

Early Learning Training and Assessment

HB 114

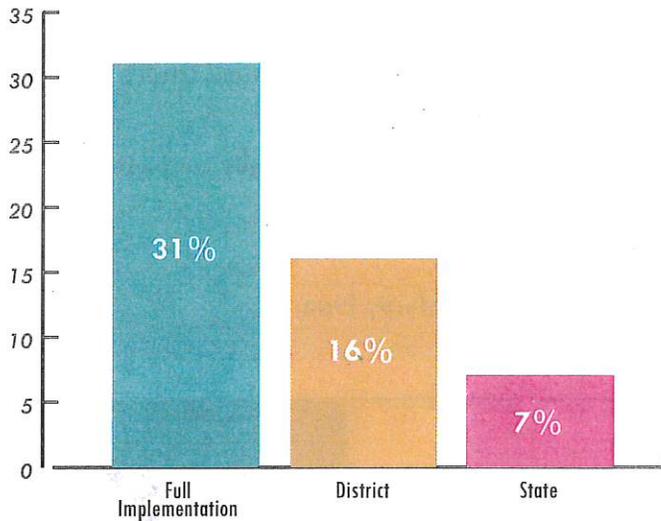
Representative Waldrip



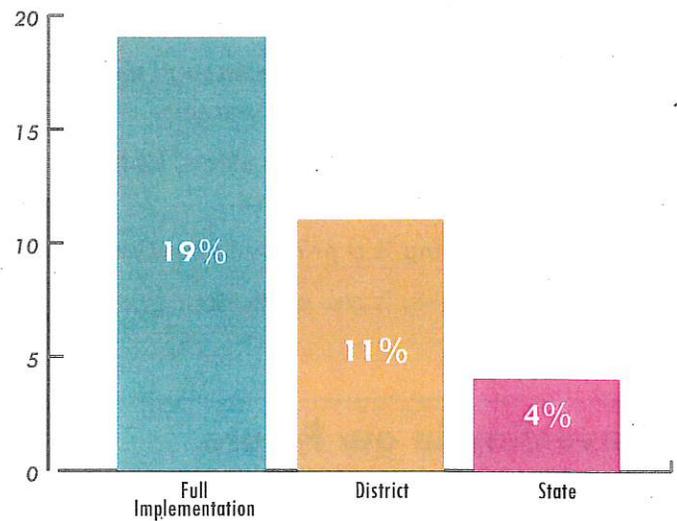
The Data

- Currently about **half** of Utah students are not proficient in ELA and mathematics by Grade 3.
- Job-embedded coaching has been proven to work in our state, improving early learning outcomes.

Students Achieving Typical or Better Progress



Average Difference, SY18-SY19 Students At/Above Benchmark



2X

Kindergarten students in schools who fully implemented the professional learning and job-embedded coaching model experienced **2x** the number of students achieving typical or better growth than their school district peers and over **4x** the growth of their state peers.

4X

8%

Kindergarten students in schools who fully and partially implemented the professional learning and job-embedded coaching model had **8%** more students achieve benchmark in reading than their peers in the school district and **15%** more than their state peers.

15%

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Purpose

The intent of the bill is to provide targeted professional learning and ongoing, job-embedded coaching to support preschool through grade 3 teachers in their instructional practice and to improve student outcomes in literacy and mathematics. The bill would also ensure basic foundational knowledge of teaching reading by establishing a Science of Reading assessment for teacher candidates.

Areas of Priority

- Prioritizing early learning through supporting this bill shows our state and the nation, Utah's investment in our earliest learners.
- Through this concentrated effort, Utah will be able to move the needle strategically and see improved student outcomes.
- Early Learning is a priority in the Governor's Education Roadmap.
- Early Learning is one of the four goals identified in the USBE's Strategic Plan.

Investing in our Future

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 personal experiences. But research suggests that, among school-related factors, **teachers matter most**.

Teachers have
2-3xs
the impact of any
other school
factor

Funding

Prevention is cost effective

Kindergarten	First Grade	Second Grade	Third Grade+
15-30 minutes over a short amount of time to close the gap	30-45 minutes over a short amount of time to close the gap	60 minutes per day to close the gap	90 minutes to 3 hours a day over long periods to close the gap

Why not Add these funds to the WPU or TSSA?

Utah is prioritizing and aligning efforts in the early learning space. LEAs will have access to common resources and evidence-based strategies with support from USBE and a state-wide network.

In 2010, **\$77 million** in professional learning funds were repealed at the state legislature. Professional learning funds have yet to be replaced--no professional learning funds for early learning are currently allocated at the state level.