

Department of Education

Funding Request for the FY 2022-23 Budget Cycle

Request Title

R-01: State Share of Total Program Increase

Dept. Approval By: Wayne Peel 11-1-2021

Supplemental FY 2021-22

OSPB Approval By: \_\_\_\_\_

Budget Amendment FY 2022-23

X

Change Request FY 2022-23

Summary Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental Request	Base Request	Change Request	Continuation
<b>Total</b>		<b>\$4,848,537,248</b>	<b>\$0</b>	<b>\$4,848,537,248</b>	<b>\$231,244,420</b>	<b>\$231,244,420</b>
FTE		0.0	0.0	0.0	0.0	0.0
GF		\$4,040,848,829	\$0	\$4,040,848,829	\$0	\$0
CF		\$807,688,419	\$0	\$807,688,419	\$231,244,420	\$231,244,420
RF		\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0

Line Item Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental Request	Base Request	Change Request	Continuation
<b>Total</b>		<b>\$4,848,537,248</b>	<b>\$0</b>	<b>\$4,848,537,248</b>	<b>\$231,244,420</b>	<b>\$231,244,420</b>
02. Assistance to Public Schools, (A) Public School Finance, (1) Public School Finance - State Share Of Districts' Total Program Funding	FTE	0.0	0.0	0.0	0.0	0.0
	GF	\$4,040,848,829	\$0	\$4,040,848,829	\$0	\$0
	CF	\$807,688,419	\$0	\$807,688,419	\$231,244,420	\$231,244,420
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

Auxiliary Data			
Requires Legislation?	YES		
Type of Request?	Education Prioritized Request	Interagency Approval or Related Schedule 13s:	No Other Agency Impact

**Department of Education**

**Funding Request for the FY 2022-23 Budget Cycle**

Request Title

**R-02: Categorical Programs Inflation Increases**

Dept. Approval By: Wayne Peel 11-1-2021 \_\_\_\_\_ Supplemental FY 2021-22  
 OSPB Approval By: \_\_\_\_\_ Budget Amendment FY 2022-23  
 \_\_\_\_\_ X \_\_\_\_\_ Change Request FY 2022-23

Summary Information	FY 2021-22		FY 2022-23		FY 2023-24	
	Fund	Initial Appropriation	Supplemental	Base Request	Change Request	Continuation
			Request			
<b>Total</b>		<b>\$516,539,819</b>	<b>\$0</b>	<b>\$516,872,703</b>	<b>\$13,370,425</b>	<b>\$13,370,425</b>
FTE		71.6	0.0	71.6	0.0	0.0
<b>Total of All Line Items Impacted by Change Request</b>	GF	\$158,265,474	\$0	\$158,265,474	\$0	\$0
	CF	\$190,552,430	\$0	\$190,571,232	\$13,370,425	\$13,370,425
	RF	\$191,090	\$0	\$191,090	\$0	\$0
	FF	\$167,530,825	\$0	\$167,844,907	\$0	\$0

Line Item Information	FY 2021-22		FY 2022-23		FY 2023-24	
	Fund	Initial Appropriation	Supplemental	Base Request	Change Request	Continuation
			Request			
<b>Total</b>		<b>\$376,612,241</b>	<b>\$0</b>	<b>\$376,916,223</b>	<b>\$7,705,231</b>	<b>\$7,705,231</b>
02. Assistance to Public Schools, (B) Categorical Programs, (1) District Programs Required by Statute - Special Education - Children With Disabilities	FTE	63.0	0.0	63.0	0.0	0.0
	GF	\$93,572,347	\$0	\$93,572,347	\$0	\$0
	CF	\$126,582,286	\$0	\$126,582,286	\$7,705,231	\$7,705,231
	RF	\$191,090	\$0	\$191,090	\$0	\$0
	FF	\$156,266,518	\$0	\$156,570,500	\$0	\$0

<b>Total</b>		<b>\$36,522,049</b>	<b>\$0</b>	<b>\$36,532,149</b>	<b>\$2,290,813</b>	<b>\$2,290,813</b>
02. Assistance to Public Schools, (B) Categorical Programs, (1) District Programs Required by Statute - English Language Proficiency Program	FTE	4.6	0.0	4.6	0.0	0.0
	GF	\$3,101,598	\$0	\$3,101,598	\$0	\$0
	CF	\$22,156,144	\$0	\$22,156,144	\$2,290,813	\$2,290,813
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$11,264,307	\$0	\$11,274,407	\$0	\$0

	<b>Total</b>	<b>\$63,221,962</b>	<b>\$0</b>	<b>\$63,228,850</b>	<b>\$2,095,815</b>	<b>\$2,095,815</b>
02. Assistance to Public Schools, (B) Categorical Programs, (2) Other	FTE	2.0	0.0	2.0	0.0	0.0
Categorical Programs - Public School Transportation	GF	\$36,922,227	\$0	\$36,922,227	\$0	\$0
	CF	\$26,299,735	\$0	\$26,306,623	\$2,095,815	\$2,095,815
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

	<b>Total</b>	<b>\$28,244,361</b>	<b>\$0</b>	<b>\$28,244,361</b>	<b>\$1,274,805</b>	<b>\$1,274,805</b>
02. Assistance to Public Schools, (B) Categorical Programs, (2) Other	FTE	0.0	0.0	0.0	0.0	0.0
Categorical Programs - Transfer to DHE for Career and Technical Education	GF	\$17,792,850	\$0	\$17,792,850	\$0	\$0
	CF	\$10,451,511	\$0	\$10,451,511	\$1,274,805	\$1,274,805
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

	<b>Total</b>	<b>\$9,493,560</b>	<b>\$0</b>	<b>\$9,498,719</b>	<b>\$4,412</b>	<b>\$4,412</b>
02. Assistance to Public Schools, (B) Categorical Programs, (2) Other	FTE	1.0	0.0	1.0	0.0	0.0
Categorical Programs - Expelled and At-Risk Student Services Grant Program	GF	\$5,788,807	\$0	\$5,788,807	\$0	\$0
	CF	\$3,704,753	\$0	\$3,709,912	\$4,412	\$4,412
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

	<b>Total</b>	<b>\$1,314,250</b>	<b>\$0</b>	<b>\$1,314,250</b>	<b>\$426</b>	<b>\$426</b>
02. Assistance to Public Schools, (B) Categorical Programs, (2) Other	FTE	0.0	0.0	0.0	0.0	0.0
Categorical Programs - Small Attendance Center Aid	GF	\$787,645	\$0	\$787,645	\$0	\$0
	CF	\$526,605	\$0	\$526,605	\$426	\$426
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

	<b>Total</b>	<b>\$1,131,396</b>	<b>\$0</b>	<b>\$1,138,151</b>	<b>(\$1,077)</b>	<b>(\$1,077)</b>
02. Assistance to Public Schools, (B) Categorical Programs, (2) Other	FTE	1.0	0.0	1.0	0.0	0.0
Categorical Programs - Comprehensive Health Education	GF	\$300,000	\$0	\$300,000	\$0	\$0
	CF	\$831,396	\$0	\$838,151	(\$1,077)	(\$1,077)
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

Auxiliary Data			
<b>Requires Legislation?</b>	YES		
<b>Type of Request?</b>	Education Prioritized Request	<b>Interagency Approval or Related Schedule 13s:</b>	No Other Agency Impact

Department of Education

Funding Request for the FY 2022-23 Budget Cycle

Request Title

R-03: Operating Expenses for the State Board of Education

Dept. Approval By: Wayne Peel 11-1-2021

Supplemental FY 2021-22

OSPB Approval By: \_\_\_\_\_

Budget Amendment FY 2022-23

X

Change Request FY 2022-23

Summary Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental Request	Base Request	Change Request	Continuation
	Total	\$12,197,929	\$0	\$12,162,596	\$124,497	\$127,295
	FTE	2.0	0.0	2.0	0.5	0.5
Total of All Line Items Impacted by Change Request	GF	\$5,087,962	\$0	\$4,655,347	\$124,497	\$127,295
	CF	\$1,817,097	\$0	\$1,546,210	\$0	\$0
	RF	\$880,678	\$0	\$1,341,059	\$0	\$0
	FF	\$4,412,192	\$0	\$4,619,980	\$0	\$0

Line Item Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental Request	Base Request	Change Request	Continuation
	Total	\$318,751	\$0	\$325,319	\$106,946	\$109,429
U.I. Management and Administration, (A)	FTE	2.0	0.0	2.0	0.5	0.5
Administration and Centrally-Appropriated Line Items, (1)	GF	\$318,751	\$0	\$325,319	\$106,946	\$109,429
Administration and Centrally-Appropriated Line Items - State Board of Education	CF	\$0	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

	Total	\$6,994,268	\$0	\$7,049,729	\$14,086	\$14,086
U.I. Management and Administration, (A)	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$2,941,459	\$0	\$2,647,786	\$14,086	\$14,086
Administration and Centrally-Appropriated Line Items - Health, Life, and Dental	CF	\$1,057,725	\$0	\$953,738	\$0	\$0
	RF	\$510,361	\$0	\$783,907	\$0	\$0
	FF	\$2,484,723	\$0	\$2,664,298	\$0	\$0

	<b>Total</b>	<b>\$76,642</b>	<b>\$0</b>	<b>\$74,570</b>	<b>\$55</b>	<b>\$60</b>
01. Management and Administration, (A)	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$28,602	\$0	\$26,070	\$55	\$60
	CF	\$11,932	\$0	\$9,254	\$0	\$0
Administration and Centrally-Appropriated Line Items - Short-term Disability	RF	\$5,819	\$0	\$8,702	\$0	\$0
	FF	\$30,289	\$0	\$30,544	\$0	\$0

	<b>Total</b>	<b>\$2,404,134</b>	<b>\$0</b>	<b>\$2,356,489</b>	<b>\$1,705</b>	<b>\$1,860</b>
01. Management and Administration, (A)	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$899,575	\$0	\$828,086	\$1,705	\$1,860
	CF	\$373,720	\$0	\$291,609	\$0	\$0
Administration and Centrally-Appropriated Line Items - Amortization Equalization Disbursement	RF	\$182,249	\$0	\$274,225	\$0	\$0
	FF	\$948,590	\$0	\$962,569	\$0	\$0

	<b>Total</b>	<b>\$2,404,134</b>	<b>\$0</b>	<b>\$2,356,489</b>	<b>\$1,705</b>	<b>\$1,860</b>
01. Management and Administration, (A)	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$899,575	\$0	\$828,086	\$1,705	\$1,860
	CF	\$373,720	\$0	\$291,609	\$0	\$0
Administration and Centrally-Appropriated Line Items - Supplemental Amortization Equalization Disbursement	RF	\$182,249	\$0	\$274,225	\$0	\$0
	FF	\$948,590	\$0	\$962,569	\$0	\$0

Auxiliary Data			
<b>Requires Legislation?</b>	NO		
<b>Type of Request?</b>	Education Prioritized Request	<b>Interagency Approval or Related Schedule 13s:</b>	No Other Agency Impact

Department of Education

Funding Request for the FY 2022-23 Budget Cycle

Request Title

R-04: Departmental Infrastructure

Dept. Approval By: Wayne Peel 11-1-2021

Supplemental FY 2021-22

OSPB Approval By: \_\_\_\_\_

Budget Amendment FY 2022-23

X

Change Request FY 2022-23

Summary Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental	Base Request	Change Request	Continuation
			Request			
<b>Total</b>		<b>\$18,013,759</b>	<b>\$0</b>	<b>\$18,127,802</b>	<b>\$648,145</b>	<b>\$669,105</b>
FTE		49.6	0.0	49.6	6.2	6.7
Total of All Line Items Impacted by Change Request	GF	\$6,313,042	\$0	\$5,920,854	\$551,972	\$574,932
	CF	\$3,478,780	\$0	\$3,252,190	\$96,173	\$94,173
	RF	\$3,809,745	\$0	\$4,334,778	\$0	\$0
	FF	\$4,412,192	\$0	\$4,619,980	\$0	\$0

Line Item Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental	Base Request	Change Request	Continuation
			Request			
<b>Total</b>		<b>\$4,659,043</b>	<b>\$0</b>	<b>\$4,771,036</b>	<b>\$417,218</b>	<b>\$437,275</b>
01. Management and Administration, (A)	FTE	34.6	0.0	34.6	5.2	5.7
Administration and Centrally-Appropriated Line Items, (1)	GF	\$1,543,831	\$0	\$1,590,826	\$417,218	\$437,275
Administration and Centrally-Appropriated Line Items - General	CF	\$186,145	\$0	\$186,491	\$0	\$0
Department and Program	RF	\$2,929,067	\$0	\$2,993,719	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

<b>Total</b>		<b>\$6,994,268</b>	<b>\$0</b>	<b>\$7,049,729</b>	<b>\$112,688</b>	<b>\$112,688</b>
01. Management and Administration, (A)	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$2,941,459	\$0	\$2,647,786	\$98,602	\$98,602
Administration and Centrally-Appropriated Line Items - Health, Life, and Dental	CF	\$1,057,725	\$0	\$953,738	\$14,086	\$14,086
	RF	\$510,361	\$0	\$783,907	\$0	\$0
	FF	\$2,484,723	\$0	\$2,664,298	\$0	\$0

	<b>Total</b>	<b>\$76,642</b>	<b>\$0</b>	<b>\$74,570</b>	<b>\$671</b>	<b>\$718</b>
01. Management and Administration, (A)	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$28,602	\$0	\$26,070	\$568	\$615
	CF	\$11,932	\$0	\$9,254	\$103	\$103
Administration and Centrally-Appropriated Line Items - Short-term Disability	RF	\$5,819	\$0	\$8,702	\$0	\$0
	FF	\$30,289	\$0	\$30,544	\$0	\$0

	<b>Total</b>	<b>\$2,404,134</b>	<b>\$0</b>	<b>\$2,356,489</b>	<b>\$21,022</b>	<b>\$22,450</b>
01. Management and Administration, (A)	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$899,575	\$0	\$828,086	\$17,792	\$19,220
	CF	\$373,720	\$0	\$291,609	\$3,230	\$3,230
Administration and Centrally-Appropriated Line Items - Amortization Equalization Disbursement	RF	\$182,249	\$0	\$274,225	\$0	\$0
	FF	\$948,590	\$0	\$962,569	\$0	\$0

	<b>Total</b>	<b>\$2,404,134</b>	<b>\$0</b>	<b>\$2,356,489</b>	<b>\$21,022</b>	<b>\$22,450</b>
01. Management and Administration, (A)	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$899,575	\$0	\$828,086	\$17,792	\$19,220
	CF	\$373,720	\$0	\$291,609	\$3,230	\$3,230
Administration and Centrally-Appropriated Line Items - Supplemental Amortization Equalization Disbursement	RF	\$182,249	\$0	\$274,225	\$0	\$0
	FF	\$948,590	\$0	\$962,569	\$0	\$0

	<b>Total</b>	<b>\$1,475,538</b>	<b>\$0</b>	<b>\$1,519,489</b>	<b>\$75,524</b>	<b>\$73,524</b>
02. Assistance to Public Schools, (C) Grant Programs, Distributions, and Other Assistance, (2)	FTE	15.0	0.0	15.0	1.0	1.0
Capital Construction - Division of Public School Capital Construction Assistance	GF	\$0	\$0	\$0	\$0	\$0
	CF	\$1,475,538	\$0	\$1,519,489	\$75,524	\$73,524
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

Auxiliary Data			
<b>Requires Legislation?</b>	NO		
<b>Type of Request?</b>	Education Prioritized Request	<b>Interagency Approval or Related Schedule 13s:</b>	No Other Agency Impact

Department of Education

Funding Request for the FY 2022-23 Budget Cycle

Request Title

R-05: CSI Mill Levy Equalization

Dept. Approval By: *Amanda J. Egan*

Supplemental FY 2021-22

OSPB Approval By: \_\_\_\_\_

Budget Amendment FY 2022-23

X

Change Request FY 2022-23

Summary Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental	Base Request	Change Request	Continuation
			Request			
<b>Total</b>		<b>\$18,000,000</b>	<b>\$0</b>	<b>\$18,000,000</b>	<b>\$20,000,000</b>	<b>\$20,000,000</b>
FTE		0.0	0.0	0.0	0.0	0.0
Total of All Line Items Impacted by Change Request	GF	\$9,000,000	\$0	\$9,000,000	\$10,000,000	\$10,000,000
	CF	\$0	\$0	\$0	\$0	\$0
	RF	\$9,000,000	\$0	\$9,000,000	\$10,000,000	\$10,000,000
	FF	\$0	\$0	\$0	\$0	\$0

Line Item Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental	Base Request	Change Request	Continuation
			Request			
	<b>Total</b>	<b>\$18,000,000</b>	<b>\$0</b>	<b>\$18,000,000</b>	<b>\$20,000,000</b>	<b>\$20,000,000</b>
	FTE	0.0	0.0	0.0	0.0	0.0
01. Management and Administration, (D) State Charter School Institute, (1) State Charter School Institute - CSI Mill Levy Equalization	GF	\$9,000,000	\$0	\$9,000,000	\$10,000,000	\$10,000,000
	CF	\$0	\$0	\$0	\$0	\$0
	RF	\$9,000,000	\$0	\$9,000,000	\$10,000,000	\$10,000,000
	FF	\$0	\$0	\$0	\$0	\$0

Auxiliary Data

Requires Legislation? YES

Type of Request? Education Prioritized Request

Interagency Approval or Related Schedule 13s:

No Other Agency Impact



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Department of Education

Funding Request for the FY 2022-23 Budget Cycle

Request Title

R-06: Expanding Resources for School Improvement

Dept. Approval By: Wayne Peel 11-1-2021

Supplemental FY 2021-22

OSPB Approval By: \_\_\_\_\_

Budget Amendment FY 2022-23

X

Change Request FY 2022-23

Summary Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental	Base Request	Change Request	Continuation
			Request			
	<b>Total</b>	<b>\$4,435,997</b>	<b>\$0</b>	<b>\$4,446,818</b>	<b>\$2,000,000</b>	<b>\$2,000,000</b>
Total of All Line Items Impacted by Change Request	FTE	3.0	0.0	3.0	0.0	0.0
	GF	\$2,431,222	\$0	\$2,438,570	\$2,000,000	\$2,000,000
	CF	\$2,004,775	\$0	\$2,008,248	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

Line Item Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental	Base Request	Change Request	Continuation
			Request			
	<b>Total</b>	<b>\$4,435,997</b>	<b>\$0</b>	<b>\$4,446,818</b>	<b>\$2,000,000</b>	<b>\$2,000,000</b>
U.Z. Assistance to Public Schools, (C) Grant	FTE	3.0	0.0	3.0	0.0	0.0
Programs, Distributions, and Other Assistance, (4) Professional	GF	\$2,431,222	\$0	\$2,438,570	\$2,000,000	\$2,000,000
Development and Instructional Support - School Transformation	CF	\$2,004,775	\$0	\$2,008,248	\$0	\$0
Grant Program	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

Auxiliary Data			
Requires Legislation?	NO		
Type of Request?	Education Prioritized Request	Interagency Approval or Related Schedule 13s:	No Other Agency Impact

Department of Education

Funding Request for the FY 2022-23 Budget Cycle

Request Title

R-07: Empowering Parents with School Information

Dept. Approval By: Wayne Peel 11-1-2021

Supplemental FY 2021-22

OSPB Approval By: \_\_\_\_\_

Budget Amendment FY 2022-23

X

Change Request FY 2022-23

Summary Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental Request	Base Request	Change Request	Continuation
	Total	\$12,640,903	\$0	\$12,610,123	\$526,315	\$257,763
	FTE	4.1	0.0	4.1	1.8	2.0
Total of All Line Items Impacted by Change Request	GF	\$5,232,936	\$0	\$4,804,874	\$526,315	\$257,763
	CF	\$2,115,097	\$0	\$1,844,210	\$0	\$0
	RF	\$880,678	\$0	\$1,341,059	\$0	\$0
	FF	\$4,412,192	\$0	\$4,619,980	\$0	\$0

Line Item Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental Request	Base Request	Change Request	Continuation
	Total	\$6,994,268	\$0	\$7,049,729	\$28,172	\$28,172
	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$2,941,459	\$0	\$2,647,786	\$28,172	\$28,172
Administration and Centrally-Appropriated Line Items - Health, Life, and Dental	CF	\$1,057,725	\$0	\$953,738	\$0	\$0
	RF	\$510,361	\$0	\$783,907	\$0	\$0
	FF	\$2,484,723	\$0	\$2,664,298	\$0	\$0

	Total	\$76,642	\$0	\$74,570	\$252	\$280
	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$28,602	\$0	\$26,070	\$252	\$280
Administration and Centrally-Appropriated Line Items - Short-term Disability	CF	\$11,932	\$0	\$9,254	\$0	\$0
	RF	\$5,819	\$0	\$8,702	\$0	\$0
	FF	\$30,289	\$0	\$30,544	\$0	\$0

	<b>Total</b>	<b>\$2,404,134</b>	<b>\$0</b>	<b>\$2,356,489</b>	<b>\$7,879</b>	<b>\$8,754</b>
01. Management and Administration, (A)	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$899,575	\$0	\$828,086	\$7,879	\$8,754
Administration and Centrally-Appropriated Line Items - Amortization Equalization Disbursement	CF	\$373,720	\$0	\$291,609	\$0	\$0
	RF	\$182,249	\$0	\$274,225	\$0	\$0
	FF	\$948,590	\$0	\$962,569	\$0	\$0

	<b>Total</b>	<b>\$2,404,134</b>	<b>\$0</b>	<b>\$2,356,489</b>	<b>\$7,879</b>	<b>\$8,754</b>
01. Management and Administration, (A)	FTE	0.0	0.0	0.0	0.0	0.0
Administration and Centrally-Appropriated Line Items, (1)	GF	\$899,575	\$0	\$828,086	\$7,879	\$8,754
Administration and Centrally-Appropriated Line Items - Supplemental Amortization Equalization Disbursement	CF	\$373,720	\$0	\$291,609	\$0	\$0
	RF	\$182,249	\$0	\$274,225	\$0	\$0
	FF	\$948,590	\$0	\$962,569	\$0	\$0

	<b>Total</b>	<b>\$761,725</b>	<b>\$0</b>	<b>\$772,846</b>	<b>\$482,133</b>	<b>\$211,803</b>
01. Management and Administration, (C)	FTE	4.1	0.0	4.1	1.8	2.0
Assessments and Data Analyses, (1)	GF	\$463,725	\$0	\$474,846	\$482,133	\$211,803
Assessments and Data Analyses - Longitudinal Analyses of Student Assessment Results	CF	\$298,000	\$0	\$298,000	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

Auxiliary Data			
<b>Requires Legislation?</b>	NO		
<b>Type of Request?</b>	Education Prioritized Request	<b>Interagency Approval or Related Schedule 13s:</b>	No Other Agency Impact

**Department of Education**

**Funding Request for the FY 2022-23 Budget Cycle**

Request Title

**R-08: CSDB Teacher Salary Increase**

Dept. Approval By: *Janette Donley*

Supplemental FY 2021-22

OSPB Approval By: \_\_\_\_\_

Budget Amendment FY 2022-23

X

Change Request FY 2022-23

Summary Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental Request	Base Request	Change Request	Continuation
<b>Total</b>		<b>\$11,553,296</b>	<b>\$0</b>	<b>\$11,907,898</b>	<b>\$288,614</b>	<b>\$288,614</b>
FTE		153.1	0.0	153.1	0.0	0.0
<b>Total of All Line Items Impacted by Change Request</b>	GF	\$9,848,996	\$0	\$10,169,125	\$288,614	\$288,614
	CF	\$0	\$0	\$0	\$0	\$0
	RF	\$1,704,300	\$0	\$1,738,773	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

Line Item Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental Request	Base Request	Change Request	Continuation
<b>Total</b>		<b>\$11,553,296</b>	<b>\$0</b>	<b>\$11,907,898</b>	<b>\$288,614</b>	<b>\$288,614</b>
FTE		153.1	0.0	153.1	0.0	0.0
04. School for the Deaf and the Blind, (A) School Operations, (1) School Operations - Personal Services	GF	\$9,848,996	\$0	\$10,169,125	\$288,614	\$288,614
	CF	\$0	\$0	\$0	\$0	\$0
	RF	\$1,704,300	\$0	\$1,738,773	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

**Auxiliary Data**

Requires Legislation? NO

Type of Request? Education Prioritized Request

Interagency Approval or Related Schedule 13s:

No Other Agency Impact

**Department of Education**

**Funding Request for the FY 2022-23 Budget Cycle**

Request Title

**R-09: CSDB Dishwashing Machine**

Dept. Approval By: Opelle Donley

Supplemental FY 2021-22

OSPB Approval By: \_\_\_\_\_

Budget Amendment FY 2022-23

X

Change Request FY 2022-23

Summary Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental Request	Base Request	Change Request	Continuation
		<b>Total</b>	<b>\$668,291</b>	<b>\$0</b>	<b>\$668,291</b>	<b>\$65,000</b>
FTE	0.0	0.0	0.0	0.0	0.0	
<b>Total of All Line Items Impacted by Change Request</b>	<b>GF</b>	<b>\$668,291</b>	<b>\$0</b>	<b>\$668,291</b>	<b>\$65,000</b>	<b>\$0</b>
	CF	\$0	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

Line Item Information	Fund	FY 2021-22		FY 2022-23		FY 2023-24
		Initial Appropriation	Supplemental Request	Base Request	Change Request	Continuation
		<b>Total</b>	<b>\$668,291</b>	<b>\$0</b>	<b>\$668,291</b>	<b>\$65,000</b>
FTE	0.0	0.0	0.0	0.0	0.0	
04. School for the Deaf and the Blind, (A) School Operations, (1) School Operations - Operating Expenses	GF	\$668,291	\$0	\$668,291	\$65,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0

Auxiliary Data			
Requires Legislation?	NO		
Type of Request?	Education Prioritized Request	Interagency Approval or Related Schedule 13s:	No Other Agency Impact



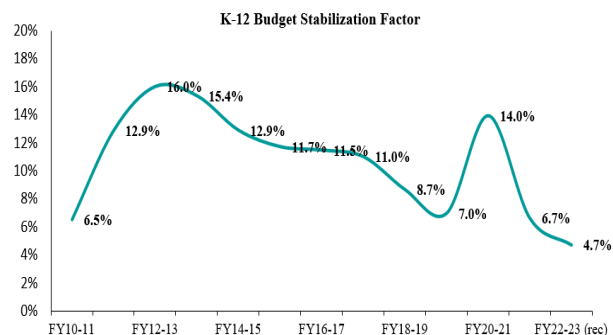
**Governor’s Office Priority: R-01  
Request Detail: State Share of Total Program Increase**

Summary of Funding Change for FY 2022-23*				
	Totals	Incremental Change		
	FY 2021-22 Appropriation	FY 2022-23 Request	FY 2023-24 Request	FY 2024-25 Request
Total Funds	\$4,848,537,247	\$231,244,420	\$231,244,420	\$231,244,420
FTE	0.0	0.0	0.0	0.0
General Fund	\$4,040,848,829	\$0	\$0	\$0
Cash Funds	\$807,688,419	\$231,244,420	\$231,244,420	\$231,244,420
Reappropriated Funds	\$0	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0

\*The request summary table does not reflect the \$450M State Education Fund (SEF) transfer from General Fund (GF) in FY 2022-23, to be spent in equal increments over the next three FY. This will increase the State Share of Total Program funding to \$381.2M, \$531.2M, and \$681.2M in FY 2022-23, FY 2023-24, and FY 2024-25 respectively.

**Summary of Request**

The Governor’s Office, in collaboration with the Colorado Department of Education (CDE), requests an increase of \$381,244,420 total funds for the State Share of Total Program funding for K-12 public schools, including the additional \$150,000,000 General Fund transfer into the State Education Fund (SEF) in FY 2022-23 to buy down the Budget Stabilization Factor (BSF). Funding in the SEF will increase by \$458,885,045, alongside a decrease of \$77,640,625 from the Public School Fund. In addition to the FY 2022-23 Total Program request to transfer \$150M transfer into the SEF, the Governor’s Office also requests additional pre-pays totalling \$300 million to be transferred into the SEF for use in FY 2023-24 and FY 2024-25 to maintain the lowest BSF since the factor was first introduced. In total, this amounts to a \$450M one time investment to maintain a reduced BSF. The request represents an 8% increase to the State Share amount for K-12 funding when compared to FY 2021-22 and preserves a \$819.4 million fund balance in the SEF at the end of FY 2022-23. This request increases per pupil funding by \$526 in FY 2022-23 and will require statutory changes to the School Finance Act.



### ***Current Program:***

Colorado public schools receive funding from a variety of sources. However, most revenues to Colorado's 178 school districts and Charter School Institute schools (hereafter, both are referred to as districts) are provided through the Public School Finance Act of 1994 (as amended). In FY 2019-20, Total Program equaled 57.8% of total revenue. The Public School Finance Act establishes a formula to determine the amount of state and local funding for each district. The term "Total Program" is used to describe the total amount of funding each district receives under the School Finance Act. Total Program for a district is calculated by the number of funded pupils in the district multiplied by a statewide base per-pupil amount. To account for different district characteristics, a district's base per-pupil amount of funding may be adjusted for various factors including: (a) cost of living, (b) personnel costs, and (c) enrollment size. The School Finance Act formula also adjusts a district's funding to compensate for the presence of at-risk pupils (including Free or Reduced Price lunch and English Language Learners), pupils enrolled in multi-district online schools, pupils enrolled in grades thirteen and fourteen in Pathways in Technology Early College High School included in the district extended high school pupil enrollment count, and the Accelerating Students through Concurrent Enrollment program slots.

Although the General Assembly sets the statewide base per-pupil amount annually, Article IX, Section 17, of the Colorado Constitution, commonly referred to as Amendment 23, requires that at a minimum, the General Assembly increase the base per-pupil amount each year by the rate of inflation. Beginning in FY 2010-11, the School Finance Act began reducing the Total Program amount proportionately across most districts by applying a new calculation called the Budget Stabilization Factor (BSF), formerly the negative factor. In FY 2021-22, the BSF reduced Total Program by approximately \$571 million (6.7%) statewide.

### ***Proposed Solution***

The Governor's Office requests Total Program increase by \$475.6 million total funds in FY 2022-23. This increase consists of an \$381.2 million increase to the State Share and an \$94.4 million increase to local share. The estimates in this request assume total funded pupil count will increase by 889 pupils (0.1%) and an inflationary factor of 3.7% based on the Office of State Planning and Budgeting (OSP) September 2021 Economic Forecast. The Total Program request reduces the BSF by \$150 million and maintains a projected ending fund balance in the SEF of \$819.4 million, as a result of the additional pre-pays totalling \$300 million that will be transferred into the SEF to maintain the new lower factor and safeguard our K-12 investments in FY 2023-24 and FY 2024-25 .

For FY 2022-23, the State Share appropriations for Total Program from these fund sources will change as follows:



- SEF appropriations for Total Program will increase by \$458.9 million from \$614.4 million in FY 2021-22 to \$1,073.3 million in FY 2022-23. Based on the OSPB September 2021 Economic Forecast and the SEF appropriations contained in the FY 2022-23 budget request, the SEF is forecasted to have a FY 2022-23 ending fund balance of \$819.4 million.
- State Public School Fund appropriations will decrease by \$77.6 million from \$193.3 million in FY 2020-21 to \$115.7 million in FY 2022-23. The request reflects the available revenues in the State Public School Fund for Total Program. The available revenues in the State Public School Fund includes a transfer of \$33.8 million from marijuana sales tax revenues pursuant to Section 39-28.8-203 (1.5) (B), C.R.S., as forecasted by the OSPB September 2021 Economic Forecast.
- General Fund appropriations will remain at \$4.04 billion, but there will be a one-time investment to reduce and sustain a lower BSF through a \$450 million General Fund transfer into the SEF in FY 2022-23. These funds will be used to first buydown the BSF by \$150M in FY 2022-23 and then maintain a lower 4.7% BSF in FY 2023-24 and FY 2024-25.

While not specifically reflected in this decision item, the Governor’s Office notes that the General Assembly made progress towards making the public school formula more equitable last year by putting more resources towards schools serving at-risk students and English language learners. The Governor’s Office encourages the General Assembly to continue making progress by prioritizing equity in the formula, including providing more resources towards schools serving at-risk students and addressing historic inequities in mill levy calculations that make it difficult for school districts to raise revenue.

Theory of Change	Higher per pupil funding leads to improved student outcomes.		
Program Objective	To provide a better quality education for all Colorado students.		
Outputs Being Measured	Math and reading scores from the Colorado Measures of Academic Success, college entrance exam scores, statewide six-year graduation rate, and statewide matriculation rate.		
Outcomes Being Measured	Academic achievement, academic growth, academic opportunity and achievement gaps, and postsecondary and workforce readiness.		
Cost/Benefit Ratio	N/A		
Evaluations	Pre-Post	Quasi-Experimental Design	Randomized Control Trial
Results of Evaluation	Jackson, C. K., Johnson, R. C., & Persico, C. (2015) and others cited on p. 4	Jackson, C. K., Johnson, R. C., & Persico, C. (2015) and others cited on p. 4	N/A
Continuum Level	Step 4		

### ***Anticipated Outcomes:***

The request ensures districts will receive the funding necessary for increases in student growth and inflation in FY 2022-23. As a percent of Total Program, the BSF will decrease from 6.7% to 4.7%. Overall, the State Share of Total Program funding will increase by 8%. Lastly, the request preserves a \$819.4 million fund balance in the SEF at the end of FY 2022-23. This balance is intended to support maintaining the new lower BSF in FY 2023-24 and FY 2024-25 while also supporting a smoother transition back to a 10-15% reserve as a percentage of expenditures.

Specifically, this State Share of Total Program request will increase per pupil funding by \$526 in FY 2022-23, a 6% increase over the prior year funding level. Recent research has demonstrated a connection between increased per pupil funding and student outcomes. One analysis of the long-term effects of school finance reforms across multiple states, for example, found that increasing per-pupil spending by 10% in all 12 school-age years increases the probability of high school graduation by 7 percentage points for all students, and by roughly 10 percentage points for low-income children.<sup>1</sup> Researchers also observed positive effects on adult wages, with a 9.6% increase in adult hourly wages, and a substantial decrease in adult poverty rates resulting from this size investment. States that have enacted school finance reforms that reduce inequality in K-12 spending between rich and poor districts and those that invested additional money for students in poverty, English learners, and those identified for special education have seen the greatest reduction in disparities between student performance.<sup>2,3,4</sup> As a result of the multiple, longitudinal evaluations of per pupil funding and student outcomes, this request falls as a Step 4 on the State's evidence continuum.

### ***Assumptions and Calculations:***

In FY 2022-23, pupil enrollment growth and inflation result in a \$231.2 million increase to Total Program funding. Reducing the BSF by \$150 million increases Total Program to a total request of \$475.6 million. Of this amount, \$381.2 million is State Share (appropriated) and \$94.4 million is local share (non-appropriated), as shown in Table 1.

### **Detailed Assumptions and Calculations for Total Program**

The details for these calculations are summarized in Appendix A. Appendix B shows the OSPB estimates for the SEF balance at the end of FY 2022-23 with these

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<sup>1</sup> Jackson, C. K., Johnson, R. C., & Persico, C. (2015). The effects of school spending on educational and economic outcomes: Evidence from school finance reforms. (NBER working paper #20847). Cambridge, MA: National Bureau of Economic Research.

<sup>2</sup> Nguyen-Hoang, P., & Yinger, J. (2014). Education finance reform, local behavior, and student performance in Massachusetts. *Journal of Education Finance* 39, 297-322.

<sup>3</sup> Downes, T. A., Zabel, J., & Ansel, D. (2009). *Incomplete grade: Massachusetts education reform at 15*. Boston, MA: MassINC.

<sup>4</sup> Guryan, J. (2001). Does money matter? Regression-discontinuity estimates from education finance reform in Massachusetts. (NBER working paper #8269). Cambridge, MA: National Bureau of Economic Research.

recommendations. Appendix C shows the OSPB estimates for the Public School Fund balance at the end of FY 2022-23 with these recommendations.

<b>Table 1: Total Program Calculation of State and Local Share</b>	<b>FY 2021-22 Current Appropriation</b>	<b>Change (FY 2022-23 Request Minus FY 2021-22)</b>
State Share (appropriated)	\$4,848,537,247	\$381,244,420
Local Property Tax	\$2,945,599,960	\$88,516,999
Specific Ownership Tax	\$195,027,143	\$5,850,814
<b>TOTAL</b>	<b>\$7,989,164,350</b>	<b>\$475,612,233</b>

## Appendix A: Budget Request Summary

<b>Colorado Department of Education Public School Finance Act of 1994 Projected Fiscal Year 2022-23 Funding Summary November 2021 Budget Request</b>			
<b>K-12 Total Program</b>	<b>FY 2021-22 Estimate</b>	<b>FY 2022-23 Request</b>	<b>Change</b>
At-risk Funded Count	363,993	363,993	-
Funded Pupil Count	888,556	889,445	889
Average Per Pupil Funding Before BSF	\$9,634	\$9,991	\$356
Base Per Pupil Funding	\$7,225	\$7,493	\$267
<b>Budget Stabilization Factor</b>	<b>\$8,560,407,834</b>	<b>\$8,886,020,067</b>	<b>\$325,612,233</b>
<b>Budget Stabilization Factor</b>	<b>\$8,560,407,834</b>	<b>\$8,886,020,067</b>	<b>\$325,612,233</b>
Budget Stabilization Factor (minus)	<del>-\$571,243,484</del>	<del>-\$421,243,484</del>	\$150,000,000
<b>Total Revised Total Program Funding</b>	<b>\$7,989,164,350</b>	<b>\$8,464,776,583</b>	<b>\$475,612,233</b>
Budget Stabilization Factor as a Percent of Total Program	6.7%	4.7%	-1.9%
<b>Funding Sources of Local Share</b>			
Property Taxes	\$2,945,599,960	\$3,034,116,959	\$88,516,999
Specific Ownership Taxes	\$195,027,143	\$200,877,957	\$5,850,814
<b>TOTAL LOCAL SHARE</b>	<b>\$3,140,627,103</b>	<b>\$3,234,994,916</b>	<b>\$94,367,813</b>
<b>Funding Sources of State Share</b>			
State Education Fund	\$614,390,325	\$1,073,275,370	\$458,885,045
State Public School Fund	\$193,298,094	\$115,657,468	-\$77,640,626
General Fund	\$4,040,848,829	\$4,040,848,829	\$0
<b>TOTAL STATE SHARE</b>	<b>\$4,848,537,248</b>	<b>\$5,229,781,667</b>	<b>\$381,244,419</b>
<b>Average Per Pupil Funding After Negative Factor</b>	<b>\$8,991</b>	<b>\$9,517</b>	<b>\$526</b>

### Increased Student Enrollment

- The request estimates that funded pupils will increase from 888,556 in FY 2021-22 to 889,445 in FY 2022-23. This is an increase of 889 pupils (0.1%). These estimates are based upon projections developed by OSPB, which assumes COVID related hesitancy begins to fade.

### Unchanged, Elevated At-Risk Counts

- The request estimates at-risk students will remain unchanged at 363,993 between FY 2021-22 and FY 2022-23. As a percentage of total funded pupils, 41% of students will be considered at-risk in FY 2022-23.

### Per Pupil Funding

- The request uses an inflation factor of 3.7% based on the OSPB September 2021 Economic Forecast.
- The inflation rate will increase base per pupil funding by \$267 from \$7,225 in FY 2021-22 to \$7,493 in FY 2022-23. This is an increase of 3.7%.
- After all school finance formula factors are calculated (including the reduction to the BSF), the statewide average per pupil revenue will increase by \$526 from \$8,991 in FY 2021-22 to \$9,517 in FY 2022-23. This is an increase of 6%.

### Local Taxes

- The request estimates that local property taxes increase to \$3.034 billion, based on projections developed by OSPB. Considerations include recent tax property growth in FY 2019-20 and FY 2020-21, and fiscal impacts from H.B. 21-1164 and S.B. 21-293.
- The request estimates that Specific Ownership Taxes will total \$200.9 million in FY 2022-23.

### Budget Stabilization Factor

- The total BSF dollar amount in FY 2022-23 will be \$421.2 million compared to \$571.2 million in FY 2021-22, which represents a \$150 million reduction to the BSF.
- As a percent of Total Program, the BSF will decrease from 6.7% in FY 2021-22 to 4.7% in FY 2022-23, the lowest BSF as a percent of Total Program since the first year the factor was created.

## Appendix B - State Education Fund Balance

<b>Office of State Planning and Budgeting Estimated State Education Fund Balance Projected Fiscal Year 2022-23 Funding Summary November 2021 Budget Request</b>			
	<b>FY 2021-22 Estimate</b>	<b>FY 2022-23 Request</b>	<b>Change</b>
<b>Beginning Balance</b>	<b>\$685,372,092</b>	<b>\$767,583,245</b>	<b>\$82,211,152</b>
<b>Estimated Revenues (OSPB Forecast)</b>			
Amendment 23 Revenues	\$745,923,302	\$854,339,211	\$108,415,909
Additional General Fund revenues directed to SEF	\$262,340,947	\$130,862,950	-\$131,477,997
Additional Federal Fund revenues directed to SEF	\$0	\$0	\$0
<b>Total revenue directed to SEF</b>	<b>\$1,008,264,249</b>	<b>\$985,202,161</b>	<b>-\$23,062,088</b>
Other transfers into SEF	\$0	\$450,000,000	\$450,000,000
Other income and interest income	\$10,082,642	\$9,852,022	-\$230,621
<b>Total Funds to SEF</b>	<b>\$10,082,642</b>	<b>\$459,852,022</b>	<b>\$449,769,379</b>
<b>TOTAL Forecasted Available SEF Funds</b>	<b>\$1,703,718,984</b>	<b>\$2,212,637,427</b>	<b>\$508,918,444</b>
<b>Estimated Expenditures (Department Request)</b>			
Categorical programs	\$197,597,372	\$204,908,475	\$7,311,103
Various other expenditures	\$90,103,033	\$115,103,033	\$25,000,000
Liabilities and Statutory Transfers	\$34,045,009	\$0	-\$34,045,009
<b>Total SEF expenditures for purposes other than Total Program</b>	<b>\$321,745,414</b>	<b>\$320,011,508</b>	<b>-\$1,733,906</b>
<b>SEF expenditures for Total Program</b>	<b>\$614,390,325</b>	<b>\$1,073,275,370</b>	<b>\$458,885,045</b>
<b>TOTAL Forecasted SEF Expenditures</b>	<b>\$936,135,739</b>	<b>\$1,393,286,878</b>	<b>\$457,151,139</b>
<b>Projected Ending Fund Balance</b>	<b>\$767,583,245</b>	<b>\$819,350,550</b>	<b>\$51,767,305</b>

## Appendix C - Public School Fund Balance

Office of State Planning and Budgeting Estimated Public School Fund Balance Projected Fiscal Year 2022-23 Funding Summary November 2021 Budget Request			
	FY 2021-22 Estimate	FY 2022-23 Request	Change
<b>Beginning Balance</b>	<b>\$176,871,134</b>	<b>\$61,800,211</b>	<b>(\$115,070,923)</b>
<b>Estimated Revenues (OSPFB Forecast)</b>			
FML revenues	\$44,501,140	\$45,640,179	\$1,139,039
Marijuana Funding)	\$32,298,513	\$33,838,439	\$1,539,926
<i><b>Total revenue directed to PSF</b></i>	<i><b>\$76,799,653</b></i>	<i><b>\$79,478,618</b></i>	<i><b>\$2,678,965</b></i>
Permanent fund transfer	\$21,000,000	\$21,000,000	\$0
General Fund or other transfer	\$0	\$0	\$0
Other Diversions	\$0	\$0	\$0
<i><b>Total Funds to PSF</b></i>	<i><b>\$21,000,000</b></i>	<i><b>\$21,000,000</b></i>	<i><b>\$0</b></i>
<b>TOTAL Forecasted Available PSF Revenue</b>	<b>\$274,670,787</b>	<b>\$162,278,829</b>	<b>-\$112,391,958</b>
<b>Estimated Expenditures (Department Request)</b>			
Expenditures for other than total program	\$13,572,482	\$13,787,002	\$214,520
Liabilities and Statutory Transfers	\$6,000,000	\$7,834,359	\$1,834,359
<i><b>Total PSF expenditures for purposes other than PSF expenditures for total program</b></i>	<i><b>\$19,572,482</b></i>	<i><b>\$21,621,361</b></i>	<i><b>\$2,048,879</b></i>
<i><b>PSF expenditures for total program</b></i>	<i><b>\$193,298,094</b></i>	<i><b>\$115,657,468</b></i>	<i><b>-\$77,640,626</b></i>
<b>TOTAL Forecasted PSF Expenditures</b>	<b>\$212,870,576</b>	<b>\$137,278,829</b>	<b>-\$75,591,747</b>
<b>Projected Ending Fund Balance</b>	<b>\$61,800,211</b>	<b>\$25,000,000</b>	<b>(\$36,800,211)</b>



**Governor’s Office Priority: R-02  
 Request Detail: Categorical Programs Inflation Increases**

Summary of Funding Change for FY 2022-23				
	Totals		Incremental Change	
	FY 2021-22 Appropriation	FY 2022-23 Base	FY 2022-23 Request	FY 2023-24 Request
Total Funds	\$529,534,761	\$529,534,761	\$13,370,425	\$13,370,425
FTE	0.0	73.1	0.0	0.0
General Fund	\$163,765,474	\$163,765,474	\$0	\$0
Cash Funds	\$198,047,372	\$198,047,372	\$13,370,425	\$13,370,425
Reappropriated Funds	\$191,090	\$191,090	\$0	\$0
Federal Funds	\$167,530,825	\$167,530,825	\$0	\$0

**Summary of Request**

The Governor’s Office and the Colorado Department of Education (CDE) request a cash fund spending authority increase of \$13,370,425 from the State Education Fund in FY 2022-23 and ongoing to fund a 3.7% inflation increase for the education programs commonly referred to as “categorical programs.” Colorado school districts may receive funding to pay for specific categorical programs designed to serve particular groups of students or student needs in addition to funding from the School Finance Act formula. The categorical programs include special education programs for children with disabilities, English language proficiency education, public school transportation, career and technical education programs, special education programs for gifted and talented students, expelled and at-risk student grants, small attendance centers, and comprehensive health education.

Total state funding appropriated for categorical programs in FY 2021-22 is \$361,362,846, which is subject to the inflationary increases for categorical programs each year pursuant to Section 17 of Article IX of the Colorado Constitution. The inflationary increase is not required to be equally distributed to every categorical program. The Governor’s Office requests that \$375,000 be allocated to the Colorado Charter School Institute for a new school Prospect Academy design and the remainder of the \$13.4 million to be allocated among the programs based on the “gap” in funding between the state and federal revenues provided to the programs versus the actual reported district expenditures as reported to the department.



***Current Program:***

Colorado school districts may receive funding to pay for specific categorical programs designed to serve particular groups of students or particular student needs in addition to funding provided to public schools from the School Finance Act formula. The education programs that receive this funding include:

- special education programs for children with disabilities;
- English language proficiency education;
- public school transportation;
- career and technical education programs;
- special education programs for gifted and talented students;
- expelled and at-risk student grants;
- small attendance centers; and
- comprehensive health education.

***Problem or Opportunity:***

Total funding appropriated for categorical programs in FY 2021-22 is \$529,534,761. Of this amount, \$361,362,846 is state funding, which is subject to the inflationary increases for categorical programs each year pursuant to Section 17 of Article IX of the Colorado Constitution. The OSPB September 2021 Economic Forecast indicates a 3.7% inflationary rate adjustment for FY 2022-23. This results in an increase of approximately \$13.4 million over current state funding amounts to be appropriated for the categorical programs.

***Proposed Solution:***

The Governor's Office requests that \$375,000 be allocated to the Colorado Charter School Institute (CSI) for a new school designed to primarily serve students with disabilities, and the remainder of the \$13.4 million in increased funding be allocated among the programs based on the "gap" in funding between the state and federal revenues provided to the programs versus the actual reported district expenditures as reported to the department.

Theory of Change	Not on the continuum - N/A		
Program Objective	Not on the continuum - N/A		
Outputs Being Measured	Not on the continuum - N/A		
Outcomes Being Measured	Not on the continuum - N/A		
Cost/Benefit Ratio	N/A		
Evaluations	Pre-Post	Quasi-Experimental Design	Randomized Control Trial
Results of Evaluation	N/A	N/A	N/A
Continuum Level	N/A		

***Anticipated Outcomes:***

If the request is approved, the state will meet the constitutional requirement to provide inflationary funding for categorical programs. In addition, those programs with the largest funding gaps will receive the majority of the funding increase.

Additionally, the funding allocation to CSI will allow the institute to absorb the approximate 20% increase in special education students to be located at the Prospect Academy. This is considered to be a one time adjustment, with any redistribution of special education students to be tried up in future years through the normal distribution process.

***Assumptions and Calculations:***

The calculation for the requested increase is based on adjusting the FY 2021-22 appropriations subject to Section 17 of Article IX of the Colorado Constitution by an inflation rate of 3.7%. The inflationary rate used the applicable rate for FY 2022-23 projected in the OSPB September 2021 Economic Forecast.

<b>Table 1: Requested Increase for Categorical Programs</b>					
	<b>FY 2021-22 Total Fund Appropriation</b>	<b>Deduct Federal Funds</b>	<b>Deduct Reappropriated Funds</b>	<b>Deduct Public School Transportation Fund*</b>	<b>Total</b>
All Categorical Programs	\$529,534,761	(\$167,530,825)	(\$191,090)	(\$450,000)	\$361,362,846
Applicable OSPB Inflation Factor (September 2020 Economic Forecast)					3.7%
<b>Total amount of inflation for categorical programs</b>					<b>\$13,370,425</b>
<i>*Pursuant to Section 22-51-103, C.R.S., any appropriation made from the public school transportation fund from moneys deposited from overpayments collected by the department through the audit process shall not be included in the calculation of total state funding for all categorical programs as defined in Section 22-55-102,(19) C.R.S.</i>					

The inflationary increase is not required to be distributed to every categorical program. The Governor’s Office requests that \$375,000 be allocated to CSI for a new school designed to primarily serve students with disabilities, and the remainder of the \$13.4 million in increased funding be allocated among the programs based on the “gap” in funding between the state and federal revenues provided to the programs versus the actual reported district expenditures as reported to the department by individual districts. The detailed distribution of additional funding is outlined in Appendix A.

<b>Table 2: Requested Allocation for Categorical Programs Increase</b>			
	<b>FY2021-22 Appropriation</b>	<b>FY2022-23 Department Request</b>	<b>Percent Increase</b>
<b>(1) District Programs Required by Statute</b>			
Special Education Programs for Children with Disabilities *	220,154,633	7,705,231	3.5%
English Language Proficiency Program	25,257,742	2,290,813	9.1%
<b>(2) Other Categorical Programs</b>			
Public School Transportation	63,221,962	2,095,815	3.3%
Career and Technical Education Programs	28,244,361	1,013,769	3.6%
Special Education Programs for Gifted and Talented Children	12,994,942	261,036	2.0%
Expelled and At-risk Student Services Grant Program	9,493,560	4,412	0.0%
Small Attendance Center Aid	1,314,250	426	0.0%
Comprehensive Health Education	1,131,396	(1,077)	-0.1%
<b>Total amount of inflation for categorical programs</b>	<b>361,812,846</b>	<b>13,370,425</b>	<b>3.7%</b>
<i>* Includes \$375,000 set-aside for Charter School Institute</i>			

## Appendix A

Appendix A: Requested Increase for Categorical Programs									
	Special Education Program for Children with Disabilities /1	English Language Proficiency Programs	Public School Transportation	Career and Technical Education Programs	Gifted and Talented Programs	Expelled and At Risk Student Services Grant Program	Small Attendance Center Aid	Comprehensive Health Education	Total
A. FY 19-20 Total District Expenditures	\$1,148,781,907	\$292,424,544	\$275,971,759	\$136,037,968	\$38,456,780	\$7,505,928	\$1,469,977	\$721,457	\$1,901,370,321
B. FY 19-20 Total State / Federal Revenues	<u>-402,351,671</u>	<u>-59,153,267</u>	<u>-62,556,983</u>	<u>-32,806,877</u>	<u>-11,875,758</u>	<u>-7,056,688</u>	<u>-1,314,250</u>	<u>831,099</u>	<u>-577,946,593</u>
C. FY 19-20 Funding Gap Between District Expenditures and State / Federal Revenues	\$746,430,237	\$233,271,277	\$213,414,776	\$103,231,091	\$26,581,022	\$449,240	\$155,727	(\$109,641)	\$1,323,423,727
D. Proportional Percentage of Total Excess Expenditures	56.401%	17.626%	35.126%	7.800%	2.009%	0.034%	0.012%	0.008%	100.000%
E. FY 21-22 State Approps subject to inflation increase	\$220,154,633	\$25,257,742	\$62,771,962	\$28,244,361	\$12,994,942	\$9,493,560	\$1,314,250	\$1,131,396	\$361,362,846
F. R-2 Allocation of the inflation adjustment (see notes)	7,704,609	2,290,619	2,095,637	1,013,683	261,014	4,411	1,529	-1,077	\$13,370,425
G. Base & Other Requests	0	0	6,888	0	10,165	5,159	0	6,755	\$28,967
H. State funds transferred from other Departments/Programs	191,090	0	450,000	0	0	0	0	0	641,090
I. FY 22-23 Est. Federal Funds	<u>156,266,518</u>	<u>11,264,307</u>	0	0	0	0	0	0	<u>167,530,825</u>
J. FY 22-23 Subtotal for the Categorical Programs adjusted by Inflation	<b>\$384,316,850</b>	<b>\$38,812,668</b>	<b>\$65,324,487</b>	<b>\$29,258,044</b>	<b>\$13,266,121</b>	<b>\$9,503,130</b>	<b>\$1,315,779</b>	<b>\$1,137,074</b>	<b>\$542,934,153</b>
<b>FY 21-22 Total Request for Categorical Programs (All Funds and Request Items Included)</b>									<b>\$542,934,153</b>
<i>General Fund</i>									<i>\$163,765,474</i>
<i>CF - State Education Fund &amp; Public School Transportation Fund</i>									<i>\$211,446,764</i>
<i>Reappropriated (Transferred) Funds</i>									<i>\$191,090</i>
<i>Federal Funds</i>									<i>\$167,530,825</i>

### Notes for Appendix A:

Row A: FY 2019-20 total expenditures related to state and federal funding provided by the Department to school districts, CSI, and Boards of Cooperative Educational Services (BOCES). Source of information is School District Data Pipeline Financial Reporting.

Row B: FY 2019-20 total state and federal revenue reported by the Department to school districts, CSI, and BOCES. Source is CORE Financial Data Warehouse Reports.

Row C: Row A minus Row B equals the estimated gap in unfunded expenditures covered by the school districts, CSI, and BOCES.

Row D: The proportional percentage of each categorical program's unfunded expenditures in relation to the total categorical programs unfunded expenditures.

Row E: The FY 2021-22 state funds appropriation excluding federal funds, state funds appropriated from other programs, and public school transportation funds pursuant to Section 22-51-103, C.R.S.

Row F: Shows the Governor's Office recommended distribution of the inflationary increase.

Row G: Shows the FY 2022-23 base adjustments, such as salary survey and other request items that impact a categorical program.

Totals: The FY 2022-23 total request for all categorical programs.

## Appendix B - Request for Information

The Department of Education is requested to work with the Department of Higher Education and to provide to the JBC information concerning the distribution of state funds available for each categorical program, excluding grant programs. The information for special education programs for children with disabilities, English language proficiency programs, public school transportation, career and technical education, and small attendance center aid is requested to include the following: (a) a comparison of the state funding distributed to each district or administrative unit for each program in FY 2020-21 and the maximum allowable distribution pursuant to state law and/or State Board of Education rule; and (b) a comparison of the state and federal funding distributed to each district or administrative unit for each program in FY 2019-20 and actual district expenditures for each program in FY 2019-20. The information for special education programs for gifted and talented children is requested to include a comparison of the state funding distributed to each district or administrative unit for each program in FY 2019-20 and actual district expenditures in FY 2019-20.

Please see the following tables in response to the above Request for Information.

### A) Maximum Allowable Distribution:

Categorical Program	State Funds	Maximum State Funds	%	Estimated Increase Required to Fund Statutory Maximum
Exceptional Children's Education Act (ECEA)	203,571,977	281,993,000	72.19%	78,421,023
English Language Proficiency Act (ELPA)	24,105,538	119,947,606	20.10%	95,842,068
Transportation	60,798,417	106,367,732	57.16%	45,569,315
Colorado Career & Technical Act	27,933,575	34,918,861	80.00%	6,985,286
Small Attendance Center Aide	1,314,250	1,469,977	89.41%	155,727
				<b>226,973,419</b>

**(B) State and Federal Funding Compared to Actual Expenditures:**

Categorical Program	FY19-20 Total State & Federal Revenue	FY19-20 Total State and Federal Expenditures	FY19-20 Total State & Federal Expenditures in Excess of Revenue	Proportional Percentage of Total Excess Expenditures	% Covered by State & Federal
	(B)	(C)	(D)	(E)	
Exceptional Children's Education Act (ECEA)	402,351,671	1,148,781,907	746,430,237	58.4%	35%
English Language Proficiency Act (ELPA)	59,153,267	292,424,544	233,271,277	17.6%	20%
Transportation	62,566,983	275,971,759	213,414,776	16.1%	23%
Gifted & Talented	11,875,758	38,456,780	26,581,022	2.0%	31%
Colorado Career & Technical Act	32,808,877	136,037,968	103,231,091	7.8%	24%
Expelled Students	7,056,688	7,505,928	449,240	0.0%	94%
Small Attendance Center Aide	1,314,250	1,469,977	155,727	0.0%	89%
Comprehensive Health Education	831,099	721,457	(109,641)	0.0%	115%
<b>Total of all Categorical Programs as Reported</b>	<b>577,946,593</b>	<b>1,901,370,321</b>	<b>1,323,423,727</b>	<b>100.0%</b>	<b>30%</b>



**Department Priority: R-03**  
**Request Detail: Operating Expenses for the State Board of Education**

Summary of Funding Change for FY 2022-23			
		Incremental Change	
	FY 2021-22 Appropriation	FY 2022-23 Request	FY 2023-24 Request
Total Funds	\$318,751	\$124,497	\$127,295
FTE	2.0	0.5	0.5
General Fund	\$318,751	\$124,497	\$127,295
Cash Funds	\$0	\$0	\$0
Reappropriated Funds	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0

**Summary of Request**

The Colorado State Board of Education is the governing body of the Colorado Department of Education. Due to the addition of an eighth congressional district representative and an at-large member (28.6% increase in size of the board), the board requests an increase in General Fund on an ongoing basis for the following:

- a security contract for two patrolmen for in-person meetings (\$39,960),
- additional funding for technical support during board meetings (\$55,862), and
- additional funding for the two new board members' reimbursements (\$27,200).

This request results in an increase of \$124,497 to the State Board of Education Line Item and represents a 39% increase.

### ***Current Program***

Currently, the Colorado State Board of Education is comprised of seven members representing each of the state's Congressional Districts. These board members serve without pay. The Colorado Constitution provides that there shall be one State Board member elected from each of the state's congressional districts. The board is the governing body of the Colorado Department of Education (CDE). Within the limits of its jurisdiction, the board appoints the Commissioner of Education, makes rules and regulations that apply to school districts, accredits public school districts, and regulates educator licensing, among other duties. The board exercises judicial authority with regard to appeals by charter schools. The board also appoints and receives recommendations from a variety of advisory commissions and committees in the process of carrying out its responsibilities. The board has authority to release school districts from some state statutes and regulations.

### ***Problem or Opportunity***

With the additional two members that are dictated by the state constitution, the board feels a sense of urgency in upgrading the security and technology assistance provided at board meetings. The board feels strongly that security needs to be present at each meeting. Currently, the board uses the CDE security guard to address any issues at the meeting. This is not a sustainable solution, as one security guard will not be able to manage a real emergency. The board office did ask the Colorado State Patrol if they could provide security. Unfortunately, they do not have the staff for this request. The board office worked with State Patrol to get the direct cost to hire off-duty officers for their meetings.

The second portion of the request speaks to the additional funding for technical support. Currently, the board is supported by a CDE help desk support staff. Assisting the board is not directly part of the position's current job functions and takes away from the daily help desk support. The plan is to use this funding as partial funding for the help desk staff assisting the board with audio visual and other work. This allows for time for staff to dedicate to becoming familiar with the state board members' needs, primarily for the audio/visual support required. This will allow the board to keep all of the technical management of board meetings internal. Not receiving this money will limit the board's ability to provide virtual or hybrid meeting access efficiently for the public.

Lastly, board members are not allowed to be paid for their work but can request reimbursement for any expenses they deem necessary to do their job as an elected official. Board members usually request conference registrations, mileage to and from board meetings and events in their districts, and lodging and meals when appropriate. These are ongoing reimbursements as board members serve six-year terms. Also, not knowing where these new board members will reside, we need to be prepared if they will require travel arrangements into the Denver metro area for monthly two-day board meetings.



### ***Proposed Solution***

The proposed solution is to give the members of the State Board of Education additional funds to complete their duties. After looking at how other state boards of education operate across the country, the Colorado State Board of Education works very lean. They have few staff and are thoughtful in the requests asked of them.

If these requests are not approved, the board will not have dedicated security which poses a serious safety concern. They will have nobody scanning the crowd prior to entering the public meeting. The board will also continue to operate with less staff than optimal. The board has looked into contracting IT support but found it to be more economical to keep it in-house.

Theory of Change	Additional resources for the board will improve security and technical support, as well as reimburse the two new members' expenses.		
Program Objective	Increased meeting security, increased constituent access to meetings via technology, reimbursement budgets for two new constitutionally-required board members.		
Outputs being measured	Meeting security, constituent access, expenses covered.		
Outcomes being measured	None at this time.		
Cost/Benefit ratio	None at this time.		
Evaluations	Pre-Post	Quasi-Experimental Design	Randomized Control Trial
Results of Evaluation	N/A	N/A	N/A
Continuum Level	Step 2		

### ***Anticipated Outcomes***

Additional board members are required by the Colorado Constitution. Additional representation should increase the voice of the residents of Colorado in how their schools are operated. Security increases the well-being and safety of board members and their ability to express the opinions of the constituents from their congressional district. Additional audio-visual support increases the ability for board members, presenters and constituents to participate in the governing process and increases the ability for individuals to be heard and different perspectives to be considered. It also will assist in the smooth running of the meeting to get the most business accomplished in the shortest amount of time.

## Assumptions and Calculations

Individual board member budgets are based on current board member budgets. The cost of security personnel is based on the rates provided by the Colorado State Patrol for coverage of the current yearly meeting schedule. The additional 0.5 FTE is taken from the current second quartile of the IT Professional class and is representative of an audio-visual technician.

Table 1: FTE Workload Indicators

Workload Indicators	Annual Hours
Manage/configure streaming services for Board meetings	450
Manage audio and video feeds for board meetings using SBE board room system, 100% in person and hybrid meetings	200
Stream SBE meetings occasionally from remote locations	150
Edit, split, and post SBE meetings and other content	100
Other technical support	100
Recommend and assist with IT procurement for SBE	40
<b>Total</b>	<b>1040</b>

With the increase in the size of the board by two seats, the new board members are allocated funds for travel and per diem expenses. While travel and meeting costs have been lower the past couple of years due to the worldwide pandemic, it is anticipated that costs will begin to normalize by FY 2022-23. The total cost associated with the board members is shown below in Table 2.

Table 2: Board Member related expenditures:

	FY2015	FY2016	FY2017	FY2018	FY2019
<b>Grand Total</b>	<b>\$49,265</b>	<b>\$48,351</b>	<b>\$56,312</b>	<b>\$45,961</b>	<b>\$48,138</b>
<b>Average per Board Member</b>	<b>\$7,038</b>	<b>\$6,907</b>	<b>\$8,045</b>	<b>\$6,566</b>	<b>\$6,877</b>

As illustrated in Table 2, the average of the board member related expenditures is just over \$7,000 per board member in non-pandemic years. The addition of two board members will require \$14,000 in additional funds to cover board member related expenses. In addition to regular expenditures, the 9th board member will be an at-large board member. Their 'district' will be the entire state. It is anticipated that this board member will potentially require significantly more resources as visiting their district will entail travel throughout the state. An additional \$1,100 per month is included to allow for travel and per diem throughout the state and to ensure costs associated with the new board members are covered (their location is currently unknown and distance from Denver will impact the total amount needed), for a total cost of \$27,200.

The security request is based on the quote from State Patrol of \$90/hour and the number of hours that need to be covered.

- Two Troopers for two days and eight hours per day each month.
  - $2 \times 2 \times 8 \times 90 \times 12 = \$34,560.$
- Two Troopers for one day and six hours per day for months of January through May for legislative updates.
  - $2 \times 1 \times 6 \times 90 \times 5 = \$5,400.$
- Total request for security is \$39,960.

Appendix A

**FTE Calculation Assumptions:**

**Operating Expenses** -- Base operating expenses are included per FTE for \$500 per year. In addition, for regular FTE, annual telephone costs assume base charges of \$450 per year.

**Standard Capital Purchases** -- Each additional employee necessitates the purchase of a Personal Computer (\$1,410), docking station and monitors (\$260), Office Suite Software (\$330), and office furniture (\$5,000).

**General Fund FTE** -- Beginning July 1, 2020, new employees will be paid on a bi-weekly pay schedule; therefore **new full-time General Fund positions are reflected in Year 1 as 0.9615 FTE** to account for the pay-date shift (25/26 weeks of pay). **This applies to personal services costs only; operating costs are not subject to the pay-date shift.**

Expenditure Detail		FY 2022-23		FY 2023-24	
<i>Personal Services: IT Professional</i>					
	Classification				
	Title	Monthly Salary	FTE	FTE	
	IT Professional	\$6,200	0.5	0.5	\$37,200
	PERA				\$3,717
	AED				\$1,705
	SAED				\$1,705
	Medicare				\$494
	STD				\$55
	Health-Life-Dental				\$14,086
	<b>Subtotal Position 1, ## FTE</b>		<b>0.5</b>	<b>0.5</b>	<b>\$59,660</b>
	Classification				
	Title	Biweekly Salary	FTE	FTE	
					\$0
	PERA				\$0
	AED				\$0
	SAED				\$0
	Medicare				\$0
	STD				\$0
	Health-Life-Dental				\$0
	<b>Subtotal Position 2, ## FTE</b>				<b>\$0</b>

Subtotal Personal Services		0.5	\$55,862	0.5	\$59,660
<b><i>Operating Expenses:</i></b>					
		FTE		FTE	
Regular FTE Operating Expenses	\$500	0.5	\$250	0.5	\$250
Telephone Expenses	\$450	0.5	\$225	0.5	\$225
PC, One-Time Office Furniture, One- Time	\$2,000	0.5	\$1,000	-	\$0
Indirect Costs, if applicable	\$5,000		\$0	-	\$0
Leased Space, if applicable	\$6,600		\$0		\$0
Security Contract (CSP)	39960.0	1.0	\$39,960	1.0	\$39,960
Additional Board Member Reimbursement	27200.0	1.0	\$27,200	1.0	\$27,200
Subtotal Operating Expenses			\$68,635		\$67,635
<b><u>TOTAL REQUEST</u></b>		0.5	<b><u>\$124,497</u></b>	0.5	<b><u>\$127,295</u></b>
<i>General Fund: 0.5 \$124,497 0.5 \$127,295</i>					
<i>Cash funds: Reappropriated Funds:</i>					
<i>Federal Funds:</i>					



**Department Priority: R-04**  
**Request Detail: Departmental Infrastructure**

Summary of Funding Change for FY 2022-23			
		Incremental Change	
	FY 2021-22 Appropriation	FY 2022-23 Request	FY 2023-24 Request
Total Funds	\$10,698,515	\$648,145	\$669,105
FTE	80.5	6.2	6.7
General Fund	\$5,473,312	\$551,972	\$574,932
Cash Funds	\$1,661,683	\$96,173	\$94,173
Reappropriated Funds	\$3,563,520	\$0	\$0
Federal Funds	\$0	\$0	\$0

**Summary of Request**

The Colorado Department of Education (CDE) requests a total fund increase of \$648,145 and 6.2 FTE in FY 2022-23, through a combination of \$551,972 General Fund and \$96,173 cash fund spending authority to enable the department to meet increased statutory requirements and serve school districts’ ongoing programmatic needs. This amount annualizes to \$669,105 total funds and 6.7 FTE in FY 2023-2024 and beyond. This request is similar to the request submitted and approved by the Joint Budget Committee for FY 2020-21, prior to the budget reductions required in response to the anticipated economic impact of COVID-19.

CDE has experienced significant growth over the last 17 years, primarily due to legislative actions, including 41 bills passed in the 2021 legislative session. The collective impact of legislation, updates to CDE personnel practices, the increasing complexity of human resource support and internal technology needs, and increased focus on rigorous program evaluation have resulted in additional needs for infrastructure support. Over time, these impacts combined with increased complexity of various systems have reached a level that is no longer sustainable and adversely impacts the programmatic service delivery of the department, especially for procurement, grants fiscal management, information management, human resources, and payroll teams. The requested infrastructure support FTE will enable the department to effectively support school districts and implement statutory requirements.

### ***Current Program***

As with other state agencies, CDE includes various support functions that are critical to the effective functioning of the department's programmatic service delivery. These support functions include accounting, budgeting, communications, contracting, human resources, information management, payroll, procurement, and rulemaking. Additionally, the department's infrastructure supports also include staff aiding the processing for competitive grants, grants fiscal management, and program evaluation given the high volume of grant funding that flows through the department to school districts. These functions comprise the departmental infrastructure and have an impact on the effectiveness of the department to provide services to schools and districts.

### ***Problem or Opportunity***

Over the last 17 years, CDE has experienced significant growth, primarily due to legislative actions. Each year, the General Assembly passes several pieces of legislation that impact CDE. For example, 41 bills passed during the 2021 legislative session that required implementation efforts by CDE, on top of 20 bills in the 2020 legislative session, 40 bills in the 2019 session, 41 bills in the 2018 session, and 27 bills in the 2017 session. While the fiscal note process is effective at addressing the resource needs directly related to the programmatic implementation of individual bills, that process does not always address the indirect impact on departmental infrastructure needs. Over time, the identified and non-identified impacts of legislation on the infrastructural support functions of the department have continued to grow.

In FY 2005-06, the department (excluding the Charter School Institute and the Colorado School for Deaf and Blind) had a total of 282.3 FTE. In FY 2020-21, the department's FTE count was 415.2, representing an overall FTE increase of 47%. Furthermore, the projected FTE total for FY 2021-22 is 463.2. At the same time, CDE has experienced updates to its personnel practices and internal technology systems as a result of rapidly changing software upgrades and security tools. In recent years, both CDE and the General Assembly have also placed a priority on rigorous program evaluation to better understand the impact of various education programs.

Over time, the impacts of these changes on the infrastructural support functions of the department have cumulatively reached a level that is no longer sustainable and, as a result, the programmatic service delivery of the department to school district, educators, parents, and children may be adversely impacted.

### ***Proposed Solution***

The department requests an ongoing appropriation of \$648,145 for the hiring and employment of 6.2 FTE in FY 2022-23 for infrastructure support to provide essential back-office support functions for the department. Specifically, these additional FTE will be used to support the department's increased workload resulting from statutory requirements across Purchasing,

Human Resources, Payroll, Data and Evaluation, Capital Construction, and the Colorado Commission on Indian Affairs. There are also significant needs within the Information Management Services (IMS) unit, but it is proposed that these needs be met by utilizing existing reappropriated spending authority and funding it with indirect cost recoveries (current indirect cost recovery revenues are sufficient to cover this immediate need).

Because the IMS resources will be funded with existing spending authority they are not part of the total dollars requested in this request but are outlined here as the spending authority has not previously been funded via indirect cost recoveries. Including the IMS staff funded via current spending authority, the total need is 11.7 FTE. Upon receiving funding, CDE will immediately develop job descriptions and engage in hiring, training and onboarding new team members who will focus on providing the required infrastructure support needed for effective service delivery and support to school districts and implement the statutory requirements placed on the department.

The following section outlines the specific position needs included as part of this request.

#### **Purchasing - 2.0 FTE (Purchasing Agent III)**

For FY 2021-2022, the number of Requests for Proposals (RFPs) that CDE's Purchasing Office will likely need to complete increased approximately 300% from prior fiscal years. Historically, CDE has completed between two to four RFPs per year. In FY 2021-22, CDE estimates that it will need to complete approximately 12 to 15 RFPs. The increase in RFPs has come from recent legislation, the administrative needs of CDE, an increased focus on evaluating the effectiveness of current and future programs, and the need for new IT systems. The FY 2021-22 RFPs that resulted from recent legislation and program evaluation include:

- Colorado Imagination Library Program Coordinator pursuant to S.B. 20-185,
- financial review pursuant to S.B. 21-274, and
- potential solicitations related to program evaluations pursuant to H.B. 21-1234, which required evaluation of Supplemental Education High-Impact Tutoring Programs and evaluations of the K-5 Social Emotional Grant and School Health Professional Program.

Additional solicitations for this year based on previous legislation, federal requirements, and CDE needs include:

- solicitation for a new vendor for the READ Act public information campaign (pursuant to previous READ Act legislation),
- subrecipient monitoring of CDE's Coronavirus Relief Funds due to the influx of federal funding due to the pandemic,
- grants system RFP,
- Colorado Talking Book Library Construction RFP;
- several solicitations will likely be required for the Emergency Assistance to Non-Public Schools (EANS) Grant, which requires CDE to procure goods and services on behalf of Non-Public Schools, and
- numerous information technology solicitations that will be posted late this fiscal year or July 2022:



- Early Literacy Assessment Tool (Continuing READ Act Legislation),
- Migrant Student Data System,
- 21st Century Community Learning Centers Data Collection and Management System,
- Facility Schools System, and
- Online Web-Based Performance Management System.

This RFP increase of approximately 300% is in line with pre-pandemic increases. For example, for FY 2019-20, the number of RFPs that CDE's Purchasing Office completed increased 300 percent as well from prior fiscal years. The FY 2019-20 RFPs that resulted from recent legislation and program evaluation included:

- Read Act Marketing Campaign RFP - S.B. 19-199;
- Read Act Training Development RFP - S.B. 19-199;
- Read Act Evaluator RFP - S.B. 19-199;
- Pilot Program Coordinator - H.B. 19-1017;
- Program Evaluator - H.B. 19-1017; and the
- Career Advisor RFP.

Other solicitations during FY 2019-20 included solicitations for a security guard, a new roof for the Talking Book library, a new teacher licensing system, a new ESSU data system, computer science training, and training RFPs for schools of choice.

For FY 2020-21, there were fewer solicitations than in FY 2019-20 because of the state funding deficits caused by the COVID-19 pandemic. However, CDE still issued six RFPs, 2 documented quote solicitations, and one Invitation for Bids which is still higher than just a few years ago. These solicitations included the adult education system, Colorado High School College Entrance Suite of Assessments, court reporting services, technical support and facilitation for equity convenings, mediators, coaching and support for charter school developers, for CDE servers, Assessments for a Common Education Data Standards (CEDS) Database and Generate Tool, and Assessment of Microsoft Power BI implementation. Many of these were federally-funded projects. In addition, because of the influx of federal funding due to COVID-19, CDE purchasing has been working on time-intensive projects like purchasing goods and services on behalf of non-public schools as required by the Emergency Assistance to Non-Public Schools (EANS) Grant.

In addition to the increased workload for RFPs, the FY 2021-22 RFPs will result in Purchasing having to write and negotiate fifteen new contracts. In FY 2018-19, excluding interagency agreements, leases, and BEST agreements, CDE had 24 contracts. Thus, the additional RFPs and contracts just from FY 2019-20 resulted in a nearly 70% increase in workload, both immediately and ongoing, as contracts will also need to be renewed and negotiated via amendments in the years moving forward. There will be additional contracts added for the FY 2020-21 RFPs. Likewise, of the 15 solicitations in FY 2021-22, most of them are likely going to have to be re-solicited in five years.

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improvement.

systems that support continuous process

### **Payroll Support - 1.0 FTE (Accountant I)**

CDE currently has 1.0 FTE providing payroll administration for the department. The department processes payroll for approximately 500 employees each month, 60 of which are on bi-weekly payroll. This is far above the industry standard average ratio of one payroll administrator processing payroll for 250 employees. Further, CDE does not have an automated timekeeping system. As such, the department has manual, time intensive processes. In this environment, payroll staff are critical to ensuring time and effort are accurately recorded. An additional payroll administrator will provide CDE with the appropriate level of resources for this critical function. This position will be classified as an Accountant I position.

### **Data and Evaluation Lead - 1.0 FTE (Senior Consultant)**

CDE would like to build capacity in evaluating the many state programs we implement, in order to:

- maximize the return on investment of our state programs to support Colorado's education system,
- increase efficiency and coherence across the different, limited evaluation resources within the department, and
- support the goals of S.B. 21-284, Evidence-based Evaluations for Budget.

By creating a 1.0 FTE position to coordinate and provide evaluation and data expertise across CDE, we will be able to begin building department capacity. The position will be housed with the Policy and Legislative Relations Office to prioritize evaluation work related to legislative priorities. This functionality will help enable resources to be directed to the most effective programs.

### **BEST Regional Program Manager - 1.0 FTE (Senior Consultant)**

The appropriations for the BEST Cash Grants have significantly increased in recent years. Additionally, a number of lease purchase grants have been awarded in the last five grant cycles. The program awarded approximately \$1.7 billion in projects between FY 2008-09 and FY 2017-18 and another \$1.7 billion between FY 2018-19 and FY 2021-22. The average dollar amount per year has increased from approximately \$170 million to \$430 million. This increase in funding (and complexity of projects due to lease purchase grants) has created a work environment where Regional Program Managers deal more with review of project fund requests and less with site visits, proactive outreach, and developing appropriate projects with potential applicants. As such, there is a need for an additional 1.0 FTE to serve as a term-limited Regional Program Manager to more evenly distribute this workload and provide better customer service. This will benefit school districts, especially small rural school districts that have less expertise in facility management and construction projects.

### **Communications - 0.5 FTE (Marketing and Communications Professional III)**

A 0.5 FTE increase of a part-time staff member who will support copy editing of the numerous communications to teachers, districts and families required of the department's various programs. Whether a variety of new state grants, decisions around federal pandemic funds, or

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adjust where needed. While this is a common challenge for all states, there are areas that could be improved by right-sizing the FTE count to be better aligned to

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help desk tickets of 1300 requests (50% increase) from 2019 to 2020, and that trend continues into 2021. Remote and hybrid public meetings, remote/in-person split meetings, and platforms and equipment required to deliver those functions require additional support. In addition to

the increased overall load as a result of the new hybrid working model, the growth CDE is experiencing presents other support challenges.

Business units are allowed to select tools based on what they can afford from grants, fiscal notes, etc., but many units do not have the ability to pay for tools. CDE's size allows the department to take advantage of economies of scale and utilize enterprise versions of many technology tools to save money for the department as a whole, but enterprise tools require administrators for them to run smoothly and the department has not received funding for that. As a result, the support load created by the flexibility offered to individual units often falls to those individual units or to the Help Desk. Another Help Desk position will allow the team to administer enterprise tools like Office 365, Smartsheet, Sharepoint, and other department-wide tools, to remove the need for individuals within educational business units to administer them. This will free up program units to focus on educational program work, and allow CDE to reduce overall support costs created by the multiple non-standard tools used across the department.

**Quality Assurance - 1.0 FTE (IT Professional).** CDE has never had a formal quality assurance (QA) program. A valid QA program will free up educational program specialists' time since often the program staff are the individuals performing system testing now. This will improve the quality of data, address communication issues between technical and educational teams, and overall will contribute time-savings for many CDE employees. IMS is currently working on improving all testing processes; this is being conducted by existing project managers, business analysts and developers. However, there is no one dedicated to coordinating this effort, working closely with the program units to understand their needs and capacity to do user testing, and overseeing the quality and consistency of testing. This FTE will formalize a QA program, have expertise in various technical areas, understand business requirements and communications, and will focus on the quality of data stored and reported out of CDE's data management process. Data is such an important lever for CDE, that the quality of that data is critical to its success. The intent is to put much more focus on improving data quality so that the department and our constituents have more confidence in the data used to make decisions.

Theory of Change	Additional infrastructural support resources will enable the department to effectively support school districts and implement statutory requirements.		
Program Objective	Provide sustainable, efficient programmatic delivery of procurement, information management, human resources, and payroll services.		
Outputs Being Measured	Number of RFPs, hirings, payroll processing, program evaluations, copy edited communications documents, updated secure IT systems, help desk tickets resolved, QA system testing.		
Outcomes Being Measured	None at this time.		
Cost/Benefit Ratio	None at this time.		
Evaluations	Pre-Post	Quasi-Experimental Design	Randomized Control Trial
Results of Evaluation	N/A	N/A	N/A
Continuum Level	Step 2		

### ***Anticipated Outcomes***

The department expects funding for infrastructure support FTE will enable CDE to more effectively provide programmatic support to school districts, while also implementing the new statutory requirements as determined by the General Assembly. A discussion of the specific positions that represent the outcome of this item in the paragraphs above. Please see the Assumptions and Calculations section for detailed costs by position and in total.

### **Assumptions and Calculations**

Detailed FTE worksheets for each position are included as Appendix A. This request proposes funding the IMS resource needs with spending authority already in the IMS Long Bill line item. Letternote 'k' establishes \$534,029 in reappropriated spending authority as funds transferred from various appropriations to the Department of Education. Historically, a majority of this spending authority has been reverted and not been used to meet the technology needs of the department but ultimately this letternote, transfer of funds from other funding sources, meets the definition of indirect cost recoveries. This spending authority is sufficient to cover the needs associated with the IMS FTE and there are sufficient indirect cost recoveries to fund this portion of the request.

As the General Fund pays for its share of the indirect cost pool via direct appropriations, the General Fund will cover the portion for payroll, purchasing, HR and other administrative staff.

The BEST support staff will be funded with BEST cash funds.

Appendix A

**FTE Calculation Assumptions:**

**Operating Expenses** -- Base operating expenses are included per FTE for \$500 per year. In addition, for regular FTE, annual telephone costs assume base charges of \$450 per year.

**Standard Capital Purchases** -- Each additional employee necessitates the purchase of a Personal Computer (\$1,410), docking station and monitors (\$260), Office Suite Software (\$330), and office furniture (\$5,000).

**General Fund FTE** -- Beginning July 1, 2020, new employees will be paid on a bi-weekly pay schedule; therefore **new full-time General Fund positions are reflected in Year 1 as 0.9615 FTE** to account for the pay-date shift (25/26 weeks of pay). **This applies to personal services costs only; operating costs are not subject to the pay-date shift.**

Expenditure Detail	FY 2022-23	FY 2023-24
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*Personal Services:  
Department Infrastructure*

Classification Title	Monthly Salary	FTE		FTE	
Purchasing Agent III	\$5,383	1.8	\$118,426	2.0	\$129,192
PERA			\$12,908		\$14,082
AED			\$5,921		\$6,460
SAED			\$5,921		\$6,460
Medicare			\$1,717		\$1,873
STD			\$189		\$207
Health-Life-Dental			\$28,172		\$28,172
<b>Subtotal Position 1, 2.0 FTE</b>	<b>1.8</b>	<b>\$173,254</b>	<b>2.0</b>	<b>\$186,446</b>	

Classification Title	Monthly Salary	FTE		FTE	
HR Specialist V	\$8,544	0.5	\$46,992	0.5	\$51,264
PERA			\$5,122		\$5,588
AED			\$2,350		\$2,563
SAED			\$2,350		\$2,563
Medicare			\$681		\$743
STD			\$75		\$82
Health-Life-Dental			\$14,086		\$14,086



**Subtotal Position 2, 0.5 FTE 0.5 \$71,656 0.5 \$76,889**

Classification		Monthly Salary	FTE		FTE	
Title						
Payroll (Accountant I)		\$4,658	0.9	\$51,238	1.0	\$55,896
PERA				\$5,585		\$6,093
AED				\$2,562		\$2,795
SAED				\$2,562		\$2,795
Medicare				\$743		\$810
STD				\$82		\$89
Health-Life- Dental				\$14,086		\$14,086

**Subtotal Position 3, 1.0 FTE 0.9 \$76,858 1.0 \$82,564**

Classification		Monthly Salary	FTE		FTE	
Title						
Mktg & Comm Spec III		\$5,383	0.5	\$29,607	0.5	\$32,298
PERA				\$3,227		\$3,520
AED				\$1,480		\$1,615
SAED				\$1,480		\$1,615
Medicare				\$429		\$468
STD				\$47		\$52
Health-Life- Dental				\$14,086		\$14,086

**Subtotal Position 4, 0.5 FTE 0.5 \$50,356 0.5 \$53,654**

Classification		Monthly Salary	FTE		FTE	
Title						
Senior Consultant (Evaluation)		\$6,146	0.9	\$67,606	1.0	\$73,752
PERA				\$7,369		\$8,039
AED				\$3,380		\$3,688
SAED				\$3,380		\$3,688
Medicare				\$980		\$1,069
STD				\$108		\$118

Health-Life-Dental			\$14,086		\$14,086
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<b>Subtotal Position 5, 1.0 FTE</b>	<b>0.9</b>	<b>\$96,909</b>	<b>1.0</b>	<b>\$104,440</b>
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Classification	Title	Monthly Salary	FTE		FTE	
	Senior Consultant (Comm on Indian Affairs)	\$5,383	0.7	\$41,987	0.7	\$41,987
	PERA			\$4,577		\$4,577
	AED			\$2,099		\$2,099
	SAED			\$2,099		\$2,099
	Medicare			\$609		\$609
	STD			\$67		\$67
	Health-Life-Dental			\$14,086		\$14,086

<b>Subtotal Position 6, 0.65 FTE</b>	<b>0.7</b>	<b>\$65,524</b>	<b>0.7</b>	<b>\$65,524</b>
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Subtotal Personal Services			5.2	\$534,557	5.7	\$569,517
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***Operating Expenses:***

		FTE		FTE	
Regular FTE Operating Expenses	\$500	5.7	\$2,850	5.7	\$2,850
Telephone Expenses	\$450	5.7	\$2,565	5.7	\$2,565
PC, One-Time Office Furniture, One-Time Indirect Costs, if applicable	\$2,000	6.0	\$12,000	-	\$0
	\$5,000		\$0	-	\$0
			\$0		\$0

Leased Space, if applicable	\$6,600		\$0	\$0
Other				
Other				
<b>Subtotal Operating Expenses</b>			<b>\$17,415</b>	<b>\$5,415</b>

Classification	Title	Monthly Salary	FTE		FTE	
	Senior Consultant (BEST)	\$5,383	1.0	\$64,596	1.0	\$64,596
	PERA			\$7,041		\$7,041
	AED			\$3,230		\$3,230
	SAED			\$3,230		\$3,230
	Medicare			\$937		\$937
	STD			\$103		\$103
	Health-Life-Dental			\$14,086		\$14,086
	<b>Subtotal Position 7, 1.0 FTE</b>		<b>1.0</b>	<b>\$93,223</b>	<b>1.0</b>	<b>\$93,223</b>
	<b>Subtotal Personal Services</b>		<b>1.0</b>	<b>\$93,223</b>	<b>1.0</b>	<b>\$93,223</b>

**Operating Expenses:**

		FTE		FTE	
Regular FTE Operating Expenses	\$500	1.0	\$500	1.0	\$500
Telephone Expenses	\$450	1.0	\$450	1.0	\$450
PC, One-Time Office Furniture, One-Time	\$2,000	1.0	\$2,000	-	\$0
Indirect Costs, if applicable	\$5,000		\$0	-	\$0
Leased Space, if applicable			\$0		\$0
Other	\$6,600		\$0		\$0
Other					

Subtotal Operating Expenses	<b>\$2,950</b>	<b>\$950</b>
<b><u>TOTAL REQUEST</u></b>	<b>6.2 \$648,145</b>	<b>6.7 \$669,105</b>
<i>General Fund:</i>	5.2 \$551,972	5.7 \$574,932
<i>Cash funds:</i>	1.0 \$96,173	1.0 \$94,173
<i>Reappropriated Funds:</i>	-	-
<i>Federal Funds:</i>	-	-



**Department Priority: R-05**  
**Request Detail: CSI Mill Levy Equalization**

Summary of Funding Change for FY 2022-23			
		Incremental Change	
	FY 2021-22 Appropriation	FY 2022-23 Request	FY 2023-24 Request
Total Funds	\$18,000,000	\$20,000,000	\$20,000,000
FTE	0.0	0.0	0.0
General Fund	\$9,000,000	\$10,000,000	\$10,000,000
Cash Funds	0	\$0	\$0
Reappropriated Funds	\$9,000,000	\$10,000,000	\$10,000,000
Federal Funds	\$0	\$0	\$0

**Summary of Request:**

The Charter School Institute (CSI) requests a \$10,000,000 General Fund appropriation increase to the CSI Mill Levy Equalization Fund for distribution to the Colorado Charter School Institute’s charter public schools in FY 2022-23 and ongoing. This represents a 111% increase in funding and will be a step towards providing equitable public funding for all children attending Colorado public schools located within a school district, regardless of the type of public school. Currently, children attending a district public school—whether a traditional or charter public school—have access to funding from the district’s local mill levy overrides (MLOs) as required by H.B. 17-1375. To account for the fact that CSI schools do not have access to local tax revenue, this bill also established the CSI Mill Levy Equalization Fund as a mechanism to ensure children attending CSI schools had access to similar levels of funding as their district peers.

While the bill created the mechanism for funding, no dollars were immediately allocated to the CSI fund, resulting in a persistent funding difference for the 20,000+ public school children that are attending CSI schools. Over the last three years, the General Assembly has taken steps to move the level of funding for children attending CSI schools closer to that of their district peers. However, there remains a gap of over \$31 million in Mill Levy Override funding between children attending district schools and those attending CSI schools. This request for increased funding for mill levy override equalization dollars will move Colorado closer to ensuring all children attending public schools have access to the same public resources within their geographic regions.

### ***Current Program:***

Charter schools have been part of Colorado’s public school system for over 25 years, serving roughly 16% of the public school children in Colorado through 260 schools. The Colorado Charter School Institute (CSI) was created by the legislature in 2004 in response to the growing demand for more charter public schools, the desire for innovative models serving at-risk children, and to offer an alternate mode of authorizing charter schools than the traditional district charter school authorizer.

In Colorado, charter schools can be authorized by school districts retaining exclusive chartering authority or by CSI, Colorado’s only statewide authorizer. Currently, 172 of the 178 school districts in Colorado retain exclusive chartering authority (ECA). CSI authorizes charter schools 1) in districts that do not retain ECA, and 2) in districts that retain ECA and either release the charter to CSI or waive ECA. Currently, CSI authorizes 42 public charter schools within 17 school districts across the state, from Grand Junction to Colorado Springs, Durango to Steamboat Springs, collectively serving over 20,000 children from preschool through Grade 12. For the small percentage of applicants that can seek authorization by CSI, only about half have been approved in CSI’s history.

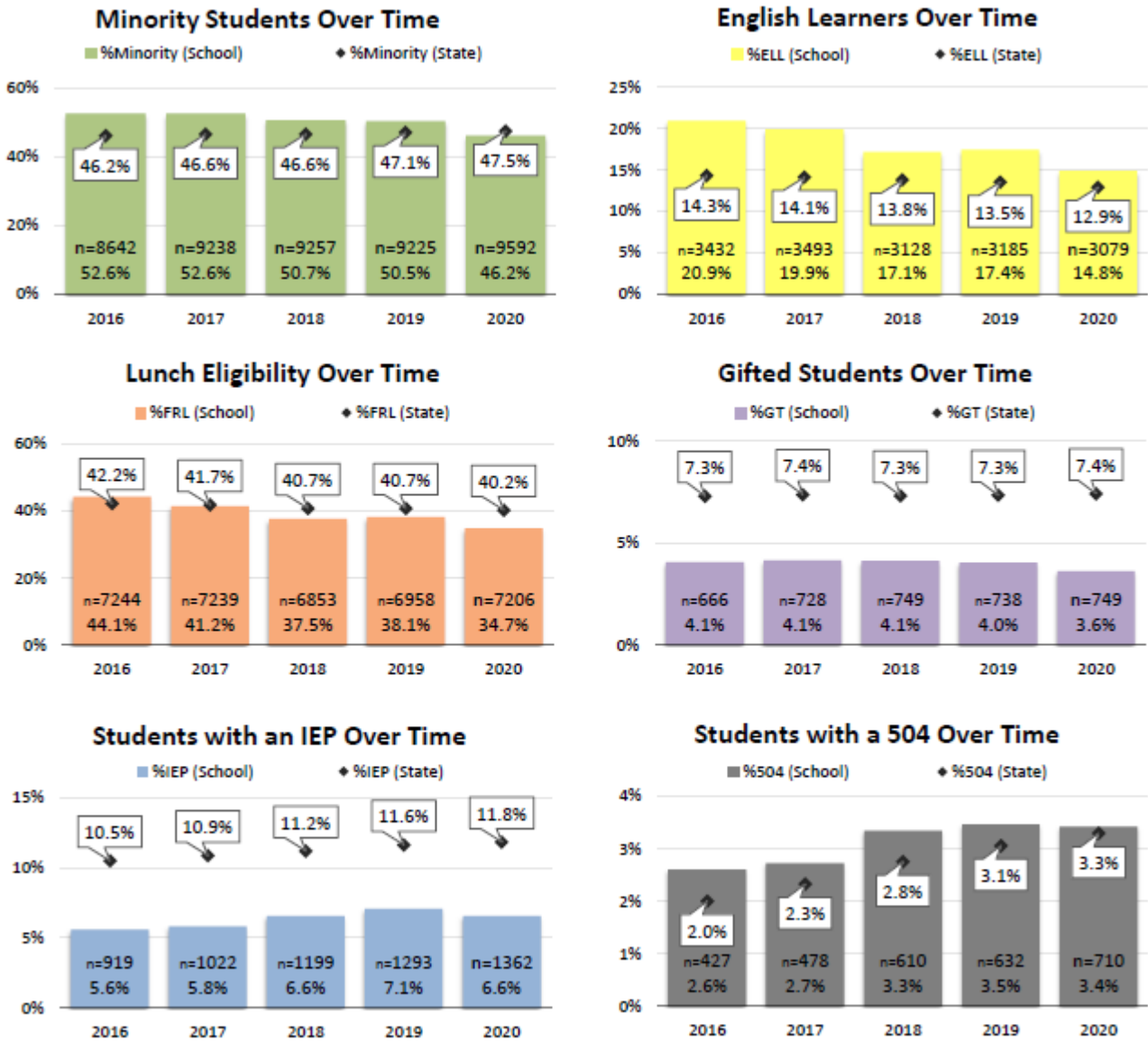
A fundamental premise behind charter schools is that increased autonomy with greater accountability can lead to improved outcomes for children. The CSI approach to authorizing charter schools balances autonomy and accountability. CSI offers its schools the flexibility to choose the educational models and methods that best meet the unique needs of their students and communities and holds them accountable to clear expectations for academic, financial, and organizational performance. Higher performing schools benefit from increased autonomy and lower performing schools receive additional interventions and support that seek to guide them towards improvements.

One primary way in which CSI holds its schools accountable is through regular review and analysis of student and school outcome data. Due in part to the wide variety of models - ranging across Alternative Education, Tribal Culture and Language, Classical, Dual-Language, Early College, Montessori, Project-based, and Waldorf - and geographies, CSI does not evaluate a school’s outcomes in comparison to other CSI schools unlike most school districts. Instead, CSI compares the performance of its schools to schools that students might otherwise attend and evaluates the school’s outcomes in comparison to the outcomes of the geographic district or the schools nearest to the CSI school. This is seen in both the CSI annual evaluation that determines a school’s accreditation rating as well as the annual review and associated programming related to special populations.

The statutory mission of CSI is to foster high-quality charter schools that demonstrate high academic performance with a particular focus on service to at-risk children. In the 2018-2019 school year, the most current year for which there is available data due to COVID-19 impacts, 38 of the 39 CSI schools earned one of the state’s highest two ratings for academic performance—Performance and Improvement—and collectively served Minority students,

English Learners, children eligible for free or reduced price lunch, and children with a 504 Plan at rates similar to that of the state.

Figure 1: Student Populations over Time



Note on Data Source: Data included in this report comes from the annual student October Count files.

Furthermore, CSI continues to prioritize service to and outcomes for at-risk children and has sought to target student needs through a variety of mechanisms. In 2015, CSI passed Board Resolution 1549, which affirmed CSI’s commitment to closing the achievement gap and charged staff with increasing and improving service for students. The following year, CSI commissioned a Special Education Report to review the state of its special education programs and services

and provide recommendations for moving forward. In 2017, CSI collaborated with the National Center for Special Education in Charter Schools to develop the Student Services Screener and Tiers of Support to both assess and support schools in providing equal access and quality programs to students who qualify for specialized supports. More recently, CSI has expanded its special education initiatives by working collaboratively with schools to increase financial resources for students with special needs as well as to expand capacity-building strategies for special education staff. During the Fall of 2021, the CSI Board of Directors passed a resolution on [CSI's Commitment to Equity](#). The CSI board made a commitment to apply an equity lens in decision-making, prioritize diversity on the board and in board officer positions, and hold CSI staff accountable for pursuing equity within the organization and among the CSI portfolio of schools.

The board also directed CSI staff to incorporate diversity, equity, and inclusion into the organizational goals, consider organizational policies to advance DEI within the organization and within the CSI portfolio of schools, and to advance diverse opportunities in charter schools and charter school models. This renewed commitment to serving all students reflects the original mission and vision of CSI.

This persistent and systemic funding disparity disproportionately impacts students from historically underserved populations. With equitable funding, CSI schools will be able to increase the ways in which they address the unique needs of their individual school communities whether by improving transportation options to and from campus, expanding social emotional support for students, or strengthening teacher training and retention programs.

As an example, within the Aurora Public Schools geographic boundaries alone, CSI oversees four unique schools serving diverse student populations at rates greater than or equal to the state and geographic district averages:

**Table 1: CSI School Details in Aurora**

School	Model	Demographics (populations served at rates greater than or comparable to both state and geographic district averages)
New America School - Aurora	Alternative Education Campus (AEC) serving recent immigrants and their families	<ul style="list-style-type: none"> <li>• Minority: 95%</li> <li>• Economically disadvantaged: 89%</li> <li>• English Learners: 67%</li> </ul>
New Legacy Charter School	AEC serving pregnant and parenting teens and their children	<ul style="list-style-type: none"> <li>• Minority: 93%</li> <li>• Economically disadvantaged: 100%</li> <li>• English Learners: 37%</li> <li>• Students with IEPs: 14%</li> </ul>
Colorado Early Colleges - Aurora	Early college offering the opportunity to concurrently earn a high school diploma and a postsecondary credential	<ul style="list-style-type: none"> <li>• Minority: 87%</li> <li>• Students with 504 Plans: 5%</li> </ul>
Montessori del Mundo	Elementary school offering a dual language education within a Montessori teaching philosophy	<ul style="list-style-type: none"> <li>• Minority: 89%</li> <li>• English Learners: 35%</li> <li>• Students with IEPs: 12%</li> </ul>



Despite the unique missions of these schools to serve underrepresented groups, the four schools are facing a \$2.2M annual funding inequity from MLOs alone, which equates to over \$2,200 per student a year, and over \$6,600 per student since district authorized charters were fully equalized in FY 2019-20. That is over 22% less funding per year for each of the 1,000 Colorado students served by these four schools.

***Problem or Opportunity:***

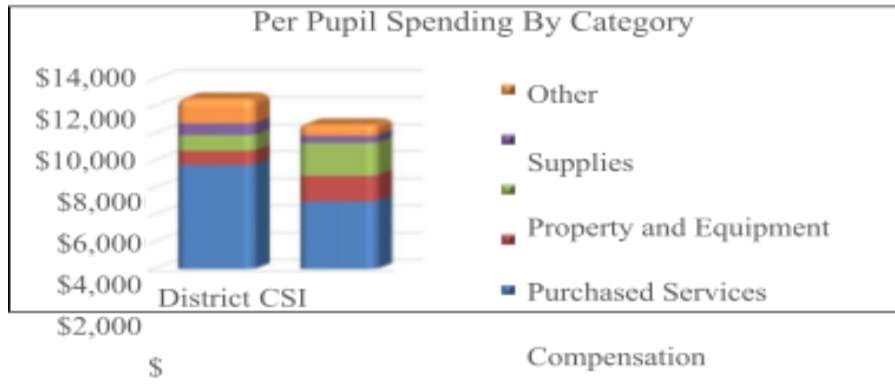
MLOs will generate over \$1.3B of local property tax revenue in FY 2021-22 for use by public schools across the state. Historically, a district-authorized charter school's access to local mill levy override revenues has varied greatly depending on decisions made by the authorizing school district. In the 2017 legislative session, however, there was a concerted, bipartisan effort to ensure that all public school children have access to an equitable share of public school funds, regardless of what type of public school they attend.

As a result, H.B. 17-1375 was signed into law on June 2, 2017. H.B. 17-1375 requires school districts to distribute funding they receive from local property taxes generated by MLOs on an equal per pupil basis to district charter schools beginning in the 2019-2020 fiscal year. Additionally, out of recognition that schools authorized by CSI have no access to local tax revenue, the bill created the Mill Levy Equalization Fund, a mechanism for providing equitable funding to CSI students. While the bill created the mechanism for funding, no dollars were immediately allocated to the CSI fund, resulting in a persistent funding gap for the 20,000+ public school children that are attending CSI schools.

To address the funding gap for CSI students, the Governor's FY 2018-19 budget included a \$5.5 million transfer from the state's general fund to the CSI Mill Levy Equalization fund to be distributed to CSI schools in the 2018-2019 school year. In FY 2019-20, the JBC approved an additional \$1.5M transfer to the CSI Mill Levy Equalization fund, bringing the total to \$7M. In FY 2020-21, the JBC approved an increase of \$2M during the first round of figure setting bringing the General Fund transfer to \$9M, but due to the unexpected state budget shortfall resulting from COVID-19, the committee reduced funding by \$3.4M (38%), with a final appropriation of \$5.6M. Prior to this reduction, the increases made incremental steps towards funding equity for children attending public charter schools within the same geographic boundary. During the 2021 legislative session, the JBC approved an increase of \$1.4M to the CSI Mill Levy Equalization funding to restore the reduction made in FY 2021-22. The FY 2021-22 School Finance Act included an additional \$2M, bringing the total allocated to the fund to \$9M.

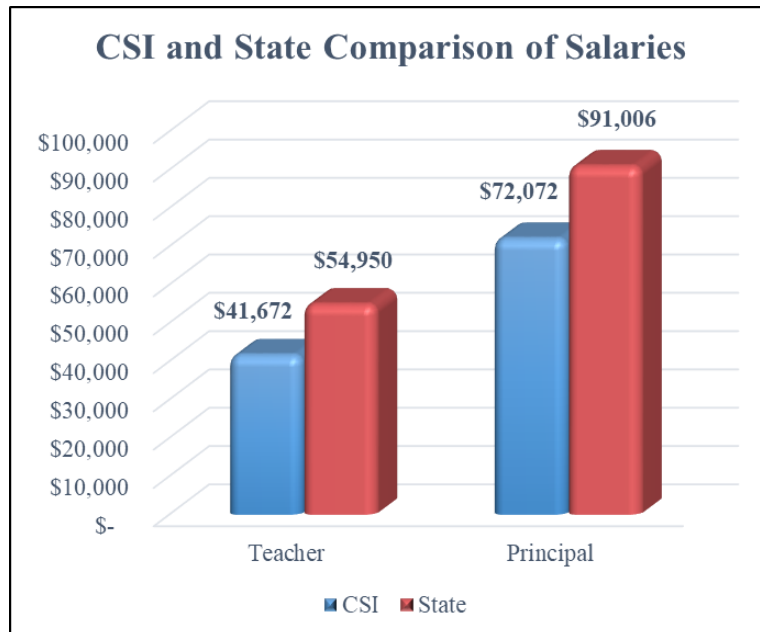
Without equitable funding and without a legal mechanism to raise local funding, CSI students, teachers, and communities will continue working towards the same academic standards, but will do so with fewer resources for CSI students, including limited facilities and transportation options, in addition to higher staff turnover and recruitment abilities due to lower salaries.

On a per pupil basis, CSI schools spend less on staff compensation and more on facility costs than district schools. The effects of the reduced access to public school funding are illustrated in the following graph which compares per pupil spending by category between Colorado school districts and CSI.

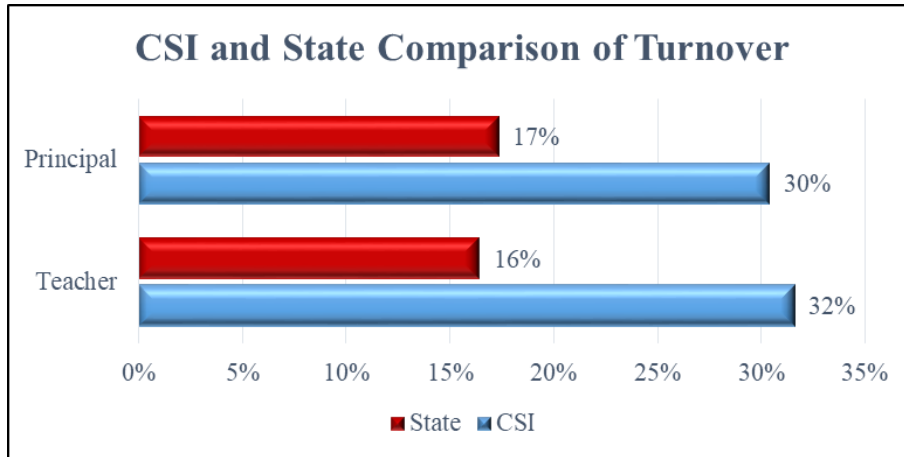


Some of the greatest challenges, which could be addressed in part with mill levy equalization dollars, CSI schools face include:

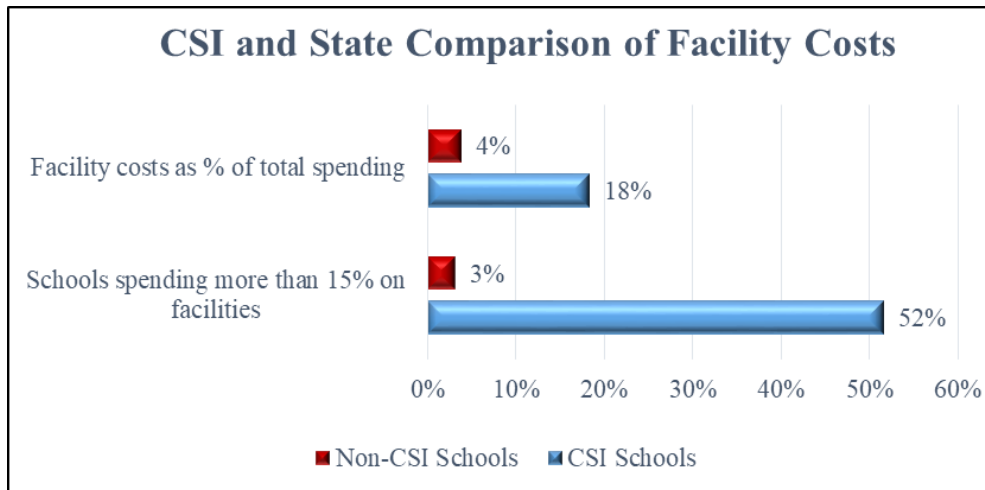
- Lower Teacher Salaries:** As compared to school district peers, CSI teachers and principals receive over \$10,000 less in salary per year. While teachers often choose to work at a charter school because of its mission, its model, and the students it serves, the lack of adequate compensation leads teachers to take on multiple jobs, find roommates, or ultimately leave the charter school in order to keep up with the cost of living.



- Higher Teacher Turnover:** The teacher turnover rate of CSI charter schools is nearly double that of the state’s public schools as a whole, with non-competitive compensation likely a factor in this turnover.



- Rising Facility Costs and Lack of Facility Funding:** Facility costs make up 18.3% of total spending for CSI schools as compared to only 3.8% of total spending for non-CSI schools.



- Limited Transportation and Food Services:** Inequitable funding compounds the heightened challenges CSI schools face when it comes to offering additional services like transportation and lunch programs. Fewer than half of CSI schools have the ability to offer regular transportation services between school and homes, and many cite the high costs of starting up a transportation program as a limiting factor. Generally, district-run charter schools work with their districts to receive a full service food service program through their district; however, CSI charter schools do not always have the opportunity for this coordination with their district and many times seek non-district School Food

Authorities (SFAs) to support their food service program. This also contributes to inequitable access for historically underserved populations who often need school provided transportation and meals.

**Proposed Solution:**

CSI requests an increase of \$10,000,000 GF to the CSI Mill Levy Equalization Fund for distribution to CSI’s public charter schools. This increase to the existing \$9M base amount of the Mill Levy Equalization Fund will directly benefit the more than 20,000 students attending CSI schools. It is expected that funding will help to ensure that CSI schools can continue to provide high quality seats to historically underserved communities by providing funding not only for teachers and classroom staff, but also additional services that ensure equitable access for all students such as transportation and food service. The funding will address the impacts of the challenges (e.g., staffing, facilities, programming) described throughout this request, all of which can be evaluated through publicly available data on the Colorado Department of Education’s website.

Current statute requires CSI to distribute these funds on an equal per pupil basis across the portfolio, with each school’s per pupil allocation capped at the per-pupil MLO amount for its accounting district. CSI would like to consider legislative changes to this distribution to ensure that funds can be weighted to provide additional funding to historically underserved populations. Additionally, CSI would like to pursue legislative changes to gain continuous spending authority in the CSI Mill Levy Equalization fund so that interest accruing in the fund (~\$150K) can be distributed to CSI schools rather than sitting idle in the state coffers. CSI would also like to pursue legislation to add language to Section 22-30.5-513.1(2)(b), C.R.S. that is similar to Section 22-32-108.5(4)(f), C.R.S., which would eliminate the requirement to distribute these funds to Multi District Online Charter Schools.

Theory of Change	Additional resources will lead to increased access to high quality education opportunities.		
Program Objective	Help schools better meet the needs of students through increased recruitment and retention of high quality teachers and staff, reduced staff turnover, and more equitable funding.		
Outputs Being Measured	Transportation and food services, comparison of facility costs, and teacher pay and turnover.		
Outcomes Being Measured	None at this time.		
Cost/Benefit Ratio	None at this time.		
Evaluations	Pre-Post	Quasi-Experimental Design	Randomized Control Trial
Results of Evaluation	N/A	N/A	N/A
Continuum Level	Step 2		

**Anticipated Outcomes:**

As the intent of H.B. 17-1375 was to ensure all public school students, regardless of public school type, had equal access to mill levy override dollars, funding this request will move the state closer to fulfilling the intent of the legislature. The increase of \$10,000,000 GF for the Mill Levy Equalization Fund is expected to reduce the MLO funding gap.

CSI expects additional resources will lead to increased access to high quality education opportunities through increases in recruitment and retention of high-quality teachers and staff, reduction in staff turnover, and facilities that better meet the need of students so they are prepared to learn, in addition to more equitable service provision by providing needed funding to implement programming such as food and transportation services. As a charter school authorizer, CSI will continue to encourage its schools to allocate its resources in a way to best meet the unique needs of its school community while also being accountable for delivering positive outcomes. Charter schools are generally granted greater autonomy in decision making, and CSI schools are no different. It is expected that each school will prioritize its greatest needs and allocate resources accordingly.

**Assumptions and Calculations:**

The calculations are based on the sum of the total mill levy equalization for each CSI school. The total mill levy equalization for each CSI school is calculated using the most recent available information for the following data points and the following formula as described in statute:

- December 2020 Mill Levy Override Revenues for each respective accounting district,
- FY 2020-21 District projected funded pupil count, and
- FY 2022-23 CSI projected funded pupil count.





**Governor’s Office Priority: R-06  
 Request Detail: Expanding Resources for School Improvement**

Summary of Funding Change for FY 2022-23			
		Incremental Change	
	FY 2021-22 Appropriation	FY 2022-23 Request	FY 2023-24 Request
Total Funds	\$4,435,997	\$2,000,000	\$2,000,000
FTE	0.0	0.0	0.0
General Fund	\$2,431,222	\$2,000,000	\$2,000,000
Cash Funds	\$2,004,775	\$0	\$0
Reappropriated Funds	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0

**Summary of Request**

The Governor’s Office requests a General Fund increase of \$2,000,000 in FY 2022-23 and ongoing to expand access to existing and new evidence-based supports for schools identified as underperforming under the Colorado state accountability system. The request was developed with the technical collaboration of the Colorado Department of Education (CDE). The increase is projected to serve an additional 38 schools every year, beyond the 21 state-identified schools and 9 districts with state-identified schools last year. Each year CDE is unable to provide high-quality, intensive support to all schools identified by the state accountability system due to limited resources. Similarly, CDE’s federal school improvement funding is insufficient to serve every interested and eligible federally-identified school. The unmet needs of both state- and federally-identified schools were significant prior to the pandemic, but there have been added impacts of COVID-19 on student learning as evidenced by low Colorado Measures of Academic Success (CMAS) results across the board. CDE does plan to use Elementary and Secondary School Emergency Relief (ESSER) dollars to support school improvement activities, but because state funds cannot be used for schools that only have a federal identification, CDE will consider ways to leverage the one-time ESSER funds to serve federally-identified schools while leveraging state funds for state-identified schools. This request is aligned with the bipartisan Education Leadership Council “State of Education” recommendation to prioritize differentiated support for low-performing schools. This increase in funding will ensure more schools and school districts have the ability to participate in the program with the goal of improving student outcomes.

## Current Program

Under current state and federal law, schools are evaluated based on two separate, but similar identification systems: the federal system under the Every Student Succeeds Act (ESSA) and the state's accountability system (state system). Each system includes similar, but slightly different metrics by which schools (ESSA and the state system) and school districts (state system) are held accountable. The goal of both of these systems is to ensure that schools and school districts have the support and oversight to ensure all students receive a high-quality education that prepares them for postsecondary, career, and life.

Under the state system, schools are assigned four ratings: Performance (highest), Improvement, Priority Improvement, and Turnaround (lowest). Schools identified as Priority Improvement or Turnaround are eligible for state (but not necessarily federal) funding. ESSA identifies schools for comprehensive support and improvement (CSI), which are the lowest-performing 5% of Title I schools, high schools with graduation rates below 67%, and schools with chronically low-performing disaggregated student groups (such as African American students or students with disabilities). ESSA also identifies any school with at least one consistently underperforming disaggregated student group as a "targeted support" school and additional targeted support schools as any school with at least one disaggregate group that, on its own, meets the criteria for CSI.

In 2019-2020, 100 schools were identified using only the state accountability criteria, 192 schools were identified only under the ESSA accountability criteria, and 79 schools were identified under both. Under federal law, the 100 schools identified only for state support are not eligible for federal monies. The 100 state-identified schools face the strongest consequences in that if they remain on the "accountability clock" for five years, the State Board of Education is required to direct one of four statutory options: closure, become a charter, pursue external management, or pursue a school of innovation pathway. In addition, Colorado's accountability system has been paused for two school years (2020-2021 and 2021-2022), resulting in district and school ratings from 2019 continuing into the 2021-2022 school year.

For schools identified by either the state or federal system, CDE has a single application for state and federal school improvement funds called the Empowering Action for School Improvement (EASI) application. This application uses a needs-based approach to award services and funding. Approximately \$5 million is available for award through ESSA and \$4 million for the state School Transformation Grant. The amount of funding a school district may apply for is dependent on the chosen route(s), which are described below:

- Exploration supports for districts interested in funds and/or services to better understand the needs of the school and community and planning to address those needs;

- District designed and led supports for school districts that already have a plan or are already implementing a plan that meets school(s) needs and are interested in pursuing grant funds to support activities; and
- CDE-sponsored program or support aimed at improving school systems, such as Connect for Success, the Turnaround Network, Multi-Tiered Systems of Support , and the School Turnaround Leaders' Development program, and implementing a state accountability pathway action.

In 2017-18 and earlier, prior to the passage of H.B. 18-1355, state school improvement funds could only support turnaround leadership development programs. In 2018-2019, H.B. 18-1355 expanded the use of state school improvement dollars to support interventions beyond leadership development. The Governor's FY 2019-20 budget included increased funding and additional support to schools identified as Priority Improvement and Turnaround. The list below describes the level of need that schools are demonstrating through school improvement grant requests:

- In 2018, 45% of identified schools were served through the school turnaround leadership development grant, leaving 55% of identified schools unfunded.
- In 2019, with expanded options for support, but without additional funding, 48% of identified schools' applications were funded, leaving 52% of identified schools unfunded.
- In 2020, the department received approximately \$29 million in requests for school improvement funds, with \$11 million in state and federal funds available to award. Only 35% of the state-identified school requests at the district level received school improvement grant funding, leaving 65% of identified school and district-level requests unfunded.
- In 2021, the department received approximately \$15 million in requests for school improvement funds, with \$9.5 million available in state and federal funds to award. Approximately 60% of the amount requested from state-identified schools and district-level was funded, leaving 40% unfunded.

The Governor's FY 2019-2020 budget increase for the School Transformation Grant included additional resources for the department to conduct an external evaluation of the supports CDE provides to the field. The department contracted with the Center for Assessment, Research, Design, and Evaluation (CADRE) at the University of Colorado Boulder to conduct an external evaluation of CDE's intensive supports during the 2020-2021 school year. The first phase of the external evaluation indicates CDE's intensive services serve schools with higher rates of free and reduced price lunch, minority students, English Language Learners, and students with IEPs compared to other eligible schools and schools statewide. The external evaluation found positive trends in student achievement for each cohort that are consistent with the magnitude of positive effects found in national research on turnaround interventions (full evaluation report from CADRE is available here: [Evaluation of Colorado School Turnaround Network and School Turnaround Leadership Development Grants: Descriptive Analysis of 2015-2020 Cohorts](#)). Moreover, schools that participate in CDE-offered intensive supports come off the accountability clock and stay off the clock at



a higher rate than schools that do not participate. For CDE's most intensive support, the Turnaround Network, 93% of the schools that participated in the second cohort were identified as Priority Improvement or Turnaround on the 2014 School Performance Framework (SPF). After completing the network, 73% of these schools were identified as Performance or Improvement. For the third cohort, 100% of schools were identified as Priority Improvement or Turnaround on the 2014 SPF and 90% of these schools were identified as Performance or Improvement upon completion of the program.

The first phase of the evaluation identified schools that achieved above-average increases in student achievement that will serve as bright spot schools for a phase two evaluation to understand what strategies and practices resulted in those improvements. Phase two will inform the continuous improvement of CDE's services to the field.

Increasing resources for school transformation is critical now as schools seek to rapidly address the impacts of the COVID-19 pandemic on student learning. As evidenced in the external evaluation, CDE's supports for the field are a key way to ensure schools have access to rigorous, high-quality interventions that can improve student outcomes.

### ***Problem or Opportunity***

The goal of a school accountability system is to identify schools and school districts that are struggling and provide them with the support they need to improve. The impacts of COVID-19 on student learning are profound, and ensuring CDE can respond with timely and effective interventions for struggling schools is critical to educational equity. School Transformation Grant funding was insufficient to serve all eligible and interested schools prior to the pandemic. In 2019, CDE received \$29.8 million in requests for funds with approximately \$11 million available to award. In 2020, CDE received \$14.8 million in requests with approximately \$10 million available to award.

Schools identified as Priority Improvement and Turnaround are in need of significant support and intervention, a need heightened by the impacts of the pandemic. While districts have access to federal stimulus funding, the funding does not come with the intensive support schools and districts need to improve and the funding is also time-bound. The School Transformation Grant is not only a funding source, but a proven way for CDE to partner with schools and districts on interventions that have a track record of improving student outcomes. The support is designed to help schools address under-developed systems such as leadership and instruction, a need that remains critical even as schools are using stimulus funding to address the impacts of COVID-19 on student learning.

The lack of funding to support interested schools has implications for educational equity in Colorado.

### ***Proposed Solution***

The Governor's Office proposes that this funding be used to provide additional resources for schools identified under the state accountability criteria to improve performance.

These schools will be prioritized based on the greatest needs and strongest commitment to use the funds to improve student achievement and ultimately help the school meet state-determined exit criteria.

CDE plans to use ESSER dollars to support school improvement activities and will consider how to use ESSER dollars to increase grants to schools. Because state funds cannot be used for schools that only have a federal identification, CDE will consider ways to leverage the one-time ESSER funds to serve federally-identified schools while leveraging state funds for state-identified schools. In 2020, CDE was unable to fund \$836,259 in federally-identified schools and \$2,780,000 in district-level requests. In 2020, CDE was unable to fund \$567,000 in state-identified-only schools and \$705,600 in state- and federally-identified schools. Given the 2020 application was the second round of the same eligibility list, CDE is anticipating greater demand for resources as schools look to school improvement supports to address the impacts of COVID-19 on student learning and sustain school improvement strategies after ESSER funding ends.

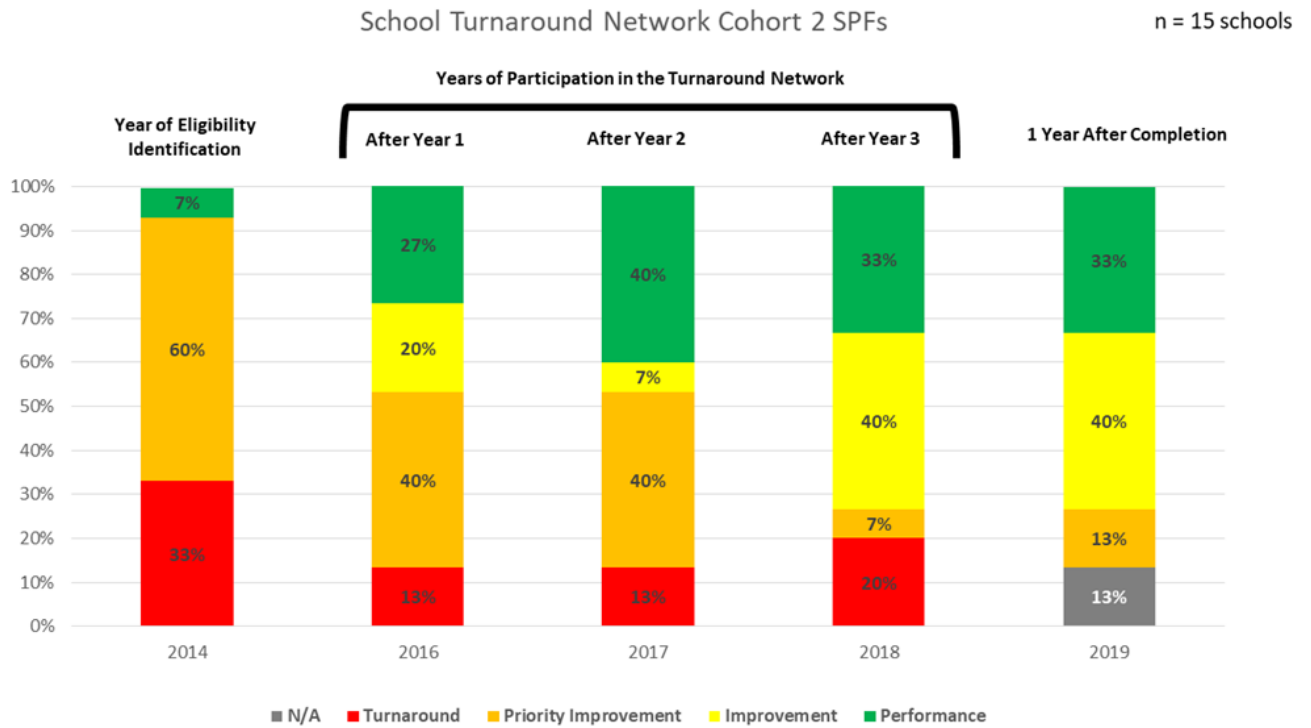
Importantly, all of the support provided to schools and school districts under the EASI program will need to meet strong evidence requirements to ensure these supports are working for students and families. These requirements are dictated by the Every Student Succeeds Act, and CDE has adopted them for the state system as well.

The first phase of the external evaluation of CDE’s supports available through the EASI process indicates that CDE’s intensive services serve more schools with higher rates of free and reduced price lunch, English Language Learners, and students with Individualized Education Programs (IEPs) compared to other eligible schools and schools statewide. The figure below outlines these demographic differences (note “STN” denotes the Turnaround Network, “STLD” denotes the School Turnaround Leadership Development program, and “SD” denotes standard deviation).

**Table 1: Demographics of Participants in State Turnaround Programs**

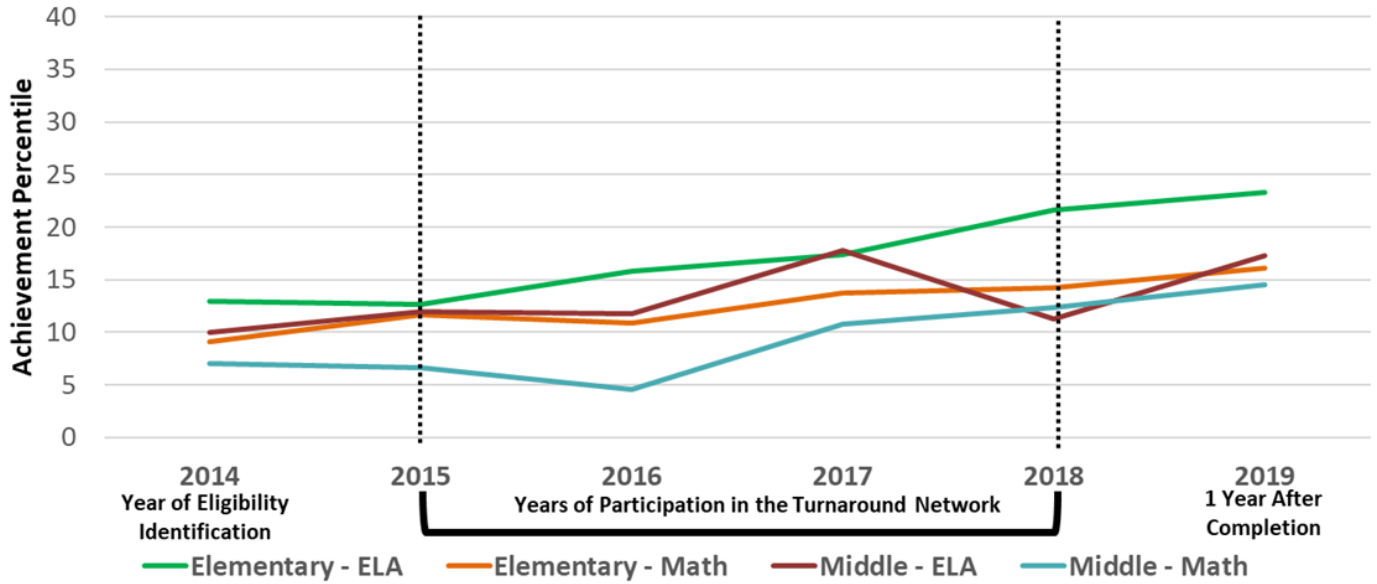
Variable	STN		STLD		All Schools (2018-19)	
	Participants	All Eligible	Participants	All Eligible	Mean	SD
% FRL	75.6%	64.0%	76.5%	63.8%	45.1%	27.3%
% Minority	68.5%	61.8%	75.4%	61.9%	44.9%	26.5%
% ELL	26.7%	27.6%	33.6%	26.7%	16.1%	19.1%
% IEP	13.4%	11.7%	13.3%	12.1%	11.3%	5.0%
Rural	14.1%	25.4%	11.4%	24.3%	27.6%	44.7%
Enrollment	441	460	512	472	489	413
N Schools	64	583	123	503	1744	

Additionally, the first phase of the external evaluation indicates that schools that participate in CDE-offered supports come off the accountability clock and stay off the clock at a higher rate than schools that do not participate. The figures below show the change in SPFs and student achievement on CMAS over time for schools participating in both the Turnaround Network and School Turnaround Leadership Development Programs. Cohorts 2 and 3 of the Turnaround Network are included, as well as graphs for Cohort 2 and 3 of the School Turnaround Leadership Development program.



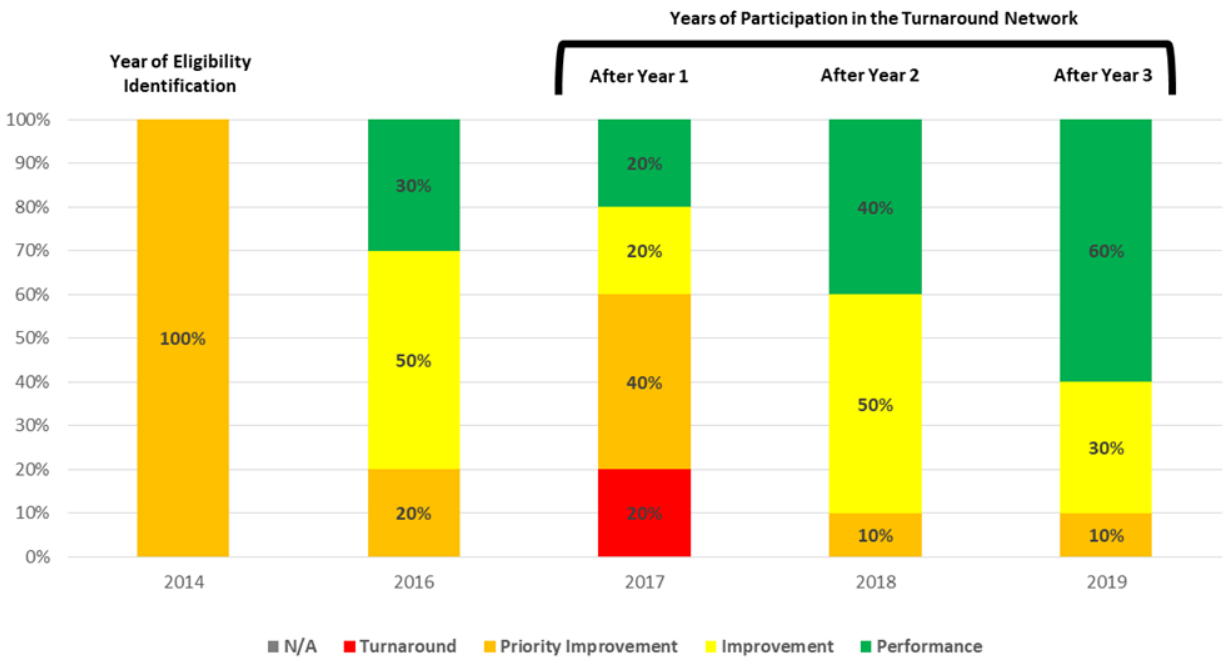
School Turnaround Network Cohort 2  
Achievement Percentile over Time

n = 10 Elementary,  
5 Middle schools



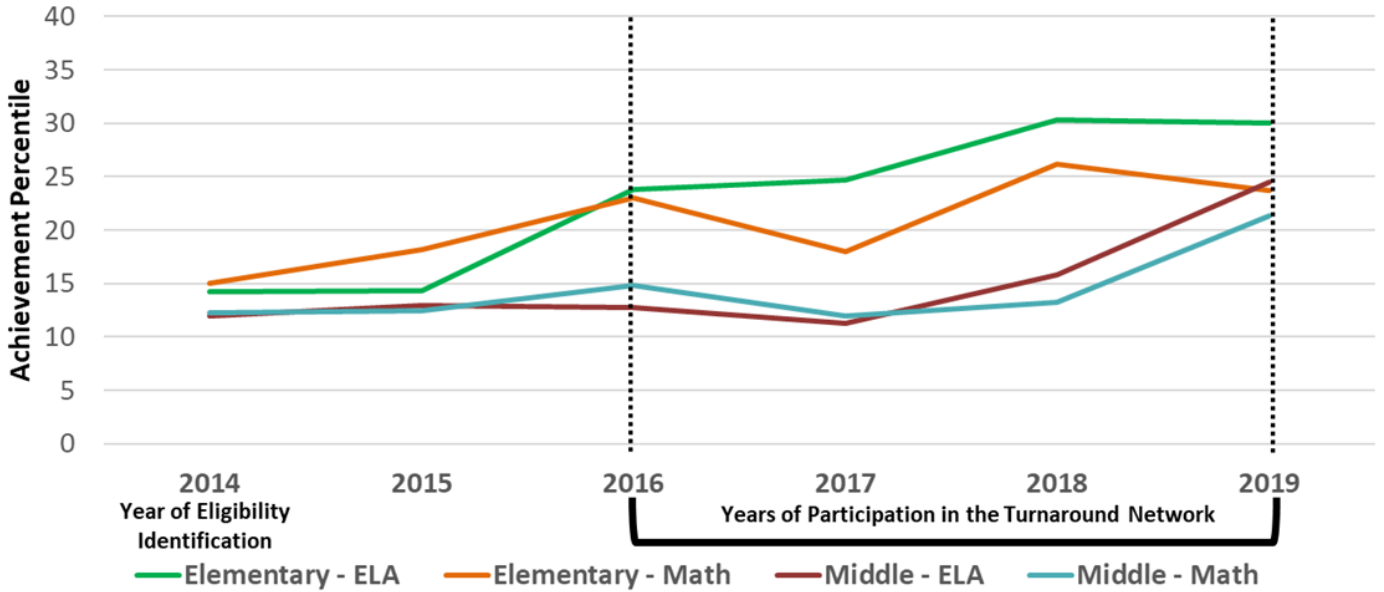
School Turnaround Network Cohort 3 SPFs

n = 10 schools



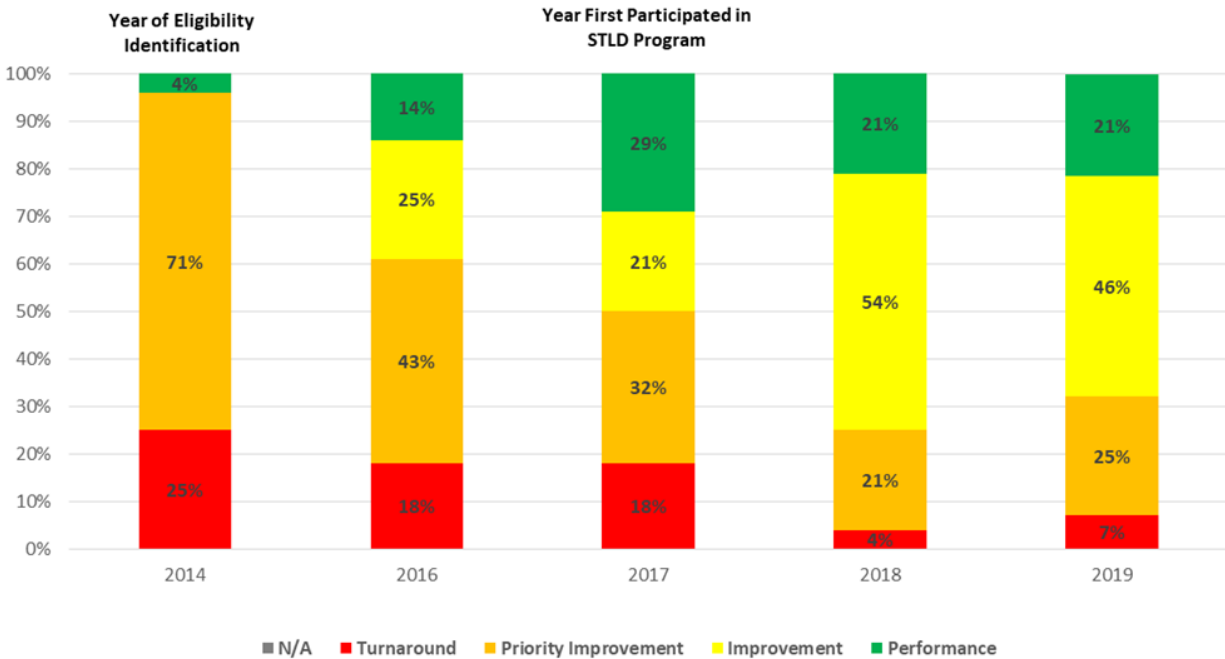
### School Turnaround Network Cohort 3 Achievement Percentile over Time

n = 6 Elementary,  
4 Middle schools



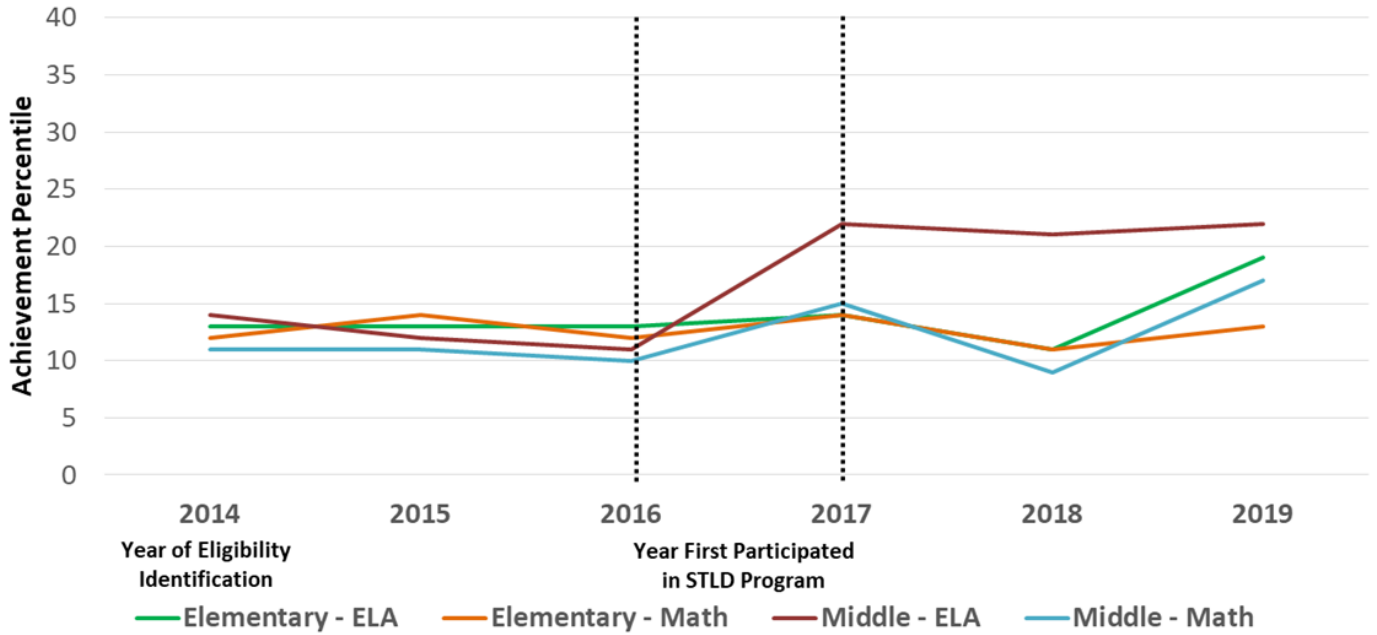
n = 28 schools

### School Turnaround Leadership Development Cohort 2 SPFs



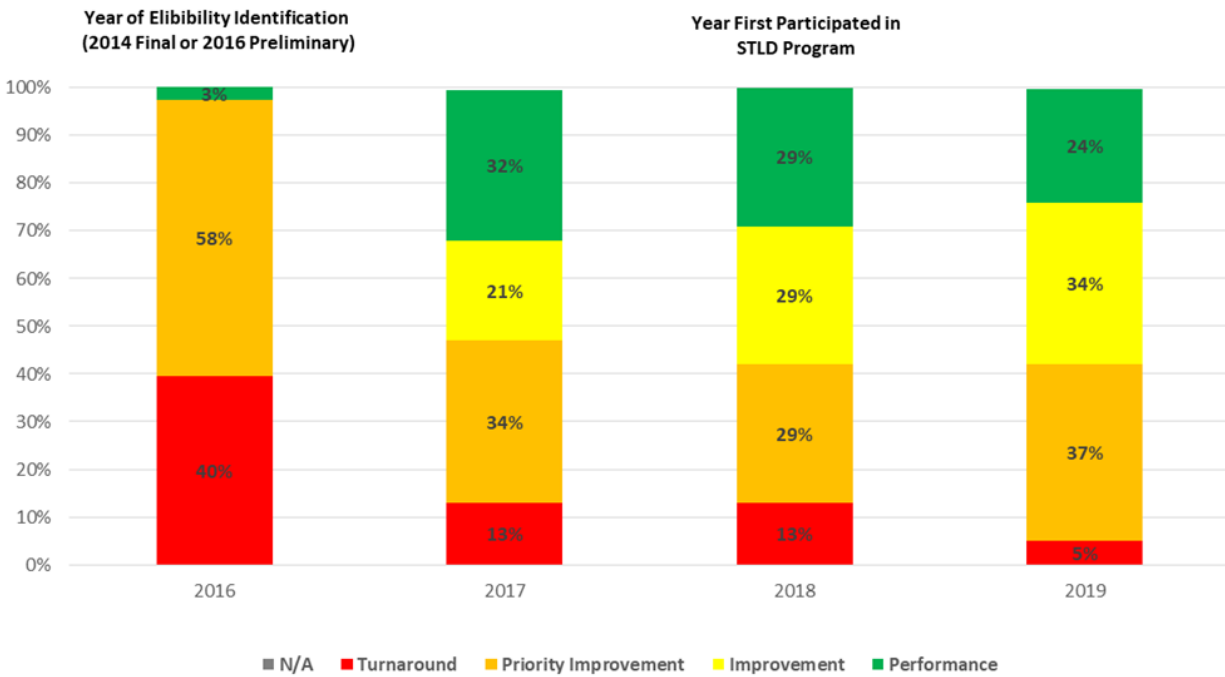
### School Turnaround Leadership Development Cohort 2 Achievement Percentile over Time

n = 19 Elementary,  
9 Middle schools



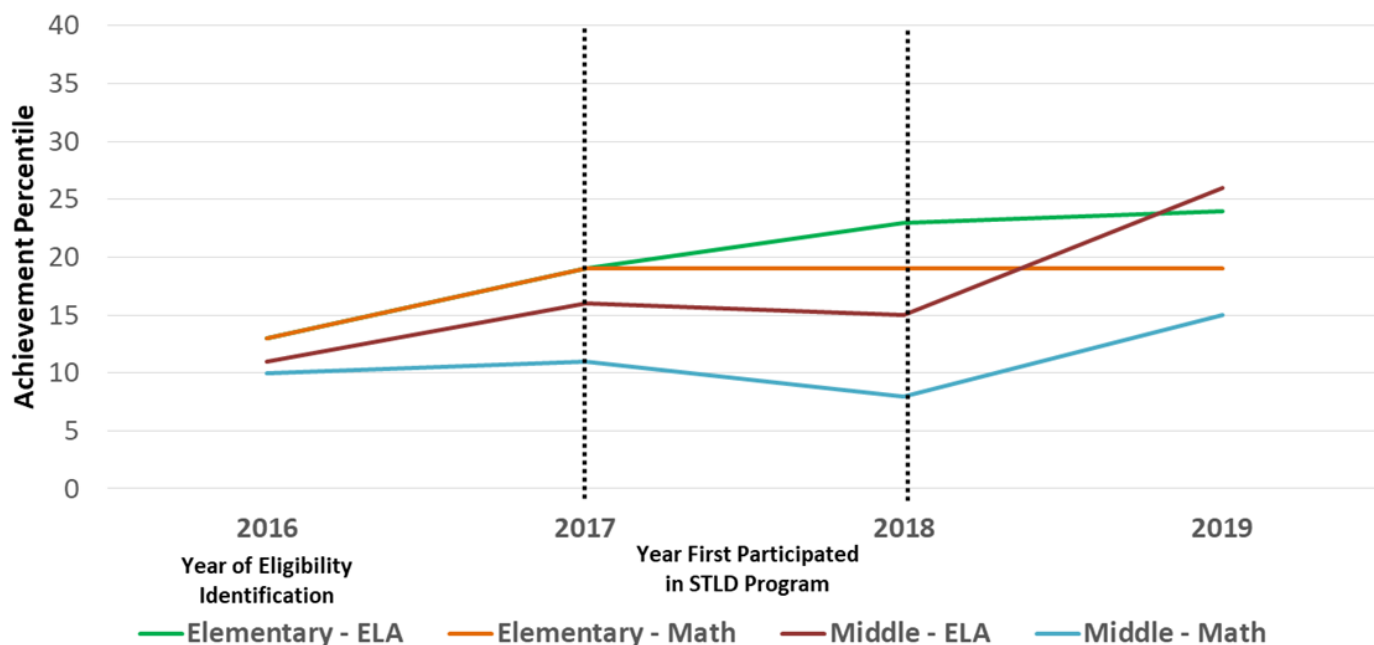
n = 38 schools

### School Turnaround Leadership Development Cohort 3 SPFs



School Turnaround Leadership Development Cohort 3  
Achievement Percentile over Time

n = 26 Elementary,  
7 Middle schools



This request is aligned with the bipartisan Education Leadership Council “State of Education” recommendation to prioritize differentiated support for low-performing schools.

If not approved, Colorado will not be able to effectively prioritize schools that are in urgent need of support and will be unable to connect these schools to high-quality, intensive support needed to improve student achievement. If schools do not receive support and interventions early, then intervening later when schools and school districts might be at the end of the accountability clock will be more expensive and extreme.

Theory of Change	If funding to the School Transformation Grant is increased, then CDE will support a higher number of eligible schools and districts identified as Priority Improvement and Turnaround.
Program Objective	To expand proven support to schools by increasing the amount of resources available to schools identified as Priority Improvement and Turnaround.
Outputs being measured	Increase the share of funding requests awarded to all eligible schools.
Outcomes being measured	<ul style="list-style-type: none"> <li>Improved leading indicators of change such as increased student attendance, decreased incidences of referrals and suspensions.</li> <li>For high schools, increases in the percentage of students on track to graduate, increased graduation rates, decline in dropout rates.</li> </ul>

	<ul style="list-style-type: none"> <li>Reduction in the number of schools identified as Priority Improvement/Turnaround and increase in the number of schools identified as Performance.</li> </ul>		
Cost/Benefit ratio	Typically, the cost of intervention for schools that reach the end of the accountability clock is approximately \$250,000 per year. CDE's grants to these schools are at least \$100,000 per school per year. By responding to schools' needs earlier and connecting schools to supports that help them move off of the clock, CDE is better able to prevent the expensive cost of interventions when schools reach the end of the clock.		
Evaluations	Pre-Post	Quasi-Experimental Design	Randomized Control Trial
Results of Evaluation	Evaluation: Phase 1 complete, Phase 2 begins August 2021	N/A	N/A
Continuum Level	Step 3		

Demand for CDE's supports and services remains high. School Transformation Grant dollars support each route under EASI, with the priority of serving schools that have reached the end of the accountability clock. The cost to support these schools exceeds the current funding allocation, thus limiting CDE's ability to meet the full demand of school improvement grant requests. The request is even more timely as it is critical to provide comprehensive and intensive support to schools in the wake of the pandemic to ensure they have the support needed to address the impacts on student learning.

### ***Anticipated Outcomes***

It is anticipated that increasing School Transformation Grant funds will lead to more schools applying for support and being awarded funding under the EASI program and, over time, decrease the number of schools and school districts identified for support under the state or ESSA accountability systems. The average grant award over the past four cohorts of EASI have ranged from \$25,000-\$100,000 per school, with most awards around \$50,000. As such, CDE uses this award size to calculate how many additional schools may be served. CDE estimates that the proposed increase of \$2,000,000 per year would support 38 additional schools per year (assuming an average of \$50,000 per school per year). The department also anticipates that expanding access to School Transformation Grant funds will help reduce the student achievement gap, which could result in long-term benefits, particularly for underserved students, such as improved postsecondary enrollment, preparation, and completion, increased earnings and family economic security, and reduced crime. With more schools coming off the clock, there will be fewer schools that are ultimately subject to more rigorous, expensive interventions.



## Assumptions and Calculations

The department uses an average of \$50,000 per school per year to determine how many schools can be served with the additional funding. School Transformation Grant funding appropriates 5% for administration of the grant. As shown in Table 2, below, the recurring \$2 million increase will serve an additional 38 schools per year.

**Table 2**

	<b>Yearly Change</b>
<b>Recurring \$2M Increase</b>	\$ 2,000,000
<b>Administrative Costs (5%)</b>	\$ (100,000)
<b>Increase to School Transformation Grant</b>	\$ 1,900,000
<b>Yearly Additional Schools Served</b>	<b>38</b>



**Governor’s Office Priority: R-07  
 Request Detail: Empowering Parents with School Information**

Summary of Funding Change for FY 2022-23			
		Incremental Change	
	FY 2021-22 Appropriation	FY 2022-23 Request	FY 2023-24 Request
Total Funds	\$4,563,934	\$526,315	\$257,763
FTE	30.9	1.8	2.0
General Fund	\$3,929,481	\$526,315	\$257,763
Cash Funds	\$0	\$0	\$0
Reappropriated Funds	\$634,453	\$0	\$0
Federal Funds	\$0	\$0	\$0

**Summary of Request**

The Governor’s Office requests a one-time General Fund increase of \$526,315 and 1.8 FTE in FY 2022-23, as well as an ongoing General Fund increase of \$257,763 and 2 FTE in FY 2023-24 and beyond, to contribute to significant improvements in data quality, accessibility, and transparency in the State’s school and district dashboard, SchoolView. This request has been developed with the technical collaboration of the Colorado Department of Education (CDE) and builds on work already undertaken by CDE. This request is also a key priority identified by the bipartisan Education Leadership Council in the 2018 “State of Education” report. Current base Total Fund is \$4,563,934 and base General Fund is \$3,929,481. This request is an 11.5% Total Fund increase in FY 2022-23 and a 5.6% Total Fund increase in FY 2023-24. This request is a 13.4% General Fund increase in FY 2022-23 and a 6.6% General Fund increase in FY 2023-24.

This request will support the improvement of the SchoolView site, which currently uses outdated technology, which will make it easier for parents to find and understand information about schools and districts, and will increase the accessibility of the data for people with disabilities. Ultimately, the investment in the new SchoolView will empower parents and the public to make more informed decisions about education.

## ***Current Program***

New federal requirements in 2001 mandated all states provide parents, students, educators and members of the public additional education-related data, including school, district, and state-level data on school performance. Additionally, state law required numerous data elements to be publicly reported, including overall school performance, the performance of key student groups, and measures of student conduct, including absences, suspensions and expulsions. As a way to fulfill this requirement, Colorado began investing in data reporting infrastructure and reporting tools as early as 2001, adding new functionality and addressing new state and federal reporting requirements over the years.

Introduced in 2010, SchoolView was an outcome of the additions and modifications of the initial 2001 technology. The system uses Oracle Application Development Framework technology and tools from 2008 and is difficult and costly for the department to maintain due to the technology's complexity. It was intended to serve district administrators and other audiences with a high level of technical and institutional knowledge. The SchoolView suite of tools provides a mechanism for education stakeholders to see limited information on school demographics and school program offerings. Unfortunately, the existing SchoolView tool is out of date and no longer supports the current School Accountability Frameworks. Additionally, CDE has not had the resources (human or financial) to perform a wholesale rewrite of the infrastructure supporting SchoolView, nor was the department able to update the reporting tools themselves until 2018 when CDE asked for and received funds to do just that. Funding is needed to target one last segment of the Data Warehouse still in need of modernization.

Since 2014, assessments used by CDE have changed, and currently the school performance data is split across multiple internal systems and comes from different assessment vendors. For this reason, the existing SchoolView is only capable of displaying data up through 2014 without significant modifications. The department manages the full lifecycle of SchoolView data, including collection, storage, processing, reporting, and training, and all of these phases need continual support and upgrades to maintain accuracy and functionality. Because it has become a patchwork of different legacy systems, the effort required to maintain and update the overall system is extensive.

## ***Problem or Opportunity***

The existing SchoolView application was developed with the then-current CDE data warehouse, originally designed for the sole purpose of generating static federally mandated reports. Over the past ten years, technology and data demands have changed significantly. The expectation of easy access to static data reports has changed to a more demanding requirement for interactive reporting that provides easily accessible visual representations for more efficient decision making. The existing SchoolView system was modified and adjusted to try and meet this need, but still cannot keep up with current demand.

Schools and their communities are more data-driven today than they were in the past. As a result, the demand for school performance measurements has increased while state and federal requirements are also evolving. Under federal law, all states are required to have school, district, and state report cards that provide parents, students, educators, and the general public with easy-to-find information about school performance. However, the current system, SchoolView, was designed and built before the 2015 Every Student Succeeds Act (ESSA) passed. ESSA added more requirements for data reporting and easy navigation to critical data often accessed by parents. In addition, because the current system is older and more complex, it is time consuming and expensive to maintain. Parents and community members struggle to find and interpret key information required by ESSA and necessary for educational decisions, including achievement data for all of the federally required disaggregated student groups, discipline data, and per-pupil expenditures. Although SchoolView adheres to the letter of the law, CDE seeks to make it easier for parents and communities to find and understand critical information about their schools so they can make informed decisions about their children's education.

In addition, the Office of Civil Rights found SchoolView to be out of compliance with the accessibility requirements of the Americans with Disabilities Act. Since the system uses older technology it is difficult and expensive to meet these accessibility needs with existing technology. The bipartisan Education Leadership Council identified this as a top priority request in its 2018 "State of Education Report". It has since also been included as a recommendation in the Education Leadership Council's 2021 Report. CDE has done foundational work to update the tool and would like to be able to continue and accelerate the process via the resources in this budget request.

Over the past seven years, the department strategically improved sections of the data infrastructure to align with various modernization efforts as funding became available. For example, resources were requested and received for CDE to build a Business Intelligence team and to invest in a new data reporting tool (Tableau Server). Two new positions were hired, and the new reporting tool was purchased and implemented. Because the Data Warehouse itself is very old, staff have improved various design aspects of it as they could, however, there still remains a critical layer within the Warehouse yet to be upgraded, including the data presentation layer. The additional development resource will start the process of building a more easily accessible Data Warehouse by the Business Intelligence team, moving towards direct access to the Data Warehouse data, automation of this process, and fully utilizing the new reporting capabilities available via the Tableau Server. In conjunction with the new developer, CDE will hire a specialized expert to provide the majority of the buildout of this presentation layer and to help with management of the effort. A temporary influx of technical help will enable the department to complete this last phase of the modernization efforts. The new permanent FTE will work closely with the contractors and existing staff to ensure knowledge transfer and documentation is completed so that maintenance and sustainability is possible with CDE resources. Without additional funds to build out this presentation layer, every report must be designed, configured, constructed and tested as a "one-off", taking much more time than the

alternative automation would allow. This presentation layer within the Data Warehouse is the last significant segment of the Data Warehouse requiring an upgrade.

***Proposed Solution***

The requested \$526,315 and 1.8 FTE will support extensive infrastructure upgrades to the state’s SchoolView site. Specifically, in the first year of funding, the department will hire an Extract/ Transform/ Load developer (i.e. a Data Warehouse designer/developer) FTE to develop an information exchange layer between the existing warehouse that stores school and district-level student data and the SchoolView reporting tool. This FTE will work closely with the CDE communications team in creating reports for SchoolView, as well as collaborate with department staff to conduct testing necessary to understand what types of information are necessary for parents and families to make informed education decisions for their students.

In addition to the Data Warehouse designer/developer, the department will hire internal an external engagement and feedback processes to develop and launch the improved dashboard.

The department will use the additional funding beyond that which is needed for the 1.0 FTE in FY 2022-23 to contract externally for specialized skills necessary to help expedite the SchoolView improvement process in the first year of funding.

The updated SchoolView site will be intuitive for parents, students, educators, and the public to use, offering centralized access to interactive data that meets all state and federal ESSA requirements. The new system will provide not just access to education data, but also information for parents about the resources that the school offers for their child.

Theory of Change	Accessible and interactive data is increasingly essential to a transparent and adaptive education system. By empowering not just educators but also parents with such data, the updated SchoolView can tighten the feedback loop among various stakeholders in the school system, creating a pathway to make the system work better for all Coloradans. Furthermore, by reducing information disparities between parents and educators about school performance and resources, this policy will increase trust, engagement and buy-in from parents, thereby bringing stakeholders closer to a shared vision for Colorado’s schools.
Program Objective	To increase transparency, engagement, and access to information for parents through an accessible and interactive data platform.
Outputs being measured	Available reports for constituents; “parent-friendly” data dashboards depicting state-level education metrics; and responses to new data dashboards via user focus groups, e.g., usability of visualizations, understanding of data presented, accessibility challenges, applicability to decisions needed.
Outcomes being measured	<ul style="list-style-type: none"> <li>Improved quality of data and visualizations provided to parents, advocacy groups and policymakers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Broader scope of data available to parents, advocacy groups and policymakers.</li> <li>• Remaining compliant with federal civil rights accessibility requirements.</li> <li>• Resilience with additional or modified reporting needs.</li> </ul>		
Cost/Benefit ratio	N/A		
Evaluations	Pre-Post	Quasi-Experimental Design	Randomized Control Trial
Results of Evaluation	N/A	N/A	N/A
Continuum Level	Step 2		

**Anticipated Outcomes**

There will be positive outcomes across key stakeholder groups from SchoolView’s improved data quality, accessibility, and transparency. Parents will be able to make more informed school choice decisions based on school performance and available resources, such as after-school or summer programs, access to arts, music, and preschool. Policymakers and advocacy groups will better understand the gaps in Colorado’s education system, particularly among certain disaggregated student groups, such as racial and ethnic minorities, students with disabilities, and English learners, and will be able to more efficiently direct resources for school improvement. In addition, the state will reduce its risk of becoming non-compliant with Federal data transparency requirements under ESSA and the Office of Civil Rights, and CDE will be able to maintain data reporting systems more effectively and be more flexible with data requested by policymakers and parents.

**Assumptions and Calculations**

Table 1 summarizes the total costs for this request; assumptions are presented below.

**Table 1**

Description	FY 2022-23 Cost	FY 2023-24 Cost
Payroll (including benefits)	\$221,215	\$242,663
Contractors	\$276,000	\$0
Operating	\$29,100	\$15,100
<b>Total</b>	<b>\$526,315</b>	<b>\$257,763</b>

- Payroll: Please see the FTE template for details on the payroll. The payroll costs include benefits.
- Contractors: The department will need approximately 2,760 hours from contractors to complete this work. The department's estimated and usual rate for this type of IT expertise is \$100 per hour.
- Operating: Please see the FTE template for operating costs.

Appendix A

<b>FTE Calculation Assumptions:</b>						
<b>Operating Expenses</b> -- Base operating expenses are included per FTE for \$500 per year. In addition, for regular FTE, annual telephone costs assume base charges of \$450 per year.						
<b>Standard Capital Purchases</b> -- Each additional employee necessitates the purchase of a Personal Computer (\$1,410), docking station and monitors (\$260), Office Suite Software (\$330), and office furniture (\$5,000).						
<b>General Fund FTE</b> -- Beginning July 1, 2020, new employees will be paid on a bi-weekly pay schedule; therefore <b>new full-time General Fund positions are reflected in Year 1 as 0.9615 FTE</b> to account for the pay-date shift (25/26 weeks of pay). <b>This applies to personal services costs only; operating costs are not subject to the pay-date shift.</b>						
<b>Expenditure Detail</b>			FY 2022-23		FY 2023-24	
<b>Personal Services:</b>						
Classification Title			Biweekly Salary	FTE	FTE	\$104,412
IT Professional			\$4,016	0.9	1.0	
PERA						\$11,381
AED						\$5,221
SAED						\$5,221
Medicare						\$1,514
STD						\$167
Health-Life-Dental						\$14,086
<b>Subtotal Position 1, ## FTE</b>				<b>0.9</b>	<b>1.0</b>	<b>\$129,211</b>
Classification Title			Biweekly Salary	FTE	FTE	\$70,668
Marketing and Communications Specialist III			\$2,718	0.9	1.0	
PERA						\$7,703
AED						\$3,533
SAED						\$3,533
Medicare						\$1,025
STD						\$113
Health-Life-Dental						\$14,086
<b>Subtotal Position 2, ## FTE</b>				<b>0.9</b>	<b>1.0</b>	<b>\$92,004</b>



		<b><i>Subtotal Personal Services</i></b>		1.8	<b>\$221,215</b>	2.0	<b>\$242,663</b>
<b><i>Operating Expenses:</i></b>							
				FTE		FTE	
		Regular FTE Operating Expenses	\$500	2.0	\$1,000	2.0	\$1,000
		Telephone Expenses	\$450	2.0	\$900	2.0	\$900
		PC, One-Time	\$2,000	2.0	\$4,000	-	\$0
		Office Furniture, One-Time	\$5,000	2.0	\$10,000	-	\$0
		Indirect Costs, if applicable			\$0		\$0
		Leased Space, if applicable	\$6,600	2.0	\$13,200	2.0	\$13,200
		Contractors			\$276,000		
		Other					
		<b><i>Subtotal Operating Expenses</i></b>			<b>\$305,100</b>		<b>\$15,100</b>
<b><u>TOTAL REQUEST</u></b>				1.8	<b><u>\$526,315</u></b>	2.0	<b><u>\$257,763</u></b>
		<i>General Fund:</i>					
		<i>Cash funds:</i>					
		<i>Reappropriated Funds:</i>					
		<i>Federal Funds:</i>					



**Department Priority: R-08**  
**Request Detail: CSDB Teacher Salary Increase**

Summary of Funding Change for FY 2022-23				
	Totals		Incremental Change	
	FY 2021-22 Appropriation	FY 2022-23 Base	FY 2022-23 Request	FY 2023-24 Request
Total Funds	\$11,553,296	\$11,553,296	\$288,614	\$288,614
FTE	153.1	153.1	0.0	0.0
General Fund	\$9,848,996	\$9,848,996	\$288,614	\$288,614
Cash Funds	\$0	\$0	\$0	\$0
Reappropriated Funds	\$1,704,300	\$1,704,300	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0

**Summary of Request**

The Colorado School for the Deaf and the Blind (CSDB) is requesting funds to provide staff who follow the Colorado Springs District 11 pay schedule step increases and provide an incentive for hard-to-fill positions that follow the Colorado Springs District 11 pay scale. It is important CSDB aligns with the District 11 salary scale, and the Colorado Springs District 11 Board of Education and the Colorado Springs Education Association agreed to the following:

- A one and a half percent (1.5%) increase to the salary schedule, with the BA Step 1 salary starting at \$40,200.
- Teachers will receive one-step movement on the step system. This is approximately a two percent (2%) increase.
- Teachers will receive a three percent (3%) one-time, non-recurring compensation payment.

### ***Current Program***

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. The CSDB is a “Type 1” agency within the Department of Education and is overseen by a seven-member board appointed by the Governor and confirmed by the State Senate.

### ***Problem or Opportunity***

CSDB at-will staff, who follow the District 11 salary scale, do not receive any state across-the-board or merit salary increases, as they are compensated in accordance with the provisions of the salary schedule adopted by the Colorado Springs District 11 Board of Education as of January 1 of the previous fiscal year and the established CSDB procedures adopted to implement the salary schedule. It is important CSDB aligns with the District 11 salary scale and supports teachers in very difficult-to-fill positions. The Colorado Springs District 11 Board of Education and the Colorado Springs Education Association agreed to the following:

- A one and a half percent (1.5%) increase to the salary schedule, with the BA Step 1 salary starting at \$40,200.
- Teachers will receive one-step movement on the step system. This is approximately a two percent (2%) increase.
- Teachers will receive a three percent (3%) one-time, non-recurring compensation payment.

CSDB at-will staff, who follow the District 11 salary scale, are hard-to-fill positions. CSDB is requesting an experience increment be added to each of these staff members in order to provide an incentive for hard-to-fill positions. Teachers at CSDB must have unique skill sets in addition to being a certified teacher. There is a national shortage of teachers of the Deaf and teachers of the Visually Impaired. In order to recruit and retain teachers with the appropriate skill sets for their field, CSDB needs to be able to provide an incentive through an experience increment as these positions are extremely difficult to fill.

### ***Proposed Solution***

CSDB proposes funding the experience step increases, based upon the Colorado Springs District 11 pay schedule.

Theory of Change	Fund experience step increases based on Colorado Springs District 11 pay scale to incentivize hard-to-fill positions.		
Program Objective	Recruit and retain teachers with the appropriate skills sets.		
Outputs being measured	Comparative teacher salary, hirings and open positions.		
Outcomes being measured	None at this time.		
Cost/Benefit ratio	None at this time.		
Evaluations	Pre-Post	Quasi-Experimental Design	Randomized Control Trial
Results of Evaluation	N/A	N/A	N/A
Continuum Level	Step 1		

***Anticipated Outcomes***

If the funding increase is approved, the teachers will receive:

- A one and a half percent (1.5%) increase to the salary schedule, with the BA Step 1 salary starting at \$40,200.
- Teachers will receive one-step movement on the step system. This is approximately a two percent (2%) increase.
- Teachers will receive a three percent (3%) one-time, non-recurring compensation payment, which is \$105,810 of the total request. This amount is only for FY 2022-23.

***Assumptions and Calculations***

The salary increase is based on experience steps according to the placement of those teachers on the Colorado Springs District 11 salary schedule.

Class Title	Column	STEP 20/21	Salary Schedule Placement	1.5% Salary Schedule Increase	One Step Movement 2% Increase	Hard to Fill Increment (\$1377)	Increase	One-Time, non-recurring 3%
Teacher	VII	S (20)	\$ 72,945	\$ 74,039		\$ 75,416	\$ 2,471	\$ 2,262
Teacher	IV	C (3)	\$ 46,477	\$ 47,174	\$ 48,117	\$ 49,494	\$ 3,017	\$ 1,485
Teacher	VIII	E(5)	\$ 57,525	\$ 58,388	\$ 59,556	\$ 60,933	\$ 3,408	\$ 1,828
Teacher	V	Q (17)	\$ 63,797	\$ 64,754	\$ 66,049	\$ 67,426	\$ 3,629	\$ 2,023
Teacher	VII	S (20)	\$ 74,322	\$ 75,437		\$ 76,814	\$ 2,492	\$ 2,304
Teacher	VIII	S (21)	\$ 78,457	\$ 79,634		\$ 81,011	\$ 2,554	\$ 2,430
Teacher	VII	J (10)	\$ 61,218	\$ 62,136	\$ 63,379	\$ 64,756	\$ 3,538	\$ 1,943
Teacher	I	C (3)	\$ 42,236	\$ 42,870	\$ 43,727	\$ 45,104	\$ 2,868	\$ 1,353
Teacher	VII	B (2)	\$ 51,074	\$ 51,840	\$ 52,877	\$ 54,254	\$ 3,180	\$ 1,628
Teacher	VIII	S (22)	\$ 72,945	\$ 74,039		\$ 75,416	\$ 2,471	\$ 2,262
Teacher	III	C (3)	\$ 45,982	\$ 46,672	\$ 47,605	\$ 48,982	\$ 3,000	\$ 1,469
Teacher	V	D (4)	\$ 49,317	\$ 50,057	\$ 51,058	\$ 52,435	\$ 3,118	\$ 1,573
Teacher	VIII	I (9)	\$ 63,530	\$ 64,483	\$ 65,773	\$ 67,150	\$ 3,620	\$ 2,015
Teacher	III	D (4)	\$ 46,874	\$ 47,577	\$ 48,529	\$ 49,906	\$ 3,032	\$ 1,497
Teacher	VI	F (6)	\$ 54,674	\$ 55,494	\$ 56,604	\$ 57,981	\$ 3,307	\$ 1,739
Teacher	VIII	F (6)	\$ 58,648	\$ 59,528	\$ 60,719	\$ 62,096	\$ 3,448	\$ 1,863
Teacher	IV	D (4)	\$ 47,407	\$ 48,118	\$ 49,080	\$ 50,457	\$ 3,050	\$ 1,514
Teacher	VIII	I (9)	\$ 60,776	\$ 61,688	\$ 62,922	\$ 64,299	\$ 3,523	\$ 1,929
Teacher	VIII	S (19)	\$ 75,464	\$ 76,596	\$ 78,128	\$ 79,505	\$ 4,041	\$ 2,385
Teacher	I	D (4)	\$ 41,676	\$ 42,301	\$ 43,147	\$ 44,524	\$ 2,848	\$ 1,336
Teacher	III	I (9)	\$ 50,233	\$ 50,986	\$ 52,006	\$ 53,383	\$ 3,150	\$ 1,601
Teacher	V	G (7)	\$ 53,712	\$ 54,518	\$ 55,608	\$ 56,985	\$ 3,273	\$ 1,710
School Psych	VII	G (7)	\$ 57,767	\$ 58,634	\$ 59,807	\$ 61,184	\$ 3,417	\$ 1,836
Teacher	III	K (11)	\$ 53,640	\$ 54,445	\$ 55,534	\$ 56,911	\$ 3,271	\$ 1,707
Teacher	II	C (3)	\$ 45,486	\$ 46,168	\$ 47,091	\$ 48,468	\$ 2,982	\$ 1,454
Teacher	VIII	R (18)	\$ 74,011	\$ 75,121	\$ 76,623	\$ 78,000	\$ 3,989	\$ 2,340
Teacher	VI	I (9)	\$ 59,313	\$ 60,203	\$ 61,407	\$ 62,784	\$ 3,471	\$ 1,884
Teacher	II	C (3)	\$ 45,486	\$ 46,168	\$ 47,091	\$ 48,468	\$ 2,982	\$ 1,454
Teacher	IV	C (3)	\$ 49,231	\$ 49,969	\$ 50,968	\$ 52,345	\$ 3,114	\$ 1,570
Teacher	VII	O (15)	\$ 66,069	\$ 67,060	\$ 68,401	\$ 69,778	\$ 3,709	\$ 2,093
Teacher	VII	G (7)	\$ 57,767	\$ 58,634	\$ 59,807	\$ 61,184	\$ 3,417	\$ 1,836
Teacher	VIII	S (22)	\$ 81,376	\$ 82,597		\$ 83,974	\$ 2,598	\$ 2,519
Teacher	VI	C (3)	\$ 50,223	\$ 50,976	\$ 51,996	\$ 53,373	\$ 3,150	\$ 1,601
Teacher	I	M (13)	\$ 52,561	\$ 53,349		\$ 54,726	\$ 2,165	\$ 1,642
Teacher	VIII	S (22)	\$ 81,376	\$ 82,597		\$ 83,974	\$ 2,598	\$ 2,519
Teacher	V	H (8)	\$ 56,136	\$ 56,978	\$ 58,118	\$ 59,495	\$ 3,359	\$ 1,785
Teacher	VIII	S (22)	\$ 79,999	\$ 81,199		\$ 82,576	\$ 2,577	\$ 2,477
Teacher	VI	J (10)	\$ 57,690	\$ 58,555	\$ 59,726	\$ 61,103	\$ 3,413	\$ 1,833
Teacher	IV	B (2)	\$ 46,943	\$ 47,647	\$ 48,600	\$ 49,977	\$ 3,034	\$ 1,499
Teacher	VII	H (8)	\$ 58,895	\$ 59,778	\$ 60,974	\$ 62,351	\$ 3,456	\$ 1,871
Teacher	VIII	P (16)	\$ 71,191	\$ 72,259	\$ 73,704	\$ 75,081	\$ 3,890	\$ 2,252
Teacher	VI	L (12)	\$ 60,021	\$ 60,921	\$ 62,139	\$ 63,516	\$ 3,495	\$ 1,905
Teacher	IV	C (3)	\$ 49,231	\$ 49,969	\$ 50,968	\$ 52,345	\$ 3,114	\$ 1,570
Teacher	IX	S (22)	\$ 82,728	\$ 83,969		\$ 85,346	\$ 2,618	\$ 2,560
Teacher	VIII	P (16)	\$ 72,568	\$ 73,657	\$ 75,130	\$ 76,507	\$ 3,939	\$ 2,295
Teacher	IV	B (2)	\$ 48,320	\$ 49,045	\$ 50,026	\$ 51,403	\$ 3,083	\$ 1,542
Teacher	VII	Q (17)	\$ 71,210	\$ 72,278	\$ 73,724	\$ 75,101	\$ 3,891	\$ 2,253
Teacher	VIII	D (4)	\$ 56,424	\$ 57,270	\$ 58,415	\$ 59,792	\$ 3,368	\$ 1,794
Teacher	VII	G (7)	\$ 57,767	\$ 58,634	\$ 59,807	\$ 61,184	\$ 3,417	\$ 1,836
Teacher	VII	K (11)	\$ 62,415	\$ 63,351	\$ 64,618	\$ 65,995	\$ 3,580	\$ 1,980
Teacher	VIII	I (9)	\$ 62,153	\$ 63,085	\$ 64,347	\$ 65,724	\$ 3,571	\$ 1,972
Teacher	III	F (6)	\$ 48,712	\$ 49,443	\$ 50,432	\$ 51,809	\$ 3,097	\$ 1,554
Teacher	VI	G (7)	\$ 54,363	\$ 55,178	\$ 56,282	\$ 57,659	\$ 3,296	\$ 1,730
Teacher	V	F (6)	\$ 54,063	\$ 54,874	\$ 55,971	\$ 57,348	\$ 3,285	\$ 1,720
Teacher	I	E(5)	\$ 43,887	\$ 44,545	\$ 45,436	\$ 46,813	\$ 2,926	\$ 1,404
Teacher	VI	C (3)	\$ 52,977	\$ 53,772	\$ 54,847	\$ 56,224	\$ 3,247	\$ 1,687
Teacher	VI	C (3)	\$ 52,977	\$ 53,772	\$ 54,847	\$ 56,224	\$ 3,247	\$ 1,687
						<b>TOTAL</b>	\$ 182,804	\$ 105,810
							<b>Total Request</b>	\$ 288,614



**Department Priority: R-09**  
**Request Detail: CSDB Industrial Dishwasher**

Summary of Funding Change for FY 2022-23				
	Totals		Incremental Change	
	FY 2021-22 Appropriation	FY 2022-23 Base	FY 2022-23 Request	FY 2023-24 Request
Total Funds	\$668,291	\$668,291	\$65,000	\$0
FTE	0.0	0.0	0.0	0.0
General Fund	\$668,291	\$668,291	\$65,000	0
Cash Funds	\$0	\$0	\$0	\$0
Reappropriated Funds	\$0	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0

***Summary of Request***

The Colorado School for the Deaf and the Blind (CSDB) current dish washing machine is over 18 years old and it is becoming extremely difficult to find parts when the machine breaks down. The safety of the students is the most important issue as the huge volume of dishes that go through the machine each day must be scalded with steam from the steam booster heater.

CSDB is requesting \$65,000 for a one-time increase to the operating budget, which will allow for the purchase of a new industrial dish washing machine. CSDB does not have the funds to purchase this machine within its current budget.

### ***Current Program***

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. The CSDB is a “Type 1” agency within the Department of Education and is overseen by a seven-member board appointed by the Governor and confirmed by the State Senate. CSDB provides breakfast and lunch to all students and dinner to the residential students.

### ***Problem or Opportunity***

The food service department’s number one priority is to provide safe, nutritional meals to the students three times per day. This amounts to over 42,000 meals per year. To provide safe food, meals must be served on dishes that are thoroughly sanitized. The current dish washing machine does this but is getting very old and will be beyond repair soon due to the difficulty in finding parts when the machine breaks down.

### ***Proposed Solution***

CSDB requests \$65,000 for a one-time operating increase to purchase a new industrial dish washing machine. CSDB does not have the funds to purchase this machine within its current budget. CSDB anticipates that a machine would last an estimated 20 years, so a one-time purchase request will benefit the school for many years in the future. The last request for a dish washing machine was made in the FY 2002-03 budget.

The safety of the students is of utmost importance to CSDB and having safe dishes to use is part of that objective. Without the proper means to make the dishes safe from disease, the students’ health and safety will be at risk. In addition, the school will not be able to pass the governmental health inspections. Therefore, this request ties closely to student health and safety.

Theory of Change	A new dishwasher is necessary based on current repair difficulties.
Program Objective	Maintain safety and sanitation standards that students deserve.
Outputs being measured	Meals per year, repairs.
Outcomes being measured	None at this time.
Cost/Benefit ratio	None at this time.

Evaluations	Pre-Post	Quasi-Experimental Design	Randomized Control Trial
Results of Evaluation	N/A	N/A	N/A
Continuum Level	Step 1		

**Anticipated Outcomes**

If the funding is approved, CSDB will purchase a new industrial dish washing machine, while following state purchasing rules and regulations, to replace the old dish washing machine. This will ensure that dishes used in the food service department are thoroughly sanitized, keeping students safe.

The current dish washing machine was purchased in FY 2002-03. If the funding is not approved, the current dish washing machine will eventually be beyond repair, as it is getting harder and harder to find parts.

**Assumptions and Calculations**

CSDB received a quote for a dish washing machine like the current dish washing machine. The quote for a new machine costs \$49,230 and installation costs \$15,510 for a total of \$64,740. CSDB used this information to estimate a cost for replacement and will follow state purchasing rules and regulations when purchasing a new machine if the funding is approved.