

Public Education - Matrix of Early Learning Programs

| Program | FY19 Appropriation | Statute | Year Created | Program Summary | Independent Evaluation Y/N | USBE Reports |
|--|--------------------|---|--------------|---|---|---|
| Early Intervention Reading Software | 7,600,000 | 53F-2-507: Early Intervention Program | 2012 | The Early Intervention program encourages literacy growth and achievement in students grades K-3 through the use of interactive software. Schools use the software for intervention if the student is reading below grade level in kindergarten, first, second, or third grades. Schools also use the program in kindergarten and first grade for advancement beyond grade level if the student is reading at or above grade level. This program is in line with the Legislature's goal to have every student reading at or above grade level by the end of third grade. | Evaluation and Training Institute | Early Intervention Reading Software Program Report Nov 2018 |
| Electronic Elementary Reading Tool | 2,100,000 | 53E-4-306: State reading goal -- Reading achievement plan. 53F-4-201: Diagnostic Assessment System for | 2011 | School districts and charter schools are required to administer benchmark assessments for reading to students in first through third grades at the beginning, middle, and end of the school year. The Utah State Board of Education (USBE) has approved the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test as the benchmark assessment. This funding allows for an assessment system that enables educators to administer the DIBELS tests using a portable technology device and produces test results and reports immediately after test administration. | N | Budget Review |
| Kindergarten Supplement Enrichment Program | 2,902,300 | 53F-4-205. Kindergarten supplemental enrichment program. | 2017 | The Kindergarten Supplemental Enrichment Program is a grant program administered by the Utah State Board of Education (USBE). USBE awards grants to schools that apply for a grant, offer a kindergarten supplemental enrichment program that meets statutory requirements, have an overall need for the program based on the results of the school's kindergarten entry and exit assessments, and propose a program that addresses the particular needs of students at risk of experiencing intergenerational poverty. | N | N |

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| UPSTART | 9,763,900 | 53F-4-401: UPSTART | 2008 | Utah Preparing Students Today for a Rewarding Tomorrow (UPSTART) uses a home-based educational technology approach to develop the school readiness of preschool children. The program is designed to give Utah four-year-olds an individualized reading, mathematics, and science curriculum with a focus on reading. Children participate in the program the year before they attend kindergarten. TParticipation priority is given to low-income families and families who are not native English speakers. | Legislative Auditor General State Auditor UPSTART Report | UPSTART USBE Report Oct 2018 |
| Kindergarten | 89,570,300 | 53F-2-302: Determination of Weighted Pupil Units | 1974 | The Kindergarten program provides unrestricted revenues to school districts and charter schools to support half-day kindergarten programs. The state core curriculum for kindergarten identifies key concepts in kindergarten instruction. These Intended Learning Outcomes include "Demonstrate a positive learning attitude, develop social skills and ethical responsibility, demonstrate responsible emotional behaviors, develop skills ans personal hygiene, and understand and use basic concepts and skills" (USBE Early Childhood Intended Learning Outcomes, USBE Website 2016). Basic concepts and skills include developing phonological and phonemic awareness, expressive and receptive vocabulary, reasoning and sequencing skills, and problem solving skills. | N | N |
| Special Education Preschool | 37,521,500 | 53F-2-308: WPU for Extended Year for Special Educators Program | 1990s | The Special Education - Preschool Program provides educational services to children with disabilities who are three to five years of age. After age 5, students transition to kindergarten programs in the school districts and charter schools. Since 1992, Federal law (Public Law 99-457) requires that children with disabilities ages three to five years receive an appropriate free public education. | N | N |

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| Early Literacy Program | 15,000,000 | 53F-2-503: Early Literacy P | 2004 | <p>The Early Literacy Program was originally created during the 2004 General Session. The Legislature passed S.B. 194, Early Literacy Program during the 2018 General Session which amended the former "K-3 Reading Improvement Program."</p> <p>The program focuses literacy proficiency improvement for students in grades Kindergarten through Grade 3. There are three programs within the K-3 Reading Improvement Program: Base Level, Guarantee Program, and Low Income Students Program. Local education boards must submit a plan to the State Board of Education that incorporates multiple components outlined in statute, see 53F-2-503. These include core instruction, intervention strategies that are aligned to student needs, professional development of teachers and other staff, assessments, and a growth goal.</p> | N | Early Literacy Program 2018 Presentation |
| Early Intervention Program | 7,500,000 | 53F-2-507: Early Intervention Program | 2012 | The Early Intervention program provides funding to LEAs to provide an enhanced kindergarten program. Program funding is targeted to provide additional hours of instruction or other methods to students in kindergarten. The academic program designed by the LEA is focused on building age-appropriate literacy and numeracy skills, uses an evidence-based early instruction model, and is targeted to at-risk students. (53F-2-507) | N | N |