MINIMUM SCHOOL PROGRAM: CAREER & TECHNICAL EDUCATION ADD-ON

PUBLIC EDUCATION APPROPRIATIONS SUBCOMMITTEE
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ISSUE BRIEF

SUMMARY

The Career and Technical Education (CTE) Add-on program provides funding to Local Education Agencies (LEAs) to pay for the higher costs associated with CTE courses. Add-on programs in the Minimum School Program (MSP) provide funding in addition to the regular Weighted Pupil Unit (WPU) generated by an enrolled student. Program funding only supports CTE courses approved by the State Board of Education and provided directly by an LEA or by an external provider contracted by the LEA.

Career & Technical Education

CTE means organized educational programs which directly or indirectly prepare individuals for employment, or for additional preparation leading to employment, in occupations where entry requirements generally do not require a baccalaureate or advanced degree. These programs provide all students an undisrupted education system, driven by a student education occupation plan (SEOP), through competency-based instruction culminating in essential life skills, certified occupational skills, and meaningful employment. Areas of study include agriculture; business; family and consumer sciences; health science and technology; information technology; marketing; skilled and technical sciences; and technology and engineering education.

State Board of Education Rule – R277-911

CTE FORMULA

Formulas for the CTE Add-on program are unique because the method used to calculate program cost (WPUs) is different than the method used to distribute program funding to LEAs. State statute (53A-17a-113) and State Board of Education rule (R277-911) govern the program. The current CTE formula was developed in the 1995 General Session.

Determining Cost

Like most WPU programs, the CTE Add-on program uses a prior-year plus growth formula to determine the number of WPUs each year. Prior year means the membership hours of students enrolled in CTE courses during the prior school year. The growth factor applies if an LEA's enrollment in grades 9-12 exceeds one percent over the previous year up to a maximum of 10 percent. If CTE membership hours decline, the LEA is held harmless. In FY 2014, this formula produces 29,289 WPUs.

WPUs generated by the program formula are multiplied by the Add-on WPU Value determined by the Legislature. In FY 2014, this WPU Value is $2,659.

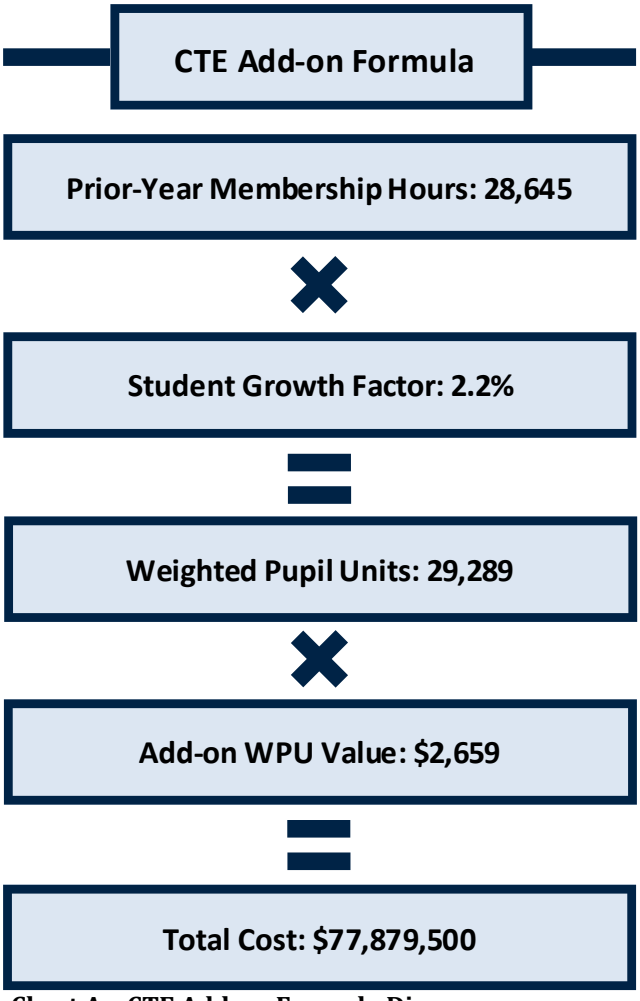

Chart A – CTE Add-on Formula Diagram

Distributing Funding

Funding appropriated for the CTE Add-on program is allocated to LEAs based on a two-step process. First, certain CTE programs or functions receive funding based on provisions outlined in statute and Board rule. Second, funding that remains after step one is distributed to LEAs based on average daily membership in approved CTE programs for the previous year.

Programs or functions receiving an initial allocation include: Comprehensive Guidance, Work Based Learning, CTE Introduction, Competency (Skill Certification), Student Leadership Organizations, and Summer Agriculture Programs. Appendix A details the distribution of FY 2014 funding among LEAs.

Career & Technical Education Add-on Distribution Table Total Appropriation - $77.9 Million*		
Step 1: Statutory Pull-Outs $19.3 Million		Step 2: ADM/MH Distribution $58.4 Million
Comprehensive Guidance $8.9 Million	Competency $5.9 Million	Distributed to LEAs Based on Prior-Year + Growth
Work Based Learning $1.5 Million	Summer Agriculture $1.3 Million	10-25 WPUs for District/Charter Administration
CTE Introduction (7-8 Grades) $1.1 MIllion	Student Leadership Org. $0.5 Million	10-25 WPUs to Each High School Based on # of Program Areas

Chart B – Career & Technical Education Add-on Distribution Table – *An allocation of *$151,700 for the Utah Futures program is not included in the table above.*

FUNDING HISTORY

In FY 2014, the Legislature appropriated a total of $77,879,500 to support the CTE Add-on program. This is an increase of $3.7 million over FY 2013. Chart C and D show a history of CTE program appropriations since FY 2004.

Prior to FY 2010, an additional CTE program was funded by the Legislature. Funding for the CTE Set-Aside was distributed by the State Board of Education to assist LEAs in purchasing equipment needed for new CTE programs. The Legislature eliminated funding for this program in FY 2010 in an effort to reduce costs and balance the state budget.

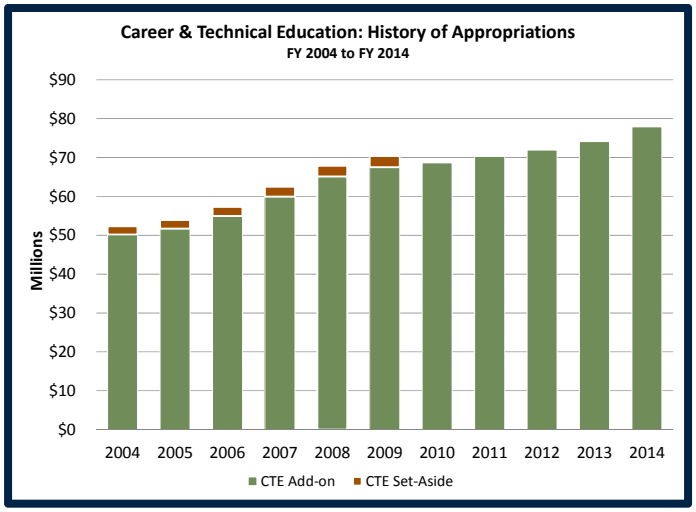

Chart C – Career & Technical Education Appropriations History

CTE ADD-ON: BACKGROUND & HISTORY

The CTE Add-on Program pre-dates the current Minimum School Program. When the MSP was developed in 1972-74 a major objective was to "provide a program in which career education is given priority and status at least equal to that now accorded college preparation."[1] A study conducted in 1972 led to the creation of the MSP and included a recommended formula for vocational education.

Original Formula

The Utah School Finance Study recommended that funding for vocational education use a program weighting structure. First, student participation in vocational education is converted from clock-hours to a full-time equivalent measurement. A practice still used today.

Second, the study recommended weightings based on various program types. The following weightings would be applied to each FTE student based on program type: Agriculture 1.2; Business 0.7; Distributive 0.5; Home Economics 0.3; and Technical and Industrial 1.4. The formula also included a factor for the average daily attendance in grades 9-12 in each district.

Career & Technical Education
History of Appropriations
FY 2004 to FY 2014

Fiscal Year	Program Appropriations		
	Add-on	Set-Aside	Total
2004	$50,198,200	$2,139,300	$52,337,500
2005	51,709,000	2,203,800	53,912,800
2006	54,943,400	2,348,400	57,291,800
2007	59,934,300	2,562,000	62,496,300
2008	65,147,800	2,742,800	67,890,600
2009	67,530,300	2,878,500	70,408,800
2010	68,656,400	0	68,656,400
2011	70,246,400	0	70,246,400
2012	71,916,300	0	71,916,300
2013	74,124,800	0	74,124,800
2014	77,879,500	0	77,879,500

Notes:
1. All figures revised, except FY 2013 is appropriated.
2. Funding for the CTE Set-Aside was discontinued in FY 2010 due to state budget cuts. The CTE Set-Aside provided funding to assist LEAs in purchasing equipment needed initiate new CTE programs.

Source: Appropriations Reports, Office of the Legislative Fiscal Analyst, 2005 to 2014.

Chart D – Career & Technical Education Appropriations History

In addition to the calculated weightings, each school district received 9 WPUs for district level administration and each high school received 16 WPUs. The current formula still provides WPUs for district/charter level administration and a base WPU allocation to each high school.

From Original to Current Formula

Research suggests at least one major formula change between the original concept in 1972 and today's formula. Prior to 1995, WPUs were computed in "approved programs according to annually updated weightings based on direct costs data from eligible recipients."[2] LEAs reported the cost to deliver certain vocational education programs and these costs were used to determine the weightings applied to FTE students participating in the programs.

The State Board of Education was tasked with clustering approved programs into three levels representing the general cost structure.

- Level I included programs that required little equipment and could accommodate large numbers of students at a relatively low cost;
- Level II included programs with a medium or average cost and number of students; and
- Level III included programs that required expensive equipment and/or small class sizes.

[1] Utah School Finance Study: A Report to the Education Committee of the Utah Legislative Council. December 1972. Pg. 3.
[2] Minimum School Program Act Amendments. Senate Bill 215, 1995 General Session.

In addition to these funding levels, this formula required approved programs to meet placement and competency requirements established by the State Board of Education. Programs that did not meet the standards were reimbursed at the regular WPU Value without the Add-on.

The State Board of Education was allowed to use up to 7.5 percent of Add-on funding to provide incentives or bonus payments to programs that exceeded the standards.

During the 1995 General Session, the Legislature eliminated the "Levels" formula for the current formula which simply allocates Add-on funding based on student membership hours. Along with the formula change, the Legislature provided a significant increase of funding (over 14 percent). The new formula was intended to "reward schools for placing their students in jobs, program completion and for students who continue in the chosen field instead of just seat time.[3]"

New Formula Study – 2012 Interim

During the 2012 General Session, the Legislature passed the following intent language:

> *The Legislature intends that the State Board of Education study a student-based funding allocation model for the Career and Technical Education (CTE) Add-on program that takes into account the relative cost difference associated with providing various CTE programs and does not exceed current funding levels appropriated for the program but may include an annual adjustment for student enrollment growth. The Legislature intends that the State Board of Education report to the Education Interim Committee, the Public Education Appropriations Subcommittee and the Executive Appropriations Committee by October 2012 the potential allocation models developed by the State Board of Education.[4]*

The Utah State Office of Education (USOE) reported to each committee in October 2012 and a second time to the Public Education Appropriations Subcommittee in December 2012. The reports provided by the USOE included several considerations and recommendations for the Legislature. However, the USOE did not report or provide "potential allocation models" to the Legislature for further evaluation of LEA allocation impacts related to this study item.

October 2012 – Public Education Appropriations Subcommittee

The USOE report highlights four considerations to weigh in altering the CTE allocation formula[5]:

1. Funding Based on Program Cost Level Designations – Allocate funding based on similar provisions used prior to 1995, such as, annual costs for instruction, supplies, equipment, software, professional development, or need for smaller class sizes.
2. High-Wage and High-Demand Course/Pathway – Develop a high-wage and high-demand course matrix, based on Utah wage and demand data to use in allocating program funding.
3. Combination of #1 and #2 – Allocate funding based on course level cost and relative position of the course on the high wage–high demand matrix.
4. Adjust Allocation Formula for School Schedule – Further study potential inequities in funding allocation due to the structure of a high school's schedule (i.e. block schedule, trimester, semester, etc.) and the varying lengths of class time. The current allocation formula only considers Average Daily Membership (ADM) of participating students.

[3] Appropriations Report. Office of the Legislative Fiscal Analyst, 1995-96.
[4] Senate Bill 2, Public Education Budget Amendments, 2012 General Session.
[5] Utah State Office of Education. Student and Course Based Funding for Career and Technical Education, Information for the Public Education Appropriations Committee, October 10, 2012.

Representatives of the USOE reported that the LEAs generally did not favor returning to a cost-based allocation formula similar to the one used prior to 1995. The USOE did not develop detailed allocation formulas modeling the impact of the above considerations on LEAs. USOE sought additional direction from the Legislature on how to proceed and the following topics[6]:

- A CTE course or pathway may lead to a high-wage, high-demand occupation, but it may not be a high cost course;
- A high cost CTE course may result in a lower-wage or lower-demand job;
- Small schools have difficulty offering a sequence of rigorous CTE courses that lead to certificates; and,
- Consideration of intended (and unintended) consequences in a new CTE formula.

Feedback from subcommittee members clarified that the intent of the study was not to revert back to the formula used prior to 1995, but to focus program funding to provide courses that meet business needs and help expand Utah's economy. Subcommittee members also wanted to receive more input on the impact of including High-Wage and High-Demand variables in the formula.

October 2012 – Executive Appropriations Committee

The USOE presentation to the Executive Appropriations Committee (EAC) focused primarily on the changes made in 1995 that moved the formula away from program cost. USOE indicated that the State Board of Education was more comfortable with the current formula. The recommendation included in the report stated: "Based on the thorough review conducted prior to 1995 it is the recommendation of the State Board of Education and the State Office of Education that this funding allocation method should not be implemented again. The system of weighting course was complex and did not necessarily have the intended outcome of encouraging districts to offer high cost programs.[7]"

Committee members did not provide any comments on potential formula changes.

October 2012 – Education Interim Committee

In reporting to the Education Interim Committee, the USOE discussed possible formula considerations. These considerations were also mentioned briefly in the EAC report. These "factors" could be used in combination with the relative cost difference of CTE programs in a new funding distribution model. These factors for each CTE course include: Cost, High-Skill, High-Wage, High-Demand, Passed Skills Test in a Pathway, Non-Traditional Career, Enrollment by Headcount, and Students Passing Industry or State Recognized Certificates.[8]

The report included examples of how these factors could be weighted in a distribution formula and a detail of the weightings for courses offered in the Alpine School District.

Committee members requested that the USOE run models of concrete formula proposals and run the models by the LEAs. Other comments included a request to look at the objectives of High-Wage and High Demand weightings, how formula changes might motivate LEAs in selecting course offerings, how funding could be based on more than simply sitting in a classroom, and stressed that not all factors need to be included in a potential formula.

[6] Ibid.
[7] Utah State Office of Education. Student and Course Based Funding for Career and Technical Education, Utah State Board of Education Report to the Executive Appropriations Committee. October 16, 2012.
[8] Utah State Office of Education. Student and Course Based Funding for Career and Technical Education. Utah State Board of Education Report to the Education Interim Committee. October 17, 2012.

December 2012 – Public Education Appropriations Subcommittee

The USOE reported that they collected information from LEAs to develop funding levels or weightings to run models and analyzed high-demand data. This information was used to run funding distribution models using high-wage, high-demand, and high-skill data points. The USOE found that "rural vs. urban data in job projections creates difficulty for data points and that it is difficult to assign a single course to a specific occupational high wage high demand outcomes because of many points or exits on the pathway.[9]" As a result, USOE stated that the focus should be on a High-Wage High-Demand career pathway and not on specific courses or jobs. USOE further reported that the cost, demand, and wages of a given course or field of study vary depending on location within the state.

USOE concluded their presentation with a list of recommendations:[10]

- Change current funding formula model to take in account the variability in school day schedules for equalized funding of all schools and districts when funding on Average Daily Membership (ADM).
- Ensure growth funding in driven by growth in career and technical education programs.
- Review and upgrade existing career and technical education courses.
- Work on the articulation from high school career and technical education courses to program in the Utah System of Higher Education and in the Utah College of Applied Technology.
- Review every career and technical education pathway and provide information on the "5 Star" rankings to students, schools, parents, districts, etc. which provide focus on high wage, high demand, high skill occupations.
- Apply regional career and technical education plans developed with post-secondary partners to increase the number of students completing certificates and other outcomes identified in "The 66% Goal" initiative.

FORMULA SCENARIOS

Changing factors in a distribution formula will alter how funding is allocated among LEAs, with some LEAs receiving more funding and others receiving less. The total impact of the funding change will depend on the factor included (or excluded) from the formula and how well the individual characteristics of the LEA line up with the change.

So far, the Legislature has only had conceptual discussions on including different factors in the CTE formula. Modeling potential formula changes allows the Legislature to evaluate how potential factors may alter distribution among LEAs and narrow the focus of potential policy changes.

During the 2012 Formula Study, much of the discussion focused on adding formula variables to distribute funding based on course cost. Additional formula factors discussed included adding variables to ensure that a course is high-wage, high-demand, and/or high-skill.

To help facilitate further discussion, the Legislative Fiscal Analyst's office has developed three scenarios. These scenarios are not intended to represent formula recommendations, but show how changing formula variables will alter the funding distribution among LEAs.

[9] Utah State Office of Education. Student and Course Based Funding for Career and Technical Education. Utah State Board of Education Report to the Public Education Appropriations Committee. December 11, 2012.
[10] Ibid.

As a final note, discussions during the 2012 study period raised the issue of how Comprehensive Guidance is shown in the budget and whether it should continue to be a part of the CTE program. Removing the program from CTE will facilitate greater transparency on program funding levels and distribution. For this reason, funding for Comprehensive Guidance was removed from the scenarios.

Appendix B provides detail on funding changes for each of the following scenarios by LEA.

Scenario 1 – Simple Distribution by Average Daily Membership

Some Legislators expressed interest in simplifying the distribution formula. As mentioned previously, the CTE program is the only program within the Basic School Program where program WPUs are distributed differently than how they are generated.

Scenario 1 shows the impact of distributing CTE funding based on where the membership in approved courses occur.

This scenario removes all of the "statutory pull-outs," except Comprehensive Guidance, listed at the beginning of this brief.

Scenario 2 – Base + Average Daily Membership

The second scenario is similar to the first, but includes a funding base for each qualifying high school that offers CTE courses. The funding base is a concept used throughout the Minimum School Program and is a component of the current formula. This scenario includes a base of 25 WPUs per high school. The number of base WPUs could be changed to meet desired effects in distribution.

This scenario removes all of the "statutory pull-outs," except Comprehensive Guidance, listed at the beginning of this brief.

Scenario 3 – High-Wage, High-Demand, High-Skill Incentive

In the final scenario, 2/3 of the funding is distributed based on Average Daily Membership. The remaining 1/3 is distributed based on how well a course aligns with a high-wage, high-demand, and high-skill matrix with funding divided equally between each factor.

The 1/3 set-aside for a high-wage, high-demand, high-skill incentive was chosen randomly. This amount could be increased, decreased, or phased in to meet desired effects. Additional factors, such as course cost, could be included.

This scenario removes all of the "statutory pull-outs," except Comprehensive Guidance, listed at the beginning of this brief.

APPENDIX A: FUNDING DISTRIBUTION DETAIL

The following table details the allocation of FY 2014 appropriations to LEAs:

School Districts

Minimum School Program: Career & Technical Education Add-on

Allocation to Local Education Agencies by Major Program

FY 2014

LEA	WPU Allocation	Summer Agriculture	Comp. Guidance	Work Based	CTE Introduction	Student Leadership	Competency	Total CTE Add-on
Alpine	$5,975,645	$143,544	$805,638	$139,334	$92,264	$45,659	$829,043	$8,031,127
Beaver	270,692	13,295	42,509	7,730	13,193	2,624	11,999	362,042
Box Elder	1,550,418	101,042	200,053	42,325	19,285	15,476	161,180	2,089,779
Cache	1,700,851	74,452	264,801	47,802	27,587	39,233	274,530	2,429,256
Carbon	484,964	13,295	87,964	18,848	10,277	6,162	25,448	646,958
Daggett	132,203	13,295	19,823	6,203	2,099	1,444	4,533	179,600
Davis	6,179,910	79,770	920,094	136,567	112,898	46,742	710,241	8,186,222
Duchesne	527,139	51,407	114,348	20,410	19,334	6,595	39,558	778,791
Emery	298,111	13,295	80,015	17,589	13,464	3,731	9,234	435,439
Garfield	359,061	13,295	79,292	7,062	12,633	3,586	10,634	485,563
Grand	310,069	13,295	41,342	7,614	5,030	1,276	22,830	401,456
Granite	6,090,498	39,885	916,841	135,736	111,053	49,751	466,555	7,810,319
Iron	762,965	13,295	166,360	24,544	18,046	7,341	111,677	1,104,228
Jordan	4,864,585	66,475	590,135	118,307	71,844	54,950	504,376	6,270,672
Juab	299,871	13,295	47,485	17,558	5,645	3,514	18,504	405,872
Kane	325,185	13,295	59,469	7,355	8,714	4,212	16,566	434,796
Millard	514,392	47,862	103,535	18,117	11,880	8,424	38,264	742,474
Morgan	311,696	21,272	49,569	17,836	5,826	4,020	34,136	444,355
Nebo	3,538,712	99,750	477,102	79,164	48,435	29,196	422,532	4,694,891
North Sanpete	652,830	13,295	45,873	17,663	5,564	2,190	20,515	757,930
North Summit	217,674	13,295	39,646	7,095	4,669	3,370	9,348	295,097
Park City	460,587	0	87,071	19,953	7,245	1,155	43,100	619,111
Piute	143,075	0	19,823	6,345	4,271	1,372	2,147	177,033
Rich	90,863	0	39,646	0	4,362	0	1,454	136,325
San Juan	565,971	26,590	119,299	18,433	18,223	6,932	6,762	762,210
Sevier	726,646	37,521	144,959	20,186	15,136	9,748	64,142	1,018,338
South Sanpete	398,268	26,590	84,434	18,573	10,278	2,936	28,030	569,109
South Summit	313,108	26,590	40,758	7,645	5,057	1,950	17,675	412,783
Tintic	55,799	0	39,646	6,255	6,262	0	1,487	109,449
Tooele	1,893,288	81,687	258,157	45,723	30,014	13,118	146,827	2,468,814
Uintah	532,300	13,295	136,002	23,169	12,582	4,332	49,379	771,059
Wasatch	721,054	26,590	74,365	21,257	8,013	5,247	108,195	964,721
Washington	3,146,044	91,218	473,668	74,276	41,534	19,400	331,281	4,177,421
Wayne	186,882	13,295	39,646	6,588	4,352	1,733	10,153	262,649
Weber	3,759,339	67,931	472,964	79,431	58,747	24,695	536,867	4,999,974
Salt Lake	2,356,427	13,295	275,782	71,619	38,696	9,122	171,482	2,936,423
Ogden	1,401,136	0	199,271	0	19,899	6,884	59,085	1,686,275
Provo	1,571,743	13,295	173,222	45,911	21,165	15,428	145,577	1,986,341
Logan	497,831	0	74,142	21,793	7,706	3,033	40,508	645,013
Murray	779,099	0	101,793	22,201	12,527	2,142	88,946	1,006,708
Canyons	2,790,533	0	439,961	82,563	55,464	43,565	325,240	3,737,326

Charter Schools

Minimum School Program: Career & Technical Education Add-on

Allocation to Local Education Agencies by Major Program

FY 2014

LEA	WPU Allocation	Summer Agriculture	Comp. Guidance	Work Based	CTE Introduction	Student Leadership	Competency	Total CTE Add-on
AMES	$54,887	$0	$22,298	$0	$0	$241	$578	$78,004
ALA	40,154	0	33,975	0	5,518	289	4,287	84,223
Bear River Charter	0	0	0	0	4,181	0	0	4,181
Channing Hall	0	0	0	0	4,642	0	0	4,642
City Academy	0	0	19,823	0	0	0	0	19,823
Davinci	0	0	19,823	0	4,434	0	0	24,257
Early Light	0	0	0	0	4,705	0	0	4,705
East Hollywood HS	0	0	19,823	0	0	0	0	19,823
Entheos Magna	0	0	0	0	4,497	0	0	4,497
Entheos Kearns	0	0	0	0	4,524	0	0	4,524
Fast Forward	0	0	19,823	0	0	0	0	19,823
Freedom Academy	0	0	0	0	4,651	0	0	4,651
George Washington	0	0	0	0	4,569	0	0	4,569
Hawthorn Academy	0	0	19,823	0	4,850	0	0	24,673
Intech Collegiate HS	59,338	0	19,823	0	0	0	3,790	82,951
Itineris Early College	20,472	0	19,823	0	0	0	807	41,102
John Hancock	0	0	0	0	4,199	0	0	4,199
Karl Maeser	0	0	25,772	0	0	0	0	25,772
Lakeview Academy	0	0	0	0	4,696	0	0	4,696
Lincoln Academy	0	0	0	0	4,822	0	0	4,822
Monticello Academy	0	0	19,823	0	4,705	0	0	24,528
North Davis Prep	0	0	19,823	0	4,868	0	0	24,691
North Star	0	0	0	0	4,488	0	0	4,488
NUAMES	110,798	0	22,658	0	0	794	34,897	169,147
Ogden Preparatory School	0	0	0	0	4,886	0	0	4,886
Open Classroom	0	0	19,823	0	0	0	0	19,823
Pinnacle	0	0	0	0	4,380	0	0	4,380
Quail Run Primary School	0	0	0	0	4,172	0	0	4,172
Quest Academy	0	0	0	0	4,524	0	0	4,524
Success Academy	17,318	0	19,823	0	0	0	0	37,141
Summit Academy	0	0	0	0	5,139	0	0	5,139
Syracuse Arts Academy	0	0	19,823	0	4,877	0	0	24,700
Thomas Edison North	0	0	19,823	0	4,497	0	0	24,320
Thomas Edison South	0	0	19,823	0	4,470	0	0	24,293
Tuacahn	0	0	19,823	0	0	0	0	19,823
Uintah River Charter High School	0	0	19,823	0	0	0	0	19,823
UCAS	56,163	0	19,823	0	0	0	5,224	81,210
Walden School of Liberal Arts	0	0	19,823	0	4,181	0	0	24,004
Unallocated	306,822	0	0	0	0	0	0	306,822
State Total	**$58,423,416**	**$1,309,601**	**$8,908,020**	**$1,486,780**	**$1,116,748**	**$513,612**	**$5,969,623**	**$77,727,800**

Source: Utah State Office of Education, Career and Technical Education, State Allocation Tables FY 2014 - Legislative Estimates.

* Note: Only charter schools that receive an allocation under the Add-on program are listed.

APPENDIX B: FORMULA SCENARIOS

LEA	Scenario 1 - Simple Distribution by Average Daily Membership			Scenario 2 - Base + Average Daily Membershp			
	Comp Guidance	Average Daily Membership	Difference from Current Allocation	Comp Guidance	25 WPU Base Per High School	Average Daily Membership	Difference
01 ALPINE	$805,638	$7,468,871	$243,382	$805,638	$1,395,975	$5,396,313	($433,201)
02 BEAVER	42,509	233,583	(85,950)	42,509	132,950	168,766	(17,817)
03 BOX ELDER	200,053	1,488,442	(401,284)	200,053	531,800	1,075,410	(282,516)
04 CACHE	264,801	1,905,182	(259,273)	264,801	598,275	1,376,508	(189,672)
05 CARBON	87,964	483,396	(75,598)	87,964	265,900	349,257	56,163
06 DAGGETT	19,823	27,821	(131,956)	19,823	66,475	20,101	(73,201)
07 DAVIS	920,094	7,736,072	469,944	920,094	1,661,875	5,589,368	(14,885)
08 DUCHESNE	114,348	442,823	(221,620)	114,348	332,375	319,943	(12,125)
09 EMERY	80,015	286,328	(69,096)	80,015	265,900	206,874	117,350
10 GARFIELD	79,292	205,182	(201,089)	79,292	265,900	148,246	7,875
11 GRAND	41,342	249,233	(110,881)	41,342	132,950	180,073	(47,091)
12 GRANITE	916,841	7,880,975	987,497	916,841	1,794,825	5,694,061	595,408
13 IRON	166,360	900,716	(37,152)	166,360	398,850	650,774	111,756
14 JORDAN	590,135	6,243,573	563,036	590,135	997,125	4,511,027	(172,385)
15 JUAB	47,485	309,512	(48,875)	47,485	132,950	223,625	(1,812)
16 KANE	59,469	210,979	(164,348)	59,469	265,900	152,433	43,006
17 MILLARD	103,535	482,237	(156,702)	103,535	265,900	348,419	(24,620)
18 MORGAN	49,569	280,532	(114,254)	49,569	132,950	202,686	(59,150)
19 NEBO	477,102	3,934,402	(283,387)	477,102	930,650	2,842,634	(444,505)
20 N SANPETE	45,873	645,687	(66,370)	45,873	132,950	466,514	(112,593)
21 N SUMMIT	39,646	129,253	(126,198)	39,646	132,950	93,386	(29,115)
22 PARK CITY	87,071	419,059	(112,981)	87,071	199,425	302,773	(29,842)
23 PIUTE	19,823	64,916	(92,294)	19,823	66,475	46,903	(43,832)
24 RICH	39,646	47,528	(49,151)	39,646	132,950	34,339	70,610
25 SAN JUAN	119,299	500,205	(142,706)	119,299	398,850	361,401	117,340
26 SEVIER	144,959	617,286	(256,093)	144,959	465,325	445,994	37,940
27 S SANPETE	84,434	363,416	(121,259)	84,434	265,900	262,571	43,796
28 S SUMMIT	40,758	243,437	(128,588)	40,758	132,950	175,885	(63,190)
29 TINTIC	39,646	26,662	(43,141)	39,646	66,475	19,264	15,936
30 TOOELE	258,157	2,174,122	(36,535)	258,157	664,750	1,570,819	24,912
31 UINTAH	136,002	668,871	33,814	136,002	398,850	483,264	247,057
32 WASATCH	74,365	791,749	(98,607)	74,365	132,950	572,044	(185,362)
33 WASHINGTON	473,668	3,346,096	(357,657)	473,668	1,196,550	2,417,579	(89,624)
34 WAYNE	39,646	102,012	(120,991)	39,646	132,950	73,704	(16,349)
35 WEBER	472,964	5,107,535	580,525	472,964	930,650	3,690,231	93,871
36 SALT LAKE	275,782	2,888,783	228,142	275,782	664,750	2,087,166	91,275
37 OGDEN	199,271	1,504,091	17,087	199,271	398,850	1,086,717	(1,437)
38 PROVO	173,222	2,222,809	409,690	173,222	398,850	1,605,996	191,727
39 LOGAN	74,142	418,479	(152,392)	74,142	132,950	302,354	(135,567)
40 MURRAY	101,793	1,083,294	178,379	101,793	199,425	782,687	77,197
42 CANYONS	439,961	3,918,172	620,807	439,961	797,700	2,830,908	331,243

LEA	Scenario 1 - Simple Distribution by Average Daily Membership: Comp Guidance	Average Daily Membership	Difference from Current Allocation	Scenario 2 - Base + Average Daily Membershp: Comp Guidance	25 WPU Base Per High School	Average Daily Membership	Difference
Charter Schools							0
83 AMES	22,298	42,891	(12,815)	22,298	66,475	30,989	41,758
8B ALA	33,975	30,719	(19,529)	33,975	66,475	22,195	38,422
3G Bear River Charter			(4,181)				(4,181)
2D Channing Hall			(4,642)				(4,642)
87 City Academy	19,823		0	19,823			0
A3 Davinci	19,823		(4,434)	19,823			(4,434)
6F Early Light			(4,705)				(4,705)
A8 East Hollywood HS	19,823	3,478	3,478	19,823		2,513	2,513
3C Entheos Magna			(4,497)				(4,497)
3C Entheos Kearns			(4,524)				(4,524)
98 Fast Forward	19,823		0	19,823			0
82 Freedom Academy			(4,651)				(4,651)
5D George Washington			(4,569)				(4,569)
8F Hawthorn Academy	19,823		(4,850)	19,823			(4,850)
2C Intech Collegiate HS	19,823	84,044	20,916	19,823	66,475	60,722	64,069
A5 Itineris Early College	19,823	46,949	25,670	19,823		33,921	12,642
93 John Hancock			(4,199)				(4,199)
2E Karl Maeser	25,772		0	25,772			0
4C Lakeview Academy			(4,696)				(4,696)
2B Lincoln Academy			(4,822)				(4,822)
7C Monticello Academy	19,823		(4,705)	19,823			(4,705)
A6 North Davis Prep	19,823		(4,868)	19,823			(4,868)
5B North Star			(4,488)				(4,488)
A1 NUAMES	22,658	150,699	4,210	22,658	66,475	108,881	28,867
68 Ogden Preparatory School			(4,886)				(4,886)
8D Open Classroom	19,823		0	19,823			0
9C Paradigm		11,592	11,592			8,375	8,375
86 Pinnacle		3,478	(902)			2,513	(1,867)
5G Quail Run Primary School			(4,172)				(4,172)
1F Quest Academy			(4,524)				(4,524)
A9 Success Academy	19,823	17,388	70	19,823	66,475	12,563	61,720
A4 Summit Academy			(5,139)				(5,139)
4D Syracuse Arts Academy	19,823		(4,877)	19,823			(4,877)
94 Thomas Edison North	19,823		(4,497)	19,823			(4,497)
94 Thomas Edison South	19,823		(4,470)	19,823			(4,470)
90 Tuacahn	19,823		0	19,823			0
92 Uintah River Charter High School	19,823		0	19,823			0
1B UCAS	19,823	68,394	7,007	19,823	66,475	49,415	54,503
81 Walden School of Liberal Arts	19,823		(4,181)	19,823			(4,181)
Total	$8,908,020	$68,512,953	$0	$8,908,020	$19,011,850	$49,501,104	$0

LEA	Scenario 3 - High-Wage, High-Demand, High-Skill Incentive Comp Guidance	Average Daily Membership (2/3)	High-Wage (33% of 1/3)	High-Demand (33% of 1/3)	High-Skill (33% of 1/3)	Difference
01 ALPINE	$805,638	$4,979,247	$631,969	$581,358	$592,308	($440,607)
02 BEAVER	42,509	155,722	17,693	15,837	16,636	(113,645)
03 BOX ELDER	200,053	992,295	177,955	164,136	166,119	(389,221)
04 CACHE	264,801	1,270,122	127,592	136,306	127,302	(503,133)
05 CARBON	87,964	322,264	36,696	29,906	31,687	(138,441)
06 DAGGETT	19,823	18,548	6,834	7,919	7,922	(118,554)
07 DAVIS	920,094	5,157,381	718,091	730,657	737,276	77,277
08 DUCHESNE	114,348	295,215	45,589	42,283	44,995	(236,361)
09 EMERY	80,015	190,885	29,019	24,063	26,617	(84,840)
10 GARFIELD	79,292	136,788	21,905	19,681	19,329	(208,568)
11 GRAND	41,342	166,155	36,321	28,445	30,736	(98,457)
12 GRANITE	916,841	5,253,983	1,302,037	1,409,421	1,349,705	2,421,668
13 IRON	166,360	600,477	74,702	64,501	66,067	(132,121)
14 JORDAN	590,135	4,162,382	768,922	859,660	847,467	957,894
15 JUAB	47,485	206,342	18,254	15,530	16,398	(101,863)
16 KANE	59,469	140,652	19,190	16,068	17,269	(182,148)
17 MILLARD	103,535	321,491	35,198	34,365	37,391	(210,494)
18 MORGAN	49,569	187,021	35,572	31,905	32,717	(107,571)
19 NEBO	477,102	2,622,934	350,199	337,345	350,933	(556,378)
20 N SANPETE	45,873	430,458	28,177	23,525	25,825	(204,072)
21 N SUMMIT	39,646	86,169	20,782	18,758	16,398	(113,344)
22 PARK CITY	87,071	279,373	34,636	27,600	30,816	(159,615)
23 PIUTE	19,823	43,278	13,667	10,994	11,724	(77,547)
24 RICH	39,646	31,685	22,467	20,604	20,121	(1,802)
25 SAN JUAN	119,299	333,470	56,635	50,740	51,412	(150,654)
26 SEVIER	144,959	411,524	98,573	87,719	95,695	(179,868)
27 S SANPETE	84,434	242,278	36,134	30,752	33,271	(142,240)
28 S SUMMIT	40,758	162,291	26,773	23,371	22,815	(136,775)
29 TINTIC	39,646	17,775	2,902	3,613	3,882	(41,631)
30 TOOELE	258,157	1,449,415	188,158	186,354	189,171	(197,559)
31 UINTAH	136,002	445,914	59,630	42,898	46,342	(40,273)
32 WASATCH	74,365	527,833	50,176	45,743	45,075	(221,529)
33 WASHINGTON	473,668	2,230,731	278,399	242,553	252,941	(699,129)
34 WAYNE	39,646	68,008	16,288	15,299	15,685	(107,723)
35 WEBER	472,964	3,405,023	528,341	522,469	515,626	444,449
36 SALT LAKE	275,782	1,925,855	559,795	556,142	550,244	931,395
37 OGDEN	199,271	1,002,728	132,834	130,771	130,867	(89,804)
38 PROVO	173,222	1,481,873	169,811	143,687	151,701	133,953
39 LOGAN	74,142	278,986	26,679	25,754	27,726	(211,726)
40 MURRAY	101,793	722,196	93,611	106,400	104,171	121,463
42 CANYONS	439,961	2,612,115	569,811	611,418	609,102	1,105,081

LEA	Scenario 3 - High-Wage, High-Demand, High-Skill Incentive Comp Guidance	Average Daily Membership (2/3)	High-Wage (33% of 1/3)	High-Demand (33% of 1/3)	High-Skill (33% of 1/3)	Difference
Charter Schools						0
83 AMES	22,298	28,594	17,131	14,453	15,447	19,919
8B ALA	33,975	20,480	10,859	8,841	10,061	(7)
3G Bear River Charter						(4,181)
2D Channing Hall						(4,642)
87 City Academy	19,823		0	0	0	0
A3 Davinci	19,823		3,932	3,229	3,327	6,054
6F Early Light						(4,705)
A8 East Hollywood HS	19,823	2,318	7,676	6,304	6,496	22,794
3C Entheos Magna						(4,497)
3C Entheos Kearns						(4,524)
98 Fast Forward	19,823					0
82 Freedom Academy						(4,651)
5D George Washington						(4,569)
8F Hawthorn Academy	19,823					(4,850)
2C Intech Collegiate HS	19,823	56,029	19,658	16,145	16,636	45,340
A5 Itineris Early College	19,823	31,299	2,059	16,836	17,269	46,184
93 John Hancock						(4,199)
2E Karl Maeser	25,772					0
4C Lakeview Academy						(4,696)
2B Lincoln Academy						(4,822)
7C Monticello Academy	19,823					(4,705)
A6 North Davis Prep	19,823					(4,868)
5B North Star						(4,488)
A1 NUAMES	22,658	100,466	19,658	16,606	16,556	6,797
68 Ogden Preparatory School						(4,886)
8D Open Classroom	19,823					0
9C Paradigm		7,728	7,114	6,842	6,417	28,101
86 Pinnacle		2,318	1,685	1,153	1,584	2,360
5G Quail Run Primary School						(4,172)
1F Quest Academy						(4,524)
A9 Success Academy	19,823	11,592	48,678	40,592	44,599	128,143
A4 Summit Academy						(5,139)
4D Syracuse Arts Academy	19,823					(4,877)
94 Thomas Edison North	19,823					(4,497)
94 Thomas Edison South	19,823					(4,470)
90 Tuacahn	19,823					0
92 Uintah River Charter High School	19,823					0
1B UCAS	19,823	45,596	6,085	4,997	4,674	(35)
81 Walden School of Liberal Arts	19,823					(4,181)
Total	$8,908,020	$45,675,302	$7,612,552	$7,612,548	$7,612,550	$0