

Agency: UTAH STATE BOARD OF EDUCATION

Request Title: *Early Mathematics Benchmark Assessment*

Purpose Statement: *This request seeks additional ongoing funding to procure a new K-3 early mathematics assessment contract, ensuring Utah can meet state requirements following a significant, vendor-driven cost increase and the expiration of the current agreement in June 2026.*

What is the nature of your request?

Select one:

POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.

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

BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Current Funding for FY 2026: *(Provide current year funding differentiating one-time and ongoing funding for the program.)*

FY 2026 Ongoing Funding = \$300,000

FY 2026 One-Time Funding = \$XXX

Rationale:

The required assessment helps LEAs, individual schools, and teachers identify students that may need extra support as well as identifying potential math difficulties early through the assessment and progress monitoring. Through

analysis of the data, teachers can provided targeted math instruction and/or intervention. Additionally, this assessment helps the state establish goals regarding early mathematics.

If not funded/approved: *(Describe in 1 sentence the impact of not funding/approving this request. This needs to be based on factual evidences.)*

Funding will need to come out of another place within USBE to cover the cost of the statutorily required assessment.

USBE Lead Point of Contact:

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FUNDING REQUEST

This section only needs to be completed if you are seeking new or additional funding.

Board Action for Request: (Date/Board Item/Committee)

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

The required assessment helps LEAs, individual schools, and teachers identify students that may need extra support as well as identifying potential math difficulties early through the assessment and progress monitoring. Through analysis of the data, teachers can provide targeted math instruction and/or intervention. Additionally, this assessment helps the state establish goals regarding early mathematics.

2. Amount Requested:

Funding Source	Amount (\$)
FY 2027 one-time funding	\$
FY 2027 ongoing funding	\$1,200,000.00
TOTAL funding requested	\$1,200,000.00

3. 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.

Our current contract to administer this assessment expires in June 2026. When this code was originally written, we were allocated \$300,000 of ongoing funding for student assessment licenses. That equates to approximately \$1.50 per student in the required grades K-3. Our current vendors have sunsetted that original platform and implemented a new digital version, with significant cost increases. Thus, the assessment department utilized carryforward funds to supplement the existing budget and allow for transition to the digital platform in December 2023. The current annual budget allocated for this contract is \$1,200,000 which equates to approximately \$6.00 per student. In order to meet the requirements of code and rule, USBE will need additional ongoing funding to provide a comparable early mathematics assessment to procure a new contract.