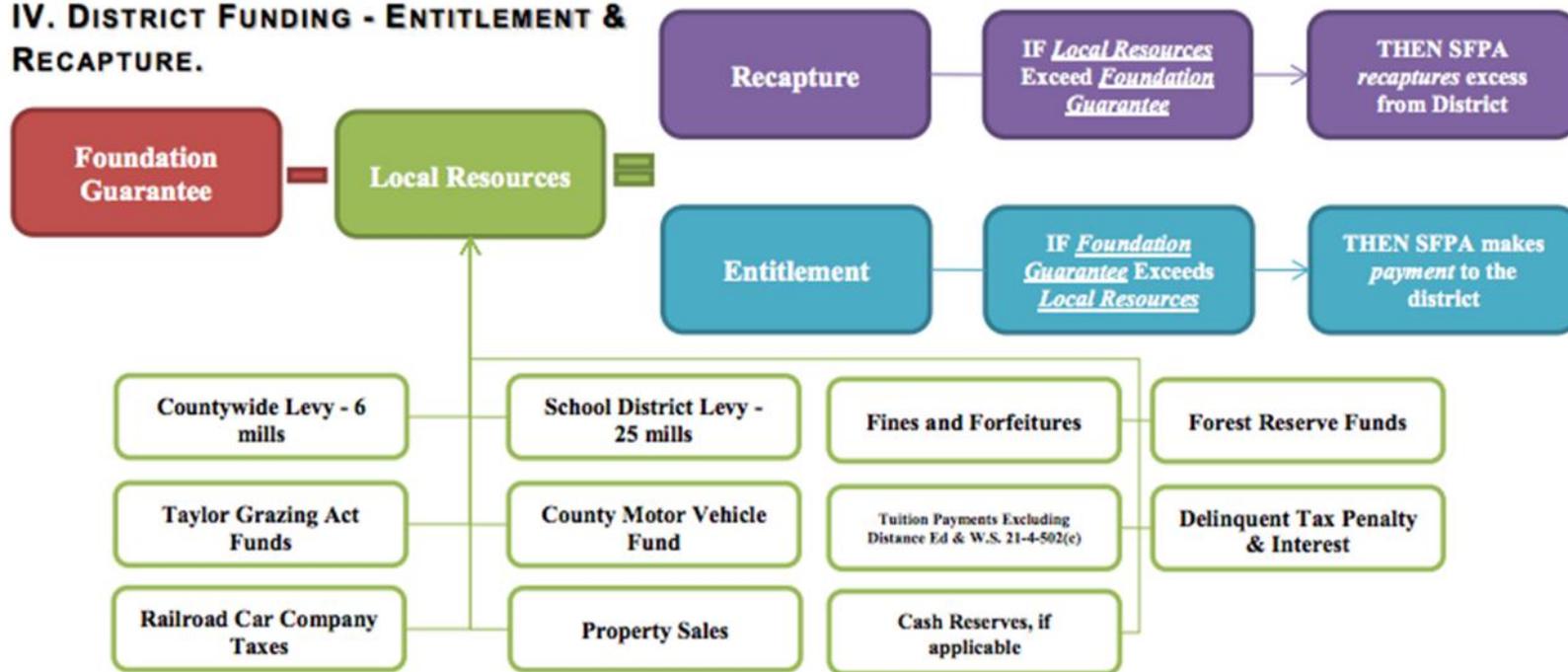
The base resource funding represents the funding generated at the school level by the elementary school, middle school, high school, small school and alternative prototypes. The district level resources are then added to the school based resources. This section illustrates the school and district resources based on the prototypes in the model.



Source: "School Foundation Block Grant Flow Chart," LSO School Finance Section. March 2017.

FUNDING THE BLOCK GRANT

IV. DISTRICT FUNDING - ENTITLEMENT & RECAPTURE.



V. REVENUES DEPOSITED IN THE SCHOOL FOUNDATION PROGRAM ACCOUNT.



Source: "School Foundation Block Grant Flow Chart," LSO School Finance Section. March 2017.

Funding Model Questions

- How responsive is the current funding model to the different needs of students, schools, or districts?
- Does the current funding model provide the resources needed for schools or districts to offer the required educational program?
- Do you see any opportunities for costs savings, such as through shared services?
- Do you have any specific feedback about the current funding model:
 - Related to the calculation of the base resources?
 - Related to regional adjustment, external adjustment, or hold harmless?
 - Related to reimbursements?
 - Related to recapture or entitlement?

Additional Engagement Opportunities

- If you did not give feedback during tonight's session, we also have an online survey open to both educators and the public available at:

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- It includes the same questions asked in each session about the Educational Program and Funding Model.
- It will be open from August 14th-25th
- Additional information about the Select Committee on School Finance Recalibration, including how to stay updated and submit additional public comment, can be found at:

<http://www.wyoleg.gov/LegislatorSummary/InterimComm.aspx?strCommitteeID=SSR&Year=2017>



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Michael Griffith and Michaela Tonking

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What is the Educational Program?

- By law, the Legislature has “established a basket of educational goods and services constituting the proper education to which Wyoming students are entitled, including a common core of knowledge and skills.”
 - Implemented through content standards by grade level developed by the State Board of Education in consultation and coordination with local school districts.
- The basket is by law also required to include programs designed to address the special needs of identified student populations, including:
 - students with disabilities (special education programs);
 - economically disadvantaged students;
 - students with limited English proficiency; and
 - gifted and talented students.

What is the Educational Program?

Common Core of Knowledge

- Reading/language arts
- Social Studies
- Mathematics
- Science
- Fine arts/performing arts
- Physical education
- Health and safety
- Humanities
- Career/vocational education
- Foreign cultures & languages
- Applied technology
- Government and civics including state and federal constitutions

Common Core of Skills

- Problem solving
- Interpersonal communications
- Keyboarding and computer applications
- Critical thinking
- Creativity
- Life skills, including personal financial management skills

What is the Educational Program?

- Successful completion of content standards is measured through performance on state and district assessments and mandatory graduation requirements, as defined by statute:
 - Four school years of English;
 - Three school years of mathematics;
 - Three school years of science;
 - Three school years of social studies, including history, American government, and economic systems and institutions.
- All basket components are “implemented and enforced by rule and regulation of the State Board of Education, to be of sufficient quality to prepare students for future post-secondary education or employment opportunities and participation as citizens.”

What is the Educational Program?

- The study's RFP also includes the opportunity for students to meet the requirements of the Hathaway Scholarship program as a component of the educational program.
 - Awards Wyoming students that meet eligibility requirements a scholarship for up to eight semesters at a Wyoming community college or the University of Wyoming.
- The Hathaway Scholarship program has four levels with different course , ACT and GPA requirements, achievement benchmarks, and award amounts, lengths and requirements:
 - Provisional Opportunity
 - Opportunity
 - Performance
 - Honors

What is the Educational Program?

- Hathaway Scholarship program levels:
 - Provisional Opportunity
 - Course Requirements: Meeting current graduation requirements in Language Arts, Math, Science, and Social Studies, and 2 years of either fine arts, CTE, or two years of foreign language
 - Achievement Benchmarks: 2.5 GPA and 17 on ACT
 - Opportunity
 - Course Requirements: 4 years of Language Arts, Math, and Science, 3 years of Social Studies, and 2 years of either fine arts, CTE, or additional foreign language
 - Achievement Benchmarks: 2.5 GPA and 19 on ACT
 - Performance
 - Course Requirements: same requirements as Opportunity, plus 2 years of foreign language
 - Achievement Benchmarks: 3.0 GPA and 21 on ACT
 - Honors
 - Course Requirements: same requirements as Performance
 - Achievement Benchmarks: 3.5 GPA and 25 on ACT

Educational Program Questions

- What does it mean to be postsecondary and workforce ready in Wyoming?
- How well does Wyoming's current educational program prepare students to be postsecondary and workforce ready?
 - Are there any areas or requirements that need to be added or emphasized?
 - Are there any areas or requirements that are unnecessary or over emphasized?
- Are all schools or districts able to provide the opportunity for students to meet the requirements of the Hathaway Scholarship program?
- How well do Wyoming's current requirements for special needs students (special education, English Language Learners, economically disadvantaged, gifted and talented) support the success of these students?

Additional Engagement Opportunities

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