

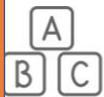
Utah's Early Learning NeedsSM



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1

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:

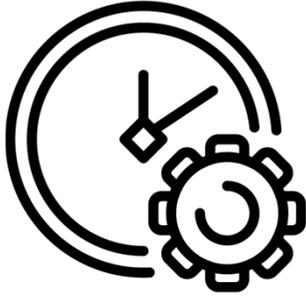
Each student is taught by effective educators who are supported by effective school leaders



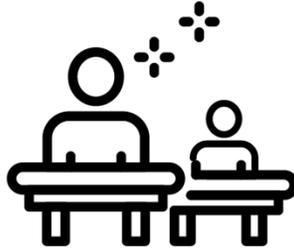
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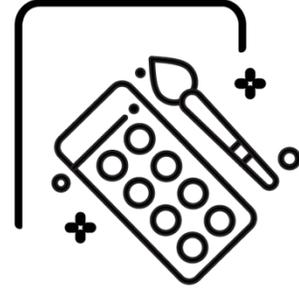
Early Learning Initiative Requests



Extended Time
Kindergarten



Quality Instruction
Preschool through Grade 3



Early Start
Preschool

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3



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

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4

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

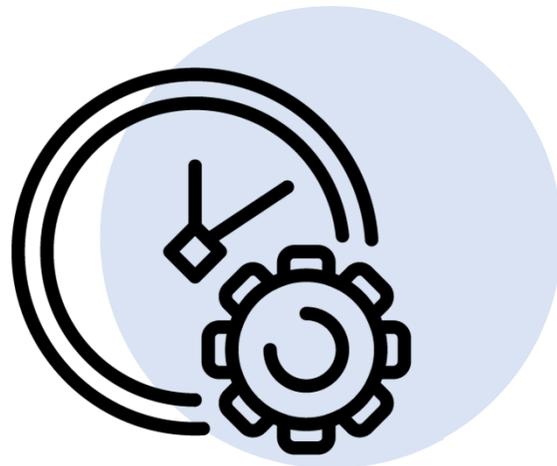
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5

HB 99: Optional Enhanced Kindergarten Extended Time

Rep. Snow
Sen. Hillyard



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6

Optional Enhanced Kindergarten

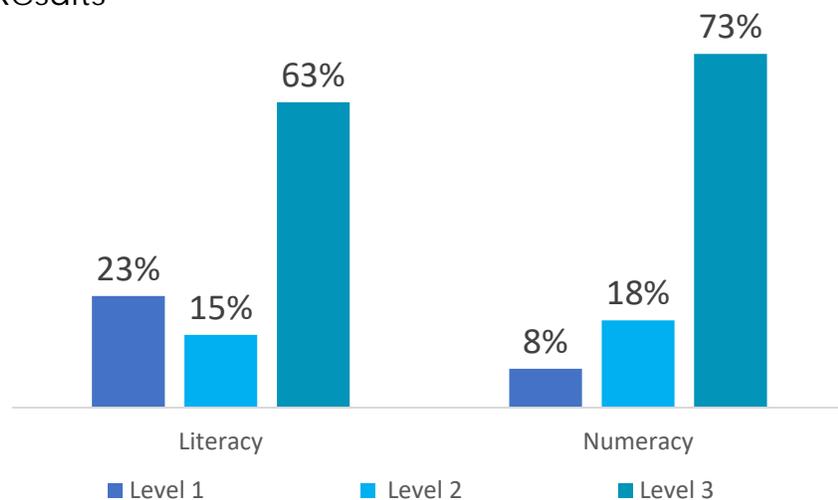
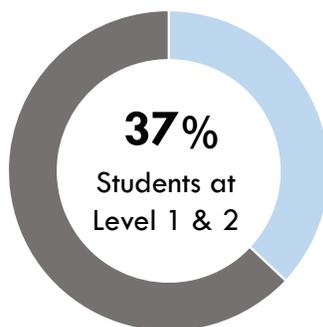
- Established in code in 2007
- \$7.5 million in state funds
- \$2.88 million in federal funds added in 2017 (expiring this year)
- An opportunity for students demonstrating academic risk upon kindergarten entry to participate in extended learning time above and beyond half-day kindergarten
- Opt-in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

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7

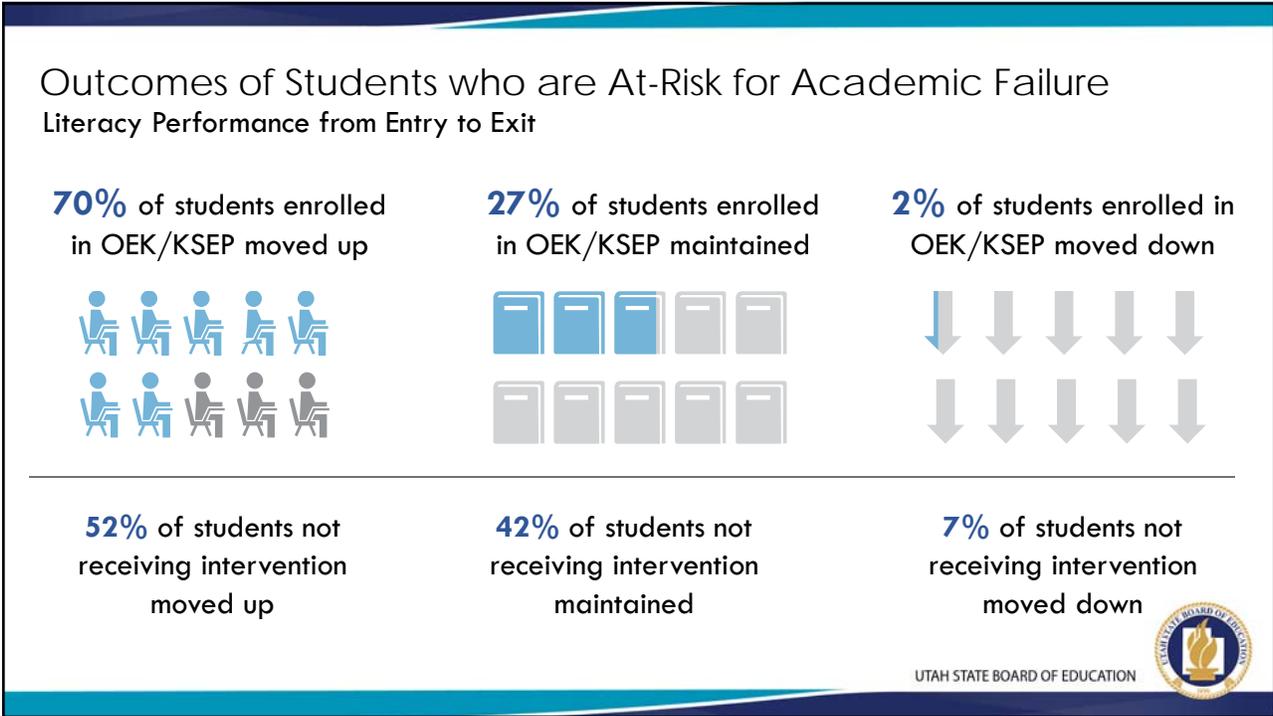
Kindergarten Entry Results



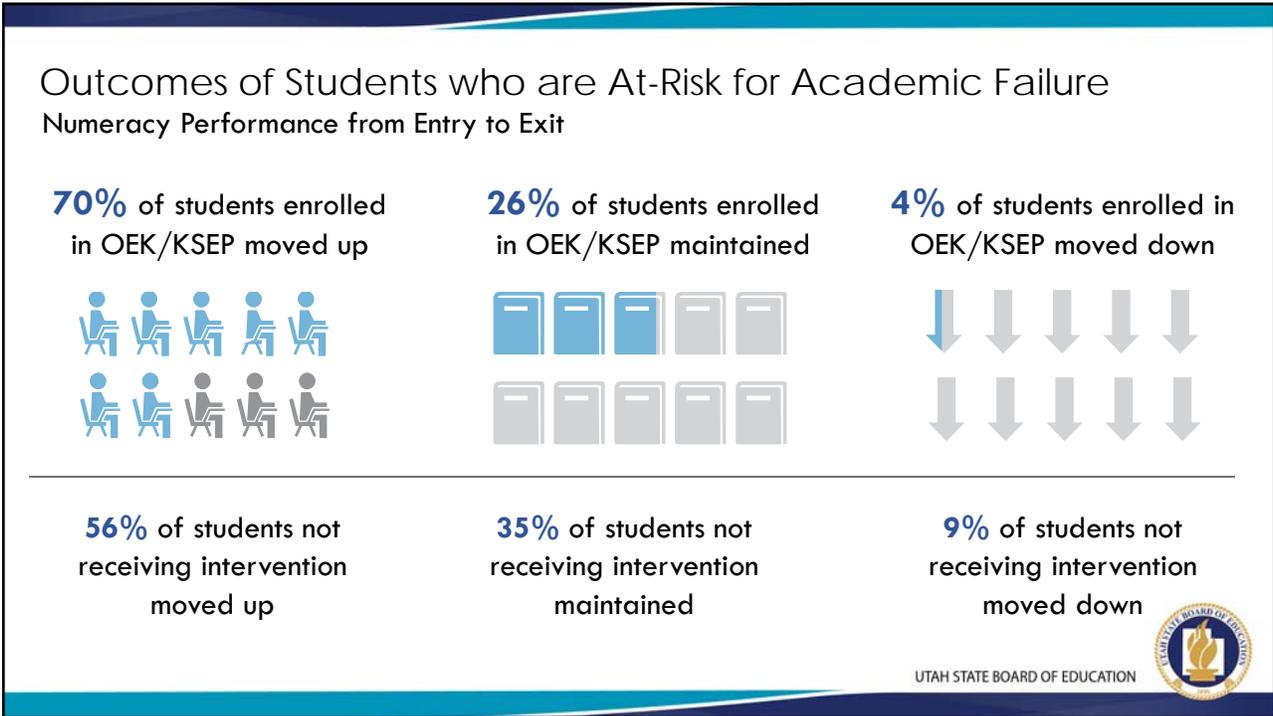
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8

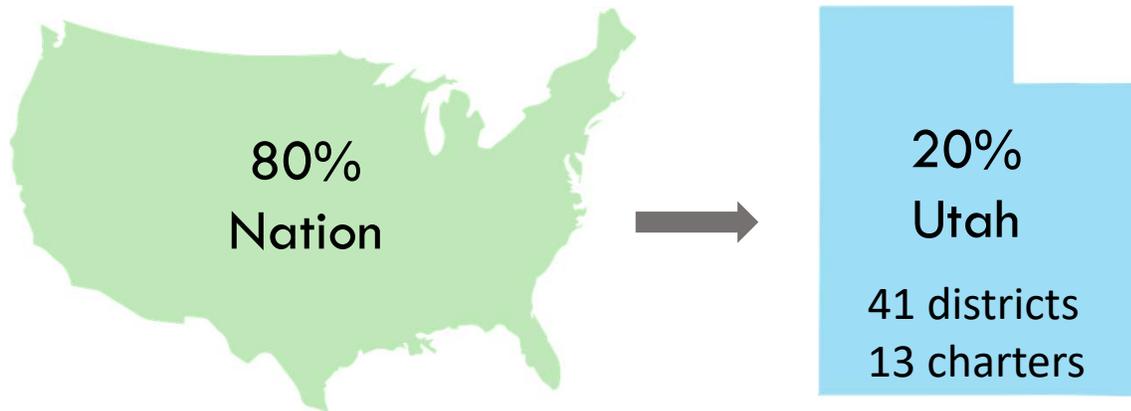


9



10

Percent of Students Attending Full-Day Kindergarten



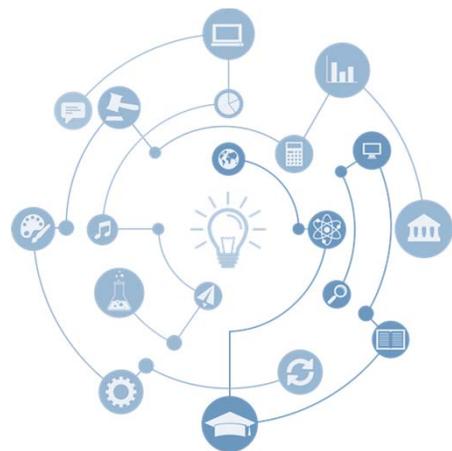
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11

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



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12

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

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13

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

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14

Appropriation Increase Needed



\$18,646,200

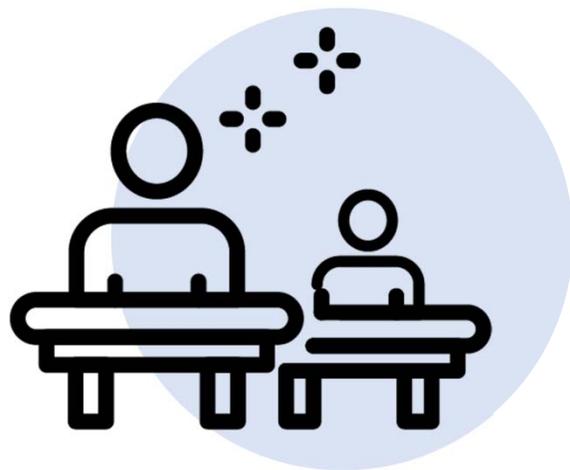
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15

HB 114: Early Learning Training and Assessment: Quality Instruction

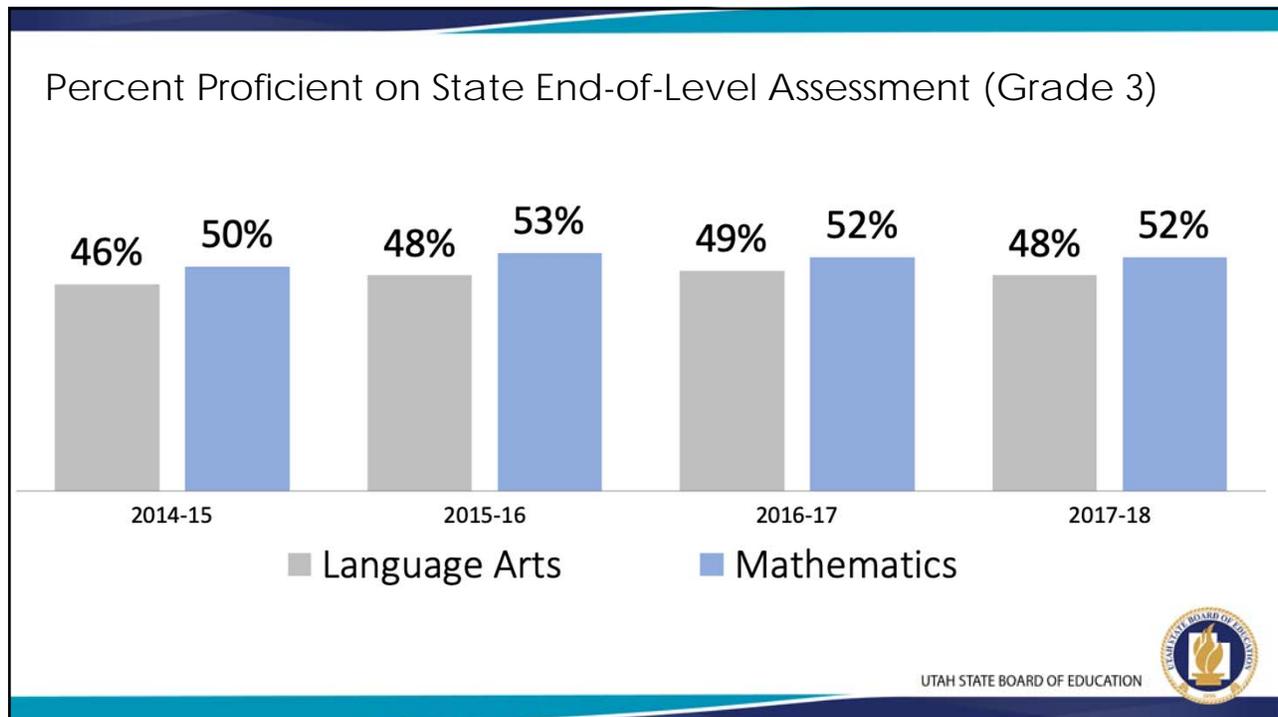
Sen. Waldrip



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16



17

More Reasons Why

- About 40% of current teachers were trained prior to the research base on the science of reading.
 - Need to increase the percentage of teachers with up to date knowledge and skills in order to improve student learning
- There are no dedicated dollars for professional learning to advance teacher knowledge and practice of the current body of evidence on early learning.
- Inequity in the resources and supports for our more rural school district and charters.
- Local evidence that professional learning with job-embedded coaching support significantly impact student learning growth and proficiency.

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18

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.

-RAND

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19

Proposed Solution

Elementary Preparation
Program Candidates



Preschool through 3rd
Grade Teachers



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20

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

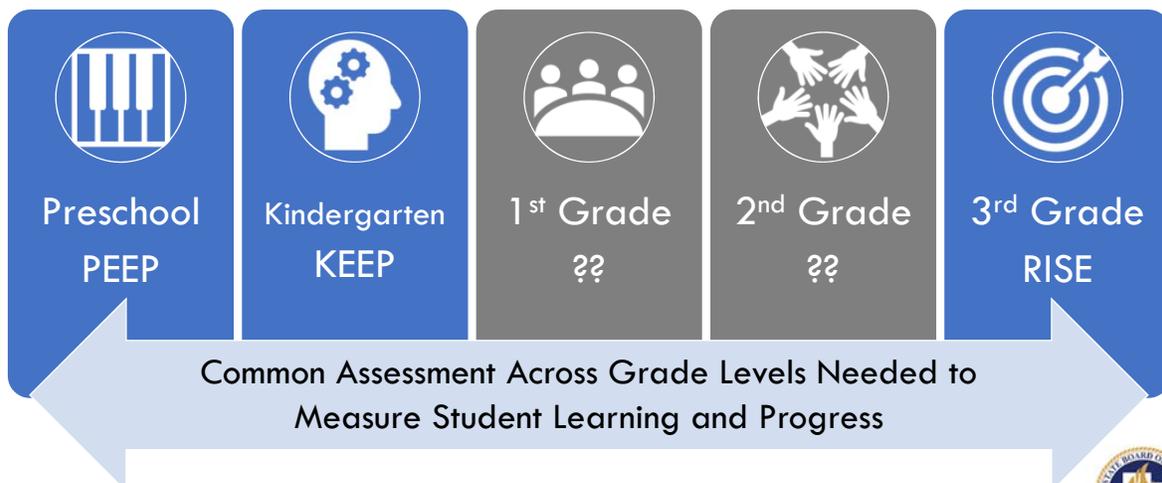
- Early Learning Instructional Coaches in rural areas, districts and charters
- Supported by USBE Early Learning Staff through training and mentoring

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21

Early Mathematics Assessment



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22

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



23

What's So Different?

- Increase collaboration across systems
 - Collaborate across IHEs, LEAs, and USBE to build capacity for teachers
- Improve the quality of and opportunity for professional learning
 - Implement focused, **evidence-based**, multi-day professional learning experiences based on student and educator needs
- Provide support for early grade teachers through coaching
 - Support teachers in improving their practice and monitor their progress on making the expected changes

95% of teachers will improve their practice when coaching follows professional learning
-Joyce & Showers

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24

Davis Implementation Strategies

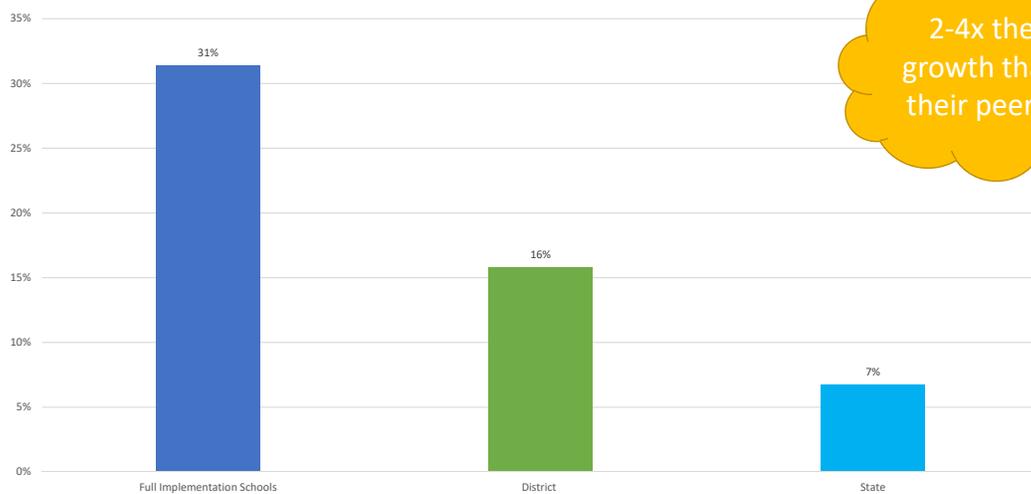
- Identified **13** schools that had a pattern of the lowest performing kindergarten data in the district
- Met with teachers and administrators of schools
- Two** coaches assigned from district to support on-site coaching in each building; implemented system of coaching cycles
- District-based professional learning “Kindergarten Foundations” courses were attended by all teachers in these schools
- Reevaluation of system based on data

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25

Average Difference, 2018 -19 Students at Typical or Better Progress

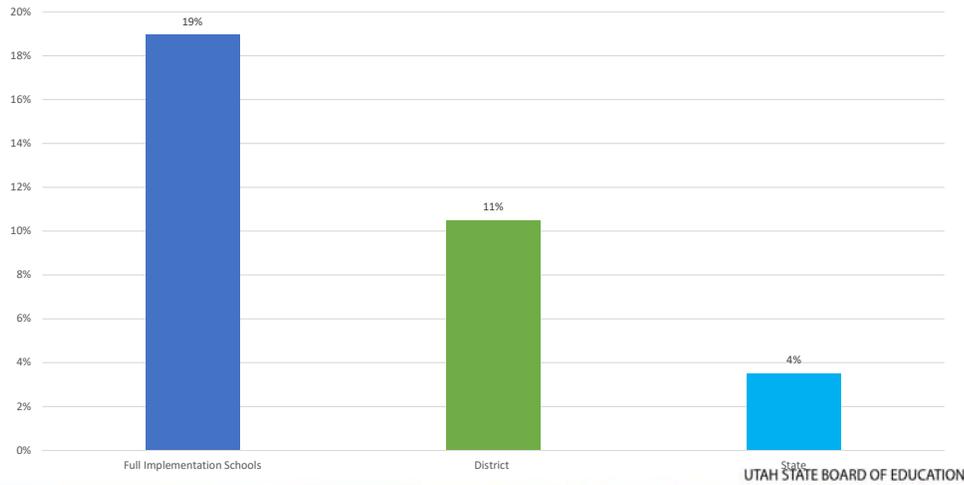


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26

Average Difference, 2018-19 Students At/Above Benchmark



27

Appropriation Request



Ongoing \$17,755,00

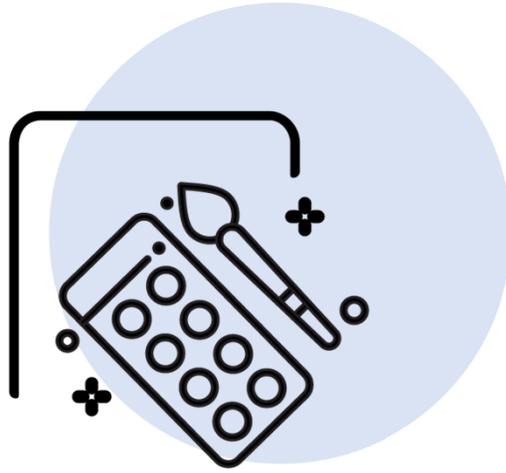
One-time \$458,200
USBE has set aside
this amount to cover

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28

Early Start



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29

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

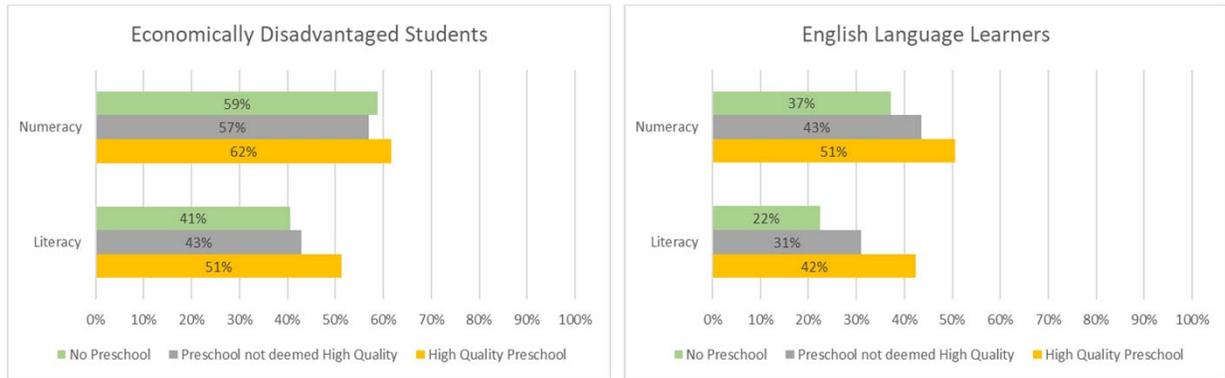
- Economically disadvantaged with one risk factor
- English Learner

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30

Preschool Experience and Quality Matters



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31

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



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32

Issues Needing to be Addressed

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



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