

House Appropriations Committee – Hearings scheduled for December 14, 2016

1. During the 2016 sessions, what did the department testify would be the effects of the FY 17 budget on services, staffing, and contracts?

Throughout the 2016 legislative sessions, we were asked to discuss the impact of several different levels of reductions.

- 1) **30% reduction:** The initial FY17 Executive Recommendation for LSDVI was a 30% reduction. That level of funding would be insufficient for LSDVI to operate the campus, and thus, LSDVI would have to permanently reduce staff by 100%. However, there would be certain unavoidable costs in closing the LSDVI campus, in order to comply with all local, state and federal laws. A limited staff would have to be retained until the closure process is completed. The estimated time frame for closing the campus and turning over both the Government Street campus (old LSDVI campus) and the Brightside campus to the state is at least one year. Anticipated costs of closing the Brightside campus are estimated to exceed \$5M during that one year period. There will also be some level of recurring maintenance costs while the state finds an alternate use for the facility; we cannot quantify these costs at this point in time.
- 2) **15% reduction:** Thirty-four (34) positions would be eliminated, which would entail some layoffs. LSDVI would also have to eliminate Outreach, Summer Programs, Out-of-state Athletics, a surveillance service contract (includes 2 surveillance monitors 24/7 while students are on campus), and reduce Coaching supplements.
- 3) **2.5% reduction:** Six (6) vacant positions would be eliminated and all out-of-state *employee* travel (funded with SGF) would be eliminated. LSDVI testified that this level of reduction could be managed without significant impact to student services, assuming no additional mid-year reductions were necessary.

Continued reductions will make it difficult to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities, an equal opportunity for participation in those services and activities. (Bulletin 1706, §107). An example, travel for our students to student activities. The students that remain in the dorms during the week must have activities in an attempt to maintain normalcy. All these little activities have cost associated with them.

Our campus was built in 1976. To maintain the campus there is operational and maintenance expenses that cannot be avoided. Everything from lawn care to HVAC must be attended to in order to keep our campus safe and appealing to the population that we serve.

With the reduction in state funds it is becoming more and more difficult for us to meet the Federal IDEA Maintenance of Effort contribution.

The Student/Teacher ratio as mandated by federal law when educating a special education population is (preschool 1-7, and Elem/Secondary 1/9). Any time our population increases in any grade level pass the accepted number, we must hire teaching staff to comply with the mandated ratio. The only other option is a BESE wavier.

We have no plans on giving merit raises to employees in the FY17. This is also becoming an issue with the employees that have not seen an increase in pay for the past 6 years.

2. Compared to FY 16, what reductions, including services, staffing, and contracts, have been made in the department in FY 17?

All of our professional service contracts were reviewed and reductions have been made where possible. **Please see Attachment A – LSDVI Contract Reductions in FY17.**

LSDVI has maintained all services and staffing at the FY16 level.

3. What reductions would the department make if there are mid-year reductions to the FY 17 budget?

Please see Attachment B – LSDVI Impact Statement.

4. Provide a brief overview of the FY 18 budget request compared to FY 17 by budget unit. What increases are requested in FY 18 and why are the increases necessary, including any new or expanded programs or services to additional populations? Are there any reductions in the FY 18 budget requests, including those as a result of annualizing reductions made in FY 17?

For FY18, LSDVI is requesting a continuation budget. A “continuation budget” is the funding level that reflects all of the financial resources necessary to carry on all existing programs and functions of the budget unit at their current level of service in the ensuing fiscal year, including any adjustments necessary to account for the increased cost of services or materials due to inflation and estimated increases in workload requirements resulting from demographic or other changes.

‘Compulsory adjustments’: Funding of \$443K was requested for merit increases to be granted in FY18. Cost of living increases are a cost of doing business and should be reflected in a continuation budget. Note that, LSDVI has not granted an across-the-board salary increase since FY 2009; and this presents very real challenges to the agency’s ability to retain qualified staff.

Funding of \$560K was requested for previously unfunded supplemental pay. LSDVI, like other public schools, incurs payroll costs that are over and above “regular” payroll costs. For example, when an instructor is employed to teach summer school, those summer costs are in addition to the instructor’s regular contract that is earned over 9 or 10 months of the fiscal year. These costs do not appear on the ZP116 (BR9B) report. Therefore, LSDVI includes a separate schedule (an attachment to the CB-BR9B form) in the annual budget request to request the additional dollars needed to cover these costs. However, it has been OPB’s practice to fund only “base pay”. As a result, we have an ongoing discrepancy between OPB/agency calculations of the amount of funding provided for vacancies. When these other “supplemental” payroll costs (which routinely occur in a school setting) are not properly recognized and funded, we must utilize “vacancy” funding to cover supplemental pay costs.

'Other Adjustments' of \$2M were requested for acquisitions and major repairs. Since FY 2012, LSDVI's acquisition & major repairs budget has been drastically reduced, and in fact, LSDVI's appropriation for acquisitions & major repairs was \$0 in FY14, in FY15 and in FY16. As a state institution (that is not supported by the DOA, Buildings & Grounds), LSDVI is responsible for its own building repairs and preventive maintenance. In the event of a major equipment failure, funds allocated to the classroom may have to be diverted to address such major repairs, to ensure that the safety and security of students is not compromised. While LSDVI can sustain a reduction in the Acquisitions/Major Repairs category for any one year, we cannot continue for multiple, successive years with no funding for major repairs and preventive maintenance. The Brightside campus is 40+ years old. Experience tells us that when preventive maintenance is not done on a regular, ongoing basis, major repairs will become more expensive in the long run. LSDVI must maintain its own campus, without the ability to retain any surplus funds which is beginning to become a very difficult task. LSDVI would welcome the opportunity to retain surplus funds at year-end in a deferred maintenance fund, this would allow overall campus maintenance & repair needs to be addressed and planned, respective to available funding.

5. Has the department added any positions, including classified, unclassified, and other charges positions, in FY 17? If so, how many and what positions? Did the department request additional positions in the FY 18 budget request? If so, how many and what positions.

No positions were added (classified/unclassified/other charges) to LSDVI's Table of Organization in FY17. No additional positions were requested in LSDVI's FY18 budget request.

6. Provide a summary of changes in salaries from FY 16 to FY 17, including performance adjustments, promotions, or any other changes in salaries. Provide a summary of requested changes in salaries from FY 17 to FY 18, including performance adjustments, promotions, or any other changes in salaries.

Salary Changes from FY16 to FY17.

- No performance adjustments were given for 2016/2017

FY16/FY17 Optional Pay adjustment due to vacant positions			
Employee	Temporary / Permanent Adjustment	% increase	Vacant position
Alcorn, Julie	Temporary 05/09/2016 – 01/29/2017	7%	HR Supervisor
Leblanc, Diane	Temporary 05/09/2016 – 12/04/2017	7%	HR Analyst C
Leblanc, Karen	Temporary 03/12/2016 until vacancy is filled	7%	Procurement Specialist
Sheppard, Kattie	Temporary 07/18/2016 – 10/23/2016; 11/7/2016 – 2/7/2017	7%	Admin Assistant 4
Clardy, John	Permanent	7%	

	(08/15/2016 – Reallocation in a Career progression group)		
Bunch, James	Permanent (10/03/2016 – Promotion due to vacancy)	7%	

Requested Salary Changes from FY17 to FY18.

Performance adjustments of 4% were requested for classified/non-instructional unclassified employees, in accordance with Civil Service rules. Performance adjustments of 3% were requested for instructional unclassified employees, in accordance with SSD policy.

7. What budget adjustments have been made since the initial appropriation to your department? How much in each means of finance has been appropriated to each agency since the initial appropriation?

Since the initial FY17 appropriation, the only additional appropriation made to LSDVI was a carry-forward BA-7. LSDVI carried forward a total of \$150,838 in state general fund for purchases that were initiated in good faith in FY16 but were not be completed by June 30, 2016. An SGF reduction of this same amount was included in our FY18 budget request, to non-recur these amounts.

8. Do your spending and staffing levels match the priorities of your department?

LSDVI is currently funded at a level that allows the agency to meet its objectives and standards for educating our students with exceptionalities. However, we are constrained at this budget level in terms of expanding/improving programs and also in terms of potentially reducing state general funding.

Agency Challenges:

- State general fund reductions challenge the agency's ability to meet its' federal "maintenance of effort" (MOE) requirements. When requirements are not met, LSDVI is subject to losing future federal funding and to penalties/repayment of federal funds already received, and these repayments must be made with non-federal funds (i.e. SGF). In fact, LSDVI has had to pay a penalty in FY15 for an MOE deficiency in FY13.
- Staffing: LSDVI has had difficulty filling vacancies, due in part to limited availability of candidates with appropriate qualifications and due in part, to less competitive salary levels & not granting merit/cost of living increases.
- Maintenance & repair funding needs. When funding is not provided and critical needs arise, decisions must be made, which could mean pulling funding from classroom needs to address safety/other concerns due to equipment failure or campus repair needs. This further magnifies the maintenance of effort issue, as the state is required to maintain its state effort (i.e. funding) spent on educating disabled students.

9. Provide the top 5 performance measures that give the outcomes in your department. How do you rank nationally, based on these priority measures?

1. Test scores

- **Objective – LSD:**
 - By 2019, 20% of students in grades 4 and 8 will meet state standards on LEAP testing in the La Accountability Program
 - **Objective – LSD**
 - By 2019, 80% of the LSD students will make satisfactory progress towards achieving at least 80% of the IEP objectives
 - **Objective – LSVI**
 - By 2019, 65% of students who annually participate in the LEAP Alternate Assessment (LAA1) will score either “meets standards” or “exceeds standard” in at least one core content area in order to be considered proficient
 - **Objective – LSVI**
 - By 2019, 40% of students in grades 4 and 8 will meet state standards on LEAP testing in the La Accountability Program
2. Achievement of IEP goals
- **Objective – LSD:**
 - By 2019, 80% of the LSD’s students will make satisfactory progress towards achieving at least 80% of the IEP objectives
 - **Objective – LSVI:**
 - By 2019, to have 80 % of the LSVI students achieve at least 80% of their IEP objectives.
3. Life skill improvement in residential setting
- **Objective – LSD**
 - By 2019, 80% of residential students will exhibit improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, and physical and intellectual development).
 - **Objective – LSVI**
 - By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, and physical and intellectual development).
4. Outreach
- **Objective – LSD**
 - By 2019, provide PPEP services to at least 260 students with hearing impairments and their families
 - **Objective – LSVI**
 - By FY 2019, provide PPEP services to at least 75 students with visual impairments and their families
5. Post-secondary preparation
- **Objective – LSD**
 - By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.
 - **Objective – LSVI**

- By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

At this time, LSDVI has no information from independent or Deaf or Visually Impaired national organizations with respect to how we rank nationally based on these measures.

10. Provide a list of all sources of revenue that are not appropriated. These funds could include restricted or off budget accounts. Also, please provide the amount anticipated to be used in FY 17, the amount in FY 18, and any balance or reserve amount for each source or revenue.

Non-appropriated funds that LSDVI manages are listed below, with their account balances as of September 30, 2016:

- Louisiana Schools for the Deaf and Visually Impaired - **LSDVI Student Bank** = \$6,016.92
(These funds belong to individual LSD/LSVI students and are not the property of LSDVI.)
- Louisiana School for the Visually Impaired **Student Activities Fund** = \$81,692.16
(Certain amounts within these funds may be subject to donor-imposed restrictions.)
- Louisiana Schools for the Deaf **Student Activities Fund** = \$102,780.94
(Certain amounts within these funds may be subject to donor-imposed restrictions.)

Amounts anticipated to be used in FY17 are estimated below:

- Louisiana School for the Visually Impaired **Student Activities Fund** = \$40,000
- Louisiana Schools for the Deaf **Student Activities Fund** = \$80,000

Amounts anticipated to be used in FY18 are estimated below:

- Louisiana School for the Visually Impaired **Student Activities Fund** = \$40,000
 - Examples of budgeted expenditures include the following:
 - School events such as Braille Challenge, Math Day, Spring Festival, White Cane Day
 - Senior class trip/events
 - Educational & recreational supplies, including a Business Class print shop
 - Student outings/entertainment activities
- Louisiana Schools for the Deaf **Student Activities Fund** = \$80,000
 - Examples of budgeted expenditures include the following:

SCHEDULE 19-B

SPECIAL SCHOOLS & COMMISSIONS

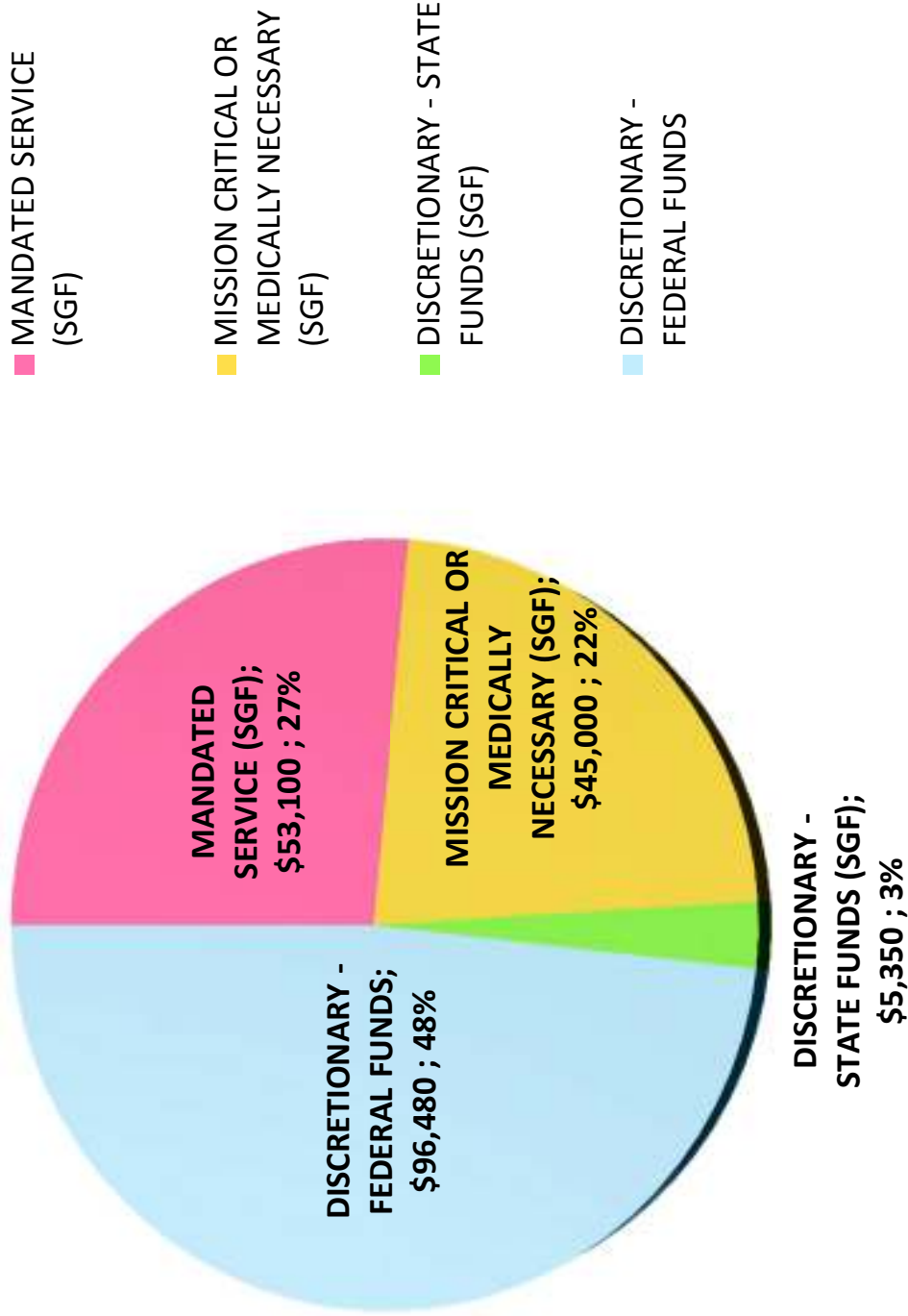
AGENCY 653

LA SCHOOLS FOR THE DEAF & VISUALLY IMPAIRED (LSDVI)

- School events such as Mr. & Mrs. LSD Pageant, Drama productions, Cajun Classic and Mason Dixon tournaments
- Registration fees related to Athletic and Drama events
- Scholarships
- Senior class trip/events
- Educational & recreational supplies, including a Home Management program for dormitory students
- Student outings/entertainment activities

AG 653: LA SCHOOLS FOR THE DEAF & VISUALLY IMPAIRED

FY17 Professional Contracts



PROFESSIONAL CONTRACTS - FY17

DEPARTMENT NAME: SPECIAL SCHOOLS & COMMISSIONS

AGENCY NAME: [LA SCHOOL FOR THE DEAF & VISUALLY IMPAIRED](#)

CONTRACT TYPE	VENDOR NAME	BRIEF DESCRIPTION OF CONTRACT	FY 16 CONTRACT AMOUNT	FY 16 CONTRACT ACTUAL EXPENDITURES	FY 17 CONTRACT AMOUNT	REDUCTION/SAVINGS OVER PRIOR YEAR CONTRACT AMT	MEANS OF FINANCE (FY17 CONTRACTS)	CONTRACT NECESSITY	DESCRIPTION OF REDUCTIONS/SAVINGS - include any pertinent information - MOF of savings, performance impacts, reduction to services, etc.
Professional	Pediatric Eye Care Center, LLC	Provide assessment and screening of LSD and LSVI students with USHERS syndrome. Treat emergency issues pertaining to the eye. Prognosis allows students to access instructional materials specific to the visually impaired.	\$ 21,000	\$ 21,000	\$ 12,000	\$ (9,000)	SGF	Mandated under state law	Vision and Hearing Screenings are mandated by R.S. 17:2112. Re-negotiated contract for 15-16 SY for \$12K. Students now receive comprehensive eye exams based on prognosis and correlates with their IEP re-evaluation dates. Visits for other reasons are billed to the student's insurance company.
Professional	Charles W. Daniel	Provide assessment and treatment for students with linesses, injuries, and athletic physicals.	\$ 36,000	\$ 36,000	\$ 36,000	\$ -	SGF	Medical Necessity	While it is not mandated that LSDVI contract for medical services, as a residential school for students with special needs, it provides a cost-effective way of caring for the medical needs of our students. Dr. Daniel is a local pediatrician who has been providing services for 34 years and very familiar with student needs. Is on call 24/7, often times helping avoid emergency room visits. Many students are not able to visit their Primary Care Physician while at school.
Personal	Alyson Dickie	Contractor provides IEP mandated physical therapy services to students who are deaf and blind. Services are provided on-site in consultation with parents, teachers, and other needed school personnel.	\$ 7,150	\$ 3,965	\$ -	\$ (7,150)	SGF	Mandated by student IEPs	Contract discontinued for 16-17 SY. Services are being delivered by one contracted Physical Therapist rather than two therapists.
Personal	Danielle Morris	Contractor provides IEP mandated physical therapy services to students who are deaf and blind. Services are provided on-site in consultation with parents, teachers, and other needed school personnel.	\$ 8,580	\$ 8,580	\$ 9,600	\$ 1,020	SGF	Mandated by student IEPs	Mandated by student IEPs (Individual Educational Plans). LSDVI does not have a physical therapist employed on staff. Contract was increased for 16-17 SY to deliver services as required by IEP. (Another PT contract was discontinued, making it necessary to increase hours for one PT to service students.)
Personal	Megan M. Stout	Provide speech therapy services as mandated by IEP during staff shortage.	\$ 35,100	\$ 8,336	\$ -	\$ (35,100)	SGF	Mandated by student IEPs	Mandated by student IEPs (Individual Educational Plans). Contract was discontinued for 16-17 SY. Services are being provided by full-time employees.
Personal	Alvina Malcolm	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.	\$ 1,500	\$ -	\$ 1,000	\$ (500)	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	Heather Covington	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.	\$ 1,000	\$ -	\$ 1,000	\$ -	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	Natasha Aymami	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.			\$ 1,000	\$ 1,000	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.

PROFESSIONAL CONTRACTS - FY17

DEPARTMENT NAME: SPECIAL SCHOOLS & COMMISSIONS

AGENCY NAME: [LA SCHOOL FOR THE DEAF & VISUALLY IMPAIRED](#)

CONTRACT TYPE	VENDOR NAME	BRIEF DESCRIPTION OF CONTRACT	FY 16 CONTRACT AMOUNT	FY 16 CONTRACT ACTUAL EXPENDITURES	FY 17 CONTRACT AMOUNT	REDUCTION/SAVINGS OVER PRIOR YEAR CONTRACT AMT	MEANS OF FINANCE (FY17 CONTRACTS)	CONTRACT NECESSITY	DESCRIPTION OF REDUCTIONS/SAVINGS - include any pertinent information - MOF of savings, performance impacts, reduction to services, etc.
Personal	New Orleans Sign Language Services, LLC	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.	\$ 1,000	\$ 275	\$ 1,000	\$ -	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	Mona A Jamal	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.			\$ 1,500	\$ 1,500	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	Juliette Hynes	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.	\$ 2,000	\$ 1,617	\$ 2,000	\$ -	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	Lynne Gomez	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.	\$ 1,000	\$ 909	\$ 2,000	\$ 1,000	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	Mary Beth Forrester	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.	\$ 3,000	\$ 2,667	\$ 3,000	\$ -	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	Tammy Bennett	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.	\$ 3,000	\$ 2,856	\$ 3,000	\$ -	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	Allan Walker Estes	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.	\$ 2,240	\$ 1,920	\$ 4,000	\$ 1,760	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	Lighthouse for the Blind in New Orleans, Inc.	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.	\$ 6,000	\$ 4,381	\$ 4,000	\$ (2,000)	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.

PROFESSIONAL CONTRACTS - FY17

DEPARTMENT NAME: SPECIAL SCHOOLS & COMMISSIONS

AGENCY NAME: [LA SCHOOL FOR THE DEAF & VISUALLY IMPAIRED](#)

CONTRACT TYPE	VENDOR NAME	BRIEF DESCRIPTION OF CONTRACT	FY 16 CONTRACT AMOUNT	FY 16 CONTRACT ACTUAL EXPENDITURES	FY 17 CONTRACT AMOUNT	REDUCTION/SAVINGS OVER PRIOR YEAR CONTRACT AMT	MEANS OF FINANCE (FY17 CONTRACTS)	CONTRACT NECESSITY	DESCRIPTION OF REDUCTIONS/SAVINGS - include any pertinent information - MOF of savings, performance impacts, reduction to services, etc.
Personal	Sylvie Sullivan	Provide interpreting services to supplement staff interpreters throughout the school year. Provide sign language classes to staff, families of students, and the community.	\$ 4,000	\$ 2,468	\$ 4,000	\$ -	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	Sign Language Services International Inc.	Provide interpreting services to supplement staff interpreters throughout the school year. Provides sign language classes to staff, families of students, and the community. Also provide Spanish interpreting/translation services.	\$ 6,000	\$ 4,014	\$ 4,000	\$ (2,000)	SGF	Mandated under federal law	Interpreting services are mandated under the American with Disabilities Act (ADA). LSD does not have sufficient interpreters employed on staff, so contractors are utilized on an on-call basis, to supplement staff resources.
Personal	National SLP; ASL Team	Provides sign language interviews/ratings for LSD employees. Sign language skills at various levels are required for job positions.	\$ 5,500	\$ 5,180	\$ 4,000	\$ (1,500)	SGF	Mission Critical (Necessary for verifying ASL skill levels)	Staff hired to work at LSD must possess required levels of ASL skills as indicated on their job descriptions. The services provided by this contract enable LSD to measure ASL skills of staff.
Personal	The Lighthouse for the Blind in New Orleans, Inc.	Provide low vision occupational therapy services on-site to students on an as-needed basis.	\$ 15,000	\$ 1,050	\$ 5,000	\$ (10,000)	SGF	Medical/Educational Necessity	While it is not mandated, best practices dictate that low vision evaluations should be done on visually impaired students to determine the best methods and mediums for the VI child to use in Reading. Contract was reduced to \$5K for SY 16-17.
Consulting	EIS Medicaid, LLC	LA Medicaid Program consultant.	\$ 30,000	\$ 10,252	\$ 5,000	\$ (25,000)	SGF	Discretionary	Fee structure will be re-negotiated in FY17 to achieve savings. FY16 contract allowed contractor to invoice for a percentage of total reimbursements collected from the LA Medicaid Program, in exchange for providing an electronic records management system for LSDVI Medicaid Services providers. FY17 contract was re-negotiated and was structured with "fee per service" payment terms. In FY17, contractor will assist LSDVI with LA Medicaid Program regulations/requirements and Medicaid billing will be handled "in-house" by the Business Office.
Consulting	Josh Vergara	Provide website design services and streaming of video for athletic tournaments hosted by LSD.	\$ 600	\$ 600	\$ 350	\$ (250)	SGF	Discretionary	**NOTE: In addition to the current year contract with EIS Medicaid, LSDVI will need to pay EIS Medicaid claims up to \$40K in FY17 for cost settlements received for FY15 and FY16, as received in FY17, per the prior year contracts. (Medicaid cost settlement payments are typically received 1+ years after the fiscal year in which the claims were made.) Provide website design services and streaming of video for Mason Dixon tournament hosted by LSD in January 2017. Due to Hurricane Matthew disaster in Florida, LSD was recently asked to host instead of Florida School for the Deaf.
Totals - SGF Funded:			\$ 189,670	\$ 116,071	\$ 103,450	\$ (86,220)			
Consulting	National Institute for Excellence in Teaching (NIET)	Peer and contract teacher implementation support for staff on skills related to implementing "Cueing" and "Instructional Leadership Teams."	\$ 62,000	\$ 15,500	\$ 46,500	\$ (15,500)	NAF - (Federal source)	Discretionary	Contract began in FY16 and continues through June 30, 2017. This contract is funded with IDEA grant funds. Teacher and Principal evaluations are mandated; within the Teacher/Principal evaluation rubric, teacher collaboration is a component of the rubric. This contract supports our schools in being successful on their rubric component. It also supports our schools in providing quality instruction to students.
Consulting	The Right Group LLC	Training Workshop: "Capturing Job Search"	\$	\$	\$ 49,900	\$ (49,900)	NAF - (Federal source)	Discretionary	New contract for FY17, funded with IDEA funds. Their training workshops were completed at the beginning of the school year (Aug 2016).
Totals - Federally Funded:			\$ 62,000	\$ 15,500	\$ 96,480	\$ 34,480			
Totals - All Means of Finance:			\$ 251,670	\$ 131,571	\$ 199,930	\$ (51,740)			

LSDVI MISSION STATEMENT: *To foster a learning community that is student-oriented and dedicated to excellence, by providing child specific instruction and residential services to the students.*

FY17 Mid-Year Reductions for AGENCY 653 - LSDVI:

- FY17 appropriated SGF = \$22,055,519
- Proposed by OPB: **7% – 15% reduction** of State General Fund
 - Equivalent dollar amount range = **\$1,543,886 - \$3,308,328**

LSDVI submits this Impact Statement to the Commissioner of Administration and respectfully requests consideration of the detailed information below, prior to finalizing recommendations for mid-year reduction amounts for LSDVI.

IMPACT SUMMARY

Agencies have been asked to look at the programmatic services offered and identify programs that may be reduced or eliminated to generate savings in the range of 7 – 15%, with the least impact on the citizenry of Louisiana as possible.

As a residential school serving students with hearing/visual impairment from around the state, the programmatic services offered by LSDVI are as follows:

1. **Educational Services** – elementary grades through high school (ages 3 to 22). Encompassed within the umbrella of “educational services” are the following inter-related and, for practical purposes, inseparable programmatic services:
 - a. Related Services – all services required by the Individuals with Disabilities Education Act (IDEA) necessary to meet students’ with hearing or visual impairments Individualized Education Plan (IEP) requirements, including Health/Nursing services, Speech-Language therapy, Adaptive P.E., Occupational Therapy, Physical Therapy, Orientation and Mobility, Counseling, School Psychological Services, and Audiological Services. .
 - b. Specialized Resources – all special equipment, supplies and staff necessary for students with visual/hearing impairments to access instruction, such as Brailers, large Print and Braille textbooks, CCTVs, interpreters for job training, amplification systems, and many other assistive technology devices centrally available for all LSDVI students
 - c. Operational & Security services – all services necessary to ensure the health & safety of our students, including campus maintenance, custodial services, security, and food services.
 - d. Student Transportation (statewide) - mandated by law.
 - e. Residential Services – The dorms offer recreational, educational, and life skills activities to foster independent living.

- f. Student Activities - Student Government, JR. National Association of the Deaf, Drama Club, Football, Volleyball, Cheerleading, Basketball, Powerlifting, Wrestling, Track and Field, Band, Homecoming, Prom.
 - g. Summer Programs - Extended School Year Programs(mandated by law) and summer camp.
 - h. Administrative functions – all services necessary to conduct federally required evaluations (IDEA) , enroll students, maintain student records, collect and report federally and locally required data on students and teachers, manage and maintain secure internet and technology, hire & pay teachers, manage and report finances, establish operational policy, monitor compliance with federal and state requirements for managing a Pre-K to 12th grade school system (i.e. state tests, teacher evaluation, Early Childhood requirements, etc.), and oversee the functions of the agency.
2. **Outreach Services** – LSD and LSVI provide educational services and resources off-campus to families throughout Louisiana, serving children from birth to age 3.
 3. **LA Instructional Materials Center (LIMC)** – serves as a statewide library for Brailled educational resources to blind/visually impaired students in all school districts throughout Louisiana.

In order for LSDVI to take an SGF reduction as large as 15% (or even 7%), personnel services funding would necessarily have to be reduced. Adequate staffing is necessary to ensure student safety and security; LSDVI cannot allow students to be placed at risk due to inadequate staffing. Thus, cuts of this magnitude would force significant changes to the schools' programs, resulting in undesirable effects on other school districts' budget, not to mention the effects on our students' lives and educational experience.

Proper student teacher ratios must be maintained to facilitate successful teaching and learning. For LSDVI's visually/hearing impaired student population, the required ratios are much, much lower than for regular education students. Should staffing reductions become necessary, such that proper ratios cannot be maintained, then LSDVI would need to send students back to their local school district. Mid-year student transfers would result in significant disruption for both the students and the other school districts. This could impact 42 districts and 77 cities across Louisiana.

The services that LSDVI provides are federally mandated; if these services are not provided by LSDVI, then local school districts are required to pick up the costs, and it will be *substantially* more costly for the various districts to provide equivalent services, equipment and supplies that LSDVI provides. Moreover, all of the necessary resources and services may not be available in sufficient numbers when these resources/services are spread out at multiple different locations throughout the state.

If reductions necessitate actions such as the elimination of Outreach Services and/or Residential Services, the state's other school districts could have an increase in costs as a result of LSDVI students transferring back to their home district. This could have a major impact on some districts' budgets. The costs associated with educating our students are significantly higher than their Regular Ed counterparts. LSDVI students require specialized resources appropriate to the needs of each student (*i.e. Braille textbooks, interpreters, teachers with Visual Impaired Certification and Deaf Education Certification, special*

transportation with wheel chair lifts, etc., including bus aides with Sign Language skills; skilled nurses that are available to dispense medication multiple times throughout the day and provide other care, as many of our students have special medical needs.) **If LEAs are unable to provide the appropriate and necessary services to these students, there is the potential that parents may decide to move their child to another state's special/private school for the deaf/visually impaired and Louisiana could potentially have to pay the total cost (whatever amount that may be) to that other state. All students are entitled to a free and appropriate education under the federal Individuals with Disabilities Education Act (IDEA). (Refer also to Dept. of Education, Bulletin 1706 §146).**

ATTACHMENTS:

Attached to this impact statement is a chart identifying potential reduction areas. Each item is categorized according to severity of impact that it would have on student services and LSDVI's ability to carry out its mission (on a scale of 1-3, with 3 being the most severe). As you will see from the chart, reductions up to approximately 3.5% of our SGF appear to be manageable for FY17; however, reductions over and above the 3.5% would bring us back to discussing the scenarios that were considered (and rejected) during the last legislative session (i.e. serve only Pre-K thru 5th grade; high school only, day students only, etc.) Again, with each of these scenarios, any "savings" generated by these cuts would be overwhelmingly negated by the costs of serving these students elsewhere. The state would also incur certain unavoidable "shut down" costs in the short term, as a result of eliminating/closing programs. Moreover, it would be difficult to eliminate certain programs mid-way through the year, such as the LA Instructional Materials Center (LIMC). The LIMC has numerous Braille books & materials out on loan to other school districts which must be returned at the close of the school year. All of these materials would need to be accounted for and other arrangements would need to be made before closing the LIMC managed by LSDVI on the Brightside campus.

Any attrition generated through employee turnover throughout the year will help to offset the impact of a mid-year budget reduction. However, it is quite unlikely that LSDVI will realize sufficient attrition to cover a 7-15% budget reduction. Because our vacancies are underfunded, we do anticipate that some layoffs will be required to achieve the funding reduction range proposed above. As stated above, a loss in staff at a 7-15% budget reduction rate is equivalent to a loss in services/resources to many students with visual/hearing impairments and increased costs for local education agencies.

ADDITIONAL CONSIDERATIONS:

Maintenance of Effort – SGF budget reductions in excess of 3.5% will make it impossible for LSDVI to meet its IDEA Maintenance of Effort (MOE) level. If mid-year reductions are applied at a level within the range proposed above, LSDVI will lose federal funding that would otherwise be available to meet the needs of our schools (*in addition to the reductions* of state funds). Furthermore, LSDVI will be subject to penalties/repayment of federal funds and these repayments must be made with non-federal funds (i.e. SGF).

ATTACHMENT:

AG 653 - LSDVI - FY17 Proposed Mid-Year Reductions (Nov 2016)

Agency	7% Reduction	Program		Rank / Level	Potential Savings Estimate (FY17)
LSDVI Total # of positions held = 18 Total # of employees laid off = 10	(\$1,543,886)	Admin - \$514,791	• Elimination from Oper. Svcs (lease has been paid in full)	1	\$215,000
			• Renegotiated & reduced contracts in FY17	1	\$35,230
			• Delay replacement of an Air Handling Unit for the Student Health Center	1	\$50,000
			• Hold 7 vacant positions for remainder of FY	1	\$156,561
			• Savings generated from expenditure freeze (i.e. travel & supplies purchases, etc)	2	\$48,000
			• Elimination of Summer programs	3	\$10,000
		LSD - \$587,564	• Renegotiated & reduced contracts in FY17	1	\$1,000
			• Reduce Instructor contracts by two days at end of school year (these two days were planned for Teacher Prof. Development)	1	\$48,000
			• Hold 8 vacant positions for remainder of FY	1	\$130,000
			• Savings generated from expenditure freeze (i.e. travel & supplies purchases, etc)	2	\$96,000
			• Elimination of Summer programs	3	\$100,000
			• Layoff one (1) librarian	3	\$25,912
			• Layoff five (5) Outreach staff	3	\$160,652
			• Elimination of Student Activities/special events for Spring semester	3	\$26,000
		LSVI - \$441,531	• Renegotiated & reduced contracts in FY17	1	\$10,000
			• Hold 3 vacant positions for remainder of FY	1	\$111,707
			• Reduce Instructor contracts by two days at end of school year (these two days were planned for Teacher Prof. Development)	1	\$32,000
			• Savings generated from expenditure freeze (i.e. travel & supplies purchases, etc)	2	\$30,000
			• Elimination of Summer programs	3	\$100,000
			• Layoff one (1) librarian	3	\$20,670
			• Layoff three (3) Outreach staff	3	\$112,154
			• Elimination of Student Activities/special events for Spring semester	3	\$25,000

** required by the 2008 BESE protocol

RANKING:

1 = Manageable (reduction would have minimal impact to student services in the near term)

2 = Difficult (reduction would have moderate impact on student services; challenges agency's ability to effectively carry out its mission)

3 = Severe (reduction would severely impact critical/essential services provided to students and/or jeopardize student safety & security)

Rank	P100 Totals	P200 Totals	P300 Totals	Agency Totals	
1	\$ 456,791	\$ 179,000	\$ 153,707	\$ 789,498	3.58%
2	\$ 48,000	\$ 96,000	\$ 30,000	\$ 174,000	4.37%
3	\$ 10,000	\$ 312,564	\$ 257,824	\$ 580,388	
	\$ 514,791	\$ 587,564	\$ 441,531	\$ 1,543,886	7.00%

Louisiana Special Education Center

FY18 Questions

1. During the 2016 sessions, what did the department testify would be the effects of the FY 17 budget on services, staffing, and contracts?

There were no adjustments to the LSEC's appropriation from FY16 to FY17 that necessitated any changes to services, staffing, and/or contracts.

2. Compared to FY 16, what reductions, including services, staffing, and contracts, have been made in the department in FY 17?

None

3. What reductions would the department make if there are mid-year reductions to the FY 17 budget?

- Non-medical travel would be curtailed and overnight trips would be eliminated where possible.
- Professional services contracts would be evaluated to determine if any services could be reduced without jeopardizing the health and safety of the students.
- Under a significant budget reduction, the year-round school may have to be reduced to a traditional nine month school calendar.

4. Provide a brief overview of the FY 18 budget request compared to FY 17 by budget unit. What increases are requested in FY 18 and why are the increases necessary, including any new or expanded programs or services to additional populations? Are there any reductions in the FY 18 budget requests, including those as a result of annualizing reductions made in FY 17?

- The FY18 budget request is a continuation of the FY17 appropriation. The major changes are requested merit increases and a workload adjustment for position funding as detailed below.
- The following increases were requested in FY18:
 - Salary/Benefits – A 4% merit amounting to \$307,928 was requested for all full-time T.O. positions. The request was based on the fact that only one merit has been given for all employees over the last seven years and the unclassified staff was excluded at that time. The merit is being requested, if for nothing more than to help offset the cost-of-living increases over this period of time.
 - Workload Adjustment – An increase of \$879,963 was requested to provide for the additional unfunded 20 T.O. positions that were approved for FY17. However, as Medicaid funds are received based on student occupancy, all of these positions will not be filled until the student count is increased.
- There were no reductions in the FY17 appropriation that are annualized into FY18.

5. Has the department added any positions, including classified, unclassified, and other charges positions, in FY 17? If so, how many and what positions? Did the department request additional positions in the FY 18 budget request? If so, how many and what positions.
- The Center was granted a T.O. increase of 20 positions for FY17. However, there was no corresponding increase in the appropriation to pay for salaries/benefits. To date, the following six positions (4 T.O. & 2 WAE) have been created and filled:
 - One Licensed Practical Nurse (Classified)
 - Two Registered Nurses (Classified)
 - Two Part-time Paraeducators (Unclassified)
 - One Adaptive Equipment Specialist (Classified)
 - The Center has not requested an increase in positions for FY18. However, a request for an appropriation increase to fund the 20 positions already approved was included in the submission.
6. Provide a summary of changes in salaries from FY 16 to FY 17, including performance adjustments, promotions, or any other changes in salaries. Provide a summary of requested changes in salaries from FY 17 to FY 18, including performance adjustments, promotions, or any other changes in salaries.

For FY17, the Center has made compensation changes totaling \$3,326 for the following classified employees:

- Admin Coordinator 4 – Temporary additional duties (\$1,646 estimate)
- Adaptive Equipment Specialist 1 – Promotion from Maintenance Repairer (\$1,680 for FY17)

For FY18, there are no known or anticipated changes in salaries for current staff.

7. What budget adjustments have been made since the initial appropriation to your department? How much in each means of finance has been appropriated to each agency since the initial appropriation?

To date, there have been no budget adjustments to the initial appropriation.

8. Do your spending and staffing levels match the priorities of your department?

Yes, though education is the mission of the Center, housing and care for the severe profound medically fragile students on a year-round basis is the priority. Approximately 97% of the Center's funding is obtained from the Louisiana Department of Health. All (100%) of our students are Medicaid certified due their primary diagnosis of orthopedic impairments.

Consequently, direct care consisting of residential and educational services comprises 78% of the budget. The expenditure percentages by activity to date are as follows:

- Residential Services (53%) – Direct care, Medical Consultants, Nursing, Dietary, Housekeeping, Recreation
- Educational Services (25%) – Teachers & Paras, Therapists, Assistive Technology
- Administrative Services (22%) – Management, HR, Fiscal, Plant Maintenance, Utilities

9. Provide the top 5 performance measures that give the outcomes in your department. How do you rank nationally based on these priority measures?

1. Percentage of students who maintain and or improve on skills as measured by the Vineland Adaptive Behavior Scale in the areas of communication, daily living, socialization and motor skills.

Due to the intellectual and adaptive functioning levels of the individual students at the Louisiana Special Education Center, they cannot be compared to typical students. Primary/secondary disabilities and intellectual/adaptive functions as well as serious medical conditions affect their abilities to participate fully without serious universal designs for learning based on individual abilities. We keep data through student learning targets, IEP progress reports and pre/post testing done monthly that allow us the information to determine the number of students making progress.

2. Percentage of students achieving at least 80% of the objectives, contained in their annual IEP/ITP.

Due to the intellectual and adaptive functioning levels of the individual students at the Louisiana Special Education Center, they cannot be compared to typical students. Primary/secondary disabilities and intellectual/adaptive functions as well as serious medical conditions affect their abilities to participate fully without serious universal designs for learning based on individual abilities. We keep data through student learning targets, IEP progress reports and pre/post testing done monthly that allow us the information to determine the number of students making progress.

3. Percentage of Eligible students who entered the workforce, post-secondary vocational programs, sheltered workshops, group homes or completed requirements for a state diploma or certificate of achievement.

Due to the intellectual and adaptive functioning levels of the individual students at the Louisiana Special Education Center, they cannot be compared to typical students. Primary/secondary disabilities and intellectual/adaptive functions as well as serious medical conditions affect their abilities to participate fully without serious universal designs for learning based on individual abilities. We keep data through student learning targets, IEP progress reports and pre/post testing done monthly that allow us the information to determine the number of students making progress. Louisiana Rehabilitation Services only provides a job coach for a limited amount of time for students with significant disabilities. Our students require continuous supervision based on their intellectual/adaptive functioning levels.

4. Number of students who successfully achieved at least one of their ITP residential training objectives as documented by annual formal assessment.

Due to the intellectual and adaptive functioning levels of the individual students at the Louisiana Special Education Center, they cannot be compared to typical students. Primary/secondary disabilities and intellectual/adaptive functions as well as serious medical conditions affect their abilities to participate fully without serious universal designs for learning based on individual abilities. We keep data through student learning targets, IEP progress reports and pre/post testing done monthly that allow us the information to determine the number of students making progress. Louisiana Rehabilitation Services only provides a job coach for a limited amount of time for students with significant disabilities. Our students require continuous supervision based on their intellectual/adaptive functioning levels.

5. Through the education activity, not less than 97% of the School's residential students will show improvement in at least one of the six domains (educational, health, housing/residential, social, vocational, behavioral) as measured by success on training objectives outlined in the IPP.

Due to the intellectual and adaptive functioning levels of the individual students at the Louisiana Special Education Center, they cannot be compared to typical students. Primary/secondary disabilities and intellectual/adaptive functions as well as serious medical conditions affect their abilities to participate fully without serious universal designs for

learning based on individual abilities. We keep data through student learning targets, IEP progress reports and pre/post testing done monthly that allow us the information to determine the number of students making progress. Louisiana Rehabilitation Services only provides a job coach for a limited amount of time for students with significant disabilities. Our students require continuous supervision based on their intellectual/adaptive functioning levels.

10. Provide a list of all sources of revenue that are not appropriated. These funds could include restricted or off budget accounts. Also, please provide the amount anticipated to be used in FY 17, the amount in FY 18, and any balance or reserve amount for each source or revenue.

The Center does not currently receive any revenue funds that are not appropriated. Occasionally, funds are donated from outside individuals or organizations to be used for the benefit of the children (i.e. Christmas gifts). These funds are deposited in an Auxiliary account and amounted to \$1,150 for FY16.



Louisiana School

for Math, Science, and the Arts

above. beyond.

Response to the House Committee on Appropriations December 2016

1. During the 2016 sessions, what did the department testify would be the effects of the FY17 budget on services, staffing, and contracts?

In March 2016, LSMSA testified to the House Appropriations Subcommittee on Education that the Living/Learning Community Program would be funded proportionate to appropriated state funds and MFP funding. Based on the scenario of no general fund restoration (60%+ reduction), 25%, 50%, and 75%, we planned for:

- a reduction in student enrollment
- a reduction in force
- the consolidation of males and females into one residence hall
- not meeting certain state performance indicators, and
- the compounding effect of lower enrollment on MFP funding

In April 2016, LSMSA indicated that all reductions in SGF would be met through personnel services.

2. Compared to FY 16, what reductions, including services, staffing, and contracts, have been made in the department in FY 17?

We continually identify operational efficiencies that will result in cost savings while still maintaining a safe and secure living and learning environment for Louisiana's exceptional students. Considering 80% of our budget now consists of personnel services, we looked to this area for strategic changes in FY17. In order to fulfill our mission to increase enrollment, funding was applied toward staffing a student recruiter position. Additionally, because of the unique needs of our young scholars and the need to maintain retention, the administration created a personal counselor/student success position. In order to adjust the budget to accommodate these changes, the school's administration eliminated a purchasing officer position and consolidated IT duties in the business office. Beyond personnel services, the school has reduced costs in utilities, education supplies, maintenance, and other operating services.

It must be noted that any gains in efficiencies that are realized by school are diminished by increased non-discretionary expenses. All of these expenses are critical to the operation of a residential high school. These increases include employee and retiree medical benefits; food service; telecommunications; state-mandated interagency transfers; and the maintenance of an aging physical plant, equipment, and fleet of vans and school buses.



3. What reductions would the department make if there are mid-year reductions to the FY17 budget?

LSMSA is a residential high school, and State General Fund (SGF) constitutes nearly 60% of the school's means of financing. Any reduction in SGF will have continued negative impacts upon LSMSA's personnel, instruction, programming, recruitment, retention, and an aging physical plant.

Due to a 5% cut in funds over last fiscal year and an increase in personnel, food service, and state-mandated services, the school is currently operating with a very lean and barely efficient budget. Further reductions will be detrimental to the school's mission, violate state statute, and be counter to the school's strategic plan.

Specific reductions would include:

- Personnel, professional adjunct and part-time instructors
- Instruction (Summer School/EXCEL) and student success programming
- Textbooks and education supplies
- Major repairs, building, and grounds maintenance
- Maintenance of equipment
- Household supplies for residence halls
- In-state field travel (recruitment)

4. Provide a brief overview of the FY 18 budget request compared to FY 17 by budget unit. What increases are requested in FY 18 and why are the increases necessary, including any new or expanded programs or services to additional populations? Are there any reductions in the FY 18 budget requests, including those as a result of annualizing reductions made in FY 17?

LSMSA has requested a 9.72% increase in the FY18 budget, as compared to FY17. The justifications are listed below.

Adjustments	Justification
(\$119,500)	Non-Recurring adjustment for major building repairs
\$25,184	Inflation adjustments in travel, operating services, and supplies
\$222,651	Classified and unclassified performance adjustments and retirement contributions in order to attract and retain experienced and qualified faculty and staff
\$59,475	Retirement benefits for former Louisiana Virtual School employees who were contracted through LDOE
\$515,000	Deferred maintenance major repairs
\$75,000	Student college-level textbooks
\$80,000	Two 14 passenger buses (11 years old each and used daily and long distances)
\$84,250	Upgrades to outdated student computer labs and faculty/staff computers
\$942,060	Total requested increases and decreases

5. Has the department added any positions, including classified, unclassified, and other charges positions, in FY 17? If so, how many and what positions? Did the department request additional positions in the FY 18 budget request? If so, how many and what positions.

No positions were added in FY17, and no additional positions were requested for FY18.

6. Provide a summary of changes in salaries from FY 16 to FY 17, including performance adjustments, promotions, or any other changes in salaries. Provide a summary of requested changes in salaries from FY 17 to FY 18, including performance adjustments, promotions, or any other changes in salaries.

Five staff members earned promotions and/or changes in job duties due to departmental restructuring. Changes in staff salaries totaled \$41,361. Four faculty members earned promotions, as mandated by the LSMSA Faculty Growth and Evaluation Plan. Changes in faculty salaries totaled \$5,863. Total changes in salaries for FY17 were \$47,224.

In order to attract and retain quality faculty and staff, LSMSA requested \$222,651 in compulsory adjustments for changes in salaries for FY18. \$175,316 for a 3% adjustments for unclassified faculty/staff and 4% for classified civil servants. An additional 3% is offered to faculty eligible for promotion based on performance. In addition, \$47,335 was requested for retirement contributions.

-
7. What budget adjustments have been made since the initial appropriation to your department? How much in each means of finance has been appropriated to each agency since the initial appropriation?

No budget adjustments have been made at this time.

The full means of finance has been appropriated to our agency.

8. Do your spending and staffing levels match the priorities of your department?

The top priority of our agency to provide a world-class education for Louisiana's high-achieving, highly-motivated students in a safe and secure environment. As such, spending and staffing are geared toward faculty and residential life salaries and benefits (73% of personnel services); education supplies; residential/food services; and building operations and maintenance. An increase in funding was requested in salaries in order to attract and retain qualified faculty/staff; to replace aging textbooks; to fund rising costs in food service; and to address a growing list of deferred maintenance. As LSMSA continues to grow and expand, additional spending and staffing will be needed to fund our priorities as the state's residential high school for academically gifted and talented.

9. Provide the top 5 performance measures that give the outcomes in your department. How do you rank nationally based on these priority measures?

1. Percentage of parishes represented in student body
2. Percentage of sections with enrollment above 15:1 ratio
3. Percentage of students accepted to college/universities
4. Growth in ACT composite
5. Total merit-based grants and scholarships (in millions)

LSMSA continues to be ranked the number one high school in the state of Louisiana and in the top ten high schools on the national level.

10. Provide a list of all sources of revenue that are not appropriated. These funds could include restricted or off budget accounts. Also, please provide the amount anticipated to be used in FY17, the amount in FY 18, and any balance or reserve amount for each source or revenue.

LSMSA does not have any non-appropriated sources of revenue.

LOUISIANA EDUCATIONAL TELEVISION AUTHORITY

FY17-18 BUDGET REQUEST HEARINGS DECEMBER, 2016

During the 2016 sessions, what did the department testify would be the effects of the FY17 budget on services, staffing and contracts?

The FY17 appropriation did not provide funding for 4 of LETA's 70 TO. LETA has no professional services contracts.

Long overdue tower inspections have been completed and as expected, all three of the towers owned by LETA require painting and extensive repairs. The repairs are ongoing.

Compared to FY16, what reductions, including services, staffing and contracts, have been made in the department in FY17?

LETA has no professional service contracts. Four of LETA's TO were unfunded in FY16 and remain unfunded in FY17.

What reductions would the department make if there are mid-year reductions to the FY17 budget?

Major repairs and maintenance of our towers and equipment, not yet complete, would be delayed. If the reduction was greater than the remaining unspent budget for major repairs, the agency would be forced to eliminate personnel.

Provide a brief overview of the FY18 budget request compared to FY17 by budget unit. What increases are requested in FY18 and why are the increases necessary, including any new or expanded programs or services to additional populations? Are there any reductions in the FY18 budget requests, including those as a result of annualizing reductions made in FY17?

(\$397,803) to zero out major repairs and acquisitions appropriated in the FY17 budget

\$20,000 requested increase for engineering and legal consultation for spectrum re-packing

\$732,606 requested increase to fully fund 70 authorized positions, to fund a 4% merit increase and to fund a 7.5% health insurance premium increase

\$7,200 anticipated increases when Baton Rouge and Lafayette transmitter leases are renegotiated and an increase in the Alexandria transmitter lease which begins a new 5 year renewal term.

\$186,672 requested funding for acquisitions; \$47,672 to replace 2 vehicles (one with 222,000 miles; one with 160,000 miles); \$139,000 to replace obsolete equipment

\$100,000 requested funding for major repairs; LETA owns 3 towers and operates 6 transmitters across the state which require periodic repairs and maintenance

\$704,679

RS 17:2507 requires LETA to request funds for the support of public television and radio stations not licensed to LETA

\$1,353,354 FY17 to FY18 variance

Has the department added any positions, including classified, unclassified or other charges positions in FY17? If so, how many and what positions?

NONE

Did the department request additional positions in the FY18 budget request? If so, how many and what positions?

NONE

Provide a summary of changes in salaries from FY16 to FY17, including performance adjustments, promotions or any other changes in salaries.

There were no performance adjustments or promotions from FY16 to FY17.

Provide a summary of requested changes in salaries from FY17 to FY18, including performance adjustments, promotions or any other changes in salaries.

\$138,828 requested salaries increase to fund 4% merit increase for employees

\$393,915 requested salaries increase to fully fund LETA's 70 TO

\$70,000 requested funding for overtime which is needed to keep LETA on the air 24/7 and for termination pay for employees who retire or resign

\$602,743

What budget adjustments have been made since the initial appropriation to your department? How much in each means of finance has been appropriated to each agency since the initial appropriation?

As of December 13th, no changes have been made to the initial appropriation for FY17.

Do your spending and staffing levels match the priorities of your department?

LETA's mission is to provide programming for the citizens of LA that is intelligent, informative, educational and entertaining; to connect Louisianans by creating content that showcases Louisiana's unique history, people, places and events; and to provide vital emergency information statewide during natural disasters and times of crisis. Accordingly, 34% of LETA's staff is involved in engineering which keeps LETA on the air and 43% of the staff produces and schedules programming which is aired across the state.

LOUISIANA EDUCATIONAL TELEVISION AUTHORITY

FY17-18 BUDGET REQUEST HEARINGS DECEMBER, 2016

Provide the top 5 performance measures that give the outcomes in your department. How do you rank nationally based on these priority measures?

Based on appropriation per capita data obtained from the Organization of State Broadcasting Executives, Louisiana ranked 9th out of 10 state owned public television networks in the south with a FY17 per capita general fund appropriation of \$1.27. The average appropriation per capita was \$1.80. A complete list is attached.

Local programming produced - In FY16, LETA produced over 250 hours of local programming which included news and public affairs such as Louisiana Public Square, Louisiana The State We're In, and Capitol Beat as well as productions showcasing Louisiana's unique culture and history such as Burden Museum and Gardens, The Boucherie: Preserving Traditions with Chef John Folse and Deeply Rooted: John Coykendall's Journey to Save Our Seeds and Stories. Many of LETA's productions such as Katrina: 10 Years After, Sunshine By The Stars: Celebrating Louisiana's Music, Alive in America's Delta and Taste of Louisiana with Chef John Folse, are currently being broadcast across the country. These programs promote tourism and provide national exposure to the many unique facets of life in Louisiana.

Community engagement events & professional development activities - LETA participates in a number of community engagement events and professional development activities on an ongoing basis. A few of the most recent activities have been Veterans Coming Home, American Graduate Outreach, East Baton Rouge Sid the Science Kid Teacher Training, Early Childhood Development and most recently, flood relief efforts.

LETA provides educational digital media for educators and students statewide through three digital libraries - Discovery Education, PBS Learning Media and the Louisiana Digital Media Archive.

Provide a list of all sources of revenue that are not appropriated. These funds could include restricted or off budget accounts. Also, please provide the amount anticipated to be used in FY 17, the amount in FY 18, and any balance or reserve amount for each source or revenue.

LETA has no sources of revenue other than those which are appropriated. LETA operates solely on its general fund, IAT revenue and self generated revenue as appropriated. The self-generated and IAT revenue appropriated to LETA is not passive revenue collected from fees but must be generated through entrepreneurial activities such as production services, uplinks and other income generating enterprises. Voluntary private contributions to Friends of LPB, a 501 (c)(3) corporation, pay for the programs that LETA broadcasts. Programming costs total over \$2 million annually.

LOUISIANA EDUCATIONAL TELEVISION AUTHORITY

GENERAL PERFORMANCE INFORMATION: SOUTHERN STATE COMPARISON							
STATE	FY16 STATE APPROPRIATION	STATE POPULATION	APPROPRIATION PER CAPITA FY16	FY17 STATE APPROPRIATION	FY17	CHANGE	APPROPRIATION PER CAPITA FY17
Arkansas	9,038,533	2,966,369	3.05	9,038,533		0	3.05
Kentucky	12,649,000	4,339,367	2.91	13,814,300		1,165,300	3.18
Mississippi	7,806,798	2,994,079	2.61	6,800,000		(1,006,798)	2.27
West Virginia	4,670,053	1,850,326	2.52	4,647,677		(22,376)	2.51
South Carolina	7,639,083	4,625,364	1.65	7,834,326		195,243	1.69
Georgia	14,997,510	10,097,343	1.49	15,153,706		156,196	1.50
Maryland	7,854,388	5,773,552	1.36	8,198,000		343,612	1.42
Alabama	6,205,750	4,849,377	1.28	8,407,250		2,201,500	1.73
Louisiana	5,101,081	4,533,372	1.13	5,747,301		646,220	1.27
Oklahoma	3,155,548	3,751,351	0.84	2,838,163		(315,385)	0.76
AVERAGE	7,911,574	4,578,050	1.73	8,247,926		336,351	1.80

Source: Organization of State Broadcasting Executives

Board of Elementary and Secondary Education (BESE)

FY 18 Budget Request Hearing Questions

- 1. During the 2016 sessions, what did the department testify would be the effects of the FY 17 budget on services, staffing, and contracts?**
 - Of the six (6) positions that are funded primarily from the State General Fund, two (2) positions would be impacted by cut. The loss of those positions would have a profound effect on the agency's overall capacity to support the administrative programmatic work of the Board.
- 2. Compared to FY 16, what reductions, including services, staffing, and contracts, have been made in the department in FY 17?**
 - Staffing has been reduced in that a vacancy was not filled. The duties for that position have been spread amongst remaining administrative staff. BESE is continuing to operate within the efficiencies enacted during the past several years including reduction of Board meetings, elimination of out-of-state travel for board members, elimination of professional service contracts, and reduction of staff by 30%.
- 3. What reductions would the department make if there are mid-year reductions to the FY 17 budget?**
 - State General Fund (Direct) dollars are the primary source of funding for the policymaking, governance, and oversight functions of BESE; however, these funds comprise only \$1,096,363 or 4% of the BESE FY 17 budget. A mid-year reduction would have a significant impact on the Board's ability to effectively conduct business.
 - The majority of the expenses of BESE relate to personnel costs needed to assist the Board in carrying out constitutionally mandated functions. Excluding the Executive Director, there are only five (5) staff members to assist with the Administrative Program, and one (1) position is currently vacant. Further reductions will reduce staff to a level that will significantly hinder efficient operations of business.
 - The other major category of expenses relate to Board member per diem and travel. It should be noted that BESE members do not receive a salary. Instead they are paid per diem (currently \$149), reimbursement for travel expenses and a small supplemental allowance (\$1,800 per year) to pay for district expenses. This does not include out-of-state travel. The Board has made a commitment that out-of-state travel would not be covered for members at this time. The current amount budgeted for Board per diem does not cover the allowed amount. Therefore, if further reductions to these expenses would occur, Board members would not be adequately compensated for services or travel expenses incurred in order to attend BESE and Legislative meetings, meetings with constituents, etc.
- 4. Provide a brief overview of the FY 18 budget request compared to FY 17 by budget unit. What increases are requested in FY 18 and why are the increases necessary, including any new or expanded programs or services to additional populations? Are there any reductions in the FY 18 budget requests, including those as a result of annualizing reductions made in FY 17?**
 - **Administrative Program:** There are no new or expanded programs or services and the increases are minimal. There is a 2.20% inflation adjustment for operating expenses and a 4% performance adjustment request. Due to past reductions, existing staff have absorbed additional duties. The performance adjustment increase request, including benefits is only \$22,454. An increase request is requested in order to fully fund per diem at the current rate established by the U.S. General Services Administration (\$156) in accordance with days allowed by BESE policy. Lastly, the increase request is related to funding for separation payments for two (2) employees that are eligible for retirement. Currently there is no funding budgeted for employees that could retire or separate from the BESE office for other reasons.

- **LA Quality Education Support Fund – 8(g) – Statutory Dedicated Funds:** There are no new or expanded programs or services. Administrative funds for operating the 8(g) program are minimal. Nearly 95% of the funds are flow-through funds to local systems and other agencies. The 8(g) request included a decrease of \$1.4 million to reflect the decrease in projected collections as determined by the State Treasury and available carryover funding.
- Excluding the 8(g) program, there are no other reductions in the FY 18 budget request.

5. Has the department added any positions, including classified, unclassified, and other charges positions, in FY 17? If so, how many and what positions? Did the department request additional positions in the FY 18 budget request? If so, how many and what positions.

- No positions have been added in FY 17 or requested in FY 18.

6. Provide a summary of changes in salaries from FY 16 to FY 17, including performance adjustments, promotions, and any other changes in salaries. Provide a summary of requested changes in salaries from FY 17 to FY 18, including performance adjustments, promotions, or any other changes in salaries.

- **Administrative Program:**

- Salaries decreased by \$9,126 or 2% from FY 16 to FY 17. No funding is budgeted for performance adjustments or promotions. A vacant position is not being funded; however, a small amount of funding (\$5,000) is reserved for possible separation payments. There are five (5) employees paid primarily from State General Fund dollars (excluding the vacancy).
- Salaries increased by \$36,864 or 8% from FY 17 to FY 18. This increase results from a request for 4 percent performance adjustments in addition to annual and sick leave payments for two (2) employees that are eligible for retirement or for other types of separation.

- **LA Quality Education Support Fund – 8(g) – Statutory Dedicated Funds:**

- Salaries increased by \$7,420 or 1% for FY 16 to FY 17. The increase includes a separation payment made for an employee that recently retired. No funding is budgeted for performance adjustments or promotions. There are six (6) employees paid primarily from LA Quality Education Support Fund dollars.
- Salaries increased by \$15,595 or 3% from FY 17 to FY 18 to account for performance adjustments for FY 18.

7. What budget adjustments have been made since the initial appropriation to your department? How much in each means of finance has been appropriated to each agency since the initial appropriation?

- There have been no changes to any means of financing since the initial appropriation. The initial appropriation is as follows:

Means of Financing	FY 17 Budget Amt.
SGF-Direct	\$1,096,363
SGF- Fees and Self-Gen	\$21,556
SGF – Stat. Dedication- Louisiana Quality Education Support Fund – 8(g)	\$24,500000
SGF – Stat. Dedication – Louisiana Charter School Start-Up Loan Fund	\$218,780
TOTAL	\$25,836,699

- One budget adjustment has been made since the initial appropriation to BESE. This adjustment moved expenditures within categories to properly align resources to reflect the current needs of the BESE agency. After an analysis was conducted based on actual expenditures from the prior year as well as an evaluation of resources needed for the current year, a budget adjustment was needed to align resources in the proper object codes/categories. Only minimal changes were made.

8. Does your spending and staffing levels match the priorities of your department?

- BESE has taken measures to create a very lean administrative budget in line with department priorities. Only 4% of BESE's budget is derived from the State General Fund; although, it is the main source of funding for administrative functions of the office. These expenses cover basic and administrative costs needed to assist the Board in carrying out its constitutionally mandated functions.
- The 8(g) funds administered by BESE are utilized for the support and enhancement of elementary and secondary education in all public schools, as well as approved nonpublic systems/schools. Administrative funds are statutorily limited to ensure the agencies receive as much direct funding as possible to achieve full utilization and benefits of the resources.

9. Provide the top 5 performance measures that give the outcomes in your department. How do you rank nationally based on these priority measures?

- BESE's Performance Competency areas are as follows:
 - Job Knowledge
 - Quality and Timeliness of Work
 - Initiative Leadership and Decision Making
 - Communication
 - Collaboration
 - Planning, Organization and Problem Solving

10. Provide a list of all sources of revenue that are not appropriated. These funds could include restricted or off budget accounts. Also, please provide the amount anticipated to be used in FY 17, the amount in FY 18, and any balance or reserve amount for each source of revenue.

- There are no sources of revenue that are not appropriated for the BESE agency.



FY 2017-18 Budget Request Hearings
Louisiana House of Representatives
Committee on Appropriations
Chairman Cameron Henry

November 30, 2016

In response to your requests dated September 21, 2016 and November 15, 2016, we submit the following responses:

1. During the 2016 sessions, what did the department testify would be the effects of the FY17 budget on services, staffing and contracts?

Our testimony on the effects of the FY17 budget was based on preliminary cut projections. NOCCA has one program, instruction. All of the departments within the instructional program are interdependent on each other. For FY17, based on the anticipated level of funding which includes a minimum of a 25% reduction to state general funds, a minimum of 15 faculty members would be laid off. Some arts disciplines would no longer be offered. The loss of students would have a further negative impact on NOCCA due to the loss of associated MFP dollars which could result in an additional cut approaching \$1.4M and another 12 faculty members. If this were to happen sustainability and viability of the overall program would become an issue.

As our final reduction for FY17 was less than originally projected and we were able to maintain the services at existing levels.

2. Compared to FY16, what reductions, including services, staffing and contracts, have been made in the department in FY17?

The actual budget appropriated for FY17 included a reduction of \$180,994 from FY16. This reduction resulted in a renegotiation with our landlord to reduce the annual cost of the lease (utility payments) for one year to ensure instructional programs would not have to be stopped as a result of the loss of revenue.

3. What reductions would the department make if there are mid-year reductions to the FY17 budget?

In October 2017, the Division of Administration requested we present them with the impact of a 7% to 10% reduction in state general fund appropriations. That equates to a \$400,596 to \$572,279 reduction. If this level of state general fund reduction were applied the impact would be felt directly in the classroom.

To make cuts at this level we would have to cut entire arts departments and eliminate Arts Faculty positions. The direct result would be the dismissal of students whose removal from NOCCA would put their graduations at risk with the loss of credits. Based on the average cost of arts departments we would have to eliminate up to three to achieve the balance of the 7% cut scenario and four to five departments to achieve the 10% cut. A second ramification to the elimination of arts departments would have students forced to move to another school to continue work in their chosen area of arts study. Once Academic Studio students select another school, MFP funding would be lost, which would then put the entire full-day Academic Studio program at risk of closure.

Because no student is more or less valuable than any other student and no arts department is more or less valuable than any other arts department, we cannot say with certainty where those cuts would be exacted. What we can say with certainty is that they would impact instruction, student's ability to attend, employment of current faculty, and ultimately the overall viability of the institution.

- 4. Provide a brief overview of the FY18 budget request compared to the FY17 by budget unit. What increases are requested in FY 18 and why are the increases necessary, including any new or expanded programs or services to additional populations? Are there any reductions in the FY18 budget requests, including those as a result of annualizing reductions made in FY17?**

	FY 16-17 Appropriated	FY 17-18 Requested	Difference
General Fund	\$5,752,629	\$6,629,616	\$876,987
Interagency Transfer	\$2,084,353	\$2,184,373	\$100,020
Statutory Dedication	\$ 79,277	\$ 79,277	\$ 0
Total	\$7,916,259	\$8,893,266	\$977,007

The increase requested include one additional position to be split between social work and special education. This position is needed to support the full day instructional program added in FY10-11. There have been no student services enhancements added since taking on the full day program. Other increase include acquisition of vehicles to replace 10 and 17 year old vehicles; replacement of IT equipment; replacement of 15 year old Genie Lift; and the acquisition of a portable dance floor to expand the daily use of performance spaces. Also included are four major repair projects and increases in operating services to accurately reflect the true cost of maintaining 7 unique buildings.

- 5. Has the department added any new positions, including classified, unclassified, and other charges positions, in FY17? If so, how many and what positions? Did the department request additional positions in the FY 18 budget request? If so, how many and what positions?**

NOCCA added 2 positions in FY17 (Physical Education Instructor and French Instructor). Both positions were requested and approved during the FY17 budget process and both positions support the full day instruction program.

NOCCA is requesting 1 additional position in FY 18 to be split between social work and special education support. We currently have a .5 social worker and need an additional .5 social worker to cover the full day of instruction. Additionally, we do not currently have anyone to provide special education services to our full day students.

- 6. Provide a summary of changes in salaries from FY 16 to FY 17, including performance adjustments, promotions, or any other changes in salaries. Provide a summary of requested changes in salaries from FY 17 to FY 18, including performance adjustments, promotions, or any other changes in salaries.**

In FY 17 we had one reclassification to a civil service employee to reflect additional job responsibilities and 2 salary adjustments for unclassified employees to reflect prior year increases that were not properly accounted for (from FY15).

In FY 18 we are requesting baseline performance adjustments for all classified and unclassified employees.

- 7. What budget adjustments have been made since the initial appropriation to your department? How much in each means of financing has been appropriated to each agency since the initial appropriation?**

The only adjustments to the initial appropriations in FY17 has been a carryforward in state general fund of \$29,835 for bonafide obligations in FY16 that were not received prior to June 30, 2016.

- 8. Do your spending and staffing levels match the priorities of your department?**

Our spending and staffing levels match the priorities of our department to the extent funds are available and appropriated. Additional funding requested in FY18 are required to ensure the necessary support is in place to maintain the high level of instruction provided in our programs.

- 9. Provide the top 5 performance measures that give outcomes in your department. How do you rank nationally based on these priority measures?**

- A. Percentage of seniors who are accepted into college or gain entry into a related field. 99%
- B. Percentage of seniors who receive college financial aid/scholarship offers. 70%
- C. Total amount of all financial aid/scholarships offered to seniors. \$23,000,000
- D. Percentage of graduating students who are TOPS eligible. 71%

E. Percentage of students who earn college credit while enrolled in high school. 52%

10. Provide a list of all sources of revenue that are not appropriated. These funds could include restricted or off budget accounts. Also, please provide the amount anticipated to be used in FY 17, the amount in FY 18, and any balance or reserve amount for each source of revenue.

NOCCA maintains a Student Activity Fund Account (SAF). The SAF account is maintained in accordance with R.S. 17:414.3 and is a collection of accounts held for the purpose of supporting student activities such as arts department fees for consumable materials not provided by the state, rental of laptop computers by the Academic Studio students, and the production of student performances (dance concerts, music concerts, and theatre performances). The funds are held in a fiduciary capacity and are not permitted to be used for any purpose other than what they were collected for. Student Activity Funds are expended on a rolling, annual basis.

In service,

Kyle Wedberg, President/CEO



November 15th, 2016

Chairman Henry,

Thank you for the opportunity to discuss our FY18 budget with you and the committee. As this will be our first year as a state agency, you will notice that we did not address any of the questions about the FY17 budget year or mid-year reductions.

Provide a brief overview of the FY18 budget request.

In FY18 we will serve 160 at-risk residential students. We are requesting \$3,169,324 in general fund dollars and \$1,453,427 in interagency transfers from the DOE (in the form of MFP).

How many positions, including classified and unclassified are included in the FY18 budget and what are they?

In FY18 we are requesting 2 classified positions (administrative assistants) and 31 unclassified positions (teachers and administrators).

I look forward to speaking with you and the committee about this request,

Sarah Broome