

1

Early Literacy

2026 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Ann Millner

House Sponsor: Karen M. Peterson

2

LONG TITLE

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General Description:

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This bill establishes a framework of literacy interventions in kindergarten through grade 3 within the public education system.

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Highlighted Provisions:

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This bill:

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- ▶ defines terms;
- ▶ establishes a third-grade level reading goal for 2030;
- ▶ requires a local education agency (LEA) to, based on the student's performance on a benchmark reading assessment, provide a student with an individualized reading plan that identifies specific reading interventions to remediate a reading deficiency, including considering retention in lower grades and requiring retention in grade 3 except in cases of certain good cause exemptions;

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▶ requires regional education service agencies (RESAs) and certain school districts to provide formal professional learning and information training in the science of reading, including to employees of charter schools located within the relevant RESA or school district;

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▶ dedicates a certain amount of one-time funding each year from the Public Education Economic Stabilization Restricted Account to provide paraprofessionals who support literacy;

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- ▶ requires certain school performance monitoring;
- ▶ excludes the practice of "three-cueing" from an LEA's reading curriculum;
- ▶ requires the State Board of Education (state board) to distribute funding to regional education service agencies and certain school districts for literacy coaching and training;
- ▶ requires the Utah Board of Higher Education to partner with the state board in certain duties regarding teacher preparation programs;
- ▶ requires the use of a certain portion of a school's allocation under the Teacher and Student Success Program on literacy interventions if the school's third grade students score

31 below the statewide benchmark goal;

32 ▸ includes science of reading and literacy as components of an elementary educator

33 evaluation;

34 ▸ requires the Center for the School of the Future at Utah State University, in collaboration

35 with the Utah Board of Higher Education, to develop a plan to improve science of

36 reading knowledge and ability in teacher graduates from a state institution of higher

37 education; and

38 ▸ makes technical and conforming changes.

39 **Money Appropriated in this Bill:**

40 None

41 **Other Special Clauses:**

42 This bill provides a special effective date.

43 **Utah Code Sections Affected:**

44 AMENDS:

45 **53E-3-1001 (Effective 07/01/26)**, as enacted by Laws of Utah 2022, Chapter 285 and

46 further amended by Revisor Instructions, Laws of Utah 2022, Chapter 285

47 **53E-3-1003 (Effective 07/01/26)**, as enacted by Laws of Utah 2022, Chapter 285

48 **53E-4-307 (Effective 07/01/26)**, as last amended by Laws of Utah 2024, Chapter 60

49 **53E-6-302 (Effective 07/01/26)**, as last amended by Laws of Utah 2024, Chapter 51

50 **53F-9-204 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, Chapters 413,

51 433

52 **53G-7-205 (Effective 07/01/26)**, as last amended by Laws of Utah 2019, Chapter 293

53 **53G-7-1304 (Effective 07/01/26)**, as last amended by Laws of Utah 2024, Chapter 372

54 **53G-7-1305 (Effective 07/01/26)**, as enacted by Laws of Utah 2019, Chapter 505

55 **53G-11-507 (Effective 07/01/26) (Repealed 07/01/29)**, as last amended by Laws of Utah

56 2024, Chapter 484

57 ENACTS:

58 **53F-2-424 (Effective 07/01/26)**, Utah Code Annotated 1953

59 **53G-10-801 (Effective 07/01/26)**, Utah Code Annotated 1953

60 **53G-10-802 (Effective 07/01/26)**, Utah Code Annotated 1953

61 **53G-10-803 (Effective 07/01/26)**, Utah Code Annotated 1953

62 **53G-10-805 (Effective 07/01/26)**, Utah Code Annotated 1953

63 RENUMBERS AND AMENDS:

64 **53G-10-804 (Effective 07/01/26)**, (Renumbered from 53E-3-1002, as enacted by

65 Laws of Utah 2022, Chapter 285)

66 **53G-10-806 (Effective 07/01/26)**, (Renumbered from 53G-10-306, as enacted by

67 Laws of Utah 2022, Chapter 285)

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

69 Section 1. Section **53E-3-1001** is amended to read:

70 **53E-3-1001 (Effective 07/01/26). Statewide goal -- Emphasis on early literacy.**

71 (1) As used in this section:

72 (a) "Benchmark reading assessment" means the statewide benchmark assessment in
73 reading described in Section 53E-4-307 that a school district or charter school
74 administers to students in kindergarten through grade 3 at the beginning, middle, and
75 end of the school year.

76 (b) "Reading on grade level" means that a student scores at or above the benchmark for
77 the relevant grade level on the benchmark reading assessment.

78 (2) To achieve a strenuous statewide goal of [70% in third grade-level proficieeny on
79 the state-administered reading assessment by July 1, 2027,] 80% of students reading on
80 grade level on the end-of-year benchmark reading assessment in grade 3 by July 1, 2030:

81 (a) the state board shall:

82 [①] (i) analyze, align, and target resources, including digital software and tools, in
83 existing state programs and the programs enacted in Laws of Utah 2022, Chapter
84 285, as appropriate, to support early literacy within the state; and

85 [②] (ii) identify opportunities to incentivize and support LEAs and elementary
86 schools to analyze data, align plans, and target resources from existing local and
87 LEA programs to support early literacy within the state, resulting in a
88 comprehensive statewide alignment of early literacy plans[.] ; and

89 (b) each LEA shall engage in targeted literacy interventions in accordance with Section
90 53G-10-306.

91 Section 2. Section **53E-3-1003** is amended to read:

92 **53E-3-1003 (Effective 07/01/26). Science of reading.**

93 (1) As used in this section:

94 (a) "Educator preparation program" means the same as that term is defined in Section
95 53E-6-302.

96 (b) "Panel" means the science of reading panel that the state board establishes in
97 accordance with this section.

99 (c) "Science of reading" means the same as that term is defined in Section 53G-10-801.
100 [←e)] (d) "University teacher preparation program" means a program described in Section
101 53E-6-302.

102 (2) The state board shall establish an expert science of reading panel consisting of up to six
103 experts who have:

104 (a) knowledge and a research background in the science of reading and the science of
105 reading instruction; and
106 (b) experience translating the science of reading into effective reading instructional
107 practices.

108 (3) The panel shall:

109 (a) meet no less than once every quarter;
110 (b) provide expertise to and serve in a consultancy capacity to the state board on
111 implementation of:
112 (i) the early literacy emphases described in Section 53E-3-1001; and
113 (ii) educator preparation programs;
114 (c) in consultation with the state board:
115 (i) provide advanced professional learning opportunities in the science of reading and
116 the science of reading instruction for public schools and educator preparation
117 programs as needed to expand statewide capacity;
118 (ii) partner with ULEAD, as that term is defined in Section 53E-10-701, to develop
119 and implement an online repository of digital science of reading and science of
120 reading instruction resources that is accessible to public school teachers, school
121 leaders, parents, and educator preparation programs and associated faculty;
122 (iii) develop professional learning modules to support teachers and school leaders;
123 and
124 (iv) coordinate with educator preparation programs, university teacher preparation
125 program faculty, deans of education, and literacy leadership fellows to advance
126 the science of reading and the science of reading instruction; and
127 (d) take part in the hiring of the additional faculty members[described in Subseection
128 53E-6-302(6)] , with two panel members participating in the hiring process.

129 (4) The state board may collaborate with panel members to conduct periodic reviews of:

130 (a) student outcome data;
131 (b) science of reading and science of reading instruction implementation fidelity in
132 public schools and educator preparation programs through onsite visits; and

133 (c) advise LEAs regarding the science of reading and the science of reading instruction
134 curriculum and intervention programs.

135 (5) A panel member:

136 (a) may not receive compensation or benefits for the member's service on the panel; and
137 (b) may receive per diem and reimbursement for travel expenses that the panel member
138 incurs as a panel member at the rates that the Division of Finance establishes under:
139 (i) Sections 63A-3-106 and 63A-3-107; and
140 (ii) rules that the Division of Finance makes under Sections 63A-3-106 and
141 63A-3-107.

142 (6) The state board shall provide staff support to the panel.

143 Section 3. Section **53E-4-307** is amended to read:

144 **53E-4-307 (Effective 07/01/26). Benchmark assessments in reading -- Report to
145 parent.**

146 (1) As used in this section:

147 (a) "Benchmark reading assessment" means an assessment that:

148 (i) measures key literacy skills, including phonemic awareness, sound-symbol
149 recognition, alphabet knowledge, decoding and encoding skills, and
150 comprehension, to determine a student's specific strengths and weaknesses in a
151 skill area; and

152 (ii) a school district or charter school administers to students in kindergarten through
153 grade 3 at the beginning, middle, and end of the school year.

154 [(a)] (b) "Competency" means a demonstrable acquisition of a specified knowledge, skill,
155 or ability that has been organized into a hierarchical arrangement leading to higher
156 levels of knowledge, skill, or ability.

157 [(b) "Diagnostic assessment" means an assessment that measures key literacy skills,
158 including phonemic awareness, sound-symbol recognition, alphabet knowledge,
159 decoding and encoding skills, and comprehension, to determine a student's specific
160 strengths and weaknesses in a skill area.]

161 (c) "Dyslexia" means a learning disorder that:

162 (i) is neurological in origin and is characterized by difficulties with:

163 (A) accurate or fluent word recognition; and
164 (B) poor spelling and decoding abilities; and

165 (ii) typically results from a deficit in the phonological component of language that is
166 often unexpected in relation to other cognitive abilities and the provision of

167 effective classroom instruction.

168 (d) "Evidence-based" means the same as that term is defined in Section 53G-11-303.

169 (e) "Evidence-informed" means the same as that term is defined in Section 53G-11-303.

170 (2) The state board shall approve a benchmark assessment for use statewide by school
171 districts and charter schools to assess the reading competency of students in grades 1
172 through 6 as provided by this section.

173 (3) A school district or charter school shall:

174 (a) administer benchmark assessments to students in kindergarten and grades 1, 2, and 3
175 at the beginning, middle, and end of the school year using the benchmark assessment
176 approved by the state board; and

177 (b) after administering a benchmark assessment, report the results to a student's parent.

178 (4)(a) If a benchmark assessment or supplemental reading assessment indicates a student
179 lacks competency in a reading skill, is demonstrating characteristics of dyslexia, or is
180 lagging behind other students in the student's grade in acquiring a reading skill, the
181 school district or charter school shall:

182 [({i}) administer diagnostic assessments to the student;]

183 [({ii}) (i) using data from the [diagnostic] benchmark reading assessment, provide
184 specific, focused, and individualized intervention or tutoring to develop the
185 reading skill, in accordance with Title 53G, Chapter 10, Part 8, Literacy
186 Interventions, potentially including the creation of an individual reading plan, as
187 that term is defined in Section 53G-10-801;

188 [({iii}) (ii) administer formative assessments and progress monitoring at recommended
189 levels for the benchmark assessment to measure the success of the focused
190 intervention;

191 [({iv}) (iii) in addition to the notice described in Section 53G-10-802:

192 (A) inform the student's parent of activities that the parent may engage in with the
193 student to assist the student in improving reading proficiency; and

194 [({v}) (B) provide information to the parent regarding appropriate interventions
195 available to the student outside of the regular school day that may include
196 tutoring, before and after school programs, or summer school; and

197 [({vi}) (iv) provide instructional materials that are evidence-informed for core
198 instruction and evidence-based for intervention and supplemental instruction.

199 (b) Nothing in this section or in Section 53F-4-203 or 53G-11-303 requires a reading
200 software product to demonstrate the statistically significant effect size described in

201 Subsection 53G-11-303(1)(a) in order to be used as an instructional material
202 described in Subsection (4)(a)(vi).

203 (5)(a) In accordance with Section 53F-4-201 and except as provided in Subsection (5)(b),
204 the state board shall contract with one or more educational technology providers for a
205 benchmark assessment system for reading for students in kindergarten through grade
206 6.
207 (b) If revenue is insufficient for the benchmark assessment system for the grades
208 described in Subsection (5)(a), the state board shall first prioritize funding a
209 benchmark assessment for students in kindergarten through grade 3.
210 (6) A student with dyslexia is only eligible for special education services if the student
211 meets federal eligibility criteria.

212 Section 4. Section **53E-6-302** is amended to read:

213 **53E-6-302 (Effective 07/01/26). Educator preparation programs.**

214 (1) As used in this section:
215 (a) "Center" means the Center for the School of the Future at Utah State University
216 established in Section 53H-4-304.
217 (b) "Educator preparation program" means:
218 (i) a university teacher education program; or
219 (ii) a program that prepares individuals using an alternative pathway to licensure, as
220 the state board provides, that does not include content or time requirements that
221 conflict with the content or time requirements described in rule made by the state
222 board in accordance with Subsection (2).
223 [(b)] (c) "Required literacy preparation assessment" means the same as that term is
224 defined in Section 53E-6-301.
225 (d) "Science of reading" means the same as that term is defined in Section 53G-10-801.
226 [(e)] (e) "University teacher preparation program" means a program that an institution of
227 higher education offers to prepare educators for licensure.
228 (2) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the
229 state board shall make rules that establish standards for approval of an educator
230 preparation program.
231 (3) The state board shall ensure that standards adopted under Subsection (2):
232 (a) meet or exceed generally recognized national standards for preparation of educators;
233 and
234 (b) include requirements for educator preparation programs to:

235 (i) provide instruction in the science of reading; and
236 (ii) prepare license applicants to pass the required literacy preparation assessment at
237 no cost to the applicants for the preparation, including providing ongoing
238 preparation for up to three total attempts of the required literacy preparation
239 assessment.

240 (4) The Utah Board of Higher Education and the state board shall each designate an
241 employee of [the state] each board's staff to jointly:
242 (a) work with education deans of state institutions of higher education to coordinate
243 university teacher preparation programs that may include:
244 (i) monitoring courses for university teacher preparation programs; and
245 (ii) working with course instructors for university teacher preparation programs;
246 (b) act as a liaison between:
247 (i) the Utah Board of Higher Education;
248 (ii) the state board;
249 [(iii) local school boards or charter school governing boards; and
250 [(iv) representatives of university teacher preparation programs; and
251 (c) report the employee's findings and recommendations for the improvement of teacher
252 preparation programs to:
253 (i) the state board; and
254 (ii) education deans of state institutions of higher education.

255 (5) The state board, in consultation with the Utah Board of Higher Education, shall:
256 (a) in good faith, consider the findings and recommendations described in Subsection
257 (4)(c); and
258 (b) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,
259 make rules, as the state board determines is necessary, to implement
260 recommendations described in Subsection (4)(c).

261 [(6) Subject to legislative appropriations, the Utah Board of Higher Education shall:]
262 [(a) provide matching funds to each of the state's institutions of higher education with a
263 university teacher preparation program:]
264 [(i) to hire an additional faculty member who has training in the science of reading
265 and the science of reading instruction; and]
266 [(ii) in an amount equal to 75% of the cost of making the hire described in Subsection
267 (6)(a) if the institution provides 25% of the cost; and]
268 [(b) consult the state superintendent regarding:]

269 [~~(i) criteria for the hire described in Subsection (6)(a) that would qualify for a~~
270 ~~distribution of funding; and]~~

271 [~~(ii) an individual institution's fulfillment of the criteria described in Subsection~~
272 ~~(6)(b)(i) before distributing funding.~~]

273 (6) The center shall develop a plan, in collaboration with the Utah Board of Higher
274 Education, to improve, for elementary teacher graduates and elementary administrator
275 preparation graduates from a state institution of higher education:
276 (a) the knowledge of the science of reading; and
277 (b) the ability to apply the science of reading instruction with a focus on how the
278 instruction leads to third-grade proficiency in reading and writing.

279 (7) An institution that hires an additional faculty member shall coordinate with the science
280 of reading panel described in Section 53E-3-1003 to include two members of the panel
281 in the institution's hiring process.

282 (8) The Utah Board of Higher Education and the state board shall jointly:
283 (a) monitor accreditation of university programs regarding the science of reading
284 preparation described in Subsection (3)(b)[at the institutions described in Subsection
285 (6)(a)]; and
286 (b)(i) develop strategies to provide support for preparation programs with low rates
287 of passage on the required literacy preparation assessment; and
288 (ii) provide increasing levels of support to a preparation program with low rates of
289 passage on the required literacy preparation assessment for two consecutive years.

290 Section 5. Section **53F-2-424** is enacted to read:

291 **53F-2-424 (Effective 07/01/26). Literacy interventions.**

292 (1) As used in this section:

293 (a) "Member school district" means a school district that is a member of a specific
294 regional education service agency.
295 (b) "Regional education service agency" means the same as that term is defined in
296 Section 53G-4-410.

297 (2) Subject to legislative appropriations, the state board shall allocate the following for
298 literacy coaching and training in accordance with Section 53G-10-804:

299 (a) a base funding amount of \$75,000 to each regional education service agency and to
300 each school district that is not a member of a regional education service agency; and
301 (b) the remainder of legislative appropriations for literacy interventions under this
302 section, distributed based on:

303 (i) for a school district that is not a member of a regional education service agency,
304 the sum of:
305 (A) the school district's average daily membership; and
306 (B) the average daily membership of the school district's resident students who
307 attend charter schools; and
308 (ii) for a regional education service agency, the sum of:
309 (A) the average daily membership within each member school district; and
310 (B) the average daily membership of each member school district's resident
311 students who attend charter schools.

312 Section 6. Section **53F-9-204** is amended to read:

313 **53F-9-204 (Effective 07/01/26). Public Education Economic Stabilization**

314 **Restricted Account.**

315 (1) There is created within the Uniform School Fund a restricted account known as the
316 "Public Education Economic Stabilization Restricted Account."
317 (2)(a) Except as provided in Subsection (2)(b), the account shall be funded from the
318 following revenue sources:
319 (i) 15% of the difference between, as determined by the Office of the Legislative
320 Fiscal Analyst:
321 (A) the estimated amount of ongoing Income Tax Fund and Uniform School Fund
322 revenue available for the Legislature to appropriate for the next fiscal year; and
323 (B) the amount of ongoing appropriations from the Income Tax Fund and Uniform
324 School Fund in the current fiscal year; and
325 (ii) other appropriations as the Legislature may designate.
326 (b) If the appropriation described in Subsection (2)(a) would cause the ongoing
327 appropriations to the account to exceed 11% of Uniform School Fund appropriations
328 described in Section 53F-9-201.1 for the same fiscal year, the Legislature shall
329 appropriate only those funds necessary to ensure that the ongoing appropriations to
330 the account equal 11% of Uniform School Fund appropriations for that fiscal year.
331 (3) Subject to the availability of ongoing appropriations to the account, in accordance with
332 Utah Constitution, Article X, Section 5, Subsection (4), the ongoing appropriation to the
333 account shall be used to fund:
334 (a) except for a year described in Subsection (3)(b) or (c), one-time appropriations to the
335 public education system, including at least \$65,000,000 to the Catalyst Center Grant
336 Program described in Section 53E-3-507.1;

337 (b) the Minimum School Program for a year in which Income Tax Fund revenue and
338 Uniform School Fund revenue are insufficient to fund:
339 (i) ongoing appropriations to the public education system; and
340 (ii) enrollment growth and inflation estimates, as defined in Section 53F-9-201.1; and
341 (c) the minimum basic local amount as defined in Section 53F-2-301 for a year in which
342 the minimum basic tax rate, as defined in Section 53F-2-301, is insufficient to
343 generate the amount described in Subsection 53F-2-301(2)(a).

344 (4)(a) The account shall earn interest.

345 (b) All interest earned on account money shall be deposited in the account.

346 (5) On or before December 31, 2023, and every three years thereafter, the Office of the
347 Legislative Fiscal Analyst shall:

348 (a) review the percentages described in Subsections (2)(a)(i) and (2)(b); and

349 (b) recommend to the Executive Appropriations Committee any changes based on the
350 review described in Subsection (5)(a).

351 (6) In preparing budget bills for a given fiscal year, the Executive Appropriations
352 Committee shall make the one-time appropriations described in Subsection (3)(a) by
353 appropriating[-] :

354 (a) at least the lesser of 10% of the total amount of the one-time appropriations to[:]

355 [(a)] the cost of providing 32 paid professional hours for teachers in accordance with
356 Section 53F-7-203;

357 (b) at least \$15,000,000 to provide paraprofessionals who support literacy;

358 [(b)] (c) the amount to make the distribution required under Section 53F-2-527;

359 [(e)] (d) the cost of the Stipends for Future Educators Grant Program described in
360 Section 53F-5-223; and

361 [(d)] (e) the cost of the Rural School Sports Facilities Grant Program described in
362 Section 53F-10-303.

363 (7) No later than October 15 of each year, the state board shall report to the Office of the
364 Legislative Fiscal Analyst an estimated cost for each of the one-time appropriations
365 described in Subsection (6).

366 Section 7. Section **53G-7-205** is amended to read:

367 **53G-7-205 (Effective 07/01/26). Assessment of emerging and early reading skills**

368 **-- Resources provided by school districts.**

369 (1) The Legislature recognizes that well-developed reading skills help:

370 (a) children to succeed in school, develop self esteem, and build positive relationships

371 with others;

372 (b) young adults to become independent learners; and

373 (c) adults to become and remain productive members of a rapidly changing

374 technology-based society.

375 (2)(a) Each potential kindergarten student, the student's parent, and kindergarten

376 personnel at the student's school may participate in an assessment of the student's

377 reading and numeric skills.

378 (b) The state board, in cooperation with the state's school districts, may develop the

379 assessment instrument and any additional materials needed to implement and

380 supplement the assessment program.

381 (3) The potential kindergarten student's teacher may use the assessment in planning and

382 developing an instructional program to meet the student's identified needs.

383 (4)(a) Each school is encouraged to schedule the assessment early enough before the

384 kindergarten starting date so that a potential kindergarten student's parent has time to

385 develop the child's needed skills as identified by the assessment.

386 (b) Based on the assessment under Subsection (2), the school shall provide the potential

387 student's parent with[-] :

388 (i) appropriate resource materials to assist the parent at home in the student's literacy

389 development[.] ; and

390 (ii) information regarding the individualized reading plan process described in

391 Chapter 10, Part 8, Literacy Interventions.

392 Section 8. Section **53G-7-1304** is amended to read:

393 **53G-7-1304 (Effective 07/01/26). Program requirements -- LEA governing board**

394 **student success framework -- LEA distribution -- School allocation -- Reporting.**

395 (1)(a) To receive an LEA distribution, an LEA governing board shall:

396 (i) adopt an LEA governing board student success framework to provide guidelines

397 and processes for a school within the LEA governing board's LEA to follow in

398 developing a teacher and student success plan; and

399 (ii) submit the adopted LEA governing board student success framework to the state

400 board.

401 (b) An LEA governing board may include in the LEA governing board's student success

402 framework any means reasonably designed to improve school performance or student

403 academic achievement, including:

404 (i) school personnel stipends for taking on additional responsibility outside of a

- typical work assignment;
- (ii) professional learning;
- (iii) additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
- (iv) technology;
- (v) before- or after-school programs;
- (vi) summer school programs;
- (vii) community support programs or partnerships;
- (viii) early childhood education;
- (ix) class size reduction strategies;
- (x) augmentation of existing programs;
- (xi) the pilot program described in Section 53G-7-1307; or
- (xii) other means.

(c) An LEA governing board student success framework may not support the use of program money:

- (i) to supplant funding for existing public education programs;
- (ii) for district administration costs; or
- (iii) for capital expenditures.

(a) [An] Subject to Subsection (2)(e), an LEA governing board shall use an LEA distribution as follows:

- (i) for increases to base salary and salary driven benefits for school personnel that, except as provided in Subsection (2)(c)(i), total 25% or less of the LEA distribution; and
- (ii) except as provided in Subsection (2)(b)(ii) and in accordance with Subsection (3), for each school within the LEA governing board's LEA, an allocation that is equal to the product of:
 - (A) the percentage of the school's prior year average daily membership compared to the total prior year average daily membership for all schools in the LEA; and
 - (B) the remaining amount of the LEA governing board's LEA distribution after subtracting the amounts described in Subsections (2)(a)(i) and (2)(b)(ii).

(b)(i) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules for an LEA governing board to calculate and distribute a school allocation for a school in the school's first year of operation.

439 (ii) In accordance with Subsection (3) and the rules described in Subsection (2)(b)(i),
440 an LEA governing board shall distribute a school allocation for a school in the
441 school's first year of operation.

442 (c) Except as provided in Subsection (2)(d) or (2)(e), the LEA governing board of a
443 school district may use up to 40% of an LEA distribution for the purposes described
444 in Subsection (2)(a)(i), if:

445 (i) the LEA governing board has:

446 (A) approved a board local levy for the maximum amount allowed under Section
447 53F-8-302; or

448 (B) after the LEA governing board has submitted an LEA governing board student
449 success framework to the state board, increased the board local levy described
450 in Section 53F-8-302 by at least .0001 per dollar of taxable value; and

451 (ii) the school district's average teacher salary is below the state average teacher
452 salary described in Subsection [2](f) (2)(g).

453 (d) The LEA governing board of a school district in a county of the fourth, fifth, or sixth
454 class or the LEA governing board of a charter school may use up to 40% of an LEA
455 distribution for the purposes described in Subsection (2)(a)(i), if the LEA's average
456 teacher salary is below the state average teacher salary described in Subsection [2](f)
457 (2)(g).

458 (e) The LEA governing board of an LEA with a school performing below the statewide
459 goal described in Section 53E-3-1001 for third-grade reading shall ensure that the
460 school's teacher and student success plan that the LEA governing board approves in
461 accordance with Section 53G-7-1305 allocates at least 50% of the school's total
462 distribution for:

463 (i) evidence-based strategies and practices for addressing low literacy rates in
464 alignment with the science of reading; and

465 (ii) reading interventions in accordance with Chapter 10, Part 8, Literacy
466 Interventions.

467 [(e)] (f) An LEA governing board shall annually report information as requested by the
468 state board for the state board to calculate a state average teacher salary.

469 [(f)] (g) The state board shall use the information described in Subsection (2)(c)(ii) to
470 calculate a state average teacher salary amount and a state average teacher benefit
471 amount.

472 (3) An LEA governing board shall allocate a school allocation to a school with a teacher

473 and student success plan that is approved as described in Section 53G-7-1305.

474 (4)(a) Except as provided in Subsection (4)(b), a school shall use a school allocation to
475 implement the school's success plan.

476 (b) A school may use up to 5% of the school's school allocation to fund school personnel
477 retention at the principal's discretion, not including uniform salary increases.

478 (c) A school may not use a school allocation for:

479 (i) capital expenditures; or

480 (ii) a purpose that is not supported by the LEA governing board student success
481 framework for the school's LEA.

482 (5) A school that receives a school allocation shall annually:

483 (a) submit to the school's LEA governing board a description of:

484 (i) the budgeted and actual expenditures of the school's school allocation;

485 (ii) how the expenditures relate to the school's success plan; and

486 (iii) how the school measures the success of the school's participation in the program;
487 and

488 (b) post on the school's website:

489 (i) the school's approved success plan;

490 (ii) a description of the school's school allocation budgeted and actual expenditures
491 and how the expenditures help the school accomplish the school's success plan;
492 and

493 (iii) the school's current level of performance, as described in Section 53G-7-1306,
494 according to the indicators described in Section 53E-5-205 or 53E-5-206.

495 Section 9. Section **53G-7-1305** is amended to read:

496 **53G-7-1305 (Effective 07/01/26). Teacher and student success plans -- Plan**

497 **review and approval.**

498 (1)(a) The principal of a school shall develop the school's teacher and student success
499 plan:

500 (i) in accordance with the LEA governing board student success framework for the
501 school's LEA;

502 (ii) by integrating school-specific goals and criteria for improving the school's
503 performance within the state accountability system;[and]

504 (iii) if the school has a school turnaround plan as defined in Section 53E-5-301, in
505 accordance with the school's school turnaround plan[.]; and

506 (iv) if the school is performing below the statewide goal described in Section

53E-3-1001 for third-grade reading, in accordance with Subsection 53G-7-1304(2)(e).

(b) A principal shall solicit input on developing a success plan from:

(i) for a district school or charter school:

(A) the school community council, as defined in Section 53G-7-1202; or

(B) the charter trust land council, as described in Section 53G-7-1205;

(ii) school-level educators;

(iii) parents of students at the school; and

(iv) school-level administrators.

(c) A principal may solicit input on developing a success plan from:

(i) students;

(ii) support professionals; or

(iii) other community stakeholders.

(2)(a) The principal of a school shall submit a proposed success plan to the school's LEA governing board.

(b) An LEA governing board shall:

- (i) annually review each success plan submitted for a school within the LEA governing board's LEA;

(ii) in a regularly scheduled LEA governing board meeting, approve or disapprove each submitted success plan; and

(iii) upon disapproval of a success plan:

(A) explain in writing the reason for disapproval;

(B) make recommendations for revision; and

(C) allow the principal who submitted the success plan to resubmit a revised plan for review and approval.

(3) An LEA governing board shall make the LEA governing board's best efforts to help a school complete the approval process described in Subsection (2) on or before June 30 of each year.

(4) A council, as defined in Section 53G-7-1206, shall select a component of the approved success plan for the council's school to address within the council's School LAND Trust Program, in accordance with Section 53G-7-1206.

Section 10. Section **53G-10-801** is enacted to read:

Part 8. Literacy Interventions

53G-10-801 (Effective 07/01/26). Definitions.

541 As used in this part:

542 (1) "Above typical academic progress" means a score for the progress metric on the
543 benchmark reading assessment that demonstrates the rate of a student's progress toward
544 achieving grade-level benchmarks that is higher than typical academic progress.

545 (2) "Benchmark reading assessment" means the statewide benchmark assessment in reading
546 described in Section 53E-4-307.

547 (3) "Individualized reading plan" means a plan described in Section 53G-10-802 that
548 defines the reading interventions a student will receive in given intervention settings to
549 remediate a reading deficiency that the benchmark reading assessment identifies.

550 (4)(a) "Intervention setting" means the setting in which a student receives a reading
551 intervention.

552 (b) "Intervention setting" includes:

- 553 (i) a teacher leading an intervention during regular classroom work;
- 554 (ii) a paraprofessional leading an intervention;
- 555 (iii) an after-school or extended-day program;
- 556 (iv) a summer school program;
- 557 (v) an at-home activity; and
- 558 (vi) an online activity.

559 (5) "Literacy team" means the following group of individuals who unite to establish and
560 monitor the progress of an individualized reading plan for a student:

561 (a) the student's parents;

562 (b) at the discretion of the student's parents, the student;

563 (c) the student's teacher, including general and special education;

564 (d) for a student scoring well below benchmark on a benchmark reading assessment, a
565 representative of the LEA who is knowledgeable about available literacy resources
566 and who has the authority to commit literacy resources; and

567 (e) depending on the circumstances of the student and availability in the LEA, other
568 educators or support personnel, including a therapist, counselor, social worker,
569 translator, friend, or parent advocate.

570 (6)(a) "Reading intervention" means an evidence-based instructional strategy,
571 instructional methodology, technique, or resource that assists a student in becoming a
572 successful reader, able to read at or above grade level, and ready for promotion to the
573 next grade.

574 (b) "Reading intervention" includes:

575 (i) dyad reading in which two individuals, typically a skilled reader and a developing
576 reader, sit side-by-side and read the same text aloud together;
577 (ii) decoding text in which an individual translates printed letters and words into
578 speech through phonics;
579 (iii) a targeted literacy skill intervention resource that is aligned with the science of
580 reading;
581 (iv) a word list;
582 (v) picture mapping;
583 (vi) phoneme and grapheme mapping;
584 (vii) handwriting practice;
585 (viii) reading protocols;
586 (ix) retelling;
587 (x) vocabulary practice;
588 (xi) retention in the student's current grade level; and
589 (xii) other strategies that are aligned with the science of reading to meet student
590 needs in improving literacy.

591 (7) "Reading on grade level" means the same as that term is defined in Section 53E-3-1001.

592 (8) "Regional education service agency" means the same as that term is defined in Section
593 53G-4-410.

594 (9) "Retention" means a reading intervention through which a student who does not meet a
595 specific reading benchmark or satisfy a good cause exemption repeats the grade in the
596 subsequent school year to provide the student with additional time and intensive,
597 targeted reading intervention to remediate a learning deficiency before advancing to a
598 grade for which the student is not prepared to succeed academically.

599 (10) "Science of reading" means an interdisciplinary body of scientific evidence that:

600 (a) informs how students learn to read and write proficiently;
601 (b) explains why some students have difficulty with reading and writing;
602 (c) indicates that all students benefit from explicit and systematic instruction in
603 phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to
604 become effective readers; and
605 (d) does not rely on any model of teaching students to read based on meaning, structure
606 and syntax, and visual cues, including a three-cueing approach.

607 (11) "Three-cueing" means a model of teaching students to read based on visual memory
608 and contextual deduction as the primary basis for teaching word recognition rather than

609 more effective methods, including sounding out words or using a phonics-based
610 approach.

611 Section 11. Section **53G-10-802** is enacted to read:

612 **53G-10-802 (Effective 07/01/26). Individualized reading plan.**

613 (1) For each student in kindergarten through grade 3 who scores below or well below grade
614 level on a benchmark reading assessment, the LEA shall:

615 (a) provide to the student's parent, in writing or through the LEA's standard
616 parent-communication portal:
617 (i) notification that the student has demonstrated a substantial deficiency in reading;
618 (ii) a description of the current services that the student receives;
619 (iii) a description of the process for establishing an individualized reading plan to
620 identify reading interventions;

621 (iv) notification that retention, especially in earlier grades, can benefit the student's
622 reading proficiency;
623 (v) notification that, if the student scores below benchmark on the benchmark reading
624 assessment at the end of third grade, the student is subject to retention under
625 Section 53G-10-803;

626 (vi) notification that the benchmark reading assessment is not the sole determinant of
627 promotion and that additional evaluations and assessments are available to parents
628 and the LEA to determine a student's reading proficiency and readiness for
629 promotion to the next grade level; and
630 (vii) a statement that connects the child's proficiency in reading to long-term
631 outcomes of success; and

632 (b) coordinate with the student's literacy team to establish an individualized reading plan
633 for:

634 (i) a student in kindergarten who scores well below benchmark on the mid-year or
635 end-of-year benchmark reading assessment;

636 (ii) a student in grade 1, 2, or 3 who scores below or well below benchmark on a
637 benchmark reading assessment;

638 (iii) a student whom an LEA promotes to grade 4 in accordance with Subsection
639 53G-10-803(2)(b)(ii) and has not scored at or above benchmark on a benchmark
640 reading assessment during grade 4; and

641 (iv) a student in kindergarten or grade 4:

642 (A) who does not score at or above benchmark on a benchmark reading

643 assessment;

644 (B) who is not a student described in Subsection (1)(b)(i) or (1)(b)(iii); and
645 (C) whose parent requests that the student receive an individualized reading plan.

646 (2)(a) The literacy team for a student described in Subsection (1)(b) shall:

647 (i) within 45 days after the day on which the LEA provides the first notice described
648 in Subsection (1)(a) during a given school year, meet and jointly establish an
649 individualized reading plan for the student that includes:
650 (A) identification of the student's specific reading deficiencies;
651 (B) a description of the reading interventions and intervention settings the LEA
652 will provide to the student to remediate the identified reading deficiencies in
653 accordance with Section 53G-10-803;
654 (C) opportunities for the student's parent to be involved in the reading
655 interventions the individualized reading plan identifies;
656 (D) a process for monitoring and communicating to the student's parent the extent
657 to which the student receives the reading interventions; and
658 (E) a statement that if the student does not score at or above benchmark on the
659 benchmark assessment, the student is subject to retention under Section
660 53G-10-803;
661 (ii) meet at least once annually while the student has an individualized reading plan;
662 and
663 (iii) meet at the request of the parent to review the student's individualized reading
664 plan and progress.

665 (b) After every benchmark reading assessment, the literacy team shall communicate to
666 review and, if necessary, modify the student's individualized reading plan.

667 (3) An LEA shall continue the provision of reading interventions in accordance with a
668 student's individualized reading plan described in Subsection (2)(a) until:

669 (a) the student scores at or above benchmark on the benchmark reading assessment for
670 the student's current grade level; or
671 (b) the literacy team jointly modifies the student's literacy plan.

672 (4) A teacher of a student with an individualized reading plan shall review the student's plan
673 and literacy progress with the student and the student's parent during each parent teacher
674 conference.

675 (5) An LEA shall assign a student with an individualized reading plan under this section to
676 a teacher who has completed or is in the process of completing formal training in the

677 science of reading.

678 (6) Each school and each LEA shall retain a student's individualized reading plan as part of
679 the student's permanent school record.

680 Section 12. Section **53G-10-803** is enacted to read:

681 **53G-10-803 (Effective 07/01/26). Scaled reading interventions.**

682 (1) In identifying reading interventions for a given student, the literacy team shall:

683 (a) ensure that identified reading interventions present the best approach for the student
to improve literacy given the student's specific circumstances through:

684 (i) alignment with the science of reading;

685 (ii) research-based reading strategies for which evidence demonstrates success in
improving reading among low-performing readers; and

686 (iii) targeting of the student's identified reading deficiencies;

687 (b) recommend a scaled intensity of reading interventions and intervention settings
based on:

688 (i) the student's historical and current performance on the benchmark assessment
relative to the benchmark for the student's grade level;

689 (ii) any reading interventions the student has received in a previous grade, including
previous retention; and

690 (iii) the student's performance in numeracy and other foundational abilities; and

691 (c) consider including the following recommended reading interventions for a student in
grades 1 through 3 who scores well below benchmark on the end-of-year benchmark
reading assessment, in addition to in-school reading interventions:

692 (i) screening for dyslexia, including providing information to a parent regarding
potential resources and options for screening; and

693 (ii) extended learning options, including after-school reading interventions and
summer literacy programs.

694 (2)(a) An LEA shall consider retention and discuss the value of early retention with the
student's parent for:

695 (i) a student in kindergarten who scores well below benchmark on the mid-year or
end-of-year benchmark reading assessment;

696 (ii) a student in grade 1 who:

697 (A) scores well below benchmark on the end-of-year benchmark reading
assessment; and

698 (B) has already had an individualized reading plan before the end-of-year

711 benchmark reading assessment and does not demonstrate above typical
712 academic progress on the benchmark reading assessment;

713 (iii) a student in grade 2 who scores well below benchmark on the end-of-year
714 benchmark reading assessment:
715 (A) began grade 2 below benchmark on the benchmark reading assessment; or
716 (B) has already had an individualized reading plan before the end-of-year
717 benchmark reading assessment and does not demonstrate above typical
718 academic progress on the benchmark reading assessment; and
719 (iv) before the 2029-2030 academic year, a student in grade 3 who does not score at
720 or above benchmark on the end-of-year benchmark reading assessment.

721 (b) Beginning with the end-of-year benchmark reading assessment in the 2029-2030
722 academic year, for a student in grade 3 who does not score at or above benchmark on
723 the end-of-year benchmark reading assessment, an LEA:

724 (i) except as provided in Subsection (2)(b)(ii), shall retain the student in grade 3; and
725 (ii) may promote the student to grade 4 if one of the following good cause
726 exemptions applies:
727 (A) the student scores below benchmark, but not well below benchmark, on the
728 benchmark reading assessment and makes typical academic progress on the
729 benchmark reading assessment;
730 (B) the school provides intensive reading interventions during the summer
731 between grade 3 and grade 4, and the student improves to at benchmark or
732 above benchmark on a benchmark reading assessment that the school
733 administers during the summer;
734 (C) the student is an English learner with limited English proficiency and fewer
735 than two years of instruction in an English language learner program;
736 (D) the student has an IEP or Section 504 accommodation plan that indicates that
737 participation in the benchmark reading assessment is not appropriate;
738 (E) the student demonstrates an acceptable level of reading proficiency on an
739 alternative standardized assessment that the LEA superintendent approves or
740 by making above typical academic progress for multiple years on the
741 benchmark reading assessment;
742 (F) the student demonstrates through a student portfolio that the student is
743 performing at an equivalent standard of proficiency based on other measures
744 that the individualized reading plan determines;

745 (G) the student still demonstrates a reading deficiency after receiving intensive
746 reading interventions for two or more years and after having been retained in
747 any of kindergarten or grades 1 through 3; or

748 (H) the student moved to a school for or during grade 3 and had not previously
749 received an individualized reading plan or received intensive reading
750 interventions previously.

751 (c) An LEA shall provide a student described in Subsection (2)(b)(ii) intensive reading
752 interventions during grade 4 through an individualized reading plan, which may
753 include an extended instructional day.

754 (3)(a) Except as provided in Subsection (3)(b), a student's literacy team shall make the
755 determination of whether a good cause exemption described in Subsection (2)(b)(ii)
756 applies.

757 (b) If members of a student's literacy team disagree as to whether a good cause
758 exemption described in Subsection (2)(b)(ii) applies, an individual whom the LEA's
759 superintendent designates shall make the determination of whether a good cause
760 exemption applies.

761 (4)(a) An LEA shall:

762 (i) establish a process for a parent to appeal the determination described in
763 Subsection (3) regarding a student's retention or promotion under Subsection (2) if:

764 (A) the determination process was erroneous; or

765 (B) there is new evidence that is relevant to the determination; and

766 (ii) designate an individual or a team within the LEA to review appeals under
767 Subsection (4)(a)(i), including an individual who has received formal training in
768 and has experience working in the science of reading.

769 (b) The state board shall create a model process for the appeals described in Subsection
770 (4)(a).

771 Section 13. Section **53G-10-804**, which is renumbered from Section 53E-3-1002 is renumbered
772 and amended to read:

773 **[53E-3-1002] 53G-10-804 (Effective 07/01/26). Literacy coaching -- Professional**
774 **learning.**

775 (1) Subject to legislative appropriations, [the state board shall-] each regional education
776 service agency and each school district that is not within a regional education service
777 agency shall:

778 (a) provide, train, and assign literacy coaches [to schools with low literacy achievement

779 performance] to provide early literacy coaching to teachers in kindergarten through
780 grade 3, in accordance with this section[.] ;

781 (b) ensure the opportunity for formal professional learning in the science of reading for:
782 (i) teachers in kindergarten through grade 3; and
783 (ii) elementary school principals and vice principals;
784 (c) ensure that a literacy coach or teacher who has received formal professional learning
785 in the science of reading provides training in science of reading concepts to
786 paraprofessionals who work in kindergarten through grade 3 within the regional
787 education service agency or school district; and
788 (d) offer to include employees of charter schools within the relevant regional education
789 service agency or school district in the conceptual training described in Subsection
790 (1)(c).

791 (2) The state board shall make rules, in accordance with Title 63G, Chapter 3, Utah
792 Administrative Rulemaking Act, to:

793 [(a) ~~establish criteria to determine which schools qualify for early literacy coaching,~~
794 ~~prioritizing coaching among:~~]
795 [(i) ~~schools that participate in partnerships that receive grants under Title 53F,~~
796 ~~Chapter 5, Part 4, Partnerships for Student Success Grant Program; and~~]
797 [(ii) ~~schools that fall within the bottom 25% of all schools in literacy achievement~~
798 ~~performance, as the state board further defines;~~]
799 [(b)] (a) establish minimum qualifications for early literacy coach positions to ensure
800 adequate preparation with necessary expertise;
801 [(e)] (b) define roles and responsibilities for a literacy coach, including:
802 (i) assisting educators in analyzing data to inform instructional adjustments;
803 (ii) engaging in instructional coaching cycles with educators to build capacity for
804 improved classroom instructional practices;
805 (iii) using principles of adult learning to effectively partner with educators to
806 integrate professional learning into classroom practice;
807 (iv) leveraging knowledge of the science of reading and evidence-based practices to
808 support educators in maximizing student learning;
809 (v) partnering with a school's leader to support school-wide literacy goals to provide
810 a team of support for educators to embed the state-wide goals into instructional
811 plans and practice;
812 (vi) delivering consistent and frequent job-embedded professional learning;

813 (vii) participating actively in professional learning experiences to deepen knowledge
814 and skills for coaching; and
815 (viii) designing and facilitating relevant and cohesive professional learning sessions
816 to strengthen the implementation of these evidence-based practices with
817 educators; and
818 [(d)] (c) establish parameters for the relationship between a literacy coach and school or [
819 LEA] school district, including ensuring that coaches do not engage in activities or
820 duties unrelated to literacy coaching, including:
821 (i) serving as an evaluator, substitute teacher, clerical aid, recess or lunch aid,
822 behavioral therapist, tester, guidance counselor, interventionist, program manager,
823 or contest leader; or
824 (ii) any other assignment that frequently disrupts the coach's ability to support
825 educators in improving instructional practice.

826 (3) [The state board] Each regional education service agency and each LEA that is not
827 within a regional education service agency shall[:]
828 [(a)] ensure that at least one staff position [supervises] supports early literacy[coaches
829 statewide;] .
830 [(b) ~~select the pool of candidates for literacy coaching positions and coordinate with~~
831 ~~LEAs regarding interviews, final selection, and placement; and]~~
832 [(c) ~~annually review coaching placements and adjust placements as necessary, based on~~
833 ~~the school's literacy achievement performance and the criteria established under~~
834 ~~Subsection (2).]~~]
835 [(4) ~~The state board shall provide professional learning support in early literacy by:]~~
836 [(a) ~~facilitating professional learning opportunities to support literacy coaches statewide~~
837 ~~that includes knowledge and skill development in adult learning practices,~~
838 ~~job-embedded coaching, and family engagement;]~~
839 [(b) ~~providing professional learning regional consultants to:]~~
840 [(i) ~~support LEAs and regional education service agencies in designing, facilitating,~~
841 ~~monitoring, and adjusting professional learning in early literacy that aligns with~~
842 ~~the professional learning standards described in Section 53G-11-303; and]~~
843 [(ii) ~~serve a cohort of LEAs within a geographic region of the state; and]~~
844 [(e) ~~providing statewide professional learning to support the use of collective efficacy,~~
845 ~~including the implementation of professional learning communities and school~~
846 ~~leadership teams through 2027.]~~]

847 Section 14. Section **53G-10-805** is enacted to read:

848 **53G-10-805 (Effective 07/01/26). Performance monitoring.**

849 (1) The entities described in Subsection (2) shall annually monitor:

850 (a) student performance within an LEA regarding the statewide goal described in

851 Section 53E-3-1001 for third-grade reading; and

852 (b) elementary school performance regarding literacy instruction, science of reading

853 training, and the provision of reading interventions described in this part.

854 (2) The following shall provide the monitoring described in Subsection (1):

855 (a) for a school district, the local governing board;

856 (b) for a charter school, the charter school's authorizer; and

857 (c) for all public schools, the state board.

858 Section 15. Section **53G-10-806**, which is renumbered from Section 53G-10-306 is renumbered
859 and amended to read:

860 **[53G-10-306] 53G-10-806 (Effective 07/01/26). Science of reading curriculum.**

861 (1) Each LEA shall adopt science of reading curriculum and intervention programs as
862 advised by the science of reading panel described in Section 53E-3-1003 and in
863 accordance with this part.

864 (2) An LEA may not include a three-cueing model in any curriculum or pedagogical
865 practice except in relation to an individual student for whom an IEP or Section 504
866 accommodation plan explicitly indicates that the three-cueing approach is appropriate
867 for the student's learning needs.

868 Section 16. Section **53G-11-507** is amended to read:

869 **53G-11-507 (Effective 07/01/26) (Repealed 07/01/29). Components of educator**
870 **evaluation program.**

871 (1) A local school board in consultation with a joint committee established in Section
872 53G-11-506 shall adopt a reliable and valid educator and principal evaluation program
873 that evaluates educators based on educator professional standards established by the
874 state board and includes:

875 (a) a systematic annual evaluation of all provisional, probationary, and career educators;

876 (b) use of multiple lines of evidence, including:

877 (i) self-evaluation;

878 (ii) student and parent input;

879 (iii) for an administrator, employee input;

880 (iv) a reasonable number of supervisor observations to ensure adequate reliability;

881 (v) evidence of professional growth and other indicators of instructional
882 improvement based on educator professional standards established by the state
883 board;[and]
884 (vi) for a teacher in kindergarten through grade 3, fluency in and implementation of
885 the science of reading, as that term is defined in Section 53G-10-306;
886 (vii) for a principal of a school that includes kindergarten through grade 3, effective
887 implementation of the science of reading, as that term is defined in Section
888 53G-10-306, within the school; and
889 [(vii)] (viii) student academic growth data, including, in kindergarten through grade 3,
890 student performance and academic progress on the benchmark reading assessment
891 described in Section 53E-4-307;
892 (c) a summative evaluation that differentiates among levels of performance; and
893 (d) for an administrator, the effectiveness of evaluating employee performance in a
894 school or school district for which the administrator has responsibility.

895 (2)(a) An educator evaluation program described in Subsection (1) may include a
896 reasonable number of peer observations.
897 (b) An educator evaluation program described in Subsection (1) may not use
898 end-of-level assessment scores in educator evaluation.

899 **Section 17. Effective Date.**

900 This bill takes effect on July 1, 2026.