

MSP Descriptions

Lists all programs and their descriptions.

A

Administrative Costs

To support districts - especially districts with small enrollments - in maintaining administrative resources. Example: Audits, reports, postage, technology. Formula: Per WPU, Districts are determined according to the following schedule based on enrollment: between 1-500 students = 95 WPU's; 501 - 1,000 students = 80 WPU's; 1,001 to 2,000 = 70 WPU's; 2,001 - 5,000 = 60 WPU's, Charter Schools will receive \$100 per WPU. Law: 53A-17a-108. Contact: Jaime Barrett. Data: Fall Enrollment audit report (November 1). (Updated June, 2011)

Adult Education

Organized educational programs below the collegiate/postsecondary level, other than regular full-time K-12 secondary education programs, provided by school districts or nonprofit organizations affording opportunities for individuals having demonstrated residency within the state of Utah who are out-of-school youth (16 years of age and older) who lack sufficient mastery of basic educational skills to enable them to function effectively in society; do not have a secondary school diploma or its recognized equivalent (GED) and have not achieved an equivalent level of education; or are unable to speak, read or write the English language. Eligibility: A base amount (as a result of program performance and resulting outcomes) is to be distributed equally to each participating school district with a Board-approved adult education plan and budget. Formula: Adult education state funds shall be distributed to school districts offering adult education programs consistent with percentages defined in adult education policy in the following areas: enrollee status students (not participants); contact hours (instructional and non-instructional for both enrollee status students and participants; Adult Education Secondary Diplomas or Utah High School Completion Diplomas, whichever is awarded first; enrollee level gains (ESOL competency levels 1-6, ABE competency levels 1-4, and AHSC competency levels); enrollee adult education completed secondary credits; supplemental support, to be distributed to school districts for special program needs or professional development, as determined by written request and USOE evaluation of need and approval. Law: 53A-15-401, 402, 403, 404, 405, 17a-119; R277-733 Funding sources for school districts – state legislative funds and competitive grant awards through Workforce Investment Act part II - Adult Education Family Literacy Act awards. Nonprofits – competitive grant awards through Workforce Investment Act part II – Adult Education Family Literacy Act awards. Contact: Marty Kelly. Data: Marty Kelly (Updated June 9, 2011)

B

Basic Tax Rate Levy (detail description)

In order to qualify for receipt of the state contribution toward the basic program and as its contribution towards its costs of the basic program, each school district shall impose a minimum basic tax rate. Law: 53A-17a-103, 105, 135, 136; 59-2-902, 905, 1365. Contact: Jaime Barrett. (Updated July, 2011)

Board Local Levy

(Effective January 1, 2012) A local school board may levy a tax to fund the school district's general fund. A tax rate imposed by a school district may not exceed 0.001800 per dollar of taxable value or 0.002500 if certain conditions exist. In addition to the revenue a school district collects from the imposition of this levy, the state shall contribute an amount of revenue. Law: 53A17a-164; R277-422. Contact: Jaime Barrett. (Updated May, 2012)

C

Capital Outlay - Enrollment Growth

To provide additional support to those school districts that are experiencing net enrollment increase. Eligibility: District must (a) have an average annual net enrollment increase; and (b) have a property tax base per ADM in the year two years prior that is less than two times the statewide average property tax base per ADM in the two years prior. Formula: The quotient of the eligible school district's average annual net enrollment increase, divided by the sum of the average annual net enrollment increase in all eligible school districts; and the total amount appropriated for the Capital Outlay Enrollment Growth Program. Distribution: One twelve distribution. Law: 53A-21; 59-2-924. Contact: Jaime Barrett (Updated July, 2011)

Capital Outlay - Foundation

To support school districts in capital outlay bonding, facilities construction and renovation, and debt service. Eligibility: If a school district has a property tax yield per ADM less than the foundation guarantee level per ADM. Formula: If a qualifying school district imposes a combined capital levy rate that is greater than or equal to the base tax effort rate, the State Board of Education shall allocate to the qualifying school district an amount equal to the product of the qualifying school district's ADM and an amount equal to the difference between the foundation guarantee level per ADM and the qualifying school district's property tax yield per ADM. Distribution: One-twelve basis. Law: 53A-21; 59-2-924. Contact: Jaime Barrett. (Updated July, 2011)

Capital Outlay - School Building Revolving Account

To provide short term loans to school districts for the construction and renovation of school buildings. Law: 53A-21-401. (Updated May, 2012)

Career and Technology Education - Add On (ATE)

To compensate for the higher cost of state approved CTE courses provided either directly by districts or through external providers on contract to districts. Example: Supplies, texts, personnel. Formula: Distributed across four areas -- unspecified, Summer Agriculture, Comp Guidance, Work Based Learning,

CTE Introduction, CTSO, and Competency - proportional to prior year CTE ADM plus growth. Growth is added only if CTE ADM has grown in each of the two prior years up to a maximum of 10%; if CTE ADM declines, the district is held harmless (growth is set equal to 0%). Law: 53A-17a-113; R277-911, 914. Contact: Thalea Longhurst. (Updated July, 2011)

Centennial Scholarships

A student who graduates from high school at or prior to the conclusion of the eleventh grade shall receive a centennial scholarship in the lesser amount of full tuition for one year or \$1,000 to be used for full time enrollment at a Utah public college, university, community college, applied technology center, or any other institution in the state of Utah, accredited by the Northwest Association of Schools and Colleges that offers postsecondary courses of the student's choice upon verification that the student has registered at the institution during the fiscal year following graduation from high school.

Formula: According to the following schedule: \$1,000 = graduation by end of 11th grade; \$750 = 12th grade 1st quarter; \$500 = 12th grade 2nd quarter; \$250 = 12th grade 3rd quarter; \$666 12th grade 1st trimester; \$333 = 12th grade 2nd trimester. Law: 53A-15-101; 102, 17a-105; R277-703. Contact: Moya Kessig. Data: Clearinghouse file (July 7) - S1 record - Exit Code field. (Updated September, 2011)

Charter School Administrative Costs

Charter schools are encouraged to identify and use cost-effective methods of performing administrative functions, including contracting for administrative services with the State Charter School Board as provided in 53A-1a-501.6. Example: Audits, reports, postage, technology. Formula: Allocated based on fall enrollment. Law: 53A-17a-108 Contact: Jaime Barrett Data: Fall Enrollment (Updated July, 2011)

Charter School Revolving Account

This account is to provide assistance to charter schools to meet school building construction and renovation needs and pay for expenses related to the start up of a new charter school or the expansion of an existing charter school. Example: The State Superintendent of Public Instruction shall make loans to charter schools from the account to pay for the costs of (a) planning expenses;

(b) constructing or renovating charter school buildings; (c) equipment and supplies; or (d) other start-up or expansion expenses. Formula: Charter schools will submit a loan application to the state superintendent and be repaid with interest. Law: 53A-1a-522 Contact: Jaime Barrett (Updated July, 2011)

Charter School Local Replacement

Ongoing fund to substitute for local property tax revenue received by districts. Example: Discretionary funds that can be used with no restrictions. Formula: Distributed on a calculated per pupil amount. For FY12, that amount is \$1,687 per student. Law: 53A-1a-513, R277-470 Contact: Jaime Barrett Data: Fall enrollment and revenues. (Updated May, 2012)

Child Nutrition Programs

To improve the nutritional wellbeing of school age children. Revenue: Predominantly federal in origin through the U.S. Department of Agriculture. The state contributes approximately \$165,000. State liquor tax also "flows through" to districts for nutrition purposes, with the exception of \$500,000, which is

retained for (a) state administrative matching requirements and (b) to store and ship commodities. Formula: Per meal as determined by federal law. Administrative funds are distributed based on participation, number of sites, and square miles served by each of the food banks. Distribution: Federal funds are distributed electronically as invoices are submitted showing expenses incurred up to the amount agreed upon. Law: 32A-1-122; R277-720. Contact: Devon Parcell Web: usoel.k12.ut.us/cnp/index.htm. (Updated May, 2012)

Class Size Reduction

To reduce the size of classes or maintain smaller classes in grades Kindergarten - 8. Example: Personnel. Formula: Each LEA shall receive its allocation based upon prior year average daily membership in kindergarten through grade eight plus growth as determined under Subsection 53A-17a-106(3) as compared to the state total. Restrictions: 50% must be spent on reducing class size in grades K-2, with an emphasis on improving student reading skills. If an LEA's average class size falls below 18 students in grades K-2, the LEA can seek State Board of Education for approval to use these funds for class size reduction in grades 3-8. An LEA may use 20% for capital facilities projects, if such projects will help to reduce class size. An LEA with an increase of 5% or 700 students in enrollment from the Previous year may use up to 50% of the allocation for classroom construction. Law: 53A-17a-124.5. Contact: Jaime Barrett. Data: ADM; Growth - Fall Enrollment and CDC enrollment projections. (Updated July, 2011)

Classroom Supplies and Materials

To distribute money to classroom teachers for school materials and supplies and field trips. Formula: Per current year licensed teacher FTE. Distribution: 80% distributed in July, remaining amount distributed with the Mid-Year Update. Law: Senate Bill 2, R277-459. Contact: Jaime Barrett. Data: Teacher FTE's - Cactus database (November 15). (Updated May, 2012)

Concurrent Enrollment

To allow students, particularly during their senior year, to earn high school and college credit at the same time. Formula: Each high school shall receive its proportional share of district concurrent enrollment monies allocated to the district pursuant to Section 53A-17a-120 based upon the hours of concurrent enrollment course work successfully completed by students on the high school campus as compared to the state total of completed concurrent enrollment hours. Law: 53A-15-101, 53a-17a-165; R277-713. Contact: Moya Kessig. (Updated May, 2012)

Website: schools.Utah.gov/curr/early college/

Data: (beginning in 2004-05 for FY 2006) Clearinghouse - AC and AM records - Core Code [indicating a concurrent enrollment course], College Granting Credit indicator, Where Taught Campus indicator, College Credits Attempted.

Critical Languages Program

Students are able to acquire skills in foreign languages in order for them to successfully compete in a global society. Critical languages are those described in the federal National Security Language Initiative, including Chinese, Arabic, Russian, Farsi, Hindi, and Korean. Formula: A secondary school that desires to participate in the Critical Languages Program shall submit an application available each March 14 to the USOE no later than April 14. Distributed as follows: \$6,000 per language per school, for up to 60

schools, \$100 per student who successfully completes a critical languages course, and an additional \$400 per foreign exchange student who successfully completes a critical languages course. Law: 53A-15-104; R277-488. Contact: Gregg Roberts (Updated May, 2012)

E

Early Graduation

To partially compensate districts for loss of funding due to students who graduate early. Revenue: There is no appropriation for this program. It is funded from the current unencumbered Minimum School Program carry forward balance. This balance is created from the accumulation of unappropriated money in the USF due to overestimation of the WPU or underestimation of local property tax. In the event that there is no such money, districts will not be compensated. Formula: Each public high school shall receive an amount equal to 1/2 of the scholarship awarded to each student who graduates from the school at or prior to the conclusion of the eleventh grade, or a proportionately lesser amount for any student who graduates after the conclusion of the eleventh grade but prior to the conclusion of the twelfth grade. Formula: According to the following schedule (which represents half of the amount early graduates may individually receive in scholarship funds upon meeting the post-secondary enrollment requirements): \$500 = graduation by end of 11th grade; \$375 = 12th grade 1st quarter; \$250 = 12th grade 2nd quarter; \$125 = 12th grade 3rd quarter; \$333 12th grade 1st trimester; \$167 = 12th grade 2nd trimester. Law: 53A-15-101; 102, 17a-105; R277-703. Contact: Moya Kessig. Data: Clearinghouse file (July 15) - S1 record - Exit Code field. Law: 53A-15-101; 102; 17a-105; R277-703. Contact: Jaime Barrett (Updated September, 2011)

Early Intervention

An LEA shall use these funds to offer an early intervention program, delivered through an enhanced kindergarten program that (a) is an academic program focused on building age-appropriate literacy and numeracy skills; (b) uses an evidence-based early intervention model; (c) is targeted to at-risk students; and (d) is delivered through additional hours or other means. Formula: The total allocation for charter schools shall be calculated by dividing the number of charter school students by the total number of students in the public education system in the prior school year; and multiplying the resulting percentage by the total amount of available funds, and the amount calculated shall be distributed to charter schools with the greatest need for an enhanced kindergarten program as determined by the State Board of Education in consultation with the State Charter School Board. Each school district shall receive the amount calculated by multiplying the value of the weighted pupil unit by 0.45 and multiplying the result by 20. The remaining funds shall be distributed to applicant school districts by determining the number of students eligible to receive free lunch in the prior school year for each school district and prorating the remaining funds based on the number of students eligible to receive free lunch in each district. Law: 53A-17a-167. Contact: Tiffany Hall (Updated October, 2013)

Educator Salary Adjustments

Ongoing appropriation, subject to budget constraints, in an effort to attract and retain highly skilled and dedicated educators. Given only to educators who have received a satisfactory rating or above on their most recent evaluation. Part-time educators shall receive partial salary adjustments. These funds may not be used for one-time bonuses. Formula: Distributed in proportion to the number of full-time-

equivalent (FTE) educator positions in school districts, charter schools, and the Utah Schools for the Deaf and Blind as compared to the total number of FTE educator positions. Law: 53A-17a-153; R277-110. Contact: Jaime Barrett (Updated September, 2011)

Electronic High School

To support maintenance and operation of the Utah Electronic High School. Example: Internet, IT support. Formula: 100% of legislative appropriate indirect to EHS via fiscal agent (Davis School District). Law: 53A-17a-131.15, R277-725 Contact: Kathy Webb. Web: ehs.uen.org. (Updated September, 2011)

Enhancement for Accelerated Students - Advanced Placement

To allow students to take college level courses while in high school and thereby obtain college credit by passing end of year tests associated with the courses and administered by the Educational Testing Service (ETS) on behalf of the College Board. Formula: Proportional to the number of Advanced Placement (AP) exams passed in the Previous year. Law: 53A-15-101, 17a-165; R277-707. Contact: Moya Kessig. (Updated October, 2013)

Enhancement for Accelerated Students - Gifted and Talented

Differentiated and challenging educational programs designed to meet the needs of gifted and talented students in one or more of the following areas: (1) general intellectual (students who demonstrate a high aptitude for abstract reasoning and conceptualization, who master skills and concepts quickly, and who are exceptionally alert and observant); (2) specific academic (students who evidence extraordinary learning ability in one or more specific disciplines; and (3) visual and performing arts (students who are consistently superior in the development of a product or performance in any of the visual and performing arts). Example: Supplies, contract work, salaries. Formula: Proportional to sum of current year Kindergarten, Grades 1-12 and Small Schools WPU's. Law: 53A-17a-165; R277-707. Contact: Moya Kessig. Data: Automatically determined by allocation process. (Updated October, 2013)

Enhancement for Accelerated Students – International Baccalaureate

All school districts are eligible to apply to the International Baccalaureate Organization to participate in the IB Program which may include the Diploma Program, the Middle Years Program and the Primary Years Program. Formula: Law: 53A-17a-165; R277-707; SB2. Contact: Moya Kessig. (Updated October, 2013)

Enhancement for At-Risk Students

A school district or charter school shall use money distributed under this section to improve the academic achievement of students who are at risk of academic failure. Formula: The USOE shall annually calculate four percent of the state appropriation of the Enhancement for At-Risk Students funding available for LEA grants to provide a base amount to LEAs. This base amount shall be equally divided among all eligible LEAs. The USOE shall annually calculate twenty percent of the state appropriation of the Enhancement for At-Risk Students funding for LEA grants to provide a targeted amount to LEAs with traditional elementary and secondary schools with at least 75 percent poverty. This targeted amount shall be divided among eligible LEAs based on the number of traditional schools with at least 75 percent poverty within the LEA. Of the funds remaining, the USOE shall determine the LEA share based on the LEA's percentage of students with at-risk factors for the state (low performance on U-PASS tests,

poverty, mobility, and limited English proficiency). Distribution: 1/12th basis when UCA application is approved. Law: 53A-17a-166; R277-708. Contact: Jaime Barrett (Updated June, 2012)

Enhancement for At-Risk Students - Gang Prevention

This program is designed to help students at-risk in gang involvement to stay in school. This program will be included in the Enhancement for At-Risk Students for FY12. Example: Supplies, personnel, travel. Formula: 100% through RFP process. Eligibility: Recipients are required to match requested funds according to the grade level of the school - Elementary = 12%; Middle, Intermediate or Junior = 18%; and High = 25%. At least half of the match must be in in-kind services at the school, but in-kind services may not include expenditures for office space or clerical support. Distribution: One lump sum upon approval of proposal. Law: 53A-15-603; R277-436. Contact & Data: Verne Larsen (Updated May, 2012)

F

Flexible Allocation -- WPU Distribution

A flexible source of funds for LEAs. Formula: This program is distributed to school districts and charter schools based on their overall share of Weighted Pupil Units. Law: SB2 of the 2010 General Session, lines 802-806. Contact: Jaime Barrett (Updated September 2011)

G

Grades 1-12

To support educational services for students in grades 1 through 12. Example: Supplies, Personnel, Texts. Formula: Per WPU, which equals prior year Grades 1-12 ADM plus growth. To count as one full (1.0) ADM, a student in Grade 1 must be enrolled for at least 810 hours of instruction during the school year; students in Grades 2 through 12 must be similarly enrolled for 990 hours. Students who are enrolled for less than these minimums are assigned prorated ADM's; for example, a 2nd grade student who was enrolled for half of the school year (495 hours) would generate 0.5 ADM. Law: 53A-17a-106; R277-419. Contact: Jaime Barrett. Data: Kirin McInnis ADM - Membership audit report (September 15); Growth - Fall Enrollment audit report (November 1) and CDC enrollment projections. (Updated September, 2011)

I

Immunization

To ensure the safety of students by reducing the risk of illness due to communicable diseases. Formula: For each student who does not have either (a) the required immunization record or (b) an exemption certificate, the amount of Kindergarten or Grades 1-12 WPU's generated by the student is deducted from the agency's total Kindergarten and Grades 1-12. Law: 53A-11-301, 302, 302.5, 303, 304, 305, 306; R396-100. Contact: Nasrin Zandkarimi, Utah Department of Health (UDOH). Web: immunize-utah.org/provider/school/default.htm. Data: Immunization Compliance Report (as of July 7, of the prior year). (Updated September, 2011)

J

Job Enhancement Program - Math/Science

Established to attract, train, and retain highly qualified secondary teachers with expertise in math, physics, chemistry, physical science, learning technology, information technology, and/or special education. Formula: Application process. Law: 53A-1a-601; 53A-1a-602; R690-100. Contact: Jaime Barrett (Updated June, 2013)

K

Kindergarten

To support educational services for students in kindergarten. Formula: Prior year Kindergarten ADM plus growth multiplied by 0.55. The weight of 0.55 reflects the fact that kindergarten in Utah normally is in session for approximately half of a normal school day. To count as one full (1.0) ADM, a student in Kindergarten must be enrolled for at least 450 (not 495) hours of instruction during the school year. Law: 53A-17a-106; R277-419. Contact: Jaime Barrett. ADM - Membership audit report (September 15); Growth - Fall Enrollment audit report (November 1). (Updated September, 2011)

L

Library Books and Electronic Resources

Ongoing appropriation to purchase library books and electronic resources for public schools. Formula: 25% of the allocation is to be divided equally among all public schools. 75% will be divided based on average daily membership as compared to the total state average daily membership. Law: HB 160 2007 General Session. Lines 322-332 Contact: Jaime Barrett (Updated May, 2012)

Loss of Enrollment

To compensate regular school districts financially for an excessive loss in student enrollment due to factors beyond its control. Revenue: There is no appropriation for this program. It is funded to a maximum of 25% of the current unencumbered Minimum School Program carry forward balance. This balance is created from the accumulation of unappropriated money in the USF due to overestimation of the WPU or underestimation of local property tax. In the event that there is no such money, districts will not be compensated. Eligibility: Determined annually by comparing the district's Lost ADM to its Historical Mean ADM. If the former is at least four percent less than latter, the district is eligible. "Lost ADM" is the difference between prior year ADM and historical mean ADM. "Historical Mean ADM" is the mean of the two highest ADM in the three years preceding the prior year. Formula: Proportional to Lost ADM (90 percent) and prior year Local Effort (10 percent) among eligible districts. "Local Effort" is the prior year sum of tax rates imposed by the local school board. Law: 53A-17a-139; R277-485. Contact: Jaime Barrett. Data: ADM - Membership audit report (September 1); Local Effort - Total column in Final Approved School District Tax Rates spreadsheet prepared by Jaime Barrett (Updated September, 2011)

N

Necessarily Existent Small Schools

To assist small schools that are located in remote areas and are therefore expensive to operate. Eligibility: Districts must submit on behalf of their schools an application demonstrating that the school meets the criteria specified in law. Charter schools are not “necessarily” existent and so cannot qualify. Formula: Per WPU, which is determined by a regression formula based on prior year ADM and school grade span. Law: 53A-17a-109; R277-445. Contact: Kirin McInnis. Documents: Application; Latest Estimated Allocation (Excel); Regression Table (Excel). Data Source: Year End Clearinghouse Aggregate Membership (July 7). (Updated September 2011)

P

Paraeducator Funding

This program is created to provide funding for eligible schools to hire paraeducators to provide additional instructional aid in the classroom to assist students in achieving academic success and assist the school in exiting Title I school improvement status. Law: 53A-17a-168; R277-524. Contact: Karl Wilson (Updated May, 2012)

Performance-Based Compensation Pilot Program

Creates a program to pilot the development and implementation of performance-based compensation plans for elementary school classroom-related staff, directs the State Board of Education to solicit proposals and award grants on a competitive basis. In the first year, the school district or charter school shall develop, administer, and evaluate performance measures. In the second year, the school district or charter school shall administer performance measures and compensate classroom-related staff based on performance. Formula: Funding will be based on submitted plans. Law: 53A-17a-163. Contact: Martell Menlove (Updated September 2011)

Pilot Assessment Project-Large District Pilot

The Legislature intends that the State Board of Education allocation all of the appropriation for Pilot Assessment to large school districts for online delivery of U-PASS tests in accordance with Section 53A-1-708. (Updated May, 2012)

Professional Staff

To support LEAs in recruiting and retaining highly educated and experienced educators for instructional, administrative and other types of professional employment in public schools. Example: Signing bonus, retention bonus, advertising. Formula: Per WPU, which is calculated thus: [1] Multiply the number of FTE licensed staff in each applicable experience category by the applicable weight, which is given in statute. [2] Divide the product from #1 by the number of licensed staff included in #1 and reduce the quotient by 1.00. [3] Multiply the result from #2 by one-fourth of total WPU's generated by Kindergarten, Grades 1-12, and Necessarily Existent Small School programs. Law: 53A-17a-107; R277-486. Contact: Kirin McInnis (Updated May 2012)

Pupil Transportation - To and From School

To support the transportation of students to and from school, including the training of district transportation personnel. Formula: The State Board of Education shall distribute transportation money to school districts based on (1) an allowance per mile for approved bus routes; (2) an allowance per hour for approved bus routes; and (3) a minimum allocation for each school district eligible for transportation funding. Restrictions: Must be used only for transporting students to and from school who are eligible for busing based on the distance they live from a school (1.5 miles for elementary and 2.0 miles for secondary), and to pay for equipment and administrative services association with such transportation. Option: May be used to pay for "in lieu of" transportation as an alternative to busing, if a district chooses not to run its own service. Law: 53A-17a-126, 127; R277-600, 601. Contact & Data: Murrell Martin. (Updated May 2012)

R

Reading Achievement - State

To achieve the state's goal of having third graders reading at or above grade level. Within the Reading Achievement program there is created three funding programs: Base Level, Guarantee Program, and Low-Income Students Program. An LEA must submit a State Board approved plan for reading proficiency improvement to continue receiving program funds. Formula: Base Level – Base amount based on fall enrollment. Guarantee Program - \$21 per WPU minus the amount raised by a required tax levy of .000056. Low Income Program - \$21 per WPU minus the amount raised by a required tax levy of .000065. Law: 53A-17a-150 Contact: Jaime Barrett (Updated September 2011)

S

School Land Trust Account

To address critical academic needs in each school in accordance with a plan developed by the school community council and approved by the local school board. Revenue: Interest and dividends from the State School Trust Fund. Example: May only be used for things listed in a board. Formula: 10% base and the remaining 90% proportional to prior year fall enrollment. Distribution: One lump sum at beginning of fiscal year. Law: 53A-17a-131.17; R277-477. Contact: Margaret Bird. Web: schoollandtrust.org. Data: Fall Enrollment audit report (November 1). (Updated September 2011)

School Nurses

Ongoing appropriation, subject to budget constraints, to provide matching funds to school districts and charter schools. Districts will submit grant proposals including explanation of how they will match the funds. Formula: Awarded by grant. Law: HB 160 Lines 314-321 Contact: Dawn Kay-Stephenson (Updated September 2011)

Special Education - Add On

To provide educational services for students with disabilities as required by federal law. Example: Special Ed personnel, texts, supplies. Formula: Per WPU, which is the greater of the average of Special Education (Self Contained and Resource) ADM over the Previous 5 years (which establishes the "foundation" below which the current year WPU can never fall) or prior year Special Education ADM

plus weighted growth in Special Education ADM. Weighted growth is determined by multiplying Special Education ADM from two years prior by the percentage difference between Special Education ADM two years prior and Special Education ADM for the year prior to that, subject to two constraints: the Special Education ADM values used in calculating the difference cannot exceed the "prevalence" limit of 12.18% of total district ADM for their respective years; and if this measure of growth in Special Education exceeds current year growth in Fall Enrollment, growth in Special Education is set equal to growth in Fall Enrollment. Finally, growth is multiplied by a factor of 1.53. This weight is intended to account for the additional cost of educating a special education student; it is not, however, based specifically on an empirical analysis of the cost of special education relative to "regular" education in Utah. Note: This formula is new for FY 2004 and will be phased in through FY 2006 by applying a special hold harmless provision to districts whose foundation level is adjusted downward by it. Law: 53A-15-301, 302, 303, 303.5, 304, 305, 53A-17a-111; R277-750. Contact: Jennifer Howell. Data: Membership audit report (September 15; Fall Enrollment audit report (November 1). (Updated May 2012)

Special Education - Extended Year for Several Disabled

To provide a longer school year for those students with disabilities whose regression over school breaks is so severe that an inordinate amount of time is necessary to recoup Previous learning. Formula: Per WPU, which is derived from aggregate hours of extended year educational service. Law: 53A-17a-112; R277-750, 751. Contact: Jennifer Howell. Data: Special survey administered by Sandra Cox. (Updated September 2011)

Special Education - Preschool

To provide preschool educational services for children with disabilities from ages 3 through 5 as required by federal law. Formula: Per WPU, which equals special education preschool enrollment (aged 3 through 5 excluding 5-year-old special education students enrolled in Kindergarten) as of December 1 multiplied by 1.47. Overall state growth in this program cannot exceed 8% annually, so funds remaining after the allocation has equaled the growth limit are prorated among districts experiencing growth in excess of eight percent. Law: 53A-17a-112; R277-750. Contact: Jennifer Howell. Data: Clearinghouse file (December 15) - S2 record. (Updated May 2012)

Special Education - Self Contained

To compensate for the higher cost of providing more extensive educational services to students who are in a self-contained setting (enrolled in special education for 180 minutes or more each day). Unlike resource students, self-contained students do not generate a "regular" WPU. Formula: Per WPU, which equals Self Contained ADM from two years prior. Law: 53A-17a-111; R277-750. Contact: Sandra Cox. Data: Membership audit report (September 15) (Updated September 2011)

Special Education - State Programs

To support districts in serving special education students whose extensive needs cost the district more than \$15,000 per student. Formula: 100% through RFP process. If the total amount approved exceeds the appropriation, grants are prorated. Distribution: One lump sum upon approval by State Director of Special Education. Law: 53A-17a-112; R277-750. Contact: Jennifer Howell. (Updated September 2011)

T

Transportation - Levy

A local school board may use revenue from the Special Transportation levy to pay for transporting students and for the replacement of school buses. Eligibility: A local school board qualifies if it levies at least the minimum special transportation tax rate—0.0002—and the levy is not enough to generate at least 85% of the state average cost per mile for the purposes listed above. Formula: Proportional to the difference between the amount generated by the levy and 85% of the state average cost per mile. Law: 53A-17a-127; R277-600. Contact & Data: Murrell Martin. (Updated September 2011)

U

U-PASS Administration

An appropriation to implement a uniform online summative test system to enable parents of students and school staff to review U-PASS test scores by the end of the school year. This money can be used for anything directly related to implementing the test system such as: networking equipment, computer equipment and software, and teacher professional development. Formula: 25% will be allocated equally among districts. 75% will be allocated on a per pupil basis. Law: 53A-1-708 Contact: Jaime Barrett (Updated September 2011)

USTAR

The Utah Science Technology and Research Initiative (USTAR) Centers Program is created to provide a financial incentive for charter schools and school districts to adopt programs that result in a more efficient use of human resources and capital facilities. Law: 53A-17a-159, R277-492. Contact: Dianna Suddreth.

V

Voted Local Levy

(Effective January 1, 2012) To provide school districts with some flexibility and autonomy in adding to its basic educational program by enabling the raising of money via property tax for any M&O purpose. In addition to the revenue a school district collects from the imposition of this levy the state shall contribute an amount. Law: 20A-1-204, 7-301; 53A-17a-103, 133, 134; 59-2-1365; R277-422. Contact: Jaime Barrett (Updated May, 2012)

Y

Youth in Custody (YIC)

To provide educational services to persons under the age of 21 who are in the custody of the Department of Human Services, an equivalent agency of a tribe recognized by the Bureau of Indian Affairs, or a juvenile detention facility. Eligibility: Only districts with YIC students within their jurisdiction can apply. Formula: Districts apply as contractors under one or more of 12 service codes, ranging from instruction in the core curriculum in secure facilities to the mentoring of students in foster care. Applications are reviewed by the Utah Coordinating Council for Youth in Custody. Local YIC directors

appear before the Council to clarify any issues regarding their respective applications; in fact, the Council works closely with YIC directors to construct acceptable applications in order to ensure adequate services. The Council then makes recommendations to the USOE, identifying each acceptable application as either “standard” or “above standard,” although this label does not affect funding levels. Distribution: In two installments, half at the beginning of the fiscal year (usually by August) and half in January. Law: R277-709. Contact: Verne Larsen. (Updated May, 2012)