

JOINT BUDGET COMMITTEE



STAFF BUDGET BRIEFING FY 2023-24

DEPARTMENT OF EDUCATION

(Programs *other than* School Finance and Categorical Programs)

JBC WORKING DOCUMENT - SUBJECT TO CHANGE
STAFF RECOMMENDATION DOES NOT REPRESENT COMMITTEE DECISION

PREPARED BY:
AMANDA BICKEL, JBC STAFF
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JOINT BUDGET COMMITTEE STAFF
200 E. 14TH AVENUE, 3RD FLOOR • DENVER • COLORADO • 80203
TELEPHONE: (303) 866-2061 • TDD: (303) 866-3472
<https://leg.colorado.gov/agencies/joint-budget-committee>

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ADDITIONAL RESOURCES

Brief summaries of all bills that passed during the 2021 and 2022 legislative sessions that had a fiscal impact on this department are available in Appendix A of the annual Appropriations Report:

<https://leg.colorado.gov/publications/appropriations-report-fiscal-year-2022-23>

The online version of the briefing document, which includes the Numbers Pages, may be found by searching the budget documents on the General Assembly's website by visiting leg.colorado.gov/content/budget/budget-documents. Once on the budget documents page, select the name of this department's *Department/Topic*, "Briefing" under *Type*, and ensure that *Start date* and *End date* encompass the date a document was presented to the JBC.

DEPARTMENT OF EDUCATION

Management and Administration, Assistance to Public Schools - Grant Programs and Other Assistance, Library Programs, School for the Deaf and the Blind

DEPARTMENT OVERVIEW

The Commissioner of Education, who is appointed by the State Board of Education, is the chief state school officer and executive officer of the Department of Education. The Commissioner and department staff, under the direction of the elected members of the State Board of Education, have the following responsibilities, among others:

- Supporting the State Board in its duty to exercise general supervision over public schools and K-12 educational programs operated by state agencies, including appraising and accrediting public schools, school districts, and the State Charter School Institute (Institute).
- Developing and maintaining state academic standards, and administering the associated statewide assessment program.
- Annually accrediting school districts and the Institute and making education accountability data available to the public.
- Administering the public school finance act and distributing federal and state moneys appropriated or granted to the Department for public schools.
- Administering educator licensure and professional development programs.
- Administering education-related programs, including services for children with special needs, services for English language learners, public school transportation, adult basic education programs, and various state and federal grant programs.
- Supporting the State Board in reviewing requests from school districts for waivers of state laws and regulations and in serving as the appellate body for charter schools.
- Promoting the improvement of library services statewide to ensure equal access to information, including providing library services to persons who reside in state-funded institutions and to persons who are blind and/or physically disabled.
- Maintaining the Colorado virtual library and the state publications library.

The Department also includes three “type 1”¹ agencies:

- A seven-member Board of Trustees that is responsible for managing the Colorado School for the Deaf and the Blind, located in Colorado Springs.
- A nine-member State Charter School Institute Board that is responsible for authorizing and monitoring the operations of “institute charter schools” located within certain school districts.
- A nine-member Public School Capital Construction Assistance Board that is responsible for assessing public school capital construction needs statewide and making recommendations

¹ Pursuant to Section 24-1-105 (1), C.R.S., a type 1 agency exercises its prescribed powers and duties independently of the head of the department.

concerning the prioritization and allocation of state financial assistance for school construction projects.

DEPARTMENT BUDGET: RECENT APPROPRIATIONS

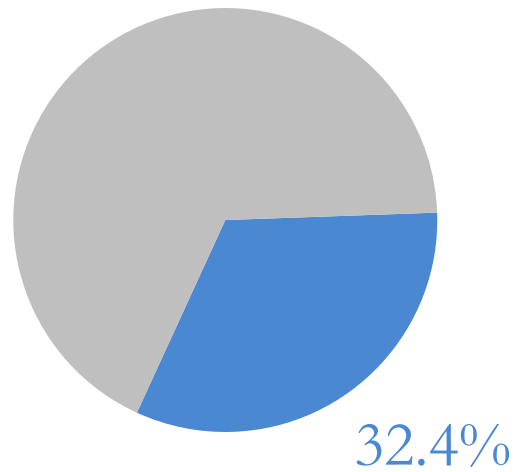
FUNDING SOURCE	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24 ¹
General Fund ²	\$4,009,781,369	\$4,294,161,543	\$4,500,295,845	\$4,661,206,613
Cash Funds	1,081,772,606	1,469,771,240	1,593,151,578	1,949,834,590
Reappropriated Funds	39,999,728	47,339,278	72,319,651	78,838,102
Federal Funds	777,581,096	620,755,044	1,048,449,871	1,049,843,746
TOTAL FUNDS	\$5,909,134,799	\$6,432,027,105	\$7,214,216,945	\$7,739,723,051
Full Time Equiv. Staff	609.0	614.4	637.2	638.4

¹Requested appropriation.

²Includes General Fund Exempt.

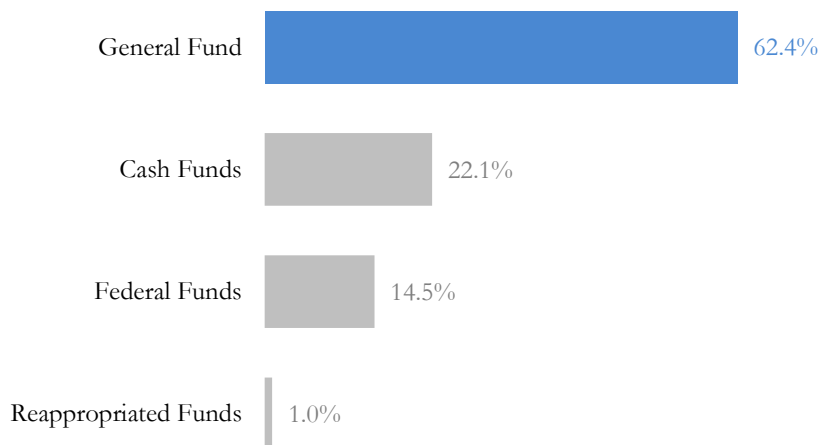
DEPARTMENT BUDGET: GRAPHIC OVERVIEW

Department's Share of Statewide General Fund



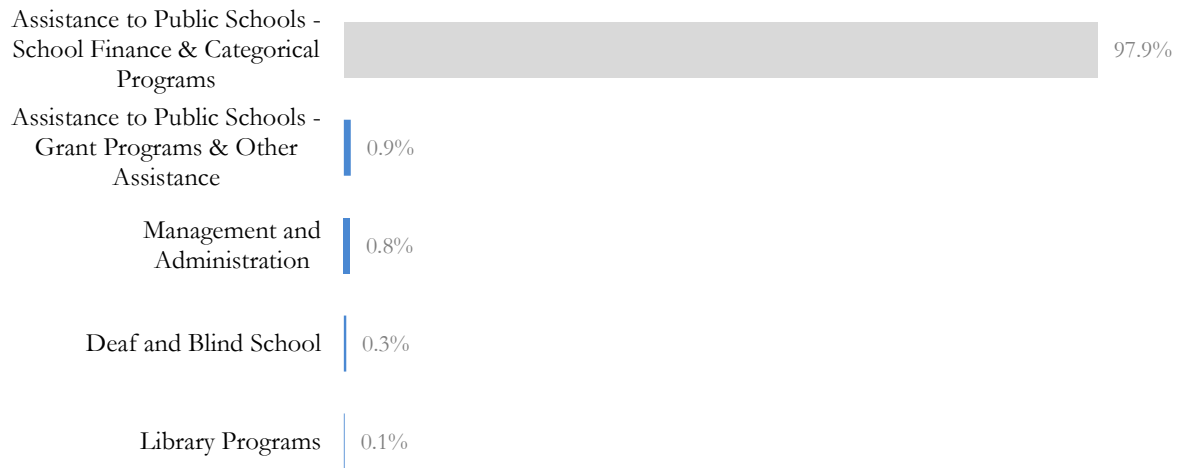
Based on the FY 2022-23 appropriation.

Department Funding Sources



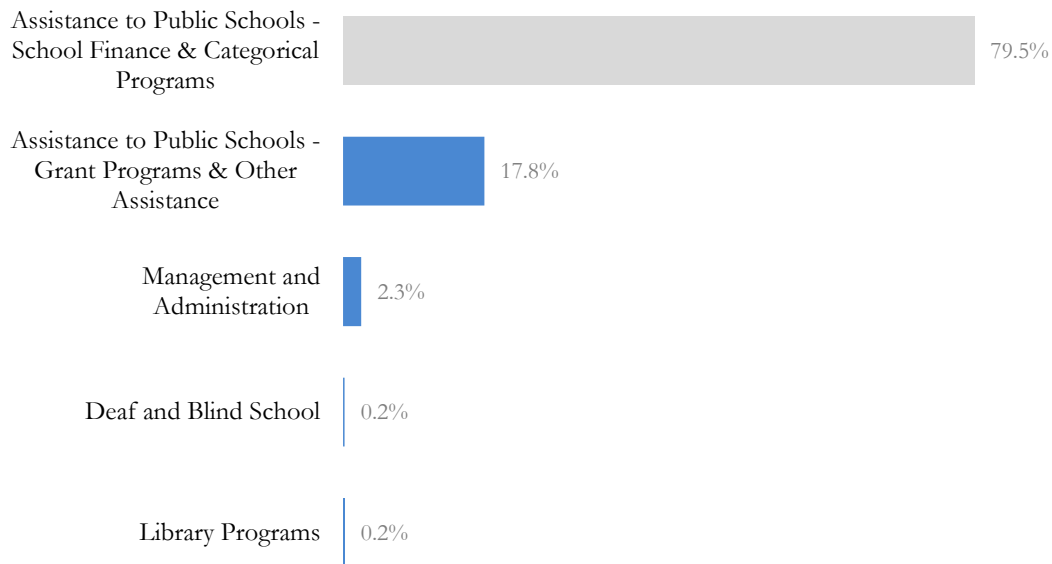
Based on the FY 2022-23 appropriation.

Distribution of General Fund by Division



Based on the FY 2022-23 appropriation.

Distribution of Total Funds by Division



Based on the FY 2022-23 appropriation.

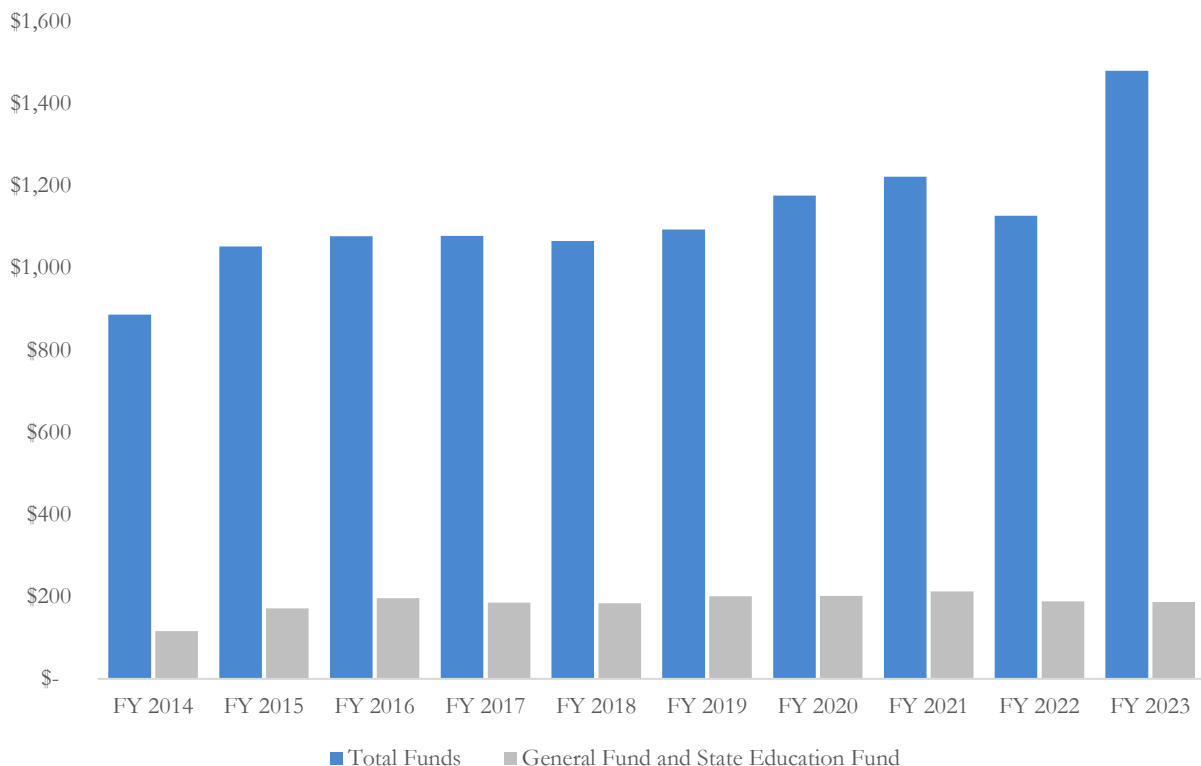
GENERAL FACTORS DRIVING THE BUDGET

The FY 2022-23 budget for the Department of Education totals \$7.2 billion including \$4.5 billion from the General Fund and \$1.1 billion from the State Education Fund which originates as General Fund. Most of this funding is distributed on a formula basis for school finance and categorical programs and is augmented by local funds which are not reflected in the state budget. Administration, grants, and other special programs--the balance of K-12 education programs--are addressed in this briefing and total \$1,479,933,972 of which \$186,889,053 is from the General Fund or State Education Fund. A significant share of this section of the budget also originates from Marijuana-related taxes.

DISCRETIONARY DECISIONS

The most important factor driving this section of the budget is discretionary decisions by the General Assembly. The chart below shows the total funding for the sections of the budget addressed in this briefing. These are the amounts that are appropriated or reflected for informational purposes in the Long Bill and other legislation. As shown, both total funding and General Fund/State Education Fund support have grown since FY 2013-14, even after adjusting for inflation, but growth has not been consistent from year to year. The large jump in total funds for FY 2022-23 is based on *showing* federal stimulus funds, which will be received whether or not they are reflected in the state budget.

K-12 ADMINISTRATION, GRANTS, SPECIAL PROGRAMS CONSTANT DOLLARS (MILLIONS)



The overall budget trend reflects a multiplicity of specific decisions about program needs, as well as revenue available, as exemplified by some of the decisions of the last two years.

FY 2021-22

- Added \$6.5 million General Fund one-time funding for facility schools, \$5.0 million General Fund for the Colorado High Impact Tutoring Program; \$5.0 million General Fund for Financial Assistance through Educator Recruitment and Retention Program; \$3.0 million General Fund for the Quality Teacher Recruitment and Retention Program; \$1.0 million General Fund for School Bullying Prevention; and \$3.4 million for Charter School Institute mill levy equalization, among other adjustments;
- Added \$90 million cash funds from the Public School Capital Construction Assistance Fund, as funds that had been diverted to Public School Finance were restored to the Building Excellent Schools Today (BEST) program, and other one-time FY 2020-21 appropriations were eliminated;
- Added \$5.5 million cash funds from the Marijuana Tax Cash Fund for behavioral health care programs and \$5.0 million one-time funds originating as federal Coronavirus State Fiscal Recovery Funds (ARPA funds) for the Adult Education and Literacy Grant Program.

FY 2022-23

- Added \$8.0 million General Fund for CSI mill levy equalization, \$2.2 million General Fund for two new grant programs related to student transitions to postsecondary education and careers, and \$2.0 million General Fund for the School Transformation Grant Program, among other increases;
- Reflected \$451.7 million additional funds shown for informational purposes, comprised primarily of federal Elementary and Secondary School Emergency Relief (ESSER) funds. School districts are expected to spend from ESSER funds at approximately this level through FY 2023-24;
- Added \$7.0 million from one-time federal ARPA funds for the Behavioral Health Care Professional Matching Grant Program.

MARIJUANA-RELATED REVENUE

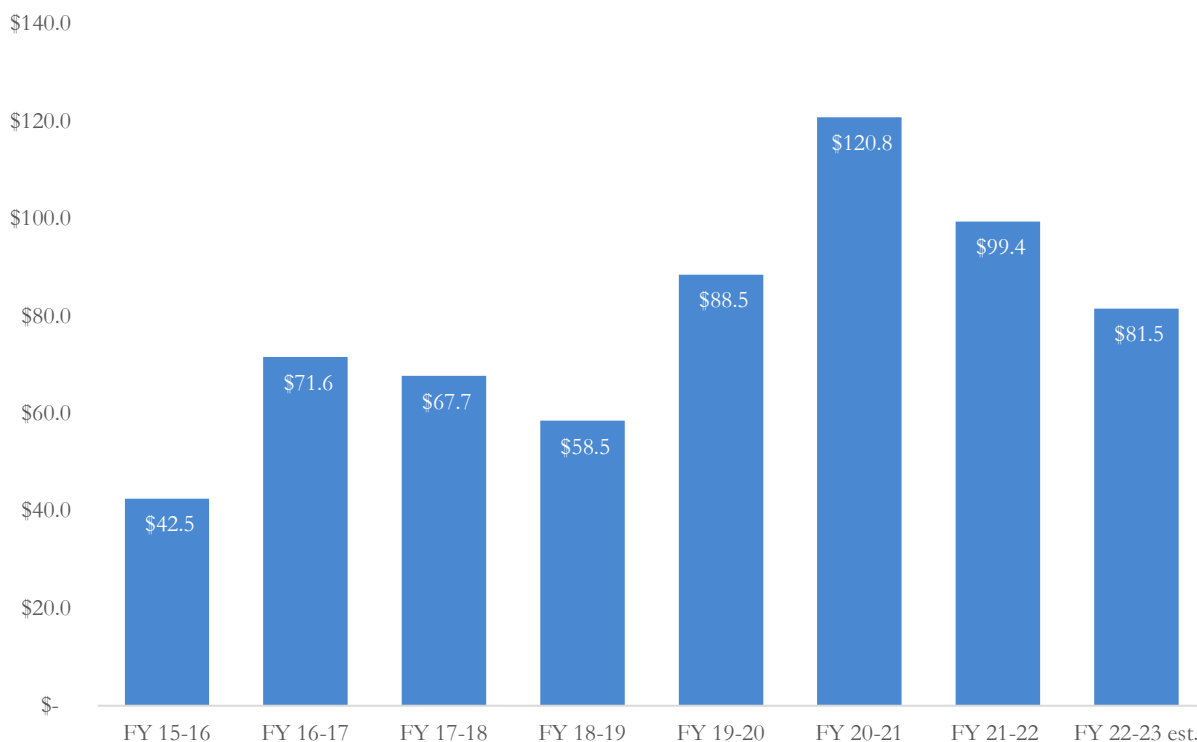
Over the past several years, marijuana tax revenues have played an increasing role in the Department's budget. Current law dedicates specific marijuana revenues specifically to education. This includes a requirement that *all* retail marijuana excise tax revenues be directed to education. Pursuant to Amendment 64, the State Constitution directs the first \$40.0 million of annual marijuana excise tax revenues to the Public School Capital Construction Assistance Fund (PSCCAF) which supports the Building Excellent Schools Today (BEST) program as well as a share of the formulaic distribution for charter school capital construction. However, the General Assembly has flexibility with the use of excise tax revenues above the first \$40.0 million and has made several statutory changes in recent years to modify the disposition and use of those revenues.

For FY 2014-15 through FY 2017-18, statute transferred any *additional* excise tax collections (above \$40.0 million per year) to the *Public School "Permanent" Fund*, which is a constitutionally created trust fund that generates income to support public K-12 schools.

- Starting July 1, 2018, H.B. 18-1070 (Additional Public School Capital Construction Funding) required the transfer of 90.0 percent of excise tax revenues to support the BEST Program.²
- Beginning in FY 2019-20, H.B. 19-1055 (Public School Capital Construction Financial Assistance) transferred *all* marijuana excise tax revenues to the PSCCAF, thereby eliminating deposits of excise tax revenues to the Permanent Fund.
- For *FY 2020-21 only*, H.B. 20-1418 (School Finance) diverted all excise tax revenues above the first \$40.0 million to the State Public School Fund, making those revenues available for appropriation to support school finance (rather than BEST).
- Beginning in FY 2021-22, 100.0 percent of excise tax revenues are again credited to the PSCCAF.

Excise tax revenues have fluctuated since the inception of the tax in FY 2014-15, largely driven by changes in the “Average Market Rate” calculated by the Department of Revenue, as well as increases in use. Excise tax revenues grew significantly from the inception of the tax until peaking at \$120.8 million in FY 2020-21. Revenue fell in FY 2021-22 and a further decline is anticipated in FY 2022-23 as use patterns return to pre-pandemic levels for Coloradans and tourism from other states declines, while inventory is still high. Legislative Council staff projects that revenue will increase again beginning in FY 2023-24, but at a modest rate.

MARIJUANA EXCISE TAX REVENUE GROWTH (MILLION \$S)



*Source of estimate: Legislative Council Staff September 2022 forecast

² The bill specifically required the transfer of the greater of 90.0 percent of excise tax revenues or \$40.0 million.

Revenue to the BEST program in FY 2022-23 through FY 2024-25 may *also* be affected by the availability of revenue in the Marijuana *Tax* Cash Fund. This was anticipated to be the source of funding for replacing BEST program revenue that was transferred away from the program in in FY 2020-21. As noted during the FY 2023-24 briefing on Marijuana Revenue, a \$50.0 million transfer from the Marijuana Tax Cash Fund to the Public School Capital Construction Assistance Fund (for BEST) that is currently scheduled for June 2023 may require adjustment based on current revenue projections for the Marijuana Tax Cash Fund.³

³ https://leg.colorado.gov/sites/default/files/fy2023-24_marbrf.pdf

SUMMARY: FY 2022-23 APPROPRIATION & FY 2023-24 REQUEST

DEPARTMENT OF EDUCATION						
	TOTAL FUNDS	GENERAL FUND	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS	FTE
FY 2022-23 APPROPRIATION:						
FY 2022-23 Long Bill	7,010,484,295	4,489,794,482	1,400,189,406	72,007,220	1,048,493,187	630.6
Other legislation	203,732,650	10,501,363	192,962,172	312,431	(43,316)	6.6
TOTAL	\$7,214,216,945	\$4,500,295,845	\$1,593,151,578	\$72,319,651	\$1,048,449,871	637.2
FY 2023-24 REQUESTED APPROPRIATION:						
FY 2023-24 Appropriation	\$7,214,216,945	4,500,295,845	\$1,593,151,578	\$72,319,651	\$1,048,449,871	637.2
R1 State share of total program	473,489,816	150,000,000	323,489,816	0	0	0.0
R2 Categorical programs increase	36,633,116	0	36,633,116	0	0	0.0
R3 Translation services	145,159	0	0	145,159	0	0.9
R4 Inflationary adjustment	251,151	251,151	0	0	0	0.0
R5 Gifted and talented DMS	250,000	0	250,000	0	0	0.0
R6 Personnel for schl support Prt A	311,458	77,795	233,663	0	0	2.3
R6 Personnel for schl support Prt B	85,851	85,851	0	0	0	0.9
R7 Proactive intervention turnaround schools	1,000,000	1,000,000	0	0	0	0.0
R8 Evaluation support	108,850	108,850	0	0	0	0.9
R9 Lease space consolidation	507,665	507,665	0	0	0	0.0
R10 CSI mill levy equalization	14,000,000	7,000,000	0	7,000,000	0	0.0
R11 Imagination library growth	569,555	569,555	0	0	0	0.0
R12 Vision for strategic alignment	175,000	175,000	0	0	0	0.0
R13 CSDB teacher salary increase	264,899	264,899	0	0	0	0.0
Nonprioritized requests	186,876	84,826	33,919	46,924	21,207	0.0
Centrally appropriated line items	5,875,880	2,805,172	1,365,472	332,568	1,372,668	0.0
Annualize prior year legislation	(8,053,472)	(1,725,298)	(5,321,974)	(1,006,200)	0	(4.5)
Annualize prior year budget actions	(295,698)	(294,698)	(1,000)	0	0	0.7
TOTAL	\$7,739,723,051	\$4,661,206,613	\$1,949,834,590	\$78,838,102	\$1,049,843,746	638.4
INCREASE/(DECREASE)	\$525,506,106	\$160,910,768	\$356,683,012	\$6,518,451	\$1,393,875	1.2
Percentage Change	7.3%	3.6%	22.4%	9.0%	0.1%	0.2%

R3 TRANSLATION SERVICES: The request includes \$145,159 reappropriated funds and 0.9 FTE for FY 2023-24, annualizing to \$154,537 and 1.0 FTE in FY 2024-25, for translation services to improve access to Department resources and State Board of Education proceedings. The funding is to allow the Department to hire one FTE to translate, interpret, and coordinate translation work, as well as to procure translation and interpretation for languages and workload the new hire cannot cover. This will allow more department documents to be translated and provide interpretation at the State Board of Education and other public meetings when needed. The source of the funding was not specified in the request, but staff understands that it is indirect cost recoveries.

R4 INFLATIONARY ADJUSTMENT: The request includes \$251,151 General Fund for FY 2023-24 and ongoing, most of which is to provide inflationary adjustments for the Department's contracted information technology services. The Department administers most of its information technology services internally rather than under the umbrella of the Governor's Office of Information Technology. As a result, it has been significantly affected by ongoing increases in its enterprise software licenses. With average annual increases that have exceeded ten percent for many products,

these costs have displaced funding historically used for staffing and other program needs. The request also identifies a need for additional funding for a contracted security position that is budgeted in the information technology line item, based on the sharp increase in the cost of that contract.

R6 PERSONNEL FOR SCHL SUPPORT PRT A: The Department requests funds to support new FTE in several line items. In the sections covered in this briefing packet, the request is for \$311,458 total funds and 2.3 FTE, annualizing to 2.5 FTE, including 1.5 FTE in the Division of On-line Learning and 1.0 FTE for staff who support the School Transformation Grant Program. (1) In the Division of On-line Learning, the Department seeks additional staff to address administrative work (such as reviews of on-line school applications and managing complaints) and technical assistance (such as how to start on-line schools and programs). It highlights the 40 percent increase in on-line enrolled students from FY 2019-20 to FY 2021-22 and significant new one-time investments in hybrid and online operations during the COVID pandemic, which have increased the need for ongoing statewide development and oversight. This division also requests additional staff to support work related to Innovation Schools, a type of school that operates under a school district but for which some district and state requirements are waived. These schools, which currently serve 48,258 students, require State Board approval, and the Department has associated workload. However, it currently has no related funding for FTE. (2) The Department seeks an additional FTE to support the School Transformation Grant Program in light of the increasing resources the General Assembly has devoted to the program. Grant funding has tripled in five years, while the Department has added only 1.0 FTE to support the program.

R7 PROACTIVE INTERVENTION TURNAROUND SCHOOLS: The request includes an increase of \$1,000,000 General Fund, to be continued in future years, for the School Transformation Grant Program. The requested increase (on a current base of \$6.5 million) would be used specifically for schools which are early in the accountability clock process. The request would provide eight to 10 schools that are “on the clock” (because they are rated priority improvement or turnaround) a \$25,000 planning grant, followed by \$50,000 to \$100,000 for implementation, with the goal of avoiding having these schools remain on the accountability clock. Schools that remain on the clock require intensive (and expensive) state interventions.

R8 EVALUATION SUPPORT: The Department requests \$108,850 General Fund and 0.9 FTE, annualizing to \$116,141 General Fund and 1.0 FTE for a three year term-limited program evaluator. The initial focus of the evaluation FTE is the Behavioral Health Care Professional Matching Grant Program, which provides grants to almost half of the state’s local education agencies. The request would supplement funding granted by OSPB for a 1.0 FTE evaluator and related data collection to evaluate this program.

R9 LEASE SPACE CONSOLIDATION: The Department requests a one-time appropriation of \$507,665 General Fund for buildout and moving costs related to consolidating 100% of Department staff into Capitol Complex lease space. This will involve creating hybrid neighborhoods with flexible workstations and more collaboration space. The effort will eliminate all private lease space occupied by the Department by the end of FY 2023-24, resulting in estimated savings of \$1,050,994 total funds, including \$177,760 General Fund in FY 2024-25 and ongoing.

R10 CSI MILL LEVY EQUALIZATION: The request includes a \$7,000,000 General Fund increase for mill levy equalization for Charter School Institute (CSI) charter schools, which would bring total General Fund support to \$23,000,000 after annualization of prior year actions. Reappropriated funds

included in the request double-count this figure. Many school districts throughout the state have received voter permission to raise local tax revenue above the approved state per-pupil operating revenue amount (PPOR). However, charter schools that are authorized by the CSI instead of their local school district do not have access to such additional local mill levy support. For FY 2022-23, the General Assembly provided \$17.0 million General Fund to help address the disparate revenue available to CSI charter schools versus schools operating within the same region that are authorized by their local school district. The request would increase this contribution, reducing the gap in per pupil funding available for CSI schools compared to other public schools.

R11 IMAGINATION LIBRARY GROWTH: The request includes an increase of \$569,555 for the Colorado Imagination Library, bringing total funding to \$1,476,695 for FY 2023-24 and ongoing. The increase will provide a state match for this evidence-based program to help bring one book per month to approximately 87,000 more children—birth through age 5—across the State and bring total coverage to 35 percent of the eligible population.

R12 VISION FOR STRATEGIC ALIGNMENT: The request includes a one-time General Fund appropriation of \$175,000 for FY 2023-24 to provide the Department with funding for a contractor to conduct an internal assessment and gather stakeholder feedback on how forthcoming grants management and customer relations management tools can effectively interact with the Department's Universal Improvement Plan platform. The Department's goal is to build an integrated system that shows the multiple funding streams and interactions between Department staff and school districts, so that the Department can assist districts in accessing grants and resources that support district goals.

R13 CSDB TEACHER SALARY INCREASE: The Colorado School for the Deaf and Blind (CSDB) requests an increase of \$264,899 General Fund to provide staff step increases and other adjustments, consistent with the Colorado Springs District 11 pay scale. The District 11 Board of Education and the Colorado Springs Education Association agreed to the following for FY 2021-22: a 3.65 percent increase to the salary schedule, a one-step movement for staff who have not reached the maximum step increase (representing an approximately a 2.0 percent increase), and a 4.0 percent non-recurring compensation increase. The CSDB requests funding to match these adjustments.

NONPRIORITIZED REQUESTS: The request includes several nonprioritized requests, summarized in the table below. These requests are driven by common policy or budget requests in other departments that affect appropriations required in this department.

NONPRIORITIZED REQUESTS						
	TOTAL FUNDS	GENERAL FUND	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS	FTE
OIT Budget package	\$133,734	\$75,604	\$26,583	\$31,547	\$0	0.0
DPA Capitol complex staffing	39,292	7,830	7,336	2,919	21,207	0.0
DPA COE common policy	11,067	0	0	11,067	0	0.0
DPA Transfer perf. budgeting to DPA	2,783	1,392	0	1,391	0	0.0
TOTAL	\$186,876	\$84,826	\$33,919	\$46,924	\$21,207	0.0

CENTRALLY APPROPRIATED LINE ITEMS: The request includes adjustments to centrally-appropriated line items, as detailed in the table below.

CENTRALLY APPROPRIATED LINE ITEMS						
	TOTAL FUNDS	GENERAL FUND	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS	FTE
Salary survey	\$3,069,785	\$1,202,376	\$452,059	\$338,105	\$1,077,245	0.0
Health, life, and dental	1,517,151	907,764	343,909	130,104	135,374	0.0
Payments to OIT	489,442	276,701	97,285	115,456	0	0.0
AED	435,928	230,634	128,384	38,668	38,242	0.0
SAED	435,928	230,634	128,384	38,668	38,242	0.0
Legal services	385,174	222,307	152,964	9,903	0	0.0
Capitol Complex leased space	244,297	1,126	110,146	26,105	106,920	0.0
ALJ services	65,876	0	65,876	0	0	0.0
Short-term disability	8,756	5,468	3,292	643	(647)	0.0
PERA Direct Distribution	(341,836)	142,198	(119,900)	(364,134)	0	0.0
Payment to risk management and property funds	(259,403)	(259,403)	0	0	0	0.0
Shift differential	(141,569)	(141,569)	0	0	0	0.0
CORE adjustment	(14,622)	(7,310)	(5,665)	(1,647)	0	0.0
Workers' compensation	(9,500)	(4,564)	(1,240)	(321)	(3,375)	0.0
Indirect cost assessment	(8,337)	0	9,978	1,018	(19,333)	0.0
Vehicle lease payments	(1,190)	(1,190)	0	0	0	0.0
TOTAL	\$5,875,880	\$2,805,172	\$1,365,472	\$332,568	\$1,372,668	0.0

ANNUALIZE PRIOR YEAR LEGISLATION: The request includes adjustments for the out-year impacts of prior year legislation.

ANNUALIZE PRIOR YEAR LEGISLATION						
	TOTAL FUNDS	GENERAL FUND	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS	FTE
SB 07-059 Smart Start Nutrition Program	\$900,000	\$900,000	\$0	\$0	\$0	0.0
HB22-1390 Public School Finance	507,722	507,722	0	0	0	0.0
HB 20-1032 Timing K-12 education standards review	91,515	91,515	0	0	0	0.0
HB 22-1220 Removing barriers to educator	50,289	50,289	0	0	0	1.4
HB 22-1260 Access to medically necessary svcs for	13,500	13,500	0	0	0	0.0
HB 08-1384 Improving retention of quality educators	8,500	8,500	0	0	0	0.0
HB 22-1331 Supplemental funding for facility	(5,134,000)	0	(5,134,000)	0	0	0.0
HB 22-1390 Public school finance	(2,002,905)	(1,002,905)	0	(1,000,000)	0	0.0
SB 22-192 Opportunities for credential attainment	(800,000)	(800,000)	0	0	0	(0.4)
HB22-1295 Dept. Early Childhood universal PK	(465,795)	(465,795)	0	0	0	(4.0)
HB 22-1376 Supportive learning environments for	(309,124)	(309,124)	0	0	0	(0.2)
SB 22-070 K-12 licensed personnel performance	(301,056)	(301,056)	0	0	0	0.0
HB22-1202 At-risk student measure school finance	(163,338)	(163,338)	0	0	0	(0.5)
SB 22-004 Evidence based training in science of	(162,974)	0	(162,974)	0	0	(0.3)
HB 22-1374 Foster care success act	(123,006)	(123,006)	0	0	0	0.0
SB 22-207 Prevention of Title IX misconduct in	(57,850)	(57,850)	0	0	0	0.0
SB22-202 State match mill levy override	(41,238)	(41,238)	0	0	0	(0.5)
SB22-127 Special education funding	(25,000)	0	(25,000)	0	0	0.0
HB 22-1215 Study of expanded extended high school	(16,426)	(16,426)	0	0	0	0.0
SB 22-069 Learning disruption effect on teacher	(16,086)	(16,086)	0	0	0	0.0
SB22-193 Air quality improvement investments	(6,200)	0	0	(6,200)	0	0.0
TOTAL	(\$8,053,472)	(\$1,725,298)	(\$5,321,974)	(\$1,006,200)	\$0	(4.5)

ANNUALIZE PRIOR YEAR BUDGET ACTIONS: The request includes adjustments for the out-year impacts of prior year budget actions.

ANNUALIZE PRIOR YEAR BUDGET ACTIONS						
	TOTAL FUNDS	GENERAL FUND	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS	FTE
FY 23 R4 Department infrastructure	\$64,806	\$65,806	(\$1,000)	\$0	\$0	1.0
FY 23 R3 State Board operating increase	12,003	12,003	0	0	0	0.0
Annualize prior year salary survey	0	0	0	0	0	0.0
FY 23 R7 Empowering parents with info	(307,507)	(307,507)	0	0	0	(0.3)
FY 23 R9 CSDB dishwashing machine	(65,000)	(65,000)	0	0	0	0.0
TOTAL	(\$295,698)	(\$294,698)	(\$1,000)	\$0	\$0	0.7

FACILITY SCHOOL WORKGROUP REPORT

The report of the Work Group authorized by S.B. 21-274 (Sustainable Model to Serve Facility Students) recommends a new baseline funding model for facility schools; allowing the Department of Education to begin licensing facility schools that are not approved as hospitals or therapeutic facilities by other state agencies; and developing a technical assistance center to support schools and students with significant support needs who do not have access to an appropriate placement.

SUMMARY

- The facility school system oversees educational services for students receiving publicly-funded services in specialized institutions such as hospitals and therapeutic residential facilities. Students in these placements typically have significant needs, often including behavioral issues, and the majority require special education. In December 2021, 782 students were being served in facility schools.
- The number of facility schools and enrollment in these schools has been plummeting for over a decade, driven in significant part by service changes in the child welfare system, as well as financial challenges. The FY 2023-24 base budget request for facility schools, which reflects the current per-pupil funding structure and the decline in enrollment, is for \$12.2 million from the State Education Fund.
- Concerned about the rapid disappearance of facility school placement options, the JBC sponsored Senate Bill 21-274 (Sustainable Model to Serve Facility Students). The bill incorporated a one-time supplemental payment for facility schools of \$5.7 million, and also provided \$500,000 General Fund for a Facility School Work Group to study and propose changes for a sustainable funding model. The JBC also sponsored legislation in the 2022 session to provide additional supplemental payments (\$5.134 million) and allow funding for the Work Group to roll forward into FY 2022-23.
- The Work Group's November 2022 report recommends a new baseline funding model for facility schools; allowing the Department of Education to begin licensing facility schools that are not approved as hospitals or therapeutic facilities by other state agencies; and developing a technical assistance center to support schools and students with significant support needs who do not have access to an appropriate placement, among other recommendations. A preliminary analysis suggests that implementing the Work Group's recommendations would cost between \$10.0 and \$20.0 million in FY 2023-24, with more funding required in future years.
- Data collected for the Facility School Work Group suggests that there are serious gaps in services available for students with significant support needs.

RECOMMENDATION

Staff requests that the Committee authorize staff to work with the Department on a bill draft that includes recommendations from the Facility School Working Group. While staff feels that some elements of the proposal need to be fleshed out--and appropriate costs attached-- authorizing a bill

draft now will provide JBC Staff, Department staff, and OLLS drafters more time to develop a high quality product for the JBC's consideration.

DISCUSSION

BACKGROUND – FACILITY SCHOOLS

THE FACILITY SCHOOL STRUCTURE: The facility school system was authorized by the General Assembly to ensure that students receiving publicly-funded educational services in various types of specialized institutions such as hospitals and therapeutic residential facilities receive appropriate educational services. The system oversees services for children who receive their education through schools operated by community-based facilities or state-operated programs.⁴ In 2008, the General Assembly modified the method of funding facility schools and certain state programs by:

- Removing pupils educated by facility schools from districts' pupil enrollment counts for purposes of funding.⁵
- Requiring facility schools and state programs to report information directly to the Department's Facility Schools Unit concerning individual students, including the student's district of residence and the actual number of days of attendance each month.
- Allowing facility schools to bill the Department for statewide average per pupil revenues times 1.33, and allowing facility schools to bill for an additional one-third of per pupil revenue to support Summer school programs. In 2013, the General Assembly modified this provision to provide statewide base per pupil funding times 1.73 in an effort to increase funding for facility schools.

The General Assembly also created a Facility Schools Board to adopt curriculum standards, accountability measures, and graduation requirements for facility schools. This act also created the Facility Schools Unit within the Department of Education charged with:

- Developing and maintaining a list of approved facility schools.
- Making recommendations concerning curriculum standards and graduation standards.
- Maintaining information and records for students who receive educational services from approved facility schools.
- Communicating and collaborating with the Department of Human Services, county departments of social services, and other agencies regarding the placement and transfer of students in facilities.

WHAT DO FACILITY SCHOOLS LOOK LIKE? As described in the recent Facility School Work Group Report described below:

“Today, [most] Facility Schools are non-profit or private agencies that provide educational services outside of the traditional classroom to students with physical, behavioral, mental health, or special education needs. Under current state statute, approved Facility Schools must be licensed and approved before they can receive state education funding for educational services provided. Facility Schools that function as day treatment centers or residential treatment centers are licensed by the Colorado

⁴ Pursuant to Section 22-54-129 (1) (f), C.R.S., “state programs” include the Colorado School for the Deaf and the Blind and the education programs operated by the Colorado Mental Health Institutes at Pueblo and Fort Logan. Because the State has closed the facility at Fort Logan, the School for the Deaf and the Blind and the Colorado Mental Health Institute at Pueblo are the only remaining state programs.

⁵ Districts continue to include students who reside in a facility or group home and attend a district school in their October count for purposes of funding. Further, students in "out-of-district" placements who attend public school are included in the pupil count of the district of attendance.

Department of Human Services (CDHS), while Facility Schools that operate within hospitals are licensed by Colorado Department of Public Health and Environment (CDPHE). Once licensed, these organizations can be approved by CDE. While all Facility Schools provide educational and therapeutic services for their students, due to the varied needs of Facility School students, appropriate practices with regard to supporting the needs of the students will vary widely from one Facility School to the next and even from one student to the next. Facility School classrooms are often multi-age, multi-grade, and multi-ability. The size of the school can range from fewer than 10 students to over 70 students. The size of the student population typically is driven by the required student-to-staff ratios to effectively address the needs of the student population; higher student needs often require smaller student-to-staff ratios and result in lower overall school populations. Roughly two thirds of Facility School students are in special education programs.”

There are currently 33 licensed facility schools in Colorado. These included facilities such as Laradon, the Tennyson Center, Cedar Springs Hospital School, and the Colorado School for the Deaf and the Blind.⁶

PRIMARY DISABILITY (DECEMBER 2021 COUNT OF FACILITY SCHOOL STUDENTS	PERCENT OF STUDENTS
Intellectual Disability	5%
Serious Emotional Disability	31%
Multiple Disabilities	17%
Developmental Delay	1%
Autism Spectrum Disorder	25%

CURRENT FACILITY SCHOOL FUNDING: The Facility Schools Funding line item provides funding for the Department to make payments to facility schools as required by Section 22-54-129, C.R.S. Under current law, as adjusted by S.B. 13-260, facility schools receive statewide *base* per pupil funding amount times 1.73; this amount is translated into a daily rate, and each facility school receives a daily rate for each child in attendance for up to 235 days each school year.

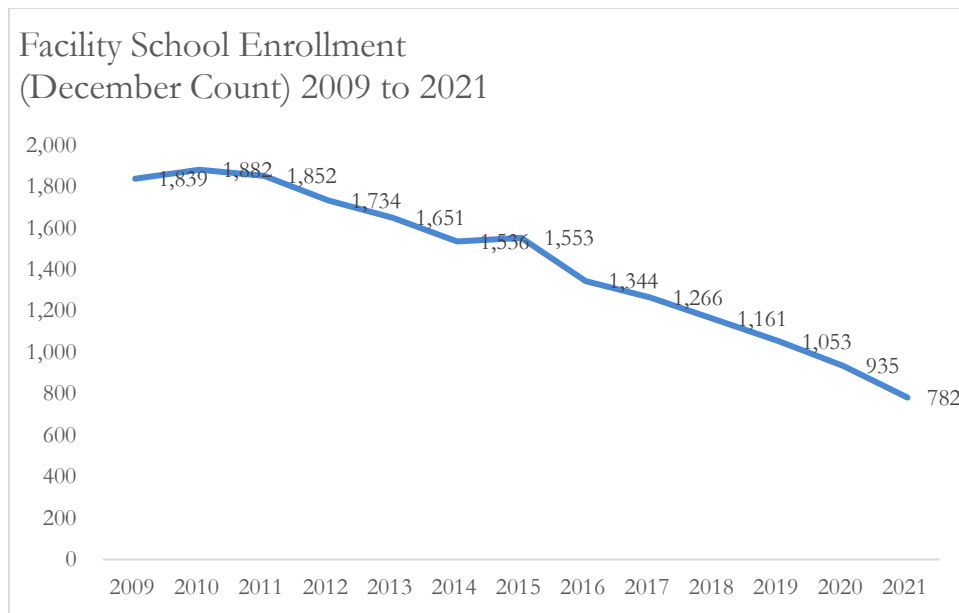
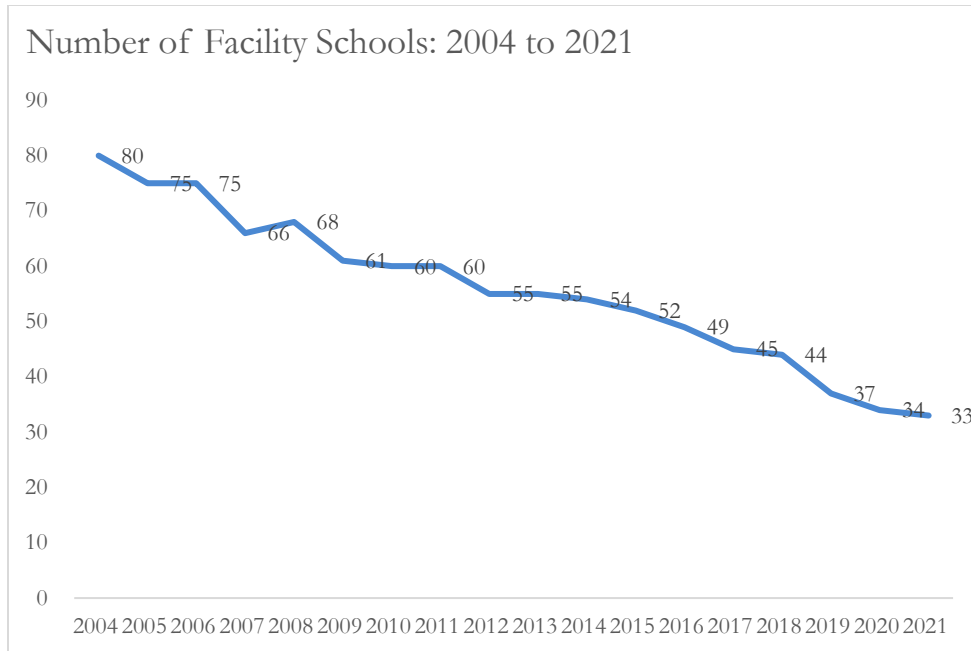
For FY 2022-23, the Long Bill includes \$12,231,075 for facility school placements, based on an average facility school student FTE count of 927. The figure was based on a point-in-time student count of 806 plus a buffer of 15 percent. Since facility schools receive 1.73 times base per pupil funding, funding for the schools was set at \$12,937 per pupil for FY 2022-23.

As described further below, for the last two years, the General Assembly has also provided supplemental funding for facility schools in an attempt to keep these resources open. An additional \$5.7 million was provided in FY 2021-22 and \$5.1 million in FY 2022-23, so **the total FY 2022-23 budget was \$17.4 million from the State Education Fund. The FY 2023-24 request, which removes the one-time funding, is for \$12,231,075 from the State Education Fund.**

SCHOOL CLOSURES AND STEEP DECLINES IN ENROLLMENT

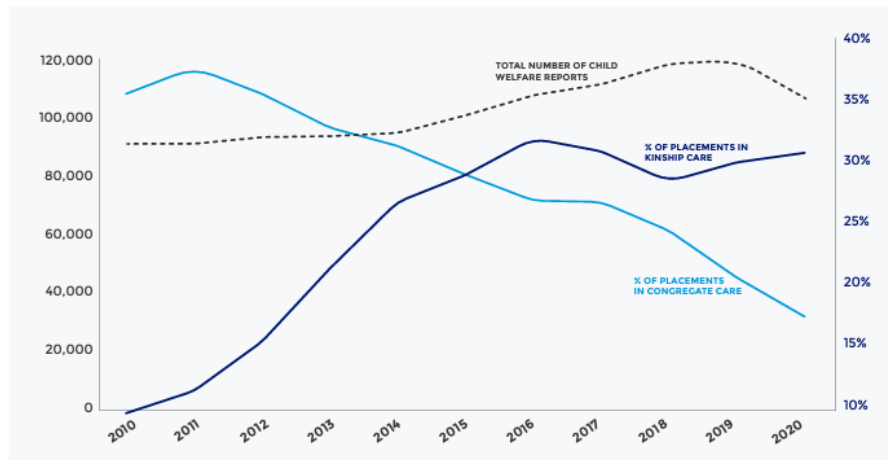
The number of youth in facility schools has been declining for decades, and the decline in both numbers of schools and enrollment continues.

⁶ <https://www.cde.state.co.us/facilityschools>



The declining participation in facility schools mirrors a broader decline in the use of out-of-home residential congregate care placements for children and youth, since a large share of the students in facility schools have historically been children and youth involved in the child welfare and state youth services systems.

COLORADO TRENDS IN CHILD WELFARE REFERRALS, CONGREGATE AND KINSHIP CARE



Source: Colorado Five-year Family First Prevention Services Plan, 2022.

https://www.familyfirstact.org/sites/default/files/FF_PreventionPlan_Feb2022-watermark.pdf

This trend has been further enforced by enactment of the federal *Family First Prevention Services Act* in 2018 and provisions in the act and federal Medicaid law that make it financially risky to provide intensive behavioral health services for youth in facilities with more than 16 residents.⁷ Youth who are residents of larger private facilities that focus on behavioral health risk losing Medicaid coverage. As a result, many previous residential child care facilities have shrunk to 16 residential beds or less or closed their doors altogether.

JOINT BUDGET COMMITTEE EFFORTS TO SUSTAIN FACILITY SCHOOLS

Recognizing the rapid disappearance of facility school placement options, the JBC sponsored Senate Bill 21-274 (Sustainable Model to Serve Facility Students). The bill incorporated a one-time supplemental payment of \$5,700,000 General Fund for facility schools in FY 2021-22 and also provided \$500,000 General Fund for a Facility School Work Group to study and propose changes for a sustainable funding model. The Facility School Work Group was required to submit a written report to the Joint Budget Committee by November 1, 2022, with a new facility school funding model anticipated to be implemented July 1, 2023.

Senate Bill 21-274 did not address what would happen in FY 2022-23 before the new model was implemented. Therefore, during the 2022 legislative session, the General Assembly adopted additional

⁷ The federal Title IV-E program had previously provided partial federal reimbursement for child welfare out-of-home placements. The Family First Act modified the structure so that child welfare agencies are able to receive federal support for prevention services that keep children in the family home. The Act also *eliminated* federal reimbursement for most less-intensive services provided in a congregate setting. The federal act *did* allow for federal support for children and youth who have severe needs and require 24-hour monitoring and support. However the requirements under the Act for a facility to become eligible as a Qualified Residential Treatment Program (Q RTP) or a Psychiatric Residential Treatment Facility (PRTF) are so stringent that eligible facilities with more than 16 beds also risk being categorized as Institutions for Mental Disease (IMDs) under the Medicaid program. Under federal law dating to the 1960s, residents at most institutions with more than 16 beds that are primarily engaged in diagnosing and treating people with mental disease (IMDs) are excluded from the federal Medicaid program. This appears to be an unintended outcome of the Family First Prevention Services Act.

<https://www.cwla.org/organizations-call-for-qrtf-facilities-exemption-from-imd-restrictions/>

A bill has been introduced in Congress to address the problem, but nothing has yet been enacted. <https://www.alliance1.org/web/news/2020/feb/presidents-2021-budget-proposal-exempt-qrtf-imd-definition-changes-clearinghouse.aspx>

supplemental budget provisions enabling Work Group funding to roll forward into FY 2022-23. The JBC also sponsored H.B. 22-1331 (Supplemental Funding for Facility Schools), which provided additional one-time supplemental payments totaling \$5,134,000 from the State Education Fund for distribution to facility schools in FY 2022-23.

Supplemental funding has provided needed support, but enrollment has continued to decline and school closures have continued. As of July 30, 2022, three facility schools closed their doors: Hamden Youth Academy in Denver, Turning Point Center for Youth and Family in Fort Collins, and Valley View Youth Recovery Center in Glenwood Springs. Valley View was the last substance-abuse related facility school in the State. Total enrollment as of December 2021 was 782—about half the enrollment in 2015.

THE FACILITY SCHOOL WORK GROUP AND ITS NOVEMBER 1, 2022 REPORT TO THE JBC

On November 1, the Facility School Work Group submitted its report to the JBC, consistent with the provisions of S.B. 21-274.

CHARGE OF THE WORK GROUP: The Work Group was required to be comprised of representatives of school districts, Boards of Cooperative Services (BOCES), special education directors, facility schools, county departments of social services, and the Departments of Education, Human Services, and Health Care Policy and Financing. A parent of a student with a disability also joined the group of 31 representatives.⁸

The purpose of the Work Group, as described in the legislative declaration, was to help develop a “comprehensive continuum of educational settings to support the educational, physical, and mental health needs of...children and youth [who need advanced services]” involving school districts, BOCES, and multi-agency partnerships, in addition to facility schools. As noted in the legislative declaration, lack of appropriate placements drives high costs for districts and may result in students being placed out-of-state.

The Work Group was required to [emphasis added]:

- “(a) **define the target population** of facility students;
- (b) analyze data to **determine the educational needs** of students in the target population;
- (c) **analyze cost data** for providing educational services to students in the target population;
- (d) **evaluate existing capacity within the state**, including, but not limited to, the location and number of desks in each facility school and other programs that currently serve students in the target population in Colorado;
- (e) **evaluate other effective evidence-based options** that currently exist in Colorado or in other states and that may be incorporated into the model to ensure the necessary capacity to serve students in the target population in the state;
- (f) **identify barriers and develop solutions to address the development of additional capacity** in educational programs in meeting the needs of students in the target population;
- (g) identify and **analyze:**

⁸ https://drive.google.com/file/d/1x0MrWz4X4LYn1bBYUVinUZ_w-i5SIp8w/view

- (i) **the state's current capacity** to provide appropriate instruction, support, and services to students in the target population;
- (ii) **the current funding methodology** for facility schools;
- (iii) the **federal, state, local, and other sources of funding available** to support the current educational options for serving students in the target population, including the restrictions on use of each type of funding;
- (iv) the **capacity and funding necessary to adequately serve and support students** in the target population who will receive educational services through the model developed pursuant to this section; and
- (v) the **funding methodology and necessary resources to ensure long-term viability**;
- (h) **identify the outcomes** that are to be evaluated pursuant to subsection (3) of this section; and
- (i) develop short-term strategies to address the lost capacity in facility schools.”

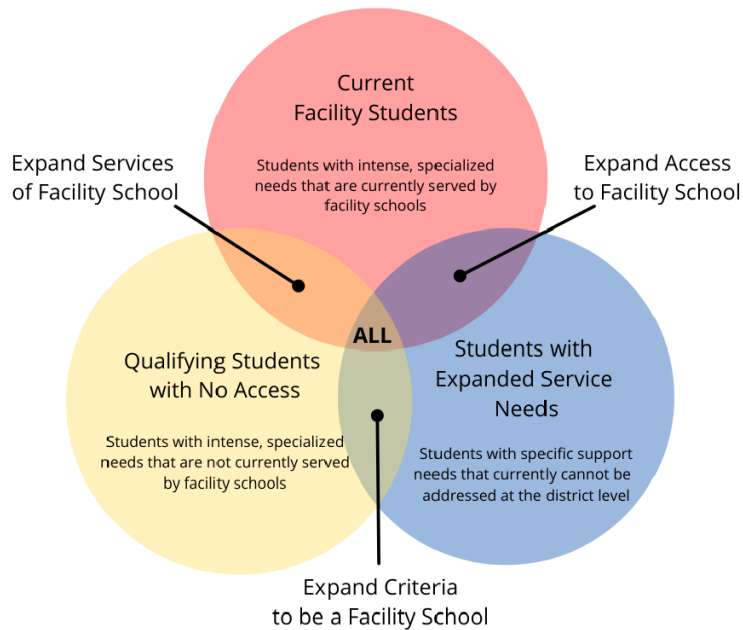
The Work Group was also required to:

- **develop an implementation plan** “including the deadlines within the plan to ensure that implementation...can begin or before July 1, 2023 and be fully implemented on or before July 1, 2027; and
- develop a report to **identify statutory changes and any fiscal impact.**

NOVEMBER 1, 2022 REPORT TO THE JBC: The Work Group has been meeting monthly for more than a year. It has been supported by a facilitator and a contracted data analysis and has come to consensus on the recommendations submitted on November 1. The report is summarized below, but the full report can also be referenced here:

<http://www.cde.state.co.us/facilityschools/facility-schools-model-workgroup-4>

The report provided a conceptual framework, shown below, to help think about which students are and are not being served and how the continuum of services should be expanded.



Current Facility Schools: A preliminary desk review found:

- Schools are most often structured to support students ages 10-18 years of age.
- Because most schools are located in the Denver metro area, there are very few options in rural areas, especially in areas west of the Continental Divide.
- Over 50% of existing schools serve twenty-five or fewer students at a given time, and a few schools are limited to six students at a time.
- Most frequent placing agencies are school districts and the Colorado Department of Human Services (CDHS).
- The majority of students that are placed stay at the Facility School for less than one year

Challenges Facing the Schools: Workgroup members themselves identified a need to change the funding structure to provide adequate and more stable revenue for facility schools. This was confirmed by a survey of the facility schools that found that:

- 76 percent of facility schools reported that they were operating in the red; and
- 58 percent of schools reported revenue that covers less than 75 percent of their yearly budget.
- While schools rely on PPR and tuition for 85 percent of their revenue, the revenue stream is not consistent because students are highly mobile.

Need for Additional Placements and Services Statewide: Workgroup members identified a need to increase the number of facility schools statewide and provide better statewide geographical distribution. Surveys of school districts, students and parents confirmed that this is a major problem.

District and BOCES Survey: Fifty-eight BOCES and district administrative units completed a survey of their capacity and needs.

- 93% of district and BOCES staff reported that there were students with significant support needs in their school district or administrative unit (AU) that would benefit from different and expanded programming through facility schools.
- More students were attending out-of-district non-facility programs compared to the number attending approved facility schools.
- Administrators indicated that they could not find facility schools with openings that “fit” the needs of their students. Geographic location was also a common issue for rural school.

Parent/Student/Advocate Survey: The report indicated 272 students, parents, and advocates completed a survey about service needs.

- Students, parents, and advocates identified numerous student needs as requiring support outside of the traditional classroom, but the most common needs were intellectual disabilities, behavioral issues, autism spectrum disorders, mental health challenges, and emotional difficulties.
- The most common barriers within the traditional classroom in a non-facility school district were: no or limited access to trained staff; no or limited access to appropriate classroom accommodations; no or limited access to social/emotional and/or mental health support; and no or limited access to flexible routine, schedule, and/or classroom expectations.
- The most commonly identified supports that respondents believed would help drive success were regular interaction with support staff trained with needed skill sets, access to more programs and services, having social/emotional and/or mental health needs addressed regularly, and more tailored classroom accommodations.
- Many students, parents, and advocates identified numerous Colorado-based, non-facility programs as being very beneficial for the academic success of students.

Services Provided by Specialized Schools that are not Licensed as Facility Schools:

The responses from both districts and advocates above indicated that they were relying on non-eligible programs and centers, rather than facility schools, for many needs. Researchers therefore interviewed these programs to understand why they had not become formal facility schools. Respondents interviewed indicated:

- Many CDHS licensure requirements (currently necessary to become a facility school) do not make sense with the population they serve and are contrary to best practice.
- The involvement of multiple departments creates challenges related to definitions and requirements.
- Aligning expectations would enable effective programs to join the facility school continuum.

REPORT RECOMMENDATIONS: Based on the research above, the report includes recommendations in five areas:

Funding Recommendations:

- 1 Implement a Facility Baseline Quality Funding Model to provide a minimum funding level for each facility school and establish an adequate and reliable revenue stream.
- 2 Promote Shared Operational Services to improve identifying services and achieve economies of scale for non-student facing costs.

Capacity Recommendation:

- 3 Implement a Technical Assistance Center to provide training/professional development to school district personnel enabling them to provide specific support needs for students in their home district.

Continuum Recommendations:

- 4 Expand Access and Locations by broadening the statutory definition of facility schools to enable licensure and approval of new or existing organizations that provide direct specialized services to various student populations, thus addressing the existing educational gaps in the state.
- 5 Clarify and Improve the Application, Licensure, and Approval Process through collaborative revisions, clarification or additional support for the licensure and approval process.

The concepts are described in more detail below.

Facility Baseline Quality Funding Model: Facility schools are currently paid on a per-pupil-per-day (PPR) model, which is augmented with tuition payments from school districts for students who require special education (about 2/3rds of facility school students). In FY 2021-22 the PPR was \$53.19 per student per day and the average tuition rate for special education students was \$114.0 per day. The average length of stay of a student in a school is 90 days. As the report notes, “The fiscal needs of facility schools (highly mobile, high needs, and small student population) are not well aligned to the existing model”.

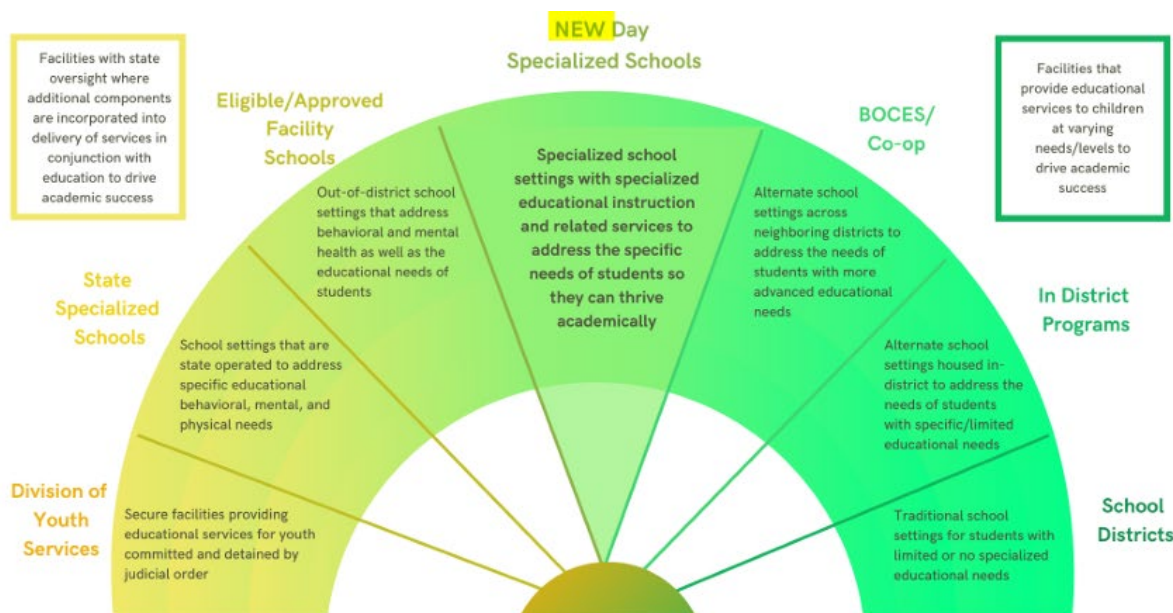
The proposed “baseline funding model” identifies seven positions, ranging from superintendent or director to teaching assistants, salaries for those positions, and proposes that those positions (or in some cases multiples of the position) be paid based on the total numbers of students at the school, along with a fixed per-pupil amount for supplies. While the report identifies salary ranges for each position, it does not include any estimate of the total cost to provide funding using the model or explain how the funding results of the proposal compare to the current funding provided for the various facility schools.

Facility School Shared Operational Services: Facility schools have been struggling due to the gap between revenue and expenditures. The report proposes that schools may be able to achieve economies of scale if they band together for purchase of back-office operations. The report proposes a **two-year pilot costing \$100,000 in year one and \$200,000 in year 2** based on an RFP to assess and identify 1-2 high impact shared services and then test implementation of the shared service model.

Development of a Technical Assistance Center to Support School Districts: The current geographical distribution of facility schools (highly concentrated in the metro area) can make it difficult for students outside the metro areas to access services. Thus, many districts attempt to provide services themselves. The Work Group has thus conceptualized a technical assistance center that would provide in-person training and professional development for teachers, administrators, and in-class staff in their districts. Priority for training would go to rural areas of the state. The report did not include any description of the size and scope of staffing or associated costs required for this recommendation.

Expand Access and Locations for Student Services in the Facility School Continuum: The report recommends that the Department of Education “reinforce existing standards” while expanding the definition of facility schools so that the Department may approve new or existing organizations serving students

without those facilities being licensed as treatment facilities by the Department of Human Services. The goal would be to increase the capacity of the state to provide a full continuum of services for students with specific support needs. The report did not include any estimate of the number or size of new schools that might become new “day specialized schools” or the related costs.



Clarify and Improve Process to Qualify as a Facility School: The report recommends collaboration among state level entities (Departments of Education, Human Services, Public Health and Environment, and Health Care Policy and Financing) to clarify and streamline the process for becoming a facility schools. Interviews indicated that the process is cumbersome and has led some entities that would have joined the continuum not to do so.

Other Recommendations:

- Continue the Work Group after any related legislation is adopted to monitor implementation.
- As reflected in S.B. 21-274, the model is expected to be fully implemented by 2027. The report identifies a range of specific measures for evaluating outcomes at full implementation for each of the various recommendations. These range from assessing facility school revenues, expenditures, and teacher vacancies to tracking the number of requests by districts for support from the proposed technical assistance center.

JBC STAFF ADDITIONAL DATA SOLICITED – PRELIMINARY COST ESTIMATES

Staff is very appreciative of the extensive thoughtful efforts of the workgroup. **Staff believes that the workgroup has done a good job identifying the holes in the current system from a conceptual perspective. However, most recommendations do not incorporate sufficient fiscal information or detail for JBC Staff to make a recommendation to the Committee with an associated fiscal note.** With the Committee’s support, staff requests permission to continue work with the Department, the Work Group, and other interested parties to identify legal, policy, and fiscal changes for the Committee to consider. **The following information was provided by the Department in response to staff questions to help outline the scale of costs that might be associated with new legislation. Staff cautions that this is preliminary.**

Baseline Facility Costs – current schools and students: In response to staff questions about the possible costs of the recommendations, the Department’s consultant provided spreadsheets with calculations comparing actual revenue provided to the facility schools and potential additional funding that would be provided under *one version* of a “base funding” scenario, given actual school enrollment in 2022 and various assumptions about the share of different staff members’ salaries to be covered by the model.

SAMPLE BASELINE MODEL - FY 2021-22 BASELINE VERSUS FY 2021-22 ACTUAL					
ANALYSIS OF PRIVATE INSTITUTIONS - FUNDING MODEL RESULT WITH CERTAIN ASSUMPTIONS*	TOTAL BASELINE MODEL RESULT	SY2122 ACTUAL PPR REVENUE FROM STATE	FY21-22 ACTUAL TUITION FROM DISTRICTS (SPECIAL EDUCATION)	FY 2021-22 TOTAL ACTUAL REVENUE	INCREASE NEEDED FOR BASELINE
28 Schools receiving less than baseline model	\$30,169,815	\$6,203,282	\$9,129,249	\$15,332,531	14,837,284
3 Schools receiving more than baseline model	3,432,103	898,993	11,547,540	12,446,533	\$0
Total	\$33,601,918	\$7,102,275	\$20,676,789	\$27,779,064	\$14,837,284

*This version assumes 25% of facility director salary, 50% of salaries of various lead positions, and 100% of salaries of teachers and in-class staff, with a ratio of 1:8.

As shown above, the preliminary baseline funding model, attached only to private institutions, would have required \$33.6 million, including an increase of \$14.8 million in state funding above the amount actually provided through standard “PPR” funding in FY 2021-22.⁹ This is a preliminary calculation based upon specific assumptions. The Department has indicated depending upon the assumptions included for enrollment and the share of costs to be borne by school districts, it anticipates that applying a new funding model to existing facility schools would require **\$8 million to \$18 million in additional state funding**.

Costs of adding new schools: Staff also requested estimates on the costs of expanding the types of programs that may be licensed as facility schools, given the proposal to add a new “day specialized school” category where students would receive educational services and other services related to their individualized education plans (IEPs) but not therapeutic services (the types of facilities licensed by the Department of Human Services). The Department indicates that it is aware of 12 existing schools that have a Human Services day treatment license that could apply to have an approved facility school. It also notes that some district non-facility programs might transition to a new day specialized school type. **The Department’s preliminary response suggests a phased expansion, with a first phase that could cost between \$700,000 to serve 10 students and \$3.5 million to serve 50. JBC Staff assumes that the net fiscal impact to the State could be lower,** depending upon how total costs are allocated between school districts and the State. School districts have historically paid for the special education costs for students in facility schools, and current statute requires students in a facility school to be removed from the District count, which would partially offset additional state costs. While a new bill could approach this differently, staff still assumes districts would be expected to contribute.

⁹ The General Assembly also provided these institutions with \$5.7 million in supplemental state funding in FY 2021-22, but that one-time funding is not included in this calculation.

Costs of technical assistance center: Staff requested estimates on the cost of creating a technical assistance center to support school districts. **The Department's preliminary proposal is to start with approximately 1.0 FTE and \$100,000 to coordinate and assess school district needs and to increase this by \$100,000 each year to a maximum of \$500,000 for 5.0 FTE and/or contracted services.** Based on further conversation with the Department, staff anticipates that additional resources would build on the expertise already in other parts of the Department's Exceptional Student Services Unit, which has specialists dedicated to helping districts appropriately address the needs of students with various disabilities. However, the Department might ultimately want to consider either locating or contracting for regionally-located specialists who could provide assistance in the rural parts of the State, where the need is greatest.

Total order-of-magnitude/ potential fiscal impact of a facility school bill: Based on the Department's responses and the original report, **it appears that the overall costs under consideration are likely to be in the \$10.0 to \$20.0 million range for FY 2023-24, but with potential for significant growth over time** if the initiatives are successful in increasing/restoring student placement options. From staff's perspective, **dollars that might be directed to this initiative will probably translate into dollars that do not go into K-12 total program or special education funding. However, this *might* be money well spent if it helps to ensure that districts have better placement options** and can provide free appropriate public education (FAPE)—their legal obligation—to students with particularly high needs.

QUESTIONS AND ISSUES FOR COMMITTEE CONSIDERATION

- **Staff is deeply concerned by some of the data collected by the Work Group that suggests that students with severe needs may not be receiving appropriate educational services because of limited placement options.**
 - Districts and BOCES identified 181 students with disabilities with significant support needs in need of out-of-district placement but do not have one because of “geographic location, fit, slot availability”.
 - Many of the 283 parents and advocates surveyed identified service concerns that have held children back from success in school: 138 identified “no or limited access to appropriate classroom accommodations”, 176 identified “no or limited access to trained staff”, and 134 identified “no or limited access to appropriate social emotional and/or mental health support.”
 - In 2004, facility schools served 2,283 students and as recently as 2015 they served 1,533 students. The December 2021 count was just 782. How are the students previously in facility schools receiving services?
 - Staff also has some concerns about the students that school districts are placing in facilities that are not incorporated in the facility school continuum. While many of these schools and services may be excellent, do districts have effective mechanisms for ensuring that the students they place in such facilities using public funds are being taught by qualified staff? The survey of districts and BOCES indicated that 227 students with significant support needs had been placed in an eligible facility that is not CDE approved, including private and out-of-state facilities.

- **What are the possible impacts of implementing these proposals on state finances and student services?** Some Work Group recommendations, *e.g.*, piloting a shared “back office” service model for facility schools and improving licensing procedures, will require modest state investment and seem worth trying, with the goal of reducing administrative overhead costs. In weighing other elements of this proposal, it’s worth considering the possible fiscal, policy, and service results of providing additional funding and a new funding model for facility schools. ***It will be easier to weigh costs against potential benefits once details and costs of these components are clearer.***

Possibility #1 – best outcome: New higher levels of funding for facility schools help add real capacity, meeting the needs of more students with severe needs and returning state supported residential and intensive services to previous higher levels. Net costs to the State could be significant, but staff assumes students and parents would benefit. School districts would also benefit because they would comply with requirements to provide a free appropriate public education to high needs students at lower cost.

Possibility #2: Existing facility schools are stabilized and an estimated 12 existing private schools that are not currently facility schools join the facility school system. Net costs to the State could also be significant. Districts would presumably benefit as some of the amounts they are currently paying to these existing private schools would be covered by the State instead. Students, families, and districts might benefit from the quality assurance provided by enrollment in a licensed facility school. For example, families and districts would have assurance that teachers at these schools have appropriate credentials. However, this alternative would not actually expand available state placements—it would simply change who pays.

Possibility #3 – worst outcome: Even with additional state funding for schools at the higher levels proposed, other systemic pressures (*e.g.* adjustments to the amount of funds available from the Medicaid and child welfare systems for treatment and out-of-home placement by the child welfare system) could mean that facility schools and placements continue to close, even with additional educational resources. Districts would resume full responsibility for more students and might or might not provide them adequate services. State technical assistance to districts might be helpful but not transformative. The result could be that even more high needs students do not receive the educational services they require, despite significant State investments.

- **How do we define the “target population” and how large is it?** Senate Bill 22-274 asked the Work Group to identify the target population. The response is incorporated in the Venn diagram, which speaks to students with “intense specialized needs” and students with “specific support needs” whose needs are not being adequately addressed. However, those are not special education or legal terms and staff is not aware of any data collected that would help identify how many students exist in Colorado who meet this description. The Department currently collects very limited data about student’s special education needs and “significant support needs”. If CDE is going to start overseeing facility schools that are not separately licensed by another entity, a better definition might help to differentiate these schools from schools administered by districts and track the State’s progress in ensuring these students needs’ are met.
- **In general, staff would like to see outcome measures that will help demonstrate whether the “target population” is having success over time,** whether in district programs or in facility

schools. As highlighted in a February 2022 audit of educational services for students in foster care (Office of the State Auditor, Foster Care Education Initiative, February 2022), the educational outcomes of students in foster care remain extremely poor.¹⁰ Many of the students historically served in the facility school system are children and youth in foster care who have significant behavioral health issues. Evaluating the performance of facility schools is difficult, because of the wide range of populations served and short lengths of stay. The Work Group has recommended various measures to track, but many are process-related. Particularly if this initiative results in an expansion in various types of state-approved day programs where students stay for years, it will be critical to monitor whether the new schools are having a positive impact.

¹⁰ https://leg.colorado.gov/sites/default/files/documents/audits/2053p_foster_care_education_initiative.pdf

COLORADO SCHOOL FOR THE DEAF AND THE BLIND UPDATE

A 2019 Independent Program Review recommended multiple changes and improvements at the Colorado School for the Deaf and the Blind (CSDB). The Department of Education and CSDB continue to work through these recommendations.

SUMMARY

- The Colorado School for the Deaf and the Blind (CSDB), located in Colorado Springs, is a “Type 1” agency within the Department of Education established to provide comprehensive educational services for students who are blind and/or deaf. Colorado students from the ages of birth through twenty-one with a documented hearing and/or vision loss are eligible to receive services either at or through the CSDB.
- Five years ago, concerns by outside entities and data presented by JBC Staff led to an external review by experts in the field of deaf education, blind education, and special education. The CSDB and the Department continue to work toward implementation of the Independent Program Review recommendations, but progress has been affected by the pandemic and multiple changes in leadership.

RECOMMENDATION

Staff recommends that the Committee ask the CSDB to work with the Department’s Exceptional Student Services Unit to identify and track student outcomes measures for the Colorado School for the Deaf and the Blind that both entities believe fairly represent CSDB’s performance in comparison to other institutions serving deaf/hard of hearing and blind/visually impaired students.

Staff also encourages the Committee to discuss with both the Department and the CSDB what changes are needed, including potentially statutory changes, to clarify (or modify) the role of each entity in supporting services to deaf and blind students statewide.

DISCUSSION

BACKGROUND – COLORADO SCHOOL FOR THE DEAF AND THE BLIND

The Colorado School for the Deaf and the Blind (CSDB) is a state-funded school that was established for the purpose of providing comprehensive educational services for children under the age of twenty-two who are blind and/or deaf. Originally named the "Colorado Institute for the Education of Mutes", the School opened in a rented house in April 1874 with an appropriation from the Territorial Legislature. The student population rapidly outgrew the space available and in 1876 the School moved to its current campus, made possible with a donation of ten acres by the founder of the city of Colorado Springs. The CSDB received its initial accreditation from the Department of Education in 1961, and in 1977, the CSDB was transferred from the Department of Institutions to the Department of Education. As a “Type 1” agency within the Department of Education, the CSDB is overseen by a seven-member board appointed by the Governor and confirmed by the Senate.

The CSDB currently occupies 18 buildings on 37 acres. Colorado students from the ages of birth through twenty-one are eligible to receive services either at or through the CSDB. Students enrolled at CSDB must have a documented hearing and/or vision loss and meet the enrollment criteria established by the Board of Trustees. Students may also be enrolled on a diagnostic basis in order to make an accurate determination of the student's eligibility status. A staffing team, including a CSDB staff member, the student's parents, and a local school district representative, determines if the CSDB is the appropriate learning environment based on the educational needs of the student. If a student's parents or legal guardians reside within Colorado and outside the El Paso County area, the student is eligible to participate in the residential living program during the week. There is no tuition for room and board. Out-of-state students are considered on a space available basis and are required to pay tuition.

In addition, pursuant to Section 22-80-102 (2), C.R.S., the CSDB is to "be a resource to school districts, state institutions, and other approved education programs." In this capacity, the CSDB is to provide the following services:

- Assessment and identification of educational needs;
- Special curricula;
- Equipment and materials;
- Supplemental related services;
- Special short-term programs;
- Program planning and staff development;
- Programs for parents, families, and the public; and
- Research and development to promote improved educational programs and services.

The CSDB reports an on-campus enrollment of 178 students (ages 3 to 21) in the 2021-22 school year, reflecting a significant increase from FY 2020-21, although the school is still below the 200 students enrolled in FY 2019-20. The on-campus enrollment included 110 deaf/hard of hearing students and 68 blind/low vision students. Of the 178 total students, an average of 53 resided at CSDB (returning home on weekends) and the remaining 125 students only attended classes during the day.

In addition to the on-campus enrollment, in FY 2021-22 the school provided in-home services to 628 children from birth to age 3 (and their families) through the early intervention (CO-Hears) program and 126 children from birth to age 8 through the Early Literacy Development Initiative (ELDI). The school also provided outreach services to 163 school-age students being served in local districts, supported in part by fees paid by the local school districts.

FY 2022-23 Appropriation: The FY 2022-23 appropriation for CSDB is \$18,018,131 total funds, including \$13,325,509 General Fund, and 177.2 FTE. The vast majority of those funds support academic costs and room and board for students attending on-campus program. The CSDB reported that its early intervention budget (CO-Hears and ELDI) is \$1,434,470, and off-campus outreach services have historically comprised less than \$2.0 million of total expenditures.

THE CSDB INDEPENDENT PROGRAM REVIEW AND REQUEST FOR INFORMATION #2

Five years ago, external stakeholders voiced a variety of concerns regarding CSDB operations and management to the Committee and to JBC Staff. Concerns included, among others:

- Low academic performance;

- Inadequate spoken language instruction for students suited to such instruction (particularly related to those using cochlear implants); and
- Inadequate statewide services for those functions the CSDB is expected to provide throughout the State, including outreach services to school districts and early intervention services.

Based on this, JBC Staff prepared a briefing issue as part of the FY 2018-19 budget briefing packet examining data on CSDB's performance.¹¹ JBC Staff highlighted data from the Department's Exceptional Student Services Unit that raised concerns.

JBC Staff also acknowledged that Staff did not have the expertise to appropriately evaluate CSDB's performance and urged greater involvement from the Department's Exceptional Student Services Unit.¹² As a result of the concerns, the JBC requested an Independent Program Review of CSDB student outcomes and operations.

The Department and the CSDB jointly commissioned the requested review. A Program Design Team was convened in December 2018 and a Program Review Team, composed of national and state experts in education of the deaf and the blind, special education, school finance, student assessment, and administration/governance, was convened in January 2018 and collected data from February to June 2019 including: classroom observations; focus groups with teachers; interviews with school staff, leadership, and advocacy groups; town-hall meetings; a survey of Colorado Directors of Special Education; a review of student performance records, analysis of CSDB's organization, budget, and staffing; a review of the most recent CDE supervision visit; and review of the accessibility of the CSDB website. A final report was issued August 2019.

August 2019 Report Findings: This report found that there had been multiple recommendations to improve the education for deaf/hard of hearing and blind/visually impaired students for almost 30 years that had not been acted upon. The report included recommendations for improving the various components of the program at the school, as well as services it provides for deaf/hard of hearing and blind/visually impaired students statewide.

Information Request: As part of the FY 2021-22 budget process, the JBC added a formal "request for information" (RFI) asking for CSDB's progress on implementing the recommendations of the 2019 Independent Program Review. The initial submission seemed to indicate limited progress, but CSDB provided extensive testimony during its budget hearing about the steps it was undertaking.

Since the time of the Independent Program Review, the CSDB leadership has changed twice. The superintendent who testified before the JBC in December 2021 has departed, and the school is now operating under an interim superintendent who has served in various roles at the school for many years.

¹¹ https://leg.colorado.gov/sites/default/files/fy2018-19_edubrf_0.pdf

¹² The Department does not have direct authority over CSDB because it is a "Type 1" agency. For an explanation of "Type 1" versus "Type 2" agencies, see . <https://legisource.net/2012/11/15/departments-agencies-boards-and-commissions-the-organization-of-the-executive-branch-of-state-government/>

The Department has had some engagement in recent years under provisions at Section 22-80-103 (1)(b), C.R.S. that authorize the Commissioner of Education or her designee to serve as an ex officio nonvoting member of the CSDB Board. The Director the Exceptional Student Services Unit is the designee.

An information was again included in the letter associated with the FY 2022-23 budget as RFI #2.

- 2 Department of Education; and Colorado School for the Deaf and the Blind – The Department of Education and the Colorado School for the Deaf and the Blind are requested to provide to the Joint Budget Committee, by September 1, 2022, detailed information concerning each entity’s implementation of the recommendations of the independent review panel for the Colorado School for the Deaf and Blind. The requested information should include both detail on the progress made to date and each entity’s plans going forward.

The CSDB submitted the report as requested. The response to RFI 2 addresses 91 recommendations in table format and comprises 39 pages. The full document can be accessed on the CSDB website: <https://csdb.colorado.gov/sites/csdb/files/documents/Independent%20Program%20Review%20Update%20August%202022.pdf>

Because of large number of recommendations and the scale of the report, staff has summarized the items in the Executive Summary – Immediate Improvement category and Executive Summary – Long-term Action and State-level Action and provided the total number of complete/in progress/not started recommendations in other categories.

	NUMBER COMPLETED	NUMBER IN PROGRESS	NUMBER NOT COMPLETED/NOT STARTED
Executive Summary- Immediate Improvement	3	9	0
Completed: New evaluation process for superintendent. Board of Trustees trained annually in Board Best Practices and legal requirements. Number of principal positions reduced from five to three, while new coaches were added for math and literacy.			
In Progress:			
<ul style="list-style-type: none"> CSDB should give additional attention to the operations and outcomes of the School for the Blind – in progress - Established a Blind Advisory Committee that established the following areas of focus: braille signage updated in School for the Blind; Blind Accessibility Training for all staff; Auditory description process developed and implemented; Revision addressing Student Learning Media Plans; Blind Advisory Committee & Deaf Advisory Committee collaborated to establish communication norms for campus. 			
<ul style="list-style-type: none"> CSDB should provide all students and their families served by CSDB access to the full range of communication methodologies – in progress – CSDB recently revised its policy to reflect a bi-lingual (ASL & English) approach to educating students. New bilingual toddler program established & new bilingual preschool program being piloted. 			
<ul style="list-style-type: none"> CSDB should engage in instructional program improvement activities, including recruitment and retention activities, use of accommodation and access strategies for students, data driven effective instruction, and increasing partnerships with parents and others – in progress – These were addressed within the new 2020-2025 strategic plan. New recruitment video developed. New emphasis on a multi-tiered systems of support program to emphasize data-driven effective instruction. New curriculum identified, adopted, and implemented. New communication and outreach activities, including multiple partnerships created, e.g., art studio developed based on partnership with foundation and US Olympic and ParaOlympic Museum. 			

<ul style="list-style-type: none"> CSDB Outreach staff and CDE specialists in deaf/blind education should meet to jointly clarify which services each agency is providing – in progress – There have been collaborative meetings focusing on development of a shared resource that outlines who to contact for various resources and services statewide; this will ultimately be shared publicly on CDE and CSDB websites.
<ul style="list-style-type: none"> CSDB leadership should work closely with Department staff to define and determine CSDB's early intervention program, in light of the new Department of Early Childhood – in progress – CSDB had representation during the transition and is engaged with the new department on early intervention evaluations for deaf/blind children.
<ul style="list-style-type: none"> Early intervention staff must ensure that family trainings and support offerings are available outside the Pikes Peak Region – in progress – During COVID all events went virtual, and this has continued for Shared Reading Project, Early Intervention Supports, and events. CSDB also partnered with District 51 in Grand Junction to host an event for families who are deaf/hard of hearing.
<ul style="list-style-type: none"> Early intervention staff should ensure that parents have access to a range of communication methodologies – in progress – Colorado Home Intervention Program will continue to support family choice and is working with Early Intervention Colorado to simplify the program for families.
<ul style="list-style-type: none"> CDE and the CDE should jointly conduct a statewide outreach needs assessment and use the findings to develop a plan to meet identified needs – in progress – Conversations between the Department and CSDB have begun as to how to survey various stakeholders to identify unmet needs.
<ul style="list-style-type: none"> There is a need for a single point/source for parents to access communication about resources and support – in progress – Discussions began 3 years ago between CSDB Outreach and CDE regarding a single-point website. Discussions stalled due to a change in outreach directors. Conversations resumed Spring of 2022. Agencies are collaborating to develop a shared resource that will ultimately be shared on CDE and CSDB websites.

	NUMBER COMPLETED	NUMBER IN PROGRESS	NUMBER NOT COMPLETED/ NOT STARTED
Executive Summary- Long-term Action and State-level Action	0	2	2
In Progress:			
<ul style="list-style-type: none"> CSDB should become nationally certified through the appropriate deaf and blind education national accreditation process – in progress – CSDB staff have attended related trainings and will begin the process in Fall 2022. Estimated to require 18-24 months. 			
<ul style="list-style-type: none"> CSDB should set an aspirational goal to become a collaborative partner with school districts, families and advocacy groups to help advance and develop services statewide – in progress – CSDB partners with more than 500 business and advocacy groups who provide resources for CSDB services. Outreach has agreements with 23 school districts to service approximately 135 school-age children. 			
Not Completed:			
<ul style="list-style-type: none"> CSDB Superintendent should form and develop separate deaf/hard of hearing and blind/visually impaired ongoing advisory councils comprised of a wide range of stakeholders – 			

not completed – CSDB has developed two internal advisory committees. The development of a Statewide Advisory Council with diverse representation is a priority for SY 2022-23.
<ul style="list-style-type: none"> Based on the results of the statewide needs assessment, Outreach staff and CDE personnel in collaboration with school districts should explore different service models. CSDB, in coordination with CDE, should develop partnerships with higher education to enable local district staff to become licensed/certified in areas of critical staff shortage – not complete – The statewide needs assessment has not yet been completed, which must occur before this step.

	OTHER RECOMMENDATIONS		
	NUMBER COMPLETED	NUMBER IN PROGRESS (OR RESOLUTION UNSPECIFIED)	NUMBER NOT COMPLETED/NOT STARTED
On-Campus Instruction for Deaf and Hard of Hearing Students	6	17	0
On-Campus Instruction for Blind and Visually Impaired Students	9	10	0
On-Campus Residential Programs	0	1	0
Employability Center	3	2	0
Student Academic Outcomes	2	4	1

SCHOOL FOR THE DEAF AND THE BLIND OUTCOMES COMPARISON DATA

The independent review of CSDB was initiated based in part on troubling data that compared the performance of students at CSDB with the performance of other deaf/hard of hearing and blind/visually impaired students who receive district-based educational services. Staff therefore requested that the Department provide an update to these figures. The data the Department was able to provide is from 2018 and 2019 and thus pre-pandemic and several years old. Despite this, staff believes that it may be helpful, particularly for new JBC members, to understand the data currently available for evaluating CSDB student outcomes. This may also provide a baseline for comparing progress over time, to the extent CSDB and the Department conclude that such comparisons are valid.

COMPARISON OF DEAF/HARD OF HEARING ASSESSMENT DATA 2019 CMAS ASSESSMENTS						
DISTRICT	PARTICIPATION (ENGLISH LANGUAGE ARTS)	SAMPLE (N)	ENGLISH LANGUAGE ARTS		MATHEMATICS	
			MEAN SCALE SCORE	MEDIAN GROWTH PERCENTILE	MEAN SCALE SCORE	MEDIAN GROWTH PERCENTILE
Adams 12 Five Star ¹	94.2%	49	732.0	58.0	722.3	54.5
Cherry Creek ¹	87.2%	33	735.4	50.0	726.9	38.5
Aurora ¹	100.0%	40	702.8	58.0	706.0	59.0
St Vrain Valley ¹	95.5%	21	737.5	38.0	732.2	49.0
Denver County ¹	89.5%	50	733.9	41.0	727.1	48.5
Douglas County	93.1%	27	735.1	62.5	732.2	56.5
El Paso - Academy	83.3%	20	749.7	69.0	740.2	53.0

COMPARISON OF DEAF/HARD OF HEARING ASSESSMENT DATA 2019 CMAS ASSESSMENTS						
DISTRICT	PARTICIPATION (ENGLISH LANGUAGE ARTS)	SAMPLE (N)	ENGLISH LANGUAGE ARTS		MATHEMATICS	
			MEAN SCALE SCORE	MEDIAN GROWTH PERCENTILE	MEAN SCALE SCORE	MEDIAN GROWTH PERCENTILE
Jefferson ¹	83.8%	57	723.5	64.0	713.6	41.5
Weld - Greeley	90.5%	19	701.8	47.0	695.8	44.0
CSDB (Deaf School)²	94.6%	33	681.8	17.5	687.4	41.0
Statewide (All) ³	91.8%	563	721.4	53.0	716.2	48.0

¹ In these districts, participation in math assessments differed slightly from participation in English Language Arts Assessments.

² At the CSDB School for the Deaf, 94.6 percent (33 students) participated in CMAS assessments for English Language Arts and 91.9 percent (32 students) participated in CMAS assessments for Mathematics in 2019.

³ Statewide, 91.8 percent of deaf/hard of hearing students (563 students) participated in CMAS assessments for English Language Arts and 92.1 percent of deaf/hard of hearing students (569 students) participated in CMAS assessments for Mathematics.

COMPARISON OF BLIND/VISUALLY IMPAIRED ASSESSMENT DATA 2018 CMAS ASSESSMENTS ¹				
DISTRICT	PARTICIPATION	SAMPLE (N)	ENGLISH LANGUAGE ARTS MEAN SCALE SCORE	MATHEMATICS MEAN SCALE SCORE
CSDB (Blind School)	100.0%	17	705.1	695.9
Statewide (All) ²	77.2%	112	732.7	722.7

¹ 2018 data is provided because fewer than 16 students took the exams at CSDB in 2019 and results were therefore suppressed.

² Statewide, 77.2 percent of blind/visually impaired students (112 students) participated in CMAS assessments for English Language Arts and 78.6 percent (114 students) participated in CMAS assessments for Mathematics.

Staff cannot verify that the populations (CSDB versus districts) are statistically comparable, and the sample size at CSDB is small. CSDB may be serving a population of students facing more challenges than the comparable populations in many local school districts.

However, with the caveats above, the data raise concerns. As shown in the tables, based on “mean scale scores” and “median growth percentiles” (two common and legally reportable samples for these data), CSDB ranks at or near the bottom among the applicable districts for hearing disabilities in 2018 and 2019 (only 2019 is shown) and for vision disabilities in 2018.¹³ Results reported for 2016 and 2017 were similarly poor. Staff notes that all of these data are based on the same statewide (CMAS) assessments.

CSDB’s preliminary performance ranking for 2022 is identified in the statewide accountability system as requiring an improvement plan (the second tier in the performance framework, below “performance” and above “priority improvement”).¹⁴ Because CSDB has a specialized mission, it is designated as an Alternative Education Campus. Thus, its School Performance Framework is comprised of both required state measures and optional measures. In 2019, before the accountability

¹³ The 2019 CSDB sample for the School for the Blind was too small to report (n<16)

¹⁴ <https://www.cde.state.co.us/accountability/performanceframeworkresults>

clock pause, CSDB was also rated in the State's accountability system as not meeting academic achievement standards and approaching (but not meeting) academic growth standards.¹⁵

JBC STAFF OBSERVATIONS

- The pandemic was extremely disruptive for CSDB, as it was for other schools, and the school is now on a second round of turnover in leadership. Driving school improvement is difficult under any circumstances, and recent disruptions have not made that easier.
- The new CSDB administration appears to be taking the recommendations of the Independent Program Review seriously. Staff appreciates the interim superintendent's efforts to progress through a long list of recommended changes.
- CSDB has thus far been reporting on its progress in implementing the Independent Program Review recommendations. Could the Department and CSDB also identify and track student outcomes measures for the CSDB that both entities believe fairly represent CSDB's performance? What is the best way to compare CSDB's performance to that of other institutions serving deaf/hard of hearing and blind/visually impaired students? CSDB receives substantial state resources per student, and staff would hope to see its students demonstrate excellent academic progress.
- The Independent Program Review included recommendations involving collaboration between the Department and CSDB to divide responsibilities for statewide activities. Progress in this area seems particularly slow. For example, the Independent Program Review recommended that CDE and CSDB should jointly conduct a statewide outreach needs assessment and use the findings to develop a plan to meet identified needs. It also recommended that CSDB Outreach staff and CDE specialists in deaf/blind education meet to jointly clarify which services each agency is providing. Ultimately, the State's focus should be on ensuring that statewide services for students who are deaf/hard of hearing and blind/visually impaired are high quality. Do CSDB or the Department believe changes are needed to clarify (or modify) the role of each entity in supporting services to deaf and blind students statewide? Should statutory changes be considered?

¹⁵ <https://csdb.colorado.gov/sites/csdb/files/documents/2020-21%20Annual%20report%20updated.pdf>

ONE-TIME FUNDING AUTHORIZED IN RECENT LEGISLATIVE SESSIONS

During the 2021 and 2022 legislative sessions, the General Assembly allocated significant one-time funding to the Department of Education. This included \$17.1 million originating as state General Fund and \$13.8 million originating as federal Coronavirus State Fiscal Recovery funds (ARPA funds) that were directed to specific programs.

SUMMARY

- During the 2021 and 2022 legislative sessions, the General Assembly allocated \$30,847,976 in one-time funds to the Department of Education for various targeted programs. This figure includes both General Fund and federal Coronavirus State Fiscal Recover funds (ARPA funds) but excludes General Fund amounts that were transferred to the State Public School Fund and State Education Fund for future use in school finance distributions.
- Some of the targeted programs that initially received funding in FY 2020-21 had not spent at the level anticipated by the end of FY 2021-22. This includes allocations to the B.E.S.T. program that can no longer be expended without further legislative action.

RECOMMENDATION

Staff recommends that the Committee seek updates from all departments during their budget hearings on the use of significant one-time allocations of federal and state funding. In this department, staff recommends that the Committee explore:

- How to address one-time funds allocated to the Building Excellent Schools Today (B.E.S.T.) program in 2021 for public school air quality improvements. Of the \$10.0 million General Fund appropriation, \$4.7 million had not been expended by the end of FY 2021-22 when the appropriation expired. *This balance is currently in the Public School Capital Construction Fund and cannot be used pending further legislative action.*
- The projected speed of expenditure for \$5.0 million in one-time ARPA funds appropriated for adult education and literacy in FY 2020-21. This appropriation included authority for indefinite roll-forward (presumably until the ARPA funds expire, with obligation by December 30, 2024 and expenditure by December 31, 2026). Less than \$207,000 had been expended by the end of FY 2021-22.

DISCUSSION

During the 2021 and 2022 legislative sessions, the General Assembly allocated \$30.8 million in one-time funding to for Department of Education programs through appropriations and transfers. For many programs, authority was provided to expend the funds through FY 2023-24 or beyond. To assist the Committee in tracking the use of these funds, the tables below show the sum of allocations

provided for FY 2020-21, FY 2021-22, and FY 2022-23 and expenditures through FY 2021-22 by the original source of the funds (General Fund and federal Coronavirus State Fiscal Recovery Funds).

ALLOCATION AND EXPENDITURE OF ONE-TIME GENERAL FUND

DEPARTMENT OF EDUCATION ONE-TIME GENERAL FUND			
BILL NUMBER AND SHORT TITLE	APPROPRIATION / TRANSFER OF FUNDS ¹	ACTUAL EXPENDITURE OF FUNDS THROUGH FY 2022	BRIEF DESCRIPTION OF PROGRAM AND ANTICIPATED USE OF THE FUNDS
S.B. 21-202 Pub Schl Air Quality	\$10,000,000	\$5,294,780	Transfers \$10.0 million from the General Fund for BEST school capital grants for air quality improvement grants. Amounts may be expended through FY 2021-22.
S.B. 21-268 Public School Finance, amended H.B. 22-1171 Education Supplemental	1,750,000	1,749,999	As amended, includes \$1,750,000 for the Career Development Success Program originating as General Fund.
H.B. 21-1104 Educator Licensure	2,922,976	1,117,747	Extends licensing period for professional educators from five to seven years. Backfills reduced fee revenue for FY 2021-22 and FY 2022-23 through one-time GF appropriation with roll-forward.
H.B. 22-1366 Improving Postsecondary Options	1,625,000	n/a	Funds grants to local education providers to provide information on financial aid and train counselors to assist students with financial aid forms. Grants are provided in FY 2022-23 to last 3 years. Also includes some related funding for maintaining financial literacy resources and teacher training.
S.B. 22-192 Credential Attainment	800,000	n/a	Appropriated to the Department for the Adult Education and Literacy Grant Program.
Total	\$17,097,976	\$8,162,526	

¹ In addition to the appropriations and transfers for specific programs shown above, bills transferred money to the State Education Fund and the State Public School Fund for future use. For example, S.B. 22-238 transferred \$200.0 million to the State Public School Fund for use in FY 2023-24 and FY 2024-25 related to the impact of changes in property tax assessments on school finance obligations, S.B. 21-208 transferred \$100.0 million from the General Fund to the State Education Fund, and the FY 2022-23 School Finance Act (H.B. 22-1390) included a transfer of \$300.0 million from the General Fund to the State Education Fund.

ALLOCATION AND EXPENDITURE OF ONE-TIME FEDERAL CORONAVIRUS STATE FISCAL RECOVERY FUNDS (ARPA FUNDS)

DEPARTMENT OF EDUCATION ONE-TIME FEDERAL ARPA FUNDS			
BILL NUMBER AND SHORT TITLE	APPROPRIATION / TRANSFER OF FUNDS	ACTUAL EXPENDITURE OF FUNDS THROUGH FY 2022	BRIEF DESCRIPTION OF PROGRAM AND ANTICIPATED USE OF THE FUNDS
H.B. 21-1264 Fund Workforce Dev. Increase Worker Skills	\$5,000,000	\$206,702	Includes the following appropriations: \$5,000,000 to the Dept. of Education for the Adult Education and Literacy Grant Program. Allows indefinite roll-forward
S.B. 21-268 Public School Finance, as amended by H.B. 22-1171 Education Supplemental	1,750,000	276,490	As amended, includes the following appropriations to the Dept. of Education: \$1,750,000 for the Concurrent Enrollment Expansion and Innovation Grant Program originating as federal funds. Funds may be expended through FY 2022-23.
H.B. 22-1243 School Security and School	2,000,000	n/a	Appropriates \$2,000,000 to the Dept of Education for the Behavioral Health Care Professional Matching Grant Program

DEPARTMENT OF EDUCATION ONE-TIME FEDERAL ARPA FUNDS			
BILL NUMBER AND SHORT TITLE	APPROPRIATION / TRANSFER OF FUNDS	ACTUAL EXPENDITURE OF FUNDS THROUGH FY 2022	BRIEF DESCRIPTION OF PROGRAM AND ANTICIPATED USE OF THE FUNDS
Behavioral Health Services Funding			
S.B. 22-147 Behavioral Healthcare Services for Children	5,000,000	n/a	Appropriates \$5,000,000 to the Dept. of Education for the Behavioral Health Care Professional Matching Grant Program.
Total	\$13,750,000	\$483,192	

IMPLEMENTATION UPDATES AND ITEMS OF NOTE

S.B. 22-202 PUBLIC SCHOOL AIR QUALITY: As reflected in the chart, only \$5.29 million of the \$10.0 million allotted to the B.E.S.T. program for public school air quality improvements was spent by the end of FY 2021-22. The bill transferred the \$10.0 million from the General Fund to the Public School Capital Construction Fund and provided spending authority for the funds through FY 2021-22 solely for the purpose of public school air quality improvement grants. Staff recommends that the Committee discuss with the program how to proceed, given school needs and the status of funding. It appears to Staff that legislation will be required to implement one of the following options: (1) transfer the remaining \$4.7 million back from the Public School Capital Construction Fund to the General Fund; or (2) authorize the use of the remaining funds for other Public School Capital Construction Fund projects. Given Legislative Council Staff's projected declines in Marijuana Tax Cash Funds (as well as Marijuana Excise Tax revenues), Option 2 could help backfill a portion of the revenue that may not be available for transfer to the Public School Capital Construction Fund in FY 2022-23 or FY 2023-24. Staff also encourages the Committee to ask the program to report on how the \$5.3 million that was expended was distributed and used by school districts.

S.B. 22-1366, S.B. 22-192, H.B. 22-1423, AND S.B. 22-147: Because these programs were first authorized in the 2022 legislative session, no funds had been expended by the end of FY 2021-22. However, staff notes that S.B. 22-192 added new one-time General Fund for adult education and literacy, although \$5.0 million in one-time ARPA funds for this purpose have thus far been spent at a slow rate.

DEPARTMENT OF EDUCATION BUDGET REORGANIZATION

JBC Staff and the Department have collaborated to develop a new budget structure for the Department of Education. If approved by the JBC, the FY 2023-24 Long Bill would be introduced in the new structure.

SUMMARY

- The logic behind the Department of Education's budget structure has become increasingly difficult to understand as the General Assembly has added and removed programs from the budget and the Department has reorganized internally over the years.
- Over the summer, JBC Staff embarked on a project in collaboration with Department staff to develop a new structure that aligns more closely with the Department's internal organization and assists legislators and legislative staff in understanding how individual programs fit within the department's broader statutory functions.
- The proposal described below is not a formal Department request but reflects a joint effort between JBC and Department staff. To reduce administrative complexity, line items are generally kept intact but are simply moved to new sections of the budget. To facilitate multi-year comparisons, the School Finance and Categorical Programs subdivisions, which include the majority of the funding for the Department, remain largely unchanged.
- If approved by the JBC during figure setting for the Department, the introduced Long Bill will be constructed using the new budget structure.

RECOMMENDATION

Staff recommends that as part of the figure setting process the Committee adopts a revised budget structure for the Department of Education that is described below. Staff has included the proposal in this briefing document so that the Department can address any Committee questions or concerns about the new structure as part of its budget hearing.

Staff anticipates that during figure setting the Committee will vote on budget line items using the FY 2022-23 budget structure and that it will also vote on whether to approve the proposed reorganization. If the Committee votes to approve the reorganization, the Long Bill will be introduced using the new structure.

DISCUSSION

In recent years, JBC members and JBC staff have found the budget structure for the Department of Education to be confusing.

- The current structure has very little relationship to the Department's internal management structure.
- While the logical structure of the budget likely made sense many years ago, the logic of the structure has eroded as the General Assembly has added and removed programs.
- Because the budget does not appear to follow a consistent logical structure and also is not aligned with the Department's management structure, JBC staff is rarely certain where funding for a new Department program should be placed or which Department division will be responsible for managing the program. The confusion can result in duplicated line items and additional administrative work for both the Department and JBC Staff. It can also make it difficult to know which subject matter experts to contact about how a program is progressing. Problems include the following:
 - Two subdivisions in the division for Grant Programs, Distributions, and Other Assistance are difficult to differentiate. One subdivision is entitled "Professional Development and Instructional Support". Another subdivision is entitled "Other Assistance". It is often unclear whether new programs created by the General Assembly fit better in one subdivision or the other, particularly since these subdivisions do not parallel management groups. JBC Staff has frequently entered data in one subdivision only to find that the Department has recorded it in another. The result can be a confusing duplicate line item that drives workload.
 - Line items for administrators are often—but not consistently--separated into a separate division from the programs that they administer. For example, the Educator Effectiveness Unit administration is in an "Assessments and Data Analyses" subdivision of the Management and Administration division, but Department staff budgeted in this line item are responsible for overseeing some of the programs in the Grant Programs, Distributions, and Other Assistance division.
 - JBC Staff believes the current misalignment between line items and the Department's management structure can also be a challenge for Department budget staff. These staff must determine how portions of multiple line items are re-arranged to support the Department's current administrative structure and assignments.

Because of these challenges, JBC Staff asked the Department to develop a proposal for a new structure and then provided feedback on the Department's proposal. The current proposal, included on the next page, is the product of these discussions. Staff appreciates the Department's collaboration. A few notes about the proposal:

- The first table below shows the new structure of divisions and subdivisions. Currently, the Department has four divisions. Under the new structure, it would have ten divisions.
- Much of the current "nesting" of subdivisions and sub-subdivisions within divisions would be eliminated. Instead, some of the current subdivisions would become stand-alone divisions.
 - For example, the Assessments subdivision and the Charter School Institute subdivision would become separate divisions.
 - Similarly, the Grant Programs, Distributions, and Other Assistance subdivision of Assistance to Public Schools would be eliminated. Some of the sub-subdivisions under it

would remain nested under School District Operations (along with School Finance and Categorical Programs). Other components would be allocated among entirely new divisions: Educator Talent, Student Learning, School Quality and Support, and Student Pathways.

- With few exceptions, existing line items are kept intact but have been placed in a new division or subdivision.
- The choice of division and subdivision is based on which section of the department is responsible for the *majority* of funding in the line item. As a result, dollar amounts in a given division or subdivision will not align perfectly with who is responsible for the given funds. For example, a line item for a program may include some funding that is directed to provide information technology support and is overseen by the Department's information technology section. While it might make sense to divide or combine some existing line items (e.g., separating out information technology costs), such changes add tremendous administrative complexity. JBC Staff and the Department agreed that except where the structure of a current line item creates an administrative problem or confusion for the Department, line items will be kept intact for the moment.
- To support historical comparisons—and because these divisions do not present the same problems as some others—the School Finance and Categorical Programs subdivisions are largely unchanged. This is also true for Library Programs and the Colorado School for the Deaf and the Blind.
- One change embedded in the proposal, which will not be evident from the Committee's perspective, is that Long Bill letter notes in the new structure will be reflected at the subdivision level, bringing the structure of notations for this department in line with the structure used in other departments.
- The attached tables, based on the FY 2022-23 Long Bill, generally represent the final proposal, but there may be some additional adjustments to the location of line items included in the staff figure setting proposal for FY 2023-24. For example, staff remains in discussion with the Department about the best structure for reflecting indirect cost collections and the appropriate location for a BOCES line item.

The first table below compares the division and subdivision of the FY 2022-23 Long Bill with the proposed structure for the FY 2023-24 Long Bill. The second table shows the FY 2022-23 Long Bill by line item and total funds (with adjustments for new line items) **if** it had been organized using the preliminary new structure. To see the Long Bill as adopted for FY 2022-23, go to: https://leg.colorado.gov/sites/default/files/documents/2022A/bills/2022a_edu_act.pdf

**PROPOSED DEPARTMENT OF EDUCATION BUDGET REORGANIZATION
OLD VERSUS NEW DIVISIONS AND SUBDIVISIONS**

CURRENT DIVISION AND SUBDIVISION STRUCTURE			PROPOSED DIVISION AND SUBDIVISION STRUCTURE		
DIVISION	SUBDIVISION	SUB-SUBDIVISION	DIVISION	SUBDIVISION	SUB-SUBDIVISION
(1) Management and Administration			(1) Management and Administration		
	Administration & Centrally Appropriated			Administration & Centrally Appropriated	
	Information Technology			Information Technology	
				Indirect Cost Assessment	
	Statewide Assessment Program		(2) Statewide Assessment Program		
	State Charter School Institute		(3) School District Operations		
	Indirect Cost Assessment			Public School Finance	
(2) Assistance to Public Schools				Categorical Programs	
	Public School Finance				District Programs Required by Statute
	Categorical Programs				Other Categorical Programs
		District Programs Required by Statute			
		Other Categorical Programs		Federal and Other Direct Support	
	Grant Programs, Distributions, and Other Assistance			Nutrition	
				Capital Construction	
	Health and Nutrition		(4) Educator Talent		
	Capital Construction		(5) Student Learning		
	Reading and Literacy			Learning Supports, Intervention, and Planning	
		Professional Development and Instructional Support			
		Facility Schools		Early Literacy	
		Other Assistance		Facility Schools	
	Indirect Cost Assessment		(6) School Quality and Support		
(3) Library Programs				Accountability and Transformation	
(4) Colorado School for the Deaf and the Blind				Schools of Choice	
			(7) Student Pathways		
				Health and Wellness	
				Dropout Prevention and Student Reengagement	
				Career Readiness	
			(8) Library Programs		
			(9) Colorado School for the Deaf and the Blind		
			(10) State Charter School Institute		

**FY 2022-23 DEPARTMENT OF EDUCATION LONG BILL IF REORGANIZED UNDER NEW PROPOSAL
(PRELIMINARY)***

DIVISION	SUBDIVISION	LINE ITEM	TOTAL FUNDS
(1) Administration	Administration &	Centrally Appropriated	
		State Board of Education	\$407,393
		General Department and Program Administration	5,254,789
		Health Life Dental	7,007,103
		Short Term Disability	74,610
		Paid Family Medical Leave	106,042
		AED	2,357,723
		SAED	2,357,723
		Salary Survey	1,563,472
		PERA Direct Distribution	534,604
		Temporary Employees Related to Authorized Leave	29,961
		Workers' Compensation	235,883
		Legal Services	1,019,771
		Administrative law Judge	140,578
		Payment to Risk Management and Property Funds	996,352
		Leased Space	1,270,993
		Capitol Complex Lease Space	880,504
		Reprinting and Distributing Laws Concerning	35,480
		Interstate Compact on Educational Opportunity for	21,298
		BOCES Funding per Section 22-5-122, C.R.S.	3,320,784
		CORE Operations	245,466
	Information Technology Services Sub		
		Information Technology Services	5,068,159
		Payments to OIT	747,813
		IT Asset Maintenance	969,147
		Disaster Recovery	19,722
	Indirect Cost Assessment		744,679
(2) Assessments		Statewide Assessment Program	31,950,569
(3) School District Operations			
	School Finance	Administration	1,933,064
		Financial Transparency System Maintenance	88,120
		School Finance Audit Payments	1,000,000
		State Share of Districts' Total Program	4,881,478,895
		District Per Pupil Reimbursements for Juveniles Held in	10,000
		At-risk Supplemental Aid	4,844,358
		At-risk Per Pupil Additional Funding	5,000,000
		Additional Funding for Rural Districts and Institute	35,000,000
		Contingency Reserve Fund	1,000,000
	Categorical	Special Education Programs for Children with	376,916,223
		English Language Proficiency Program	36,532,149
		Public School Transportation	63,221,962
		Transfer to Dept of Higher Education for Distribute of	28,244,361
		Special Ed Programs for Gifted and Talented Children	12,994,942
		Expelled and At-risk Student Services Grant Program	9,493,560
		Small Attendance Center Aid	1,314,250
		Comprehensive Health Education	1,131,396
	Federal and Other	Direct Support	
		Appropriated Sponsored Programs	694,978,846
	Nutrition		
		Federal Nutrition Programs	156,726,079
		State Match for School Lunch Program	2,472,644
		Child Nutrition School Lunch Protection Program	2,578,105
		Start Smart Nutrition Program	1,150,000

**FY 2022-23 DEPARTMENT OF EDUCATION LONG BILL IF REORGANIZED UNDER NEW PROPOSAL
(PRELIMINARY)***

DIVISION	SUBDIVISION	LINE ITEM	TOTAL FUNDS
		Local School Food Purchasing Programs	675,255
	Public School Capital Construction (BEST)		
		Division of Public School Capital Construction	1,595,001
		Public School Capital Construction Assistance Board -	125,000,000
		Public School Capital Construction Assistance Board -	110,000,000
		Financial Assistance Priority Assessment	150,000
		State Aid for Charter School Facilities	41,918,403
(4) Educator Talent			
		Office of Professional Services	2,598,659
		Educator Effectiveness Unit Administration	3,272,089
		Quality Teacher Recruitment Program	3,000,000
		Educator Recruitment and Retention Program -	5,000,000
(5) Student Learning			
	Learning Supports, Intervention, and Planning Sub-division		
		Preschool to Postsecondary Education Alignment	678,764
		Computer Science Education Grants	805,681
		Colorado High-impact Tutoring Program	4,980,098
		Content Specialists	546,536
		School Bullying Prevention and Education Cash Fund	2,000,000
		English Language Learners Technical Assistance	413,198
		Working Group for Identification of and Educational	40,616
		Parents Encouraging Parents Conferences	68,000
		Early Childhood Program Transition	98,787
		Restraint Complaint 22-1376*	166,669
		School Climate 22-1376*	98,336
	Early Literacy	Early Literacy Program Administration and Technical	1,764,695
		Early Literacy Competitive Grant Program	7,500,000
		Early Literacy Program Evidence Based Training	2,702,557
		Early Literacy Program External Evaluation	750,000
		Early Literacy Program Public Information Campaign	501,607
		Early Literacy Program Per Pupil Intervention Funding	26,261,551
		Early Literacy Assessment Tool Program	2,997,072
	Facility Schools	Facility Schools Unit and Facility Schools Board	341,558
		Facility School Funding	12,231,075
(6) School Quality and Support			
	Accountability and Transformation		
		Longitudinal Analyses of Student Assessment Results	1,240,220
		Accountability and Improvement Planning	1,801,768
		Local Accountability System Grant Program	493,907
		School Transformation Grant Program	6,450,371
		Educator Perception	25,000
	Schools of Choice		
		Schools of Choice	10,668,326
		Supplemental Online Education Services	1,220,000
		Division of Online Learning	388,608
(7) Student Pathways			
	Health and Wellness		
		S.B. 97-101 Public School Health Services	182,686
		Behavioral Health Care Professional Matching Grant	14,959,590
		Mental Health Education Resource Bank and Technical	46,709
		K-5 Social and Emotional Health Pilot Program	2,500,000
		Menstrual Hygiene Product Accessibility Grant Program	100,000
	Office of Dropout Prevention and Student Reengagement		
		Dropout Prevention	2,009,771

**FY 2022-23 DEPARTMENT OF EDUCATION LONG BILL IF REORGANIZED UNDER NEW PROPOSAL
(PRELIMINARY)***

DIVISION	SUBDIVISION	LINE ITEM	TOTAL FUNDS
		Adult Education and Literacy Grant Program	973,273
		Ninth Grade Success Grant Program	800,000
		Foster Care 22-1374	100,677
		Educational Stability Grant	1,032,484
	Career Readiness		
		Career Development Success Program	4,520,000
		College and Career Readiness	232,731
		Concurrent Enrollment Expansion and Innovation	1,476,896
		Accelerated College Opportunity Exam Fee Grant	562,238
		School Counselor Corps Grant Program	12,260,970
		Fourth-year Innovation Pilot Program - Distributions to	68,208
		High School Innovative Learning Pilot Program	349,039
		John W. Buckner Automatic Enrollment in Advanced	250,000
		Basic Skills Placement or Assessment Tests	50,000
	Indirect Cost Assessment		3,837,060
(8) State Library - No Changes			-
		Administration	1,203,168
		Federal Library Funding	3,293,558
		Colorado Library Consortium	1,000,000
		Colorado Virtual Library	379,796
		Colorado Talking Book Library	346,146
		Reading Services for the Blind	660,000
		State Grants to Publicly-Supported Libraries Program	3,001,519
		Colorado Imagination Library Program	907,140
		Indirect Cost Assessment	55,327
(9) CO School for Deaf & Blind - No Changes			
		Personal Services	
		Early Intervention Services	
		Shift Differential	
		Operating Expenses	
		Vehicle Lease Payments	
		Utilities	
		Allocation of State and Federal Categorical Program	
		Medicaid Reimbursements for Public School Health	
		Subtotal	15,698,131
		Fees and Conferences	
		Outreach Services	
		Tuition from Out-of-state Students	
		Grants	
		Subtotal	2,320,000
(10) Charter School Institute			
		State Charter School Institute Administration,	5,000,000
		Institute Charter School Assistance Fund	1,800,000
		Other Transfers to Institute Charter Schools	21,500,000
		Transfer of Federal Money to Institute Charter Schools	17,400,000
		CSI Mill Levy Equalization	32,209,923
		Implementation of Section 22-30.5-501	242,508
Total*			\$6,919,243,527

*Some additional adjustments to line item locations are possible. Figures are based on the FY 2022-23 Long Bill, with adjustments to add select new line items that were added in other 2022 session legislation

APPENDIX A NUMBERS PAGES (DIGITAL ONLY)

Appendix A details actual expenditures for the last two fiscal years, the appropriation for the current fiscal year, and the requested appropriation for next fiscal year. This information is listed by line item and fund source. *Appendix A is only available in the online version of this document.*

Appendix A: Numbers Pages

	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
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DEPARTMENT OF EDUCATION Dr. Katy Anthes, Commissioner

(1) MANAGEMENT AND ADMINISTRATION

cator Licensure Cash Fund. The major sources of reappropriated funds are indirect cost recoveries and transfers of funds from various cash- and federally-funded line items. Federal funds are from a variety of sources.

(A) Administration and Centrally-Appropriated Line Items

State Board of Education	<u>351,007</u>	<u>317,268</u>	<u>407,393</u>	<u>425,560</u>	
FTE	2.0	2.0	2.5	2.5	
General Fund	351,007	317,268	407,393	425,560	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
General Department and Program Administration	<u>4,119,659</u>	<u>4,594,350</u>	<u>5,254,789</u>	<u>6,225,995</u>	*
FTE	34.6	34.6	40.3	42.6	
General Fund	1,546,458	1,540,667	1,947,036	2,687,401	
Cash Funds	76,854	132,964	186,491	186,807	
Reappropriated Funds	2,496,347	2,920,719	3,121,262	3,351,787	
Federal Funds	0	0	0	0	
Office of Professional Services	<u>2,481,426</u>	<u>2,385,266</u>	<u>3,288,396</u>	<u>3,417,530</u>	
FTE	21.2	21.2	24.8	26.2	
General Fund	0	1,117,747	689,737	770,901	
Cash Funds	2,481,426	1,267,519	2,598,659	2,646,629	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

*Includes a decision item.

Appendix A: Numbers Pages

	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Division of On-line Learning	<u>273,483</u>	<u>312,040</u>	<u>388,608</u>	<u>526,161</u>	*
FTE	3.3	3.3	3.3	4.7	
General Fund	0	0	0	50,332	
Cash Funds	273,483	312,040	388,608	475,829	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Schools of Choice	<u>255,750</u>	<u>296,450</u>	<u>10,668,326</u>	<u>10,671,909</u>	
FTE	6.8	6.8	6.8	6.8	
General Fund	255,750	296,450	341,826	345,409	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	10,326,500	10,326,500	
Health, Life, and Dental	<u>2,538,115</u>	<u>3,490,807</u>	<u>7,007,103</u>	<u>8,539,772</u>	*
General Fund	1,631,741	2,744,061	2,627,473	3,520,341	
Cash Funds	548,549	323,422	952,717	1,316,926	
Reappropriated Funds	357,825	423,324	776,887	917,105	
Federal Funds	0	0	2,650,026	2,785,400	
Short-term Disability	<u>38,084</u>	<u>22,173</u>	<u>74,610</u>	<u>83,601</u>	*
General Fund	25,248	16,000	26,110	31,428	
Cash Funds	7,767	2,389	9,254	12,811	
Reappropriated Funds	5,069	3,784	8,702	9,465	
Federal Funds	0	0	30,544	29,897	

Appendix A: Numbers Pages

	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
S.B. 04-257 Amortization Equalization Disbursement	<u>1,103,070</u>	<u>871,284</u>	<u>2,357,723</u>	<u>2,800,988</u>	*
General Fund	742,094	652,444	829,320	1,055,259	
Cash Funds	211,406	100,354	291,609	428,273	
Reappropriated Funds	149,570	118,486	274,225	316,645	
Federal Funds	0	0	962,569	1,000,811	
S.B. 06-235 Supplemental Amortization Equalization Disbursement	<u>1,103,070</u>	<u>901,284</u>	<u>2,357,723</u>	<u>2,800,988</u>	*
General Fund	742,094	652,444	829,320	1,055,259	
Cash Funds	211,406	100,354	291,609	428,273	
Reappropriated Funds	149,570	148,486	274,225	316,645	
Federal Funds	0	0	962,569	1,000,811	
Salary Survey	<u>0</u>	<u>566,802</u>	<u>1,563,472</u>	<u>3,069,785</u>	
General Fund	0	437,455	556,834	1,202,376	
Cash Funds	0	51,791	215,041	452,059	
Reappropriated Funds	0	77,556	156,919	338,105	
Federal Funds	0	0	634,678	1,077,245	
PERA Direct Distribution	<u>0</u>	<u>1,258,290</u>	<u>534,604</u>	<u>192,768</u>	
General Fund	0	693,304	0	142,198	
Cash Funds	0	195,597	148,880	28,980	
Reappropriated Funds	0	369,389	385,724	21,590	
Federal Funds	0	0	0	0	
Temporary Employees Related to Authorized Leave	<u>0</u>	<u>0</u>	<u>29,961</u>	<u>29,961</u>	
General Fund	0	0	29,961	29,961	

Appendix A: Numbers Pages

	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Workers' Compensation	<u>208,993</u>	<u>82,589</u>	<u>235,883</u>	<u>226,383</u>	
General Fund	146,154	74,846	113,333	108,769	
Cash Funds	42,266	0	30,782	29,542	
Reappropriated Funds	20,573	7,743	7,971	7,650	
Federal Funds	0	0	83,797	80,422	
Title IX Regulation Study	<u>0</u>	<u>0</u>	<u>57,850</u>	<u>0</u>	
General Fund	0	0	57,850	0	
Legal Services	<u>1,175,178</u>	<u>1,193,264</u>	<u>1,039,485</u>	<u>1,404,945</u>	
General Fund	679,305	696,266	608,285	810,878	
Cash Funds	465,720	466,777	404,980	557,944	
Reappropriated Funds	30,153	30,221	26,220	36,123	
Federal Funds	0	0	0	0	
Administrative Law Judge Services	<u>141,413</u>	<u>146,388</u>	<u>140,578</u>	<u>206,454</u>	
General Fund	0	0	0	0	
Cash Funds	117,005	121,121	140,578	206,454	
Reappropriated Funds	24,408	25,267	0	0	
Federal Funds	0	0	0	0	
Payment to Risk Management and Property Funds	<u>416,600</u>	<u>730,631</u>	<u>996,352</u>	<u>736,949</u>	
General Fund	416,600	730,631	996,352	736,949	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

Appendix A: Numbers Pages

	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Leased Space	<u>276,823</u>	<u>54,947</u>	<u>1,270,993</u>	<u>1,270,993</u>	
General Fund	87,218	17,866	90,758	90,758	
Cash Funds	188,478	19,299	297,775	297,775	
Reappropriated Funds	1,127	17,782	23,406	23,406	
Federal Funds	0	0	859,054	859,054	
Capitol Complex Leased Space	<u>363,513</u>	<u>174,702</u>	<u>880,504</u>	<u>1,164,093</u>	*
General Fund	224,148	87,348	349,780	358,736	
Cash Funds	66,703	19,623	105,483	222,965	
Reappropriated Funds	72,662	67,731	85,629	114,653	
Federal Funds	0	0	339,612	467,739	
Reprinting and Distributing Laws Concerning Education	<u>25,000</u>	<u>27,849</u>	<u>35,480</u>	<u>35,480</u>	
General Fund	0	0	0	0	
Cash Funds	25,000	27,849	35,480	35,480	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
SUBTOTAL - (A) Administration and Centrally-					
Appropriated Line Items	14,871,184	17,426,384	38,589,833	43,830,315	13.6%
<i>FTE</i>	<u>67.9</u>	<u>67.9</u>	<u>77.7</u>	<u>82.8</u>	6.6%
General Fund	6,847,817	10,074,797	10,501,368	13,422,515	27.8%
Cash Funds	4,716,063	3,141,099	6,097,946	7,326,747	20.2%
Reappropriated Funds	3,307,304	4,210,488	5,141,170	5,453,174	6.1%
Federal Funds	0	0	16,849,349	17,627,879	4.6%

Appendix A: Numbers Pages

	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
(B) Information Technology					
Information Technology Services	<u>3,498,118</u>	<u>4,561,455</u>	<u>5,664,534</u>	<u>5,523,388</u>	*
FTE	30.9	30.9	35.4	35.9	
General Fund	3,389,610	4,461,031	5,130,505	4,987,664	
Cash Funds	0	0	0	0	
Reappropriated Funds	108,508	100,424	534,029	535,724	
Federal Funds	0	0	0	0	
Payments to OIT	<u>1,228,473</u>	<u>964,619</u>	<u>747,813</u>	<u>1,370,989</u>	*
General Fund	528,980	566,379	422,766	775,071	
Cash Funds	182,920	150,733	148,643	272,511	
Reappropriated Funds	516,573	247,507	176,404	323,407	
Federal Funds	0	0	0	0	
CORE Operations	<u>327,125</u>	<u>240,722</u>	<u>245,466</u>	<u>233,627</u>	*
General Fund	126,702	120,350	122,722	116,804	
Cash Funds	126,731	93,258	95,096	89,431	
Reappropriated Funds	73,692	27,114	27,648	27,392	
Federal Funds	0	0	0	0	
Information Technology Asset Maintenance	<u>959,568</u>	<u>950,967</u>	<u>969,147</u>	<u>969,147</u>	
General Fund	959,568	950,967	969,147	969,147	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

Appendix A: Numbers Pages

	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Disaster Recovery	<u>0</u>	<u>18,925</u>	<u>19,722</u>	<u>19,722</u>	
General Fund	0	18,925	19,722	19,722	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
SUBTOTAL - (B) Information Technology	6,013,284	6,736,688	7,646,682	8,116,873	6.1%
FTE	<u>30.9</u>	<u>30.9</u>	<u>35.4</u>	<u>35.9</u>	1.4%
General Fund	5,004,860	6,117,652	6,664,862	6,868,408	3.1%
Cash Funds	309,651	243,991	243,739	361,942	48.5%
Reappropriated Funds	698,773	375,045	738,081	886,523	20.1%
Federal Funds	0	0	0	0	0.0%

(C) Assessments and Data Analyses

Statewide Assessment Program	<u>25,058,349</u>	<u>27,618,948</u>	<u>31,950,569</u>	<u>32,004,049</u>	
FTE	16.5	16.5	16.5	16.5	
General Fund	0	0	0	0	
Cash Funds	21,773,372	22,063,041	24,672,725	24,679,577	
Reappropriated Funds	0	0	0	0	
Federal Funds	3,284,977	5,555,907	7,277,844	7,324,472	
Longitudinal Analyses of Student Assessment Results	<u>700,430</u>	<u>660,607</u>	<u>1,240,220</u>	<u>938,109</u>	
FTE	4.1	4.1	5.9	5.6	
General Fund	461,857	450,591	942,220	640,109	
Cash Funds	238,573	210,016	298,000	298,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Basic Skills Placement or Assessment Tests	<u>0</u>	<u>0</u>	<u>50,000</u>	<u>50,000</u>	
General Fund	0	0	0	0	
Cash Funds	0	0	50,000	50,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Preschool to Postsecondary Education Alignment	<u>650,174</u>	<u>632,533</u>	<u>678,764</u>	<u>700,238</u>	
FTE	4.0	4.0	4.0	4.0	
General Fund	15,708	17,431	37,309	37,584	
Cash Funds	634,466	615,102	641,455	662,654	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Educator Effectiveness Unit Administration	<u>1,731,690</u>	<u>2,693,294</u>	<u>3,636,413</u>	<u>3,459,032</u>	
FTE	16.6	16.6	18.2	18.2	
General Fund	1,623,380	2,568,363	3,507,016	3,325,145	
Cash Funds	108,310	124,931	129,397	133,887	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Accountability and Improvement Planning	<u>966,026</u>	<u>1,101,922</u>	<u>1,801,768</u>	<u>1,985,082</u> *	
FTE	12.4	11.4	11.4	11.4	
General Fund	966,026	1,101,922	1,251,436	1,434,750	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	550,332	550,332	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
SUBTOTAL - (C) Assessments and Data Analyses	29,106,669	32,707,304	39,357,734	39,136,510	(0.6%)
<i>FTE</i>	<u>53.6</u>	<u>52.6</u>	<u>56.0</u>	<u>55.7</u>	<u>(0.5%)</u>
General Fund	3,066,971	4,138,307	5,737,981	5,437,588	(5.2%)
Cash Funds	22,754,721	23,013,090	25,791,577	25,824,118	0.1%
Reappropriated Funds	0	0	0	0	0.0%
Federal Funds	3,284,977	5,555,907	7,828,176	7,874,804	0.6%

(D) State Charter School Institute

State Charter School Institute Administration, Oversight,
and Management

	<u>4,894,121</u>	<u>5,287,870</u>	<u>5,000,000</u>	<u>5,000,000</u>
FTE	11.7	11.7	11.7	11.7
General Fund	0	0	0	0
Cash Funds	1,394,121	1,787,870	0	0
Reappropriated Funds	3,500,000	3,500,000	5,000,000	5,000,000
 Institute Charter School Assistance Fund	 <u>1,822,873</u>	 <u>1,726,924</u>	 <u>1,800,000</u>	 <u>1,800,000</u>
General Fund	0	0	0	0
Cash Funds	1,822,873	1,726,924	1,800,000	1,800,000
Reappropriated Funds	0	0	0	0
Federal Funds	0	0	0	0
 Other Transfers to Institute Charter Schools	 <u>19,212,835</u>	 <u>29,451,982</u>	 <u>21,500,000</u>	 <u>21,500,000</u>
FTE	0.0	0.0	0.0	0.0
General Fund	0	0	0	0
Cash Funds	10,212,835	20,451,982	0	0
Reappropriated Funds	9,000,000	9,000,000	21,500,000	21,500,000
Federal Funds	0	0	0	0

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Transfer of Federal Moneys to Institute Charter Schools	<u>17,606,831</u>	<u>27,174,290</u>	<u>17,400,000</u>	<u>17,400,000</u>	
FTE	4.5	4.5	4.5	4.5	
General Fund	0	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	17,400,000	17,400,000	
Federal Funds	17,606,831	27,174,290	0	0	
Department Implementation of Section 22-30.5-501 et seq., C.R.S.	<u>185,587</u>	<u>184,486</u>	<u>242,508</u>	<u>243,362</u>	
FTE	1.6	1.6	1.6	1.6	
General Fund	0	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	185,587	184,486	242,508	243,362	
Federal Funds	0	0	0	0	
Distribution to Institute Charter Schools pursuant to Section 22-30.5-513 (11), C.R.S.	<u>0</u>	<u>0</u>	<u>375,000</u>	<u>375,000</u>	
General Fund	0	0	375,000	375,000	
CSI Mill Levy Equalization	<u>11,200,000</u>	<u>18,000,000</u>	<u>34,209,923</u>	<u>46,209,923</u> *	
General Fund	5,600,000	9,000,000	17,000,000	23,000,000	
Cash Funds	0	0	209,923	209,923	
Reappropriated Funds	5,600,000	9,000,000	17,000,000	23,000,000	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
SUBTOTAL - (D) State Charter School Institute	54,922,247	81,825,552	80,527,431	92,528,285	14.9%
<i>FTE</i>	<u>17.8</u>	<u>17.8</u>	<u>17.8</u>	<u>17.8</u>	0.0%
General Fund	5,600,000	9,000,000	17,375,000	23,375,000	34.5%
Cash Funds	13,429,829	23,966,776	2,009,923	2,009,923	0.0%
Reappropriated Funds	18,285,587	21,684,486	61,142,508	67,143,362	9.8%
Federal Funds	17,606,831	27,174,290	0	0	0.0%
(E) Indirect Cost Assessment					
Indirect Cost Assessment	<u>0</u>	<u>0</u>	<u>744,679</u>	<u>735,324</u>	
Cash Funds	0	0	375,814	385,792	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	368,865	349,532	
SUBTOTAL - (E) Indirect Cost Assessment	0	0	744,679	735,324	(1.3%)
<i>FTE</i>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	0.0%
Cash Funds	0	0	375,814	385,792	2.7%
Reappropriated Funds	0	0	0	0	0.0%
Federal Funds	0	0	368,865	349,532	(5.2%)
TOTAL - (I) Management and Administration	104,913,384	138,695,928	166,866,359	184,347,307	10.5%
<i>FTE</i>	<u>170.2</u>	<u>169.2</u>	<u>186.9</u>	<u>192.2</u>	2.8%
General Fund	20,519,648	29,330,756	40,279,211	49,103,511	21.9%
Cash Funds	41,210,264	50,364,956	34,518,999	35,908,522	4.0%
Reappropriated Funds	22,291,664	26,270,019	67,021,759	73,483,059	9.6%
Federal Funds	20,891,808	32,730,197	25,046,390	25,852,215	3.2%

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
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(2) ASSISTANCE TO PUBLIC SCHOOLS

This section provides funding that is distributed to public schools and school districts, as well as funding for Department staff who administer this funding or who provide direct support to schools and school districts.

(A) Public School Finance

Administration	<u>1,865,358</u>	<u>1,867,742</u>	<u>2,009,299</u>	<u>1,741,993</u> *
FTE	17.4	17.4	18.0	14.3
General Fund	0	1,775,457	1,918,959	1,643,801
Cash Funds	79,384	92,285	90,340	98,192
Reappropriated Funds	1,785,974	0	0	0
Financial Transparency System Maintenance	<u>412,000 1.0</u>	<u>76,208 1.0</u>	<u>88,120 1.0</u>	<u>89,172 1.0</u>
Cash Funds	412,000	76,208	88,120	89,172
State Share of Districts' Total Program Funding	<u>4,224,698,017</u>	<u>4,800,405,259</u>	<u>5,066,437,988</u>	<u>5,540,663,499</u> *
General Fund	3,752,935,919	4,040,848,829	3,149,739,322	3,300,475,017
General Fund Exempt	0	0	1,088,947,539	1,088,947,539
Cash Funds	471,762,098	759,556,430	827,751,127	1,151,240,943
School Finance Audit Payments	<u>2,195,726</u>	<u>517,486</u>	<u>1,000,000</u>	<u>1,000,000</u>
Cash Funds	2,195,726	517,486	1,000,000	1,000,000
At-risk Per Pupil Additional Funding	<u>4,999,999</u>	<u>5,000,000</u>	<u>5,000,000</u>	<u>5,000,000</u>
Cash Funds	4,999,999	5,000,000	5,000,000	5,000,000
At-risk Supplemental Aid	<u>4,453,645</u>	<u>0</u>	<u>4,844,358</u>	<u>4,844,358</u>
Cash Funds	4,453,645	0	4,844,358	4,844,358

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
District Per Pupil Reimbursements for Juveniles Held in Jail	<u>0</u>	<u>0</u>	<u>10,000</u>	<u>10,000</u>	
Cash Funds	0	0	10,000	10,000	
Additional Funding for Rural Districts and Institute					
Charter Schools	<u>24,979,636</u>	<u>0</u>	<u>35,000,000</u>	<u>35,000,000</u>	
Cash Funds	24,979,636	0	35,000,000	35,000,000	
Mill Levy Override Matching Pursuant to Sec. 22-54-107.9, C.R.S.	<u>0</u>	<u>0</u>	<u>10,000,000</u>	<u>10,000,000</u>	
Cash Funds	0	0	10,000,000	10,000,000	
Additional At-risk Funding for FY 2021-22 (Sec. 22-54-144, C.R.S.)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Cash Funds	0	0	0	0	
Additional Funding Pursuant to Sec. 22-54-143 (3)(a), C.R.S.	<u>14,710,777</u>	<u>0</u>	<u>0</u>	<u>0</u>	
General Fund	14,710,777	0	0	0	
Additional Funding Pursuant to Sec. 22-54-143 (3)(b), C.R.S.	<u>4,578,464</u>	<u>0</u>	<u>0</u>	<u>0</u>	
General Fund	4,578,464	0	0	0	
Additional Funding Pursuant to Section 22-54-143 (6), C.R.S.	<u>569,849</u>	<u>0</u>	<u>0</u>	<u>0</u>	
General Fund	569,849	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
SUBTOTAL - (A) Public School Finance	4,283,463,471	4,807,866,695	5,124,389,765	5,598,349,022	9.2%
<i>FTE</i>	<u>18.4</u>	<u>18.4</u>	<u>19.0</u>	<u>15.3</u>	<u>(19.5%)</u>
General Fund	3,772,795,009	4,042,624,286	3,151,658,281	3,302,118,818	4.8%
General Fund Exempt	0	0	1,088,947,539	1,088,947,539	0.0%
Cash Funds	508,882,488	765,242,409	883,783,945	1,207,282,665	36.6%
Reappropriated Funds	1,785,974	0	0	0	0.0%

(B) Categorical Programs

(I) District Programs Required by Statute

Special Education - Children with Disabilities	<u>379,353,728</u>	<u>406,515,126</u>	<u>456,916,223</u>	<u>486,163,714</u>	*
<i>FTE</i>	<u>63.0</u>	<u>63.0</u>	<u>63.0</u>	<u>63.0</u>	
General Fund	93,572,347	93,572,347	93,572,347	93,572,347	
Cash Funds	112,650,811	126,582,286	206,582,286	235,577,438	
Reappropriated Funds	0	0	191,090	191,090	
Federal Funds	173,130,570	186,360,493	156,570,500	156,822,839	
English Language Proficiency Program	<u>33,922,573</u>	<u>35,421,328</u>	<u>36,532,149</u>	<u>39,700,163</u>	*
<i>FTE</i>	<u>4.6</u>	<u>4.6</u>	<u>4.6</u>	<u>4.6</u>	
General Fund	3,101,598	3,101,598	3,101,598	3,101,598	
Cash Funds	21,003,951	22,156,115	22,156,144	25,315,162	
Federal Funds	9,817,024	10,163,615	11,274,407	11,283,403	
SUBTOTAL -	413,276,301	441,936,454	493,448,372	525,863,877	6.6%
<i>FTE</i>	<u>67.6</u>	<u>67.6</u>	<u>67.6</u>	<u>67.6</u>	<u>(0.0%)</u>
General Fund	96,673,945	96,673,945	96,673,945	96,673,945	0.0%
Cash Funds	133,654,762	148,738,401	228,738,430	260,892,600	14.1%
Reappropriated Funds	0	0	191,090	191,090	0.0%
Federal Funds	182,947,594	196,524,108	167,844,907	168,106,242	0.2%

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
(II) Other Categorical Programs					
Public School Transportation	<u>64,437,123</u>	<u>63,659,603</u>	<u>63,266,327</u>	<u>66,198,019</u>	*
FTE	2.0	2.0	2.0	2.0	
General Fund	36,922,227	36,922,227	36,922,227	36,922,227	
Cash Funds	27,514,896	26,737,376	26,299,735	29,237,627	
Reappropriated Funds	0	0	44,365	38,165	
Transfer to the Department of Higher Education for Distribution of State Assistance for Career and Technical Education					
	<u>27,778,242</u>	<u>28,244,361</u>	<u>28,244,361</u>	<u>29,432,629</u>	*
General Fund	17,792,850	17,792,850	17,792,850	17,792,850	
Cash Funds	9,985,392	10,451,511	10,451,511	11,639,779	
Special Education Programs for Gifted and Talented Children					
	<u>12,579,102</u>	<u>12,906,870</u>	<u>12,994,942</u>	<u>13,575,969</u>	*
FTE	2.0	1.5	1.5	1.5	
General Fund	5,500,000	5,500,000	5,500,000	5,500,000	
Cash Funds	7,079,102	7,406,870	7,494,942	8,075,969	
Expelled and At-risk Student Services Grant Program					
	<u>9,432,827</u>	<u>9,491,869</u>	<u>9,493,560</u>	<u>9,499,542</u>	
FTE	1.0	1.0	1.0	1.0	
General Fund	5,774,762	5,788,800	5,788,807	5,788,807	
Cash Funds	3,658,065	3,703,069	3,704,753	3,710,735	
Small Attendance Center Aid					
	<u>1,314,250</u>	<u>1,314,250</u>	<u>1,314,250</u>	<u>1,317,707</u>	*
General Fund	787,645	787,645	787,645	787,645	
Cash Funds	526,605	526,605	526,605	530,062	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Comprehensive Health Education	<u>1,110,209</u>	<u>986,599</u>	<u>1,131,396</u>	<u>1,134,284</u> *	
FTE	1.0	1.0	1.0	1.0	
General Fund	300,000	300,000	300,000	300,000	
Cash Funds	810,209	686,599	831,396	834,284	
SUBTOTAL -	116,651,753	116,603,552	116,444,836	121,158,150	4.0%
<i>FTE</i>	<u>6.0</u>	<u>5.5</u>	<u>5.5</u>	<u>5.5</u>	0.0%
General Fund	67,077,484	67,091,522	67,091,529	67,091,529	0.0%
Cash Funds	49,574,269	49,512,030	49,308,942	54,028,456	9.6%
Reappropriated Funds	0	0	44,365	38,165	(14.0%)
SUBTOTAL - (B) Categorical Programs	529,928,054	558,540,006	609,893,208	647,022,027	6.1%
<i>FTE</i>	<u>73.6</u>	<u>73.1</u>	<u>73.1</u>	<u>73.1</u>	(0.0%)
General Fund	163,751,429	163,765,467	163,765,474	163,765,474	0.0%
Cash Funds	183,229,031	198,250,431	278,047,372	314,921,056	13.3%
Reappropriated Funds	0	0	235,455	229,255	(2.6%)
Federal Funds	182,947,594	196,524,108	167,844,907	168,106,242	0.2%

(C) Grant Programs, Distributions, and Other Assistance

(I) Health and Nutrition

Federal Nutrition Programs	<u>267,566,737</u>	<u>397,739,786</u>	<u>156,854,420</u>	<u>156,771,616</u>	
FTE	9.0	9.0	9.4	9.0	
General Fund	64,492	99,169	228,144	101,289	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	267,502,245	397,640,617	156,626,276	156,670,327	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
State Match for School Lunch Program	<u>2,472,644 0.0</u>	<u>2,472,644</u>	<u>2,472,644 0.0</u>	<u>2,472,644 0.0</u>	
General Fund	0	0	0	0	
Cash Funds	2,472,644	2,472,644	2,472,644	2,472,644	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Child Nutrition School Lunch Protection Program	<u>22,527 0.0</u>	<u>627</u>	<u>2,578,105</u>	<u>2,578,105</u>	
General Fund	8,575	627	1,727,374	1,727,374	
Cash Funds	13,952	0	850,731	850,731	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Start Smart Nutrition Program Fund	<u>900,000 0.0</u>	<u>0</u>	<u>0</u>	<u>900,000</u>	
General Fund	900,000	0	0	900,000	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Start Smart Nutrition Program	<u>4,855</u>	<u>361</u>	<u>1,150,000</u>	<u>1,150,000</u>	
FTE	0.0	0.0	0.0	0.0	
General Fund	0	0	0	0	
Cash Funds	0	361	1,150,000	1,150,000	
Reappropriated Funds	4,855	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Local School Food Purchasing Programs	<u>0</u>	<u>584,778</u>	<u>675,255</u>	<u>675,729</u>	
FTE	0.0	0.4	0.4	0.4	
General Fund	0	584,778	675,255	675,729	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
S.B. 97-101 Public School Health Services	<u>120,651</u>	<u>182,668</u>	<u>182,686</u>	<u>184,958</u>	
FTE	1.4	1.4	1.4	1.4	
General Fund	0	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	120,651	182,668	182,686	184,958	
Federal Funds	0	0	0	0	
Behavioral Health Care Professional Matching Grant					
Program	<u>11,948,026</u>	<u>14,878,927</u>	<u>21,959,590</u>	<u>21,968,106</u>	
FTE	5.0	5.0	5.4	5.4	
General Fund	0	0	0	0	
Cash Funds	11,948,026	14,878,927	21,959,590	21,968,106	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Mental Health Education Resource Bank and Technical					
Assistance	<u>46,291</u>	<u>31,013</u>	<u>46,709</u>	<u>47,221</u>	
FTE	0.6	0.6	0.6	0.6	
General Fund	46,291	31,013	46,709	47,221	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
K-5 Social and Emotional Health Pilot Program	<u>0</u>	<u>2,441,681</u>	<u>2,500,000</u>	<u>2,502,225</u>	
FTE	0.0	0.0	1.0	1.0	
General Fund	0	0	0	0	
Cash Funds	0	2,441,681	2,500,000	2,502,225	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Menstrual Hygiene Product Accessibility Grant Program	<u>0</u>	<u>97,500</u>	<u>100,000</u>	<u>100,000</u>	
FTE	0.0	0.0	0.0	0.0	
General Fund	0	97,500	100,000	100,000	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Breakfast After the Bell	<u>7,007</u>	<u>0</u>	<u>0</u>	<u>0</u>	
FTE	0.0	0.0	0.0	0.0	
General Fund	7,007	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
SUBTOTAL -	283,088,738	418,429,985	188,519,409	189,350,604	0.4%
FTE	<u>16.0</u>	<u>16.4</u>	<u>18.2</u>	<u>17.8</u>	<u>(2.2%)</u>
General Fund	1,026,365	813,087	2,777,482	3,551,613	27.9%
Cash Funds	14,434,622	19,793,613	28,932,965	28,943,706	0.0%
Reappropriated Funds	125,506	182,668	182,686	184,958	1.2%
Federal Funds	267,502,245	397,640,617	156,626,276	156,670,327	0.0%

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
(II) Capital Construction					
Division of Public School Capital Construction Assistance	<u>1,271,992</u>	<u>1,355,875</u>	<u>1,595,001</u>	<u>1,646,679</u>	
FTE	15.0	15.0	16.0	16.0	
General Fund	0	0	0	0	
Cash Funds	1,271,992	1,355,875	1,595,001	1,646,679	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Public School Capital Construction Assistance Board -					
Lease Payments	<u>85,681,220</u>	<u>97,642,462</u>	<u>125,000,000</u>	<u>125,000,000</u>	
General Fund	0	0	0	0	
Cash Funds	85,681,220	97,642,462	125,000,000	125,000,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Public School Capital Construction Assistance Board -					
Cash Grants	<u>95,725,932</u>	<u>85,758,504</u>	<u>110,000,000</u>	<u>110,000,000</u>	
General Fund	0	0	0	0	
Cash Funds	95,725,932	85,758,504	110,000,000	110,000,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Financial Assistance Priority Assessment					
	<u>130,800</u>	<u>129,000</u>	<u>150,000</u>	<u>150,000</u>	
General Fund	0	0	0	0	
Cash Funds	130,800	129,000	150,000	150,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
State Aid for Charter School Facilities	<u>31,820,759</u>	<u>31,044,189</u>	<u>41,918,403</u>	<u>41,918,403</u>	
General Fund	0	0	0	0	
Cash Funds	31,820,759	31,044,189	41,918,403	41,918,403	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
SUBTOTAL -	214,630,703	215,930,030	278,663,404	278,715,082	0.0%
<i>FTE</i>	<u>15.0</u>	<u>15.0</u>	<u>16.0</u>	<u>16.0</u>	0.0%
General Fund	0	0	0	0	0.0%
Cash Funds	214,630,703	215,930,030	278,663,404	278,715,082	0.0%
Reappropriated Funds	0	0	0	0	0.0%
Federal Funds	0	0	0	0	0.0%

(III) Reading and Literacy

Early Literacy Program Administration and Technical

Support	<u>1,303,390</u>	<u>986,503</u>	<u>2,015,834</u>	<u>1,862,420</u>	
FTE	8.8	8.8	9.6	9.3	
General Fund	0	0	0	0	
Cash Funds	1,303,390	986,503	2,015,834	1,862,420	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

Early Literacy Competitive Grant Program

FTE	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	
General Fund	0	0	0	0	
Cash Funds	6,351,797	7,500,000	7,500,000	7,500,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Early Literacy Program Evidence Based Training Provided to Teachers	<u>611,091</u>	<u>1,020,261</u>	<u>2,702,557</u>	<u>2,707,865</u>	
FTE	0.0	3.5	3.5	3.5	
General Fund	0	0	0	0	
Cash Funds	611,091	1,020,261	2,702,557	2,707,865	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Early Literacy Program External Evaluation	<u>749,916 0.0</u>	<u>750,000</u>	<u>750,000</u>	<u>750,000</u>	
General Fund	0	0	0	0	
Cash Funds	749,916	750,000	750,000	750,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Early Literacy Program Public Information Campaign	<u>472,490</u>	<u>489,897</u>	<u>501,607</u>	<u>502,261</u>	
FTE	0.5	0.5	0.5	0.5	
General Fund	0	0	0	0	
Cash Funds	472,490	489,897	501,607	502,261	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Early Literacy Program Per Pupil Intervention Funding	<u>26,236,554</u>	<u>26,261,551</u>	<u>26,261,551</u>	<u>26,261,551</u>	
FTE	0.0	0.0	0.0	0.0	
General Fund	0	0	0	0	
Cash Funds	26,236,554	26,261,551	26,261,551	26,261,551	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Early Literacy Assessment Tool Program	<u>2,216,170</u>	<u>2,660,776</u>	<u>2,997,072</u>	<u>2,997,072</u>	
General Fund	0	0	0	0	
Cash Funds	2,216,170	2,660,776	2,997,072	2,997,072	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Adult Education and Literacy Grant Program	<u>889,892</u>	<u>1,177,055</u>	<u>1,773,273</u>	<u>979,429</u>	
FTE	1.0	1.0	1.0	0.6	
General Fund	889,892	970,353	1,773,273	977,125	
Cash Funds	0	206,702	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	2,304	
SUBTOTAL -	38,831,300	40,846,043	44,501,894	43,560,598	(2.1%)
<i>FTE</i>	<u>10.3</u>	<u>13.8</u>	<u>14.6</u>	<u>13.9</u>	<u>(4.8%)</u>
General Fund	889,892	970,353	1,773,273	977,125	(44.9%)
Cash Funds	37,941,408	39,875,690	42,728,621	42,581,169	(0.3%)
Reappropriated Funds	0	0	0	0	0.0%
Federal Funds	0	0	0	2,304	0.0%
(IV) Professional Development and Instructional Support					
Content Specialists	<u>503,225</u>	<u>617,698</u>	<u>546,536</u>	<u>647,355</u>	
FTE	5.1	5.1	5.0	5.0	
General Fund	0	91,610	0	92,174	
Cash Funds	503,225	526,088	546,536	555,181	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
School Bullying Prevention and Education Cash Fund	<u>1,000,000</u>	<u>2,000,000</u>	<u>2,000,000</u>	<u>2,000,000</u>	
General Fund	0	1,000,000	1,000,000	1,000,000	
Cash Funds	1,000,000	1,000,000	1,000,000	1,000,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Office of Dropout Prevention and Student Reengagement	<u>2,988,928</u>	<u>2,943,884</u>	<u>3,407,937</u>	<u>3,331,847</u>	
FTE	2.8	2.2	5.2	5.0	
General Fund	985,862	938,375	1,398,166	1,321,548	
Cash Funds	2,003,066	2,005,509	2,009,771	2,010,299	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Ninth Grade Success Grant Program	<u>0</u>	<u>699,788</u>	<u>800,000</u>	<u>800,000</u>	
FTE	0.0	0.6	0.6	0.6	
General Fund	0	699,788	800,000	800,000	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Quality Teacher Recruitment Program	<u>0</u>	<u>2,913,217</u>	<u>3,000,000</u>	<u>3,000,000</u>	
General Fund	0	2,913,217	3,000,000	3,000,000	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
English Language Learners Technical Assistance	<u>401,932</u>	<u>379,667</u>	<u>413,198</u>	<u>417,778</u>	
FTE	5.0	5.0	5.0	5.0	
General Fund	346,248	328,942	354,598	358,659	
Cash Funds	55,684	50,725	58,600	59,119	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Working Group for Identification of and Educational Support for Students with Dyslexia	<u>26,700</u>	<u>35,276</u>	<u>40,616</u>	<u>40,616</u>	
General Fund	26,700	35,276	40,616	40,616	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Dyslexia Markers Pilot Program	<u>97,438</u>	<u>126,574</u>	<u>127,973</u>	<u>0</u>	
General Fund	97,438	126,574	127,973	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
School Leadership Pilot Program	<u>179,446</u>	<u>283,112</u>	<u>250,000</u>	<u>250,875</u>	
FTE	1.0	1.0	1.2	1.2	
General Fund	179,446	283,112	250,000	250,000	
Cash Funds	0	0	0	875	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Local Accountability System Grant Program	<u>1,615</u>	<u>486,170</u>	<u>593,907</u>	<u>498,265</u>	
FTE	0.4	0.4	0.4	0.4	
General Fund	1,615	486,170	593,907	498,265	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
School Transformation Grant Program	<u>4,229,392</u>	<u>4,396,749</u>	<u>6,450,371</u>	<u>7,571,562</u> *	
FTE	3.0	3.0	3.0	3.9	
General Fund	2,225,091	2,392,640	4,442,123	5,447,354	
Cash Funds	2,004,301	2,004,109	2,008,248	2,124,208	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Computer Science Education Grants	<u>449,376</u>	<u>610,922</u>	<u>805,681</u>	<u>809,403</u>	
FTE	0.4	0.4	0.4	0.4	
General Fund	0	99,344	250,000	250,000	
Cash Funds	449,376	511,578	555,681	559,403	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Accelerated College Opportunity Exam Fee Grant Program	<u>280,341</u>	<u>510,140</u>	<u>562,238</u>	<u>563,242</u>	
FTE	0.4	0.4	0.4	0.4	
General Fund	280,341	510,140	562,238	563,242	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Educator Perception	<u>19,200</u>	<u>111,897</u>	<u>25,000</u>	<u>33,500</u>	
General Fund	19,200	111,897	25,000	33,500	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
English Language Learners Professional Development and Student Support Program	<u>27,000,000</u>	<u>0</u>	<u>0</u>	<u>0</u>	
General Fund	0	0	0	0	
Cash Funds	27,000,000	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Comprehensive Quality Physical Education Instruction Pilot Program	<u>315,841</u>	<u>327,536</u>	<u>0</u>	<u>0</u>	
FTE	0.0	0.0	0.0	0.0	
General Fund	0	0	0	0	
Cash Funds	315,841	327,536	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
SUBTOTAL -	37,493,434	16,442,630	19,023,457	19,964,443	4.9%
<i>FTE</i>	<u>18.1</u>	<u>18.1</u>	<u>21.2</u>	<u>21.9</u>	<u>3.3%</u>
General Fund	4,161,941	10,017,085	12,844,621	13,655,358	6.3%
Cash Funds	33,331,493	6,425,545	6,178,836	6,309,085	2.1%
Reappropriated Funds	0	0	0	0	0.0%
Federal Funds	0	0	0	0	0.0%

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
(V) Facility Schools					
Facility Schools Unit and Facility Schools Board	<u>309,480</u>	<u>322,083</u>	<u>341,558</u>	<u>346,918</u>	
FTE	3.0	3.0	3.0	3.0	
General Fund	0	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	309,480	322,083	341,558	346,918	
Federal Funds	0	0	0	0	
Facility School Funding	<u>10,449,317</u>	<u>9,958,483</u>	<u>12,231,075</u>	<u>12,231,075</u>	
General Fund	0	0	0	0	
Cash Funds	10,449,317	9,958,483	12,231,075	12,231,075	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Additional Funding for Facility Schools	<u>0</u>	<u>5,749,599</u>	<u>5,134,000</u>	<u>0</u>	
General Fund	0	5,749,599	0	0	
Cash Funds	0	0	5,134,000	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Facility School Work Group	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
General Fund	0	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
SUBTOTAL -	10,758,797	16,030,165	17,706,633	12,577,993	(29.0%)
<i>FTE</i>	<u>3.0</u>	<u>3.0</u>	<u>3.0</u>	<u>3.0</u>	0.0%
General Fund	0	5,749,599	0	0	0.0%
Cash Funds	10,449,317	9,958,483	17,365,075	12,231,075	(29.6%)
Reappropriated Funds	309,480	322,083	341,558	346,918	1.6%
Federal Funds	0	0	0	0	0.0%

(VI) Other Assistance

Appropriated Sponsored Programs	<u>333,687,054</u>	<u>775,826,034</u>	<u>694,326,924</u>	<u>694,564,578</u>	
FTE	62.1	62.1	56.1	56.1	
Cash Funds	2,226,457	1,460,627	2,500,000	2,501,087	
Reappropriated Funds	0	6,888,983	0	0	
Federal Funds	331,460,597	767,476,424	691,826,924	692,063,491	
School Counselor Corps Grant Program	<u>9,999,848</u>	<u>10,238,922</u>	<u>12,260,970</u>	<u>12,266,250</u>	
FTE	2.0	2.0	2.0	2.0	
General Fund	0	155,342	250,000	250,000	
Cash Funds	9,999,848	10,083,580	12,010,970	12,016,250	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
BOCES Funding per Section 22-5-122, C.R.S.	<u>3,258,753</u>	<u>3,238,426</u>	<u>3,320,784</u>	<u>3,322,985</u>	
FTE	1.0	1.0	1.0	1.0	
General Fund	0	0	0	0	
Cash Funds	3,258,753	3,238,426	3,320,784	3,322,985	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Contingency Reserve Fund	<u>0</u>	<u>0</u>	<u>1,000,000</u>	<u>1,000,000</u>	
General Fund	0	0	0	0	
Cash Funds	0	0	1,000,000	1,000,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Supplemental On-line Education Services	<u>1,220,000</u>	<u>1,220,000</u>	<u>1,220,000</u>	<u>1,220,000</u>	
General Fund	0	0	0	0	
Cash Funds	1,220,000	1,220,000	1,220,000	1,220,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Interstate Compact on Educational Opportunity for Military Children	<u>21,308</u>	<u>21,198</u>	<u>21,298</u>	<u>21,298</u>	
General Fund	0	0	0	0	
Cash Funds	21,308	21,198	21,298	21,298	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Educator Recruitment and Retention Program - Financial Assistance	<u>0</u>	<u>362,047</u>	<u>5,000,000</u>	<u>5,000,000</u>	
General Fund	0	362,047	5,000,000	5,000,000	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

Appendix A: Numbers Pages

	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
College and Career Readiness	<u>226,504</u>	<u>225,888</u>	<u>364,967</u>	<u>349,416</u>	
FTE	1.9	1.9	3.1	3.1	
General Fund	226,504	225,888	364,967	348,460	
Cash Funds	0	0	0	956	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Concurrent Enrollment Expansion and Innovation Grant Program	<u>1,411,710</u>	<u>1,572,690</u>	<u>1,476,896</u>	<u>1,476,896</u>	
FTE	0.5	0.5	0.0	0.0	
General Fund	0	0	0	0	
Cash Funds	1,411,710	1,572,690	1,476,896	1,476,896	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Colorado High-impact Tutoring Program	<u>0</u>	<u>4,943,720</u>	<u>4,980,098</u>	<u>4,981,472</u>	
FTE	0.0	1.1	1.2	1.2	
General Fund	0	4,943,720	4,980,098	4,981,472	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
John W. Buckner Automatic Enrollment in Advanced Courses Grant Program	<u>0</u>	<u>182,449</u>	<u>250,000</u>	<u>250,275</u>	
FTE	0.0	0.3	0.3	0.3	
General Fund	0	182,449	250,000	250,275	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Early Childhood Program Transition	<u>0</u>	<u>96,867</u>	<u>98,787</u>	<u>98,787</u>	
FTE	0.0	0.9	1.0	1.0	
General Fund	0	96,867	98,787	98,787	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
High School Innovative Learning Pilot Program	<u>115,632</u>	<u>218,620</u>	<u>349,039</u>	<u>349,407</u>	
FTE	0.6	0.6	0.6	0.6	
General Fund	115,632	218,620	349,039	349,407	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Fourth-year Innovation Pilot Program - Distributions to LEPs	<u>0</u>	<u>0</u>	<u>68,208</u>	<u>68,208</u>	
General Fund	0	0	68,208	68,208	
Parents Encouraging Parents Conferences	<u>0</u>	<u>0</u>	<u>68,000</u>	<u>68,000</u>	
General Fund	0	0	68,000	68,000	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Career Development Success Program	<u>4,500,000</u>	<u>6,255,646</u>	<u>4,520,000</u>	<u>4,520,000</u>	
General Fund	4,500,000	4,505,647	4,520,000	4,520,000	
Cash Funds	0	1,749,999	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Financial Aid Training Stipends and Resource Bank	<u>0</u>	<u>0</u>	<u>475,000</u>	<u>475,000</u>	
FTE	0.0	0.0	1.0	1.0	
General Fund	0	0	475,000	475,000	
Postsecondary, Workforce Career, and Education Grant and Readiness Program	<u>0</u>	<u>0</u>	<u>1,150,000</u>	<u>1,150,000</u>	
FTE	0.0	0.0	0.9	0.9	
General Fund	0	0	1,150,000	1,150,000	
Colorado Career Advisor Training Program	<u>0</u>	<u>0</u>	<u>1,000,000</u>	<u>1,000,000</u>	
General Fund	0	0	1,000,000	1,000,000	
Teacher Recruitment Education and Preparation Program	<u>0</u>	<u>43,741</u>	<u>0</u>	<u>0</u>	
FTE	0.0	0.0	0.0	0.0	
General Fund	0	43,741	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Workforce Diploma Pilot Program	<u>208,585</u>	<u>202,665</u>	<u>0</u>	<u>0</u>	
FTE	0.2	0.2	0.0	0.0	
General Fund	208,585	202,665	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

Appendix A: Numbers Pages

	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Connecting Colorado Students Grant Program Fund	<u>20,000,000 0.3</u>	<u>0</u>	<u>0</u>	<u>0</u>	
General Fund	20,000,000	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
SUBTOTAL -	374,649,394	804,648,913	731,950,971	732,182,572	0.0%
<i>FTE</i>	<u>68.6</u>	<u>70.6</u>	<u>67.2</u>	<u>67.2</u>	0.0%
General Fund	25,050,721	10,936,986	18,574,099	18,559,609	(0.1%)
Cash Funds	18,138,076	19,346,520	21,549,948	21,559,472	0.0%
Reappropriated Funds	0	6,888,983	0	0	0.0%
Federal Funds	331,460,597	767,476,424	691,826,924	692,063,491	0.0%
SUBTOTAL - (C) Grant Programs, Distributions, and Other Assistance	959,452,366	1,512,327,766	1,280,365,768	1,276,351,292	(0.3%)
<i>FTE</i>	<u>131.0</u>	<u>136.9</u>	<u>140.2</u>	<u>139.8</u>	(0.3%)
General Fund	31,128,919	28,487,110	35,969,475	36,743,705	2.2%
Cash Funds	328,925,619	311,329,881	395,418,849	390,339,589	(1.3%)
Reappropriated Funds	434,986	7,393,734	524,244	531,876	1.5%
Federal Funds	598,962,842	1,165,117,041	848,453,200	848,736,122	0.0%
(D) Indirect Cost Assessment					
Indirect Cost Assessment	<u>0</u>	<u>0</u>	<u>3,837,060</u>	<u>3,838,078</u>	
General Fund	0	0	0	0	
Cash Funds	0	0	25,000	25,000	
Reappropriated Funds	0	0	55,571	56,589	
Federal Funds	0	0	3,756,489	3,756,489	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
SUBTOTAL - (D) Indirect Cost Assessment	0	0	3,837,060	3,838,078	0.0%
<i>FTE</i>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0%</u>
General Fund	0	0	0	0	0.0%
Cash Funds	0	0	25,000	25,000	0.0%
Reappropriated Funds	0	0	55,571	56,589	1.8%
Federal Funds	0	0	3,756,489	3,756,489	0.0%
TOTAL - (2) Assistance to Public Schools	5,772,843,891	6,878,734,467	7,018,485,801	7,525,560,419	7.2%
<i>FTE</i>	<u>223.0</u>	<u>228.4</u>	<u>232.3</u>	<u>228.2</u>	<u>(1.8%)</u>
General Fund	3,967,675,357	4,234,876,863	3,351,393,230	3,502,627,997	4.5%
General Fund Exempt	0	0	1,088,947,539	1,088,947,539	0.0%
Cash Funds	1,021,037,138	1,274,822,721	1,557,275,166	1,912,568,310	22.8%
Reappropriated Funds	2,220,960	7,393,734	815,270	817,720	0.3%
Federal Funds	781,910,436	1,361,641,149	1,020,054,596	1,020,598,853	0.1%

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
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(3) LIBRARY PROGRAMS

ated reading services for the blind and are reflected as reappropriated funds.

Administration	<u>990,378</u>	<u>981,948</u>	<u>1,203,168</u>	<u>1,217,716</u>	
FTE	14.3	14.3	14.3	14.3	
General Fund	885,342	912,521	935,755	950,303	
Cash Funds	105,036	69,427	267,413	267,413	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
 Federal Library Funding	 <u>3,203,798</u>	 <u>3,759,168</u>	 <u>3,293,558</u>	 <u>3,337,351</u>	
FTE	23.8	23.8	23.8	23.8	
General Fund	0	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	3,203,798	3,759,168	3,293,558	3,337,351	
 Colorado Library Consortium	 <u>1,000,000</u>	 <u>1,000,000</u>	 <u>1,000,000</u>	 <u>1,000,000</u>	
General Fund	1,000,000	1,000,000	1,000,000	1,000,000	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
 Colorado Virtual Library	 <u>359,371</u>	 <u>359,796</u>	 <u>379,796</u>	 <u>379,796</u>	
General Fund	359,371	359,796	359,796	359,796	
Cash Funds	0	0	20,000	20,000	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Colorado Talking Book Library	<u>288,917</u>	<u>283,766</u>	<u>346,146 2.7</u>	<u>349,527 2.7</u>	
General Fund	90,660	85,043	96,146	96,146	
Cash Funds	0	0	0	0	
Reappropriated Funds	198,257	198,723	250,000	253,381	
Federal Funds	0	0	0	0	
Reading Services for the Blind	<u>560,000</u>	<u>560,000</u>	<u>660,000</u>	<u>660,000</u>	
General Fund	50,000	50,000	50,000	50,000	
Cash Funds	0	0	0	0	
Reappropriated Funds	510,000	510,000	610,000	610,000	
Federal Funds	0	0	0	0	
State Grants to Publicly-Supported Libraries Program	<u>0</u>	<u>2,975,496</u>	<u>3,001,519</u>	<u>3,001,944</u>	
General Fund	0	2,975,496	3,001,519	3,001,944	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Colorado Imagination Library Program	<u>0</u>	<u>235,283</u>	<u>907,140</u>	<u>1,476,695 *</u>	
General Fund	0	235,283	907,140	1,476,695	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Indirect Cost Assessment	<u>0</u>	<u>0</u>	<u>55,327</u>	<u>55,327</u>	
General Fund	0	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	55,327	55,327	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
TOTAL - (3) Library Programs	6,402,464	10,155,457	10,846,654	11,478,356	5.8%
<i>FTE</i>	<u>38.1</u>	<u>38.1</u>	<u>40.8</u>	<u>40.8</u>	<u>0.0%</u>
General Fund	2,385,373	5,618,139	6,350,356	6,934,884	9.2%
Cash Funds	105,036	69,427	287,413	287,413	0.0%
Reappropriated Funds	708,257	708,723	860,000	863,381	0.4%
Federal Funds	3,203,798	3,759,168	3,348,885	3,392,678	1.3%

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
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(4) SCHOOL FOR THE DEAF AND THE BLIND

School Funding section above), as well as federal funds transferred from local school districts. Cash funds consist of fees paid by individuals for workshops and conferences and housing reimbursements.

(A) School Operations

Personal Services	<u>11,224,253</u>	<u>11,304,017</u>	<u>12,113,724</u>	<u>12,594,952</u> *
FTE	153.1	153.1	153.1	153.1
General Fund	9,802,338	9,848,996	10,357,994	10,809,166
Cash Funds	0	0	0	0
Reappropriated Funds	1,421,915	1,455,021	1,755,730	1,785,786
Federal Funds	0	0	0	0
Early Intervention Services	<u>1,262,555</u>	<u>1,071,233</u>	<u>1,310,372</u>	<u>1,334,132</u>
FTE	10.0	10.0	10.0	10.0
General Fund	1,262,555	1,071,233	1,310,372	1,334,132
Cash Funds	0	0	0	0
Reappropriated Funds	0	0	0	0
Federal Funds	0	0	0	0
Shift Differential	<u>55,489</u>	<u>86,754</u>	<u>141,569</u>	<u>0</u>
General Fund	55,489	86,754	141,569	0
Cash Funds	0	0	0	0
Reappropriated Funds	0	0	0	0
Federal Funds	0	0	0	0

Appendix A: Numbers Pages

	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Operating Expenses	<u>633,586</u>	<u>668,291</u>	<u>733,291</u>	<u>668,291</u>	
General Fund	633,586	668,291	733,291	668,291	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Vehicle Lease Payments	<u>29,508</u>	<u>32,237</u>	<u>36,302</u>	<u>35,112</u>	
General Fund	29,508	32,237	36,302	35,112	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Utilities	<u>588,976</u>	<u>720,789</u>	<u>745,981</u>	<u>745,981</u>	
General Fund	588,976	720,789	745,981	745,981	
Cash Funds	0	0	0	0	
Reappropriated Funds	0	0	0	0	
Federal Funds	0	0	0	0	
Allocation of State and Federal Categorical Program Funding	<u>246,088</u>	<u>165,813</u>	<u>187,846</u>	<u>190,104</u>	
FTE	0.4	0.4	0.4	0.4	
General Fund	0	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	246,088	165,813	187,846	190,104	
Federal Funds	0	0	0	0	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Medicaid Reimbursements for Public School Health					
Services	<u>152,203</u>	<u>181,359</u>	<u>429,046</u>	<u>429,896</u>	
FTE	1.5	1.5	1.5	1.5	
General Fund	0	0	0	0	
Cash Funds	0	0	0	0	
Reappropriated Funds	152,203	181,359	429,046	429,896	
Federal Funds	0	0	0	0	
SUBTOTAL - (A) School Operations	14,192,658	14,230,493	15,698,131	15,998,468	1.9%
FTE	<u>165.0</u>	<u>165.0</u>	<u>165.0</u>	<u>165.0</u>	0.0%
General Fund	12,372,452	12,428,300	13,325,509	13,592,682	2.0%
Cash Funds	0	0	0	0	0.0%
Reappropriated Funds	1,820,206	1,802,193	2,372,622	2,405,786	1.4%
Federal Funds	0	0	0	0	0.0%
(B) Special Purpose					
Fees and Conferences	<u>41,384</u>	<u>87,711</u>	<u>120,000</u>	<u>120,000</u>	
Cash Funds	41,384	87,711	120,000	120,000	
Outreach Services	<u>469,949</u>	<u>498,182</u>	<u>1,000,000</u>	<u>1,002,038</u>	
FTE	6.2	6.2	6.2	6.2	
Cash Funds	353,572	408,991	750,000	750,168	
Reappropriated Funds	116,377	89,191	250,000	251,870	
Tuition from Out-of-state Students	<u>57,639</u>	<u>38,190</u>	<u>200,000</u>	<u>200,177</u>	
Cash Funds	57,639	38,190	200,000	200,177	

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	FY 2020-21 Actual	FY 2021-22 Actual	FY 2022-23 Appropriation	FY 2023-24 Request	Request vs. Appropriation
Grants	<u>532,204</u>	<u>502,417</u>	<u>1,000,000</u>	<u>1,005,219</u>	
FTE	6.0	0.0	6.0	6.0	
Reappropriated Funds	0	0	1,000,000	1,005,219	
Federal Funds	532,204	502,417	0	0	
SUBTOTAL - (B) Special Purpose	1,101,176	1,126,500	2,320,000	2,327,434	0.3%
FTE	<u>12.2</u>	<u>6.2</u>	<u>12.2</u>	<u>12.2</u>	<u>(0.0%)</u>
Cash Funds	452,595	534,892	1,070,000	1,070,345	0.0%
Reappropriated Funds	116,377	89,191	1,250,000	1,257,089	0.6%
Federal Funds	532,204	502,417	0	0	0.0%
TOTAL - (4) School for the Deaf and the Blind	15,293,834	15,356,993	18,018,131	18,325,902	1.7%
FTE	<u>177.2</u>	<u>171.2</u>	<u>177.2</u>	<u>177.2</u>	<u>0.0%</u>
General Fund	12,372,452	12,428,300	13,325,509	13,592,682	2.0%
Cash Funds	452,595	534,892	1,070,000	1,070,345	0.0%
Reappropriated Funds	1,936,583	1,891,384	3,622,622	3,662,875	1.1%
Federal Funds	532,204	502,417	0	0	0.0%
TOTAL - Department of Education	5,899,453,573	7,042,942,845	7,214,216,945	7,739,711,984	7.3%
FTE	<u>608.5</u>	<u>606.9</u>	<u>637.2</u>	<u>638.4</u>	<u>0.2%</u>
General Fund	4,002,952,830	4,282,254,058	3,411,348,306	3,572,259,074	4.7%
General Fund Exempt	0	0	1,088,947,539	1,088,947,539	0.0%
Cash Funds	1,062,805,033	1,325,791,996	1,593,151,578	1,949,834,590	22.4%
Reappropriated Funds	27,157,464	36,263,860	72,319,651	78,827,035	9.0%
Federal Funds	806,538,246	1,398,632,931	1,048,449,871	1,049,843,746	0.1%

APPENDIX B

FOOTNOTES AND INFORMATION REQUESTS

UPDATE ON LONG BILL FOOTNOTES

The General Assembly includes footnotes in the annual Long Bill to: (a) set forth purposes, conditions, or limitations on an item of appropriation; (b) explain assumptions used in determining a specific amount of an appropriation; or (c) express legislative intent relating to any appropriation. Footnotes to the 2022 Long Bill (H.B. 22-1329) can be found at the end of each departmental section of the bill at <https://leg.colorado.gov/bills/HB22-1329>. The Long Bill footnotes relevant to this document are listed below.

- 9 Department of Education, Assistance to Public Schools, Grant Programs, Distributions, and Other Assistance, Capital Construction, Public School Capital Construction Assistance Board - Cash Grants -- This appropriation remains available until the completion of the project or the close of the 2024-25 fiscal year, whichever comes first.

COMMENT: This footnote has been included in the Long Bill for more than five years. This footnote makes funding appropriated to the Building Excellent Schools Today (BEST) Program for cash grants available for up to three years to allow for the completion of projects requiring funding for more than a single fiscal year.

- 10 Department of Education, Assistance to Public Schools, Grant Programs, Distributions, and Other Assistance, Reading and Literacy, Early Literacy Program Administration and Technical Support; Early Literacy Competitive Grant Program; Early Literacy Program Evidence Based Training Provided to Teachers; Early Literacy Program Per Pupil Intervention Program -- The Department is authorized to transfer up to \$1,500,000 cash funds from the Early Literacy Fund created in Section 22-7-1210 (1), C.R.S., among the line items designated with this footnote, except that the amount for Early Literacy Program Administration and Technical Support may be increased by no more than ten percent based on an assumption that the Department may require an additional 2.0 FTE

COMMENT: This footnote is new for FY 2022-23. It provides additional flexibility for the Department to move money from the Early Literacy Fund among several line items based on program needs. The Department has indicated that it expects to use this flexibility to increase early literacy grants.

- 11 Department of Education, Assistance to Public Schools, Grant Programs, Distributions, and Other Assistance, Other Assistance, Career Development Success Program -- It is the General Assembly's intent that \$200,000 of this appropriation be used for activities other than direct grants to school districts.

COMMENT: This footnote was first included in the FY 2019-20 Long Bill. The General Assembly added this footnote to authorize the Department to hold back \$200,000 from the appropriation for the Career Development Success Program. It is staff's understanding that the Department has used these funds to support the TEACH Colorado program, a joint teacher

recruiting effort between the Department and number of other partners, including school districts and the Department of Higher Education.

In response to JBC staff questions, the Department confirmed that it is in compliance with this footnote and believes that the funding for TEACH represents a good use of funds. It provided data on TEACH website visitors and coaching calls and reported that over 250 new teacher applicants who had used the website and resources offered by TEACH applied to educator preparation programs over the last year.

- 12 Department of Education, Library Programs, Reading Services for the Blind -- This appropriation is for the support of privately operated reading services for the blind, as authorized by section 24-90-105.5, C.R.S. It is the General Assembly's intent that \$440,000 of this appropriation be used to provide access to radio and television broadcasts of locally published and produced materials and \$120,000 of this appropriation be used to provide telephone access to digital transmissions of nationally published and produced materials.

COMMENT: This footnote has been included in the Long Bill for at least five years to express the General Assembly's intent concerning this appropriation. The Department annually contracts with Audio Information Network of Colorado (AINC) to provide an on-the-air volunteer reading service for the blind, visually impaired, and print-handicapped citizens of Colorado. Broadcasts are provided in Boulder, Louisville, and Lafayette and are available on local cable as a standard radio frequency at 98.9 KHzs. AINC is currently working through cable associations with the cities to expand local coverage. The services provided by AINC are also made available through the internet, telephone, and podcasts. In FY 2012-13, the General Assembly increased the allocation for the contract with AINC from \$200,000 per year to \$300,000. The General Assembly added \$10,000 for FY 2014-15 and an additional \$50,000 for FY 2015-16, for a total of \$360,000. The amount now stands at \$440,000.

The remaining funding (currently \$120,000) is used to purchase services from the National Federation for the Blind (NFB) for its Newslane service, which provides eligible Coloradans access to newspapers nationwide and a few magazines via touch tone telephone, internet, and by email. Newslane services now include television listings (based on an individual's zip code); the NFB indicates that this additional service has increased use of their Newslane service nationwide significantly. Anyone who is a patron of the Colorado Talking Book Library (CTBL) is eligible to access Newslane services. The CTBL is able to sign patrons up for the Newslane service through their existing database.

In response to JBC staff questions, the Department confirmed that it is in compliance with this footnote and believes that these expenditures represent a good use of funds.

UPDATE ON LONG BILL REQUESTS FOR INFORMATION

The Joint Budget Committee annually submits requests for information to executive departments and the judicial branch via letters to the Governor, other elected officials, and the Chief Justice. Each request is associated with one or more specific Long Bill line item(s), and the requests have been prioritized by the Joint Budget Committee as required by Section 2-3-203 (3), C.R.S. Copies of these letters are included as an Appendix in the annual Appropriations Report (Appendix H in the FY 2022-23 Report): <https://leg.colorado.gov/sites/default/files/fy22-23apprept.pdf>
The requests for information relevant to this document are listed below.

COMMON REQUESTS FOR INFORMATION

- 1 All Departments -- The Departments are requested to provide by November 1 of each fiscal year responses to the following:
 - Based on the Department's most recent available record, what is the FTE vacancy and turnover rate: (1) by department; (2) by division; (3) by program for programs with at least 20 FTE, and (4) by occupational class for classes that are located within a larger occupational group containing at least 20 FTE?
 - To what does the Department attribute this turnover/vacancy experience?
 - Do the statewide compensation policies or practices administered by the Department of Personnel help or hinder the department in addressing vacancy or turnover issues?
 - How much in vacancy savings has the Department had in each of the past five fiscal years? How has the Department utilized these funds (i.e. increasing salaries within the salary range, providing bonuses or additional pay for certain positions, hiring additional staff, etc.)? Please provide a breakdown of the expenditures from vacancy savings, including the amount and purpose, for the past five fiscal years.

COMMENT: The Department's response is excerpted below.

“Based on data provided by the Department of Personnel, the following turnover rates are reported:

DEPARTMENT	TOTAL SEPARATIONS	TURNOVER RATE
Education	31	21.4%

The data from the Department of Personnel excludes the non-classified positions. For most state agencies this is a small percent of the overall staff within the agency. Within CDE, the non-classified staff makes up a much more significant percent of the overall department. When including the non-classified staff, CDE Turnover/Vacancy Rate is shown in the follow table. It is also possible that the information from DPA includes FTE from CSI or CSDB while the charts below exclude CSI and CSDB turnover as each operates as a separate agency.

DEPARTMENT	TOTAL SEPARATIONS	FY 2021-22 TURNOVER RATE
Education	93	18%

The following table illustrates the rate for several CDE programs.

PROGRAM	FY 2021-22 RATE
Information Management Services	15%
Assessment	8%
Student Learning	17%
Educator Talent	24%
Finance and Ops	13%
Deputy/Student Supp/Library	18%
School Quality and Support	8%

For those job classifications with over 20 FTE, the following turnover rates were experienced in FY 2021-22.

JOB CLASS	FY 2021-22 RATE
Admin/Program Assistant	39%
Consultant class	20%
Supervisor	8%
Unit Director	13%

Source of Turnover: Turnover of CDE staff during FY 2021-22 continues at elevated level compared with the pre- pandemic year (estimated at 18% in FY 2021-22 compared with 15% in 2019). The moderate increase in turnover within CDE is attributed to the larger nationwide tight labor market conditions.

Impact of Department of Personnel Compensation Policies: Due to CDE's unique, and sometimes limited, connection to the practices administered by the Department of Personnel, the department is unable to comment on the overall effectiveness of these practices.

Vacancy Savings: Vacancy savings is considered as the difference between the cost to fully fund all approved positions and what is spent for personal services because positions were not filled for the duration of the year. Vacancy savings are one-time in nature, and information regarding vacancy savings is not available on a systematic basis and cannot be quantified in available record as stipulated in the first bullet of this question. Bonuses or additional pay such as overtime are mechanisms that are often used to reallocate work on a temporary basis to existing staff. This information can be found in the annual burn report as well as the Schedule 14. Vacancy savings cannot be used to hire additional permanent staff, only temporary staff. This information can be found in the Schedule 14.

Please note that Article 10 of the partnership agreement also states that "The State is committed to filling positions quickly and, when it proceeds to fill a vacant covered position through a competitive process...will normally strive to post a position within 15 days of becoming vacant." Certain necessary exceptions exist for budget management, and vacancy savings are also a tool used by State agencies to manage cash flow deficits in cash and reappropriated funds or downturns in federal funding. While this is considered vacancy savings, use of this mechanism does not result in an expenditure that can be quantified within available record on a systematic basis."

- 2 All Departments -- The Departments are requested to provide by November 1 of each fiscal year data concerning utilization of the paid family and medical leave benefit established by the State Personnel Director, including:
- The number of employees utilizing the benefit each fiscal year and the total number of hours utilized by employees of the Department;
 - The job classes of employees utilizing the benefit in each fiscal year;
 - The number of temporary employees hired to fill essential positions vacated by employees on paid family and medical leave; and
 - The total fiscal impact of the utilization of the paid family and medical leave benefit by the Department's employees, including but not limited to the cost salaries for and training of temporary employees.

COMMENT: The table below, provided by the Department, summarizes the use of the Paid Family and Medical Leave Benefit. The Department reported that it did not hire any temporary employees to fill essential positions vacated by Paid Family and Medical Leave.

POSITION	HOURS
Senior Consultant	478.5 hrs
Analyst III	80 hrs
Consultant	311 hrs
Support Staff	180 hrs
Principal Consultant	278 hrs
Supervisor	240 hrs
Associate Commissioner-	43.5 hrs

DEPARTMENT OF EDUCATION REQUESTS FOR INFORMATION

- 2 Department of Education; and Colorado School for the Deaf and the Blind – The Department of Education and the Colorado School for the Deaf and the Blind are requested to provide to the Joint Budget Committee, by September 1, 2022, detailed information concerning each entity's implementation of the recommendations of the independent review panel for the Colorado School for the Deaf and Blind. The requested information should include both detail on the progress made to date and each entity's plans going forward.

COMMENT: The Department submitted its response on September 2, 2022. The response is addressed in a briefing issue about the CSDB.

- 4 Department of Education, Assistance to Public Schools, Grant Programs, Distributions, and Other Assistance, Capital Construction -- In light of the small amount of funding available in the context of statewide public school capital construction needs, the Department of Education and the Capital Construction Assistance Board are requested to provide analysis and proposals, by November 1, 2022, regarding how to ensure B.E.S.T. funding is used as efficiently and effectively as possible. This includes steps that could help reduce B.E.S.T. outlays per student served. The report is

requested to discuss options for changes to guidelines, processes, procedures, and statutes and identify any of these options that the Department and Board recommend. Options may include but need not be limited to new incentives, such as additional points in scoring projects, to encourage school districts to collaborate in submitting capital construction project requests. Could incentives for collaboration or shared facilities support efficiencies of scale, including lower construction prices and lower costs per student served?

COMMENT: The Department’s response is excerpted below.

“Pursuant to statute, the priorities for the Building Excellent Schools Today (BEST) grant program are to address: 1) health, safety, security and technology, 2) overcrowding, 3) career and technical education programs, 4) projects to remove American Indian Mascots, and 5) all other projects. The overwhelming majority of grant request are to address individual health, safety, and security issues, or possible “deferred maintenance” issues.

Grant requests are prioritized by the Capital Construction Assistance Board based upon several factors including a facility assessment, or Facility Condition Index. This information helps to illustrate the cost of replacing critical systems versus replacing an entire facility and to ensure that board members can compare needs of each facility during the annual grant review. There is no one-size-fits-all solution for public school facility needs.

Staff works directly with districts, charters, and project teams throughout grant planning, design and construction, and closing out of projects. BEST continuously emphasizes the importance of efficient design through evaluation of square footage and utilization rates in school facilities and competitive bidding process.

Due to the size and diversity of our state, there is not a singular dollar amount per student that constitutes an adequate investment level to provide a safe educational environment. For example, construction costs vary by region and typically increase in rural/low-enrollment districts. Reducing or creating a maximum allowed cost per student outlay for BEST grants could have an outsized impact on these districts.

Given the required matching percentages as defined by statute, the impact of these grants is much greater in small districts (with smaller student populations) that have less ability to fund construction projects. Thus, the current structure is designed to prioritize school buildings with the highest health, safety and security needs across the state, and to simultaneously support districts with less ability to raise funds for capital projects.

POSSIBLE CHANGES/RECOMMENDATIONS

- Engage with and educate applicants and vendors:
 - Highlight successful projects – including renovations, replacement schools, and maintenance
 - Tours of successful projects
 - Conference roundtables on lessons learned by superintendents and boards
 - Mentorships for superintendents and boards
 - Annual conference of vendors (owner’s representatives, architects, project managers, etc.)

- Possible changes to application/rules/procedures:
 - Emphasis on maintenance requirements
 - Stronger justification/metrics for replacement school vs. renovation
 - Ability to complete project without a BEST grant (keeping in mind that this could continue to emphasize rural districts that have fewer resources)
 - Illustrate ways the project efficiently uses local and state resources
 - Highlight space utilization rates of facility and collaborative/shared community use
 - Emphasis on student and staff focused spaces incorporated into the project

It is also important to keep in mind that these investments go beyond the cost per student at the time of construction. These facilities are meant to last 50+ years and will serve generations of students. Schools are also a part of essential infrastructure and community resiliency. They serve as gathering places for community events and in emergency situations. Lastly, school construction contributes to the economy and in rural communities this impact is likely felt more acutely. The State Demographer estimates the \$545 million in BEST projects funded in FY22 directly supports or creates 4,900 jobs. If indirect and induced impacts are included, these projects support or create an estimated 9,700 jobs.

The Capital Construction Assistance Board looks forward to working with the legislature on finding additional capital resources for all schools in Colorado.”

APPENDIX C

DEPARTMENT ANNUAL PERFORMANCE REPORT

Pursuant to Section 2-7-205 (1)(b), C.R.S., the Department of Education is required to publish an **Annual Performance Report** for the *previous fiscal year* by November 1 of each year. This report is to include a summary of the Department's performance plan and most recent performance evaluation for the designated fiscal year. In addition, pursuant to Section 2-7-204 (3)(a)(I), C.R.S., the Department is required to develop a **Performance Plan** and submit the plan for the *current fiscal year* to the Joint Budget Committee and appropriate Joint Committee of Reference by July 1 of each year.

For consideration by the Joint Budget Committee in prioritizing the Department's FY 2023-24 budget request, the FY 2021-22 Annual Report and FY 2022-23 Performance Plan can be found at the following link:

<https://www.colorado.gov/pacific/performancemanagement/departments-performance-plans>