

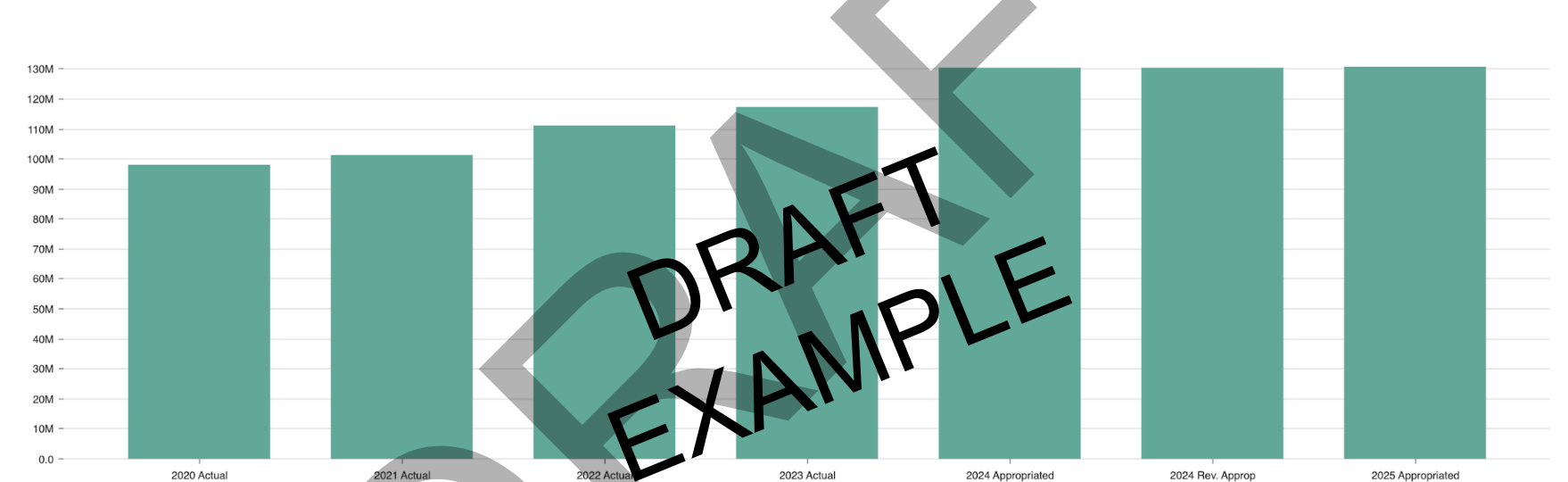
## Statewide Online Education Program - Small (Public) High School Support

**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><b>FY25 Allocation:</b> \$926,200</p> <p><b>Funded FTEs:</b> 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"> <li>2.0 Educational Specialists</li> <li>1.5 Counseling Specialists</li> <li>1.0 Financial Analyst</li> <li>2.0 Program Specialists</li> <li>1.0 Contracted Programmer</li> <li>.75 Research Analyst</li> <li>.25 Program Coordinator</li> </ul> <p><b>Funding Notes:</b></p> <p><b>Covered Schools and Population:</b> Schools qualify as “small” if total K-12 enrollment &lt; 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><b>Funding Sufficiency:</b> 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"> <li>•<b>LEA</b> <ul style="list-style-type: none"> <li>○ Provider LEAs deliver content, instruction and support to participating students.</li> <li>○ Primary LEAs offer an expanded array of digital instruction and content.</li> </ul> </li> <li>•<b>State:</b> <ul style="list-style-type: none"> <li>○ USBE maintains an enrollment, attendance and payment platform accommodating legislative funding distribution criteria.</li> <li>○ Standards are created.</li> <li>○ Activity and Outcomes Assessments are produced to determine compliance and monitoring activity.</li> <li>○ Annual outcome report is produced.</li> </ul> </li> <li>•<b>Schools:</b> Schools revise course offerings to align courses with educator qualifications and student need.</li> <li>•<b>Classroom Teachers:</b> Teachers deliver instruction aligned to qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• % of students completing online courses in agreed period.</li> <li>• Pupil-teacher ratio for the combined online courses.</li> <li>• Scores of participating students on state mandated assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• % students in Utah participating in readiness coursework.</li> <li>• Four-Year Cohort Graduation Rate for state of Utah (Target = 92.1%)</li> <li>• % of courses taught by appropriately licensed and endorsed educators.</li> <li>• % of students in grades 6-12 in public schools that are chronically absent.</li> </ul>

# Financial Data

Appropriation History by Expenditure Category



Show: **Budget Information** FTEs, Vehicles, WPU's, 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 – Small Public High School

<p><b>USBE Personnel - (Roles and Responsibilities):</b></p> <p><b>Program Coordinator</b></p> <ul style="list-style-type: none"> <li>• Stakeholder Communication and Compliance.</li> <li>• Policy Support to Board, Legislators as authorized.</li> <li>• Staff Supervision and Evaluation.</li> </ul> <p><b>Educational Specialist</b></p> <ul style="list-style-type: none"> <li>• LEA Support, Training.</li> <li>• Provider Monitoring, Training</li> <li>• Quality Instruction, Program improvement</li> <li>• Communication and Public-Facing Asset Development.</li> </ul> <p><b>Educational Specialist</b></p> <ul style="list-style-type: none"> <li>• Provider Standards Development and Approval; Provider Handbook.</li> <li>• Budgetary and Fiscal Oversight, Analysis; USBE compliance with funding mandates.</li> <li>• Policy Development, Compliance and Accountability Report Production</li> <li>• SEATS Development.</li> </ul> <p><b>Counseling Specialist</b></p> <ul style="list-style-type: none"> <li>• Counseling and LEA Support and Training</li> <li>• Concurrent Enrollment Coordination.</li> </ul> <p><b>Counseling Specialist</b></p> <ul style="list-style-type: none"> <li>• Counseling and LEA Support and Training.</li> </ul> <p><b>Program Specialist</b></p> <ul style="list-style-type: none"> <li>• SEATS Administrator.</li> <li>• SEATS Technical Support.</li> </ul> <p><b>Financial Analyst</b></p> <ul style="list-style-type: none"> <li>• Calculation and Preparation of Fund Distribution; Budget/Grant Management;</li> <li>• Statutorily required production and distribution of LEA fiscal participation reports.</li> <li>• Analysis and projection of participation metrics.</li> </ul> <p><b>Research Analyst</b></p> <ul style="list-style-type: none"> <li>• Collect, Analyze, Report Educational Outcomes for Compliance and Improvement Purposes.</li> <li>• USBE Data and Statistics Liaison.</li> <li>• Respond to Data Requests and Related Inquiries.</li> </ul>	<p><b>Fiscal Administration Requirements:</b></p> <ul style="list-style-type: none"> <li>• Oversight of yearly SEATS revision of qualifying schools.</li> <li>• Per-school and per-LEA calculation and tracking of fiscal resources, with application of statutory parameters restricting school and student eligibility.</li> <li>• Per-LEA calculation, distribution, and tracking of fiscal resources and resource flows.</li> <li>• Preparation of Funding Disbursement orders using appropriate Grant Forms and formats.</li> <li>• Coordination with School Finance to ensure accurate/timely resource flows.</li> <li>• Disbursement of Allocations consistent with Law and Rule.</li> <li>• Interaction with Provider/Primary LEAs in relation to Resource Flows.</li> <li>• Preparation of statutorily required fiscal accounting per school and LEA.</li> <li>• Development of Distribution Methods.</li> <li>• Projection of funding need.</li> </ul> <p><b>Monitoring/Evaluation Requirements:</b></p> <ul style="list-style-type: none"> <li>• Development of Rule.</li> <li>• Dissemination of Program Opportunities to LEAs.</li> <li>• Development of Training Materials/Internal Policy Manuals.</li> <li>• Usage Metric Collection, Calculation, and Reporting.</li> </ul>	<p><b>Existing Alignment to R277-114:</b></p> <p><b>Category: 4</b></p> <p><b>Rationale:</b> 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.