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The Legislature has requested the Board to make a report to the Public Education Appropriations Subcommittee on the programs and regulatory functions performed by Board staff during the upcoming 2016-17 school year. The Board is required to include an evaluation of which service functions could be passed on to local education agencies, regional service centers, or provided by the Board for a fee, and which service functions should remain at the state level.

On or before July 1, please send your Section’s completed form to Cybil Prideaux by e-mail (Cybil.Prideaux@schools.utah.gov).

Short Description of Program or Initiative	Who is Mandating the program or Initiative? (Federal law, State law, Board rule, or Internal staff decision/LEA request)	Federal Citation, Utah Code Section, or Board Rule	Is the Program or Initiative considered Regulatory or Service Oriented
<p>ADULT EDUCATION</p> <p>Assist LEAs and non-profit community-based literacy programs to fulfill their missions by providing schools districts and qualified non-profit community based literacy programs with funding and technical assistance for:</p> <ol style="list-style-type: none"> 1. The advancement of basic literacy skills, English acquisition, and high school and/or GED completion instruction; 2. Post-secondary and career and awareness and transition services to qualified persons 16+ years of age. 3. Working partnerships in meeting the education needs of clients served by mandatory partners – Department of Workforce Services (DWS), Office of Rehabilitation (USOR) and Higher Education. <p>Programs:</p> <ol style="list-style-type: none"> 1. Basic literacy instruction to qualified students who are academically below the 9.0 grade 	<p>State law, Federal law, Board rule</p>	<p>Utah State Statutes: 53A-15-401-404; 53A-17a-119</p> <p>Utah State Board Rule: R277-733 – Adult Education Services</p> <p>Federal: Workforce Investment Act Title II (1998)(Sec 203 Adult Education Family Literacy Act (AEFLA))</p>	<p>Regulatory and Service Oriented</p>

<p>level instruction in reading, math and written language</p> <ol style="list-style-type: none"> 2. English as a second language instruction to non-native English speakers 3. Civics Instruction for non-native English speakers 4. High school completion or General Education Development (GED) test preparation instruction 			
<p>YOUTH IN CUSTODY</p> <p>State Supported Minimum School Program. Related To Basic School Programs C. Special Populations 10. Youth At-Risk Programs e. Youth In Custody Functions:</p> <ul style="list-style-type: none"> • The function of the Youth-In-Custody (YIC) line item is to provide compulsory educational services to persons under the age of 21 who are in the custody of the Department of Human Services (DHS) [Division of Child and Family Services & Division of Juvenile Justice Services], an equivalent agency of a tribe recognized by the Bureau of Indian Affairs, or a juvenile detention facility. • LEAs with YIC students (that meet the strict statutory eligibility criteria) apply annually to the Utah State Board of Education (USBE) to provide compulsory education services to these out-of-home students. All educational services are provided through existing established accredited schools operating within an LEA. Applications are reviewed annually by USOE staff and the USBE designee as well as by the statutory advisory: the Utah Coordinating Council for Youth in Custody • The Youth in Custody (YIC) line item is a support to the public education service 	<p>State law, Board rule</p>	<p>53A-11-101.5. Compulsory education.</p> <p>53A-2-201. Child's school district of residence -- Determination -- Responsibility for providing educational services.</p> <p>53A-1-403. Education of persons under 21 in custody of state agency -- Establishment of coordinating council -- Advisory councils.</p> <p>62A-15-609. Responsibility for education of school-aged children at the hospital -- Responsibility for non-instructional services.</p> <p>Rule R277-709. Education Programs Serving Youth in Custody.</p>	<p>Regulatory and Service Oriented</p>

<p>continuum in the State of Utah and not a stand-alone program per se. Students served by this line item are wards of the State of Utah and are further defined as out-of-home youth. Even with the dynamic logistical challenges this population faces, YIC students are part of the statewide instruction, assessment, accountability and data reporting mechanisms in place for all public education students. Target accomplishments and performance measure data are available via the Superintendent’s Annual Report.</p> <p>Programs:</p> <ul style="list-style-type: none"> • <u>Division of Juvenile Justice Services</u>: Secure Care, Observation & Assessment, Locked Detention, Youth Services, Work Camp, and Community Programs. • <u>Division of Child and Family Services</u>: Foster Care, Youth Services, Shelter, Private Providers and the Utah State Hospital. • <u>Division of Indian Affairs</u> 		<p>Rule R547-1. Residential and Nonresidential, Non-secure Community Program Standards.</p>	
<p>Enhancement for At-Risk Students Program State MSP funding to provide academic supports to students at risk of academic failure. Funding is allocated by formula to LEAs/Charters for interventions with students who meet one or more qualifier including – low performance on a Board approved assessment, poverty, limited English proficiency or mobility. Annually reports are prepared for the superintendent and legislative Public Education Appropriations Subcommittee detailing student attendance, graduation rates, and gains in language proficiency, gains in reading, language, math and science proficiency.</p>	<p>State law and Board rule</p>	<p>53A-17a-166; 53A-1-401(3) Board Rule R277-708 – Enhancement for At-Risk Students Program</p>	<p>Regulatory and Service Oriented</p>

<p>Gang Prevention</p> <p>Funds are appropriated to LEAs/Charters from the Enhancement for At-Risk Students Program state allocation for a gang prevention and intervention program designed to help students at risk for gang involvement stay in school, enhance their self-esteem, and improve their intellectual and life skills thus progressing towards graduation. Component of program reaches out to parent(s) of youth soliciting their support and providing necessary support to the parent in helping their student in the education process.</p> <p>Awarded funds are used to help students at risk for gang involvement stay in school, enhance their self-esteem, and improve their intellectual and life skills.</p> <p>The program components consist of the following: provide independent gang prevention and interventions both inside and outside of school when necessary, including: meetings with gang members and other students whose activities negatively impact students in the program; intervening in situations involving gangs that impact students in the program or can result in violence; and in-home visits with families of students in the program designed to encourage parents involvement in their child's education.</p> <p>Districts/Charters provide three types of service to students and parents. Tier One services provide prevention efforts that benefit the entire school population. Tier Two services provide necessary interventions for students who are beginning to exhibit gang type behaviors. Tier Three services are for those students that are engaged in the problem behavior. Intervention services are provided for these students and their parents.</p>	<p>State law and Board rule</p>	<p>53A-17a-166 R277-708 Enhancement for At-Risk Students Program, R277-436 – Gang prevention</p>	<p>Regulatory and Service Oriented</p>

