



Minimum School Program – Funding Study

Review of Related to Basic School Programs

2023 Interim | Public Education Appropriations Subcommittee

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June 13, 2023

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Why Conduct as Study?

June 2023 | Study Origins & Increase in Systemic Questions by Policymakers

Origins

- Last Comprehensive Review of Utah's Funding System Done in 1990s
 - Original from Early 1970s
- Property Tax Questions
 - Maintenance of Local Effort & Impact of Expanded Equalization Funding
 - Ongoing Issue [SB 83 2023 GS]
- Continued Systemic Questions
 - At-Risk Students – New Add-on Program Created in 2021 GS [1st Report Outcome]
 - Necessarily Existent Small Schools & Scale of Operations for Small Districts [in Process]
 - Impact & Role of MSP Categorical Programs
- Improve & Not Harm Funding System

State Board of Education

- Commissioned the Study in 2019
 - Developed Study Scope with Partners
 - Legislature | Local Education Agencies
 - Selected Study Contractor [WestEd]
- Study Occurred in Three Phases
 - Phase 1 – System Alignment & Reasonably Equal Opportunities
 - Phase 2 – Cost & Resource Allocation
 - Equalization & Local Contribution
 - Cost Function Analysis | Equitable Access
 - At-Risk Add-on | Scale of Operations
 - Phase 3 – Expanded Scale of Operations
 - Include Relative School Size & Remoteness in District Economy of Scale Analysis

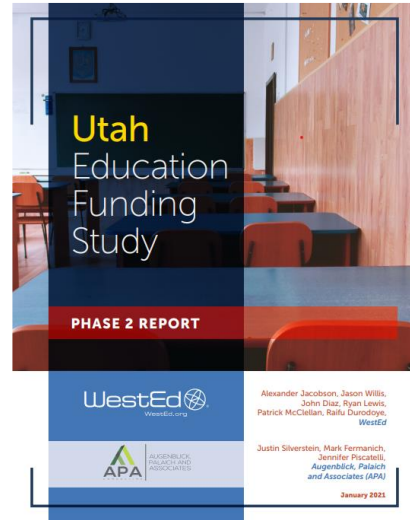


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A Broader View & Balanced Approach

June 2023 | Utah Education Funding Study

- Expanded Focus – Broader Look at Equity of Utah’s Funding System
 - What Factors Should the Minimum Program Include?
 - How Should the Minimum Program be Funded? [State/Local Mix]
- Consider System Costs & Resources
 - Adjust Cost Factors to Reflect Student Needs/Characteristics
 - Consider Balance of “Who Pays” and “What is Provided”
 - Suggest Adjustments
- Report Findings/Recommendations Only a Guide
 - Provide Direction on How to Approach a Problem
 - Modify to Fit Policy or Funding Constraints



The Minimum School Program | Legislative Fiscal Analyst

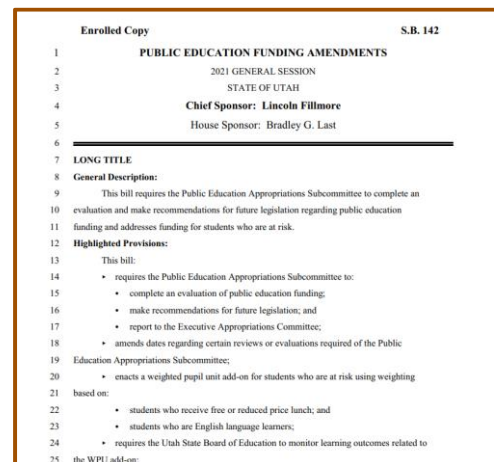
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Funding Study Implementation

June 2023 | Public Education Appropriations Subcommittee

- Statute Directs Subcommittee to Evaluate Findings & Make Recommendations for Future Legislation
- SB 142 (2021 GS) Established a Two-Phase Process
 - Phase 1: Weightings, Distribution, & Equalization
 - At-Risk Add-on Weightings & Implementation
 - Distribution of Revenues to Districts of Differing Sizes & Property Values (Scale of Operations) – *In Process*
 - Phase 2: Related-to-Basic School Programs & Supporting Schools Through Effective Practices – 2023 Interim Study
 - Subcommittee Task on Related-to-Basic Categorical Programs “Below-the-Line”
 - *“Optimize coherence, stability, continuous improvement, and balance with Basic Program Funds”*



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Related-to-Basic Programs

June 2023 | Minimum School Program

- A Sub-Category of the Minimum School Program
 - Often Called Categorical or “Below-the-Line” Programs
 - Legislatively Driven
 - Target Funding to Statewide Need or Goal
 - Restrict Funding to Certain Uses
- 28 Programs Funded Primarily from State Sources
 - Uniform School Fund | Trust Distribution Account
 - Local Funds – Charter School Levy
- Distribution to LEAs Varies by Program
 - Formula | Competitive or Qualification Grant
 - Determined by Statute or Board Rule
 - No WPU’s but WPU’s Can Be Factored into Formulas

Expenditures by Categorical Program	Amount
A. Related to Basic Programs	
1. Pupil Transportation - To & From School ⁽¹⁾⁽²⁾⁽³⁾	130,493,700
2. Pupil Transportation - Rural Transportation Grants	1,000,000
3. Pupil Transportation - Rural School Reimbursement	500,000
4. Charter School Local Replacement ⁽⁴⁾	247,138,000
5. Charter School Funding Base Program ⁽⁵⁾	9,740,000
6. Flexible Allocation - WPU Distribution ⁽⁶⁾	31,767,000
Subtotal - Related to Basic Programs:	\$420,638,700
B. Focus Populations	
1. Students At-Risk - Gang Prevention and Intervention ⁽¹⁾⁽²⁾⁽³⁾	2,381,200
2. Youth-in-Custody ⁽¹⁾	31,456,500
3. Adult Education ⁽¹⁾	17,678,900
4. Enhancement for Accelerated Students	6,838,600
5. Concurrent Enrollment	17,708,000
6. Title I Schools in Improvement - Paraeducators ⁽²⁾⁽³⁾	300,000
7. Early Literacy Program ⁽¹⁾	14,550,000
8. Early Intervention ⁽¹⁾	0
9. Special Education Intensive Services ⁽²⁾⁽³⁾	0
10. English Language Learner Software Grants ⁽²⁾⁽³⁾	5,000,000
Subtotal - Focus Populations:	\$95,913,200
C. Educator Supports	
1. Educator Salary Adjustments ⁽¹⁾	391,096,200
2. Teacher Salary Supplement ⁽¹⁾	23,092,100
3. Teacher Supplies & Materials	5,500,000
4. Effective Teachers in High Poverty Schools ⁽¹⁾⁽³⁾	801,000
5. Elementary School Counselor Program ⁽¹⁾⁽³⁾	2,100,000
6. Grants for Professional Learning	3,935,000
7. Grow Your Own Teacher and Counselor Program ⁽¹⁾	7,150,000
8. Educator Professional Time ⁽²⁾	64,000,000
Subtotal - Educator Supports:	\$497,674,300
D. Statewide Initiatives	
1. School LAND Trust Program ⁽¹⁾⁽³⁾	101,803,300
2. Teacher and Student Success Program ⁽³⁾⁽⁸⁾⁽¹⁾⁽³⁾	182,800,400
3. Student Health and Counseling Support Program ⁽¹⁾⁽²⁾⁽³⁾⁽¹³⁾	25,480,000
4. School Library Books & Electronic Resources ⁽¹⁾⁽²⁾	0
5. Matching Fund for School Nurses ⁽¹⁾⁽²⁾⁽²⁾	0
6. Dual Immersion ⁽¹⁾	7,367,000
7. Beverley Taylor Sorenson Arts Learning Program ⁽¹⁾⁽³⁾	21,945,000
8. Digital Teaching & Learning Program ⁽¹⁾⁽²⁾⁽³⁾	19,852,400
9. Public Education Capital and Technology ⁽²⁾	0
10. Nonlapsing Balance Adjustments - Inactive Categorical Programs ⁽¹⁾⁽³⁾	0
Subtotal - Other Programs:	\$359,248,100
Total Expenditures:	\$1,373,474,300



Section 2

Subcommittee
Evaluation
Resources

Program Review Criteria

June 2023 | Optimize with the Basic Program

Coherence	Stability	Continuous Improvement	Balance
<ul style="list-style-type: none"> • Consistent Forming a Unified Whole ○ Compliment the General Education Program (WPU) ○ Target a Specific Need or Population Group ○ Statewide Objective 	<ul style="list-style-type: none"> • Established Broadly Used Dependable ○ Function Would Not Occur Otherwise ○ Consistently Funded ○ LEA Program & Financial Support ○ Assists LEAs 	<ul style="list-style-type: none"> • Meets Program & Performance Objectives ○ Supports/Improves Student Academic Outcomes ○ Supports Teachers/Teaching 	<ul style="list-style-type: none"> • Supports Equity or Reasonably Equal Educational Opportunities ○ Supports Access to Education System ○ Distribution Considers Varying LEAs, Needs, Cost Factors

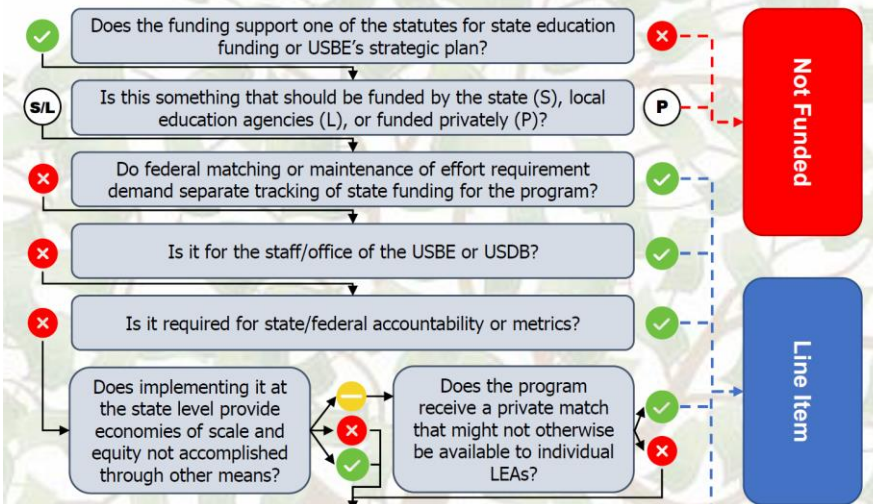


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Public Education Appropriations Funding Decision Tree

Evaluation Resources
Funding Decision Tree



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Section 3

Program Summaries

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Related to Basic School Programs Review: Pupil Transportation To & From School

No Reporting Requirement

OVERVIEW

State funding is distributed to the school districts based on the Transportation Finance Formula. This formula includes the statutorily required items, namely, "an allowance per mile for approved bus routes; an allowance per hour for approved bus routes; and a minimum allocation for each school district eligible for transportation funding" (53A-17a-127). The Transportation Finance Formula is divided into two schedules. The total state funding received by a school district is the sum of these two schedules.

FY24 Funding

\$130,493,700

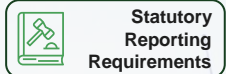
- LEA expenditure reporting combines To & From School with Rural School Reimbursement and Rural Grants.
- Application of statutory 85% state cost-sharing, how much should local districts contribute?
- Included in annual enrollment growth and WPU value changes.

Fiscal Year	Funding (Millions)
FY22	\$112.61M
FY23	\$117.45M
FY24	\$130.49M

Related to Basic School Program Review | Legislative Fiscal Analyst

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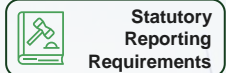
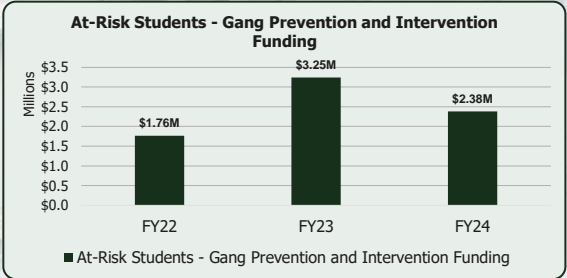
Related to Basic School Programs Review: At-Risk Students - Gang Prevention and Intervention

OVERVIEW

The Gang Prevention program provides grants to local education agencies to support gang prevention activities in public schools. The Legislature opted to keep the funding as an independent grant program beginning in FY 2022 instead of collapsing the funding into the new WPU Add-on program. Local education agencies apply for grant funding through the State Board of Education. Beginning in FY 2021 enrollment growth for the program is determined by the higher of 1) the percentage of enrollment growth of students in kindergarten through grade 12, or 2) the percentage of enrollment growth of students in the combined three highest at-risk student categories. (See 53F-2-410)

FY24 Funding **\$2,381,200**

- Included in annual enrollment growth and WPU value changes.
- No outstanding issues or questions on At-Risk Gang Prevention and Intervention.



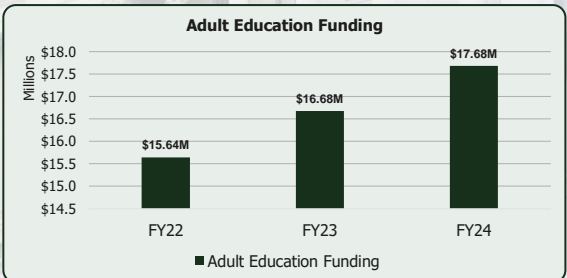
Related to Basic School Programs Review: Adult Education

OVERVIEW

The Adult Education programs assist adults to "become self sufficient, with skills necessary for future employment and personal success." (USBE, Adult Education, 2016) Programs offered locally through Utah school districts support adults that do not have a secondary school diploma, the General Educational Development Test (GED) or its recognized equivalent. Board approved school district receive Adult Education funding as follows: An equal base amount for all participating school districts with the remaining distributed based on performance in established categories which include instructional contact hours, adult education secondary diplomas or Utah High School Completion Diplomas, enrollee level gains, and completed secondary credits.

FY24 Funding **\$17,678,900**

- Included in annual enrollment growth and WPU value changes.
- No outstanding issues or questions for Adult Education.



Related to Basic School Programs Review: Title I Schools Paraeducators Program

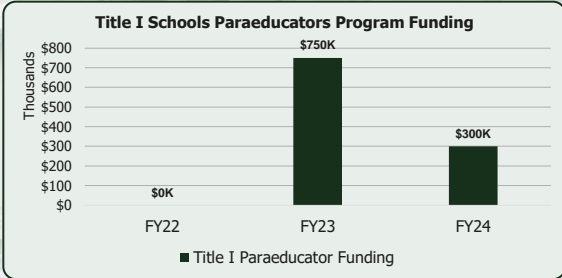
 No Reporting Requirement



The Title I Schools in Improvement Paraeducators program was created during the 2012 General Session. Senate Bill 81, "Paraeducator Funding" established the program to allow Title I schools to hire paraeducators to assist classroom educators in teaching. The State Board of Education distributes program funding to eligible schools based on rules established by the Board. Funding is divided equally among qualifying schools.

FY24 Funding **\$300,000**

- *Clarification:* FY22 ongoing funding was backed out one-time in FY22 due to COVID-19.
- How broadly does funding level support paraeducators in Utah?
- What percentage of paraeducator costs are supported by state funding?



Related to Basic School Programs Review: Charter School Local Replacement

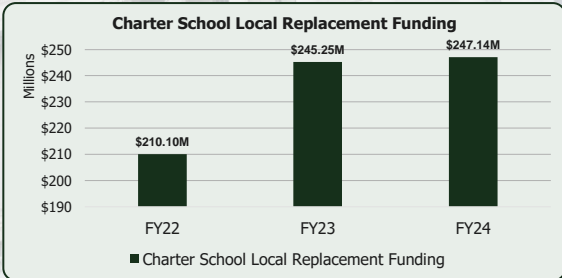
 No Reporting Requirement



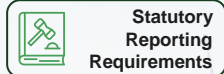
The Charter School Local Replacement Funding program was established to provide revenue to charter schools to assist in operating and capital facility needs. Unlike school districts, charter schools do not have bonding authority or the ability to tax their patrons to cover facility costs. The Legislature created a statutory formula that provides an equalized per-pupil state appropriation to each charter school to replace some of the locally generated property tax revenue charter schools cannot access. School districts use local property tax revenue to support both operations and capital needs. The core of the current formula dates to legislation passed during the 2008 General Session; the Legislature amended the formula during the 2016 General Session.

FY24 Funding **\$247,138,000**

- No ongoing issues or questions related to Charter School Local Replacement.
- Funding determined by statutory formula.



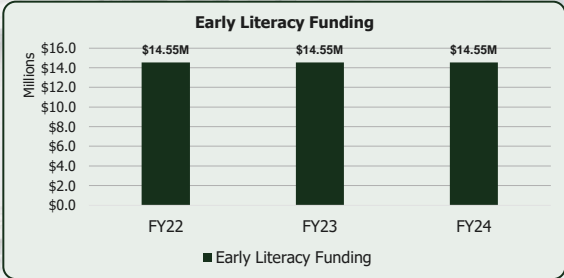
Related to Basic School Programs Review: Early Literacy Program



The Early Literacy Program provides state assistance to LEAs to support K-3 reading outcomes. The formulas for each of the three funding programs include: A Base Level - a base amount as determined by fall enrollment, A Guarantee Program - "\$21 per WPU minus the amount raised by a tax levy of 0.000056.", and A Low Income Program - "\$21 per WPU minus the amount raised by a tax levy of 0.000065." School districts match the state funding provided through the program with local property tax revenues. Charter schools receive full funding from the state and do not provide a match.

FY24 Funding **\$14,550,000**

- Program created to support local property tax effort.
- How is the local match considered when appropriating state funding? How has the ratio for state-to-local funding changed?
- How does the program continue to support K-3 reading outcomes?



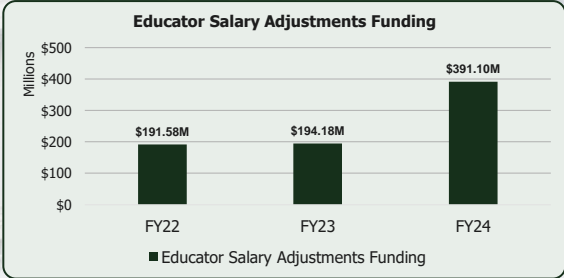
Related to Basic School Programs Review: Educator Salary Adjustments



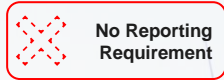
The Educator Salary Adjustments program was created by the Legislature in FY 2008 and increased in FY 2009 and FY 2024. Program funding is adjusted each year to account for new teachers hired in the school districts and charter schools. Funding is distributed to school districts and charter schools in proportion to the total number of qualifying full-time-equivalent (FTE) educators in the district or charter school when compared to the state total. Funding supports a total of \$8,400 for salaries and employer-paid benefits for qualified educators.

FY24 Funding **\$391,096,200**

- Salary amount increases annually based on prior year changes in WPU value.
- For FY24, what was the percent change in total compensation for educators?



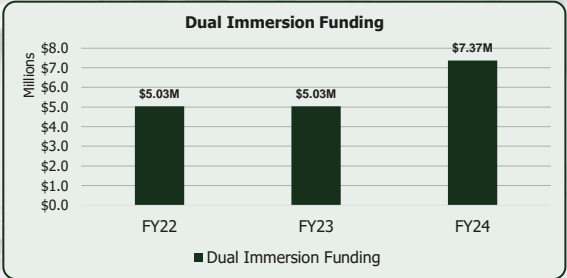
Related to Basic School Programs Review: Dual Immersion



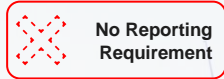
The Dual Immersion program started as a pilot program in FY 2008. A dual immersion program provides students with an instructional model that uses 50 percent of instruction in English and the other 50 percent in the target language. The program begins for each school in kindergarten or first grade. Additional grades are added each year as students progress through the school. Program funding is distributed to qualifying schools which receive funding per year proportional to number of schools participating.

FY24 Funding **\$7,367,000**

- Included in annual enrollment growth and WPU value changes.
- *Issue:* Monitor funding levels relative to maintaining and growing dual immersion classrooms.



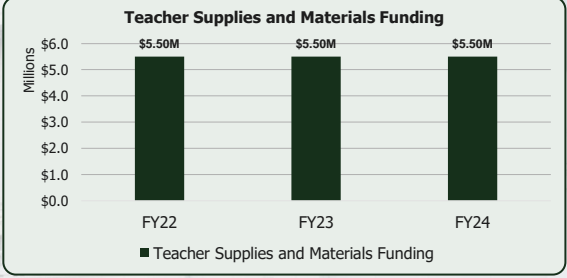
Related to Basic School Programs Review: Teacher Supplies and Materials



Program funding is used to reimburse schoolteachers for out-of-pocket expenditures on classroom supplies and materials. The Legislature first provided one-time funding to reimburse teachers in 1996. Since FY 2018, the funding is ongoing.

FY24 Funding **\$5,500,000**

- How is the ongoing state funding of \$5.5 million impacting per teacher distributions relative to teacher growth?
- Should the Legislature include statutory language to distribute funding to target newer teachers in lower grades, as it had prior to FY 2017?



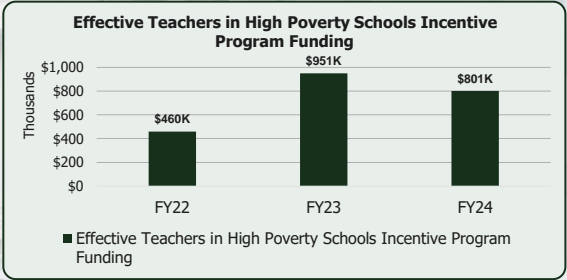
Related to Basic School Programs Review: Effective Teachers in High Poverty Schools Incentive Program



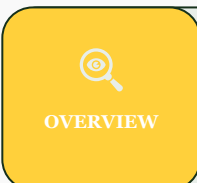
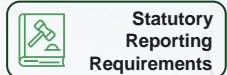
The Effective Teachers in High Poverty Schools Incentive Program provides a \$7,000 salary bonus to certain teachers. Teachers must meet two criteria to be considered for a bonus: Be employed as a teacher in a high poverty school and achieve a median growth percentile of 70 or higher. The State Board of Education distributes funding to school districts and charter schools based on the number of qualifying teachers awarded bonuses. LEAs must apply to the Board on behalf of the teacher. Bonuses are awarded to qualifying educators in the order the application is received. The amount allocated to the teacher's school district or charter school includes funding to pay certain employer-paid benefits costs, namely, social security and Medicare.

FY24 Funding **\$801,000**

- How has limits on data reporting for free and reduced-price lunch impacted the eligibility of teachers to qualify for the program?
- What other mechanisms can be used to increase teacher eligibility?
- How consistently have individual teachers in Title I schools received the bonus?



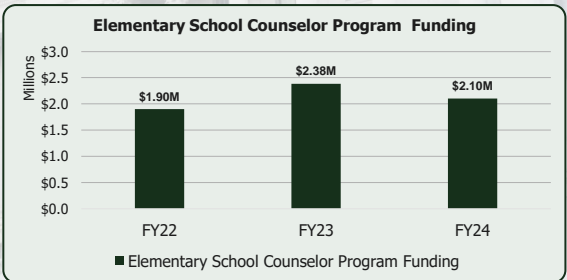
Related to Basic School Programs Review: Elementary School Counselor Program



The Legislature created the Elementary School Counselor Program in 2018. The State Board of Education awards grants based on certain statutory criteria. The first priority for grants goes to LEAs that propose to target funds to one or more elementary schools with a high percentage of students exhibiting risk factors for childhood trauma. The second priority is given to LEAs that propose to target funds to elementary schools with a high percentage of students experiencing intergenerational poverty. LEAs that participate in the grant program must provide local funds to match grant funds, equal to one-half of the grant funds.

FY24 Funding **\$2,100,000**

- How does this program compliment or contrast with the Student Health and Counseling Support Program?
- How broadly does the funding support elementary counselors in LEAs?



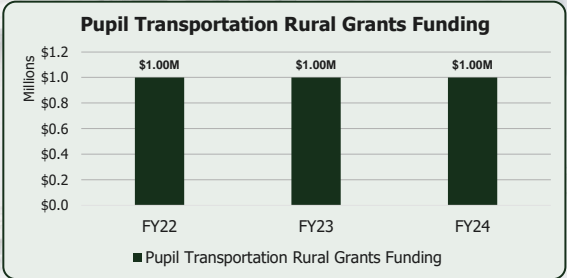
Related to Basic School Programs Review: Pupil Transportation - Rural School District Transportation Grant

OVERVIEW

Under the Pupil Transportation - Rural School District Transportation Grant program, the State Board of Education awards grants to certain school districts to provide transportation services for students that are not eligible for funding under the state-supported Pupil Transportation - To & From School program, transportation for students to and from student activities and field trips, or for the replacement of school buses. Funding is restricted to school districts in counties of the fourth, fifth, or sixth class which qualify for the To & From School program. Districts that opt to participate in the grant program must provide matching property tax revenue from their Board Local Levy in an amount equal to the grant award.

FY24 Funding **\$1,000,000**

- LEA expenditure reporting combines To & From School with Rural School Reimbursement and Rural Grants.
- No other outstanding issues or questions on Pupil Transportation Rural School District Transportation Grants.



Related to Basic School Programs Review: Student Health and Counseling Support Program

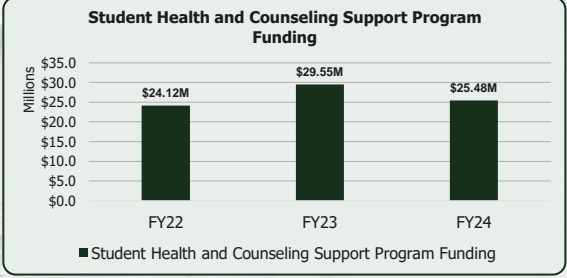
No Reporting Requirement

OVERVIEW

The Legislature created the Student Health and Counseling Support Program during the 2019 General Session. The program provides funding to school districts and charter schools to support "targeted school-based mental health support, including clinical services and trauma-informed care." To participate in the program, school districts and charter schools must submit plans to the State Board of Education that includes "measurable goals approved by the governing board on improving student safety, student engagement, school culture, or academic achievement." Local boards are required to match the state allocation using local or unrestricted state money.

FY24 Funding **\$25,480,000**

- How has the number of qualified mental health professionals in public schools increased or changed?
- How does the required local match affect LEAs' ability to apply for funding?



Related to Basic School Programs Review: Charter School Funding Base Program

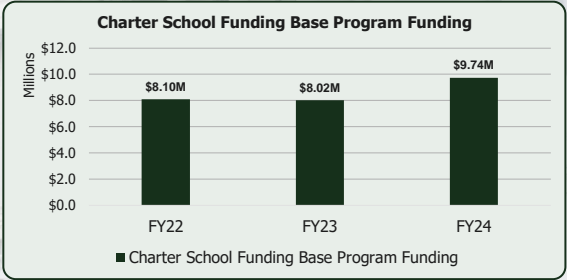


OVERVIEW

The Charter School Funding Base program provides funding to certain charter schools to support base operating functions (data reporting, financial reporting, etc.). Statute provides a certain amount of funding for each charter school based on the number of enrolled students. The amount of funding decreases as the enrollment of the school increases and funding phases out after 2,000 students.

FY24 Funding **\$9,740,000**

- What functions does this program provide that cannot be addressed through growth from the charter school local replacement statutory formula?
- When should a charter school phase out of base funding eligibility? Is 2,000 students the right threshold?



Related to Basic School Programs Review: Educator Professional Time

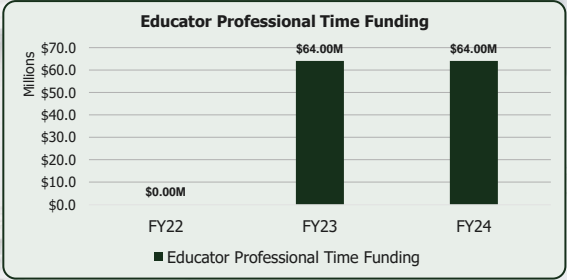


OVERVIEW


Educator Professional Time was created during the 2022 General Session. It provides one-time funding from the Uniform School Fund Restricted - Public Education Economic Stabilization Restricted Account to provide additional contract time to certain educators. Statute directs LEAs to use funding to provide paid professional hours for educators to increase subject-area knowledge, plan daily lessons, understanding how students learn, analyze student work and achievement, advance effective and evidence-based instructional strategies, etc. The State Board of Education distributes appropriated funding to LEAs in proportion to the number of qualifying educators outlined in statute.

FY24 Funding **\$64,000,000**

- How does the statutory requirement for 10% of stabilization account expenditures impact amount of available educator professional time?
- Should the distribution be modeled based on educator salary or an equal stipend?
- How does the Legislature manage ongoing expectations from educators?



Related to Basic School Programs Review: Youth in Custody

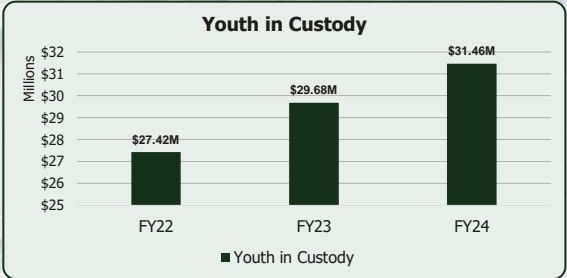
 No Reporting Requirement

OVERVIEW

The Youth-In-Custody program provides funding to support educational services to students who are in the custody of the State. School districts receive program funding through an application process. School districts must have Youth in Custody students within their jurisdiction to qualify for program funding.

FY24 Funding **\$31,456,500**

- Included in annual enrollment growth and WPU value changes.
- No outstanding issues or questions on Youth in Custody.



Related to Basic School Programs Review: Enhancement for Accelerated Students

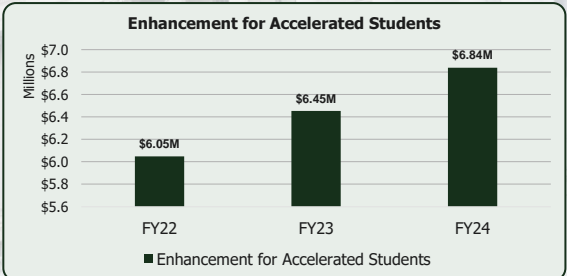
 No Reporting Requirement

OVERVIEW

Program funding supports several educational programs in the public schools, namely, gifted and talented, Advanced Placement (AP), and the International Baccalaureate (IB) programs. Statute directs the State Board of Education to develop a distribution formula to allocate funding to school districts and charter schools. Statute states that the formula "may include an allocation of money for: (a) advanced placement courses; (b) gifted and talented programs, including professional development for teachers of high ability students; and (c) International Baccalaureate programs." (53A-17a-165)

FY24 Funding **\$6,838,600**

- Included in annual enrollment growth and WPU value changes.
- How do program funding levels relate to student opportunities to participate in accelerated programs?



Related to Basic School Programs Review: Concurrent Enrollment

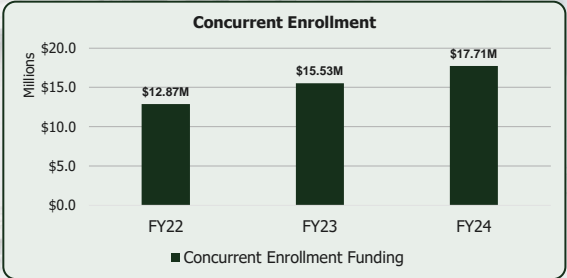
 No Reporting Requirement

OVERVIEW

The Concurrent Enrollment program was established to enable high school students to complete high school graduation requirements and earn college credit at the same time. Statute requires courses to be taught by college or university faculty or an eligible instructor within the public education system. Appropriated revenue is shared between the public and higher education systems. Funding is distributed in proportion to the number of credit hours earned and where the course was taken. Statute requires that 60 percent of appropriated revenues be allocated to LEAs and 40 percent be allocated to the State Board of Regents if the LEA primarily bears the cost of instruction. The percentages are flipped if the higher education institution primarily bears the cost of instruction.

FY24 Funding **\$17,708,000**

- Included in annual enrollment growth and WPU value changes.
- How does regional exclusivity of institution of service impact the ability of LEAs to provide concurrent enrollment course options to students? Should there be one or more statewide service providers?



Related to Basic School Programs Review: School LAND Trust Program

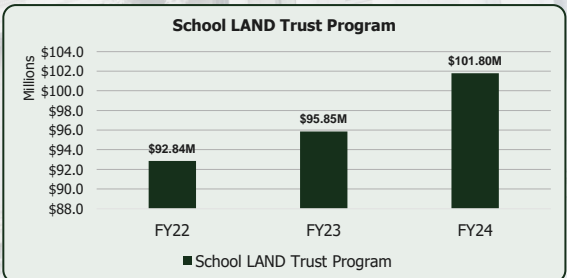
 No Reporting Requirement

OVERVIEW

The program provides financial resources to public schools to enhance or improve student academic achievement, implement a school's improvement plan, and involve parents in the decision making regarding the expenditure of trust funds allocated to a school. (53G-7-1206) Funding is divided into an amount for school districts and an amount for charter schools proportional to the number of students enrolled in each. School districts receive an equal per-student amount based on the total enrollment of the district.

FY24 Funding **\$101,803,300**

- Funding amount based on statutory distribution amounts from permanent school fund.
- No outstanding issues or questions on School LAND Trust Program.



Related to Basic School Programs Review: Teacher Salary Supplement

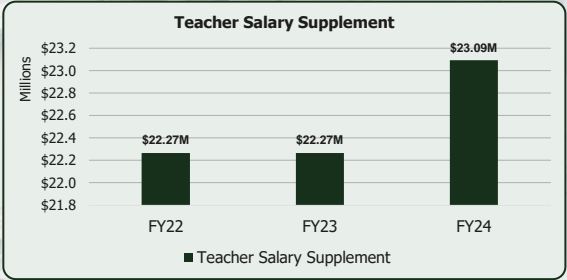
 No Reporting Requirement

OVERVIEW

The program provides qualifying secondary math and science teachers with a \$4,100 salary supplement each year they apply for and qualify for funding. Teachers receive the full supplement amount if they are assigned full-time to teach one or more of the qualifying courses listed in statute and also have a qualifying degree also listed in statute. School districts and charter schools receive funding based on total certified amount established by the State Board of Education. This amount is based on the total number of qualified teachers that applied for the program and their supplement award amount. Statute requires that school districts and charter schools provide a salary supplement equal to the amount specified for each eligible teacher.

FY24 Funding **\$23,092,100**

- Salary amount increases annually based on prior year changes in WPU value.
- How should the Legislature manage expanding participation to qualifying educators in critical fields?



Related to Basic School Programs Review: Beverly Taylor Sorenson Elementary Arts Learning Program

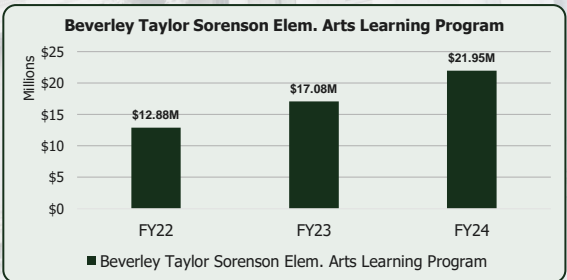
 No Reporting Requirement

OVERVIEW

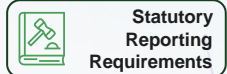
The Beverley The Beverley Taylor Sorenson (BTS) Elementary Arts Learning Program began as a four-year pilot program. The program provides grants to school districts and charter schools to hire highly qualified, full-time arts specialists based at the elementary schools. Statute states that the "program was created to enhance the social, emotional, academic, and arts learning of students in kindergarten through grade 6 by integrating arts teaching and learning into core subject areas."

FY24 Funding **\$21,945,000**

- How does LEAs adopting the BTS model coincide with statutory non-supplant language?
- Should distribution of state funding be based on teacher compensation levels or grant amount for each program?



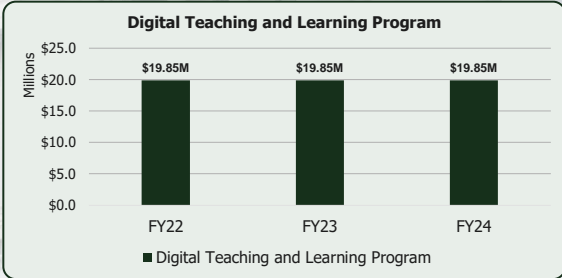
Related to Basic School Programs Review: Digital Teaching and Learning Program



The Digital Teaching and Learning Program provides grants to local education agencies to "improve student outcomes through the use of digital teaching and learning technology, and provide high quality professional learning for educators to improve student outcomes through the use of digital teaching and learning technology" (53F-2-510). Program funding is used to implement LEA plans submitted and approved by the State Board of Education. Subject to program appropriations, LEA plans that meet statutory and Board requirements will receive funding.

FY24 Funding **\$19,852,400**

- Given wide adoption of digital teaching and learning methodologies during the COVID-19 pandemic, should this program shift from providing adoption incentives to program maintenance funding?



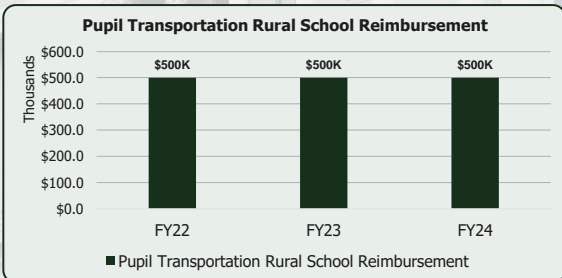
Related to Basic School Programs Review: Pupil Transportation Rural School Reimbursement



The Legislature created the Pupil Transportation - Rural School Reimbursement Program during the 2018 General Session to provide funding to a school district or charter school located in a county of the fourth, fifth, or sixth class. An LEA in qualifying counties must also have at least 65 percent of students qualify for free or reduced-price lunch and have a history of providing pupil transportation services for at least 5 years. Statute requires the State Board of Education to use appropriated funds to reimburse a local school board for qualifying student transportation expenditures. The local board must annually submit a request for reimbursement.

FY24 Funding **\$500,000**

- LEA expenditure reporting combines To & From School with Rural School Reimbursement and Rural Grants.
- Has this program created a dependency on state funding for only certain LEAs?
- Only program where pupil transportation is made available to qualifying charter schools.



Related to Basic School Programs Review: Teacher and Student Success Program

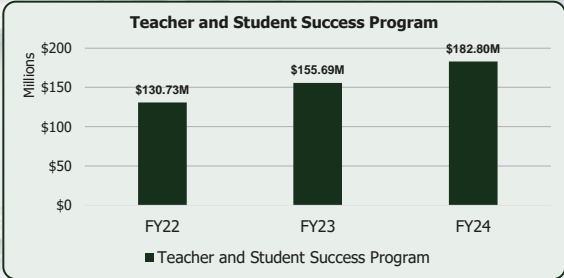
 No Reporting Requirement

OVERVIEW

The Teacher and Student Success program provides funding to schools to improve school performance and student academic achievement. LEAs must adopt a student success framework to provide guidelines and processes for schools to follow in developing a teacher and student success plan. School principals develop the plan to include school-specific goals within the framework. School principals must seek input from multiple groups outlined in statute. The State Board of Education is tasked with distributing appropriated funding to local education agencies (LEAs). Statute requires that funding be distributed to LEAs using the percentage share of LEA weighted pupil units (WPU).

FY24 Funding **\$182,800,400**

- Funding increases annually based on distributions to Teacher and Student Success Restricted Account through WPU value rate.
- No outstanding issues or questions on Teacher and Student Success Program.



Related to Basic School Programs Review: Grants for Professional Learning

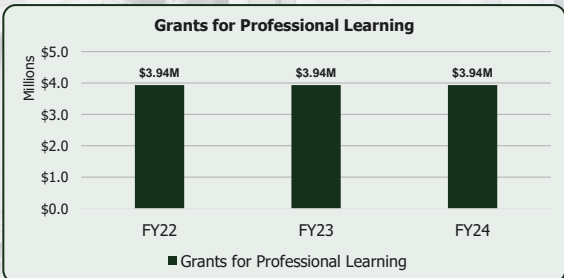
 No Reporting Requirement

OVERVIEW

The Grants for Professional Learning program was created during the 2020 General Session through the passage of House Bill 114, "Early Learning Training and Assessment Amendments". The State Board of Education awards grants to local education agencies (LEAs) to provide job-embedded coaching and support for elementary school educators, funds a benchmark mathematics assessment, and for LEAs to hire implementation support coaches. Participating LEAs must establish an early learning plan that includes early literacy and early mathematics components.

FY24 Funding **\$3,935,000**

- No outstanding issues or questions on Grants for Professional Learning
- Monitor for implementation and performance outcomes.



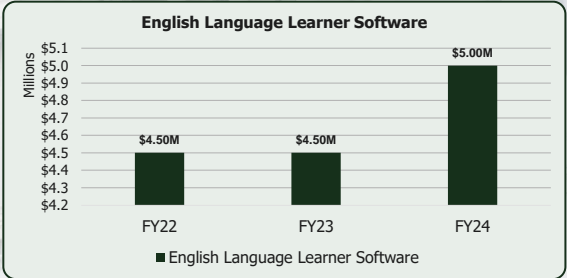
Related to Basic School Programs Review: English Language Learner Software



The English Language Learner Software program supports school districts and charter schools in procuring educational software to assist students in learning English. A prior iteration of the program operated with the State Board of Education selecting the software program under a state bid contract. This program distributes funding to local education agencies and local boards of education can determine the software used. Each participating LEA receives a base allocation as determined by the State Board of Education. The base amount adjusts based on the number of ELL eligible students, with \$1,000 for 1-10 eligible students and topping out at \$70,000 for 10,001 or more students. After the base allocations, all remaining funding is distributed based on percentage share of ELL students in the LEA.

FY24 Funding **\$5,000,000**

- *Issue:* Program duplicative of At-Risk Student WPU Add-On.
- Should the state continue to provide direct support or leave for LEAs to determine priority using At-Risk funding.



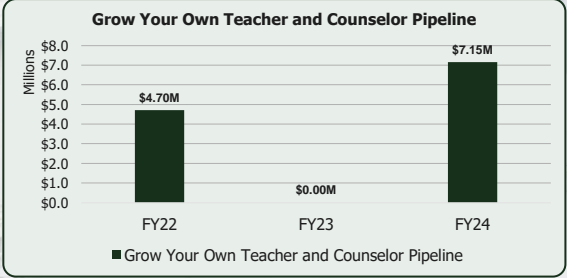
Related to Basic School Programs Review: Grow Your Own Teacher and Counselor Pipeline



The Grow Your Own Teacher and Counselor Pipeline program is a competitive grant that local education agencies (LEAs) can access to award scholarships to paraprofessionals, school counselor assistants, and school counselor interns to become licensed teachers and counselors. LEAs apply to the State Board of Education for funding. School principals nominate a qualifying staff person to receive the scholarship. Scholarship funding can only be used for tuition, books, fees, certain tests required for coursework and licensure, stipends to mentors, and student teaching costs as outlined in the statute. Competitive grant program with amounts determined by the State Board of Education.

FY24 Funding **\$7,150,000**

- No outstanding issues or questions on Grow Your Own Teacher and Counselor Pipeline.
- Monitor for outcomes of first round of funding.





Questions?

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Review of Related-to-Basic School Programs

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