

Section 1

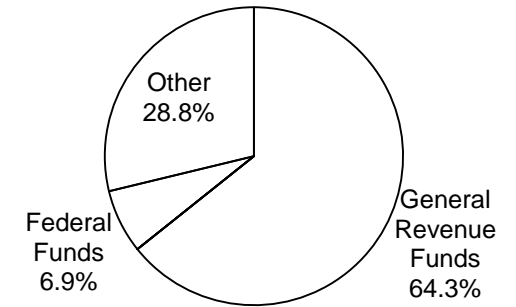
**School for the Deaf
Summary of Recommendations - House**

Page III - 27
Claire Bugen, Superintendent

Pattie Featherston, LBB Analyst

Method of Financing	2014-15 Base	2016-17 Recommended	Biennial Change	% Change
General Revenue Funds	\$35,992,253	\$36,246,932	\$254,679	0.7%
GR Dedicated Funds	\$0	\$0	\$0	0.0%
<i>Total GR-Related Funds</i>	<i>\$35,992,253</i>	<i>\$36,246,932</i>	<i>\$254,679</i>	<i>0.7%</i>
Federal Funds	\$4,139,648	\$3,914,150	(\$225,498)	(5.4%)
Other	\$15,805,175	\$16,228,862	\$423,687	2.7%
All Funds	\$55,937,076	\$56,389,944	\$452,868	0.8%

RECOMMENDED FUNDING
BY METHOD OF FINANCING



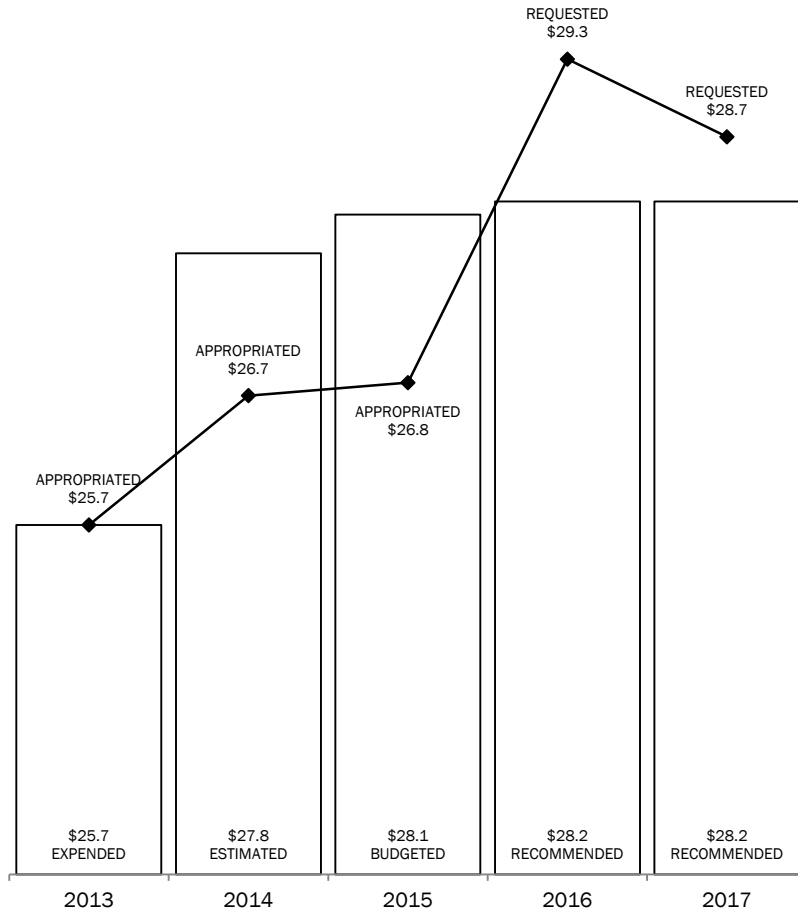
	FY 2015 Budgeted	FY 2017 Recommended	Biennial Change	% Change
FTEs	459.2	459.2	0.0	0.0%

The bill pattern for this agency (2016-17 Recommended) represents an estimated 100% of the agency's estimated total available funds for the 2016-17 biennium.

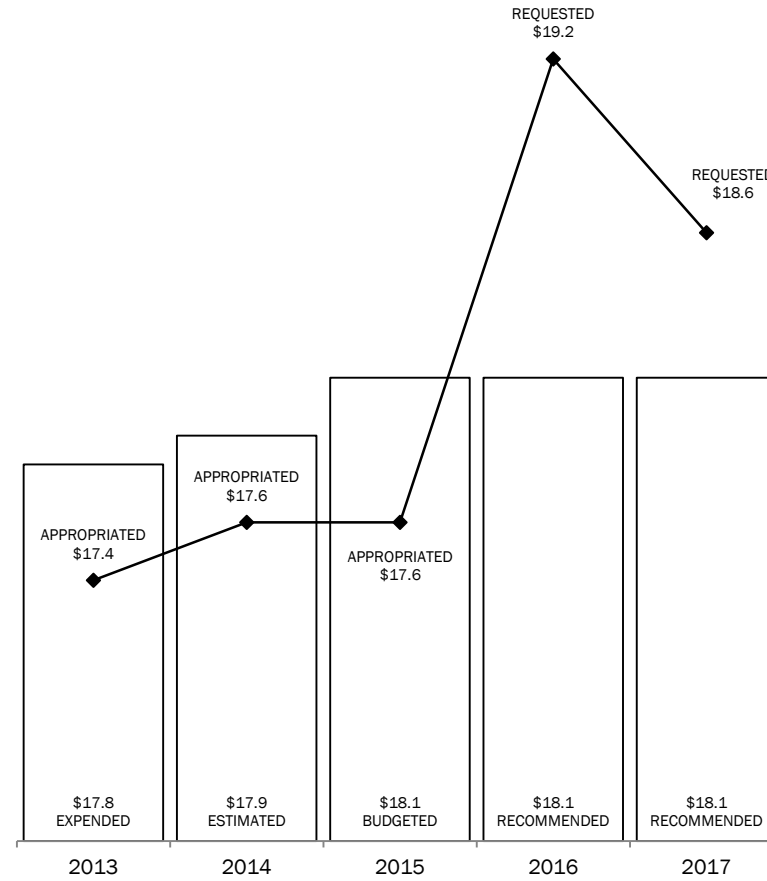
Section 1
School for the Deaf
 2016-2017 BIENNIUM
 IN MILLIONS

TOTAL= \$56.4 MILLION

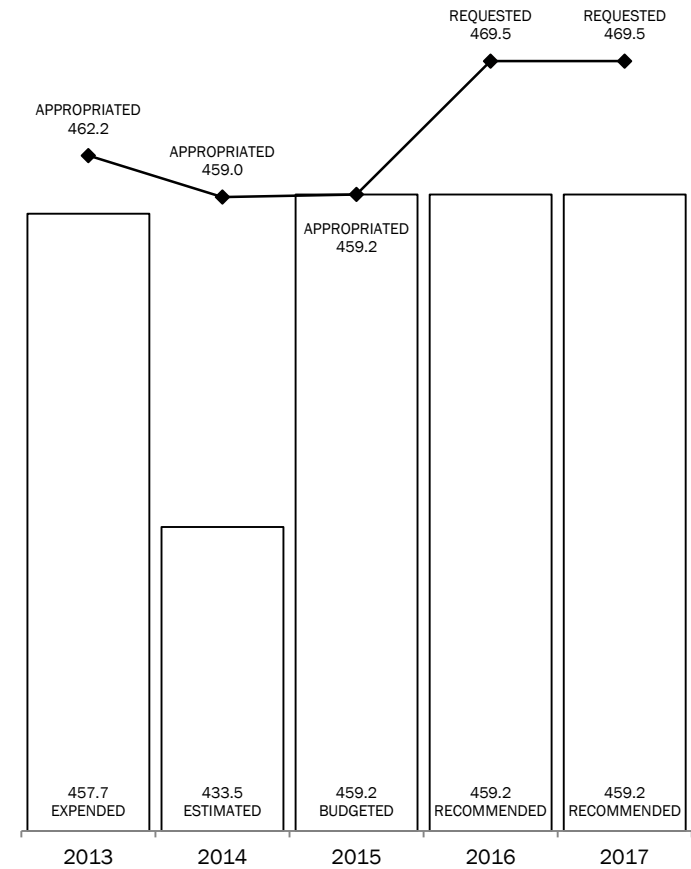
ALL FUNDS



**GENERAL REVENUE AND
 GENERAL REVENUE-DEDICATED FUNDS**



FULL-TIME-EQUIVALENT POSITIONS



Section 2

School for the Deaf
Summary of Recommendations - House, By Method of Finance -- ALL FUNDS

Strategy/Goal	2014-15 Base	2016-17 Recommended	Biennial Change	% Change	Comments
CLASSROOM INSTRUCTION A.1.1	\$15,255,873	\$15,534,594	\$278,721	1.8%	
RESIDENTIAL PROGRAM A.1.2	\$8,908,893	\$9,001,070	\$92,177	1.0%	
RELATED AND SUPPORT SERVICES A.1.3	\$10,132,898	\$10,088,988	(\$43,910)	(0.4%)	
CAREER AND TRANSITION PROGRAMS A.1.4	\$3,327,426	\$3,270,326	(\$57,100)	(1.7%)	
STUDENT TRANSPORTATION A.1.5	\$4,178,778	\$4,023,486	(\$155,292)	(3.7%)	
Total, Goal A, ACADEMIC, LIFE, AND WORK TRAINING	\$41,803,868	\$41,918,464	\$114,596	0.3%	Recommendations maintain the agency's baseline request for these strategies. The biennial change reflects the agency's reallocation of funds among strategies to address ongoing operational cost adjustments.
TECHNICAL ASSISTANCE B.1.1	\$2,265,994	\$2,312,182	\$46,188	2.0%	Recommendation includes an increase in General Revenue to offset a reduction in Federal Funds for this strategy due to the expiration of the Deaf TEC grant that will end July 31, 2015.
STATEWIDE OUTREACH PROGRAMS B.1.2	\$1,822,136	\$2,490,628	\$668,492	36.7%	Recommendation includes programs previously in the Special and Short-Term Programs strategy (B.1.2). It also reflects the agency's reallocation of funds to include additional programs previously funded in other strategies: Discovery Retreat program and the Communication Skills Workshop moved from the Technical Assistance (B.1.1) strategy; and the Parent Infant Program moved from the Classroom Instruction (A.1.1) strategy.
					Recommendation also includes an increase in General Revenue funding and a reduction in Other Funds for this strategy.
Total, Goal B, OUTREACH AND RESOURCE SERVICES	\$4,088,130	\$4,802,810	\$714,680	17.5%	
EDUC PROF SALARY INCREASES C.1.1	\$305,019	\$0	(\$305,019)	(100.0%)	
Total, Goal C, EDUCATIONAL PROF SALARY INCREASES	\$305,019	\$0	(\$305,019)	(100.0%)	Strategy is an estimated appropriation governed by Rider 3. Recommendations reflect a return to the baseline salaries that were in effect in FY 12, before the Austin Independent School District first adopted temporary salary increases. AISD adopted temporary increases that total 4.5% in FY 14 and 5.0% in FY 15.

Section 2

**School for the Deaf
Summary of Recommendations - House, By Method of Finance -- ALL FUNDS**

Strategy/Goal	2014-15 Base	2016-17 Recommended	Biennial Change	% Change	Comments
CENTRAL ADMINISTRATION D.1.1	\$2,995,213	\$3,027,784	\$32,571	1.1%	
OTHER SUPPORT SERVICES D.1.2	\$6,744,846	\$6,640,886	(\$103,960)	(1.5%)	
FACILITY CONSTRUCT., REPAIR & REHAB D.1.3	\$0	\$0	\$0	0.0%	
Total, Goal D, INDIRECT ADMINISTRATION	\$9,740,059	\$9,668,670	(\$71,389)	(0.7%)	Recommendations maintain the agency's baseline request for these strategies. The biennial change reflects the agency's reallocation of funds among strategies to address ongoing operational cost adjustments.
Grand Total, All Strategies	\$55,937,076	\$56,389,944	\$452,868	0.8%	

Section 3

Texas School for the Deaf Selected Fiscal and Policy Issues - House

1. **Superintendent Salary.** The Education Code §30.023(d) caps the salary of the Superintendent at 120% of the highest paid instructional administrator at the school. Article IX, §3.05(c), of the 2014-15 General Appropriations Act allows the Texas School for the Deaf (TSD) Board to set the salary within the exempt salary group established by the legislature at an amount between the minimum and maximum for the group. The TSD Board prefers to use the Article IX provision and to not tie the Superintendent's salary to the next highest instructional administrator. The TSD Board does not request a particular salary action or additional funding for a salary increase.

The TSD Board requested and received approval to increase the Superintendent's salary in FY 2014 from \$122,004 to \$128,404, a 5.2 percent increase. The board decided at its meeting on September 26, 2014, to not seek an increase for FY 2015. The State Auditor's Office Report, *Executive Compensation at State Agencies* (Report No. 14-705, August 2014), indicates a market average salary of \$157,784 for comparable positions to the TSD Superintendent, and does not recommend changing the Group 4 classification for the position, which has a salary range of \$106,500 to \$167,500.

2. **Educational Professional Salary Increases.** Recommendations reflect a return to the baseline salaries that were in effect in fiscal year 2012, before the Austin Independent School District adopted a one-time 3 percent salary increase for the period August 1, 2012 through July 31, 2013 (FY 2013). AISD again adopted temporary increases that total 4.5% in fiscal year 2014 and 5.0% in fiscal year 2015.

Texas Education Code 30.024(b)(1) requires TSD to pay its professional educators salaries that are comparable to Austin ISD professional educators' salaries. Consequently, when the Austin ISD approved the one-time pay increase for fiscal years 2013, 2014, and 2015, TSD educators received the same increase. However, continuation of the salary increase for TSD educators depends upon whether Austin ISD board action reauthorizes the pay increase for its educators for subsequent school years.

The Professional Educator strategy in the agency's bill pattern is an estimated appropriation which provides the legislature an avenue to increase funding above the appropriated amount should the AISD board reauthorize a salary increase for its educators. Since the recommendations do not remove the estimated appropriation authority for salary increases, there is a possibility that the Comptroller could charge the bill for any projected increases; however, the strategy was zero funded for the 2014-15 biennium with no cost to the bill.

Section 3

3. **Facilities Maintenance.** The Eighty-third Legislature, Regular Session, 2013, enacted Senate Bill 1457, which transferred responsibility for the facilities maintenance at TSD and the School for the Blind and Visually Impaired to the Texas Facilities Commission (TFC). Similar provisions were also included in Senate Bill 211, the Sunset bill for TFC. Through TSD Rider 4 of the 2014-15 General Appropriations Act and a Memorandum of Understanding, appropriations in the amount of \$2.1 million and 12.0 FTEs were transferred from TSD to TFC in the 2014-15 biennium. An additional \$4.5 million was transferred to TFC in FY 2014 for repair or rehabilitation of buildings and facilities at TSD.

The TFC Exceptional Items request for the 2016-17 biennium lists deferred maintenance projects as its first priority, including \$37.7 million for TSD projects. TFC has also requested \$846,000 to fund a Master Plan for TSD, which would evaluate and prioritize items into a comprehensive action plan. In addition, TFC sought and obtained approval on December 12, 2014, to use \$2.05 million in General Revenue for repairs to the underground utility system and roofing at the TSD Campus that was appropriated for utility expenses in the 2014-15 biennium.

Section 3

**Texas School for the Deaf
FTE Highlights - House**

Full-Time-Equivalent Positions	Expended 2013	Estimated 2014	Budgeted 2015	Recommended 2016	Recommended 2017
Cap ¹	462.2	459.0	459.0	459.2	459.2
Actual/Budgeted	457.7	433.5	459.2	NA	NA
Schedule of Exempt Positions (Cap)					
Superintendent - Group 4 ²	\$122,004	\$128,404	\$128,404	\$128,404	\$128,404

¹FTE recommendation reflects baseline, including a decrease of 12.0 FTEs in 2014-15 for transfer to the Texas Facilities Commission.

²The Education Code §30.023(d) caps the salary of the Superintendent at 120% of the highest paid instructional administrator at the school. Article IX, §3.05(c), of the 2014-15 General Appropriations Act allows the Texas School for the Deaf (TSD) Board to set the salary within the exempt salary group established by the legislature at an amount between the minimum and maximum for the group. The TSD Board prefers to use the Article IX provision and to not tie the Superintendent's salary to the next highest instructional administrator. The TSD Board does not request a particular salary action or additional funding for a salary increase.

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Section 3

**Texas School for the Deaf
Performance Measure Highlights - House**

	Expended 2013	Estimated 2014	Budgeted 2015	Recommended 2016	Recommended 2017
<ul style="list-style-type: none"> <i>Percent of Academic Courses in Which Students Obtain a Passing Grade</i> <p><i>Measure Explanation: This measure is intended to reflect the quality of instruction and the level of student achievement.</i></p>	89.1%	93.3%	93.0%	94.0%	95.0%
<ul style="list-style-type: none"> <i>Number of Students Enrolled at Texas School for the Deaf</i> <p><i>Measure Explanation: This measure reflects the total number of students enroll at the TSD who received classroom instruction during the regular school year (September-May). The data is used to determine the school's allocation of federal IDEA-B funding.</i></p>	550	580	590	595	600
<ul style="list-style-type: none"> <i>Number of Residential Students</i> <p><i>Measure Explanation: This measure reflects the number of residential students enrolled at the TSD and the services being provided to parents and local school districts throughout Texas.</i></p>	242	271	280	283	285
<ul style="list-style-type: none"> <i>Number of Students Participating in Career and Transition Work-Training Programs</i> <p><i>Measure Explanation: This measure indicates the number of students participating in career and transition work-training programs, and it is intended to ensure that students receive work based learning opportunities. Measure was new in fiscal year 2014.</i></p>	NA	167	165	165	165

Section 4

**Texas School for the Deaf
Performance Review and Policy Report Highlights - House**

Reports & Recommendations	Savings/ (Cost)	Gain/ (Loss)	Fund Type	Included in Introduced Bill	Action Required During Session
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NO RELATED RECOMMENDATIONS

Section 5

**Texas School for the Deaf
Rider Highlights - House**

NONE

Section 6

**School for the Deaf
Items not Included in Recommendations - House**

Agency Exceptional Items - In Agency Priority Order

	2016-17 Biennial Total	
	GR & GR- Dedicated	All Funds
1. Additional Instructional and Support Staff: The request crosses numerous funding strategies and would provide additional resources for: student self-help skills; academic performance; transition education (aged 18-22) and early intervention (0-3); assistance to families of Hispanic students; TSD communications; and custodial needs. The request totals 10.4 FTEs and would address a growing student population, including a number of students with complex additional disabilities, and the academic challenges related to meeting the requirements of HB 5 (83R, related to public school accountability and curriculum requirements) and the federal Individuals with Disabilities Education Act (IDEA). Positions include: Occupational Therapist and a teacher aide, Academic Intervention Specialist, Data Analyst, Teacher and Job Coach in the Transition Program, an Early Intervention Outreach Specialist, an additional Hispanic Family Support Specialist, Communications Director, and two Custodians.	\$ 874,000	\$ 874,000
2. Acquisition of school buses and vans: The total transportation capital budget request is four buses and four vans. The exceptional item request for additional buses and vans is in addition to two each requested in the Base request. The LAR states that the current vehicles exceed the Office of Vehicle Fleet Management (OVFM) suggested retirement dates. Two 15-passenger vans would be replaced by four 8-passenger vans.	\$ 250,000	\$ 250,000
3. Expansion of Career Pathways: The request to expand career education includes plans to upgrade the Culinary Arts program with additional space and equipment to transition from the current Home Economics type classroom to a commercial food service training program. In addition, TSD would transition the current entry level Mill and Cabinet Making Woodworking curriculum with the addition of workstations and equipment to allow progress toward designing a comprehensive Building Trades and Construction Pathway.	\$ 554,000	\$ 554,000
Total, Items Not Included in the Recommendations	\$ 1,678,000	\$ 1,678,000

Section 7

**School for the Deaf
Summary of 10 Percent Biennial Base Reduction Options - House**

Priority	Item	Description/Impact	Biennial Reduction Amounts					Included in LBB Recs?
			GR and GR-Dedicated	All Funds	FTEs	Potential Revenue Loss	Reduction as % of Program GR/GR-D Total	
1	Reduce Contingency Funds for Unplanned Purchases, Emergencies, etc.	TSD indicates that the impact of this reduction in a school environment leaves the school exposed if unplanned events occur. These could include expenses that result from needs and circumstances of a student with significant disabilities, budget shortfalls, legal expenditures or some other unplanned event that compromises the health and safety of the campus staff and students.	\$400,000	\$400,000	NA	\$0	50%	No
2	Reduce Funds for Merit Salary Increases	TSD indicates concern that with rising costs of living and no concomitant state salary raises, merits take on even greater significance for TSD staff. According to TSD, there are few options to recognize the internal value of its employees so losing these funds would have a dramatic impact on morale.	\$400,000	\$400,000	NA	\$0	50%	No
3	Eliminate Residential Career Progression	TSD residential staff serve as parents of the students while they are away from home and are responsible for their daily recreational, social and emotional well-being. TSD notes that the working schedules of residential staff are not desirable and their pay is not substantial enough for the critical nature of their work. They create a safe and positive living environment for the students and TSD depends on the career progression to retain good staff.	\$70,828	\$70,828	NA	\$0	100%	No
4	Reduce Furniture and Equipment Purchases	TSD has not had furniture replacements in dormitories since 2002. Students spend more time in their dormitory than they do in school, and TSD strives for those surroundings to be safe, comfortable and conducive to learning. TSD offers concern that losing these funds could cause students and their families to accept less than standard housing.	\$300,000	\$300,000	NA	\$0	43%	No
5	Across the Board Reductions	The vast majority of department and program budgets at TSD are personnel and salaries. TSD indicates that the funds for supplies, materials and equipment would be compromised.	\$595,978	\$595,978	9.2	\$0	2%	No
6	Reduce Use of Substitutes	Schools rely on substitutes to maintain instructional quality and momentum. If these funds are lost, TSD indicates that principals may have to resort to doubling up classes, creating an environment that could threaten quality instruction.	\$66,000	\$66,000	NA	\$0	11%	No
7	Reduce Laundry Services	TSD indicates that a reduction in laundry services could create unsafe and unhealthy standards in the dormitories. Costs in this area were recently reduced by terminating the outsourced contract and performing laundry services internally.	\$90,000	\$90,000	NA	\$0	45%	No
8	Reduce Utility Costs	TSD indicates that it is difficult to plan and manage energy costs because prices have become so volatile, and therefore it is a risk to reduce funds in this area.	\$100,000	\$100,000	NA	\$0	4%	No

Section 7

**School for the Deaf
Summary of 10 Percent Biennial Base Reduction Options - House**

Priority	Item	Description/Impact	Biennial Reduction Amounts				Reduction as % of Program GR/GR-D Total	Included in LBB Recs?
			GR and GR-Dedicated	All Funds	FTEs	Potential Revenue Loss		
9	Reduce Fuel Costs	Fuel costs are difficult to reduce because students use TSD transportation services six days a week, 24 hours a day for school, and for extracurricular activities, athletics and daily pick up and drop offs for Austin and surrounding counties. The number of day students requiring daily transportation is increasing and so are the bus routes. TSD indicates that the impact of reductions in this area would limit the students' campus life activities.	\$20,000	\$20,000	NA	\$0	9%	No
10	Eliminate Discovery Retreat Program	Discovery Retreat funds provide deaf and hard of hearing students that are isolated in mainstreamed settings the opportunity to learn, grow and belong to a group of similar students who attend STEM based Discovery Retreats several times a year. TSD indicates that eliminating Discovery Retreats would deny these isolated students from both oral and signing backgrounds the opportunity to interact with a variety of peers. Retreats focus on promoting open-minded attitudes towards all types of communication, meeting peer and adult role models, and career exploration.	\$90,000	\$90,000	NA	\$0	100%	No
11	Eliminate Family Weekend Retreat program	The Family Weekend Retreat program provides Texas families of children who are deaf, deaf blind, or deaf with other disabilities, birth through 21 years of age, the opportunity to attend an immersion weekend for workshops on child development, language and communication, parent rights and a host of other topics.	\$19,912	\$19,912	NA	\$0	100%	No
12	Eliminate Summer School	There are 459 students statewide that attend TSD's summer and short-term programs. These programs allow children to explore hands on learning in a fun camp-like environment where they are learning language and social skills. Reduction of this program would also eliminate high school credit recovery classes and drivers' education classes.	\$1,128,958	\$1,128,958	NA	\$0	100%	No
13	Eliminate one bus and one van from 16/17 capital budget each year	TSD indicates that eliminating a school bus and van from the capital budget request each year of the biennium places the school in danger of not providing Free and Appropriate Public Education (FAPE) to students for whom transportation is a related service mandated in the Individualized Education Program (IEP) under the federal Individuals with Disabilities Education Act (IDEA). It may also keep old and outdated TSD vehicles on the road posing safety challenges.	\$250,000	\$250,000	NA	\$0	100%	No
14	Additional Across the Board Reductions to reach 10%	TSD indicates that across the board reductions in all strategies reduces already minimal operating expenses for supplies and materials in campus departments and programs.	\$1,936	\$1,936	NA	\$0	0%	No

TOTAL, 10% Reduction Options

\$3,533,612 \$3,533,612 9.2 \$0

Section 7

School for the Deaf
Summary of 10 Percent Biennial Base Reduction Options - House
Agency 10% Reduction Options by Category of Reduction

