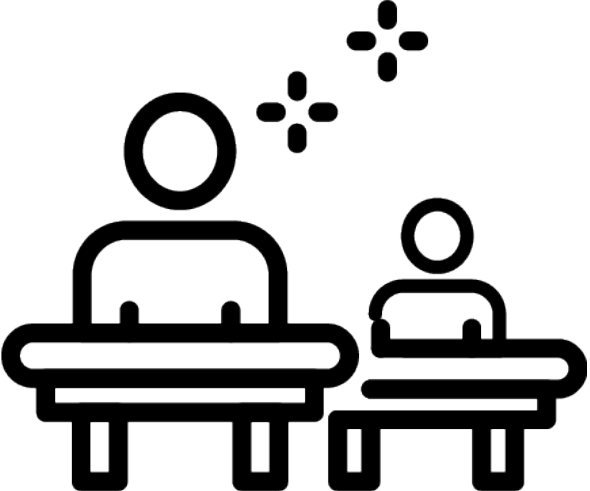


Utah's Early Learning Needs^s_{et.}

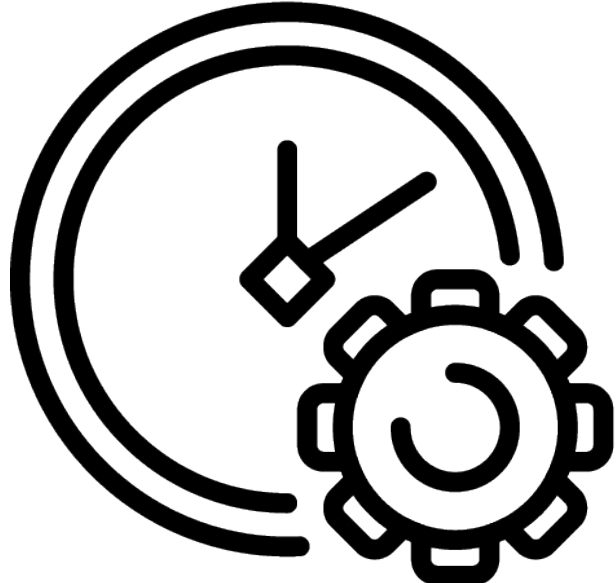


Early Learning Initiative Requests



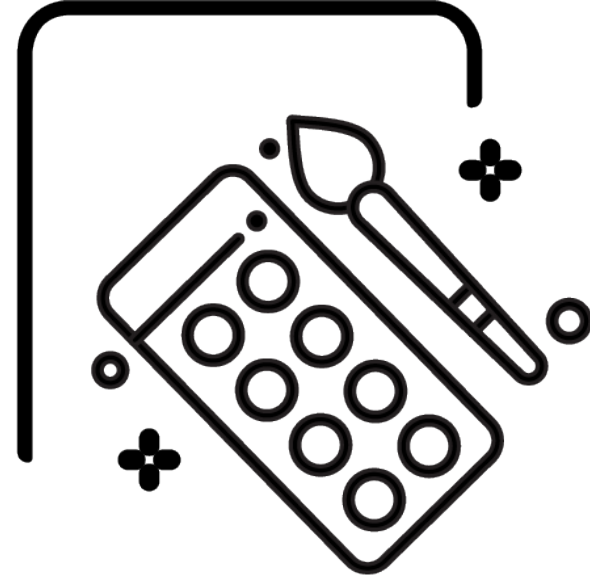
Quality Instruction

Preschool through Grade 3



Extended Time

Kindergarten



Early Start

Preschool



Prevention is More (Cost) Effective

Kindergarten

15-30 Minutes
over a short
amount of
time to close
the gap

First Grade

30-40 Minutes
over a short
amount of
time to close
the gap

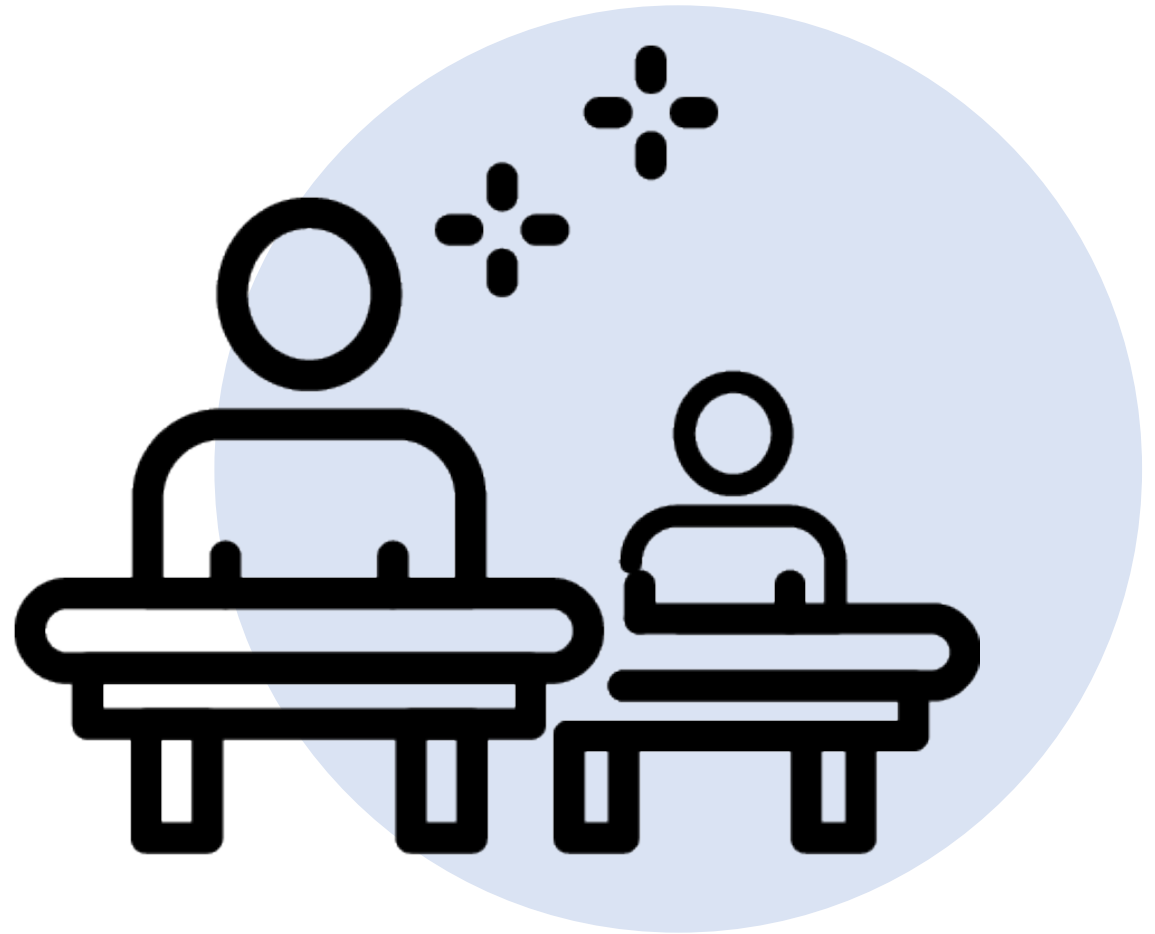
Second Grade

60 Minutes
per day to
close the gap

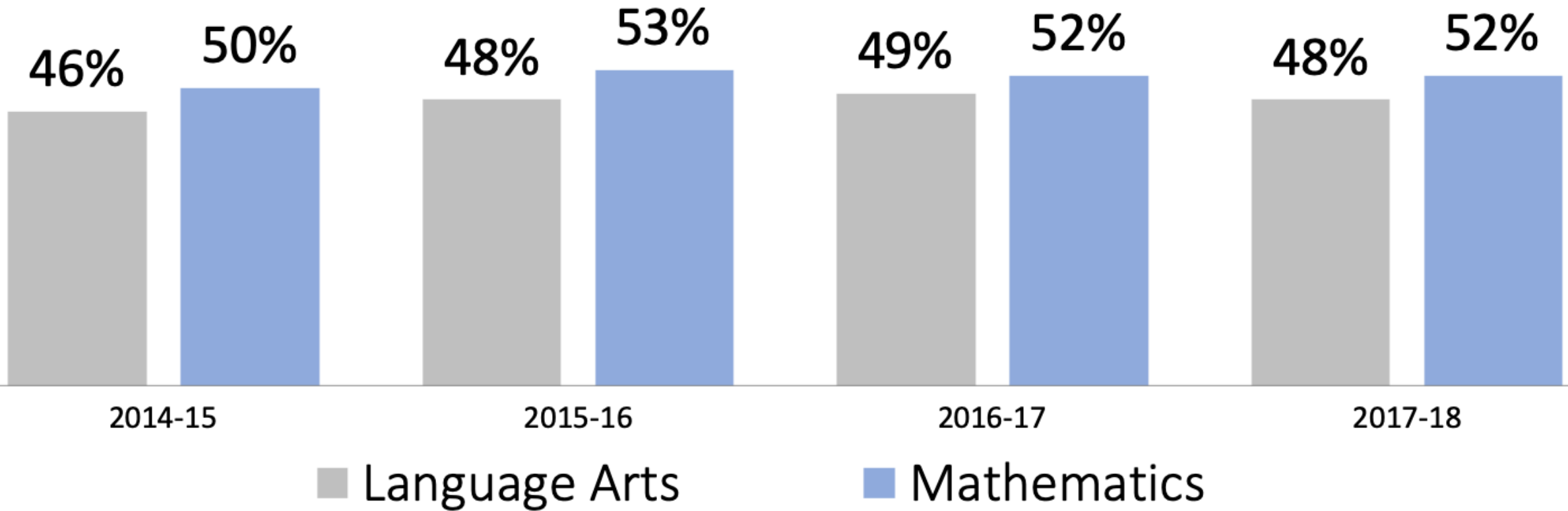
Third Grade

*90 Minutes –
3 Hours*
a day to close
the gap

Quality Instruction

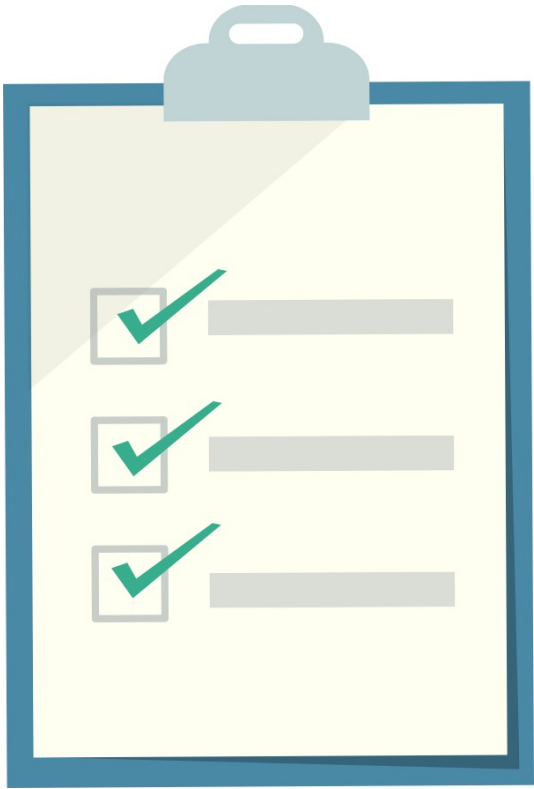


Percent Proficient on State End-of-Level Assessment (Grade 3)





Evidence of Need



The results of a statewide survey and focus groups showed teachers feel **least** confident in teaching foundational reading skills.

Teachers Matter Most

Teachers matter more to student achievement than any other aspect of schooling. Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most.



Proposed Solution – Who?

Elementary Preparation
Program Candidates



Preschool through 3rd
Grade Teachers



Proposed Solution - How

LEA Formula Grants for Professional Learning with Job-Embedded Coaching Supports and Administrator Follow-Up

- Ongoing, sustained learning – inspect what we expect
- Aligned to the Professional Learning Standards (53G-11-303)
- Evidence-based practices

Regional and Charter Implementation Support Coaches

- Early Learning Instructional Coaches in rural areas, districts and charters
- Supported by USBE Early Learning Staff through training and mentoring



Why Job-Embedded Coaching?

Training Components	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
Demonstration in Training	30%	20%	0%
Practice & Feedback in Training	60%	60%	5% ←
Coaching in Classroom	95%	95%	95% ←

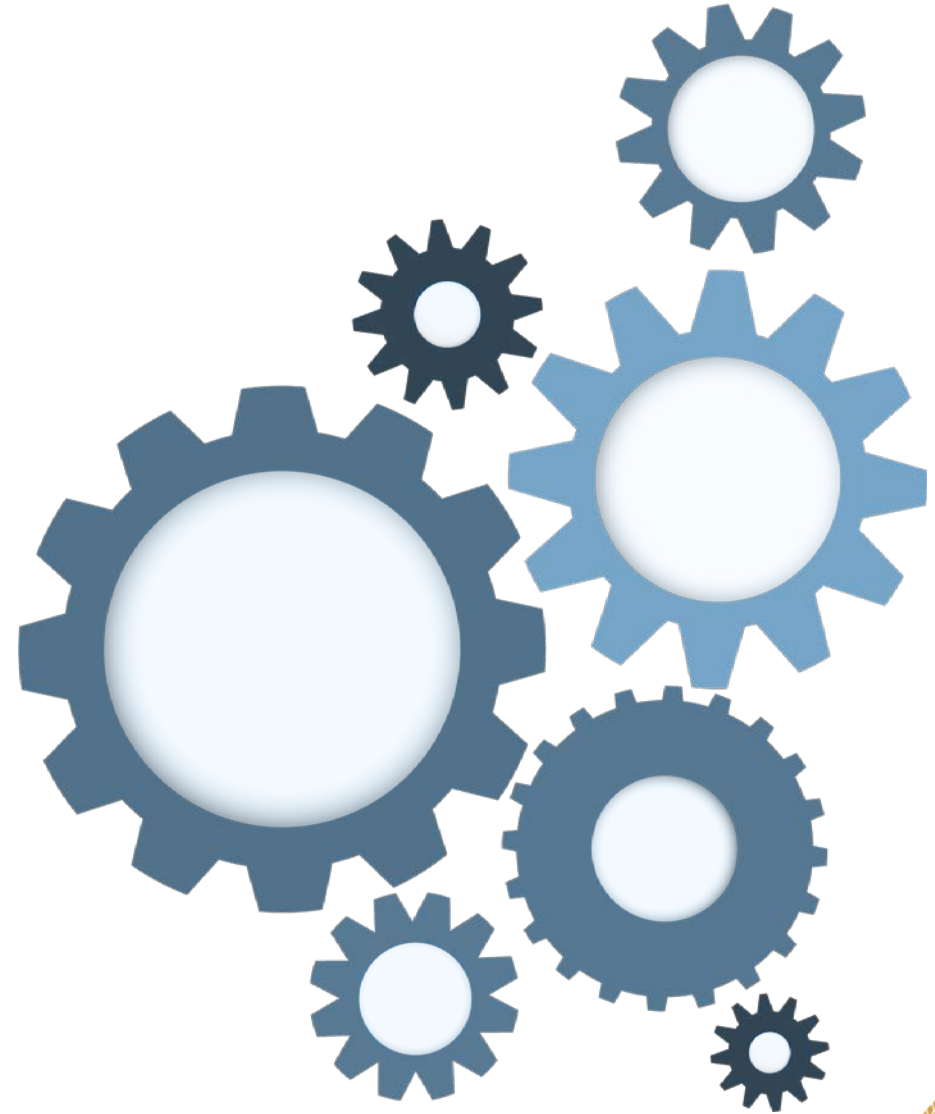
% Of Participants who Demonstrate Knowledge, New Skills in a Training Setting, and Use new Skills in the Classroom



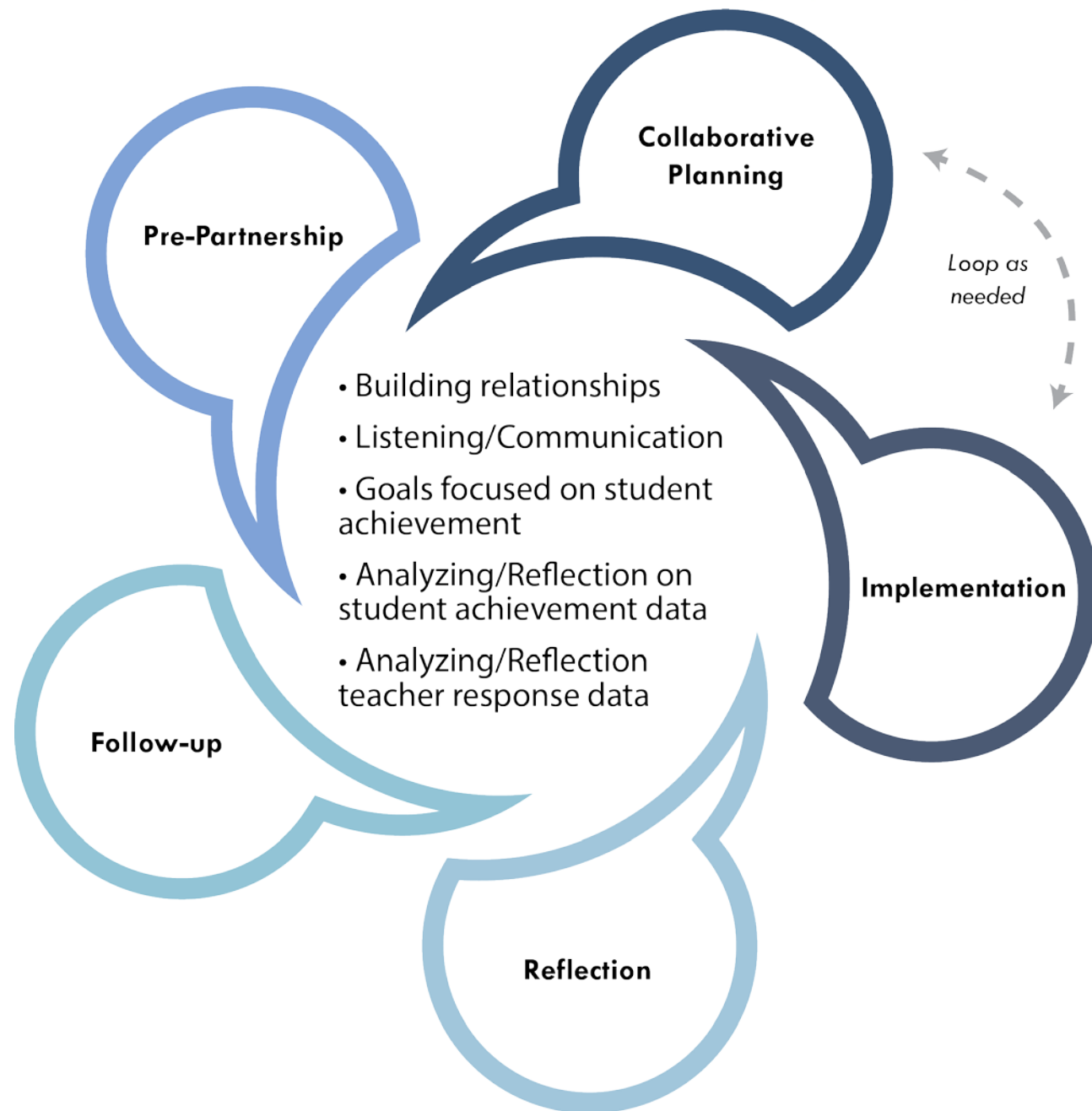
An effective Coach-

- Collects data to help provide an accurate picture of our current reality,
- Engages in a feedback cycle to instill positive habits of thinking, and
- Analyzes teacher actions to refine their craft for greater impact.

Source: *USBE Coaching Definition 2019*



Coaching Cycle Model



Coaching Cycle Model

Pre-Partnership

Gather context

- Observe/gather student data
- Build relationship

Collaborative Planning

Goal setting

- Identify student needs based on data
- Measurable goals in context of school setting
- Start and end dates with measurable “look-fors” between designing lesson/plan best practices/strategies

Implementation

Support Based on Goal

- Modeling/Co-teaching
- Videoing
- Data collection
- Provide feedback/Next steps
- Reflect on lesson

Reflection

Impact of Goal

- Reflection /Review
- Conversation
- Student data analysis
- Set next goal

Follow-up

Initial and ongoing goal check-in to support continued student achievement



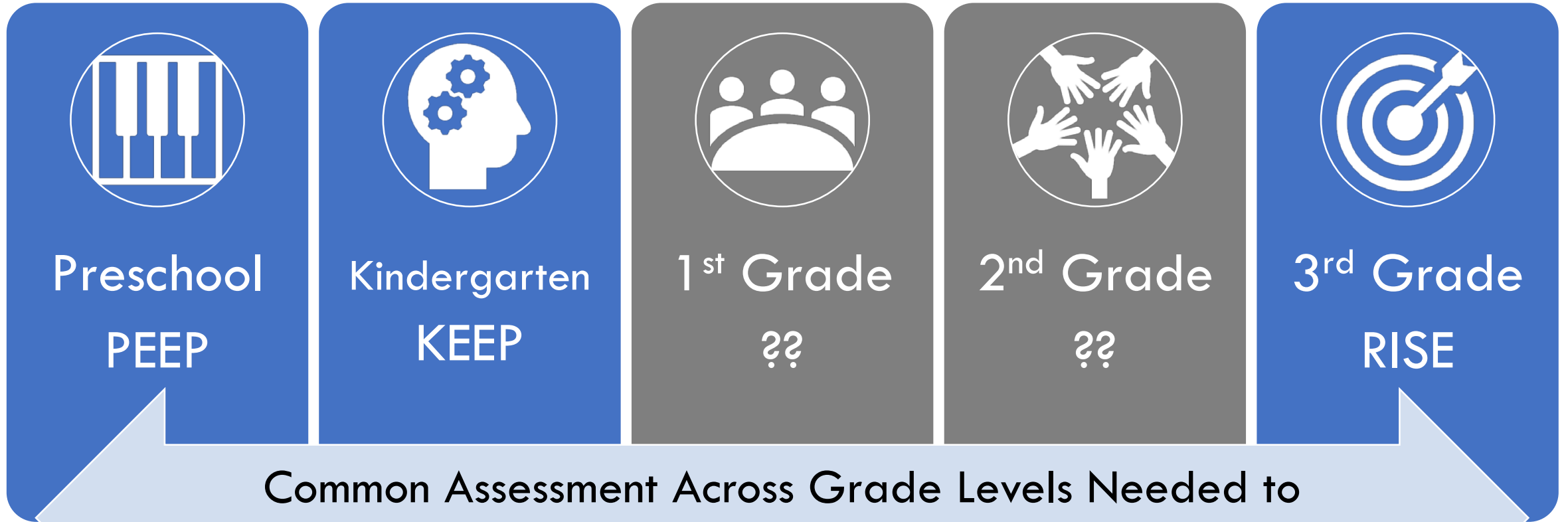
Proposed Solution – How?



Enhanced Supports for Early Mathematics

- Upgrades to the Digital Early Learning Platform
- USBE staff to support LEAs in achieving their student learning goals and to provide coaching training and supports
- Common early mathematics assessment

Early Mathematics Assessment



Common Assessment Across Grade Levels Needed to Measure Student Learning and Progress

Educator Preparation Program

Educator Pipeline

- Add an assessment to educator preparation candidates for obtaining their teaching certification for early childhood and elementary education
 - Science of Reading

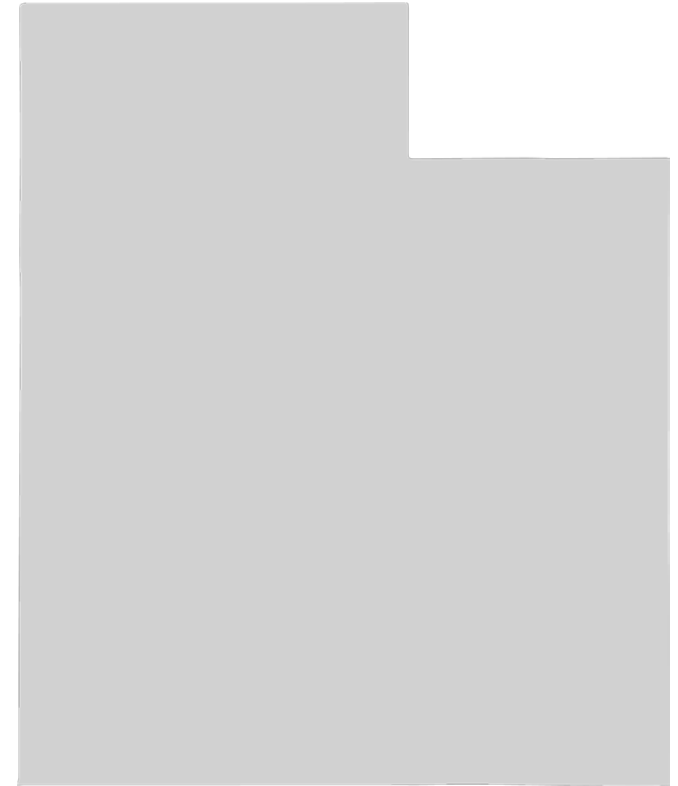


Accountability for Student Learning Outcomes

Early Learning Plan

State Level Growth Goal

- Literacy: a target of at least 60% of all students in grades 1 through 3 meeting the growth goal
- Numeracy: target to be determined



Accountability for Student Learning Outcomes

Early Learning Plan

Local Goals

- At least three goals specific to the LEA (one literacy, one mathematics, and one choice)
- Must be measurable
- Address current performance gaps in student learning based on data
- Include specific strategies for improving outcomes

** Local boards shall approve the plan in an open public meeting before submitting to USBE*



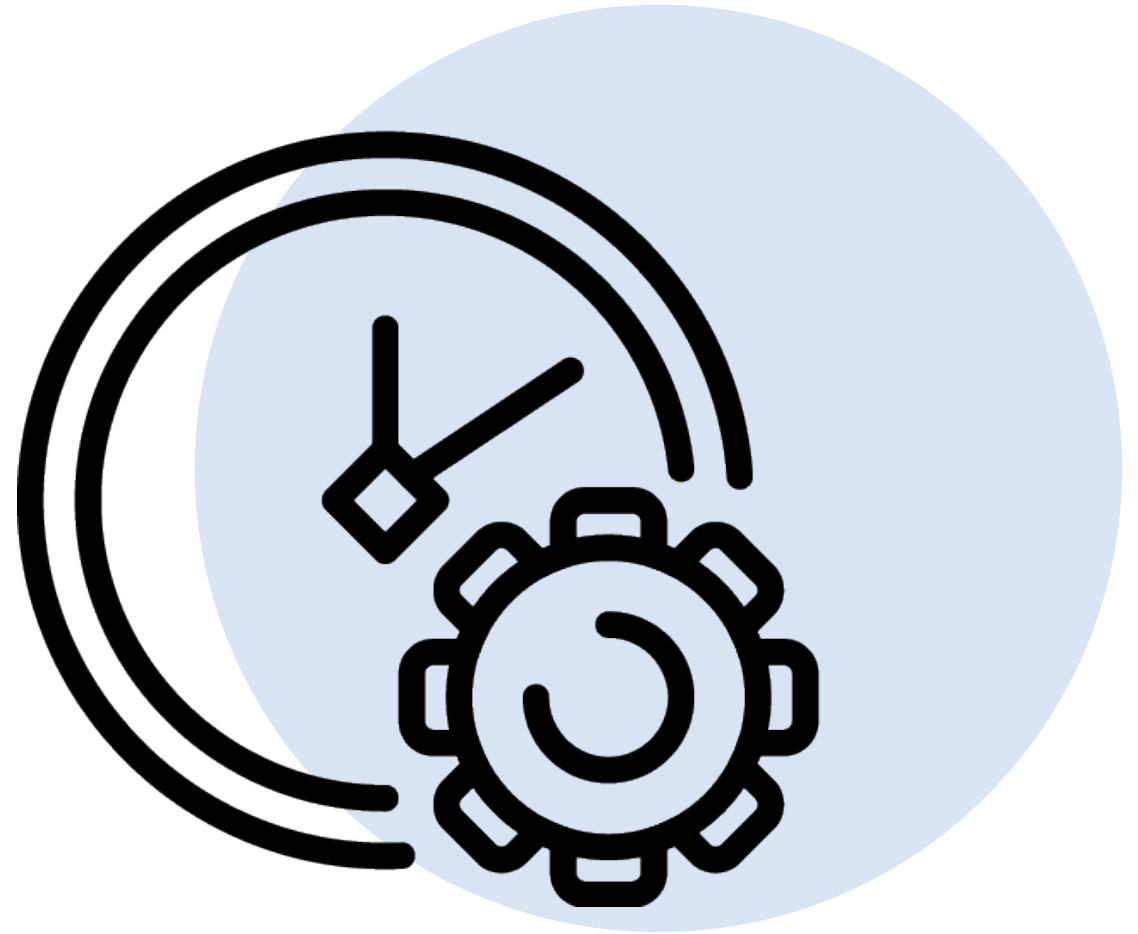
Appropriation Request



Ongoing \$17,755,400

One-time \$458,200

Extended Time

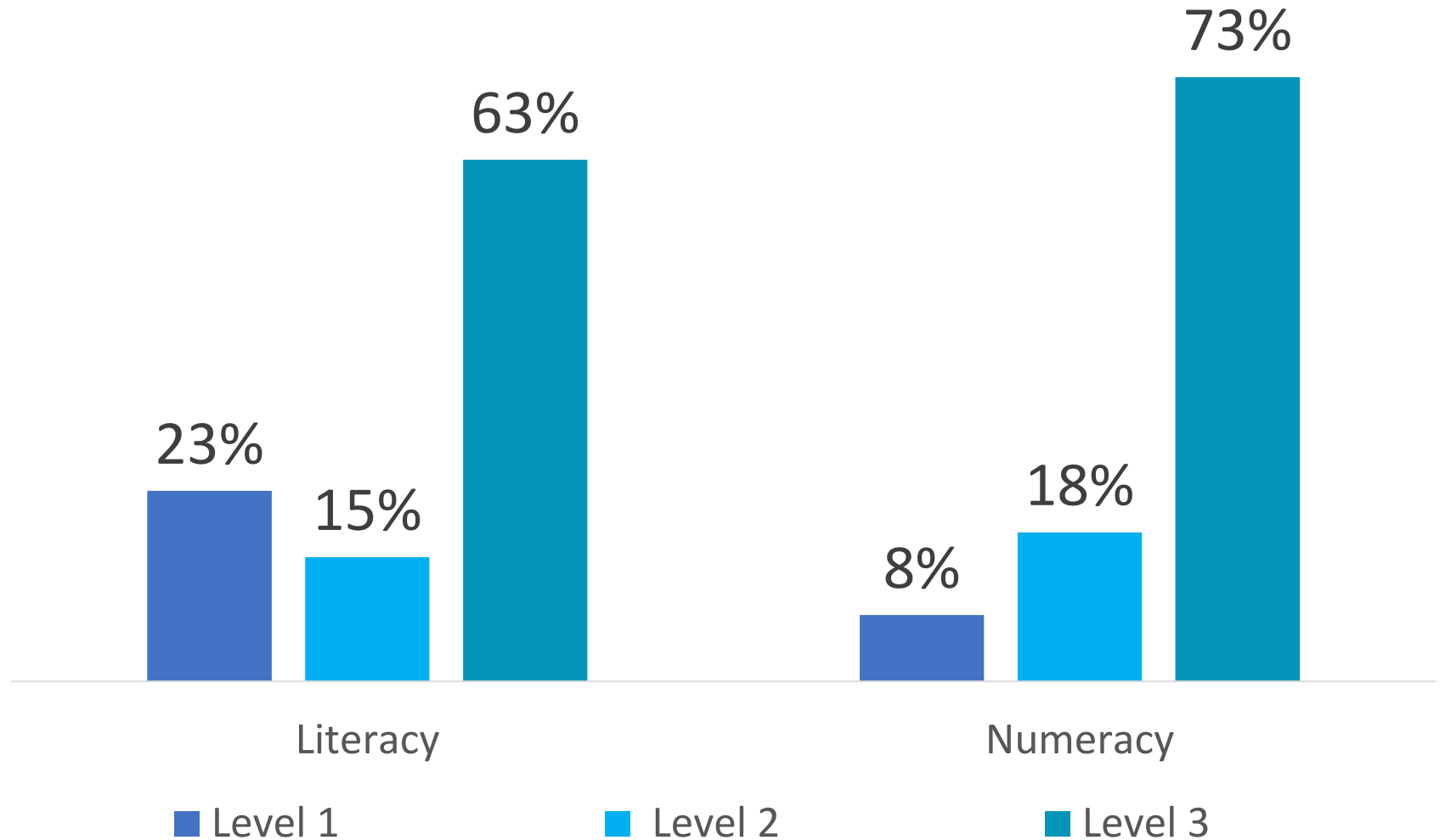
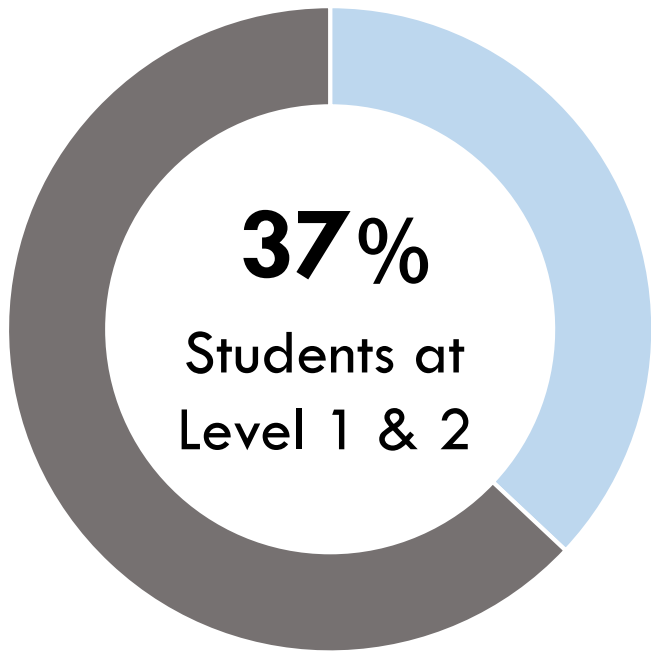


Optional Enhanced Kindergarten

- Established in code in 2007
- \$7.5 million in state funds
- \$2.88 million in federal funds added in 2017 (expiring this year)
- An opportunity for students demonstrating academic risk upon kindergarten entry to participate in extended learning time above and beyond half-day kindergarten
- Opt-in programs



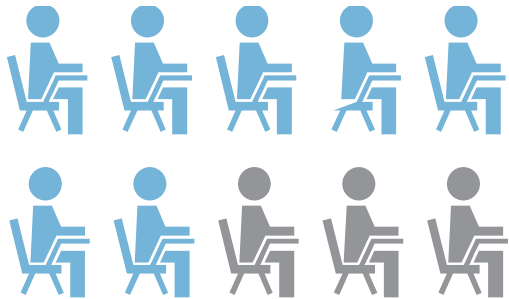
Kindergarten Entry Results



Outcomes of Students who are At-Risk for Academic Failure

Literacy Performance from Entry to Exit

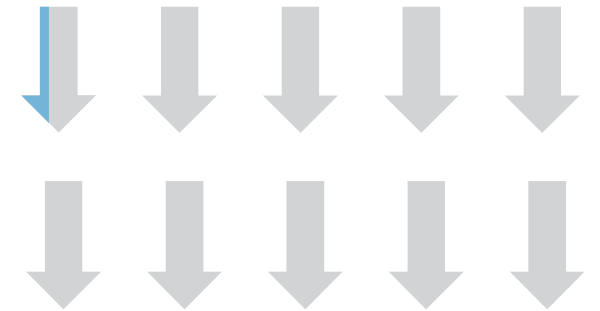
70% of students enrolled in OEK/KSEP moved up



27% of students enrolled in OEK/KSEP maintained



2% of students enrolled in OEK/KSEP moved down



52% of students not receiving intervention moved up

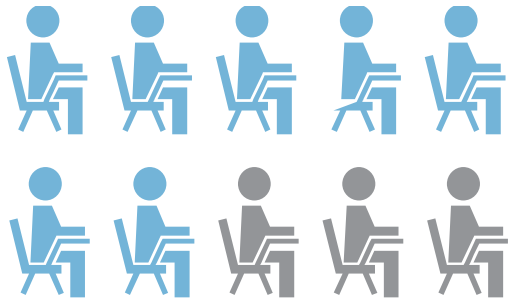
42% of students not receiving intervention maintained

7% of students not receiving intervention moved down

Outcomes of Students who are At-Risk for Academic Failure

Numeracy Performance from Entry to Exit

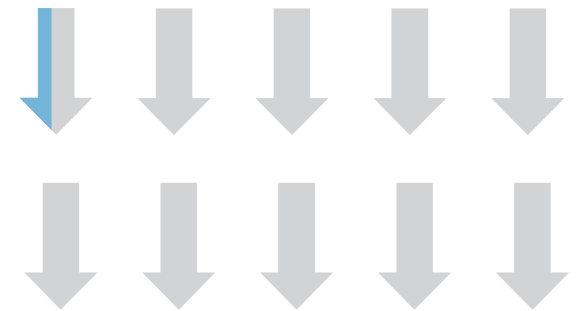
70% of students enrolled in OEK/KSEP moved up



26% of students enrolled in OEK/KSEP maintained



4% of students enrolled in OEK/KSEP moved down

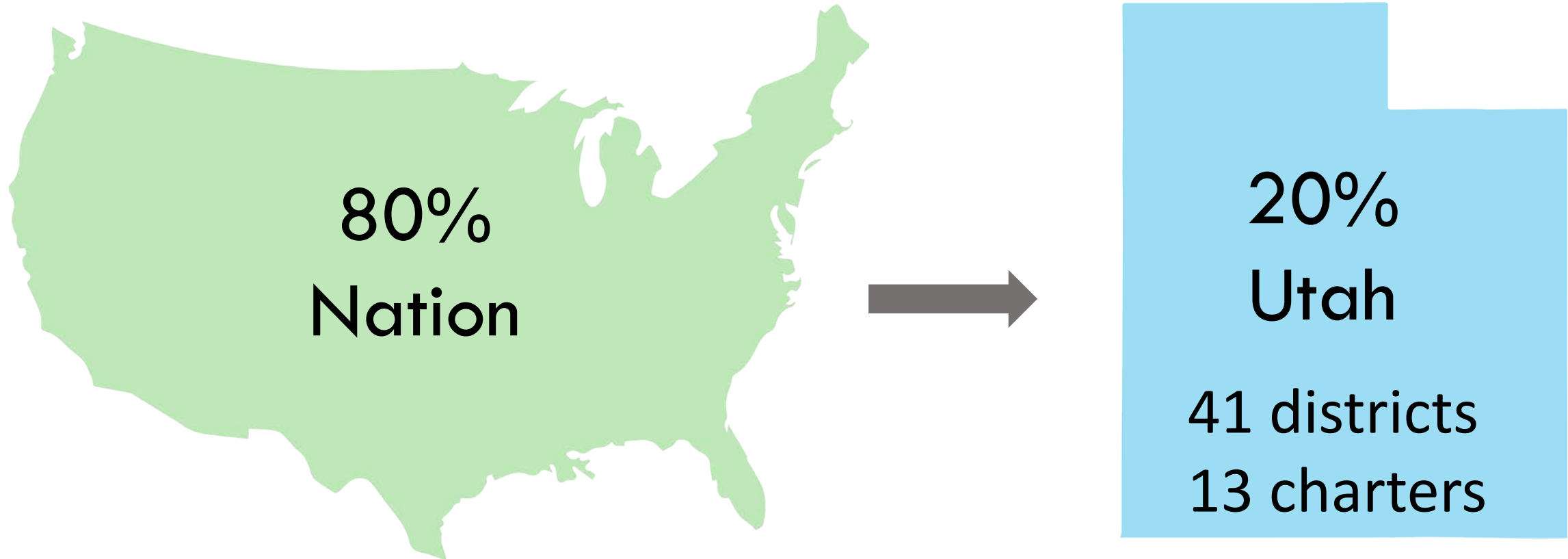


56% of students not receiving intervention moved up

35% of students not receiving intervention maintained

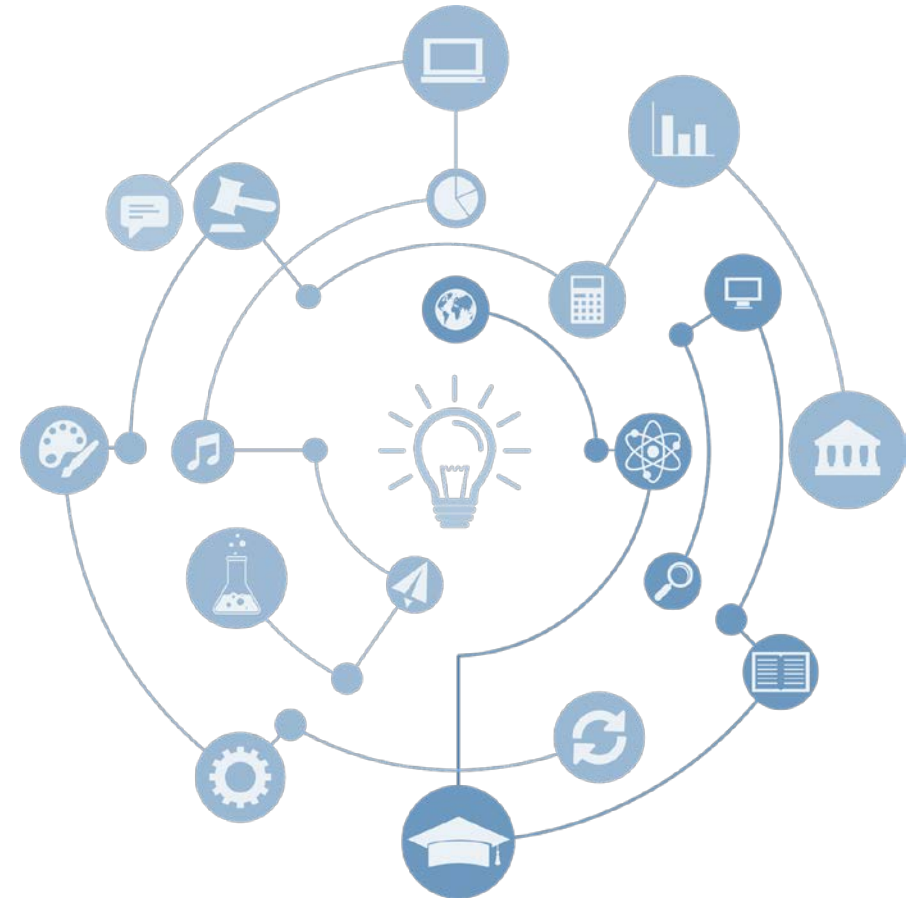
9% of students not receiving intervention moved down

Percent of Students Attending Full-Day Kindergarten



More Students than Opportunities

About **40%** of Utah students are coming to kindergarten at-risk for academic failure, only **HALF** are being served through extended learning experiences



The Proposal

Blend of Optional Enhanced Kindergarten (OEK) and Kindergarten Supplemental Enrichment Program (KSEP)

OEK

- Funding Formula
- Instructional Expectations

OEK

- Performance measures for accountability and Eligibility
- Kindergarten Entry and Exit Profile (KEEP) Administration



Cont.'d Proposal

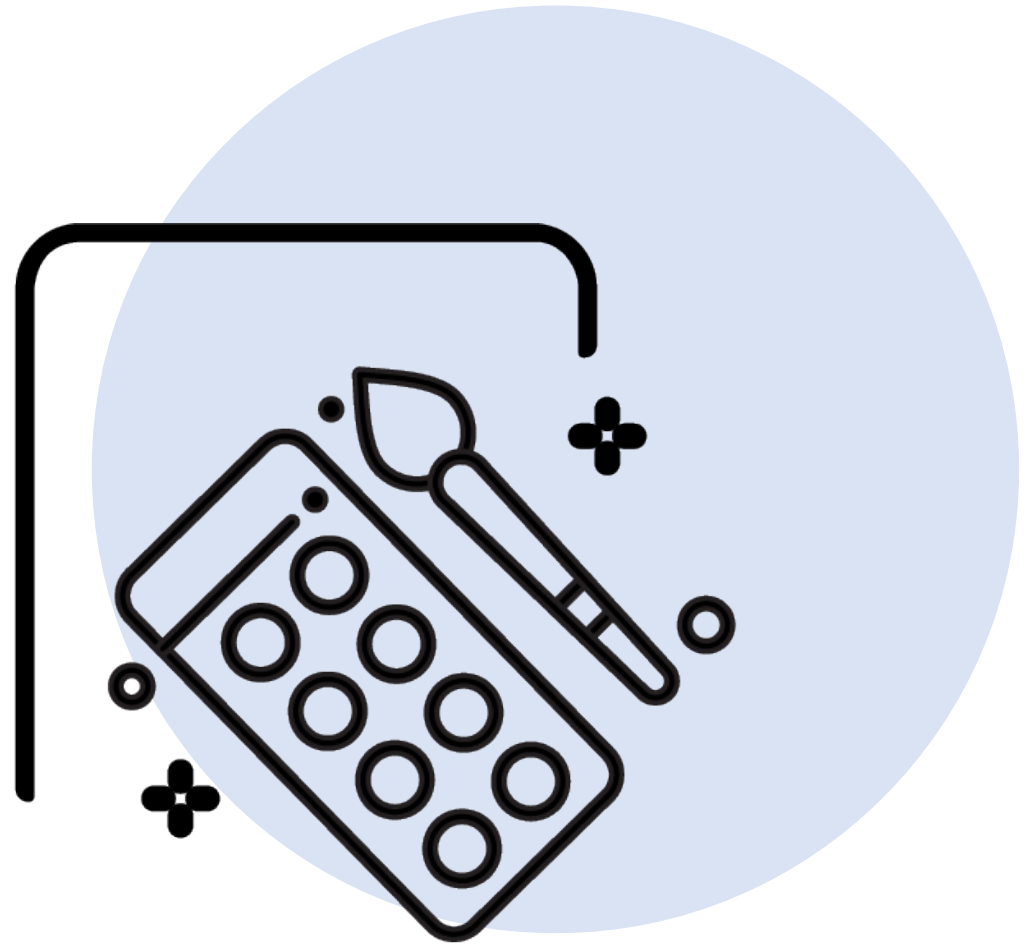
- ➔ Increase access for students to participate in extended learning experiences
- ➔ Provide additional access to early intervention for students who are at risk of not meeting grade level literacy and numeracy expectations

Appropriation Increase Needed



\$18,646,200

Early Start



Preschool Grants

Becoming Quality

Who can apply:

- LEA's, private providers, home-based technology programs

Provides support and resources to increase program quality

- Coaching
- Funding for curriculum and classroom materials
- Family engagement, etc.

High Quality

Who can apply:

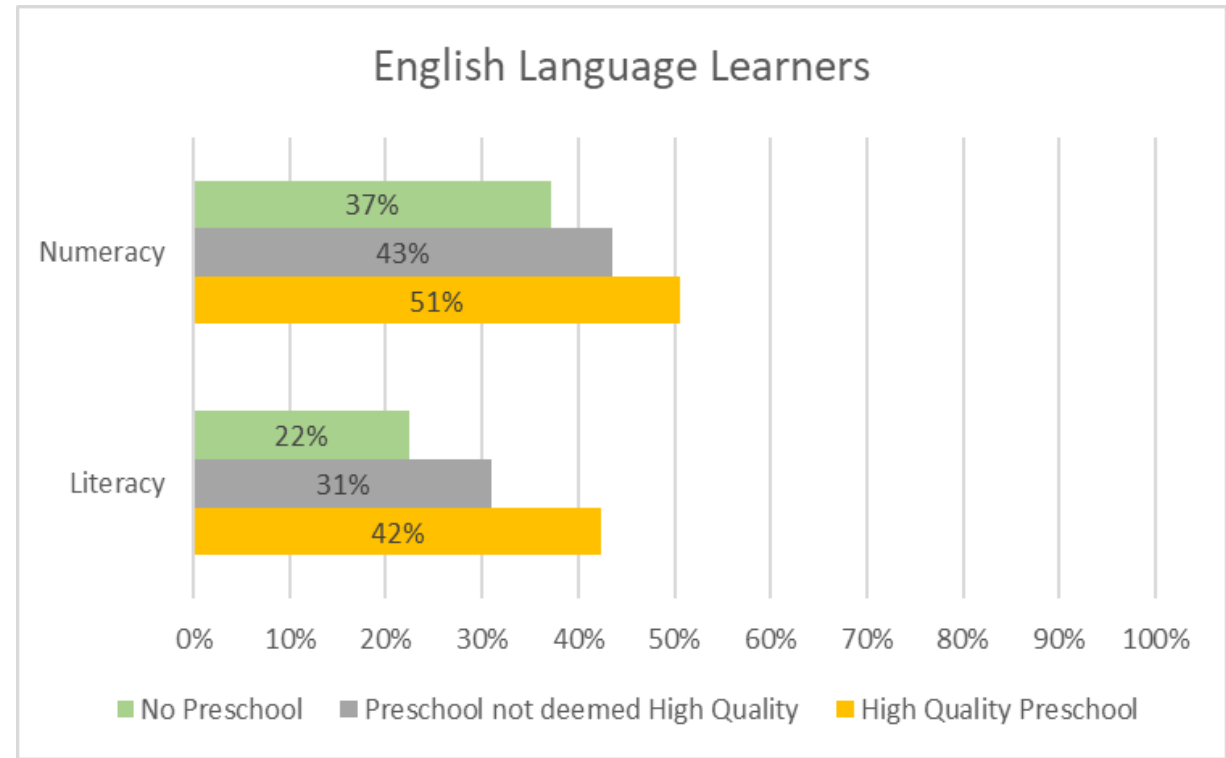
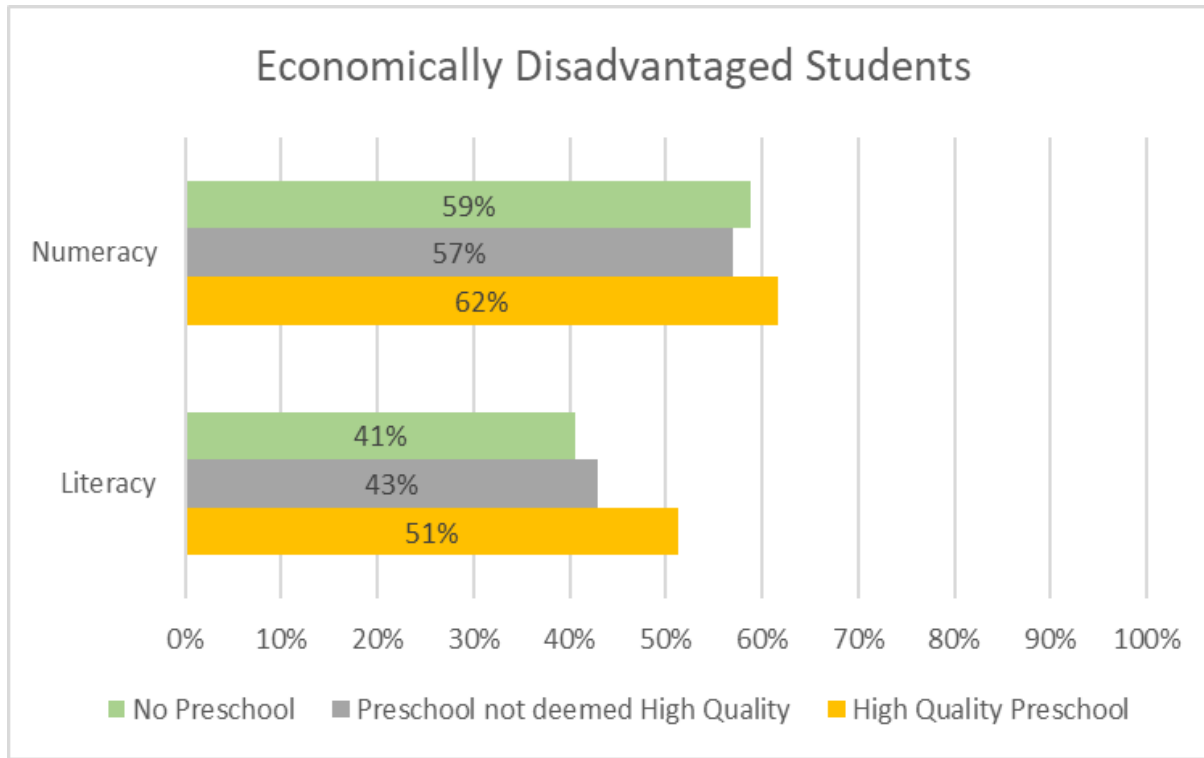
- LEA's, private providers, home-based technology programs

Provides seat funding for eligible students

- Economically disadvantaged with one risk factor
- English Learner



Preschool Experience and Quality Matters



Closing the Gap – Public and Private Providers for High Quality Preschool

\$12 Million

2018-2019

\$9 Million

Actual Requests:
\$12.1 Million

2019-2020

\$12 Million

2020-2021

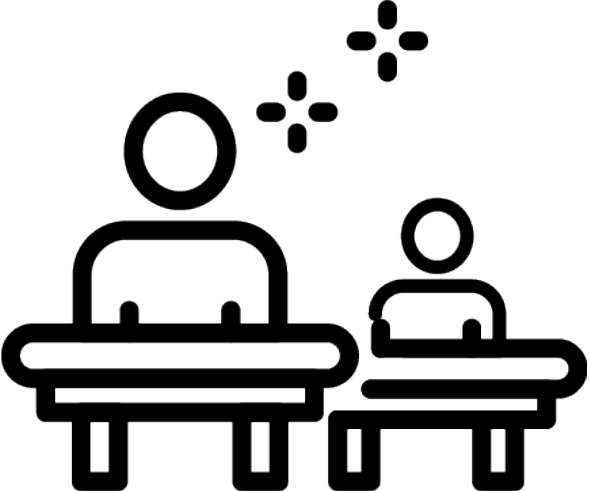


Issues Needing to be Addressed

- Number of students able to be served
- Cost per pupil
- Progression of becoming quality to high quality programs

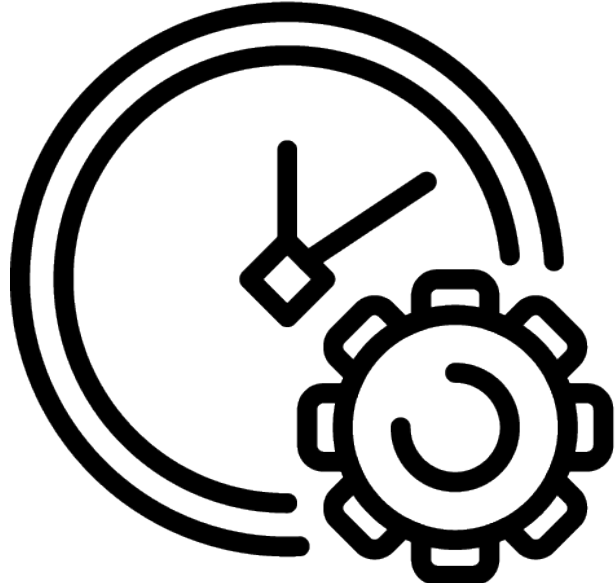


Early Learning Initiative Requests



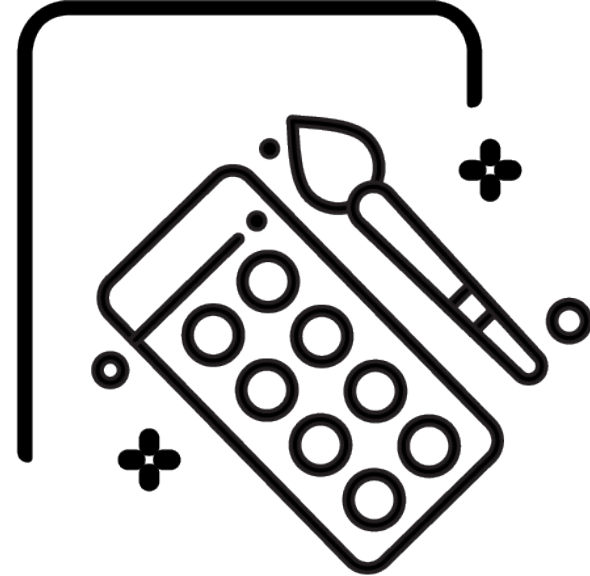
Quality Instruction

Preschool through Grade 3



Extended Time

Kindergarten



Early Start

Preschool

