

SCHOOL READINESS AMENDMENTS

2022 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Karen M. Peterson

Senate Sponsor: Lincoln Fillmore

LONG TITLE

General Description:

This bill modifies provisions related to a high quality school readiness program.

Highlighted Provisions:

This bill:

- ▶ modifies the eligibility requirements for a preschool student to participate in a high quality school readiness program;
- ▶ modifies requirements for lead teacher certifications in a preschool program that an eligible LEA or an eligible private provider runs as part of a high quality school readiness program; and
- ▶ makes technical changes.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

AMENDS:

35A-15-102, as last amended by Laws of Utah 2020, Chapter 171

35A-15-202, as last amended by Laws of Utah 2019, Chapter 186 and renumbered and amended by Laws of Utah 2019, Chapter 342 and last amended by Coordination Clause, Laws of Utah 2019, Chapter 342



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Be it enacted by the Legislature of the state of Utah:

Section 1. Section **35A-15-102** is amended to read:

35A-15-102. Definitions.

As used in this chapter:

(1) "Board" means the School Readiness Board, created in Section [35A-15-201](#).

(2) "Economically disadvantaged" means to be eligible to receive free or reduced price lunch.

(3) "Eligible home-based educational technology provider" means a provider that offers a home-based educational technology program to develop the school readiness skills of an eligible student.

(4) (a) "Eligible LEA" means an LEA that has a data system capacity to collect longitudinal academic outcome data, including special education use by student, by identifying each student with a statewide unique student identifier.

(b) "Eligible LEA" includes a program exempt from licensure under Subsection [26-39-403\(2\)\(c\)](#).

(5) (a) "Eligible private provider" means a child care program that:

(i) is licensed under Title 26, Chapter 39, Utah Child Care Licensing Act; or

(ii) except as provided in Subsection (5)(b)(ii), is exempt from licensure under Section [26-39-403](#).

(b) "Eligible private provider" does not include:

(i) residential child care, as defined in Section [26-39-102](#); or

(ii) a program exempt from licensure under Subsection [26-39-403\(2\)\(c\)](#).

(6) "Eligible student" means a student:

(a) (i) who is age three, four, or five; and

(ii) is not eligible for enrollment under Subsection [53G-4-402\(6\)](#); and

(b) (i) (A) who is economically disadvantaged; and

(B) whose parent or legal guardian reports that the student has experienced at least one risk factor; [~~or~~]

(ii) is an English learner[-]; or

(iii) is in foster care.

- 59 (7) "Evaluation" means an evaluation conducted in accordance with Section
60 35A-15-303.
- 61 (8) "High quality school readiness program" means a preschool program that:
62 (a) is provided by an eligible LEA, eligible private provider, or eligible home-based
63 educational technology provider; and
64 (b) meets the elements of a high quality school readiness program described in Section
65 35A-15-202.
- 66 (9) "Investor" means a person that enters into a results-based contract to provide
67 funding to a high quality school readiness program on the condition that the person will receive
68 payment in accordance with Section 35A-15-402 if the high quality school readiness program
69 meets the performance outcome measures included in the results-based contract.
- 70 (10) "Kindergarten assessment" means the kindergarten entry assessment described in
71 Section 53F-2-507.
- 72 (11) "Kindergarten transition plan" means a plan that supports the smooth transition of
73 a preschool student to kindergarten and includes communication and alignment among the
74 preschool, program, parents, and K-12 personnel.
- 75 (12) "Local Education Agency" or "LEA" means a school district or charter school.
- 76 (13) "Performance outcome measure" means:
77 (a) indicators, as determined by the board, on the school readiness assessment and the
78 kindergarten assessment; or
79 (b) for a results-based contract, the indicators included in the contract.
- 80 (14) "Results-based contract" means a contract that:
81 (a) is entered into in accordance with Section 35A-15-402;
82 (b) includes a performance outcome measure; and
83 (c) is between the board, a provider of a high quality school readiness program, and an
84 investor.
- 85 (15) "Risk factor" means:
86 (a) having a mother who was 18 years old or younger when the child was born;
87 (b) a member of a child's household is incarcerated;
88 (c) living in a neighborhood with high violence or crime;
89 (d) having one or both parents with a low reading ability;

- 90 (e) moving at least once in the past year;
- 91 (f) having ever been in foster care;
- 92 (g) living with multiple families in the same household;
- 93 (h) having exposure in a child's home to:
- 94 (i) physical abuse or domestic violence;
- 95 (ii) substance abuse;
- 96 (iii) the death or chronic illness of a parent or sibling; or
- 97 (iv) mental illness;
- 98 (i) the primary language spoken in a child's home is a language other than English; or
- 99 (j) having at least one parent who has not completed high school.

100 (16) "School readiness assessment" means the same as that term is defined in Section
 101 [53E-4-314](#).

102 (17) "Tool" means the tool developed in accordance with Section [35A-15-303](#).
 103 Section 2. Section **35A-15-202** is amended to read:

104 **35A-15-202. Elements of a high quality school readiness program.**

105 (1) A high quality school readiness program ~~[run by]~~ that an eligible LEA or eligible
 106 private provider runs shall include ~~[the following components]~~:

107 (a) an evidence-based curriculum that is aligned with all of the developmental domains
 108 and academic content areas defined in the Utah ~~[Early Childhood Standards adopted by]~~ core
 109 standards for preschool that the State Board of Education adopts, and that incorporates:

110 (i) intentional and differentiated instruction in whole group, small group, and
 111 child-directed learning; and

112 (ii) ~~[explicit]~~ intentional instruction in key areas of literacy and numeracy, as
 113 determined by the State Board of Education, that:

114 (A) is teacher led or through a partnership with a contractor as defined in Section
 115 [53F-4-401](#);

116 (B) includes specific literary and numeracy skills, such as phonological awareness; and

117 (C) includes provider monitoring and ongoing professional learning and coaching;

118 (b) ongoing, focused, and intensive professional development for staff of the school
 119 readiness program;

120 (c) ongoing assessment of a student's educational growth and ~~[developmental]~~

121 development that:

122 (i) is ~~Ĥ~~ based on aligned to ~~Ĥ~~ the Utah core standards for preschool that the State

122a Board of Education

123 adopts; and

124 (ii) evaluates student progress to inform instruction;

125 (d) administration of the school readiness assessment to each student;

126 (e) for a preschool program [run by an eligible LEA] that an eligible LEA runs, a class
127 size that does not exceed 20 students, with one adult for every 10 students in the class;

128 (f) ongoing program evaluation and data collection to monitor program goal
129 achievement and implementation of required program components;

130 (g) family engagement, including ongoing communication between home and school,
131 and parent education opportunities based on each family's circumstances;

132 ~~[(h) for a preschool program run by an eligible LEA, each teacher having at least~~
133 ~~obtained:]~~

134 ~~[(i) the minimum standard of a child development associate certification; or]~~

135 ~~[(ii) an associate or bachelor's degree in an early childhood education related field;]~~

136 ~~[(i) for a preschool program run by an eligible private provider, by a teacher's second~~
137 ~~year, each teacher having at least obtained:]~~

138 (h) only lead teachers who, by the lead teacher's second year, obtain at least:

139 (i) the minimum standard of a child development associate certification; or

140 (ii) an associate or bachelor's degree in an early childhood education related field; and

141 ~~[(j)]~~ (i) a kindergarten transition plan.

142 (2) A high quality school readiness program [run by] that a home-based educational
143 technology provider runs shall:

144 (a) be an evidence-based and age appropriate individualized interactive instruction
145 assessment and feedback technology program that teaches eligible students early learning skills
146 needed to be successful upon entry into kindergarten;

147 (b) require regular parental engagement with the student in the student's use of the
148 home-based educational technology program;

149 (c) be aligned with the Utah [early childhood] core standards for preschool that the
150 State Board of Education adopts;

151 (d) require the administration of a pre- and post-assessment of each student whose

152 parent or legal guardian consents to the assessment that, for a home-based technology program
153 that receives funding under this part, is designated by the board in accordance with Section
154 [35A-15-402](#); and

155 (e) require technology providers to ensure successful implementation and utilization of
156 the technology program.