2025

IDAHO DIGITAL LEARNING ALLIANCE

Cost & Funding Report

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I. Executive Summary

Idaho Digital Learning Academy (IDLA) FY25 Cost & Funding Report

Why IDLA exists

Idaho Digital Learning Alliance (IDLA) gives every Idaho school district access to accredited online courses, hard-to-staff subjects, and K-5 reading intervention without each LEA having to build its own virtual program. Created in 2002, IDLA was designed to be a statewide resource. Key numbers are included below, with additional information included in each section. IDLA strives for transparency and has worked to include as much information as possible to help inform legislators through this report.

Key FY25 numbers

Metric	Value
Total enrollments served	51,452
Total students served	28,593
Dual Credit Course Enrollments	8,459
Average class size	22 students
Average cost per enrollment	$471
State distribution per enrollment	$430
High/middle school district fee (FY25)	$75 (drops to $40 on 7-1-2025)
Middle school elective district fee	$15/$30 4-unit/8-unit course
Launchpad district fee	$30
Ending fund balance	$7.74 M (3.8 months of ops)

In FY25, the average cost per IDLA enrollment was $471. Enrollment costs ranged from a low of $370 to a high of $843 per enrollment. IDLA received an allocation of $430 per enrollment in FY25, and additional course fees of $15 to $75 per course.

2025 Session Law, Ch. 247 required IDLA to submit this report to LSO by August 1, 2025. IDLA is required to include the cost of each service, the methodology used to determine each service cost, the FY25 projected and actual budgets, and enrollment data disaggregated by course types, grade bands, program types, and district.

Highlights in the report include the following:

- **Launchpad gap:** The Launchpad program, IDLA's K-5 reading intervention, showed a $1 million loss in FY25. Scaling the program to 3,300 enrollments and shifting 20% of Launchpad course sections to Part-Time teachers closes approximately 60% of that gap without raising the $30 fee.
- **Fee-reduction impact:** The FY26 max course fee is now $40. The change trims school district billing by ≈ $1.1 million; IDLA will absorb the reduction through Launchpad staffing efficiencies.
- **Hold-back risk:** A 6% cut to the state allocation would erase the fee reduction margin. Course fee cuts beyond $40 should wait until revenues stabilize.
- **Support for families:** IDLA can scholarship any fees passed on to students and parents, ensuring families pay $0 even while fees are reduced over time.

An expanded summary and additional data from each highlight are included in the report. Also, the report recommends three additional steps to ensure IDLA continues to fulfill its mission and maintain efficient use of taxpayer dollars:

- Track Launchpad enrollment and Part-Time staffing quarterly and report findings to the IDLA Board.
- Revisit fee reductions after the FY26 mid-year forecast.
- Launch a fee-offset scholarship pilot for districts that pass on course fees to families.

II. Legislative Request Crosswalk

JFAC / LSO requirement (Ch. 247 § 2)	Fulfilled in report
a. Cost of providing each available service	§ 4.2 (Zero-Based Cost Example) & § 5 (Table 4 Cost-of-Services) + Appendix C
b. Methodology used to determine those costs	§ 4.2 (narrative of zero-based template) + Appendix G
c. Budgeted vs. expenditure data in FY 25	§ 7 (Financial Summary, Table 8) + Appendix D
d. Breakout by class type (Cohort, Flex, Credit-Rec, etc.)	§ 5 (Table 4) + Appendix C
e. Breakout by grade level	§ 6 (Table 5 Program/Grade) + Appendix B
f. Breakout by course count / other factors	§ 6 (sections & class-size data) + Appendix B
g. Submit report by Aug 1, 2025	Cover page · Transmittal letter (dated)

(All statutory citations reproduced in Appendix E.)

III. IDLA Overview

3.1 Mission & Legislative Authority

Idaho Digital Learning Alliance (IDLA) is established in Idaho Code § 33-5502. IDLA was created to provide choice, accessible, flexible, quality, and equitable learning opportunities to all Idaho students. As per Idaho Code § 33-5507, students enroll through a public school or a public charter school. IDLA provides an overall final grade to the enrolling school, and the enrolling school then determines a letter grade, if credit was earned, and transcribes grades according to school board policy.

Idaho Code § 33-5508 establishes two sources of funding for IDLA. IDLA receives funding per enrollment, defined as one student taking one course, appropriated by the Idaho Legislature and through the Department of Education. IDLA also issues a per-enrollment course fee to school districts. Idaho Code § 33-1020 establishes the amount IDLA receives per enrollment.

IDLA's funding per enrollment is reviewed annually by the Joint Finance and Appropriations Committee as a Change in Employee Compensation (CEC) adjustment.

3.2 Funding Model

As established in Idaho Code § 33-1020, IDLA received $430 per enrollment in FY25. Course fees are broken down in Table 1 below. IDLA bases course fees on the length of time the course is taken, the amount of content in the course, and the level of content in the course.

For example, the four-unit 8th Grade Career Exploration course is built to support students completing a quarter-length (9-week) Elective course. The full 8-unit 8th Grade Career Exploration course is built to support students completing a semester-length (16-week) Elective course. Therefore, the four-unit 8th Grade Career Exploration course has a $15/student course fee, and the 8-unit 8th Grade Career Exploration course has a $30/student course fee.

Table 1: Cost per IDLA Course

	FY 25 (report year)	**FY 26 (already approved)**	**Notes**
State distribution	$430 per enrollment	$445 per enrollment	Statutory amount set in § 33-1020; indexed to teacher-salary grid.
District/charter course fee caps	• Elementary Launchpad: $30 • Middle School (8-unit): $30 • Middle School (4-unit): $15 • AP/Dual Credit: $0 • All other courses: $75	• Elementary Launchpad: $30 • Middle School (8-unit): $30 • Middle School (4-unit): $15 • AP/Dual Credit: $0 • All other courses: $40	FY 26 drops the max $75 fee to $40, keeping Launchpad and Middle School rates unchanged.
Grants	Apple Grant – $173k / yr BSU Grant – $51k	Apple Grant - $250k due to equipment refresh BSU Grant - $40k	Both are restricted to program creation
Misc. revenue	< 5% (training, PD, content licensing, and LGIP interest)	< 5% (training, PD, content licensing, and LGIP interest)	Details available on request.

(The full fee schedule and history are available in Appendix F.)

IV. Services & Cost-Build Methodology

4.1 Program Catalog (FY 25)

IDLA offers multiple course formats on multiple schedules. Providing multiple options on multiple calendars helps meet the varying needs of students and districts throughout Idaho. Most courses are offered asynchronously, meaning the teacher and student do not need to be online simultaneously. Our Hybrid courses and the Elementary Launchpad courses are exceptions. Launchpad has an asynchronous curriculum and assignments, and the teacher and their students meet live four times per week on Zoom. Hybrid courses include live meetings with the teacher 1-2 times per week.

Cohort courses are scheduled with a set start and end date. Students in cohort courses move through the curriculum at the same pace. Cohort courses are typically offered on 16-week or 9-week calendars to reflect semester and quarter schedules.

Flex courses are open-entry, self-paced courses. Students can start a Flex course anytime and move through the curriculum at their own pace. Hybrid courses are Cohort courses that include additional synchronous instruction. See Table 2 below for a breakdown of the different delivery models of IDLA courses and the enrollment in each type during FY25.

Table 2: Courses and Enrollment by Type

Program / Course Type	Grade Band	Typical Class Length	Main Cost Drivers	FY 25 Enrollments	Notes
Elementary Launchpad	K–5	16 wks	FT teachers, live sessions, low ratio	2,701	Flagship growth program
MS Cohort 8 Unit	6–8	16 wks (full-credit)	PT teacher pay, standard class size	4,995	Core middle school catalog
MS Cohort 4 Unit	6–8	Up to 16 wks (½-credit)	PT teacher pay, ½ credit length, standard ratio	1,892	Half credit offering

MS Flex 8 Unit	6–8	Avg. 12 wks	PT teacher pay, rolling enrollments	422	On-demand option
MS Credit Recovery	6–8	9 wks	PT pay, mastery tutoring	231	Targeted remediation
HS Cohort	9–12	16 wks	PT teacher pay, large enrollment volume	20,367	Largest enrollment block
HS Flex	9–12	Avg. 12 wks	PT teacher pay, rolling enrollments	6,512	Year-round access
Hybrid (Blended)	9–12	16 wks	PT pay, live sessions	79	Limited to specific courses
College Level (AP + Dual Credit)	9–12	16 wks	College-approved instructors; college liaison	8,722	Free to students
HS Credit Recovery	9–12	9 wks	PT pay, mastery tutoring	3,169	Targeted remediation
Driver Education	9–12	6 wks	DMV compliance & proctoring	2,362	Optional elective

4.2 Zero-Based Cost Example

The instructor and principal staffing cost is the most significant cost per course for any IDLA course. IDLA compensates instructors per enrollment in the course. This creates a scalable model, reflecting the funding per enrollment IDLA receives from the Idaho Legislature. Principals are compensated per teacher they oversee, in a similar manner.

IDLA's Curriculum Team designs, builds, and maintains every course to ensure alignment with Idaho Content Standards. This in-house approach allows for quick updates when needed, keeps materials current, and ensures consistent quality. IDLA also provides the Open Content

[Catalog](), a free resource for schools that includes interactive learning materials in all core subjects. The catalog is continuously updated to support classroom teachers and districts across the state.

IDLA makes a significant investment in technology. The Learning Management System (LMS) is the online classroom for teachers and students. IDLA builds and maintains a standalone Student Information System (SIS) to support registration, teacher accreditation checks, records, and reporting. IDLA also invests in tools and systems to protect data and provide a secure learning environment.

Other costs associated with the program are included in IDLA's overhead costs, including regional school support and general business operations. Table 3 below demonstrates how this cost breaks down for Launchpad courses.

Table 3: Zero-Based Cost Example: Launchpad

Launchpad – Zero-Based Cost Build (FY 25)	$	Allocation note
Direct Instruction (15 FT + PT teachers, 8 TAs, & mentors)	1,603,027	Charged directly
Program Support (FT + PT principals, instructional coach)	227,620	Direct
Supplies & Minor Equip.	11,100	Direct
Content Refresh (3 teachers × 60 hrs × $25/hr)	4,500	Direct
Central Overhead share	431,334	2,701 Launchpad enrolments / 51,452 total enrollments ≈ 5.25% of the combined District Programs ($1.715 M) + Technology ($4.658 M) + Operations ($1.844 M) pools
Total Cost	2,277,581	-
Cost / class (174 sections)	13,090	-
Cost / enrollment (2,701)	843	-

(Section V and Appendix C provide detailed breakouts for all programs.)

V. Cost of Services – FY 24-25

The largest expense in providing online courses through IDLA is the cost of the teacher, similar to all schools in Idaho. IDLA teachers are paid per enrollment in the courses they teach. Because IDLA is funded on that same per-enrollment basis, the program scales naturally, right-sizing the budget each year as demand grows or shrinks. In FY25, IDLA was funded $430 per enrollment.

5.1 System-wide cost highlights

- Average cost per enrollment: $471 ($24.25 M ÷ 51,452 seats).
- Secondary programs cluster tightly-$370 to $490 per seat-because they rely almost entirely on part-time teachers.
- Elementary Launchpad is the outlier at $843 per enrollment; its synchronous, daytime model requires full-time certified staff.

Table 4: Costs of Services

Program / Course Type	Enrollments	Sections	Direct Instr.†	Principal Cost‡	Central + Elem/Sec OH§	Total Cost	Cost / Class	Cost / Enroll.	FY25 Fee
Elementary Launchpad	2,701	174	$1,603,027	$227,620	$446,934	$2,277,581	$13,090	$843	$30
MS Cohort - 8 Unit	4,995	217	945,884	66,345	1,276,922	2,289,151	10,549	458	30
MS Cohort - 4 Unit	1,892	79	192,217	24,153	483,670	700,040	8,861	370	15
MS Flex - 8 Unit	422	59	80,982	18,039	107,880	206,901	3,507	490	30
MS Credit Recovery - 4 Unit	231	14	44,329	4,280	59,052	107,661	7,690	466	15
HS Cohort	20,367	841	3,687,561	257,126	5,206,122	9,150,809	10,881	449	75
HS Flex	6,512	363	1,249,852	110,983	1,664,727	3,025,562	8,335	465	75
Hybrid (Blended)	79	5	15,606	1,529	20,196	37,331	7,466	473	75
College Level (AP + DC)	8,722	331	1,722,990	101,199	2,229,692	4,053,881	12,247	465	0
HS Credit Recovery	3,169	147	608,135	44,944	810,123	1,463,201	9,954	462	75
Driver Education	2,362	70	314,623	21,402	603,823	939,848	13,426	398	75
TOTAL	51,452	2,300	$10,465,206	$877,620	$12,909,141	$24,251,966	-	$471	Avg

† Direct Instruction includes PT-teacher payroll (Danielson bonuses) plus $110 k in grant dollars (split $55 k to MS Cohort 8-Unit and $55 k to HS Cohort). Launchpad line already includes its FT/PT teachers and TAs.

‡ 44 part-time principals supervise secondary sections only (2,126 sections) → $306 per secondary section; Launchpad has its own principals and instructional coach.

§ Central Overhead = District Programs $1.715 M + Technology $4.658 M + Operations $1.844 M, divided by 51,452 funded enrollments (≈ $160/enr).

Launchpad supplies ($11,100) and content-refresh stipends ($4,500) are shown as direct costs in the Zero-Based table (Section IV-B) but are grouped under Central Overhead here for column consistency; see the Launchpad zero-based build for detail.

Secondary Overhead = Instruction & Supervision admin $2.138 M + Curriculum $2.160 M + PD/travel/supplies $0.379 M, divided by 48,751 secondary enrollments (≈ $96/enr).

(Excel version of table available in Appendix C.)

5.2 Spotlight – Elementary Launchpad

The Elementary Launchpad program is one of IDLA's two synchronous offerings (the other is the Hybrid high-school series): K-5 students meet with an Idaho-certified reading teacher on Zoom four days a week while completing asynchronous practice on the fifth. Because sessions run during the regular school day, Launchpad relies on a full-time staff model-15 FT teachers, 8 instructional aides, a full-time principal, a part-time principal, and an instructional coach-rather than the part-time model used in secondary courses. Those positions drive Launchpad's cost to $843 per enrollment, far above the $370–$490 band for middle- and high-school courses.

Most school districts adopt Launchpad as their reading-intervention tier. Hiring a second on-site teacher to serve as a reading interventionist is common but expensive; many rural or cash-strapped school districts cannot fund that position. For $30 per enrollment, while retaining ADA, schools obtain a certified interventionist, professional-development support, and curriculum grounded in the Science of Reading. External research on states that have raised reading proficiency shows that additional intervention time and well-trained teachers are the two most effective levers; Launchpad supplies both at a cost lower than adding another certified FTE or paraprofessional.

In FY25, Launchpad served 2,701 enrollments, producing a $1.0 million gap (cost $843 vs. funding $460). IDLA plans to scale the program to roughly 3,300 enrollments and shift 20% of sections to part-time teachers, which is projected to lower the cost to $610 per enrollment while keeping the fee at $30.

5.3 School Retention of ADA Funding

When a school district enrolls a student in an IDLA course, it keeps 100% of the student's ADA. The reason is simple math in Idaho's attendance formula:

● ADA is earned once a student attends 4.0 hours in a day (IDAPA 08.02.01).

- Most IDLA students already take four or more face-to-face classes at their home school. Adding an IDLA class after the 4-hour mark does not change the ADA the state pays the district.
- Because ADA tops out at four hours, a district receives the same state funding whether the student takes an IDLA class or not, and, since most instructional costs are fixed, partnering with IDLA expands course options without reducing district revenue.

Because schools still share responsibility for each IDLA student, retaining ADA lets them fund the essential on-site support listed below.

Schools enrolling IDLA students agree to:

- **Academic recordkeeping** – transcribe grades, issue credit, maintain transcripts
- **Student monitoring & guidance** – advising, regular progress checks, grade reviews
- **Exam administration** – proctor IDLA tests; coordinate state-mandated testing
- **Parent/teacher communication** – serve as local point-of-contact for IDLA staff and families
- **Special-services coordination** – deliver IEP, 504, and LEP accommodations; meet federal Title and homeless-student requirements
- **Technology & access** – ensure safe, monitored internet; provide local tech support plus computers, printers, headsets as needed
- **Campus services** – provide food service, transportation, and school-based health resources when applicable
- **Discipline & attendance** – handle local discipline issues and attendance tracking

IDLA supplies curriculum, instruction, and the online platform; the enrolling school supplies day-to-day supervision and services. This shared-responsibility model, the district retains ADA while IDLA is funded per enrollment, ensures that both partners have resources to serve each student fully.

VI. Enrollment & Utilization

Table 5 shows IDLA enrollments by program and course type for FY25. Launchpad course sections are capped at 20 students per section. Launchpad's average enrollment per course in FY25 was well below the cap at 15 students per course. Cohort courses average 23 to 26 students per course section, with Flex courses deliberately lower at an average of 18 students per course in High School sections and an average of 7 students per course in Middle School Sections. The average number of students per Driver's Ed course is 34 because the state rule allows 36 students to be enrolled in one Driver's Ed course.

Table 5: FY25 Enrollment by Program and Course Type

Program / Course Type	Enrollments	Sections	Avg Class Size
Elementary Launchpad	2,701	174	15.5
MS Cohort – 8 Unit	4,995	217	23.0
MS Cohort – 4 Unit	1,892	79	23.9
MS Flex (8 Unit)	422	59	7.2
MS Credit-Recovery (4 Unit)	231	14	16.5
HS Cohort	20,367	841	24.2
HS Flex	6,512	363	17.9
Hybrid (Blended)	79	5	15.8
College-Level (AP + Dual Credit)	8,722	331	26.4
HS Credit-Recovery	3,169	147	21.6
Driver Education	2,362	70	33.7
TOTAL	**51,452**	**2,300**	**22**

(Details of program enrollments are available in the CSV file in Appendix B2.)

District Utilization – Top 10 LEAs

Table 6 lists the top ten enrolling LEAs in FY25. GEM Innovation Schools includes all Gem Prep campuses and Gem Online. Note that, while the top ten enrolling districts are larger, enrollment in IDLA courses per capita is lower in larger districts.

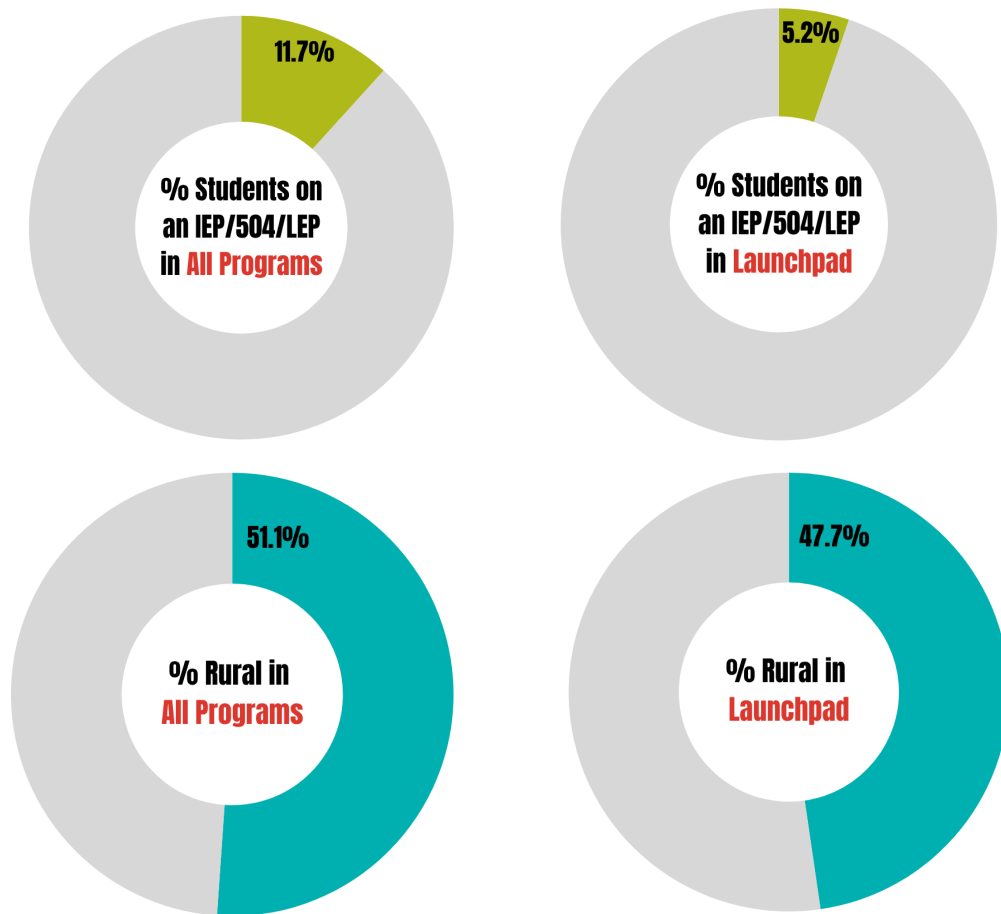**Table 6: Top Ten Enrolling LEAs in FY25**

Rank	District	FY25 Enrollments	Share of statewide total
1	Twin Falls	4,929	9.6%
2	GEM Innovation Schools	4,084	7.9%
3	West Ada	1,582	3.1%
4	Nampa	1,430	2.8%
5	Boise	1,396	2.7%
6	Emmett	1,362	2.6%
7	Coeur d'Alene	1,323	2.6%
8	Middleton	1,139	2.2%
9	Lewiston	1,038	2.0%
10	Cassia County	991	1.9%

(Top - 10 ≈ 37% of all enrollments; the remaining 105 districts/charters share the balance.)

(The full report of district utilization is available in the CSV file in Appendix B1.)

Figure 1 provides the distribution of students enrolled in FY25. IDLA serves students on an IEP, 504, or LEP plans. In FY25, one or more of these plans supported 11.7% of all IDLA students. This is a growing segment of the IDLA student population.

Figure 1: Distribution of Students in FY25

11.7%
% Students on an IEP/504/LEP in All Programs

5.2%
% Students on an IEP/504/LEP in Launchpad

51.1%
% Rural in All Programs

47.7%
% Rural in Launchpad

(Full demographics are available in the CVS file in Appendix B2.)

Rural students also compose a significant portion of IDLA enrollments. In FY25, 51.1% of all IDLA enrollments were from rural schools. Per capita, however, rural students utilize the IDLA program more than their urban peers. Approximately 1 in 5 rural students enroll in an IDLA course each school year, whereas only 1 in 9 urban students enroll in an IDLA course each school year.

Among students who take at least one IDLA course, usage is one to two classes per year, not a full schedule. In FY25, the average courses per IDLA student was 1.80 overall (Rural 1.87; Urban 1.73; see Figure 2). Over five years, this average declined from 2.61 (FY21) → 1.80 (FY25), about a 31% reduction, confirming that most coursework remains at the home school as districts use IDLA to fill gaps.

Figure 2: Average Courses per IDLA Student

Rural v. Urban

FY25

Rural: 1.87   Urban: 1.73

Average Courses per Year

FY25: 1.80
FY24: 1.81
FY23: 1.84
FY22: 1.94
FY21: 2.61
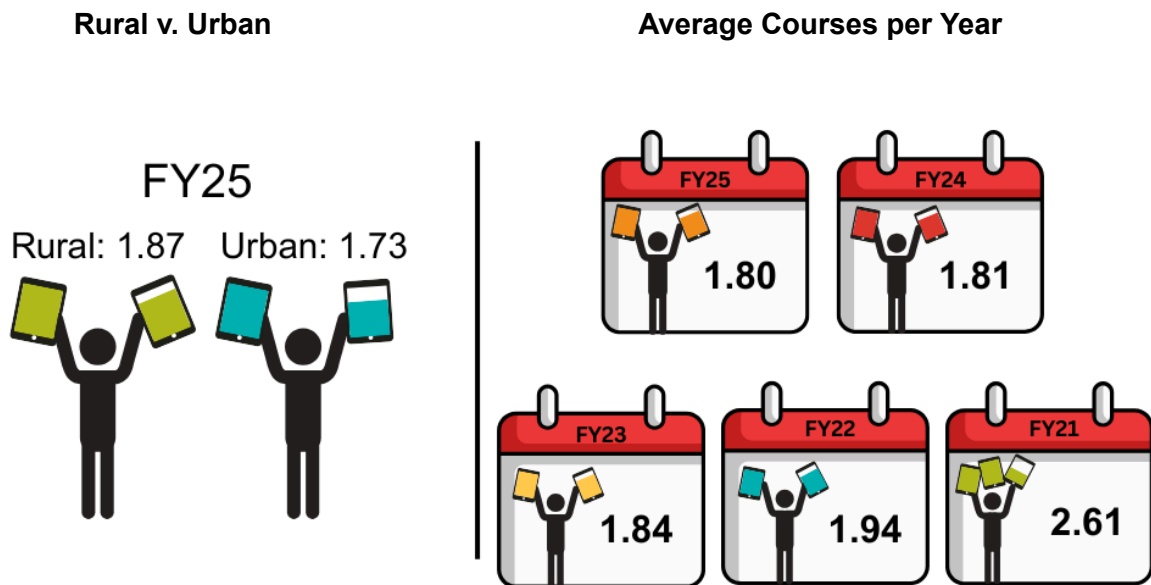
VII. Financial Summary

FY25 (Proposed vs. Revised)*

Table 8 shows the difference between IDLA's proposed FY25 budget and the actual (revised) budget approved by the IDLA Board on June 18, 2025. As with any budget, projected budget expenses and actual budget needs may vary. One highlight of the FY25 revised budget is a 4% decrease in spending from the FY25 proposed budget. This decrease is primarily due to savings in Launchpad staffing and lower-than-projected Part-Time Teacher pay, despite larger investments in technology infrastructure.

House Bill 452, the FY26 budget enhancement bill, required IDLA to cover any FY25 enrollment above 49,680 from existing cash balances. The actual enrollment for FY25 was 51,452, reflecting a $755,512 deficit in the revised budget. As IDLA begins the FY26 budget year, it currently has a $7,738,268 projected beginning fund balance, representing approximately 3.83 months of operating expenses.

Table 8: FY25 Proposed vs Revised Budget

Department	Proposed Budget	Revised Projection	Δ $	Δ %	Key variance note (board packet)
Supervision & Instruction	$12,611,594	$11,919,407	($692) k	-5.5%	Fewer enrollments, reduced budget for PT-teacher pay
Elementary Program	2,340,724	1,846,247	($494) k	-21.1%	Early departures / late hires (–2 FTE), lower summer Launchpad demand
Curriculum	2,163,971	2,159,624	($4) k	-0.2%	Flat – minor shifts in development stipends & travel
District Programs	1,794,637	1,715,101	($80) k	-4.4%	1 FTE departure offset by late-start backfill
Technology	4,448,972	4,657,758	+ $209 k	+4.7%	Server expansion, added penetration test
Operations & Admin	1,787,129	1,843,729	+ $56 k	+3.2%	New building, legal fees
Grants & Partnerships	107,000	110,100	+ $3 k	+2.9%	Small Grant adjustments
TOTAL EXPENSES	$25,254,027	$24,251,966	($1,002,061)	-4.0%	Net underspend driven by Launchpad staffing & PT-teacher savings

*All revised figures are year-end projections presented to the IDLA Board on June 18, 2025. Actuals won't be final until the October 2025 financial audit completion.

(FY25 Proposed vs FY25 Revised Budget available in Appendix D.)

VIII. Funding & Billing Considerations

IDLA refunded $1.37M in course fees to school districts in FY25. This is evidence that IDLA's reduction of course fees to $40 in FY26 is justified. If funding is held at current levels, IDLA may be able to absorb an additional reduction in course fees to $35 per enrollment.

Current concerns of budget holdbacks will impact IDLA's budget and ability to deliver courses at its current level. A full 6% holdback would only cover 96% of projected costs for FY26. This reinforces the decision of the IDLA Board to hold course fees at $40 for FY26.

Rather than applying additional fee reductions across all students, IDLA could also consider offering scholarships to students who have had the course fee passed on to them by their school district. According to the most recent information gathered by IDLA, approximately 62% of school districts pass along the IDLA course fee to the student if Advanced Opportunities do not already cover the fee. This is a predictable budget impact.

Launchpad enrollments will still bring a cost greater than the funding provided by the state in FY26. Scaling the Launchpad program to more than 3,200 enrollments and shifting at least 20% of Launchpad sections to be taught by part-time teachers closes approximately 60% of the current Launchpad funding gap without raising the course fee. IDLA facilitated 2,701 Launchpad enrollments in FY25, making this a reasonable target.

(Full fee schedule and history available in Appendix F.)

Table 9: Additional Funding Considerations

Scenario	FY26 district fee[1]	FY26 State Appropriation[2]	Net revenue/enroll.	Notes/trade-offs
A. Status Quo	$40	$445	$485	Matches the July-2025 Board-approved schedule. Launchpad & MS fees unchanged ($30 / $15).
B. Potential Reduction (if revenue holds)	$35	$445	$480	Drops district bill by another 12%. Possible once we have a full year of reduced fee data and no state cut.
C. Governor's 6% Cut	$40	$445	$485	FY26 includes 58,000 enrollments. A 6% holdback would reduce appropriation from $25.81M to $24.26M ($1.55M). Leaving no room to lower fees in FY27.
D. Scholarship Offset	$0	$445	$445	Scholarship students whose districts pass the fee onto them-estimated cost is $200,000 for FY26.

[1] Elementary Launchpad ($30), MS 8-Unit ($30), and MS 4-Unit / Credit-Rec ($15) stay unchanged in all scenarios.

[2] Based on 58,000 enrollments for FY26. Governor's 6% figure $\Rightarrow$ appropriation falls from $25.81 M $\rightarrow$ $24.26 M $\rightarrow$ ($1.55) M loss.

IX. Sustainability Scenarios

Table 10 outlines potential budget scenarios if funding is flat, held back, or course fees are lowered further. Continuing to increase the amount of funding IDLA receives per enrollment, based on adjustments to CEC, is key to funding future IDLA growth. If the amount of funding per enrollment is adjusted each year, IDLA will be able to maintain growth along with low course fees.

If IDLA funding is held back by a full 6%, the holdback will negate the reduction of course fees in the overall FY26 budget. A 6% holdback would reduce the number of enrollments IDLA could take without reducing the fund balance. If current funding levels are not maintained in future fiscal years, maintaining course fees at $40 per enrollment will be essential.

Once IDLA is able to increase Launchpad enrollment to sustainable levels, while also shifting at least 20% of Launchpad enrollment to part-time teacher delivery, IDLA should be able to reduce course fees by an additional $5 per enrollment without having to reduce its fund balance to a level below that of 3 months' operating expenses.

If school districts continue to pass on course fees to students, IDLA can offset the impact on families through a course fee scholarship to affected families. This would produce an anticipated budget impact of approximately $200,000, based on FY25 numbers. While this mechanism would help maintain equity for students utilizing the IDLA program, it also limits IDLA's growth and ability to expand to meet future district needs.

Table 10: Budget Sustainability Scenarios

Scenario	FY26	FY27	FY28	Why it matters
Status-Quo	• Max fee is already $40 • State: 58,000 Enroll × $445 ≈ $25.8 M • Launchpad 2,900 enroll; 10% PT coverage	• Launchpad 3,100 enr; PT 15% coverage	• Launchpad 3,300 enr; PT 20% coverage	Lets IDLA observe FY26 & FY27 revenue actuals before cutting any further fees. Launchpad cost per enrollment decreases $843 → $750 → $680 → $610, closing ~55% of the gap with no fee increase.
Hold-Back	Same as Scenario 1	• 6% hold-back hits FY27 total appropriation ($1.55 M) → funded seats paid drops to ≈ 54,700, at or above $445	• Hold-back restored	Shows board impact if cuts land in FY27: any new fee reductions must wait.
Fee-Relief Path	Same as Scenario 1	• If Launchpad cost/enr ≤ $680, and hold-backs appear temporary, board cuts Max fee to $35 while	• When Launchpad cost/enr ≤ $610, and hold-backs are restricted, the Max fee drops to $30	Illustrates the desired end-state of $30 fees and the enrollment/PT milestones needed, provided hold-back is not permanent

X. Outcomes & Impact Highlights

IDLA's Strategic Plan includes Goal 4.2, "Increase IDLA's overall pass rate to above 90%". In the 24-25 school year, IDLA met this goal with an overall pass rate of 91%. IDLA is so excited to have met this goal with fidelity, and is committed to maintaining and increasing the pass rate with all students in all programs!

Figure 3: FY23 - FY25 Overall Enrollments and Pass Rates

Enrollments, Section Size Averages, and Pass Rates

● Enrollments ● Avg Students Per Section ● Pass Rates
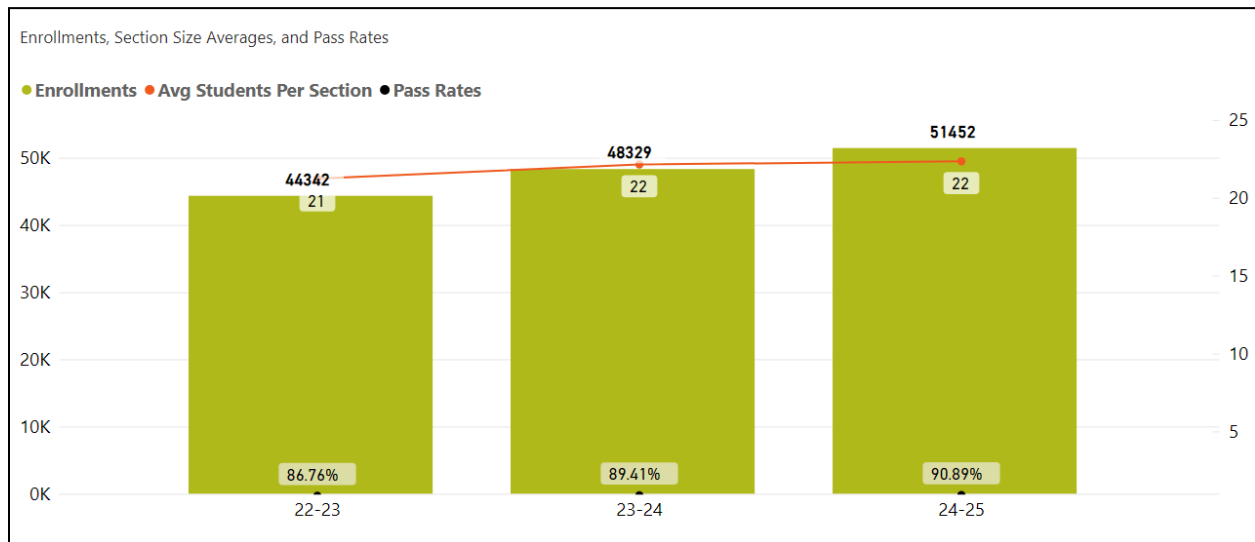
IDLA has also demonstrated tremendous success with the Credit Recovery Program. Students enrolled in Credit Recovery are either retaking a failed course or have been identified as At-Risk. The overall pass rate for Credit Recovery in the 24-25 school year is 89.5%, with a total of 2,788 credits recovered.

Table 11: Credit Recovery Enrollments and Pass Rates

Department	Enrollments	Credits Recovered	Pass Rate
English	1,370	1,033	85.37%
Math	683	578	90.745
Science	652	576	94.27%
Social Studies	586	521	93.71%
Health & Fitness	109	80	79.21%
Total	**3,400**	**2,788**	**89.50%**

Students taking dual credit courses through IDLA are able to earn high school and college credit simultaneously, at a greatly reduced cost per college credit. IDLA also waives the IDLA course fee for dual credit students, creating additional savings for families. On average, IDLA Dual Credit students saved $474.15 per course. In the 24-25 school year, IDLA families saved $3,657,206.95 on college tuition using IDLA's Dual Credit program.

2024-2025

IDLA Dual Credit students saved $474.15 per course

IDLA families saved $3,657,206.95 on college tuition using IDLA's Dual Credit program
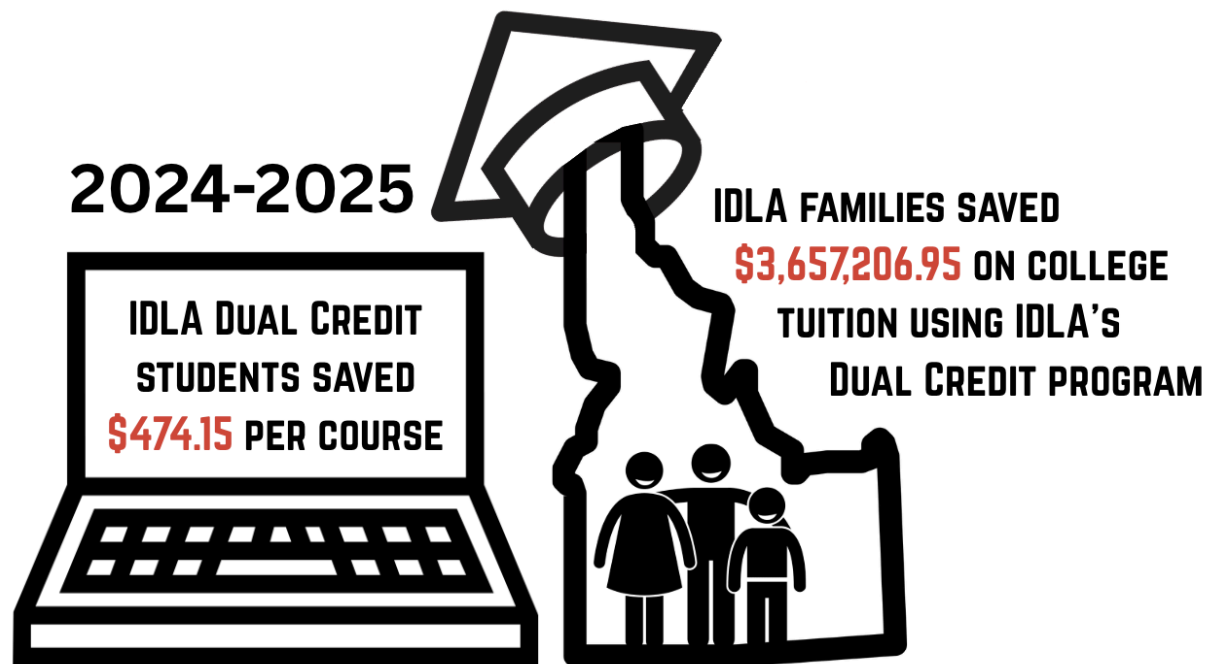
IDLA's enrollment in Dual Credit continues to grow. IDLA served 8,459 dual credit enrollments in the 24-25 school year, with a pass rate of 96.41%. Over 64% of IDLA's Dual Credit enrollments in the 24-25 school year were students from rural schools. Rural families saved $2,353,778.39 on college tuition last year, with many of these courses aligned with career pathways in fields such as healthcare and semiconductor technology.

Figure 4: FY23 - FY25 Dual Credit Enrollments and Pass Rates
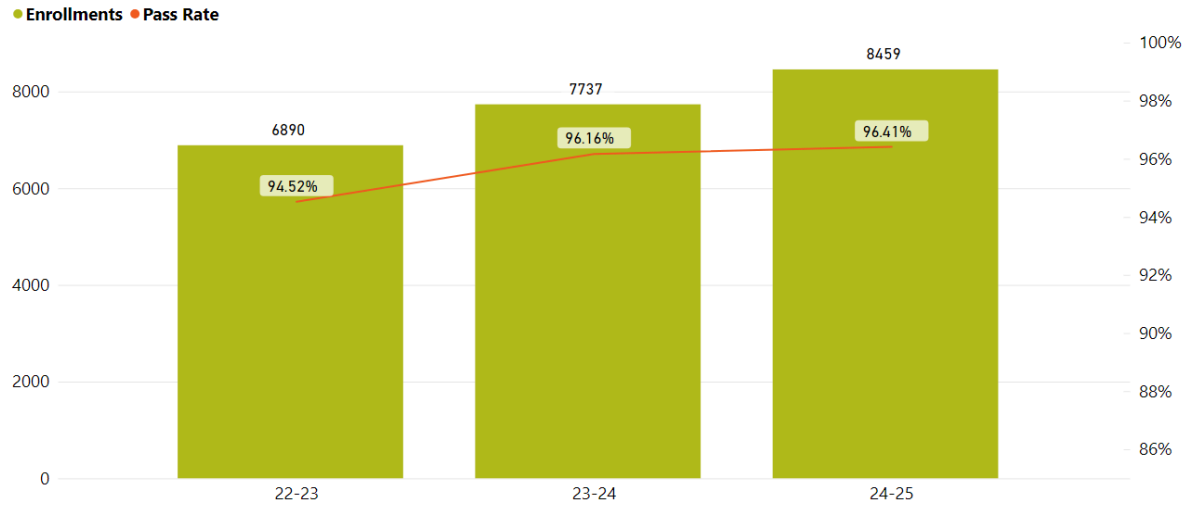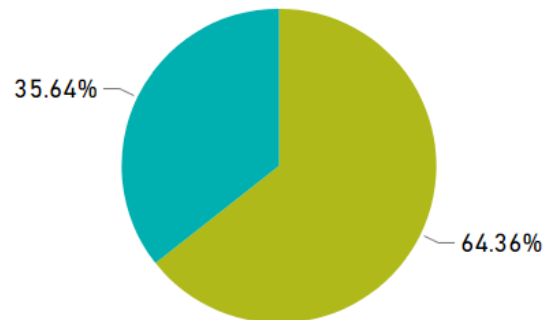
Dual Credit - Enrollments and Pass Rates

● **Enrollments** ● **Pass Rate**

Figure 5: FY25 Dual Credit Rural vs Urban Enrollment

Dual Credit (Previous Year) - Rural vs Urban

Locale ● Rural ● Urban

XI. Glossary & Definitions

Term	Definition
Asynchronous	Learning in which the teacher and students are not in the online classroom simultaneously.
Course Section	One virtual classroom (one teacher + one roster of students) for a single subject.
Cohort	Paced course in which all students start, progress, and finish on the same calendar; offered in 16-week (semester) and 9-week (quarter) versions.
Credit Recovery	A 9-week Cohort course structured for at-risk students who previously failed the class.
Dual Credit	Cohort course meeting both high-school and college standards; students earn both credits simultaneously.
Enrollment (statutory)	One student registered in one class beyond the withdrawal deadline (Idaho Code § 33-1020).
Flex	Self-paced, asynchronous course in which students may start on any date.
Full-Time (FT) Teacher	IDLA employee whose primary role is teaching online courses at full FTE.
Fund Balance	Cash on hand at fiscal-year end, often expressed in months of operating expense.
Holdback	Executive or legislative order reducing current-year appropriations.
Hybrid (Blended)	Cohort course with regularly scheduled live (synchronous) classes plus asynchronous work.
Launchpad	Elementary reading-intervention program (K-5) delivered synchronously four days per week, with asynchronous activities on the fifth day.

Term	Definition
Learning Management System (LMS)	Virtual classroom platform; IDLA uses Buzz for Flex courses and Schoology for all others.
Part-Time (PT) Teacher	IDLA employee who typically teaches one or two course sections per semester.
Section	One teacher-led class instance; IDLA offered 2,300 sections in FY25.
Student Information System (SIS)	Platform for registration, rostering, reporting, and communication; IDLA's proprietary SIS is called "TheSIS."
Synchronous	Teacher & students meet online at the same time.
Zero-Based Budget	Budgeting method starting from $0, justifying each cost.

XII. Data Sources & Methodology Notes

12.1 Primary Data Sources

Source	Time-stamp / version	What we pulled
Student Information System (TheSIS)	Snapshot ⟨2025-06-10⟩	FY25 enrollments & sections by program, district, demographics.
Payroll & HRIS	Ledger close ⟨2025-06-15⟩	Salaries, benefits, Danielson PT-teacher payments, and PT-principal payments.
IFS General Ledger	Period 12 pre-close ⟨2025-06-17⟩	All FY25 expenditures (object + project codes).
Board Budget Packet	Meeting ⟨2025-06-18⟩	Proposed vs. Revised FY25 budget; variance notes.
JFAC Approved FY26 Language	Chapter 247, Idaho Session Laws 2025	Statutory reporting requirements; $40 fee schedule; 49,680-enrollment cap.
Governor hold-back memo	2025-06-19 press release	6% potential reduction scenario.

12.2 Cost-build methodology
- **Zero-based template** (see Section IV-B) applied to each program:
  - direct instruction → actual payroll by section/enrollment,
  - program support → PT-principal pool allocated per section,
  - central overhead → District Programs + Tech + Ops spread by total enrollments,
  - secondary overhead → Instruction & Supervision + Curriculum spread by 6-12 enrollments.
- Content-development stipends amortized over 3 years.
- Technology costs treated entirely as overhead because the ledger does not split SaaS vs. infrastructure.
- Variance threshold for notes = ±5% vs. original FY25 budget.

12.3 Reconciliations & checks
- Sum of all program costs = $24.25 M, matching the FY25 revised expenditure ledger within rounding.
- Enrollment totals from SIS (51,452) agree with finance enrollment cap reconciliation (49,680 funded + unfunded dual-credit/AP seats).
- Class-size calculations use active sections only.
- All dollar figures rounded to the nearest $1 in narrative sections.

12.4 Limitations & assumptions
- FY25 figures use projected actuals; books close 2025-07-20-minor shifts may occur.
- Hold-back scenario assumes a flat 6% cut to § 33-1020 distribution only; no secondary impact to discretionary grants.
- Launchpad break-even projections assume teacher salary grid and benefit rates remain at FY25 levels, plus statutory increases.
- No cost inflation applied to Technology or Operations pools (conservative).

(SIS extracts archived in Appendix B; narrative summary in Appendix G.)

XIII. Appendix Directory

Appendix	Contents	File / Location
A – Legislative Request Crosswalk	*Table mapping every line of the FY26 JFAC language to the report section where it is satisfied.*	*Appendix A: Legislative Request Crosswalk*
B – Enrollment & Utilization	**B-1 District Utilization:** *CSV of FY25 enrollments & sections by LEA.* **B-2 Programs & Demographics:** *CSV showing % IEP, and % Rural for each program.*	*IDLA_Appendix_B_District_Enrollment _Workbook* *IDLA_Appendix_B_Programs_Demogr aphics_Workbook*
C – Program Cost Build Sheets	*One line-item breakout per program (Direct Instruction, Program Support, Central Overhead, totals & unit costs).*	*IDLA_Appendix_ C_ FY25_Program_Costs_Consolidated*
D – Budget vs. Actual Ledger	*FY25 Proposed vs. Revised budget in Excel*	*IDLA_Appendix_D_Budget_Variance*
E – Statutory Excerpts	*Idaho Code §§ 33-5502, 5507, 5508, 1020, plus 2025 Session Laws Ch. 247 language.*	*IDLA_Appendix_E_Statutory_Excerpts*
F – Fee Schedule History	*FY24 → FY26 district fee grid (shows HS drop to $40).*	*IDLA_Appendix_F_Fee_Schedule_Hist ory*
G – Data & Methodology Workpaper	*Narrative from Section XII plus reconciliation check (total program costs = $24.25 M).*	*IDLA_Appendix_G_Data_Sources_&_ Methodology*
H – Glossary & Acronyms	*Full glossary*	*IDLA_Appendix_H_Glossary*

Appendix A — Legislative Request Crosswalk

See link in Appendix Directory

Appendix B — Enrollment & Utilization (FY25)

See link in Appendix Directory

Appendix C — Program Cost Build Sheets (FY25)

See link in Appendix Directory

Appendix D — FY25 Budget vs. Actual Ledger

See link in Appendix Directory

Appendix E — Statutory Excerpts (key language)

Citation	Summary
Idaho Code § 33-5502	Creates IDLA; mandates "choice, accessibility, flexibility, quality and equity" in online learning.
Idaho Code § 33-5507	Establishes registration procedures and student-accountability policies for online courses.
Idaho Code § 33-5508	Links IDLA funding mechanism to § 33-1020.
Idaho Cod § 33-1020	Sets state distribution per enrollment (FY25 = $430), adjusted annually with teacher salary grid.
2025 Session Laws, Ch. 247	Caps funded enrollments at 49 680 for FY25; sets district fee ceiling at $40 (eff. 7-1-2025)(FY26); requires this report by 8-1-2025.

Appendix F — Fee Schedule History

Fiscal Year	HS & Other	MS 8-Unit	MS 4-Unit / Credit-Rec	Launchpad	AP / Dual Credit
FY24	$75	$30	$15	$30	$0
FY25	$75	$30	$15	$30	$0
FY26	$40	$30	$15	$30	$0

Appendix G — Data Sources & Methodology

- **Primary data sources:**

  - TheSIS snapshot (2025-06-10) – enrollments, sections, demographics

  - Payroll & HRIS (2025-06-15) – salaries, benefits, PT-teacher & principal payments

  - IFS general ledger (2025-06-17) – all FY25 expenditures

  - Board budget packet (2025-06-18) – proposed vs. revised budget

  - 2025 Session Laws, Ch. 247 – statutory fee/ cap language

- **Cost build:** zero-based template per program (Direct Instruction + Program Support + Central OH); overhead pools allocated per-enrollment.

- **Validation:** sum of program costs = **$24.25 M**, matching ledger within rounding; average cost/enrollment ≈ $471 aligns with revenue/enrollment ≈ $485.

- **Limitations:** FY25 figures are projected actuals; books close 2025-07-20-minor shifts may occur. Hold-back scenario assumes flat 6% cut to § 33-1020 distribution only.

Appendix H — Glossary & Acronyms

See link in Appendix Directory