

Program Title: Kindergarten

Problem Statement: Students and families have inequitable access to high quality full-day kindergarten programs.

Resources:

- \$170,463,965 FY 2024
- No dedicated FTE for this program
- No additional fiscal resources for this program

Core Strategies (Outputs):

- USBE hosts kindergarten collaborative meetings
- USBE has created supports for LEA leaders who are implementing full-day kindergarten programs
- USBE created two kindergarten specific board rules
- Creating a roll out timeline at the LEA level
- Creating master schedules at the school level
- Finding space for new classrooms
- Hiring additional teachers
- Increasing instructional hours
- Ongoing professional learning for teachers

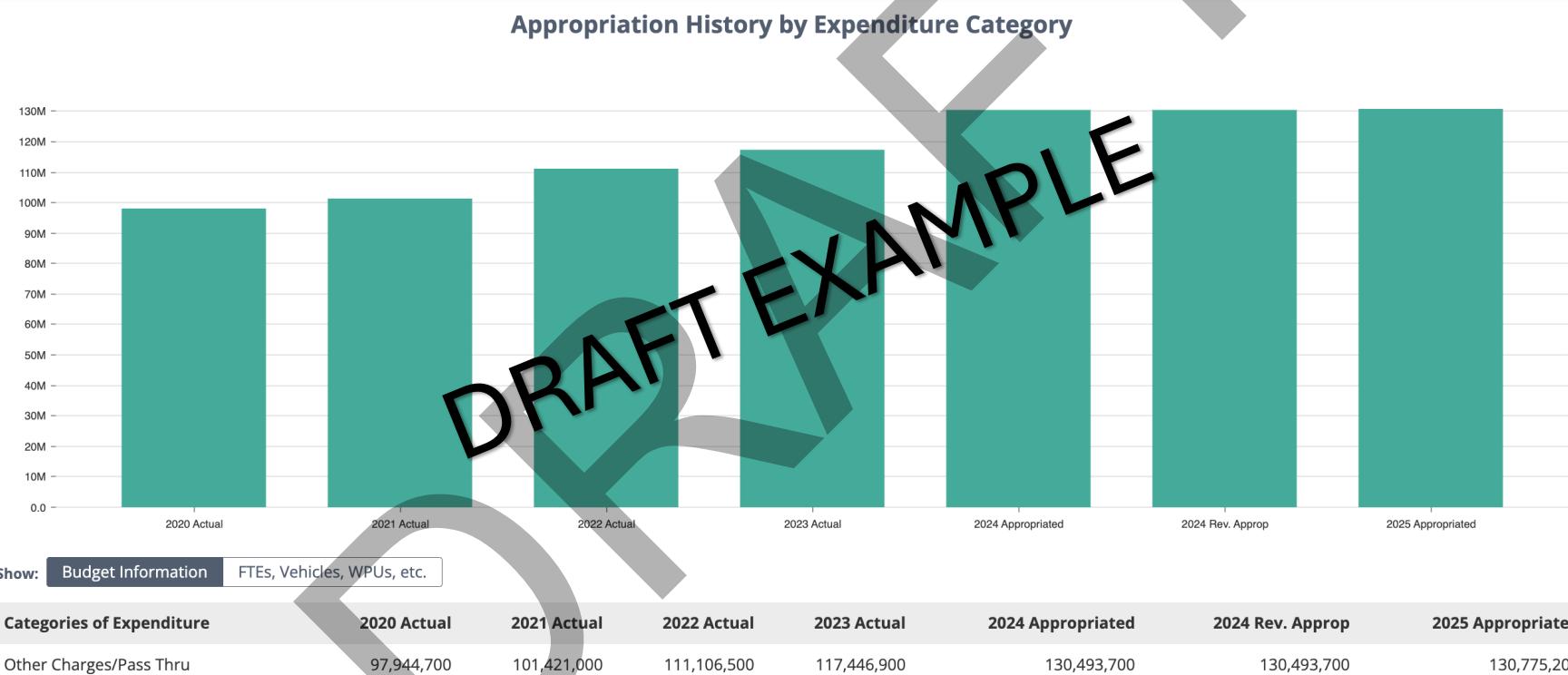
Short Term Outcomes:

- Increased proficiency for Kindergarten on Acadience Reading and Math
- Increased percentage of students attending full-day kindergarten- Oct. 1 counts
- Percentage of LEAs offering full-day kindergarten to 100% of their community

Performance Measure(s) Alignment:

- Percentage of kindergarten students making typical or better progress on Acadience Reading (PoP) in reading and math

Financial Data



USBE Program Support and Administration

USBE Personnel

- No dedicated FTE for this program. Existing staff funded through Administrative Funds are responsible for this program.

Fiscal Administration Requirements

- The USBE financial operations staff are responsible for the distribution of these funds in alignment with traditional minimum school program processes.

Recommended Alignment to R277-114

Category: TBD

Rationale: XX

Monitoring/Evaluation Requirements

- The kindergarten assessment data will be analyzed by staff to create and share a report with key findings, recommendations, and implications for stakeholders.

Policy Questions for the Board

Current state code requires that a student must turn five on or before September 1 of the school year to be eligible for kindergarten enrollment. However, this may create a gap for students who start kindergarten in another state where the cut-off date is different and then relocate to Utah before completing the school year. These students may not be able to continue their kindergarten education or advance to the first grade in Utah.

- Would the board consider amending state code to allow for exceptions based on the previous enrollment and attendance of a student in another state's public school system?
 - This would require verifying the student's age, school records, and residency status, and ensuring that the student meets the academic and social readiness standards for kindergarten or first grade in Utah.