

Agency: UTAH STATE BOARD OF EDUCATION

Request Title: Classroom Size Reduction

Purpose Statement:

USBE seeks to reduce the student to educator ratio to 16 or fewer students per educator.

What is the nature of your request?

Select one:

- ★ **FUNDING REQUEST** – You are seeking new or additional financial resources to support a program/service for education.

Current Funding for FY 2024: *(Provide current year funding differentiating one-time and ongoing funding for the program.)*

FY 2024 Ongoing Funding = \$ 3,088,809,127

FY 2024 One-Time Funding = N/A

Projected Results: *(Provide 1-2 bullets on how the policy/funding request would lead to a measurable outcome in the K-12 education system (ex. performance measure).)*

- **Improved student learning outcomes as measured by test results**
- **Reduced teacher burnout as measured by teacher retention**

Rationale: *(Describe in 1-2 bullet points the “why” behind your request. Why is this action necessary for K-12 education?)*

- Increase time for educators to focus on the unique needs of their individual students.
- Reduce time required for educators to grade student work.

If not funded/approved:

- The negative impacts of the status quo will be maintained

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DRAFT

Board Action for Request:

August 3, 2023 Board meeting

MOTION: The Committee moves that the Board direct staff to develop a legislative request for the 2024 legislative session to evaluate the fiscal impact to maintain a student count of 16 or less in all Utah K-12 classrooms. (Board Member Boggess)

1. Summarize the request, the specific problem it will solve, and how it will solve the problem.

USBE requests that statute include a maximum student/teacher ratio of 16. This will help to resolve current teacher retention issues in the state and improve student learning outcomes through a reduction in workload for teachers and an increase in the time teachers can spend meeting the unique needs of individual students.

2. Amount Requested:

Funding Source	Amount (\$)
FY 2025 one-time funding	\$ 414,375,000
FY 2025 ongoing funding	\$ 979,399,458
TOTAL funding requested	\$ 1,393,774,458

3. Provide an itemized budget, including revenue and expenditure sources, for how the funding will be utilized.

Funding Source(s):

Program Name		
Cost Category	FY 2024 (Current fiscal year)	FY 2025
Other Charges/Pass Through	\$	\$ 1,393,774,458
Total	\$	\$ 1,393,774,458

USBE FTEs	FY 2024 <i>(Current fiscal year)</i>	FY 2025 NEW USBE FTEs being requested as part of the funding request
NEW USBE FTEs	0	0

4. To what extent is this request scalable? Articulate the impacts if lower funding amounts were provided for this request.

This request is scalable. However, a reduction in funds will result in an increase to the student/teacher ratio and potentially a reduction in the number of modular classrooms which can be purchased.

5. What has been done or considered to address this problem with existing resources, instead of requesting additional state funding?

The current class size reduction program helps to address these ratios, but it does not apply to all grades and does not sufficiently incentivize or require any further reduction in class sizes.

6. Summarize the current budget for the project or program that is being funded. If this is a new project or program, summarize resources that are available for like-objectives within USBE.

This would need to be a new program or a substantial change to the current class size reduction program. However, the funding and efforts of the current class size reduction program could be used to offset a small portion of the costs.

The class size reduction program is currently allocated \$ 182,345,200.

7. Does this request create any future funding obligations (operations and maintenance, multi-year scale up, etc)?

This request would require continuing funds for the maintenance of additional classrooms. This figure cannot be properly estimated at this time.

8. Describe how the funding case supports the goals and metrics of the [USBE Strategic Plan](#).

This funding would support efforts to create “equitable conditions for student success” by bringing the student/teacher ratios of some LEAs closer to the ratios of other LEAs.

This funding would also enable more personalized teaching and learning.

9. What value will additional resources create for Utah? What performance measures for that value will be reported or [are already reported](#)?

This funding has potential to improve student learning outcomes as measured by ACT and other test results.

10. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc).

See attached spreadsheet.

11. Which populations or geographic areas will benefit most from this request? What safeguards will be implemented to prevent inequities or other unintended distributional consequences as it relates to this request?

Only 9 LEAs will likely see no benefit. 4 LEAs will likely see a small benefit. The remaining LEAs will likely see substantial benefits. Of the top 5 beneficiaries 3 are in counties of the 3rd class and 2 are in counties of the second class. 13 LEAs which stand to benefit are in counties of the 4th and 5th class. None of the LEAs standing to benefit are in counties of the 6th class.

While 6th class counties will see no benefit from this program they are already at ratios well below the proposed 16 student/teacher ratio. These LEAs will also not need to put time, effort, or funds into contracting for modular classrooms.

12. Which stakeholders have you engaged and coordinated with during the development of this request?

Thus far the only stakeholders engaged have been USBE staff and the Board itself.

<https://docs.google.com/spreadsheets/d/1k1utB5pCisYp2DwFKv9hZMwznBloB7Wd/edit#gid=342452537>