# Statewide Online Education Program (Public School Student Participation)

Problem Statement: Public school students may lack equal access to a choice of robust, flexible, "digital learning" experiences matching student needs, strengthening learning experiences to better prepare for post-graduation success, and increasing instruction by appropriately licensed educators.

Resources FY25:

FY25 Allocation: $1,153,900

Funded FTEs:
- $968,100
    - 2.0 Educational Specialists
    - 1.5 Counseling Specialists
    - 1.0 Financial Analyst
    - 2.0 Program Specialists
    - .75 Research Analyst

FTEs Otherwise Funded:
- 1.0 Contracted Programmer
- .25 Program Coordinator

Funding Notes:
- Students are limited to 6.0 credits year, or more if the online courses better meet academic goals of the student.
- Fees are statutory and tiered to the cost of instruction and content in each academic area.
- Fees are on average "revenue neutral," being demonstrated to approximate Primary LEA costs of instruction.

Core Strategies (Outputs):

- **LEA:**
    - Provider LEAs deliver content, instruction and support.
    - Primary LEAs expand offerings of digital instruction and content.
- **State:**
    - USBE maintains an enrollment, attendance and payment platform legislative funding distribution criteria.
    - Standards are created.
    - Activity and Outcomes Assessments are produced.
    - Annual outcome report is produced.
    - Complex reimbursement is calculated based on qualifying schools and students, then aggregated at the LEA level for distribution.
- **Schools:** Schools revise course offerings to align courses with educator qualifications and student need.
- **Classroom Teachers**: Teachers deliver instruction aligned to qualifications.

Short Term Outcomes:

- % of students completing online courses in agreed period.
- Pupil-teacher ratio for the combined online courses.
- Scores of participating students on state mandated assessments.

Performance Measure(s) Alignment:

- % of students in grades 6-12 in public schools that are chronically absent.
- Four-Year Cohort Graduation Rate for state of Utah (Target = 92.1%)

Financial Data

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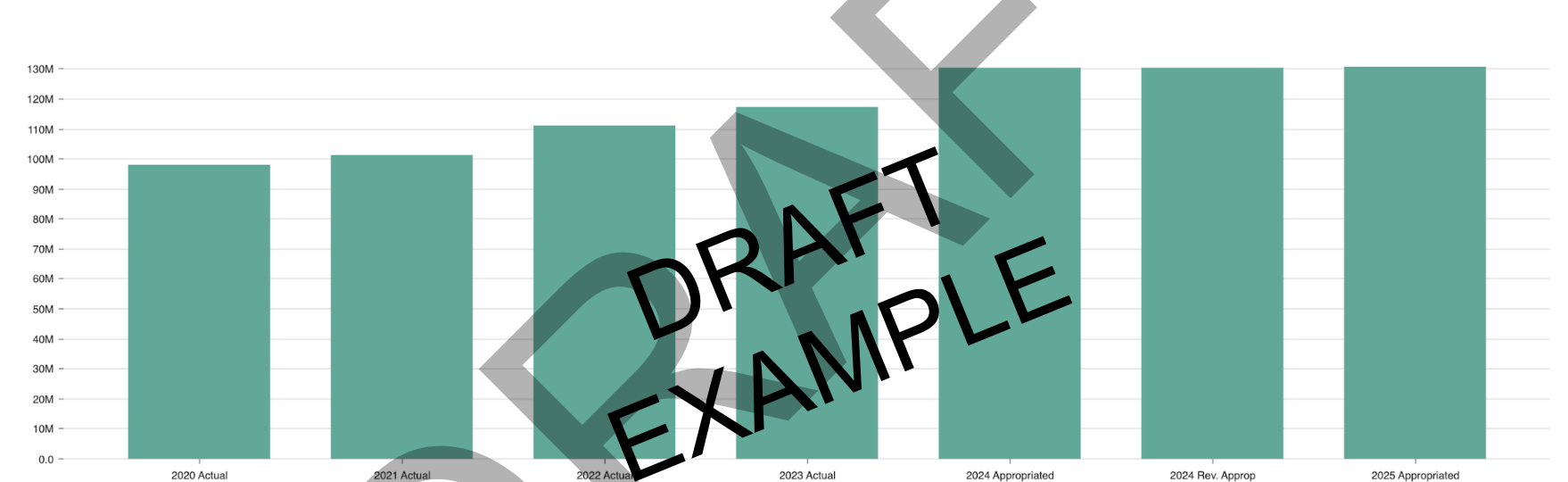
Show: **Budget Information** | FTEs, Vehicles, WPUs, etc.

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 - Public School

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 finding 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.
• Stakeholder Assistance.

Program Specialist
• Educator Licensing Verification.
• Comprehensive Provider 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.
• Respond to Data Requests and Related Inquiries.

Fiscal Administration Requirements:
• 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 Monthly Funding Disbursement orders.
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• Per-LEA calculation, distribution and tracking of fiscal resources and resource flows.
• Preparation of Monthly Funding Disbursement orders
• Preparation of statutorily required fiscal accounting per LEA.

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 Scaffolding is Available to Support Quality Instruction and Learning.
• Technical Assistance on Provider Operational Issues.
• Accountability Metric Collection, Calculation, and Reporting
• Corrective Action Imposition and Progress Evaluation.
• 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.

Policy Questions for the Board

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

    The Board may wish to consider requesting clarification of Primary School responsibility in relation to:

    - Credit recognition given the statutory requirement for a Primary LEA to incorporate SOEP credits into student membership (53F-4-509(1)), which translates to state funding for students to complete credit, combined with a program purpose, which is to enable Middle School and High School students to "earn high school graduation credit; or earn middle school credit" (53F-4-502(1)).
    - A 6 credit limit on yearly SOEP enrollment, where the limit may be exceeded if the additional online courses "better meet the academic goals of the student" (53F-4-503(3)(b)).
    - An obligation to attend physical courses when SOEP courses are in membership at a Primary LEA for all SOEP credits (53F-4-509(1))?

    The Board may wish to consider requesting clarification of obligations to Multilingual Students.

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

    The Board may wish to consider whether (53F-4-505(6)) and (53F-4-505(7)) are necessary and desired inclusions in law.

    The Board may wish to consider whether Youth In Custody may benefit from services under this Program.