

Background Information - Prioritization of 2021 General Session Funding Requests:

Before you submit a 2021 Business Case request for funding below, we request staff consider/take the following questions/actions prior to completing the request:

1. **Eliminate or Decrease Funding Request from 2020:** Review previous requests with your Director from 2020 to see if the request is still necessary in light of new educational conditions due to COVID-19.
2. **Reinstate Funding From the 2020 General Session:** Is there a need to get back to the level of funding coming out of the 2020 General Session, or is there a decrease that could suffice?
3. **New Requests for Additional Funding Related to COVID-19:** Are there new or additional funding needs to specifically support COVID-19 impacts?
4. **All other New Requests for Additional Funding:** Proposal in addition to 2020 General Session amounts responding to identified data driven high-priority needs.

Prioritization for New 2021 Funding Requests - When preparing your requests, staff should consider the following the following prioritization for funding and whether the funding request would fall into one of the following categories:

1. Responding to unfinished learning
2. Equitable access to educational opportunities due to the pandemic
3. Funding to strategically address culturally responsive schools/workplace
4. Responding to identified data driven high-priority needs

Agency: UTAH STATE BOARD OF EDUCATION

Program Title:

Reducing the Shortage of Utah Special Education Teachers

Summary of Request: (briefly articulate the need for the policy change or funding request and the anticipated outcomes)

Provide funding to increase the number of licensed special education teachers in Utah.

What is the nature of your request?

Please select one:

- POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.
- BUSINESS CASE - You are seeking new or additional financial resources to support a program/service for education.**
- BOTH POLICY and BUSINESS – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Dale Frost for questions related to a business case/funding request and
Jill Curry for questions related to a policy request.

USBE Lead Point of Contact:

1. **Name:** Leah Voorhies
2. **Email Address:** leah.voorhies@schools.utah.gov
3. **Phone Number:** 801-538-7898
4. **USBE Section:** Special Education

Additional USBE points of contact (as needed):

Name:

Email Address:

Phone Number:

USB E Section:

- 5. If you are already working with a policymaker or member of USB E leadership on this request, please identify them below:**

POLICY REQUEST

This section only needs to be completed if you are making a policy request (creating or changing existing Utah Code language).

- 1. Section(s) of State Code to be addressed (if none, insert "N/A"):**
- 2. Describe the issues or concerns the legislation will address:**
- 3. Describe the history of the issues or concerns including relevant context and timelines:**
- 4. What are the suggested legislative solutions? Please include code references and suggested language where possible:**
- 5. What data needs to be collected to support this potential legislation? Please include whether this data is currently collected and available:**

BUSINESS CASE

This section only needs to be completed if you are making a business case request (only if you are seeking new or additional funding).

1. Total Amount Requested (select one option only):

Option A: Restoring funding to level coming out of the 2020 General Session, which is _____ ongoing and _____ one-time

**Option B: Funding request as originally submitted during the 2020 General Session
Amounts (fill out information below)**

Funding Source	Amount (\$)
FY 2021 one-time funding	\$
FY 2022 one-time funding	\$
FY 2022 ongoing funding	\$
TOTAL funding requested	\$

Option C: New proposal for increased funding or new program unrelated to the 2020 General Session Funding

Funding Source	Amount (\$)
FY 2021 one-time funding	\$
FY 2022 one-time funding	\$
FY 2022 ongoing funding	\$
TOTAL funding requested	\$1,465,000

2. What specific Utah State Board of Education goals does this Business Case support?

Please include a narrative describing the alignment as selected.

- a. Early Learning
- b. Effective Educator and Leaders**
- c. Safe and Healthy School
- d. Personalized Learning
- e. This initiative does not directly align to one of the four strategies, but is supportive of improving student outcomes for Utah education.

3. What system or program is the focus of this request?

Special Education Teacher Preparation: provision of tuition scholarships to earn initial special education licensure

4. Is this an existing program?

- a. **If this is an existing system or program what is the most recent fiscal year budget and operating expenses?**

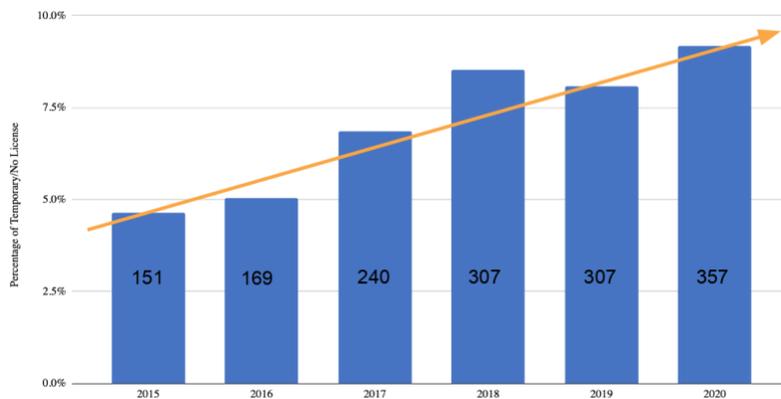
This is a new program

- b. **Does the budget include one-time funding? NO**
- c. **How many FTEs are currently funded within or by this existing system or program? No FTEs will be funded with this program request**
 - i. **What are the respective pay rates of each one of the FTEs?**
 - ii. **Describe the duties and responsibilities of each FTE that supports and/or is funded by this system and/or program?**

5. What problem would be solved with additional funding? (Please provide historical and/or supporting data). Or, is this an innovation? If so, provide initial data that will support the need or requirement for innovation.

There is a documented shortage of special education teachers and Utah students with the most educational needs are being taught by unqualified teachers.

- From 2010 to 2019, the number of students in special education has increased from 74,322 to 96,174, a growth of 21,852 students.
- From 2015-2020, the number of special education teachers without a current teaching license in special education and who were working on letters of authorization (LOA) has been steadily increasing.



- In 2020, approximately 9.2% of special education teachers were unqualified.
- The approximate number of Utah students in special education who were taught by unqualified special education teachers in 2019-2020: 8,848 (9.2 % of 96,174 total students)
- Requests for LOA for special education teachers make up the largest percentage of the total requests: 14%. This data shows that Utah's greatest area of teacher shortage is in special education.

The requested funding would:

1. Reduce the number of students in special education who are taught by unqualified teachers.
2. Increase the number of fully prepared and licensed special education teachers.
3. Reduce the shortage of special education teachers.

There is an existing pool of candidates for recruitment to earn a license in special education.

- The target population for recruitment would be existing special education paraprofessionals, previous teachers who are not currently teaching, and currently unlicensed teachers who are teaching on LOAs.
- Many of these individuals would be able to be fully licensed in two years or less, as many of them have both classroom experience and have already completed some coursework towards licensure.

	Academic Preparation			
Classroom Experience	Some SPED Coursework	Program - Ready	Need some prior coursework	Need to start UG coursework
Current LOA	Sweet Spot			
Previous Teacher				
Current Para				
No Experience				

- The main barrier to earning a special education license for this population is the cost of tuition.

6. What has been done to solve this problem with existing resources? What were the results?

Funding for SPED Teacher Preparation Produces Qualified Teachers

- IDEA funds have been used for years in this capacity.
- These funds have produced well-trained, effective, and licensed SPED teachers.

Federal IDEA funds are insufficient and are inflexible

{Insert graph of IDEA funds devoted to SPED Teacher Prep across last ~10 years}.

- The number of teachers produced is severely limited by the level of funding.
- IDEA funding structure is very time-constrained and is not conducive to recruitment.
 - Due to the timing of the release of funding to the state (in spring of the academic year), these funds reward those who have already made the decision to get a SPED license.

- IHEs cannot use the funds as a marketing tool because the state does not know how much IDEA funding will be available from year to year.

There is capacity to prepare more SPED teachers

- Federal funds have always been completely expended.
- In 2020-2021, USBE had \$755,000 of IDEA funds for personnel preparation.
 - If the maximum of \$5,000 per student for two years was awarded, approximately 75 students received awards.
- IHEs made \$2.5 million in proposals requests. *{Count number of students who could have been prepared if there was full funding of all proposals.}*
 - If the maximum of \$5,000 per student for two years was awarded, approximately 250 students would have been prepared.
- Even this is an under-estimate because proposals were capped.
 - This shows the existing capacity for more teacher preparation.
 - IHE's have existing infrastructure to produce enough special education teachers to meet the needs of LEA's.

Existing Utah programs are helpful and can be leveraged, but must be supplemented

- Current program for scholarships for paraprofessionals to earn first 60 credits: \$20,000 total (\$2000 per student for 2 years)
- TSSP provides incentive to become a SPED teacher.
 - Funding for the preparation process would enable many prospective teachers to become qualified and access TSSP.
- T. H. Bell provides funds for some prospective SPED teachers.
 - There are not enough funds for the majority of prospective SPED teachers
 - T. H. Bell funds are not sufficiently focused on producing **SPED** teachers.

Existing funding and supports are important, but not enough

- The existing Federal IDEA funds, paraprofessional scholarships, TSSP, and T. H. Bell scholarships are the reasons why the problem is not WORSE.
- To reduce the existing deficit of qualified SPED teachers, we must leverage those existing resources with new, focused funding.

- 7. If this is a new funding request, what specifically, is being purchased with this requested investment?** (USBE FTEs (include benefits and indirect), grants to LEAs, professional development, purchasing technology, systems, or other items).

Tuition scholarships to teacher training programs at Utah IHE (as chosen by individual students)

- a. 100 students (undergraduate degree + initial license), \$5000 per student, per year for 2 years = \$1,000,000
 - b. 30 students (graduate degree + initial license), \$7750 per student, per year for 2 years = \$465,000
- 8. Are other required support services (IT, systems, software) necessary to implement the request?** (If your request includes IT requirements, you are encouraged to schedule a meeting with Jared Felt and Chuma Uzoh to scope the project before submitting your proposal.)

N/A

- 9. What are the anticipated results or outcomes of how the new funding will be utilized?**
- a. **What measure(s), including quality, throughput, and costs, will be used to track the change over time?**
 - b. **Is data currently available to support these measures?**
 - c. **List the performance measure(s) that will be used to track outcomes.**

Report on:

1. Does the program produce licensed SPED teachers who are teaching special education in Utah schools?
 - a. How many licenses? (throughput/quality)
 - i. total number of licenses produced
 - b. How many get a job as a SPED teacher? (throughput/quality)
 - i. location
 - c. What is the 5-year Utah retention rate of these teachers?
 - d. What is the 5-year Utah mobility rate of these teachers?
2. How efficient is the program? (costs/throughput)

- a. cost per individual at each IHE
 - i. already have a bachelor's degree (approximately \$18,000/student)
 - ii. have an associate's degree (approximately \$10,000/student)
- b. length of the program
 - i. average length to completion

10. What are the impacts if the funding is not received?

Historical data shows that the number of students in special education will continue to increase, as will the number of unqualified special education teachers

More students will be taught by unqualified teachers

11. To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

Scalability is based on amount of funding, not IHE capacity

SUBMISSION:

Once you have completed this document, please [upload your application here](#) for USBE leadership review and consideration.