

2021 - 2022 ANNUAL REPORT



UTAH
SCHOOLS FOR THE
DEAF AND THE BLIND

Introduction

The Utah Schools for the Deaf and the Blind (USDB) has a rich heritage of providing educational services to the children of Utah who are deaf, blind, or deaf-blind. Specially trained staff members provide intensive services not available in the students' home community schools. Teachers are licensed and endorsed by the Utah State Board of Education and USDB is one of the few state programs in the country that provides students with comprehensive services and a full array of personalized educational settings with support for deaf or blind children from birth to age 22.

USDB was established in 1884 as a statewide educational agency tasked with providing programs and services for students who are deaf, hard of hearing, blind, low vision or deaf-blind. Comprehensive services are offered at our USDB campus classrooms, through outreach services in school districts or charter schools, or in a home setting for infants and toddlers. Each child in the state can access the educational services they need, wherever they are.

Consistent with Utah Code Annotated (UCA) Section [53E-8-204\(6\)\(b\)](#), USDB is required to submit this annual report to the Education Interim Committee of the Utah Legislature, including the following items:

- A report on Utah Schools for the Deaf and the Blind programs and activities
- A report of student academic performance
- A financial report

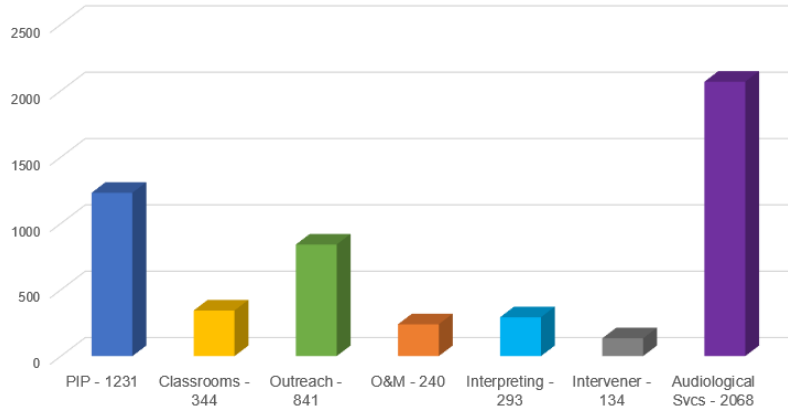
Additional information about USDB programs and services beyond the required scope of this report is available online at USDB.org.

USDB Facts at a Glance FY2022

Total Students Statewide	Campus-Based Students	Total Teachers Statewide	Campus Student-Teacher Ratio	Related Service Providers	Support Staff	Administration	% Economically Disadvantaged	Graduation Rate	Transportation Routes
2416	344	120	5:1	41	195	21	33%	100%	78

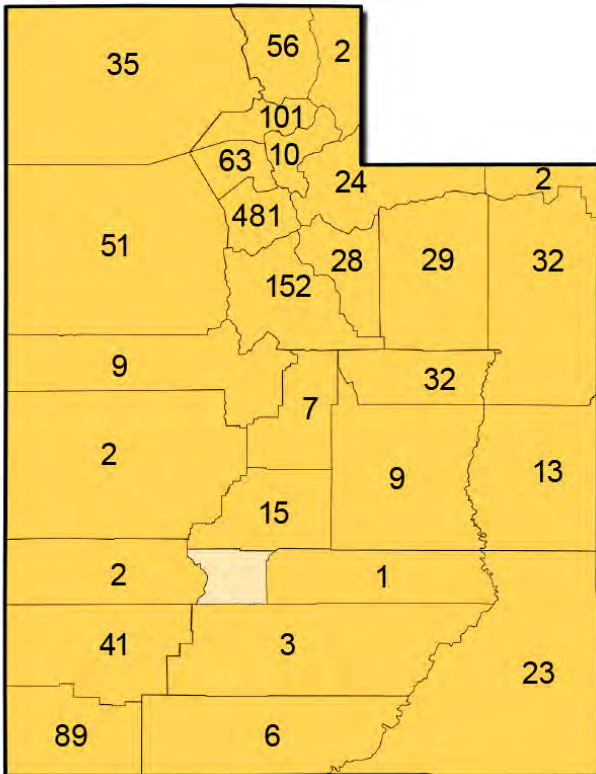
Demographics

TOTAL SERVICES PROVIDED STATEWIDE
5312

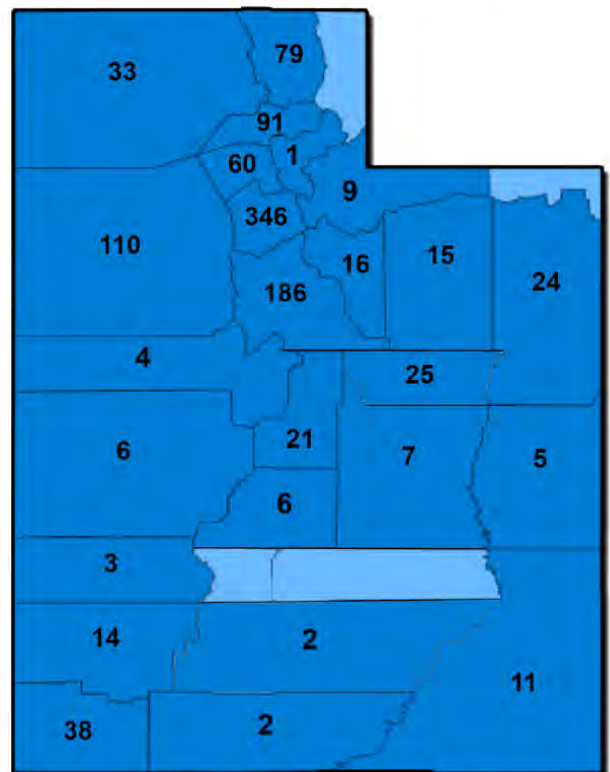


*Individual students may receive multiple services

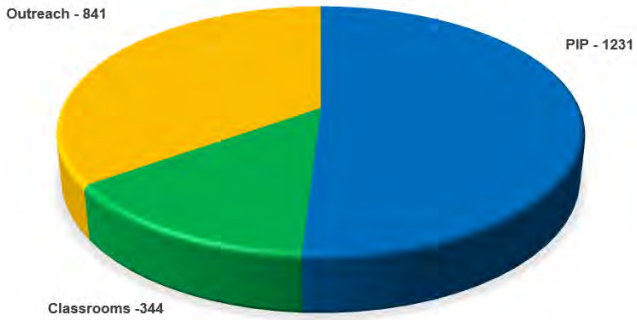
Deaf Students by County



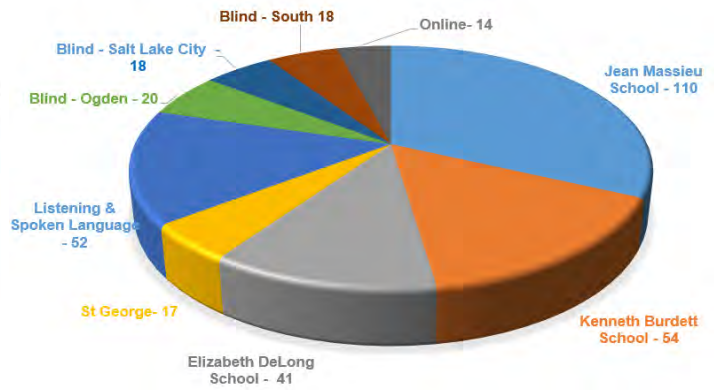
Blind Students by County



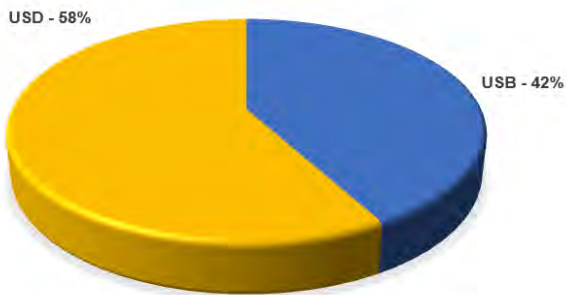
USDB SERVICE ENROLLMENT BY LOCATIONS



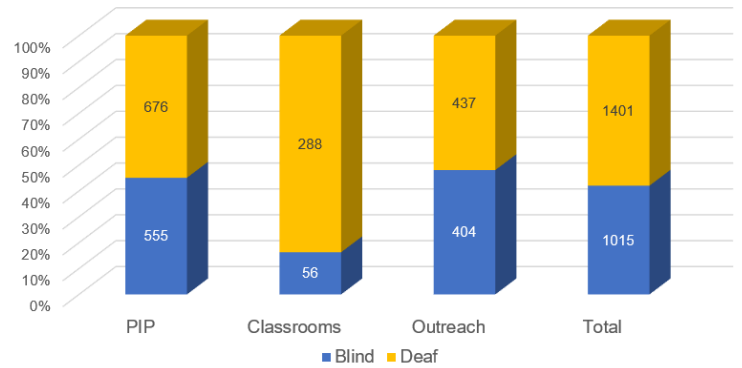
CAMPUS BASED PROGRAM ENROLLMENT - 344



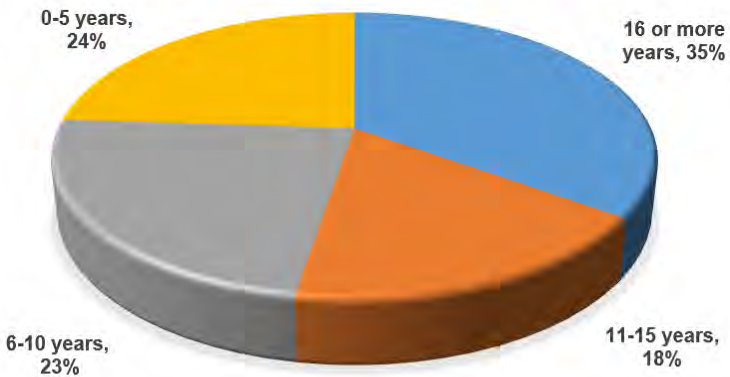
DEAF AND BLIND STUDENTS SERVED STATEWIDE



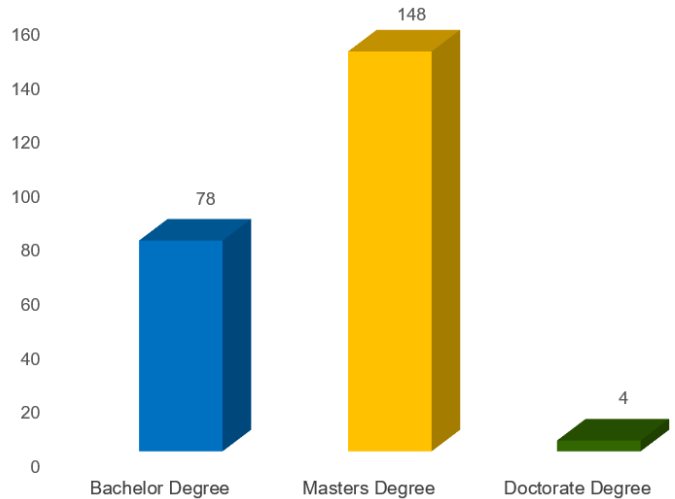
ENROLLMENT IN EDUCATIONAL SERVICES 2416 STUDENTS



EDUCATOR YEARS OF EXPERIENCE



EDUCATOR'S HIGHEST DEGREE OBTAINED



*30.7% of educators hold additional certifications.

Section 1: USDB programs and activities

A full description of the programs administered by the USDB Superintendent and the Associate Superintendents is located online at the following links:

- ❑ [Schools and Programs for the Deaf](#)
 - ❑ [USD Strategic Plan](#)

- ❑ [Schools and Programs for the Blind](#)
 - ❑ [USB Strategic Plan](#)

Section 2: Student Academic Performance

[USD Portrait of a Graduate](#)

[USB Portrait of a Graduate](#)

USDB Graduation Rate

Because most students exit USDB before high school, the annual class of graduating seniors is quite small. During the 2021-2022 school year, 100% of all eligible USDB students graduated with a diploma or alternate diploma. No students dropped out of USDB high school during the 2021-22 school year.



School for the Deaf (USD)

Total Deaf and Hard-of-Hearing Students is 1401
PIP (676), Classrooms (288), Outreach (437)



The Utah School for the Deaf (USD) has self-contained and magnet classrooms located within the Kenneth Burdett School (KBS), the Jean Massieu School (JMS), the Elizabeth DeLong School (EDS), the Listening and Spoken Language (LSL) program, and the Southern Utah School of the Deaf (SUSD). Some of these classes use a dual language approach of American Sign Language and Spoken English and others use a Listening and Spoken Language (LSL) approach.

One measure of success of USD programs is the number of students that transition out of USD services by 2nd grade and return to their neighborhood schools because they are on a competitive grade level and functioning comparable to their hearing peers. Other students are more successful in dual language classrooms using American Sign Language and Spoken English and remain at the USD campus programs.

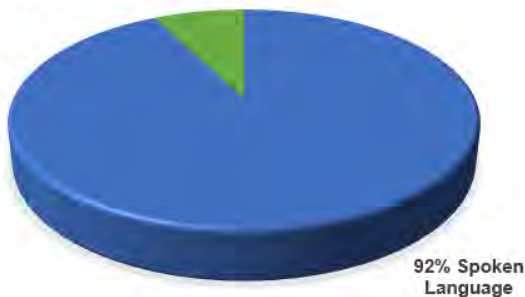


The goal for our dual language program is to develop socially well-adjusted adults that meet college and career ready standards and are successful in the world around them. Therefore, these students often maintain placement within the School for the Deaf throughout

their educational career in order to receive academic instruction in their first language, promote Deaf culture and identity, and have direct communication with their teachers and peers. The chart below reflects communication preferences throughout the state in our school age programming:

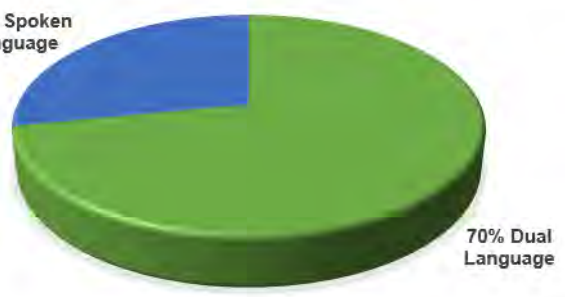
PERCENTAGE OF OUTREACH STUDENTS BY MODALITY

8% Dual Language



COMMUNICATION MODALITY OF SCHOOL AGE STUDENTS ON CAMPUS

30% Spoken Language



Student progress is measured by individualized diagnostic and achievement testing, and statewide testing. Very few students participate in alternate assessments. Students receiving itinerant services are tested as part of the district-wide assessment system. Those students attending USD campus classes were assessed and individually tracked by USD.

Students in self-contained or magnet classrooms receive services through an Individualized Education Program, 504 plan or USDB Preschool Service Plan with a focus on the Utah Core Standards. The educational program for each student is customized to meet their unique learning needs. Our students are encouraged to develop American Sign Language, spoken English, listening skills, daily living skills, vocational skills, assistive and adaptive technology training, Deaf culture, athletics, student government, and computer technology. USD monitors student growth in vocabulary, language, reading, written English, math, science and social emotional learning.

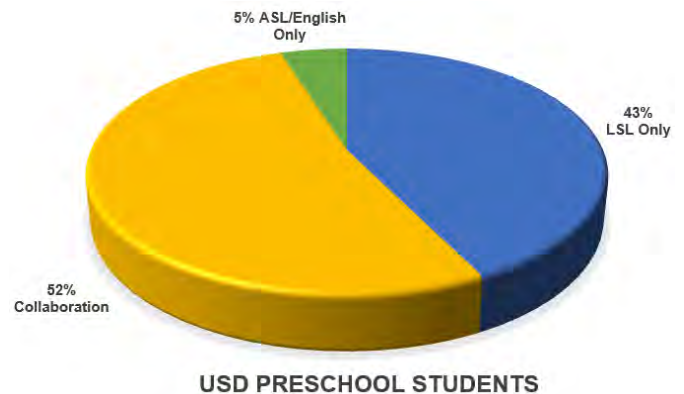
All students in USDB campus based programs and magnet classrooms have access to related services. These services include speech/language development, occupational therapy, physical therapy, adaptive physical education, counseling, orientation and mobility, appropriate educational technology for access to curriculums; audiology and optical support.

PreSchool Placement Based On Communication Preferences



Parents can choose a variety of placement options for their deaf or hard of hearing students in preschool. They may choose to attend their local preschool program or one of USD classrooms. The school for the deaf offers classrooms with an American Sign Language and English emphasis, a

Listening and Spoken Language approach or students can spend time in both programs. This collaboration is highly beneficial for many students. For the 2021-22 school year students accessed the following services:



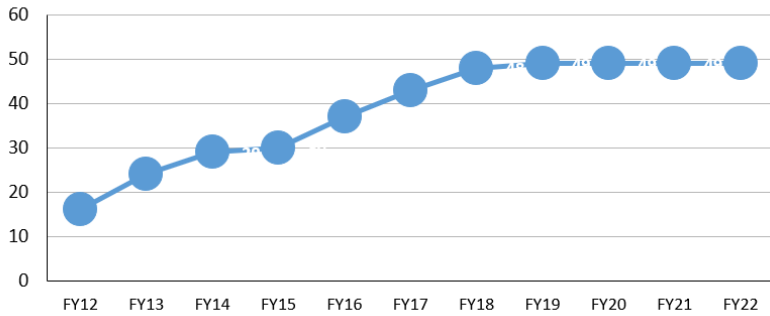
Interpreter Services

Interpreters are an integral part of the services offered to deaf and hard of hearing students. There has been a steady increase in the number of interpreters needed to meet the accessibility needs of students.

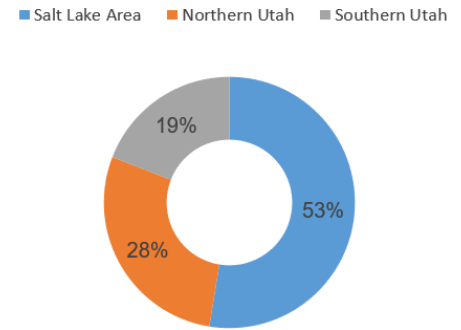
For the 2021-22 school year, 293 students required the services of 49 USDB interpreters. 54 students utilized a one-on-one interpreter.



NUMBER OF INTERPRETERS BY YEAR



STUDENTS USING INTERPRETERS

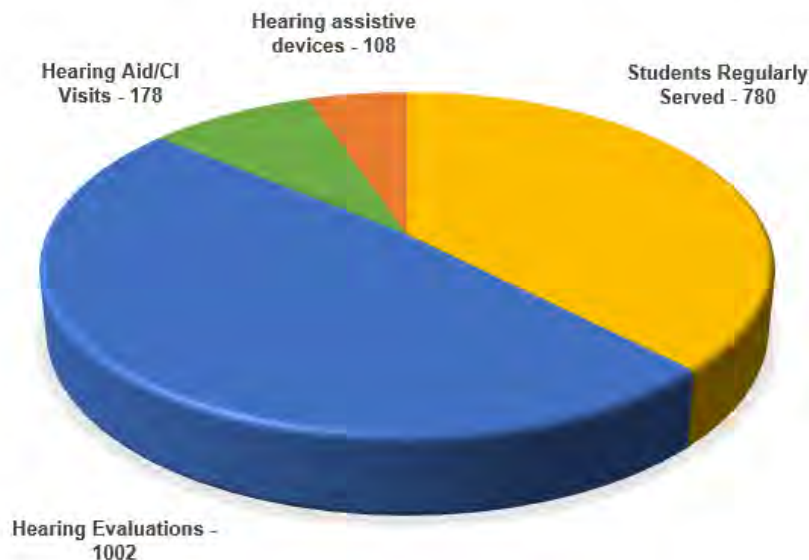


Audiological Services

Audiology serves more students throughout the State of Utah than any other department at USDB. Services include evaluating the hearing of students from birth to age 22, troubleshooting hearing aids and cochlear implants, placing and monitoring assistive listening devices in classrooms (formerly known as FM Systems), and providing regular follow-up to students with these devices. Not all students evaluated for a hearing loss will require more services from USDB.



AUDIOLOGICAL SERVICES - 2068

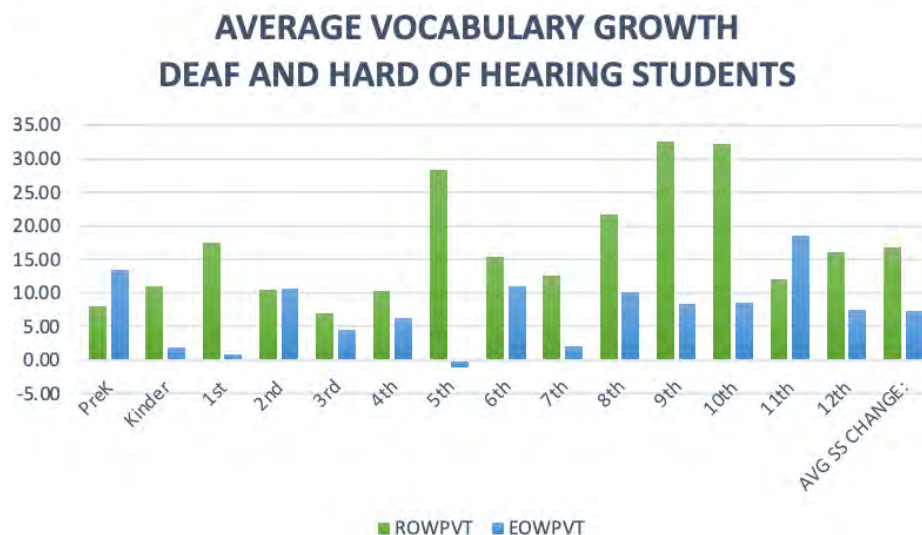


Vocabulary Growth

Expressive and receptive language vocabulary for each child is measured to determine language growth. Other aspects of language are measured individually with informal measures that assist in deriving individual language outcomes and vary from student to student based on need, age, and communication modality. Because of the diversity of these assessment tools, they will not be reported here. Some standardized measures included the *Oral and Written Language Scales (OWLS)*, *Preschool Language Scales - 5th edition (PLS-5)*, *Preschool-Clinical Evaluation of Language Fundamentals (CELF-P)*, *Visual Communication and Sign Language (VCSL)*, *Bracken and Peabody Picture Vocabulary Test (PPVT)*. Informal measures include ASL Developmental Rubrics, the *MacArthur Communication Development Inventory: Words, Gestures, and Sentences*, *SKI-HI Language Development Scale* and *Cottage Acquisition Scales for Listening, Language and Speech (CASLLS)* and the *Teacher Assessment of Spoken Language (TASL)*. These measures denote student growth and assist teachers in writing specific goals for each child.



The following chart illustrates vocabulary growth using the *Receptive One-Word Picture Vocabulary Test (ROWPVT)* and the *Expressive One-Word Picture Vocabulary Test (EOWPVT)*. This chart demonstrates **very impressive** language growth for our students in our self-contained and magnet classrooms. Typical growth would be represented as a value of **zero or a flat line across the bottom of the graph**, indicating that a student made one year's growth in one year's time. But, as this graph indicates, our students have been making **substantial** growth, well beyond what is expected in the area of receptive and expressive vocabulary in comparison to national standards.



Academic Assessments for Deaf and Hard of Hearing Students

USD has been using the “*Measures of Academic Progress*” (MAP) assessments to monitor student growth. This assessment is administered each fall and spring to provide data for program improvement and instructional interventions. The charts below demonstrate student growth in reading, mathematics, language use, and science. As noted by trend lines, students made continual progress and growth in the areas of reading, math, language usage (writing), and science. All of these results should be interpreted with caution since these results reflect extremely small numbers of <17 students per grade level.

USD Reading Comparison to National Average



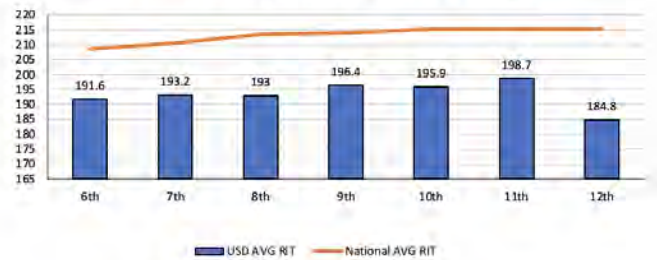
USD Mathematics Comparison to National Average



USD Language Use Comparison to National Average



USD Science Comparison to National Average



School for the Blind (USB) “A loss of sight, never a loss of vision”

Camp Ability Founder - Laura Lieberman



The Utah School for the Blind (USB) offers intensive vision services, instruction, strategies, and the Expanded Core Curriculum along with numerous programs and activities for students and families. These services are provided for infants/toddlers in a home environment, at one of our campus locations, or in a student’s local school setting. Students in our campus or magnet classrooms (a USB classroom hosted by a local school) located in Ogden, Salt Lake, or Springville, receive services through an Individualized Education Program incorporating Utah Core Standards and the Expanded Core Curriculum. Student progress is measured by a variety of assessment tools specific to their programming needs.

Preparing students for academic success in a responsive, caring and innovative environment is central to our mission at USB. We also focus on career and vocational readiness for our high school and post high students.



USB Parent Infant Program

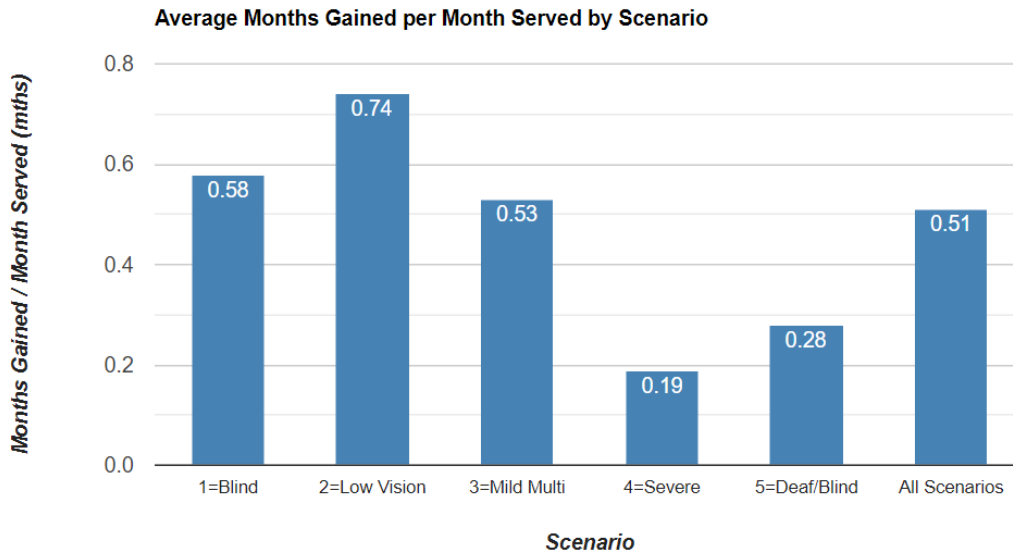


Total Children Served – 567 which includes ongoing caseloads as well as new referrals
Starting July 1, 2021 with 204 children and receiving 363 new referrals

Enrollment

Of the 363 referrals 203 qualified for services.

Enrollment numbers fluctuate on a daily basis. The average daily enrollment last year was 204 and is currently 262. Monthly enrollment reports indicate a steady increase in PIP BVI’s daily enrollment.



After a year of training and preparation, PIPBVI began using the NAVEG assessment to do a vision screen on every NICU graduate under 12 months old who was referred for Early Intervention. The NAVEG is the Neonatal Assessment Visual European Grid. Between August 1, 2021 and June 30, 2022, 316 babies were referred for this specialized vision screen. 255 assessments were completed by June 30th. Children who were found to qualify for services are reflected in the enrollment numbers above.

USB Campus Programs

“Our Vision Has No Limits”



56 Total Students (PreK-PH) - 25 Girls, 29 Boys, 4 Peer Models

This past year has been one of great growth and challenge for our students and staff. As a school our teachers and staff rose above it all and provided an excellent education and environment. Each campus was adaptable to health guidelines and while also ensuring learning was a priority. We were able to keep our students safe while also providing them with the necessary instruction. Our students were superstars this year! They were excited to be at school, worked hard, and showed great flexibility. We had many students “graduate” this year from our services, who are now ready to return to their home districts. We are so impressed with all the progress we made together.

Our USB campus program provides targeted learning experiences for students who require intensive daily services from a teacher of students with visual impairments (TSVIs), as outlined in their Individualized Education Plan. Instruction focuses on both academic and functional skills - utilizing the Core, Essential Elements (for students with severe cognitive delays) and the Expanded Core Curriculum, which provides additional specialized instruction in nine targeted areas, such as braille, technology, orientation and mobility, sensory efficiency and more.

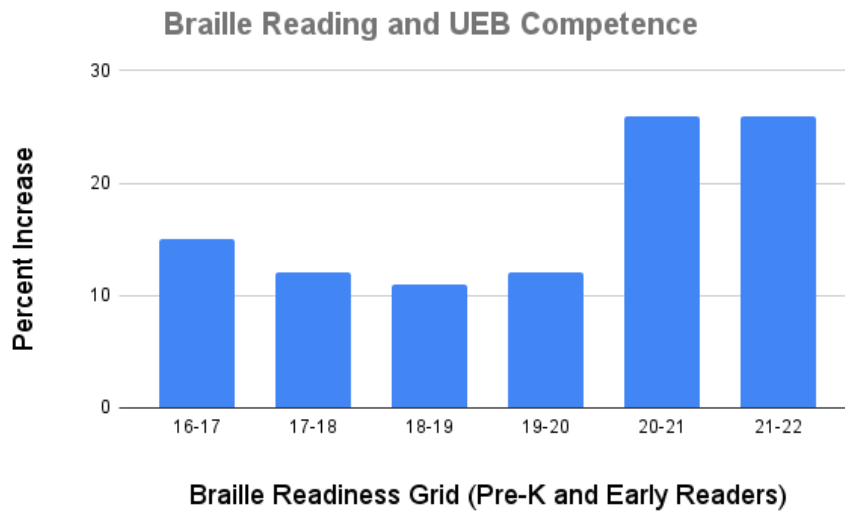
Through a variety of dynamic hands-on learning experiences, our programs and services are specially designed to provide meaningful and accurate connections to the world. Each child’s strengths and weaknesses are carefully and continually assessed in order to develop individualized programs and instructional strategies necessary for each student to reach their highest potential. As a result, each student made progress on their Individualized Education Plans as seen in the data graphs below:

Academic Assessments

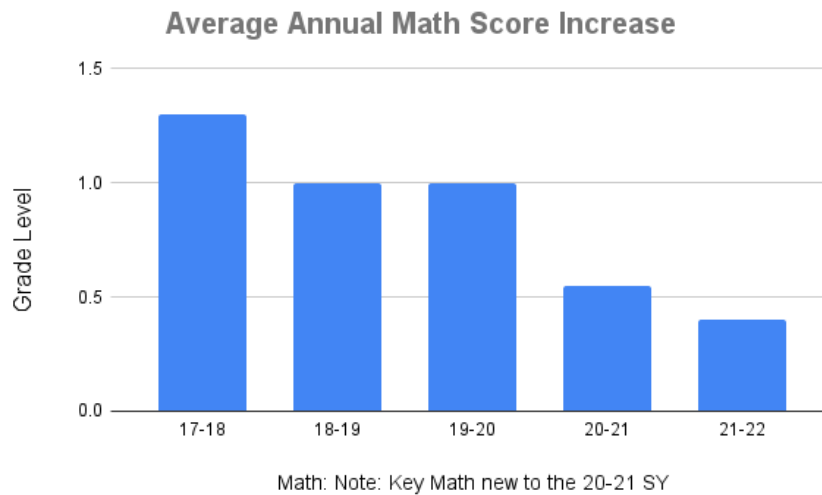


All grade levels at USB participate in pre and post school assessments. Our Braille Readiness for our younger students reflects robust growth in skills that are necessary to be successful braille readers and match last year’s progress.

For the 21-22 school year, USB’s average mastery percentage of the Unified English Braille Code (UEB) was 92% for braille reading and writing. This mastery has allowed us to expand our students’ skills in assistive technology and in the college/employment transition process.

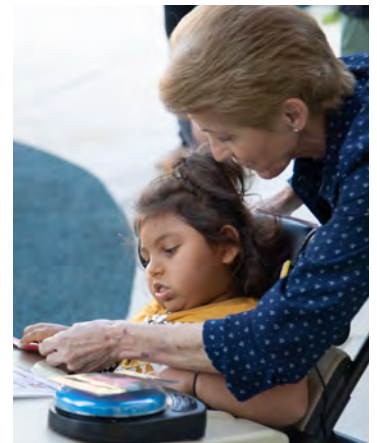


This is the second and last year we are using KeyMath to identify grade levels and content. On average our students increased about half a year of grade level progress for the 21-22 school year.



Functional Assessments

Some USB campus students have significant cognitive disabilities in addition to having low vision. Placement at USB requires the IEP team to consider the intense vision needs of these students and whether vision services can or cannot be provided through the student's LEA and in the least restrictive environment. Intensive vision services, modifications and/or adaptations are embedded throughout the school day when a USB placement is decided by the IEP team. These students are continuously assessed to monitor progress with the most appropriate assessment tool. USB has adopted the Oregon Project, a comprehensive assessment designed for use with children birth to six who are blind or have low vision. This year, our students made an overall 15% improvement in their developmental areas, which is just at the five-year average.



Assistive Technology Team

Visually Impaired and Blind Assistive Technology Team (VIBATT):



The Visually Impaired and Blind Assistive Technology Team (VIBATT) hosted multiple professional development webinars focusing on key areas of Assistive Technology to help teachers get information in an easy-to-understand format. The team has been adding to our equipment inventory. We have been working closely with the foundation at USDB and have been extremely grateful for their support with the growing demand we are experiencing as things continue moving to a more digital learning environment. We also launched a Digital Literacy course that students from anywhere in Utah can enroll in to build their skills in using a screen reader as well as creating and managing highly formatted documents and other important computer based tasks as it relates to achieving their academic goals.

Assistive Learning Materials Center (ALMC):



The Assistive Learning Materials Center (ALMC) at USDB falls into low to mid tech assistive technology range. During the ALMC's first year they fulfilled over 250 orders for students with low vision and multiple disabilities that attend USDB's campus classrooms, both students that are and are not receiving USDB services in the school districts, and for families that receive services from our Parent Infant Program. Feedback has been overwhelmingly positive because of how individualized these products are. They provide much needed access to students that are lacking appropriate tools to be successful.

USB Outreach Vision Services

“Leading with inclusivity to prepare students who have low vision for the highest degree of independence in the home, school, and community.”



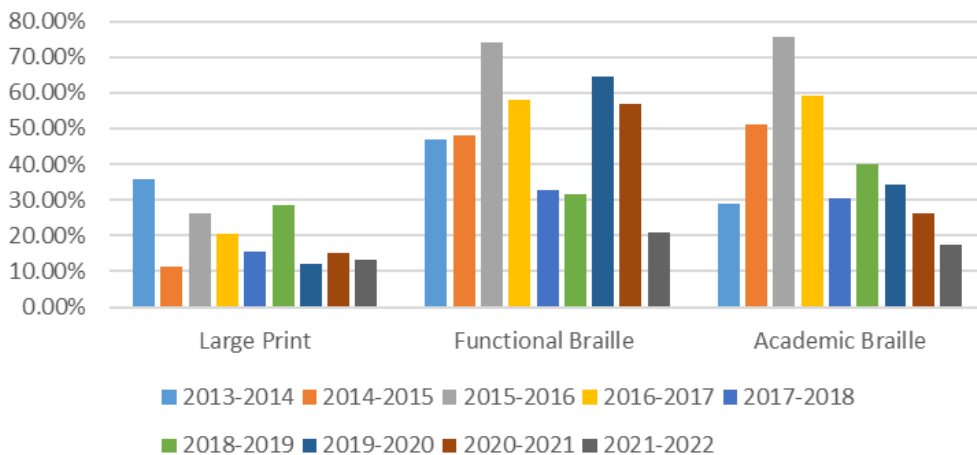
Total Students Served – 434 in 35 school districts and 38 charter schools

137 Students served Directly - 297 Students served via Consultation - 301 Students receiving O&M services

USDB Outreach Vision Services consists of 21 itinerant teachers of students with vision impairments (TSVI's) with 2 educational services aides and 12 Orientation and Mobility Specialist (O&M's) serving 434 students across the state of Utah. TSVI's work in various school districts and travel from school to provide one-on-one support to students who are blind or have low vision on lessons based on the Expanded Core Curriculum: the skills students who are blind and have low vision need to access their education and environment. The O&M's worked with students on cane traveling techniques to increase their independence while staying safe in the school and community.

The Jerry Johns is an informal reading assessment specifically adapted for blind/low vision students. It provides a valid measurement of student reading grade level, fluency, and accuracy. The percentage increase is an increase from the students reading baseline in fall.

Jerry John's Reading Fluency Increases From Fall Reading Rate Baseline



- 1 - Large Print Fluency Increase from Fall to Spring – 13.4%
- 2 - Functional Braille Increase from Fall to Spring – 20.83%
- 3- Academic Braille Increase from Fall to Spring – 17.6%

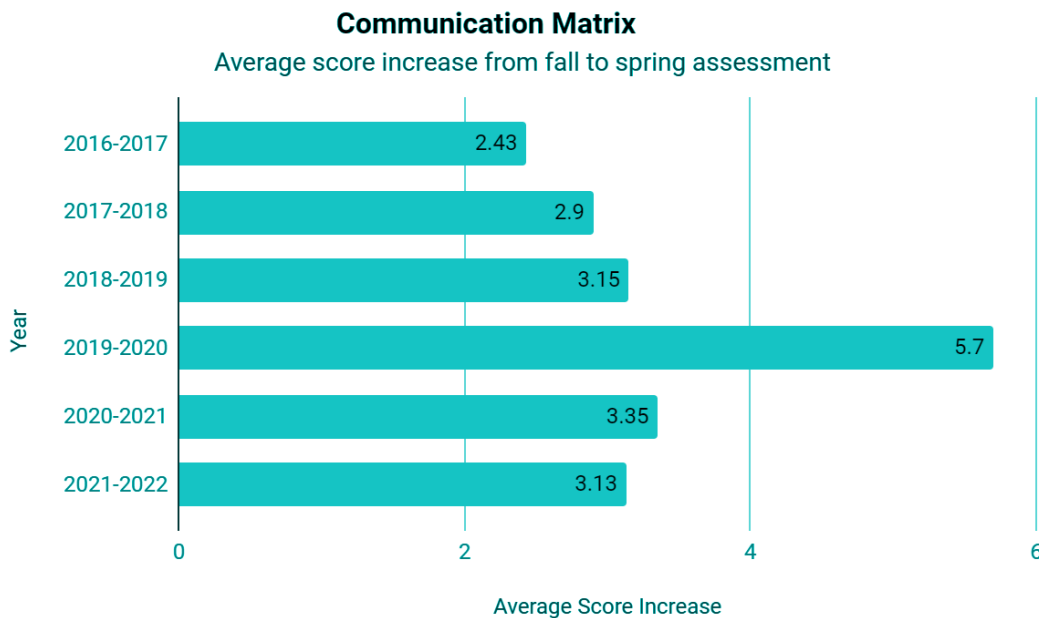
USB Deafblind Services

Deafblind Services provides support for children who have both vision and hearing loss. During the 2021-2022 school year, Deafblind Services provided IEP services to 134 children or students ranging from birth-22 years old.

Deafblind Services consists of 15 Teachers of the Deaf-Blind (TDB) and as of May 2021, 45 interveners. All children and students identified as being both deaf and blind receive services from a TDB. Intervenors work one-on-one with students to help provide access to information in the world around them. Intervener services are determined by the IEP team.



There is no single assessment that is appropriate for all students with deafblindness, nor are there standardized tests. The most common assessment utilized is the *Communication Matrix*. Teachers of the Deafblind reported the Communication Matrix was applicable for 89 students. Of applicable students 91% were assessed twice (fall quarter 2021 and Spring quarter 2022.) The average score improvement was 3.13 points. Twelve students were not assessed twice by Deafblind Services (3 parent/guardian requests, 5 students died, and 2 students moved out of state, and 2 students no longer qualified for deafblind services.) The following chart indicates the scores from the last six school years.



Deaf-Blind Services is committed to improving outcomes for our children through research-based practices, quality technical assistance, and collaboration. For more information on Deaf-Blind Services visit www.usdb.org/programs/deaf-blind-services/.

Enrichment Programs

Consistent with UCA [53E-8-407](#), USDB provides enrichment programs in addition to traditional school programs that enhance educational services for deaf, hard of hearing, blind or deaf-blind students in a variety of family-friendly environments. This year USDB provided over 70 Short Term Programs, after-school programs, summer camps, family camps, and other activities. These programs provided opportunities, outside of scheduled day school hours, for students and families to hone skills specific to their sensory needs.

Revenue for enrichment programs and activities is generated from the management and sale of deaf and blind institutional trust lands and is distributed to USDB in accordance with the laws of the State of Utah. These funds are available to any deaf, hard of hearing, blind, low vision or deaf-blind students across the State, regardless of the child's affiliation with USDB.



Section 3: USDB 2021-22 Year End Financial Reports

PRELIMINARY. DOES NOT INCLUDE OPEB COSTS
 Utah Schools for Deaf and the Blind
 Statement of Net Position
 June 30, 2022



	Operations FUND 9215	Donation FUND 9214	Foundation FUND 9218	Total
ASSETS				
Current Assets:				
Cash and Cash Equivalents	\$ 6,978,898.36	\$ 282,846.39	\$ 1,323,095.43	\$ 8,584,840.18
Accounts Receivable	727,491.73	-		\$ 727,491.73
Due From Primary Government	47,926.98	-		\$ 47,926.98
Prepaid Expenses	7,778,191.60	-		\$ 7,778,191.60
Total Current Assets	\$ 15,532,508.67	\$ 282,846.39	\$ 1,323,095.43	\$ 17,138,450.49
Noncurrent Assets:				
Net OPEB Assets	278,891.00			278,891.00
Capital Assets:				
Land	1,143,812.41	-		1,143,812.41
Buildings and Improvements	49,665,752.95	-		49,665,752.95
Vehicles	115,175.80	-		115,175.80
Machinery and Equipment	3,119,778.64	-		3,119,778.64
Software	144,023.15	-		144,023.15
Less Accumulated Depreciation	(15,511,100.52)	-		(15,511,100.52)
Construction Work-in-Progress	224,844.49	-		224,844.49
Total Capital Assets	38,902,286.92	-		38,902,286.92
Total Noncurrent Assets	39,181,177.92	-		39,181,177.92
Total Assets	\$ 54,713,686.59	\$ 282,846.39	\$ 1,323,095.43	\$ 56,319,628.41
DEFERRED OUTFLOWS OF RESOURCES				
Deferred Outflows Relating to Pensions	\$ 4,819,675.98	\$ -	\$ -	\$ 4,819,675.98
Deferred Outflows Relating to OPEB	219,343.00	\$ -	\$ -	219,343.00
Total Deferred Outflows of Resources	\$ 5,039,018.98	\$ -	\$ -	\$ 5,039,018.98
LIABILITIES				
Current Liabilities:				
Accounts Payable and Accrued Liabilities	\$ 1,809,745.14	44.77	53.58	\$ 1,809,843.49
Due To Primary Government	8,675.11	-	-	8,675.11
Unearned Revenue	(568,934.37)	-	-	(568,934.37)
Total Current Liabilities	\$ 1,249,485.88	44.77	53.58	\$ 1,249,584.23
Noncurrent Liabilities:				
Net Pension Liability	-	-	-	-
Net OPEB Liability	-	-	-	-
Total Noncurrent Liabilities	-	-	-	-
Total Liabilities	\$ 1,249,485.88	44.77	53.58	\$ 1,249,584.23
DEFERRED INFLOWS OF RESOURCES				
Deferred Inflows relating to OPEB	647,417.00	-		647,417.00
Deferred Inflows Relating to Pensions	13,203,149.27	-		13,203,149.27
Total Deferred Inflows of Resources	\$ 13,850,566.27	-		\$ 13,850,566.27
NET POSITION				
Net Investment in Capital Assets	(40,802,414.22)	-		(44,014,101.16)
Unrestricted	(3,023,279.87)	282,801.62	1,323,041.85	(1,417,436.40)
Total Net Position	\$ 43,825,694.09	\$ 282,801.62	\$ 1,323,041.85	\$ 45,431,537.56



Utah Schools for Deaf and the Blind
Statement of Revenues, Expenses, and
Changes in Net Position
 For the Fiscal Year Ended June 30, 2022

	Operations	Donation	FOUNDATION	
	FUND 9215	FUND 9214	Fund 9218	Total
OPERATING REVENUES				
Sales and Charges for Services	\$ 7,507,091.22	\$ -	\$ 160.00	\$ 7,507,251.22
Title XIX Services	2,738,986.37	-	-	\$ 2,738,986.37
Miscellaneous	-	-	-	\$ -
Total Operating Revenues	10,246,077.59	-	160.00	10,246,237.59
OPERATING EXPENSES				
Personal Services – Salaries	24,783,876.32	-		24,783,876.32
Personal Services – Benefits	7,440,243.87	-		7,440,243.87
Contracted Services	547,762.88	-		547,762.88
Pupil Transportation	4,385,884.02	-		4,385,884.02
Travel - In State	159,542.07	-		159,542.07
Travel- Out of State	173,712.88	-		173,712.88
Educational Supplies	384,443.22	-		384,443.22
Training	170,164.51	-		170,164.51
Other Expenses:				-
Rentals and Leases	251,939.63	-		251,939.63
Utilities	453,243.08	-		453,243.08
Facility Maintenance and Operation	748,314.19	-		748,314.19
Data Processing	755,403.89	-		755,403.89
Office Supplies and Equipment	559,938.55	-	7,158.27	567,096.82
Other Administration	1,726,518.26	21,657.78	150,553.99	1,898,730.03
Depreciation	1,347,775.09	-		1,347,775.09
Total Operating Expenses	43,888,762.46	21,657.78	157,712.26	44,068,132.50
Operating Income (Loss)	(33,642,684.87)	(21,657.78)	(157,552.26)	(33,821,894.91)
NONOPERATING REVENUES				
Investment Earnings	-	1,174.52	5,032.84	6,207.36
Trust Lands Distributions	978,333.30	-		978,333.30
Federal Grants and Contributions	177,063.56	-		177,063.56
Private Contributions	220,000.00	33,329.79	254,518.28	507,848.07
(Loss) on Disposition of Fixed Assets	-	-	-	-
Total Nonoperating Revenues (Expenses)	1,375,396.86	34,504.31	259,551.12	1,669,452.29
Income (Loss) before State Appropriations and Capital Contribution	(32,267,288.01)	12,846.53	101,998.86	(32,152,442.62)
State Appropriations	38,866,199.96	-	-	38,866,199.96
Miscellaneous	-	-	-	-
Change in Net Position	6,598,911.95	12,846.53	101,998.86	6,713,757.34
Net Position - Beginning	37,226,782.14	269,955.09	1,221,042.99	38,717,780.22
Contribution Capital for Building	-	-	-	-
Net Position - Ending	\$ 43,825,694.09	\$ 282,801.62	\$ 1,323,041.85	\$45,431,537.56

PRELIMINARY. DOES NOT INCLUDE OPEB COSTS.



Utah Schools for Deaf and the Blind
Statement of Cash Flows
 For the Fiscal Year Ended June 30, 2022

	Operations	Donation	Foundation	
CASH FLOWS FROM OPERATING ACTIVITIES	FUND 9215	FUND 9214	FUND 9218	Total
Receipts from Title XIX Services	\$ 2,738,986.37	\$ -	\$ -	\$ 2,738,986.37
Receipts from Sales and Charges for Services	7,154,338.22	-	160.00	7,154,498.22
Payments for Personal Services and Benefits	(37,656,240.43)	-	-	(37,656,240.43)
Payments for Contracted Services	(547,762.88)	-	-	(547,762.88)
Payments for Pupil Transportation	(4,385,884.02)	-	-	(4,385,884.02)
Payments to Suppliers/Other Services	(5,023,131.08)	(22,324.15)	(160,795.43)	(5,206,250.66)
Net Cash Provided (Used) by				
Operating Activities	(37,719,693.82)	(22,324.15)	(160,635.43)	(37,902,653.40)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES				
Receipts From Trust Land Distributions	978,333.30	-	-	978,333.30
Receipts From State Appropriations	38,866,199.96	-	-	38,866,199.96
Federal Grants and Contributions	397,063.56	33,329.79	254,518.28	684,911.63
Transfers in from other fund				-
Transfers out from other fund	-			-
Net Cash Provided (Used) by				
Noncapital Financing Activities	40,241,596.82	33,329.79	254,518.28	40,529,444.89
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES				
Acquisition and Construction and Capital Assets	(78,046.22)	-	-	(78,046.22)
Proceeds from Disposition of Capital Assets	(18,849.14)	-	-	(18,849.14)
Net Cash Provided (Used) by				
Capital and Related Financing Activities	(96,895.36)	-	-	(96,895.36)
CASH FLOWS FROM INVESTING ACTIVITIES				
Receipts of Interest and Dividends from Investments	-	1,174.52	5,032.84	6,207.36
Net Cash Provided (Used) by				
Investing Activities	-	1,174.52	5,032.84	6,207.36
Net Cash Provided (Used) - All Activities	2,425,007.64	12,180.16	98,915.69	3,760,283.23
Cash and Cash Equivalents - Beginning	4,553,890.72	270,666.23	1,224,179.74	4,824,556.95
Cash and Cash Equivalents - Ending	\$ 6,978,898.36	\$ 282,846.39	\$ 1,323,095.43	\$ 8,584,840.18
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES				
Operating Income (Loss)	\$ (33,642,684.87)	\$ (21,657.78)	\$ (157,552.26)	\$ (33,664,342.65)
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:				
Depreciation Expense	1,347,775.09	-	-	1,347,775.09
Pension and OPEB Expense Accrual	(5,432,120.24)	-	-	(5,432,120.24)
Miscellaneous Gains, Losses, and Other Items		-	-	
Net Changes in Assets and Liabilities:				
Accounts Receivable/Due From Primary Government	206,734.12	-	-	206,734.12
Prepaid Expenses	1,107,358.46	-	-	1,107,358.46
Accrued Liabilities/Due to Primary Government	(747,269.26)	(666.37)	2,058,993.19	(747,935.63)
Unearned Revenue	(559,487.12)	-	-	(559,487.12)
Net Cash Provided (Used) by				
Operating Activities	\$ (37,719,693.82)	\$ (22,324.15)	\$ 1,901,440.93	\$ (37,742,017.97)