



How Data Paved the Way for State Support of Preschool in Utah

July 28, 2021

Our Aim

Improve kindergarten readiness



Current State

Preschool and Data

What are the impacts of preschool and on whom?

Play-based or direct instruction?

How many Utah kids are in preschool?
Who are they?

What is high quality?

What constitutes preschool?

Is preschool government overreach?

How can we spur more state investment?

Strategy

Evaluate the best program

STUDY PROFILE

SCHOOL YEARS:

2006-2007 to 2011-2012

LOCATION:

Granite School District,
Salt Lake City, Utah

GRADE LEVELS:

PreK – Grade 4

NUMBER OF STUDENTS:

737

VOYAGER PROGRAM:

We Can! Early Childhood Curriculum

SUMMARY: In partnership with Granite School District, Voices for Utah Children* conducted a longitudinal study of the outcomes associated with three cohorts of 4-year-old students in 11 schools most impacted by poverty in Granite School District. Students in the study attended Granite School District's Title I preschool program, which used the *We Can!*TM *Early Childhood Curriculum*, starting in the 2006-2007 school year.

EVALUATION: These reports tracked students from kindergarten through fourth grade, monitoring sustained academic gains, the poverty gap, referrals to special education, and per-pupil spending.

FINDINGS: Of the 737 at-risk students in the three cohorts who experienced quality preschool instruction, only 11 were referred for special education services (see Decreased Referrals to Special Education section). Other findings include:

- ☀️ A quality preschool program positions students for K–12 academic success over time
- ☀️ The achievement gap between non-economically disadvantaged and economically disadvantaged students decreased substantially in both reading and math
- ☀️ There was a substantial reduction in the number of students referred for special education services
- ☀️ Return on Investment of a quality preschool program was more than \$1.75 million

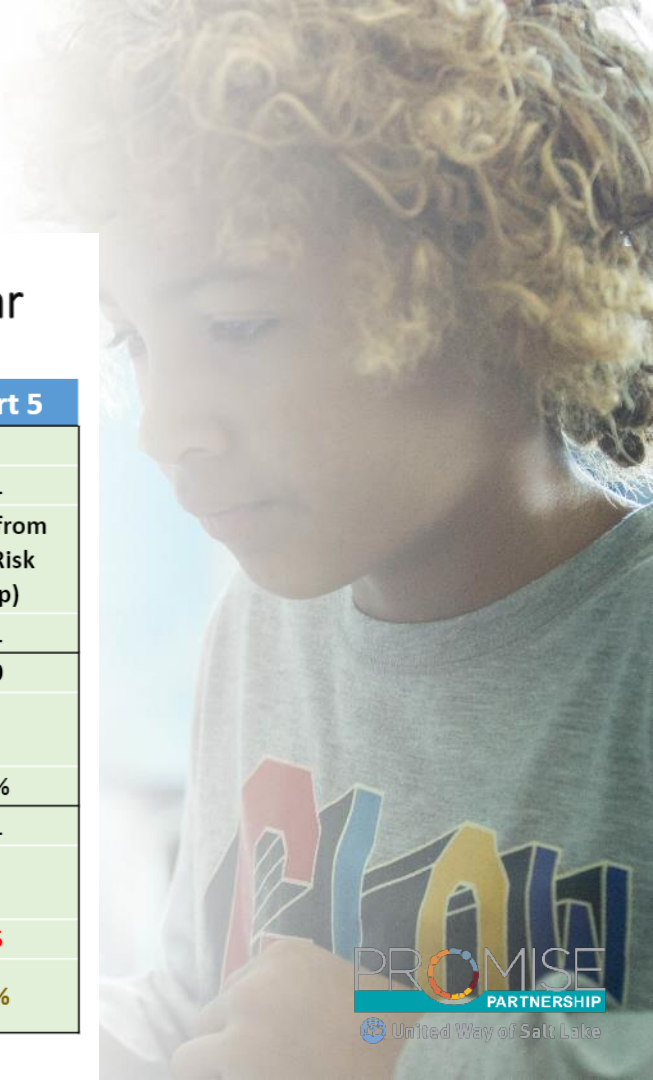


Strategy

Structure Pay for Success Deal Based on Evaluation

Pay for Success 2020– End of 2019/20 Academic Year

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	
Grade 2019/20	5 th	4 th	3 rd	2 nd	1 st	
# in Cohort	385	494	496	665	641	
Unable to find	42 (14 from risk group)	51 (11 from risk group)	51 (15 from risk group)	50 (10 from risk group)	40 (13 from High-Risk group)	
Total found	343	443	445	615	601	
Risk	# Risk group	244	332	341	496	480
	# Risk group in special ed	32	37	34	43	20
	% Risk in special ed	13.1%	11.1%	10.0%	8.7%	4.2%
High-Risk	# High-Risk group	99	111	104	119	121
	# High-Risk group in special education	24	19	15	11	6
	Payout group	75	92	89	108	115
	% High-Risk in special education	24.2%	17.1%	14.4%	9.2%	5.0%



Outcomes

Spur State Investment

3,600 state funded preschool slots today annually (over 0 in 2013, and capped at 1,000 during PFS years)

A student is kindergarten ready in literacy if they have a composite category score of 3 on the literacy portion of the Kindergarten Entrance and Exit Profile (KEEP) test.

