

**Representative Bradley G. Last** proposes the following substitute bill:

**HIGH QUALITY SCHOOL READINESS PROGRAM EXPANSION**

2016 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Ann Millner**

House Sponsor: Bradley G. Last

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**LONG TITLE**

**General Description:**

This bill expands access to high quality school readiness programs for eligible students.

**Highlighted Provisions:**

This bill:

- ▶ defines terms;
- ▶ requires the Department of Workforce Services to determine eligibility for an Intergenerational Poverty Scholarship;
- ▶ creates the Student Access to High Quality School Readiness Programs Grant Program to expand access to high quality school readiness programs for eligible students;
- ▶ provides for the State Board of Education to administer a home-based technology school readiness program for eligible students;
- ▶ creates the Intergenerational Poverty School Readiness Scholarship Program;
- ▶ establishes early childhood education training;
- ▶ requires the State Board of Education to contract with an independent evaluator to conduct an ongoing evaluation of the effectiveness of high quality school readiness programs; and
- ▶ makes technical and conforming changes.



26 **Money Appropriated in this Bill:**

27 This bill appropriates:

28 ▶ to the State Board of Education - State Office of Education - Teaching and  
29 Learning, as an ongoing appropriation:

30 • from the Education Fund, \$120,000;

31 ▶ to the State Board of Education - State Office of Education - Teaching and  
32 Learning, as a one-time appropriation:

33 • from Revenue Transfer - Temporary Assistance for Needy Families,  
34 \$9,000,000;

35 ▶ to the Department of Workforce Services - Office of Child Care, as an ongoing  
36 appropriation:

37 • from the General Fund, \$75,000; and

38 ▶ to the Department of Workforce Services - Office of Child Care, as a one-time  
39 appropriation:

40 • from the General Fund, \$500,000; and

41 • from Federal Funds, \$2,000,000.

42 **Other Special Clauses:**

43 None

44 **Utah Code Sections Affected:**

45 AMENDS:

46 **53A-1b-105**, as enacted by Laws of Utah 2014, Chapter 304

47 ENACTS:

48 **35A-9-401**, Utah Code Annotated 1953

49 **53A-1b-201**, Utah Code Annotated 1953

50 **53A-1b-202**, Utah Code Annotated 1953

51 **53A-1b-203**, Utah Code Annotated 1953

52 **53A-1b-204**, Utah Code Annotated 1953

53 **53A-1b-205**, Utah Code Annotated 1953

54 **53A-1b-206**, Utah Code Annotated 1953

55 **53A-1b-207**, Utah Code Annotated 1953

56 **53A-1b-208**, Utah Code Annotated 1953

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*Be it enacted by the Legislature of the state of Utah:*

Section 1. Section **35A-9-401** is enacted to read:

**Part 4. Intergenerational Poverty School Readiness Scholarship Eligibility**

**35A-9-401. Eligibility determination -- Awarding of scholarship.**

(1) As used in this section:

(a) "Eligible child" means an individual who:

(i) is experiencing intergenerational poverty;

(ii) will be four years of age on or before September 2 of the school year in which the individual intends to enroll in a school readiness program; and

(iii) has not enrolled in kindergarten, as reported by the individual's parent or legal guardian.

(b) "Intergenerational poverty" means the same as that term is defined in Section [35A-9-102](#).

(c) "Intergenerational poverty scholarship" or "IGP scholarship" means the same as that term is defined in Section [53A-1b-202](#).

(2) The department shall determine if an applicant for an IGP scholarship is eligible for the Intergenerational Poverty School Readiness Scholarship Program, created in Section [53A-1b-206](#).

(3) An individual may apply to the department annually to qualify for a scholarship for an eligible child to attend a high quality school readiness program.

(4) (a) The department shall create an application form that requires an applicant to provide the information necessary for the department to make the eligibility determination described in Subsection (5).

(b) The department may:

(i) require an applicant to submit supporting documentation; and

(ii) create a deadline for an applicant to apply for an IGP scholarship.

(5) The department shall determine if:

(a) the information contained in an application submitted under Subsection (3) is accurate and complete; and

(b) the child for whom the applicant is applying for an IGP scholarship is an eligible

88 child.

89 (6) (a) Except as provided in Subsection (6)(b), and subject to legislative  
90 appropriations, the department shall:

91 (i) award an IGP scholarship for an individual who is determined to be an eligible child  
92 under Subsection (5); and

93 (ii) with input from the State Board of Education, determine the value of an IGP  
94 scholarship.

95 (b) If the department receives an appropriation for IGP scholarships that is not  
96 sufficient to award a scholarship to each eligible child, the department shall prioritize awarding  
97 IGP scholarships to eligible children who are at the highest risk as determined by the  
98 department.

99 (7) The department shall coordinate with the State Board of Education, as necessary, to  
100 enroll a recipient of an IGP scholarship in a high quality school readiness program of the  
101 recipient's parent's choice, space permitting, as described in Section [53A-1b-206](#).

102 (8) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the  
103 department shall make rules to administer this section.

104 Section 2. Section **53A-1b-105** is amended to read:

105 **53A-1b-105. Elements of a high quality school readiness program.**

106 (1) A high quality school readiness program run by an eligible LEA or eligible private  
107 provider shall include the following components:

108 (a) an evidence-based curriculum that is aligned with all of the developmental domains  
109 and academic content areas defined in the Utah Early Childhood Standards adopted by the  
110 State Board of Education, and incorporates intentional and differentiated instruction in whole  
111 group, small group, and child-directed learning, including the following academic content  
112 areas:

113 (i) oral language and listening comprehension;

114 (ii) phonological awareness and prereading;

115 (iii) alphabet and word knowledge;

116 (iv) prewriting;

117 (v) book knowledge and print awareness;

118 (vi) numeracy;

- 119 (vii) creative arts;
- 120 (viii) science and technology; and
- 121 (ix) social studies, health, and safety;
- 122 (b) ongoing, focused, and intensive professional development for staff of the school
- 123 readiness program;
- 124 (c) ongoing assessment of a student's educational growth and developmental progress
- 125 to inform instruction;
- 126 (d) a pre- and post-assessment[;] of each student whose parent or legal guardian
- 127 consents to the assessment that, for a school readiness program receiving funding under this
- 128 part, is selected by the board in accordance with Section 53A-1b-110[; of each student];
- 129 (e) for a preschool program run by an eligible LEA, a class size that does not exceed 20
- 130 students, with one adult for every 10 students in the class;
- 131 (f) ongoing program evaluation and data collection to monitor program goal
- 132 achievement and implementation of required program components;
- 133 (g) family engagement, including ongoing communication between home and school,
- 134 and parent education opportunities based on each family's circumstances;
- 135 (h) for a preschool program run by an eligible LEA, each teacher having at least
- 136 obtained:
  - 137 (i) the minimum standard of a child development associate certification; or
  - 138 (ii) an associate or bachelor's degree in an early childhood education related field; and
  - 139 (i) for a preschool program run by an eligible private provider, by a teacher's second
  - 140 year, each teacher having at least obtained:
    - 141 (i) the minimum standard of a child development associate certification; or
    - 142 (ii) an associate or bachelor's degree in an early childhood education related field.
  - 143 (2) A high quality school readiness program run by a home-based educational
  - 144 technology provider shall:
    - 145 (a) be an evidence-based and age appropriate individualized interactive instruction
    - 146 assessment and feedback technology program that teaches eligible students early learning skills
    - 147 needed to be successful upon entry into kindergarten;
    - 148 (b) require regular parental engagement with the student in the student's use of the
    - 149 home-based educational technology program;

150 (c) be aligned with the Utah early childhood core standards;

151 (d) require the administration of ~~[the]~~ a pre- and post-assessment~~[;]~~ of each student  
152 whose parent or legal guardian consents to the assessment that, for a home-based technology  
153 program that receives funding under this part, is designated by the board in accordance with  
154 Section [53A-1b-110](#)~~[, of each eligible student]~~; and

155 (e) require technology providers to ensure successful implementation and utilization of  
156 the technology program.

157 Section 3. Section **53A-1b-201** is enacted to read:

158 **Part 2. Expanded Access to High Quality School Readiness Programs Act**  
159 **53A-1b-201. Title.**

160 This part is known as the "Expanded Access to High Quality School Readiness  
161 Programs Act."

162 Section 4. Section **53A-1b-202** is enacted to read:

163 **53A-1b-202. Definitions.**

164 As used in this part:

165 (1) "Board" means the State Board of Education.

166 (2) "Child Development Associate Credential" means a credential in early childhood  
167 education that is:

168 (a) based on a core set of competency standards; and

169 (b) nationally recognized.

170 (3) "Department" means the Department of Workforce Services.

171 (4) "Economically disadvantaged child" means a child who:

172 (a) is in a family that is eligible for assistance through TANF; or

173 (b) is eligible for free or reduced lunch.

174 (5) "Eligible home-based technology provider" means a provider that offers a  
175 home-based educational technology program to develop the school readiness skills of an  
176 eligible student.

177 (6) "Eligible private provider" means the same as that term is defined in Section  
178 [53A-1b-102](#).

179 (7) "Eligible student" means an individual who:

180 (a) will be four years of age on or before September 2 of the school year in which the

181 individual intends to participate in a school readiness program;

182 (b) has not entered kindergarten; and

183 (c) (i) is experiencing intergenerational poverty, as determined by the department; or

184 (ii) (A) is an economically disadvantaged child; and

185 (B) is at risk for not meeting grade 3 core standards for Utah public schools,

186 established by the State Board of Education under Section [53A-1-402.6](#), by the end of the

187 individual's grade 3 year, as determined by an assessment.

188 (8) "High quality school readiness program" means a school readiness program that:

189 (a) is provided by an LEA, eligible private provider, or eligible home-based technology  
190 provider; and

191 (b) meets the elements of a high quality school readiness program described in Section

192 [53A-1b-105](#) as determined by the board or the department under Section [53A-1b-204](#),

193 [53A-1b-205](#), or [53A-1b-206](#).

194 (9) "Intergenerational poverty" means the same as that term is defined in Section

195 [35A-9-102](#).

196 (10) "Intergenerational poverty scholarship" or "IGP scholarship" means a scholarship

197 to attend a high quality school readiness program for an eligible student who is experiencing

198 intergenerational poverty.

199 (11) "Local education agency" or "LEA" means a:

200 (a) school district; or

201 (b) charter school.

202 (12) "TANF" means Temporary Assistance for Needy Families, described in 42 U.S.C.

203 Sec. 601 et seq.

204 Section 5. Section **53A-1b-203** is enacted to read:

205 **53A-1b-203. Administration of programs.**

206 (1) The State Board of Education, in collaboration with the department, shall:

207 (a) administer the grant program described in Section [53A-1b-204](#) for LEAs;

208 (b) administer the grant program for eligible home-based technology providers

209 described in Section [53A-1b-205](#); and

210 (c) oversee the evaluation described in Section [53A-1b-208](#).

211 (2) The department, in collaboration with the board, shall administer:

- 212 (a) the grant program described in Section 53A-1b-204 for eligible private providers;
- 213 (b) the Intergenerational Poverty School Readiness Scholarship Program described in
- 214 Section 53A-1b-206; and
- 215 (c) early childhood teacher training described in Section 53A-1b-207.

216 Section 6. Section 53A-1b-204 is enacted to read:

217 **53A-1b-204. Student Access to High Quality School Readiness Programs Grant**  
218 **Program -- Determination of high quality school readiness program-- Reporting**  
219 **requirement -- Fees.**

220 (1) There is created the Student Access to High Quality School Readiness Programs  
221 Grant Program to expand access to high quality school readiness programs for eligible students  
222 through:

- 223 (a) grants for LEAs administered by the board; and
- 224 (b) grants for eligible private providers administered by the department.

225 (2) The board, in coordination with the department, shall develop a tool to determine  
226 whether a school readiness program is a high quality school readiness program.

227 (3) (a) The board shall solicit proposals from LEAs to fund increases in the number of  
228 eligible students high quality school readiness programs can serve.

229 (b) The department shall solicit proposals from eligible private providers to fund  
230 increases in the number of eligible students high quality school readiness programs can serve.

231 (4) (a) Except as provided in Subsection (4)(c), a respondent shall submit a proposal  
232 that includes the information described in Subsection (4)(b):

- 233 (i) to the board, for a respondent that is an LEA; or
- 234 (ii) to the department, for a respondent that is an eligible private provider.

235 (b) A respondent's proposal for the grant solicitation described in Subsection (3) shall  
236 include:

237 (i) the respondent's existing and proposed school readiness program, including:

238 (A) the number of students served by the respondent's school readiness program;

239 (B) the respondent's policies and procedures for admitting students into the school

240 readiness program;

241 (C) the estimated cost per student; and

242 (D) any fees the respondent charges to a parent or legal guardian for the school

243 readiness program;

244 (ii) the respondent's plan to use funding sources, in addition to a grant described in this  
245 section, including:

246 (A) federal funding; or

247 (B) private grants or donations;

248 (iii) existing or planned partnerships between the respondent and an LEA, eligible  
249 private provider, or eligible home-based technology provider to increase access to high quality  
250 school readiness programs for eligible students;

251 (iv) how the respondent would use a grant to:

252 (A) expand the number of eligible students served by the respondent's school readiness  
253 program; and

254 (B) target the funding toward the highest risk students, including addressing the  
255 particular needs of children at risk of experiencing intergenerational poverty;

256 (v) how the respondent's school readiness program is a high quality school readiness  
257 program; and

258 (vi) the results of any evaluations of the respondent's school readiness program.

259 (c) In addition to the requirements described in Subsection (4)(b), a respondent that is  
260 an LEA shall describe in the respondent's proposal the percentage of the respondent's  
261 kindergarten through grade 12 students who are economically disadvantaged children.

262 (5) (a) For each LEA proposal received in response to the solicitation described in  
263 Subsection (3)(a), the board shall determine if the LEA school readiness program is a high  
264 quality school readiness program by:

265 (i) applying the tool described in Subsection (2); and

266 (ii) conducting at least one site visit to the program.

267 (b) For each eligible private provider proposal received in response to the solicitation  
268 described in Subsection (3)(b), the department shall determine if the school readiness program  
269 is a high quality school readiness program by:

270 (i) applying the tool described in Subsection (2); and

271 (ii) conducting at least one site visit to the program.

272 (6) (a) Subject to legislative appropriations and Subsection (6)(b), the board shall  
273 award grants, on a competitive basis, to respondents that are LEAs.

274 (b) The board may only award a grant to an LEA if:  
275 (i) the LEA submits a proposal that includes the information required under Subsection  
276 (4);  
277 (ii) the board determines that the LEA's program is a high quality school readiness  
278 program as described in Subsection (5); and  
279 (iii) the LEA agrees to the evaluation requirements described in Section [53A-1b-208](#).  
280 (7) (a) Subject to legislative appropriations and Subsection (7)(b), the department shall  
281 award grants, on a competitive basis, to respondents that are eligible private providers.  
282 (b) The department may only award a grant to a respondent if:  
283 (i) the respondent submits a proposal that includes the information required under  
284 Subsection (4);  
285 (ii) the department determines that the respondent's school readiness program is a high  
286 quality school readiness program as described in Subsection (5); and  
287 (iii) the respondent agrees to the evaluation requirements described in Section  
288 [53A-1b-208](#).  
289 (8) In evaluating a proposal received in response to the solicitation described in  
290 Subsection (3), the board and the department shall consider:  
291 (a) the number and percent of students in the respondent's high quality school readiness  
292 program that are eligible students at the highest risk;  
293 (b) geographic diversity, including whether the respondent is urban or rural;  
294 (c) the extent to which the respondent intends to participate in a partnership with an  
295 LEA, eligible private provider, or eligible home-based technology provider; and  
296 (d) the respondent's level of administrative support and leadership to effectively  
297 implement, monitor, and evaluate the program.  
298 (9) (a) The board shall ensure that an LEA that receives a grant under this section  
299 funded by TANF funds uses the grant to provide a high quality school readiness program for  
300 eligible students who are eligible to receive assistance through TANF.  
301 (b) The department shall ensure that a private provider that receives a grant under this  
302 section funded by TANF funds uses the grant to provide a high quality school readiness  
303 program for eligible students who are eligible to receive assistance through TANF.  
304 (10) A respondent that receives a grant under this section shall:

305 (a) use the grant to expand access for eligible students to high quality school readiness  
306 programs by enrolling eligible students in a high quality school readiness program;

307 (b) report to the board annually regarding:

308 (i) how the respondent used the grant awarded under Subsection (6) or (7);

309 (ii) participation in any partnerships between an LEA, eligible private provider, or  
310 eligible home-based technology provider; and

311 (iii) the results of any evaluations;

312 (c) allow classroom or other visits by an independent evaluator selected by the board  
313 under Section [53A-1b-208](#); and

314 (d) for a respondent that is an LEA, notify a parent or legal guardian who expresses  
315 interest in enrolling the parent or legal guardian's child in the LEA's high quality school  
316 readiness program of each state-funded high quality school readiness program operating within  
317 the LEA's geographic boundaries.

318 (11) An LEA that receives a grant under this section may charge a student fee to  
319 participate in an LEA's school readiness program if:

320 (a) the LEA's local school board or charter school governing board approves the fee;

321 (b) the fee for a student does not exceed the actual cost of providing the high quality  
322 school readiness program to the student; and

323 (c) the fee structure for the program is designed on a sliding scale, based on household  
324 income.

325 (12) (a) The board shall establish interventions for a grantee that is an LEA that fails to  
326 comply with the requirements described in this section.

327 (b) The department shall establish interventions for a grantee that is an eligible private  
328 provider that fails to comply with the requirements described in this section.

329 (c) An intervention under this Subsection (12) may include discontinuing or reducing  
330 funding.

331 (13) Subject to legislative appropriations, the board and the department shall give first  
332 priority in awarding grants to a respondent that has previously received a grant under this  
333 section if the respondent:

334 (a) makes the annual report described in Subsection (9)(b);

335 (b) participates in the annual evaluation described in Section [53A-1b-208](#); and

336 (c) continues to offer a high quality school readiness program as determined during an  
337 annual site visit by:

338 (i) the board, for an LEA; or

339 (ii) the department, for an eligible private provider.

340 (14) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act:

341 (a) the board shall make rules to:

342 (i) implement the tool described in Subsection (2); and

343 (ii) administer the grant program for LEAs described in this section; and

344 (b) the department shall make rules to administer the grant program for eligible private  
345 providers described in this section.

346 Section 7. Section **53A-1b-205** is enacted to read:

347 **53A-1b-205. Home-based technology high quality school readiness program.**

348 (1) (a) The board shall offer a home-based technology high quality school readiness  
349 program to eligible students by awarding contracts to one or more home-based technology  
350 providers, as described in this section.

351 (b) The board shall solicit proposals from eligible home-based technology providers to  
352 provide high quality school readiness programs for eligible students to participate in:

353 (i) at home;

354 (ii) as part of a school readiness program offered by an LEA or private provider; or

355 (iii) in any other setting where Internet access is available, such as a library.

356 (c) The home-based technology high quality school readiness program described in this  
357 section is established in the public education system.

358 (2) An eligible home-based technology provider that responds to the solicitation  
359 described in Subsection (1) shall submit a proposal describing:

360 (a) how the home-based technology provider's school readiness program meets the  
361 elements of a high quality school readiness program described in Subsection [53A-1b-105\(2\)](#);

362 (b) how the home-based technology provider intends to target the home-based  
363 technology provider's school readiness program to eligible students who are at the highest risk,  
364 as determined by the board;

365 (c) the cost of the program per student;

366 (d) the cost of a statewide license;

367 (e) existing or planned partnerships between the home-based technology provider and  
368 an LEA or eligible private provider; and

369 (f) the results of all evaluations of the home-based technology provider's school  
370 readiness program.

371 (3) For each proposal received under Subsection (2), the board shall:

372 (a) determine if the program is a high quality school readiness program using the tool  
373 described in Subsection [53A-1b-204\(2\)](#); and

374 (b) receive a demonstration of the home-based technology.

375 (4) (a) Subject to legislative appropriations, and in accordance with Title 63G, Chapter  
376 6a, Utah Procurement Code, the board shall award contracts to one or more home-based  
377 technology providers to provide home-based school readiness programs.

378 (b) The board may only award a contract to a home-based technology provider if the  
379 home-based technology provider:

380 (i) submits a proposal that includes the information described in Subsection (2);

381 (ii) offers a high quality school readiness program; and

382 (iii) agrees to the evaluation requirements described in Section [53A-1b-208](#).

383 (5) In evaluating a proposal received under Subsection (2), the board shall consider:

384 (a) the number and percent of eligible students that the respondent intends to serve;

385 (b) the extent to which the respondent intends to participate in a partnership with an  
386 LEA or eligible private provider;

387 (c) the extent to which the respondent is able to reach students who do not have access  
388 to other high quality school readiness programs; and

389 (d) the cost per student.

390 (6) A home-based technology provider that receives a contract under this section:

391 (a) shall use the funding to provide a high quality school readiness program to eligible  
392 students; and

393 (b) may use the funding for the installation of computer or Internet access in homes of  
394 eligible students whose families cannot afford the equipment or services.

395 (7) The board shall ensure that a home-based technology provider that receives a grant  
396 under this section funded by TANF funds uses the grant to provide a home-based high quality  
397 school readiness program to eligible students who are eligible to receive TANF funded

398 assistance.

399 (8) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the  
400 board shall make rules to implement this section.

401 Section 8. Section **53A-1b-206** is enacted to read:

402 **53A-1b-206. Intergenerational Poverty School Readiness Scholarship Program.**

403 (1) There is created the Intergenerational Poverty School Readiness Scholarship  
404 Program to provide an eligible student experiencing intergenerational poverty access to a high  
405 quality school readiness program.

406 (2) The department shall, in accordance with Section [35A-9-401](#):

407 (a) determine if an individual is eligible for an IGP scholarship; and

408 (b) award an IGP scholarship.

409 (3) (a) (i) An LEA or home-based technology provider may apply to the board to  
410 receive a designation as a high quality school readiness program.

411 (ii) The board shall determine if an LEA or home-based technology provider offers a  
412 high quality school readiness program using the tool described in Subsection [53A-1b-204](#)(2).

413 (b) (i) An eligible private provider may apply to the department to receive a  
414 designation as a high quality school readiness program.

415 (ii) The department shall determine if an eligible private provider offers a high quality  
416 school readiness program using the tool described in Subsection [53A-1b-204](#)(2).

417 (4) (a) The department and the board shall coordinate to assist a parent or legal  
418 guardian of a recipient of an IGP scholarship to enroll the IGP scholarship recipient in a high  
419 quality school readiness program:

420 (i) offered by an LEA, eligible private provider, or eligible home-based technology  
421 provider; and

422 (ii) of the parent or legal guardian's choice.

423 (b) The department shall pay the scholarship amount directly to a high quality school  
424 readiness program in which an IGP scholarship recipient enrolls.

425 (5) (a) Except as provided in Subsection (5)(b), the department may not provide an  
426 individual's IGP scholarship to an LEA, eligible private provider, or eligible home-based  
427 technology provider unless the LEA, eligible private provider, or eligible home-based  
428 technology provider offers a high quality school readiness program, as determined by the board

429 or the department under Subsection (3).

430 (b) An LEA, eligible private provider, or eligible home-based technology provider that  
431 receives a determination as a high quality school readiness program under Section [53A-1b-204](#)  
432 or [53A-1b-206](#) may enroll an IGP scholarship recipient.

433 Section 9. Section **53A-1b-207** is enacted to read:

434 **53A-1b-207. Early childhood teacher training.**

435 (1) Subject to legislative appropriations, the department shall provide training to early  
436 childhood teachers by providing:

437 (a) a scholarship for individuals who intend to receive a Child Development Associate  
438 Credential; and

439 (b) consulting services to assist individuals to complete a Child Development  
440 Associate Credential.

441 (2) The department shall conduct an annual needs assessment to determine the number  
442 of scholarships to award each year.

443 (3) The department shall make rules, in accordance with Title 63G, Chapter 3, Utah  
444 Administrative Rulemaking Act, to implement this section.

445 Section 10. Section **53A-1b-208** is enacted to read:

446 **53A-1b-208. Evaluation -- Reporting requirements.**

447 (1) In accordance with this section, the board, in coordination with the department,  
448 shall oversee the ongoing review and evaluation by an independent evaluator for each school  
449 year of:

450 (a) the Student Access to High Quality School Readiness Programs Grant Program  
451 described in Section [53A-1b-204](#);

452 (b) the home-based technology high quality school readiness program described in  
453 Section [53A-1b-205](#);

454 (c) the Intergenerational Poverty School Readiness Scholarship Program described in  
455 Section [53A-1b-206](#); and

456 (d) early childhood teacher training described in Section [53A-16-207](#).

457 (2) (a) In accordance with Title 63G, Chapter 6a, Utah Procurement Code, the board  
458 shall enter into a contract with an independent evaluator to assist the board in the evaluation  
459 process.

460 (b) In selecting an independent evaluator, the board shall select an evaluator that:

461 (i) has the capacity to meet the requirements described in Subsection (3);

462 (ii) has a background in designing and conducting rigorous evaluations;

463 (iii) has a demonstrated ability to monitor and evaluate a program over an extended

464 period of time;

465 (iv) is independent from agencies or providers implementing high quality school

466 readiness programs funded under this part; and

467 (v) has experience in early childhood education or early childhood education

468 evaluation.

469 (c) The board may not enter into a contract with an independent evaluator without

470 obtaining approval from the department.

471 (3) Under the direction of the board, with input from the department, the independent

472 evaluator selected under Subsection (2) shall:

473 (a) design an evaluation methodology that:

474 (i) assesses the effects of a high quality school readiness program on an eligible

475 student's:

476 (A) readiness for kindergarten, using a uniform assessment methodology that includes

477 a pre- and post-test chosen in coordination with the board;

478 (B) ability, as determined by following the student longitudinally, to meet grade 3 core

479 standards for Utah public schools, established by the board under Section [53A-1-402.6](#), by the

480 end of the student's grade 3 year; and

481 (C) attainment of a high school diploma or other completion certificate, as determined

482 by following the student longitudinally; and

483 (ii) allows for comparisons between students with similar demographic characteristics

484 who complete a high quality school readiness program and students who do not; and

485 (b) conduct an annual evaluation of the programs described in Subsection (1).

486 (4) To assist the independent evaluator selected under Subsection (2) in completing the

487 evaluation required under Subsection (3):

488 (a) an LEA that receives a grant under Section [53A-1b-204](#), or enrolls an IGP

489 scholarship recipient under Section [53A-1b-206](#), shall assign a statewide unique student

490 identifier to each student who participates in the LEA's school readiness program;

491 (b) an eligible private provider that receives a grant described in Section 53A-1b-204  
 492 or an eligible home-based technology provider that receives a contract described in Section  
 493 53A-1b-205 shall work in conjunction with the board to assign a statewide unique student  
 494 identifier to each student who is enrolled in the provider's school readiness program in the  
 495 student's last year before kindergarten; and

496 (c) an eligible private provider or eligible home-based technology provider that  
 497 receives an IGP scholarship under Section 53A-1b-206 shall work in conjunction with the  
 498 board to assign a statewide unique student identifier to each student who is funded by an IGP  
 499 scholarship.

500 (5) The board and the department shall report annually, on or before November 1, to  
 501 the Education Interim Committee on the results of an evaluation conducted under this section.

502 **Section 11. Appropriation.**

503 Under the terms and conditions of Title 63J, Chapter 1, Budgetary Procedures Act, for  
 504 the fiscal year beginning July 1, 2016, and ending June 30, 2017, the following sums of money  
 505 are appropriated from resources not otherwise appropriated, or reduced from amounts  
 506 previously appropriated, out of the funds or amounts indicated. These sums of money are in  
 507 addition to amounts previously appropriated for fiscal year 2017.

508	<u>To State Board of Education -- State Office of Education -- Teaching and Learning</u>	
509	<u>From Education Fund</u>	<u>\$120,000</u>
510	<u>To State Board of Education -- State Office of Education -- Teaching and Learning</u>	
511	<u>From Revenue Transfer -- Temporary Assistance for Needy</u>	
512	<u>Families, One-time</u>	<u>\$9,000,000</u>
513	<u>Schedule of Programs:</u>	
514	<u>Student Access to High Quality School Readiness</u>	
515	<u>Programs Grant Program</u>	<u>\$9,120,000</u>
516	<u>To Department of Workforce Services -- Office of Child Care</u>	
517	<u>From General Fund</u>	<u>\$75,000</u>
518	<u>Schedule of Programs:</u>	
519	<u>Student Access to High Quality School Readiness</u>	
520	<u>Programs Grant Program</u>	<u>\$75,000</u>
521	<u>To Department of Workforce Services -- Office of Child Care</u>	

522	<u>From General Fund, One-time</u>	<u>\$500,000</u>
523	<u>Schedule of Programs:</u>	
524	<u>Early Childhood Teacher Training</u>	<u>\$500,000</u>
525	<u>To Department of Workforce Services -- Office of Child Care</u>	
526	<u>From Federal Funds</u>	<u>\$2,000,000</u>
527	<u>Schedule of Programs:</u>	
528	<u>Student Access to High Quality School Readiness</u>	
529	<u>Programs Grant Program</u>	<u>\$1,000,000</u>
530	<u>Intergenerational Poverty School Readiness</u>	
531	<u>Scholarship Program</u>	<u>\$1,000,000</u>

532 The Legislature intends that:

533 (1) for each fiscal year 2017, 2018, and 2019, the Department of Workforce Services  
534 shall allocate up to \$11,000,000 of Temporary Assistance for Needy Families funding to fund  
535 programs described in Title 53A, Chapter 1b, Part 2, Expanded Access to High Quality School  
536 Readiness Programs Act;

537 (2) the State Board of Education shall use funds appropriated from Revenue Transfer -  
538 Temporary Assistance for Need Families consistent with federal requirements for those funds;

539 (3) the State Board of Education may:

540 (a) use up to \$140,000 of the appropriation to the State Board of Education to contract  
541 with an independent evaluator to conduct an evaluation, as required by Section [53A-1b-208](#);

542 (b) use up to \$2,000,000 of the appropriation to the State Board of Education to  
543 provide grants for home-based technology school readiness programs, as described in Section  
544 [53A-1b-205](#); and

545 (c) use the ongoing appropriation to the State Board of Education from the Education  
546 Fund for administrative costs;

547 (4) the Department of Workforce Services may use the ongoing appropriation to the  
548 Department of Workforce Services for administrative costs; and

549 (5) the appropriations provided in this section be nonlapsing.