

# Utah State Board of Education Budget Requests

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Fiscal Year 2020 Funding Requests  
2019 General Session – Public Education Appropriations Committee  
February 6, 2019



# Initiatives - LEARN Platform-\$1,700,000 (ongoing)

## Historical Funding Level and Purpose of the Program:

**Current (SFY 2019) funding level: \$1,700,000 (onetime)**

**Funding Level in SFY 2018:** Ran a state pilot with UETN to determine use case.

### Summarize the purpose of this program:

Utah's Digital Teaching & Learning Initiative, Early Literacy Initiative, and STEM programs are all positively impacted by Utah's LEARN Platform project. Besides **equipping Utah LEAs to organize, streamline, rapidly analyze, and improve fidelity** of their digital teaching and learning, Utah's LEARN Platform ensures **cost-effective compliance** with federal law, state statutes and USBE policy.

## Results/Benefits of the Program:

Launched with the Digital Teaching and Learning program in FY 2018, the LEARN platform has now been implemented with over **80 LEAs** receiving digital teaching and learning funding, impacting **85%+ of Utah students**. LEAs have **analyzed over 2 billion data points** across **2200+ EdTech products** to improve teaching and learning.



## Performance Measures/Projected Outcomes if \$1,700,000.00 ongoing is appropriated:

### Qualitative measures

- Teacher Experience - research-validated feedback and reviews for teachers for a state library of EdTech tools
- USBE and LEA Administrative Experience - Bi-weekly check-ins for programmatic implementation

### Quantitative measures

- State Usage of Tools - Access data by LEA
- Depth of product usage - integrated directly from state providers and LEAs
- Student Achievement IMPACT analysis - SAGE and other assessment data
- Product Price transparency and ROI calculation tool
- Time savings for administration review of software fidelity

## Impact if not Funded:

- **No monitoring platform for Digital Teaching and Learning (either the state or LEAs).** The Digital Teaching and Learning Plan requires that LEAs have a monitoring solution in place, and over 90% of the LEAs use the LEARN platform state solution.
- **LEAs would need to incur the costs to find their own solution** (at a higher cost, recognizing that we received a cost savings by procuring at the state level).
- **No statewide reporting out on technology tools and usage** at the state level. LEAs would use different solutions, and we would not have visibility into those efforts to inform the program or procurement.
- **Non-compliance** with 53F-4-203 **K-3 Literacy Early Intervention Software** program that **requires an analytical software program**.



# Initiatives - Competency-Based Education (CBE) Grants -\$2 million (ongoing)

## Historical Funding Level and Purpose:

**Current (SFY 2019) funding level:** \$0 for CBE Implementation Grants

### Summarize the purpose of this program:

- The **Competency-based Learning Amendments** (2016/2018), Utah Code: [53F-5-501](#), **requires** the creation of a **tiered grant program** for K-12 Competency-based learning.
- USBE has funded tier one planning grants to LEAs, and those LEAs will be eligible for tier two implementation grants next year.
- The USBE is seeking **ongoing funding for the tier two implementation grants** to continue to follow the required code and **expand competency-based learning opportunities in K-12.**

## Results/Benefits of the Program:

- Increased personalized learning for Utah K-12 students through competency-based education.
- The new funding being requested is for CBE implementation grants (existing code [53F-5-4 Section 504](#)).
- Supports LEAs moving from planning stage to implementation of a competency-based pilot with students and teachers.
- Expedite the vision to allow more students and schools to implement a competency-based learning model.

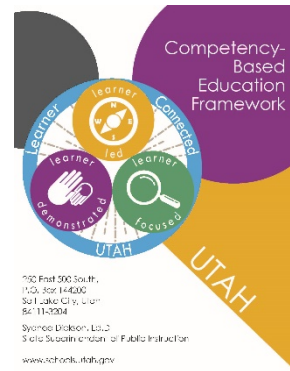
## Performance Measures if \$2,000,000 ongoing is appropriated:

### Local Pilot Program Measures

The Utah State Board of Education has identified **Primary Indicators, Leading Indicators, and Long-Term Outcomes** related to **student learning and measurement of CBE program quality**. The [Utah Competency-Based Learning Framework](#) has a full list of these measures.

### USBE CBE Implementation Grant

- ✓ Increased number of approved LEA implementation plans
- ✓ Increased number of students engaged in K-12 competency-based learning



## Impact if Competency-based Implementation Grants are not Funded:

### Estimated Consequences:

**USBE will not be able to continue the award process that is articulated in code** to support competency-based learning (Planning Grant – Implementation Grant – Expansion Grant). This has the **potential to hinder LEAs** success in systematic changes to competency-based learning for students.

### Scaling Potential:

Request: \$2,000,000.00 = 10 LEAs with implementation grants

- *Estimated at \$200,000/year/LEA based on plan submissions*

The request is scalable. A reduced amount would mean fewer LEAs receiving fiscal support for the shift to competency-based learning.



# Statewide Advising Corps- \$5,995,000 (\$2,997,500 one-time FY20 reduction)

## Historical Funding Level and Purpose of the Program:

**Answer or present the following:**

**Current (SFY 2019) funding level: \$0 (ongoing/onetime)**

**Funding Level in SFY 2018: \$0 (ongoing/onetime)**

**Funding Level in SFY 2017: \$0 (ongoing/one time)**

**Purpose:** Increase the college-going rate of Utah high school graduates. According to the National Center from Higher Education Management, *"Utah has one of the lowest rates at which 9<sup>th</sup> graders are likely to get a postsecondary degree on time of any state in the country...The college-going rate in this state for individuals who graduate high school is very low compared with other states."*

(Presentation to the *Higher Education Strategic Planning Commission* by the National Center for Higher Education Management, November 2018 -

<https://le.utah.gov/asp/interim/Commit.asp?Year=2018&Com=SPEHEP> )

## Results/Benefits of the Program:

Benefits:

- The program has been in 12 Utah high schools since 2007. High schools with a college access advisor can anticipate a 5 to 9 percent increase in the college enrollment rate of their graduates.
- Utah can expect a 16 percent return on investment in the form of tax revenues resulting from increased wages.

## Performance Measures/Projected Outcomes:

**Funding will provide a full-time near-peer college advisor for every Utah high school, with a supervising coordinator for every 10 advisors.**

A recent survey commissioned by the Utah Board of Regents found 90% of Utah parents expect their children to attend college, yet only about two-thirds of all Utah's high school graduates enroll in college within five years.

- Performance Measures For School Year 2019-2020: 450-500 more students enrolling in college annually.

## Impact if not Funded:

What are the estimated consequences (if any) if the additional appropriation is not received?

-Continue to lag nation in college-going rate of high school graduates.

Can this funding be reduced or spread out over multiple years?

3-year phase:

Funding request is for \$5,995,000 with a one-time reduction of \$2,997,500



# STEM Lab Pilot

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## Status Update:

- Appropriated \$250,000 in FY2018 and FY2019
- Funds awarded to one LEA
  - LEA has completed RFP process and now contracting with a vendor
- The full \$500,000 was awarded to the LEA
- LEA's first semester working with the program



# ULEAD Education Implementation

## Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education

Update 2/6/19:

- ✓ Website created
- ✓ Clearinghouse operational
- ✓ Steering Committee set priorities
- ✓ Initial ULEAD content online
- ✓ Institutional partnerships developed
- ✓ Stakeholder survey completed
- ✓ Site visits underway
- ✓ Annual conference July/August
- ✓ Collecting requests/submissions
- ✓ Video modules in process
- ✓ Twitter @ULEADEducation

**ULEAD**  
PROMISING PRACTICES

COMMUNITY PARTNERSHIP INITIATIVE | ROY COPE PROJECT  
<https://schools.utah.gov/lead/promisingpractices>

**INITIATIVE**

**MEASURED:**

- Truancy reduction
- Graduation rate increase
- Third grade reading proficiency increase
- Course failure rate reduction

**EVIDENCE—DISTRICT DATA:**

- Truancy: 29% to 13.9%
- Graduation: 71.3% to 79%
- Third grade reading: 75% to 79%
- Course failure: 15% to 10%

**STATED OBJECTIVE:**  
To establish a K-12 strategic collaborative initiative, within the Roy High School boundary, leveraging new partnerships and resources. Initial focus on reading proficiency, attendance, course completion/success, graduation, and college/career readiness through increased data sharing, community-wide communication, focused interventions, and shared responsibilities (consistent with Frequency 2020 goals). Identify students and families who would benefit the most from designed interventions and focus system-wide efforts around the "Power of Our" approach.

**SCOPE & DEMOGRAPHICS:**  
11 schools (8 elementary schools, 2 middle schools, 1 high school)—Roy High School attendance area target

**TIME FRAME:**  
After securing resources (\$500,000) and some of the partnership commitments, the implementation took place during the 2014-15 school year. The evidence above covers 2013-14 data to 2014-15 outcomes. The 2014-15 outcomes have mostly continued through 2015-16 as the project is ongoing with modified partnerships and limited resources. Additional data collection is underway.

**ANECDOTAL DATA**  
**SUPPORTING ULEAD PROMISING PRACTICE DESIGNATION:**

- Newly hired student advocates (aided) were able to help improve student attendance, school home communication, and consistency of intervention strategies across schools and grade levels
- Consistent messaging in the broader K-12 community improved school/community support
- Peer-to-peer interventions (e.g., Latinos In Action) improved student attendance and engagement
- K-12, family-focused interventions improved student outcomes in multiple ways
- Individual student/family stories at the end of the school year were very compelling

**REPLICATION LIMITATIONS/ BARRIERS/CONSIDERATIONS:**

- Support for K-12 community and school-based goals and priorities
- Internal data collection capacity and collaboration
- Sustainability plan and prioritizing resources over time

For more background and contact information for key stakeholders, please contact:

Gina Butters, Director, Student Services  
Walter School District  
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Email: gbutters@wdsd.net

**HR HANOVER RESEARCH** **ULEAD**  
EDUCATION

**EARLY WARNING SYSTEMS AND MULTI-TIERED SYSTEMS OF SUPPORT TO PROMOTE COLLEGE- AND CAREER-READINESS**

**Designing and Using Early Warning Systems**

The cyclical process displayed below—adapted from a seven-step process outlined by the American Institutes for Research—outlines six steps Utah districts can use to adopt and leverage an early warning system (EWS) with relevant early warning indicators (EWIs) of students' risk level for dropout or failure to obtain college and career readiness.

**THE CHALLENGE**

According to the U.S. Department of Education, the primary purpose of K-12 education is that "every student should graduate from high school ready to college or career, meaning they must possess the requisite knowledge and skills to be successful in postsecondary education, lifelong remediation, employment, and their personal and financial lives. Students face a complex high school environment that often leaves them with a pessimistic perception of life after the high school and a pessimistic outlook on the value of the high school and its role in preparing them for the labor force and unable to meet the demands of postsecondary education, acquiring the opportunities available to them."

However, research shows that students may exhibit signs of potential dropout as early as Grade 5, and additional research finds that students may exhibit at-risk behaviors related to substance abuse and engagement with the community, which may indicate that they are at risk of dropping out. Consequently, experts recommend that early interventions be implemented at the elementary and middle school levels to support students' immediate academic, social, and attendance outcomes, acquire the skills, and promote college- and career-readiness.

Researcher research shows that students may exhibit signs of potential dropout as early as Grade 5, and additional research finds that students may exhibit at-risk behaviors related to substance abuse and engagement with the community, which may indicate that they are at risk of dropping out. Consequently, experts recommend that early interventions be implemented at the elementary and middle school levels to support students' immediate academic, social, and attendance outcomes, acquire the skills, and promote college- and career-readiness.

**EWS Design and the Procedures**

As a recommended first step, districts can create a team composed of representatives from key stakeholder groups (e.g., superintendents, teachers, experts to grant goals related to the EWS) and determine what indicators to include as EWIs. In addition, individual schools in a district may consider internal teams—composed of teachers, guidance counselors, administrators, and other personnel—who will monitor their school's location of the EWS in parallel to the broader district vision. This collaborative team will meet regularly to examine collected data, determine which students are at-risk or on-track, and design interventions accordingly.

Next, these teams can examine their district's unique context and incorporate relevant data from existing cohorts of dropouts to select appropriate EWIs to serve as the foundation for the EWS. Research indicates that dropping out and academic failure are not standard dynamics with causal factors that predict whether a student will persist through to graduation, requiring districts to examine many factors to determine whether a student is at-risk or EWS typically encompasses data in three areas—attendance, behavior, and course or academic performance (e.g., the ABC indicators)—with students being flagged for desired interventions after reaching certain thresholds or cutoff points.

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**BEST PRACTICES IN SCHOOL SAFETY AND SECURITY**

Prepared for Utah Leading through Effective, Actionable, and Dynamic Education (ULEAD)  
January 2019

In the following report, Hanover Research and ULEAD provide an overview of different safety and security policies and practices that can be leveraged to make students and staff safe at school and to help assuage family and community anxieties about student and staff safety at school. Findings from this report can assist Utah's districts and schools in evaluating their own practices around safety and security and having constructive discussions with various stakeholder groups about those practices.

**HR HANOVER RESEARCH** **ULEAD**  
EDUCATION

**BEST PRACTICES IN SCHOOL COUNSELING**

Prepared for Utah Leading through Effective, Actionable, and Dynamic Education  
December 2018

In the following report, Hanover Research and ULEAD provide an overview of school counseling models and roles of school counselors across school levels. More specifically, the report highlights the American School Counselor Association's National School Counseling Model. The report also includes a discussion of school counselors' roles in providing mental health and social-emotional services, grade-level specific roles, and strategies for time and caseload management. Findings from this report can assist Utah's districts and schools in evaluating and improving their school counseling programs.

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**SURVEY DESIGN: UTAH PRIORITY PRACTICES NEEDS ASSESSMENT**

December 2018

Prepared for Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education Director

**HR HANOVER RESEARCH** **ULEAD**  
EDUCATION

In the following document, Hanover Research presents a draft of the ULEAD Utah Priority Practices Needs Assessment Survey.

**HR HANOVER RESEARCH** **RESEARCH PRIORITY BRIEF**  
Utah Leading through Effective and Dynamic Education **ULEAD**  
EDUCATION

**EXPLORING COMPETENCY-BASED EDUCATION**

**Introduction**

Competency-based education (CBE) is an approach that has garnered increasing attention in recent years. States—such as New Hampshire, Michigan, Ohio—have begun efforts to restructure educational systems to CBE in order to create additional flexibility in the way students learn, achieve, and progress. Utah has been developing a Competency-Based Education Framework (CBEF) to advance CBE in its districts and schools.

To support these efforts, Utah Leading through Effective, Actionable, and Dynamic Education (ULEAD) and Hanover Research (Hanover) have published this brief to help Utah education meet more closely CBE and its relationship to standards-based grading (SBG) and personalized learning.

**Recommendations**

Should a district or school decide to implement CBE, SBG, or personalized learning, ULEAD and Hanover recommend:

- Providing targeted professional development to meet teachers and other instructional staff effectively use the chosen approach.
- Benchmarking implementation challenges and success factors for the chosen approach at a year, district, or school.
- Communicating the rationale behind using the chosen approach to students and families prior to widespread implementation.

**Key Findings**

- When discussing or implementing CBE, SBG, and personalized learning, it is important for educators to understand the core elements of each approach.
- Competency-based education (CBE) is a framework that bases student progress on demonstrating competencies and skills rather than the amount of time students spend in the classroom.
- Standards-based grading (SBG) aligns instruction, assessment, and grading to

specific learning standards for what students are expected to know and do. Grades reflect learning and achievement levels, rather than effort or work habits.

Personalized learning is a student-centered approach to teaching and learning that allows learning objectives, the individual pace and approach, and target content to students' individual needs, strengths, and interests.

While CBE, SBG, and personalized learning use different approaches, they have some similarities. All three require clearly defined learning standards and objectives, as well as detailed performance expectations that describe how students demonstrate mastery. Additionally, all three approaches use assessment to determine student progress, though with differences. While they all allow students to progress at their own pace, CBE includes the highest degree of personalization as it individualizes learning objectives, content, instructional approaches, and pacing to each student's particular needs.

Besides that, CBE, SBG, and personalized learning possess distinct differences due to scale. For example, CBE is a larger pedagogical framework that encompasses SBG, which itself focuses more narrowly on grading and may not include all components of CBE. Similarly, personalized learning is a broader approach than CBE, though experts highlight that CBE provides the structure for personalized learning approaches to work.

**Defining Approaches**

**Competency-Based Education**

Traditionally, students progress from grade to grade over time. In logic as a function of their "time in seat," age, and the traditional academic calendar, it is expected that competency-based education (CBE)—also referred to as mastery-based programs—is an educational framework that bases student progress

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# Education Improvement Outside the Regular School Day

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The Program Quality Enhancement Grant (19PKZ) is a supplemental grant program with a focus on improving quality of existing afterschool program sites, based on quality standards

- Appropriation - \$125,000
  - \$112,500 – LEA grant awards
  - \$12,500 – Required program evaluation
- Grant Criteria:
  - Serve a population with 40% qualifying for free/reduced price lunch
  - Identify private match funds equal to grant amount
  - Participate in required program evaluation
- First Grant Competition - September 2018
  - 4 out of 5 LEAs received grant awards – totaling \$53,364
- Second Grant Competition – January 2019
  - Anticipate awarding remaining funds
- The Department of Workforce Services (DWS), Office of Child Care (OCC) also received funding from Senate Bill 202 to provide grants for community-based organizations.



# Carson Smith Scholarship Program

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The Utah State Board of Education strictly adheres to the eligibility requirements of private schools found in 53F-4-303 and R277-602. Below is a brief summary of those requirements.

- Have a physical location in Utah with direct contact with the teachers.
- Obtain an audit and report from a licensed independent certified public accountant demonstrating that the school financially viable for at least the next 12 months.
- Comply with the antidiscrimination provisions of 42 U.S.C. Sec. 2000d.
- Meet state and local health and safety laws and codes.
- Comply with student disclosure requires found in 53F-4-303(e -f, j).
- Conduct annual academic assessment of the students' progress.
- Employ or contract with teachers who meet qualifications found in 53F-4-303(g).
- Finger print and background check all employees and volunteers.
- Home-schooled students and students in residential treatment center are ineligible to enroll in the Carson Smith Scholarship program.
- Receive an on-site monitoring visit at least once every three years to ensure compliance with the above requirements.
- There is no requirement that a private school obtain specific school-level certifications.





# Student Enrollment Growth of 1.02% ~ \$35.7 million (Ongoing), \$4.3 million (One-time)

Historical Funding Level and Purpose of the Program:		
	Ongoing	One-Time
Funding Level in SFY 2019:	\$33,488,500 and \$2,556,100	
Funding Level in SFY 2018:	\$64,012,600 and \$3,995,000	
Funding Level in SFY 2017:	\$90,741,600 and \$3,713,400	

**Summarize the purpose of this program:**

The Common Data Committee (CDC) comprised of representation from the Legislative Fiscal Analyst Office, Governor’s Office, and the Utah State Board of Education, meet each year to estimate the number of new students entering the public education system. For the 2019-2020 school year, the CDC estimates 6,750 new students.

Results/Benefits of the Program:	
State continues to expand and new students attend public schools when businesses and families relocate to Utah.	
School Year 2018-2019	7,091 new students 1.09%
School Year 2017-2018	7,871 new students 1.22%
School Year 2016-2017	11,078 new students 1.75%

Performance Measures/Projected Outcomes if \$35.7 million ongoing and \$4.3 million one-time are appropriated:
<ul style="list-style-type: none"><li>Funding student growth maintains the value of the WPU per student.</li><li>Funding student growth allows LEAs to:<ul style="list-style-type: none"><li>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.</li></ul></li></ul>

**Impact if not Funded:**

Utah experiences student growth annually.

- LEAs would need to fund increases in student population with current year funding levels.
- Could impact the quality or quantity of programs or opportunities offered to students.

Utah Public Education K-12 Enrollment

Fiscal Year	Districts	Charters
2008	530,000	20,000
2009	540,000	20,000
2010	550,000	20,000
2011	560,000	20,000
2012	570,000	20,000
2013	560,000	20,000
2014	570,000	20,000
2015	580,000	20,000
2016	590,000	20,000
2017	600,000	20,000
2018	610,000	20,000
2019	620,000	20,000
2020f	630,000	20,000

Note: f = forecast  
Source: Utah State Board of Education, School Finance & Data and Statistics



# 5.5% Increase in the Value of the WPU ~ \$176,000,000 (Ongoing)

## Historical Funding Level and Purpose of the Program:

SFY 2019 funding level: \$77,059,700 ongoing – 2.5% increase  
SFY 2018 funding level: \$116,000,000 ongoing – 4% increase  
SFY 2017 funding level: \$70,572,600 ongoing – 3% increase

### Summarize the purpose of this program:

All children are entitled to reasonably equal educational opportunities regardless of residence or economic situation of their school district. The Weighted Pupil Units (WPUs) maintain a system of equity and provide for a funding equalization program.

## Results/Benefits of the Program:

### WPU Value

School Year 2018-2019 \$3,395  
School Year 2017-2018 \$3,311  
School Year 2016-2017 \$3,184

## Performance Measures/Projected Outcomes if \$176,000,000 ongoing is appropriated:

Requested Increase School Year 2019-2020 \$3,582 5.5%

### Increase in the value of the WPU:

- Empowers LEAs to make local decisions that directly impact students and educators
- Enables LEAs to attract and retain highly qualified educators

## Impact if not Funded:

LEAs are unable to keep up with the increasing costs of retirement and benefits, offer competitive salaries, and expand student programs and opportunities.



# Pupil Transportation Funding To/From \$5,000,000 (Ongoing)

## Historical Ongoing Funding Level and Purpose of the Program:

	Total	School Districts	USDB
<b>Current (SFY 2019) funding level:</b>	<b>\$91,336,200;</b>	<b>\$87,090,200;</b>	<b>\$4,246,000</b>
<b>Funding Level in SFY 2018:</b>	<b>\$83,730,200;</b>	<b>\$79,724,027;</b>	<b>\$4,006,173</b>
<b>Funding Level in SFY 2017:</b>	<b>\$79,265,300;</b>	<b>\$75,361,466;</b>	<b>\$3,903,834</b>

### Summarize the purpose of this program:

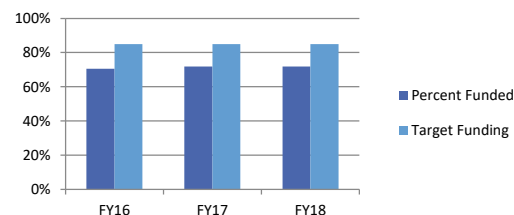
Incremental increase in state funding for To & From School Transportation to statutory contribution level of 85% (UCA 53F-2-402(3)(b)).

## Results/Benefits of the Program:

- Pupil transportation improves attendance by providing consistent transportation throughout the school year.
- Pupil transportation funding is an effective way to address pupil equity by providing access to education opportunities.
- Pupil transportation is the safest mode of transporting students to school. NHTSA reports that “Students are about 70 times more likely to get to school safely when taking a school bus instead of traveling by car.”
- Each school bus removes an average of 36 cars from the roads thus reducing emissions.

## Performance Measures/Projected Outcomes if \$5,000,000.00 on going is appropriated:

- Funding will be utilized to offset the subsidy at the district level, freeing resources to be applied to instructional programs.
- Incremental increase in State funding for to and from school transportation to statutory contribution level of 85% [UCA 53F-2-402(3)(b)]



## Impact if not Funded:

What are the estimated consequences (if any) if the additional appropriation is not received?

School districts will have to increase the use of local property tax or unrestricted state fund to subsidize the cost of to & from transportation costs. School districts are subsidizing the unfunded portion of the state To & From School Transportation from local or unrestricted state sources, which reduces available resources for educator compensation, student programs, and other core operations.



# Pupil Transportation Funding Proposed New Appropriation Calculation

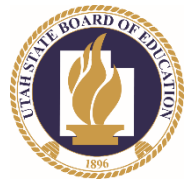
Estimated To/From Transportation Appropriation (Excludes USDB)							
	FY 2016	FY 2017	FY 2018	% Change (3PY to 2PY)	% Change (2PY to PY)	Est. FY 2019	Est. FY 2020
(1) Eligible Miles	25,587,104	25,369,434	25,451,754				
(2) Total Odometer Miles	32,198,371	32,438,156	32,681,435				
(3) % of Eligible Miles of Total Miles [(1)/(2)]	79.47%	78.21%	77.88%				
(4) Total APR Function 2700 Transportation Costs (excludes bus purchases)	\$ 128,686,146	\$ 134,001,608	\$ 142,287,890				
(5) Calculated Eligible Costs [(3)*(4)]	\$ 102,263,119	\$ 104,800,809	\$ 110,811,425	2.48%	5.74%	\$ 113,561,245	\$ 120,074,296
(6) Total Estimated Appropriation [(5)*85%]	\$ 86,923,651	\$ 89,080,688	\$ 94,189,712			\$ 96,527,058	\$ 102,063,151
(7) Actual Appropriation	\$ 72,099,945	\$ 75,361,466	\$ 79,724,027				
(8) Difference [(7)-(6)]	\$ (14,823,706)	\$ (13,719,222)	\$ (14,465,685)				
(9) % of Actual Cost Funded [(7)/(5)]	70.5%	71.9%	71.9%				



# Pupil Transportation – Rural School Reimbursement

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- Appropriated \$500,000 – FY2019; 53F-5-211
- Eligibility Criteria:
  - At least 65% of students qualify for free/reduced lunch
  - LEA located in the 4<sup>th</sup>, 5<sup>th</sup>, or 6<sup>th</sup> county class
  - Provided to/from transportation for at least 5 years
- LEAs that Qualified:
  - 12 LEAs with at least 60% of free/reduced lunch
  - Of the 12, 2 LEAs located in eligible county class
  - Of the 2, both LEAs provided transportation for at least 5 years
- Allocated \$500,000
  - \$303,598 – San Juan School District
  - \$196,402 – Pinnacle Canyon Academy
- Concern:
  - Eligible School is defined in statute as district school or charter school. Transportation information is collected at LEA level, not by individual school (53F-5-211(1)(a)).



# NESS Funding \$500,000 (Ongoing for five years)

<div>Historical Ongoing Funding Level and Purpose of the Program:</div> <table><tr><th></th><th>Total</th><th>School Districts</th><th>Out-of-state Tuition</th></tr><tr><td>Current (SFY 2019) funding level:</td><td>\$32,551,300;</td><td>\$31,553,574;</td><td>(unknown)</td></tr><tr><td>Funding Level in SFY 2018:</td><td>\$31,501,000;</td><td>\$31,435,410;</td><td>\$65,590</td></tr><tr><td>Funding Level in SFY 2017:</td><td>\$30,292,700;</td><td>\$30,292,700</td><td></td></tr></table> <div>Summarize the purpose of this program:</div> <p>NESS schools typically do not generate enough WPU value to operate in an area of economic efficiency, which puts those schools in a situation in which the revenues provided for each student may not cover the costs associated with running the school.</p>		Total	School Districts	Out-of-state Tuition	Current (SFY 2019) funding level:	\$32,551,300;	\$31,553,574;	(unknown)	Funding Level in SFY 2018:	\$31,501,000;	\$31,435,410;	\$65,590	Funding Level in SFY 2017:	\$30,292,700;	\$30,292,700		<div>Results/Benefits of the Program:</div> <ul style="list-style-type: none"><li>NESS funding supports the additional costs on a per student basis than do schools that don't receive NESS funds for:<ul style="list-style-type: none"><li>Running a smaller school with lower enrollments</li><li>Securing staffing in remote areas</li><li>Transporting students over larger areas</li></ul></li><li>NESS schools typically do not generate enough WPU value to operate in an area of economic efficiency, which puts those schools in a situation in which the revenues provided for each student may not cover the costs associated with running the school.</li><li>NESS funding supports education equity in providing opportunity to schools that struggle to provide even the bare minimum programs.</li></ul>
	Total	School Districts	Out-of-state Tuition														
Current (SFY 2019) funding level:	\$32,551,300;	\$31,553,574;	(unknown)														
Funding Level in SFY 2018:	\$31,501,000;	\$31,435,410;	\$65,590														
Funding Level in SFY 2017:	\$30,292,700;	\$30,292,700															
<div>Performance Measures/Projected Outcomes if \$500,000.00 on going is appropriated:</div> <ul style="list-style-type: none"><li>NESS funding will provide additional funds for schools that do not generate enough WPU to operate.</li><li>NESS funding will provide additional funds to allow a school to reach beyond its typical staffing ratio and bring in resources to cover additional education opportunity.</li><li>Additional resources can help a district recoup some of the additional cost associated with NESS transportation.</li></ul>	<div>Impact if not Funded:</div> <p>What are the estimated consequences (if any) if the additional appropriation is not received?</p> <ul style="list-style-type: none"><li>Increased funding would help the 25 districts that receive NESS to overcome the cost hurdles associated with their schools.</li><li>Students will have limited access to high quality instruction and advanced courses.</li><li>Difficulty recruiting and retaining highly qualified educators.</li></ul>																





# Career and Technical Education Programs in NESS Schools

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All students are required to take 1.0 credit in CTE for graduation

The handout outlines total CTE enrollment by school year, number of CTE courses, percent of concentrators, and percent of completers by necessarily existent small school.