



Utah State Board of Education

Top Funding Priorities

Icons Key

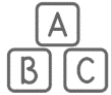


Icon

Explanation



USBE Funding Priority



Advances USBE Goal #1: Early Learning



Advances USBE Goal #2: Effective Educators & Leaders



Advances USBE Goal #3: Safe & Healthy Schools



Advances USBE Goal #4: Personalized Teaching & Learning



Clearly Advances USBE Mission or Utah's Portrait of a Graduate

JLC

Aligns with a Priority of the Joint Legislative Committee (JLC)



WPU Value Increase – \$186,350,300 Ongoing



Historical Funding Levels and Purpose

SFY 2022 Funding Level: \$200 million

SFY 2021 Funding Level: \$60.4 million

Purpose of the program:

- Increases the WPU value 5% above the inflation level for a total increase of 7.6%
- Provides flexible, equitable funding for LEA priorities
- Addresses growing demands and costs for services
- Enables quality, equitable educational opportunities

Problems to Address

- Attracting, developing and retaining quality educators throughout Utah
- Continued disparities between LEAs
- Creating access across the state—both in rural and urban areas
- Funding keeping up with continually increasing costs to provide education

Projected Outcomes/Results

LEAs will:

- Be able to increase educational quality for all students
- More easily attract, train and retain effective educators
- Not have to increase inequitable revenue sources

Impact if not Funded

- Reprioritizations of LEA educational offerings
- Continued strain on limited resources to provide equitable education opportunities for all students

Can this funding be scaled?

Yes. However, a lower funding level will not align with JLC’s funding priorities.

Impact on LEA Reporting Requirements

No anticipated impact to LEA reporting requirements.

Can Federal or Carry-Forward Funds Be Utilized?

No. One-time funds should not be used for this purpose.



At-Risk WPU Add-On – \$28,600,000 Ongoing



<p align="center">Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: \$54,404,900 (incl. one-time) SFY 2021 Funding Level: \$48,203,700</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • Adjusts funding for the costs of services for students at-risk through an add-on to the WPU • Adds an additional 10-year increment to the program’s funding for FY 2023 	<p align="center">Problems to Address</p> <ul style="list-style-type: none"> • Many Utah children face economic hardship leading to worse educational results (2020 Intergenerational Poverty Annual Report) • Utah’s funding system does not fully adjust for the costs of providing these needed services and supports which are estimated to be 42% greater than the general population (2020 Utah Education Funding Study) • There are persistent needs to provide additional services and supports to these student populations
<p align="center">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Short-term: Services and supports provided and student engagement measures, including reduced chronic absenteeism • Long-term: Improved graduation and proficiency rates in core academic subjects, increased ACT scores, etc. for these student populations 	<p align="center">Impact if not Funded</p> <p>LEAs’ abilities to provide needed supports to enable equal opportunities for students at-risk of academic failure remains limited and opportunity gaps will persist.</p> <p>Can this funding be scaled?</p> <p>Yes, this request is scalable. The cost of the program is driven by the weights of the add-on.</p>
<p align="center">Impact on LEA Reporting Requirements</p> <p>No anticipated impact to reporting requirements.</p>	<p align="center">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. One-time funds should not be used for this need.</p>



Full-Day Kindergarten (FDK) – \$22,780,500 Ongoing



<p style="text-align: center;">Historical Funding Levels and Purpose</p> <p>Current (SFY 2022) funding level: \$24,455,000</p> <p>Funding Level in SFY 2021: \$17,500,000</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • Provides all Utah families access to equitable, optional, full-day kindergarten • Phases funding in over three years to give LEAs time to recruit/hire high-quality teachers, find space, and improve the quality of instruction 	<p style="text-align: center;">Problems to Address</p> <ul style="list-style-type: none"> • Students and families face inequitable access to FDK • With half-day kindergarten, there is not sufficient time to: <ul style="list-style-type: none"> • Teach and master all of Utah’s kindergarten standards • Ensure deep student learning • LEAs lack stable funding to provide FDK to all students
<p style="text-align: center;">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Statewide access to full-day kindergarten • Improved literacy and numeracy outcomes • Higher long-term student achievement • Less student retention in the early grades 	<p style="text-align: center;">Impact if not Funded</p> <ul style="list-style-type: none"> • Inequitable access to optional, FDK across the state • More interventions needed for students • Lower student outcomes <p>Can this funding be scaled? Lower funding levels prevent equitable access to FDK for all kindergarten age students.</p>
<p style="text-align: center;">Impact on LEA Reporting Requirements</p> <p>At full implementation, this should decrease reporting.</p>	<p style="text-align: center;">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. One-time funds should not be used for this need.</p>



Reduce Curricular and Co-Curricular Fees – \$180,000,000 One-Time



<p align="center">Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: \$0 SFY 2021 Funding Level: \$0</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> Provides three years of funding to LEAs to offset reductions in revenues from significantly reduced curricular and co-curricular fees Allocates about \$170 per student in grades 7-12 	<p align="center">Problems to Address</p> <ul style="list-style-type: none"> In FY 2021, LEAs collected \$53.8 million in curricular and co-curricular fees from students and families Such fees create significant financial burdens for students and families that do not receive fee waivers School fees continue to unfairly restrict student participation in various school programs
<p align="center">Projected Outcomes/Results</p> <ul style="list-style-type: none"> Fewer fees charged to Utah families Greatly improved equity throughout the system Higher student participation rates in programs that currently charge curricular or co-curricular fees 	<p align="center">Impact if not Funded</p> <ul style="list-style-type: none"> No reductions to burdens on Utah families Greater inequities in student participation rates <p>Can this funding be scaled? Yes, but even with this funding, some LEAs will still see lower net revenues. A lower funding amount will further exacerbate this issue of lost net revenues.</p>
<p align="center">Impact on LEA Reporting Requirements</p> <p>No significant impacts to LEA reporting requirements.</p>	<p align="center">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>Federal funds cannot be used, and carry-forward funds are insufficient for this need.</p>



Pupil Transportation – \$5,000,000 Ongoing



JLC

<p align="center">Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: \$111,106,500 SFY 2021 Funding Level: \$101,421,000</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • Provides safe and environmentally-friendly transportation to more than 200,000 Utah students • Saves lives each year by safely transporting students • Reduces traffic congestion and harmful emissions 	<p align="center">Problems to Address</p> <ul style="list-style-type: none"> • Increases state funding to close to the statutory contribution level of 85% (53F-2-402) • Districts need additional funding to meet growing demands and costs for services • Mitigates district subsidization of the unfunded state portion of the program • Students are 70 times more likely to arrive safely to school by bus than other transportation methods
<p align="center">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • District resources currently used to support transportation can be reallocated to instruction • More students can have safer, cleaner transit to school • Traffic congestion will be reduced 	<p align="center">Impact if not Funded</p> <p>Funding will not keep pace with increasing costs.</p> <p>Can this funding be scaled? Yes. However, the 85% statutory level will not be met.</p>
<p align="center">Impact on LEA Reporting Requirements</p> <p>No anticipated impact to reporting requirements.</p>	<p align="center">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. One-time funds should not be used for this purpose.</p>



BTS Arts All Schools in SFY23 – \$12,543,500 Ongoing



<p align="center">Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: \$12,880,000 SFY 2021 Funding Level: \$10,880,000 Purpose of the program: 53F-2-506 ..is to enhance the social, emotional, academic, and arts learning of students in kindergarten through grade 6 by integrating arts teaching and learning into core subject areas and providing professional development...</p>	<p align="center">Problems to Address</p> <ul style="list-style-type: none"> • Sustainability of the program requires additional funding each year • Many LEAs and schools have made application to the program. Funding has not allowed for growth for the past three years. • Increase in funding will allow for additional professional learning • Although LEAs and schools are located all over the state, not every LEA or school has access to BTS Arts.
<p align="center">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Provides for program sustainability • Provides for program growth to all elementary students • Provides equity and access to elementary students across the state 	<p align="center">Impact if not Funded</p> <p>Without increased funding, current programs in LEAs are not sustainable and students will not have access to learning in and through the arts. Equity and access to the program will not be achieved.</p> <p>Can this funding be scaled? A five-year strategic plan has been analyzed and developed in cooperation with Sorenson Impact Center.</p>
<p align="center">Impact on LEA Reporting Requirements</p> <p>Each school completes implementation survey</p>	<p align="center">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>Yes, carryover funds can be used</p>



Small District and Charter School Base Funding – \$8,600,000 One-Time



<p align="center">Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: \$8,600,000 One-Time SFY 2021 Funding Level: \$0</p> <p>Purpose of the program: Maintains FY 2022 funding levels for FY 2023 with the intent of developing and implementing economies of scale formulas to go into effect July 1, 2023.</p>	<p align="center">Problems to Address</p> <ul style="list-style-type: none"> • Cuts to the Administrative Funding programs in FY 2021 significantly impacted smaller LEAs • These unrestricted funds were important for smaller LEAs to operate effectively
<p align="center">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Effective operations of small school districts and charter schools • Stable funding while policymakers develop more permanent formulas to address the lack of economies of scale 	<p align="center">Impact if not Funded</p> <p>Smaller LEAs may see a year-over-year decrease in unrestricted funding.</p> <p>Can this funding be scaled? Yes. However, If lawmakers want every school district and charter school to experience a net gain in unrestricted funds for FY 2023, the full \$8.6 million request needs to be funded.</p>
<p align="center">Impact on LEA Reporting Requirements</p> <p>No anticipated impact to LEA reporting requirements.</p>	<p align="center">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. One-time funds are not available for this purpose.</p>



USBE Market Adjustments – \$6,322,500 Ongoing



<p style="text-align: center;">Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: \$0 SFY 2021 Funding Level: \$0</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • Provides funding for pay adjustments for positions essential for USBE’s success for whose salary ranges fall well below market competitiveness • Requests between 50%-90% of the difference between USBE pay and market comparisons 	<p style="text-align: center;">Problems to Address</p> <ul style="list-style-type: none"> • At current funding levels, USBE cannot attract and retain the talent needed to accomplish its mission • Market adjustments are needed for the following USBE position types: IT Analysts, IT Senior Management, Educational Specialists, Education Coordinators and Financial Managers • Salary ranges for these positions fall between 10%-30% below market competitiveness
<p style="text-align: center;">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Improved ability for USBE to attract and retain talent • Improved technical assistance provided to LEAs • Enhanced effectiveness of USBE IT and Financial Operations 	<p style="text-align: center;">Impact if not Funded</p> <p>USBE will continue to lose high-quality employees and will not be able to find quality replacements.</p> <p>Can this funding be scaled?</p> <p>Yes. However, the request is already scaled down from full market competitiveness. Lower funding levels will not fully address the issue.</p>
<p style="text-align: center;">Impact on LEA Reporting Requirements</p> <p>No anticipated impact to LEA reporting requirements.</p>	<p style="text-align: center;">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. One-time funds are not available for this purpose.</p>



Critical USBE FTEs – \$1,622,300 Ongoing and \$27,500 One-Time



Historical Funding Levels and Purpose

SFY 2022 Funding Level: See FTE slides 1-5 for details

SFY 2021 Funding Level: See FTE slides 1-5 for details

Purpose of the program:

- Provides funding for 11 FTEs in key areas
- See the following FTE slides 1-5 for details

Problems to Address

USBE needs additional FTEs in the following programs:

- 4 FTEs for Educator Licensing
- 3 FTEs for the School Fees Project
- 2 FTEs for the School Leadership Initiative
- 1 FTE as a Prevention Specialist
- 1 FTE as a Library specialist

See the following FTE slides 1-5 for details.

Projected Outcomes/Results

See the following FTE slides 1-5 for details.

Impact if not Funded

See the following FTE slides 1-5 for details.

Can this funding be scaled?

See the following FTE slides 1-5 for details.

Impact on LEA Reporting Requirements

See the following FTE slides 1-5 for details.

Can Federal or Carry-Forward Funds Be Utilized?

See the following FTE slides 1-5 for details.



1. Educator Licensing - \$511,100 ongoing and \$18,200 one-time



<p align="center">Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: \$2,053,500 (13 FTEs) SFY 2021 Funding Level: \$2,037,500 (13 FTEs)</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • Provides funding for 4 additional FTE to support educator licensing and UPPAC • Supports innovative educator preparation programs • Ensures high-quality educators for students in Utah • Licenses educators to perform specific roles in LEAs 	<p align="center">Problems to Address</p> <ul style="list-style-type: none"> • The number of Utah educator licensees has increased 29.9% in the last five years • SOEP expansion will significantly increase out-of-state educator license applications • APPEL Programs are competency-based educator preparation programs sponsored by LEAs and these new programs require extensive technical support and monitoring • UPPAC investigations are taking up to one year
<p align="center">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Reduced existing barriers, including shorter processing/wait times for UPPAC and Licensing • Supported innovative educator preparation programs, including APPEL • Increased number of high-quality educators for students in Utah 	<p align="center">Impact if not Funded</p> <ul style="list-style-type: none"> • Current process/wait times are already lengthy and will increase • LEAs will lack the supports needed as they implement strategies to address the teacher shortage <p>Can this funding be scaled? Reinstating licensing fees could mitigate these costs.</p>
<p align="center">Impact on LEA Reporting Requirements</p> <p>No impact on LEA reporting requirements.</p>	<p align="center">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. Funding needs to be sustained and not one-time.</p>



2. School Fees Project – \$439,400 Ongoing ★ 9



<p style="text-align: center;">Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: ≈\$435,000 (Time-limited) SFY 2021 Funding Level: ≈\$428,000 (Time-limited) Purpose of the program: Provides ongoing funding for 3 FTEs who:</p> <ul style="list-style-type: none"> • Ensure equality of opportunity for students through policy development, training and technical assistance • Monitor LEA compliance with school fees and fee waiver laws, rules and regulations 	<p style="text-align: center;">Problems to Address</p> <p>The School Fees Project was created to address:</p> <ol style="list-style-type: none"> 1. Non-compliance with the Permanent Injunction 2. Concerns identified in the USBE School Fees Internal Audit Report 3. Concerns identified in the Performance Audit on Secondary School Fees <p>The time-limited funding for the School Fees Project is running out and ongoing funding is needed.</p>
<p style="text-align: center;">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Increased equality of opportunity for students • Enhanced transparency and communication about school fees • Enhanced LEA compliance with school fee and fee waiver laws, rules and regulations 	<p style="text-align: center;">Impact if not Funded</p> <p>Training and technical assistance to LEAs and monitoring of LEA compliance will be limited, leading to decreased equality in student participation</p> <p>Can this funding be scaled? No. Reduced resources will not be sufficient to mitigate risks associated with the lack of equality of opportunity for students.</p>
<p style="text-align: center;">Impact on LEA Reporting Requirements</p> <p>No anticipated impact to LEA reporting.</p>	<p style="text-align: center;">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. One-time funds are not available for this need.</p>



3. School Leadership – Personnel – \$304,900 Ongoing/\$4,600 One-Time



<p>Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: ≈\$157,000 One-time SFY 2021 Funding Level: ≈\$157,000 One-time</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • Secures a new specialist to support the School Leadership Development Grant. • Funds an existing school leadership specialist position paid for with one-time funds. 	<p>Problems to Address</p> <ul style="list-style-type: none"> • The new specialist will ensure the USBE school leadership team has the capacity to effectively manage the grant program. • The grant program will increase the effectiveness of leaders in Utah schools -> effective leaders increase positive outcomes for leaders, teachers, and students.
<p>Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Differentiated supports to grant awardees • Refined state policies, processes, and infrastructure • A repository of Utah best-practice and strategies • Increased effectiveness of leaders in awardees’ schools • Increased student achievement & student attendance, decreased exclusionary discipline practices, increased educator retention & satisfaction 	<p>Impact if not Funded</p> <ul style="list-style-type: none"> • Less differentiated/personalized supports for LEAs • Slower progress on other school leadership initiatives <p>Can this funding be scaled?</p> <p>Yes. Possibly fund the current specialist with ongoing funds and a part-time specialist to manage the grant program.</p>
<p>Impact on LEA Reporting Requirements</p> <p>No anticipated impact on LEA reporting requirements.</p>	<p>Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. One-time funds should not be used for this need.</p>



4. Prevention Specialist – \$233,000 Ongoing



<p>Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: ≈\$176,000 one-time</p> <p>SFY 2021 Funding Level: ≈\$140,900 one-time</p> <p>Purpose of the program:</p> <p>To support LEAs in the development and implementation of positive and effective evidence-based school discipline approaches and restorative practices.</p>	<p>Problems to Address</p> <ul style="list-style-type: none"> • HB 132 (2018) required LEAs to have restorative practices in place to address student criminal offenses rather than referring them to law enforcement or the courts • Requests for technical assistance from LEAs to address this issue are increasing • Funding for the specialist who provides these services to LEAs ends in FY 2022
<p>Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Increased evidence-based school discipline practices integrated into other prevention efforts • More LEAs meeting the expectations required in HB 132 (2018) and other juvenile justice reforms • More professional learning and technical assistance provided to LEAs to implement restorative practices 	<p>Impact if not Funded</p> <ul style="list-style-type: none"> • Fewer restorative practices will be in place to address the disciplinary needs of students • Decreased student engagement/academic outcomes • Increased suspensions, expulsions and truancy <p>Can this funding be scaled?</p> <p>Yes, but USBE’s ability to provide technical assistance would be significantly hindered.</p>
<p>Impact on LEA Reporting Requirements</p> <p>No anticipated impact to reporting requirements.</p>	<p>Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. One-time funds should not be used for this need.</p>



5. Library Specialist – \$162,100 Ongoing and \$4,600 One-Time



<p align="center">Historical Funding Levels and Purpose</p> <p>Current (SFY 2022) funding level: \$0 Funding Level in SFY 2021: \$0 Purpose of the program: Provides a qualified school library specialist to support school libraries, librarians, and leadership with guidance, troubleshooting, and professional learning.</p>	<p align="center">Problems to Address</p> <ul style="list-style-type: none"> • Statewide inequities of service to students and teachers, particularly in the instruction of the Utah Library Media Curriculum Standards, including Media Literacy and Information Literacy • Statewide inequities in the stewardship of school libraries, their facilities, resources collections, both print and digital, and library personnel
<p align="center">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Development of key indicators for library programs • Development of statewide collection standards for best practice • Professional development to increase knowledge • Dedicated USBE personnel to support the significant resources spent on school libraries and personnel 	<p align="center">Impact if not Funded</p> <ul style="list-style-type: none"> • Continued decline of students’ research, information, and media literacy skills • Continued decline in the quality of school library resource collections, print and digital <p>Can this funding be scaled? Yes. A 0.5 FTE instead of a full-time FTE is possible.</p>
<p align="center">Impact on LEA Reporting Requirements</p> <p>No anticipated impact to reporting requirements.</p>	<p align="center">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. Funding needs to be sustained and not one-time.</p>



Center for Continuous School Improvement – \$1,780,500 Ongoing and \$18,000 One-time



<p align="center">Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: ≈\$210,000 one-time SFY 2021 Funding Level: ≈\$210,000 one-time</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • Provides funding for an aligned state system that supports <u>all</u> schools and LEAs in the continuous improvement process • Creates a dedicated team at USBE to inform and empower LEAs to independently implement effective internal improvement processes 	<p align="center">Problems to Address</p> <ul style="list-style-type: none"> • The only schools currently eligible for funding for improvement efforts are schools designated for improvement (less than 5% of all schools) • LEAs do not have the ability to determine which schools are close to improvement status • Systems of support across USBE and the state are not aligned, and improvement efforts can be hindered by various conflicting initiatives
<p align="center">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • All Utah schools have access to school improvement strategies, resources, and professional learning • Ranking data and an improvement alert system will be provided to all LEAs and schools • Improvement efforts will be aligned across USBE on a statewide basis 	<p align="center">Impact if not Funded</p> <ul style="list-style-type: none"> • Schools will not have the data needed to make informed decisions about improvement efforts • Continued conflicting initiatives due to lack of data <p>Can this funding be scaled? Reduced funding will limit the number of LEAs and schools that can participate in improvement efforts.</p>
<p align="center">Impact on LEA Reporting Requirements</p> <p>Anticipated decrease in required reporting burdens.</p>	<p align="center">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>No. These one-time sources are not available.</p>



Flexible, Educator-Directed Preparation and Collaboration Time – \$60,000,000 One-time



<p align="center">Historical Funding Levels and Purpose</p> <p>SFY 2022 Funding Level: \$0 SFY 2021 Funding Level: \$0</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • Funds a two-year program to provide educators with additional time, at full daily rates, for two years. • If all LEAs opt into program, enables LEAs to provide 16 additional hours for two years. • If fewer LEAs participate in the program, these funds provide for additional time for teacher collaboration. 	<p align="center">Problems to Address</p> <ul style="list-style-type: none"> • Collective teacher efficacy tops the list of factors that influence student achievement. • Collective Teacher Efficacy (CTE) is the collective belief of teachers in their ability to positively affect students. • More time will enable teachers to build instructional knowledge, collaboratively share skills and experiences and interpret data and provide actionable feedback. • These activities build CTE and impact students.
<p align="center">Projected Outcomes/Results</p> <ul style="list-style-type: none"> • Increased time for teachers to collaborate and improve instruction in FY 2023 and FY 2024. • Increased student achievement and well-being. 	<p align="center">Impact if not Funded</p> <p>Teachers will continue to be strapped for time to collaborate and improve instruction.</p> <p>Can this funding be scaled? Yes, but less funding limits teachers’ time to maximize teacher collective efficacy.</p>
<p align="center">Impact on LEA Reporting Requirements</p> <p>Reporting only impacts LEAs that opt into the program.</p>	<p align="center">Can Federal or Carry-Forward Funds Be Utilized?</p> <p>Yes, but state funding can leverage local federal funds.</p>