

UTAH STATE BOARD OF EDUCATION

Paid Professional Hours FY27

Purpose Statement:

Through Code 53F-7-203, educators can be paid for work done beyond contract time, registration and travel costs associated with conferences, and other activities that increase their ability to meet the needs of students. Educators and school leaders need more time to improve collective educator efficacy by building instructional knowledge, sharing skills and experiences, interpreting data, and providing actionable feedback with the goal of improving student learning.

Current Funding for FY 2026:

FY 2026 Ongoing Funding = \$0

FY 2026 One-Time Funding = \$77,000,000

Projected Results:

- Educators will be more likely to plan for students, increase their capacity to reach students through professional learning and through collaboration with other educators, and analyze student data to inform instruction.
- Students will be more likely to have educators who are prepared to teach them and support their growth in the classroom. With this opportunity to work with a stronger educator students will find more success in their learning.

Rationale:

With 180 days required for student instruction, educators have very few additional days for preparation, professional learning, and collaboration. Some of these 180 days may be used for these purposes, but this reduces instructional time for students. The funding could help teachers to not compromise the access students have to instruction while still giving the needed time and space to learn, prepare, analyze data, and support the individual needs of students for growth.

If not funded/approved:

Educators will have had four years of funding available for these additional hours - the feedback has shown that many educators are taking advantage of the current funding and would take advantage of additional hours if made available. The loss of this funding would be felt by those who have come to count on it for the necessary time it accommodates for their work for students.

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FUNDING REQUEST

Board Action for Request:

June 4, 2025 Board Meeting, Agenda Item 5.6 (Finance Committee) - listed as "Educator Preparation Hours"

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

The request for \$100 million one-time allows educators to improve student learning outcomes by providing compensated time to build instructional expertise, analyze and interpret data, and improve educator skill.

2. Amount Requested:

Funding Source	Amount (\$)
FY 2027 one-time funding	\$100,000,000
FY 2027 ongoing funding	\$0
TOTAL funding requested	\$100,000,000

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

Funding Source(s):

Cost Category	FY 2026 (Current fiscal year)	FY 2027
Personnel Services	\$	\$
Travel/In State	\$	\$

Travel/Out State	\$	\$
Current Expenses	\$	\$
Data Processing Current Expenses	\$	\$
Data Processing Capital Outlay	\$	\$
Capital Outlay	\$	\$
Other Charges/Pass Through	\$77,000,000	\$100,000,000
Transfers	\$	\$
Other	\$	\$
Total	\$77,000,000	\$100,000,000
NEW USBE FTEs being requested as part of the funding request	FY 2026 <i>(Current fiscal year)</i>	FY 2027
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 but lower funding levels would provide for less flexible, educator preparation and collaboration hours. The more time educators have for these purposes, the more they can maximize collective teacher efficacy.

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

Given the sizeable amount it would be difficult for LEAs to accomplish this on their own even if they are to consider using funding sources that are limited, such as the following:

- Local property tax revenues,
- Teacher and Student Success Account funds,
- Charter School Local Replacement funds,
- Title II funds,
- Title IV funds, and
- Many other sources.

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.

The current annual budget covers approximately 32 hours of paid professional time. The funding for this program has been one-time since its inception. The increase to \$100,000,000 would more closely approximate 48 hours of professional time for educators.

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

No, it is a one-time request.

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

Providing school-based educators and staff with additional, paid preparation and collaboration hours supports many of the strategies of the USBE Strategic Plan, including the following:

- 1A: Promote high-quality instruction in every early grade classroom
- 2A: Support districts and schools in providing effective mentoring for beginning educators and leaders
- 2B: Assist districts and schools in providing continuous personalized professional learning for each educator and leader
- 2D: Lead in changing the perception of teaching as a profession
- 3B: Increase adoption of evidence-based student health and wellness practices

3C: Build capacity of educators and other stakeholders to meet students' mental, emotional, and social needs

4B: Support LEAs in providing a personalized learning plan for each student

4C: Increase access to qualified school personnel to design personalized learning plans in partnership with teachers, students, and families

9. What value will additional resources create for Utah? What performance measures for that value will be reported or are already reported?

This could increase access and resources for professional learning for our educators. This metric is being measured by each section with participation in professional learning provided/created by their respective specialists. USBE foresees surveying LEAs that participate in this program to measure the additional educator time provided, the uses of this additional time and other qualitative data.

The agency hopes to then determine relationships between these uses of time and other related data and improved student learning. It is the aim of the agency that these processes remain simple for LEAs and educators, to reduce administrative burdens to the maximum extent possible.

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).

Collective Teacher Efficacy (CTE) is the collective belief of teachers in their ability to positively affect students. How do LEAs build collective efficacy amongst their educators? In their issue brief Building Collective Efficacy – How Leaders Inspire Teachers to Achieve Dana Brinson and Lucy Steiner note the following: “This emerging body of research, though still in its early stages, suggests that the following actions on the part of principals can improve collective efficacy:

- Build instructional knowledge and skills.
- Create opportunities for teachers to collaboratively share skills and experience. Interpret results and provide actionable feedback on teachers' performance.

- Involve teachers in school decision making.” Providing school-level educators with sufficient, flexible, educator-directed preparation and collaboration time is key to supporting the actions identified above. Unfortunately, this type of time for educators, at least time that is fully compensated, is very limited. Here is a sample of Utah school districts and the number of days included in their teacher contracts:
 - Beaver – 183
 - Duchesne – 182
 - Granite – 190
 - Iron – 185
 - Jordan – 187
 - Juab – 183
 - Kane – 184
 - Nebo – 185
 - San Juan – 183
 - Uintah – 182
 - Wasatch – 187
 - Washington – 186
 - Wayne – 185
 - Weber – 182
 - Salt Lake – 185
 - Provo – 186
 - Murray – 189
 - Canyons – 186
 - Average – 185

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?

This request provides funding for school districts and charter schools and benefits all LEAs in the state.

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

USBE staff have collaborated and discussed the ideas in this business case with staff from the Governor's Office, LEA business administrators and representatives from the Utah Education Association.