

Priority	Request Title	Summary of Request
1	Self Contained Special Education Funding (\$12,600,000 on-going)	This request would add 1 WPU per special education self contained WPU and then phase in within 5 years. For fiscal year 2028, request a decrease of new income tax revenue going to the PEESRA from 15% to 12% and utilize those savings to fund year 1 of the funding request (aprox. \$12 million) for special education self-contained WPU and start a cost differential special education study over the next year, with \$200,000 set aside from the FML fund for that study.
2	Utah Schools for the Deaf and the Blind (\$1,440,700 ongoing & \$1,278,066 one-time)	We are requesting \$2, 718 ,766 in funding to secure materials, equipment , and dedicated personnel required to fully remediate the 2025 audit findings and increase compliance levels with Utah State Board Rules and state law including school safety . This investment will stabilize USDB's financial, data, and risk -management infrastructure without diverting critical resources away from direct K -12 classroom instruction.
3	Early Math Assessment (\$1,450,000 on-going)	We are requesting ongoing funding of \$1,450,000 for an early math assessment to be used as a math screener in grades K-3 to identify students at risk for math difficulties and progress monitor student's learning in early math skills.
4	Early Literacy Statutory Changes and Funding Request (\$750,000 reallocation)	We are requesting statutory amendments to codes in SB 241 (GS 2026) and up to 3% of administrative funds to support the implementation of the bill. We are requesting to repeal statutory codes in SB 127 (GS 2022) that are no longer funded.
5	UPPAC Critical FTE and Attorney Market-Rate Pay Increase (\$421,200 on-going)	We are requesting \$421,200 in ongoing funding to secure two (2) new full-time (FTE) staff attorneys and provide an updated market-rate salary adjustment for current UPPAC attorneys to eliminate severe investigative backlogs and ensure timely resolution of educator misconduct allegations.
6	Paraprofessional K-3 Grant Program (\$20,000,000 one-time)	This request proposes the creation of the K-3 Classroom Excellence Grant Program. This statewide, competitive grant would provide matching funds to Local Education Agencies (LEAs) to hire and train paraprofessionals for service in kindergarten through 3rd-grade classrooms.
7	Beverly Taylor Sorenson (\$1,339,200 on-going)	We are requesting \$1,339,200.00 in on-going funding to expand the program to 36 new schools in Alpine, Box Elder, Cache, Canyons, Davis, Iron, Park City, Provo, Weber, American Preparatory Academy schools, Beehive Science & Tech, Entheos-Kearns Campus, Legacy Preparatory, Lincoln Academy, Mountain West Montessori, Odyssey, Syracuse Arts Academy-South, Thomas Edison-North, Wasatch Peak, and Weber State University Charter that have been waitlisted in over the last two years in FY26/FY27. This will expand the BTS Arts program to an additional estimated 17,000 K-6 students who will receive high-quality, integrated arts education.
8	Information Technology Budget Increase Request (\$1,246,984 on-going)	We are requesting an ongoing increase of \$1,246,984 per year, effective FY2028, to cover software and cloud hosting cost growth (including a reallocation from retiring legacy infrastructure to the increased Microsoft Azure hosting), a new software solution request from the agency for project management and strategic planning, contracted IT work supporting current work and unfunded mandates, and hardware and infrastructure renewal cycles. USBE's Information Technology budget has not increased since at least 2017. This request does not include personnel costs.
9	MASTER Program Request for a Stable On-Going Funding Structure (\$2,400,000 reallocation)	This request seeks the same amount (\$2.4 million) of funding ongoing rather than from year to year. State code 53F-5-222 (established 07/01/2024). The Mentoring and Supporting Teacher Excellence and Refinement Pilot Program was established by the 2024 legislative session and was funded for two years. In the 2026 Legislative Session, the funding was renewed, but for one year through HB 146. The early indicators of the impact of this program on teacher effectiveness and teacher retention has been very promising. In order to continue the program and collect more data on its effectiveness and encourage the investment of resources from LEAs including time, money, and personnel to innovate according to the spirit of the legislation- an ongoing funding stream is needed to support longer-term, more sustainable designs by LEAs.
	Charter Equity in Literacy 2027 Funding Request (\$3,000,000 on-going & \$3,000,000 one-time)	We are requesting a statutory amendment and \$3M in ongoing funding to bring charter schools and their students up to the level of early literacy funding of school districts and RESAs. In SB241 (2026), \$25.6 Million was set aside for coaching, training, and interventions in early literacy. \$1 million of that was dedicated to charter schools, through the State Charter School Board. Though charters enroll about 13 percent of the students in the state, they received only 4 percent of the funding. This leaves charter schools and students at a critical disadvantage in meeting the policy goals of SB241 and statewide literacy improvement.
	Program Evaluation Critical FTE (\$300,000 on-going)	We are requesting \$300,000 in ongoing funding to hire two (2) Specialist-Level Program Evaluators to establish USBE's dedicated agency infrastructure for rigorous, data-driven program evaluation. These positions will directly operationalize the statewide evaluation standards enacted under S.B. 324 (2026) and UCA 63G-6b-402. Funding this request guarantees that taxpayer dollars are directed strictly to programs that demonstrate verified, empirical impact on student outcomes aligned with USBE strategic priorities and legislative intent.
	Internal Audit Hotline Support (\$157,000 on-going)	We are requesting \$150,000 in ongoing funding to support efficient and effective maintenance of the Public Education Hotline used to intake concerns from parents, students and educators on behalf of local education agencies (LEAs); as well as to respond to parents, students and educators, refer concerns to LEAs, and train and provide technical assistance to LEA personnel on hotline concerns and investigations.