

New SPED Funding Formula

Predictability, Equity, Transparency

SEAC Meeting

10/11/19



SY2020-21 Financial Plans Timeline - for SPPA Funds

Date	Description
On or about Nov. 1, 2019	Targeted release of SY2020-21 Financial Plan Templates in eHR
Dec 2019	Schools Submit Salaried Financial Plan to CAS for review and approval (actual date to be determined by each CAS)
On or about Dec 31, 2019	Deadline for CASs to approve schools' Salaried Financial Plan
April 2020	SY2019-20 SPED Count taken to be used for SY2020-21 OEC Allocation
On or about April 15, 2020	Deadline for CASs to approve schools' Comprehensive Financial Plan
June 2020	SPAA Allocations and expenditure plans, based on approved Financial Plan, loaded in the Budget System
June 2020	Buy/Sell opens up for SY2020-21
June 2020	Allocation Adjustment for SPAA loaded into Budget System



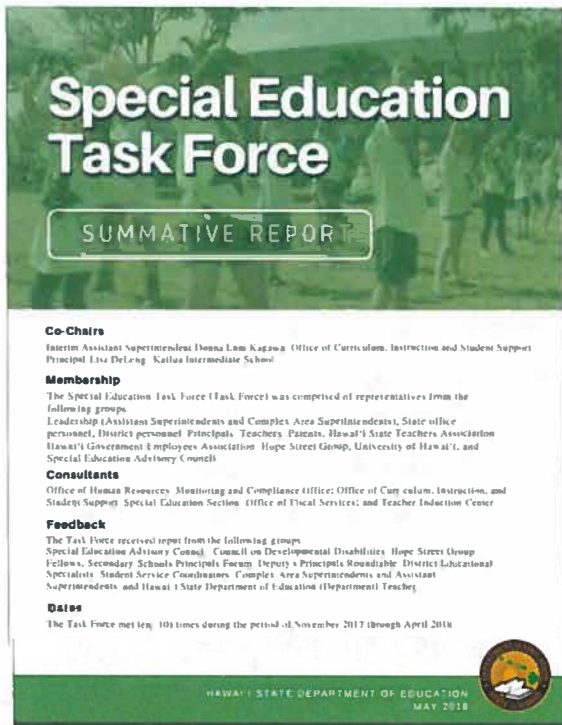
Special Education Task Force

Theory of Action: we must

- Develop a culture of shared responsibility for ALL students.
- Empower educators through the provision of **CONSISTENT** and **EQUITABLE** resources for ALL students.

Short-term Recommendations:

1. Creation of a more equitable and transparent funding mechanism that provides greater predictability to schools.
2. (Specifically) a weighted system for students with disabilities that supplements base funding, with additional funds based on student characteristics, and the creation of a Risk Pool Reserve.
3. Recognition that the Department may need to repurpose existing and/or new funding to incentivize structures for inclusion.



Special Education Fiscal Allocation Workgroup

Recommendation 1: Allocate SPED school funding to schools via \$.

Recommendation 2: Allocate these \$s via a new Program ID (SPED Per Pupil Allocation).

Recommendation 3: For year 1 (SY20-21), ONLY Prog ID 17131 SPED teachers and EAs will be placed into the SPED Per Pupil Allocation.

Recommendation 4: Distribute funds via the following FORMULA

- a. \$100,000 - base funding for each school at the approximate value of one teacher and one EA - adjustable to match salary increases over time.
- b. Of balance remaining:
 - i. 95% allocated directly to schools based on head count
 - ii. 5% of balance allocated to schools at the discretion of the Complex Area Superintendent (CAS)

Recommendation 5: COUNT DATES: use the prior school year's April count for purposes of the Schools' Financial Plans; use the prior school year's April count for the Official Enrollment Count (OEC) adjustments; include +/- allocation adjustments at the OEC adjustment. i.e. April 2019 count used for FP FY20-21 in October 2019; April 2020 count used for OEC adjustment for FY20-21 in May 2020; and OEC allocation adjustment to include +/- adjustments by school but funds released in August 2020.



Hawaii State Department of Education SPED (EDN150 only) General Fund Summary

EDN	PROG ID	PROGRAM DESCRIPTION	PERM	TEMP	TOTAL	% of Total EDN150 GF
EDN150	17131	SPECIAL EDUCATION IN REGULAR SCHOOLS	4,132.000	1,089.250	241,545,821	62.5%
EDN150	17201	HAWAII SCHOOL FOR THE DEAF AND BLIND	58.000	5.000	3,132,835	0.8%
EDN150	17351	SPED SERVICES DURING SCHOOL BREAKS	-	-	2,908,674	0.8%
EDN150	17746	ATTORNEY & RELATED FEES	-	-	877,500	0.2%
EDN150	17708	TRANSITION SERVICES (STATE OFFICE POS)	1.000	-	101,923	0.0%
EDN150	15955	SUBSTITUTE TEACHERS - SPED	-	-	888,570	0.2%
EDN150	17712	SPECIAL OLYMPICS (POS)	-	-	87,055	0.0%
EDN150	28050	DISTRICT SPECIAL EDUCATION SERVICES	43.500	-	5,434,636	1.4%
EDN150	15623	SKILLED NURSING SERVICES	1.000	-	11,130,601	2.9%
EDN150	15192	SPED RELATED SERVICES	351.000	5.500	24,607,982	6.4%
EDN150	15620	SOCIAL WORKERS	64.000	-	3,763,677	1.0%
EDN150	15609	EDUCATIONAL INTERPRETERS	15.000	-	568,158	0.1%
EDN150	28176	TRAINING & RETENTION MOAS	-	-	2,096,736	0.5%
EDN150	28178	SECTION 504 IMPLEMENTATION	1.000	-	547,771	0.1%
EDN150	25037	SPECIAL EDUCATION SERVICES	7.500	-	593,018	0.2%
EDN150	15624	APPLIED BEHAVIOR ANALYSIS	-	-	4,002,002	1.0%
EDN150	15685	INTEGRATED SPECIAL EDUCATION DATABASE	-	-	238,083	0.1%
EDN150	15686	SCHOOL BASED BEHAVIORAL HEALTH	384.500	99.500	34,616,075	9.0%
EDN150	15687	TARGETED TECHNICAL ASSISTANCE	-	4.000	370,185	0.1%
EDN150	15179	SERVICES FOR CHILDREN WITH AUTISM	182.000	25.000	48,934,238	12.7%
EDN150	28183	MEDICAID REIMBURSEMENT	-	-	48,174	0.0%
					386,493,714	



Hawaii State Department of Education

SPED (EDN150 only) Non-General Funding Summary

EDN	PROG ID	PROGRAM DESCRIPTION	MOF DESCRIPTION	PERM	TEMP	TOTAL
EDN150	46428	TALENT MANAGEMENT STIPEND PRG-ACT 276/07	Special Fund	-	-	250,000
EDN150	17901	IMPACT AID-SPECIAL EDUCATION (SUB COSTS)	Federal Fund	-	-	4,356,052
EDN150	17929	TITLE VIB SPECIAL EDUCATION PROJECT I (IDEA)	Federal Fund	2.000	22.000	46,728,215
EDN150	17040	SPECIAL ED PRE-SCHOOL GRANT	Federal Fund	-	1.000	1,080,434
EDN150	18453	FEDERAL REVENUE MAXIMIZATION REVOLVING (MEDICAID)	Revolving Fund	6.000	-	3,534,956
						55,949,657



Work Group Recommendation - SPED Per Pupil Allocation (SPPA)

See link below for SPED Fiscal Allocation Work Group I Report, which includes a spreadsheet showing a Comparison of FY18-19 Prog ID 17131 positions and PROPOSED methodology, using April 2018 Enrollment :

<https://drive.google.com/file/d/1pO8cSE3N0e-VhDCjS1QmjIHUB5gmOw1/view?usp=sharing>

NOTE: see Pages 29-30 specifically for HLLM schools



SPED Fiscal Allocation Work Group - Feedback

Feedback:

1. It needs to be based on school / student needs.
2. Some schools might lose the support.
3. (Will) the school...be responsible for those services (speech, OT, PT, and contracted services).
4. This will not stop people from cheating the system, the same can be done with this.
5. We should be thinking of ways to increase funds for students with disability, not reduce ANY school.
6. Given the huge amount of money that would be shifted to and away from schools, it's difficult to believe our current system is so inequitable.
7. My vote of support for the SpED Fiscal Allocation Work Group Proposal for SY2020-21 is based upon what is best for our school.
8. We would see an increase of budget, so if I am only thinking about my school I say yes.
9. This definitely is not equitable for small schools.
10. I don't think it will be equitable because schools that have very few SPED students will still have the same base amount as schools with larger numbers of SPED students and different SPED students have considerably different needs.



SPED Fiscal Allocation Work Group - Feedback

Feedback:

11. It needs to be based on school/student needs.
12. Without a weight formula we might not have the proper staffing to service the students needs.
13. There should be consideration or “weights” given for students’ different disabilities of different services required to meet students’ needs like in pre-school or medically fragile or FSC.
14. Consideration for schools who house the Pre-5 Medically Fragile classrooms for the complex.
15. Too much change, too fast.
16. Unfair benefits for schools with small population.
17. With this shift how will funding for those district wide programs be allocated?
18. SPED Pre-School students are certified during the summer. The Pre-School count will not be available on April/May 2020. How will we ensure the needs of the schools are met?
19. Principals are concerned there should be a weight for high-end SPED students who are medically fragile, autism spectrum, etc.
20. How are schools to manage for SPED students enrolled during the school year?
21. Schools will need to know if they receive support from funds provided to CA to distribute for TATP.



SY20-21 SPPA Funding Formula

Changes incorporated into SPED Fiscal Allocation Work Group Recommendation

1. Use of select student characteristics as .1 weighting factors
2. Level of Base funding from \$100,000 to \$66,000
3. Per Pupil funding not starting until the 5th student
4. 10% of \$ to Complex Areas for distribution decision making



SY20-21 SPPA Funding Formula

See link below for spreadsheet for Comparison of FY18-19 Prog ID 17131 positions and new methodology, using April 2018 Enrollment:

<https://drive.google.com/file/d/1HdYWLwtgTv6ISUG33uNeOU7Sf1X0NaoQ/view?usp=sharing>

NOTE: see page 14 of 15 for HLLM schools

NOTE: As a special school, Olomana School would continue to receive SPED classroom positions categorically, similar to how WSF is handled. For Olomana this means 4.0 teacher positions and 6.25 EAs, based on the FY18-19 positions. Hale O' Olomana would also receive 1.0 teacher position.



Next Steps

1. Work to prepare Financial Plans in eHR will continue
2. The Board and field will be informed of the new formula
3. Continuous Improvements around defining best practices at all three levels of the Department

