

 BTS Elementary Arts Learning Expansion \$4,000,000 ongoing	
<p style="text-align: center;">Funding Levels and Purpose</p> <p>Current (FY 2021) funding level: \$10,880,000 Ongoing</p> <p>Funding Level in FY 2020: \$11,880,000</p> <p>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 style="text-align: center;">Problems to Address</p> <ul style="list-style-type: none"> • Current funding is not sufficient to pay for 80% of the compensation for arts educators in the program. • Private foundations have contributed \$750,000 this year; those contributions are not sustainable. • USBE received LEA requests for 44 additional FTE for the program. This funding would allow acceptance of 23 of those applications. • Although LEAs and schools are located all over the state, not every LEA or school has access to BTS Arts.
<p style="text-align: center;">Projected Outcomes and Results</p> <p>This request:</p> <ul style="list-style-type: none"> • Restores 2020 GS funding levels • Returns program to pre-COVID plan for scale-up to all elementary schools over five-year period • Allows for the addition of about 24 arts educators • Begins to provide equity and access to elementary students across the state 	<p style="text-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.</p> <p>Can the funding be scaled?</p> <p>A five-year strategic plan has been analyzed and developed in cooperation with Sorenson Impact Center. This funding request is the first step in returning to the five-year plan.</p>



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 Gifted and Talented Programs \$2,731,500 ongoing	
<p style="text-align: center;">Historical Funding Levels and Purpose</p> <p>Current (SFY 2021) funding level: \$3,388,860</p> <p>Funding Level in SFY 2020: \$3,289,980</p> <p>Purpose of the program: Provides funding to LEAs to administer their Gifted and Talented (GT) programs.</p>	<p style="text-align: center;">Problems to Address</p> <ul style="list-style-type: none"> • Underrepresented student groups participate at significantly lower levels in GT programs. <ul style="list-style-type: none"> • Students experiencing socioeconomic disadvantage (22% of GT programs compared to 35% statewide) • Students not experiencing socioeconomic disadvantage (78% of GT programs compared to 65% statewide) • Board rule requires LEAs to account for disability and language barriers in identification for GT programs. This requires assessments and necessitates increased funding.
<p style="text-align: center;">Projected Outcomes/Results</p> <p>This request:</p> <ul style="list-style-type: none"> • Empowers LEAs to close opportunity and achievement gaps for underrepresented student groups. • Provides GT services to identified students with increased depth, complexity and rigor. • Provides professional learning opportunities for teachers to serve identified students. 	<p style="text-align: center;">Impact if not Funded</p> <ul style="list-style-type: none"> • Significant opportunity gaps for underrepresented student groups will persist. • LEAs must serve increasing numbers of students without equivalent funding increases. <p>Can this funding be scaled?</p> <p>Any increase in funding closes the gap between current LEA needs and current funding levels.</p>

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 <h2 style="text-align: center;">Utah Prime Concurrent Enrollment Pilot Program- \$800,000 (Reinstate Funding)</h2>	
<p style="text-align: center;">Funding Levels and Purpose</p> <p>Current (FY 2021) funding level: \$ 00.00</p> <p>Purpose of the Program:</p> <ul style="list-style-type: none"> Expand opportunities for LEAs who offer limited Concurrent Enrollment (CE) and/or CTE classes to augment their class offerings to increase student enrollment Provide pathways for students to earn CE credit or CTE certification in high school 	<p style="text-align: center;">Problem to Address</p> <ul style="list-style-type: none"> Many Utah students are ready to engage in Concurrent Enrollment (CE) and CTE coursework before they graduate from high school, but the options they would like to pursue are not available to them through their school. Accelerated programming is significantly disproportionated: <ul style="list-style-type: none"> Students experiencing socioeconomic disadvantage (36%) Students not experiencing socioeconomic disadvantage (59%)
<p style="text-align: center;">Projected Outcomes and Results</p> <ul style="list-style-type: none"> Establishes CTE Pathways and CE course offerings Enables students to earn (1) a general education certificate that is transferable across Utah Institutions of Higher Education and/or (2) an industry certification through CTE in high school and local technical colleges Increases student enrollment in college & UTECH 	<p style="text-align: center;">Impact if not Funded</p> <ul style="list-style-type: none"> LEAs cannot offer/augment additional CE & CTE courses for their students Students cannot earn 3 unique post-high school credentials (Launch/ Discover/Transform certificates) Significant opportunity gaps for underrepresented student groups persist

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 <h3 style="text-align: center;">Intensive Services Pilot Program \$12,000,000 one-time</h3> <p style="text-align: center;">(Deep Dive-February 1 Meeting of the PEA Committee)</p> <div style="text-align: right; margin-right: 50px;">  </div>	
<p style="text-align: center;">Historical Funding Levels and Purpose</p> <p>Current (SFY 2021) funding level: \$0 Funding Level in SFY 2020: \$2,776,200</p> <p>Purpose of the program:</p> <ul style="list-style-type: none"> Provides funding to LEAs to meet the needs of students with high-cost special education services. Creates a 3-year pilot program to test out and closely monitor approaches to reimbursing LEAs for the services of students with high-cost services. 	<p style="text-align: center;">Problems to Address</p> <ul style="list-style-type: none"> The program was eliminated in the 2020 5th Special Session (\$2.8 million ongoing reduction). The eliminated program raised concerns regarding inequitable distributions, high administrative expenses to monitor individual student costs, and special education carry forward balances. USBE convened a working group that recommended this pilot approach to improve program functions and outcomes.
<p style="text-align: center;">Projected Outcomes/Results</p> <ul style="list-style-type: none"> Increased equity in special education services across the state More LEAs applying for, and receiving funds from the program More LEAs supplementing special education budgets, when needed, with general operating funds 	<p style="text-align: center;">Impact if not Funded</p> <p>Large disparities between LEAs will persist in services offered to students with high-cost special education service needs.</p> <p>Can this funding be scaled? Demand for the program far exceeds the requested amount. \$12 million one-time is sufficient to cover the state's most pressing needs and to generate the response required to effectively study the program.</p>

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