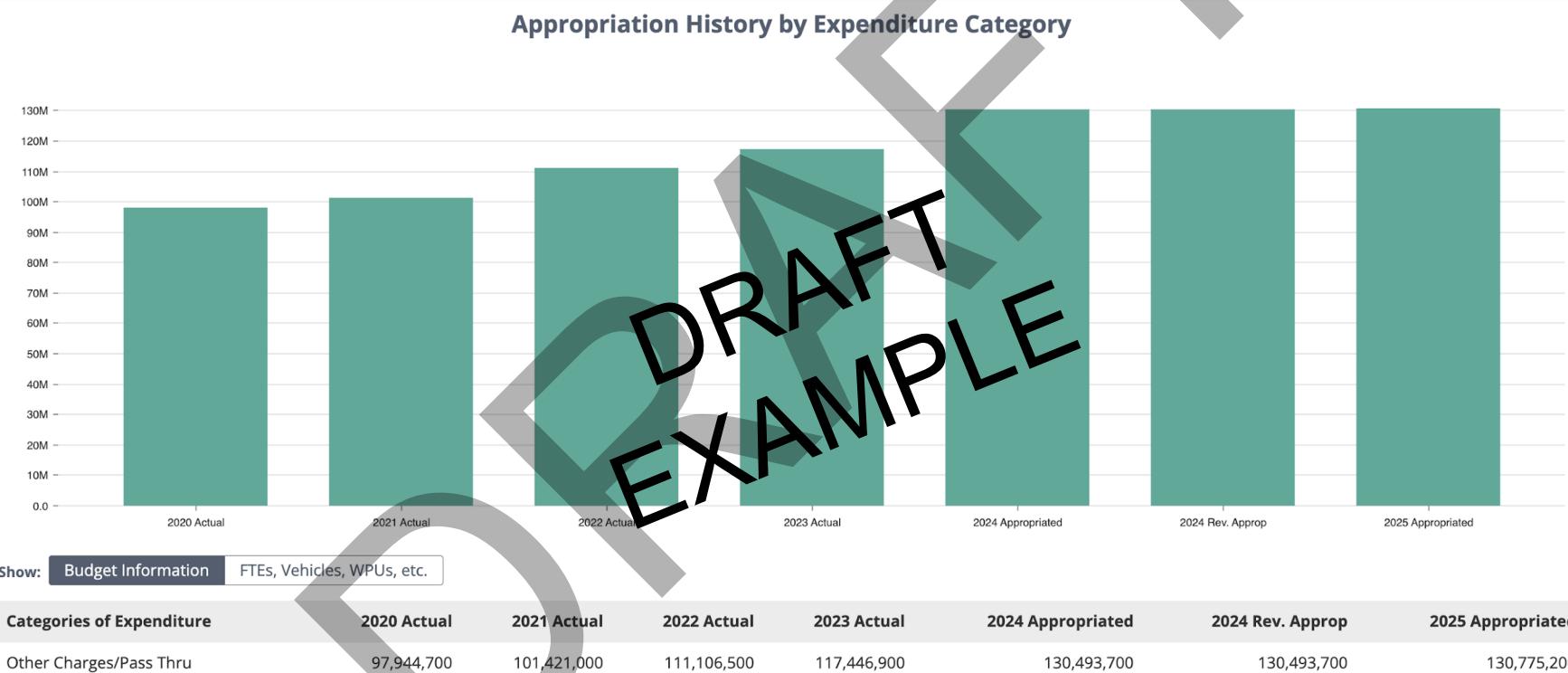


Statewide Online Education Program - Small (Public) High School Support

Problem Statement: Small public schools have limited resources and have an obligation to meet the individual academic needs of every student.

Resources FY25:	Core Strategies (Outputs):	Short Term Outcomes:	Performance Measure(s) Alignment:
<p>FY25 Allocation: \$926,200</p> <p>Funded FTEs: No FTEs are directly associated with administration of this program. The following staff otherwise funded are involved in program administration:</p> <ul style="list-style-type: none"> 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 <p>Funding Notes:</p> <p>Covered Schools and Population: Schools qualify as “small” if total K-12 enrollment < 1,000, and at least one student is in grades 9-12. Only students in grades 9-12 qualify for school-reimbursement of costs of SOEP participation. Funding offsets the costs of SOEP participation.</p> <p>Funding Sufficiency: Funding allocations must be large enough to ensure that participation costs are covered. Schools must acquaint students with SOEP opportunities.</p>	<ul style="list-style-type: none"> •LEA <ul style="list-style-type: none"> ○ Provider LEAs deliver content, instruction and support to participating students. ○ Primary LEAs offer an expanded array of digital instruction and content. •State: <ul style="list-style-type: none"> ○ USBE maintains an enrollment, attendance and payment platform accommodating legislative funding distribution criteria. ○ Standards are created. ○ Activity and Outcomes Assessments are produced to determine compliance and monitoring activity. ○ Annual outcome report is produced. •Schools: Schools revise course offerings to align courses with educator qualifications and student need. •Classroom Teachers: Teachers deliver instruction aligned to qualifications. 	<ul style="list-style-type: none"> • % of students completing online courses in agreed period. • Pupil-teacher ratio for the combined online courses. • Scores of participating students on state mandated assessments. 	<ul style="list-style-type: none"> • % students in Utah participating in readiness coursework. • Four-Year Cohort Graduation Rate for state of Utah (Target = 92.1%) • % of courses taught by appropriately licensed and endorsed educators. • % of students in grades 6-12 in public schools that are chronically absent.

Financial Data



USBE Program Support and Administration – Small Public High School

<p>USBE Personnel - (Roles and Responsibilities):</p> <p>Program Coordinator</p> <ul style="list-style-type: none"> • Stakeholder Communication and Compliance. • Policy Support to Board, Legislators as authorized. • Staff Supervision and Evaluation. <p>Educational Specialist</p> <ul style="list-style-type: none"> • LEA Support, Training. • Provider Monitoring, Training • Quality Instruction, Program improvement • Communication and Public-Facing Asset Development. <p>Educational Specialist</p> <ul style="list-style-type: none"> • 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. <p>Counseling Specialist</p> <ul style="list-style-type: none"> • Counseling and LEA Support and Training • Concurrent Enrollment Coordination. <p>Counseling Specialist</p> <ul style="list-style-type: none"> • Counseling and LEA Support and Training. <p>Program Specialist</p> <ul style="list-style-type: none"> • SEATS Administrator. • SEATS Technical Support. <p>Financial Analyst</p> <ul style="list-style-type: none"> • 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. <p>Research Analyst</p> <ul style="list-style-type: none"> • Collect, Analyze, Report Educational Outcomes for Compliance and Improvement Purposes. • USBE Data and Statistics Liaison. • Respond to Data Requests and Related Inquiries. 	<p>Fiscal Administration Requirements:</p> <ul style="list-style-type: none"> • Oversight of yearly SEATS revision of qualifying schools. • Per-school and per-LEA calculation and tracking of fiscal resources, with application of statutory parameters restricting school and student eligibility. • Per-LEA calculation, distribution, and tracking of fiscal resources and resource flows. • Preparation of Funding Disbursement orders using appropriate Grant Forms and formats. • Coordination with School Finance to ensure accurate/timely resource flows. • Disbursement of Allocations consistent with Law and Rule. • Interaction with Provider/Primary LEAs in relation to Resource Flows. • Preparation of statutorily required fiscal accounting per school and LEA. • Development of Distribution Methods. • Projection of funding need. <p>Monitoring/Evaluation Requirements:</p> <ul style="list-style-type: none"> • Development of Rule. • Dissemination of Program Opportunities to LEAs. • Development of Training Materials/Internal Policy Manuals. • Usage Metric Collection, Calculation, and Reporting. 	<p>Existing Alignment to R277-114:</p> <p>Category: 4</p> <p>Rationale: Annual or more frequent monitoring is necessary to ensure accountability of the oversight entity within the Statewide Online Education Program housing this sub-component.</p>
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Policy Questions for the Board

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

The Board may wish to consider whether requesting a widening of the statutory definition of program eligibility for small schools funding to include Middle School students enrolling in high school coursework (53F-4-518(1)) while attending a Small School.

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

The Board may wish to study whether funding is adequate to incentivize disclosure of SOEP enrollment opportunities where increased funding may reassure LEAs that clearly benefit from Program participation.

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

The Board may consider the benefit of a Single SIS used by all LEAs, potentially allowing integration of enrollment processes and options between a Primary School of Enrollment and an SOEP Provider School to facilitate utilization of SOEP opportunities:

- Supporting student access to college and career readiness courses (53F-4-518).
- Incentivizing and enabling optimal utilization of capacity within and across LEAs.