Data Collection Guidebook
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Introduction

The WDE100A serves as the School Foundation Program application and funding estimate worksheet. It uses information collected on other fiscal forms such as the WDE103, WDE401, WDE600 and WDE601, as well as other forms collected throughout the year by the Wyoming Department of Education (WDE). The WDE100A is designed to be used with Microsoft Excel 2010 or newer, but can be used with Microsoft Excel 2007 in “Compatibility Mode” with macros enabled. Due to the level of impact these data have on school districts, please ensure adequate time to complete the collection and review for accuracy, completeness, and sensibility. Questions regarding the WDE100A should be directed to:

- Jed Cicarelli at (307) 777-5808 or jed.cicarelli@wyo.gov

School Districts are required to submit a variety of data collections each year. The data collected by the WDE is critical and essential to the continual growth of Wyoming’s education system. Data are utilized in an array of fashions, which include (but are not limited to) funding models, Adequate Yearly Progress, and special education programs.

WDE100A Authority

There are numerous authorities that require the WDE to collect data for the WDE100A collection. The different authorities have been listed below.

- Wyoming Statute § 21-2-203
- Wyoming Statute § 21-3-110(a) (v)
- Wyoming Statute § 21-13-117(a)(i)
- Wyoming Statute § 21-4-401 through Wyoming Statute § 21-4-405
- WDE Rules and Regulations; Chapters 8 and 20

Collection Schedule

Collection Window:

07/01/2016 - 08/12/2016

The WDE100A is due August 12, 2016.
Instructions

A. Downloading the WDE100A

To download the WDE100A, use the following process. Go to the WDE homepage at http://edu.wyoming.gov. Click on the Data Collection Suite – Forms Inventory under the “DATA & REPORTING” menu.

1. From the Data Collection Suite – Forms Inventory page, click on the arrow to the left of the WDE100A in the listing to expand the details for the collection.
2. The collection details are comprised of three sets of information listed on the tabs below the collection title: Contact, Description and Documents. To see the documents related to the collection, click on the tab labeled Documents.

3. To download the WDE100A, click on the hyperlink named WDE100 for Funding FY 2017 and choose Save on the dialog box that pops up. Save it to a location on your computer.

**B. Funding Model Orientation and Navigation**

The WDE100A form, also known as the Foundation Program Funding Worksheet, is a Microsoft Excel spreadsheet embedded within the Education Resource Block Grant Model (The Wyoming Funding Model). The Excel workbook containing the Model has been modified, where necessary, from the original state to meet statutory requirements and is made up of the **Main Funding Sheet** worksheet and thirty-three (33) other linked worksheets. As in past years, the Wyoming Department of Education (WDE) has made every effort to pre-populate district reported information to reduce district data entry and reporting burden. Each district shall ensure the pre-populated data entered by the WDE is accurate.

All relevant worksheets within the model are available for viewing. There are a few hidden worksheets, but these hidden worksheets do not have any cost functions associated to them. They are only used to populate other worksheets inside the model. An example is the **Main Funding Schl Level Mtrix** worksheet; this worksheet only populates information on the **Main Funding Sheet** worksheet and does not serve any other purpose. The data on the **Main Funding Schl Level Mtrix** worksheet comes from the **School Resources** worksheet. Calculations and cells that are not intended for district data entry have been protected to preclude inadvertent entry. The **Inputs** worksheet will remain unlocked to allow districts the ability to run simulations using the macro (Ctrl+r) that refreshes pivot tables. If a simulation parameter on the **Inputs** worksheet is changed, please remember to change it back to the default parameter before submitting the WDE100A to WDE. If this step is not taken, the estimated funding that is calculated will be incorrect.

While the individual cells are protected throughout the workbook, the viewing area can be adjusted by using the **Window** command located on the Excel toolbar and either freeze the worksheet panes...
or split the worksheet screen as desired. To move from one worksheet to another within the model, simply click on the corresponding worksheet tabs at the bottom of the screen. Since there are many worksheets within the Model, all worksheet tabs will not be visible at the same time. To view these worksheets, use the arrow buttons near the bottom on the left-hand side of the screen and select the worksheet tab that is not visible. The Model processes data in a relatively straightforward manner and will function much the same as other Excel workbooks.

C. Getting Started

Open the WDE100A that was saved to the computer in an earlier step. The Main Funding Sheet worksheet is the fourth worksheet in the Model workbook.

Depending on your Excel security settings, the file may open in protected view. Select “Enable Editing” when prompted.

If the Excel macro security level is set at medium or above, the workbook will have a security warning appear. Select “Enable Content” for Excel 2013 and newer or “Enable Macros” for Excel 2010 and older.

When using the WDE100A, make sure the macro security level is set at medium or low so the enabled macro will be able to run. To change the macro security level in Excel 2007 or Excel 2010, click on the Office Button, Excel Options, Trust Center, Trust Center Settings, Macro Settings, and choose “Enable all macros” under the macro settings heading. For Excel 2013, click on the File ribbon, Options Trust Center, Trust Center Settings, Macro Settings, and choose “Enable all macros” under the macro settings heading.
If the Main Funding Sheet worksheet is not visible, select it by clicking on the corresponding tab. If the tab is not visible on the screen, scroll left through the worksheet tabs using the arrow buttons near the bottom left-hand side of the screen until it appears. All district data entry is completed on the Main Funding Sheet and only in the yellow shaded cells. The WDE will allow districts to enter data on the Groundskeepers worksheet. More information about this functionality will be explained later.

Although a few calculations are performed on the Main Funding Sheet, this worksheet does not function independently, but rather as an attachment to the model. The Main Funding Sheet serves two purposes. First, as a data input area; information entered by a district is pulled into the appropriate area of the funding model, and calculated in accordance with specific legislation. The Main Funding Sheet also serves as a display area for the results of the model calculations for each funding component and other district specific information items.
PLEASE NOTE: Number values and calculated results displayed on the Main Funding Sheet and throughout the model rely on district data. Numbers will change as data is entered. For this reason, any numeric result displayed on the Main Funding Sheet, as well as, other areas of the model, is insignificant until all required data entry is complete and the macro (Ctrl+r) on the Inputs worksheet is ran.

D. Explanation of Main Funding Sheet Sections

Click on the Main Funding Sheet worksheet. The following diagram depicts the appearance of the Main Funding Sheet worksheet.

The first step, when entering district data, is to enter or select the district’s seven-digit identification number at the top of the Main Funding Sheet, as well as enter the date the WDE100A was prepared. The district’s pre-populated data will automatically appear as illustrated on the next page.
1. **Section A) ADM Calculation by School by District**

Enter, by school by grade, the district’s prior school year ADM. When entering kindergarten ADM, make sure half-day kindergarten students are treated as full-day kindergarten students. For example, if the half-day kindergarten ADM is 10.236, enter 10.236 into column E, under the GK heading.

Please make sure that the ADM entered in section A of the Main Funding Sheet matches the district’s WDE600 submission. The Model will use the three (3) year rolling average ADM or the previous school year’s ADM, whichever is greater, by school (also known as the Model ADM). The only exceptions to this are charter schools, as required by W.S. 21-3-314(a). For the first three years of operation for a charter school, the ADM will be adjusted by the October enrollment count. The Model’s ADM calculation can be seen on the Main Funding Sheet in column S and on the ADM worksheet in column S.

The following illustration shows how ADM should be entered on the Main Funding Sheet and where the model ADM is shown.
The following illustration shows how ADM data is populated into the ADM worksheet.

2. Section B) Vocational Education

The information necessary to calculate the vocational education adjustment is reported in Section B. Districts must report, by school, the vocational education student FTEs and the vocational education teacher FTEs that were calculated on the WDE:100B Vocational Education Student FTE worksheet and the WDE:100C Vocational Education Teacher FTE worksheet. The amount of vocational education supplies and equipment also appears in this section. This amount is only shown for viewing purposes. This amount is included in the school resources calculation in Section D. Section B will appear as follows.

The following illustration shows how FTE counts are pulled into the Voc Ed worksheet.

i. Counting Vocational Education Student FTEs

Districts will report summarized FTE information by school. FTE student counts must use only the courses approved by the WDE Career and Technical Education (CTE) Unit. Counts shall be taken twice each year during the first two-week period at the beginning of October and February.

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1 These worksheets shall be uploaded by the district using the WDE Data Collection Suite under the WDE100B and C collection. See Section E – Submission Process
For convenience, an Excel worksheet is provided as a supporting file to the WDE100A on the Forms Inventory to calculate FTE students. Please follow the steps outlined in the WDE100B Vocational Education Student FTE worksheet. After completion of the worksheet for each school, fill in the summarized FTE student count in Section B of the WDE100A.

**ii. Counting Vocational Education Teacher FTEs**

The FTE percentage for each high school vocational education teacher will be determined based on the ratio of the number of approved vocational education sessions taught by the teacher, to the usual number of sessions taught by a teacher in that school. For the purposes of this adjustment, approved vocational education sessions refers to courses approved by WDE and reported via Fusion. Counts shall be taken twice each year during the first two-week period at the beginning of October and February.

For convenience, an Excel worksheet is provided as a supporting file to the WDE100A on the Forms Inventory to calculate FTE Teachers. Please follow the steps outlined in the WDE100C Vocational Education Teacher FTE worksheet. After completion of the worksheet for each school, fill in the summarized FTE teacher count in Section B of the WDE100A.

**PLEASE NOTE:** If a teacher instructs multiple classes at the same time, that teacher can only be counted as teaching one class session.

Since the information reported on the WDE100A is summary data for student FTEs and teacher FTEs, by school, each district must maintain thorough documentation to support the calculation of the vocational education student and teacher FTEs for auditing purposes. This documentation will be used to verify the accuracy and completeness of the summary counts used to determine the vocational education adjustment in the Model.

### 3. Section C) District Level Resources

District level resources are made up of three parts, the operations and maintenance resources, central office resources, and utilities. This section allows the district to view model generated FTE’s for both operations and maintenance and central office operations. The section will also show the amount the district receives for utilities. Section C will appear as follows.

**PLEASE NOTE:** Districts will be required to enter data on the *Groundskeepers* worksheet to compute the groundskeeper resources generated by the Model. Districts need to enter three pieces of information:
1. The site acquisition date in column E of the *Groundskeepers* worksheet. To acquire a site, means to “gain possession”, for example, either by a lease or purchase.

2. Whether or not the site acquired was gained by an exchange with a government entity. If a site was acquired through an exchange of land with another government entity and the acreages involved in the exchange were originally acquired by the district and the government entity on or before July 1, 1997, then put a “Yes” in column F. If a “Yes” is entered in this column, the district needs to also supply the following supplemental information:

   a. The dates the district and the government originally acquired the acreages involved in the exchange; and
   b. The completed contract between the district and the government entity to acquire the acreages that identifies the date the exchange occurred.

3. The site level, if necessary.
   a. E – at most an open elementary school is open.
   b. M – at most an open middle/junior high school is open
   c. H – at most an open high school is open
   d. 0 – at most a facility other than an open school is located on the acreage (i.e., bus barn, central office building)
   e. N/A – the site was acquired after July 1, 1997 and there is not a facility situated upon the acreage (i.e., vacant land or sites under construction).

The following illustration shows how the *Groundskeepers* worksheet will appear.

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**i. Operations and Maintenance Resources**

The operations and maintenance resources are the resources provided for custodians, maintenance workers, groundskeepers, and central office supplies. The values on the *Main Funding Sheet* pull from the *O&M Base Sheet* worksheet as shown below.
ii. Central Office Resources
The central office resources are resources provided for central office personnel (professional and clerical) and non-personnel costs (miscellaneous costs).

iii. Utilities
Utilities are the reported FY10 utilities adjusted by an External Cost Adjustment (ECA). Each year the Legislature will set the ECA. For additional school buildings added to district building inventories after 2009-10, 100% of 2009-10 district average utility expenditures per gross square foot for district school buildings multiplied by the additional authorized educational square footage are resourced.

4. Section D) Model Generated School Level Resources
School level resources are determined on the School Resources worksheet. The school level resources shown on the Main Funding Sheet are broken into seven (7) different cost categories: regular classroom teacher, specialist teacher, additional minimum teacher, other teacher, teacher support, administrative staff, and non-staff. These values come from the Main Funding Schl Level Mtrix worksheet. Section D will appear as follows.

5. Section E) First Year Charter School Funding
If applicable, enter first year charter school information as required in the section shown below.

The first year charter school data is processed in the Charter School Adjustments worksheet of the Model as illustrated on the next page. The result is calculated and then displayed on the Main Funding Sheet. The charter school’s March 1 intended enrollment list is used as an initial proxy for average daily membership (ADM). The March 1 list is separated into current students and new students to the school district. An example of a current student is one who has attended another school in the district previously and is included in the district’s ADM in any year or years that make
up the three-year rolling average. An example of a new student would be a student who is not included in the district’s ADM for any year that makes up the three year rolling average; perhaps a home school student or a student new to the state. This is done because current students will have already been funded once through the Model (current students are already included in the ADM of the district). The initial March 1 enrollment list is later replaced with the charter school’s October 1 enrollment count.

If the charter school is initiated under W.S. 21-3-306 by any person other than the school district in which the charter school is operating, the October 1 enrollment is double-funded (i.e., the enrollment will be multiplied by the school district’s Model generated resources per ADM amount and any new students to the school district will be multiplied by two). If a school district initiates the charter school, only the new student count will be multiplied by the school district’s Model generated resources per ADM amount. This calculated amount is known as the charter school adjustment. Model generated resources are the aggregation, per ADM, of all funding components before reimbursement items. Charter school legislation is codified in W.S. 21-13-301 through W.S. 21-13-314. The following illustration depicts the *Charter School Adjustments* worksheet.

### 6. Section F) Transportation and Section G) Special Education

Prior school year reimbursable transportation information from the Maintenance and Operations total line of the WDE103 is entered in section F, cell H152. Prior school year reimbursable Special Education information from the district WDE401 is entered in section G, cell H155. These amounts for district transportation and special education are provided for under W.S. 21-13-320 and W.S. 21-13-321 respectively. Sections F and G are illustrated below.

Transportation Maintenance and Operations Reimbursement data flows into the *Transportation* worksheet. Special Education Reimbursement data flows into the *Special Education* worksheet. The following two illustrations show the two worksheets.
Transportation Worksheet

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Special Education Worksheet

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</table>

7. **Section H) Bus Lease and Purchase Reimbursement and Section I) Pupil Maintenance/Isolation Reimbursement.**

Other data from the WDE103 are reported in sections H and I of the *Main Funding Sheet* and are shown below. This includes bus leases and purchases and pupil maintenance and isolation as provided under W.S. 21-13-320 and 21-4-401 respectively.
Reimbursement for these items is calculated on the Other Add-In’s worksheet as illustrated below.

### 8. Section J) Teacher Extra Compensation Reimbursement

Reimbursable teacher extra compensation is entered in the cells provided on the Main Funding Sheet. The program description fields and the W-2 fields are optional. Reimbursement for this amount is provided under W.S. 21-13-234. Section J is illustrated below.

### 9. Section K) Special Tuition and Maintenance Reimbursement

Special tuition and maintenance expenditures are entered in the cells provided on the Main Funding Sheet as illustrated on the next page. If a district claims reimbursement for maintenance as provided under W.S. 21-4-504, and/or reimbursement for tuition paid to a unified district from a non-unified
Reimbursements for both Teacher Extra Compensation and Special Tuition and Maintenance are calculated on the Other Add In’s worksheet as shown below. Results are displayed on the Main Funding Sheet.

10. **Section L) Foundation Guarantee and Section M) Hold Harmless Adjustment**

The Foundation Guarantee is the sum of all funding components after applying ECA’s and the Regional Cost of Living adjustments and includes reimbursable items. This item can also be seen on the Base Sheet worksheet in column S. For school year 2006-07 and each year thereafter, the guarantee amount for each district, less reimbursable amounts as provided for in W.S. 21-13-309(m)(E), shall not be less than 100% of the Foundation Program amount available to the district during the 2005-06 school year. A district is not entitled to additional funding if, but for a decrease in ADM as compared with the 2005-06 school year, the district would not have a foundation program amount that is less than 100% of the school year 2005-06 Foundation Program amount. The hold harmless adjustment can be viewed on the HH Calculation worksheet in column X.

11. **Section N) Local Resources**

Please enter the data using the following steps:

1. Enter the district’s local resources and exclusions beginning with Total FY 2015 General Fund (GF) revenues from the WDE601 in Section N1.
2. Enter the GF revenues, by revenue code from the WDE601 in Section N2.
3. Enter the district’s estimated assessed valuation and the estimated 6-mill county school tax share in Section N3. The assessed valuation will be validated by the WDE once the WDE receives the certified amounts from the State Board of Equalization. The assessed valuation used will be the amount certified on August 10 under W.S. 39-11-102.1(c)(v). The estimated
6-mill county tax share amount will also be certified by the Department and will use the
calculation as provided under W.S. 21-13-201.

4. Enter the district’s actual 25 and 6 mill tax revenues collected in the prior fiscal year for
properties assessed after June 30, 1991 in Section N4. This section calculates a tax excess or
tax shortfall amount for the school district. The tax shortfall is shown in Section S.

5. Enter the estimated June 30, 2016, cash reserve amount, any revenues remaining from
settlements of protested amount as provided under W.S. 21-13-313(c), and the remaining
amount of Impact Aid as of June 30, 2016 in Section N5. This section calculates the
estimated cash reserve amount. The cash reserve amount is finalized annually by January 31,
in accordance with W.S. 21-13-313(c) and Chapter 8, Section 16 Rules and Regulations, by
reviewing and verifying each district’s cash reserves amounts contained in their CPA audits.

Data entered into the Local Resources section flows into and is processed in the Local Resources
worksheet. The results are displayed on the Main Funding Sheet as illustrated below.

12. Section O) Estimated Foundation Guarantee Amount (after hold harmless), Section Q)
Foundation Entitlement, Section R) Foundation Recapture, and Section U) Tax Shortfall Grant:

The final calculations in the Model are performed in sections O, P and Q. These final calculations
determine the district’s estimated foundation guarantee amount after hold harmless is taken into
account, and whether or not a district has an entitlement or recapture amount, by subtracting local
resources from the foundation guarantee after hold harmless. This calculation is provided under
W.S. 21-13-311. The Tax Shortfall Grant, if any, is shown in section R, and by law is paid separate from the entitlement payments from the Foundation Program on or before October 15 in accordance with W.S. 21-13-313(d). These sections on the Main Funding Sheet are shown below.

Once all the data is entered into the Main Funding Sheet, click on the Inputs worksheet and run the macro that recalculates the funding after all the data is entered. To run the macro, press Ctrl+r. If this step is not performed, the calculated guarantee and entitlement/recapture amounts will be incorrect.

The final step of filling out the Main Funding Sheet is to ensure that all data on the worksheet is accurate. The Department will compare a majority of the data entered on the Main Funding Sheet to what is reported on other fiscal forms, but it is the district’s responsibility to make sure data entered on the Main Funding Sheet and other fiscal forms are accurate.

**E. Submission Process**

Once the WDE100A is completed, upload the Excel file to the WDE using the data submission tool available from the Data Collection Suite website, shown on pages 1 and 2 of these instructions. Click the Data Submission Login hyperlink in the upper right-hand corner of the screen. Sign-in using the proper district name and password. Select the WDE100A form from the pull-down list and upload the completed WDE100A. Note: In order to upload the WDE100A, the user must have upload rights. If a user is unsure of their upload rights, please contact the district’s FUSION contact person.