





Utah State Board of Education Budget Requests


Fiscal Year 2021 Funding Requests
2020 General Session – Public Education Appropriations Committee
January 30, 2020

Utah State Board of Education | 250 East 500 South, Salt Lake City, Utah 84111 | 801.538.7500 | schools.utah.gov

 Utah School Leadership Initiative - \$15,200,000 ongoing-#5 on USBE Priorities Strategic Plan	
<p>Historical Funding Levels and Purpose:</p> <p>New Program/Funding</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • Create school leadership competencies through authentic leadership experiences • Innovation born out of Education Interim Committee taskforce • USBE created school leadership working group to address capacity in schools • Working group gave 14 recommendations related to improving leadership in schools • All recommendations approved by the Board for implementation • Provide leadership training and development of principals and other leadership 	<p>Problems/Opportunities to address:</p> <ul style="list-style-type: none"> • Effective educators are largely connected to effective school leadership • Minimal training for development of leadership capacity in schools • Recruitment and retention of high quality leaders can be challenging • Lack of funding to attract leadership with experience and skillset • Inconsistent incentives for those in leadership roles to remain • Improvement needed in rates of those with credentials for leadership roles • Current school leaders lack access to resources for professional learning and enhancement
<p>Projected Outcomes/Results if funding is appropriated:</p> <ul style="list-style-type: none"> • Creation of a School Leadership Development grant to LEAs and regional centers • Improvement of leadership pipeline for all schools statewide • Meaningful job embedded experience to school leadership candidates • At least 3 years of high-quality mentorship for every new school leader • Support for principal supervisors and continuous improvement for all school leaders • School Leadership specialist housed at USBE to monitor and guide the initiative • Raised level of performance by school leaders positively affecting teachers and students 	<p>Impact if not Funded:</p> <ul style="list-style-type: none"> • Continued lack of targeted resources for improvement of school leadership • Wide variations in resources for leadership across LEAs • Uneven distribution of leadership training across urban and rural districts/LEAs • Lack of coaching and mentorship opportunities for leadership likely to persist <p>Can this funding be scaled? Where the funding is scaled, the available grants will be reduced and may not allow the initiative to achieve all objectives. Current efforts for leadership opportunities have left many of the smaller and often rural schools and charter schools unable to provide coaching and professional learning opportunities for their school leaders due to cost.</p>


 Fiscal Monitors to Safeguard the Integrity of Public Funds - \$1,301,400 ongoing	
<p>Historical Funding Levels and Purpose:</p> <p>New Program/Funding</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • 8.0 new FTEs to serve as fiscal monitors within Financial Operations Section • Operate as fiscal monitors for all USBE sections • Conduct risk analyses and rigorous monitoring of education spending at all levels • Safeguard public funds as appropriated by the Legislature • Identification of potential compliance issues for public money • Train/prepare LEA personnel on guidelines for proper program spending 	<p>Problems/Opportunities to address:</p> <ul style="list-style-type: none"> • Adequate oversight for approximately 100 state-funded education programs • Minimal dedicated administrative dollars to oversee fiscal aspect of programs • Inadequate training and technical support for LEAs on proper uses of funds • Higher number of audit findings for improper use of program funds • Inconsistent internal controls across LEAs • Outdated and/or nonexistent policies and procedures for operations and program spending • Number of LEAs increasing and related oversight functions along with it
<p>Projected Outcomes/Results if funding is appropriated:</p> <ul style="list-style-type: none"> • More accurate tracking of program expenditures at all levels • Increased compliance by LEAs with state and federal laws, rules and guidelines • USBE able to provide more technical assistance to LEAs on spending policies • More consistent adherence to program spending limits and reporting responsibilities • Reduced risk of LEAs misusing funds • Early identification of potential financial issues to curb problems • Greater assurance for public that funds are benefitting students as intended 	<p>Impact if not Funded:</p> <ul style="list-style-type: none"> • If programs are added or existing programs expanded, monitoring will be less effective • Current fiscal staff will be stretched across many different programs • Overall fiscal monitoring will not be able to consistently reach as many programs • Monitoring will not be as often as helpful to more fully ensure program compliance <p>Can this funding be scaled?</p> <p>If all 8.0 FTE are funded, USBE expects to meet compliance requirements across all programs, subject to no other additional programs being required by law. However, if fewer resources and FTE are allocated for these purposes, USBE may not be able to fully meet compliance and monitoring requirements across all programs.</p>

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 Benchmark Assessment Grades 4-6 (Electronic Elementary Reading Tool – SB 73) - \$1,500,000 ongoing	
<p>Historical Funding Levels and Purpose:</p> <p>Current (SFY 2020) funding level: \$2,100,000 Funding Level in SFY 2019: \$2,100,000</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> • Fulfillment of the requirements in UCA 53F-4-201 • USBE required to contract for a Diagnostic Assessment System for Reading • Current program for grades K-3 and seeking to expand to grades 4-6 	<p>Problems/Opportunities to address:</p> <ul style="list-style-type: none"> • Acadience Reading has only been available in Utah for grades K-3, not 4-6 • Only funding grades K-3 disrupts data collection on literacy in the upper grades • Longitudinal data for teachers on students is not available for grades 4-6 • Limited teacher knowledge of student response for reading • Disconnect of data and data sources regarding literacy for students K-6 • Varied costs for program and not all districts currently have access • Inefficiencies in reaching students throughout all lower grades for reading
<p>Projected Outcomes/Results if funding is appropriated:</p> <ul style="list-style-type: none"> • Continued provision of digital tools to LEAs supporting students with reading • Expansion of assistance to students with reading difficulties in grades 4-6 • Consistency for reading help to students across grades K-6 • Alignment of data on reading progress for all students for K-6 • Improved reading performance for children across all grades 	<p>Impact if not Funded:</p> <ul style="list-style-type: none"> • Data on reading and literacy for children across K-6 would likely remain inconsistent • Acadience contract would continue to only serve students in grades K-3 • LEAs would rely on varied and inconsistent data collection tools for literacy across K-6 <p>Can this funding be scaled?</p> <p>If the funding is scaled the program cannot be expanded to serve students in grades 4-6. The cost is what the contract negotiation dictates and, thus, cannot be scaled for this particular request.</p>

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 STEM Endorsements - \$1,200,000 (Existing Funds – No New Funding Requested)	
<p>Funding Levels and Purpose</p> <p>Current (FY 2020) funding level: \$5,000,000 Funding Level in FY 2019: N/A</p> <p>Purpose of the Program:</p> <ul style="list-style-type: none"> • USBE needs to maintain \$1.2 million for endorsements in science, technology, engineering and mathematics (STEM) • Before FY 2020, \$5 million was allocated to the STEM Action Center to cover endorsements • Funding covers STEM courses and endorsements for teachers 	<p>Problems/Opportunities to Address</p> <ul style="list-style-type: none"> • There is a shortage of teachers trained to effectively teach STEM • USBE has a statutory mandate to create and implement financial incentives for endorsements in key STEM areas • This program serves more than 1,200 elementary and 500 secondary teachers • Courses cost approximately \$500 for elementary teachers and \$1,000 for secondary teachers • The program ensures improved teacher capacity to provide rigorous, high-quality STEM instruction
<p>Projected Outcomes and Results</p> <ul style="list-style-type: none"> • More educators will earn endorsements in STEM education • Students will receive improved instruction in STEM areas as well as in computer science • USBE will continue to monitor the number of newly qualified educators in STEM-related areas of criticality 	<p>Impact if not Funded</p> <ul style="list-style-type: none"> • Fewer teachers can afford and complete STEM endorsements • Teacher shortages in STEM fields will continue to grow • Students will have less access to high-quality STEM instruction <p>Can the funding be scaled? \$1.2 million is the minimum needed to support teachers in earning endorsements in key areas of STEM. Additional funding would allow USBE to provide additional incentives to encourage more educators to seek STEM Endorsements.</p>

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 Supporting Students Learning English in TSI Schools - \$636,800 ongoing Strategic Plan	
<p>Funding Levels and Purpose</p> <p>Current (SFY 2020) funding level: \$N/A Funding Level in SFY 2019: \$N/A</p> <p>Purpose of the Program:</p> <ul style="list-style-type: none"> • Targeted Support and Improvement (TSI) schools support • Provide in-kind funding for competitive grants to individual schools • Disseminate effective practices already in selected schools to others • 1.0 FTE at USBE to support increased technical assistance to schools 	<p>Problems/Opportunities to Address</p> <ul style="list-style-type: none"> • English learner graduation rates are lower than the general graduation rate • Individual schools with these students need greater support for success • Quality instruction for students learning English is especially needed • Success rates for students in this group achieved with added support • Schools with students learning English need added resources for success
<p>Projected Outcomes and Results</p> <ul style="list-style-type: none"> • Improved percentage of students achieving individual growth awards • Increased percentage of students who reach English proficiency • Growth in Mathematics, Science and ELA for same group of students • Proficiency in Mathematics, Science and ELA for these students • Minimize the gap between students learning English and general population of students 	<p>Impact if not Funded</p> <ul style="list-style-type: none"> • Achievement gap will likely not be closed further • TSI schools with these students will not receive added resources to meet needs • Students will not benefit from increased focus on English learning <p>Can the funding be scaled? The more the funding is scaled the less grants that can be given to TSI schools for students learning English.</p>

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