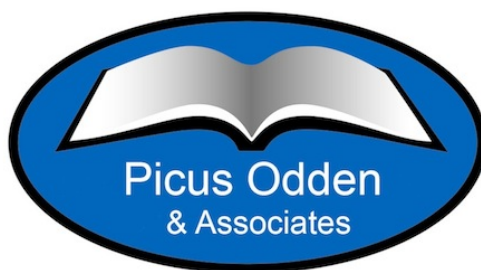


The 2020 Recalibration of Wyoming's Education Resource Block Grant Model

Proposed Work Statement



**Submitted to
The Wyoming Legislature
Management Council**

**Submitted by
Picus Odden & Associates
November 25, 2019**

The 2020 Recalibration of Wyoming's Education Resource Block Grant Model

Proposed Work Statement

Picus Odden & Associates is pleased to present this proposed work statement and budget to the Wyoming Legislature's Management Council. In this work statement, we outline the work we propose to undertake in assisting the Legislature in the conduct of the 2020 recalibration of the state's Education Resource Block Grant Model (funding model). Picus Odden & Associates (previously known as Lawrence O. Picus & Associates) has a long and productive relationship with Wyoming and the Wyoming Legislature and was the primary consultant on recalibration efforts undertaken in 2005, 2010, and 2015. In addition, Picus individually worked on earlier versions of the block grant funding model, and Picus Odden & Associates has provided regular support to the Wyoming Legislature between recalibration efforts. Picus is regularly called upon to certify changes made to the funding model by LSO and WDE staff in response to Legislative modifications to the funding law. The current funding model uses the Evidence Based (EB) model as a framework for estimating adequate levels of educational resources. This model was developed by Allan Odden and Lawrence Picus¹ and remains today the most widely used approach for estimating school finance adequacy across the United States.

In the material that follows, we provide a brief background of our work with Wyoming and the development of the EB model, a description of the approach we will use for the 2020 recalibration should the Management Council elect to move forward with this work, a proposed timeline and budget for the work and a more detailed description of our firm and the consultants with whom we propose to work in completing this work. We assume that the work will begin early in 2020 and be completed by mid-November to give the appropriate Legislative Committees time to prepare their final reports and legislative recommendations for the 2021 session of the Wyoming Legislature.

This work statement offers a "menu" of options to the Management Council. We have prepared a budget and work plan to recalibrate all of the current components of the funding model, and have also provided additional work plans and budgets for other school funding components currently outside of the funding model or components that have not been included in previous recalibration efforts. These include such things as Pre-K education, special education, school safety, distance education, food services, and student transportation. We also include a separate, three-tiered approach, to determining the costs of providing adequate special education services to Wyoming's K-12 students. We have provided descriptions and budgets for each of the additional components separately so that the Management Council has the flexibility to choose which issues it wants to address during the 2020 recalibration.

¹ Odden, A.R. and Picus, L.O. (2020). *School Finance: A Policy Perspective, 6th edition*. New York, NY: McGraw-Hill.

BACKGROUND

The genesis of the current resource block grant funding model stems from the *Campbell* court rulings beginning in the late 1990s. Through a number of rulings in the *Campbell* case, the state has established a basket of educational goods and services constituting the proper education to which Wyoming students are entitled. The funding model translates that basket into the resources needed to ensure all students receive that education and estimates the costs of those resources. As required by the Court, the funding model must be recalibrated at least once every five years. The current funding model, based on Odden and Picus' EB approach to school finance adequacy, was first implemented in 2005 following a year-long recalibration effort by our firm. Subsequently we have worked with the state of Wyoming to conduct recalibrations in 2010 and 2015 along with a series of special projects and studies regarding the use of educational resources between recalibration efforts.

Our EB model uses current educational research, case studies and best practices to estimate the resources needed for prototypical schools to provide all students an equal opportunity to meet state performance standards and then estimates district and state costs of adequacy. The EB approach was developed by Allan Odden and Lawrence Picus and has been used by them to conduct adequacy studies in 18 states in the last 16 years. The EB model relies on a school improvement model that allocates resources for educational strategies that current educational research suggests lead to improvements in student learning. The model relies on two major types of research as well as educator review of that research:

1. Reviews of research on the student achievement effects of educational strategies used in the EB model. In recent years we have included the growing number of randomized controlled trials (RCTs) that have been conducted on educational strategies to identify components of the EB model.
2. Studies of schools and districts that have dramatically improved student performance over a four to six-year period – what we have sometimes labeled “a doubling of student performance” on state tests.
3. Input from educator review panels to tailor all recommendations to the unique needs of specific states.

The use of randomized control trial (RTC) research studies in education has increased dramatically in recent years. This research has reinforced strategies that had been recommended from research not based on RTC and has also led to many new insights into how educators can improve student learning and how educational resources should be allocated and used to ensure that learning is achieved. We believe that experimental designed research studies help to better inform school reform and provide important insights into how schools can improve learning for all students. Other approaches to school finance adequacy often ignore current research, which we believe is a mistake. Moreover, as stated above and described below a critical component of our EB approach is to always have the core EB recommendations reviewed by leading educators in each state where we work.

The EB school improvement model includes 10 improvement strategies that, if adopted by districts, can be expected to lead to large improvements in academic achievement for all students, and substantial reductions in student achievement gaps linked to demographic variables. The 10 school improvement strategies underpinning the approach consist of:

1. Analyzing student data to become deeply knowledgeable about performance issues and to understand the nature of the achievement gap. The test score analysis first includes analysis of state test results and then the use over time of formative and benchmark assessments to help tailor instruction to precise student needs and to identify and monitor interventions for struggling students.
2. Setting higher goals, including aiming to educate 95 percent of the students in the school to proficiency or higher on state exams; seeing that a significant portion of the school's students reach advanced achievement levels; and making significant progress in closing the achievement gaps linked to demographics.
3. Reviewing evidence on good instruction and effective curriculum. Successful schools replace their previous curriculum with a different and more rigorous curriculum, and over time, create their own specific view of the effective instructional practice needed to deliver that curriculum.
4. Investing heavily in teacher training that includes intensive summer institutes and longer teacher work years. Provide resources for trainers and, most importantly, fund instructional coaches (facilitators) in all schools. Time during the regular school day and week is provided for teacher collaborative work groups to use student data to improve instruction.
5. Providing extra help for struggling students and, with a combination of local funds, state funds and federal Title 1 funds, provide some combination of tutoring in 1:1, 1:3 or 1:5 tutor-student ratio formats. Over time this also includes extended days, summer school and English language development for all Limited English Proficient students.
6. Creating smaller classes in early elementary years, often lowering class sizes in grades kindergarten through three to 15 students, citing research from randomized trials. Sometimes this includes small overall school size as well.
7. Restructuring the school day to provide more effective ways to deliver instruction. This includes multi-age classrooms in elementary schools and block schedules, double periods of mathematics and reading in secondary schools and "intervention" periods at all school levels. Schools also protect instructional time for core subjects, especially reading and mathematics.
8. Providing strong leadership support by the superintendent, the principal and teacher leaders around data-based decision making and improving the instructional program.
9. Fostering professional school cultures characterized by teacher collaborative teams' ongoing discussion of good instruction and by teachers taking responsibility for student performance.

10. Bringing external professional knowledge into the school. For example, hiring experts to provide training, adopting research-based new curricula, discussing research on good instruction and working with regional education service agencies, as well as the state department of education.

In addition, improving schools and districts take teacher and principal talent very seriously, seeking to hire the most capable and effective teachers, training them in the district and schools' instructional approaches, and doing whatever is necessary to retain them in the school and district.

The EB model is built upon a theory of action that is designed to allow districts and schools to dramatically improve student performance. Our review of the literature on school improvement and programs “that work” is often supplemented with case studies of schools and districts that are dramatically improving student achievement. Combined, our analysis of current research and our case studies identify a set of resources that we have concluded are adequate to produce significant progress towards attaining the student achievement goals of most states.

PROPOSED APPROACH TO RECALIBRATION

As indicated above, this proposed work statement contains a “menu” of options for the 2020 recalibration. Our approach for each component of the funding model is to review and update the current research related to that specific topic or resource, describe how the research can be translated into educational resources and then estimate the cost of those resources. In addition to our review of the funding model components, we propose a series of case studies of improving and/or high performing schools, and professional judgment panels to fully understand the funding needs of Wyoming school districts and to tailor the core EB recommendations to the specifics of Wyoming. Finally, there are a number of finance issues that are currently not part of the “block grant” funding model (Pre-K, Transportation, and Special Education, for example). In addition to providing a cost estimate for recalibrating the base model, we offer work statements and budgets for recalibrating or including these components to the funding model.

In the discussion below, we include a total budget for each component and break the figures down into staff costs and travel costs. We have budgeted travel separately and will only invoice Wyoming for actual travel costs incurred. For example, we have budgeted for a total of six Interim committee meetings, however, if the committee were to meet fewer times, the travel costs would be reduced and we anticipate savings in staff time for Picus and Odden as well.

Recalibration of the Current Model Components

Table 1 summarizes the approach we will take to the recalibration of each model component of the current model. The methods we will use include:

- Research Review of best practices
 - Detailed review of current research and application of findings to the current resource allocation strategies in the model.
- Professional Judgment Panels
 - Six core professional judgment (PJ) panels across the state

- Three specialized PJ panels in a central location. We anticipate two, two-day panels focused on the central office, Maintenance and Operations, and other district functions typically managed at the district level, one of which would also focus on the specific needs of small school districts. The third PJ panel will focus on the specific staffing and other needs of small schools (including instructional and administrative staff).
- Case Studies of improving and/or high performing schools
 - Ten case studies of improving and/or high performing schools across Wyoming.

This work will be conducted and managed by Picus and Odden with support from Activate Research, District Leadership Solutions, LLC, Scott Price and a team of graduate student researchers from the University of Southern California (USC). Detailed descriptions of our partners' qualifications are included in the appendix to this proposed work statement.

Table 1: Recalibration of the Current Resource Block Grant Funding Model

No.	Category	Approach	Staffing
Staffing for Core Programs			
1	Full-Day Kindergarten	EB Analysis with PJ panels	Odden and Picus with help from USC grad student Core PJ Panels, Odden and Picus with support from Activate Research
2	Elementary Core Teachers/class size		
3	Secondary Core Teachers/Class size		
4	Elective Specialist Teachers		
5	Additional Vocational Career Technical (CET) Teachers		
6	Minimum Teacher Staff Resources	EB Analysis plus specialized PJ panel on small school adjustments	Odden and Picus with support from District Leadership Solutions, LLC
7	Instructional Facilitators/Coaches	EB Analysis with PJ panels	Odden and Picus with help from USC grad student Core PJ Panels, Odden and Picus with support from Activate Research
8	Core Tutors/Tier 2 Intervention		
9	Substitute Teachers		
10	Core Guidance Counselors and Nurses		
11	Supervisory and Instructional Aides		
12	Librarians and Librarian Media Technicians		
13	Principals and Assistant Principals		
14	School Site Secretarial Staff		
Dollar Per Student Resources			
15	Gifted and Talented Students	EB Analysis with PJ panels	Odden and Picus with help from Scott Price and USC grad student Core PJ Panels, Odden and Picus with support from Activate Research District Leadership Solutions
16	Intensive Professional Development		
17	Instructional Materials		
18	Short Cycle/Formative Assessments		
19	Technology and Equipment		
20	Career Technical Education Equipment/Materials		
21	Extra Duty Funds/Student Activities		

Central Office Functions			
22	Operations and Maintenance	EB Analysis with revisions based on consultant advice and specialized PJ Panels	Special PJ Panel, Picus, Odden and District Leadership Solutions
23	Central office Staffing/Non-Personnel Resources		
Services for Struggling Students			
24	At Risk Tutors	EB Analysis with Core PJ panels	Odden and Picus with help from USC grad student
25	Pupil Support		
26	Extended-Day Programs		Core PJ Panels, Odden and Picus with support from Activate Research
27	Summer School Programs		
28	English Learner (ELL) Students		
29	Alternative Schools		
Staff Compensation and Regional and External Cost Adjustments			
30	Salary Levels	Use State Average and options as determined or suggested by Chris Stoddard	Chris Stoddard in separate contract with support from Odden and Picus
31	Health Insurance and Other Benefits	EB analysis of current state data	Picus, Odden with input from state legislative and WDE staff and District Leadership Solutions)
32	Regional Cost Adjustment (RCA)	Recalibrate CWI and Hedonic Indices and re-consider the current formula which provides the largest of 1.0 or the two indices	Lori Taylor in separate contract with support as needed by Odden and Picus
33	External Cost Adjustments (ECA)	Revise as needed	Lori Taylor in separate contract with support as needed by Odden and Picus

Other Potential Recalibration Issues

In addition to recalibration of the current model, the Legislature may want to consider recalibration of additional issues which are currently not part of the funding model. These issues could be added to the funding model, or simply reviewed to ascertain whether or not current funding policies remain adequate and efficient. These include:

- Pre-K
- School Safety
- Distance Education
- Transportation
- Food Services
- Special Education

Each is discussed below, with a special section detailing recalibration issues for Special Education. Budget estimates follow

Pre-K

In rulings on *Campbell* and the overall school finance system, the Wyoming Supreme Court has ruled that the funding system is only required to serve children age 5 and above. As a result, the current resource block grant funding model does not include resources for Pre-K. There is considerable evidence that Pre-K education provides substantial learning benefits for children too young to attend kindergarten and the Legislature may want to consider the benefits of including Pre-K programs in the funding model. A “recalibration” of Pre-K would include an analysis of the research on Pre-K education as well as development of an EB resource model for Pre-K schools. We would estimate the costs of universal Pre-K education for 3-year-old and for 4-year-old children separately and combined.

School Safety

There is growing concern about school safety today and the need for school resource officers assigned to schools. In our last recalibration, we argued that responsibility for safety of school campuses should be assigned to police and sheriff departments and not included in the school funding model. Our logic was that law enforcement organizations estimate the number of personnel needed on the basis of the number of officers needed per number of people and when school was in session a large fraction of that population was at the school and there should be adequate law enforcement personnel available to meet the needs of the schools. The rise in number of school shootings and other safety issues suggests this rationale should be reconsidered. A “recalibration” of school safety issues would include research on best practice for the use of school resource officers and the most efficient ways to fund their presence in schools – including adding the responsibility for this important component of education to local law enforcement agencies rather than providing it directly through the school district.

Distance Education

Picus Odden & Associates has worked closely with the Wyoming education community in the past on how to best provide distance education and to hold both school districts and students accountable for student learning. There have been many advances in the way distance education is provided today and it may be a topic that the Legislature would like to revisit and include in the 2020 recalibration.

Transportation

Currently, 100% of school district transportation costs for to and from school and student activities are reimbursed by the state. A recalibration of pupil transportation would include consideration of a possible funding formula that could be included in the funding model and consideration of ways to finance the capital costs of school bus purchases.

Food Services

The current funding model assumes food services are self-supporting and do not require state support. Picus Odden & Associates considered this issue in a previous recalibration and concluded no changes are needed. Recalibration of food services would consider whether or not this recommendation is still appropriate, and if not make recommendations as to how food services can be funded in the future, ideally through the funding model.

Budgets for these five issues are included in the budget summary and detail below. Special education as discussed here is treated separately.

Special Education

Under the current funding model, 100% of special education costs are reimbursed by the state. As part of our work in other states we have become aware of the work of the District Management Group (DMG), and have used their special education resource models in our adequacy recommendations. Special education resources and service delivery were studied by the American Institutes for Research (AIR) in 2002 and again by Augenblick, Palaich and Associates (APA) in 2017. Both studies recommended that Wyoming continue to fund 100% of approved special education expenditures.

Due to the complexities of special education funding we have worked with DMG to present a separate proposal for the recalibration of special education. Their proposal to assess the adequacy and means of funding services for students with disabilities is included as an appendix to this work statement and their services are budgeted separately.

DMG proposes to answer three questions:

1. What is an adequate level of funding to meet the needs of students with disabilities?

2. Can special education services be delivered more cost effectively, better outcomes at a lower cost?
3. What is the most effective, efficient and equitable means of allocating special education funds to schools and districts?

These questions will be answered through the lens of well established, research based, best practices for effectively and cost effectively serving students with special needs.

The DMG analysis will also consider current practices in Wyoming. While embracing national best practices is beneficial, it is important to consider current norms and practices. Their work in more than 25 states shows clear state level patterns in how students with special needs are served and these current approaches in Wyoming will also be taken into consideration. The national best practices will be modified to reflect the reality of Wyoming, a state with many small districts and schools that are geographically distant from each other.

DMG's proposal includes three proposed workstreams:

1. Determination of an adequate level of funding to meet the needs of students with disabilities
2. A cost effectiveness study to determine if more and better services can be provided at lower cost
3. What is the most effective, efficient and equitable means of allocating special education funds to school districts?

The budget provided with this work statement includes separate budget estimates for each workstream.

TIMELINE

It is our understanding that this work needs to be completed by mid-November 2020 so that recommendations can be prepared for the 2021 session of the Legislature. We anticipate work to begin in early 2020 and follow the approximate schedule outlined in Table 2:

Table 2: Estimated 2020 Recalibration Schedule

Approximate Time	Activity
January/early February	Initial meeting with staff for planning
January – April	Update research component of model and update EB model funding components
March to May	Conduct 10 Case Studies
June/July	Conduct 6 core and 3 specialized Professional Judgment Panels
September/October	Develop final cost model
Throughout Study	Meet with Interim Committee at scheduled meetings
November	Submit report to Interim Committee

BACKGROUND AND EXPERIENCE

Picus Odden & Associates (www.oddenpicus.com) has vast experience working on school finance issues – design, development, implementation and evaluation – in over three fourths of the states and scores of school districts across the nation. We have extensive experience working collaboratively with our clients to assess and evaluate the operation of state funding systems. We have had a long term and strong relationship with Wyoming. A recent analysis of school finance adequacy studies conducted since 2003 showed that our firm has been the prime contractor on more adequacy studies than any other firm in the United States.

The principals of our firm, Lawrence O. Picus and Allan Odden, are the developers of the EB method for estimating the funding resources needed to ensure students make significant progress towards performing at high levels. Picus and Odden offer the skill and knowledge necessary to meet the specific needs of Wyoming. In addition to our past work in Wyoming, we have recently conducted EB analyses for the states of North Dakota, Maine, Maryland, and Michigan have conducted EB studies in several other states as well, including Kentucky, Arkansas, Washington, Wisconsin, Oregon, New Jersey, Ohio and Arizona. Our model is the basis of the school funding systems in Arkansas, Wyoming, Washington, North Dakota and for a brief time in Ohio. Both Picus and Odden have served as presidents of the Association for Education Finance and Policy (formerly the American Education Finance Association). No other school finance consulting firm has this level of senior partner expertise or standing in the professional school finance community.

In each of our recent adequacy studies, we used our EB approach. Odden and Picus developed the EB approach for the specific purpose of drawing on a vast research base about what works in schools as the foundation for estimating the level of resources needed to link a state's education funding system to student learning. It is equally applicable to the allocation of resources among schools within a district, and within schools to various educational strategies, to ensure that dollars are translated into a set of programs and services that collectively produce effective instructional practices that raise student achievement and close achievement gaps.

Our EB approach is founded on reviews of a wide body of evidence – including research and best practices – that lead to each of our recommendations. Our work offers clients a rationale for each recommendation we make and includes extensive references to published studies. In our roles as full professors at major research universities (note that Odden has retired from the University of Wisconsin, but Picus remains an active professor at the University of Southern California), our job is to know the literature on education reform and to publish journal articles and textbooks integrating that research. Together we have published more than 500 books, articles, and monographs and we are co-authors of one of the most popular school finance textbooks in the country. The current sixth edition of our textbook, *School Finance: A Policy Perspective*, updates much of the research behind the model.

Today, there are increasing numbers of randomized control research studies on several of the key elements of school improvement. We believe that experimental design research studies help to better inform school reform and provide important insights into how schools can improve

learning for all students. Other approaches often ignore current research, which we believe is a mistake. Moreover, as described below a critical component of our EB approach is to always have the core EB recommendations reviewed by leading educators in each state where we work.

We developed the EB strategy, and the integrated approach outlined in this proposal, to ensure that all recommendations have empirical evidence to substantiate them and to be certain leaders in each state also review those recommendations. We have conducted professional judgment studies or analyses to review the EB model in Kentucky, Arkansas, Wyoming, Alaska, Arizona, North Dakota, Maine, Maryland and Washington. These Professional Judgment Panels have confirmed the evidence and provided state-specific context that also informs our studies.

Our staff has conducted field studies in a number of districts and states across the United States. The purpose of that work was to show how schools and districts have actually used evidence-based strategies in a comprehensive manner to dramatically improve student learning. In 2006 we completed a successful district study in Washington, where we pioneered the use of site visits to individual schools to ascertain how they were translating educational resources into student learning. We conducted similar school studies in Vermont, Arkansas, Wisconsin and North Dakota. Recently we conducted more in-depth analyses of instructional improvement strategies and programs under the Evidence-Based model in Wyoming, Vermont and Maine. In recent years, Picus has directed some 45 Ed.D dissertation students in the analysis of educational resource allocation and use patterns in California.

We have also worked with school districts in Alaska, Arkansas, Oregon and Ohio to assess the use of personnel in individual schools to ascertain how the use of professional staff compares with both individual districts' stated goals for resource use, and with the theory of action that is embedded in our EB model. Picus also led a group of 16 additional Ed.D. dissertation students that analyzed staff allocation compared to the EB model in a sample of California school districts. This school-level work has identified a number of efficiencies and new strategies schools can use to improve student learning at little or no additional cost. We propose using similar strategies, described below, to evaluate the adequacy of Wyoming's school finance system.

Our work relies extensively on a highly interactive approach to evaluating current school funding systems and for estimating the resources necessary to educate students to state proficiency standards. Through our research we have amassed a wealth of knowledge and experience about how to assess and evaluate the equity, implementation, effectiveness, and impact of state school finance reforms. During the early 1990s, Odden and Picus were Principal Investigators for a federally funded Research and Development Center that studied, over five years, the implementation and impacts of the major 1989-1990 school finance reforms in Kentucky, New Jersey and Texas. These studies included extensive data analyses and interviews at the district and school levels, focused on the uses of the school finance reform dollars and their links to effective education strategies.

In addition, we have undertaken a number of additional projects in Wyoming in the last 12 years. These include two major analyses of the allocation and use of resources: one study in almost all of the schools in the state and a second comparing how resources are used in schools where

student performance has dramatically improved and in schools where that was not the case. We have also advised the state on issues pertaining to geographic cost indexes, estimation of teacher (and other district employee) salaries, and identified and helped the state work with other school finance consultants on these issues.

For the recalibration of the Wyoming Education Resource Block Grant, we will partner with a number of organizations and individuals. Activate Research (www.activateresearch.net) is a certified woman-owned small business that delivers social science research and consulting services to federal state and local government agencies as well as private sector enterprises. Activate Research worked with Picus Odden & Associates in similar work in Vermont conducting case studies of improving schools. Kathleen Hoyer will work with us on both the case studies and the PJ panels, and Kimberly Curtis will also assist with the PJ panels. Further information about Activate Research and CVs of Hoyer and Curtis are included in the appendix.

District Management Group (www.dmgroupk12.com) will conduct the special education analyses described in this work statement. Nathan Levenson, one of DMG's managing directors, will direct the special education studies. Information about Dr. Levenson is provided in the separate work statement included in the appendix to this work statement.

Scott Price, superintendent of the Lennox school district in Los Angeles County will again assist Picus Odden & Associates in developing estimates of adequate resources for instructional technology and instructional materials. Dr. Price is the former CFO for the Los Angeles Unified School District and served as the CFO for the Los Angeles County Office of Education where he was responsible for the oversight of the financial condition of 84 school districts ranging in size from about 100 students to over 700,000 students. Dr. Price's CV is included in the appendix to this work statement.

BUDGET

The budget summary in Table 3 displays the cost of conducting the basic recalibration and also the cost of each of the additional topics the Legislature may want to consider. A separate travel total is provided. The travel cost budget represents a maximum cost of travel, and actual cost will likely be lower depending on a number of assumptions including:

- The number of committee meetings and the personnel requirements for each of the committee meetings based on which additional topics are included
- The number of case studies conducted (note this will also impact the cost of the entire project)
- PJ Panels

The details for the travel budget are described below.

Number of committee meetings

We have assumed six committee meetings during the year plus one initial data collection and planning meeting. The travel budget assumes that Picus and Odden will attend all seven of these meetings. In addition, we have budgeted for a total of five of our partners to attend one or two of

the meetings each depending on the topics to be discussed. If there are fewer meetings, or our partners are not needed at the meetings, travel expenses will be reduced.

Case Studies

We have assumed that we will conduct 10 school level case studies. Staffing costs are \$10,000 per case study plus several additional days for Activate Research staff to work with Odden and Picus on the sample design and the cross-site analysis of the case studies. We have assumed that conduct of the case studies by Activate Research staff will require five trips (2 schools per trip) to complete. If the Management Council chooses to reduce the number of case studies, we recommend reducing that count in multiples of 2. Thus, savings for cutting 2 case studies would be \$27,450 (20,000 for 2 case studies plus 5% of personnel costs of \$1,000 plus \$6,450 for travel).

Professional Judgment Panels

We have assumed that we will conduct six PJ panels related to the core recalibration for personnel and dollar resources for schools, along with three PJ panels to consider district functions and the adjustments necessary for small schools and districts. All three panels will be conducted during one week at a central location. One panel will consider district issues including central office staff, operations and maintenance, etc. A second panel will similarly consider these issues with a focus on small districts as well, while the third will address the needs of teaching and other staff at small schools. We anticipate the two central office PJ panels will last two days each and the small school panel will be one day long. We have assumed a week of travel for four individuals (Picus, Odden and two from Activate Research) for the core PJ panels, and travel for four days for four individuals (Picus, Odden, and two from District Leadership Solutions).

The six core PJ panels would take place in three locations across Wyoming with two panels conducted on the same day. The central office and other services panels would be conducted over three days with a one-day panel focused on small school adjustments and a two-day panel focused on the other issues.

Please note that our budget assumes that either the state or individual districts will pay for the time and travel of PJ panel participants.

Special Education

The costs of the proposed special education analysis are provided separately in the appendix describing District Management Group's proposal for assessing special education costs and delivery in Wyoming. The costs of the three options presented are also summarized in Table 3.

Table 3: Budget Summary

Recalibration w/o Special Education				
Study Component	Total Staff Days	Salaries	Indirect @ 5%	Total Personnel Cost
Basic Recalibration	334	\$ 615,375	\$ 30,769	\$ 646,144
Pre-K	13	\$ 27,750	\$ 1,388	\$ 29,138
School Safety	24	\$ 44,750	\$ 2,238	\$ 46,988
Distance Education	11	\$ 21,750	\$ 1,088	\$ 22,838
Transportation	20	\$ 32,750	\$ 1,638	\$ 34,388
Food Services	20	\$ 32,750	\$ 1,638	\$ 34,388
Subtotal for All Components	422	\$ 775,125	\$ 38,756	\$ 813,881
Estimated Travel Costs				\$ 90,520
Total Recalibration Costs (Picus Odden & Associates)				\$ 904,401
Special Education Recalibration Budget				
Workstream 1: Adequate Special Education Funding	110		\$ 192,500	
Workstream 1: Travel			\$ 18,000	
Subtotal Workstream 1				\$ 210,500
Workstream 2: Cost Effectiveness Study	80		\$ 140,000	
Workstream 2: Travel			\$ 4,000	
Subtotal Workstream 2				\$ 144,000
Workstream 3: Efficient and Equitable Distribution of Funds	95		\$ 166,250	
Workstream 3: Travel			\$ 9,600	
Subtotal Workstream 3				\$ 175,850
Total for All Special Education Studies	\$ 285			\$ 530,350

Appendices

1. District Management Group Proposed Scope of Work
2. CVs of Proposed Staff
 - Lawrence O. Picus
 - Allan Odden
 - Scott Price
 - Activate Research
 - Kathleen Hoyer
 - Kimberly Curtis
 - District Management Group (Included in Proposed Scope of Work Above)
 - District Leadership Solutions, LLC
 - Donald Schlomann
3. Budget Detail

November 23, 2019

Assessing the Adequacy and Means of Funding Services for Students with Disabilities in Wyoming

The District Management Group is pleased to present this rough draft proposal to help the state of Wyoming assess the adequacy and means of funding services for students with disabilities. Three large questions will be answered:

- 1. What is an adequate level of funding to meet the needs of students with disabilities?**
- 2. Can special education services be delivered more cost effectively, better outcomes at a lower cost?**
- 3. What is the most effective, efficient and equitable means of allocating special education funds to schools and districts?**

These questions will be answered through the lens of well established, research based, best practices for effectively and cost effectively serving students with special needs. This approach has a number of distinct benefits:

- Most importantly, it ensures that student needs are well met and sets the conditions for high levels of achievement for all students with disabilities.
- The best practices are cost effective and typically cost no more than other common approaches and often are less expensive.

The analysis will also consider current practices in the state. While embracing national best practices is beneficial, it is important to consider current norms and practices. Our work in more than 25 states shows clear state level patterns in how students with special needs are served and these current approaches will also be taken into consideration.

Finally, the national best practices will be modified to reflect the reality of a state with many small districts and schools that are geographically distant from each other. Our experience in a number of similar states and regions will guide this work.

We have offered three levels of support.

Workstream 1: What is an Adequate Level of Funding to Meet the Needs of Students with Disabilities?

Our approach is to calculate spending requirements based on school by school requirements. The key data driving the total school based and district-based need includes total students with disabilities, which will be further broken down into 3 categories:

- Students with mild to moderate disabilities
- Students with speech and language services only
- Students with severe disabilities

Reasonable staffing and funding levels for each cohort of need will be established. Staffing levels will consider more than traditional caseload-based formulas. In our experience this common approach can overburden some schools, under support others and often codifies inefficient practices. A more fair and reasonable approach is to consider workload and work responsibilities. This adds the additional dimensions of:

- Best practice staff utilization (time with students vs time in meetings and paperwork)
- Best practice group size (amount of time spent working 1 child at a time, groups of 2, 3, and so on).

These factors significantly impact staffing, funding requirements, quality of work life and student outcomes.

A sizable portion of special education funding serves a smaller number of high needs students with severe special needs. Staffing and spending requirements for these students will consider best practices for serving them in inclusive settings and balancing the need for specialized programs. The existence or lack thereof regional options will also be taken into consideration.

Key activities Include:

1a. Gather relevant data

1b. Gain a qualitative understanding of current special education practices

This step will include in the field visits to 25 schools across 10 districts. Schools and districts will be selected to be representative of the variation across the state including larger districts, smaller districts, city districts and rural districts. An equal number of elementary, middle and high schools will be included.

School and district visits will include:

- Interviews with senior leaders
- Focus groups with special educators
- Classroom visits

Conversations with relevant Department of education leaders and legislative leaders will also be held.

1c. Analyze existing staffing data

Based on available data such as staffing levels by role by district, we will understand existing staffing patterns across the state.

1d. Create a Wyoming specific staffing and funding model for special education services

The model will establish reasonable benchmarks for staffing and spending based on:

- Nationally established best practices for serving students with special needs.
- Modifications to reflect current state-based norms.
- Modifications for small, rural and/or geographically dispersed schools and districts.
- Reasonable expectations for time with students.
- Reasonable expectations for average number of students served during each session.
- Other considerations in the adequacy model such as RTI/MTSS general education interventions and staffing.

Separate models will be developed for students with mild to moderate disabilities, students receiving speech and language only and students with severe disabilities.

1e. Apply the Wyoming specific model to all schools and districts in the state

1f. Share initial findings for feedback with state and selected district leaders

The initial model and calculations will be sense checked with select school, district, and state leaders.

1g. Revise model based on feedback

The model will be updated based on feedback gathered.

1h. Share findings with state leaders

Up to 3 days and 3 trips to share and explain the findings are included.



Workstream 2: Cost Effectiveness study: Can more and better services be provided at a lower cost?

This add on study address the question of cost effectiveness and efficiency. This goes well beyond the question of can costs be reduced but rather can services and outcomes improved *and* simultaneously costs reduced or future cost increases mitigated. In our experience this is often possible.

2a. Gather quantitative understanding of current practices via online schedule sharing

An innovative component of this research is gathering detailed data re how special education staff use their time. Since staff costs are the vast majority of spending, this detail can help fine tune the adequacy spending model and highlight opportunities for more services without more staff. Modest changes in time with students, which average only 48% nationwide, can lead to 10-20% swings in required funding.

In a similar way, the schedule sharing yields actionable insights into average group size. Small changes in average group size can also lead to 10-20% swings in required funding.

Schedule sharing would be offered to all special education staff across the state. It is a quick and easy process. We have collected and analyzed nearly 60,000 staff schedules with this tool. This approach was instrumental in Vermont's redesign of special education services and funding.

See appendix 2 for an overview of the schedule sharing tool and sample analysis.

2b. Review state regulations and guidance for added cost and complexity.

Included in this assessment can be a review of state level regulations and state specific interpretation of federal IDEA regulations with a focus on identifying any state requirements that exceed federal requirements. All major extra requirements will be assessed against the following guidelines:

- Do they increase student achievement?
- Do they improve or harm staff workload and staff satisfaction?
- Do they add cost or complexity?

2c. Identify opportunities to increase student achievement and better manage costs statewide.

An actionable, practical report customized to the specific needs and realities of districts in Wyoming will be developed and shared. This can serve as both a short term action plan for districts and a long term planning guide for future legislation.

This report will incorporate the learning from both the first and second workstreams.



Workstream 3: What is the Most Effective, Efficient and Equitable Means of Allocating Special Education Funds to Schools and Districts?

This workstream will review the current funding allocation model and whether state regulations add costs beyond what is required by federal requirements. Key elements include:

3a. Review current allocation formula to assess intended and unintended consequences

All allocation formulas encourage and discourage certain behaviors. A review of documents through the lens of behavioral economics (nudge theory) and conversations with district leaders will be conducted.

3b. Review current allocation formula to assess to what extent it encourages or discourages the cost-effective best practices

Many funding formulas across the country pose obstacles to districts implementing the cost-effective best practices.

3c. Create a report summarizing finding and opportunities

3d. Share findings and opportunities with state leaders



Costs

Workstream 1: What is an adequate level of funding to meet the needs of students with disabilities?

	Total Cost	Consulting days
1a. Gather relevant data	\$192,500	110
1b. Gain a qualitative understanding of current special education practices		
1c. Analyze existing staffing data		
1d. Create a Wyoming specific staffing and funding model for special education services		
1e. Apply the Wyoming specific model to all schools and districts in the state.		
1f. Share initial findings for feedback with state and selected district leaders.		
1g. Revise model based on feedback		
1h. Share findings with state leaders		

In district research travel	\$12,000
Other travel (3 visits for 1 person, 1 day each visit)	\$6,000
Total travel	\$18,000

Workstream 2: Cost Effectiveness study: Can more and better services be provided at a lower cost?

	Total Cost	Consulting days
2a. Gather quantitative understanding of current practices via online schedule sharing	\$140,000	80
2b. Review state regulations and guidance for added cost and complexity.		
2c. Identify opportunities to increase student achievement and better manage costs statewide.		

Other travel (2 visits for 1 person, 1 day each visit)	\$4,000
Total travel	\$4,000

Workstream 3: What is the most effective, efficient and equitable means of allocating these funds to schools and districts?

3a. Review current allocation formula to assess intended and unintended consequences.	\$166,250	95
3b. Review current allocation formula to assess to what extent it encourages or discourages the cost-effective best practices.		
3c. Create a report summarizing finding and opportunities		
3d. Share findings and opportunities with state leaders		

In district research travel	\$5,600
Other travel (2 visits for 1 person, 1 day each visit)	\$4,000
Total travel	\$9,600



Consulting days are estimates. This is a fixed price proposal. The pricing in this proposal will remain valid for 90 days from the date of the proposal. If the proposal is not agreed and signed within 90 days, the offer made herein expires and pricing and availability of services cannot be guaranteed.



Appendix 1

Summary of best practices and the supporting research.

DMGroup has researched and has helped districts implement a wide range of best practices that have proven effective in allowing school districts to raise student achievement, expand services and improve parent satisfaction all within their financial constraints. This includes the What Works Clearing House, a leading source for field-proven best practices and other published studies, the recommendations of the National Reading Panel, the preeminent source for reading instruction, especially for students who struggle academically, John Hattie's "Visible Learning" meta-analyses, and DMGroup's experience working with dozens of high performing districts across the country. The Rennie Center for Education Research and Policy white paper on effective practices in special education serves as another key source of best practices.

The best practices include:

- Providing extra instructional time to master content
- Ensuring teachers with content expertise support all struggling learners
- A relentless focus on early literacy
- The importance of general education staff
- Expanding social and emotional supports by thoughtfully managing staff schedules and assigned responsibilities
- Allowing special educators to play to their strengths



Appendix 2

Overview of the schedule sharing tool and sample analysis

DMGroup will set up access to the online tool which then allows teachers, therapists, paraprofessionals, and others to share detailed information about their activities over a typical week.

Below is an example of the information that is captured for each period.

1 Enter your typical weekly schedule

2 Tell us more

3 Save & Log out

School

Westwood Middle School

Day

Monday

Start time

8 : 00 am

End time

9 : 00 am

Primary activity

Direct Instruction/Support

Direct Instruction/Support

Assessment/Collect Assessment Data

Assigned School Duties (i.e Bus Duty, Lunch Duty)

Attend IEP Meeting

Attend Meeting

Collaborating with Colleagues

Paperwork/IEP Writing

Parent Communication

Personal Lunch

Planning/Preparation

Professional Development

Student Observations

Travel

Setting

General education classroom

Topic

Math

Monday

Tuesday

Wednesday

Thursday

Friday

Westwood Intermediate School

8:00 AM

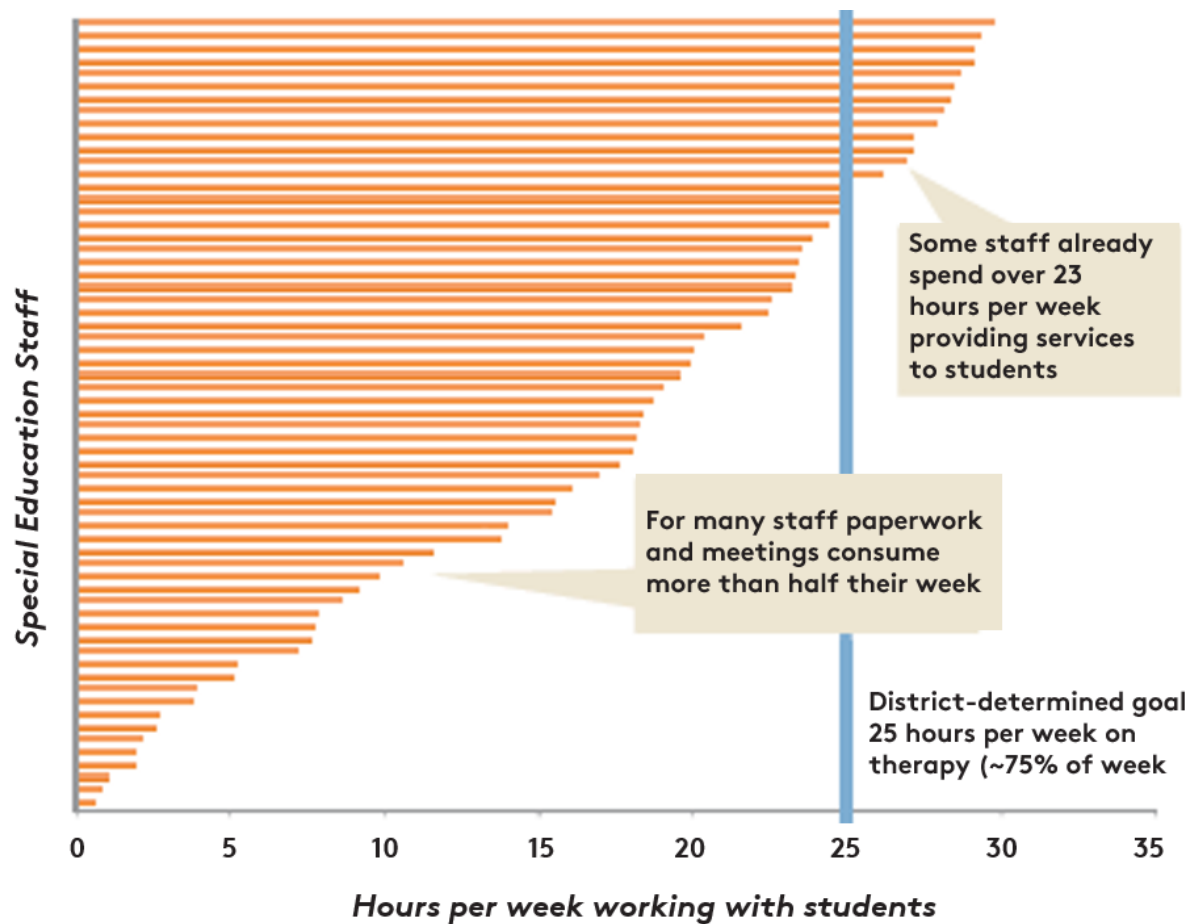
9:00 AM

1. Time with Students

With the data captured by this tool, great insights can be had, such as the amount of time teachers and therapists spend with students as opposed to time spent in meetings, on paperwork, and on other required tasks.

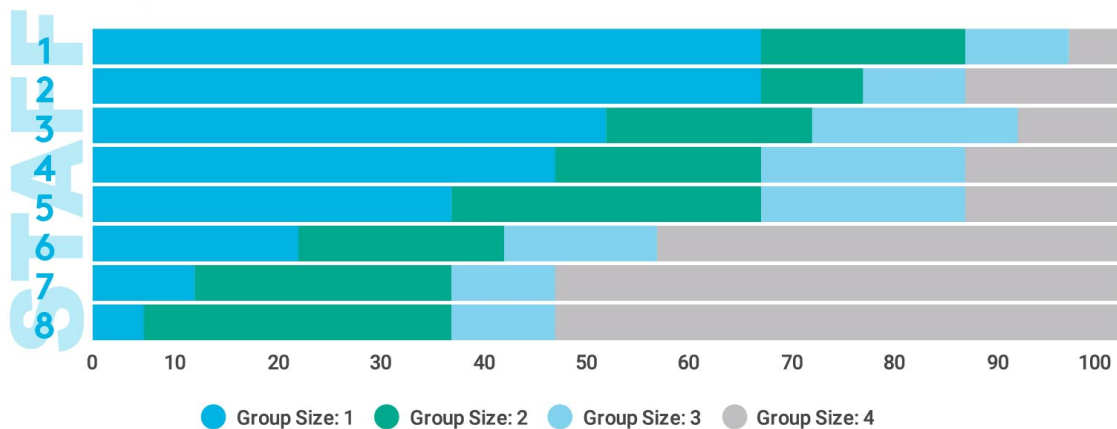
For example, based on the data captured in one district, DMGroup provided the findings below, which indicated that many special education staff spent a significant amount of time in meetings or on paperwork and spent under 25 hours a week with students. As a result of these findings, the district set a goal that 75% of special education staff's time be spent working directly with students.





2. Group Size

The schedule sharing technology provides valuable insight into group size. The different colors indicate the percentage of time that a practitioner spends working in various group sizes, such as one-on-one, groups of two, three, etc.



Project Leader

Nathan Levenson, Managing Director



Nathan brings years of experience working in school districts as a superintendent and school board member, in addition to his experience as a private sector CEO, allows him to bring a unique perspective to his work at DMGroup. He has been at DMGroup for ten years. Nate is a regular guest speaker and writer on special education and MTSS for multiple state-based and national School Superintendent, Special Education Director, and Business Official associations. Nate has led efforts to improve outcomes for students with disabilities and help districts better staff, schedule and manage school based personnel in over 100 districts across 25 states and is recognized as a national thought leader in improving special education.

DMGroup Project Experience Includes:

- Working with more than 100 districts in 25 states to help raise achievement and improve equity of both opportunity and outcomes with a focus on students with disabilities.
- Leading primarily research and author white papers in the fields of special education, cost effective best practices for serving struggling students, and expanding social, emotional and behavioral supports.
- Advising state and national policy makers on improving services to struggling students, including students with disabilities in K-12 despite tight resources.
- Training for aspiring or new superintendents in Connecticut, Florida, Louisiana, and Vermont.
- Statewide Professional Development sessions in improving outcomes for students who struggle with and without special needs across Florida sponsored by Florida Association of District School Superintendents.

Other Professional Experience Includes:

- Superintendent, Arlington, MA. Oversaw efforts that reduced the high school special education achievement gap by 40 points and reduced number of struggling readers K-5 by 68%
- Advisor to New Jersey Special Education Task Force

Publications Include:

- "Special Education and Interventions for New Era" to be published by Harvard Education Press, Spring 2020
- "Making School Scheduling More Strategic," *School Administrator*, 2018
- "Improving & Expanding Social, Emotional & Behavioral Supports," *District Management Journal*, 2017
- "Improving Special Education: DMC's Best Practices for Cost Effectively Raising Student Achievement," *District Management Journal*, 2016
- "Something Must Change: Rethinking Special Education," American Enterprise Institute, 2011.
- "Doing the most good: Academic Return on Investment," *Educational Leadership*, 2012.

Presentations:

Nate has also been an invited trainer on improving outcomes for students with special needs for New York City Public Schools, the Colorado Special Education Director's Association, Massachusetts Department of Education Special Education Division, and the Pennsylvania Special Education Administrators Association. Nate has also provided training on the topics of improving outcomes for students with special needs to organizations that



include:

- Florida Association of District School Superintendents (7 times)
- Louisiana Superintendents Academy (3 times)
- University of Connecticut Superintendent Training Program (6 times)
- Massachusetts Association of School Business Officials (3 times)
- Vermont Superintendents Association (8 times)
- Vermont, Maine and New Hampshire Association of School Business Officials
- AASA The School Superintendents Association (executive committee)

Education:

- BA from Dartmouth College
- MBA with distinction from Harvard Business School

Boards:

- Former Chair, Boxford, MA School Board
- Former Vice President, Merrimack Valley Habitat for Humanity
- Former UNCF, North East Region supporting African American students attending college



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EDUCATION

- 1988 The RAND Graduate School, Ph.D., Public Policy Analysis
Santa Monica, California
- 1987 University of Chicago, M.A. Social Science
- 1986 The RAND Graduate School. M.Phil. Public Policy Analysis
- 1977 Reed College, Portland, Oregon, B.A. Economics

AREAS OF PROFESSIONAL SPECIALIZATION

Education Finance, including the school finance adequacy, equity and distribution of funds to local school districts, the allocation and use of educational resources at the district, school, classroom and student level, and the legal aspects of school finance reform; School business administration and management; and the application of computer technologies to the operation and management of school systems.

PROFESSIONAL EXPERIENCE

Professor: Rossier School of Education, University of Southern California. April 1999 to the present.

Associate Dean for Research and Faculty Affairs: Rossier School of Education, University of Southern California July 2017 to the present.

Associate Dean for Faculty Affairs: Rossier School of Education, University of Southern California. January 2016 to July 2017.

Vice Dean for Faculty Affairs: Rossier School of Education, University of Southern California. January 2012 to January 2014.

Chair: Rossier School of Education, Faculty Council, June 2009 to June 2011.

Chair: Division of Policy and Administration, Rossier School of Education, University of Southern California. July 1999 to July 2002

Associate Professor: Department of Policy and Administration, Rossier School of Education, University of Southern California. September 1994 to April 1999.

Director: Center for Research in Education Finance, August 1993 to August 2000.
Assistant Professor: Department of Policy, Planning and Administration, School of Education, University of Southern California. August 1988 to September 1994.
Associate Director: Center for Research in Education Finance, December 1989 to August 1993
Consultant: The RAND Corporation. March 1989 to December 1994.
Graduate Fellow: The RAND Graduate School, the RAND Corporation. July 1984 to September 1988.

PROFESSIONAL PUBLICATIONS

Books

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- Picus, L.O., McCroskey, J., Robillard, E., Yoo, J., and Marsenich, L. (2002). Using Student Level Data to Measure School Finance Adequacy: An Exploratory Analysis. In Roellke, C. and Rice, J.K. eds. *Fiscal Issues in Urban Schools*. Volume 1 of *Research in Education Fiscal Policy and Practice*. Greenwich, CT: Information Age Publishing, Inc. pp. 181-201.
- Picus, L.O. (2001). Educational Governance in California: Defining State and Local Roles. In Sonstelie, J. and Richardson, P. (eds). *School Finance and California's Master Plan for Education*. San Francisco, CA: Public Policy Institute of California.

- Picus, L.O. (2001). "Urban School Reform and School Finance: Implications for Chicago." In Simmons, J. ed. *School Reform in Chicago: Lessons and Opportunities*. Chicago, IL: Chicago Community Trust, August. 215-224.
- Picus, L.O. (2001). Improving Student Learning: How Does Money Matter? In Joseph, L.B. (ed.). *Education Policy for the 21st Century*. University of Illinois Press. pp. 205-232
- Picus, L.O. (2001). California. In Sielke, C. Dayton, J., Holmes, C.T., Fowler, W. and Jefferson, A. (eds). *Public School Finance Programs of the United States and Canada 1998-99*. Washington D.C.: National Center for Education Statistics. Available at http://nces.ed.gov/edfin/state_finance/StateFinancing.asp/
- Picus, L.O. (2000). Current Issues in Public Urban Education. In Wassmer, R.W. *Readings in Urban Economics: Issues and Public Policy*. Malden MA: Blackwell Publishers. 283-294.
- Picus, Lawrence O. and Peternick, Lauri. (2000). Developing Student Resource Variables for the Early Childhood Longitudinal Survey. In Fowler, William, (ed.). *Developments in School Finance, 1998*. Washington, DC: National Center for Educational Statistics. pp. 105-125

SHORT RESUME FOR ALLAN R. ODDEN

EDUCATION: Columbia University, Ph.D., 1975; Columbia University, M.A., 1971; Union Theological Seminary, M. Div., 1969, Brown University, B.S., 1965

SPECIALIZATIONS: Public School Finance, Policy and Program Implementation, Effective Use of Resources, Resource Reallocation, Use of Resources after School Finance Reforms, Costs of School Improvement, Talent and Human Capital Management, Teacher Compensation, Decentralized School Management and School-Based Budgeting

PROFESSIONAL EMPLOYMENT

June 2000 to present	Principal Partner, Picus Odden and Associates
January 2008 to May 2013	Director, Strategic Management of Human Capital (SMHC)
March 1996 to May 2013	Co-Director, Consortium for Policy Research in Education (CPRE)
July 1993 to Dec. 2011	Professor, Educational Leadership & Policy Analysis School of Education, University of Wisconsin, Madison
December 1990 to May 2013	Director, Finance Center of CPRE
December 1989 to 1993	Director, USC Center for Research in Educational Finance
Sept 1984 to 1993	Assoc. & Full Professor, School of Education, University of Southern California
May 1985 to 1993	Co-Director, Policy Analysis for California Education (PACE)
June 1975 to August 1984	Assistant Executive Director, Dir. of Policy Analysis and Research, and Dir. Education Finance Center, Education Commission of the States
March 1979 to March 1980	President, American Education Finance Association
June 1974 to March 1975	Research Associate, Teachers College, Columbia Univ.
September 1967 to June 1972	High School Mathematics Teacher, New York City Schools

Director or lead consultant, State School Finance Commissions: Connecticut, 1974; South Dakota, 1976; Missouri, 1976, 1993; New York, 1978-1982; Texas, 1988-1989; New Jersey, 1991-92, 1997-98; Arkansas, 2003, 2005; Arizona, 2004; Wyoming, 2005, 2007, 2010, 2015; Washington, 2006; Wisconsin 2005-2007; North Dakota 2008, 2014; Vermont, 2011-12; Maine 2012-13; Maryland, 2014-2016; Michigan, 2015-16.

SELECTED BOOKS AND MONOGRAPHS

2019. School Finance: A Policy Perspective, Sixth Edition. New York: McGraw Hill. With Lawrence Picus. 1st edition in 1992.

2014 School Finance: A Policy Perspective, Fifth Edition. New York: McGraw Hill. With Lawrence Picus.

2012 Improving Student Learning When Budgets Are Tight. Corwin Press.

2011 Strategic Management of Human Capital in Education. Routledge Press.

2009 Ten Strategies for Doubling Student Performance. Corwin Press.

2009 Doubling Student Performance ... and finding the resources to do it. Corwin Press. With Sarah Archibald.

2007 How to Achieve World Class Teacher Compensation. St. Paul: Freeload Press. With Marc Wallace. Available for free download at: www.freeloadpress.com.

2007 Rewarding Teacher Excellence: A Teacher Handbook for State and Local Policymakers. Madison: University of Wisconsin. With Marc Wallace.

- 2004 Assessing Teacher, Classroom and School Effects. Peabody Journal of Education, 79(4). Special issue guest editor.
- 2002 Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools. 2nd Edition. Thousand, Oaks, CA: Corwin Press. With Carolyn Kelley.
- 2001 Reallocating Resources: How To Boost Student Achievement Without Spending More. Thousand Oaks, CA: Corwin Press. With Sarah Archibald.
- 2000 School Finance: A Policy Perspective, 2nd Edition. New York: McGraw Hill. With Lawrence Picus.
- 1999 School Based Financing. Thousand Oaks: Corwin Press. Edited with Margaret Goertz.
- 1998 Funding School for High Performance. With Carolyn Busch. San Francisco: Jossey-Bass.
- 1997 Paying Teachers For What They Know and Do: New and Smarter Compensation Strategies to Improve Schools. Thousand Oaks, CA: Corwin Press. With Carolyn Kelley.
- 1995 Education Leadership for America's Schools: An Introduction to Organization and Policy. New York: McGraw Hill. With the assistance of Eleanor Odden.
- 1992 Rethinking School Finance: An Agenda for the 1990s. San Francisco: Jossey-Bass.
- 1992 Conditions of Education in California: 1991. Berkeley, Calif.: University of California, Policy Analysis for California Education (PACE). With James Guthrie and Michael Kirst.
- 1991 Education Policy Implementation. Albany, N.Y.: State University of New York Press. An edited book of readings.
- 1991 Conditions of Education in California: 1990. Berkeley, Calif.: University of California, Policy Analysis for California Education (PACE). With James Guthrie, and Michael Kirst.
- 1990 Conditions of Education in California: 1989. Berkeley, Calif.: University of California, Policy Analysis for California Education (PACE). With James Guthrie and Michael Kirst.

SELECTED ARTICLES AND CHAPTERS

- 2019 Investing So Schools Work: Using the Evidence-Based Model in Three Pennsylvania School Districts. Analysis prepared for Research for Better Schools, Philadelphia, PA. Los Angeles: Picus Odden & Associates. Available at: www.picusodden.com.
- 2012 Getting Results with Limited Resources. In Getting to 2014 (and Beyond): The Choices and Challenges Ahead. Washington, D.C.: Education Section.
- 2012 Can We Pay for Current Education Reform? Principal Leadership. September.
- 2011 Schools Can Still Improve. Educational Leadership, 69(4), 14-15.
- 2011 Improving Teaching and Learning When Budgets are Tight. Phi Delta Kappan, 93 (1), 42-48. With Lawrence O. Picus.
- 2011 The Dollars and Sense of Comprehensive Professional Learning. Journal of Staff Development, 32(4), 26-32.
- 2011 Reinventing School Finance: Falling Forward. Peabody Journal of Education, Special Issue, 86(3), Spring 2011, 291-303. Editors Tamara V. Young and Bonnie Fusarelli. With Lawrence O. Picus.
- 2011 Manage "Human Capital" Strategically. *Phi Delta Kappan*, forthcoming, April.
- 2010 A 50 State Strategy to Achieve School Finance Adequacy. Educational Policy. With Lawrence O. Picus and Michael Goetz. 24(4), 628-654.
- 2010 Merging Costs with Effective Resource Strategies. In Jacob Adams, Jr., Ed. Smart Money: Using Educational Resources to Accomplish Ambitious Learning Goals (pp. 141-156). Cambridge: Harvard Education Press. With Michael Goetz and Lawrence O. Picus.

- 2008 School Level Resource Use in Arkansas Following an Adequacy Oriented School Finance Reform. Prepared for the Arkansas Legislature. With Michelle Turner Mangan and Lawrence O. Picus.
- 2008 Using Available Evidence to Estimate the Cost of Educational Adequacy. Education Finance and Policy. 3(3). 374-397. With Lawrence O. Picus and Michael Goetz.
- 2008 The Cost of Instructional Improvement: Resource Allocation in Schools Using Comprehensive Strategies to Change Classroom Practice. Journal of Education Finance, 33(4), 382-406. With Margaret Goertz, Michael Goetz, Sarah Archibald, Betheny Gross, Michael Weiss, & Michelle Turner Mangan.
- 2008 Strategic Management of Human Capital in Public Education. Madison: University of Wisconsin, Wisconsin Center for Education Research, Consortium for Policy Research in Education, Strategic Management of Human Capital. With James A. Kelly.
- 2008 New Teacher Pay Structures: The Compensation Side of the Strategic Management of Human Capital. Madison: University of Wisconsin, Wisconsin Center for Education Research, Consortium for Policy Research in Education.
- 2008 How to Fund Teacher Compensation Changes. Madison: University of Wisconsin, Wisconsin Center for Education Research, Consortium for Policy Research in Education.
- 2007 Intergovernmental Aid Formulas and Case Studies. In Helen Ladd and Ted Fisk, Eds. *Handbook of Research in Education Finance and Policy*. Published on behalf of the American Education Finance Association by Lawrence Erlbaum, Inc. With Lawrence O. Picus and Margaret Goertz.
- 2005 Teacher Accountability Measures and Links to Learning. In L. Stiefel & A. E. Schwartz & R. Rubenstein & J. Zabel (Eds.). Measuring School Performance and Efficiency: Implications for Practice and Research (pp. 137-161). Larchmont, NY: Eye on Education. With Anthony Milanowski & Steve Kimball.
- 2004 Assessing Teacher, Classroom, and School Effects, Including Fiscal Effects. Peabody Journal of Education. 79(4), 4-32. With Geoffrey Borman and Mark Fermanich.
- 2004 Lessons Learned About Standards-Based Teacher Evaluation Systems. Peabody Journal of Education. 79(4), 126-127.
- 2004 Assessing the Equity of Kentucky's SEEK Formula: A Ten Year Analysis. Journal of Education Finance. 29(4), 315-336. With Lawrence O. Picus and Mark Fermanich.
- 2004 Inside the Black Box of School District Spending on Professional Development: Lessons from Five Urban Districts. Journal of Education Finance. 30(1), 1-26. With Karen Hawley Miles, Mark Fermanich and Sarah Archibald.
- 2003 Equity and Adequacy in School Finance Today. Phi Delta Kappan. 85(2), 120-125.
- 2003 Using Public Education Money to Produce Higher Education Performance. In Brent Davies and John West-Burnham, Eds. Handbook of Educational Leadership and Management (pp. 324-334). London: Pearson Education Limited.
- 2003 Rethinking the Finance and Governance Systems for Improved Student Outcomes. In William Boyd, Ed. American Educational Governance on Trial: Change and Challenge (pp. 82-113). Chicago: National Society for the Study of Education. With Sarah Archibald and Mark Fermanich.
- 2003 Defining School-Level Expenditure Structures That Reflect Educational Strategies. Journal of Education Finance. 29(3), 323-356. With Sarah Archibald, Mark Fermanich and Betheny Gross.

- 2002 A Cost Framework for Professional Development. *Journal of Education Finance*, 28(1), 51-74. With Sarah Archibald, Mark Fermanich and H. Alix Gallagher.
- 2002 A Framework for Identifying Professional Development Costs. *Journal of Professional Development*. 23(2), 53-58. With Sarah Archibald, Mark Fermanich and H. Alix Gallagher.

Selected Reports

- 2008 *School Level Resource Use in Wyoming Following Adequacy-Oriented Finance Reform*. Prepared for the Wyoming Legislative Service Office. Available at, <<http://legisweb.state.wy.us/2008/interim/schoolfinance/Resources.pdf>>. With Lawrence O. Picus, Anabel Aportela, Michelle Turner Mangan, and Michael Goetz.
- 2012 *An Evaluation of Vermont's Education Finance System*. Los Angeles, CA: Lawrence O. Picus and Associates. Available at: <http://www.picusodden.com>. With Lawrence O. Picus, William Glenn, Michael Griffith & Michael Wolkoff
- 2010 *2010 Cost of Education Study: Submitted to the Select School Finance Committee of the Wyoming State Legislature*. Los Angeles, CA: Lawrence O. Picus and Associates. Available at: <http://www.picusodden.com>. With Lawrence O. Picus.
- 2010 *Using the Evidence-Based Model in Strategic Budgeting: Examples from four Diverse Ohio Districts*. Los Angeles, CA: Lawrence O. Picus and Associates. Available at: <http://www.picusodden.com>. With Lawrence O. Picus.
- 2009 *Making More Progress in Identifying How Schools Use Resources in Ways that Boost Student Performance on State Tests*. North Hollywood, CA: Lawrence O. Picus and Associates. Prepared for the Wyoming Department of Education. With Lawrence O. Picus, Sarah Archibald and Jo Smith.
- 2008 *Implementing School Finance Adequacy: School Level Resource Use in Wyoming Following Adequacy-Oriented Finance Reform*. North Hollywood, CA: Lawrence O. Picus and Associates. Prepared for the Wyoming Legislative Service Office. Available at, <<http://legisweb.state.wy.us/2008/interim/schoolfinance/Resources.pdf>>. With Lawrence O. Picus, Anabel Aportela, Michelle Turner Mangan, and Michael Goetz.
- 2007 *Moving From Good to Great in Wisconsin: Funding Schools Adequately and Doubling Student Performance*. Madison: University of Wisconsin, Wisconsin Center for Education Research, Consortium for Policy Research in Education. With Lawrence O. Picus, Sarah Archibald, Michael Goetz, Anabel Aportela and Michelle Turner Mangan. Available at: <http://www.picusodden.com>.
- 2006 Fermanich, Mark, Picus, Lawrence O., Odden, Allan, Mangan, M.T., Gross, B., & Rudo, Z. (2006). *A Successful-Districts Approach to School Finance Adequacy in Washington*. Analysis prepared for the K-12 Advisory Committee of Washington Learns. Available at <http://www.picusodden.com>.
- 2006 *An Evidence-Based Approach to School Finance Adequacy in Washington*. Report prepared for Washington Learns. With Lawrence O. Picus, Michael Goetz, Michelle Mangan and Mark Fermanich. Available at: <http://www.picusodden.com>.
- 2006 Odden, Allan, Picus, Lawrence O., & Goetz, Michael. *Recalibrating the Arkansas School Funding Structure*. A report prepared for the Adequacy Study Oversight Sub-Committee of the House and Senate Interim Committees on Education of the Arkansas General Assembly. Little Rock, AR.
- 2005 Odden, Allan, Picus, Lawrence O., Goetz, Michael, Fermanich, Mark, Seder, Richard C., Glenn, William, & Nelli, Robert. *An Evidence-Based Approach to Recalibrating*

- Wyoming's Block Grant School Funding Formula. Report prepared for the Wyoming Select Committee on Recalibration, Cheyenne, WY. <http://www.picusodden.com>.
- 2004 An Evidence-Based Approach to School Finance Adequacy in Arizona. Paper prepared for the Rodel Charitable Foundation of Arizona, Arizona. <http://www.picusodden.com>.
- 2003 Evidence-Based Approach to School Finance Adequacy in Arkansas. Paper prepared for the Joint Committee on Educational Adequacy. Little Rock, Arkansas. With Lawrence O. Picus. <http://www.picusodden.com>.
- 2003 A Professional Judgment Approach to School Finance Adequacy in Kentucky. Paper prepared for the Kentucky Department of Education. With Lawrence O. Picus and Mark Fermanich. <http://www.picusodden.com>.

SCOTT S. PRICE, Ph.D.

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Glendale, CA 91202
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EDUCATION

- 2003 University of Southern California, Los Angeles, California -- Ph.D., Educational Administration and Policy
1991 University of California - Irvine, M.A. Spanish Literature; Irvine, California
1987 Brigham Young University, B.A., Spanish, Russian (minor); Provo, Utah

CREDENTIALS AND CERTIFICATIONS

- 1992 Single Subject Teaching Credential; Spanish; 1994 BCLAD, Spanish

AWARDS

- 1996 Bilingual Fellow – US Department of Education

EXPERIENCE

Superintendent of Schools, Lennox School District

2019-current

- Serving as the Chief Executive Officer for the Lennox School District providing leadership in financial, instructional, and human resources matters
- Acting as the Secretary of the Lennox Board of Education, mutually preparing all board items and board activities
- Creating and implementing a fiscal stabilization plan to restore Lennox to financial stability
- Hand-Selecting a new district leadership team to focus on student achievement

Chief Financial Officer, Los Angeles Unified School District

2017- 2019

- Served as the Chief Financial Officer for Los Angeles Unified School District managing budget development, accounting and disbursements, payroll, financial and state reporting, capital finance, risk management, transportation, food services, debt management, internal control, unemployment, and LCAP development.
- Managed the \$7.5 billion general fund annual budget.
- Provided strategy for purchasing and utilizing all school construction bonds

Assistant Superintendent, Business Services – Chief Financial Officer **2014 -**
Los Angeles County Office of Education (80 districts, 1.7 million students) **2017**

- Served as the Chief Financial Officer for LACOE managing budget development, accounting and disbursements, payroll, financial and state reporting, capital finance, risk management, facilities, special education SELPA finance, interaction with state and national regulatory agencies, debt management, and internal control
- Provided financial and LCAP oversight to the 80 school districts of Los Angeles County.
- Advised the Superintendent and Board on financial, legal, and governmental matters; provide expertise to leadership, staff, and internal and external stakeholders
- Reviewed and advised district administrators on financial procedures, analysis of laws, rules, and policies and the implications of changes in these
- Provided debt management and TRAN pool for constituent districts

Assistant Superintendent, Business Services – Chief Business Officer **2010 -**
South Pasadena Unified School District (5 sites, 4,700 students) **2014**

- Served as the Chief Business Officer managing budget development, accounting, payroll, disbursements, financial and state reporting, capital finance, debt management, risk management and facilities
- Brought fiscal stability to a district in economic distress
- Initiated, developed, implemented and directed policies, procedures, and programs to increase compliance, effectiveness, and efficiency
- Served as a key member on the classified staff and the certificated faculty bargaining teams
- Set and implemented vision for the Business Division and established Board of Education, district, and community confidence and satisfaction
- Participated in the professional, PTA, Foundation, City, and community organizations
- Played essential role in the renewal of local parcel tax (73% approval, March 2013)

Administrator Business, Services **2006 -10**
Glendale Unified School District (32 sites, 26,000 students)

- Served as the Administrator of Business Services managing budget development for capital improvement projects, purchasing, compliance reporting, and conversion of financial systems
- Led in constructing and modernizing school campuses and buildings (over \$60 million)
- Converted District financial and human resources systems to County Office System from diverse antiquated systems to provide data driven finance

Director, Education Technology and Informational Services **2004 – 06**
Glendale Unified School District (32 sites; 6,432 workstations)

- Served as the Director of Educational Technology and Informational Services managing department budget and supporting all educational and business financial systems
- Led networking projects in school construction and modernization.
- Was a member of the Superintendent's Cabinet

- Developed and allocated the department budget and policy to meet district academic and financial priorities.
- Provided instructional and technological leadership to the District, certificated, and classified staff developing and implementing staff development.
- Modernized 12 year old financial system, finishing on time and under budget

**Clinical Assistant Professor
University of Southern California**

2000-07

- Acted as dissertation chair for 19 Ed.D. doctoral candidates (2005- 09) investigating the topics of the *First 90 Days of the Superintendency* and *First 90 Days of the Principalship*
- Created and taught graduate courses in instructional technology theory and practice
- Founded and organized USC Superintendents' Technology Summit (2000-2)
- Acted as Ph.D. lead for parallel dissertation group focusing on instructional technology and policy

**Director of Technology and Grants Development
Fullerton Joint Union High School District**

1998-04

- Led, conceptualized, participated, and partnered in grants totaling over \$5 million, the majority focusing on educational technology.
- Initiated community partnerships with other districts, county offices, universities and vendors including Intel, Microsoft, Riverdeep, and Viewsonic.
- Organized professional development efforts to integrate technology into the classroom
- Envisioned, planned and oversaw the installation and maintenance of all district networks and computers.

**Manager of Resources & Development; Technology for Learning Division
Los Angeles County Office of Education (LACOE)**

1996-98

- Facilitated the creation of 15 technology consortia encompassing Los Angeles County's 1.7 million students and 81 school districts
- Interfaced regularly with over 60 superintendents and their district leaders
- Obtained grants totaling over \$3.7 million.
- Facilitated technology plan creation in many school districts and for L.A.'s BEST, a city after-school program
- Managed and directed R&D technology unit
- Facilitated annual Technology for Learning Summit

**Program Coordinator; Title VII Grant Manager; Video Liaison
Palos Verdes Unified School District**

1996

- Developed and implemented curriculum in support of funding programs
- Proposed structure for the Entertainment Through Technology Academy

- Scripted, shot, edited, and coordinated cablecast of district instructional video projects; produced *High School Gab*.
- Taught advanced video course to high school and adult students
- Provided professional development in SDAIE methods
- Prepared evaluations and authored continuing grant proposals

Teacher; Spanish and ESL

1991-Chaffey Union High School District; Ontario, CA

1994-9

- Instructed Spanish-for-Spanish Speakers, Spanish, ELD classes
- Developed curriculum for a new English course with video/screenplay emphasis



Activate Research, Inc.

Corporate Capabilities Statement

Activate is a certified woman-owned small business that delivers social science research and consulting services to federal, state, and local government agencies as well as private sector enterprises. Our research team is staffed with education policy experts, including those who have direct experience working with education agencies to implement and evaluate school finance policy at both the state and local levels. This direct experience, coupled with our extensive experience designing and conducting research studies, enables us to carry out the following activities:

- Create sampling plans
- Develop interview protocols and observation guides
- Recruit participants
- Conduct interviews and focus groups
- Analyze data using qualitative data analysis software
- Conduct literature reviews
- Write findings reports
- Create publications targeted to a wide range of audiences

In addition to policy expertise and research capabilities, Activate staff possess extensive project management skills. Our project work is completed on time, within budget, and to the highest standards of quality and client satisfaction.

In the area of school finance, Activate's work has focused on assessing public school resource adequacy. In Vermont, Activate Research partnered with Picus Odden & Associates to evaluate the ways in which schools leveraged resources to promote student success. This work included selecting a sample of eligible schools, recruiting participant schools, collecting individual and focus group interview data, analyzing data, writing case study narratives as well as a cross-case analysis, and co-facilitating professional judgment panels. In Maryland, Activate partnered with the Maryland Equity Project at the University of Maryland, College Park to conduct a study evaluating the adequacy of the state's public education funding. Specifically, the study sought to analyze how successful schools (as measured by assessment data) used resources to improve outcomes for their students. Work on behalf of this project included qualitative data collection at three school sites, data analysis, and the composition of case narratives of multiple Maryland public school districts.





KATHLEEN MULVANEY HOYER

Summary of Professional Experience

Kathleen Mulvaney Hoyer, Ph.D., is a research scientist at Activate Research. Dr. Hoyer is skilled in research design, literature reviews, questionnaire development, data collection (e.g., individual and focus group interviews), data analysis (qualitative and quantitative), logic model development, meeting facilitation, and report writing. At Activate, Dr. Hoyer currently serves as a member of a research team investigating the implementation of the federal Unsafe School Choice Option (USCO) policy in all U.S. states and territories. Work for this project includes refining interview protocols, recruiting participants, conducting interviews, coding data, and reporting findings. Dr. Hoyer's management portfolio includes multiple projects that analyze National Center for Education Statistics (NCES) datasets to produce research publications, including the Publications, Education Analysis, and Reporting for Sample Surveys (PEARSS) project and Education Statistics Support Institute Network (ESSIN) Task 7 where she analyzes data and reports findings for *Statistics in Brief* and *Data Point* publications. For NCES's ESSIN Task Order 33, Dr. Hoyer wrote literature reviews and convened expert panels on the topics of homeschooling and virtual schooling. In the area of school finance, Dr. Hoyer's work involves examining the adequacy of school resources. In Vermont, she worked with Picus Odden & Associates to understand the ways in which Vermont schools leveraged resources to promote student achievement. For this project, she developed a sample design, recruited schools, collected individual and focus group interview data, analyzed data, wrote case study narratives and a cross-case analysis, and co-facilitated professional judgement panels. Dr. Hoyer also worked with the Maryland Equity Project to analyze how high achieving schools used resources to improve student outcomes. Dr. Hoyer's specific responsibilities for this project included qualitative data collection at three school sites, data analysis, and the composition of case narratives. Dr. Hoyer holds an M.A. in education policy and a Ph.D. in educational leadership and policy studies from the University of Maryland, College Park.

Work History

Activate Research, Inc., <i>Research Scientist</i>	2014 – present
American Institutes for Research, <i>Research Assistant</i>	2013 – 2013
University of Maryland, College Park, <i>Instructor</i>	2011 – 2013
University of Maryland, College Park, <i>Research Assistant</i>	2010 – 2013

Education

Ph.D., Education Leadership and Policy Studies, University of Maryland, College Park, 2015
M.A., Education Leadership and Policy Studies, University of Maryland, College Park, 2011
B.A., Philosophy, University of Notre Dame, Notre Dame, IN, 2008

Selected Project Experience

Title: Study of State Implementation of the Unsafe School Choice Option (USCO)
Client: U.S. Department of Education, Policy and Program Studies Service
Role: Research Scientist
Period of Performance: May 2019 – present



Collaborate with colleagues to conduct a qualitative study of how states developed and subsequently implemented the federally-mandated USCO policy. Specific tasks include refining interview protocols, recruiting participants, conducting interviews, coding and analyzing data, and assisting with the preparation of a final report.

Title: ESSIN Task Order 11/Task Order 7

Client: U.S. Department of Education, NCES

Role: Research Scientist

Period of Performance: January 2017 – present

Work with colleagues to identify slate of proposed publications, engage in data analysis, and create *Statistics in Brief* and *Data Point* publications using data from across NCES.

Title: PEARSS Task Order 2

Client: U.S. Department of Education, NCES

Period of Performance: April 2017 – August 2019

Role: Research Scientist

Collaborated with colleagues to develop a slate of proposed research topics, conduct literature reviews, engage in data analysis, and create *Statistics in Brief* and *Data Point* publications using NCES international survey data.

Title: ESSIN Task Order 33

Client: U.S. Department of Education, NCES

Role: Research Scientist

Period of Performance: March 2016 – March 2018

Collaborated with colleagues to assist the NCES National Household Education Surveys program plan for future data collection efforts around early childhood, homeschooling, and virtual schooling. Efforts involved writing literature reviews, convening an expert panel, and conducting cognitive interviews.

Title: Study of School Finance Adequacy in the State of Vermont

Client: Vermont Legislative Joint Fiscal Office

Role: Research Scientist

Period of Performance: August 2015 – December 2015

Assessed the cost of an adequate education in Vermont by analyzing the ways in which successful schools in Vermont leveraged their resources to promote student success. Specific work included selecting a sample of eligible schools, recruiting participant schools, collecting individual and focus group interview data, analyzing data, writing case study narratives, creating a cross-case analysis and co-facilitating professional judgment panels.

Title: Study of School Finance Adequacy in the State of Maryland

Client: Maryland State Department of Education

Role: Research Scientist

Period of Performance: October 2014 – September 2015

Studied the adequacy of education funding in the state of Maryland by examining how successful schools (as measured by assessment data) used their resources to improve outcomes for their students.

Specific work included qualitative data collection, data analysis, and the composition of case narratives of successful schools in multiple Maryland public school districts.

Selected Publications

Bahr, S., Sparks, D. & Hoyer, K. M. (2018). *Why didn't students complete a Free Application for Federal Student Aid (FAFSA)? A detailed look* (NCES 2018-061). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Hoyer, K. M., & Sparks, D. (2017). *Instructional time for third- and eighth-graders in public and private schools: School year 2011-12* (NCES 2017-076). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Molefe, A., Burke, M. R., Collins, N., Sparks, D., & Hoyer, K. (2017). *Postsecondary educational expectations and attainment for rural and nonrural students* (REL 2017-257). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.

Malkus, N. and Hoyer, K.M. (2016). *Instructional staff salary and benefits spending: 1991– 2011* (NCES 2016-156). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Malkus, N., Hoyer, K.M., and Sparks, D. (2015). *Teaching vacancies and difficult-to-staff teaching positions in public schools* (NCES 2015-065). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Cunningham, B.C., Hoyer, K.M., and Sparks, D. (2015). *Gender differences in science, technology, engineering, and mathematics (STEM) interest, credits earned, and NAEP performance in the 12th grade* (NCES 2015-075). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Rice, J.K., Malen, B., Jackson, C., and Hoyer, K.M. (2016). Administrator responses to financial incentives: Insights from a TIF program. *Leadership and Policy in Schools*, 16(3), 475-501.

Rice, J.K., Malen, B., Jackson, C., and Hoyer, K.M. (2015). Time to pay up: Analyzing the motivational potential of financial awards in a TIF program. *Educational Evaluation and Policy Analysis*, 37(1), 29–49.

Malen, B., Rice, J.K., Matlach, L.K.B., Bowsher, A., Hoyer, K.M., and Hyde, L. (2015). Developing organizational capacity for implementing complex education reform initiatives: Insights from a multi-year study of a Teacher Incentive Fund (TIF) program. *Educational Administration Quarterly*, 51(1), 133–176.

Rice, J.K & Hoyer, K.M. (2014). Professional development. In D. Brewer & L. Picus (Eds.), *Encyclopedia of Education Economics and Finance*. Thousand Oaks, CA: Sage.



KIMBERLY CURTIS, PH.D.

Summary of Professional Experience

Kimberly Curtis, Ph.D., currently serves as a research scientist at Activate Research. Dr. Curtis is an experienced researcher with a particular interest in case study methodology. She has extensive experience utilizing a variety of data collection methods including interviews, focus groups, surveys, field observations, and primary and secondary source document analysis. Dr. Curtis's areas of research interest include school finance, state education policymaking, teacher accountability, and international basic education. At Activate, Dr. Curtis is member of a research team investigating the implementation of the federal Unsafe School Choice Option (USCO) policy in all U.S. states and territories. This work includes refining interview protocols, recruiting participants, conducting interviews, coding data, and reporting findings. Dr. Curtis also works with the National Center for Education Statistics' (NCES) Education Statistics Services Institute Network (ESSIN) Task Order 10 for which she co-authored two white papers on the use of NCES teacher survey items in research studies. For Task Order 2 of NCES's Publications, Educational Analysis, and Reporting for Sample Surveys (PEARSS) project, Dr. Curtis supervised a team that conducted statistical analyses of NCES international survey data and produced two *Data Point* and one *Statistics in Brief* publications highlighting these analyses. Prior to joining Activate, Dr. Curtis worked at the University of Maryland where she taught case study research methodology to graduate students and coordinated a team of researchers conducting a mixed methods evaluation of a school finance initiative for Maryland's Prince George's County Public Schools (PGCPS). In this capacity, she supervised all aspects of project research, including study design, literature review, site selection, interview and focus group instrument development, data collection, interview transcription, coding, analysis, and presentation of findings. Dr. Curtis holds an M.A. and a Ph.D. in education policy studies from the University of Maryland, College Park.

Work History

Activate Research, Inc., <i>Research Scientist</i>	2016 – present
University of Maryland, <i>Research Associate</i>	2012 – 2014
World Bank, <i>Educational Consultant</i>	2000 – 2001
University of Maryland, <i>Research Assistant</i>	1999 – 2001
Academy for Educational Development, <i>Project Coordinator</i>	1993 – 1998

Education

Ph.D., Education Policy Studies, University of Maryland, College Park, 2011
M.A., Education Policy Studies, University of Maryland, College Park, 2002
B.A., History, University of Michigan, Ann Arbor, 1992

Selected Project Experience

Title: Study of State Implementation of the Unsafe School Choice Option (USCO)
Client: U.S. Department of Education, Policy and Program Studies Service
Role: Research Scientist
Period of Performance: May 2019 – present



Collaborate with colleagues to conduct a qualitative study of how states developed and subsequently implemented the federally-mandated USCO policy. Specific tasks include refining interview protocols, recruiting participants, conducting interviews, coding and analyzing data, and assisting with the preparation of a final report.

Title: PEARSS Task Order 2

Client: U.S. Department of Education, National Center for Education Statistics

Role: Research Scientist

Period of Performance: April 2017 – August 2019

Collaborated with colleagues to develop a slate of proposed research topics, conduct literature reviews, engage in data analysis, and create *Statistics in Brief* and *Data Point* publications using NCES international survey data.

Title: ESSIN Task Order 10

Client: U.S. Department of Education, NCES

Role: Research Scientist

Period of Performance: February 2017 – present

In 2017, worked with NCES to identify and recruit a diverse team of exemplary, K-12 teachers to serve on the first NCES Centerwide Teacher Panel (CTP). Currently, help to plan and facilitate a series of online and onsite meetings for the panel in Washington, D.C. During these meetings, teacher panelists provide NCES staff with actionable feedback on a range of teacher-focused issues including survey topics, recruitment procedures, and data reports. Additionally, co-write white papers focusing on the use of NCES teacher survey items in research.

Title: ESSIN Task Order 33

Client: NCES

Role: Research Scientist

Period of Performance: March 2016 – February 2018

Collaborated with colleagues to assist with the NCES National Household Education Surveys program plan for future data collection efforts around early childhood, homeschooling, and virtual schooling. Efforts involved conducting cognitive interviews with parents.

Title: District of Columbia Public Schools Alternate Science Assessment

Client: Office of the State Superintendent of Education, District of Columbia

Period of Performance: November 2016 – September 2017

Role: Research Scientist

Conducted a literature review comparing popular approaches to alternate assessment based on alternate achievement standards (AA-AAS) and exploring the appropriateness of portfolio assessment in assessing alternate achievement standards.

Selected Publications and Presentations

Publications

Academy for Educational Development. (1998). *Strengthening Achievement in Basic Education Project Final Report*. Washington, DC: U.S. Agency for International Development.

Malen, B., Curtis, K., Sinclair, K., Croninger, R., Garcia, A. & Egan, L. (2013). *In pursuit of equity, autonomy and improvement: A study of the student-based budgeting initiative in Prince George's County Maryland*. Upper Marlboro, MD: Prince George's County Public Schools.

Mintrop, H., Curtis, K. & Plut-Pregeli, L. (2004). Schools moving toward improvement. In *Schools on probation: How accountability works (and doesn't work)* (pp. 69-88). New York, NY: Teachers College Press.

Mintrop, H. & Curtis, K. (2004). Schools stuck in low performance. In *Schools on probation: How accountability works (and doesn't work)* (pp. 89-103). New York, NY: Teachers College Press.

Presentations

Student Based-Budgeting (SBB) as an educational reform strategy: Theory and Evidence. Paper presented at the annual meeting of the Association for Education Finance and Policy, San Antonio, TX, March 13-15, 2014. (with Laura Egan and Kristin Sinclair)

Designing and implementing Student-Based Budgeting (SBB) in a resource-strapped context. Paper presented at the annual meeting of the Association for Education Finance and Policy, San Antonio, TX, March 13-15, 2014. (with Laura Egan, Justin Dayhoff and Amaya Garcia)

Assessing the viability of Student-Based Budgeting (SBB) in resource-strapped, rule-bound context. Paper presented at the annual meeting of the Association for Education Finance and Policy, San Antonio, TX, March 13-15, 2014. (with Betty Malen)

The politics of non-incremental school finance reform: A case study analysis of Vermont's Act 60. Paper presented at the David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy, San Francisco, CA, April 4-6, 2006.

Organizational responses to probation. High-stakes accountability and school improvement: Results from a three-year study of schools on probation in Maryland and Kentucky. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA, April 10-14, 2001. (with Heinrich Mintrop)

DONALD SCHLOMANN

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Experienced central office administrator who is focused on helping school districts improve student learning through judicious use of resources assigned to the district. This is accomplished by utilizing research on best practices and realigning efforts to ensure resources are aligned to support these practices.

EXPERIENCE

JULY 2017 – PRESENT

MANAGING PARTNER, DISTRICT LEADERSHIP SOLUTIONS LLC

Work with a team of experienced superintendents to help school district improve their practices that leads to improved instruction. This is done through the use of research based best practices and by helping districts look at how best to implement these practices.

JULY 2007 – JULY 2017

SUPERINTENDENT, ST. CHARLES CUSD 303, ST. CHARLES, IL

Collaborated with the Board of Education and Community of a school district of 14,000 students to focus on “Instruction Matters”. More than 85% of our students entered into the college/career of first choice with a graduation rate of over 97%. In addition, we were able to lower property taxes by 22% during this time period making it the lowest taxing district in the area.

EDUCATION

MAY 2000

PHD EDUCATION LEADERSHIP, UNIVERSITY OF WISCONSIN-MADISON

Dissertation focus on resource reallocation to improve student instruction

MAY 1989

MS SCHOOL FINANCE, UNIVERSITY OF WISCONSIN-MADISON

Collaborative program with the School of Business and the School of Education Leadership focused on school business management and the financial support of schools.

ADDITIONAL EXPERIENCE

- President of Illinois Large Unit District Association (largest 50 districts)
- President of Wisconsin School Administrators Alliance
- Board Member Hapara (education software company)
- Superintendent of Schools Belvidere CUSD 100, Belvidere, IL
- Asst Superintendent Business Appleton and West Allis, WI
- Naval Officer Nuclear-Submarines

**Wyoming 2020 Recalibration
Budget Summary**

Recalibration w/o Special Education

Study Component	Total Staff Days	Salaries	Indirect @ 5%	Total Personnel Cost
Base Recalibration	334	\$ 615,375	\$ 30,769	\$ 646,144
Pre-K	13	\$ 27,750	\$ 1,388	\$ 29,138
School Safety	24	\$ 44,750	\$ 2,238	\$ 46,988
Distance Education	11	\$ 21,750	\$ 1,088	\$ 22,838
Transportation	20	\$ 32,750	\$ 1,638	\$ 34,388
Food Services	20	\$ 32,750	\$ 1,638	\$ 34,388
			\$ -	\$ -
Total for All	422	\$ 775,125	\$ 38,756	\$ 813,881
Estimated Travel Costs				\$ 90,520.00
Total Recalibration Costs (Picus Odden & Associates)				\$ 904,401

Special Education Recalibration Budget

Workstream 1: Adequate Special Education Funding	110	\$ 192,500	
Workstream 1: Travel		\$ 18,000	
Subtotal Workstream 1			\$ 210,500
Workstream 2: Costd Effectiveness Study	80	\$ 140,000	
Workstream 2: Travel		\$ 4,000	
Subtotal Workstream 2			\$ 144,000
Workstream 3: Efficient and Equitable Distribution of Funds	95	\$ 166,250	
Workstream 3: Travel		\$ 9,600	
Subtotal Workstream 3			\$ 175,850
Total for All Special Education Studies	\$ 285		\$ 530,350

**Wyoming 2020 Recalibration
Work Statement Budget
Personnel Costs Total Project w/o SPED**

Estimated Days

Category Number	Category Description	Picus	Odden	District Leadership Solutions	Activate Research (Lead Staff)	Activate Research (Associate)	Activate Research (Research Assistant)	Scott Price	Researcher	Misc. Clerical Assistance
Staffing for Core Programs										
1-5	Core, Specialist and CTE Teachers									
6	Minimum Teacher Staff Resources	5	7						5	
7-14	Other School Site Staff									
Dollar Per Student Resources										
15-16	GATE and PD							10		
17	Instructional Materials									
18	Assessment	5	7						5	
19	Technology							10		
20	CTE Equipment									
21	Activities			10						
Central Office Functions										
22-23	Central Office Functions	5	3	20						
Service for Struggling Students										
24-29	Struggling Student Services	4	5						5	
Staff Compensation and Regional and External Cost Adjustments										
33-36	Salary, Health and other benefits	3	7							
Additional Issues Related to the K-12 Funding Model										
37	Pre-K	3	5						5	
38	School Safety	6	3	10					5	
39	Distance Education	4	2						5	
40	Transportation	3	2	10					5	
41	Food Services	3	2	10					5	
Other Work Flow										
42	Core PJ Panels	7	9		7	6				5
43	Small Schools & Central office PJ Pane	5	4	6						5
44	Case Studies	2	5		52		45			5
45	Committee Meetings	12	12	4				2		
46	Initial Meeting with Staff	3	3							
47	Management	10	4							5
Total		80	80	70	59	6	45	22	40	20
		\$ 240,000.00	\$ 240,000.00	\$ 98,000.00	\$ 88,500.00	\$ 6,300.00	\$ 35,325.00	\$ 33,000.00	\$ 30,000.00	\$ 4,000.00

Total				
Total Salaries	Indirect 5%	Personnel	Travel	Total
\$ 775,125.00	\$ 38,756.25	\$ 813,881.25	\$ 90,520.00	\$ 904,401.25

**Wyoming 2020 Recalibration
Work Statement Budget
Personnel Costs**

Travel Costs

Committee Meetings 2 Days per Trip

	Traveler	From	Airfare	Days	Daily Cost	Car	Total	
Initial Visit								
	Picus	Los Angeles	\$ 850.00	2	\$ 780.00	\$ 300.00	\$ 1,930.00	
	Odden	Orlando	\$ 900.00	2	\$ 780.00		\$ 1,680.00	
	Trip total							\$ 3,610.00
Committee Meetings								
1	Picus	Los Angeles	\$ 850.00	2	\$ 780.00	\$ 300.00	\$ 1,930.00	
	Odden	Orlando	\$ 900.00	2	\$ 780.00		\$ 1,680.00	\$ 3,610.00
2	Picus	Los Angeles	\$ 850.00	2	\$ 780.00	\$ 300.00	\$ 1,930.00	
	Odden	Chicago	\$ 850.00	2	\$ 780.00		\$ 1,630.00	
	Price	Los Angeles	\$ 850.00	2	\$ 780.00		\$ 1,630.00	\$ 5,190.00
3	Picus	Los Angeles	\$ 850.00	2	\$ 780.00	\$ 300.00	\$ 1,930.00	
	Odden	Chicago	\$ 850.00	2	\$ 780.00		\$ 1,630.00	
	DLS	Chicago	\$ 850.00	2	\$ 780.00		\$ 1,630.00	\$ 5,190.00
4	Picus	Los Angeles	\$ 850.00	2	\$ 780.00		\$ 1,630.00	
	Odden	Chicago	\$ 850.00	2	\$ 780.00		\$ 1,630.00	
	DMG	Boston	\$ 1,200.00	3	\$ 1,170.00	\$ 450.00	\$ 2,820.00	\$ 6,080.00
5	Picus	Los Angeles	\$ 850.00	2	\$ 780.00		\$ 1,630.00	
	Odden	Orlando	\$ 900.00	2	\$ 780.00		\$ 1,680.00	
	DLS	Chicago	\$ 850.00	2	\$ 780.00		\$ 1,630.00	
	DMG	Boston	\$ 1,200.00	3	\$ 1,170.00	\$ 450.00	\$ 2,820.00	\$ 7,760.00
6	Picus	Los Angeles	\$ 850.00	3	\$ 1,170.00	\$ 450.00	\$ 2,470.00	
	Odden	Orlando	\$ 900.00	3	\$ 1,170.00		\$ 2,070.00	\$ 4,540.00
Core PJ Panels								
1	Picus	Los Angeles	\$ 850.00	5	\$ 1,950.00	\$ 750.00	\$ 3,550.00	
	Odden	Chicago	\$ 850.00	5	\$ 1,950.00		\$ 2,800.00	
	Hoyer	Washington	\$ 900.00	5	\$ 1,950.00		\$ 2,850.00	
	Curtis	Washington	\$ 900.00	5	\$ 1,950.00		\$ 2,850.00	\$ 12,050.00
Central Office/O&M/Small Schools (Assumes one two day and one 1 day PJ Panel)								
1	Picus	Los Angeles	\$ 850.00	4	\$ 1,560.00	\$ 600.00	\$ 3,010.00	
	Odden	Chicago	\$ 850.00	4	\$ 1,560.00		\$ 2,410.00	
	DLS	Chicago	\$ 850.00	4	\$ 1,560.00		\$ 2,410.00	
	DLS	Chicago	\$ 850.00	4	\$ 1,560.00		\$ 2,410.00	\$ 10,240.00
Case Study Site Visits (Each trip does two site visits)								
27,450	Hoyer	Washington	\$ 900.00	5	\$ 1,950.00	\$ 750.00	\$ 3,600.00	
	Ali	Washington	\$ 900.00	5	\$ 1,950.00		\$ 2,850.00	\$ 6,450.00
2	Hoyer	Washington	\$ 900.00	5	\$ 1,950.00	\$ 750.00	\$ 3,600.00	
	Ali	Washington	\$ 900.00	5	\$ 1,950.00		\$ 2,850.00	\$ 6,450.00
3	Hoyer	Washington	\$ 900.00	5	\$ 1,950.00	\$ 750.00	\$ 3,600.00	
	Ali	Washington	\$ 900.00	5	\$ 1,950.00		\$ 2,850.00	\$ 6,450.00
4	Hoyer	Washington	\$ 900.00	5	\$ 1,950.00	\$ 750.00	\$ 3,600.00	
	Ali	Washington	\$ 900.00	5	\$ 1,950.00		\$ 2,850.00	\$ 6,450.00
5	Hoyer	Washington	\$ 900.00	5	\$ 1,950.00	\$ 750.00	\$ 3,600.00	
	Ali	Washington	\$ 900.00	5	\$ 1,950.00		\$ 2,850.00	
Total Travel							\$ 90,520.00	\$ 84,070.00

Estimated Airfares

From	Cost
Los Angeles	\$ 850.00
Chicago	\$ 850.00
Washington DC	\$ 900.00
Orlando	\$ 900.00
Boston	\$ 1,200.00

Estimated Travel Costs Per Day

Meals	\$ 65.00
Hotel	\$ 250.00
Misc.	\$ 75.00

total \$ 390.00

Estimated Car Rental per Day

Car Rental 150

**Wyoming 2020 Recalibration
Work Statement Budget
Personnel Costs Total Project w/o SPED**

Estimated Days

Category Number	Category Description	Picus	Odden	District Leadership Solutions	Activate Research (Lead Staff)	Activate Research (Associate)	Activate Research (Research Assistant)	Scott Price	Researcher	Misc. Clerical Assistance
Staffing for Core Programs										
1-5	Core, Specialist and CTE Teachers									
6	Minimum Teacher Staff Resources	5	7						5	
7-14	Other School Site Staff									
Dollar Per Student Resources										
15-16	GATE and PD									
17	Instructional Materials							10		
18	Assessment	5	7						5	
19	Technology							10		
20	CTE Equipment									
21	Activities			10						
Central Office Functions										
22-23	Central Office Functions	5	3	20						
Service for Struggling Students										
24-29	Struggling Student Services	4	5						5	
Staff Compensation and Regional and External Cost Adjustments										
33-36	Salary, Health and other benefits	3	7							
Additional Issues Related to the K-12 Funding Model										
37	Pre-K									
38	School Safety									
39	Distance Education									
40	Transportation									
41	Food Services									
Other Work Flow										
42	Core PJ Panels	7	9		7	6				5
43	Small Schools & Central office PJ Panel	5	4	6						5
44	Case Studies	2	5		52		45			5
45	Committee Meetings	12	12	4				2		
46	Initial Meeting with Staff	3	3							
47	Management	10	4							
Total		61	66	40	59	6	45	22	15	20
		\$ 183,000.00	\$ 198,000.00	\$ 56,000.00	\$ 88,500.00	\$ 6,300.00	\$ 35,325.00	\$ 33,000.00	\$ 11,250.00	\$ 4,000.00

Total				
Total Salaries	Indirect 5%	Personnel	Travel	Total
\$ 615,375.00	\$ 30,768.75	\$ 646,143.75	\$ 84,070.00	\$ 730,213.75

**Wyoming 2020 Recalibration
Work Statement Budget
Personnel Costs Total Project w/o SPED**

Estimated Days

Category Number	Category Description	Picus	Odden	District Leadership Solutions	Activate Research (Lead Staff)	Activate Research (Associate)	Activate Research (Research Assistant)	Scott Price	Researcher	Misc. Clerical Assistance
Staffing for Core Programs										
1-5	Core, Specialist and CTE Teachers									
6	Minimum Teacher Staff Resources									
7-14	Other School Site Staff									
Dollar Per Student Resources										
15-16	GATE and PD									
17	Instructional Materials									
18	Assessment									
19	Technology									
20	CTE Equipment									
21	Activities									
Central Office Functions										
22-23	Central Office Functions									
Service for Struggling Students										
24-29	Struggling Student Services									
Staff Compensation and Regional and External Cost Adjustments										
33-36	Salary, Health and other benefits									
Additional Issues Related to the K-12 Funding Model										
37	Pre-K	3	5	0	0	0	0	0	5	0
38	School Safety									
39	Distance Education									
40	Transportation									
41	Food Services									
Other Work Flow										
42	Core PJ Panels									
43	Small Schools & Central office PJ Panel									
44	Case Studies									
45	Committee Meetings									
46	Initial Meeting with Staff									
47	Management									
Total		3	5	0	0	0	0	0	5	0
		\$ 9,000.00	\$ 15,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,750.00	\$ -

Total				
Total Salaries	Indirect 5%	Personnel	Travel	Total
\$ 27,750.00	\$ 1,387.50	\$ 29,137.50		\$ 29,137.50

**Wyoming 2020 Recalibration
Work Statement Budget
Personnel Costs Total Project w/o SPED**

Estimated Days

Category Number	Category Description	Picus	Odden	District Leadership Solutions	Activate Research (Lead Staff)	Activate Research (Associate)	Activate Research (Research Assistant)	Scott Price	Researcher	Misc. Clerical Assistance
Staffing for Core Programs										
1-5	Core, Specialist and CTE Teachers									
6	Minimum Teacher Staff Resources									
7-14	Other School Site Staff									
Dollar Per Student Resources										
15-16	GATE and PD									
17	Instructional Materials									
18	Assessment									
19	Technology									
20	CTE Equipment									
21	Activities									
Central Office Functions										
22-23	Central Office Functions									
Service for Struggling Students										
24-29	Struggling Student Services									
Staff Compensation and Regional and External Cost Adjustments										
33-36	Salary, Health and other benefits									
Additional Issues Related to the K-12 Funding Model										
37	Pre-K									
38	School Safety	6	3	10	0	0	0	0	5	0
39	Distance Education									
40	Transportation									
41	Food Services									
Other Work Flow										
42	Core PJ Panels									
43	Small Schools & Central office PJ Panel									
44	Case Studies									
45	Committee Meetings									
46	Initial Meeting with Staff									
47	Management									
Total		6	3	10	0	0	0	0	5	0
		\$ 18,000.00	\$ 9,000.00	\$ 14,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,750.00	\$ -

Total				
Total Salaries	Indirect 5%	Personnel	Travel	Total
\$ 44,750.00	\$ 2,237.50	\$ 46,987.50		\$ 46,987.50

**Wyoming 2020 Recalibration
Work Statement Budget
Personnel Costs Total Project w/o SPED**

Estimated Days

Category Number	Category Description	Picus	Odden	District Leadership Solutions	Activate Research (Lead Staff)	Activate Research (Associate)	Activate Research (Research Assistant)	Scott Price	Researcher	Misc. Clerical Assistance
Staffing for Core Programs										
1-5	Core, Specialist and CTE Teachers									
6	Minimum Teacher Staff Resources									
7-14	Other School Site Staff									
Dollar Per Student Resources										
15-16	GATE and PD									
17	Instructional Materials									
18	Assessment									
19	Technology									
20	CTE Equipment									
21	Activities									
Central Office Functions										
22-23	Central Office Functions									
Service for Struggling Students										
24-29	Struggling Student Services									
Staff Compensation and Regional and External Cost Adjustments										
33-36	Salary, Health and other benefits									
Additional Issues Related to the K-12 Funding Model										
37	Pre-K									
38	School Safety									
39	Distance Education	4	2	0	0	0	0	0	5	0
40	Transportation									
41	Food Services									
Other Work Flow										
42	Core PJ Panels									
43	Small Schools & Central office PJ Panel									
44	Case Studies									
45	Committee Meetings									
46	Initial Meeting with Staff									
47	Management									
Total		4	2	0	0	0	0	0	5	0
		\$ 12,000.00	\$ 6,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,750.00	\$ -

Total Salaries	Indirect 5%	Total Personnel	Travel	Total
\$ 21,750.00	\$ 1,087.50	\$ 22,837.50		\$ 22,837.50

**Wyoming 2020 Recalibration
Work Statement Budget
Personnel Costs Total Project w/o SPED**

Estimated Days

Category Number	Category Description	Picus	Odden	District Leadership Solutions	Activate Research (Lead Staff)	Activate Research (Associate)	Activate Research (Research Assistant)	Scott Price	Researcher	Misc. Clerical Assistance
Staffing for Core Programs										
1-5	Core, Specialist and CTE Teachers									
6	Minimum Teacher Staff Resources									
7-14	Other School Site Staff									
Dollar Per Student Resources										
15-16	GATE and PD									
17	Instructional Materials									
18	Assessment									
19	Technology									
20	CTE Equipment									
21	Activities									
Central Office Functions										
22-23	Central Office Functions									
Service for Struggling Students										
24-29	Struggling Student Services									
Staff Compensation and Regional and External Cost Adjustments										
33-36	Salary, Health and other benefits									
Additional Issues Related to the K-12 Funding Model										
37	Pre-K									
38	School Safety									
39	Distance Education									
40	Transportation	3	2	10	0	0	0	0	5	0
41	Food Services									
Other Work Flow										
42	Core PJ Panels									
43	Small Schools & Central office PJ Panel									
44	Case Studies									
45	Committee Meetings									
46	Initial Meeting with Staff									
47	Management									
Total		3	2	10	0	0	0	0	5	0
		\$ 9,000.00	\$ 6,000.00	\$ 14,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,750.00	\$ -

Total Salaries	Indirect 5%	Total Personnel	Travel	Total
\$ 32,750.00	\$ 1,637.50	\$ 34,387.50		\$ 34,387.50

**Wyoming 2020 Recalibration
Work Statement Budget
Personnel Costs Total Project w/o SPED**

Estimated Days

Category Number	Category Description	Picus	Odden	District Leadership Solutions	Activate Research (Lead Staff)	Activate Research (Associate)	Activate Research (Research Assistant)	Scott Price	Researcher	Misc. Clerical Assistance
Staffing for Core Programs										
1-5	Core, Specialist and CTE Teachers									
6	Minimum Teacher Staff Resources									
7-14	Other School Site Staff									
Dollar Per Student Resources										
15-16	GATE and PD									
17	Instructional Materials									
18	Assessment									
19	Technology									
20	CTE Equipment									
21	Activities									
Central Office Functions										
22-23	Central Office Functions									
Service for Struggling Students										
24-29	Struggling Student Services									
Staff Compensation and Regional and External Cost Adjustments										
33-36	Salary, Health and other benefits									
Additional Issues Related to the K-12 Funding Model										
37	Pre-K									
38	School Safety									
39	Distance Education									
40	Transportation									
41	Food Services	3	2	10	0	0	0	0	5	0
Other Work Flow										
42	Core PJ Panels									
43	Small Schools & Central office PJ Panel									
44	Case Studies									
45	Committee Meetings									
46	Initial Meeting with Staff									
47	Management									
Total		3	2	10	0	0	0	0	5	0
		\$ 9,000.00	\$ 6,000.00	\$ 14,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,750.00	\$ -

Total Salaries	Indirect 5%	Total Personnel	Travel	Total
\$ 32,750.00	\$ 1,637.50	\$ 34,387.50		\$ 34,387.50

Daily Rates

Team Member	Daily Rate	Hourly Rate (based on 8 hour day)
Lawrence Picus	\$ 3,000.00	\$ 375.00
Allan Odden	\$ 3,000.00	\$ 375.00
District Leadership Solutions	\$ 1,400.00	\$ 175.00
Kathleen Hoyer (Activate)	\$ 1,500.00	\$ 187.50
Kim Curtis (Activate)	\$ 1,050.00	\$ 131.25
Taisha Ali (Activate)	\$ 785.00	\$ 98.13
Scott Price	\$ 1,500.00	\$ 187.50
Researcher	\$ 750.00	\$ 93.75
		\$ -
Clerical Assistance	\$ 200.00	\$ 25.00