Statewide Online Education Program
# Home & Private School Student Participation

Problem Statement: Home and Private School students require equivalent robust digital learning experiences that are available to public school students to equally prepare them for post-graduation success.

Resources FY25:	Core Strategies (Outputs):	Short Term Outcomes: Statutory Measures:	Performance Measure(s) Alignment:

FY25 Allocation: $8,288,500
 	
Funded FTEs:
No FTEs are associated with administration of this program. Staff responsibilities within this program are combined with other Statewide Online Education Program responsibilities and are not separately funded. The following staff are assigned to administer this program.
  2.0 Educational Specialists
  1.5 Counseling Specialists
  1.0 Financial Analyst
  2.0 Program Specialists
  1.0 Contracted Programmer
  .75 Research Analyst
  .25 Program Coordinator
 	
Funding Notes:
• Home school online participation has declined for several years. Most SOEP private school classes are in-person at the private school taught by the in-person teacher regularly assigned by the school to cover that content.
• Administration of this program will be transferred to a Contractor in 2025. Current SOEP home and private funding will be managed by the contractor. USBE will retain oversight.
	• **LEA:** Provider LEAs deliver content and instruction.
	
	• **State:**
	  ○ Maintenance of enrollment platform ensuring integrity of services and related payments.
	  ○ Distribution of statutory fees. Standard setting.
	  ○ Monitoring.
	  ○ Quality control.
	  ○ Reporting.
	
	• **Schools:** No School Responsibilities.
	
	• **Classroom Teachers**: Teach the online class in the in-person classroom.
		• % of students completing online courses in agreed period.
		
		• Pupil-teacher ratio for the combined online courses.
			• The Board does not collect or report outcomes describing Home School or Private School Students.

Financial Data

Appropriation History by Expenditure Category
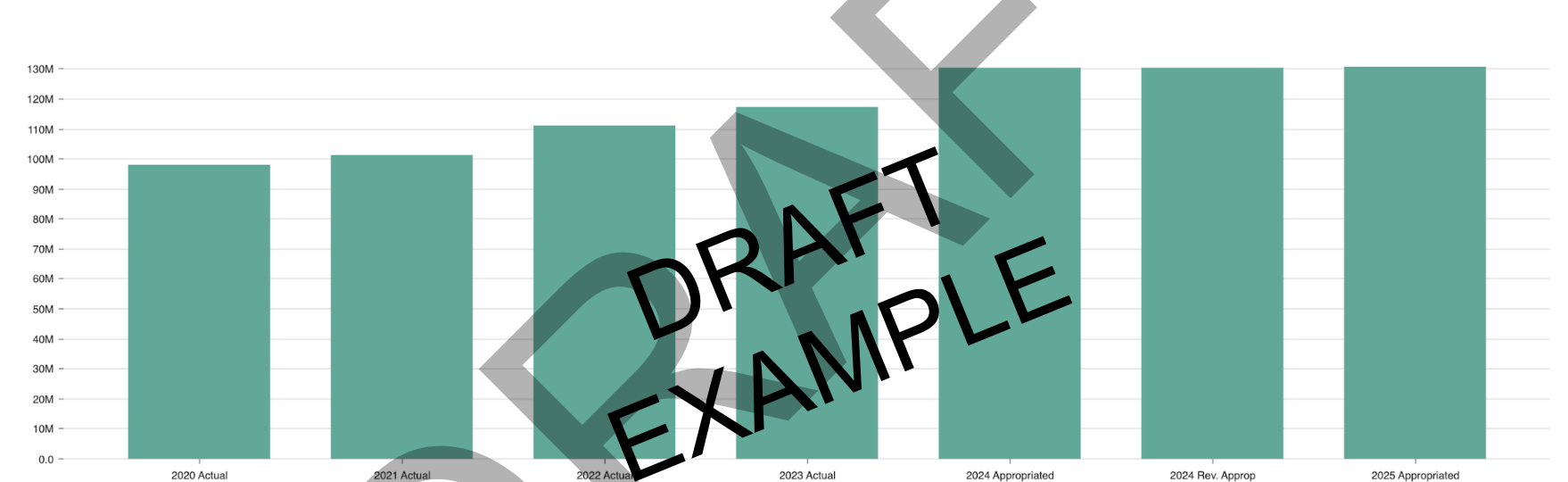
Show: **Budget Information** | FTEs, Vehicles, WPUs, etc.

Categories of Expenditure	2020 Actual	2021 Actual	2022 Actual	2023 Actual	2024 Appropriated	2024 Rev. Approp	2025 Appropriated
Other Charges/Pass Thru	97,944,700	101,421,000	111,106,500	117,446,900	130,493,700	130,493,700	130,775,200

USBE Program Support and Administration – Home & Private

USBE Personnel - (Roles and Responsibilities)

Program Coordinator
- Stakeholder Communication and Compliance.
- Policy Support to Board, Legislators as authorized.
- Staff Supervision and Evaluation.

Educational Specialist
- LEA Support, Training,
- Provider Monitoring, Training
- Quality Instruction, Program improvement
- Communication and Public-Facing Asset Development.

Educational Specialist
- Provider Standards Development and Approval; Provider Handbook.
- Budgetary and Fiscal Oversight, Analysis; USBE compliance with funding mandates.
- Policy Development, Compliance and Accountability, Report Production
- SEATS Development.

Counseling Specialist
- Counseling and LEA Support and Training
- Concurrent Enrollment Coordination.

Counseling Specialist
- Counseling and LEA Support.and Training.

Program Specialist
- SEATS Administrator.
- SEATS Technical Support.

Financial Analyst
- Calculation and Preparation of Fund Distribution; Budget/Grant Management;
- Statutorily required production and distribution of LEA fiscal participation reports.
- Analysis and projection of participation metrics.

Research Analyst
- Collect, Analyze, Report Educational Outcomes for Compliance and Improvement Purposes.
- USBE Data and Statistics Liaison.

Fiscal Administration Requirements

- Monthly Funding Disbursement calculation consistent with Law and Rule.
- Coordination with School Finance to ensure accurate and timely resource flows.
- Preparation of Grant and Distribution of Grant Forms.
- Disbursement of Legislative Allocations consistent with Law and Rule.
- Interaction with Providers in relation to Resource Flows.

Monitoring/Evaluation Requirements
- Annual and Periodic Monitoring (Code, Rule and Policy Compliance).
- Development and Implementation of Standard Operating Procedures.
- Training in Rule, Policy, and Best Practice.
- Development of Training Materials/Policy Manuals.
- Ensuring Appropriate Scaffolding is Available to Support Quality Instruction and Learning.
- Technical Assistance on Provider Operational Issues.
- Accountability Metric Collection, Calculation, and Reporting.
- Usage Metric Collection, Calculation, and Reporting.
- Corrective Action Determination.
- Development of Data Informing Training, Monitoring and Compliance Efforts.

Existing Alignment to R277-114

Category: 4

Rationale: Annual or more frequent monitoring is necessary to ensure accountability of the oversight entity within the Statewide Online Education housing this sub-component.

Policy Questions for the Board

- **Are there changes to rule/code that the Board may consider?**

  The Board may wish to consider::
    - Services delivered in a hybrid environment requiring physical attendance versus the statutory intent of enabling students to earn High School or Middle School Credit "through the completion of publicly funded online courses" (53F-4-502(1)).
    - Acceptability of provider payment of educators employed by a benefiting private school to facilitate coursework when a school enrolls students on a large scale through a cooperative agreement with a provider, and such coursework is not available to students not attending private school.

  The Board may wish to request clarification of the relationship between the Board and a Contractor (53F-4-501(12))

- **Are there additional resources or recommendations for reduction that the Board may consider?**

- **Are there future opportunities for alignment, merging, or sunset of the program that the Board may consider?**