

Public Education Appropriations Subcommittee
2012 General Session

Proposed Statutory/Intent Language

Minimum School Program

Career & Technical Education

1. Public Education & Higher Education Course Delivery Alignment
 - Language to limit LEAs from offering career & technical education courses that are also available at a regional higher education campus (USHE institution or UCAT campus).
 - LEAs that offer courses otherwise available through USHE or UCAT would lose the Career & Technical Education Add-on through the Minimum School Program.
2. Allocation of Funding
 - Intent language requesting the State Board of Education to develop a student-based distribution system that takes into account the relative cost of different programs.
 - Higher cost programs will receive more funding.
 - The new distribution formula cannot exceed current funding appropriated by the Legislature but can include an annual adjustment for student growth.
3. Phase-Out of 2011 General Session Statute Change
 - Continue to disallow LEAs from counting students in ADM that leave a high school campus to attend a UCAT facility.
 - Provide one-time funding over a 2-3 year time frame to allow time for school districts to adjust to funding changes.

Charter Schools

4. Local Replacement Phase Out
 - Phase out state funding for the Local Replacement Formula over 13 years (or one grade each fiscal year).
 - School districts will assume the cost of the program, except Debt Service, over the 13 year period.
5. Mentoring & Training
 - Intent language allowing up to \$200,000 of the funding appropriated for charter school start-up funding to be used to assist with the formation of a new school.
 - Funds managed through the State Charter School Board and may be used to provide peer assistance stipends for knowledgeable individuals to assist newly forming charter schools and in-house support through the Charter School office.

Beverley Taylor Sorenson Elementary Arts Learning Program

6. Matching Funds

- In addition to current language requiring schools to match 10% of the funding they receive for the program, require the entire appropriation be matched with private dollars.
- Matching funds will increase the number of schools able to participate.

Early Intervention – Optional Extended-day Kindergarten

7. Use of Funding

- Require that funds appropriated for Optional Extended-day Kindergarten be used to support an academic program teaching age appropriate literacy and numeracy skills to kindergarteners.
- Implement programs using evidence-based early intervention models that produce results.

Digital Safety

8. Distribution of Technology Devices by LEAs to Students

- Require any internet use of LEA computing devices issued to students be routed through the school to ensure proper content filtering.

Education Agencies

9. UPSTART

- Require the State Board of Education to assign unique student identification numbers to each student participating in the program.

10. K-3 Reading Software

- Request the State Board of Education issue an RFP to select one software program to be made available statewide in grades K-3 for literacy instruction.
- The software program shall include individualized instruction to teach each student the five strands of literacy (phonics, phonemic awareness, vocabulary, comprehension, and fluency). Include assessment, tracking, and reporting to teachers.
- Request that the State Board of Education develop a way to evaluate the performance of this program and the K-3 reading program implemented last year be able to evaluate each effectively.

11. IT Academy

- Funding is used for an information technology training program that leads to students earning a certificate and obtaining employment.
- Funded through school CTE programs.

Interim Study Items

12. Request that the Public Education Appropriations Subcommittee, Education Interim Committee, or a specialized committee oversee a comprehensive study of the Minimum School Program.
13. Concurrent Enrollment
 - Study the current program structure, costs, delivery, and coordination with USHE institutions.
14. Necessarily Existent Small Schools
 - Study the current statutory formula, including qualification and distribution of funding.
 - Look into cost differentials between small isolated schools and other schools to determine appropriate cost structure.
 - Request more rural representation on the Public Education Appropriations Subcommittee.
 - Request the State Board of Education develop a plan to optimize the use of distance learning and online learning options in NESS schools. Include a report by NESS schools explaining their current efforts in these areas.