

**Benefit-Cost Report for Programs within USOE
(In compliance with SB 2 of the 2012 Legislature)**

Section: Utah Electronic High School

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State and/or Federal Regulatory Functions Performed by the Section:

none

State and/or Federal Reporting Requirements Performed by the Section:

none

Benefits Provided by Program or Section:

ACCREDITED HIGH SCHOOL CREDIT

For 18 years, EHS has provided a flexible online option for students to earn high school credit. Since 2004, 52,937 students have earned EHS credit.

CURRICULUM

The EHS high school curriculum was released in 2009 under a Creative Commons license so any teacher or public school can use and/or adapt the curriculum to meet local needs. All improvements EHS continues to make to the curriculum are shared under the same license. To some degree, the following districts are using some EHS curriculum for their own programs: Nebo, Weber, Davis, Jordan, Murray, Park City, Tooele and Granite. Others may be using portions of our curriculum because EHS provides Utah's online curriculum at no cost to Utah schools and districts that choose to have their own online programs and online teachers, but do not want the cost/burden of 'renting' curriculum from a commercial vendor. They do not have to get 'permission' to use the EHS curriculum in their own programs. EHS continues to strengthen its curriculum.

Source and Amount of Funding (Education Fund, Federal Funds, etc.):

State Legislative Funds	\$ 1,005,700	
State Appropriation Funds	\$ 75,996	
Federal Funds	\$ 99,597	Federal Mineral Lease
Other (carry-over at Fiscal Agent LEA):	\$ 1,447,656	
Total Funding	\$ 2,628,949	

Section Costs:

Faculty/etc. Costs at Fiscal Agent LEA	\$ 1,162,849	(Jul-Feb)
Personnel Costs at USOE	\$ 383,324	
Administrative costs at USOE	\$ 47,315	
Faculty Costs at USOE	\$ 340,446	(Mar-Jun)
Return to Driver Ed	\$ 420,394	
Total Costs	\$ 2,354,328	
Carry forward to FY14	\$ 274,621	

Implications if the Section were not to provide the above noted functions or programs:

In FY13, 10,556 students would not have earned an average of a semester's worth of high school credit online in the EHS open-entry/open-exit format.

District online programs would not have had the EHS curriculum to jump-start their online courses.

Estimated Program or System Savings from Section Functions:

EHS cost per high school credit is less than other virtual schools. For example, in FY11, the Utah Virtual High School expenditures were \$11,347,699 for the average daily membership of 2,015. Assuming 6 successful credits per student per year, the cost per student was \$5,390.49. The Utah Electronic High School total expenditures for FY11 were approximately \$2.5 million. EHS students (FTE 1,014) were successful in earning the equivalent of 6 full credits each. The approximate cost per student per year was \$2,465.50. EHS had a cost savings of about 50%.

For FY13 (July 1, 2012 - June 30, 2013) 8,559 students earned 18,267 quarter credits at EHS. This number does not include driver ed completions. (2,345 completions)

Estimated Program or System Cost Avoidance from Section Functions:

Because Utah students, who earn online credit from EHS in an open-entry/open-exit format, apply those credits to their transcripts, EHS helps Utah students graduate from High School on-time. In past seven years, over 5,000 early graduates also earned credit from EHS.

Estimated Alternative Costs if the Section Functions or Programs were not performed:

Private online providers charge approximately \$400 to \$720 per credit for access to their curriculum. EHS provides the complete curriculum and teachers for about \$335 per credit. At \$400 per credit, the cost would have been \$2.43 million. At \$720 per credit, the cost would have been \$4.37 million.

The monies expended for EHS services are spent inside Utah to pay for Utah teachers to develop curriculum, to deliver online instruction, and to provide administrative services.

Summary of Costs and Benefits:

EHS provides low cost credits for students pursuing high school diplomas from their local high schools. High school graduates contribute in the state economy more effectively than students who fail to earn diplomas.