

# Utah State Board of Education



## Minimum School Program (MSP) Budget Requests

Fiscal Year (FY 18) Funding Requests

*2017 Legislative Session*



## MSP Centric Budget Request Comparison Utah State Board of Education (USBE) and the Governor's Office

USBE	Amount	USBE Difference	Governor's Office	Amount
<b>State Funded Student Growth ( 1.57%)</b>	\$ 68,007,600 \$3,995,000 One-time \$64,012,600 Ongoing	0.00	<b>State Funded Student Growth (1.57%)</b>	\$68,007,600 \$3,995,000 One-time \$64,012,600 Ongoing
<b>WPU Value Increase 2.5%</b>	\$72,290,872 Ongoing	(\$43,374,628) less than Governor's proposal	<b>WPU Value Increase 4%</b>	\$115,665,500 Ongoing
<b>MSP Related to Basic Program Growth:</b> • K-3 Reading Improvement	\$300,000 One-time	(\$65,900) less than the Governor's proposal • USBE one-time • Governor ongoing	<b>MSP Related to Basic Program Growth:</b> • Guaranteed Transportation Levy \$7,850 • Title I Para educators\$4,710 • K-3 Reading Improvement\$235,500 • Early Intervention \$ 117,750	\$365,900 Ongoing
<b>Digital Teaching and Learning</b>	\$25,000,000 One-time	\$25,000,000	<b>Not proposed</b>	0.00
<b>Teacher Supply Money</b>	\$12,000,000 One-time	\$3,000,000 more than Governor's proposal	<b>Teacher Supply Money</b>	\$9,000,000 One-time
<b>Special Education Compliance Officer/.5 Finance Position</b>	\$220,000 Ongoing	\$95,000 more than Governor's proposal	<b>Special Education Compliance Officer:</b> • 0.5 FTE finance position and updated indirect cost rate since initial submission	\$125,000 Ongoing
<b>Elementary Counseling Pilot</b>	\$1,000,000 One-time *HB 223 in progress	(\$200,000) less than Governor's proposal	<b>Elementary Counseling Pilot</b>	\$1,200,000 One-time
<b>Teacher Leader Role</b>	\$3,000,000 One-time	\$3,000,000	<b>Not proposed</b>	0.00
<b>Special Ed.Intensive Services</b> • pending board approval in Feb. meeting	\$1,000,000 One-time \$1,000,000 ongoing	\$2,000,000	<b>Not proposed</b>	0.00
<b>MSP Totals:</b>	\$137,523,472 Ongoing \$46,295,000 One-time <b>\$183,818,472</b>	(\$42,645,528) Ongoing \$ 32,100,000 One-time <b>(\$ 10,545,528)</b>	<b>MSP Totals:</b>	\$180,169,000 Ongoing \$14,195,000 One-time <b>\$194,364,000</b>



# Student Enrollment Growth of 1.57%

# \$68,007,600 (On-Going)

## Purpose/Justification:

The **Common Data Committee (CDC)** comprised of representation from:

- Legislature
- Governor’s Office
- Utah State Board of Education staff
- **CDC Consensus number for 2017-2018** school year is 10,089.

## Specific Requirements/Programming:

The \$68,007,600 represents the **state funded portion** of growth in:

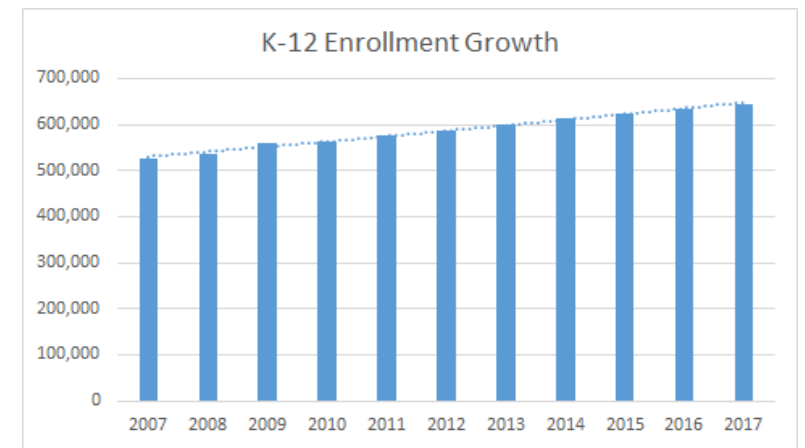
- **MSP basic programs**
- **Related to Basic Programs**
  - To/From Transportation, EARS, YIC, Adult Education, Enhancement for Accelerated, Concurrent Enrollment, Educator Salary Adjustment, Charter School Admin Costs and Local Replacement
- **Voted and Board Levy Guarantee**

## Performance Measures/Projected Outcomes:

- State continues to expand and new students attend public schools when businesses and families relocate to Utah.
- Funding student growth maintains the value of the WPU per student.
  - Without growth funding the amount of WPU funds per student decreases
  - LEAs are forced to increase local property taxes or cut programs.
- Funding student growth allows LEAs to:
  - provide services to the additional students and the ability to sustain or increase the intended outcomes for all of our students across a variety of programs.

## Impact if not Funded:

- **Utah** experiences student growth annually.
- Experiencing decreases in Kindergarten students
- Growth is associated with migration and students reentering the public school system from home and private schools. This growth is difficult to predict.





# WPU Value Increase 2.5%

# \$72,290,873 (On-Going)

### **Purpose/Justification (the why):**

In addition to student growth, LEAs experience increased costs in:

- teacher salaries
- retirement and benefits costs
- purchasing items for general education purposes

An increase of 2.5% in the value of the WPU is **necessary to sustain** increasing costs of:

- Salaries, benefit levels, operational expenditures
- USSA and UASBO concur that a 2.5% increase maintains funding levels

### **Specific Requirements/Programming:**

- The value of the WPU in school year 2016-2017 is \$3,184
- An increase of 2.5% to the WPU value adds an additional \$80
- New WPU value: \$ 3,264.

### **Performance Measures/Projected Outcomes:**

- Local application of the funding in the best interest of the students at that level
- May assist in an increase in per pupil spending rates for statistical purposes
- Allows for the opportunity for local entities to fund pay increases within their adopted pay schedules

### **Impact if not Funded:**

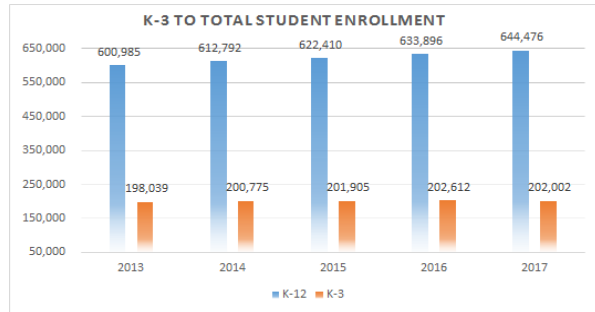
- According to NCES FY2013 national report-Utah's net current expenditure per pupil was \$6,432, the nation's lowest.
- Utah's per pupil net current expenditures for FY2016 was \$7,032.
- Some consider the measure of current expenditure as a percent of total personal income a better measure of Utah's effort to fund public education. In this measure, Utah ranks 31st nationally, at 3.8 percent.



# K-3 Reading Improvement Program -Growth \$300,000 (One-time)

## Purpose/Justification:

- Applies 2% growth to \$15,000,000 that has not received growth since it was initiated.
- Growth % consistent with annual student growth.



## Specific Requirements/Programming:

- Money must be used to provide reading remediation and to augment programs, not supplant existing programs.
- If for two consecutive school years, a school district fails to meet its goal to increase the percentage of third grade students who read on grade level as measured by DIBELS, the LEA may be ineligible to receive K-3 Reading Improvement Program funds.

## Performance Measures/Projected Outcomes:

For FY18, the goal is to provide early intervention and foundational supports to ensure each child achieves reading proficiency by the end of 3<sup>rd</sup> grade. The goal will be measured by the percentage of 3<sup>rd</sup> graders attaining reading proficiency (Target = 76% for FY18).

Projected Outcome: An increase of at least 2% in the percentage of 3<sup>rd</sup> graders attaining reading proficiency.

- FY19= 78%
- FY20= 80%
- FY21= 82%

## Impact if not Funded:

This option continues the K-3 reading program at currently funded levels (\$77 per student) and does not begin to restore the program back to original levels of \$85 per student. (Note: This request increases per pupil spending by \$1.50 (total of \$78.50 per student)).

- Short-term impact: Fewer students will receive intended services due to capacity issues with limited staffing
- Long-term impact: More students will require additional intervention and special education services beyond 3<sup>rd</sup> grade

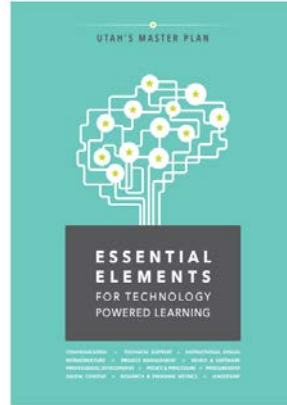


# Digital Teaching and Learning Grant Program \$25,000,000 (One-Time)

## Purpose/Justification:

The Digital Teaching and Learning Qualifying Grant Program for Local Education Agencies (LEAs) was created in accordance to Utah Code Section 53A-1-1501 and Utah State Board of Education Rule R277-922.

The project was not fully funded last year and LEA plans can be fully actualized with additional funding.



## Specific Requirements/Programming:

Digital Teaching and Learning grants require LEAs to conduct a gap analysis on the effective use of technology in their respective settings, set goals, design local implementation, and allocate resources to achieve improvement in student learning. The intent is to ensure that LEAs are improving digital teaching and learning according to research-based best practices and design, implement, monitor, and evaluate their local plan accordingly.

## Performance Measures/Projected Outcomes:

- Improved student learning outcomes (ex. *A 5% increase on each school's performance on SAGE using a baseline of the school's 2015-16 SAGE proficiency scores by the end of the third year of the LEA's implementation of the program*).
- Narrowing of the digital divide in Utah schools and communities in which access to devices and Internet connectivity are either unavailable or unaffordable.
- Increased student access to statewide digital resources through USBE, STEM Action Center, and UETN. Current statewide commitments to digital teaching and learning tools are over \$15 million dollars for K-12.
- Increased opportunities for LEAs to explore Competency-Based learning and develop personalized learning pathways for students.

## Impact if not Funded:

- Decrease in current funding to LEAs with loss of one-time funds from FY 2017.
- Current funding levels do not adequately address LEA needs around building a comprehensive plan for Digital Teaching and Learning (ex. *USDB receives \$3,418 annually to support Digital Teaching and Learning for all students and teachers at current funding level*)
- Decreased opportunities for LEA's to offer Computer Science, Open Education Resources, and technology-based career pathways.



# MSP Categorical Administration Line Item Motion Request

## Action Requested:

Digital Teaching and Learning administration of \$187,600 is already funded ongoing from FY2017, but was inadvertently sent to the wrong appropriation unit. **These funds need to be redirected to the PLAA MSP Categorical Program Line.**

## Why:

- 1) Enables USBE to track LEA pass through separately from USBE administrative costs to run the program.
- 2) Accounting and payroll systems will not allow two budget managers to approve the same line item. MSP Coordinator would have to supervise the personnel to sign off on time cards and approve every expenditure. As the MSP Coordinator does not have first hand knowledge of the day to day activities, this does not enable the Board to implement necessary internal control practices and causes many transfers of funds and reconciliations.



# Teacher Supply Money \$12,000,000 (One-Time)

### Purpose/Justification:

The Board conducted a statewide survey of teachers in 2015. Of the 30,000 plus teachers, 6,960 responded.

- On average, eligible teachers reported \$425.85 in expenditures, with an average of \$231 **NOT** being reimbursed through the appropriation.
- Discussion with LEAs indicated that it would be costly to track and distribute supply monies based on specific courses. Suggestions included requesting additional funds to provide more support for all teachers.

### Specific Requirements/Programming:

Previous intent language indicated that eligible teachers would receive between \$150-\$250 based on their step schedule and grade level assignment.

Eligible Teachers are:

- licensed
- paid on the teacher salary schedule
- hired for a contract period
- primary function =instructional or counseling services to students

Intent language indicates that teachers on salary schedule steps one through three shall receive the full amount allowed, with remaining money apportioned to all other teachers.

### Performance Measures/Projected Outcomes:

- The current appropriation is\$6,000,000 in one-time funds.
- On average about \$211 is received by teachers statewide.
- Sustaining and adding an additional \$6,000,000 for a total of \$12,000,000, would provide an average of\$400 per teacher.

Distribution using the existing intent language will

- Ensure that new teachers have funds available to set up their classrooms
- Provides more funds to increase the amount of supply money for teachers with more experience and/or higher cost classes.

### Impact if not Funded:

On average, eligible teachers reported \$425 in expenditures, with an average of \$231 **NOT** being reimbursed through the appropriation.

Teachers will continue to have out of pocket expenses beyond reasonable rates of reimbursement.





# Special Education Compliance Staff and .5 FTE Finance Position \$220,000 (On-Going)

## **Purpose/Justification:**

- MSP contains eight Special Education programs totalling \$336 million.
- USBE also has a section that manages Federal Special Education grants.
- USBE cannot utilize federally funded staff to monitor or administer state funded programs. This could result in unallowable costs and penalties of federal dollars.
- Presently federal and state formula allocations are performed by Financial Operations staff.
- Because there are no dedicated state personnel, there are no ongoing monitoring activities of state special education dollars or assessment of performance measures.

## **Specific Requirements/Programming:**

**1 Education Specialist-** to monitor compliance and performance of state special education programs.

Salaries, benefits, and indirect costs = \$154,000

**.50 FTE Finance Person-** to perform state calculations and monitor budgets, monitor special education data points and LEA reporting, quantify performance metrics, and assist compliance monitoring efforts.

Salaries, benefits, and indirect costs = \$66,000

## **Performance Measures/Projected Outcomes:**

- Better compliance and no issues of supplanting with Federal grants.
- USBE capacity to establish policies and monitoring LEA compliance for state funded special education programs.
- Financial activities performed timely and supervised adequately.
- Compliance monitoring with programmatic and financial expertise.

## **Impact if not Funded:**

- Potential federal compliance issues because one time funding can not be sustained.
- USBE does not have capacity to establish policies, train or monitor LEA uses of funds for state funded special education programs.
- USBE can only report LEA expenditures on an annual basis.
- Compliance and performance outcomes for state MSP Special Education programs are not adequately addressed.



# Elementary Counseling Pilot - New Program \$1,000,000 (One-time)

## Purpose/Justification:

- Elementary school counselors provide academic, personal, social and life skills development opportunities that are necessary for student success and lifelong learning
- Emotional and behavioral difficulties can lead to absenteeism, poor school performance and dropping out of school
- Utah Elementary School Counselor to Student Ratio is 1:2333. Currently 250 elementary schools are without services or access to a school counselor

## Specific Requirements/Programming:

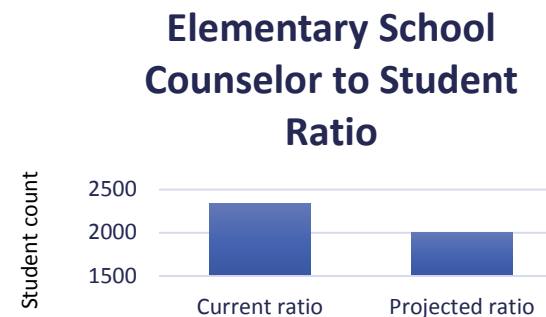
- School counselors in the pilot will serve K-6 students
- LEAs may apply for funding through grant application
- Based on a two year allocation for \$60,000 per licensed school counseling position
- LEA will need to formulate funds to cover the remaining balance of full time FTE
  - **Year 1:** \$40,000 awarded for licensed school counselors
  - **Year 2:** \$20,000 awarded for same positions
- School counselors will Implement a systemic program, meet program standards, and complete data research on effectiveness and implementation of specific interventions

## Performance Measures/Projected Outcomes:

- Increase on both national tests of academic knowledge and on state tests of academic achievement
- Decrease in student dropout rates
- Increase in students having greater feelings of belonging and safety
- Decrease in chronic absenteeism
- Decrease the current ratio state-wide **by** 328.68 students per counselor

## Impact if not Funded:

- The ratio of students to counselors will continue to climb
- If the pilot is not funded approximately 20,000 students will continue to go with out social/emotional supports in schools





# Teacher Leader Role \$3,000,000 (One-time)

## Purpose/Justification:

Utah has an urgent need to increase the retention of teachers who indicate that lack of career pathways is one reason for leaving the field. The role of Teacher Leader expands access to career pathways for teachers other than formal administrative roles.

Teacher Leaders engage in a variety of educational supports including: training, supervising, and mentoring student teachers and new teachers, modeling effective instruction, serving as an instructional coach, guiding other educators in using data to improve instruction, leading improvement initiatives, acting as a liaison from community projects, serving as a facilitator for professional learning and leading professional learning communities.

## Specific Requirements/Programming:

Utah Code 53A-6-115 creates the role of Teacher Leader. R277-513 establishes the minimum criteria for Teacher Leaders.

LEA recommend compensating teacher leaders by:

- Providing time for planning and meeting with other teachers
- Compensating for excellence in student outcomes while working to improve instruction of peers,

\$3,000,000 will be distributed to LEAs to support development of Teacher Leader Pathways.

## Performance Measures/Projected Outcomes:

- Teachers retention rates of teachers in first 5-7 yrs will increase by at least 10%.
- Retention rates of Teacher Leaders will be greater than retention rates among the general teacher population.
- Teacher leaders will express higher rates of satisfaction with teaching job as a result of serving in teacher leader role (via survey).

## Impact if not Funded:

- Teachers who desire career pathways leave education all together resulting in diminished education quality.
- Schools with high-minority, high-poverty, and low-performing students leave education at higher rates than others resulting in inequitable distribution of effective teachers.



# Special Education Intensive Services Formula/Rule Report

## Previous to FY2017

Intensive services allocation methodology prescribed by historical practice.

### Formula:

- LEAs submitted intensive service costs by student
- Costs in excess of 3x the average cost per pupil
- Remaining costs into a pool
- Available funding for intensive series allocated based on LEA's percentage of cost compared to statewide costs in the pool

## FY2017 forward

Board Rule 277-752 effective date February 7, 2017

### Formula:

- LEAs submitted intensive service costs by student
- Costs in excess of 3x the average cost per pupil
- 50% of available funds are allocated to reimburse LEAs with the highest cost students with disabilities
  - Step down allocation process reimburses an LEA the difference between the highest cost student and the next highest cost student
- 50% of available funds are allocated to reimburse the highest impacted LEAs instructing students with disabilities
  - LEAs are ranked based on their highest impacted cost ratio and remaining unreimbursed expenses are reimbursed based on the median of the highest impacted LEA cost ratios

**Affect:** The new formula will redistribute funds each year between eligible LEAs



# Special Education Intensive Services \$2 million (\$1 million ongoing/\$1 million one-time)

## Purpose/Justification:

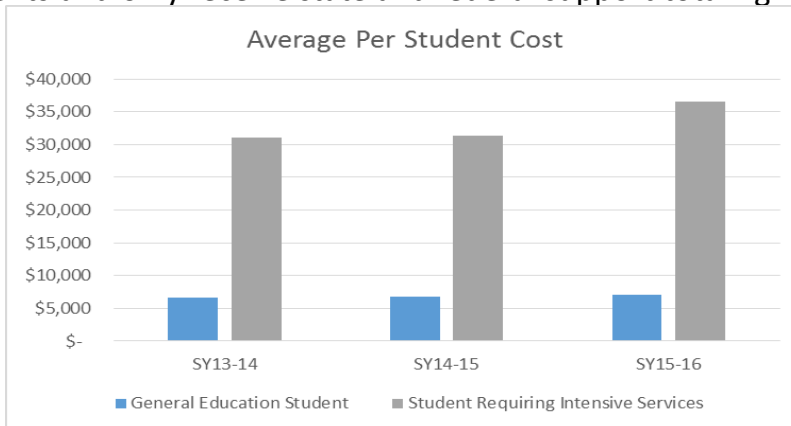
- Needed services for students with disabilities are determined by parent and school teams without regard for the cost of services.
- Intensive Special education services may include one-on-one nursing, highly specialized technology, physical therapy, sign language interpreting, paraprofessional support, extremely low student-to-teacher ratios.
- **Less than 1.26% of students with disabilities require this high level of intensity.**

## Specific Requirements/Programming:

- The 2015-2016 Special Education Intensive Services Pool is funded by:
- State appropriations of \$ 2,264,000. (\$ 1,264,000 ongoing funds and another \$1,000,000 one time.)
  - \$ 1,200,000 in Federal IDEA funding.
  - \$23,670,669 in Medicaid reimbursements.
  - LEAs were reimbursed only 16% of intensive service costs. The remaining 84% was covered by LEAs from MSP special education programs, local property taxes, and other state unrestricted revenues.

## Performance Measures/Projected Outcomes:

- The average cost of a student receiving intensive services in school year 2015-2016 was over \$35,000.
- 20 LEAs spent a combined total of \$36,999,889 to provide required intensive services for 1,014 students and only receive state and federal support totaling \$6.1 million.



## Impact if not Funded:

With an increased focus on setting high expectations for student achievement, the need to improve results for students with disabilities is high.

