



USBE State System Administration Budget Requests

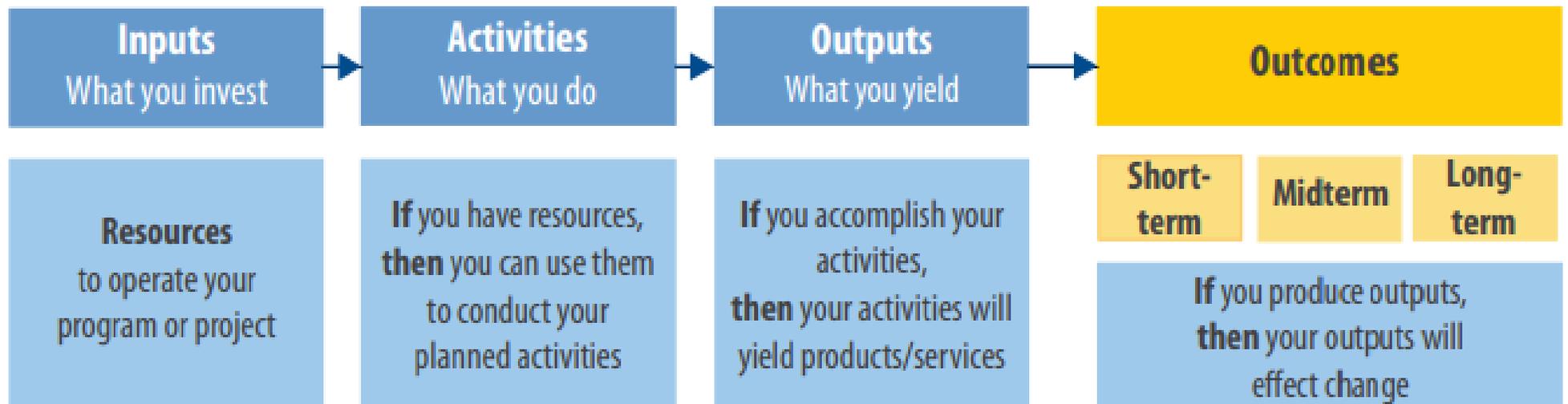
Fiscal Year 2019 Funding Requests
2018 General Session

Operational Effectiveness

Strategic Planning

Are You Doing Things Right?

Are You Doing The Right Things?



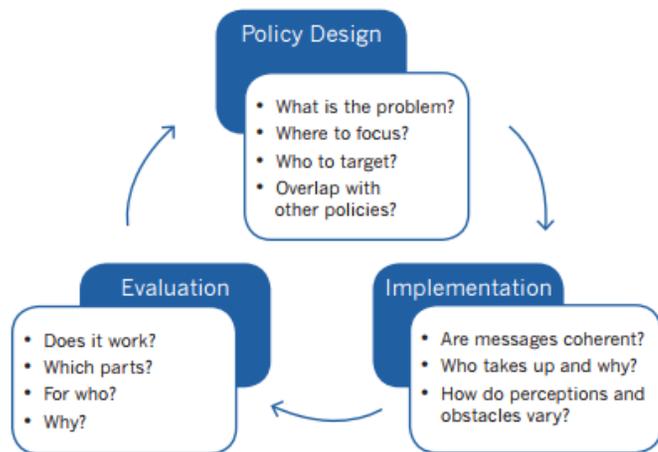
Source: <https://www2.gov.bc.ca>



Program Evaluators \$313,309 (Ongoing) & \$83,327 (One-time)

Purpose/Justification:

- Provide the Board with the capacity to do more analysis on the time frame needed for policymaking and use performance measurement to improve the quality of program implementation
- Focus of the analysts work would be rapid response descriptive analyses at the **policy design phase of the policy cycle** and use of performance measurement to improve program implementation and ability to evaluate effectiveness



Source: Gross, B., and Jochim, A. (eds.). (2015). *Building Agency Capacity for Evidence-Based Policymaking*. The SEA of the Future, 5.

Specific Requirements/Programming:

- Two research analysts who would be separate from program staff at the USBE to promote independence and objectivity.
- The one-time funding is being requested for FY 2018 to grow this capacity in the current fiscal year.

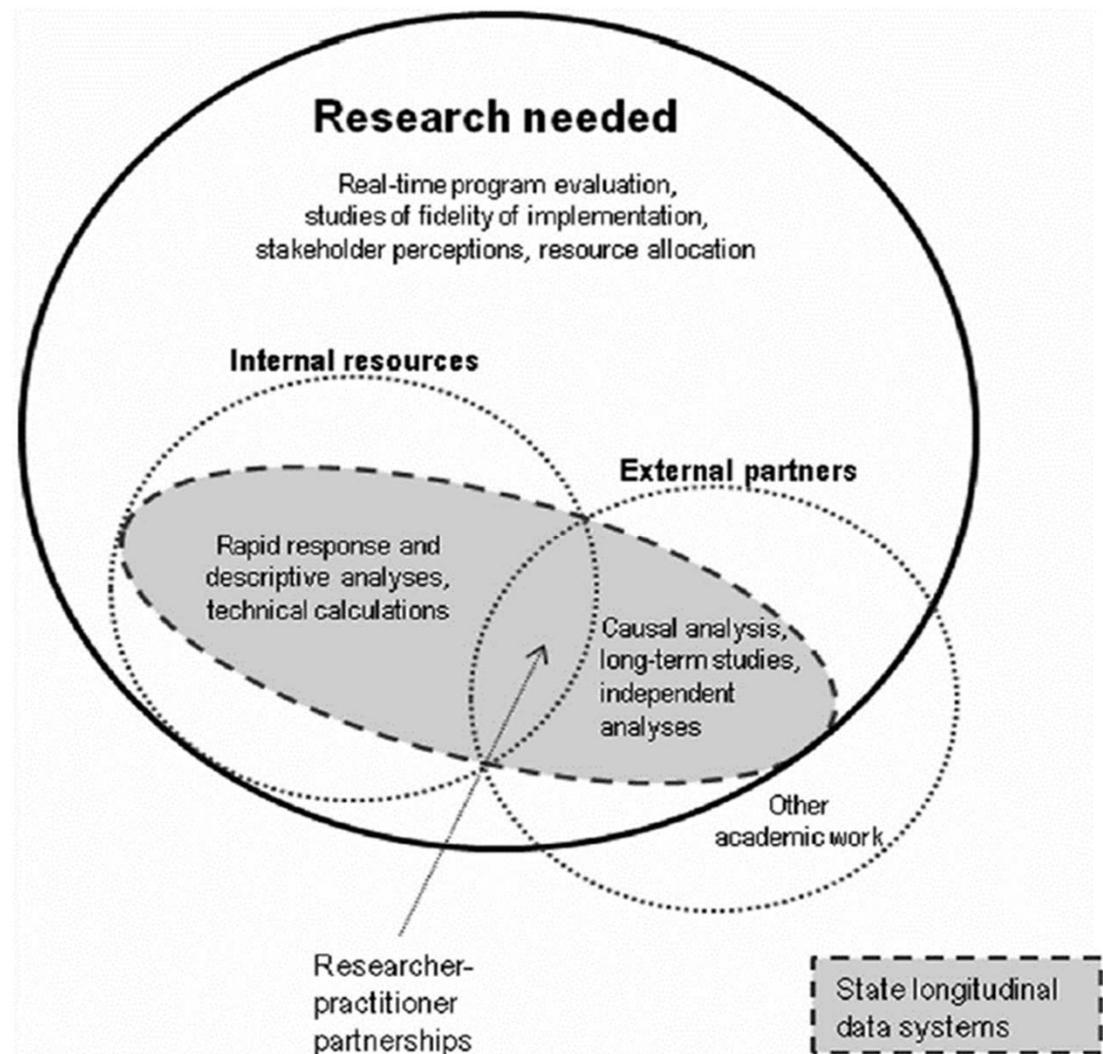
Performance Measures/Projected Outcomes:

- Increase in the number of programs analyzed thereby which will contribute to more informed policymaking.
- Increase in performance measures to improve program implementation.

Impact if not Funded:

If we do not receive the funding, we will not have the increased ability to evaluate programs, improve implementation practices, and inform policymakers on outcomes.

Both internal and external research capacity are necessary to meet policymakers' research needs.



Source: Conaway, Keesler, and Schwartz. Educational Evaluation and Policy Analysis. May 2015, Vol. 37, No. 15, pp. 16-28.

Strategic Planning

- How is the system performing on major metrics (e.g., graduation, ACT, proficiency)?
- What are the enrollment patterns in readiness courses across different student groups?

Policy Modeling

- What are the impacts of various policy options? For example:
 - A policy requires the state to identify schools with consistently underperforming student groups. How should consistently underperforming student groups be defined?

Performance

- What are the intended outcomes of each of our programs?
- Is implementation progressing as planned? Are we reaching the interim targets associated with our goals?
- How can we use local, state, and federal resources more strategically to support student improvement?

~~Legislative Program Effectiveness~~

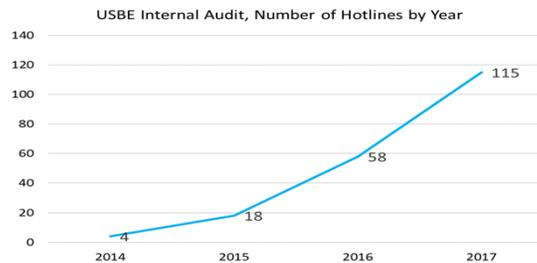
- What is the causal impact of a legislative program on a desired outcome?



Internal Audit Hotline and Risk Specialist \$145,000 (Ongoing)

Purpose/Justification:

- The Internal Audit Department maintains a hotline that stakeholders may contact to ask questions and/or report concerns and issues. From FY 2015 to the end of FY 2017, Internal Audit has seen an increase of 539% in hotlines which has meant less time spent directly on audit activities.



Specific Requirements/Programming:

- One hotline and risk specialist. The position will also help establish a more consistent and comprehensive approach to identifying, assessing, and evaluating risk management.

State Entity	# of Internal Audit (IA) Staff***	2016 Annual Expenditures**	Exp. To IA Staff Ratio
Utah State Board of Education	6	3,528,476,000	588,079,333
Department of Workforce Services	5	719,835,000	143,967,000
Department of Human Services	5	770,489,000	154,097,800
Department of Corrections	4	282,664,000	70,666,000
Department of Health*	30*	2,908,719,000	96,957,300

*The Department of Health has an internal audit shop of 6; however, the Office of Inspector General - Medicaid has an office of approximately 24. This office audit reviews Medicaid policies, programs, contracts, and services to identify problems contributing to fraud, waste, and abuse within the system and make recommendations.

**Per 2016 State of Utah CAFR Detail Schedule of Expenditures - Actual

***Per April 7, 2017 query of internal audit sections

Performance Measures/Projected Outcomes:

- The average amount of time spent directly on audit activities will increase from 51% to 60%, which will result in more efficient and effective audit results.
- Improved hotline call response times and results for hotlines and adding consistency to the hotline process.

Impact if not Funded:

- The impact of not funding this request is slower audit processes, audit reporting, and hotline closure times, which represents:
 - less accountability and assurance for the Utah State Board of Education and taxpayers of the state of Utah; and
 - increased risk of: fraud, waste, and abuse, non-compliance, and concerns with student performance and safety.



Financial Operations Staff \$230,000 (Ongoing) & \$75,000 (One-time)

Purpose/Justification:

- **Charter School Finance Expert:** The charter school population has grown from 54 new charter schools in FY 2008 to 113 new charter schools in FY 2018. This position will help address growing demands by monitoring the reporting of financial data and financial statement audits and providing training and guidance for business officials in charter schools.
- **Auditor:** Support for Student Support Services since we currently have 0.55 FTE (not enough to hire someone) appropriated in the 2017 session to support the state fiscal activities associated with special education federal and state formulas, grant compliance and fiscal training issues pertaining to special education.

Specific Requirements/Programming:

- The charter school finance expert will be a financial manager II position.
- The student support services position will be an auditor IV position.
- The one-time funding is being requested for FY 2018 to hire the auditor in the current fiscal year.

Performance Measures/Projected Outcomes:

- Increase in timely responses to requests from local education agencies and the Board.
- Increased efficiency in the monitoring of financial data and financial statement audits.
- Enhanced training and guidance for business officials in charter schools.
- Additional support for grant compliance and fiscal training issues.

Impact if not Funded:

- Potential negative effects will include additional burden placed on staff within the Financial Operations section to provide services to all LEAs with existing staff levels.
- This may result in staff working longer hours or additional days to complete everyday tasks. Responsibilities and tasks may not be completed timely if additional burden is placed on existing staff.



Restorative Discipline Services \$335,000 (Ongoing)

Purpose/Justification:

- There is no current budget for Restorative Discipline Services. The concept of these services are a combination of H.B. 239 assistance, R277-609 (LEA Discipline Plans) compliance, School Administrator and School Resource Officer Training and Contracts, Student Support and Prevention Specialist administrative budget and the need for data collection assistance.
- This position will help address the increasing challenges experienced by LEAs including habitually disruptive student behavior, truancy, etc. leading to more LEAs seeking guidance from USBE on these issues and also on the training and role of school resource officers.

Specific Requirements/Programming:

- This request is for one education specialist and one office specialist.
- The request also includes current expenses such as trainings and materials for LEAs, data collection, and needs assessments.

Performance Measures/Projected Outcomes:

- Increased support for local education agencies experiencing disruptive student behavior.
- Updated materials and training for school administrators and school resource officers.
- Implementation of data collection and needs assessments for local education agencies.
- The additional support will lead to trauma-sensitive schools and improved school environments.

Impact if not Funded:

- Local education agencies will continue to experience issues addressing the impact of legislative efforts, like H.B. 239, which are significant at the LEA and school site level in their day-to-day operations. They are seeking assistance from the USBE and the current funding and personnel composition is inadequate to meet the demand.
- Policies not established, training and monitoring limited.



USBE Charter School Support \$400,000 (Ongoing)

Purpose/Justification:

- These two positions will ensure maximum capacity to respond to charter school monitoring requirements and support for charter schools.
- The charter school population has grown from 54 new charter schools in FY 2008 to 113 new charter schools in FY 2018. As with the financial manager position being requested for Financial Operations, this growth has necessitated increased support for charter schools.

Specific Requirements/Programming:

- One position would be housed in Student Advocacy Services. This position would focus on monitoring compliance with state and federal programs.
- One position would be in Data and Statistics. This individual would ensure compliance with data collection and reporting.

Performance Measures/Projected Outcomes:

- Reduce the potential for unallowable costs with federal funds.
- Enhance the accuracy of data collection and reporting.
- Increased training for newly operational charter schools.

Impact if not Funded:

- Negative effects include additional burden placed on existing staff to provide services to all LEAs with existing staff levels.
- Responsibilities and tasks may not be completed timely if additional burden is placed on existing staff.