

Tuition Rate Setting Methodology Redesign Stakeholder Survey - For School-Age Stakeholders

Tuition Rate Setting Methodology Redesign Stakeholder Survey - Stakeholder Meeting Questions: School-Age

Background: In chapter 56 of the laws of 2023, the enacted budget directed the New York State Education Department to conduct a comprehensive study of alternative tuition rate setting methodologies. This will impact extended school-year special education special class programs (July/August programs), school-age day and residential programs operated by Special Act School Districts and chapter 853 schools, and the special class and special class in an integrated setting preschool programs.

Please fill in the survey questions on the next pages.

Please select which stakeholder group or groups you represent. Select all that apply.

You can select multiple options.

☐ Parent of a preschool child

☐ Parent of a school-age child

☐ Individual with a disability

☐ School or district administrator

☐ Special education administrator

☐ Special education teacher

☐ General education teacher

☐ Institution of Higher Education faculty

☐ Related service provider

☐ Other school or district sta

☐ Advocate/Advocacy organization

☐ Charter school sta

☐ Teachers Union

☐ Educational Organization/Association

☐ State agency employee

☐

Other

If you selected "parent" above for either preschool or school-age, do you have a child with an IEP?

☐ Yes

☐ No

In which region of New York State do you live or work?

You can select multiple options.

☐ Capital Region

☐ Central New York

☐ Finger Lakes

☐ Long Island

☐ Mid-Hudson

☐ Mohawk Valley

☐ New York City

☐ North Country

☐ Southern Tier

☐ Western New York

Please select the category or categories that best describe you.

You can select multiple options.

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander

☐ White

☐ Hispanic or Latino

☐ Prefer not to answer

Please identify the stakeholder regional meeting you are attending:

☐ Southern Tier
BROOME-DELAWARE-TIOGA BOCES

☐ Long Island
WESTERN SUFFOLK BOCES

☐ Central
ONONDAGA-CORTLAND-MADISON BOCES

☐ North Country
FRANKLIN-ESSEX-HAMILTON BOCES

☐ Capital Region
QUESTAR III (R-C-G) BOCES

☐ Finger Lakes
MONROE 2-ORLEANS BOCES

☐ Western
ERIE 1 BOCES

☐ Hudson Valley
ORANGE-ULSTER BOCES

☐ New York City
NEW YORK CITY PUBLIC SCHOOLS

☐ I am not attending a stakeholder regional meeting, at this time.

Optional: If you are affiliated with an approved special education program, please list it below:

Existing Methodology

For Program Providers: Approximately what percentage of your annual operating expenses does your tuition rate currently cover?

☐ 100%

☐ 90%-99%

☐ 80%-89%

☐ Less than 80%

☐ I'm not sure.

For Program Providers: Are aspects of existing methodology challenging the ability to provide special education programs and services?

You can select multiple options.

☐ Existing Methodology is Fine: Not Challenging the Provision of Services

☐ Total Cost Screen is Challenging (rate not covering actual expenses)

☐ Nondirect Care Screen is Challenging

☐ O -Setting Revenue Impact is Challenging

☐ Enrollment Fluctuation Impacting Rate is Challenging

☐ Additional Sta Not Covered in the Rate is Challenging

☐

Other

What changes to existing methodology need to be prioritized for reform?

Fiscally Sustainable

Overarching Question: How should the tuition methodology study approach the required parameter of scal sustainability?

What does scal sustainability look like in an approved program?

What does scal sustainability look like from a payer perspective (school district, county, state)?

What data and information needs to be included in the study with respect to scal sustainability?

Not Reliant on Waivers/Appeals

Overarching Question: How should the tuition methodology study approach the required parameter of not reliant on tuition waivers or appeals?

Under the current methodology, what are the primary reasons for why a program seeks a waiver or appeal?

You can select multiple options.

☐ Change in Enrollment

☐ Change in Sta ng

☐ Physical Plant/Facility Needs

☐ Other

Besides sta ng, enrollment and facility, what are other reasons for why a program seeks a waiver or appeal?

How bene cial have past tuition reforms been for your program ("Higher Of", "Enrollment Adjustment Factor", "Less than 1% change", and 2021-22 Surplus authorization)?

1 Star = Not Bene cial
5 Stars = Very Bene cial



How could methodology parameters eliminate or significantly reduce the need for a tuition waiver?

What scenarios may continue to need an individual "case by case" review requiring a waiver or appeal (cannot be based on formula or parameter)?

What data and information needs to be included in the study with respect to reducing the reliance on waivers and appeals?

Methodology Parameters - General

Overarching Question: How should the tuition methodology study approach the inclusion of standardized parameters and criteria?

What factors should determine whether a program receives a higher rate vs. lower rate?

What documentation or evidence should be used to justify different funding levels among programs?

What alternative methodologies, other agency reimbursement approaches, should be considered in the methodology study?

Should funding levels be adjusted or evaluated prospectively, retrospectively, or both based on the established methodology parameters?

☐ Prospectively Only

☐ Retrospectively Only

☐ Rates should be evaluated both prospectively and retrospectively

Should the Nondirect Care Screen continue to exist in its current form or an amended form?

☐ Continue the Nondirect Care Screen As Is

☐ Amend the Nondirect Care Screen

☐ Eliminate the Nondirect Care Screen

Should administrative expenses be limited or capped? If so, what criteria should be used?

Should facility/physical plant expenses be limited or capped? If so, what criteria should be used?

How should total spending be appropriately restricted (how should a total cost screen be reflected in the new methodology)?

While ensuring no duplicative reimbursement ("no double-dipping"), how should methodology mitigate or avoid a negative impact for grant funding or outside revenue?

What data and information needs to be included in the study with respect to existing methodology parameters: rate reconciliation, rate differentiation, total cost screen, nondirect care screen, off-setting revenue?

Methodology Parameters - Staffing Models

Overarching Question: How should the tuition methodology study approach the staffing model methodology parameter?

While maintaining appropriate flexibility to meet mandated programs and services, what documentation or evidence should be used to support different staffing models for reimbursement purposes?

Assuming each operating classroom maintains approved staffing ratios (teachers, teaching assistants, aides), what factors need to be incorporated into a staffing parameter for substitute teachers, substitute teaching assistants, and substitute paraprofessionals?

The existing staffing standards expect 10 sessions per day per related service position. Is that achievable?

☐ Yes

☐ No

How many sessions do you think is fair to expect a related service therapist to complete in one day (assuming a 5 hour instructional day)?

What factors need to be incorporated into a staffing parameter for mandatory make-up sessions for related services due to staff absence?

Other than classroom instructional staff and related service professionals to meet IEP mandates, for programs that rely on additional behavioral support staff what documentation should be used to justify the additional behavioral support staff?

For 1:1 aide & 1:1 nurse add-on rates: does the approach of having add-on rates for these services adequately respond to IEP needs of students?

☐ Yes

☐ No

What services should be considered an "add-on" to a tuition rate?

How should time for reviewing student referral and transfer (in and out of program) be reflected in staffing standards (i.e., who performs this task and how much time is required)?

How should time for sta ing training (both reoccurring sta and new hires) be re ected in the sta ing standards (assuming four days of professional development is already assumed within the 10-month calendar)?

What data and information needs to be included in the study with respect to sta ing standards and sta ing models?

Methodology Parameters - Regional Costs

Overarching Question: How should the tuition methodology study approach the regional cost methodology parameter?

To ensure appropriately certified staff, what do regional costs for instructional staff need to consider?

To ensure appropriately licensed staff, what do regional costs for related services need to consider?

To ensure adequate and safe facility and physical plant space, what do regional costs for facility requirements need to consider?

To ensure adequate supervision and administration of the programs, what do regional costs for building leadership and program leadership need to consider?

How should regional costs be factored into program spending limits, or form of a total cost screen?

What data and information needs to be included in the study with respect to regional costs?

Methodology Parameters - Minimum Required Enrollment

Overarching Question: How should the tuition methodology study approach the parameter for minimum required enrollment levels as a percentage of program operating capacity?

How should minimum required enrollment levels as a percentage of program operating capacities be defined and/or calculated?

How frequently should enrollment targets be adjusted?

At what point should enrollment changes impact program reimbursement?

What data and information needs to be included in the study with respect to minimum required enrollment levels as a percentage of program operating capacity?

Phase-In Approach

Overarching Question: How should the tuition methodology study approach the requirement for phasing-in new rates over a period of time?

Assuming existing rates will be impacted (higher and lower), what is a reasonable approach to phasing in the rates?

Assuming existing rates will be impacted (higher and lower), should the annual impact (high or low) be capped to smooth out the impact?

What data and information needs to be included in the study with respect to the phase-in schedule?

Timely Rates

Overarching Question: How should the tuition methodology ensure timely rates?

For your program, is the start of the school year July 1st or September 1st?

☐ July 1st

☐ September 1st

How will the issuance of timely rates benefit programs?