GrowingSLU Business Plan

Project title: SLU Diagnostic and Learning Assessment Clinic for Students (DLACS)

One sentence project description:

Based on an expert, third-party consultant’s analysis of local and regional need and the availability of a state of the art facility, the School of Education (SOE) plans to open a diagnostic and learning assessment clinic to address the diagnostic needs of children and students, ages preschool through college.

1. One paragraph summary of project:

The SOE at SLU plans to establish a Diagnostic and Learning Assessment Clinic for Students (DLACS). The overall mission of the DLACS is to provide interdisciplinary training and assessment opportunities for SLU students while serving local private and public school districts, and the SLU community. DLACS will offer high quality psycho-educational assessments for children in underserved communities, decrease the amount of time taken to complete the assessments by using an interdisciplinary team approach, support school districts in meeting the federal 60 day requirement for completion of special education assessments, increase access to independent educational evaluations of children for families in urban areas and those from poverty, reduce due process costs by supporting schools and families as they progress through the special education process, and provide an on-campus site for the assessment of college students who may have a disability.

2. Expected timeline for implementation, including stages or phases if necessary:

Year One: The first year of the clinic, funded by GrowingSLU, would focus on hiring of basic staff, purchasing the minimum required assessment materials, training staff and interested doctoral students, and developing the appropriate processes and procedures. Once training has been completed, we will begin offering assessment appointments one day per week for two students per day, expanding to two days per week (four students) by the 2nd or 3rd month in operation. The consultant recommended that the clinic begin on a small basis and build slowly in order to maintain SLU’s solid reputation in the community. With the great need in the region for training and services, the concern was the DLACS could expand too quickly and become fragmented with a subsequent loss in quality.

Year Two: The second year will focus on expanding the billable services while continuing to train personnel and expanding the assessment library of materials. In the event of unplanned
fee revenue shortfall, the second year of the clinic will be funded by external grants and interested donors. Fee revenues from contracts with local charter schools, the Archdiocese of St. Louis, and other area school districts will be the primary source of the clinic’s support. Staff will begin the expansion of the assessment services from two to three days per week and continue to assess 2 to 3 individuals per day. This planned expansion will depend on the number of trained and available faculty and graduate students, as well as, the number of individuals seeking services.

**Year Three-Five:** Continue expansion of services per above.

### 3. Positive financial impact on SLU (additional revenue), including business model:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$156,000</td>
<td>$240,000</td>
<td>$360,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>$227,812</td>
<td>$231,097</td>
<td>$234,458</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net income</td>
<td>$-71,812</td>
<td>$8,903</td>
<td>$125,542</td>
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</tbody>
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Year 1 Revenue: Approximately $156,000. A single psycho-educational assessment which would include a social history, student record review, intelligence testing, academic achievement testing, and behavior rating scale would generate a market-competitive $750 of fee revenue. Additional specialty area assessments (e.g., an additional psychological assessment, speech and language pathology assessment, physical therapy assessment, occupational assessment, functional behavioral assessment/BIP) would result in an additional fee. Thus, a psycho-educational assessment with one additional specialty area would generate $1500; with two additional specialty areas would generate $1750; or with three additional specialty areas would generate $2000. In estimating year one revenue, it is assumed that Months 1-3 would have no fee income as this is the time planned to train staff and accumulate materials. In Month 4, assessments would be planned for one day per week (two students at an assumed average fee of $1500 each) for four weeks resulting in fee income of $12,000. During Months 5-10 (no assessments during August or December) assessments would be planned for two days per week (four students at $1500 each) for four weeks resulting in fee income of $144,000.
Year 1 Expenses: Approximately $227,812. The expenses for Year 1 would be covered by the GrowingSLU funds and fee revenue generated from the clinic assessments. Tentative costs for year 1 are:

Personnel including fringes: Approximately $164,300
  - 12 month faculty/Director
  - 12 month Office Manager/Billing Person
  - 12 month Graduate Assistant

Supplies: Approximately $63,512
  - Psycho-educational assessment materials
  - Licenses
  - Billing services costs
  - Advertisement
  - Printing/duplicating
  - Office supplies
  - Insurance (malpractice, property, liability)
  - Equipment maintenance
  - Graduate student fees

Year 2 Revenue: Approximately $240,000. While our plan includes expansion of our service offerings to three days per week and up to 3 students per day, for purposes of estimating year two revenue in our business model, it is assumed that assessments would remain at two days per week (four students at $1500 each) for four weeks for 10 months. No assessments would occur during the Months of August or December.

Year 2 Expenses: Approximately $231,097. Tentative costs for year 2 show a slight increase resulting from increases in salaries, additional assessment materials, and continuing costs in training, insurance, billings, etc.

Year 3 Revenue: Approximately $360,000. In estimating year three revenue for our business model, it is assumed that assessments would be increased to three days per week (six students at $1500 each) for four weeks for 10 months. No assessments would occur during the Months of August or December.

Year 3 Expenses: Approximately $234,458. Tentative costs for year 3 show a slight increase resulting from increases in salaries, additional assessment materials, and continuing costs in training, insurance, billings, etc. With an additional day of assessment, costs for a second graduate assistant may need to be included which would increase the expenses.

4. Positive non-financial impact on SLU:
As there is a great need in the community for assessment services and training opportunities in the field of special education, SLU is in a unique position to address these concerns. Presently, SLU has a reputation for providing quality trained educators to the region and is increasing its recognition internationally as well. The implementation of the DLACS will only enhance the reputation of SLU as providing needed services to the community.

5. Alignment with Jesuit mission and strategic plan of the University:

The opening of the DLACS in the School of Education addresses Strategic Plan Initiative 4: Being an innovator and entrepreneur in all that we do. The DLACS would address the need in the region and nation to provide quality diagnostics for children and youth with disability. It would also address a growing need for educators who are trained not only in teaching methodology but in assessing individuals with a disability and developing appropriate programs for them. This is especially needed in the urban settings and with children and families in poverty. As such, it also addresses the Jesuit mission to reach out to underserved communities within our region.

6. What’s needed, including budget (i.e. startup capital needed) and other resources (i.e. physical space, personnel, etc.):

Physical Space: The School of Education has in place a state of the art facility that is ready for use by the DLACS. The space was recently renovated to provide 8 testing rooms with one-way mirrors, 2 small classrooms with observation windows for observation and/or instruction in real time by students and/or parents, and one medium size classroom when no observation time is required. The rooms have all been furnished with new tables and chairs that are universally designed. In addition, one of the small rooms has been designated for play therapy and supplies and materials have been purchased by the SOE for that space. Also, rooms are all equipped with video and audio monitoring equipment that is kept in a HIPPA approved site. Two waiting rooms have been prepared for parents along with a snack and relaxation area. In addition, a secure area for records and for students and faculty to view the video recordings has been prepared.

Funds Needed: No funds are required for the build out of space.

Start-Up Needs: Start up capital is needed to hire personnel—a director/faculty who is licensed as a psychological examiner, a business manager, and if possible a graduate assistant. In addition, basic assessments along with training for staff are needed. This start-up capital is what the GrowingSLU funds will provide. Once start-up has begun, the DLACS will begin the preparation of grant funding opportunities such as program support and development
grants from Institute of Education Sciences. Along with this, outside donors will be sought (several have expressed interest but wish to see the DLACS in operation prior to giving funds).

Funds Needed: The proposed startup for Year 1 is $200,000, though $227,812 would be preferred to cover the full expenses. Within this amount, personnel costs for a 12 month faculty/Director, an Office Manager/Billing Person, and a 12 month Graduate Assistant including fringes would be $164,300. The additional costs which can be adapted, are $63,512 for Licenses, costs for billing services, advertisement, printing/duplicating, office supplies, assessment exams, insurance (malpractice, property, liability), equipment maintenance, and graduate student fees.

Resources Needed: Resources are needed to expand the clinic both in terms of the amount of time provided by the Director and number of graduate assistants who will be trained and work in the clinic, and expand the assessment materials available so that the types of assessments can be expanded. Results from a feasibility and viability study completed by an expert consultant indicated that the clinic should become sustainable within 3 years.

7. Potential obstacles:

The potential obstacles focus on availability of a qualified director and faculty interested and available for completing assessments. In addition, time constraints for planning and developing the linkages with other departments across campus may occur. Marketing materials will need to be developed and a marketing plan must be in place so that the clinic can expand and grow in a focused manner.

8. How this project relates to what other universities or programs are doing [OPTIONAL]:

Other clinics are operating at SLU (Psychology, Genetics, Speech and Language, Audiology for example). Individuals from these clinics were contacted during the feasibility study and voiced interest in collaborating with a “full-service” clinic where they could provide training for their students and also expand their own services in conjunction with this clinic. There is no clinic available at SLU that provides the educational focus and goal development for students, as this clinic would do.

In addition, the only similar clinic is functioning at UMSL which offers comprehensive psychological evaluation services for both children and adults. Currently when students at SLU need to be assessed for possible learning issues that impact their success then they are referred to UMSL by the SLU Disability Access Center. The Disability Center here has stated that they would prefer to send the students to a clinic on campus, if possible.
Assessments of young children and school-age children are typically addressed by staff within their specific school district. For example, St. Louis Special School District completes assessments on students who reside within their school districts. When talking with their staff they indicated that they would consider using the DLACS for those students who need an Independent Educational Evaluation outside of their district’s evaluation or those students who have a complicated disability that might require assessments not usually provided by school districts. Although there are other districts and private schools completing similar assessments, such as Miriam Learning Center, it has been noted that they only provide assessments for those students who reside in their district and or have significant waitlists and are often expensive. Thus, discussions with representatives from Special School District, St. Louis City School District, Charter schools within the St. Louis region, and the Archdiocese of St. Louis indicated that they see a need for additional options for psycho-educational assessments of children and youth in their schools and would be interested in further discussion concerning contracting with the DLACS to provide assessment services.

9. Questions that still need to be answered [OPTIONAL]:

If you have any questions, please contact David at hakansond@slu.edu or Victoria at whitakervl@slu.edu.

Due date: July 29, 2016