

Representative Steve Waldrip proposes the following substitute bill:

EARLY LEARNING TRAINING AND ASSESSMENT

AMENDMENTS

2020 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Steve Waldrip

Senate Sponsor: Ann Millner

LONG TITLE

General Description:

This bill provides programs and assessments to improve early learning in literacy and mathematics.

Highlighted Provisions:

This bill:

- ▶ requires the State Board of Education (the state board) to:
 - make rules regarding, and requires local education agencies (LEAs), to establish an early learning plan that includes early literacy and early mathematics components;
 - select a mathematics benchmark assessment that LEAs administer in certain grades;
 - administer a qualifying grant program for professional learning and a competitive grant program for job-embedded coaching support for elementary educators; and
 - administer a grant for license applicants taking a certain examination;
- ▶ amends provisions regarding an examination required to obtain a license to teach;
- ▶ requires certain annual reporting; and



26 ▶ makes technical and conforming changes.

27 **Money Appropriated in this Bill:**

28 This bill appropriates in fiscal year 2021:

29 ▶ to the State Board of Education - Minimum School Program - Related to Basic

30 School Programs, as an ongoing appropriation:

31 • from the Education Fund, \$8,935,000; and

32 ▶ to the State Board of Education - MSP Categorical Program Administration, as an
33 ongoing appropriation:

34 • from the Education Fund, \$1,065,000.

35 **Other Special Clauses:**

36 This bill provides a coordination clause.

37 **Utah Code Sections Affected:**

38 AMENDS:

39 **53E-1-201**, as last amended by Laws of Utah 2019, Chapter 324 and last amended by
40 Coordination Clause, Laws of Utah 2019, Chapters 41, 205, 223, 342, 446, and 476

41 **53E-6-301**, as last amended by Laws of Utah 2019, Chapter 186

42 **53F-2-503**, as last amended by Laws of Utah 2019, Chapters 186 and 324

43 **63I-1-253**, as last amended by Laws of Utah 2019, Chapters 90, 136, 166, 173, 246,
44 325, 344 and last amended by Coordination Clause, Laws of Utah 2019, Chapter
45 246

46 ENACTS:

47 **53E-3-521**, Utah Code Annotated 1953

48 **53E-4-307.5**, Utah Code Annotated 1953

49 **53F-5-214**, Utah Code Annotated 1953

50 **53F-5-215**, Utah Code Annotated 1953

51 **53F-5-216**, Utah Code Annotated 1953

52 **53G-7-218**, Utah Code Annotated 1953

53 **Utah Code Sections Affected by Coordination Clause:**

54 **53F-5-215**, Utah Code Annotated 1953

55

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

57 Section 1. Section 53E-1-201 is amended to read:

58 **53E-1-201. Reports to and action required of the Education Interim Committee.**

59 (1) In accordance with applicable provisions and Section 68-3-14, the following
60 recurring reports are due to the Education Interim Committee:

61 (a) the prioritized list of data research described in Section 35A-14-302 and the report
62 on research described in Section 35A-14-304 by the Utah Data Research Center;

63 (b) the report described in Section 35A-15-303 by the State Board of Education on
64 preschool programs;

65 (c) the report described in Section 53B-1-103 by the State Board of Regents on career
66 and technical education issues and addressing workforce needs;

67 (d) the report described in Section 53B-1-107 by the State Board of Regents on the
68 activities of the State Board of Regents;

69 (e) the report described in Section 53B-2a-104 by the Utah System of Technical
70 Colleges Board of Trustees on career and technical education issues;

71 (f) the reports described in Section 53B-28-401 by the State Board of Regents and the
72 Utah System of Technical Colleges Board of Trustees regarding activities related to campus
73 safety;

74 (g) the State Superintendent's Annual Report by the state board described in Section
75 53E-1-203;

76 (h) the annual report described in Section 53E-2-202 by the state board on the strategic
77 plan to improve student outcomes;

78 (i) the report described in Section 53E-8-204 by the state board on the Utah Schools for
79 the Deaf and the Blind;

80 (j) the report described in Section 53E-10-703 by the Utah Leading through Effective,
81 Actionable, and Dynamic Education director on research and other activities;

82 (k) the report described in Section 53F-4-203 by the state board and the independent
83 evaluator on an evaluation of early interactive reading software;

84 (l) the report described in Section 53F-4-407 by the state board on UPSTART;

85 (m) the reports described in Sections 53F-5-214, 53F-5-215, and 53F-5-216, by the
86 state board related to grants for professional learning, grants for job-embedded coaching, and
87 grants for elementary teacher preparation assessment;

88 ~~(m)~~ (n) the report described in Section 53F-5-405 by an independent evaluator of a
89 partnership that receives a grant to improve educational outcomes for students who are low
90 income; and

91 ~~(n)~~ (o) the report described in Section 63N-12-208 by the STEM Action Center
92 Board, including the information described in Section 63N-12-213 on the status of the
93 computer science initiative and Section 63N-12-214 on the Computing Partnerships Grants
94 Program.

95 (2) In accordance with applicable provisions and Section 68-3-14, the following
96 occasional reports are due to the Education Interim Committee:

97 (a) the report described in Section 35A-15-303 by the School Readiness Board by
98 November 30, 2020, on benchmarks for certain preschool programs;

99 (b) the report described in Section 53E-3-519 by the state board regarding counseling
100 services in schools;

101 (c) the reports described in Section 53E-3-520 by the state board regarding cost centers
102 and implementing activity based costing;

103 (d) if required, the report described in Section 53E-4-309 by the state board explaining
104 the reasons for changing the grade level specification for the administration of specific
105 assessments;

106 (e) if required, the report described in Section 53E-5-210 by the state board of an
107 adjustment to the minimum level that demonstrates proficiency for each statewide assessment;

108 (f) the report described in Section 53E-10-702 by Utah Leading through Effective,
109 Actionable, and Dynamic Education;

110 (g) the report described in Section 53F-2-502 by the state board on the program
111 evaluation of the dual language immersion program;

112 (h) if required, the report described in Section 53F-2-513 by the state board evaluating
113 the effects of salary bonuses on the recruitment and retention of effective teachers in high
114 poverty schools;

115 (i) upon request, the report described in Section 53F-5-207 by the state board on the
116 Intergenerational Poverty Intervention Grants Program;

117 (j) the report described in Section 53F-5-210 by the state board on the Educational
118 Improvement Opportunities Outside of the Regular School Day Grant Program;

119 (k) the reports described in Section [53G-11-304](#) by the state board regarding proposed
120 rules and results related to educator exit surveys;

121 (l) upon request, the report described in Section [53G-11-505](#) by the state board on
122 progress in implementing employee evaluations;

123 (m) the report described in Section [62A-15-117](#) by the Division of Substance Abuse
124 and Mental Health, the State Board of Education, and the Department of Health regarding
125 recommendations related to Medicaid reimbursement for school-based health services; and

126 (n) the reports described in Section [63C-19-202](#) by the Higher Education Strategic
127 Planning Commission.

128 (3) In accordance with Section [53B-7-705](#), the Education Interim Committee shall
129 complete the review of the implementation of performance funding.

130 Section 2. Section [53E-3-521](#) is enacted to read:

131 **53E-3-521. Requirements for early mathematics plan.**

132 The state board shall make rules to:

133 (1) define the components of the early mathematics plan that a local school board or
134 charter school governing board is required to submit under Section [53G-7-218](#) for mathematics
135 proficiency improvement, including the following four categories:

136 (a) conceptual understanding;

137 (b) procedural fluency;

138 (c) strategic and adaptive mathematical thinking; and

139 (d) productive disposition; and

140 (2) establish a state-wide target using data from the mathematics benchmark
141 assessment, described in Section [53E-4-307.5](#), for local growth goals described in Section
142 [53G-7-218](#) regarding mathematics.

143 Section 3. Section [53E-4-307.5](#) is enacted to read:

144 **53E-4-307.5. Mathematics benchmark assessment.**

145 (1) As used in this section, "early mathematics benchmark assessment" or "benchmark
146 assessment" means a standardized assessment to measure the acquisition of mathematics skills
147 in kindergarten and grades 1 through 3 that includes predictive indicators of academic
148 achievement based on measures of early mathematics, computation, and problem solving.

149 (2) The state board shall approve a benchmark assessment for use statewide by LEAs

150 to assess the mathematics competency of students in kindergarten and grades 1 through 3.

151 (3) An LEA shall:

152 (a) administer benchmark assessments to students at the beginning, middle, and end of
153 the school year using the mathematics benchmark assessment in:

154 (i) kindergarten, as an optional assessment; and

155 (ii) grades 1 through 3, as a required assessment; and

156 (b) after administering a benchmark assessment described in Subsection (3)(a) to a
157 student, report the results to the student's parent.

158 (4) In making the approval described in Subsection (2), the state board shall:

159 (a) prioritize the assessment's reliability, validity, speed, and efficiency; and

160 (b) ensure the mathematics benchmark assessment's ability to:

161 (i) identify students who may be at risk for mathematics difficulties; and

162 (ii) measure students' progress through data.

163 Section 4. Section **53E-6-301** is amended to read:

164 **53E-6-301. Qualifications of applicants for licenses -- Changes in qualifications.**

165 (1) As used in this section "literacy preparation assessment" means an examination that
166 addresses the science of reading, related to literacy instruction for an individual who teaches
167 preschool, elementary school, or special education.

168 [~~(1)~~] (2) The state board shall establish by rule the scholarship, training, and experience
169 required of license applicants.

170 [~~(2)~~] (3) (a) The state board shall announce any increase in the requirements when
171 made.

172 (b) An increase in requirements shall become effective not less than one year from the
173 date of the announcement.

174 [~~(3)~~] (4) The state board may determine by examination or otherwise the qualifications
175 of license applicants.

176 (5) If the state board uses an examination under Subsection (4) that is a literacy
177 preparation assessment:

178 (a) the state board shall make rules to allow an LEA to hire a license applicant who
179 does not successfully pass the literacy preparation assessment for a limited duration pending
180 successful passage; and

181 (b) the license applicant is not eligible for a professional educator license described in
182 Section 53E-6-201 until the license applicant successfully passes the literacy preparation
183 assessment.

184 Section 5. Section **53F-2-503** is amended to read:

185 **53F-2-503. Early Literacy Program -- Literacy proficiency plan.**

186 (1) As used in this section:

187 (a) "Program" means the Early Literacy Program.

188 (b) "Program money" means:

189 (i) school district revenue allocated to the program from other money available to the
190 school district, except money provided by the state, for the purpose of receiving state funds
191 under this section; and

192 (ii) money appropriated by the Legislature to the program.

193 (2) The Early Literacy Program consists of program money and is created to
194 supplement other school resources for early literacy.

195 (3) Subject to future budget constraints, the Legislature may annually appropriate
196 money to the Early Literacy Program.

197 (4) ~~(a)~~ An LEA governing board of a school district or a charter school that serves
198 students in any of grades kindergarten through grade 3 shall submit, in accordance with Section
199 53G-7-218, a plan to the state board for literacy proficiency improvement that incorporates the
200 following components:

201 ~~(i)~~ (a) core instruction in:

202 ~~(A)~~ (i) phonological awareness;

203 ~~(B)~~ (ii) phonics;

204 ~~(C)~~ (iii) fluency;

205 ~~(D)~~ (iv) comprehension;

206 ~~(E)~~ (v) vocabulary;

207 ~~(F)~~ (vi) oral language; and

208 ~~(G)~~ (vii) writing;

209 ~~(ii)~~ (b) intervention strategies that are aligned to student needs;

210 ~~(iii)~~ (c) professional development for classroom teachers, literacy coaches, and
211 interventionists in kindergarten through grade 3;

212 ~~[(iv)]~~ (d) assessments that support adjustments to core and intervention instruction;

213 ~~[(v)]~~ (e) a growth goal for the school district or charter school that:

214 ~~[(A)]~~ (i) is based upon student learning gains as measured by benchmark assessments

215 administered pursuant to Section [53E-4-307](#); and

216 ~~[(B)]~~ (ii) includes a target of at least 60% of all students in grades 1 through 3 meeting

217 the growth goal;

218 ~~[(vi)]~~ (f) at least ~~[two goals that are]~~ one goal that is specific to the school district or

219 charter school that:

220 ~~[(A)]~~ (i) ~~[are]~~ is measurable;

221 ~~[(B)]~~ (ii) ~~[address]~~ addresses current performance gaps in student literacy based on

222 data; and

223 ~~[(C)]~~ (iii) ~~[include]~~ includes specific strategies for improving outcomes; and

224 ~~[(vii)]~~ (g) if a school uses interactive literacy software, the use of interactive literacy

225 software, including early interactive reading software described in Section [53F-4-203](#).

226 ~~[(b) An LEA governing board shall approve a plan described in Subsection (4)(a) in a~~

227 ~~public meeting before submitting the plan to the state board.]~~

228 ~~[(c) The state board shall provide model plans that an LEA governing board may use,~~

229 ~~or an LEA governing board may develop the LEA governing board's own plan.]~~

230 ~~[(d) A plan developed by an LEA governing board shall be approved by the state~~

231 ~~board.]~~

232 ~~[(e) The state board shall develop uniform standards for acceptable growth goals that~~

233 ~~an LEA governing board adopts for a school district or charter school as described in this~~

234 ~~Subsection (4).]~~

235 (5) (a) There are created within the Early Literacy Program three funding programs:

236 (i) the Base Level Program;

237 (ii) the Guarantee Program; and

238 (iii) the Low Income Students Program.

239 (b) The state board may use up to \$7,500,000 from an appropriation described in

240 Subsection (3) for computer-assisted instructional learning and assessment programs.

241 (6) Money appropriated to the state board for the Early Literacy Program and not used

242 by the state board for computer-assisted instructional learning and assessments described in

243 Subsection (5)(b) shall be allocated to the three funding programs as follows:

244 (a) 8% to the Base Level Program;

245 (b) 46% to the Guarantee Program; and

246 (c) 46% to the Low Income Students Program.

247 (7) (a) For a school district or charter school to participate in the Base Level Program,
248 the LEA governing board shall submit a plan described in Subsection (4) and shall receive
249 approval of the plan from the state board.

250 (b) (i) The local school board of a school district qualifying for Base Level Program
251 funds and the charter school governing boards of qualifying elementary charter schools
252 combined shall receive a base amount.

253 (ii) The base amount for the qualifying elementary charter schools combined shall be
254 allocated among each charter school in an amount proportionate to:

255 (A) each existing charter school's prior year fall enrollment in grades kindergarten
256 through grade 3; and

257 (B) each new charter school's estimated fall enrollment in grades kindergarten through
258 grade 3.

259 (8) (a) A local school board that applies for program money in excess of the Base Level
260 Program funds may choose to first participate in the Guarantee Program or the Low Income
261 Students Program.

262 (b) A school district shall fully participate in either the Guarantee Program or the Low
263 Income Students Program before the local school board may elect for the school district to
264 either fully or partially participate in the other program.

265 (c) For a school district to fully participate in the Guarantee Program, the local school
266 board shall allocate to the program money available to the school district, except money
267 provided by the state, equal to the amount of revenue that would be generated by a tax rate of
268 .000056.

269 (d) For a school district to fully participate in the Low Income Students Program, the
270 local school board shall allocate to the program money available to the school district, except
271 money provided by the state, equal to the amount of revenue that would be generated by a tax
272 rate of .000065.

273 (e) (i) The state board shall verify that a local school board allocates the money

274 required in accordance with Subsections (8)(c) and (d) before the state board distributes funds
275 in accordance with this section.

276 (ii) The State Tax Commission shall provide the state board the information the state
277 board needs in order to comply with Subsection (8)(e)(i).

278 (9) (a) Except as provided in Subsection (9)(c), the local school board of a school
279 district that fully participates in the Guarantee Program shall receive state funds in an amount
280 that is:

281 (i) equal to the difference between \$21 multiplied by the school district's total WPU's
282 and the revenue the local school board is required to allocate under Subsection (8)(c) for the
283 school district to fully participate in the Guarantee Program; and

284 (ii) not less than \$0.

285 (b) Except as provided in Subsection (9)(c), an elementary charter school shall receive
286 under the Guarantee Program an amount equal to \$21 times the elementary charter school's
287 total WPU's.

288 (c) The state board may adjust the \$21 guarantee amount described in Subsections
289 (9)(a) and (b) to account for actual appropriations and money used by the state board for
290 computer-assisted instructional learning and assessments.

291 (10) The state board shall distribute Low Income Students Program funds in an amount
292 proportionate to the number of students in each school district or charter school who qualify for
293 free or reduced price school lunch multiplied by two.

294 (11) A school district that partially participates in the Guarantee Program or Low
295 Income Students Program shall receive program funds based on the amount of school district
296 revenue allocated to the program as a percentage of the amount of revenue that could have been
297 allocated if the school district had fully participated in the program.

298 (12) (a) An LEA governing board shall use program money for early literacy
299 interventions and supports in kindergarten through grade 3 that have proven to significantly
300 increase the percentage of students who are proficient in literacy, including:

301 (i) evidence-based intervention curriculum;

302 (ii) literacy assessments that identify student learning needs and monitor learning
303 progress; or

304 (iii) focused literacy interventions that may include:

305 (A) the use of reading specialists or paraprofessionals;
306 (B) tutoring;
307 (C) before or after school programs;
308 (D) summer school programs; or
309 (E) the use of interactive computer software programs for literacy instruction and
310 assessments for students.

311 (b) An LEA governing board may use program money for portable technology devices
312 used to administer literacy assessments.

313 (c) Program money may not be used to supplant funds for existing programs, but may
314 be used to augment existing programs.

315 (13) (a) An LEA governing board shall annually submit a report to the state board
316 accounting for the expenditure of program money in accordance with the LEA governing
317 board's plan described in Subsection (4).

318 (b) If an LEA governing board uses program money in a manner that is inconsistent
319 with Subsection (12), the school district or charter school is liable for reimbursing the state
320 board for the amount of program money improperly used, up to the amount of program money
321 received from the state board.

322 (14) (a) The state board shall make rules to implement the program.

323 (b) (i) The rules under Subsection (14)(a) shall require each LEA governing board to
324 annually report progress in meeting goals described in Subsections ~~[(4)(a)(v) and (vi)]~~ (4)(e)
325 and (f), including the strategies the school district or charter school uses to address the goals.

326 (ii) If a school district or charter school does not meet or exceed the school district's or
327 charter school's goals described in ~~[Subsection (4)(a)(v) or (vi)]~~ Subsections (4)(e) or (f), the
328 LEA governing board shall prepare a new plan that corrects deficiencies.

329 (iii) The new plan described in Subsection (14)(b)(ii) shall be approved by the state
330 board before the LEA governing board receives an allocation for the next year.

331 ~~[(15) (a) The state board shall:]~~

332 ~~[(i) develop strategies to provide support for a school district or charter school that fails~~
333 ~~to meet a goal described in Subsection (4)(a)(v) or (vi), and]~~

334 ~~[(ii) provide increasing levels of support to a school district or charter school that fails~~
335 ~~to meet a goal described in Subsection (4)(a)(v) or (vi) for two consecutive years.]~~

336 ~~[(b) (i) The state board shall use a digital reporting platform to provide information to~~
337 ~~school districts and charter schools about interventions that increase proficiency in literacy.]~~

338 ~~[(ii) The digital reporting platform shall include performance information for a school~~
339 ~~district or charter school on the goals described in Subsections (4)(a)(v) and (vi).]~~

340 ~~[(16)] (15)~~ The state board may use up to 3% of the funds appropriated by the
341 Legislature to carry out the provisions of this section for administration of the program.

342 ~~[(17)] (16)~~ The state board shall make an annual report in accordance with Section
343 [53E-1-203](#) that:

344 (a) includes information on:

345 (i) student learning gains in early literacy for the past school year and the five-year
346 trend;

347 (ii) the percentage of grade 3 students who are proficient in English language arts in the
348 past school year and the five-year trend;

349 (iii) the progress of school districts and charter schools in meeting goals described in a
350 plan described in Subsection (4)~~[(a)]~~; and

351 (iv) the specific strategies or interventions used by school districts or charter schools
352 that have significantly improved early grade literacy proficiency; and

353 (b) may include recommendations on how to increase the percentage of grade 3
354 students who are proficient in English language arts, including how to use a strategy or
355 intervention described in Subsection ~~[(17)] (16)~~(a)(iv) to improve literacy proficiency for
356 additional students.

357 ~~[(18)] (17)~~ The report described in Subsection ~~[(17)] (16)~~ shall include information
358 provided through the digital reporting platform described in Subsection ~~[(15)(b)]~~

359 [53G-7-218\(5\)\(a\)](#).

360 Section 6. Section **53F-5-214** is enacted to read:

361 **53F-5-214. Grant for professional learning.**

362 (1) Subject to legislative appropriations, the state board shall award grants to LEAs to
363 provide teachers in pre-kindergarten, kindergarten, and grades 1 through 3 with professional
364 learning opportunities in early literacy and mathematics.

365 (2) The state board shall award a grant described in this section to an LEA that submits
366 to the state board a completed application, as provided by the state board, that includes a

367 description of the evidence-based, based on assessment data, professional learning
368 opportunities the LEA will provide that are:

369 (a) aligned with the professional learning standards described in Section [53G-11-303](#);

370 and

371 (b) targeted to attaining the local and state early learning goals described in Section
372 [53G-7-218](#).

373 (3) An LEA that receives a grant described in this section shall use the grant for the
374 purposes described in Subsection (2).

375 (4) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the
376 state board shall make rules to establish:

377 (a) required elements of the professional learning opportunities described in Subsection
378 (2); and

379 (b) a formula to determine an LEA's grant amount under this section.

380 (5) The state board shall annually report to the Education Interim Committee on or
381 before the November interim committee meeting regarding the administration and outcomes of
382 the grant described in this section.

383 Section 7. Section **53F-5-215** is enacted to read:

384 **53F-5-215. Grant for job-embedded coaching.**

385 (1) As used in this section:

386 (a) "Early grade teacher" means a teacher who teaches:

387 (i) prekindergarten;

388 (ii) kindergarten; or

389 (iii) a grade in grade 1 through 3.

390 (b) "Eligible applicant" means:

391 (i) a single LEA;

392 (ii) a group of more than one LEA that submits a joint application for a grant; or

393 (iii) a regional service center described in Section [53G-4-410](#) that submits an
394 application for a grant on behalf of more than one LEA.

395 (c) "Implementation support coach" means an individual who conducts job-embedded
396 coaching to support educators in professional learning related to literacy and mathematics.

397 (d) "Job-embedded coaching" means individualized coaching, feedback, and support of

398 an educator that is tailored to professional learning that the educator receives.

399 (2) (a) An eligible applicant may apply, using an application developed by the state
400 board, to the state board for a grant to provide job-embedded coaching for early grade teachers.

401 (b) In an application described in Subsection (2)(a), an eligible applicant shall include a
402 description of the eligible applicant's plan for job-embedded coaching that:

403 (i) is targeted to early grade teachers; and

404 (ii) reinforces and provides feedback related to professional learning, including
405 professional learning described in Section [53F-5-214](#).

406 (3) The state board shall:

407 (a) define criteria for selecting eligible applicants to receive a grant described in this
408 section, including prioritizing a grant for an eligible applicant that:

409 (i) consists of more than one LEA; or

410 (ii) includes at least one LEA that does not have the capacity to:

411 (A) provide job-embedded coaching for early grade teachers; or

412 (B) hire an implementation coach; and

413 (b) subject to legislative appropriations, award grants to eligible applicants:

414 (i) on a competitive basis; and

415 (ii) based on the criteria described in Subsection (3)(a).

416 (4) The state board may award a grant to an eligible applicant for up to three years.

417 (5) An eligible applicant that receives a grant under this section shall use the grant to
418 provide job-embedded coaching for early grade teachers by:

419 (a) hiring an implementation support coach; or

420 (b) providing other job-embedded coaching.

421 (6) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the
422 state board shall make rules to establish:

423 (a) the criteria described in Subsection (3)(a); and

424 (b) requirements for an implementation support coach hired using a grant described in
425 this section, including:

426 (i) eligibility criteria;

427 (ii) training requirements; and

428 (iii) responsibilities.

429 (7) The state board shall annually report to the Education Interim Committee on or
430 before the November interim committee meeting regarding the administration and outcomes of
431 the grant described in this section.

432 Section 8. Section **53F-5-216** is enacted to read:

433 **53F-5-216. Elementary teacher preparation assessment grant.**

434 (1) As used in this section:

435 (a) "License" means a license that:

436 (i) is described in Section [53E-6-102](#); and

437 (ii) qualifies an individual to teach elementary school.

438 (b) "Literacy preparation assessment" means the same as that term is defined in Section
439 [53E-6-301](#).

440 (2) Beginning September 1, 2021, subject to legislative appropriations, the state board
441 shall award grants to institutions of higher education for the cost of the initial attempt of the
442 preparation assessment for license applicants graduating from the institution during the year
443 relevant to the grant.

444 (3) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the
445 state board may make rules to establish the license, type of license, or license concentration
446 eligible for the grant described in this section.

447 (4) An institution of higher education may apply for a grant described in this section by
448 submitting to the state board an application, as provided by the state board, including an
449 estimate of the number and names of prospective license applicants expected to graduate in the
450 year relevant to the grant application.

451 (5) Notwithstanding Subsections (2) and (4), beginning July 1, 2020, and ending
452 August 31, 2021, the state board may award grants under this section to institutions of higher
453 education to pilot test a literacy preparation assessment.

454 (6) The state board shall annually report to the Education Interim Committee on or
455 before the November interim committee meeting regarding the administration and outcomes of
456 the grant described in this section.

457 Section 9. Section **53G-7-218** is enacted to read:

458 **53G-7-218. Establishment of early learning plan -- Digital reporting platform.**

459 (1) A local school board of a school district or a charter school governing board of a

460 charter school that serves students in any of kindergarten or grades 1 through 3 shall annually
461 submit to the state board an early learning plan that includes:

462 (a) the early literacy plan described in Section 53F-2-503, including:

463 (i) the growth goal described in Subsection 53F-2-503(4)(e); and

464 (ii) one goal that is specific to the school district or charter school as described in
465 Subsection 53F-2-503(4)(f);

466 (b) the early mathematics plan described in Section 53E-3-521, including:

467 (i) a growth goal for the school district or charter school that:

468 (A) is based upon student learning gains as measured by the mathematics benchmark
469 assessment described in Section 53E-4-307.5; and

470 (B) includes the target that the state board establishes under Section 53E-3-521; and

471 (ii) one goal that:

472 (A) is specific to the school district or charter school;

473 (B) is measurable;

474 (C) addresses current performance gaps in student mathematics proficiency based on
475 data; and

476 (D) includes specific strategies for improving outcomes; and

477 (c) one additional goal related to literacy or mathematics that:

478 (i) is specific to the school district or charter school;

479 (ii) is measurable;

480 (iii) addresses current performance gaps in student literacy or mathematics proficiency
481 based on data; and

482 (iv) includes specific strategies for improving outcomes.

483 (2) A local school board or charter school governing board shall approve a plan

484 described in Subsection (1) in a public meeting before submitting the plan to the state board.

485 (3) (a) The state board shall:

486 (i) provide model plans that a local school board or a charter school governing board
487 may use;

488 (ii) develop uniform standards for acceptable growth goals that a local school board or
489 a charter school governing board adopts for a school district or charter school under this
490 section; and

- 491 (iii) review and approve or disapprove a plan submitted under this section.
- 492 (b) Notwithstanding Subsection (3)(a), a local school board or a charter school
493 governing board may develop the board's own plan.
- 494 (4) The state board shall:
- 495 (a) develop strategies to provide support for a school district or charter school that fails
496 to meet:
- 497 (i) (A) the growth goal related to the state literacy target described in Subsection
498 (1)(a)(i); or
- 499 (B) the growth goal related to the state mathematics target described in Subsection
500 (1)(b)(i); and
- 501 (ii) one of the goals specific to the school district or charter school described in
502 Subsections (1)(a)(ii), (1)(b)(ii), or (1)(c); and
- 503 (b) provide increasing levels of support to a school district or charter school that fails
504 to meet the combination of goals described in Subsection (4)(a) for two consecutive years.
- 505 (5) (a) The state board shall use a digital reporting platform to provide information to
506 school districts and charter schools about interventions that increase proficiency in literacy and
507 mathematics.
- 508 (b) The digital reporting platform described in Subsection (5)(a) shall include
509 performance information for a school district or charter school on the goals described in
510 Subsection (1).
- 511 Section 10. Section **63I-1-253** is amended to read:
- 512 **63I-1-253. Repeal dates, Titles 53 through 53G.**
- 513 The following provisions are repealed on the following dates:
- 514 (1) Subsection **53-6-203**(1)(b)(ii), regarding being 19 years old at certification, is
515 repealed July 1, 2022.
- 516 (2) Subsection **53-13-104**(6), regarding being 19 years old at certification, is repealed
517 July 1, 2022.
- 518 (3) Title 53B, Chapter 17, Part 11, USTAR Researchers, is repealed July 1, 2028.
- 519 (4) Section **53B-18-1501** is repealed July 1, 2021.
- 520 (5) Title 53B, Chapter 18, Part 16, USTAR Researchers, is repealed July 1, 2028.
- 521 (6) Section **53B-24-402**, Rural residency training program, is repealed July 1, 2020.

522 (7) Subsection [53C-3-203\(4\)\(b\)\(vii\)](#), which provides for the distribution of money
523 from the Land Exchange Distribution Account to the Geological Survey for test wells, other
524 hydrologic studies, and air quality monitoring in the West Desert, is repealed July 1, 2020.

525 (8) Section [53E-3-515](#) is repealed January 1, 2023.

526 (9) In relation to a standards review committee, on January 1, 2023:

527 (a) in Subsection [53E-4-202\(8\)](#), the language that states "by a standards review
528 committee and the recommendations of a standards review committee established under
529 Section [53E-4-203](#)" is repealed; and

530 (b) Section [53E-4-203](#) is repealed.

531 (10) In relation to the SafeUT and School Safety Commission, on January 1, 2023:

532 (a) Subsection [53B-17-1201\(1\)](#) is repealed;

533 (b) Section [53B-17-1203](#) is repealed;

534 (c) Subsection [53B-17-1204\(2\)](#) is repealed;

535 (d) Subsection [53B-17-1204\(4\)\(a\)](#), the language that states "in accordance with the
536 method described in Subsection (4)(c)" is repealed; and

537 (e) Subsection [53B-17-1204\(4\)\(c\)](#) is repealed.

538 (11) Section [53F-2-214](#), in relation to a grant for professional learning, is repealed July
539 1, 2025.

540 (12) Section [53F-2-215](#), in relation to a grant for job-embedded coaching, is repealed
541 July 1, 2025.

542 (13) Section [53F-2-216](#), in relation to an elementary teacher preparation grant is
543 repealed July 1, 2025.

544 [~~(11)~~] (14) Section [53F-2-514](#) is repealed July 1, 2020.

545 [~~(12)~~] (15) Section [53F-5-203](#) is repealed July 1, 2024.

546 [~~(13)~~] (16) Section [53F-5-212](#) is repealed July 1, 2024.

547 [~~(14)~~] (17) Section [53F-5-213](#) is repealed July 1, 2023.

548 [~~(15)~~] (18) Title 53F, Chapter 5, Part 6, American Indian and Alaskan Native
549 Education State Plan Pilot Program, is repealed July 1, 2022.

550 [~~(16)~~] (19) Section [53F-6-201](#) is repealed July 1, 2019.

551 [~~(17)~~] (20) Section [53F-9-501](#) is repealed January 1, 2023.

552 [~~(18)~~] (21) Subsections [53G-4-608\(2\)\(b\)](#) and (4)(b), related to the Utah Seismic Safety

553 Commission, are repealed January 1, 2025.

554 ~~[(19)]~~ (22) Subsection [53G-8-211](#)(4), regarding referrals of a minor to court for a class
555 C misdemeanor, is repealed July 1, 2020.

556 Section 11. **Appropriation.**

557 The following sums of money are appropriated for the fiscal year beginning July 1,
558 2020, and ending June 30, 2021. These are additions to amounts previously appropriated for
559 fiscal year 2021. Under the terms and conditions of Title 63J, Chapter 1, Budgetary Procedures
560 Act, the Legislature appropriates the following sums of money from the funds or accounts
561 indicated for the use and support of the government of the state of Utah.

562 ITEM 1

563 To State Board of Education - Minimum School Program - Related to Basic School
564 Programs

565 From Education Fund \$8,935,000

566 Schedule of Programs:

567 Grants for Professional Learning \$4,350,000

568 Grants for Job-Embedded Coaching \$4,585,000

569 The Legislature intends that the State Board of Education use:

570 (1) the \$4,350,000 appropriated under this item for Grants for Professional Learning

571 for the grant program described in Section [53F-2-514](#); and

572 (2) the \$4,585,000 appropriated under this item for Grants for Job-Embedded Coaching

573 for the grant program described in Section [53F-2-515](#).

574 ITEM 2

575 To State Board of Education - MSP Categorical Program Administration

576 From Education Fund \$1,065,000

577 Schedule of Programs:

578 Early Learning Training and Assessment

579 Program \$1,065,000

580 The Legislature intends that the State Board of Education use funds appropriated under
581 this item for:

582 (1) an early mathematics benchmark assessment in accordance with Section

583 [53E-4-307.5](#);

- 584 (2) elementary teacher preparation assessment grants in accordance with Section
585 [53F-5-216](#);
- 586 (3) math performance goals in the state board's early literacy digital platform;
587 (4) a digital reporting platform in accordance with Section [53G-7-218](#); and
588 (5) staff to:
- 589 (a) administer grants described in Sections [53F-5-214](#) and [53F-5-215](#); and
590 (b) support local early learning plans and implementation coaches.

591 Section 12. **Coordinating H.B. 114 with S.B. 79 -- Superseding substantive**
592 **amendments.**

593 If this H.B. 114 and S.B. 79, Regional Education Service Agencies, both pass and
594 become law, it is the intent of the Legislature that the Office of Legislative Research and
595 General Counsel shall prepare the Utah Code database for publication by changing all
596 references in Section [53F-2-215](#) "regional service center" to "regional education service
597 agency".