

SPECIAL EDUCATION
FINANCE IN OHIO:
September 2006 Methodological Update



**THE OHIO COALITION FOR THE
EDUCATION OF CHILDREN WITH
DISABILITIES (OCECD)**

September 29, 2006



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I. EXECUTIVE SUMMARY

Background

The Ohio Coalition for the Education of Children Disabilities (OCECD) recently completed its third update of the cost-based special education funding methodology providing additional funding for pupils with disabilities. Ohio enacted a phased-in version of the cost-based methodology and six weight funding system in 2001 as part of the state's 2002-2003 biennial budget and it has maintained the partially funded weights without changes in the last two biennial budgets spanning fiscal years 2004-2007.

The cost-based methodology funding system provides additional funding for pupils with disabilities by multiplying the foundation level, which funds the base educational amount for all pupils, by one of six cost-based weights depending on the severity of a pupil's disabilities. The weighted funding amount for each pupil is equal to the pupil's corresponding weight multiplied by the foundation level. The state share of weighted funding depends on several factors, the most important of which is a local district's property value. The total amount of funding a pupil with disabilities receives under the formula is the foundation level plus the weighted amount.

OCECD developed the cost-based methodology in 2000 using pupil-to-provider ratios contained in the operative special education rules at the time, the *1982 Rules for the Education of Handicapped Children* (hereafter referred to as the "1982 Rules") and 2000 special education personnel salary data provided by the Ohio Department of Education (ODE). The methodology calculates the total cost of serving 13 different categories of pupils with disabilities based on these ratios and personnel salary costs. The costs for each pupil category are used to determine six weights or multiples that are applied to the foundation level which funds a basic education for all pupils. Applying these weights to the foundation level provides additional funding for pupils with disabilities.

OCECD conducted its most recent update (and previous updates) of the cost-based methodology to ensure the methodology and corresponding weights reflect current pupil-to-provider ratios and personnel salary data. Because the state did not update the weights in each of the past two budgets, the weights are no longer based on the rules for educating pupils with disabilities or the actual cost of service as both the rules and costs have changed since 2000. The state updated its rules for the education of pupils with disabilities in 2002. The new rules changed several related services pupil-to-provider ratios. Meanwhile, salary costs for most special education service providers have increased in each of the years since 2000. As a result of these changes, the weights no longer provide the personnel costs of educating pupils with disabilities.

OCECD is updating the methodology to reflect changes in the costs and the rules. Changes to the latter created a central methodological challenge for updating the cost-methodology because of the level of services received *as specified by the new ratios only*. While the rules provide assessment driven services, the ratios allow for this by making most services available to most pupils. If OCECD used the new ratios, similar to the manner in which the more refined 1982 ratios, it would assume a maximum level of services for all pupils as opposed to an assessment driven service model. As a result, OCECD endeavored to determine the most likely services received by pupils in each disability classification consistent with an assessment driven system. This methodological endeavor is discussed in great detail in this report.



In addition to salary cost and rules changes, the state only funded 82 percent of the six weight system when enacted in 2001 and has slightly increased the funding percentage to 90 percent, where it has stayed since FY 2004. *Even if the six weights were still rules- and cost-based in 2006 they are not and have never been fully funded further necessitating an update to the methodology after six years.* By comparison, the foundation level, which provides the bulk of funding for non-special education pupils, has been updated and fully funded each budget cycle.

Refining the Cost-Based Methodology

Due to the adoption of the 2002 *Operating Standards for Ohio's Schools Serving Children with Disabilities* (hereafter referred to as the "2002 rules") altering related services ratios, OCECD undertook a more comprehensive study of the provision of related services to pupils with disabilities as part of this update effort. In short, the 2002 rules expanded pupil-to-provider ratios for related services to several pupil categories that did not previously receive these services under the 1982 rules consistent with federal law requiring the provision of services on an assessment-driven and individualized basis. This ratio expansion resulted in a substantial dilemma for the cost- and rules-based methodology.

If OCECD used the 2002 pupil-to-provider ratios as is, consistent with the original methodology, the updated methodology would assume higher service levels for several high incidence pupils. For example, the 2002 Rules include a pupil-to-occupational therapist ratio of 50-to-1 for pupils with learning disabilities and other related services ratios not included in the 1982 Rules. If one assumed that pupils with learning disabilities received this level of occupational therapist services specified in the 2002 rules, it would result in \$232.4 million in additional state funding annually for learning disabled pupils.

OCECD knows from its years of experience in advocating for special education that most learning disabled pupils do not need or receive the full menu of related services. While OCECD wholeheartedly supports an assessment-driven system and believes the full complement of related services should be available to all pupils, it does not believe that all pupils' individualized education plans (IEPs) actually specify these maximum service levels or that the special education funding system should assume this universal paradigm. If OCECD did not adjust the cost- and rules-based methodology to account for reality, the updated system would cost the state more than \$400 million a year in additional special education funding.

As a result, OCECD felt compelled to adjust the original methodology to account for the new ratios contained in the 2002 Rules. Specifically, OCECD developed a research-based construct to determine the most likely services received by each pupil category and developed corresponding special education funding guidelines—recommended pupil-to-provider ratios that more accurately reflect actual service provision by districts and receipt by pupils. These ratios could then be used in place of the 2002 ratios in the updated cost-based methodology to determine a more reasonable level of funding for special education providers.

In order to better understand the related services received by each of the 13 categories of pupils with disabilities, OCECD added three steps to this update of the cost-based methodology with an objective of developing special education funding guidelines:



1. *Recommend a representative survey of pupils' individualized education plans.*
2. *Conduct research on related services best practices and expenditures.*
3. *Review IEP survey (Step 1) and related services research (Step 2) findings with a panel of front-line special education practitioners.*

Using information and analysis from each of these steps, OCECD developed special education funding guidelines (Appendix A) and used these guideline ratios in the updated cost-based methodology presented in this report. Each of the steps is described in more detail in the Related Services section of this report and the methodology is described in full in the Methodology section of this paper.

Cost of Updating the Methodology

OCECD estimated the costs of updating the methodology using the new funding guidelines as outlined below. The update would cost the state approximately \$192.1 in additional funding each fiscal year (in FY 2006 dollars) or a 47 percent increase above FY 2006 funding at the 90 percent phase-in level (\$453.9 million). OCECD recommends the state fully fund the new system consistent with full funding of the state's foundation level. OCECD recognizes the state is unlikely to fully fund the updated cost-based methodology, but still urges the state to update the methodology immediately, and thus recommends a multi-year implementation plan. While a phased-in funding system is not ideal, updating the underlying methodology is long overdue.

Recommendations

OCECD offers five recommendations as part of updating the cost-based methodology:

1. Fully fund the updated cost-based special education methodology..

The existing cost-based methodology and six weight funding system has never been fully funded and is now based on old cost data (2000 salary data) and old rules (1982 rules). OCECD recommends the state adopt and fully fund an updated cost- and funding guidelines-based methodology. The cost of updating the methodology using this approach is \$192.1 million of which \$42.3 million is attributable to increases to salary costs and \$45.4 million is attributable to the difference between the 90 percent phase-in and full funding of the existing system. In other words, \$87.7 million or 46 percent of the cost of updating the methodology using the new funding guidelines approach would be incurred without changes to service levels.

The remaining \$104.4 million is attributable to the inclusion of new service levels in the methodology, most of which have been provided since 2001, but were not included in the original methodology. Examples of these services include classroom aides, psychological services, and speech therapy services that are provided to most pupil classifications per the results of the IEP Survey and the special education providers' panel. These guidelines are based on substantial analysis and research and represent reasonable and conservative service levels consistent with the services received by each pupil with disability category.



- 2. *If the state cannot provide full funding for the updated methodology in fiscal year (FY) 2008, phase-in funding for the updated cost-based methodology should be phased-in fully by FY 2011.***

OCECD recommends the state adopt a fully funded version of the updated cost-based methodology as presented. In the event the state cannot fully fund the updated cost-based weights, OCECD strongly urges the state to still adopt the updated methodology at a phased-in level and enact a specified schedule for achieving full funding of the updated cost-based methodology that achieves this goal no later than FY 2011. The bottom line is that an updated system must be enacted.

- 3. *The Ohio Department of Education should assume regular updates of the cost-based methodology as part of the biennial budget request.***

OCECD has regularly updated the cost-based methodology since its inception in 2000 with the understanding that ODE will eventually assume responsibility for this effort as part of the biennial budget request. While OCECD has been pleased to provide this comprehensive analysis to the state over the past seven years, the methodology has become a critical component of the overall school funding system which ODE maintains through regular analysis and updates of the foundation level and other funding line items.

Consistent with developing and maintaining the broader funding system each biennium, ODE should take over the cost-based methodology update function beginning with preparation of the FY 2010-2011 biennial budget. OCECD has detailed its methodology in this paper and will be happy to provide advice and guidance to ODE as it assumes this responsibility. This effort should also become less complex in future years if the funding guidelines developed are maintained or only slightly adjusted each biennium.

- 4. *Develop incentive programs to increase the number of qualified related service professionals in needed fields.***

The shortage of qualified related service providers has been well-documented as a nationwide concern for states' provision of special education. This shortage has also been documented in Ohio by the Legislative Office of Education Oversight (LOEO) and the special education stakeholders' panel convened by OCECD as part of this update. According to all members of the panel, local districts simply cannot find the related service providers required to fulfill services required under pupils' IEPs and some districts may be writing IEPs accordingly; not specifying all the services that may be provided or developing creative solutions to provide services through the use of aides and related services assistants (e.g. physical therapy assistants, psychology interns). This problem is particularly acute in rural districts where several schools may share the services of one provider resulting in minimal service provision.

In order to combat this shortage, Ohio should develop incentive programs for educating and retaining these special education providers. Options include scholarship programs, tuition reimbursement in exchange for years-of-service requirements to Ohio districts, and state-provided salary benefits. Additionally, Ohio should ensure that adequate funding is provided to existing related service training programs at state four and two-



year colleges and universities. One panel member indicated that some colleges and universities are cutting or eliminating these programs due to low student demand for entering these professions.

5. *Increase assistive technology funding for special education pupils to provide pupils with disabilities the opportunities to achieve their educational potential and help offset the shortage of related services.*

Ohio has provided state and federal funding for assistive technology in previous budgets. Assistive technologies are both high-tech and low-tech systems, items, or equipment that facilitate the learning process for pupils with disabilities. Examples include speech synthesizers, alternative key boards, and instructional software. Most recently, Ohio has made some federal Individuals with Disabilities Education Act (IDEA) funding available to local districts for assistive technology needs. All members of the special education stakeholders' panel indicated the critical need for assistive technology in helping to combat or offset the shortage of related services.

Ohio should look at both federal and state sources of funding that might be available for the provision of assistive technology and develop a dedicated funding stream for this critical technology. One potential source of funding in the short-term are one-time increases in federal IDEA grants resulting from Ohio's decision to get on-cycle with federal grants. It is critical to note however, that this would be a short-term solution only as temporary increases in federal grants resulting from Ohio's decision to combine funding from more than one grant year will end in FY 2009. [Note: Federal special education funding is described in the Federal Funding section of this report.]

The Update

The cost-based methodology update report is organized into five sections:

- I. *Executive Summary*: The Executive Summary (above) provides a brief background of the methodology, discussion of major changes to the methodology, cost estimates, and recommendations for updating the cost-based methodology.
- II. *Related Services*: This section discusses the challenge of updating the cost-based methodology given the expansion of related services ratios in the 2002 rules and how OCECD addressed this challenge as part of this update.
- III. *Methodology*: This section provides a detailed accounting of the methodology employed to complete this update and provides an example of calculating the per pupil costs of pupils with autism spectrum disorder using 2005 salary data and the newly developed funding guidelines.
- IV. *Federal Funding*: This section discusses the availability of federal special education funding and how this funding may be used to support special education.
- V. *Next Steps*: This section provides guidance on implementing the recommendations contained in this report.



II. RELATED SERVICES

OCECD undertook a three-step review of related services pupil-to-provider ratios because service level ratios are fundamental to the cost-based methodology and calculating the weights that provide additional funding to pupils with disabilities. In 2002, the state updated its rules for educating pupils with disabilities and the pupil-to-provider ratios that operationalize the state's special education program. Unlike the 1982 pupil-to-provider ratios, which prescribed very specific services (ratios) depending on a pupil's disability classification, the updated related service level ratios contained in the *2002 Operating Standards for Ohio's Schools Serving Children with Disabilities* (hereafter referred to as the "2002 rules") are applicable and available to all pupils with disabilities' classifications.

This shift is consistent with the individualized, assessment-driven system established by the federal Individuals with Disabilities Education Act. Under this system, services received by a pupil with disabilities are dependent on the child's IEP not disability classification. If the child's IEP calls for a specific service available under federal IDEA law, the state and local districts are required to provide this service, regardless of a child's disability classification.

While OCECD supports assessment driven education for pupils with disabilities and the *availability* of all related services to all pupils with disabilities' classifications, the more expansive ratios created issues for the cost-based methodology. Specifically, if the cost-based methodology were updated using 2002 ratios it would assume a service level not reflective of reality and require a substantial increase in state and local special education spending. OCECD recognizes that all high incidence pupils with disabilities do not receive related services at the service levels (ratios) contained in the 2002 Rules. This dilemma necessitated further review of related services received by pupils in each category and the development of a system based on more reasonable service levels.

Towards this end, OCECD added three steps to the cost-based methodology with an objective of better understanding the related services received by each of the pupil disability categories and refining the 2002 pupil-to-related service provider ratios contained in the rules towards the goal of developing special education funding guidelines. These steps include:

Step 1 – Conduct a representative survey of pupils' individualized education plans (IEPs). OCECD encountered the difficulty of updating the cost-based methodology during a previous update effort completed in 2004 and requested the Ohio Department of Education conduct a representative survey of pupils' IEPs. This survey, completed in April 2005, provided very useful information about the percentage of pupils in each disability category receiving certain services.

Despite the information provided by the survey, it did not provide all the information necessary for updating the cost-based methodology for two reasons: 1) the survey results may be limited or skewed because pupils' IEPs might be constrained by the availability of special education personnel and/or districts' funding (in other words the IEP will only provide the services required if the district can hire/contract with the resource required and afford the service cost); 2) the IEP survey failed to capture the services rendered by some special education personnel that



represent several thousand full-time equivalents (FTEs) employed by the district to provide services (the most notable example of which is Supplemental Service Teachers).

OCECD elected to use the percentage of pupils in each disability category receiving certain related services to refine the funding guidelines in consultation with the special education stakeholders' panel.

Step 2 – Conduct research on related services best practices and expenditures. In light of the shortcomings of the IEP survey results, OCECD recommended further research of related services pupil-to-provider ratios for purposes of developing special education funding guidelines used solely for calculating rational funding levels for special education. *The objective of creating these guidelines would be to preserve and enhance a cost-based special education funding methodology that incorporates rational inputs, including: the 2002 and 1982 rules, actual service levels (from the IEP survey), and other special education service level data.*

After a first cut of this update completed in June 2006, OCECD requested additional time from ODE to research the provision of related services. OCECD performed a comprehensive review of information from the following data sources: 1) the Special Education Expenditure Project (SEEP); 2) Center on Personnel Studies in Special Education (COPSSE); 3) other states' related services ratios; and 4) related services providers' trade organizations best practice research, such as the American Speech Hearing Association (ASHA). The goal was that by researching and using multiple service-level data sources for determination of funding guidelines, the updated methodology would represent a best practice service and funding scenario, where the special education weights would provide appropriate funding levels for services required to successfully educate pupils with disabilities.

OCECD's comprehensive review of related services research provided useful insight into related service provision nationwide, but no definitive answers for the funding guidelines for several reasons, including: incomplete and out-of-date data and the highly individualized nature of special education. For example, SEEP research is focused on per pupil expenditures and is substantially out-of-date (2000 data). Additionally, most states prescribe pupil-to-provider ratios for classroom providers and aides, but not for related services consistent with assessment-driven special education practices. Lastly, not all related services providers' trade organizations possess best practice research. The trade organization best practice research that does exist may also be unrealistic given the availability of the certain professionals.

Step 3 – Review IEP survey (Step 1) and related services research (Step 2) findings with a panel of front-line special education practitioners. When OCECD requested additional time to research related service best practices, it also indicated it would review the research and the IEP survey results with a panel of front-line special education stakeholders. OCECD convened a special education practitioners' panel in mid-August 2006 to review the IEP survey and related services research findings to validate information provided by each of these sources. Because the Step 2 research efforts resulted in an incomplete patchwork of best practices, the stakeholder review focused largely on the 2002 rules and the IEP survey results more so than the research.

The panel provided substantial insight and information regarding the provision of related services by various school districts throughout the state. The predominant message from this



panel was that districts typically use a combination of service delivery mechanisms to fulfill the requirements of the IEPs. The panel also recommended related service provision by service provider and pupil disability category through a review of the IEP survey results. This vetting by knowledgeable front-line special education stakeholders proved critical for finalizing the guidelines used for calculating funding. OCECD has taken feedback received from front-line special education stakeholders and refined the funding guidelines proposed. The proposed guidelines are provided in Appendix A.

III. METHODOLOGY

OCECD employed the same methodology used to develop the original weights and conduct previous updates with additional steps to better understand the provision of related services. These steps are discussed in the previous section. This section reviews the basic cost-based methodology using the example of pupils with multiple disabilities presenting three scenarios for updating the methodology:

1. *The Original Cost-Based Methodology (based on 1982 rules):* This scenario is the original methodology used to determine the existing weight for autism spectrum disorder. This scenario uses the 1982 pupil-to-provider ratios and the most recent service provider salary data available (FY 2005 data) consistent with the original methodology. Because this scenario uses the most recent salary data and the 2006 foundation level, the weight differs because the salary or cost data is more recent and the foundation level has changed. The underlying methodology is exactly the same however.
2. *The Updated Cost-Based Methodology (based on 2002 rules):* This scenario is an updated version of the original methodology using updated pupil-to-provider ratios specified in the 2002 rules in addition to the most recent salary data (FY 2005 data) and the 2006 foundation level. This scenario would generate the most funding for pupils with disabilities because it assumes most special education pupils receive all related services per the 2002 pupil-to-provider ratios.
3. *The Funding Guidelines Methodology (based on 1982 and 2002 rules, IEP survey results, and input from the Front-Line Practitioner Stakeholders' Panel):* This scenario is a modified version of the original methodology evaluating the probable related services received by pupils in each of the 13 disability categories as specified in IEPs. In order to ascertain the probable related services received, this scenario incorporates and applies IEP survey result data and feedback from the Front-Line Practitioner Stakeholders' Panel to the 1982 and 2002 rules. The objective of this scenario is to develop rational and defensible funding guidelines (pupil-to-provider ratios) that may be used to update the cost-based methodology for the FY 2008-2009 budget. OCECD recommends the state enact this scenario to provide districts the funding necessary to pay for the classroom and related service personnel required for the success of pupils with disabilities.

Basic Methodology

The cost-based methodology is fairly simplistic involving three inputs: 1) special education provider salaries, benefits, and non-personnel allowances (bundled together as personnel costs);



2) pupil-to-special education provider ratios; and 3) the state foundation level. Using these three inputs, it is possible to calculate the per pupil costs for each of the disability categories with some basic logic and calculations.

Using pupils with multiple disabilities as an example, the first step is determining the services received and the providers that deliver these services. OCECD determined the services/providers list using the pupil-to-provider ratios contained in the 1982 rules. For example, the 1982 rules specify that a physical therapist provide services to a maximum of 50 pupils with multiple disabilities so the cost-based methodology assumes these pupils receive services provided by physical therapists. OCECD chose this approach to ensure that the methodology was based on the service levels specified in the rules, resulting in a methodology that was *both cost- and rules-based*.

Pupils with multiple disabilities also receive services from 11 other providers, one classroom teacher, one classroom aide, and 9 other related service providers. With the list of providers identified, the next step is determining their average salaries or costs. OCECD requested state special education provider salary data from the Ohio Department of Education to calculate the statewide average salaries for each of the 12 total providers delivering services to pupils with multiple disabilities.

ODE salary data does not include benefits, so OCECD added benefit costs to the base salaries by multiplying some salaries by 30 percent. This calculation assumes certain full-time providers generate benefits' costs to local districts equal to 30 percent of their base salary. OCECD also added a non-personnel allowance (NPA) to the base salaries and benefits costs consistent with a 2000 ODE study of extra expenses incurred by special education providers to carry out their educational responsibilities. These expenses include equipment, supplies, and other tools that providers purchase to educate pupils with disabilities. Adding benefits and the NPA to the provider salary results in a total personnel cost for each provider calculated as follows:

$$\text{Total Personnel Cost} = (\text{Provider Average Salary} \times 1.3) + \text{NPA}$$

It is critical to note that personnel costs inputs, including the average salary and the NPA may need to be inflated to ensure these inputs reflect costs from the same year. For example, the most recent year of salary data is from 2005, but the 2000 NPA study has not been updated. As a result, the 2000 NPA expenditures must be inflated by a factor reflecting cost increases over the 2000-2005 period to ensure the total personnel cost is uniform. Otherwise, the total personnel cost may be understated.

After determining the total personnel cost for each provider delivering services to a given pupils with disability category, it is possible to determine the per pupil costs for each of those providers by dividing the total personnel cost by the maximum pupil-to-provider ratio specified in the rules. Continuing with the example of a physical therapist providing services to pupils with multiple disabilities, the per pupil cost for each of those providers would equal:



$$\frac{\text{Total Personnel Cost} = (\text{Provider Average Salary} \times 1.3) + \text{NPA}}{\text{Maximum Pupil-to-Provider Ratio for Personnel}}$$

Or

$$\frac{(\$53,968 \times 1.3) + \$4,875}{50 \text{ pupils}} = \frac{\$75,034}{50} = \$1,501$$

Repeating this calculation for the 11 other classroom and related service provides educating and supporting pupils with multiple disabilities, OCECD calculated a total per pupil cost for this disability category by summing the 12 per pupil costs for each provider. Exhibit I below provides the complete calculation of the total per pupil cost for pupils with multiple disabilities.

Exhibit I: Pupils with Multiple Disabilities Total Per Pupil Cost

PERSONNEL CLASSIFICATION	FY2005 SALARY	FY2005 INCLFRING	2005 NPA	2005 TOTAL SALARY	1982 RULES WT FACT.	1982 AMOUNT
CLASSROOM BASED	47,019.69	61,125.60	-	61,125.60	8.00	7,640.70
TEACHER AIDE	17,651.56	22,947.02	-	22,947.02	8.00	2,868.38
ADAPTED PE - MH/DEV	51,739.31	67,261.11	2,686.68	69,947.79	100.00	699.48
ATTENDANT SERVICES	16,772.48	21,804.22	939.22	22,743.44	6.00	3,790.57
COORD. SE VOCATIONAL	59,109.37	76,842.18	3,841.11	80,683.29	158.39	509.40
OCCUPATIONAL THERAPY	52,972.31	68,864.00	4,719.51	73,583.51	50.00	1,471.67
PHYSICAL THERAPY	53,968.24	70,158.71	4,875.07	75,033.78	50.00	1,500.68
SUPERVISORY SRVCS. - LI	61,650.36	80,145.47	5,240.01	85,385.48	160.00	533.66
SUPER. SERVICES - SPEECH	78,964.98	102,654.47	4,156.91	106,811.38	1,000.00	106.81
SUPPLEMENTAL SERVICES	45,198.72	58,758.33	3,673.85	62,432.19	30.00	2,081.07
SPEECH/LANG. - HANDI.	53,499.13	69,548.87	2,766.21	72,315.08	50.00	1,446.30
WORK STUDY COORDINATOR	49,732.90	64,652.77	3,802.52	68,455.29	237.58	288.14
TOTAL						22,936.85

The total per pupil cost for pupils with multiple disabilities is \$22,937. In other words, it should cost a local district an average of \$22,937 to hire the personnel to provide services to pupils with multiple disabilities as specified by the 1982 rules. It is critical to note this total per pupil cost only accounts for the personnel costs required and other costs (e.g. transportation) are not included in this calculation.

Additionally, because the total per pupil cost is calculated using 2005 cost information, it must be inflated by a factor that contemplates the increase (or decrease) in costs if calculating a 2006 weight. If calculating a 2005 weight, no inflation factor is required. OCECD calculates its inflation factors using U.S. Department of Labor Bureau of Labor Statistics (BLS) Consumer Price Index – All Urban Consumers (CPI-U). The state FY 2006 inflation factor is 103.81 percent (reflecting a 3.81 percent increase in costs). Multiplying the 2005 total per pupil cost of \$22,937 by this factor, the 2006 total per pupil cost is \$23,811.

In order to convert this total per pupil amount to a weight, OCECD divided it by the foundation level for the same year for which the total per pupil amount was calculated. Using the 2006 total per pupil amount for pupils with multiple disabilities, the weight was calculated as follows:



$$\frac{2006 \text{ Total Personnel Cost}}{2006 \text{ Foundation Level}}$$

Or

$$\frac{\$23,811}{\$5,283} = 4.5071$$

Because all pupils receive the foundation level of \$5,283 as part of the school foundation formula, the weight must be adjusted by this amount. Otherwise, the formula would provide extra funding to pupils with disabilities equal to the foundation level. OCECD achieved this adjustment by subtracting one from the weight (e.g., $4.5071 - 1 = 3.5071$). Given this adjustment, the formula and weight for pupils with multiple disabilities provides the total personnel costs as follows:

$$\text{Foundation Level} + (\text{Foundation Level} \times \text{Weight}) = \text{Total Per Pupil Amount}$$

Or

$$\$5,283 + (\$5,283 \times 3.5071) = \$23,811$$

Because the total per pupil costs for some of the 13 pupils with disability categories are within a close range, OCECD grouped some of these categories together into consolidated weight categories to reduce the number of weights from 13 to 6. OCECD developed consolidated weight categories by calculating a weighted average total per pupil cost for each of these consolidated categories using pupil counts for the respective disability categories. The weighted average total per pupil cost for each of the 6 consolidated categories was then divided by the foundation level to calculate the 6 weights. The total per pupil cost for pupils with multiple disabilities was not within close range of other categories' total per pupil costs in developing the original methodology. As a result, pupils with multiple disabilities have their own weight category. The original methodology is discussed in more detail in the following section.

The Original Cost-Based Methodology (1982 Rules)

The Original Cost-Based Methodology that the existing weights are based on used pupil-to-provider ratios as specified in the 1982 rules and 2000 salary data inflated to calculate FY 2000 total per pupil costs. These costs were inflated to FY 2001 levels to calculate weights for the FY 2002-2003 budget. If the state elected to update this methodology, it would substitute 2000 salary data with the most recent salary data available (FY 2005 salary data) resulting in updated total per pupil costs. OCECD calculated this scenario and the total state costs are provided in Exhibit II below.



Exhibit II: State Costs Required for Updating the Cost-Based Methodology (FY 2006 \$)

A	B	C	D	E	F	G	H	I	J
PUPIL CLASSIFICATION	Wt. Category	New Wt. Category ¹	ADM	Original Total Per Pupil Cost Inflated (1982 Rules)	Updated Total Per Pupil Cost (1982 Rules)	Original Weight (1982 Rules)	Updated Weight (1982 Rules)	Original Total Cost (1982 Rules) ²	Updated Total Cost (1982 Rules) ³
Speech Only	I	I	34,192	\$ 1,555.02	\$ 1,478.70	0.2892	0.2906	\$ 24,552,540	\$ 24,668,174
Specific Learning Disabled	II	II	93,908	\$ 7,112.08	\$ 6,667.86	0.3691	0.3613	\$ 86,064,590	\$ 84,257,089
Cognitively Impaired	II	II	39,598	\$ 7,764.08	\$ 6,928.04	0.3691	0.3613	\$ 36,290,653	\$ 35,528,488
Other Health - Minor	II	II	17,776	\$ 7,360.50	\$ 6,928.04	0.3691	0.3613	\$ 16,291,202	\$ 15,949,060
Hearing Impaired	III	III	2,374	\$ 13,761.72	\$ 13,612.60	1.7695	1.7809	\$ 10,428,458	\$ 10,495,929
Visually Impaired	III	III	930	\$ 15,235.87	\$ 15,530.15	1.7695	1.7809	\$ 4,087,314	\$ 4,113,759
Severe Behavior	III	IV	17,799	\$ 15,042.22	\$ 16,637.28	1.7695	2.3143	\$ 78,201,243	\$ 102,278,071
Other Health - Major	IV	IV	639	\$ 18,072.78	\$ 16,669.77	2.3646	2.3143	\$ 3,752,775	\$ 3,672,944
Orthopedically Disabled	IV	IV	2,244	\$ 18,131.54	\$ 18,743.53	2.3646	2.3143	\$ 13,175,078	\$ 12,894,810
Multiple Disabilities	V	V	10,986	\$ 22,111.72	\$ 22,936.85	3.1129	3.5071	\$ 84,914,614	\$ 95,666,365
Traumatic Brain Injury	VI	VI	859	\$ 30,835.08	\$ 32,033.41	4.7342	4.4043	\$ 10,097,014	\$ 9,393,364
Autism	VI	VII	7,293	\$ 30,835.08	\$ 32,373.63	4.7342	5.3543	\$ 85,726,052	\$ 96,955,006
Deaf-Blind	VI	VII	30	\$ 29,466.52	\$ 27,502.94	4.7342	5.3543	\$ 350,889	\$ 396,850
Total	N/A	N/A	228,626	N/A	N/A	N/A	N/A	\$ 453,932,423	\$ 496,269,908
Difference									\$ 42,337,484

1. Pupil classifications that change weight categories are shaded and bolded.
 2. Calculated using the following formula: [(ADM x Foundation Level of \$5,283 x Original Weight)] x State Share Percentage of 47%.
 3. Calculated using the following formula: [(ADM x Foundation Level \$5,283 x Updated Weight)] x State Share Percentage of 47%.

Exhibit II shows that updating the original cost-based methodology using FY 2005 salary data would increase state special education funding by \$42.3 million in FY 2006 dollars over full funding of the 1982 Rules contained in Column I [Note: Total Per Pupil Costs are calculated using FY 2005 salary data inflated to FY 2006 dollars]. The update would result in increases to 4 of the 6 weight categories (Categories I, III, V, VI).

Weights for Categories II (Specific Learning Disabled, Cognitively Impaired, Other Health-Minor) and IV (Other Health-Major, Orthopedically Disabled) decrease because salary costs for providers serving these pupils did not increase at the same pace as the foundation level. In other words, if the foundation level increases at 3 percent and provider salaries only increase at 2 percent, the weight for these pupils would decrease. In contrast, where provider salaries increase at a greater pace than the foundation level; the weights must be adjusted upward to pay for the higher costs.

While it may seem surprising that some special education provider costs are decreasing in real terms, there are two factors that potentially explain this phenomenon. First, several experienced special education providers are retiring consistent with larger demographic trends affecting several industries. Very simply, the baby boom generation is at or nearing retirement. Second, demand for special education providers has resulted in the hiring of many providers that are temporarily certified that do not possess the experience or education credentials of those providers being replaced. The result of these two factors is downward pressure on salaries.

Despite these factors, the overall cost of the system has increased consistent with the \$42.3 million in additional funding required to update the methodology. This increased cost is understated though because it assumes the existing weights are fully funded and not phased-in. Because the state only funds 90 percent of the six weight system, the true state cost of updating



the original methodology is actually \$87.7 million or \$45.4 million more than the cost if the weights were fully funded. Exhibit III below calculates the funding differential between an updated original methodology and the phased-in system in place.

Exhibit III: State Costs Required for Updating and Fully Funding the Cost-Based Methodology (FY 2006 \$)

A	B	C	D	E	F	G	H	I	J
PUPIL CLASSIFICATION	Wt. Category	New Wt. Category ¹	ADM	Original Total Per Pupil Cost Inflated (1982 Rules)	Updated Total Per Pupil Cost (1982 Rules)	Original Weight @ 90% Phase-In (1982 Rules)	Updated Weight (1982 Rules)	Original Total Cost (1982 Rules) ²	Updated Total Cost (1982 Rules) ³
Speech Only	I	I	34,192	\$ 1,555.02	\$ 1,478.70	0.2603	0.2906	\$ 22,097,286	\$ 24,668,174
Specific Learning Disabled	II	II	93,908	\$ 7,112.08	\$ 6,667.86	0.3322	0.3613	\$ 77,458,131	\$ 84,257,089
Cognitively Impaired	II	II	39,598	\$ 7,764.08	\$ 7,545.09	0.3322	0.3613	\$ 32,661,587	\$ 35,528,488
Other Health - Minor	II	II	17,776	\$ 7,360.50	\$ 16,669.77	0.3322	0.3613	\$ 14,662,082	\$ 15,949,060
Hearing Impaired	III	III	2,374	\$ 13,761.72	\$ 13,612.60	1.5926	1.7809	\$ 9,385,612	\$ 10,495,929
Visually Impaired	III	III	930	\$ 15,235.87	\$ 15,530.15	1.5926	1.7809	\$ 3,678,583	\$ 4,113,759
Severe Behavior	III	IV	17,799	\$ 15,042.22	\$ 16,637.28	1.5926	2.3143	\$ 70,381,119	\$ 102,278,071
Other Health - Major	IV	IV	639	\$ 18,072.78	\$ 16,669.77	2.1281	2.3143	\$ 3,377,498	\$ 3,672,944
Orthopedically Disabled	IV	IV	2,244	\$ 18,131.54	\$ 18,743.53	2.1281	2.3143	\$ 11,857,570	\$ 12,894,810
Multiple Disabilities	V	V	10,986	\$ 22,111.72	\$ 22,936.85	2.8016	3.5071	\$ 76,423,153	\$ 95,666,365
Traumatic Brain Injury	VI	VI	859	\$ 30,835.08	\$ 32,033.41	4.2608	4.4043	\$ 9,087,313	\$ 9,393,364
Autism	VI	VII	7,293	\$ 30,835.08	\$ 32,373.63	4.2608	5.3543	\$ 77,153,447	\$ 96,955,006
Deaf-Blind	VI	VII	30	\$ 29,466.52	\$ 27,502.94	4.2608	5.3543	\$ 315,800	\$ 396,850
Total	N/A	N/A	228,626	N/A	N/A	N/A	N/A	\$ 408,539,181	\$ 496,269,908
Difference									\$ 87,730,727

1. Pupil classifications that change weight categories are shaded and bolded.
 2. Calculated using the following formula: [(ADM x Foundation Level of \$5,283 x Original Weight)] x State Share Percentage of 47%.
 3. Calculated using the following formula: [(ADM x Foundation Level \$5,283 x Updated Weight)] x State Share Percentage of 47%.

Exhibit III shows that state special education funding would increase by \$87.7 million if the cost-based methodology were updated and fully funded using FY 2005 salary data over the 90 percent phase-in level of the 1982 Rules contained in Column I. As a result, the existing system of six weights falls short of funding the 1982 rules by almost \$90 million.

The Updated Cost-Based Methodology (based on 2002 rules)

When OCECD developed the cost-based methodology, it used the most recent cost data available and provider ratios from the operative rules at the time—the 1982 rules. The result was a cost- and rules-based system of funding special education. If the state performed a true update of the special education funding methodology, it would incorporate updated salary costs and the operative rules specifying services to pupils with disabilities, which are now the 2002 rules. OCECD calculated this scenario and the total state costs are provided in Exhibit IV below. The calculations are based on the existing methodology funded at the 90 percent phase-in level.



Exhibit IV: State Costs Required for Updating and Fully Funding the Cost-Based Methodology Using 2002 Rules (FY 2006 \$)

A	B	C	D	E	F	G	H	I	J
PUPIL CLASSIFICATION	Wt. Category	New Wt. Category ¹	ADM	Original Total Per Pupil Cost (1982 Rules)	Updated Total Per Pupil Cost (2002 Rules)	Original Weight @ 90% Phase-In (1982 Rules)	Updated Weight (2002 Rules)	Original Total Cost (1982 Rules) ²	Updated Total Cost (2002 Rules) ³
Speech Only	I	I	34,192	\$ 1,555.02	\$ 1,478.70	0.2603	0.2799	\$ 22,097,286	\$ 23,762,811
Specific Learning Disabled	II	II	93,908	\$ 7,112.08	\$ 12,433.93	0.3322	1.3659	\$ 77,458,131	\$ 318,501,715
Cognitively Impaired	II	II	39,598	\$ 7,764.08	\$ 12,654.17	0.3322	1.3659	\$ 32,661,587	\$ 134,301,867
Other Health - Minor	II	III	17,776	\$ 7,360.50	\$ 15,041.80	0.3322	1.7852	\$ 14,662,082	\$ 78,795,720
Hearing Impaired	III	IV	2,374	\$ 13,761.72	\$ 16,735.57	1.5926	2.1996	\$ 9,385,612	\$ 12,962,997
Visually Impaired	III	IV	930	\$ 15,235.87	\$ 16,545.18	1.5926	2.1996	\$ 3,678,583	\$ 5,080,698
Severe Behavior	III	III	17,799	\$ 15,042.22	\$ 14,375.58	1.5926	1.7852	\$ 70,381,119	\$ 78,896,298
Other Health - Major	IV	III	639	\$ 18,072.78	\$ 15,041.80	2.1281	1.7852	\$ 3,377,498	\$ 2,833,273
Orthopedically Disabled	IV	IV	2,244	\$ 18,131.54	\$ 17,229.12	2.1281	2.1996	\$ 11,857,570	\$ 12,255,510
Multiple Disabilities	V	V	10,986	\$ 22,111.72	\$ 20,477.51	2.8016	2.8761	\$ 76,423,153	\$ 78,455,495
Traumatic Brain Injury	VI	VI	859	\$ 30,835.08	\$ 23,576.01	4.2608	3.3476	\$ 9,087,313	\$ 7,139,761
Autism	VI	VI	7,293	\$ 30,835.08	\$ 22,895.58	4.2608	3.3476	\$ 77,153,447	\$ 60,618,268
Deaf-Blind	VI	VI	30	\$ 29,466.52	\$ 23,308.62	4.2608	3.3476	\$ 315,800	\$ 248,119
Total	N/A	N/A	228,626	N/A	N/A	N/A	N/A	\$ 408,539,181	\$ 813,852,531
Difference									\$ 405,313,350

1. Pupil classifications that change weight categories are shaded and bolded.
2. Calculated using the following formula: [(ADM x Foundation Level of \$5,283 x Original Weight)] x State Share Percentage of 47%.
3. Calculated using the following formula: [(ADM x Foundation Level \$5,283 x Updated Weight)] x State Share Percentage of 47%.

Exhibit IV shows that updating the original cost-based methodology using FY 2005 salary data and the 2002 rules would increase state special education funding by \$405.3 million (Column J) in FY 2006 dollars [Note: Total Per Pupil Costs are calculated using FY 2005 salary data inflated to FY 2006 dollars]. The amount in Column J is the theoretical maximum funding level is the service levels contained in the 2002 rules were assumed as is, with no adjustments. Approximately \$45 million of this increase is the attributable to the phased-in level of the existing weights. The large increase in costs is attributable to the expansion of several related services to high incidence pupils with disabilities categories.

The weights increase for high incidence pupils consistent with this expansion. Specifically, the weight for pupils with specific learning disabilities and cognitive impairments increases by more than one (1.3659 – 0.3322 = 1.0337) reflecting a higher total per pupil cost exceeding the foundation level of \$5,283. For example, the total per pupil cost for pupils with specific learning disabilities increases from \$7,112 to \$12,434 or \$5,322. Because these two high incidence classifications include 133,506 pupils, a higher weight resulting from increased related services generates substantially more money for special education. In other words, the total per pupil cost increase for these pupils gets multiplied by a large number of pupils generating a substantial cost.

While the total per pupil costs and corresponding weights increase substantially for high incidence pupils, total per pupil costs and the weights for most low incidence pupils decrease under the 2002 rules. For example, the most severely disabled pupils' (Weight Category VI) total per pupil costs decrease. This cost decrease is largely attributable to three changes in the rules: 1) the increased classroom teacher-to-pupil ratio (6-1 versus 4-1); 2) the elimination of Attendant Service pupil-to-provider ratios; and 3) the elimination of Supplemental Service pupil-to-



provider ratios. Because attendant services were only received by low incidence pupils per the provider ratios contained in the rules, the elimination of ratios for attendants has a substantial impact on the total per pupil costs for only these disability classifications. In contrast, the 1982 rules already specified many related services for low incidence pupils; so the expansion of related services does not increase the total per pupil costs for these pupils. The expansion substantially increases the total per pupil costs for high incidence pupils however, because the 1982 rules did not specify any provider ratios for these pupils.

The change in total per pupil costs for high- versus low-incidence pupils with disabilities resulting from the 2002 rules underscores a very important facet of the cost-based methodology—it is based on the provider ratios contained in the rules. If the rules do not specify ratios for certain providers than the methodology will assume no costs for these providers.

Local districts employed 1,394 Supplemental Service Teachers and 813 Attendant Service providers in FY 2005, but because there are no pupil-to-provider ratios for either of these providers contained in the rules, the cost- and rules-based methodology will assume no costs attributable to these providers. This is despite the reality that local districts clearly incur costs to provide these services and pupils' IEPs include these services. The 2002 rules do not preclude these services and federal law requires the provision of these services if specified by a pupil's IEP, but no explicit ratio was included in the updated rules. As a result, the original cost-based methodology cannot assume costs for these providers.

In the exact same way the methodology can under-provide services, it can also over-provide services. This is demonstrated by the expansion of pupil-to-provider ratios for high incidence pupil classifications and the resulting increase in costs. The over- and under-provision of services is not new to the 2002 rules. The 1982 rules also likely over- and under-provided services, although not as substantially as the 1982 rules. For example, neither the 1982 or the 2002 rules provide ratios for Tutor-Small Group Instructors and no costs were assumed for these providers in the existing methodology despite the fact 1,550 of these providers were employed by local districts in FY 2005 at a salary cost (not including benefits) of \$52.9 million.

The 1982 rules were more precise than the 2002 rules; which means this problem was not nearly as acute. Additionally, the impact of over- and under-provision of services was likely offset or at least ameliorated by each other in the 1982 rules. Because of the dramatic expansion of pupil-to-provider ratios for high incidence pupils in the 2002 rules and the large number of these pupils, it would appear the 2002 rules result in a net over-provision of services within the context of the cost- and rules-based methodology. For example, OCECD does not believe local districts need to provide one Audiologist for every 100 pupils with learning disabilities. Additionally, OCECD does not believe that all pupils should be assumed to receive all (or most) related services consistent with the ratios in the 2002 rules because of its substantial experience advocating on behalf of parents in the IEP development process.

The Funding Guidelines Methodology

The lack of precision in pupil-to-related service provider ratios in the 2002 rules led OCECD to develop more precise funding guidelines for the funding and provision of services in its latest update to the cost-based methodology. The updated methodology is still cost-based, but rather than being based on the 2002 rules, it is based on the funding guidelines developed and



explained in the Related Services section of this report (Section II). These guidelines are based on a review of the following information sources:

1. The 1982 Rules;
2. The 2002 Rules;
3. The IEP Survey;
4. OCECD stakeholders' review of related services pupil-to-provider ratios (including a review of the IEP survey results);
5. Actual FY 2005 service levels; and
6. External related services ratio research.

In order to maintain a cost- and rules-based methodology, OCECD employed a consistent methodology for selecting the appropriate pupil-to-provider ratio for each service provider and pupil disability classification. This methodology is described in the steps below:

Step 1 – Review the 2002 service level (ratios) for each provider and pupil classification to determine whether the ratio provides a reasonable service level: OCECD started with the operative rules for the education of pupils with disabilities—the 2002 rules. OCECD reviewed each of the personnel classifications for which the 2002 rules specified pupil-to-provider ratios and maintained those ratios unless there was compelling evidence to adjust these ratios based on the results of the IEP survey, the front-line special education providers' feedback panel, or actual FY 2005 service levels. In cases where the 1982 and 2002 Rules' service levels matched, OCECD maintained the shared service level. In cases, where the 1982 and 2002 Rules' service levels did not match, OCECD proceeded to Step 2.

Step 2 – Review IEP survey results and special education providers' panel feedback to determine whether the 1982 or 2002 Rules provided a more appropriate service level: If this review suggested that either the 1982 or 2002 Rules was substantially in line with the IEP survey results and providers' panel feedback, OCECD selected the consistent service level. As part of this review, OCECD also considered the policy impact of the 2002 ratios. In other words, would the 2002 pupil-to-provider ratio severely impact or change the amount of funding provided for certain pupils? If use of the 2002 service level resulted in a severe impact on the education received by certain pupils, OCECD selected the 1982 ratio (if available) to provide a reasonable level of service (e.g. attendant services).

In some cases (e.g. classroom aides), neither the 1982, nor the 2002 Rules were consistent with the IEP survey results and providers' panel feedback. For these instances, OCECD proceeded to Step 3.

Step 3 – Develop a service level based on the percentage of pupils receiving the service level: In some cases (most notably classroom aides), the IEP survey results suggested that neither the 1982, nor the 2002 Rules provided an appropriate service level for a given pupil category. For example, the IEP survey results indicated that three pupil classifications received a high-level of adapted physical education services even though the 2002 Rules provided a low level of service for these pupils (2,000-to-1). The 2002 Rules specified a higher adapted physical education service level for other pupil classifications (100-to-1). Although the rules specified the lower



service level for the three pupil classifications, OCECD selected the higher service level specified in the 2002 rules for these pupils consistent with the IEP survey results.

Additionally, OCECD calculated service levels in some cases using the percentage of pupils in each disability classification receiving the service. OCECD employed this methodology for classroom aides. Both the IEP survey results and actual service delivery (as indicated by FY 2005 FTEs) showed that almost all pupil classifications received services from classroom aides, despite the provision of aide services to only four disability classifications under the 2002 rules. OCECD used the IEP service levels and actual service delivery to calculate an appropriate pupil-to-aide ratio to reflect reality.

The end result of this review are funding guidelines based largely on pupil-to-provider ratios contained in either the 1982 Rules and 2002 Rules; the selection of which ratios to use is informed by feedback from the front-line special education providers' panel, the results of the IEP survey, and actual service levels.

This section reviews the analysis undertaken to determine pupil-to-provider ratios constituting the proposed funding guidelines and provides the rationale for the ratios selected by personnel classification and pupil category. This section also provides the cost estimates of implementing OCECD's recommended funding guidelines.

Classroom Based Services – Teachers (Selected 2002 ratios) OCECD elected to use the 2002 pupil-to-provider ratios for classroom teachers, even though the rules increased pupil-to-teacher ratios for pupils with autism spectrum disorder, traumatic brain injuries, and visual and hearing impairment from 4-to-1 to 6-to-1. The 2002 rules offset this increase by adding special education aides for these pupil categories at the same ratio as teachers, 6-to-1. As a result, the 2002 rules specify a teacher and an aide for every six of these pupils or a combined service level of one provider for every 3 pupils. From a cost standpoint, this change reduces the total per pupil cost for these categories by between \$1,200 and \$2,100 approximately from the 1982 standard of one teacher for every 4 pupils.

Despite this impact, OCECD selected the 2002 rules consistent with the results of the IEP survey and feedback from the front-line special education providers that these pupils require the services of aides. Specifically, more than 40 percent of pupils with autism and traumatic brain injuries receive aide services according to the IEP survey [Note: The IEP survey did not evaluate a sufficient number of IEPs for pupils with traumatic brain injuries to inform the development of funding guidelines]. Additionally, the 2002 rules provide districts greater flexibility in providing services to the most severely disabled pupils. Some districts may not be able to find or afford enough qualified teachers to meet the 4-to-1 pupil-to-teacher ratio contained in the 1982 rules. Employing one teacher and one aide for every 6 pupils may be a more realistic and attainable service level for local districts.

The 2002 rules did not change pupil-to-teacher ratios for other pupil categories.

Teacher Aides (2002 Rules + Calculated Service Levels Based on IEP Survey Results and Actual Service Provision)

The 1982 rules specified pupil-to-provider ratios for only pupils with multiple disabilities. The 2002 rules added pupil-to-provider ratios for pupils with autism spectrum disorder, traumatic



brain injuries, and visual and hearing impairments. The aide ratios for each of these 4 categories are the same as the pupil-to-provider ratios for classroom teachers educating these pupils (8-to-1 for pupils with multiple disabilities; 6-to-1 for the other categories).

OCECD elected to use the 2002 rules for teacher aides for the 4 categories with pupil-to-provider ratios consistent with the IEP survey results and feedback from the front-line special education providers. OCECD's proposed funding guidelines also provide aide services for other pupil with disabilities categories consistent with the IEP survey results, feedback from the front-line special education service providers, and the actual provision of these services by local districts in FY 2005. Exhibit V below provides an analysis of the provision of aide services under the 1982 and 2002 rules, the IEP survey results, the actual provision of these services in FY 2005, and OCECD's funding guidelines for aide services.

Exhibit V: Provision of Aide Services

PUPIL CLASSIFICATION	1982 Rules Pupil-to-Provider Ratio	2002 Rules Pupil-to-Provider Ratio	IEP Survey Pupil-to-Provider Ratio	FY 2005 Actual Pupil-to-Provider Ratio	OCECD Funding Guidelines Pupil-to-Provider Ratio
Speech Only	n/a	n/a	n/a	13,677-to-1	n/a
Specific Learning Disabled	n/a	n/a	1,964-to-1	177-to-1	n/a
Cognitively Impaired	n/a	n/a	195-to-1	53-to-1	55-to-1
Other Health - Minor	n/a	n/a	623-to-1	n/a	n/a
Hearing Impaired	n/a	n/a	333-to-1	23-to-1	25-to-1
Visually Impaired	n/a	n/a	36-to-1	15-to-1	15-to-1
Severe Behavior	n/a	n/a	44-to-1	26-to-1	25-to-1
Other Health - Major	n/a	n/a	57-to-1	124-to-1	57-to-1
Orthopedically Disabled	n/a	n/a	47-to-1	11-to-1	11-to-1
Multiple Disabilities	8-to-1	8-to-1	20-to-1	6-to-1	8-to-1
Traumatic Brain Injury	n/a	6-to-1	35-to-1	43-to-1	6-to-1
Autism	n/a	6-to-1	14-to-1	n/a	6-to-1
Deaf-Blind	n/a	6-to-1	n/a	n/a	6-to-1
Total	n/a	n/a	na	n/a	49-to-1

The IEP survey results show the provision of aide services to most categories of pupils with disabilities. Additionally, local districts provided aides to all categories of pupils with disabilities based on FY 2005 full-time equivalent data obtained from ODE. Some pupil categories do not show provision of aides because the aide data is aggregated, and not broken down by pupil category (e.g. Autism). The actual service levels of pupils-to-aides in FY 2005 exceeds what is specified in the 2002 rules and reflected in the IEP survey for most pupil categories. This reality was underscored by the front-line providers' panel, which indicated that classroom aides were a fundamental component of the special education delivery system and serve all pupils with disabilities.

OCECD recommends the provision of aides for other disability categories for which no provider ratios are specified in the 2002 rules at levels equal to the lower of the IEP survey results or the actual provision of services in FY 2005. OCECD selected this level to ensure the system



provides enough funding for the services either specified in pupils' IEPs (as measured by the survey) or actually provided by districts based on FY 2005 FTE data. It is critical to note that this standard may not provide the funding necessary to hire the personnel required to educate pupils with disabilities. According to the special education providers' panel actual services provided and received by pupils with disabilities are a function of a district's resources and the availability of qualified personnel; not necessarily what should be delivered.

OCECD included pupil-to-provider ratios for aides using the IEP survey results and the actual services delivered by local districts in recognition of the fact that districts incur costs for aides that are not funded by the existing system. Additionally, the 2002 rules do not specify provider ratios for aides outside of the 4 categories previously discussed, so a rules-based update would also not provide funding for these personnel.

Adapted Physical Education (2002 Rules Modified)

The 1982 Rules specified two provider levels for adapted physical education, one for pupils with cognitive impairments, multiple disabilities, autism spectrum disorder, and traumatic brain injuries (100-to-1) and one for all other pupil categories (2,000-to-1). The 2002 Rules maintained the same service levels. OCECD recommends the service levels specified in the 2002 rules with exceptions for three pupil categories: orthopedically impaired, other health impairments-major, and visual and hearing impairments. OCECD's funding guidelines provide the 100-to-1 pupil-to-provider ratio (or greater service level) for these categories as opposed to the 2,000-to-1 ratio because the IEP survey results show that a significant percentage of pupils in these categories receive adapted physical education. Specifically, 49 percent of pupils with major other health impairments, 24 percent of pupils with orthopedic impairments, and 38 percent of pupils with visual and hearing impairments receive these services. As a result, OCECD believes these pupils should be afforded the higher level of adapted physical education service.

Attendant Services (1982 Rules)

The 1982 Rules specified pupil-to-provider ratios for attendant services for all other health impaired (minor and major), orthopedically impaired, multiple disabled, traumatic brain injury, and autistic pupils. The 2002 Rules eliminate pupil-to-provider ratios for all pupil categories. OCECD's funding guidelines are based on the 1982 rules consistent with the results of the IEP survey and the front-line special education providers' panel. The IEP survey shows that 29 percent of pupils with major other health impairments and 20 percent of pupils with orthopedic disabilities receive attendant services. Additionally, the providers' panel indicated that attendant services were typically received by the most severely disabled low incidence pupils. Local districts employ 813 attendants and the updated methodology should provide funding for these providers.

Lastly, eliminating pupil-to-provider ratios for attendant services would substantially reduce funding for the most severely disabled pupils. For example, the total per pupil cost for pupils with autism spectrum disorder would decline by approximately \$7,200 if these services were eliminated from the existing methodology, so there is a clear public policy rationale for maintaining ratios for these providers in the recommended guidelines. In short, reducing funding for these pupils by such a substantial amount would have a severe negative impact on the educational opportunities and outcomes for these pupils.



Audiology (1982 Rules Modified)

The 1982 Rules provided audiology services for pupils with hearing impairments and with both visual and hearing impairments at a ratio of 100 pupils for one audiologist. The 2002 rules expand the provision of audiology to all pupil categories (with the exception of pupils with speech only impairments) at the same ratio. OCECD recommends audiology funding guidelines consistent with the 1982 Rules based on the results of the IEP survey which shows that 58 percent of pupils with hearing impairments received audiology services. Unfortunately, the IEP survey did not evaluate a sufficient number of IEPs for pupils with traumatic brain injuries to inform the development of funding guidelines. Knowing that these pupils face the same or greater challenges as pupils that are only hearing impaired, OCECD recommends the 1982 standard for these pupils as well. The IEP survey results do not show a significant percentage of pupils in other categories receiving audiology support.

Behavior Specialist (1982 Rules)

Neither the 1982 Rules, nor the 2002 Rules specify provider ratios for behavior specialists. A pupil-to-behavior specialist ratio was developed for the original cost-based methodology consistent with feedback at that time from front line special education providers regarding the challenges in and costs of educating pupils with emotional disturbances (formerly known as severe behavior handicapped). The ratio used in the existing methodology is 30-to-1 and was based on one behavior specialist for every 2-3 classes of these pupils.

The IEP survey shows that 26 percent of pupils with emotional disturbances receive behavior intervention services. The front line special education providers' panel offered very strong comments regarding the need for and provision of behavior intervention services and indicated the IEP survey results were extremely low in terms of the percentage of pupils receiving these services in the emotionally disturbed *and other pupil categories*. Unfortunately, there is no specific behavior intervention personnel classification in the FY 2005 FTE data provided; however there are approximately 3,400 counselors providing services to pupils with disabilities (and non-special education pupils) and 271 social workers that are likely providing these services.

OCECD recommends the original methodology ratio of 30 pupils with emotional disturbances per behavior specialist. Given the providers' panel feedback, additional pupil categories receive this service. Despite this, there is no hard data to support the provision of these services to other categories at this time and therefore this guideline is likely conservative.

Special Education Vocational Coordinator (2002 Rules)

The 1982 and 2002 Rules provide the same service levels for special education vocational coordinators. OCECD recommended funding guidelines include no changes to the 2002 service level for this provider.

Guide Services (1982 Rules)

The 2002 Rules eliminated the 1-to-1 pupil-to-provider ratio for guide services for pupils with visual impairments and pupils with both visual and hearing impairments contained in the 1982 Rules. OCECD recommends restoring guide services at the 1982 level consistent with feedback from the special education providers' panel. Additionally, this service is assumed to cost only \$916 per year per pupil, meaning it has an extremely minimal impact on the overall cost of the system.



Interpreter Services (1982 Rules)

The 2002 Rules eliminated the 50-to-1 pupil-to-provider ratio for interpreter services for pupils with hearing impairments and pupils with both visual and hearing impairments contained in the 1982 Rules. OCECD recommends restoring interpreter services consistent with feedback from the special education providers' panel and actual services delivered in FY 2005. Local districts provided one interpreter for every 44 pupils in FY 2005, a greater service level than what was specified in the 1982 Rules. OCECD's funding guidelines provide interpreter services to pupils with hearing and both visual and hearing impairments at the 1982 Rules service level.

Occupational Therapy (2020 Rules Modified)

The 1982 Rules provided occupational therapy services for pupils with other health impairments, orthopedic disabilities, multiple disabilities, traumatic brain injuries, and autism spectrum disorder at a ratio of 50 pupils for one occupational therapist. The 2002 rules expand the provision of occupational therapy to all pupil categories (with the exception of pupils with speech only impairments) at the same ratio. OCECD recommends occupational therapy funding guidelines consistent with the 2002 Rules based on the results of the IEP survey which shows that a significant percentage of pupils in each category receive these services, with three exceptions: pupils with speech only disabilities, hearing impairments, and emotional disturbance. Because the IEP survey results show that smaller percentages of pupils in these categories receive occupational therapy, OCECD does not recommend provider ratios for these categories.

Orientation Mobility Instructor (1982 Rules)

The 1982 Rules provided orientation mobility services for pupils with visual impairments and pupils with both visual and hearing and impairments at a ratio of 50 pupils for one orientation mobility instructor. The 2002 rules expand the provision of orientation mobility instruction to all pupil categories (with the exception of pupils with speech only impairments) at the same ratio. OCECD recommends occupational therapy funding guidelines consistent with the 1982 Rules based on the results of the IEP survey which shows that a significant percentage of pupils with visual and both visual and hearing impairments receive these services. The IEP survey results do not show a significant percentage of pupils in other categories receiving orientation mobility instruction.

Physical Therapy (1982 Rules)

The 1982 Rules provided physical therapy services for pupils with other health impairments (minor and major), orthopedic disabilities, multiple disabilities, traumatic brain injuries, and autism spectrum disorder at a ratio of 50 pupils for one physical therapist. The 2002 rules expand the provision of physical therapy to all pupil categories (with the exception of pupils with speech only impairments) at the same ratio. OCECD recommends physical therapy funding guidelines consistent with the 1982 Rules based on the results of the IEP survey which shows that a significant percentage of pupils in the 1982 pupil categories receiving these services, with the exception of other health impairments-minor. Because the IEP survey results show that smaller percentages of pupils in other pupil categories receive physical therapy, including other health-minor, OCECD does not recommend provider ratios for these categories.



Psychological Services (2002 Rules + 1982 Rules Hybrid)

The 1982 Rules did not specify provider ratios for psychological services specific to pupils with disabilities. The 1982 Rules specify the provision of psychological services to all pupils with and without disabilities at a ratio of 2,500 pupils per psychologist. A pupil-to-psychologist ratio was developed for the original cost-based methodology consistent with feedback at that time from front line special education providers regarding the challenges in and costs of educating pupils with emotional disturbances (formerly known as severe behavior handicapped). The ratio used in the existing methodology is 30-to-1 and was based on one psychologist for every 2-3 classes of these pupils with emotional disturbances.

The IEP survey shows that between 6 and 18 percent of pupils in all disability categories receive psychological services. The front line special education providers' panel offered very strong comments regarding the need for and provision of psychological services and indicated the IEP survey results were extremely low in terms of the percentage of pupils receiving these services in *all pupil categories*. Specifically, the panel stated that all pupils with disabilities except for pupils with speech only impairments were required to receive psychological services under federal law at least once every three years. Consistent with this feedback, the 2002 Rules specify one psychologist for every 125 pupils across all categories except for speech only.

OCECD recommends the 2002 Rules service level for psychological services based on the feedback of the special education providers' panel.

Reader Services (1982 Rules)

The 2002 Rules eliminated the 1-to-1 pupil-to-provider ratio for reader services for pupils with visual impairments and pupils with both visual and hearing impairments contained in the 1982 Rules. OCECD recommends restoring reader services at the 1982 level consistent with feedback from the special education providers' panel. Additionally, this service is assumed to cost only \$916 per year per pupil, meaning it has an extremely minimal impact on the overall cost of the system.

Supervisory Services - High Incidence, Low Incidence, Psychology, Speech (2002 Rules + 1982 Rules Hybrid)

The 1982 and 2002 Rules provide the same service levels for special education supervisors overseeing high and low incidence classroom teachers of one supervisor per every 20 teachers. OCECD recommended funding guidelines include no changes to the 2002 service level for these supervisors.

The 1982 and 2002 Rules also provide the same service levels for special education supervisors overseeing psychologists and speech therapists of one supervisor per every 20 psychologists or speech therapists. OCECD recommended funding guidelines include no changes to the 2002 service level for these supervisors. Because OCECD's funding guidelines assume more pupil disability categories will be receiving psychological and speech services however, supervisory services are also expanded to more categories in the guidelines. Under OCECD's proposed guidelines, there would be one supervisor for every 20 teachers, one supervisor for every 20 psychologists, and one supervisor for every 20 speech therapists..



The special education providers' panel offered strong feedback regarding the need for and provision of supervisory support for each of these personnel. The providers stated that supervisors are essential and that non-special education specific administrators also spent much of their time dealing with special education. This feedback further supports OCECD's retention of the shared 1982 and 2002 provider standard.

Supplemental Services (2002 Rules)

The 2002 Rules eliminated the 30-to-1 pupil-to-provider ratio for supplemental service teachers for all pupil categories (with the exception of speech only pupils) contained in the 1982 Rules. Unfortunately, the IEP survey results did not measure the provision of supplemental services even though local districts employed almost 1,400 of these providers in FY 2005. Despite the fact several hundred of these providers are employed by local districts, OCECD recommends the 2002 service levels (or no supplemental services) at this time. This is a very conservative assumption given the number of supplemental services provided.

Speech/Language Therapy (2002 Rules Modified)

The 1982 Rules provided speech/language therapy services for pupils with speech only impairments, other health impairments (minor and major), hearing impairments, orthopedic disabilities, multiple disabilities, traumatic brain injuries, autism spectrum disorder, and both visual and hearing impairments at a ratio of 50 pupils for one speech/language therapist. The 2002 rules expand the provision of physical therapy to the remaining pupil categories at the ratio of 80 pupils for one speech/language therapist and maintain the 1982 provider ratio for the other categories. OCECD recommends physical therapy funding guidelines consistent with the 2002 Rules based on the results of the IEP survey which shows that a significant percentage of pupils in the all pupil categories receiving these services. Because the IEP survey results show that more than three-quarters of pupils with learning disabilities and cognitive impairments receive speech/language therapy services, OCECD recommends these categories receive the higher service level of 50 pupils to every one speech/language therapist. OCECD's funding guidelines use the 2002 service levels for all other pupil categories.

Work Study Coordinator (2002 Rules)

The 1982 and 2002 Rules provide the same service levels for special education work study coordinators. OCECD recommended funding guidelines include no changes to the 2002 service level for this provider.

Other Service Providers (2002 Rules)

The preceding list of providers is based on those personnel with specified ratios in either the 1982 or 2002 Rules, however both the IEP Survey and the 2005 FTE data shows that pupils' IEPs require additional services and that local districts employ other personnel to deliver education to pupils with disabilities. These providers include: medical/registered nursing, social service, transition specialists, instructional paraprofessionals, and tutor/small group instructors. While both the IEP survey and actual service level data support the inclusion of additional personnel into the cost-based methodology, OCECD does not recommend funding guidelines for these providers at this time. This is a very conservative assumption given the number of these providers employed, but is consistent with OCECD's desire to update the methodology using reasonably conservative and rational assumptions about service delivery.



Updating the Methodology Using the Recommended Funding Guidelines

The funding guideline logic detailed above is summarized in a pupil-to-provider ratio matrix in Appendix A. The recommended funding guidelines are still rules-based, with the provider ratios generally being based on either the service level outlined in the 1982 or the 2002 Rules with some exceptions reflecting the IEP survey results or the actual provision of services in FY 2005. Using these guidelines or pupil-to-provider ratios and the FY 2005 salary costs would generate an additional \$192.1 million for pupils with disabilities. OCECD calculated this scenario and the total state costs are provided in Exhibit VI below. The calculations are based on the existing methodology funded at the 90 percent phase-in level.

Exhibit VI: State Costs Required for Updating and Fully Funding the Cost-Based Methodology Using OCECD's Recommended Funding Guidelines (FY 2006 \$)

A	B	C	D	E	F	G	H	I	J
PUPIL CLASSIFICATION	Wt. Category	New Wt. Category ¹	ADM	Original Total Per Pupil Cost (1982 Rules)	Updated Total Per Pupil Cost (2006 FG)	Original Weight @ 90% Phase-In (1982 Rules)	Updated Weight (2006 FG)	Original Total Cost (1982 Rules) ²	Updated Total Cost (Funding Guidelines) ³
Speech Only	I	I	34,192	\$ 1,555.02	\$ 1,478.70	0.2603	0.2906	\$ 22,097,286	\$ 24,668,174
Specific Learning Disabled	II	II	93,908	\$ 7,112.08	\$ 8,273.89	0.3322	0.7374	\$ 77,458,131	\$ 171,938,563
Cognitively Impaired	II	II	39,598	\$ 7,764.08	\$ 9,534.02	0.3322	0.7374	\$ 32,661,587	\$ 72,500,928
Other Health - Minor	II	II	17,776	\$ 7,360.50	\$ 10,299.34	0.3322	0.7374	\$ 14,662,082	\$ 32,546,322
Hearing Impaired	III	III	2,374	\$ 13,761.72	\$ 12,984.87	1.5926	1.7716	\$ 9,385,612	\$ 10,440,552
Visually Impaired	III	IV	930	\$ 15,235.87	\$ 17,702.47	1.5926	2.3643	\$ 3,678,583	\$ 5,461,160
Severe Behavior	III	III	17,799	\$ 15,042.22	\$ 14,254.06	1.5926	1.7716	\$ 70,381,119	\$ 78,291,931
Other Health - Major	IV	IV	639	\$ 18,072.78	\$ 16,275.03	2.1281	2.3643	\$ 3,377,498	\$ 3,752,254
Orthopedically Disabled	IV	V	2,244	\$ 18,131.54	\$ 19,891.74	2.1281	3.2022	\$ 11,857,570	\$ 17,842,262
Multiple Disabilities	V	V	10,986	\$ 22,111.72	\$ 21,690.81	2.8016	3.2022	\$ 76,423,153	\$ 87,351,764
Traumatic Brain Injury	VI	VI	859	\$ 30,835.08	\$ 29,162.29	4.2608	4.7205	\$ 9,087,313	\$ 10,067,714
Autism	VI	VI	7,293	\$ 30,835.08	\$ 29,000.60	4.2608	4.7205	\$ 77,153,447	\$ 85,477,285
Deaf-Blind	VI	VI	30	\$ 29,466.52	\$ 25,778.71	4.2608	4.7205	\$ 315,800	\$ 349,870
Total	N/A	N/A	228,626	N/A	N/A	N/A	N/A	\$ 408,539,181	\$ 600,688,780
Difference									\$ 192,149,598

1. Pupil classifications that change weight categories are shaded and bolded.
 2. Calculated using the following formula: [(ADM x Foundation Level of \$5,283 x Original Weight)] x State Share Percentage of 47%.
 3. Calculated using the following formula: [(ADM x Foundation Level \$5,283 x Updated Weight)] x State Share Percentage of 47%.

It is important to note that approximately \$45 million of the cost is attributable to the phase-in of the existing weights. In other words, if the existing system of weights were fully-funded, the cost to the state would be \$45 million less than \$192.1 million.

Exhibit VI shows that the updated cost- and funding guidelines-based system would still employ six weights, although pupils with visual impairments would move from weight category III to IV and pupils with orthopedic impairments would move from weight category IV to V. This shift is consistent with the grouping of pupil categories with similar costs and calculating a weighted average total per pupil cost for the entire group. The new weight chart and category groupings and calculations are provided in Appendix B.

Under the funding guidelines scenario, most of the additional funding for special education would be generated by high incidence pupils with disabilities. Pupils with learning disabilities would generate additional funding of \$94.4 million under this scenario and pupils with cognitive impairments would generate additional funding of \$39.9 million. The additional funding required



is consistent with both IEP survey results and actual services provided by the state in FY 2005 that reflects high incidence pupils receive more services than what was contemplated by the 1982 Rules. These services include: occupational therapy, psychological services, and speech/language therapy. It is also the case that high incidence pupils do not receive all the related services afforded to them under the 2002 Rules in the form of specified pupil-to-provider ratios.

Not surprisingly, OCECD's recommended funding guidelines for updating the cost-based methodology result in a system that generates significantly more special education funding than the existing system (even completely phased-in), but no where close to the more than \$400 million it would take to fully fund the provider ratios specified in the 2002 rules. OCECD feels strongly that the recommended funding guidelines are rational and conservative, incorporating substantial research and the expertise of front-line special education practitioners. OCECD also feels the funding guidelines are consistent with the existing methodology and still based on the both the most recent cost data available and the rules.

IV. FEDERAL FUNDING

Congress re-authorized the federal Individuals with Disabilities Education Act (IDEA) in 2004. The re-authorized IDEA maintains many of the provisions or previous federal special education legislation that impact the ability to use federal IDEA Part B funding (the primary federal funding for special education) for state and local provision of special education, including:

1. Supplement, Not Supplant: Part B funds must be used to supplement federal, state, and local funds expended for special education and related services provided to children with disabilities under Part B, and in no case supplant these funds (with some exceptions);
2. Maintenance of Effort: A state must not reduce the amount of state financial support for special education and related services for children with disabilities below the amount of that support for the preceding fiscal year;
3. Co-mingling Provision: Funds paid to a state must not be commingled with state funds.

Based on these provisions, OCECD is against the use of federal dollars to pay for the cost-based methodology and the provision of a free and appropriate public education (FAPE) by the state and local districts. OCECD recognizes that IDEA 2004 includes a state and local exception to the maintenance of effort requirement for any fiscal year in which Part B allocations exceed funding allocated during the previous fiscal year. In these years, local education agencies (LEAs) may treat as local up to 50 percent of the increase in allocation and reduce local expenditures by not more than this amount.

The state exception is similar, but includes additional requirements. In the same years in which Part B allocations are higher than the previous fiscal year, state education agencies may reduce the level of expenditures from state sources for the education of children with disabilities by not more than 50 percent of the amount of the increase. In order for a state to qualify for this exception, it must have paid or reimbursed LEAs 100 percent of the nonfederal share of the costs of special education and related services in school year 2003-2004 (state fiscal year 2004) or a subsequent year using state revenue. Given that approximately 50 percent of the state's special education free and appropriate public education cost is paid for by local districts through the



local share of the weighted funding formula, Ohio does not meet the requirements necessary to reduce funding.

While OCECD believes that local districts may possess some flexibility in using local Part B allocations to pay for the provision of FAPE and the weighted funding system under the local exception, Part B funding is expected to increase marginally in federal fiscal year 2007. The United States Department of Education (ED) estimates that Ohio's 2006 Part B grant will total \$403.4 million and the 2007 grant total \$406.9 million—an increase of \$3.5 million. As a result, the increase will provide very little funding to local districts for their share of the weighted funding system. Unfortunately for states, local districts, and the pupils with the disabilities they serve, the days of double-digit increases in federal IDEA spending appear to be over.

It is also critical to note that the increase in Part B allocations in Ohio may be artificially large due to the combination of federal funding from multiple grant years. ODE is combining federal funding from multiple grant years to get on-cycle with federal funding, resulting in larger than usual local allocations of Part B funding. Once Ohio is on-cycle, the large annual increases will stop. Additionally, the increase requirement of the local exception is based on the increase in funding from one grant year to the next, not the increase as calculated using the combined grant. Therefore 50 percent of the increase amount will actually be smaller than 50 percent of the difference between the grants provided to districts in fiscal years 2006 and 2007.

Lastly, OCECD believes that the state and local districts must fund 100 percent of an updated weighted funding system prior to exercising the local exception. Because the state is not fully funding the existing system of weights (which is out-of-date); it may not be fully funding the provision of a free and appropriate public education. The state and local districts must achieve full funding of an updated system prior to employing the local and state exceptions to the maintenance of effort.

V. NEXT STEPS

OCECD recommends the state adopt the updated cost-based methodology employing rational and conservative funding guidelines developed based on the 1982 and 2002 rules, the IEP survey, actual service levels, and feedback from front-line special education practitioners. The existing methodology is no longer cost- or rules-based and is not even fully funded. In order to ensure pupils with disabilities have access to the special education providers required to fully realize their education potential the state must update the existing methodology. OCECD recommends the Ohio Department of Education request funding for the updated methodology in its fiscal year 2008-2009 budget request later this fall.

In addition to requesting the funding necessary for the updated methodology, OCECD implores the state to statutorily update the methodology consistent with the state's foundation level providing funding to non-special education pupils. OCECD has updated the cost-based methodology three times since developing the methodology in 2000, with no changes to the methodology in state law. Consistent with updating the statutory language that operationalizes the updated weighted funding system, OCECD also urges the Ohio Department of Education to assume the responsibility of updating the methodology each biennium when updating the state's foundation level. OCECD is grateful to ODE for its partnership in providing data for and support



of the cost-based methodology since its enactment in 2001 and looks forward to working the department to update the methodology in the FYs 2008-2009 biennial budget.



APPENDIX A: OCECD FUNDING GUIDELINES

Proposed Funding Guidelines

PERSONNEL CLASSIFICATION	SPE	LD	COG	MIN	HIM	VIS	EMD	MAJ	ORT	MUL	TBI	AUT	VHI
CLASSROOM BASED	-	18.53	18.53	10.00	10.00	10.00	12.00	10.00	10.00	8.00	6.00	6.00	6.00
TEACHER AIDE	-	-	55.00	-	25.00	15.00	25.00	57.00	11.00	8.00	6.00	6.00	6.00
ADAPTED PE - MH/DEV	-	-	100.00	-	-	-	-	-	-	100.00	100.00	100.00	100.00
ADAPTED PE - SPEC. HANDI.	-	2,000.00	-	2,000.00	2,000.00	2,000.00	2,000.00	100.00	100.00	-	-	-	-
ATTENDANT SERVICES	-	-	-	-	-	-	-	6.00	6.00	6.00	3.00	3.00	-
AUDIOLOGY	-	-	-	-	100.00	-	-	-	-	-	-	-	100.00
BEHAVIOR SPECIALIST	-	-	-	-	-	-	30.00	-	-	-	-	-	-
COORD. SE VOCATIONAL	-	158.39	158.39	158.39	158.39	158.39	158.39	158.39	158.39	158.39	158.39	158.39	158.39
GUIDE SERVICES	-	-	-	-	-	1.00	-	-	-	-	-	-	1.00
INTERPRETER SERVICES	-	-	-	-	50.00	-	-	-	-	-	-	-	50.00
OCCUPATIONAL THERAPY	-	50.00	50.00	50.00	-	50.00	-	50.00	50.00	50.00	50.00	50.00	50.00
ORIENTATION MOBILITY INSTR.	-	-	-	-	-	50.00	-	-	-	-	-	-	50.00
PHYSICAL THERAPY	-	-	-	-	-	-	-	50.00	50.00	50.00	50.00	50.00	-
PSYCHOLOGICAL SERVICES	-	125.00	125.00	125.00	125.00	125.00	30.00	125.00	125.00	125.00	125.00	125.00	125.00
READER SERVICES	-	-	-	-	-	1.00	-	-	-	-	-	-	1.00
SUPERVISORY SRVCS. - HI	1,000.00	370.51	370.51	-	-	-	-	-	-	-	-	-	-
SUPERVISORY SRVCS. - LI	-	-	-	200.00	200.00	200.00	240.00	200.00	200.00	160.00	120.00	120.00	120.00
SUPER. SERVICES - PSYCH.	-	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
SUPER. SERVICES - SPEECH	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,600.00	1,600.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
SUPPLEMENTAL SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-
SPEECH/LANG. - ADM	-	-	-	-	-	-	-	-	-	-	-	-	-
SPEECH/LANG. - HANDI.	50.00	50.00	50.00	50.00	50.00	80.00	80.00	50.00	50.00	50.00	50.00	50.00	50.00
WORK STUDY COORDINATOR	-	237.58	237.58	237.58	237.58	237.58	237.58	237.58	237.58	237.58	237.58	237.58	237.58
BRAILLE	-	-	-	-	-	-	-	-	-	-	-	-	-
MEDICAL	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
SOCIAL SERVICE	-	-	-	-	-	-	-	-	-	-	-	-	-
TRANSITION	-	-	-	-	-	-	-	-	-	-	-	-	-



APPENDIX B: OCECD FUNDING GUIDELINES WEIGHT CALCULATIONS

2002 RULES + SH FEEDBACK/FY 2005 SALARIES
 FY 2006 FOUNDATION LEVEL \$ 5,283

SPEC. ED. PUPIL CLASSIFICATION	FY 2005 PUPIL CT.	FY 2005 COST	FY 2006 WEIGHT	CURRENT WEIGHT	WEIGHT DIFFERENCE	CURRENT X .90	FY 2005 X .90
CATEGORY I: SPEECH ONLY							
Speech Only	34,192	1,479					
CATEGORY I WEIGHT	34,192	1,479	0.2906	0.2892	0.0014	0.2603	0.2615
CATEGORY II: LEARNING DISABLED, COGNITIVELY IMP., OH - MINOR							
Specific Learning Disabled	93,908	8,274					
Cognitively Impaired	39,598	9,534					
Other Health - Minor	17,776	10,299					
CATEGORY II WEIGHT	151,282	8,842	0.7374	0.3691	0.3683	0.3322	0.6268
CATEGORY III: HEARING IMPAIRED, VISUALLY IMPAIRED, SBH							
Hearing Impaired	2,374	12,985					
Severe Behavior	17,799	14,254					
CATEGORY III WEIGHT	20,172	14,105	1.7716	1.7695	0.0021	1.5926	1.5058
CATEGORY IV: ORTHOPEDICALLY DISABLED, OHH - MAJOR							
Other Health - Major	639	16,275					
Visually Impaired	930	17,702					
CATEGORY IV WEIGHT	1,569	17,121	2.3643	2.3646	(0.0003)	2.1281	2.0096
CATEGORY V: MULTIPLE DISABILITIES							
Orthopedically Disabled	2,244	19,892					
Multiple Disabilities	10,986	21,691					
CATEGORY V WEIGHT	13,230	21,386	3.2022	3.1129	0.0893	2.8016	2.7219
CATEGORY VI: TRAUMATIC BRAIN INJURY, AUTISM, DEAF-BLIND							
Deaf-Blind	30	25,779					
Traumatic Brain Injury	859	29,162					
Autism	7,293	29,001					
CATEGORY VI WEIGHT	8,152	29,112	4.7205	4.7342	(0.0137)	4.2608	4.0124