



AMERICAN INSTITUTES FOR RESEARCH

Wyoming Special Education Expenditure Project and Cost Based Funding Model

Final Report

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Submitted to:
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Table of Contents

Table of Contents	i
Acknowledgements	iii
Executive Summary	iv
Background	iv
Objectives of the Study	iv
General Approach	iv
Summary of Findings	v
Chapter I. Introduction	I-1
Overview of Study	I-1
Background	I-1
Purpose of the Study	I-1
Prior Research	I-1
The National Special Education Expenditure Project (SEEP)	I-2
Study Approach.....	I-3
The Wyoming Special Education Expenditure Project.....	I-3
The Resource Cost Model, or “Ingredients,” Approach	I-4
Role of the Wyoming State Department of Education.....	I-5
Defining Adequacy.....	I-5
Organization of Report.....	I-6
Chapter II. State Data on Special Education Spending and Enrollment: Comparisons Over Time, 1990-2001	II-7
Introduction	II-7
Changes Over Time in Wyoming.....	II-7
Changes in Wyoming Student Enrollment Over Time	II-7
Changes in Wyoming Education Expenditures Over Time	II-11
Comparison Between Wyoming, its Neighbors, and the Nation	II-17
Enrollment Comparisons.....	II-17
Expenditure Comparisons	II-20
Conclusions	II-24
Chapter III. SEEP-Derived Estimates of Special Education Spending, 2001-2002	III-25
A Conceptual Framework for Analyzing Special Education Spending.....	III-26
Total Spending on Special Education Students.....	III-27
Total Per Pupil Spending on Special Education Students.....	III-29
Allocation of Special Education Expenditures in Wyoming	III-31
Components of Special Education Spending	III-32
Direct Instruction and Instruction-Related Services	III-32
Administration and Support	III-33
Transportation	III-34
Per Pupil Spending on Special Education Services	III-34
Spending by Category of Disability	III-36
Distribution of Special Education Students.....	III-36
Expenditure Variations Across Disability Categories.....	III-37

Expenditure Variations Within Disability Categories.....	III-38
Variations in Per Pupil Expenditure by ABILITIES Index Score	III-40
Conclusions	III-41
Chapter IV. Defining Adequacy in Wyoming	IV-43
Context	IV-43
Process.....	IV-43
Differences in Per Pupil Spending	IV-45
Variations in Service By District	IV-49
Comparative Guidelines.....	IV-52
Recommended Guidelines.....	IV-58
Remoteness and Implications for Recommended Ratios.....	IV-61
Funding Approach Based on Guidelines.....	IV-64
Personnel Expenditures	IV-65
Non-Personnel Expenditures.....	IV-66
Expenditures for Other Services	IV-68
Total Expenditures	IV-69
Chapter V. Funding Model Implementation and Other Recommendations.....	V-70
Funding Based on Guidelines	V-70
Use of Guidelines for Program Monitoring	V-71
Implementing the Block Grant.....	V-72
A State-Level Special Education Contingency Fund.....	V-79
Other Recommendations	V-80
Bolstering capacity of the WDE.....	V-80
Use of state data	V-81
Regional services.....	V-82
Implications of Over- or Under-Staffing.....	V-83
Conclusion.....	V-83
References	85

Appendices

Appendix A: National SEEP Sampling Plan	A-1
Appendix B: National SEEP Data Collection Methods.....	B-1
Appendix C: Wyoming SEEP District and School Response Rates	C-1
Appendix D: Regular Education, Special Education, and Total Expenditure per School-Aged Special Education Student, Across Wyoming and All SEEP States.....	D-1
Appendix E: The ABILITIES Index	E-1
Appendix F: Exhibits F-1, F-2: Total Education Spending to Educate Special Education Students in Wyoming, 2001-2002	F-1
Appendix G: Schools Considered Remote by AIR Criteria, 2000-2001	G-1
Appendix H: Variations in Service by District, 2000-2001.....	H-1
Appendix I: Select Tables from the Center for Special Education Finance Report: <i>State Special Education Finance Systems, 1999-2000</i>	I-1
Appendix J: Data Tables for Exhibits.....	J-1

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Executive Summary

Background

In Wyoming, the state is operating under a state Supreme Court mandate, as specified in *Campbell v. Wyoming*, to define and cost-out an “adequate” education for all public school children in the state. Many of the issues underlying this mandate have been addressed through prior work done by Management Analysis and Planning, Inc. (MAP), as described in a report released in 1997, and further refined since that time. The definition of “adequate” special education services under this plan, however, remains unresolved. Under the current system, most special education resources and services are funded on a 100 percent reimbursement basis by the state. However, questions about the relative equity, efficiency, and incentives inherent in this approach remain.

Objectives of the Study

The objectives of the Wyoming Special Education Expenditure Project (SEEP) are threefold: 1) to determine how much is spent on special education across the state, 2) to define “adequate” resource guidelines for special education, and 3) to consider how to best fund special education in light of this definition. To these ends, this report presents both per student and total expenditure information from the Wyoming SEEP, along with breakdowns of these costs by key variables such as service, category of disability, and ABILITIES Index score. This report also compares overall spending in Wyoming with spending in other SEEP states and the nation so that Wyoming may compare its spending on special education in relation to other jurisdictions. Regarding the issue of “adequacy” in spending, this report presents findings on variations in special education spending and service levels across districts, and provides a cost model based on recommended staffing guidelines. Finally, it concludes with specific policy recommendations regarding special education funding in Wyoming.

General Approach

This study provides information on *actual* expenditures on special education, as well as a determination of “adequate” resource guidelines. In calculating actual expenditures, the study relied on survey information and the examination of existing documents and databases at the state, district, and school levels. Survey data for the 2001-02 school year were collected from all 48 districts and nearly all 400 schools across the state to ensure representation of the state as a whole. District special education administrators, school administrators, staff knowledgeable about special education programs and services, regular education teachers who interacted with special education students, special education teachers and related service providers were surveyed about how they spent their time and about the resources available in their classrooms. In addition, special education teachers and related service providers filled out surveys about special

education students for whom they provided services. Documents and databases requested include budgets, salary reports, enrollment reports, personnel listings, rosters, and schedules.

For the second part of the study, determining what is considered adequate in terms of special education, the study team throughout 2001 and 2002 met with a Cost Study Taskforce, convened by the Wyoming Department of Education (WDE) and made up of various constituencies, such as special education directors, state legislators, principals, and disability program directors. During these meetings, discussions were held regarding the issue of adequacy and alternatives to the current funding approach for special education. Additionally, the team conducted a review of research available on special education personnel caseloads, other state special education policies, and recommendations of professional organizations, and compared those data to the estimated current staffing practices in Wyoming. Based on this information, the team developed staffing guidelines for the provision of adequate special education services.

In addressing the final objective, the determination of an appropriate funding mechanism, the study team created a funding model which costs out the recommended staffing guidelines based on salary schedules developed by MAP for general education personnel. Also built into the model are expenditures for non-personnel and other services based on an extensive analysis of special education spending patterns for the 2000-01 school year.

Summary of Findings

Based on Wyoming SEEP data, during the 2001-02 school year, Wyoming spent about \$117.4 million on special education services, \$63.8 million on regular education services for special education students, and \$1.8 million on other special needs programs (e.g., Title I, programs for English language learners, and Gifted and Talented Education) for special education students. Total education spending for special education students in Wyoming amounted to \$181.2 million.

In the 2001-02 school year, the total spending used to educate a special education student in Wyoming is \$15,515, which includes \$9,957 for special education services, \$5,406 for regular education services, and \$1,821 for students in other special needs programs. In comparison, the total per pupil education expenditure across the nation is \$13,228.¹ In comparison to the other nine states that contracted for state SEEP studies, Wyoming expenditures tend to be above average.

Of the \$117.4 million spent on special education services, 88.3 percent (\$103.7 million) was allocated to direct instruction and instruction-related services, 8.5 percent (\$9.9 million) was allocated for administration and support, and 3.2 percent (\$3.8 million) was spent on special transportation. Instruction and instruction-related services include: instructional programs operated within public schools (79.6 percent), homebound and

¹ Expenditure estimate derived from 1999-2000 data and inflated to 2001-02 dollars using the Consumer Price Index (CPI), adjusted to the school year.

extended school year programs (1.6 percent), instructional programs operated outside the public schools (4.3 percent), and instructional programs operated by Boards of Cooperative Education Services (BOCES) (2.8 percent).

Expenditures by disability varied greatly in Wyoming, during the 2001-02 school year. The lowest average expenditure is for students with specific learning disabilities (LD), at \$12,351 per student, whereas the highest average expenditure is for students with visual impairment (VI), at \$39,734. However, it is important to emphasize that there is not only a lot of variation in per pupil expenditures across disability categories, but also within disability categories. This is the case for students with visual impairment (VI), where the high variation in expenditures makes it difficult to categorize them as a homogeneous group of students with similar needs.

In order to examine how variations across disability categories may be associated with variations in severity of disability, the ABILITIES Index was used. The Index is a measure of a student's functional abilities and was used as a survey instrument in SEEP to obtain additional information about the special education students sampled for the Wyoming study. A student with a more severe disability will have a higher score on the ABILITIES Index than a student with a less severe disability. These scores were compared with expenditures, and higher ABILITIES Index scores were found to be associated with higher per pupil education expenditures. This suggests that the ABILITIES Index may provide a good measure of student educational needs.

While the 100 percent reimbursement funding approach has not resulted in run-away student identification or spending within the state context over time, Wyoming's identification rate of special education students is five percent higher than the national average, and spending per student exceeds the average for the nation by over 17 percent. Furthermore, variations in identification, service, and spending have occurred under the current funding system. In 2000-01, special education identification varied from 8 to 29 percent of the student population across the 48 districts. While one district provided speech therapy to only one percent of special education children, nearly 70 percent of all special education students in another district received speech therapy. Average special education spending per student ranged from under \$6,800 to over \$13,000 across the state in 2000-01.

The study team recommends that the 100 percent reimbursement approach be replaced with block grant funding based on the special education staffing guidelines included in this report. The Cost Study Taskforce with which the study team worked recommended that the guidelines presented in this report serve only as guidelines and *not* as a basis for block grant funding.

The study team also recommends that these guidelines be used within the context of state monitoring to assess whether districts are adequately meeting the needs of special education students. When applied to the average daily membership of a district, the guidelines provide a concrete basis for considering the number of personnel necessary to provide appropriate services.

In regard to using the guidelines as a basis for future funding, we recommend a six-year phase-in and that districts not lose funding over that received in the base year (the base year used in the funding model presented in this report is 2001-02). Costing the resource guidelines with the two principles above in mind produces a funding model that would cost the state less than \$453,000 in supplemental revenues in the first year of implementation. It is important to note that the salaries used in this funding model are placeholders and will need updating, as appropriate salary adjustments need to be made for special education personnel. Therefore, the actual cost to the state may vary somewhat from the figure presented here. Crucial to the implementation of the block funding grant is the establishment of a special education contingency fund for districts facing extraordinary circumstances. Furthermore, enhanced regional services and state support are necessary. Supplemental positions in the Special Education Program of the WDE are needed to allow for bolstered state-level special education support, monitoring, and facilitation of regionalized services.

Chapter I. Introduction

Overview of Study

Background

In Wyoming, the state is operating under a state Supreme Court mandate, as specified in *Campbell v. Wyoming*, to define and cost-out an “adequate” education for all public school children in the state. Many of the issues underlying this mandate have been addressed through prior work done by Management Analysis and Planning, Inc. (MAP), as described in a report released by them in 1997, and which has been further refined since that time. The definition of “adequate” special education services under this plan, however, remains unresolved. Under the current system, most special education resources and services are funded on a 100 percent reimbursement basis by the state. However, questions about the relative equity, efficiency, and incentives inherent in this approach remain.

Purpose of the Study

The purpose of this study is three-fold: 1) to determine how much is spent on what special educational services, 2) to define “adequate” resource guidelines for special education, and 3) to consider how to best fund special education in the context of first two objectives. The first objective was accomplished through analysis of extant databases and survey data designed to supplement existing files. The second and third objectives were completed with input from the Cost Study Taskforce established for this project.

Prior Research

In the 1995 case of *Campbell v. Wyoming*, the Wyoming State Supreme Court deemed the State’s school finance system unconstitutional. It required an extensive cost of education study to be conducted in order to implement a new cost-based finance system, to be effective by July 1, 1997, which would be adequate and equitable.

In 1997, Management Analysis & Planning, Inc. (MAP) submitted a report to the Joint Appropriations Committee of the Wyoming State Legislature entitled, *A Proposed Cost-Based Block Grant Model for Wyoming School Finance*, which recommended the development of a modified census-based special education funding formula. Under this “modified” formula, districts would receive block grants to use at their discretion for special education services, according to district average daily membership. States would then ensure funding for “high cost” special education students by reimbursing 85 percent of their costs. If services for these particular students could not be covered in the district’s 15 percent share, extraordinary costs would be covered by a catastrophic reserve fund. In order to develop such a formula, MAP recommended that “the state should implement

procedures that allow tracking special education specific costs to each handicapping condition.”

The Legislature subsequently passed a bill to collect cost data by disability, for which Spectrum Consulting of North Logan, Utah, was contracted. As specified in the 1997 report, *Special Education Funding: Spending on Services*, Spectrum concluded that there was great variation between and within disability categories, both in terms of costs and educational needs. However, there were limitations in the cost data by disability, due to the fact that they only collected personnel costs. Nevertheless, due to the large variations found, Spectrum concluded that “a funding formula that relies on ‘disabling condition’ as a primary means of determining funding levels may not be appropriate,” and that a larger study was needed to more fully explore special education costs in the state.

Legislation was subsequently passed in January of 1998 to implement a system of 100 percent reimbursement for special education costs in districts across the state. Although this new funding mechanism has been reviewed and approved by the Court, an additional study was called for in order to review expenditures of special education programs and services, to “be used as a basis for establishing a cost-based method of funding special education programs and services, which would provide incentives to school districts to provide cost-effective programs and services.”² In response, the Wyoming Department of Education contracted with the American Institutes for Research (AIR) to conduct the Wyoming Special Education Expenditure Project (SEEP).

The National Special Education Expenditure Project (SEEP)

Interest in, and concern about, special education finance policy are not unique to Wyoming. Indeed, such concerns have increased across the states, as well as at the federal level, in recent years. According to *State Special Education Finance Systems and Expenditures, 1999-2000*, “over one-half of the reporting states (28 of 46) have reformed the way they fund special education over the past six years. In addition, 46% of the reporting states (21 of 46) are considering future formula changes, and 11 of these are states that have already made changes in the past six years.”³ In addition, the reauthorized *Individuals with Disabilities Education Act* (IDEA-97) changed special education funding provisions at the federal level.

Generally, however, special education expenditure data have been lacking. Prior to the current national SEEP, the most recent national study on special education expenditures and their relationship to regular education was conducted by Decision Resources Corporation for the 1985-86 school year (Moore et al., 1988). Reflecting the need for updated, comprehensive, and accurate information regarding special education expenditures and their relationship to regular education, IDEA-97 required studies to measure and evaluate the impact of the IDEA and the effectiveness of state efforts to provide a free, appropriate public education to all children with disabilities (per Sections

² Enrolled Act No. 27, Fifty-Sixth Legislature of the State of Wyoming, 2002 Special Session.

³ *Draft, State Special Education Finance Systems, 1999-2000*. Parrish, et al. (October 2001). Center for Special Education Finance.

618 of Part B and 674). Under this authorization, the Office of Special Education Programs (OSEP), U.S. Department of Education, funded the National Special Education Expenditure Project (SEEP)—the first national study of special education expenditures in 15 years.

Currently in the final analysis and dissemination phase,⁴ the national SEEP is providing OSEP with per student and total special education expenditures, with breakdowns by type of state, district, school, and student. The national SEEP is also examining such factors as the relationship between student poverty and the level of spending for students with disabilities, expenditures relating to inclusion, assessment, and the provision of services to preschool children, as well as detailed analyses regarding the relationship between regular and special education spending.

Study Approach

The Wyoming Special Education Expenditure Project (SEEP)

The first objective of the Wyoming SEEP is to estimate expenditures on special education and related services, by such breakouts as funding source, staffing category, and category of student disabilities, for the 2001-02 school year. The primary focus of our data collection effort was at the local education agency (LEA) level because only the individual LEAs can provide much of the detailed information required, such as what specific services are provided, where they are provided, and who is involved in the provision of these services. The SEEP team collected extant and survey data from each LEA in the state.

Prior to the development of these surveys, however, we examined existing databases for 2000-2001 available from the Wyoming Department of Education (WDE). We explored fiscal, personnel, and student data systems. The state was able to provide total education expenditures and total student enrollments from the “601” database, and state special education expenditures from the “401” database. Revenue data (state and federal) by district, student counts by school and district, and data from the Special Education Electronic Data Systems (SEEDS), which details student services and environment, were also provided to the SEEP team. These invaluable resources greatly reduced the burden of data collection placed on the LEAs.

There are nearly 400 schools in Wyoming’s 48 districts, and all of these were included in our survey data collection in 2002. Also included in the sample were the Northwest Wyoming Board of Cooperative Educational Services (BOCES), Northeast Wyoming BOCES, Region V BOCES, Wyoming Girls’ School, Wyoming Boys’ School, state hospital, Cathedral Home for Children, and the St. Joseph’s Children’s Home. Using special education student populations from the 2001 Common Core of Data (CCD) compiled by the National Center of Education Statistics, the SEEP team estimated the number of special education teachers and related service providers at each school, and

⁴ Reports on findings from the project are being made available at csef.air.org as they are released.

sent surveys to each district accordingly. Our purpose was to sample every special education teacher and related service provider at every school in Wyoming. A sample of regular education teachers was also selected from within each school. The sample of regular education teachers included up to nine teachers from each secondary school and up to six teachers from each primary school. The teachers were randomly selected by the school principal using a teacher roster and a set of written instructions from the SEEP team.

In addition, a sample of special education students was selected. Each special education teacher or related service provider was asked to follow a set of instructions as to how to select two of their students and to complete a questionnaire for these two students. Sampling instructions were included with each teacher and related service provider survey to ensure that students were selected properly, as well as to ensure appropriate representation of students with low-incidence disabilities.

Special education students served outside of the district (e.g., in a non-public school or other public agency) were also included in the sample. District directors of special education randomly selected up to three students who were served in “external” placements.

The SEEP team mailed the surveys to the school districts and schools between January 28 and February 8, 2002. A team of data collectors contacted the districts and schools by phone, fax, or email immediately after the mailing. After the initial contacts, there were a series of follow-up contacts made to ensure that the surveys would be complete by the March 15, 2002 due date. For some schools with special circumstances, the due date was extended until April 15. Wyoming SEEP sampling and data collection methods were based upon the national SEEP methods. See Appendix A for a detailed description of the SEEP sampling methods used and Appendix B for the SEEP data collection methods. See Appendix C for the Wyoming SEEP response rates.

The Resource Cost Model, or “Ingredients,” Approach

The methods used in this project to measure special education spending are referred to in the education cost analysis literature as the “ingredients” approach, or the Resource Cost Model (RCM).⁵ The RCM represents a “bottom-up” approach to the collection of data on educational service delivery systems. It organizes information on resources according to the resulting services. These resources include the teachers or paraprofessionals providing these services, the class size or number of students receiving these services at the same time, special equipment, and supplies and materials. Services include classroom instruction, professional development, consultation of resource teachers with regular classroom teachers, pullout programs in resource rooms, integrated services provided in regular classrooms to students with special needs, and overall administration and support.

⁵ For more detailed descriptions of the resource cost model applications, see Parrish (1994) and Chambers & Parrish (1994).

Role of the Wyoming State Department of Education

The Wyoming Department of Education provided invaluable support for this study. At the study's inception, the WDE arranged a videoconference between AIR and all of the district special education directors, as a means for AIR to provide information about the study and gain district support. The State Director of Special Education, Ms. Rebecca Walk, also signed letters of encouragement that were mailed with each survey. In addition, the WDE arranged for an incentive for participation in the study. The Department was actively involved in the data collection process, from reviewing the draft surveys to providing extant state data. Finally, the WDE assisted AIR in assembling the cost study Taskforce and convening meetings with the members for the policy component.

Defining Adequacy

For the second part of the study, determining what is considered adequate in terms of special education, the study team met with a Cost Study Taskforce, convened by the WDE and made up of various constituencies, such as special education directors, state legislators, principals, and disability program directors. During these meetings, discussions were held regarding the issue of adequacy and alternatives to the current funding approach for special education. In addition to the Taskforce members, the AIR research team visited eight districts across the state meeting separately with district special education directors, business managers, superintendents, teachers, and principals, to discuss their thoughts on the challenges of special education in their districts as well as their perspectives on the 100 percent reimbursement funding formula.

Additionally, the team conducted a review of research available on special education personnel caseloads, other state special education policies, and recommendations of professional organizations, and compared those data to the estimated current staffing practices in Wyoming. Based on information from all of these sources, Taskforce input, current practices, information received during our site visits, and other state guidance, the team developed staffing guidelines for the provision of adequate special education services.

Along with the Taskforce and discussions with other district personnel, the policy component included an extensive analysis of 2000-01 special education expenditures and data from the Special Education Electronic Data System (SEEDS), which provides information on services and placement of each special education student in the state. The 401 reimbursement expenditure files for 2000-01 provided by the Wyoming Department of Education provided the study team with a wealth of information regarding spending patterns of state special education funds by district and statewide. Using the student and expenditure data and estimates of federal spending, the study team was able to construct a cost model to generate revenues for the provision of special education based on recommended staffing guidelines presented in this report and spending patterns on non-personnel and other services in 2000-01. The model has been applied to the base year 2001-02 in Exhibit 44.

Organization of Report

In addition to this introductory chapter, this final report presents:

- State Data on Special Education Spending and Enrollment: Comparisons Over Time, 1990-2001 (Chapter II)
- SEEP-Derived Estimates of Special Education Spending, 2001-2002 (Chapter III)
- Defining Adequacy in Wyoming (Chapter IV)
- Funding Model Implementation and Other Recommendations (Chapter V)
- Appendices, including the final response rates for the Wyoming data collection and data tables for exhibits.

Chapter II. State Data on Special Education Spending and Enrollment: Comparisons Over Time, 1990-2001

Introduction

Wyoming's special education programs have experienced some important changes during the last decade. One notable change is the move to a 100 percent reimbursement funding formula, which was fully implemented in the 1998-99 school year.⁶ Previously Wyoming school districts were reimbursed for 85 percent of their special education expenses. In 1997-98, the transition year in which the legislation was passed, school districts were reimbursed for 100 percent of 1996-97 costs, regardless of actual expenditures. This chapter will examine trends in the state's special education enrollment and expenditures over time. Enrollment and expenditures will be considered overall and on a per pupil basis, and Wyoming will be compared with the United States as a whole and with its neighboring states. Please see Appendix J for data tables corresponding with the exhibits presented in this chapter.

Changes Over Time in Wyoming

The first section of this chapter examines the changes that have occurred in Wyoming's education enrollment and expenditure levels over the last decade. Special education trends are put in the context of overall patterns of student enrollment levels, and special education enrollments are further broken down into subpopulations according to Wyoming's disability categories. Changes in special education expenditure levels are presented and special education funding amounts are separated into state and federal contributions.

Changes in Wyoming Student Enrollment Over Time

An analysis of Wyoming student enrollment data provided by the Wyoming Department of Education⁷ demonstrates that Wyoming's special education enrollment is higher now than in 1990-91. At the same time, the number of all students has fallen, resulting in the special education population becoming a larger percentage of the state's total enrollment.

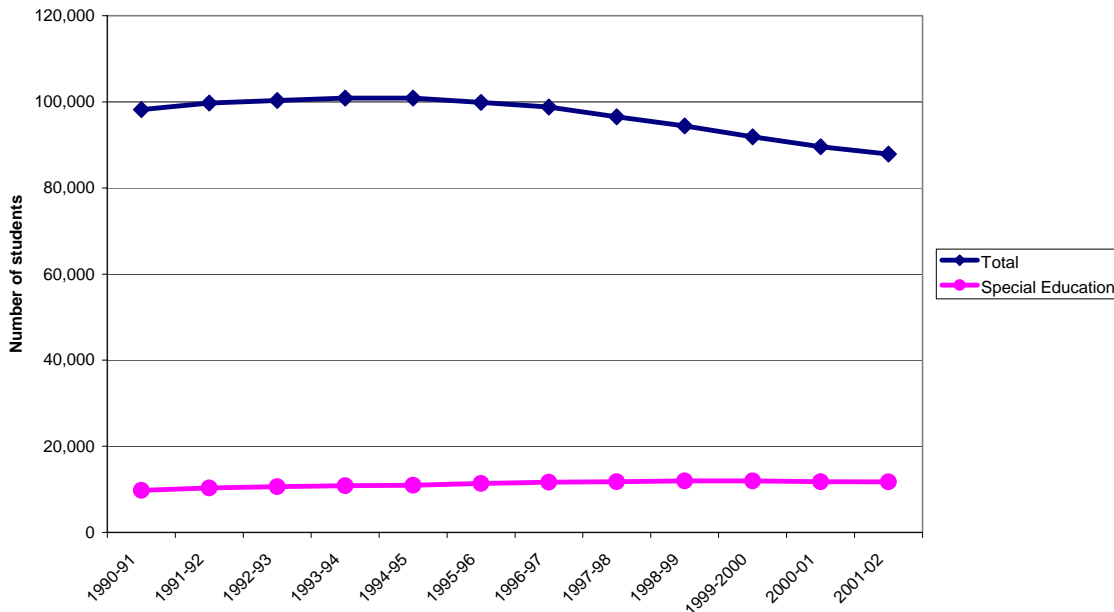
As shown in Exhibit 1, the overall enrollment level in Wyoming has declined over the past several years. From a peak of almost 101,000 from 1993-94 through 1994-95, the

⁶ Wyoming Department of Education Second Annual Special Education Report, Fiscal Year 2000; School Year 1999-2000.

⁷ Special Education Electronic Data System (SEEDS) database.

total number of students enrolled in the state has dropped to 87,864 in 2001-02 (a decline of 12.9 percent). However, the number of special education students has grown over the same period. In 1993-94, there were 10,830 special education students in the state. By 2001-02, this number rose to 11,750, an increase of 8.5 percent.

Exhibit 1. Wyoming Student Enrollment Trends, 1990-91 through 2001-02

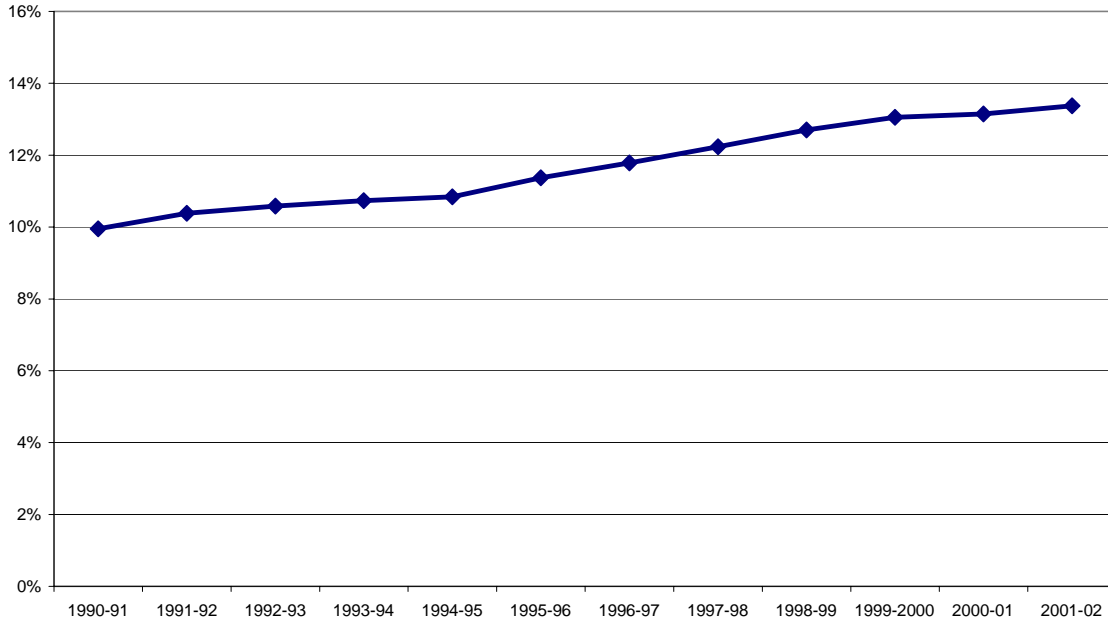


Source: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

One question of interest is whether or not special education enrollment increased between 1997-98 and 1998-99, when districts began operating under the 100 percent reimbursement funding formula. The data indicate a slight increase of 1.6 percent, from 11,807 students to 11,995. However, in 2001-02, enrollment dropped to 11,750, back below the 1997-98 level. Even with this drop, special education enrollment has declined at a slower rate than the total student population; the overall student enrollment has decreased 9.0 percent since 1997-98, while special education enrollment has dropped by only 0.5 percent.

The fact that special education enrollment has decreased at a slower rate than the total population since 1997-98 has meant an increase in the percentage of total enrollment represented by special education students (Exhibit 2). While this percentage increased somewhat between 1990-91 and 1994-95 (from 10.0 percent to 10.8 percent), the rate of increase accelerated in the following years, increasing from 10.8 percent in 1994-95 to 13.1 percent in 1999-2000. Over the last two years, though, special education as a percentage of total enrollment has increased only slightly, from 13.1 percent in 1999-2000 to 13.4 percent in 2001-02.

Exhibit 2. Wyoming Special Education Enrollment as a Percentage of Total Enrollment, 1990-91 through 2001-02



Source: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

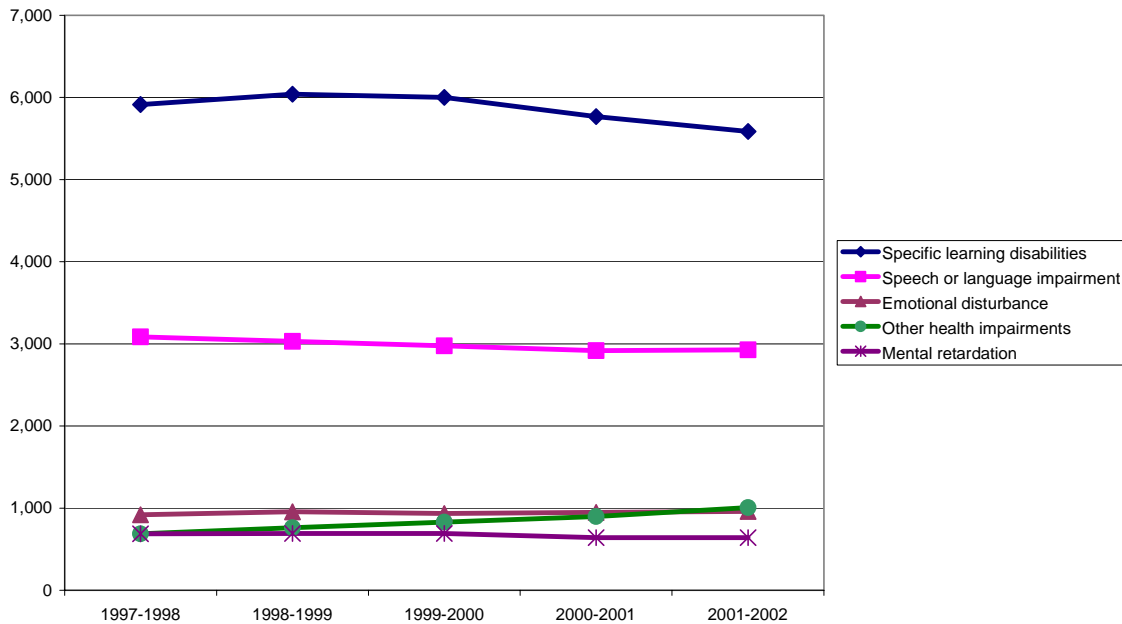
While the number of special education students in Wyoming changed little between 1997-98 (11,807 students) and 2001-02 (11,750 students), shifts did occur within individual disability categories (Exhibit 3). Given that the categories of specific learning disability, speech/language impairment, and other health impairment are the most prevalent disability categories in Wyoming, we might expect that these categories would show the most significant enrollment increases following implementation of the 100 percent reimbursement formula. Moreover, the specific learning disability and speech/language impairment categories are considered “soft” categories. This division into “soft” and “hard” categories is a somewhat artificial distinction, as all categories of disability contain some form of medical determination in their definition. However, some contend that categories such as specific learning disabilities and emotional disturbance, are more subjectively determined than such “hard” categories as deafness or blindness.⁸

Because the determination of “soft” disability categories may be more subjective, one might have predicted that the change to 100 percent reimbursement would encourage over-identification in these categories. On the other hand, as the prior reimbursement rate was also quite high, at 85 percent, it may also be argued that a change to 100 percent provides little added fiscal incentive. It may also be argued that the most prevalent factors

⁸ Algozzine, B., & Ysseldyke, J.E. (1987). In defense of different numbers. *Remedial and Special Education*, 8 (2), 53-56.

driving change in special education identification patterns are national in scope and not unique to Wyoming. Wyoming trends in relation to those across the nation are presented later in this chapter. In fact, the most significant change was a *reduction* in the number of students with specific learning disabilities. This category decreased from 5,915 students in 1997-98 to 5,587 in 2001-02, a drop of 328 students, or 5.9 percent. The decline was largely during the last two years, following two years of slight increases and decreases.

Exhibit 3. Wyoming Special Education Enrollment Trends for Selected Disability Categories, 1997-98 through 2001-02



Source: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

The number of students classified as having a speech or language impairment (the second most common category in Wyoming and another “soft” disability category) also dropped, showing a 5.2 percent decrease over the same time period, from 3,086 to 2,927 (159 fewer students). However, the third most common disability category, other health impairments, showed a marked *increase* of 46.6 percent over the period, from 687 in 1997-98 to 1,007 in 2001-02, an increase from 5.8 percent of the special education population to 8.6 percent. The category of mental retardation saw enrollment drop by 6.9 percent from 686 to 639, while the number of students in the emotional disturbance category increased from 919 to 960 (4.2 percent).

Changes in Wyoming Education Expenditures Over Time

This section discusses Wyoming's total and special education expenditures over the last decade, including both state and federal funds. It focuses on changes that have occurred, particularly since the change in funding formula. All figures are cost-adjusted to 2000-01 dollars using the Consumer Price Index.

The special education analyses are based on data provided by the Wyoming Department of Education showing state and federal special education funds for the years 1990-91 through 2000-01. It should be noted that the state accounts for special education expenditures in a different way than the approach used in SEEP, and therefore this section will include a different spending estimate than what appears in the Chapter 3 discussion of SEEP findings. The SEEP special education expenditure figures are derived using the same methods on which the national and all other state SEEPs were based. Because of the comprehensiveness and consistency of these methods, they allow the best basis for making comparisons between Wyoming, other SEEP states, and the nation. An advantage of the figures presented in this section is that they allow analysis over time within Wyoming and with neighboring states. National SEEP data do not allow these types of comparisons because they provide an estimate for a single point in time and because none of Wyoming's neighboring states contracted for individual SEEPs.

Data for total education expenditures are from the U.S. Census Bureau.⁹ These data and the special education spending figures paint a picture of a recent growth in special education expenditures, particularly when shown per individual special education student.¹⁰

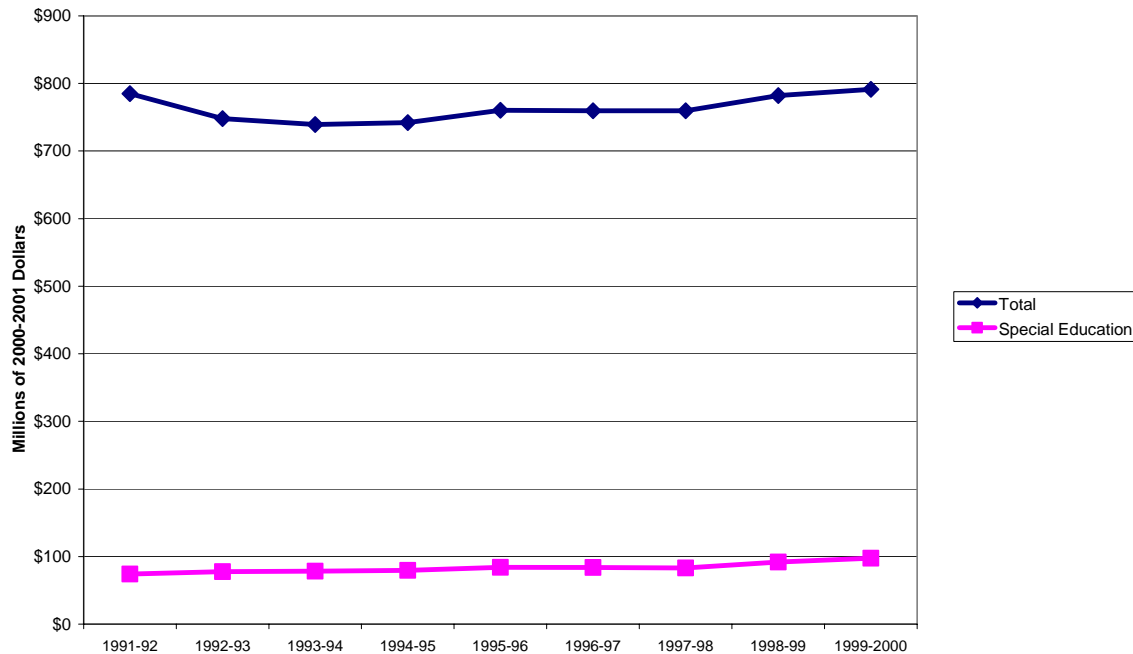
Wyoming's special education spending has increased steadily over the last decade while total education spending has fluctuated (Exhibit 4). Expressed in constant (2000-01) dollars,¹¹ total education spending in the state has changed much less than special education spending. Total education expenditures in 1999-2000 were only 0.9 percent higher than 1991-92 levels, and were 4.2 percent above 1997-98 levels.

⁹ U.S. Census Bureau: Federal, State, and Local Governments Public Elementary-Secondary Education Finance Data, ages elementary-secondary (<http://www.census.gov/govs/www.school.html>)

¹⁰ Medicaid revenues or other funding sources for special education services, such as mental health funds or private medical insurance, are not accounted for in the state special education revenues in the following exhibits. Please see Table I-4 in Appendix I for other sources of revenue used to provide special education services in other states. Table I-5 shows Medicaid revenues used in other states for special education as a percentage of state special education revenues and total special education expenditures in 1998-99.

¹¹ Total education expenditures from 1990-91 to 1999-2000 have been adjusted to 2000-01 dollars to be consistent with other expenditure exhibits throughout this section, all of which have been adjusted to 2000-01 dollars. Data for total expenditures from the U.S. Census Bureau are only available up to the 1999-2000 school year. While the WDE provided total expenditure data for the school years 1998-99, 1999-2000, and 2000-01, we used the U.S. Census Bureau data in order to consistently examine trends over the past decade.

Exhibit 4. Wyoming Special Education and Total Education Expenditures, 1991-92 through 1999-2000, in 2000-01 Dollars

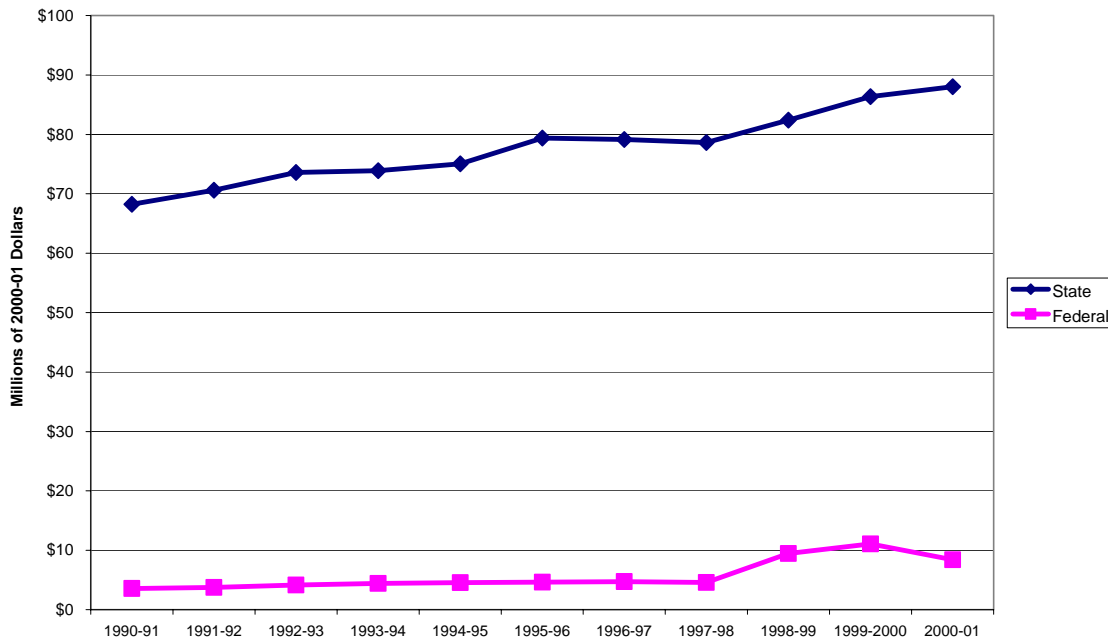


Source for total expenditures: U.S. Census Bureau: Federal, State, and Local Governments Public Elementary-Secondary Education Finance Data, ages elementary-secondary (<http://www.census.gov/govs/www.school.html>).
 Source for special education expenditures: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

Also expressed in constant (2000-01) dollars, special education expenditures in the state have followed a steady pattern, gradually increasing from \$74.3 million in 1991-92 to \$97.4 million in 1999-2000. This 1999-2000 special education expenditure level was 31.1 percent higher than the amount spent in 1991-92, and 17.1 percent higher than the amount spent in 1997-98, immediately prior to the change in Wyoming's funding formula. (While the 100 percent reimbursement formula was passed in January of 1998, it was not until the 1998-99 school year that districts were able to fully take advantage of the increased financial support.) While the increase in special education spending has been gradual, there was a noticeable rise from 1997-98 (before the formula change) to 1998-99, from \$83.2 million to \$91.9 million (a 10.4 percent increase).

This 10.4 percent increase in special education spending between 1997-98 and 1998-99 received substantial support from federal funding, which doubled from \$4.6 million in 1997-98 to \$9.5 million in 1998-99. The contribution from the state only rose by 4.8 percent during that year. This is shown in Exhibit 5, which separates Wyoming’s special education expenditures into state and federal contributions, again adjusted to 2000-01 dollars. Overall, in constant dollars the state contribution to funding special education in Wyoming shows a gradual increase, rising from \$68.3 million in 1990-91 to \$88.0 million in 2000-01. The 2000-01 figure is 29 percent higher than 1990-91, and 12 percent higher than 1997-98 (pre-100 percent reimbursement).

Exhibit 5. State and Federal Expenditures on Wyoming Special Education, 1990-91 through 2000-01, in 2000-01 Dollars



Source: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

The most significant increases in the state contribution to Wyoming special education are in the last three years, correlating with Wyoming’s implementation of the 100 percent reimbursement formula. The 1997-98 school year saw a slight decline of 0.01 percent (less than \$500,000) in state-level spending from the previous year, while 1998-99 (the first year of the new reimbursement approach) brought an increase of 4.8 percent, or \$3.8 million dollars over the previous year.

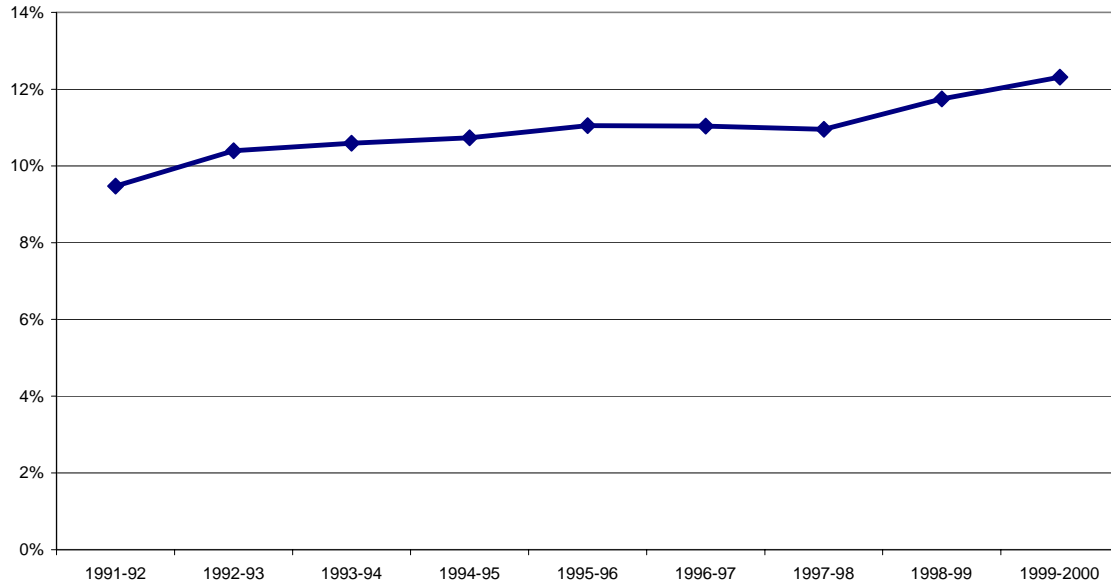
This increase in the state funding level from 1997-98 to 1998-99 is not surprising, since prior to 100 percent reimbursement, the state used an 85 percent reimbursement approach. Under this approach, school districts assumed the remaining special education expenditures with federal and local funds. As districts could no longer use local funds to

support special education following the initial court decision in 1995, the state's contribution would have had to increase to ensure maintenance of effort. Overall increases in special education spending in the state over this period would also be expected given the rising special education enrollment shown previously.

Federal funding for Wyoming special education also increased gradually between 1990-91 and 1997-98, from \$3.6 million to \$4.6 million. This was followed by two years of more significant increases, more than doubling to \$9.5 million in 1998-99 and rising again to \$11.1 million in 1999-2000. Due to changes in the federal funding formula, districts received federal grants 1.5 times the normal one-year grant during these two years. During the last year of the time period, WDE data show a reduction in federal revenues flowing to the districts, falling back to \$8.4 million, as districts returned to the normal one-year grant amount. Federal revenues ended at a level that was 136 percent higher than the federal amount in 1991-92 and 84 percent higher than in 1997-98, the year before the move to 100 percent reimbursement.

Exhibit 6 shows Wyoming's special education expenditures as a percentage of total education expenditures. The first year of data shows a noticeable increase in the percentage, rising from 9.5 percent in 1991-92 to 10.4 percent in 1992-93. The next several years are relatively flat, with 1995-1996 through 1997-98 showing special education expenditures at 11.0 percent of total education spending. In 1998-99, though, there is an increase to 11.7 percent, and this is followed in 1999-2000 with an increase to 12.3 percent. Again, this rise in special education as a percentage of total spending is not surprising given the previously shown trends in enrollment.

Exhibit 6. Wyoming Special Education Expenditures as a Percentage of Total Education Expenditures, 1991-92 through 1999-2000



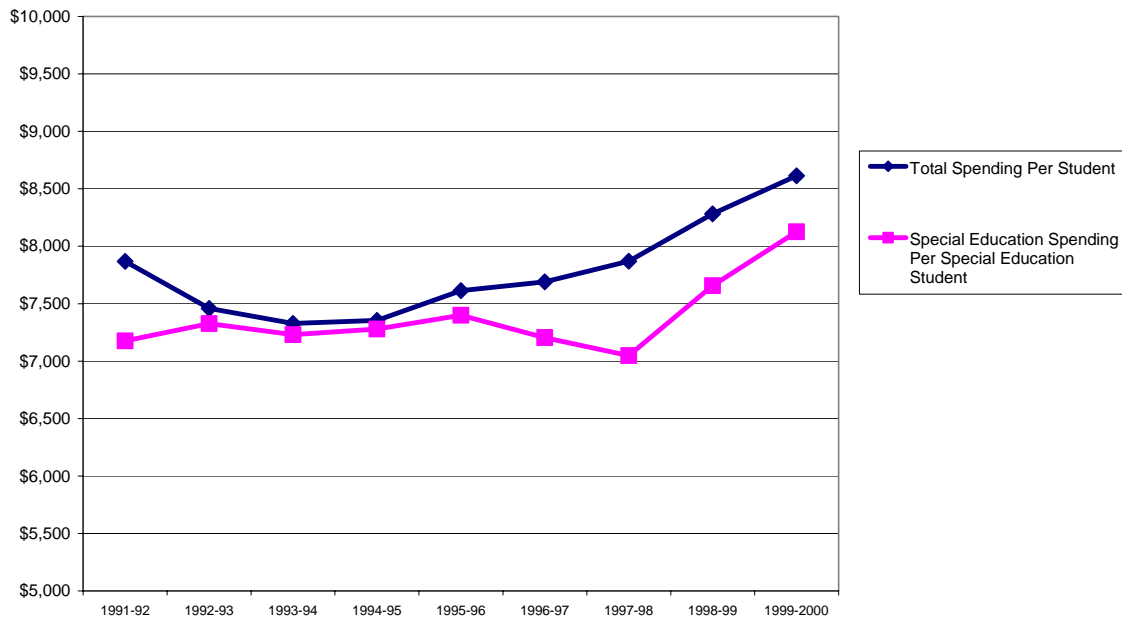
Source for total expenditures: U.S. Census Bureau: Federal, State, and Local Governments Public Elementary-Secondary Education Finance Data, ages elementary-secondary (<http://www.census.gov/govs/www.school.html>).

Source for special education expenditures: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

In addition to total special education spending, it is important to review trends in special education spending per pupil (Exhibit 7).¹² Total spending is shown per pupil, and special education spending is shown per special education student only. Total spending per pupil decreased during the first two years under consideration, but has increased every year since 1993-94. The years 1998-99 and 1999-2000 saw particularly sharp rises of 5.2 and 4.0 percent, respectively.

¹² Total education expenditures per student from 1990-91 to 1999-2000 have been adjusted to 2000-01 dollars to be consistent with other expenditure exhibits throughout this section, all of which have been adjusted to 2000-01 dollars.

Exhibit 7. Total and Special Education Spending Per Student, 1991-92 through 1999-2000, in 2000-01 Dollars



Source for total expenditures: U.S. Census Bureau: Federal, State, and Local Governments Public Elementary-Secondary Education Finance Data, ages elementary-secondary (<http://www.census.gov/govs/www.school.html>).
 Source for special education expenditures: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.
 Source for Total and Special Education Enrollment: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

The pattern of special education spending per special education student is less clear. Most noticeable are two years of decreasing expenditures from 1995-96 to 1997-98 (while total spending per pupil was increasing), followed by a sharp reversal between 1997-98 and 1999-2000. This may reflect the state's move to 100 percent reimbursement of special education spending. However, as the exhibit shows, the special education increases are similar to rises in the overall education spending per pupil that occurred at the same time: the 1998-99 increase of 8.7 percent corresponds to the 5.2 percent increase in total education spending in the same year, the 6.1 percent increase in 1999-2000 compares to a rise of 4.0 percent for total education. Overall, special education spending increased more over the period between 1997-98 and 1999-2000 (rising a cost-adjusted 15.3 percent) than did total education spending (which increased 9.4 percent).

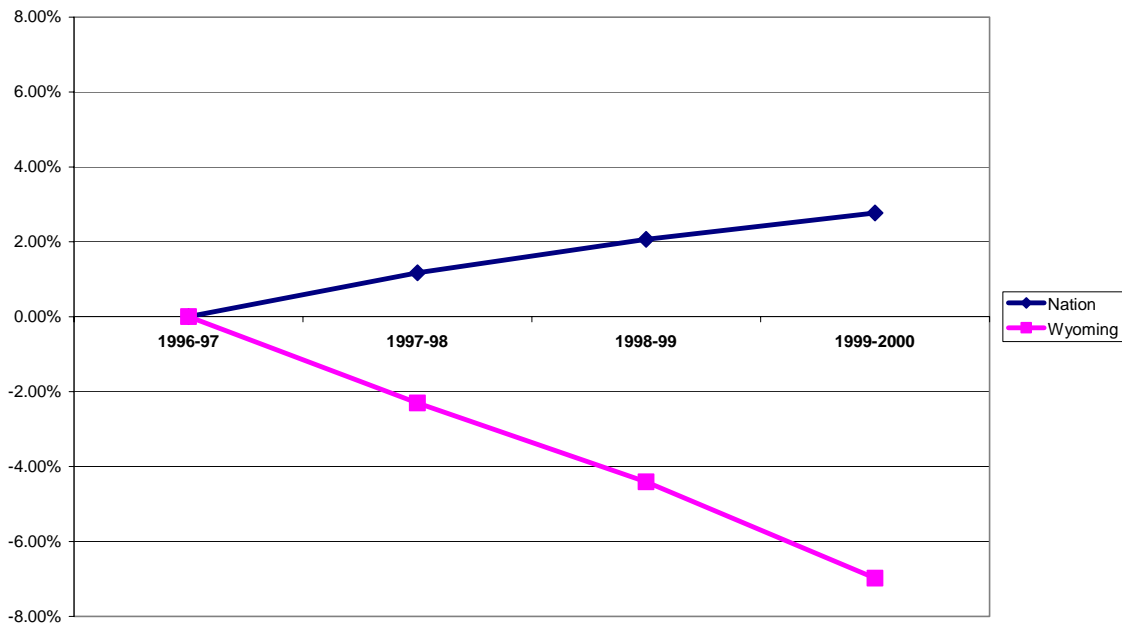
Comparison Between Wyoming, its Neighbors, and the Nation

Enrollment Comparisons

Juxtaposing Wyoming enrollment figures with data for the United States as a whole and for Wyoming’s neighboring states allows useful comparisons regarding changes over time in total and special education enrollment levels.

Exhibit 8 shows the percentage change in student enrollment levels in Wyoming and in the United States as a whole. It is clear that the trends are opposite here: national enrollment levels increased across the nation between 1996-97 and 1999-2000, while Wyoming’s student population saw a marked decline. The percentage change in those years was an increase of 2.8 percent across the country and a decrease of 7.0 percent in Wyoming.

Exhibit 8. Percentage Change in Total Enrollment in Wyoming and the Nation, 1996-97 to 1999-2000

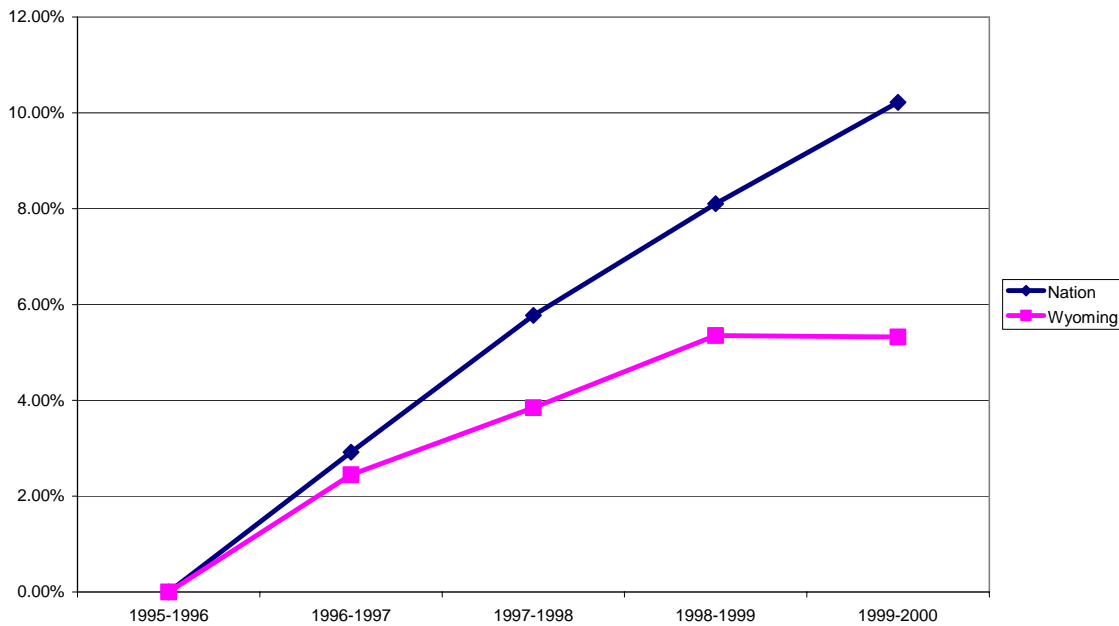


Source for national data: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and State Non-Fiscal Survey of Public Elementary/Secondary Education, 1996-97; 1997-98; 1998-99; and 1999-2000.
 Source for Wyoming data: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

While Wyoming’s total enrollment has declined in recent years, the number of special education students has increased (Exhibit 9). According to the SEEDS count, the number

of students receiving special education services grew from 11,353 in 1995-96 to 11,995 in 1998-99, then leveled off in 1999-2000 at 11,991. This appears to indicate that the change in Wyoming’s funding formula did not have a significant impact on the number of children receiving special education services in the state. The total increase in the state over the four-year period was 5.3 percent. Nationwide special education enrollment increased more than Wyoming’s, which is not surprising given the difference in overall enrollment patterns seen in the previous exhibit. The number of special education students in the nation rose from 5.6 million to 6.3 million, for a total increase of 10.2 percent.

Exhibit 9. Percentage Change in Special Education Enrollment in Wyoming and the Nation, 1995-96 to 1999-2000

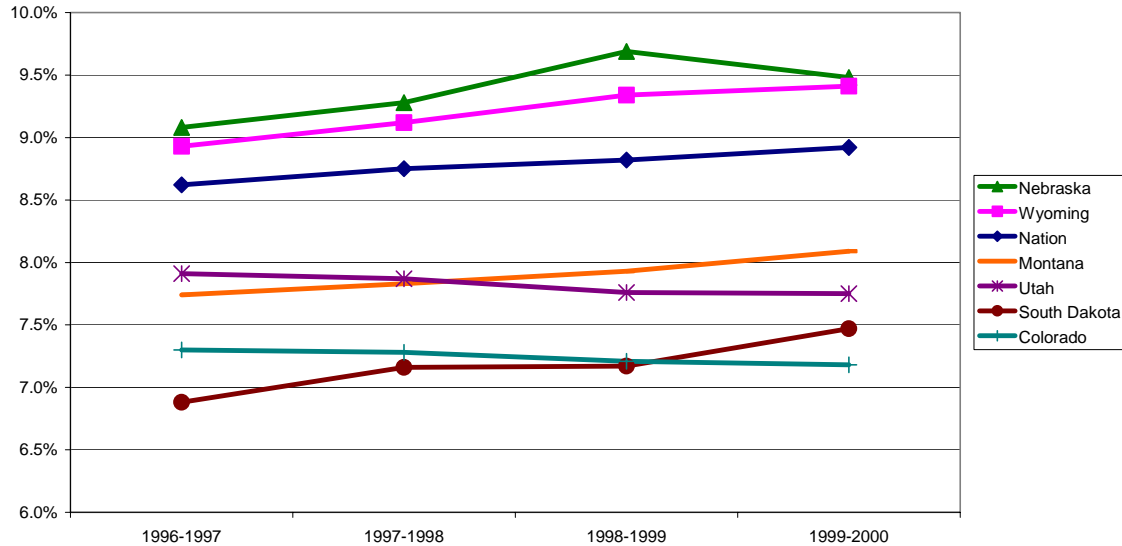


Source for national data: U.S. Department of Education. Annual Reports (19th-23rd) to Congress on the Implementation of the Individuals with Disabilities Education Act.
 Source for Wyoming data: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 10 shows how Wyoming and its neighbors compare to one another and the nation in the percentage of children receiving special education services. Note that these comparisons are based on the count of children, ages 6-21, in special education in relation to the estimated resident population for this age group.

Ranging from 8.9 percent in 1996-97 to 9.4 percent in 1999-2000, Wyoming’s special education enrollment percentages are higher than those of most of its neighbors and the nation. Nebraska is the only neighboring state with a higher percentage. However, it is worth noting that the other states (Colorado, Montana, Utah, and South Dakota) are significantly below the national average.

Exhibit 10. Percentage of Children Ages 6-21 Served in Special Education in Wyoming, Neighboring States, and the Nation (Based on Estimated Resident Population), 1996-97 through 1999-2000



Source: U.S. Department of Education. Annual Reports (20th-23rd) to Congress on the Implementation of the Individuals with Disabilities Education Act.

Further dividing these states' special education populations into specific disability categories (Exhibit 11) yields more information about the nature of Wyoming's special education student population and how it compares to other states and the nation as a whole. As a percentage of its total student population, Wyoming has more students with specific learning disabilities than any of its neighbors. Wyoming is highest at 4.8 percent, followed by Montana at 4.6 percent. Both states are above the national average of 4.5 percent. Wyoming is second to Nebraska in the percentage of students with speech or language impairments with 2.2 percent (Nebraska has 2.3 percent). These percentages are well over the 50-state average of 1.7 percent. In the category of mental retardation, however, Wyoming ties Montana for third highest with 0.6 percent, well behind Nebraska (1.5 percent) and the nation (1.0 percent). Wyoming's emotional disturbance percentage is almost identical to the national average, 0.75 percent vs. 0.74 percent, but higher than all neighboring states other than Colorado.

Exhibit 11. Special Education as a Percentage of Overall Student Population by Disability Category for Wyoming and Neighboring States, 1999-2000

State	Specific Learning Disabilities	Speech or Language Impairments	Mental Retardation	Emotional Disturbance
Wyoming	4.83%	2.17%	0.55%	0.75%
Colorado	3.57%	1.32%	0.35%	0.90%
Montana	4.55%	1.53%	0.55%	0.46%
Nebraska	3.97%	2.31%	1.47%	0.69%
South Dakota	3.88%	1.70%	0.76%	0.33%
Utah	4.50%	1.38%	0.51%	0.60%
50 States and D.C.	4.50%	1.72%	0.95%	0.74%

Source: U.S. Department of Education. 23rd Annual Reports to Congress on the Implementation of the Individuals with Disabilities Education Act.

Expenditure Comparisons

The counterpart to the preceding explanation of special education enrollment levels is a discussion about the expenditures that accompany those student numbers. Data on Wyoming in this section are from the Wyoming Department of Education, while data for neighboring states and the nation are based on data each state submitted in response to a survey sent by the Center for Special Education Finance (CSEF).¹³ These reports are collections of data that each state has reported about its own special education spending. All amounts presented below are adjusted to 1998-99 dollars.

These data allow comparison of Wyoming to its neighboring states. The figures presented differ from those to be presented in Chapter 3 due to different methods of calculation and different sources. Caution must be used in drawing conclusions from the data shown in this chapter for three reasons. First, the information is self-reported by each state. Second, states often use different methods and definitions when calculating special education spending, making comparability between states difficult. Third, many states have struggled to understand their own special education expenditures, and the states in question reported varying degrees of confidence in the numbers that they provided (Exhibit 12). Of the states discussed, only Montana claimed to be “highly confident” of the data reported for both years under consideration.

¹³ These survey results are summarized in *State Special Education Finance Systems, 1994-1995* (Parrish, et al., June 1997), and in *Draft, State Special Education Finance Systems, 1999-2000* (Parrish, et al., October 2001).

Exhibit 12. States' Confidence Level in Self-Reported Special Education Expenditures

State	1993-94	1998-99
Colorado	Highly Confident	Confident
Idaho	(no data)	Somewhat Confident
Montana	Highly Confident	Highly Confident
South Dakota	Highly Confident	(no data)
Utah	(no data)	Confident

Scale:

Highly Confident
 Confident
 Somewhat Confident
 Not Confident

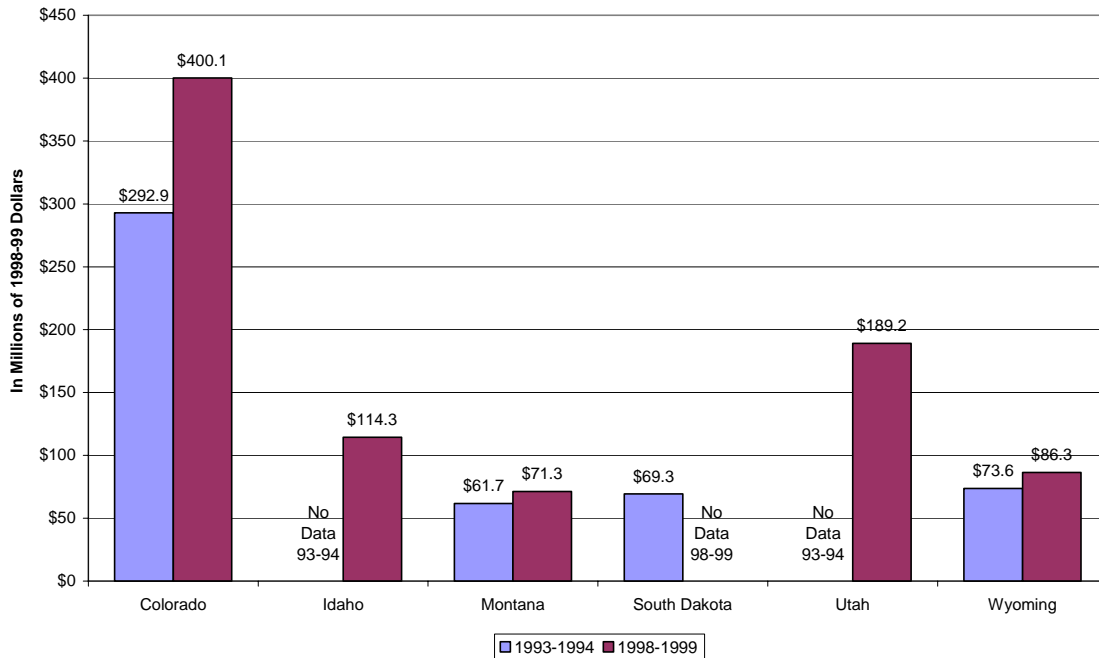
Source for 1993-94 figures: *State Special Education Finance Systems, 1994-1995*. (Parrish, et al., June 1997). Center for Special Education Finance. Table 2-5. Source for 1998-99 figures: *Draft, State Special Education Finance Systems, 1999-2000*. (Parrish, et al., October 2001). Center for Special Education Finance. Table 3-1.

Despite these concerns, the data provide the best information available as to how Wyoming compares to its neighbors in regard to special education spending—the information is especially useful because none of Wyoming's neighbors participated in state SEEP studies.

Exhibit 13 compares special education expenditures between 1993-94 and 1998-99 for Wyoming and its neighboring states.¹⁴ Wyoming's expenditure level rose from \$73.6 million to \$86.3 million over those five years, a 17.3 percent increase. This compares to a 36.6 percent increase for Colorado and a 15.5 percent increase for Montana, the two other states for which data are available for both years.

¹⁴ Source for 1993-94 figures: *State Special Education Finance Systems, 1994-1995*. (Parrish, et al., June 1997). Center for Special Education Finance. Table 2-5. Source for 1998-99 figures: *Draft, State Special Education Finance Systems, 1999-2000*. (Parrish, et al., October 2001). Center for Special Education Finance. Table 3-1.

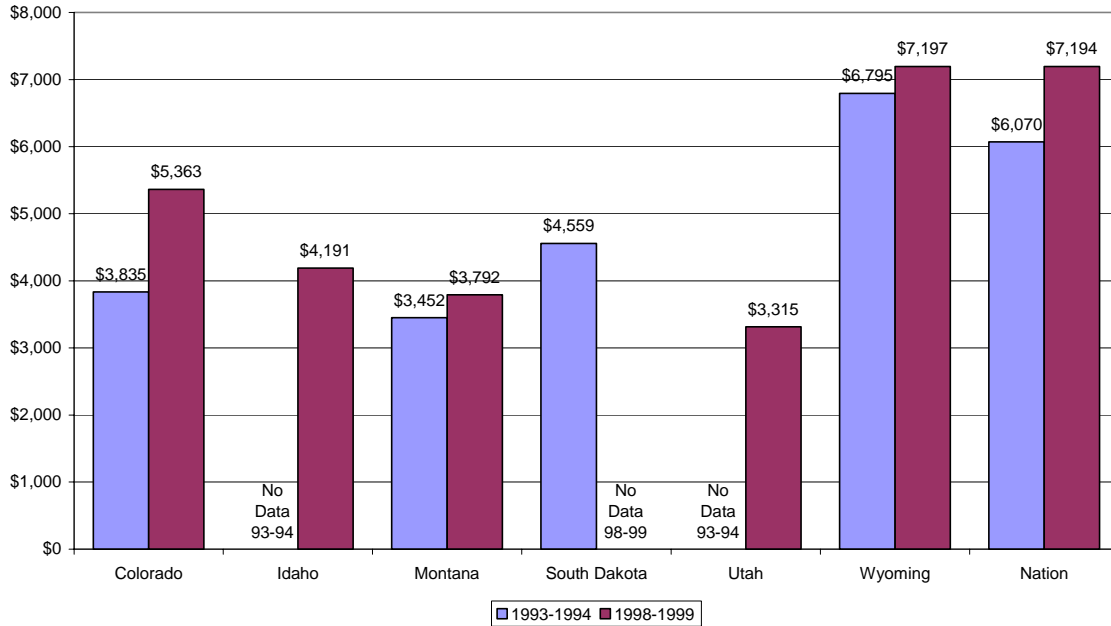
Exhibit 13. Special Education Expenditures, 1993-94 and 1998-99, In Millions of 1998-99 Dollars



Source for 1993-94 figures: State Special Education Finance Systems, 1994-1995. (Parrish, et al., June 1997). Center for Special Education Finance. Table 2-5. Source for 1998-99 figures: Draft, State Special Education Finance Systems, 1999-2000. (Parrish, et al., October 2001). Center for Special Education Finance. Table 3-1.

Exhibit 14 takes the information presented in the previous exhibit and shows it on a per pupil basis, including the per pupil special education expenditures for the nation as a whole. Note that national totals shown here are different than those to be presented in Chapter 3, which are independently derived. The data shown below are based on self-reported data and are shown because they are most comparable to the self-reported data for the states shown in Exhibit 14. Wyoming's spending per pupil rose from \$6,795 in 1993-94 to \$7,197 in 1998-99, for an increase of 5.9 percent. The change for Colorado was much more dramatic, increasing 40.0 percent, from \$3,835 to \$5,363. However, the 1998-99 expenditure level was still significantly lower than that of Wyoming. Montana's per pupil expenditures started low and remained low, rising from \$3,452 to \$3,792 (a 9.8 percent increase) over the five-year period.

Exhibit 14. Per Pupil Special Education Expenditures, 1993-94 and 1998-99, in 1998-99 Dollars



Source for 1993-94 figures: State Special Education Finance Systems, 1994-1995. (Parrish, et al., June 1997). Center for Special Education Finance. Table 2-5. Source for 1998-99 figures: Draft, State Special Education Finance Systems, 1999-2000. (Parrish, et al., October 2001). Center for Special Education Finance. Table 3-1.

Despite the fact that Wyoming has higher per pupil special education expenditures than its neighbors based on these data, its expenditures appear to be almost identical to those across the nation as a whole (\$7,197 for Wyoming and \$7,194 for the nation).¹⁵ Also, the exhibit shows that Wyoming’s expenditures increased less over the 5-year period than the national average did, rising only 5.9 percent compared to 18.5 percent for the country as a whole.

¹⁵ The 1993-94 figures include 24 states, and the 1998-99 figures include 39 states.

Conclusions

As the analysis in this chapter shows, Wyoming's special education enrollment and spending have seen noteworthy changes over the last decade. Special education enrollment as a percentage of total enrollment has increased, in alignment with national trends. As a percentage of resident population, ages 6-21, Wyoming identifies a larger percentage of students as receiving special education as compared to its neighbors and the nation. The change in Wyoming's special education funding formula did not appear to significantly change the rate at which this percentage grew.

Total spending on special education rose over the decade, especially after the move to 100 percent reimbursement. Expenditures rose 10.4 percent between 1997-98 and 1998-99, reflecting an increase in the federal contribution, increased state aid, and identification of students as receiving special education in the state. Special education spending per pupil rose 8.7 percent in the same year, while total education spending per pupil grew by 5.2 percent. Special education expenditures in 2000-01 were 15.3 percent higher than in 1997-98.

Based on CSEF survey data as reported by each of the states, special education expenditures per pupil were also higher in Wyoming than its neighbors in 1993-94 and 1998-99. In 1993-94, Wyoming's per pupil special education expenditures were higher than for the nation as a whole, but based on self-reported data from a sample of states over time, by 1998-99 the national average had risen more sharply than Wyoming's, making the two nearly equal.

The following chapter presents findings from SEEP, which shows a different relationship to national spending.

Chapter III. SEEP-Derived Estimates of Special Education Spending, 2001-2002

This section presents special education expenditure data derived from the Wyoming SEEP for the 2001-02 school year and compares them with data from the national SEEP and nine other states contracting for independent SEEP analysis.¹⁶ The SEEP-based spending estimates presented in this chapter for Wyoming are also different from the Wyoming Department of Education (WDE) data presented in the previous chapter. These figures do not agree partly due to differences in data collection and analysis methods, and also because the SEEP estimates include categories of expenditures not included in the WDE spending figures. The total special education expenditures reported by WDE amounted to \$109.0 million for the 2001-02 school year, while this chapter estimates total special education expenditures for 2001-02 to be \$117.4 million.¹⁷ This represents a difference of \$8.4 million in the two estimates.

Two major categories of expenditures captured by this chapter's figures that are *not* part of the WDE-reported amount are expenditures on special education transportation and capital facilities. Wyoming's 2001-02 special education transportation expenditures were estimated at \$3.8 million, consisting of spending on home-to-school and school-to-school transportation in special buses and the additional costs of personal aides accompanying special education students on either regular or special buses. Estimated total expenditures on capital facilities for serving special education students were \$4.0 million. This includes the cost of central office buildings used for special education administration, special education classrooms, and resource rooms used to serve special education students.

To come up with a comparable number reported by WDE, we subtracted \$3.8 million for transportation and \$4.0 million for capital facilities from the SEEP figure of \$117.4 million. The total special education expenditure estimated by the SEEP study is then \$109.6 million, a figure that is only \$0.6 million higher than the total special education expenditures reported by WDE.

Some of this remaining difference is due to methodological differences. The cost-based techniques used throughout the SEEP analysis to allow the derivation of comparable spending estimates across jurisdictions using very different local accounting conventions would be expected to provide a somewhat different estimate of total spending than that produced by adding the state-based special education reimbursement to federal special education revenues.

¹⁶ The nine other states include: Alabama, Delaware, Indiana, Kansas, Missouri, New Jersey, New York, Ohio, and Rhode Island. The states are not named in the tables in order to ensure confidentiality.

¹⁷ At the time of publication of this report, WDE data on special education expenditures for 2001-02 includes an estimated figure, rather than actual, of state 401 funds for Natrona #1.

Furthermore, one remaining area of expected discrepancy between the two approaches is extended school year (ESY) programs for special education students. Because the 401 data show almost no spending on ESY programs, it is assumed that much of the funding for ESY programs comes through federal support. However, the counts of students receiving ESY programs in Wyoming as reported by the WDE look very different from estimates based on SEEP survey responses. While the WDE produced a count of 320 students receiving ESY programs for 2001-02, we estimate that approximately 990 special education students received ESY in Wyoming in 2001-02, based on the responses received from 1,920 survey respondents. The SEEP estimate of total ESY spending for that year is \$1.33 million. Expenditures on ESY programs may be another source of the variation observed between state- and SEEP-generated estimates of special education spending.

A Conceptual Framework for Analyzing Special Education Spending

Before discussing the actual numbers, it is important to distinguish between two concepts: *total special education spending* and *total spending to educate a special education student*. The first, total special education spending, includes amounts used to employ special education teachers, related service providers, and special education administrators, as well as spending on special transportation services and non-personnel items (e.g., materials, supplies, technological supports) purchased for the special education program. Some of these total special education expenditures may actually replace the expenditures on services that special education students would have received if they had been enrolled in a regular education program.

In contrast, the *total spending to educate a special education student* includes all school resources, including special education, regular education, and other special needs programs (e.g., Title I, programs for English language learners, and Gifted and Talented Education), necessary to provide a comprehensive educational program to meet student needs.

This chapter is divided into the following sections and is based on data for the 2001-02 school year:

- Total Spending on Special Education Students
- Total Per Pupil Spending on Special Education Students
- Allocation of Special Education Expenditures in Wyoming
- Variations in Per Pupil Expenditures Across and Within Disability Categories
- Variations in Per Pupil Expenditures by ABILITIES Index Score, which is a measure of a student's functional abilities

Generally, the other sections of this chapter focus on total spending to educate a special education student, while the section on special education expenditure allocation in Wyoming focuses only on total special education spending.

All exhibits in this chapter derive from the Wyoming Special Education Expenditure Project data (2001-02), as well as data from the national and extended state SEEPs (inflated to 2001-02 dollars, using the Consumer Price Index, adjusted to the school year).

Total Spending on Special Education Students

During the 2001-02 school year, Wyoming spent about \$117.4 million on special education. Another \$63.8 million was spent on regular education services for special education students, and an additional \$1.8 million dollars was spent on other special needs programs (e.g., Title I, programs for English learners, and Gifted and Talented Education) for special education students. Total education spending on all special education students amounted to \$183 million in Wyoming for the 2001-02 school year (see Exhibit 15a).

Exhibit 15b shows the national figures for the expenditures on special education students for the 2001-02 school year.¹⁸ As can be seen, the relative proportions of special education expenditures, regular education expenditures, and expenditures on other special programs closely resemble those in Wyoming for the 2001-02 school year. The nation as a whole spent about \$52.6 billion on special education, representing 64 percent of the total education spending on special education students, identical to Wyoming's proportion. Therefore, it follows that the percentage of Wyoming's expenditure on regular education for special education students was also the same as that of the nation (35 percent).

¹⁸ U.S. expenditures were calculated for the 1999-2000 school year and adjusted for 5.3 percent inflation over the two school years for comparison to Wyoming 2001-02 data.

Exhibit 15a. Total Spending on Students Receiving Special Education Services in Wyoming, 2001-2002

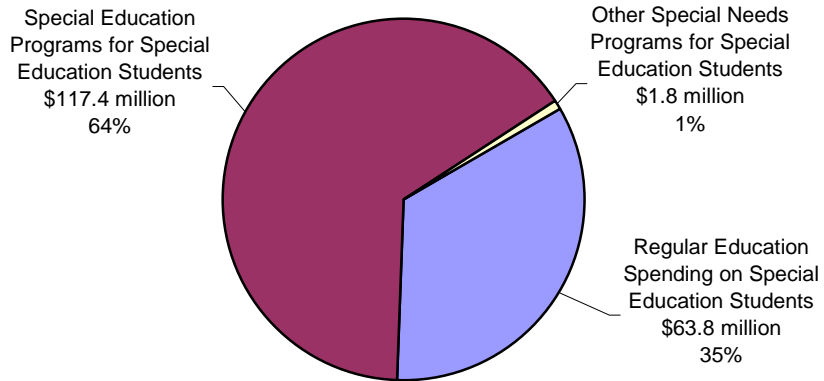
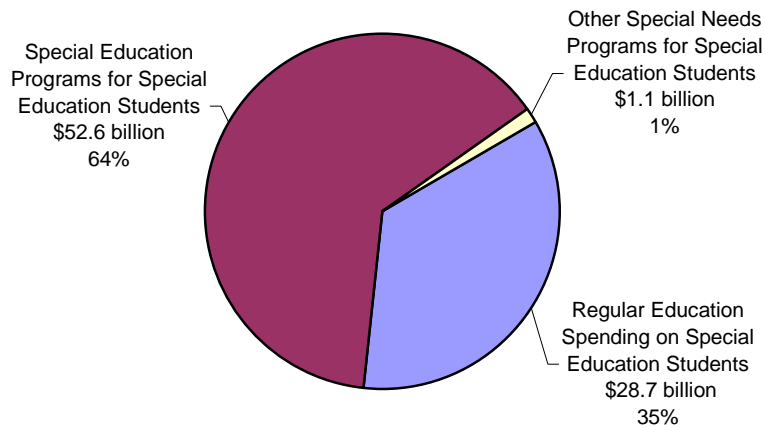


Exhibit 15b. Total Spending on Students Receiving Special Education Services in the U.S., 2001-2002



Total Per Pupil Spending on Special Education Students

Total spending to educate a special education student in Wyoming amounts to, on average, \$15,515 (see Exhibit 16). This amount includes \$9,957 per special education pupil on special education services, and \$5,406 on regular education services. An estimated population of 11,799 special education students received these educational services in Wyoming during the 2001-02 school year.¹⁹

Only 986 students in the population of special education students also received other special needs services, such as Title I, programs for English language learners, and/or Gifted and Talented Education. The average expenditure per student served in these other special programs was approximately \$1,821.

Exhibit 16. Total Education Spending to Educate Special Education Students in Wyoming, 2001-02

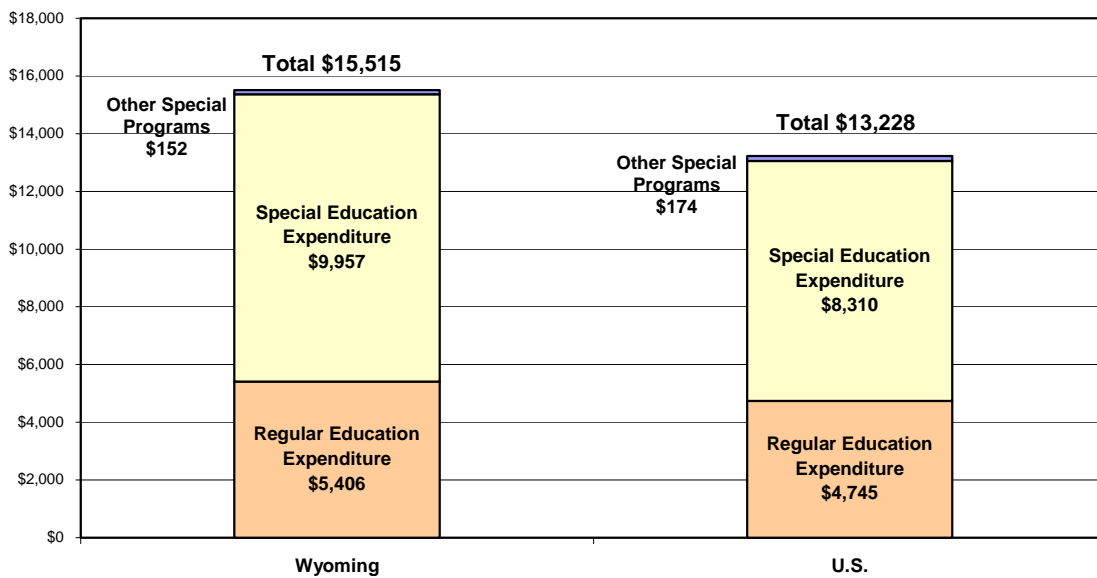
Spending Components	Total Expenditures	Total Population of Special Education Students	Expenditure Per Student Served
Total Special Education Expenditures	\$117,486,492	11,799	\$9,957
Total Regular Education Expenditures	\$63,780,355	11,799	\$5,406
Total Other Special Needs Programs	\$1,795,952	986	\$1,821
Total Expenditure to Educate Special Education Students	\$183,062,799	11,799	\$15,515²⁰

¹⁹ The population of special education students used in this analysis for the school year 2001-02 was 11,799 students. For the same school year, the SEEDS database reported 11,750 special education students in the state of Wyoming; therefore this analysis includes 49 additional students. The reason for this difference is that in order to weight the sample to represent the population, it was necessary to break the sample into two groups: students served in their own districts, and students served in out-of-district placements or in BOCES for whom their district of residence pays tuition. WDE reported that 83 students were fully served by a BOCES during the school year 2001-02, but the SEEDS database shows only 36 students under this category. Thus, 47 additional students were included in the analysis, but not identified in the SEEDS database as students served in a BOCES. Additionally, we received two students' questionnaires reporting deaf-blindness as the primary disability category, although the SEEDS database does not contain any deaf-blind students, resulting in two other extra students in this analysis.

²⁰ This figure is not the sum of the cells in the column because the "other special needs programs" figure is based only on the 986 students actually receiving other special needs services.

Exhibit 17 compares total spending per pupil on special education students in Wyoming to the national average. These data show spending on students receiving special education services in Wyoming to be 17.7 percent higher than the national average. In other words, Wyoming spent \$2,287 more per special education student than the rest of the United States during the 2001-02 school year. Both special and regular education spending for special education students was higher than the national average. Per pupil spending on special education services only was almost 20 percent higher, and spending on regular education services was 14 percent higher than the national average.

Exhibit 17. Components of Total Expenditure to Educate a Special Education Student, Wyoming and the U.S., 2001-2002

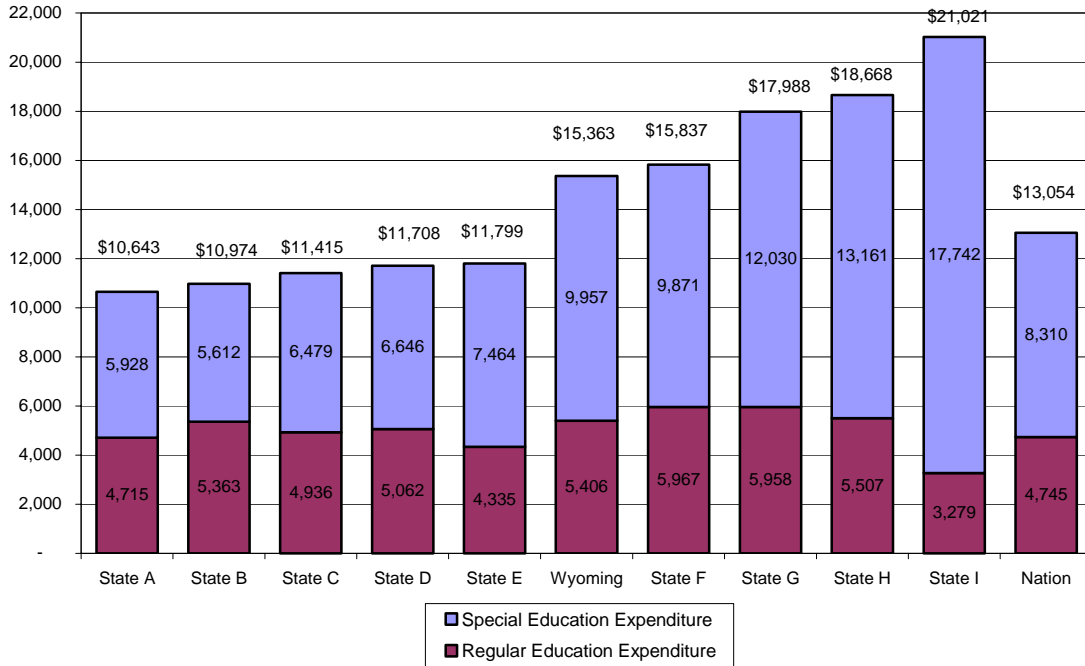


The national per pupil average of \$13,228 includes \$8,310 on special education and \$4,745 on regular education. The U.S. estimates were calculated using 1999-2000 data for school-aged students only (excluding preschool), and were adjusted for 5.3 percent inflation (over the two school years) for comparison to Wyoming 2001-02 data.

In order to estimate the total per pupil education expenditure on a special education student, it is necessary to include the expenditure per student on other special needs programs (e.g., Title I). This is obtained by dividing the total expenditure for special education students on other special programs by the total number of students. Note that this differs from dividing by the number of special education students actually served by other special programs, which results in the \$1,821 figure shown in Exhibit 16. This estimate of \$152 per special education student for other special programs is only used to compare the Wyoming total per pupil expenditure with the national average.

Exhibit 18 provides special, regular, and total (regular and special combined) education expenditures per special education student²¹ for Wyoming, the other nine states that have contracted for similar special education expenditure studies, and the nation. The other nine state studies were conducted using data for the 1999-2000 school year, while the Wyoming study was conducted with data for the 2001-02 school year, so the values for the nine states were adjusted to 2001-02 dollars using a 5.3 percent inflation rate for the two years combined.

Exhibit 18. Per Pupil Expenditures by State, 2001-2002



The overall average expenditure per pupil for school-aged students across the nine states that have contracted similar studies is \$14,880; the Wyoming average expenditure per pupil is \$15,363. Of the ten states shown in Exhibit 19, Wyoming is ranked sixth highest. The national school-aged average for the 2001-02 school year is \$13,054, 17.7 percent lower than Wyoming's.

Allocation of Special Education Expenditures in Wyoming

This section is divided into two parts. The first part presents the components of total special education spending. It explains in some detail what these components are, and

²¹ Expenditures for other special programs are not included in this exhibit, resulting in a different total for Wyoming in Exhibit 18 (\$15,363) than in Exhibit 17 (\$15,515). Expenditures on other special programs are not available for the other nine states, and account for only 1 percent of expenditures.

their relative importance as a part of total special education spending. The second shows the per pupil spending estimates for special education programs.

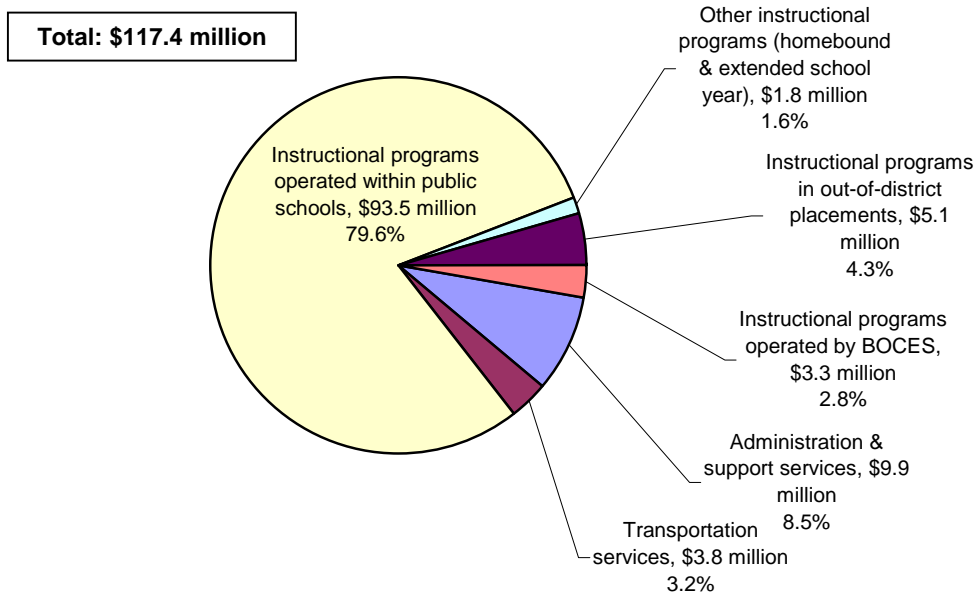
Components of Special Education Spending

As mentioned in Exhibit 15a, total special education expenditures on special education students reached \$117.4 million in Wyoming during the 2001-02 school year. These funds are allocated among the following spending components:

- Direct Instruction and Instruction-Related Services
- Central Office Administration and Support
- Special Transportation Services

Exhibit 19 shows the amount spent on each of these components and the percentage of special education spending represented by each component.

Exhibit 19. Allocation of Special Education Expenditures in Wyoming, 2001-2002



Direct Instruction and Instruction-Related Services

During the 2001-02 school year, 88.3 percent (\$103.7 million) of the total special education expenditure was allocated to direct instruction and instruction-related services. This includes four of the six categories shown in Exhibit 19: instructional programs operated within public schools (79.6 percent), homebound and extended school year

programs (1.6 percent), instructional programs in out-of-district placements (4.3 percent), and instructional programs operated by BOCES (2.8 percent). Each value includes the salaries of special education teachers, related service personnel, and special education teaching assistants. Also included are non-personnel expenditures (i.e., supplies, materials, and capital outlay for specialized equipment) and the capital cost of school classrooms.

Instructional programs within the public schools, that is, direct instruction and instruction-related services for programs operated by the student's district of residence, accounted for almost \$94 million in Wyoming during the 2001-02 school year, representing 79.6 percent of total special education spending and serving 11,548 students.

Other instructional programs include homebound and hospital programs and extended school year programs for special education students. It is estimated that, for the 2001-02 school year, 166 special education students were served in Wyoming in homebound and hospital programs, accounting for less than 0.5 percent of the total special education spending of that year. Extended school year programs served about 8 percent (990 students) of the total special student population in the state, and account for over 1 percent of the total special education expenditures.

For the 168 students who are served in a non-BOCES out-of-district placement, and for whom their district of residence pays tuition, total expenditures amount to \$5 million. Another 83 students are fully served outside their school districts by BOCES, for a total of \$3.3 million. This expenditure of \$8.3 million includes tuition and fees paid to non-public schools or other public agencies providing the education service, and the resources allocated to other related services provided by the home district.

Administration and Support

Overall, administration and support services accounted for 8.5 percent (\$9.9 million) of total special education spending in the 2001-02 school year, as shown in Exhibit 19. This expenditure included the following components:

- Central office administration and support of the special education programs was \$8.5 million, representing 7.2 percent of the total special education expenditure. It includes salaries of central office employees, fees for contractors, and non-personnel expenditures to support staff in the performance of central office functions for the special education programs. These functions include administration, coordination, staff supervision, monitoring and evaluation, due process, mediation, litigation support, assessment of student progress, and eligibility determination. It also includes the capital cost of the facilities used for the administration of the special education programs at the central office.
- Approximately \$1.4 million was spent on certain categories of related service personnel assigned to the school site. These school-site staff spent a substantial

portion of their time involved in various indirect support activities related to assessment and evaluation of special education students.

Transportation

It is estimated that almost 1,000 special education students, approximately 8 percent of all special education students, received special transportation services in Wyoming during the 2001-02 school year. The total special transportation expenditure (this includes the cost of students riding special buses as well as aides who accompany students on either special or regular buses) was \$3.8 million, almost 50 percent of the total expenditure on all transportation services provided in the state of Wyoming for special education students.²²

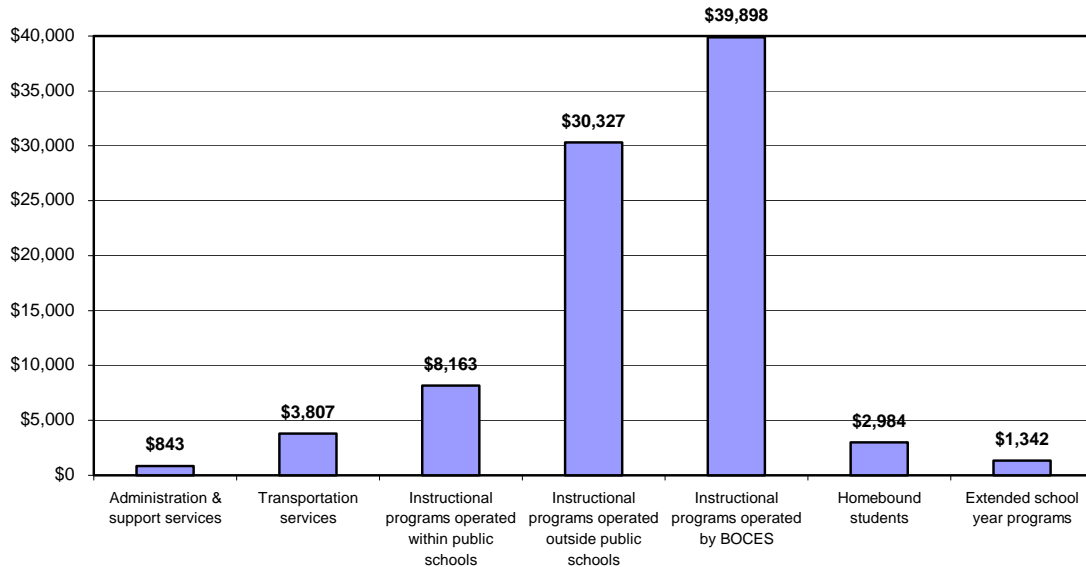
Per Pupil Spending on Special Education Services

As presented in Exhibit 17, the total spending used to educate a special education student amounted to \$15,515 in Wyoming during the 2001-02 school year, including the other special needs programs. This figure includes \$9,957 per pupil on special education services, for a total special education expenditure of \$117.4 million. Exhibit 21 shows in more detail the distribution of the \$117.4 million in special education expenditures. The per pupil numbers presented in this exhibit are obtained by dividing the total expenditure on each special education program by the number of students served within each program, not the entire population of special education students. It is important to keep in mind that these estimates only include special education expenditures. They do not include regular education instruction or regular school administration expenditures and therefore do not represent the full expenditure to educate these students.

²² According to figures reported by districts, it is estimated that the total transportation expenditure for special education students amounted to more than \$7.9 million in 2001-02. This includes the special transportation portion plus costs associated with special education students who rode regular buses.

As can be observed from Exhibit 20, the expenditures on administration (i.e., the operation expenditure of the office of the director of special education within local education agencies) and support services amounted to \$843 per pupil.

Exhibit 20. Per Pupil Special Education Spending in Wyoming, 2001-2002



The special transportation expenditure for the average student receiving special transportation was \$3,807 for the 2001-02 school year. This includes transportation on special buses and aides that accompany special education students on regular or special school buses.

Per pupil special education spending on instructional programs operated within the public schools was \$8,163, during the 2001-02 school year in Wyoming. The total special education expenditure per pupil served by instructional programs in out-of-district placements (non-BOCES) is \$30,327. This figure includes spending on tuition and fees for non-public schools or other public agencies, and expenditures on any direct related services that might be provided by the district of residence.

The per pupil special education expenditure for students who receive all of their instructional services at BOCES was \$39,898. This amount includes tuition paid by the district of residence to the BOCES.

The total expenditure for students served in homebound or hospital programs was \$2,984 for the school year 2000-20001, serving 166 students in Wyoming. For the same period, 990 special education students received extended school year programs in Wyoming, with a per pupil cost of \$1,342.

Spending by Category of Disability

The first part of this three-part section describes the population distribution and the sample distribution of special education students in Wyoming served by the public school district of residence in Wyoming by category of disability for the 2001-02 school year. The second part shows variations in expenditures across disability categories, while the third part shows variations within each of the disability categories.

Distribution of Special Education Students

The analysis by disability category focuses only on the 11,548 students served by the public school district of residence, and does not include the 83 students served by BOCES or the 168 students in out-of-district placements, because the category of disability for these populations is not available.

Exhibit 21 shows the distribution of special education students by primary disability category. Categories with fewer than 20 students in our sample are too small to allow reliable reporting of average expenditures (e.g., deaf-blindness and deafness). Specific learning disability is the most common disability in the population, with 5,536 students in Wyoming, represented by 533 students in our sample. Students with low-incidence disabilities were over-sampled (the percentage in the sample is higher than the percentage in the population) to obtain enough observations to make reliable estimates for these disability categories. To derive total spending estimates, however, these generally higher-cost students were only counted in accordance with their distribution in the population.

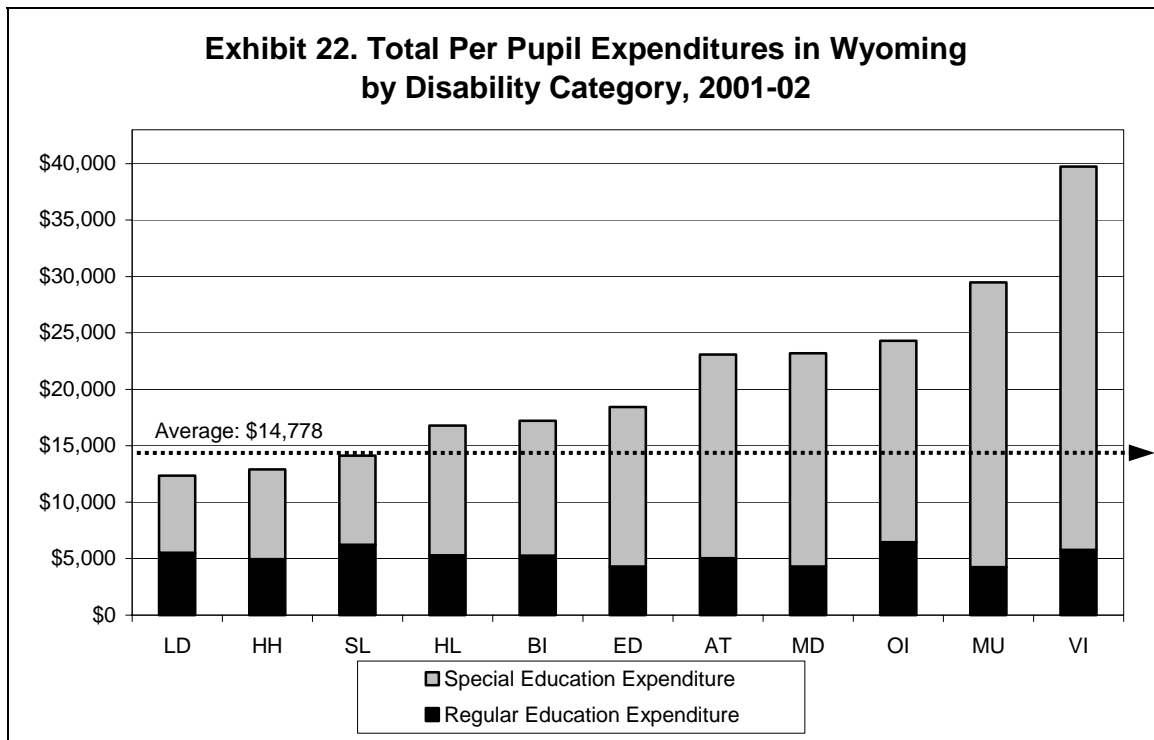
Exhibit 21. Number of Students by Primary Disability Category (Not Including BOCES or Out-of-District Placements) in Wyoming, 2001-02

Disability Category	Abbreviation	Districts Reporting Data	Number of Special Education Students in Sample	Number of Special Education Students in Population	Percent of Special Education Students
Autism	AT	25	100	117	1.0%
Deaf-Blindness	DB	2	2	2	0.0%
Deafness	DF	12	19	16	0.1%
Emotional Disturbance	ED	32	191	868	7.5%
Hard of Hearing	HH	25	57	154	1.3%
Mental Disability	MD	38	170	613	5.3%
Multiple Disabilities	MU	26	114	71	0.6%
Orthopedic Impairment	OI	22	62	127	1.1%
Other Health Impairment	HL	40	383	988	8.6%
Specific Learning Disability	LD	46	533	5,536	47.9%
Speech/Language Impairment	SL	41	211	2,921	25.3%
Traumatic Brain Injury	BI	22	55	79	0.7%
Visual Impairment/Blindness	VI	17	24	56	0.5%
Total		48	1,921	11,548	100%

The last column shows the distribution of students across the different disability categories. Forty-eight percent of the special education students in Wyoming are students with specific learning disabilities. Students with speech or language impairments represent 25 percent of the special education population. The third biggest disability category of students is other health impairment, representing 8.6 percent of the special education population.

Expenditure Variations Across Disability Categories

Exhibit 22 shows how total per pupil spending to educate a special education student²³ varies across disability categories in 2001-02. The top portion of the bar represents the special education expenditure (i.e., special education teachers, related service providers, aides, and special education administrators, as well as spending on special transportation services and non-personnel items). The bottom portion represents the regular education expenditure (i.e., regular education teachers, regular education aides, school administration, spending in regular transportation and non-personnel items used in regular education programs). These figures are disaggregated into 11 disability categories for students served by the student’s district of residence in Wyoming.²⁴



²³ While some special education students receive services from other special needs programs such as Title I, programs for English language learners, and GATE, these expenditures are excluded from the present analysis.

²⁴ Expenditures for the categories deafness and deaf-blindness are not included due to insufficient sample sizes.

Total per pupil spending to educate a special education student in Wyoming for students served in the public schools was \$14,778 in the 2001-02 school year. This figure differs from the total per pupil spending estimate presented in the section on total per pupil spending on special education students (\$15,515) because the latter includes students served in non-public schools or other public agencies, students served in BOCES, and homebound students. Other special needs programs are also excluded from Exhibit 22.

As seen in Exhibit 22, average expenditures vary considerably by disability category. The lowest average spending is in the disability category (shown at the far left) of specific learning disability (LD), with an average yearly expenditure of \$12,351 per pupil. The average expenditure on students with specific learning disabilities is less than a third of the average per pupil expenditure on students with visual impairment (VI, \$39,734), the most expensive disability category. (However, there is a wide variation in expenditures for students with visual impairments, as will be shown in the next section of this chapter.

The two most common disabilities are specific learning disability (LD) and speech or language impairment (SL). These categories make up 73 percent of the population of special education students. Given that average spending for students in these two categories is among the three lowest, at \$12,351 and \$14,127, respectively, they tend to reduce the *overall* per pupil special education expenditure average. Hard of hearing (HH) is the second least expensive category, at \$12,912 per pupil annually. Students with autism (AT), mental disability (MD), and orthopedic impairment (OI) had similar per pupil average expenditures, at \$23,093, \$23,201, and \$24,304 respectively.

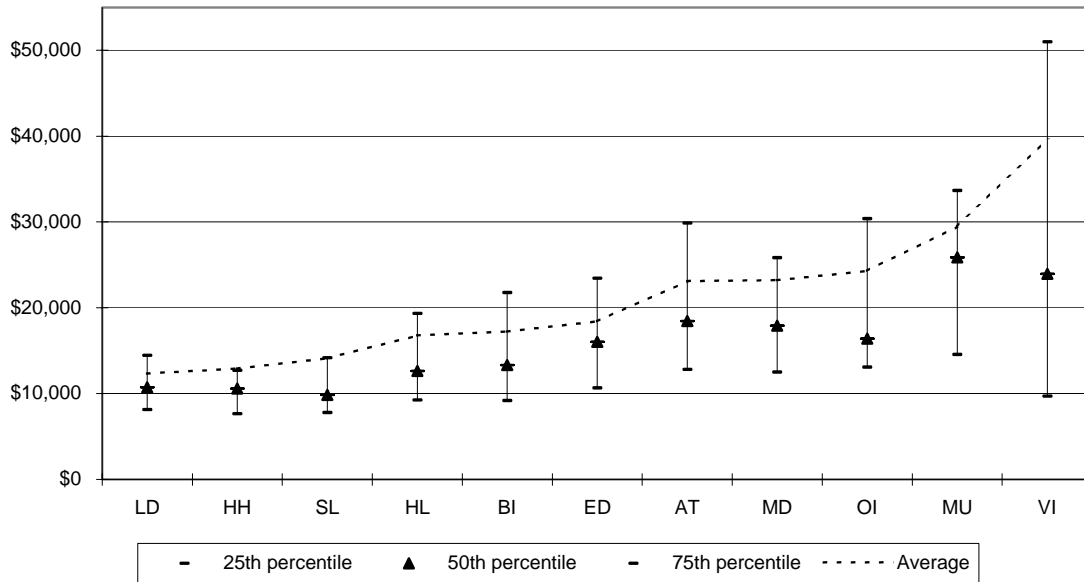
In Appendix D, Wyoming's per pupil education expenditures by disability category are compared to nine other states. Exhibit D-1 provides special education, regular education, and total education (special and regular combined) expenditures per student, by primary disability category. The exhibit also provides the percentage of all students in the state in each disability category.

Expenditure Variations Within Disability Categories

This section looks at the range of expenditures within a disability category and asks the question: how heterogeneous are students within a disability category? For instance, is there a wide range of expenditures for students with visual impairment? In order to address these questions, it is necessary to examine the distribution of expenditures within each disability category.

In Exhibit 23, each vertical line represents a range of students from the 25th to the 75th expenditure percentile of each disability category. The triangle on each one of these lines marks the 50th percentile (the median). The dotted line represents the average per pupil expenditures, as previously shown by the bars in Exhibit 22.

Exhibit 23. Distribution of Per Pupil Expenditures in Wyoming by Disability Category, 2001-02



Per pupil expenditures for students in the more expensive disability categories vary widely. For example, the expenditure for a student with visual impairments (VI) at the 25th percentile is \$9,695, compared to \$23,950 at the median and \$51,006 for a student at the 75th percentile. Given this huge variation, it is hard to categorize visually impaired students as a homogeneous group of students with similar needs. Students with autism (AT) also show a wide variation in expenditure, with a 25th expenditure percentile of \$12,829, a median of \$18,470, and a 75th expenditure percentile of \$29,865.

The three categories with the lowest average per pupil expenditure (specific learning disability, hard of hearing, and speech and language impairment) have much smaller expenditure variations than the other disability categories. A student at the 25th percentile of the specific learning disabilities category has an expenditure of \$8,151, while a student at the 75th percentile has an expenditure of \$14,472, and a median of \$10,734. Students with speech or learning impairments have a median of \$9,861, while the 25th and 75th percentiles are \$7,807 and \$14,177, respectively. Students who are hard of hearing have a difference of \$2,132 between the 25th and 75th percentile.

For the 11 categories shown (deafness and deaf-blindness are excluded), the median is below the mean, or average, expenditure. Since the median represents the middle student in the distribution (half of the students in the category have higher expenditures and half have lower expenditures), this means that more than half of the students in each category

have lower than average expenditures. In other words, virtually all of the averages shown in Exhibit 23 are brought up by a relatively smaller number of high-expenditure students.

Variations in Per Pupil Expenditure by ABILITIES Index Score

Exhibit 24 sheds light on the relationship between the severity of a student's disability as measured by a functional abilities assessment, the ABILITIES Index,²⁵ and the expenditure required to serve that student. The Index is an alternative approach to classification rather than using the traditional approach of categorizing by disability. As the ABILITIES Index is currently still in its exploratory stage, neither Wyoming nor any other state yet uses this assessment system to rate student abilities for identification and expenditure purposes.²⁶ In fact, the SEEP study is the first research project in which the ABILITIES Index has been used in this manner.²⁷

Appendix E provides a copy of the ABILITIES Index instrument, directly extracted from the Wyoming SEEP student information survey, which sample teachers and related service providers filled out on behalf of their sample students. Using this form, teachers rated each domain or area of functioning based upon their student's characteristics. The ABILITIES Index focuses on nine areas or domains: audition (A), behavior and social skills (B), intellectual functioning (I), limbs (L), intentional communication (I), tonicity (T), integrity of physical health (I), eyes (E), and structural status (S). In each domain the student is ranked between "0" (meaning normal functioning in that domain) and "5" (meaning profound disability in that domain). Each student receives a score in each domain or area of measure. Adding up the scores obtained in the different domains provides a total ABILITIES Index score. Some of the domains have multiple variables; there are a total of 19 variables in the 9 domains (see Appendix E). Therefore, the total score can vary from 0 (normal in all the domains) to 95 (profound disability in all of the domains).

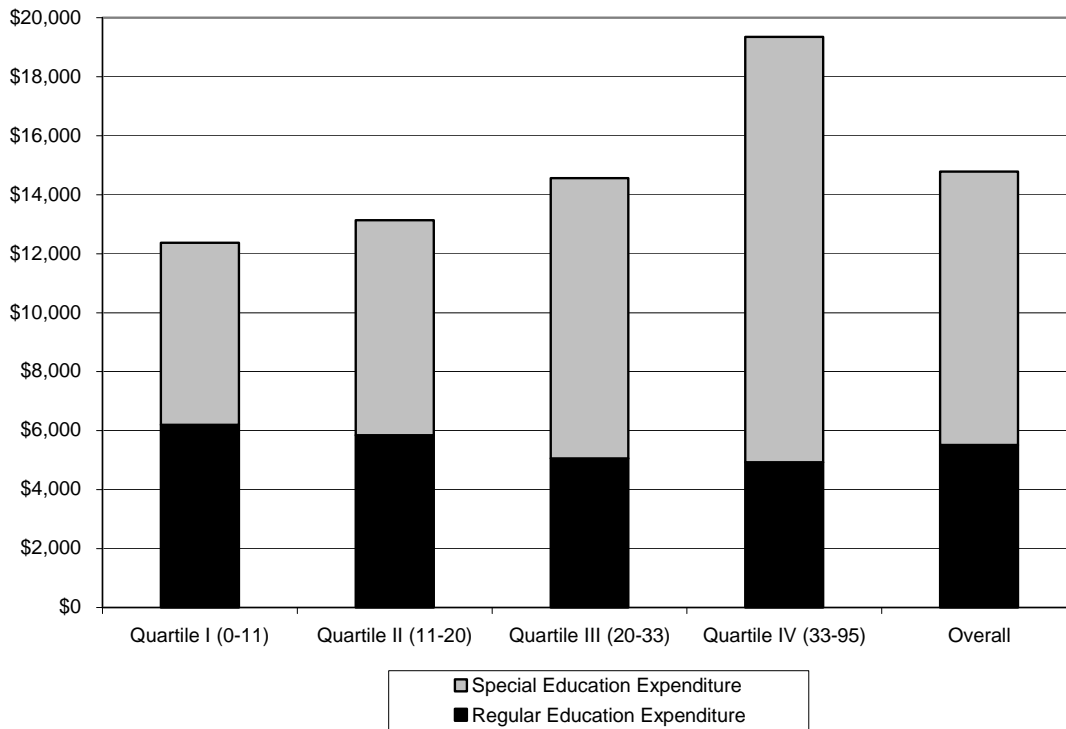
²⁵ Developed by Rune J. Simeonsson and Donald B. Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

²⁶ As the information contained in this section is exploratory in nature, it should be reviewed in conjunction with the other expenditure data provided in this report.

²⁷ Florida and Ontario, Canada, are two jurisdictions currently using other systems which are based on independent assessments of student abilities and need.

Exhibit 24 divides students into four groups of equal size, based on their ABILITIES Index scores. Average expenditures generally rise with ABILITIES Index scores. Students in Quartile I have scores between 0 and 11, and an average per pupil expenditure of \$12,371. The ABILITIES scores of students in Quartile II vary between 11 and 20, and this group has a total average per pupil spending of \$13,129 per year. Quartiles III and IV, with average expenditures of \$14,560 and \$19,343, respectively, have scores that range from 20 to 33 and from 33 to 95, respectively.

Exhibit 24. Average Expenditures in Wyoming by Abilities Index Quartile, 2001-02



Higher ABILITIES Index scores are associated with higher per pupil education expenditures. This suggests that the ABILITIES Index is a good measure of student educational needs, may assist in better understanding expenditure variations, and could serve as a basis for future evaluations of the appropriateness of special education funding within a district.

Conclusions

This chapter presented results from the Wyoming SEEP data collection to provide an independent estimate of special education spending in Wyoming in 2001-02. Given the differences in approach underlying the spending estimates presented in Chapter 2 in relation to those used by the SEEP, it is not surprising that differing estimates of total spending would result. The SEEP estimates provided in this chapter include special education transportation and capital costs (e.g., the cost of buildings used to provide

special education services amortized over time), expenditure elements generally not shown in the state spending data. Another likely source of discrepancy between these two estimates is extended summer school (ESY) programs, although the exact magnitude of this possible source of difference is hard to quantify given the paucity of data regarding ESY spending available from the state.

One major advantage of the SEEP-derived estimates as compared to those provided by the state is their comparability to estimates provided through other SEEP studies conducted by the research team in nine other states and the nation as a whole. Based on these comparative data, total education spending per special education student in Wyoming was about 17.3 percent above the national average for the 2001-02 school year. Among the ten SEEP states, Wyoming ranks 6th in average special education spending per pupil.

Average expenditures by category of disability show a great deal of variation within and across categories. On average, the lowest level of average spending per student is found for the disability category, learning disability, with visual impairment being the category where the highest average expenditures are found. As the average expenditure per student within the category of visual impairment ranged from under \$10,000 to over \$50,000, however, averages can be deceiving in regard to spending for an individual child. Lesser, but considerable, variation was also found across other categories of disability.

The next chapter builds on what is being spent on special education in Wyoming to estimate a cost-based definition of “adequate” levels of special education service. The resulting definition of special education adequacy for the state is based on historical spending levels, the SEEP estimates, prior research, other state guidelines, and the professional judgment of Wyoming educators.

Chapter IV. Defining Adequacy in Wyoming

Context

Wyoming is operating under a state Supreme Court mandate, as specified in *Campbell v. Wyoming*, to define and cost-out an “adequate” education for all public school children in the state. Many of the general education issues underlying this mandate have been addressed through prior work done by Management Analysis and Planning, Inc. (MAP), as described in a report released in 1997, and further refined since that time. The definition of “adequate” special education services under this plan, however, remains unresolved.

Legislation was subsequently passed in January of 1998 to implement a system of 100 percent reimbursement for special education expenditures in districts across the state. However, questions about the relative equity, efficiency, and incentives inherent in this approach remain. Although this new funding mechanism has been reviewed and approved by the Court, an additional study was called for in order to review expenditures of special education programs and services, to “be used as a basis for establishing a cost-based method of funding special education programs and services, which would provide incentives to school districts to provide cost-effective programs and services.”²⁸ In response, the Wyoming Department of Education contracted with the American Institutes for Research (AIR) to consider the issue of “adequacy” in special education spending and how to best fund special education in the context of “adequacy.”

Process

Integral to the specification of special education adequacy in Wyoming was the appointment of an advisory committee. This group, referred to as the “Cost Study Taskforce,” advised the study team in regard to “adequate” special education resource guidelines, as well as special education funding formula alternatives for the state.

The members of the Cost Study Taskforce were selected by Ms. Rebecca Walk, the Director of Special Education for Wyoming, and initially consisted primarily of special education personnel, such as district special education directors. However, at the first meeting, these members agreed that a larger and more diverse membership would yield more balanced perspectives and expertise. Thus, the Taskforce was expanded to include membership representing the following constituencies:

- Executive Director, Wyoming Family Support Network
- District Special Education Directors (4)

²⁸ Enrolled Act No. 27, Fifty-Sixth Legislature of the State of Wyoming, 2002 Special Session.

- Executive Director, Parent Information Center
- Members, Wyoming State Legislature (2)
- District Business Manager
- Chair Elect, Wyoming Advisory Panel for Students with Disabilities
- Special Education Teacher
- Data Manager, Wyoming Department of Education
- School Principals (2)
- Executive Director, UPLIFT
- District Superintendent and Assistant Superintendent
- Parent
- School Psychologist
- Education Consultant, Wyoming Department of Education
- State Director of Special Programs

The Taskforce met four times in February, April, June, and September of 2002. These all-day meetings consisted of lengthy discussions on the current special education funding mechanism and possible alternatives or modifications, and specifically, “adequacy” guidelines in special education appropriate for the state. Special education spending in the state on such components as staffing and services was discussed in comparison to other neighboring states and in light of current identification rates across these jurisdictions. The topic of “adequacy” was also discussed in depth, including key concerns such as remoteness, how to operationalize the concept of adequacy, and possible alternatives to the current approach to special education funding in the state. All four meetings were productive and provided the research team with insight into special education program delivery and funding in Wyoming. The Taskforce was a vital resource for this study.

In addition to the Taskforce members, the AIR research team visited eight districts across the state, meeting separately with district special education directors, business managers, superintendents, teachers, and principals, to discuss their thoughts on the challenges of special education in their districts as well as their perspectives on the 100 percent reimbursement funding formula.

Along with the Taskforce meetings and discussions with other district personnel, the policy component included an extensive analysis of 2000-01 special education expenditures and data from the Special Education Electronic Data System (SEEDS), which provides information on services and placement of each special education student in the state. The 401 reimbursement expenditure files for 2000-01, provided by the Wyoming Department of Education, provided the study team with a wealth of information regarding spending patterns of state special education funds by district and statewide. Using the student and expenditure data and spending estimates of federal special education funds, the study team was able to construct a cost model to generate revenues for the provision of special education based on recommended guidelines.

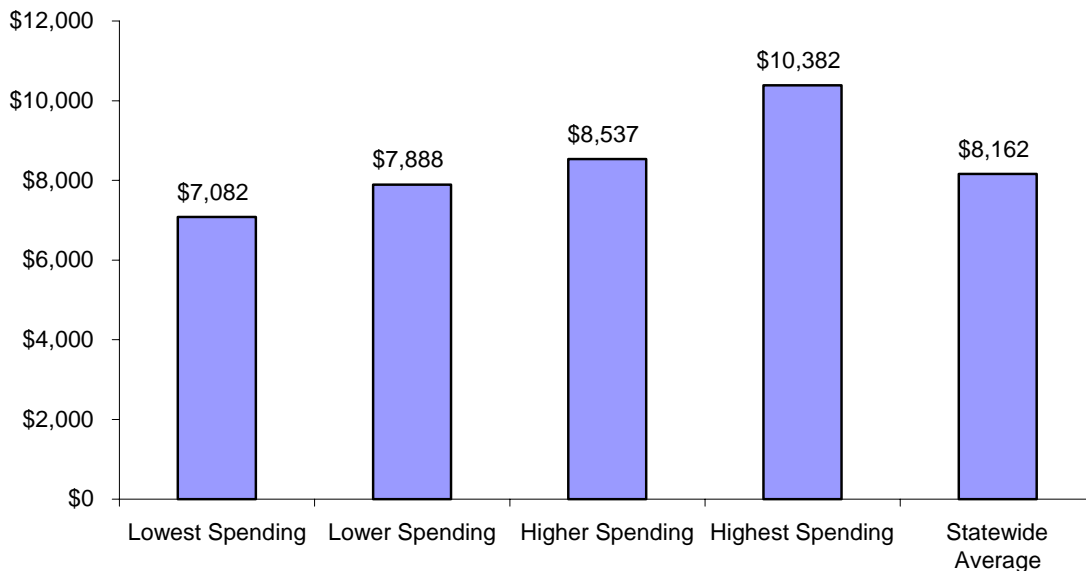
The next two sections of this chapter review data on differences in special education spending per pupil across the districts as well as variations in service levels in 2000-01.

Then estimated staffing ratios in Wyoming for 2000-01 are presented, in comparison to national research, other state policies, and the recommendations of professional organizations. The sections that follow detail the recommended staffing guidelines put forth by the study team, which take into account populations that are remote from the district office. Remoteness, a concept discussed further in a later section, may pose additional challenges to districts as they provide special education services to small and isolated populations and hence should be factored into the guidelines. The final section presents the cost model that generates revenues based on these recommended guidelines. Please see Appendix J for data tables corresponding to exhibits presented in this chapter.

Differences in Per Pupil Spending

The state’s current funding system for special education (100 percent reimbursement) allows districts considerable latitude in regard to special education service provision. One artifact of this latitude is the substantial special education spending differences per special education student observed across the state. Grouping districts into quartiles of special education spending, each comprised of 12 districts, shows the highest-spending quartile at an average of \$10,382 in comparison to \$7,082 in the lowest quartile. This constitutes a difference of nearly 47 percent. Exhibit 25 shows spending variations by quartile in comparison to the statewide average of \$8,162.

Exhibit 25. Per Pupil Special Education Spending Across Districts, by Spending Quartiles, 2000-2001

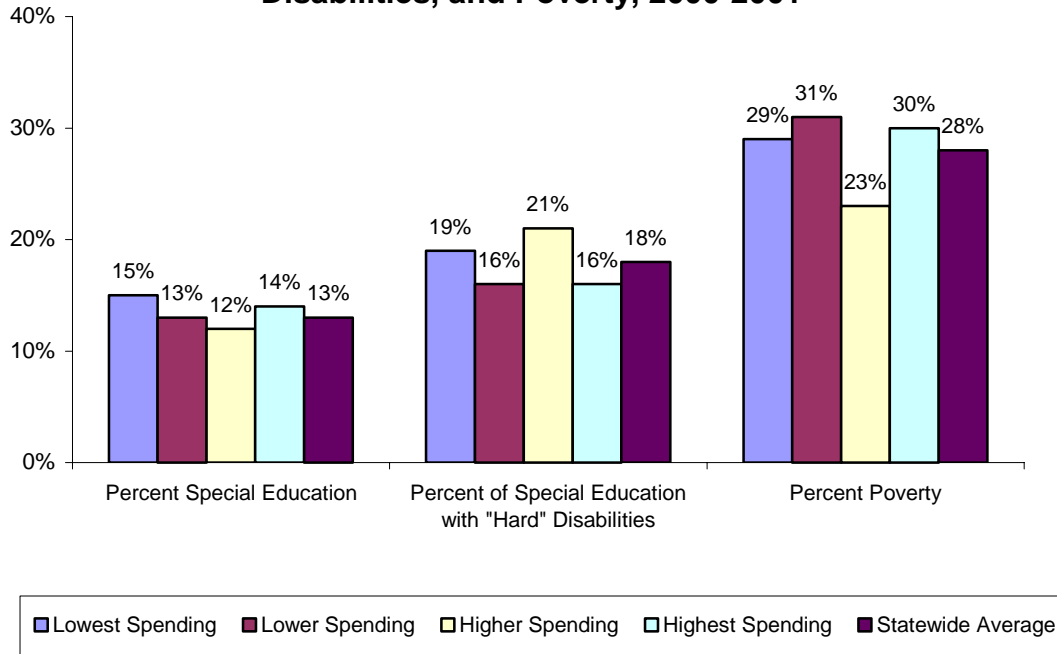


Data source for 2000-01 special education expenditures: "Fed GF Exp history" file from the Wyoming Department of Education. Source for Special Education Enrollment: Wyoming Special Education Electronic Data System (SEEDS) database.

Large spending variations, however, do not necessarily mean that there are inappropriate differences in the levels of services being provided to special education students in districts across the state. The highest spending districts per student may be more selective in their special education identification and program specification processes. If only the most severe students are identified for special education within a district, services on average might be expected to be higher than in a district identifying a much broader range of students for special education services. Or, two districts may identify special education students at the same overall rate, but one district may have more students with intensive service needs than another. A factor sometimes considered a good predictor of more intensive service needs is the percentage of students in poverty. For this reason, the federal government adjusts the amount of federal special education funds awarded to states based partly on the percentage of students in poverty in the state. Another factor that may cause justifiable differences in spending, or higher costs, in some districts over others is size. Due to diseconomies of scale, very small districts may be expected to incur higher average costs than average-sized or large districts.

Exhibit 26 shows the relationship between average special education spending per student and the percentage of total enrollment in special education, the percentage of special education students with “hard” disabilities, and the percentage of total enrollment in poverty. In regard to the relationship between spending and percent special education enrollment, one might expect to see decreasing percentages of identified students as per pupil spending increases, with the most selective districts incurring the highest average costs. However, Exhibit 26 reveals no conclusive patterns.

Exhibit 26. Per Special Education Pupil Spending in Association with Percentage Special Education, "Hard" Disabilities, and Poverty, 2000-2001



Data source for 2000-01 special education expenditures: "Fed GF Exp history" file from the Wyoming Department of Education. Student data: Special Education Electronic Data System (SEEDS), Dec. 2000 count, Wyoming Department of Education. Poverty data: Common Core of Data, 1999-2000, National Center of Educational Statistics.

In regard to the percentage of students with "hard disabilities," it might be expected that the districts spending the most per special education student would be those with the greatest percentage of students with "hard" disabilities. These are the disability categories that tend to have more severe needs and hence require more intensive services than the average special education student typically receives.²⁹ The expenditures associated with these disability categories are generally greater than those for "soft" disabilities, such as emotional disturbance, speech and language impairment, and specific learning disability. However, based on this measure, Exhibit 26 reveals no clear relationship between average district special education spending and the relative needs of the special education students they enroll.

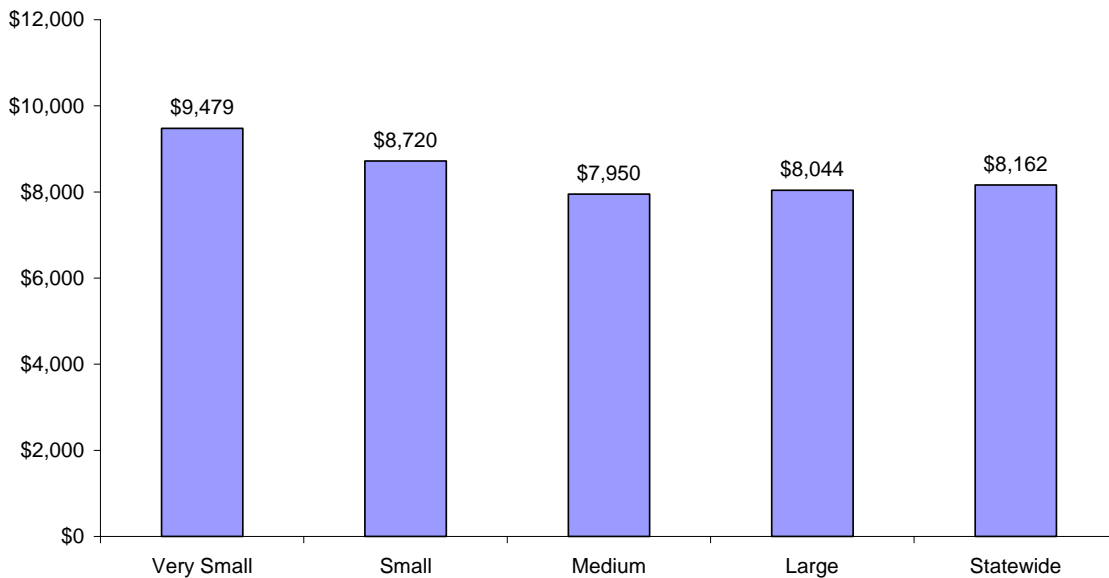
Furthermore, as previously discussed, it might be expected that higher percentages of students in poverty (as indicated by the free lunch program) would result in higher per pupil spending, as socio-environmental factors associated with poverty might result in more intensive needs. Again, however, any positive relationship observed in Exhibit 26 between these two variables appears weak at best.

²⁹ For the purpose of this analysis, "soft" disability categories include specific learning disability, speech and language impairment, and emotional disturbance. All others are treated as "hard" in this analysis.

The weakness of this relationship appears even more pronounced when looking at individual districts. For instance, the district with the highest per pupil spending in 2000-01 had only 23 percent of its students in poverty, which is lower than the statewide average of 28 percent. Furthermore, the district with the fourth-lowest spending had 49 percent of its population in poverty, nearly twice the statewide average. According to this analysis, these factors—percentage special education, percentage “hard” disabilities, and percentage poverty—appear to have minimal to no relationship with observed variations in special education spending in districts across the state.

District size might be another cost-based factor contributing to justifiable variation in per pupil spending. Exhibit 27 shows the pattern of expenditures when districts are categorized by district size based on total enrollment: very small (less than 550 total students), small (550-999 students), medium (1,000-3,499 students), and large (3,500 or more). The reader should note that these size categories do not have equal numbers of districts. The very small category has 13 districts, while five districts met the criteria for large districts. The spending pattern shows that very small districts have the highest average spending per special education pupil as compared to larger districts. Small districts also exhibit slightly higher spending per special education pupil than medium and large districts, while the large districts spend marginally more than medium districts.

Exhibit 27. Total Special Education Spending Per Pupil by District Size (Total Enrollment), 2000-2001



Source for 2000-01 special education expenditures: “Fed GF Exp history” file from the Wyoming Department of Education. Source for student data: Special Education Electronic Data System (SEEDS), Dec. 2000 count, Wyoming Department of Education.

Of the variables that might be expected to account for some of the observed variations in average special education expenditures, only district size appear to show some cost-based

rationale for these variations. However, within these size categories, considerable variation in average spending is also found. For example, dropping one aberrant case from the 13 very small districts, drops average per pupil special education spending for this category of districts by nearly \$400. In addition, 11 of the 27 small or very small districts in Wyoming show average special education spending that is below the state average.

In conclusion, higher or lower special education spending appears not to be clearly related to differences in special education enrollment, the percentages of students with “hard” or more severe disabilities, or the percentage of students in poverty. Some relationship between average special education spending per student and district size is found, suggesting that diseconomies of small scale may provide a cost-driven rationale for some of the special education spending variations found across the state.

Overall, however, the majority of this observed variation appears to result more from the wide range of district discretion in identification and service patterns that the current 100 percent reimbursement funding approach affords. A major concern associated with this variation is the possible extreme variations in service available to special education students throughout the state depending on the district in which they reside. Such variations appear in stark contradiction to the standard set by the Wyoming Supreme Court of a clearly specified set of “adequate” education resources equally available to all special education students throughout the state according to their individual and relative educational needs. In the next section of this chapter, we present further evidence of substantial variation in the relative availability of special education services for special education students across the state

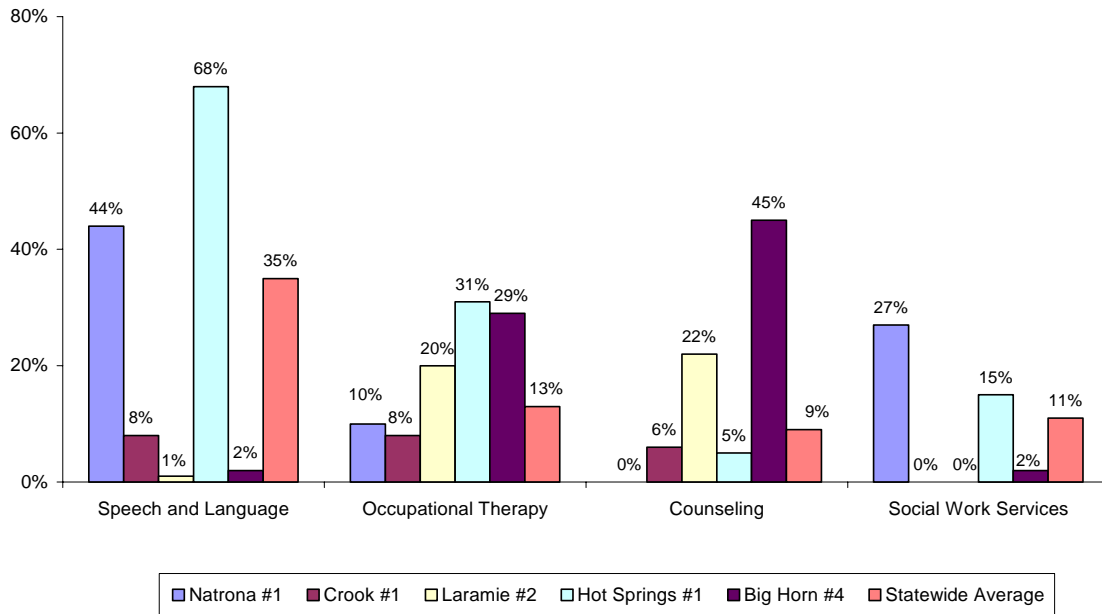
Variations in Service By District

Information from the 2000-01 SEEDS database shows substantial disparity in district practices in serving children with special needs. For instance, while the statewide average for all special education students receiving speech therapy is 35 percent, the percentage of special education students receiving these services in some districts is as little as one to two percent. The range for special education students receiving occupational therapy is anywhere from zero to 31 percent, with the statewide average at 13 percent. Exhibit 28 shows examples of district variations in service provision for five select districts in comparison to the statewide average: Natrona #1, Crook #1, Laramie #2, Hot Springs #1, and Big Horn #4. It is important to note that other districts showed comparable variation (see Appendix H for variations across all districts). The districts presented in the exhibits were selected because of their range of services and district size.

The service variations shown in the following exhibits and in Appendix H demonstrate variation in what districts think is appropriate in serving special education students. Furthermore, a lack of service providers available in the district may result in no or low percentages of students served. Additionally, the source from which these data came—the SEEDS database—is not entirely accurate. For instance, the limitation of the SEEDS database in capturing only up to five services might account for some of these differences

among districts. There also appears to be some misunderstanding at the district level as to which personnel services are accounted for in the SEEDS database. For example, some districts have indicated that they do not account for services provided by federally-funded or contracted personnel (although WDE staff indicate that such services should be included in SEEDS). These issues could exacerbate the appearance of service variations across the districts. However, while SEEDS may not always reflect actual practice, as it should, strong evidence of considerable inter-district variation in the provision of special education services remains.

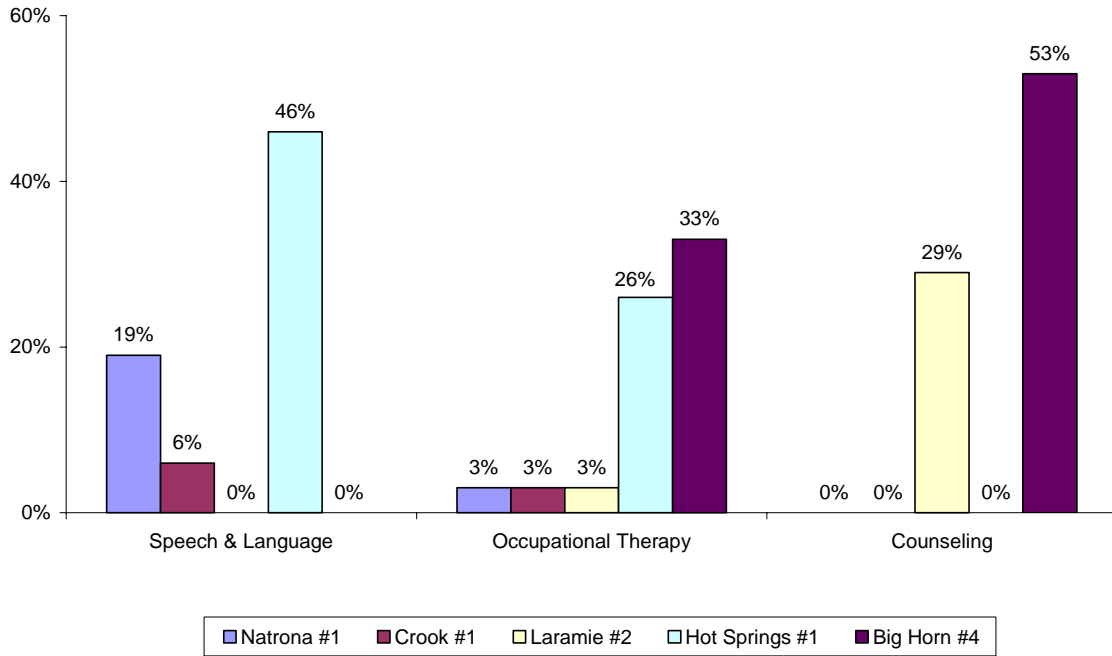
Exhibit 28: Variations in the Percentage of Special Education Students Receiving Services, Select Districts, 2000-2001 (SEEDS)



Source: Special Education Electronic Data System (SEEDS), 2000-2001, Wyoming Department of Education

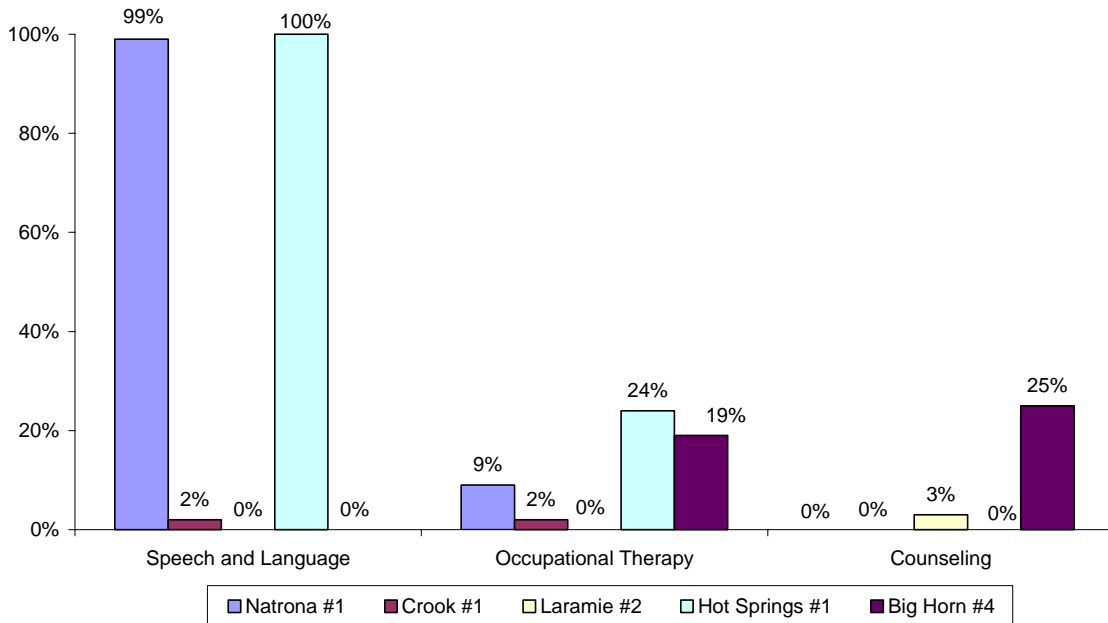
Variations are apparent also when examining services received by students within the same categories of disability. For instance, two large districts provide counseling to as few as one to two percent of students with emotional disturbance (ED), whereas other districts provide those services to 70 to 80 percent of their students with ED. Exhibit 29 and 30 demonstrate these discrepancies for the same five districts shown above in Exhibit 28 for the two most prevalent disabilities in the state: specific learning disability and speech and language impairment.

Exhibit 29: Variations in the Percentages of Students with a Specific Learning Disability Receiving Services, Select Districts, 2000-2001 (SEEDS)



Source: Special Education Electronic Data System (SEEDS), 2000-2001, Wyoming Department of Education

Exhibit 30: Variations in the Percentages of Students with a Speech and Language Impairment Receiving Services, Select Districts, 2000-2001 (SEEDS)



Source: Special Education Electronic Data System (SEEDS), 2000-2001, Wyoming Department of Education

These district variations are of concern, as all special education children should be ensured some standard of service that is not governed by existing district resources, but rather by their Individual Education Programs (IEPs). This brings us to a discussion of Wyoming staffing practices in the context of other guidelines, such as national research, other state special education policies, and professional judgment.

Comparative Guidelines

The determination of “adequate” special education services for Wyoming can begin with an examination of current staffing ratios of special education personnel in Wyoming, and then extend to comparisons with national research, other state special education requirements, and professional organization recommendations. Exhibit 31 provides an overview of estimated actual staffing ratios in Wyoming for the year 2000-01. Based on data from the 2000-01 SEEDS database, which records up to five related services received by each special education student and information from the 401 reimbursement forms, the exhibit provides the average number of students per each full-time equivalent (FTE) special education staff. These figures are presented in terms of:

- 1) the number of students served per FTE staff
- 2) the number of special education students per FTE staff
- 3) the average daily membership of regular and special education students (ADM) per FTE staff³⁰

An FTE count for each staff category was derived from the 401 forms for the year 2000-01. Our estimate includes both district-employed staff as well as contracted services associated with those personnel categories. For instance, contracted services for occupational therapy were paired with district-employed occupational therapists. Amounts in Attachment 3 of the 401 files (“Contracted Services”) that were recorded by districts as “Other” (OY) were re-assigned to a specific service category when possible. The full-time equivalent for contracted services was calculated by dividing the amount spent on the service by the average hourly contracted rate based on additional data obtained from districts participating in the Taskforce.³¹ The number of hours generated by this calculation was then divided into a 181-day contract. The FTE count of district-employed staff from the 401 forms was added to the AIR-estimated contracted FTEs to arrive at the total number of FTE staff in a particular category. For example, the 142.11 FTE count for district-employed speech pathologists was combined with the FTE count of 8.37 for contracted speech and language services to derive a total estimate of 150.48 FTE speech pathologists.

³⁰ The average daily membership of 85,353 (2000-01) used in this report uses a half-count of the kindergarten population.

³¹ As an average hourly contracted rate was not obtained for Nursing/Health Services and Social Work, the statewide average salaries for these personnel were applied to estimate the full-time equivalent from the contracted amount.

Exhibit 31. Estimated Wyoming Special Education Personnel Staffing Ratios, 2000-01

Special Education Personnel	Number of Special Education Students Receiving Services	Total FTE Providers	Number of Students Per FTE Staff Based on:		
			Number of Special Education Students Receiving the Service	Number of Special Education Students (n=11,772)	Average Daily Membership (Regular and Special) (n=85,353)
SE Director/asst.*	11,772	35.7	329.7	329.7	2,391
Secretarial/clerk support*	11,772	46.0	255.9	255.9	1,856
Special Education Teacher*	11,772	801.6	11.0**	14.7	106
Instructional Aide*	11,772	1,171.6	n/a	10.0	73
Adaptive PE	586	18.9	31.0	622.9	4,516
Physical Therapist	484	14.3	33.8	823.2	5,969
Occupational Therapist	1,497	38.0	39.4	309.8	2,246
Related Service Aide*	11,772	56.6	n/a	208.0	1,508
Speech Pathologist	4,109	150.5	27.3	78.2	567
Audiologist	118	5.4	21.9	2,180.0	15,806
Hearing Screening Technician	n/a	4.5	n/a	2,616.0	18,967
Vision Screening Technician	n/a	1.0	n/a	11,772.0	85,353
Diagnostic Staff	236	92.0	2.6	128.0	928
Guidance Counselor	1,005	34.1	29.5	345.2	2,503
School Social Worker	1,332	64.5	20.7	182.5	1,323
School Nurse	64	33.6	1.9	350.4	2,540

*The SEEDS database does not indicate the number of children receiving services from special education teachers, instructional aides, related service aides, hearing screening technicians, and vision screening technicians. The total average daily membership population was applied to directors and secretarial/clerk support.

**This is an estimate based on data from the California Special Education Management Information System 1996-97, which show that a quarter of special education students do not receive services from a special education teacher. Using this information, the estimated ratio of students served per special education teacher is 11 to 1.

It is helpful to put Wyoming practice into the context of national research, special education policies and practices of other states, and recommendations made by professional research organizations. In short, how does Wyoming compare in its staffing of special education personnel?

There are various pieces of research that provide insight to this question. The 1999-2000 Special Education Expenditure Project (SEEP) shows a national average caseload of 17.7 for self-contained class special education teachers and 23.6 for resource teachers (19.9 across all special education educators). Another national study, the Study of Personnel Needs in Special Education (SPeNSE, 2002) conducted by Westat, found an average caseload of 24 across all special education teachers. Similarly, the Council for Exceptional Children (CEC) conducted a study on special education teaching conditions and the findings, released in 2000, indicate an average caseload of 18 for self-contained classroom teachers and 38 for resource specialists. In response to the findings, the CEC criticized these caseload levels as being too high, as they overwhelm special education teachers and hinder the individualized instruction necessary to serve children with disabilities (CEC, 2000). While low in comparison to national averages, Wyoming's

current special education staffing ratio of 11 students to one teacher may be considered appropriate in light of these criticisms.

Exhibit 32 provides a summary of recent national research on average caseloads of special education teachers and related service providers. Variation in caseloads seen here might be the product of different research methodologies.

Exhibit 32. Summary of National Research on Special Education Personnel Average Caseloads in Comparison to Wyoming (Students Served), 2000-01

Special Education Personnel	Wyoming (2000-01)	SEEP (1999-2000)	SPeNSE (2000)	CEC (2000)
Special Education Teacher	11*	17.7 for Self-Contained Class Teacher and 23.6 for Resource Specialist	24	18 for Self-Contained Class Teacher and 35 for Resource Specialist
Instructional Aide*	n/a	17	21	
Adaptive PE	31.0	45.9		
Physical Therapist	33.8	27.3		
Occupational Therapist	39.4	33.1		
Related Service Aide	n/a	13		
Speech Pathologist	27.3	46.4	21	
Guidance Counselor	29.5	45.6		
School Social Worker	20.7	45.6		

* This is an estimate based on California Special Education Management Information System for 1996-97, which shows that a quarter of special education students do not receive services from special education teachers. Based on this figure, the ratio of special education students served to special education teachers is 11 to 1.

For comparison purposes, additional state-level caseload data were obtained from the California Special Education Management Information System (CASEMIS) file for the 1996-97 school year. Exhibit 33 compares Wyoming estimated caseloads to California data. The ratios are presented in terms of special education students served, as well as the total special education enrollment in Wyoming (11,772 in 2000-01) and California (600,979 in 1996-97). Based on California practice, a quarter of the special education enrollment does not receive services from a special education teacher. Using this figure, we estimate that the ratio of students *served* to special education teachers in Wyoming is 11 to 1, which compares to the California ratio of 16.6 to 1. Except for occupational therapists, for whom caseloads are comparable to those in California, Wyoming caseloads are much smaller across all personnel listed. The reader is reminded that California’s total special education population is more than 51 times greater than the Wyoming 2000-01 figure, which might account for the large variation in ratios for the total special education enrollment.

Exhibit 33. California Special Education Staffing, Based on the California Special Education Management Information System (CASEMIS), 1996-97, in Comparison to Wyoming, 2000-01

Special Education Personnel	Wyoming Number of Special Education Students SERVED per FTE provider	California Number of Special Education Students SERVED per FTE Provider	Wyoming Total Special Education Students per FTE provider	California Total Special Education Students per FTE Provider
Special Education Teacher	11.0	16.6	14.7	22
Adaptive PE	31.0	54.4	623	681
Physical Therapist	33.8	68.9	823	23,115
Occupational Therapist	39.4	40.5	310	3,903
Speech Pathologist	27.3	55.7	78	135
Audiologist	21.9	100.9	2,180	10,186
Guidance Counselor	29.5	61.3	345	1,462
School Social Worker	20.7	61.3	183	1,462

While the research above reflects the *average* caseload for special education personnel, some states have established special education policies that stipulate the *maximum* number of special education students that personnel can serve. Electronic versions of special education regulations were obtained from the Great Lakes Area Regional Resource Center's National State Policy Database and examined for references pertaining to caseloads and class size.³² Of the 48 states with accessible policies in the GLARRC database, 21 states had policies that specified maximum caseloads to some extent, while nine states had class size requirements. The reader should note that state policies vary substantially according to disability type, severity, and setting in which the services are provided (e.g., elementary vs. secondary, self-contained classroom, resource room). Exhibit 34 provides a summary of some of these policies.

Additionally, two professional organizations have issued recommended guidelines and have conducted national surveys regarding the caseloads of their members. The American Speech-Language-Hearing-Association (ASHA) recommends a maximum caseload of 40 school-aged students for speech pathologists, which should be reduced according to variables that affect contact time, such as disability severity, travel time, student need, and so forth (ASHA, 1993). Results from the 1995 ASHA Schools Survey show that the average monthly caseload of a school-based ASHA certified speech pathologist is 54. ASHA also recommends a ratio of one full-time audiologist for every 12,000 preschool through secondary students, in order to provide comprehensive services. The ratio may need to be lowered based on factors such as excessive travel time, number of children with hearing impairments, and assistive technology in use.

The National Association of School Psychologists (NASP) recommends a ratio of one school psychologist for every 1,000 students enrolled. According to a NASP survey of its members in 1999, the national average ratio is one school psychologist to 1,816 students,

³² GLARRC database: <http://www.glarrc.org/Resources/NSPD.cfm>. Information retrieved July 2002.

and only five states (Connecticut, Massachusetts, New Jersey, New Mexico, and New York) achieve the recommended standard. Based on this survey, the average for Wyoming is one psychologist per 1,432 students enrolled.

Other organizations, such as the American Physical Therapy Association (APTA) and the American Occupational Therapy Association (AOTA), informed AIR that they did not have any recommended ratios at this time.

Exhibit 34. Examples of State Special Education Caseload Regulations

Special Education Personnel	Georgia	Louisiana	Maine	Michigan	Ohio	Rhode Island	Wisconsin
Special Education Director				Each district must have at least a half-time special education director		Every district must have 1 FTE special education director; can join with neighboring districts for regional program.	
Special Education Teacher			35				
Self-Contained Classroom Teacher	16						
Resource Specialist	32	9 (severe/low incidence disabilities) -16 (all other disabilities)		18 (elementary) - 20 (secondary)	16 (elementary/jr. high) - 24 (secondary)	30	
Adaptive PE		60			100		
Physical Therapist			50		50 school-aged, or 40 preschoolers	30	30, or 45 with physical therapist assistant
Occupational Therapist			50		50 school-aged, or 40 preschoolers	30	30, or 45 with occupational therapist assistant
Speech Pathologist		30	50	60	80 school-aged, or 50 students with multiple disabilities or hearing impairment; 1 FTE per 2,000 enrolled	1 FTE per 1,200 enrolled	
School Social Worker		1 FTE per 3,200 enrolled	50			1 FTE per 2,500 enrolled	
Psychologist		1 FTE per 2,400 enrolled			125 school-aged, or 75 preschoolers; 1 FTE per 2,500 enrolled		

Source: GLARRC database: <http://www.glarrc.org/Resources/NSPD.cfm>. Information retrieved July 2002.

Recommended Guidelines

Based on research, Wyoming practice, other state policies, and professional judgment, the AIR study team proposes that the following guidelines be applied as a basis for funding special education in Wyoming. These guidelines reflect our best current determination of appropriate caseloads for providing special education services in Wyoming. However, as the needs of the students vary and services to meet those needs are determined individually, services based entirely on the proposed guidelines will prove inappropriate for serving some children. Children may have similar disabilities, but those with higher severity levels may require more intensive services. The guidelines are considered general benchmarks for funding, as well as a basis for assessing whether districts are adequately meeting the needs of children with disabilities, by allowing a comparison with current district practice. Furthermore, they will allow costs to be associated with these “adequate” special education services as a basis for providing districts with “adequate” levels of special education funding.

Exhibit 35 provides an overview of the recommended guidelines. It is important to note that further adjustments are applied to remote populations, a concept that will be further explained in the following section. The ratios have been adjusted to reflect three populations (based on 2000-01 figures): the number of students receiving the service, the number of special education students, and the average daily membership. For instance, the recommended guideline of one FTE audiologist to every 10,000 enrolled students was adjusted downwards to reflect the special education population as well as the number of special education children served. It should be noted, however, that although three sets of ratios are shown in Exhibit 35, we will recommend that district funding be determined on the basis of average daily membership. The rationale for this decision will be presented later in this chapter.

Exhibit 35. Recommended Staffing Guidelines, based on 2000-01 Student Population

Special Education Personnel	Number of Students Per FTE Staff Based on:		
	Number of Special Education Students Receiving the Service	Number of Special Education Students (n=11,772)	Average Daily Membership (Regular and Special) (n=85,353)
Special Education Teacher	n/a	16.6	120
Instructional Aide	n/a	13.8	100
Adaptive PE	34	690	5,000
Physical Therapist	37	896	6,500
Occupational Therapist	39	310	2,250
Related Service Aide	n/a	34	250
Speech Pathologist	40	114	825
Audiologist	14	1,379	10,000
Hearing Screening Technician	n/a	1,379	10,000
Vision Screening Technician	n/a	1,379	10,000
Diagnostic Staff	4	207	1,500
Guidance Counselor	15	172	1,250
School Social Worker	20	172	1,250
School Nurse	1	276	2,000

In addition to developing ratios for special education personnel, the study team also determined the numbers of FTE directors and/or assistant directors and FTE secretarial support considered appropriate for operating special education programs in districts of varying size. Exhibit 36 presents the number of administrative staff by district size. It is important to note that these figures are not ratios, but rather they are numbers to be applied consistently to all districts that fall within the size category.

Exhibit 36: Recommended Number of FTE Administrative Staff Based on District Size

Size	Average Daily Membership	Director, including Assistant Director	Secretarial Support
Large	3,500+	2	6
Medium	1,000-3,499	1	3
Small	550-999	1	1.5
Very Small	Less than 550	0.8	1

The special education resource guidelines presented in this report are expressed in terms of ratios of service providers to total students (expressed in terms of average daily membership, ADM), total special education students, and total students actually receiving the resource or service being specified. The purposes of expressing these ratios in terms

of three alternative populations is to better convey the implications of a certain ratio in varying terms. The student count ultimately driving these measures, however, is total enrollment (in terms of ADM). It is a district's, or school's in the case of remote schools, total enrollment that determines the number of special education staff allocated to the district overall rather than the count of students identified to receive special education services or the count of students actually receiving a given service. The rationale for this is to recognize the considerable variation illustrated earlier in this chapter regarding the percentages of students identified as special education in districts throughout the state (ranging from 8.3 percent to nearly 29 percent), as well as the variation observed in related service provision. Based on these numbers, it appears very likely that while students are being considerably over-identified and served in some districts, the exact opposite is happening in others.

Due to limitations in space, Exhibit 37 shows only a select number of districts and the personnel generated by the recommended ratios.

Exhibit 37. Number of Personnel Generated by Recommended Ratios in Select Districts

District Size	Recommended Ratios	Laramie #1	Park #6	Big Horn #1	Sheridan #3
		Large	Medium	Small	Very Small
Average Daily Membership, 2000-2001		12,645	2,282	739	109
SE Enrollment (SEEDS Dec. 2000)		1,519	235	103	14
Director/ asst.		2	1	1	0.8
Sec/ Support		6	3	1.5	1.0
Special Education Teacher	120	105.4	19.0	6.2	0.9
Instructional Aide	100	126.5	22.8	7.4	1.1
Adaptive PE	5,000	2.5	0.5	0.1	0.02
Physical Therapist	6,500	1.9	0.4	0.1	0.02
Occupational Therapist	2,250	5.6	1.0	0.3	0.05
Related Services Aide	250	50.6	9.1	3.0	0.4
Speech Pathologist	825	15.3	2.8	0.9	0.1
Audiologist	10,000	1.3	0.2	0.1	0.01
Hearing Screening Tech	10,000	1.3	0.2	0.1	0.01
Vision Screening Tech	10,000	1.3	0.2	0.1	0.01
Diagnostic Staff	1,500	8.4	1.5	0.5	0.1
Guidance Counselor	1,250	10.1	1.8	0.6	0.1
School Social Worker	1,250	10.1	1.8	0.6	0.1
School Nurse	2,000	6.3	1.1	0.4	0.1

Remoteness and Implications for Recommended Ratios

The study team recognizes that some districts may face difficulties in serving special education students in remote locations or smaller schools. In such cases, the special education enrollment may not be large enough to support a full-time school-based provider. Accordingly, districts may need to employ an itinerant provider who travels between schools to serve special education students or contract out for particular services. The study team developed lower staffing ratios to account for these issues. As some of the provider's time is spent traveling between sites, the caseload should be reduced to allow for the provider to spend an appropriate amount of time with each special education student. For example, the State of Louisiana stipulates that a resource specialist's caseload of 27 can be reduced to 10-19 if the specialist travels between two or more schools. Louisiana regulations also state that a physical therapist's caseload of 60 may be reduced to 40 if the provider serves two or more schools.

The study team first developed and applied criteria for "remoteness" to the nearly 400 schools in Wyoming, using 2000-01 special education enrollments and the Yahoo! Internet mapping tool. Schools that were 15 miles or more outside the city in which the district office was located and had 15 special education students or less were designated as remote for special education teachers. An alternative special education enrollment number was used for related service providers, as the critical mass needed to support on-site related service providers is larger. Schools that were 15 miles or more outside the district office city and had 50 special education students or less were considered remote for related service providers. Furthermore, groups of remote schools that were located in the same community (e.g., referred to as "cluster" in the database) were treated as a single school. For instance, Big Horn School District #1 has three remote schools in Burlington, which is over 38 miles away from the district office in Cowley. The special education enrollments of the three individual schools in Burlington were combined into a single special education enrollment of 28, which indicates that the cluster is remote for related service personnel (less than 50 students) and non-remote for special education teachers (more than 15 students). The study team notes that mapping tools sometimes provide rough measures of the true distance and that other factors may also affect the working definition of remoteness incorporated for this report. For this reason, the exact data we present would need to be reviewed by staff more intimately familiar with the state if the type of remoteness adjustment we recommend were adopted as state policy.

The caseloads for related service providers were reduced by a quarter to account for travel time, and these alternative caseloads were then applied to the total average daily membership of remote schools in each district. The non-remote guidelines discussed in the section above were applied to the total average daily membership of *non-remote* schools in each district. Exhibit 38 shows the number of personnel generated by the lower ratios for related service providers serving remote populations

Exhibit 38. Guidelines for Related Service Providers Serving Remote Populations

Special Education Personnel	Number of Students Per FTE Staff Based on:		
	Number of Special Education Students Receiving the Service	Number of Special Education Students (n=11,772)	Average Daily Membership (Regular and Special) (n=85,353)
Adaptive Physical Education (PE)	26	517	3,750
Physical Therapist	28	672	4,875
Occupational Therapist	30	233	1,688
Related Service Aide	26	26	188
Speech Pathologist	30	85	619
Audiologist	10	1,034	7,500
Hearing Screening Technician	n/a	1,034	7,500
Vision Screening Technician	n/a	1,034	7,500
Diagnostic Staff	3	155	1,125
Guidance Counselor	11	129	938
School Social Worker	15	129	938
School Nurse	1	207	1,500

Exhibit 39 on the follow page demonstrates how the non-remote and remote ratios operate in select districts. Laramie #1 has an average daily membership of 12,645, of which 12,498 are non-remote and 147 are remote. When the ratio of one FTE adaptive PE instructor to 5,000 ADM is applied to Laramie #1's non-remote population, the district generates 2.5 FTE instructors. The district's remote population of 147 generates a .04 FTE adaptive PE instructor, when the remote ratio of 3,750 ADM to one FTE is used. In total, Laramie #1 generates 2.54 FTE adaptive PE instructors.

Exhibit 39. Related Service Personnel Generated by Guidelines for Non-Remote and Remote Populations in Select Districts

District Size	Laramie #1		Park #6		Big Horn #1		Sheridan #3			
	Large	Medium	Small	Very Small						
Average Daily Membership, 2000-2001	12,645	2,282	739	109						
Non-Remote ADM	12,498	2,273.5	472	93						
Remote ADM	147	8.5	267	16						
Personnel Generated Based on Non-Remote and Remote Ratios										
	Non-Remote Recommended ADM Ratios	Remote Recommended ADM Ratios	Non-Remote	Remote	Non-Remote	Remote	Non-Remote	Remote		
Adaptive PE	5,000	3,750	2.5	0.04	0.5	0.002	0.1	0.1	0.02	0.004
Physical Therapist	6,500	4,875	1.9	0.03	0.3	0.002	0.1	0.1	0.01	0.003
Occupational Therapist	2,250	1,688	5.6	0.1	1.0	0.01	0.2	0.2	0.04	0.01
Related Services Aide	250	188	50.0	0.8	9.1	0.05	1.9	1.4	0.4	0.09
Speech Pathologist	825	619	15.1	0.2	2.8	0.01	0.6	0.4	0.1	0.03
Audiologist	10,000	7,500	1.2	0.02	0.2	0.001	0.05	0.04	0.01	0.002
Hearing Screening Tech	10,000	7,500	1.2	0.02	0.2	0.001	0.05	0.04	0.01	0.002
Vision Screening Tech	10,000	7,500	1.2	0.02	0.2	0.001	0.05	0.04	0.01	0.002
Diagnostic Staff	1,500	1,125	8.3	0.1	1.5	0.008	0.3	0.2	0.06	0.014
Guidance Counselor	1,250	938	10.0	0.2	1.8	0.009	0.4	0.3	0.07	0.02
School Social Worker	1,250	938	10.0	0.2	1.8	0.01	0.4	0.3	0.1	0.02
School Nurse	2,000	1,500	6.2	0.1	1.1	0.006	0.2	0.2	0.05	0.01

For special education teachers, a slightly different approach was taken. Instead of applying a single lower ratio of special education teachers to students across all remote districts, different ratios were established based on levels of average daily membership in the individual schools. Remote schools or clusters of schools that had an average daily membership of more than 35 students generate 1.0 FTE special education teachers. Remote schools with an average daily membership of 26-35 generate a .8 FTE special education teacher. Exhibit 40 below provides further detail on the allocation of teachers by average daily membership of remote schools.

Exhibit 40. Special Education Teacher Allocation for Remote Schools

Average Daily Membership (ADM) of Remote School	FTE Special Education Teacher Allocation
More than 35 ADM	1.0
ADM of 26-35	0.8
ADM of 16-25	0.6
ADM of 6-15	0.4
ADM of 1-5	0.2

The following exhibit provides an overview of special education teachers generated by remote and non-remote guidelines in select districts. Big Horn #1 does not generate any teachers based on the remote ratios, as no schools in that district were 15 miles outside the district office and had 15 or less special education students (however, Big Horn does have a population that is considered remote for related service providers, as seen in Exhibit 39).

Exhibit 41. Non-Remote and Remote Special Education Teachers Generated in Select Districts

	Laramie #1	Park #6	Big Horn #1	Sheridan #3
Non-Remote Teachers	104.2	18.9	6.2	.8
Remote Teachers	1.5	.4	0.0	0.6
Total	105.7	19.3	6.2	1.4

Funding Approach Based on Guidelines

Beyond the specifications of “adequacy” guidelines for special education services, the question remains as to what it “costs” to fund them. The AIR special education cost model has three primary expenditure categories: personnel, non-personnel, and other services.

Personnel Expenditures

To cost out personnel expenditures, the numbers of staff generated by the non-remote and remote counts of students for each district were applied to the ratios in each personnel category. These were then multiplied by the salary schedules created by Management Analysis and Planning, Inc. (MAP) for Wyoming's general education funding approach. With the exception of instructional aides and clerks, the general education personnel salaries have been adjusted for experience and education in each personnel category by district, based on data provided by MAP and described in their report, *Wyoming School District Employee Compensation*.

AIR requested salary information from the Wyoming Department of Education on special education personnel in order to create comparable salary schedules that account for special education experience and education levels within each district. However, as these data were not provided in time for inclusion in this analysis, the team used the MAP general education salaries as placeholders. If adopted, special education personnel salaries should be appropriately adjusted and applied to the cost model.

As there are special education personnel, such as physical therapists and adaptive PE instructors, who do not correspond with general education personnel categories, we obtained additional salary schedule data for related service providers from districts participating in the Taskforce. Based on this information and the extent to which districts contract out for particular services, we applied the MAP teacher salary schedule by district to all related service providers except for physical therapists, occupational therapists, audiologists, and diagnostic staff (e.g., educational diagnosticians and school psychologists). For these latter categories, the model employs the administrative salary of \$64,206 for business managers across all districts, as calculated by the MAP model. The instructional salary schedule for general education personnel was used for special education instructional aides and related service aides. The base salary for school principals (\$78,925) was used to calculate the personnel expenditure for special education directors, and the base salary for clerks and data entry staff (\$30,829) was used to determine expenditures for special education administrative support. All of these salary schedules include both salaries and benefits. These categories of staff were selected because the salaries associated with them appeared most closely aligned with what appeared to be the actual expenditures for these categories of staff across the state.

Furthermore, the cost model includes expenditures on substitute personnel based on reimbursement patterns for the 2001-02 school year. Based on districts claiming reimbursement in 2001-02 for substitute expenses, the average time of substitute service per special education student was 0.8 day, and the average expenditure across districts seeking reimbursement was \$84 per day. To generate expenditures, the total special education enrollment in each district was multiplied by the average time per student (0.8) and the average expenditure per day (\$84). For instance, based on a special education population of 186, Crook #1 generates a substitute expenditure of approximately \$12,500 ($=(186*0.8)*84$).

The total statewide projected amount for personnel came to approximately \$82.5 million, 3.4 percent higher than the estimated \$79.8 million spent on personnel in 2000-01, according to our analysis of 401 spending on district-employed personnel and contracted services.

Non-Personnel Expenditures

Another expenditure category in the special education cost model is for non-personnel items. While the 401 reimbursement forms provide totals for instructional materials, repair and maintenance of equipment, and travel expenditures, AIR created a more comprehensive classification of non-personnel items which includes items coded in the contracts section of the 401 (Attachment 3). Exhibit 42 lists the categories included as non-personnel in the AIR cost model and the total and per average daily membership (ADM) expenditures in 2000-01.

Exhibit 42. Non-Personnel Items Included in the AIR Special Education Cost Model and Expenditures, 2000-01

Non-Personnel Category	2000-01 Total Expenditures	Per Average Daily Membership Amount (based on 2000-01 ADM)
Repair and Maintenance of Equipment	\$64,303	\$.75
Travel		
<ul style="list-style-type: none"> • Travel in District (non-contracted) • Travel in State (non-contracted) • Travel Out-of-State (non-contracted) • Contracted Travel 	\$279,375	\$3.27
Instructional Materials	\$2,563,186	\$30.03
Tuition		
<ul style="list-style-type: none"> • In-State Placement Tuition • Out-of-State Placement Tuition 	\$4,892,039	\$57.32 (\$30.00 adjusted)
Assistive Technology/Special Equipment	\$57,004	\$.67 (\$5 adjusted)
Special Transportation	\$69,479	\$.81
Items Coded as "Other" in the 401 Contracts Section	\$532,153	\$6.23 (\$3.00 adjusted)
TOTAL NON-PERSONNEL	\$6,827,058	\$79.99 (\$72.87 adjusted)

To calculate non-personnel expenditures, the study team first examined what was spent at the district level on these items in 2000-01, using both 401 data and WDE estimates of IDEA Part B expenditures. AIR had to rely upon a rough estimate of how federal special education funds are spent, as the 401s do not capture how IDEA dollars are used to serve special education students. According to this estimate, \$1.6 million of Part B funds were

allocated to “Supplies/materials” in 2000-01.³³ This figure was combined with the 401 expenditures on instructional materials, for a total of \$2.6 million spent on this category. However, “Supplies/materials” is the only category in the Part B estimates that could be conclusively placed in the non-personnel category. The other Part B spending categories are accounted for in another expenditure category, “Other Services,” discussed further below.

There were also items in the contracted services section of the 401s that qualified as non-personnel, such as contracted travel, tuition, assistive technology, special equipment, and special transportation. Furthermore, there is a broad category in the contracted services section called “Other,” which appears to be a catchall for a variety of expenditures that might not fall cleanly into other codes. However, as mentioned previously, some services found in this “Other” category were combined with expenditures on personnel. For instance, a contracted service for occupational therapy coded as “Other” was reassigned to expenditures on occupational therapists. The remaining “Other” expenditures not clearly associated with a personnel type came to a total of \$532,153. According to AIR estimates, the total of \$6.8 million was spent on special education non-personnel items.

To determine what should be spent across all districts, the team looked at the statewide totals for each item, and divided the expenditures by the 2000-01 statewide average daily membership (ADM) of 85,353. These per pupil amounts (shown in Exhibit 42 above) were then applied to each district’s ADM to arrive at a projected revenue amount. For example, a statewide total of \$64,303 was expended on repair and maintenance of equipment in 2000-01, with an average of \$0.75 per ADM. The ADM in each district was multiplied by \$0.75 to generate a revenue amount. Statewide per ADM amounts were applied to all non-personnel items, and several adjustments were made. As the study team believes it is important to boost districts’ technological capacity and encourage development in these areas, the model applies \$5 per ADM for assistive technology and special equipment, a greater amount than the \$0.67 per ADM spent on these items in 2000-01. In addition to this adjustment, the “Other” amount was reduced from \$6.23 to \$3.00 per ADM, as the increase in the assistive technology and special equipment should compensate for this reduction. Furthermore, the per ADM for tuition was reduced from \$57.32 to \$30.00. The funding generated by the personnel staffing guidelines is intended to be sufficient to enable districts to provide educational services in-house, therefore the per ADM tuition amount has been reduced. However, districts that face extraordinary circumstances could apply to the state for emergency funds if the amount generated for tuition is not sufficient to meet their needs.

Using this approach to cost out non-personnel, approximately \$6.2 million would be spent on non-personnel (with the per ADM amount adjusted upwards for technology and equipment, and downwards for tuition and other contracts), in comparison to the \$6.8 million spent in 2000-01.

³³ Part B funds are federal funds allocated to states to assist them in fulfilling Part B of the IDEA, which ensures that children with disabilities receive a free and appropriate public education. The estimated Part B amount of \$2.6 million for supplies and materials comes from the state’s estimates of school-aged funds (Section 611 of Part B) and does not include preschool funds (Section 619 of Part B).

Expenditures for Other Services

In addition to Personnel and Non-Personnel, a final expenditure category, designated as “Other Services,” was included in the cost model. This category includes both 401-funded and federally-funded services that do not clearly align with a particular personnel category. Exhibit 43 below provides a listing of the items in this category, the 2000-01 expenditures, per ADM amount, and the funding source from which the expenditure data were obtained. The Department of Education’s estimate of Part B school-aged funds for purchased services was nearly \$1 million. However, based on data available, the purchased services category cannot be disaggregated further, and the types of services funded are unclear. As such, these funds were re-categorized in the cost model as “Miscellaneous Services,” along with various 401-recorded services such as medical, early identification, parent counseling, and recreation. These 401 services were consolidated because only five districts claimed expenses for these services, for a total of \$22,174 in 2000-01. The 401 files were the only source to detail expenditures for Extended School Year (ESY) services, but based on additional information from districts, the study team recognizes that ESY is primarily funded through Part B dollars. However, the state’s estimate of Part B spending does not provide expenditures for ESY services.

Exhibit 43. “Other Services” Items Included in the AIR Special Education Cost Model and Expenditures, 2000-01

“Other Services” Category	Funding Source	2000-01 Total Expenditures	Per Average Daily Membership Amount (based on 2000-01 ADM)
Evaluation Services	401	\$1,072,297	\$12.56
Extended School Year Services	401	\$7,468	\$.09 (\$15.72 adjusted)
Vocational Services	401	\$125,741	\$1.47
Staff Training	Part B (611)	\$1,406,693	\$16.48
Capital Outlay	Part B (611)	\$1,293,400	\$15.15
Miscellaneous Services			
<ul style="list-style-type: none"> • Medical (401) • Early Identification and Assessment (401) • Parent Counseling and Training (401) • Recreation (401) • Purchased Services (Part B)* 	401 and Part B (611)	\$1,021,886	\$11.97 (\$6.00 adjusted)
TOTAL “OTHER SERVICES”		\$4,927,485	\$57.73 (\$67.39 adjusted)

As with the non-personnel expenditures, the average statewide ADM amount for each expenditure item in “Other Services” was applied to the ADM in each district to generate the projected revenue. For example, a district with an ADM of 600 would generate a revenue amount of \$7,536 for evaluation services (\$12.56 per ADM) and \$882 for vocational services (\$1.47 per ADM). However, the state lacks detailed expenditure data for ESY services, except for that claimed on the 401 files, which show less than \$7,500

spent statewide in 2000-01. As mentioned, the study team is aware that much of the ESY funding comes from federal Part B funds, but the Part B estimates provided by the state does not break out funding for these services. As such, the team relied upon SEEP data, which show that approximately \$1.33 million was spent on ESY services in 2001-2002, which translates to \$15.72 per ADM. This amount is used, in place of the \$0.09 per ADM obtained from 401 spending, to generate revenue for ESY services. Furthermore, the miscellaneous services amount of \$11.97 per ADM was adjusted downward to \$6.00, to offset the increase in ESY funds.

As the per ADM amount for ESY services was adjusted upwards, the cost model projects that about \$5.9 million is spent on the “Other Services” category, whereas the total expenditure for this category in 2000-01 based on the study team’s analysis of the 401 files and Part B estimates was \$4.9 million.

Total Expenditures

The total expenditures for personnel, non-personnel items, and other services are cost-adjusted, according to the Regional Cost Index used by the MAP model for adjusting the general education block grant funds. Personnel salaries used in this model are presently adjusted to the 2001-02 school year, and 2000-01 spending on non-personnel items services were inflated to 2001-02 dollars, according to the Wyoming Cost of Living Index (WCLI) inflation rate of 4.3 percent. With these adjustments, the cost model simulation based on staffing guidelines and 2000-01 spending patterns generates a total special education expenditure of \$94.2 million for the year 2001-02. However, through hold harmless provisions and an enhanced statewide special education contingency fund to be described in the next chapter, it is recommended that special education funding for the coming year is recommended to increase somewhat.

Chapter V. Funding Model Implementation and Other Recommendations

Funding Based on Guidelines

Wyoming's current 100 percent reimbursement funding system has not resulted in runaway student identification or spending. However, both of these numbers have been rising over time, are higher than national averages, and generally surpass practices found in neighboring states. These special education spending and identification patterns in Wyoming seem more established over a longer period of time than a sudden reaction to 100 percent funding. Of course, given the fact that the state's prior reimbursement rate was 85 percent, sudden changes in local behavior as a result of a change to 100 percent would not be expected.

Overall, however, as the state's identification rate of special education students is 5.5 percent higher than the national average and spending per student exceeds the average for the nation by over 17 percent, there is arguably basis for concern on the part of state policymakers in regard to continuing a system of full reimbursement for special education.

In addition to these trends, from the perspective of the study team, of equal concern is the variation in service that has occurred under the current 100 percent reimbursement system. In the absence of any form of identification, resource, or funding guidelines, districts have exercised a very broad range of discretion in determining what is appropriate, and what services they will provide, to special education students across the state. Short of reviewing the special education records, and perhaps independently testing children, it is impossible to assess the extent to which districts may be over or under identifying and serving children. However, it is difficult to imagine that the true range in the need for special education services varies from 8 to 29 percent of the student enrollment across the 48 districts in the state. The average reimbursement claimed per student across districts ranges from under \$6,800 to over \$13,000, which also raises questions about whether some children are being under served, while others are receiving services exceeding their needs.

In addition, these variations in identification and service have been further illustrated by the percentages of children receiving related services in districts across the state. While in one district only 1 percent of special education children receive speech therapy, in another district nearly 70 percent of all special education children receive this service. Counseling services were shown to vary from no children receiving this form of support to nearly one-half the special education children receiving services from a counselor.

These variations also do not seem to be explained by possible cost factors such as the percentage of students identified for special education services, the percentage of students in “hard” (and generally higher cost) disability categories, or the percentage of students living in poverty. District size does seem to have some relationship to higher spending, which we have tried to reflect in the funding guidelines through the specification of enhanced administrative resources and through the recognition of lower staffing ratios in remote schools.

Regarding what this means for future special education funding in Wyoming, the Cost Study Taskforce concluded with the strong recommendation that the type of resource guidelines included with this report be used only as guidelines and not as a basis for block grant funding. However, at the time of the last meeting of the Taskforce, the SEEP-based data in regard to spending patterns in Wyoming compared to the nation were not in. Given the higher than national average spending patterns observed in the state as well as the variation in services described above, the study team has concluded that using the guidelines specified in this report primarily as a basis for moral suasion leading to possible sanctions over time is insufficient to move the districts toward more consistent patterns of identification and service provision.

Therefore, the study team recommends that the 100 percent reimbursement approach be replaced with block grant funding based on the special education staffing guidelines included in this report. We recommend a six-year phase-in for this approach and that districts be held harmless in that they do not lose funding beyond that received for special education in 2001-02 (or perhaps a three-year average of prior spending). One reason we recommend this mode of implementation is that districts are contractually bound to provide the special education services they have currently specified in their students’ IEPs. Because the current school finance system for the state allows virtually no discretionary funds or taxing authority, we believe that districts should continue to receive full funding, phasing in new funding over a long enough period to allow districts to make any adjustments to their special education identification and service patterns over time, as warranted by the needs of the students they serve.

Furthermore, as the needs of the students vary and services to meet those needs are determined individually, services based entirely on the proposed guidelines may sometimes prove inadequate to serve all children. Districts need the financial flexibility to identify and appropriately serve children based on their individual needs on a case-by-case basis, as determined by the IEP team. For this reason, we also recommend a strongly bolstered special education contingency fund, to which districts can apply to seek relief from unusual circumstances.

Use of Guidelines for Program Monitoring

In addition, we believe that bolstered state monitoring of district spending, identification, and service provision is needed in relation to the guidelines set in this report and actual student needs as assessed on a district-by-district basis. In addition to serving as a basis for funding, they can also be used to assess whether districts are adequately meeting the

needs of special education students. When applied to the average daily membership of a district, the guidelines provide a concrete basis for considering the number of personnel necessary to provide appropriate services.

Districts with lower or higher staffing numbers than what is indicated by the benchmark might be subject to an on-site review by the Wyoming Department of Education to determine if children are being over- or under-served. The review team will determine whether the current staffing for the district in question is reasonable and justified. If a district demonstrates a continued pattern of unwarranted resource allocation above the recommended guidelines over time, they will eventually need to draw on local resources to support their practices as the guideline-based formula phases in over time. If a district shows a pattern of unwarranted under-allocation despite additional dollars, which will be phased in over time, the department may revoke the district's certification.

These guidelines should be periodically reviewed (e.g., every five years), as technology and new approaches can impact personnel caseloads and service delivery. How special education students were served ten years ago is different from the present-day delivery. While not intending to be prescriptive, establishing resource guidelines is a fundamental step in addressing the issue of adequacy in funding. However, in addition to just serving as generating funding, these guidelines should also be used as an additional basis to assure adequacy of services to students throughout the state.

For example, if no students in a district are receiving speech therapy, is it true that no child really requires this service as a part of their IEP, or does this reflect the district's reluctance or inability to secure the services of a speech therapist? This is known to be a problem in many regions throughout the state, and it is the state's responsibility to monitor for, as well as to fund, adequate service provision. If speech therapists, or other service providers, can not be found in certain areas of the state, it is the state's responsibility to provide supplemental funding for contracted services (through the special education contingency fund to be discussed below) as well as to attempt to take statewide corrective action to bolster the supply of such service providers statewide.

Implementing the Block Grant

Exhibit 44a illustrates the proposed implementation of the special education block grant (Exhibit 44b presents this same information with the districts listed alphabetically). Columns A through C show state, federal, and total special education revenues received by each district in the state for the 2001-02 school year. Total special education revenues received by districts for that year are shown to be \$109.6 million.³⁴

The MAP salary data used in this report was for 2001-02. The most current non-personnel special education spending data we had from the state is for 2000-01. To inflate the spending guidelines for non-personnel and other services from the 2000-01

³⁴ At the time of publication of this report, WDE data on special education expenditures for 2001-02 includes an estimated figure, rather than actual, of state 401 funds for Natrona #1.

data on which they are based to 2001-02 dollars, the Wyoming Cost of Living Index (WCLI) inflation rate of 4.3 percent was used. Column D shows these cost-adjusted total revenues flowing from the resource guidelines specified in this report, as calculated according to each district's ADM. Column E shows this same amount after the regional cost adjustment factor (used by MAP) has been applied. The results of this simulation show that 15 districts would have generated more funding for 2001-02 through the simulation results (Column E) than they received overall for special education in 2001-02 (Column C).

Exhibit 44a. Proposed Special Education Block Grant Funding Based on Adequacy Guidelines (by District Size)

District Name	Total Claimed on 401s 2001-02 A	Federal Funds Received FY02 B	Grand Total Received 2001-02 C	Total Revenues This Simulation (adjusted to 2001-02 dollars) D	Regional Cost Adjusted Simulation Revenues E	Block Grant Funding 2002-03 F	Revenue Change G	Percent Revenue Change H
Large								
Laramie #1	\$12,111,126	\$1,527,172	\$13,638,298	\$13,127,494	\$13,543,636	\$13,638,298	\$0	100.0%
Natrona #1	\$13,626,000	\$1,491,253	\$15,117,253	\$11,852,414	\$11,595,611	\$15,117,253	\$0	100.0%
Campbell #1	\$6,581,518	\$789,814	\$7,371,332	\$7,723,438	\$7,800,672	\$7,442,889	\$71,557	100.5%
Sweetwater #1	\$6,215,299	\$650,999	\$6,866,298	\$4,871,022	\$4,830,430	\$6,866,298	\$0	100.0%
Albany	\$4,465,800	\$556,094	\$5,021,894	\$4,121,269	\$4,299,858	\$5,021,894	\$0	100.0%
Medium								
Sheridan #2	\$3,629,304	\$446,963	\$4,076,267	\$3,339,303	\$3,422,786	\$4,076,267	\$0	100.0%
Uinta #1	\$3,450,391	\$404,210	\$3,854,601	\$3,267,460	\$3,229,339	\$3,854,601	\$0	100.0%
Sweetwater #2	\$4,009,182	\$379,729	\$4,388,911	\$3,019,325	\$2,994,164	\$4,388,911	\$0	100.0%
Fremont #25	\$3,395,824	\$326,733	\$3,722,557	\$2,618,663	\$2,496,458	\$3,722,557	\$0	100.0%
Lincoln #2	\$1,755,542	\$253,557	\$2,009,099	\$2,563,486	\$2,409,677	\$2,075,862	\$66,763	101.7%
Park #6	\$2,043,379	\$259,783	\$2,303,162	\$2,479,798	\$2,438,468	\$2,325,713	\$22,551	100.5%
Teton #1	\$2,380,919	\$234,966	\$2,615,885	\$2,423,634	\$3,356,734	\$2,739,360	\$123,475	102.4%
Goshen #1	\$2,075,877	\$270,806	\$2,346,683	\$2,189,124	\$1,999,400	\$2,346,683	\$0	100.0%
Fremont #1	\$2,385,744	\$250,644	\$2,636,388	\$2,130,189	\$2,030,780	\$2,636,388	\$0	100.0%
Carbon #1	\$2,040,967	\$239,464	\$2,280,431	\$2,030,307	\$1,966,014	\$2,280,431	\$0	100.0%
Park #1	\$1,347,850	\$189,309	\$1,537,159	\$1,866,839	\$1,835,725	\$1,586,920	\$49,761	101.6%
Converse #1	\$1,804,877	\$202,517	\$2,007,394	\$1,847,580	\$1,727,487	\$2,007,394	\$0	100.0%
Washakie #1	\$1,961,129	\$236,307	\$2,197,436	\$1,593,952	\$1,469,093	\$2,197,436	\$0	100.0%
Platte #1	\$1,380,070	\$181,913	\$1,561,983	\$1,523,245	\$1,426,773	\$1,561,983	\$0	100.0%
Johnson #1	\$1,331,556	\$164,782	\$1,496,338	\$1,483,478	\$1,505,730	\$1,497,903	\$1,565	100.1%
Crook #1	\$1,362,759	\$160,593	\$1,523,352	\$1,386,216	\$1,303,043	\$1,523,352	\$0	100.0%
Small								
Laramie #2	\$1,013,441	\$100,867	\$1,114,308	\$1,119,221	\$1,154,663	\$1,121,034	\$6,726	100.3%
Weston #1	\$868,281	\$119,039	\$987,320	\$1,050,018	\$938,016	\$987,320	\$0	100.0%
Sheridan #1	\$850,819	\$119,022	\$969,841	\$1,067,848	\$1,094,544	\$990,625	\$20,784	101.1%
Uinta #6	\$943,094	\$145,803	\$1,088,897	\$931,479	\$920,611	\$1,088,897	\$0	100.0%
Lincoln #1	\$994,738	\$92,043	\$1,086,781	\$898,516	\$844,605	\$1,086,781	\$0	100.0%
Converse #2	\$1,027,644	\$104,602	\$1,132,246	\$898,567	\$840,160	\$1,132,246	\$0	100.0%
Carbon #2	\$1,134,140	\$133,569	\$1,267,709	\$954,073	\$923,861	\$1,267,709	\$0	100.0%
Big Horn #1	\$849,013	\$103,952	\$952,965	\$910,575	\$830,141	\$952,965	\$0	100.0%
Hot Springs #1	\$1,304,364	\$100,606	\$1,404,970	\$869,179	\$812,682	\$1,404,970	\$0	100.0%
Big Horn #2	\$818,182	\$87,222	\$905,404	\$815,336	\$743,315	\$905,404	\$0	100.0%
Uinta #4	\$864,382	\$111,051	\$975,433	\$790,391	\$781,169	\$975,433	\$0	100.0%
Fremont #14	\$1,072,152	\$135,991	\$1,208,143	\$765,550	\$729,824	\$1,208,143	\$0	100.0%
Sublette #1	\$698,323	\$61,010	\$759,333	\$765,895	\$806,742	\$767,235	\$7,902	100.5%
Sublette #9	\$629,837	\$78,727	\$708,564	\$723,759	\$762,360	\$717,530	\$8,966	100.6%
Very Small								
Big Horn #3	\$648,449	\$70,599	\$719,048	\$588,553	\$536,564	\$719,048	\$0	100.0%
Niobrara #1	\$565,670	\$74,214	\$639,884	\$532,708	\$476,774	\$639,884	\$0	100.0%
Fremont #6	\$509,901	\$63,133	\$573,034	\$482,758	\$460,229	\$573,034	\$0	100.0%
Big Horn #4	\$287,545	\$40,517	\$328,062	\$452,966	\$412,954	\$342,211	\$14,149	102.2%
Fremont #24	\$340,448	\$44,011	\$384,459	\$435,681	\$415,350	\$389,607	\$5,148	100.7%
Fremont #2	\$441,066	\$40,584	\$481,650	\$369,005	\$351,784	\$481,650	\$0	100.0%
Platte #2	\$376,911	\$35,169	\$412,080	\$356,750	\$334,156	\$412,080	\$0	100.0%
Fremont #38	\$794,700	\$45,158	\$839,858	\$352,956	\$336,485	\$839,858	\$0	100.0%
Fremont #21	\$651,595	\$50,794	\$702,389	\$353,133	\$336,653	\$702,389	\$0	100.0%
Weston #7	\$421,067	\$31,033	\$452,100	\$347,021	\$310,006	\$452,100	\$0	100.0%
Park #16	\$106,716	\$16,274	\$122,990	\$250,564	\$246,388	\$143,556	\$20,566	108.4%
Washakie #2	\$99,206	\$15,602	\$114,808	\$216,502	\$199,543	\$128,930	\$14,122	106.2%
Sheridan #3	\$105,938	\$13,750	\$119,688	\$227,216	\$232,896	\$138,556	\$18,868	107.9%
Totals	\$97,772,735	\$11,251,950	\$109,024,685	\$94,984,453	\$94,514,352	\$109,477,588	\$452,903	100.4%

Exhibit 44b. Proposed Special Education Block Grant Funding Based on Adequacy Guidelines (Alphabetical Order)

District Name	Total Claimed on 401s 2001-02	Federal Funds Received FY02	Grand Total Received 2001-02	Total Revenues This Simulation (adjusted to 2001-02 dollars)	Regional Cost Adjusted Simulation Revenues	Block Grant Funding 2002-03	Revenue Change	Percent Revenue Change
	A	B	C	D	E	F	G	H
Albany	\$4,465,800	\$556,094	\$5,021,894	\$4,121,269	\$4,299,858	\$5,021,894	\$0	100.00%
Big Horn #1	\$849,013	\$103,952	\$952,965	\$910,575	\$830,141	\$952,965	\$0	100.00%
Big Horn #2	\$818,182	\$87,222	\$905,404	\$815,336	\$743,315	\$905,404	\$0	100.00%
Big Horn #3	\$648,449	\$70,599	\$719,048	\$588,553	\$536,564	\$719,048	\$0	100.00%
Big Horn #4	\$287,545	\$40,517	\$328,062	\$452,966	\$412,954	\$342,211	\$14,149	102.20%
Campbell #1	\$6,581,518	\$789,814	\$7,371,332	\$7,723,438	\$7,800,672	\$7,442,889	\$71,557	100.50%
Carbon #1	\$2,040,967	\$239,464	\$2,280,431	\$2,030,307	\$1,966,014	\$2,280,431	\$0	100.00%
Carbon #2	\$1,134,140	\$133,569	\$1,267,709	\$954,073	\$923,861	\$1,267,709	\$0	100.00%
Converse #1	\$1,804,877	\$202,517	\$2,007,394	\$1,847,580	\$1,727,487	\$2,007,394	\$0	100.00%
Converse #2	\$1,027,644	\$104,602	\$1,132,246	\$898,567	\$840,160	\$1,132,246	\$0	100.00%
Crook #1	\$1,362,759	\$160,593	\$1,523,352	\$1,386,216	\$1,303,043	\$1,523,352	\$0	100.00%
Fremont #1	\$2,385,744	\$250,644	\$2,636,388	\$2,130,189	\$2,030,780	\$2,636,388	\$0	100.00%
Fremont #14	\$1,072,152	\$135,991	\$1,208,143	\$765,550	\$729,824	\$1,208,143	\$0	100.00%
Fremont #2	\$441,066	\$40,584	\$481,650	\$369,005	\$351,784	\$481,650	\$0	100.00%
Fremont #21	\$651,595	\$50,794	\$702,389	\$353,133	\$336,653	\$702,389	\$0	100.00%
Fremont #24	\$340,448	\$44,011	\$384,459	\$435,681	\$415,350	\$389,607	\$5,148	100.70%
Fremont #25	\$3,395,824	\$326,733	\$3,722,557	\$2,618,663	\$2,496,458	\$3,722,557	\$0	100.00%
Fremont #38	\$794,700	\$45,158	\$839,858	\$352,956	\$336,485	\$839,858	\$0	100.00%
Fremont #6	\$509,901	\$63,133	\$573,034	\$482,758	\$460,229	\$573,034	\$0	100.00%
Goshen #1	\$2,075,877	\$270,806	\$2,346,683	\$2,189,124	\$1,999,400	\$2,346,683	\$0	100.00%
Hot Springs #1	\$1,304,364	\$100,606	\$1,404,970	\$869,179	\$812,682	\$1,404,970	\$0	100.00%
Johnson #1	\$1,331,556	\$164,782	\$1,496,338	\$1,483,478	\$1,505,730	\$1,497,903	\$1,565	100.10%
Laramie #1	\$12,111,126	\$1,527,172	\$13,638,298	\$12,127,494	\$13,543,636	\$13,638,298	\$0	100.00%
Laramie #2	\$1,013,441	\$100,867	\$1,114,308	\$1,119,221	\$1,154,663	\$1,121,034	\$6,726	100.30%
Lincoln #1	\$994,738	\$92,043	\$1,086,781	\$898,516	\$844,605	\$1,086,781	\$0	100.00%
Lincoln #2	\$1,755,542	\$253,557	\$2,009,099	\$2,563,486	\$2,409,677	\$2,075,862	\$66,763	101.70%
Natrona #1	\$13,626,000	\$1,491,253	\$15,117,253	\$11,852,414	\$11,595,611	\$15,117,253	\$0	100.00%
Niobrara #1	\$565,670	\$74,214	\$639,884	\$532,708	\$476,774	\$639,884	\$0	100.00%
Park #1	\$1,347,850	\$189,309	\$1,537,159	\$1,866,839	\$1,835,725	\$1,586,920	\$49,761	101.60%
Park #16	\$106,716	\$16,274	\$122,990	\$250,564	\$246,388	\$143,556	\$20,566	108.40%
Park #6	\$2,043,379	\$259,783	\$2,303,162	\$2,479,798	\$2,438,468	\$2,325,713	\$22,551	100.50%
Platte #1	\$1,380,070	\$181,913	\$1,561,983	\$1,523,245	\$1,426,773	\$1,561,983	\$0	100.00%
Platte #2	\$376,911	\$35,169	\$412,080	\$356,750	\$334,156	\$412,080	\$0	100.00%
Sheridan #1	\$850,819	\$119,022	\$969,841	\$1,067,848	\$1,094,544	\$990,625	\$20,784	101.10%
Sheridan #2	\$3,629,304	\$446,963	\$4,076,267	\$3,339,303	\$3,422,786	\$4,076,267	\$0	100.00%
Sheridan #3	\$105,938	\$13,750	\$119,688	\$227,216	\$232,896	\$138,556	\$18,868	107.90%
Sublette #1	\$698,323	\$61,010	\$759,333	\$765,895	\$806,742	\$767,235	\$7,902	100.50%
Sublette #9	\$629,837	\$78,727	\$708,564	\$723,759	\$762,360	\$717,530	\$8,966	100.60%
Sweetwater #1	\$6,215,299	\$650,999	\$6,866,298	\$4,871,022	\$4,830,430	\$6,866,298	\$0	100.00%
Sweetwater #2	\$4,009,182	\$379,729	\$4,388,911	\$3,019,325	\$2,994,164	\$4,388,911	\$0	100.00%
Teton #1	\$2,380,919	\$234,966	\$2,615,885	\$2,423,634	\$3,356,734	\$2,739,360	\$123,475	102.40%
Uinta #1	\$3,450,391	\$404,210	\$3,854,601	\$3,267,460	\$3,229,339	\$3,854,601	\$0	100.00%
Uinta #4	\$864,382	\$111,051	\$975,433	\$790,391	\$781,169	\$975,433	\$0	100.00%
Uinta #6	\$943,094	\$145,803	\$1,088,897	\$931,479	\$920,611	\$1,088,897	\$0	100.00%
Washakie #1	\$1,961,129	\$236,307	\$2,197,436	\$1,593,952	\$1,469,093	\$2,197,436	\$0	100.00%
Washakie #2	\$99,206	\$15,602	\$114,808	\$216,502	\$199,543	\$128,930	\$14,122	106.20%
Weston #1	\$868,281	\$119,039	\$987,320	\$1,050,018	\$938,016	\$987,320	\$0	100.00%
Weston #7	\$421,067	\$31,033	\$452,100	\$347,021	\$310,006	\$452,100	\$0	100.00%
Totals	\$97,772,735	\$11,251,950	\$109,024,685	\$94,984,453	\$94,514,352	\$109,477,588	\$452,903	100.40%

Exactly what inflators might be applied to this amount or exactly how the phase-in we recommend would apply is something the state should resolve within the context of the larger MAP education funding model for the state. However, we recommend that two principles be observed within the context of this implementation. First, we recommend a six-year phase-in. Second, we recommend that districts not lose funding over that received in the base year of funding (2001-02), or perhaps inflation-adjusted average funding over a three-year period. This latter approach would provide base funding that is less subject to extreme variations in year-to-year spending.

Incorporating these two principles, Column F shows recommended base funding amounts for each district from the simulation for 2002-2003. Districts either receive what was allocated in 2001-02, or they receive this prior amount plus one-sixth of the supplement generated through the simulation (i.e., one-sixth of Column E less Column C). Column G shows the new funding that would be necessitated under this approach, equaling a total of nearly \$453,00. It is important to note that the salaries used in this funding model are placeholders and will need updating, as appropriate salary adjustments need to be made for special education personnel. Therefore, the actual cost to the state may vary somewhat from the figure presented here. In addition, we recommend the establishment of a special education contingency fund for the state and some supplemental positions at the WDE to allow for bolstered state-level special education support, monitoring, and facilitation of regionalized services.

We also recommend that districts have flexibility to spend additional special education funds on pre-referral activities and early intervention. While these activities are outside the scope of special education, they contribute to the educational development of children by meeting the special needs of families and children. Please see Table I-3 in Appendix I for additional information on how states use state special education revenues.

Exhibit 45 provides selected supplemental information about Wyoming districts that provides insight into the simulation model funding amounts shown in Exhibit 44. Although there are no losers from the implementation approach described above, some districts will receive substantial additional funding over the next six years and others will be held constant.

Exhibit 45. Selected District Characteristics (by District Size)

District Name	2000-01 Revenues per Special Education Student	Local vs. State Average SE \$/Student	Percent Students in Special Education	% Special Education vs State % Special Education	Percent Students in Poverty	Percent Students w/ "Hard" Disabilities	Special Education Enrollment (SEEDS Dec. 2000)
A	B	C	D	E	F	G	H
Large							
Laramie #1	\$7,943	97%	12.0%	-1.8%	30%	16%	1,519
Natrona #1	\$8,234	101%	14.9%	1.1%	30%	18%	1,689
Campbell #1	\$8,319	102%	10.9%	-2.9%	20%	24%	781
Sweetwater #1	\$8,957	109%	15.7%	1.9%	24%	18%	694
Albany	\$7,123	87%	16.9%	3.1%	28%	26%	616
Medium							
Sheridan #2	\$7,708	94%	13.8%	0.0%	31%	17%	429
Uinta #1	\$7,011	86%	15.8%	2.0%	34%	17%	482
Sweetwater #2	\$9,197	112%	15.6%	1.9%	17%	13%	437
Fremont #25	\$10,182	124%	14.0%	0.2%	36%	19%	339
Lincoln #2	\$7,040	86%	10.1%	-3.7%	24%	19%	234
Park #6	\$8,383	102%	10.3%	-3.5%	21%	23%	235
Teton #1	\$8,307	101%	12.3%	-1.5%	7%	22%	268
Goshen #1	\$6,901	84%	15.2%	1.4%	40%	19%	294
Fremont #1	\$8,205	100%	14.5%	0.7%	30%	21%	279
Carbon #1	\$7,965	97%	13.7%	-0.1%	25%	14%	247
Park #1	\$7,475	91%	10.7%	-3.1%	28%	13%	178
Converse #1	\$8,464	103%	13.2%	-0.6%	29%	18%	211
Washakie #1	\$7,328	89%	18.3%	4.6%	30%	13%	259
Platte #1	\$7,175	88%	14.1%	0.3%	26%	17%	185
Johnson #1	\$7,470	91%	14.3%	0.5%	22%	10%	180
Crook #1	\$6,783	83%	16.2%	2.4%	27%	23%	186
Small							
Laramie #2	\$8,791	107%	10.6%	-3.2%	31%	33%	98
Weston #1	\$7,629	93%	15.7%	1.9%	28%	10%	139
Sheridan #1	\$8,890	109%	12.5%	-1.3%	29%	16%	107
Uinta #6	\$6,773	83%	17.1%	3.3%	18%	23%	135
Lincoln #1	\$14,350	175%	9.8%	-4.0%	23%	31%	75
Converse #2	\$11,774	144%	12.2%	-1.6%	28%	26%	92
Carbon #2	\$10,169	124%	16.0%	2.2%	35%	9%	118
Big Horn #1	\$6,902	84%	13.9%	0.2%	49%	16%	103
Hot Springs #1	\$10,855	132%	13.5%	-0.3%	31%	18%	99
Big Horn #2	\$7,802	95%	15.0%	1.3%	41%	17%	103
Uinta #4	\$7,253	89%	18.0%	4.2%	16%	18%	118
Fremont #14	\$7,649	93%	21.3%	7.6%	85%	10%	133
Sublette #1	\$7,329	89%	11.4%	-2.4%	17%	23%	70
Sublette #9	\$8,703	106%	11.5%	-2.3%	21%	22%	65
Very Small							
Big Horn #3	\$8,266	101%	15.4%	1.6%	34%	19%	75
Niobrara #1	\$9,349	114%	15.2%	1.5%	29%	13%	63
Fremont #6	\$9,020	110%	15.2%	1.4%	44%	17%	58
Big Horn #4	\$10,433	127%	12.5%	-1.3%	32%	21%	42
Fremont #24	\$7,705	94%	15.7%	2.0%	22%	15%	52
Fremont #2	\$9,249	113%	14.1%	0.3%	35%	8%	39
Platte #2	\$7,839	96%	16.5%	2.7%	37%	23%	43
Fremont #38	\$13,176	161%	21.4%	7.6%	89%	13%	55
Fremont #21	\$10,527	128%	28.8%	15.0%	85%	11%	74
Weston #7	\$10,139	124%	13.9%	0.2%	18%	26%	35
Park #16	\$8,630	105%	8.3%	-5.4%	41%	0%	13
Washakie #2	\$8,110	99%	9.9%	-3.8%	30%	0%	12
Sheridan #3	\$7,888	96%	12.9%	-0.9%	26%	0%	14
Totals	\$8,193	100%	13.8%		28%	18%	11,772

To understand and interpret how districts fared under the proposed block grant approach described above, it is important to know something about the prior conditions in each district. One important variable is how much they claimed in 2000-01 per special education student. As the block grant approach treats districts much more uniformly in regard to the services they can (and hopefully will) provide, districts currently making average claims per special education student far in excess of the state average will likely lose funding over time. For example, Column C shows two districts making average special education claims for reimbursement per student that exceed the statewide average by more than 50 percent (i.e., in excess of \$12,290 per student compared to the statewide average of \$8,193).

Also, because simulation funding is based on ADM rather than on the numbers of students identified for special education services, districts identifying students far in excess of the statewide average will also have future funding constrained under the block grant model. Examination of Columns D and E show that three districts exceed the state special education identification rate of 13.8 percent by over one and one-half times (i.e., districts identifying more than 20.7 percent of their population as special education).³⁵

Columns F and G look to other district characteristics that might provide a rationale for high rates of identification and claims for reimbursement per student. Column F shows the percentage of students in poverty in the district. While some of the high identifying and high claiming districts show high percentages of students in poverty, as shown in Chapter 4, statewide this variable is a poor predictor of special education identification and reimbursement rates. For example, the four highest special education claimers for reimbursement among the districts identified as “small” in Exhibit 5.2 show poverty rates close to the statewide average. While two “very small” districts showing high claiming rates are also high poverty, the highest poverty “small” and “medium” districts are not shown to consistently claim high amounts of reimbursement.

Another argument for higher than average spending might be greater percentages of “severe” students. While the concept of severity is very difficult to operationalize, the best measure we have at the district level is the percentage of students in higher cost, “hard” disabilities. While the two highest districts in terms of average reimbursement claims per special education student among the “small” districts show hard disability percentages above the state average, this is not true for the two highest claiming “very small” districts. Overall, as shown in Chapter 4, there is no clear relationship between spending and this variable.

In summary, districts identifying students well beyond the state average or who have made claims for reimbursement well above the norm will not continue to gain special funding through the funding model as it is phased in. On the other hand, as mentioned, it is not possible to ascertain the extent to which these identification and reimbursement requests may be justified by unusual conditions within the district. Some districts may

³⁵These percentages were derived by dividing the special education enrollment from SEEDS by the ADM (1/2 Kindergarten) in 2000-01.

have students requiring special education services at rates that far exceed the state average or may require supplemental funding for unusual cases. This is especially likely to be true for the smallest districts in the state. For this reason, in addition to the block grant funding described above, we recommend the implementation of a state-level special education contingency fund, available to all districts to apply for under unusual circumstances.

A State-Level Special Education Contingency Fund

Given the block grant approach described above, we strongly recommend the state develop a special education contingency fund that becomes available to all districts in the first year in which the 100 percent reimbursement model is no longer in place. Because no districts lose money in the first year of implementation over the base year and others gain money, the amount in the contingency fund in the first year of implementation may be less than in subsequent years. We recommend that \$2 million be made available for contingency situations in the first year of operation and that any residual be carried over to subsequent years. Over time, the claiming experience from prior years will provide the best guide as to how much is needed for such a fund.³⁶

The purpose of this fund is to allow districts to claim full reimbursement for special education expenses they incur above their block grant allocation. Usually, districts would be expected to surpass some threshold beyond their block grant allocation to allow them to apply for supplemental funds. We recommend a modest one percent buffer, i.e., the largest district in the state would have to spent approximately \$120,000 in excess of their special education block grant before they could apply for contingency funds from the state. For the smallest district, the threshold for applying would be slightly more than \$1,200 dollars. We recommend that districts be allowed to apply for full reimbursement from the state for special education expenditures exceeding this buffer amount above their allocation for a given year. However, acceptance for this application would not be automatic, but rather would have to go through an approval process. The burden of proof would be on the requesting district to demonstrate that the resources they are providing the students in their district does not exceed what is needed and that they indeed are confronted with circumstances driving their costs to exceed their special education allocation. Such factors could be due to higher rates of special education incidence above the state average, more “severe” and high cost students, or an inability to hire staff at rates comparable to those specified in the simulation model, forcing them to contract for staff at substantially higher rates.

Under any of these circumstances, the district would need to make a convincing case that the request for supplemental funds is warranted by their conditions. Acceptance or rejection of these claims may be determined by WDE staff, or possibly by a committee of special education directors across the state. Funds not claimed for a given year can be carried over to subsequent years or could be distributed to districts on a per capita basis.

³⁶ For more information on how other states provide contingency funds for high-cost students or extraordinary circumstances, please see Table I-1 in Appendix I.

The latter approach, particularly, might encourage a committee of district special education directors to scrutinize requests by individual districts with care.

We also recommend that these funds be allocated as soon after application and approval as possible. When districts have to use funds other than those for special education to provide supplemental special education services in warranted situations, they should be able to receive these contingency funds in as timely a manner as possible, so as to minimize the disruption to general education programming.

Other Recommendations

Bolstering capacity of the WDE

In order for the Special Education Program in the Department of Education to meet this new monitoring challenge and take appropriate action, we believe that its staff should be supplemented by the creation of several new positions. We recommend that one new staff member be added, with an on-going assessment of what is fully needed to carry out the following tasks.

Wyoming and federal law require the provision of adequate and appropriate services to all special education students regardless of where they reside. The data presented in this report show substantial variations in special education service delivery and practice throughout the state. The new positions will be responsible for providing oversight and monitoring districts practices and for assessing whether district variations in special education identification and services are appropriate. In addition, these new staff will assist in organizing effective regional services, enabling districts to maximize resources. They will also serve in a consultant role, using their expertise to identify the needs of the districts and assist districts in serving low-incidence students. This is especially pertinent to small districts that are unlikely to be fully equipped to meet the needs of these students. Furthermore, the staff will help resolve personnel shortages. On the other hand, where excessive reliance on special education is found, regional special education support and monitoring staff will assist districts in developing alternatives to special education for students for whom this is appropriate.

This monitoring responsibility should also include measuring and tracking district programs in terms of improving outcomes for its special education population. Traditional monitoring typically involves heavy emphasis on procedural review with relatively little emphasis on tracking student outcomes. However, underlying the standard of adequacy and the guidelines contained in this report is the concept that these are the resources needed to provide high outcomes for special education students. The WDE should explicitly incorporate student outcomes in its assessment of district practices and develop procedures for monitoring student progress over time.

These new positions will require special education expertise, as the personnel will be expected to monitor district practices as well as provide support and technical assistance to the districts as they address the changes in practice that will be necessary over time

through the implementation of the recommended guidelines. Accordingly, it might be appropriate for the staff to reside in the region that they serve, so that they may effectively support the districts as well as the BOCES in the area. Such responsibilities and new accountability require a move beyond a financial audit approach. The team needs to have an in-depth understanding of and experience in special education, including practical knowledge of children's needs, special education procedures, terminology, and laws, particularly of the federal Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, and the Americans with Disabilities Act (ADA), all of which place obligations on the state to appropriately serve children with disabilities. The approach needs to be one of joint-problem solving. In short, these staff will help meet the state's responsibility set by the state Supreme Court to ensure adequate and appropriate services for all special education students throughout the state in accordance with federal law.

Use of state data

There have been suggestions that the 401 data collection should be eliminated. However, the study team believes strongly that they should not, as they are a rich potential source of data, which with modifications could contribute substantially to the issues of accountability and adequacy. In order to be used effectively, the 401 should have meaningful and clear reporting categories and account for both federal- and state-funded expenditures. Additional data should be included so that monitors can determine the FTEs for state-funded staff (not just the percent of time spent in special education) as well as for contracted and federally funded personnel. These changes and new purpose of the 401s may also require that training sessions be provided at the district level to ensure comparable and accurate counting, as well as the development of a clear and detailed reference manual for this file.

While the current version of the 401 generates much information, some of the categories can be refined to better reflect special education expenditures and enhance the Department's monitoring capabilities. For instance, there does not appear to be a clear category for equipment, and districts seem to exhibit differences in how they account for that expenditure type.

Additionally, the current accounting practices for the full-time equivalents (FTEs) on the 401s are problematic. For instance, a part-time aide (0.5 FTE) may be recorded as a 1.0 special education FTE because 100 percent of that aide's time is spent serving special education children. These inaccuracies produce unreliable FTE figures, complicating the task of determining how the districts are staffed and whether they are staffed appropriately.

Furthermore, contracted service expenditures (Attachment 3 of the 401 form) do not provide hourly rates or the amount of time that the contractor worked. The 401s also presently do not capture expenditures supported by the federal IDEA Part B funds. This lack of information makes it difficult to translate the contracted expenditure or Part B-funded personnel into FTEs. As with 401-funded personnel, deriving the FTEs for contracted services and for federally funded personnel is necessary to determine whether

the districts are in reasonable conformity with the staffing guidelines set out above. In addition, there may be federally funded services not associated with specific personnel types (e.g., summer school, recreation). In these cases, capturing how federal dollars are spent may assist the Department in assessing whether adequate services are being provided statewide and what differences might exist across the districts in these services. Without the inclusion of federal funds in a 401-type tracking system, it will remain impossible for the state to gain a full picture of what is being spent in special education, what these funds are being spent on, as well as what services are being provided.

Using the data generated by the revised 401s and SEEDS, the Department – through the creation of the new monitoring/support positions – will be able to track district practices to assure that all special education students throughout the state are being served appropriately. As previously mentioned, districts that are substantially under- or over-staffed may be subject to an on-site review. There may be justifications for their present staffing situation, among them may be that the district meets the “remote district” criteria. In this case, a district may be held to a lower ratio (hence, higher FTE count) due to the higher number of itinerant personnel required to fulfill adequately the needs of special education children spread throughout the district. In other words, lacking a critical mass of special education children at any one site, personnel may need to serve more than one school. Because personnel must travel from location to location, they will have less time to serve their caseload than staff based on-site. The maximum caseloads for personnel will need to be reduced to account for the travel time. In order to provide special education students with appropriate itinerant services, the district may need to retain more personnel than what is stipulated by the recommended ratios. The remote ratios included in the resource guidelines are intended to at least partly address this issue.

In addition, while the SEEDS data system is a great resource for the state, containing service and descriptive data on every special education student in the state, it could also be bolstered to provide more information that would assist student tracking and monitoring. For example, fields could be added to indicate whether the student receives direct services from a special education teacher, an instructional aide, and/or a related service aid, and if so, what types of service. Questions have also been raised regarding the accuracy of the information about related services found on the SEEDS, and information about ESY, a very important service for many special education students, seems lacking. The accuracy of all of this information would likely improve if it were used to supplement and inform the state’s monitoring efforts, as it should. Furthermore, student outcomes should also be considered very important information to be added to the SEEDS data collection. As mentioned above in the staffing section, the monitoring capacity of WDE should focus on student outcomes, particularly in the context of adequate resources and what is needed to produce high outcomes for special education students.

Regional services

Regional services and the sharing of resources are important in providing adequate services to children with special needs, particularly in Wyoming where the population

may be sparse and districts encounter difficulties in locating, hiring/contracting, and retaining service providers. Most of the districts in Wyoming are too small to be largely left on their own in the provision of appropriate special education services, especially for low incidence students. For example, no small district should be left unsupported in attempting to provide appropriate services for a deaf student. Some form of regionalization or cooperative structures is needed, as well as bolstered WDE support. One likely candidate is the current state BOCES system.

It is not clear why the BOCES are not currently being widely used for this purpose. Perhaps greater fiscal incentives are needed to encourage them to more fully develop regional special education services, as well as their use. Presently, there may be fiscal disincentives for the BOCES to be staffed effectively. For instance, members of the Taskforce for this study reported that BOCES must employ speech pathologists upfront, without knowing whether districts will actually use their services. The effective use *and operation of* BOCES and other regional collaborative service arrangements appears essential to enabling all districts to meet high standards of service for all special education students.³⁷

Implications of Over- or Under-Staffing

If districts appear understaffed according to the recommended ratios, the state will determine if current staffing is indeed appropriate or if they need to provide support to assist districts in increasing their qualified personnel. Teacher and related service provider shortage is recognized as a problem throughout the nation, and is likely to worsen with the pending retirement of a substantial component of the workforce. The state may need to take more action in ensuring that qualified service providers are entering Wyoming's market, for example, through collaboration with higher education or through incentives to attract providers in shortage locations. Furthermore, new monitoring positions at the state level, if funded, may help alleviate the districts' burden of locating and retaining new personnel by providing support and technical assistance. In short, it becomes both a responsibility of the state and districts to meet the guidelines needed to provide adequate services to special education students. Patterns of unwarranted over-allocation of resources, in comparison to the guidelines, could result in the district losing state special education funding, while districts with under-allocation may lose their accreditation.

Conclusion

The study team recommends that the 100 percent reimbursement approach be replaced with block grant funding based on the special education staffing guidelines included in this report. We also recommend these guidelines be used within the context of state monitoring to assess whether districts are adequately meeting the needs of special education students. When applied to the average daily membership of a district, the

³⁷ Interagency funding and collaboration may contribute to the development of effective regional services. For information on interagency funding agreements in other states, please see Table I-2 in Appendix I.

guidelines provide a concrete basis for considering the number of personnel necessary to provide appropriate services.

Costing the resource guidelines with the two principles above in mind produces a funding model that would cost the state \$453,000 in supplemental revenues in the first year of implementation. As mentioned, the salaries used in this funding model are placeholders and will need updating, as appropriate salary adjustments need to be made for special education personnel. Therefore, the actual cost to the state may vary somewhat from the figure presented here. In addition, we recommend the establishment of a special education contingency fund for the state and supplemental positions at the WDE to allow for bolstered state-level special education support, monitoring, and facilitation of regionalized services.

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Appendix A

National SEEP Sampling Plan

National SEEP Sampling Plan

The nationally representative study sample will collect information about the implementation of special education programs in all of the states and in school districts and schools within those states. The Common Core of Data (CCD) Surveys will serve as the sampling frame for the selection of LEAs (school districts) and schools. This frame will be updated with information, provided by contractors working on ongoing U.S. Department of Education sponsored research efforts. This additional information will include lists of state schools for special education students (e.g., schools serving students with severe hearing and visual impairments) and lists of agencies that serve primarily or exclusively special education students (e.g., county offices of education, intermediate educational units, and other regional cooperative agencies).

State Sample. For each of the 50 states and the District of Columbia, existing documents and materials will be collected on the use of state and federal special education funds (IDEA) at the state level and suballocations of state and federal special education funds to school districts and other agencies.

District Sample. A sample of 250 LEAs (school districts) will be selected randomly, with a school district's probability of selection proportional to some function (e.g., the square root) of the total number of students enrolled in the district. These LEAs will be selected from among the universe of approximately 14,000 regular elementary and secondary school districts in the fifty states and the District of Columbia. The district sample will be nationally representative of all school districts and will be stratified to insure the inclusion of LEAs from every state and the District of Columbia.

Sample of Intermediate Educational Units (IEUs). In addition to the 250 regular LEAs, we will select up to a maximum of 30 IEUs. These IEUs will be selected from among those that serve students who reside in the 250 LEAs selected for the national sample and who are counted for state reporting purposes on the roles of the IEU. That is, only those IEUs that receive funding directly from the state to support one or more of the students they serve will be included in the sample.

Central office staff. A 100% sample (up to a maximum of 6) central office staff will be selected from each LEA to complete a survey about time allocation among various activities related to the administration and support of the special education program. These staff should include the director of special education, all psychologists up to a maximum of 2, and the remainder from among other administrative and support staff.

Base school sample. The sample will include 800 schools comprised of approximately 500 elementary schools, 200 secondary (i.e., middle, junior high, and high) schools, and 100 special education schools. Of the 100 special education schools, 50 will be selected from regular elementary and secondary school districts, up to 30 will be selected from IEUs affiliated with the national sample, and 20 will be selected from among the state schools for special education students. The number of elementary and secondary schools selected will be proportional to the district's enrollment; however, a minimum of two elementary schools will be selected in every district (except for districts with only a single school). This base school sample will be used for comprehensive data collection. Information about all personnel and non-personnel resources used by the school to provide both Regular and special education services will be collected. In addition, data from each school campus will be collected about any personnel or non-personnel resources deployed through any arrangements with local consortia, cooperatives, or IEUs with which the district is affiliated.

Clustered school sample. An additional sample of about 50 elementary and 20 secondary schools offering what we refer to as "clustered programs" will be selected. In these clustered programs, we will collect data only on special education teachers and related service providers in special programs for high-

cost and/or low incidence special education populations who have been clustered in selected elementary and secondary schools located within the districts selected for the national sample. (That is, these schools will not be targeted for the comprehensive data collection planned for the base school sample.) In these cases, special education students with certain low incidence disabilities or who exhibit severely involved disabilities are clustered into selected non-special education schools in order to take advantage of economies of scale in meeting their specific needs. These clustered schools will be identified based on discussions with the director of special education in the district. The sample of clustered programs will be selected based on a stratified sample determined by the various combinations of disabilities (both low and high incidence) served in each of the schools.

Teachers and other service providers. The study will sample five types of school staff: approximately 4,000 Regular education classroom teachers, 1,150 special class teachers, 2,000 special education resource specialists or teachers, 470 related service providers (e.g., speech/language specialists), and 1,800 special education teachers' assistants or aides. Each of these samples will be drawn from two sources: the **base school sample** and the **clustered school sample**. The **base school sample** includes Regular education staff, while the **clustered school sample** does not. Only special education teachers, related service providers, and special education aides will be sampled from the **clustered school sample**.

Special education students with internal placements. The sample of special education students with internal placements (i.e., served in public schools operated by the district) will be drawn from the classes and caseloads of the special education teachers and service providers described above. Each special education classroom or resource teacher and each related service provider will be asked to select two special education students at random from their classes or caseloads. Specifically, each teacher or service provider will be asked to select one low incidence and one high incidence student from their caseloads. If the individual is serving only one of these two categories (low or high incidence) of students, both students will be selected from that category. The total sample of special education students with internal placements will be approximately 7,200.

Special education students with external placements. The sample of special education students with external placements will be drawn from the list of students served in schools not operated by the district. This list should be available from the LEA director of special education. A 20% sample of special education students (up to a maximum of 6) will be randomly selected from each sampled LEA. The sample will be split in half among students with high and low incidence disabilities. If the sample does not split evenly, 1 more low incidence student will be selected than high incidence students. (For example, if a 20% sample turned out to be 5 students, we would select 3 low incidence and 2 high incidence students.) The total sample of special education students with external placements will be approximately 1,200.

Appendix B

National SEEP Data Collection Methods

National SEEP Data Collection Methods

To minimize reporting burden, the study is relying heavily on requesting existing documents and materials, in whatever form they are readily available, from states, school districts, and schools. Specifically, we are requesting documents that provide information related to the use of special education resources. These materials include budgets, enrollment reports, personnel listings, rosters, and schedules. Accompanying instructions will explain that the information requested can be sent in one of three forms: 1) submitting pre-existing printed reports, 2) providing electronic files on disk, or 3) completing hard copy forms provided with the package. AIR data collectors will be trained to aggregate the data, with telephone follow-ups as needed to ensure accurate identification of data categories.

At the district and school levels, self-administered surveys/questionnaires with multiple parts will gather information from staff most knowledgeable about special education programs and from Regular education staff who interact with special education students. These surveys are modular in design so that different sections can be completed by different individuals. In addition are surveys for teachers and teacher assistants that solicit information on how they spend their time, their participation in professional development, and the resources available in their classrooms. Insofar as possible, the surveys provide choices to be marked so that they can be completed and summarized easily.

Specific data collection instruments and their descriptions follow:

- **Request for Documents and Materials from the State Director of Special Education programs.**
A description of the information sought and the types of documents or materials that could provide it: state budgets for federal education funds retained at the state level, federal funding allocations for all districts and other agencies in the state, and other relevant reports.
- **District Questionnaire.** This questionnaire is divided into four sections:
 - Ø **Part I** focuses on Regular demographic and other information about the district.
 - Ø **Part II** focuses on detailed information about the special education program. The data requested include enrollments, levels of service, budgets, expenditures, decision making, professional development and other related items. We also request backup documentation for all information provided in the questionnaire items.
 - Ø **Part III** is directed toward the director of fiscal services and includes items about Regular revenues, expenditures, personnel benefit policies and payroll data for the sample schools. Part of the information is collected by specific questions, while the payroll information is requested in the form of electronic files or hardcopy records.
 - Ø **Part IV** is directed toward the director of transportation in the district and asks for information to help us determine the total costs of transportation and how much of these funds are used to support special education transportation services.
- **Intermediate Educational Unit (IEU) Questionnaire.** This questionnaire is similar to the district questionnaire.
- **Central office staff questionnaire.** This questionnaire is primarily for gathering information about how central office staff use their time. Specifically, it asks about time spent on coordination with other agencies, due process and mediation, litigation, IEP activities, and initial eligibility determination. To benchmark this information, we also ask about basic job and background characteristics for each individual.

- **School Questionnaire.** The school questionnaire is a five-part instrument that is analogous to the District Questionnaire. It is to be completed by persons knowledgeable about the special education programs and/or able to provide school demographic, budget, and staffing information. This questionnaire will be sent to all 800 schools in the sample. Each part is described in more detail below.
 - Ø **Part I** includes Regular information on school characteristics, demographics, and programs. It will include a request for documents or materials that could provide it: roster of all school employees, roster of teachers and class sizes or caseloads (or master class schedules), schedule of aide time allocations to classrooms, list of other personnel (paid or unpaid) who provide services in the school, and school-level budgets for specified federal education programs.
 - Ø **Part II** asks for detailed enrollment data for the special education program at the school. Part II itself is divided into three sections II-A, II-B, and II-C. Each part is virtually identical, but is focused on collecting data on three types of special education programs that may be operating at the school. Part II-A focuses on the standard special education program that is operating in virtually all regular elementary or secondary schools or any special education school. Part II-B focuses on special education programs that may be housed at the school site, but which are operated directly by the district office. Enrollments in these types of programs are Regularly not regarded as part of the total school enrollment. Part II-C focuses on special education programs that are housed at the school site, but which are operated by external agencies such as a county office of education or other intermediate education agencies. Again, enrollments in these types of programs are Regularly not regarded as part of the total school enrollment.
 - Ø **Part III** of the school data collection instruments is basically a request for certain documents and materials from the school. Specifically, it requests information on personnel (both Regular and special education) serving students at the school and non-personnel budgets for instructional supplies, equipment, etc. We are requesting a comprehensive list of personnel in order to obtain a complete picture of all services necessary for the operation of the school as well as to provide specific services to certain Regular and special populations of students. While electronic files are requested when available, we most commonly receive hardcopy materials from the schools that AIR staff use to code personnel and non-personnel expenditure information.
- **Special education teacher and service provider questionnaire.** This will be administered to virtually all special education teachers and service providers within the sample schools. The questionnaire is a self-administered survey. The major focus of this questionnaire is to obtain information on the specific structure and characteristics of the service delivery system for special education. We want to know how much time special education teachers spend in various settings such as the Regular education classroom, special classes, separate resource rooms as well as the class sizes, subjects taught, and composition of students (by disability and eligibility for other programs such as Title I). In addition, the questionnaire asks for information on the educational background, current job responsibilities, and professional development activities of teachers or related service providers and on the time spent on non-teaching activities and responsibilities.
- **Regular education teacher questionnaire.** This will be administered to a 20% sample of Regular education teachers (up to a maximum of 6 at the elementary level and 9 at the secondary level) selected from within the sample schools. The questionnaire is a self-administered survey. This questionnaire has the same basic items as the **Special Education Teacher Questionnaire** but has been customized for Regular Education Classroom Teachers. A primary goal is to determine the extent to which special education students are served in the Regular education classroom.
- **Special Education Teacher Aide Questionnaire.** This will be administered to virtually all special education teacher aides (about 1,700 respondents) from the sample schools. This questionnaire is a

self-administered survey. It is primarily focused on collecting information on how special education aides spend their time and their background and training.

- **Special Education Student Information Forms.** These include two different surveys: one for special education students with internal placements and one for special education students with external placements. We will sample about 8,400 students.
- ∅ **Students with internal placements.** Each special education teacher or service provider included in the sample are given procedures for selecting a sample of 3 students from within their own classes or caseloads and will be asked to complete a survey describing the detailed configurations of services provided to children with internal placements. The questionnaire will collect background information on student needs and functional abilities. These teachers and service providers will complete the special education student information form designed for internal placements (i.e., those served in the public schools within the district).
- ∅ **Students with external placements.** A somewhat different form will be completed for a 20% sample (up to a maximum of 6) of special education students who have been assigned to external placements (i.e., placements in private schools or public schools not operated by the district for which the district pays tuition or transfers funds). This questionnaire will collect information on student needs and functional abilities along with information on tuition paid or transfers of funds made.

Appendix C

Wyoming SEEP District and School Response Rates

**Wyoming SEEP District and School Response Rates, by Survey Type
2001-2002**

Survey Type	Response Rate
District Part I, Special Education Program	91%
District Part II, Transportation Programs	87%
Central Office Special Education Professional Staff	87%
Information About a Special Education Student with an External Placement	83%
Regular Education Teacher	82%
Special Education Teacher or Related Service Provider	67%
Information About a Special Education Student	63%

**Wyoming District-Level Response Rates, by Survey Type
2001-2002**

	A	B	C	D	E	F	G
Survey Type	Total Sent	Total Returned	Total Returned Complete	Total Extra Surveys Returned	Total Returned Incomplete	Total Outstanding	Response Rate
District Part I, Special Education Program ¹	56	52	51	0	1	4	91%
District Part II, Transportation Programs	56	50	48	1	1	7	87%
Central Office Special Education Professional Staff	288	278	153	112	13	10	87%
Information About a Special Education Student with an External Placement	147	147	39	100	8	0	83%

- The column “Total Outstanding” (F) = A-B
- The column “Response Rate” (G) = C/(A-D)

**Wyoming School-Level Response Rates, by Survey Type
2001-2002²**

	A	B	C	D	E	F	G	H
Survey Type	Total Sent	Total Returned	Total Returned Complete	Total Extra Surveys Returned	Total Returned Incomplete	Total Outstanding	Estimated Response Rate	Response Rate
Regular Education Teacher	1374	1174	1096	43	35	200	83%	82%
Special Education Teacher or Related Service Provider	2043	1608	1085	414	109	435	72%	67%
Information About a Special Education Student	4086	3151	2022	858	271	935	68%	63%

- The column “Total Outstanding” (F) = A-B
- The column “Estimated Response Rate” (G) = C/(A*(1-(D/B)))³
- The column “Response Rate” (H) = C/(A-D)⁴

¹ District-level surveys were sent to the state’s 48 districts, 3 BOCES, Girls’ School, Boys’ School, State Hospital, Cathedral Home for Children, and St. Joseph’s Children’s Home.

² The sample of regular education teachers included up to nine teachers from each secondary school and up to six teachers from each primary school. Using special education student populations from the 2001 Common Core of Data (CCD) compiled by the National Center of Education Statistics, the SEEP study team estimated the number of special education teachers and related service providers at each school, and sent surveys to each district accordingly. Our purpose was to sample every special education teacher and related service provider at every school in Wyoming. Principals were instructed to return to AIR any extra surveys – those that did not have a potential respondent – marked with an “X.”

³ The column “Estimated Response Rate” represents the number of complete surveys returned to AIR divided by an estimation of the actual respondent population. For example, 27 percent of all *Special Education Student* questionnaires returned were marked “X,” indicating they were extra surveys (858/3151). Applying this percentage to the surveys still outstanding produces an estimated response rate of 68 percent.

Wyoming Total Responses, by District and Survey Type 2001-2002

District Name	Regular Education Teacher	Special Education Teacher	Special Education Student	District Special Education Program	District Transportation	District Central Office	Externally Placed Student
WYOMING GIRLS' SCHOOL		1	2			1	
WYOMING BOYS' SCHOOL	2	1	2	1		1	1
WYOMING STATE HOSPITAL	1	2	2			1	
CATHEDRAL HOME FOR CHILDREN	3	1	2	1		4	
ST. JOSEPH'S CHILDREN'S HOME	2		4			1	
ALBANY CO SCHOOL DIST 01	50	54	110	1	1	6	3
FREMONT CO SCHOOL DIST 38	5	5	9	1	1	2	3
CARBON CO SCHOOL DIST 01	20	16	32	1	1	1	2
BIG HORN CO SCHOOL DIST 04	1	3	6	1	1	2	
SUBLETTE CO SCHOOL DIST 09		1	5	1	1		
BIG HORN CO SCHOOL DIST 01	15	12	22	1	1	1	
BIG HORN CO SCHOOL DIST 02	11	8	16	1	1	2	
CAMPBELL CO SCHOOL DIST 01	103	128	214	1	1	1	3
CARBON CO SCHOOL DIST 02	18	16	30	1	1	3	1
LARAMIE CO SCHOOL DIST 01	109	134	241	1	1	6	
PARK CO SCHOOL DISTRICT 06	25	23	46	1	1	3	
CONVERSE CO SCHOOL DIST 01	30	24	44	1	1	6	
CONVERSE CO SCHOOL DIST 02	9	10	18	1	1	1	1
CROOK CO SCHOOL DIST 01	25	12	24	1	1	6	
FREMONT CO SCHOOL DIST 02	5	7	14	1	1	1	1
UINTA CO SCHOOL DIST 01	41	50	80	1	1	3	1
FREMONT CO SCHOOL DIST 21	4	4	8	1	1	2	
FREMONT CO SCHOOL DIST 06	7	6	11	1	1	6	
FREMONT CO SCHOOL DIST 01	27	29	56	1	1	3	
GOSHEN CO SCHOOL DIST 01	32	23	45	1	1	5	1
BIG HORN CO SCHOOL DIST 03	3	1	2			2	
PLATTE CO SCHOOL DIST 02	5	6	11	1	1	1	
HOT SPRINGS CO SCH DIST 01	12	10	22	1	1	2	1
JOHNSON CO SCHOOL DIST 01	19	16	30	1	1	6	2
LINCOLN CO SCHOOL DIST 01	6	8	13	1	1	1	1
LINCOLN CO SCHOOL DIST 02	26	16	29	1	1	3	
LARAMIE CO SCHOOL DIST 02	16	13	24	1	1	1	
NIOBRARA CO SCHOOL DIST 01	7	4	8	1	1	3	3
UINTA CO SCHOOL DIST 06	13	8	16	1	1	5	3
PARK CO SCHOOL DISTRICT 16	6	3	6	1	1	1	
FREMONT CO SCHOOL DIST 14	14	12	23	1	1	3	2

⁴The "Response Rate" column is based on the respondent population reduced by the number of extra surveys returned.

District Name	Regular Education Teacher	Special Education Teacher	Special Education Student	District Special Education Program	District Transportation	District Central Office	Externally Placed Student
UINTA CO SCHOOL DIST 04	12	10	20	1	1	5	
NATRONA CO SCHOOL DIST 01	118	116	216	1	1	5	1
WESTON CO SCHOOL DIST 01	16	8	16	1	1	2	2
SUBLETTE CO SCHOOL DIST 01	3	4	8	1		1	1
PLATTE CO SCHOOL DIST 01	18	17	34	1	1	1	
PARK CO SCHOOL DISTRICT 01	23	21	41	1	1	5	
FREMONT CO SCHOOL DIST 25	29	40	77	1	1	1	
SWEETWATER CO SCH DIST 01	41	31	63	1	1	4	1
SHERIDAN CO SCHOOL DIST 03	4	3	5	1	1	1	
SHERIDAN CO SCHOOL DIST 01	19	13	23	1	1	2	3
SHERIDAN CO SCHOOL DIST 02	49	41	75	1	1	1	
FREMONT CO SCHOOL DIST 24	7	6	12	1	1	4	
SWEETWATER CO SCH DIST 02	33	44	86	1	1	1	1
WASHAKIE CO SCHOOL DIST 02	5	4	6	1	1	5	
TETON CO SCHOOL DIST 01	28	24	46	1	1	5	1
WESTON CO SCHOOL DIST 07	3	6	10	1	1	5	
WASHAKIE CO SCHOOL DIST 01	16	14	26			4	
NORTHWEST WYOMING BOCES		3	6	1	1	5	
NORTHEAST WYOMING BOCES		7	14	1	1		
REGION V BOCES		6	11	1	1		
WYOMING OVERALL	1096	1085	2022	51	48	153	39

**Wyoming Total Responses, by School and Survey Type
2001-2002**

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
WYOMING GIRLS' SCHOOL	WYOMING GIRLS' SCHOOL	0	1	2
WYOMING BOYS' SCHOOL	WYOMING BOYS' SCHOOL	2	1	2
WYOMING STATE HOSPITAL	WYOMING STATE HOSPITAL	1	2	2
CATHEDRAL HOME FOR CHILDREN	CATHEDRAL HOME FOR CHILDREN	3	1	2
ST. JOSEPH'S CHILDREN'S HOME	ST. JOSEPH'S CHILDREN'S HOME	2	0	4
ALBANY CO SCHOOL DIST 01	INDIAN PAINTBRUSH ELEMENTARY	5	4	8
	BEITEL ELEMENTARY	3	4	8
	SPRING CREEK ELEMENTARY	5	6	12
	CENTENNIAL ELEMENTARY	1	1	2
	HARMONY ELEMENTARY	1	1	2
	VELMA LINFORD ELEMENTARY	2	4	8
	RIVER BRIDGE ELEMENTARY	1	1	2
	SLADE ELEMENTARY	4	4	8
	THAYER ELEMENTARY	3	0	0
	VALLEY VIEW ELEMENTARY	1	1	2
	ROCK RIVER ELEMENTARY SCHOOL	2	3	6
	LARAMIE HIGH SCHOOL	8	9	18
	LARAMIE JUNIOR HIGH SCHOOL	9	8	16
	ROCK RIVER HIGH SCHOOL	1	3	6
ROCK RIVER JR HIGH SCHOOL	1	3	6	
WHITING ALTERNATIVE HIGH SCH	1	1	2	
COZY HOLLOW ELEMENTARY	1	0	0	
UW LABORATORY SCHOOL	1	1	4	
FREMONT CO SCHOOL DIST 38	ARAPAHOE ELEMENTARY SCHOOL	5	5	9
CARBON CO SCHOOL DIST 01	BAIROIL ELEMENTARY	1	0	0
	MOUNTAIN VIEW ELEMENTARY	2	3	6
	PERSHING ELEMENTARY	2	1	2
	SINCLAIR ELEMENTARY	1	3	6
	HIGHLAND HILLS ELEMENTARY	4	4	8
	RAWLINS MIDDLE SCHOOL	6	4	8
	LITTLE SNAKE RIVER SCHOOL	3	1	2
	COOPERATIVE SCHOOL	1	0	0
BIG HORN CO SCHOOL DIST 04	LAURA IRWIN ELEMENTARY	1	1	2
	HYATTVILLE ELEMENTARY	0	0	0
	RIVERSIDE HIGH SCHOOL	0	1	2
	CLOUD PEAK MIDDLE SCHOOL	0	1	2
SUBLETTE CO SCHOOL DIST 09	BIG PINEY ELEMENTARY	0	0	2
	LABARGE ELEMENTARY	0	0	1
	BIG PINEY HIGH SCHOOL	0	0	1
	BIG PINEY MIDDLE SCHOOL	0	1	1
BIG HORN CO SCHOOL DIST 01	BURLINGTON ELEMENTARY SCHOOL	2	0	0
	BYRON ELEMENTARY	2	1	2
	COWLEY ELEMENTARY	2	2	4
	DEAVER-FRANNIE ELEMENTARY	2	3	4
	ROCKY MOUNTAIN HIGH SCHOOL	3	2	4

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	ROCKY MOUNTAIN MIDDLE SCHOOL	2	2	4
	BURLINGTON JUNIOR HIGH SCHOOL	1	0	0
	BURLINGTON HIGH SCHOOL	1	2	4
BIG HORN CO SCHOOL DIST 02	LOVELL ELEMENTARY SCHOOL	6	4	8
	LOVELL HIGH SCHOOL	3	2	4
	LOVELL MIDDLE SCHOOL	2	2	4
CAMPBELL CO SCHOOL DIST 01	PRONGHORN ELEMENTARY	6	8	12
	COTTONWOOD ELEMENTARY	5	3	4
	HILLCREST ELEMENTARY	5	6	13
	MEADOWLARK ELEMENTARY	4	3	7
	LAKEVIEW ELEMENTARY	5	5	8
	RAWHIDE ELEMENTARY	5	2	4
	ROZET ELEMENTARY	5	7	10
	WAGONWHEEL ELEMENTARY	5	7	10
	STOCKTRAIL ELEMENTARY	4	4	10
	CONESTOGA ELEMENTARY	5	7	14
	PAINTBRUSH ELEMENTARY SCHOOL	6	8	11
	SUNFLOWER ELEMENTARY	6	7	10
	CAMPBELL COUNTY HIGH SCHOOL	9	18	31
	TWIN SPRUCE JR HIGH SCHOOL	9	15	26
	LITTLE POWDER ELEMENTARY	6	5	7
	RECLUSE ELEMENTARY	6	2	2
	SAGE VALLEY JR HIGH SCHOOL	7	15	25
	WRIGHT SECONDARY SCHOOL	3	4	8
	CC ALTERNATIVE SCHOOL	2	2	2
CARBON CO SCHOOL DIST 02	ELK MOUNTAIN ELEMENTARY	1	2	2
	HANNA ELEMENTARY	2	2	4
	MEDICINE BOW ELEMENTARY SCHL	1	2	3
	SARATOGA ELEMENTARY	3	2	6
	ENCAMPMENT ELEMENTARY SCHOOL	1	1	2
	ENCAMPMENT HIGH SCHOOL	1	1	2
	SARATOGA MIDDLE SCHOOL	2	1	2
	H E M SR HIGH	2	1	2
	SARATOGA HIGH SCHOOL	3	2	3
	H E M JR HIGH	1	1	2
	ENCAMPMENT JUNIOR HIGH SCHOOL	1	1	2
LARAMIE CO SCHOOL DIST 01	ALTA VISTA ELEMENTARY SCHOOL	5	7	9
	ARP ELEMENTARY	2	3	6
	BAGGS ELEMENTARY	2	6	7
	BAIN ELEMENTARY	4	1	2
	BUFFALO RIDGE ELEMENTARY	2	5	6
	CHURCHILL ELEMENTARY	2	2	4
	COLE ELEMENTARY	3	4	8
	CORLETT ELEMENTARY	2	4	8
	DAVIS ELEMENTARY	4	1	2
	DEMING ELEMENTARY	3	3	5
	DILDINE ELEMENTARY	5	4	8
	FAIRVIEW ELEMENTARY	2	4	8
	GILCHRIST ELEMENTARY	2	1	2

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	GOINS ELEMENTARY	2	5	8
	HEBARD ELEMENTARY	2	3	6
	HENDERSON ELEMENTARY	4	2	4
	HOBBS ELEMENTARY	5	4	6
	CLAWSON ELEMENTARY	1	0	0
	JESSUP ELEMENTARY	3	1	2
	LEBHART ELEMENTARY	3	1	2
LARAMIE CO SCHOOL DIST 01	MILLER ELEMENTARY	1	2	3
	PIONEER PARK ELEMENTARY	5	5	10
	ROSSMAN ELEMENTARY	3	2	3
	ANDERSON ELEMENTARY SCHOOL	4	7	12
	AFFLERBACH ELEMENTARY SCHOOL	6	5	8
	CENTRAL HIGH SCHOOL	2	0	0
	EAST HIGH SCHOOL	4	10	22
	TRIUMPH HIGH SCHOOL	2	2	2
	CAREY JUNIOR HIGH SCHOOL	8	16	31
	JOHNSON JUNIOR HIGH SCHOOL	9	8	16
	MCCORMICK JUNIOR HIGH SCHOOL	7	16	31
PARK CO SCHOOL DISTRICT 06	EASTSIDE ELEMENTARY	4	3	6
	WAPITI ELEMENTARY	0	0	0
	GLENN LIVINGSTON ELEMENTARY	3	5	10
	SUNSET ELEMENTARY SCHOOL	5	4	8
	CODY HIGH SCHOOL	8	5	10
	CODY MIDDLE SCHOOL	4	6	12
	VALLEY ELEMENTARY SCHOOL	1	0	0
CONVERSE CO SCHOOL DIST 01	DOUGLAS PRIMARY SCHOOL	5	4	8
	DRY CREEK ELEMENTARY	1	0	0
	WAGONHOUND ELEMENTARY	1	0	0
	DOUGLAS INTERMEDIATE	6	7	13
	NACHTMAN ELEMENTARY SCHOOL	0	0	0
	DOUGLAS HIGH SCHOOL	8	8	14
	MOSS AGATE ELEMENTARY	1	0	0
	SHAWNEE ELEMENTARY	1	0	0
	WHITE ELEMENTARY	1	0	0
	DOUGLAS MIDDLE SCHOOL	6	5	9
CONVERSE CO SCHOOL DIST 02	GLENROCK INTERMEDIATE	1	3	6
	GRANT ELEMENTARY	4	2	4
	BOXELDER ELEMENTARY SCHOOL	0	0	0
	GLENROCK MIDDLE SCHOOL	1	0	0
	GLENROCK HIGH SCHOOL	3	5	8
CROOK CO SCHOOL DIST 01	MOORCROFT ELEMENTARY	4	3	6
	SUNDANCE ELEMENTARY	4	3	6
	HULETT ELEMENTARY SCHOOL	3	1	2
	HULETT HIGH SCHOOL	3	1	2
	MOORCROFT HIGH SCHOOL	4	1	2
	SUNDANCE HIGH SCHOOL	4	0	0
	HULETT JUNIOR HIGH SCHOOL	1	0	0
	MOORCROFT JUNIOR HIGH SCHOOL	0	2	4
	SUNDANCE JR HIGH SCHOOL	1	0	0

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	HIGH SCHOOL IV	1	1	2
FREMONT CO SCHOOL DIST 02	DUBOIS HIGH SCHOOL	2	3	6
	DUBOIS ELEMENTARY/MIDDLE SCHOOL	3	4	8
UINTA CO SCHOOL DIST 01	CLARK ELEMENTARY	5	5	10
	UINTA MEADOWS ELEMENTARY	6	7	10
	NORTH EVANSTON ELEMENTARY	5	8	14
	ASPEN ELEMENTARY SCHOOL	5	5	6
	EVANSTON HIGH SCHOOL	9	14	22
	DAVIS MIDDLE SCHOOL	6	6	10
	EVANSTON MIDDLE SCHOOL	5	5	8
FREMONT CO SCHOOL DIST 21	FORT WASHAKIE ELEMENTARY	3	1	2
	FORT WASHAKIE JR HIGH SCHOOL	1	3	6
FREMONT CO SCHOOL DIST 06	CROWHEART ELEMENTARY	1	1	1
	WIND RIVER ELEMENTARY	2	2	4
	WIND RIVER HIGH SCHOOL	4	3	6
FREMONT CO SCHOOL DIST 01	JEFFREY CITY ELEMENTARY	1	0	0
	NORTHSIDE ELEMENTARY	4	5	9
	SOUTHSIDE ELEMENTARY	5	5	9
	WESTSIDE ELEMENTARY	3	3	6
	FREMONT COUNTY ALTERNATIVE HIGH SCHOOL	1	1	2
	LANDER VALLEY HIGH SCHOOL	8	10	20
	STARRETT JUNIOR HIGH SCHOOL	5	5	10
GOSHEN CO SCHOOL DIST 01	SOUTHEAST GOSHEN ELEMENTARY	2	1	2
	LINGLE-FT LARAMIE ELEMENTARY	2	1	2
	LINCOLN ELEMENTARY	4	4	8
	LAGRANGE ELEMENTARY SCHOOL	1	0	0
	TRAIL ELEMENTARY SCHOOL	3	4	8
	LINGLE-FORT LARAMIE HIGH	2	1	2
	TORRINGTON HIGH SCHOOL	8	5	10
	TORRINGTON MIDDLE SCHOOL	7	6	11
	FORT LARAMIE MIDDLE SCHOOL	1	0	0
	SOUTHEAST GOSHEN JR HIGH SCHL	1	0	0
	SOUTHEAST HIGH SCHOOL	1	1	2
BIG HORN CO SCHOOL DIST 03	GREYBULL HIGH SCHOOL	3	1	2
PLATTE CO SCHOOL DIST 02	GUERNSEY-SUNRISE ELEMENTARY	2	3	6
	GUERNSEY-SUNRISE HIGH SCHOOL	2	1	2
	GUERNSEY-SUNRISE JUNIOR HIGH	1	2	3
HOT SPRINGS CO SCH DIST 01	LUCERNE ELEMENTARY SCHOOL	2	2	4
	RALPH WITTERS ELEMENTARY	3	4	8
	HOT SPRINGS CNTY HIGH SCHOOL	4	2	4
	THERMOPOLIS MIDDLE SCHOOL	3	2	6
JOHNSON CO SCHOOL DIST 01	BILLY CREEK ELEMENTARY	0	0	0
	KAYCEE ELEMENTARY	2	1	2
	MEADOWLARK ELEMENTARY	3	6	10
	CLEAR CREEK ELEMENTARY SCHOOL	1	3	6
	BUFFALO HIGH SCHOOL	5	2	4
	KAYCEE HIGH SCHOOL	2	1	2
	CLEAR CREEK MIDDLE SCHOOL	5	3	6

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	KAYCEE JUNIOR HIGH SCHOOL	1	0	0
LINCOLN CO SCHOOL DIST 01	KEMMERER ELEMENTARY SCHOOL	1	4	5
	BURGOON ELEMENTARY	1	2	4
	KEMMERER HIGH SCHOOL	3	1	2
	KEMMERER MIDDLE SCHOOL	1	1	2
LINCOLN CO SCHOOL DIST 02	AFTON ELEMENTARY SCHOOL	6	5	9
	HOLDAWAY ELEMENTARY SCHOOL	3	1	2
	METCALF ELEMENTARY SCHOOL	3	3	4
	OSMOND ELEMENTARY SCHOOL	2	0	0
	STAR VALLEY HIGH SCHOOL	7	4	8
	STAR VALLEY JR HIGH SCHOOL	5	3	6
LARAMIE CO SCHOOL DIST 02	ALBIN ELEMENTARY	1	0	0
	CARPENTER ELEMENTARY	2	2	2
	PINE BLUFFS ELEMENTARY	3	2	4
LARAMIE CO SCHOOL DIST 02	WEST ELEMENTARY SCHOOL	3	3	6
	BURNS JR/SR HIGH SCHOOL	3	4	8
	PINE BLUFFS JR/SR HIGH SCHOOL	2	1	2
	ALBIN JR/SR HIGH SCHOOL	2	1	2
NIOBRARA CO SCHOOL DIST 01	LANCE CREEK ELEMENTARY	1	0	0
	LUSK ELEMENTARY	1	2	4
	NIOBRARA COUNTY HIGH SCHOOL	3	1	2
	LUSK MIDDLE SCHOOL	2	1	2
UINTA CO SCHOOL DIST 06	LYMAN ELEMENTARY	2	1	2
	URIE ELEMENTARY	3	4	8
	LYMAN HIGH SCHOOL	5	2	4
	LYMAN MIDDLE SCHOOL	3	1	2
PARK CO SCHOOL DISTRICT 16	MEETEETSE SCHOOL	6	3	6
FREMONT CO SCHOOL DIST 14	WYOMING INDIAN ELEMENTARY	5	5	10
	WYOMING INDIAN JR HIGH SCHOOL	4	4	7
	WYOMING INDIAN HIGH SCHOOL	5	3	6
UINTA CO SCHOOL DIST 04	MOUNTAIN VIEW ELEMENTARY	2	4	8
	FT BRIDGER ELEMENTARY SCHOOL	2	1	2
	MOUNTAIN VIEW HIGH SCHOOL	4	3	6
	MOUNTAIN VIEW MIDDLE SCHOOL	4	2	4
NATRONA CO SCHOOL DIST 01	WILLOW CREEK ELEMENTARY	1	0	0
	ALCOVA ELEMENTARY	1	0	0
	CREST HILL ELEMENTARY	5	3	6
	EVANSVILLE ELEMENTARY	5	6	12
	FAIRDALE ELEMENTARY	3	1	2
	GRANT ELEMENTARY	3	2	4
	JEFFERSON ELEMENTARY	3	2	4
	MANOR HEIGHTS ELEMENTARY	1	3	6
	MCKINLEY ELEMENTARY	2	4	8
	MILLS ELEMENTARY	2	0	0
	MOUNTAIN VIEW ELEMENTARY	4	4	8
	NORTH CASPER ELEMENTARY	2	3	6
	PARADISE VALLEY ELEMENTARY	4	5	10
	PARK ELEMENTARY	3	0	0
	PINEVIEW ELEMENTARY	3	4	8

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	POISON SPIDER ELEMENTARY	2	1	2
NATRONA CO SCHOOL DIST 01	POWDER RIVER ELEMENTARY	1	0	1
	SOUTHRIDGE ELEMENTARY	3	2	2
	UNIVERSITY PARK ELEMENTARY	2	1	1
	WESTWOOD ELEMENTARY	2	1	0
	VERDA JAMES ELEMENTARY	5	4	8
	OREGON TRAIL ELEMENTARY	4	2	4
	SAGEWOOD ELEMENTARY SCHOOL	4	5	9
	BAR NUNN ELEMENTARY SCHOOL	2	4	8
	RED CREEK ELEMENTARY	1	0	0
	MIDWEST SCHOOL	4	2	4
	KELLY WALSH HIGH SCHOOL	9	11	20
	NATRONA COUNTY HIGH SCHOOL	7	9	16
	CY JUNIOR HIGH SCHOOL	5	4	8
	DEAN MORGAN JR HIGH SCHOOL	6	13	21
	EAST JUNIOR HIGH SCHOOL	5	7	14
	FORT CASPAR ELEMENTARY	3	2	4
	ROOSEVELT HIGH	2	4	8
NATRONA CO SCHOOL DIST 01	CENTENNIAL JR HIGH SCHOOL	6	5	10
	WOODS LEARNING CENTER	3	2	2
WESTON CO SCHOOL DIST 01	GERT. BURNS EARLY CHILDHOOD	3	3	6
	GERTRUDE BURNS INTERMEDIATE	3	1	2
	NEWCASTLE HIGH SCHOOL	6	2	4
	NEWCASTLE MIDDLE SCHOOL	3	2	4
	KITTY MOATS ELEMENTARY	1	0	0
SUBLETTE CO SCHOOL DIST 01	PINEDALE ELEMENTARY	3	4	8
PLATTE CO SCHOOL DIST 01	CHUGWATER ELEMENTARY SCHOOL	2	1	2
	GLENDO ELEMENTARY	1	1	2
	LIBBEY ELEMENTARY	4	5	10
	WEST ELEMENTARY	2	3	6
	WHEATLAND HIGH SCHOOL	6	3	6
	WHEATLAND JUNIOR HIGH SCHOOL	3	3	6
	CHUGWATER HIGH SCHOOL	0	1	2
	CHUGWATER JUNIOR HIGH SCHOOL	0	0	0
PARK CO SCHOOL DISTRICT 01	CLARK ELEMENTARY	0	1	2
	PARKSIDE ELEMENTARY	4	4	8
	SOUTHSIDE ELEMENTARY	3	2	4
	WESTSIDE ELEMENTARY	3	3	6
	POWELL HIGH SCHOOL	8	6	12
	POWELL MIDDLE SCHOOL	5	5	9
FREMONT CO SCHOOL DIST 25	ASHGROVE ELEMENTARY	3	4	6
	JACKSON ELEMENTARY	4	6	10
	JEFFERSON ELEMENTARY	3	5	12
	LINCOLN ELEMENTARY	4	5	10
	RIVERTON HIGH SCHOOL	7	13	25
	RIVERTON MIDDLE SCHOOL	8	7	14
SWEETWATER CO SCH DIST 01	DESERT VIEW ELEMENTARY	2	3	6
	LINCOLN ELEMENTARY	3	1	2
	LOWELL ELEMENTARY	0	0	0

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	OVERLAND ELEMENTARY	4	5	10
SWEETWATER CO SCH DIST 01	RELIANCE ELEMENTARY	1	1	2
	ROOSEVELT ELEMENTARY	0	0	0
	SUPERIOR ELEMENTARY	1	0	2
	WALNUT ELEMENTARY	1	1	2
	YELLOWSTONE ELEMENTARY	3	2	4
	NORTHPARK ELEMENTARY SCHOOL	4	6	12
	WESTRIDGE ELEMENTARY SCHOOL	4	4	8
	FARSON EDEN ELEMENTARY	1	1	2
	SUPERIOR ACADEMY	1	0	1
	FARSON-EDEN HIGH SCHOOL	2	0	0
	ROCK SPRINGS HIGH SCHOOL	0	0	0
	ROCK SPRINGS EAST JR HIGH	4	0	0
	WHITE MOUNTAIN JR HIGH	8	6	10
	ROCK SPRINGS ALTERNATIVE HS	2	1	2
	FARSON-EDEN MIDDLE SCHOOL	0	0	0
SHERIDAN CO SCHOOL DIST 03	ARVADA ELEMENTARY	1	0	0
	CLEARMONT ELEMENTARY	1	1	2
	ARVADA-CLEARMONT HIGH SCHOOL	1	1	2
	ARVADA-CLEARMONT JR HIGH	1	1	1
	HANGING WOMAN ELEMENTARY	0	0	0
	TONGUE RIVER ELEMENTARY SCHL	3	2	4
SHERIDAN CO SCHOOL DIST 03	BIG HORN ELEMENTARY SCHOOL	3	2	3
	SLACK ELEMENTARY	1	0	0
	BIG HORN HIGH SCHOOL	3	1	2
	TONGUE RIVER HIGH SCHOOL	4	2	4
	BIG HORN MIDDLE SCHOOL	2	3	6
	TONGUE RIVER MIDDLE SCHOOL	3	3	4
SHERIDAN CO SCHOOL DIST 02	BECKTON ELEMENTARY	0	0	0
	COFFEEN ELEMENTARY	5	4	8
	HIGHLAND PARK ELEMENTARY	6	4	6
	STORY ELEMENTARY	1	0	0
	WOODLAND PARK ELEMENTARY	3	2	2
	MEADOWLARK ELEMENTARY	4	4	8
	SAGEBRUSH ELEMENTARY	5	3	6
	SHERIDAN HIGH SCHOOL	9	11	20
	CENTRAL MIDDLE SCHOOL	8	9	17
	SHERIDAN JUNIOR HIGH SCHOOL	8	4	8
FREMONT CO SCHOOL DIST 24	SHOSHONI ELEMENTARY SCHOOL	3	4	8
	SHOSHONI HIGH SCHOOL	3	1	2
	SHOSHONI JUNIOR HIGH SCHOOL	1	1	2
SWEETWATER CO SCH DIST 02	GRANGER ELEMENTARY	0	0	0
	HARRISON ELEMENTARY	2	4	8
	MCKINNON ELEMENTARY SCHOOL	0	0	0
	WASHINGTON ELEMENTARY	3	3	8
	JACKSON ELEMENTARY	2	3	6
	TRUMAN ELEMENTARY	3	6	11
	EXPEDITION ACADEMY	1	2	4
	GREEN RIVER HIGH SCHOOL	9	16	29

District Name	School Name	Regular Education Teacher	Special Education Teacher	Special Education Student
	MONROE MIDDLE SCHOOL	6	5	10
SWEETWATER CO SCH DIST 02	LINCOLN MIDDLE SCHOOL	6	5	10
	THOMAN RANCH ELEMENTARY SCHOOL	1	0	0
WASHAKIE CO SCHOOL DIST 02	TEN SLEEP ELEMENTARY SCHOOL	2	2	4
	TEN SLEEP HIGH SCHOOL	2	1	1
	TEN SLEEP MIDDLE SCHOOL	1	1	1
TETON CO SCHOOL DIST 01	KINDER CAMPUS	1	1	2
	JACKSON (RENDEZVOUS CAMPUS) ELEMENTARY SCHOOL	6	10	20
	KELLY ELEMENTARY	1	0	0
	MORAN ELEMENTARY	1	1	2
	WILSON ELEMENTARY	3	1	2
	JACKSON HOLE HIGH SCHOOL	8	7	14
	JACKSON HOLE MIDDLE SCHOOL	7	3	4
	WESTERN WYOMING HIGH SCHOOL	1	1	2
WESTON CO SCHOOL DIST 07	UPTON ELEMENTARY SCHOOL	2	3	6
	UPTON JUNIOR HIGH SCHOOL	1	2	2
	UPTON HIGH SCHOOL	0	1	2
WASHAKIE CO SCHOOL DIST 01	EAST SIDE ELEMENTARY	3	4	6
	SOUTH SIDE ELEMENTARY	3	0	0
	WEST SIDE ELEMENTARY	3	2	4
	WORLAND HIGH SCHOOL	4	4	8
	WORLAND MIDDLE SCHOOL	3	4	8
NORTHWEST WYOMING BOCES	BIG HORN BASIN CHILDRENS CTR	0	3	6
	POWDER RIVER BASIN CHILDREN'S	0	7	14
REGION V BOCES	C-BAR-V RANCH	0	6	11
WYOMING OVERALL		1096	1085	2022

Appendix D

Special Education, Regular Education, and Total Expenditures per School-Aged Special Education Student, by Disability, Across Wyoming and All SEEP States

Exhibit D-1

Special Education, Regular Education, and Total Expenditures
per School-Aged Special Education Student, by Disability, Across Wyoming and All SEEP States, 2001-02⁵

Expenditure Type	Wyoming	State A	State B	State C	State D	State E	State F	State G	State H	State I
Autism	SE \$ 18,040	\$ 33,345	\$ 16,904	\$ 10,497	\$ 14,118	\$ 18,517	\$ 14,043	\$ 21,261	N/A	N/A
	GE \$ 5,053	\$ 718	\$ 4,398	\$ 3,828	\$ 4,609	\$ 3,322	\$ 3,986	\$ 5,157	N/A	N/A
	Total \$ 23,093	\$ 34,063	\$ 21,302	\$ 14,325	\$ 18,727	\$ 21,839	\$ 14,869	\$ 26,418	N/A	N/A
% Total Population	0.13%	0.14%	0.11%	0.07%	0.15%	0.07%	0.11%	0.13%	0.06%	0.15%
Deaf/Blind	Not reported due to insufficient sample size									
Emotional Disability	SE \$ 14,125	\$ 10,666	\$ 11,617	N/A	N/A	\$ 6,191	\$ 6,052	\$ 14,140	\$ 9,816	N/A
	GE \$ 4,303	\$ 7,617	\$ 5,774	N/A	N/A	\$ 4,714	\$ 4,044	\$ 5,014	\$ 5,244	N/A
	Total \$ 18,428	\$ 18,283	\$ 17,391	N/A	N/A	\$ 10,905	\$ 10,096	\$ 19,154	\$ 15,060	N/A
% Total Population	1.09%	0.78%	1.11%	0.55%	0.82%	0.66%	0.74%	1.14%	0.56%	0.39%
Hard of Hearing /Deafness (combined)⁶	SE \$ 10,678	N/A	\$ 9,692	N/A	\$ 12,291	N/A	N/A	\$ 11,175	N/A	N/A
	GE \$ 5,117	N/A	\$ 7,786	N/A	\$ 6,326	N/A	N/A	\$ 5,761	N/A	N/A
	Total \$ 15,795	N/A	\$ 17,478	N/A	\$ 18,617	N/A	N/A	\$ 16,936	N/A	N/A
% Total Population	0.14%	0.08%	0.11%	0.10%	0.12%	0.09%	0.09%	0.15%	0.10%	0.14%
Mental Disability	SE \$ 18,908	N/A	\$ 21,312	\$ 9,052	\$ 10,178	\$ 9,233	\$ 11,629	\$ 17,741	\$ 7,518	\$ 17,618
	GE \$ 4,293	N/A	\$ 3,838	\$ 3,659	\$ 3,904	\$ 3,125	\$ 3,223	\$ 3,928	\$ 4,680	\$ 3,086
	Total \$ 23,201	N/A	\$ 25,150	\$ 12,711	\$ 14,082	\$ 12,358	\$ 14,852	\$ 21,669	\$ 12,198	\$ 20,704
% Total Population	0.73%	0.30%	0.52%	2.18%	1.58%	0.82%	0.98%	0.41%	1.98%	1.25%
Multiple Disabilities	SE \$ 25,228	\$ 11,369	\$ 20,232	\$ 12,067	\$ 16,304	N/A	N/A	\$ 18,744	\$ 13,717	N/A
	GE \$ 4,251	\$ 5,974	\$ 4,481	\$ 4,587	\$ 3,140	N/A	N/A	\$ 5,517	\$ 3,371	N/A
	Total \$ 29,479	\$ 17,333	\$ 24,713	\$ 16,654	\$ 19,444	N/A	N/A	\$ 24,261	\$ 17,088	N/A
% Total Population	0.08%	1.00%	0.13%	0.14%	0.08%	0.37%	0.06%	0.53%	0.50%	0.00%
Orthopedic Disability	SE \$ 17,833	N/A	N/A	\$ 9,734	\$ 10,250	N/A	N/A	\$ 16,120	N/A	N/A
	GE \$ 6,471	N/A	N/A	\$ 5,267	\$ 5,044	N/A	N/A	\$ 5,959	N/A	N/A
	Total \$ 24,304	N/A	N/A	\$ 15,001	\$ 15,294	N/A	N/A	\$ 22,079	N/A	N/A
% Total Population	0.14%	0.04%	0.07%	0.06%	0.09%	0.07%	0.06%	0.07%	0.09%	0.53%

⁵ Wyoming data inflated from 2000-01 to the 2001-02 school year; data for all other states are inflated for two years, from 1999-00 to 2000-01 and 2000-01 to 2001-02. N/A signifies insufficient sample size to report separately. Disability rates for Wyoming provided by the WY DOE. Disability rates for other states provided in the 22nd Annual Report to Congress, US Department of Education 2000.

⁶ In Exhibit D-1, the categories hard of hearing and deafness are combined for comparability with other states.

<i>Exhibit D-1, continued</i>											
	Expenditure Type	Wyoming	State A	State B	State C	State D	State E	State F	State G	State H	State I
Other Health Impairment	SE	\$ 11,509	\$ 6,252	\$ 8,735	\$ 4,909	\$ 6,857	\$ 5,617	\$ 6,990	\$ 11,404	N/A	N/A
	GE	\$ 5,288	\$ 7,346	\$ 6,850	\$ 5,779	\$ 7,031	\$ 4,687	\$ 5,121	\$ 5,919	N/A	N/A
	Total	\$ 16,797	\$ 13,598	\$ 15,585	\$ 10,688	\$ 13,888	\$ 10,304	\$ 12,111	\$ 17,323	N/A	N/A
% Total Population		1.15%	0.23%	0.97%	0.34%	0.20%	0.68%	0.49%	0.56%	0.20%	0.00%
Learning Disability	SE	\$ 6,827	\$ 8,351	\$ 7,578	\$ 2,245	\$ 4,195	\$ 4,857	\$ 4,536	\$ 9,633	\$ 5,955	N/A
	GE	\$ 5,524	\$ 7,048	\$ 6,428	\$ 6,218	\$ 5,337	\$ 5,223	\$ 5,622	\$ 6,246	\$ 6,076	N/A
	Total	\$ 12,351	\$ 15,399	\$ 14,006	\$ 8,463	\$ 9,532	\$ 10,080	\$ 10,158	\$ 15,879	\$ 12,031	N/A
% Total Population		6.36%	6.31%	7.29%	4.27%	4.23%	3.62%	5.13%	5.27%	3.22%	5.51%
Speech /Language Impairment	SE	\$ 7,902	\$ 9,171	\$ 5,550	\$ 3,307	\$ 3,784	N/A	\$ 4,985	\$ 7,635	N/A	N/A
	GE	\$ 6,225	\$ 5,259	\$ 6,372	\$ 6,651	\$ 4,995	N/A	\$ 3,889	\$ 6,379	N/A	N/A
	Total	\$ 14,127	\$ 14,430	\$ 11,922	\$ 9,958	\$ 8,779	N/A	\$ 8,874	\$ 14,014	N/A	N/A
% Total Population		3.33%	2.47%	2.22%	1.61%	2.58%	1.72%	2.00%	1.45%	1.60%	0.92%
Traumatic Brain Injury	SE	\$ 11,956	\$ 14,673	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	GE	\$ 5,274	\$ 6,368	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total	\$ 17,230	\$ 21,041	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Total Population		0.09%	0.00%	0.03%	0.02%	0.03%	0.02%	0.02%	0.03%	0.02%	0.00%
Visual Impairment	SE	\$ 33,968	N/A	\$ 9,764	\$ 3,316	N/A	N/A	N/A	N/A	N/A	N/A
	GE	\$ 5,766	N/A	\$ 6,431	\$ 5,609	N/A	N/A	N/A	N/A	N/A	N/A
	Total	\$ 39,734	N/A	\$ 16,195	\$ 8,925	N/A	N/A	N/A	N/A	N/A	N/A
% Total Population		0.07%	0.02%	0.03%	0.04%	0.06%	0.03%	0.03%	0.05%	0.04%	0.04%
Average⁷	SE	\$ 9,957	\$ 12,030	\$ 9,871	\$ 5,612	\$ 6,479	\$ 7,464	\$ 5,928	\$ 13,161	\$ 6,646	\$ 17,742
	GE	\$ 5,406	\$ 5,958	\$ 5,967	\$ 5,363	\$ 4,936	\$ 4,335	\$ 4,715	\$ 5,507	\$ 5,062	\$ 3,279
	Total	\$ 15,363	\$ 17,988	\$ 15,837	\$ 10,974	\$ 11,415	\$ 11,799	\$ 10,643	\$ 18,668	\$ 11,708	\$ 21,021
% Total Population ⁸		13.37%	11.36%	12.57%	9.44%	9.94%	8.18%	9.71%	9.78%	8.36%	8.95%

⁷ Includes students in homebound/hospital programs and students placed in non-public institutions or other public agencies. Includes disabilities in which the sample sizes are insufficient to report separately.

⁸ Includes disability rates for deaf blind and developmental delay, if applicable.

Appendix E

The ABILITIES Index

The ABILITIES Index

The ABILITIES Index, developed by Rune Simeonsson and Donald Bailey of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill, is a functional assessment where the focus of the measures is the different functional abilities of the student in 9 different domains: audition, behavior, intellectual functioning, limbs, intentional communication, tonicity, integrity of health, eyes, and structural status.

The ABILITIES Index is an acronym for a measure covering the nine areas of functioning mentioned above. Below we provide an example of a form that could be used to assess a student's abilities using this Index. The teacher or person most knowledgeable about the student that fills out the form would rate each domain or area of functioning based upon the student's characteristics. The maximum rating value on each domain is 5 (implying profound or severe disability) and the minimum is 0 (implying normal functioning in that domain). In order to facilitate comparisons between different students, an Index score would then be developed for each student. To calculate the total score, a specific weight would be assigned to each domain in order to reflect the *relative importance* of that specific domain in the overall measure of functionality (or total Index score) of the student. For example, the domain of intellectual functioning has a weight of 2, and the domain of intentional communication has a weight of 1. The total Index score was calculated as a weighted average, taking into account all the ratings in the different areas. The highest total score a student can obtain is 45, meaning that the student has a severe, profound disability in all the areas measured.

The ABILITIES Index⁹

Please rate the student's abilities on the exhibit on the following page. Ratings in each area are made on a scale of 0 to 5, with 0 indicating normal ability, 1 (suspected disability) indicating some questions about the child's ability, and 5 indicating extreme or profound disability. In making each rating, think about the child compared to other children the same age. Guidelines follow to assist you in making each rating.

Audition (Hearing) - Think about the child's ability to hear in everyday activities. Score hearing for each ear separately. A score of 5 (Profound Loss) means that the child has no hearing. Rate the child's hearing without a hearing aid. If the child uses a hearing aid, please check this box:

Behavior and Social Skills - Two ratings are made in this area, one for social skills and one for inappropriate or unusual behavior. Social skills refer to the child's ability to relate to others in a meaningful manner. Inappropriate and unusual behavior may include fighting, hitting, screaming, rocking, hand flapping, biting self, etc.

Intellectual Function (Thinking and Reasoning) - This rating reflects the child's ability to think and reason. Think about the way the child solves problems and plays with toys and compare this to other children of the same age.

Limbs (Use of Hands, Arms, and Legs) - Think about the child's ability to use his or her hands, arms, and legs in daily activities. Score left and right limbs separately. A Score of 5 (Profound difficulty) means that the child has no use of a limb.

Intentional Communication (Understanding and Communicating with Others) - Two ratings are made, one for the child's ability to understand others and one for the child's ability to communicate with others. This rating includes attempts to communicate in ways other than talking (signs, gestures, picture boards). Think about the child's ability to understand and communicate with others and compare this to other children of the same age.

Tonicity (Muscle Tone) - Think about the child's muscle tone. Normal means that the child's muscles are neither tight nor loose. If the child's muscle tone is not in the normal range, place an "X" in each box that indicates the degree of tightness or looseness or both. Two ratings should be made since, in some children, tightness or looseness can vary in different parts of the body or from one time to the next.

Integrity of Physical Health (Overall Health) - Think about the child's Regular health. Normal means the usual health problems and illnesses typical for a child this age. If there is a health problem, ratings should be made indicating the degree to which health problems limit activities. Ongoing health problems may include seizures, diabetes, muscular dystrophy, cancer, etc.

Eyes (Vision) - Think about the child's ability to see in everyday activities. Score both the left and right eye. A score of 5 (Profound Loss) means that the child has no vision. Rate the child's vision without glasses. If the child uses glasses, please check this box:

Structural Status (Shape, Body Form, and Structure) - This rating reflects the form and structure of the child's body. Normal means that there are no differences associated with form, shape, or structure of the body parts. Differences in form include conditions like cleft palate or clubfoot; differences in structure include conditions like curved spine and arm or leg deformity. Ratings should indicate how much these differences interfere with how the child moves, plays, or looks.

⁹This section is based on "The Abilities Index" developed by Rune J. Simeonsson and Donald B. Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Student ABILITIES Index¹⁰

In each column, place an X in the space that best describes the child. Please note that multiple Xs should be recorded under A (Audition), B (Behavior), L (Limbs), I (Intentional Communication), T (Tonicity), and E (Eyes).

	A		B		I	L				I		T		I		E		S	
	Audition (Hearing) Rate Both		Behavior & Social Skills Rate Both		Intellectual Functioning	(Use of hands, arms, and legs) Rate All				Intentional Communication Rate Both		Tonicity (Muscle Tone) Rate Both		Integrity of Physical health		Eyes (Vision) Rate Both		Structural Status	
	Left Ear	Right Ear	Social Skills	Inapprop. Behavior	Thinking & Reasoning	Left Hand	Left Arm	Left Leg	Right Hand	Right Arm	Right Leg	Understanding others	Communicating with others	Degree of tightness	Degree of looseness	Overall Health	Left Eye	Right Eye	Shape, Body Form & Structure
0	Normal		All behaviors typical & appropriate for age		Normal for age			Complete normal use				Normal	Normal	Normal	Regular good health	Normal			Normal
1	Suspected hearing loss		Suspected disability	Suspected inapprop. behaviors	Suspected disability			Suspected difficulty				Suspected disability	Suspected disability	Suspected disability	Suspected disability	Suspected health problems	Suspected vision loss		Suspected difference or interference
2	Mild hearing loss		Mild disability	Mildly inapprop. behaviors	Mild disability			Mild difficulty				Mild disability	Mild disability	Mild disability	Mild disability	Minor ongoing health problems	Mild vision loss		Mild difference or interference
3	Moderate hearing loss		Moderate disability	Moderately inapprop. behaviors	Moderate disability			Moderate difficulty				Moderate disability	Moderate disability	Moderate disability	Moderate disability	Ongoing but medically-controlled health problems	Moderate vision loss		Moderate difference or interference
4	Severe hearing loss		Severe disability	Severely inapprop. behaviors	Severe disability			Severe difficulty				Severe disability	Severe disability	Severe disability	Severe disability	Ongoing poorly-controlled health problems	Severe vision loss		Severe difference or interference
5	Profound hearing loss		Extreme disability	Extremely inapprop. behaviors	Profound disability			Profound difficulty				Profound disability	Profound disability	Profound disability	Profound disability	Extreme health problems, near total restriction of activities	Profound vision loss		Extreme difference or interference

¹⁰This section is based on "The Abilities Index" developed by Rune J. Simeonsson and Donald B. Bailey of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Appendix F

Total Education Spending to Educate Special Education Students in Wyoming, 2001-2002

**Exhibit F-1.
Total Education Spending to Educate Special Education Students in Wyoming, 2001-2002
(Including regular education, special education, and other special needs programs)**

Spending Components	Expenditure per student served	Standard error	Total population of special education students in this category	Total expenditures	Percent of the total expenditure	Total special education spending
Special Education Central Office Administration and Support						
Professional staff, non-certified staff, contracted personnel, and non-personnel expenditures						
	\$695	\$18	11,799	\$8,195,359	4.5%	\$8,195,359
Annualized facilities expenditures--central office administration of special ed programs	\$26	\$0	11,799	\$306,774	0.2%	\$306,774
Total special central office administration and support	\$721	\$18	11,799	\$8,502,133	4.6%	\$8,502,133
Regular Education Central Office Administration and Support						
Total regular central office administration and support	\$346	\$9	11,799	\$4,080,478	2.2%	
Annualized facilities expenditures--central office administration of the district	\$15	\$0	11,799	\$173,140	0.1%	
Total General District Administration and Support	\$361	\$9	11,799	\$4,253,618	2.3%	
Regular Education School Administration and Support						
Professional staff, non-certified staff, and non-personnel expenditures	\$415	\$9	11,548	\$4,786,711	2.6%	
Annualized facilities expenditures generated by general school admin.	\$906	\$32	11,548	\$10,442,747	5.7%	
Total regular school administrators and support	\$1,321	\$30	11,548	\$15,229,458	8.3%	
Assessment Expenditures at the School Site on Selected Special Education Staff						
Assessment on sp ed consulting tchr/psyc/cnslrs/soc wkrs	\$125		11,548	\$1,441,815	0.8%	\$1,441,815
Total Assessment	\$125		11,548	\$1,441,815	0.8%	\$1,441,815
Services in Schools Operated by Public School Districts						
Regular Education Instructional Services						
Regular teachers, regular paraprofessional and aides, and non-personnel ratios	\$3,478	\$122	10,608	\$36,896,025	20.2%	
Annualized facilities expenditures generated by regular classroom teachers	\$321	\$11	10,608	\$3,266,995	1.8%	
Special Education Instruction and Related Services						
Special education teachers, related service staff, paraprofessional and aides, and non-personnel expenditures	\$7,836	\$407	11,451	\$89,734,430	49.0%	\$89,734,430
Annualized facilities expenditures generated by special education teachers	\$609	\$53	1,907	\$1,161,063	0.6%	\$1,161,063
Annualized facilities expenditures generated by resource specialist & related service providers (pull out)	\$252	\$14	10,395	\$2,618,211	1.4%	\$2,618,211

Spending Components	Expenditure per student served	Standard error	Total population of special education students in this category	Total expenditures	Percent of the total expenditure	Total special education spending
Other Special Needs Programs						
Other teachers (e.g., Title I, ESL, GATE)	\$1,941	\$431	905	\$1,755,847	1.0%	
Annualized facilities expenditures generated by other classroom teachers	\$216	\$46	82	\$17,677	0.0%	
Total Instructional Services	\$11,729		11,548	\$135,450,248	74.0%	\$93,513,704
Services Operated in Non-public Schools or Other Public Agencies						
Tuition and fees, and related services provided by the district	\$30,327	\$5,664	168	\$5,094,936	2.8%	\$5,094,936
Tuition and fees, and related services provided by BOCES	\$39,898		83	\$3,311,549	1.8%	\$3,311,549
Total External Students and BOCES	\$33,492		251	\$8,406,485	4.6%	\$8,406,485
Homebound and Hospital Programs						
Homebound professional staff, non-certified staff, contracted personnel, and non-personnel expenditures	\$2,984		166	\$495,275	0.3%	\$495,275
Total Homebound	\$2,984		166	\$495,275	0.3%	\$495,275
Extended School Year						
Professional staff, non-certified staff, contracted personnel, and non-personnel expenditures	\$1,342	\$107	990	\$1,327,996	0.7%	\$1,327,996
Total Extended School Year Program	\$1,342	\$107	990	\$1,327,996	0.7%	\$1,327,996
Transportation Services						
Special Bus Transportation	\$3,241	\$210	998	\$3,233,058	1.8%	\$3,233,058
Regular Bus Transportation	\$868	\$24	4,761	\$4,134,259	2.3%	
Additional Cost of an Aide in the Bus	\$3,697	\$511	153	\$566,026	0.3%	\$566,026
Total Transportation Services	\$1,393	\$70	5,697	\$7,933,343	4.3%	\$3,799,084
TOTAL EXPENDITURE TO EDUCATE STUDENTS WITH DISABILITIES						
TOTAL SPECIAL EDUCATION EXPENDITURES	\$9,957	\$434	11,799	\$117,486,492	64.2%	\$117,486,492
TOTAL REGULAR EDUCATION EXPENDITURES	\$5,406	\$3,064	11,799	\$63,780,355	34.8%	
TOTAL OTHER SPECIAL NEEDS PROGRAMS	\$1,821	\$400	986	\$1,795,952	1.0%	

**Exhibit F-2.
Total Education Spending to Educate Special Education Students in Wyoming, 2001-2002
(Including regular education and special education)**

Spending Components	Expenditure per student served	Standard error	Total population of special education students in this category	Total expenditures	Percent of the total expenditure	Total special education spending
Special Education Central Office Administration and Support						
Professional staff, non-certified staff, contracted personnel, and non-personnel expenditures	\$695	\$18	11,799	\$8,195,359	4.5%	\$8,195,359
Annualized facilities expenditures--central office administration of special ed programs	\$26	\$0	11,799	\$306,774	0.2%	\$306,774
Total special central office administration and support	\$721	\$18	11,799	\$8,502,133	4.7%	\$8,502,133
Regular Education Central Office Administration and Support						
Total regular central office administration and support	\$346	\$9	11,799	\$4,080,478	2.3%	
Annualized facilities expenditures--central ofc administration of the district	\$15	\$0	11,799	\$173,140	0.1%	
Total General District Administration and Support	\$361	\$9	11,799	\$4,253,618	2.3%	
Regular Education School Administration and Support						
Professional staff, non-certified staff, and non-personnel expenditures	\$415	\$9	11,548	\$4,786,711	2.6%	
Annualized facilities expenditures generated by general school admin.	\$906	\$32	11,548	\$10,442,747	5.8%	
Total regular school administration and support	\$1,321	\$30	11,548	\$15,229,458	8.4%	
Assessment Expenditures at the School Site on Selected Special Education Staff						
Assessment on sp ed consulting tchr/psyc/onslrs/soc wkrs	\$125		11,548	\$1,441,815	0.8%	\$1,441,815
Total Assessment	\$125		11,548	\$1,441,815	0.8%	\$1,441,815
Services in Schools Operated by Public School Districts						
Regular Education Instructional Services						
Regular teachers, regular paraprofessional and aides, and non-personnel ratios	\$3,478	\$122	10,608	\$36,896,025	20.4%	
Annualized facilities expenditures generated by regular classroom teachers	\$321	\$11	10,608	\$3,266,995	1.8%	
Special Education Instruction and Related Services						
Special teachers, related service staff, paraprofessional and aides, and non-personnel expenditures	\$7,836	\$407	11,451	\$89,734,430	49.5%	\$89,734,430
Annualized facilities expenditures generated by special education teachers	\$609	\$53	1,907	\$1,161,063	0.6%	\$1,161,063
Annualized facilities expenditures generated by resource specialist & related service providers (pull out)	\$252	\$14	10,395	\$2,618,211	1.4%	\$2,618,211

Spending Components	Expenditure per student served	Standard error	Total population of special education students in this category	Total expenditures	Percent of the total expenditure	Total special education spending
Total Instructional Services	\$11,576		11,548	\$133,676,724	73.7%	\$93,513,704
Services Operated in Non-public Schools or Other Public Agencies						
Tuition and fees, and related services provided by the district	\$30,327	\$5,664	168	\$5,094,936	2.8%	\$5,094,936
Tuition and fees, and related services provided by BOCES	\$39,898		83	\$3,311,549	1.8%	\$3,311,549
Total External Students and BOCES	\$33,492		251	\$8,406,485	4.6%	\$8,406,485
Homebound and Hospital Programs						
Homebound professional staff, non-certified staff, contracted personnel, and non-personnel expenditures	\$2,984		166	\$495,275	0.3%	\$495,275
Total Homebound	\$2,984		166	\$495,275	0.3%	\$495,275
Extended School Year						
Professional staff, non-certified staff, contracted personnel, and non-personnel expenditures	\$1,342	\$107	990	\$1,327,996	0.7%	\$1,327,996
Total Extended School Year Program	\$1,342	\$107	990	\$1,327,996	0.7%	\$1,327,996
Transportation Services						
Special Bus Transportation	\$3,241	\$210	998	\$3,233,058	1.8%	\$3,233,058
Regular Bus Transportation	\$668	\$24	4,761	\$4,134,259	2.3%	
Additional Cost of an Aide in the Bus	\$3,697	\$511	153	\$566,026	0.3%	\$566,026
Total Transportation Services	\$1,393	\$70	5,697	\$7,933,343	4.4%	\$3,799,084
TOTAL EXPENDITURE TO EDUCATE STUDENTS WITH DISABILITIES	\$15,363	\$447	11,799	\$181,266,847	100.0%	
TOTAL SPECIAL EDUCATION EXPENDITURES	\$9,957	\$434	11,799	\$117,486,492	64.8%	\$117,486,492
TOTAL REGULAR EDUCATION EXPENDITURES	\$5,406	\$3,064	11,799	\$63,780,355	35.2%	

Appendix G

Schools Considered Remote by AIR Criteria, 2000-2001

Exhibit G-1 lists by district the schools that are 15 miles or more from the district office location and are considered for special education teachers (15 or less special education students) and related service providers (50 or less special education students). The checkmarks in each column indicate for which personnel type the school is remote. An underlined checkmark indicates that the schools preceding the checkmark belong to a cluster or group (e.g., the schools are located within the same remote community). For schools that are remote for special education teachers, teachers were allocated according to the average daily membership in each remote school (see Chapter 4). For related service providers, a lower ratio for all related service personnel was applied to the total remote average daily membership in the district (see Chapter 4).

Exhibit G-1: Schools Considered Remote by AIR Criteria, 2000-2001

School ID	School Name	Remote for Special Education Teachers	Related Service Providers
101000	Albany County School District #1		
101015	Rock River Elementary		D
101051	Rock River Junior High School		D
101056	Rock River High School		D
101014	River Bridge Elementary		D
	Cluster		<u>D</u>
101026	Cozy Hollow Elementary	D	D
101005	Centennial Elementary	D	D
101023	Sibylee Elementary	D	D
101009	Harmony Elementary	D	D
101019	Valley View Elementary	D	D
201000	Big Horn County School District #1		
201001	Burlington Elementary		D
201050	Burlington Junior High School		D
201055	Burlington High School		D
	Cluster		<u>D</u>
202000	Big Horn County School District #2	No remote schools	
203000	Big Horn County School District #3	No remote schools	
204000	Big Horn County School District #4		
204002	Hyattville Elementary	D	D
301000	Campbell County School District #1		
301006	Cottonwood Elementary		D
301056	Wright Jr./Sr. High School		D
	Cluster		<u>D</u>

School ID	School Name	Remote for Special Education Teachers	Remote for Related Service Providers
301014	Recluse School	D	D
301010	Little Powder Elementary	D	D
301015	Rozet Elementary		D
301002	4-J Elementary School	D	D
401000	Carbon County School District #1		
401049	Little Snake River Valley School	D	D
401002	Bairoil Elementary	D	D
402000	Carbon County School District #2		
402002	Encampment Elementary		D
402053	Encampment Junior High School		D
402055	Encampment High School		D
	Cluster		<u>D</u>
402003	Hanna Elementary		D
402050	H.E.M. Junior High		D
402056	H.E.M. Senior High		D
	Cluster		<u>D</u>
402001	Elk Mountain Elementary	D	D
402005	Medicine Bow Elementary	D	D
501000	Converse County School District #1		
501001	Dry Creek Elementary	D	D
501003	Moss Agate Elementary	D	D
501004	Nachtman Elementary	D	D
501008	Wagonhound Elementary	D	D
501011	White Elementary	D	D
502000	Converse County School District #2		
502001	Boxelder Elementary	D	D
601000	Crook County School District # 1		
601004	Hulett Elementary		D
601050	Hulett Junior High School		D
601055	Hulett High School		D
	Cluster		<u>D</u>
701000	Fremont County School District # 1		
701006	Jeffrey City Elementary	D	D
702000	Fremont County School District # 2		
706000	Fremont County School District # 6		
706001	Crowheart Elementary	D	D

School ID	School Name	Remote for Special Education Teachers	Remote for Related Service Providers
714000	Fremont County School District #14	No remote schools	
721000	Fremont County School District #21	No remote schools	
724000	Fremont County School District #24	No remote schools	
725000	Fremont County School District #25	No remote schools	
738000	Fremont County School District #38	No remote schools	
801000	Goshen County School District #1		
801050	Lingle-Ft. Laramie Middle School	D	D
801004	La Grange Elementary	D	D
901000	Hot Springs County School District #1	No remote schools	
1001000	Johnson County School District #1		
1001003	Kaycee Elementary		D
1001051	Kaycee Junior High School		D
1001056	Kaycee High School		D
	Cluster		D
1001001	Billy Creek Elementary	D	D
1101000	Laramie County School District #1		
1101019	Clawson Elementary	D	D
1101025	Willadsen Elementary	D	D
1101014	Gilchrist Elementary	D	D
1102000	Laramie County School District #2		
1102001	Albin Elementary	D	D
1102055	Albin Jr/Sr High School	D	D
	Cluster	D	D
1102005	West Elementary		D
1102056	Burns Jr/Sr High School		D
	Cluster		D
1102002	Carpenter Elementary	D	D
1201000	Lincoln County School District #1	No remote schools	
1202000	Lincoln County School District #2		
1202002	Cokeville Elementary		D
1202055	Cokeville Jr./Sr. High Schools		D
	Cluster		D
1202003	Holdaway Elementary		D
1202004	Metcalf Elementary	D	D
1301000	Natrona County School District #1		
1301001	Alcova Elementary	D	D

School ID	School Name	Remote for Special Education Teachers	Remote for Related Service Providers
1301021	Powder River Elementary	D	D
1301022	Red Creek Elementary	D	D
1301049	Midwest School		D
1401000	Niobrara County School District #1		
1401003	Lance Creek Elementary	D	D
1501000	Park County School District # 1		
1501001	Clark Elementary	D	D
1506000	Park County School District # 6		
1506003	Valley Elementary	D	D
1516000	Park County School District #16		
1601000	Platte County School District #1		
1601001	Chugwater Elementary		D
1601051	Chugwater Junior High School		D
1601055	Chugwater High School		D
	Cluster		<u>D</u>
1601002	Glendo Elementary	D	D
1601052	Glendo Junior High School	D	D
1601056	Glendo High School	D	D
	Cluster	<u>D</u>	<u>D</u>
1602000	Platte County School District #2	No remote schools	
1701000	Sheridan County School District #1		
1701001	Big Horn Elementary		D
1701055	Big Horn High School		D
1701050	Big Horn Middle School		D
	Cluster		<u>D</u>
1701056	Tongue River High School		D
1701002	Slack Elementary	D	D
1702000	Sheridan County School District #2		
1702005	Story Elementary	D	D
1703000	Sheridan County School District #3		
1703001	Arvada Elementary	D	D
1801000	Sublette County School District #1		
1801001	Bondurant Elementary	D	D
1809000	Sublette County School District #9		
1809002	La Barge Elementary	D	D
1901000	Sweetwater County School District #1		

School ID	School Name	Remote for Special Education Teachers	Remote for Related Service Providers
1901001	Desert Elementary		D
1901053	Desert Middle School		D
	Cluster		D
1901003	Farson-Eden Elementary		D
1901054	Farson-Eden Middle School		D
1901055	Farson-Eden High School		D
	Cluster		D
1901009	Superior Elementary	D	D
1902000	Sweetwater County School District #2		
1902004	McKinnon Elementary	D	D
1902006	Thoman Ranch Elementary	D	D
2001000	Teton County School District #1		
2001001	Alta Elementary	D	D
2001004	Moran Elementary	D	D
2101000	Uinta County School District #1	No remote schools	
2104000	Uinta County School District #4	No remote schools	
2106000	Uinta County School District #6	No remote schools	
2201000	Washakie County School District #1	No remote schools	
2202000	Washakie County School District #2	No remote schools	
2301000	Weston County School District #1		
2301002	Kitty Moats Elementary	D	D
2307000	Weston County School District #7	No remote schools	

Appendix H

Variations in Service by District, 2000-2001

Source: Special Education Electronic Data System (SEEDS), 2000-2001,
Wyoming Department of Education

Exhibit H-1: Percentage of Special Education Students Receiving Particular Services by District, 2000-2001
Source: Special Education Electronic Data System (SEEDS) database, 2000-2001, Wyoming Department of Education.

A	B	C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
District Name	ID	SE Enrollment based on Dec. 1 SEEDS 2000	Adaptive PE	Assis- tive Techno- logy	Audio- logical Services	Counsel- ing (for student)	Early Id	Extend- ed School Year	Speech Lang. Svcs	Medical Svcs	Orient- ation & Mobility	Occup. Therapy	Parent Counsel- ing	Psych. Svcs	Physical Therapy	Rehab- ilitation Counsel- ing	Rec. (incl. Thera- peutic)	Schl Health Svcs	Sum- mer Schl	Soc. Work Svcs	Spec. Trans- port- ation	Training Trans- port- ation	Voca- tional Svcs (Spec'l)	Un- known
Large																								
Laramie #1	1101	1,519	4%	1%	0%	0%	0%	0%	38%	0%	0%	7%	0%	8%	2%	0%	0%	2%	0%	24%	10%	0%	0%	0%
Natrona #1	1301	1,689	8%	0%	3%	0%	0%	0%	44%	0%	0%	10%	0%	1%	3%	0%	0%	0%	0%	27%	12%	0%	4%	0%
Campbell #1	301	781	5%	3%	2%	4%	0%	3%	8%	0%	1%	12%	0%	0%	5%	0%	0%	0%	0%	0%	8%	0%	1%	0%
Sweetwater #1	1901	694	7%	3%	0%	13%	3%	0%	10%	0%	0%	17%	0%	0%	4%	0%	0%	0%	0%	30%	13%	0%	0%	0%
Albany #1	101	616	5%	3%	6%	21%	0%	3%	59%	0%	0%	12%	1%	4%	2%	0%	0%	2%	10%	17%	5%	0%	0%	0%
Medium																								
Sheridan #2	1702	429	1%	0%	0%	14%	0%	0%	18%	0%	0%	9%	1%	1%	4%	0%	0%	0%	0%	0%	2%	0%	2%	5%
Uinta #1	2101	482	5%	0%	1%	16%	0%	0%	41%	0%	0%	16%	0%	0%	6%	0%	0%	1%	0%	2%	5%	0%	3%	0%
Sweetwater #2	1902	437	8%	0%	0%	28%	0%	2%	43%	0%	0%	13%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	2%	0%
Fremont #25	725	339	4%	1%	0%	2%	0%	1%	66%	0%	0%	15%	0%	2%	9%	0%	0%	5%	0%	34%	11%	0%	0%	0%
Lincoln #2	1202	234	0%	1%	0%	9%	0%	0%	15%	0%	0%	15%	0%	0%	2%	0%	0%	0%	0%	0%	6%	1%	1%	0%
Park #6	1506	235	6%	0%	0%	3%	0%	0%	56%	0%	0%	16%	0%	0%	5%	0%	0%	0%	0%	0%	1%	0%	2%	0%
Teton #1	2001	268	3%	1%	0%	1%	0%	0%	38%	0%	0%	12%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Goshen #1	801	294	6%	1%	0%	6%	1%	0%	28%	0%	0%	11%	1%	2%	6%	0%	0%	0%	0%	1%	2%	0%	0%	0%
Fremont #1	701	279	0%	0%	0%	7%	0%	1%	27%	0%	2%	19%	0%	1%	8%	0%	0%	0%	0%	14%	3%	0%	0%	0%
Carbon #1	401	247	3%	0%	0%	14%	0%	4%	48%	0%	0%	14%	0%	0%	3%	0%	0%	0%	0%	0%	3%	0%	0%	0%
Park #1	1501	178	7%	0%	0%	10%	0%	0%	15%	0%	0%	10%	0%	2%	5%	0%	0%	0%	0%	1%	1%	1%	0%	0%
Converse #1	501	211	23%	0%	1%	11%	0%	12%	52%	0%	0%	11%	0%	1%	6%	0%	0%	0%	0%	0%	4%	0%	0%	0%
Washakie #1	2201	259	5%	31%	5%	15%	0%	0%	61%	0%	0%	12%	0%	0%	5%	0%	0%	0%	0%	0%	2%	0%	0%	0%
Platte #1	1601	185	4%	1%	1%	5%	0%	4%	30%	0%	0%	11%	1%	1%	3%	0%	1%	0%	0%	0%	1%	0%	0%	0%
Johnson #1	1001	180	11%	1%	0%	24%	0%	0%	23%	0%	0%	22%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	6%	1%
Crook #1	601	186	9%	0%	0%	6%	0%	1%	8%	0%	0%	8%	0%	1%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Small																								
Laramie #2	1102	98	2%	0%	0%	22%	0%	0%	1%	0%	0%	20%	0%	0%	15%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Weston #1	2301	139	0%	0%	0%	1%	0%	0%	1%	0%	0%	18%	0%	0%	14%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Sheridan #1	1701	107	0%	0%	2%	5%	0%	0%	38%	0%	0%	28%	0%	25%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Uinta #6	2106	135	1%	0%	0%	11%	0%	0%	16%	0%	0%	15%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%
Big Horn #1	201	103	0%	0%	0%	11%	0%	0%	44%	0%	0%	8%	0%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Wyoming SEEP Final Report

District Name	A	B	C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	ID	SE Enrollment based on Dec. 1 SEEDS 2000	Adaptive PE	Assis- tive Techno- logy	Audio- logical Services	Counsel- ing (for student)	Early Id	Extend- ed School Year	Speech Lang- Svcs	Medical Svcs	Orient- ation & Mobility	Occup. Therapy	Parent Counsel- ing	Psych. Svcs	Physical Therapy	Rehab- ilitation Counsel- ing	Rec. (Incl. Thera- peutic)	Schl Health Svcs	Sum- mer Schl	Soc. Work Svcs	Spec. Trans- port- ation	Train- ing Trans- port- ation	Voca- tional Svcs (Spec.I)	Un- known	
Carbon #2	402	118	0%	0%	0%	13%	0%	0%	36%	0%	0%	9%	2%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
Lincoln #1	1201	75	3%	3%	0%	5%	0%	1%	8%	0%	0%	21%	0%	0%	8%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%
Converse #2	502	92	15%	0%	0%	16%	0%	0%	45%	0%	0%	4%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hot Springs #1	901	99	0%	0%	0%	5%	0%	1%	68%	0%	0%	31%	0%	0%	17%	1%	0%	0%	0%	0%	1%	0%	0%	3%	0%
Big Horn #2	202	103	1%	0%	0%	12%	0%	0%	47%	0%	1%	13%	0%	0%	6%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Uinta #4	2104	118	7%	0%	0%	17%	0%	0%	51%	0%	0%	15%	0%	0%	0%	0%	0%	0%	26%	0%	3%	0%	3%	0%	0%
Fremont #14	714	133	0%	0%	0%	11%	0%	2%	13%	1%	0%	20%	1%	1%	5%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Sublette #1	1801	70	0%	0%	0%	4%	0%	0%	4%	0%	0%	19%	0%	0%	1%	0%	0%	0%	0%	0%	13%	1%	0%	0%	0%
Sublette #9	1809	65	2%	0%	0%	22%	0%	5%	37%	0%	0%	29%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Very Small																									
Big Horn #3	203	75	1%	0%	0%	11%	0%	0%	56%	0%	0%	21%	0%	17%	1%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%
Niobrara #1	1401	63	0%	0%	0%	0%	0%	0%	44%	0%	0%	14%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Fremont #6	706	58	0%	0%	0%	14%	0%	0%	53%	0%	0%	7%	0%	0%	0%	0%	2%	0%	0%	0%	2%	0%	0%	7%	0%
Big Horn #4	204	42	0%	0%	0%	45%	0%	2%	2%	0%	0%	29%	0%	7%	10%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%
Fremont #24	724	52	0%	0%	0%	13%	0%	0%	50%	0%	0%	33%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Fremont #2	702	39	5%	3%	0%	21%	0%	3%	33%	0%	0%	15%	0%	0%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Platte #2	1602	43	0%	0%	0%	0%	0%	0%	26%	0%	2%	16%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%
Fremont #38	738	55	0%	0%	0%	13%	73%	0%	65%	0%	0%	13%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%
Fremont #21	721	74	5%	0%	0%	4%	0%	7%	22%	0%	0%	10%	0%	0%	7%	0%	0%	0%	1%	7%	8%	0%	0%	0%	1%
Weston #7	2307	35	0%	0%	0%	3%	0%	0%	37%	0%	3%	14%	0%	0%	9%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%
Park #16	1516	13	0%	0%	0%	8%	0%	0%	23%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Washakie #2	2202	12	0%	0%	0%	0%	0%	0%	75%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Sheridan #3	1703	14	0%	0%	0%	50%	0%	0%	57%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Statewide SE Population		11,772	5%	2%	1%	9%	1%	1%	35%	0%	0%	13%	0%	2%	4%	0%	1%	0%	1%	11%	6%	0%	1%	0%	0%
Large Districts		5,299	6%	2%	2%	5%	0%	1%	34%	0%	0%	10%	0%	3%	3%	0%	1%	0%	1%	21%	10%	0%	2%	0%	0%
Medium Districts		4,443	5%	2%	1%	11%	0%	1%	37%	0%	0%	13%	0%	1%	5%	0%	1%	0%	0%	4%	3%	0%	1%	1%	1%
Small Districts		1,455	2%	0%	0%	11%	0%	1%	29%	0%	0%	17%	0%	2%	6%	0%	0%	0%	2%	1%	1%	0%	0%	0%	0%
Very Small Districts		575	1%	0%	0%	12%	7%	1%	41%	0%	0%	16%	0%	3%	5%	0%	0%	0%	0%	3%	1%	0%	2%	0%	0%

Appendix I

Select Tables from the Center for Special Education Finance Report: *State Special Education Finance Systems, 1999-2000*¹¹

¹¹ Parrish, T., Anthony, J.J., Merickel, A., & Esra, P. (2001, October). *State Special Education Finance Systems, 1999-2000* (Draft). Palo Alto, CA: American Institutes for Research, Center for Special Education Finance. It is important to note that the information in these tables are self-reported by states to the Center for Special Education Finance and are not part of the Special Education Expenditure Project (SEEP) data.

Table I-1. States' Provisions for High Cost Students*

State (n = 17)	Description of Provisions
Alabama	The DOE maintains a separate fund (Catastrophic Trust Fund) that LEA's may apply to for financial assistance for children that are extremely costly.
Alaska	Intensive funding is provided at approximately \$21,000 per student if the student meets the seven criteria for this category.
Arkansas	A state appropriation is available to reimburse local education agencies for special education catastrophic occurrences. These funds were appropriated by the Arkansas General Assembly in 1997. Local education agencies must meet a specific set of criteria in order to see reimbursement for special education catastrophic occurrences. This part of the state funding formula took effect beginning with the 1997-98 school year.
California	Additional funds are available for districts with special circumstances.
Connecticut	Special Education Equity provides grants to towns with extraordinary special education costs. Within the \$11.5 million appropriation, towns whose prior year special education expenditures exceed the state average when such costs are compared to average spending in regular programs are reimbursed for their excess special education at the rate of their ECS base aid ratio. In addition, the Excess Cost Grant provides 100 percent of the costs of special education in excess of five times the prior year's average cost per pupil for eligible students who are placed in special education programs (in or out of the district) by the local board of education.
Florida	There is a supplement for select students when a school district has less than 10,000 FTE student enrollment and less than 3 FTE eligible students per program.
Illinois	When an individual student's costs exceed 1.5 times the district per capita tuition charge, then reimbursement is provided for the amount that is in excess of the district per capita tuition charge for the prior year or \$2,000, whichever is less.
Indiana	When a student is placed in a public residential facility under specified state procedures, the state agency operating the facility assumes the costs of room and board, special education, and related services normally provided by the residential facility.
Kansas	The school is reimbursed for 75 percent of the cost of implementing a child's IEP in excess of \$25,000 for the school year.
Maine	SAUs (LEAs) can apply once they exceed three times the secondary foundation for out of district placements. This basically is a loan program and is prorated based upon the amount appropriated by the legislature.
Missouri	All excess costs associated with educating students with severe disabilities who qualify for enrollment in the State Schools for Severely Handicapped, yet who are educated in a local school district, are paid by the State. All excess costs associated with educating students who are placed out of their domicile by juvenile courts are paid by the State. All costs on behalf of the education a student with a disability that exceed five times the average per pupil expenditure of the serving district are paid by the state.
North Dakota	The system to reimburse extraordinarily high cost cases follows an insurance-like model in reimbursing high costs that have been incurred in serving a small number of students. This extraordinary cost portion of the state funding makes up roughly 25% of the state support for special education.
Oklahoma	The Special Education Assistance Fund reimburses eligible expenses for IEP students who programs result in extraordinary costs to the providing school or district of residence. Forms must be completed for each student for whom the school district is requesting reimbursement, and each claim is reviewed on a case-by-case basis in accordance with funding priorities and are subject to proration based upon the availability of funds.
Pennsylvania	The Contingency Fund for Extraordinary Special Education Program Expenses provides partial reimbursement to school districts for the implementation of the IEP for a student with severe disabilities. A contingency fund application may be submitted for partial reimbursement of extraordinary expenses incurred in meeting the educational needs of an child with severe disabilities who requires a highly specialized program or related services in order to receive an appropriate education.
Utah	Districts submit information related to the students that they serve who cost in excess of \$15,000. Since it always totals much more than the total appropriation, the monies are prorated down according to the amount available, divided by the number of students.
Vermont	If a school district pays more than \$50,000 for special education services for an individual student for a fiscal year, they report the cost and receive 90 percent reimbursement for the cost in excess of \$50,000.
West Virginia	Outside the formula, the SEA provides assistance on a percent reimbursement basis to districts for the cost of special education students in out-of-state residential placements and for students served out-of-county (district) as a result of placement by a state agency. Percentage varies with total amount available.
*The following states reported that they had provisions for high cost students but did not specify what those provisions were: Arizona, Colorado, Georgia, Idaho, Maryland, Minnesota, Montana, New Jersey, New York, North Carolina, Ohio, Oregon, Tennessee, Washington, and Wyoming.	

Table I-2. Interagency Funding to Serve Children with Multiple Special Needs

State (n = 21)	Basis of Mechanism	Agencies Involved in Interagency Funding Arrangements	Perspective on Interagency Funding Arrangement
Alabama	Legislatively mandated	Department of Mental Health and Mental Retardation, Department of Youth Services, Department of Human Resources, Department of Public Health, Department of Education	It has resulted in shared funding of \$4,000,000 for FY99 for multiple needs students.
Arizona	Legislatively mandated	Arizona Department of Education, Department of Economic Security, and Department of Health Services	Arizona pays for educational costs associated with necessary residential placements through the state's formula-driven funding mechanism.
Arkansas	Arkansas Department of Human Services	Arkansas Department of Human Services	
California	Legislatively mandated	County Departments of Mental Health, Health Services, Social Services, and Probation	
Hawaii	Voluntary program	State of Hawaii, Department of Health	The arrangement is beneficial to both the Department of Education and the Department of Health and allows for the provision of educational services in Department of Health contracted therapeutic group type facilities.
Maine	Informal agreement	Departments of Mental Health, Mental Retardation, Substance Abuse, Corrections, and Human Services, Bureau of Child and Family Services, Bureau of Medical Services	Potential of shifting costs from local districts to one or more of the state agencies including the Maine Department of Education. Need clear legislative mandate, too – then agencies to fund it.
Maryland	Legislatively mandated	State Department of Education, Department of Health and Mental Hygiene, Department of Human Resources, Department of Juvenile Justice	Each agency funds their own child being placed in a residential setting except if the placement involves multiple special needs which results in the placement being co-funded by more than one agency. The arrangement seems fair and equitable.
Minnesota	Legislatively mandated	Department of Children, Families, and Learning; Department of Human Services; Department of Economic Security; Department of Commerce; Department of Human Rights; Department of Human Services; Department of Corrections; and more	The fiscal implications of this interagency funding arrangement are for increased and coordinated capabilities in the provision of funding to serve children with multiple special needs.
Mississippi	Legislatively mandated	Minnesota Department of Human Services, Department of Mental Health, and Families as Allies per legislative statute.	We have two funding arrangements: 1. Human Services pays all fees except education costs that are paid by the Minnesota Department of Education. 2. Minnesota Connections Project is blended funding among agencies MH, HS, MDE, the Department of Health, and Medicaid.
Missouri	Voluntary program	Department of Education, Department of Mental Health, Department of Social Services and Department of Health	
Nebraska	Legislatively mandated	Health and Human Services - Medicaid	Medicaid in Public Schools (MIPS) is limited to physical, occupational, and speech therapy services and has allowed for funding of services coordination for infants/toddlers with disabilities through Health and Human Services.
Nevada	Legislatively mandated	Department of Human Resources	This allows us to prioritize students who need out-of-district placements to receive FAPE for in-state placement options under the jurisdiction of DHR.
New Jersey	Legislatively mandated	Department of Human Services, Department of Corrections, Juvenile Justice, Katzenbach, A. Harry Moore, Commission for the Blind and Visually Impaired	Works okay.
New York	Legislatively mandated	Office of Children and Family Services, Office of Mental Retardation and Developmental Disabilities	These are generally arranged to service children in special residential settings.
Oregon	Legislatively mandated	State and federal pre-school providers, Oregon Youth Authority (Juvenile Corrections), statutorily recognized hospitals, vocational rehabilitation, Department of Human Services	These arrangements provide collaboration across agencies so that multiple needs of children are addressed. Fiscal responsibilities, therefore, are identified and coordinated to reach maximum efficiency while providing services.
Pennsylvania	Legislatively mandated	Department of Education, Department of Public Welfare, Department of Labor and Industry, Department of Health	Not sufficient time to collect adequate data to make a determination at this time.
Rhode Island	Voluntary program	Department for Children & Youth, Local Education Agencies	
Tennessee	Voluntary program	Department of Education, Department of Health, MHMR, and Medicare	
Utah	Voluntary program	Department of Education, Department of Health, Department of Human Services, and Workforce Services	A small amount of money. The cooperative effort is the main benefit.
Vermont	Legislatively mandated	Social Welfare and Mental Health and Education make joint decisions on residential placements and have a state level team to problem solve.	Fairly divides education, treatment and room/board costs for residential but State Team often unable to solve individual cases because of lack of funds or inflexibility of Agency rules or funding. This area remains a significant problem.
Virginia	Legislatively mandated	Department of Education, Department of Social Services, Department of Mental Health, Mental Retardation, and Substance Abuse Services, Department of Juvenile Justice, Department of Health	There is no way to determine whether costs have been better managed. However, planning for services and community awareness of service needs has been improved, and the delivery of services is more efficient.

Table I-3. Fiscal Policies for the Use of State Special Education Revenues

Fiscal Policy	Total Number (n = 50)	Percentage of States
Special education programs only	20	40%
Any public education service	11	22%
Special education and prereferral services	8	16%
Special education and remedial services	1	2%
Any public purpose	2	4%
Other*	8	16%

*Other - Arkansas – Special education programs, prereferral services, services to students served under Section 504 of the Rehabilitation Act of 1973, and post-dismissal services. Florida – 80 percent of funds generated by exceptional students must be spent on exceptional students. New Mexico – All money generated by the state equalization funding formula goes into the LEA “operational pot.” Money generated by special education students is not categorical. Alaska - Vocational education, bilingual, gifted and talented education, and special education. No state money to fund state special education needs in the Department of Education Early Development. The money is all discretionary. School Boards decide how to budget the programs. Louisiana - Funding through the Minimum Foundation Program is in the form of a block grant from the state to the local districts. As such, districts are afforded local flexibility to spend these funds as they determine to be in the best interests of the district while satisfying certain state mandated requirements. Therefore, while a certain amount of money within the program is attributable to the weights assigned to special education students, these funds are integrated into the block grant and cannot be tracked directly to these children. Vermont - Special education and prereferral services and some services to non special education. Nebraska - Special education/related services and flexible funding option - not to exceed 50 percent of specific education budget. West Virginia - Public education services are specified within each step of the formula.

Table I-4. Other Sources of Revenue Reported by States to Provide Special Education Services to School-Age Children With Disabilities

State* (n = 50)	Other Sources of Special Education Revenue			Percent Returned to Local Districts
	Medicaid	State Mental Health Funds	Private Medical Insurance	
Alabama	Y	—	—	69% ¹
Alaska	Y	Y	—	—
Arizona	Y	Y	Y	.004% ²
Arkansas	Y	—	—	73% ¹
California	—	—	—	—
Colorado	Y	—	—	—
Connecticut	Y	Y	Y	60% ¹
Delaware	Y	—	—	30% ¹
Florida	Y	Y	—	100% ¹
Georgia ⁴	—	—	—	—
Hawaii	—	—	—	—
Idaho	Y	—	—	100% ¹
Illinois	Y	—	Y	100% ¹
Indiana	Y	—	—	—
Iowa	—	—	—	0%
Kansas	Y	—	—	100% ¹
Kentucky	Y	—	Y	—
Louisiana	Y	Y	Y	—
Maine	Y	—	—	—
Maryland	Y	—	—	99% ¹
Massachusetts	Y	—	—	50% ¹
Michigan	—	—	—	—
Minnesota	—	—	—	—
Mississippi	Y	Y	—	100% ¹
Missouri	Y	—	Y	100% ¹
Montana	Y	Y	Y	100% ³
Nebraska	Y	—	—	100% ¹
Nevada	—	—	—	—
New Hampshire	Y	—	—	100% ¹
New Jersey	Y	—	—	15% ¹
New Mexico	Y	Y	Y	95% ¹
New York	Y	—	—	50% ¹
North Carolina	—	—	—	—
North Dakota	Y	Y	Y	100% ¹
Ohio	—	—	—	—
Oklahoma	Y	—	—	100% ¹
Oregon	Y	—	—	100% ³
Pennsylvania	Y	—	—	100% ¹
Rhode Island	Y	—	—	100% ¹
South Carolina	Y	—	—	—
South Dakota	Y	—	—	100% ¹
Tennessee	Y	—	Y	—
Texas	Y	—	—	100% ¹
Utah	—	—	—	—
Vermont	Y	—	—	40% ¹
Virginia	Y	—	—	100% ¹
Washington	Y	—	—	50% ¹
West Virginia	Y	—	—	100% ¹
Wisconsin	Y	—	—	40% ¹
Wyoming	—	—	—	—
Totals	38	9	10	

* The "—" indicates state could not provide data. Blank columns indicate that the state does not generate revenue from that source.

¹ Figure shown represents percentage of Medicaid returned to local districts.

² Figure shown represents percentage of state mental health funds returned to local districts.

³ Figure shown represents percentage of Medicaid and percentage of private medical insurance returned to local districts.

⁴ Colorado LEAs do bill for Medicaid, but the SEA is not involved in this process.

⁵ Georgia did not submit a completed survey.

Table I-5. Medicaid Revenues for Special Education as a Percentage of State Special Education Revenues and Total Special Education Expenditures, 1998-99

State (n = 28)	Enrollment, Ages 3-21	Medicaid Revenue	Medicaid Revenue Generated per Student	State Special Education Revenue	Percentage of State Share	Total Special Education Expenditure	Percentage of Total Expenditures
Alabama	99,813	\$134,107	\$1	\$292,147,092	#1%	\$361,684,830	#1%
Arkansas	59,110	\$5,718,420	\$97	\$146,420,968	4%	-	-
Colorado	74,547	\$234,056	\$3	\$69,359,224	#1%	\$400,118,593	#1%
Connecticut	76,740	\$7,200,000	\$94	\$306,813,775	2%	\$827,661,192	#1%
Delaware	16,233	\$2,046,848	\$126	\$96,754,009	2%	\$148,162,594	1%
Florida	345,171	\$21,433,006	\$62	\$1,702,295,242 ¹	1%	\$3,063,153,403 ¹	#1%
Idaho	27,553	\$652,728	\$24	\$81,116,871	1%	\$114,285,926	#1%
Illinois	283,698	\$217,763,055	\$768	\$867,014,100	25%	-	-
Kansas	58,425	\$18,000,000	\$308	\$213,842,549	8%	\$418,349,000	4%
Louisiana	95,245	\$4,306,185	\$45	\$4,935,081,252 ²	1%	\$523,459,271	#1%
Maryland	111,688	\$49,575,658	\$444	\$263,527,826 ¹	19%	\$994,640,305 ¹	5%
Massachusetts	168,964	\$70,000,000	\$414	\$399,974,079	18%	\$1,090,441,872	6%
Mississippi	61,778	\$12,425	\$0	\$130,443,821	#1%	\$192,913,900	#1%
Missouri	131,565	\$5,800,000	\$44	\$144,200,000	4%	\$502,295,458 ⁴	1%
Montana	18,797	\$761,175	\$40	\$32,520,396	2%	\$71,278,260	1%
Nebraska	43,400	\$2,361,948	\$54	\$127,052,053	2%	\$175,339,820 ⁵	1%
New Jersey	210,114	\$25,898,461	\$123	\$645,852,757	4%	\$1,707,710,372	2%
New Mexico	52,113	\$7,000,000	\$134	\$258,750,000 ⁴	3%	\$287,500,000 ⁴	2%
New York	432,119	\$432,000,000	\$1000	\$1,930,780,211 ³	22%	\$4,749,041,878 ⁶	9%
North Dakota	13,181	\$579,333	\$44	\$20,623,626	3%	\$73,376,128	#1%
Pennsylvania	226,378	\$28,966,429	\$128	\$679,000,000	4%	\$2,037,183,333 ¹	1%
Rhode Island	27,911	\$8,000,000	\$287	\$33,393,485	24%	\$169,395,000 ⁷	5%
Texas	486,749	\$73,900,000 ⁹	\$152	\$1,513,529,525	5%	\$2,364,011,263	3%
Vermont	12,709	\$7,593,307	\$597	\$74,657,850	10%	\$126,148,100	6%
Virginia	153,716	\$984,273	\$6	\$255,982,173	#1%	\$959,737,731	#1%
Washington	114,144	\$9,105,209	\$80	\$3,848,516,611	#1%	\$590,945,238 ¹	2%
West Virginia	49,934	\$2,100,000	\$42	\$20,009,133 ⁸	10%	-	-
Wisconsin	116,328	\$37,960,475	\$326	\$258,288,385	15%	\$950,959,604	4%

¹1998-99 expenditure figure was derived using a cost factor on 1997-98 expenditure data.

²Since Louisiana could not separate out state and local special education expenditures, this figure includes local expenditures.

³Figure shown is 97-98 revenue dollar amount.

⁴1998-99 expenditure figure was derived using a cost factor on 1994-95 expenditure data.

⁵Used revenue amount for federal figure.

⁶1998-99 expenditure figure was derived using a cost factor on 1996-97 revenue data.

⁷1998-99 expenditure figure was derived using a cost factor on 1993-94 expenditure data.

⁸Figure shown is 1998-99 revenue dollar amount.

⁹ Texas estimated that 65% of their Medicaid Administrative Funding is related to special education.

Note: Oklahoma reported the total revenue for Medicaid services – not just special education revenues.

Appendix J

Data Tables for Exhibits

Chapter Two Data Tables for Exhibits:

Exhibit 1 Data Table: Wyoming Student Enrollment Trends, 1990-91 through 2001-02

Year	Total Enrollment	Special Education Enrollment
1990-91	98,226	9,772
1991-92	99,726	10,355
1992-93	100,313	10,613
1993-94	100,899	10,830
1994-95	100,889	10,938
1995-96	99,859	11,353
1996-97	98,777	11,638
1997-98	96,504	11,807
1998-99	94,420	11,995
1999-2000	91,883	11,991
2000-01	89,553	11,771
2001-02	87,864	11,750

Source: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 2 Data Table: Wyoming Special Education Enrollment as a Percentage of Total Enrollment, 1990-91 through 2001-02

Year	Special Education Enrollment as a Percentage of Total Enrollment
1990-91	9.95%
1991-92	10.38%
1992-93	10.58%
1993-94	10.73%
1994-95	10.84%
1995-96	11.37%
1996-97	11.78%
1997-98	12.23%
1998-99	12.70%
1999-2000	13.05%
2000-01	13.14%
2001-02	13.37%

Source: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 3 Data Table: Wyoming Special Education Enrollment Trends for Selected Disability Categories, 1997-98 through 2001-02

Selected Disabilities	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Specific learning disabilities	5,915	6,039	6,001	5,767	5,587
Speech or language impairment	3,086	3,032	2,978	2,917	2,927
Emotional disturbance	919	956	936	949	960
Other health impairments	687	761	829	898	1,007
Mental retardation	686	693	691	641	639

Source: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 4 Data Table: Wyoming Special Education and Total Education Expenditures, 1991-92 through 1999-2000, in 2000-2001 dollars

Year	Total Expenditures	Special Education Total Expenditures
1990-91		\$71,820,459
1991-92	\$784,658,512	\$74,319,902
1992-93	\$748,126,719	\$77,757,392
1993-94	\$739,456,307	\$78,318,923
1994-95	\$742,059,837	\$79,627,797
1995-96	\$760,260,176	\$83,995,226
1996-97	\$759,681,674	\$83,851,778
1997-98	\$759,569,723	\$83,215,192
1998-99	\$782,044,952	\$91,861,194
1999-2000	\$791,431,795	\$97,438,019
2000-01	\$804,934,438	\$96,442,148

Source for Total Expenditures: U.S. Census Bureau: Federal, State, and Local Governments Public Elementary-Secondary Education Finance Data, ages elementary-secondary (<http://www.census.gov/govs/www.school.html>).

Source for Special Education Expenditures: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

Exhibit 5 Data Table: State and Federal Expenditures on Wyoming Special Education, 1990-91 through 2000-2001, in 2000-2001 dollars

Year	State Special Education Expenditures	Federal Special Education Expenditures
1990-91	\$68,252,940	\$3,567,519
1991-92	\$70,590,754	\$3,729,148
1992-93	\$73,593,020	\$4,164,371
1993-94	\$73,894,745	\$4,424,178
1994-95	\$75,053,913	\$4,573,884
1995-96	\$79,373,436	\$4,621,790
1996-97	\$79,121,428	\$4,730,350
1997-98	\$78,633,252	\$4,581,940
1998-99	\$82,393,977	\$9,467,217
1999-2000	\$86,366,867	\$11,071,153
2000-01	\$88,019,490	\$8,422,658

Source: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

Exhibit 6 Data Table: Wyoming Special Education Expenditures as a Percentage of Total Education Expenditures, 1991-92 through 1999-2000

Year	Special Education Expenditures as a Percent of Total Expenditures
1991-92	9.5%
1992-93	10.4%
1993-94	10.6%
1994-95	10.7%
1995-96	11.0%
1996-97	11.0%
1997-98	11.0%
1998-99	11.7%
1999-2000	12.3%
2000-01	12.0%

Source for Total Expenditures: U.S. Census Bureau: Federal, State, and Local Governments Public Elementary-Secondary Education Finance Data, ages elementary-secondary (<http://www.census.gov/govs/www.school.html>).

Source for Special Education Expenditures: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

Exhibit 7 Data Table: Total and Special Education Spending Per Student, 1991-92 through 1999-2000, in 2000-2001 dollars

Year	Total Spending Per Student	Special Education Spending Per Special Education Student
1991-92	\$7,868	\$7,177
1992-93	\$7,458	\$7,327
1993-94	\$7,329	\$7,232
1994-95	\$7,355	\$7,280
1995-96	\$7,613	\$7,399
1996-97	\$7,691	\$7,205
1997-98	\$7,871	\$7,048
1998-99	\$8,283	\$7,658
1999-2000	\$8,613	\$8,126
2000-01	\$8,988	\$8,193

Source for Total Expenditures: U.S. Census Bureau: Federal, State, and Local Governments Public Elementary-Secondary Education Finance Data, ages elementary-secondary (<http://www.census.gov/govs/www.school.html>).

Source for Special Education Expenditures: Wyoming Special Education Expenditure General and Federal Funds Excel file (Fed GF Exp history.xls), Wyoming Department of Education.

Source for Total and Special Education Enrollment: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 8 Data Table: Percentage Change in Total Enrollment in Wyoming and the Nation, 1996-97 to 1999-2000

Year	National Total Enrollment	Nation % Change from 1996-97	Wyoming Total Enrollment	Wyoming % Change from 1996-97
1996-97	45,592,213	0.00%	98,777	0.00%
1997-98	46,127,194	1.17%	96,504	-2.30%
1998-99	46,534,687	2.07%	94,420	-4.41%
1999-2000	46,857,321	2.77%	91,883	-6.98%

Source for national data: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and State Non-Fiscal Survey of Public Elementary/Secondary Education, 1996-97; 1997-98; 1998-99; and 1999-2000.

Source for Wyoming data: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 9 Data Table: Percentage Change in Special Education Enrollment in Wyoming and the Nation, 1995-96 to 1999-2000

Year	National Special Education Enrollment	Nation % Change from 1995-96	Wyoming Special Education Enrollment	Wyoming % Change from 1995-96
1995-1996	5,614,765	0.00%	11,353	0.00%
1996-1997	5,783,480	2.92%	11,638	2.45%
1997-1998	5,958,742	5.77%	11,807	3.85%
1998-1999	6,109,787	8.10%	11,995	5.35%
1999-2000	6,253,853	10.22%	11,991	5.32%

Source for national data: U.S. Department of Education. Annual Reports (19th-23rd) to Congress on the Implementation of the Individuals with Disabilities Education Act.

Source for Wyoming data: Special Education Electronic Data System (SEEDS) database, Wyoming Department of Education.

Exhibit 10 Data Table: Percentage of Children Ages 6-21 Served in Special Education in Wyoming, Neighboring States, and the Nation (Based on Estimated Resident Population), 1996-97 through 1999-2000

State	1996-1997	1997-1998	1998-1999	1999-2000
Wyoming	8.93%	9.12%	9.34%	9.41%
Nebraska	9.08%	9.28%	9.69%	9.48%
Montana	7.74%	7.83%	7.93%	8.09%
Utah	7.91%	7.87%	7.76%	7.75%
South Dakota	6.88%	7.16%	7.17%	7.47%
Colorado	7.30%	7.28%	7.21%	7.18%
Nation	8.62%	8.75%	8.82%	8.92%

Source: U.S. Department of Education. Annual Reports (20th-23rd) to Congress on the Implementation of the Individuals with Disabilities Education Act.

Exhibit 13 Data Table: Special Education Expenditures, 1993-94 and 1998-99, In Millions of 1998-99 Dollars

State	1993-1994 (adjusted to 1998-99 dollars)	1998-1999
Colorado	\$292,923,486	\$400,118,593
Idaho	n/a	\$114,285,926
Montana	\$61,732,601	\$71,278,260
South Dakota	\$69,330,763	n/a
Utah	n/a	\$189,204,038
Wyoming	\$73,586,244	\$86,322,241

Source for 1993-94 figures: State Special Education Finance Systems, 1994-1995. (Parrish, et al., June 1997). Center for Special Education Finance. Table 2-5. Source for 1998-99 figures: Draft, State Special Education Finance Systems, 1999-2000. (Parrish, et al., October 2001). Center for Special Education Finance. Table 3-1.

Exhibit 14: Per Pupil Special Education Expenditures, 1993-94 and 1998-99, in 1998-99 Dollars

State	Per Pupil Amount (adjusted to 1998- 1999 dollars)	Per Pupil Amount, 1998-1999
Colorado	\$3,835	\$5,363
Idaho	n/a	\$4,191
Montana	\$3,452	\$3,792
South Dakota	\$4,559	n/a
Utah	n/a	\$3,315
Wyoming	\$6,795	\$7,197
Nation	\$6,070	\$7,194

Source for 1993-94 figures: State Special Education Finance Systems, 1994-1995. (Parrish, et al., June 1997). Center for Special Education Finance. Table 2-5. Source for 1998-99 figures: Draft, State Special Education Finance Systems, 1999-2000. (Parrish, et al., October 2001). Center for Special Education Finance. Table 3-1.

Chapter Three Data Tables for Exhibits:

Data sources for exhibits: Wyoming Special Education Expenditure Project (SEEP), National Special Education Expenditure Project, and Extended State SEEPs.

Exhibit 15a and 15b Data Table: Total Spending on Students Receiving Special Education Services in Wyoming and the U.S., 2001-2002

	Wyoming	Percentage of Total Expenditure	U.S. (in billions of dollars)	Percentage of Total Expenditure
Total Special Education Expenditures	\$117,486,492	64%	\$52.6	64%
Total Regular Education Expenditures	\$63,780,355	35%	\$28.7	35%
Total Other Special Needs Programs	\$1,795,952	1%	\$1.1	1%
Total Expenditure to Education Special Education Students	\$183,062,799		\$82 billion	

Exhibit 17 Data Table: Components of Total Expenditure to Educate a Special Education Student, Wyoming and the U.S., 2001-2002

	Wyoming	U.S.
Regular Education Expenditure	\$5,406	\$4,745
Special Education Expenditure	\$9,957	\$8,310
Other Special Needs Programs	\$152	\$174
Total	\$15,515	\$13,228

Exhibit 18 Data Table: Per Pupil Expenditures by State, 2001-2002

State	Special Education Expenditure	Regular Education Expenditure	Total (General and Special) Education Expenditure per Special Education Student
State A	\$5,928	\$4,715	\$10,643
State B	\$5,612	\$5,363	\$10,974
State C	\$6,479	\$4,936	\$11,415
State D	\$6,646	\$5,062	\$11,708
State E	\$7,464	\$4,335	\$11,799
Wyoming	\$9,957	\$5,406	\$15,363
State F	\$9,871	\$5,967	\$15,837
State G	\$12,030	\$5,958	\$17,988
State H	\$13,161	\$5,507	\$18,668
State I	\$17,742	\$3,279	\$21,021
Nation	\$8,310	\$4,745	\$13,054

Exhibit 19 Data Table: Allocation of Special Education Expenditures in Wyoming, 2001-2002

Spending Component	Special Education Expenditure	Percentage of Total Expenditure
Administration & support services	\$9,943,948	8.5%
Transportation services	\$3,799,084	3.2%
Instructional programs operated within public schools	\$93,513,704	79.6%
Other instructional programs (homebound & summer)	\$1,823,271	1.6%
Instructional programs operated outside public schools	\$5,094,936	4.3%
Instructional programs operated by BOCES	\$3,311,549	2.8%
Total	\$117,486,492	

Exhibit 20 Data Table: Per Pupil Special Education Spending in Wyoming, 2001-2002

Spending Component	Per Pupil Amount
Administration & support services	\$843
Transportation services	\$3,807
Instructional programs operated within public schools	\$8,163
Instructional programs operated outside public schools	\$30,327
Instructional programs operated by BOCES	\$39,898
Homebound students	\$2,984
Extended school year programs	\$1,342

Exhibit 22 Data Table: Total Per Pupil Expenditures in Wyoming by Disability Category, 2001-2002

Disability	Average Regular Education Expenditure	Average Special Education Expenditure
Autism	\$5,053	\$18,040
Emotional Disturbance	\$4,303	\$14,125
Hard of Hearing	\$4,956	\$7,956
Mental Disability	\$4,292	\$18,908
Multiple Disabilities	\$4,251	\$25,228
Orthopedic Impairment	\$6,471	\$17,833
Other Health Impairment	\$5,288	\$11,509
Specific Learning Disability	\$5,524	\$6,827
Speech/Language Impairment	\$6,225	\$7,902
Traumatic Brain Injury	\$5,275	\$11,956
Visual Impairment/Blindness	\$5,766	\$33,968

Exhibit 23 Data Table: Distribution of Per Pupil Expenditures in Wyoming by Disability Category, 2001-2002

Disability Category	75th percentile	25th percentile	50th percentile	Average Expenditure
Specific Learning Disability	\$14,472	\$8,151	\$10,734	
Hard of Hearing	\$12,719	\$7,665	\$10,587	
Speech/Language Impairment	\$14,177	\$7,807		\$14,127
Other Health Impairment	\$19,358	\$9,253	\$12,637	
Traumatic Brain Injury	\$21,773	\$9,212	\$13,339	
Emotional Disturbance	\$23,460	\$10,658	\$16,040	\$18,428
Autism	\$29,865	\$12,829	\$18,470	\$23,093
Mental Disability	\$25,852	\$12,518	\$17,899	\$23,201
Other Health Impairment	\$30,400	\$13,080	\$16,419	\$24,304
Multiple Disabilities	\$33,677	\$14,570	\$25,892	\$29,479
Vision Impairment/Blindness	\$51,006	\$9,695	\$23,950	\$39,734

Chapter Four Data Tables for Exhibits:**Exhibit 25 Data Table: Per Pupil Special Education Spending Across Districts, by Spending Quartiles, 2000-2001**

Spending Quartile	Per Pupil Amount
Lowest Spending	\$7,082
Lower Spending	\$7,888
Higher Spending	\$8,537
Highest Spending	\$10,382
Statewide Average	\$8,162

Source for 2000-01 special education expenditures: "Fed GF Exp history" file from the Wyoming Department of Education.

Source for special education enrollment: Wyoming Special Education Electronic Data System (SEEDS) database.

Exhibit 26 Data Table: Per Special Education Pupil Spending in Association with Percentage Special Education, "Hard" Disabilities, and Poverty, 2000-2001

Spending Quartiles	Percentage Special Education	Percentage of Special Education with "Hard" Disabilities	Percentage of Student Enrollment in Poverty
Lowest Spending	15%	19%	29%
Lower Spending	13%	16%	31%
Higher Spending	12%	21%	23%
Highest Spending	14%	16%	30%
Statewide Average	13%	18%	28%

Source for 2000-01 special education expenditures: "Fed GF Exp history" file from the Wyoming Department of Education. Source for student data: Special Education Electronic Data System (SEEDS), Dec. 2000

count, Wyoming Department of Education. Poverty data: Common Core of Data, 1999-2000, National Center of Educational Statistics.

Exhibit 27 Data Table: Total Special Education Spending Per Pupil by District Size (Total Enrollment), 2000-2001

District Size	Per Pupil Spending
Very Small	\$9,479
Small	\$8,720
Medium	\$7,950
Large	\$8,044
Statewide	\$8,162

Source for 2000-01 special education expenditures: "Fed GF Exp history" file from the Wyoming Department of Education. Source for student data: Special Education Electronic Data System (SEEDS), Dec. 2000 count, Wyoming Department of Education.

Exhibit 28 Data Table: Variations in the Percentages of Special Education Students Receiving Services, Across Five Selected Districts, 2000-2001 (SEEDS)

	Natrona #1	Crook #1	Laramie #2	Hot Springs #1	Big Horn #4	Statewide Average
Speech and Language	44%	8%	1%	68%	20%	35%
Occupational Therapy	10%	8%	20%	31%	29%	13%
Counseling	0%	6%	22%	5%	45%	9%
Social Work Services	27%	0%	0%	15%	2%	11%

Source: Special Education Electronic Data System (SEEDS), 2000-2001, Wyoming Department of Education.

Exhibit 29 Data Table: Variation in the Percentage of Students with Specific Learning Disability Receiving Services, Across Five Selected Districts, 2000-2001 (SEEDS)

	Natrona #1	Crook #1	Laramie #2	Hot Springs #1	Big Horn #4
Speech and Language	19%	6%	0%	46%	0%
Occupational Therapy	3%	3%	3%	26%	33%
Counseling	0%	0%	29%	0%	53%

Source: Special Education Electronic Data System (SEEDS), 2000-2001, Wyoming Department of Education.

Exhibit 30 Data Table: Variations in the Percentage of Students with a Speech and Language Impairment Receiving Services, Across Five Selected Districts, 2000-2001 (SEEDS)

	District A Natrona #1	District B Crook #1	District C Laramie #2	District D Hot Springs #1	District E Big Horn #4
Speech and Language	99%	2%	0%	100%	0%
Occupational Therapy	9%	2%	0%	24%	19%
Counseling	0%	0%	3%	0%	25%

Source: Special Education Electronic Data System (SEEDS), 2000-2001, Wyoming Department of Education.