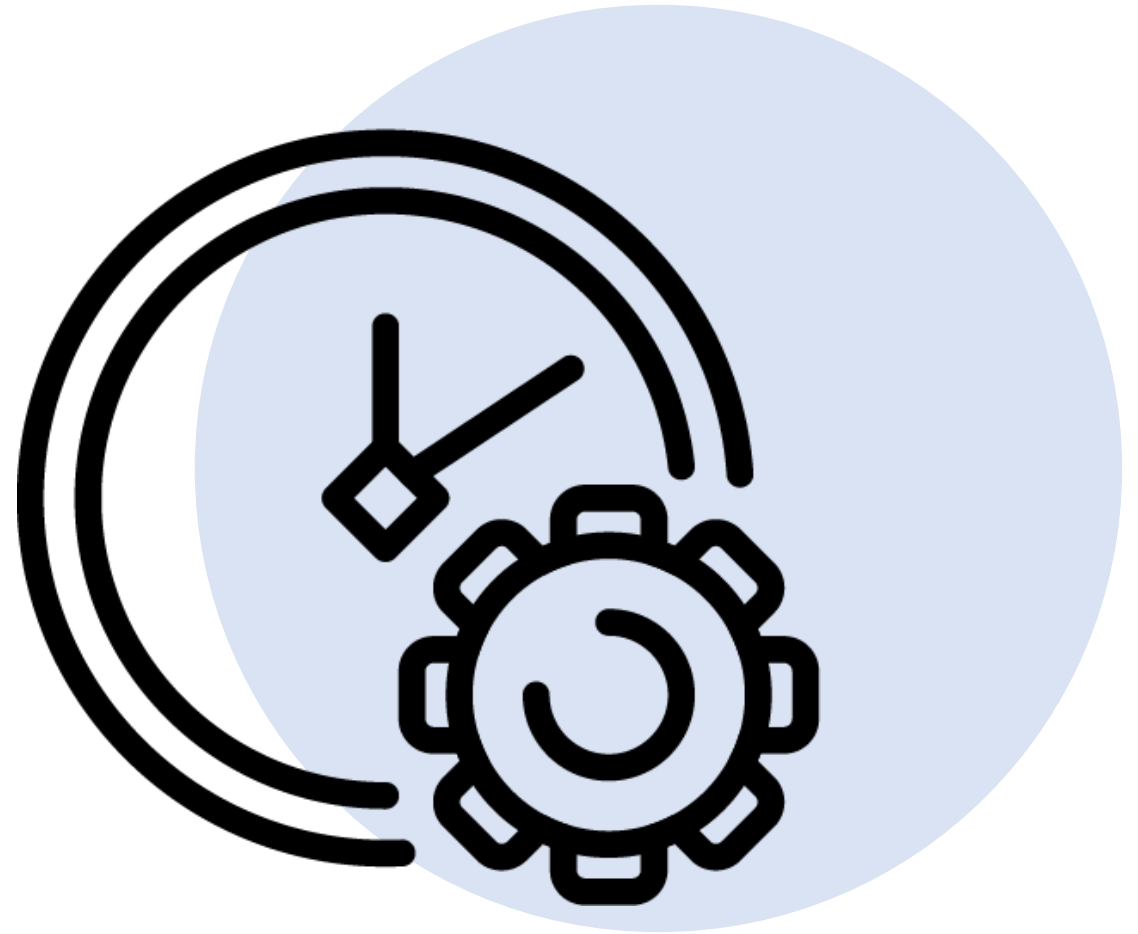


HB 99: Optional Enhanced Kindergarten Extended Time

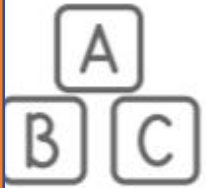
Rep. Snow
Sen. Hillyard



USBE's Strategic Plan

Early Learning:

Each student starts strong through early grades with a foundation in literacy and numeracy



Personalized Teaching & Learning:

Each student and educator has access to personalized teaching and learning experiences



Safe & Healthy Schools:

Each student learns in a safe and healthy school environment

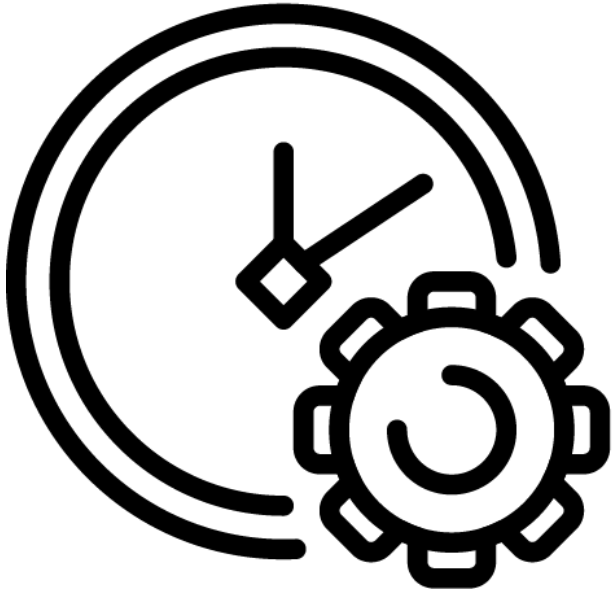


Effective Educators & Leaders:

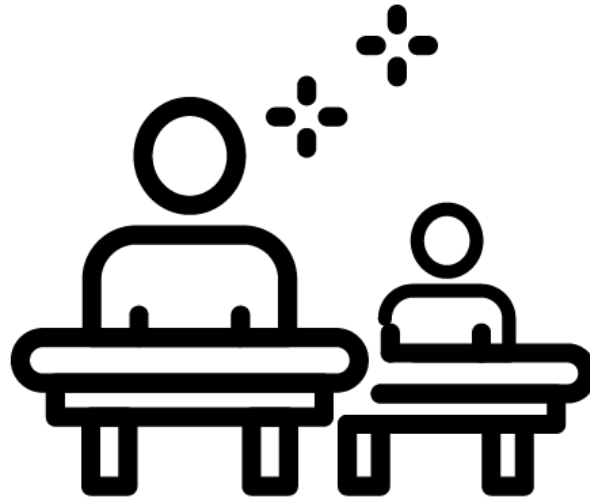
Each student is taught by effective educators who are supported by effective school leaders



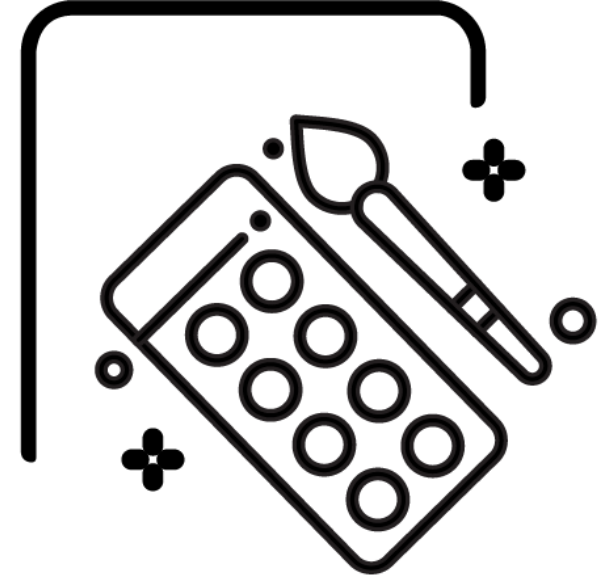
Early Learning Initiative Requests



Extended Time
Kindergarten



Quality Instruction
Preschool through Grade 3



Early Start
Preschool



Children who read proficiently by the end of third grade are more likely to graduate from high school and become economically successful in adulthood.



Early childhood development directly influences economic, health and social outcomes for individuals and society.

50%

less likely
to need
special
education

70%

less likely to
be arrested
for a violent
crime

50%

less likely
to become
a teen
parent

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

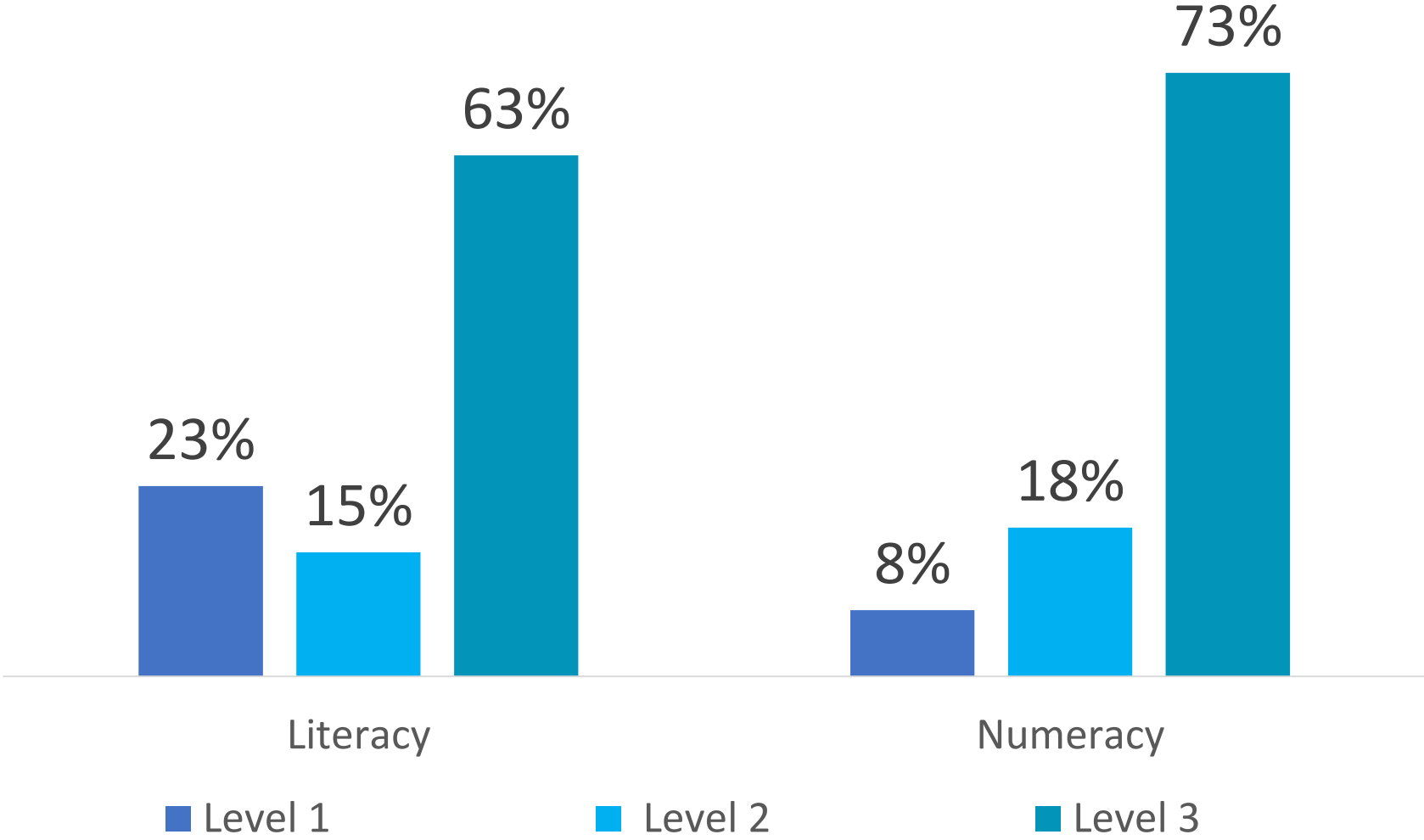
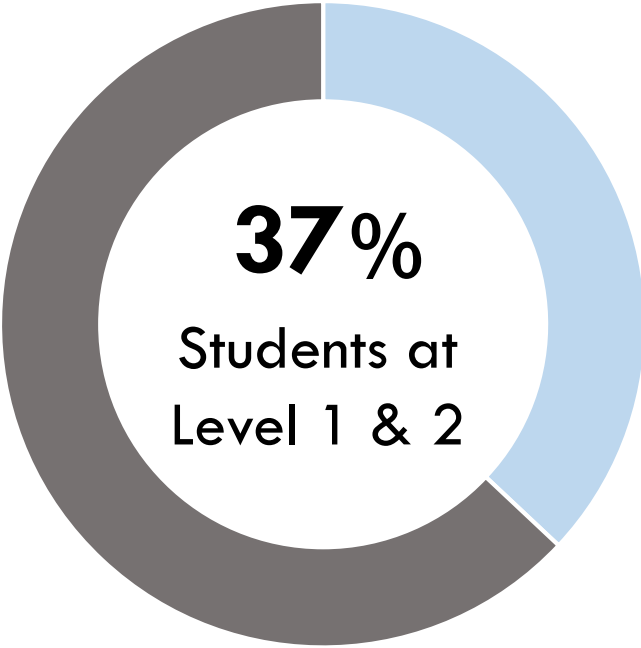
**90 Minutes –
3 Hours**
a day to close
the gap

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



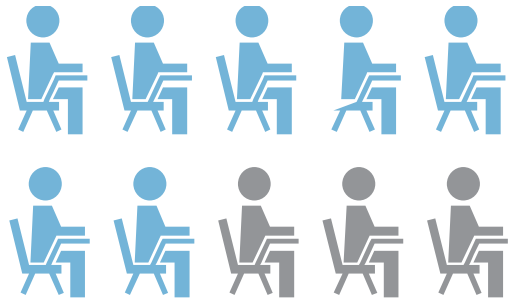
Kindergarten Entry Results



Outcomes of Students who are At-Risk for Academic Failure

Literacy Performance from Entry to Exit

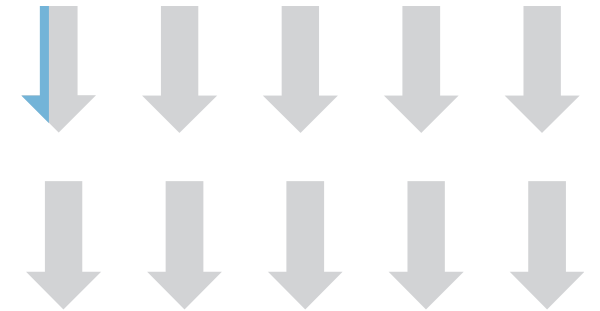
70% of students enrolled in OEK/KSEP moved up



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

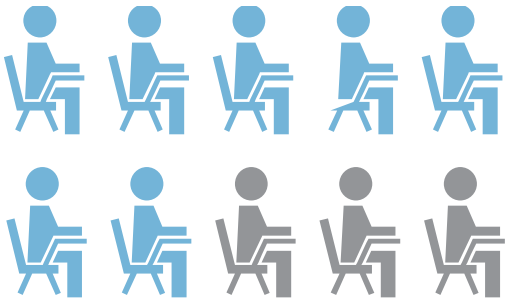
42% of students not receiving intervention maintained

7% of students not receiving intervention moved down

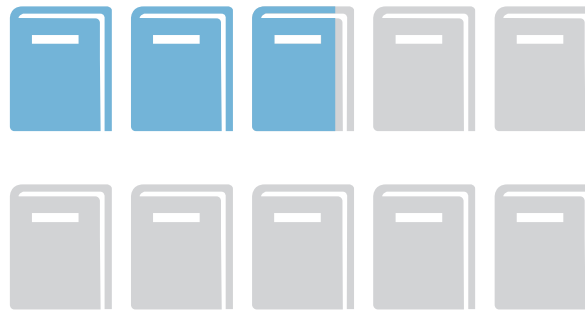
Outcomes of Students who are At-Risk for Academic Failure

Numeracy Performance from Entry to Exit

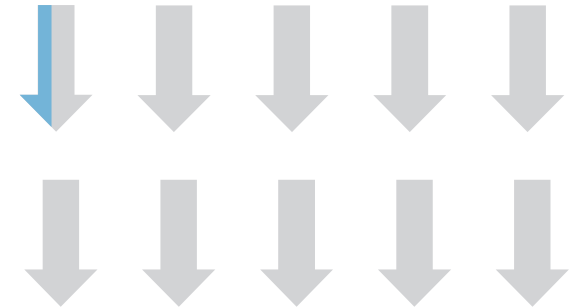
70% of students enrolled
in OEK/KSEP moved up



26% of students enrolled
in OEK/KSEP maintained



4% of students enrolled in
OEK/KSEP moved down

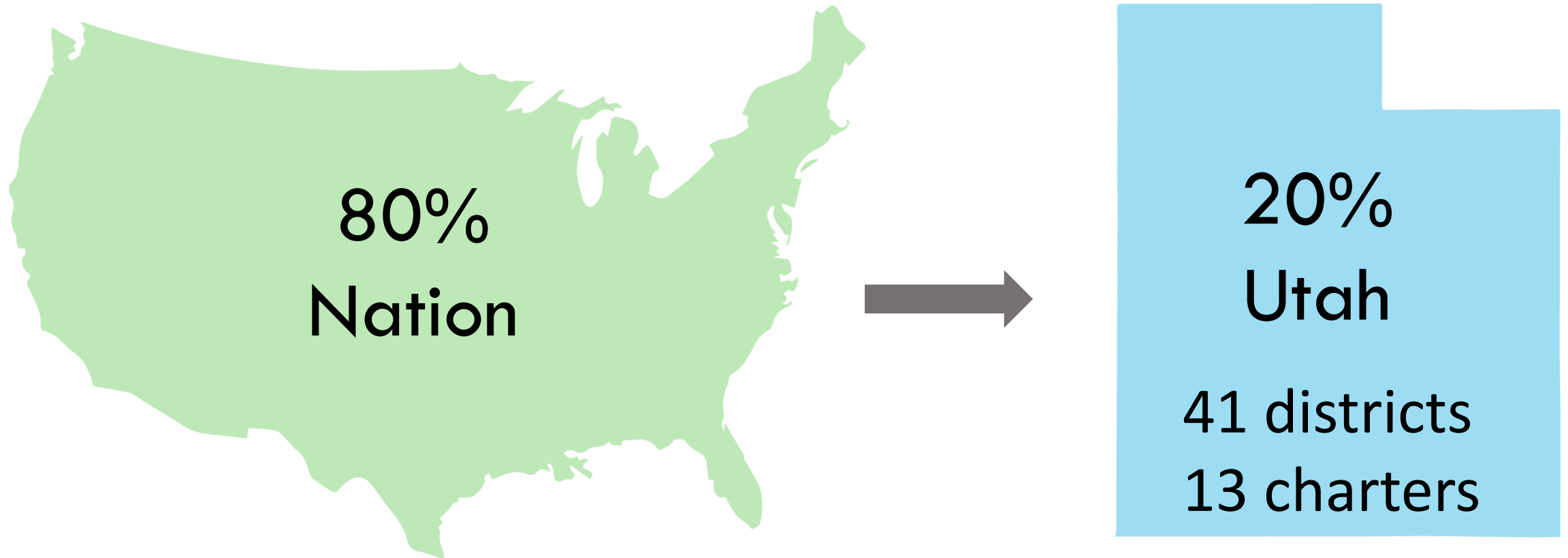


56% of students not
receiving intervention
moved up

35% of students not
receiving intervention
maintained

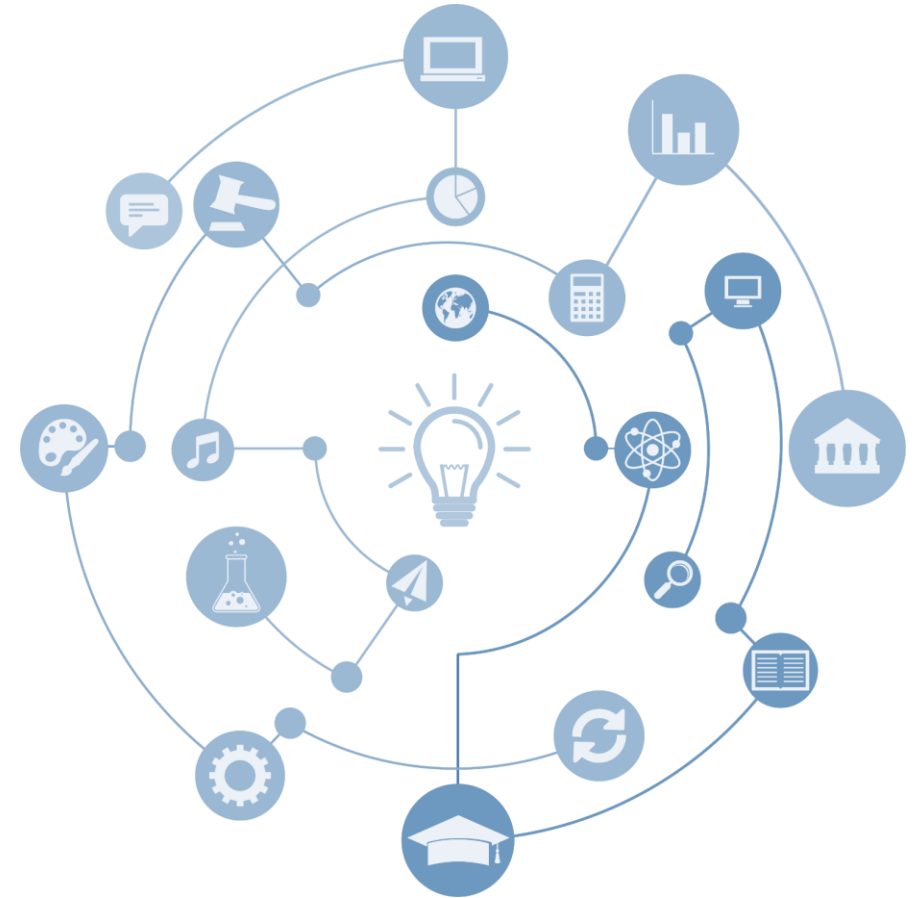
9% of students not
receiving intervention
moved down

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

KSEP

- 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

Ogden School District with Superintendent Rich Nye

Students

3,942

Students met the above-stated conditions and were included in the analysis

2,712

Students were enrolled in Full-Day programs

1,230

Students were enrolled in Half-Day programs

Program Effectiveness

Students with Typical or Better Growth Beginning-of the Year to End-of-Year

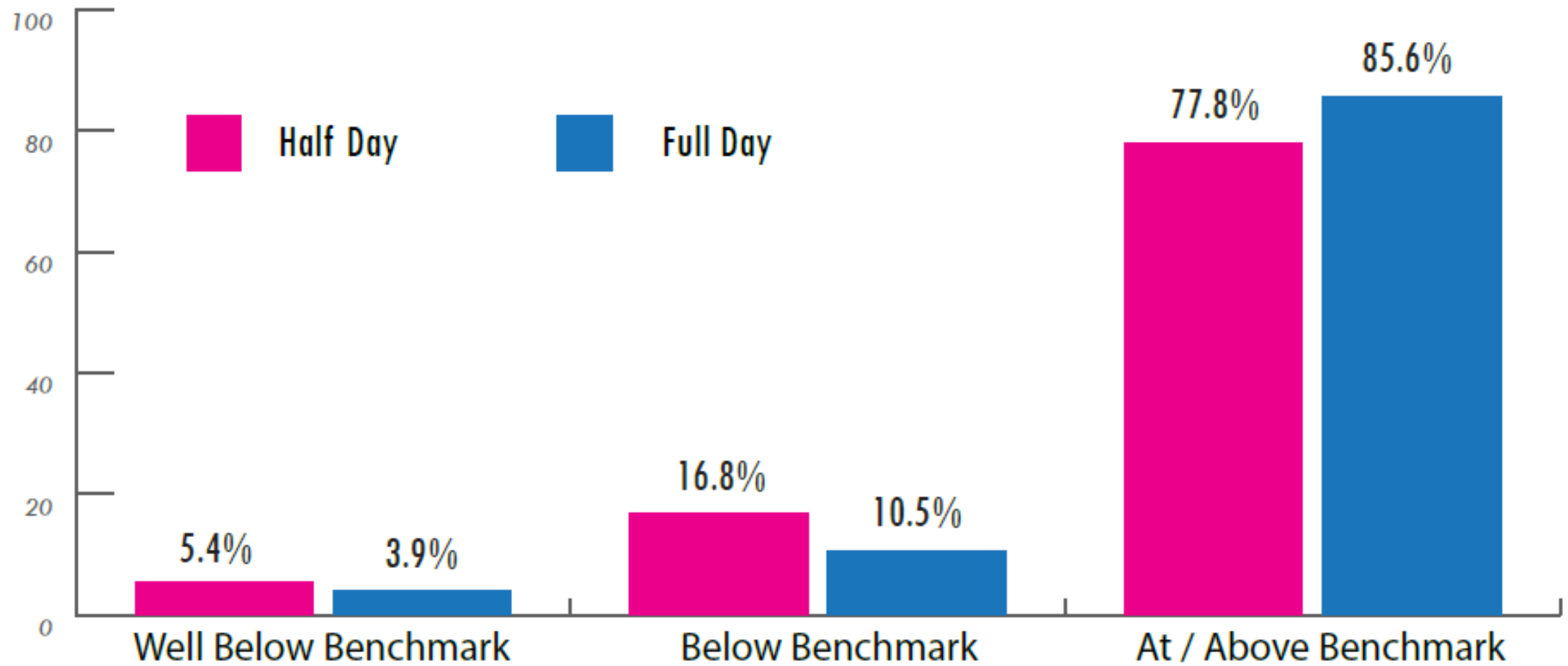
66.6%

Half-Day Programs

79.4%

Full-Day Programs

Benchmark Status at End of Year for Students Below Benchmark at Beginning of Year



Benchmark Status at End of Year for Students Well Below Benchmark at Beginning of Year

