

HB0114S04 compared with HB0114S03

~~{deleted text}~~ shows text that was in HB0114S03 but was deleted in HB0114S04.

inserted text shows text that was not in HB0114S03 but was inserted into HB0114S04.

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~~{Representative Steve Waldrip}~~Senator Ann Millner 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

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grades;

- administer a qualifying grant program for professional learning ~~{and a competitive grant program }~~for ~~{job-embedded coaching support for}~~certain 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
- ▶ makes technical and conforming changes.

Money Appropriated in this Bill:

This bill appropriates in fiscal year 2021:

- ▶ to the State Board of Education - Minimum School Program - Related to Basic School Programs, as an ongoing appropriation:
 - from the Education Fund, ~~{\$8}~~\$3,935,000; and
- ▶ to the State Board of Education - MSP Categorical Program Administration, as an ongoing appropriation:
 - from the Education Fund, \$1,065,000.

Other Special Clauses:

This bill provides a coordination clause.

Utah Code Sections Affected:

AMENDS:

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

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

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

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

ENACTS:

53E-3-521, Utah Code Annotated 1953

53E-4-307.5, Utah Code Annotated 1953

53F-5-214, Utah Code Annotated 1953

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53F-5-215, Utah Code Annotated 1953

~~{ 53F-5-216, Utah Code Annotated 1953~~

‡ 53G-7-218, Utah Code Annotated 1953

Utah Code Sections Affected by Coordination Clause:

53F-5-215, Utah Code Annotated 1953

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

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

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

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

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

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

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

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

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

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

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

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

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

(j) the report described in Section 53E-10-703 by the Utah Leading through Effective,

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Actionable, and Dynamic Education director on research and other activities;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 2. Section **53E-3-521** is enacted to read:

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

The state board shall make rules to:

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

(a) conceptual understanding;

(b) procedural fluency;

(c) strategic and adaptive mathematical thinking; and

(d) productive disposition; and

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

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Section 3. Section **53E-4-307.5** is enacted to read:

53E-4-307.5. Mathematics benchmark assessment.

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

(2) The state board shall approve a benchmark assessment for use statewide by LEAs to assess the mathematics competency of students in kindergarten and grades 1 through 3.

(3) An LEA shall:

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

(i) kindergarten, as an optional assessment; and

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

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

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

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

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

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

(ii) measure students' progress through data.

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

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

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

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

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

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

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

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

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

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

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

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

(1) As used in this section:

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

(b) "Program money" means:

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

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

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

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

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

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

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

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

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

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- ~~[(D)]~~ (iv) comprehension;
- ~~[(E)]~~ (v) vocabulary;
- ~~[(F)]~~ (vi) oral language; and
- ~~[(G)]~~ (vii) writing;
- ~~[(ii)]~~ (b) intervention strategies that are aligned to student needs;
- ~~[(iii)]~~ (c) professional development for classroom teachers, literacy coaches, and interventionists in kindergarten through grade 3;
- ~~[(iv)]~~ (d) assessments that support adjustments to core and intervention instruction;
- ~~[(v)]~~ (e) a growth goal for the school district or charter school that:
- ~~[(A)]~~ (i) is based upon student learning gains as measured by benchmark assessments administered pursuant to Section 53E-4-307; and
- ~~[(B)]~~ (ii) includes a target of at least 60% of all students in grades 1 through 3 meeting the growth goal;
- ~~[(vi)]~~ (f) at least ~~[two goals that are]~~ one goal that is specific to the school district or charter school that:
- ~~[(A)]~~ (i) ~~[are]~~ is measurable;
- ~~[(B)]~~ (ii) ~~[address]~~ addresses current performance gaps in student literacy based on data; and
- ~~[(C)]~~ (iii) ~~[include]~~ includes specific strategies for improving outcomes; and
- ~~[(vii)]~~ (g) if a school uses interactive literacy software, the use of interactive literacy software, including early interactive reading software described in Section 53F-4-203.
- ~~[(b) An LEA governing board shall approve a plan described in Subsection (4)(a) in a public meeting before submitting the plan to the state board.]~~
- ~~[(c) The state board shall provide model plans that an LEA governing board may use, or an LEA governing board may develop the LEA governing board's own plan.]~~
- ~~[(d) A plan developed by an LEA governing board shall be approved by the state board.]~~
- ~~[(e) The state board shall develop uniform standards for acceptable growth goals that an LEA governing board adopts for a school district or charter school as described in this Subsection (4).]~~
- (5) (a) There are created within the Early Literacy Program three funding programs:

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- (i) the Base Level Program;
- (ii) the Guarantee Program; and
- (iii) the Low Income Students Program.

(b) The state board may use up to \$7,500,000 from an appropriation described in Subsection (3) for computer-assisted instructional learning and assessment programs.

(6) Money appropriated to the state board for the Early Literacy Program and not used by the state board for computer-assisted instructional learning and assessments described in Subsection (5)(b) shall be allocated to the three funding programs as follows:

- (a) 8% to the Base Level Program;
- (b) 46% to the Guarantee Program; and
- (c) 46% to the Low Income Students Program.

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

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

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

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

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

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

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

(c) For a school district to fully participate in the Guarantee Program, the local school board shall allocate to the program money available to the school district, except money

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provided by the state, equal to the amount of revenue that would be generated by a tax rate of .000056.

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

(e) (i) The state board shall verify that a local school board allocates the money required in accordance with Subsections (8)(c) and (d) before the state board distributes funds in accordance with this section.

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

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

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

(ii) not less than \$0.

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

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

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

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

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

- (i) evidence-based intervention curriculum;
- (ii) literacy assessments that identify student learning needs and monitor learning

progress; or

- (iii) focused literacy interventions that may include:

- (A) the use of reading specialists or paraprofessionals;

- (B) tutoring;

- (C) before or after school programs;

- (D) summer school programs; or

- (E) the use of interactive computer software programs for literacy instruction and assessments for students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) includes information on:

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

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

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

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

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

~~[(18)]~~ (17) The report described in Subsection ~~[(17)]~~ (16) shall include information provided through the digital reporting platform described in Subsection ~~[(15)(b)]~~ 53G-7-218(5)(a).

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

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

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

(2) The state board shall award a grant described in this section to an LEA that submits to the state board a completed application, as provided by the state board, that includes a description of the evidence-based, based on assessment data, professional learning opportunities the LEA will provide that are:

(a) aligned with the professional learning standards described in Section 53G-11-303;
and

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

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

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

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

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

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

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

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

~~(1) As used in this section:~~

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

~~(i) prekindergarten;~~

~~(ii) kindergarten; or~~

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

~~(b) "Eligible applicant" means:~~

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- ~~—— (i) a single LEA;~~
- ~~—— (ii) a group of more than one LEA that submits a joint application for a grant; or~~
- ~~—— (iii) a regional service center described in Section 53G-4-410 that submits an application for a grant on behalf of more than one LEA.~~
- ~~—— (c) "Implementation support coach" means an individual who conducts job-embedded coaching to support educators in professional learning related to literacy and mathematics;~~
- ~~—— (d) "Job-embedded coaching" means individualized coaching, feedback, and support of an educator that is tailored to professional learning that the educator receives.~~
- ~~—— (2) (a) An eligible applicant may apply, using an application developed by the state board, to the state board for a grant to provide job-embedded coaching for early grade teachers;~~
- ~~—— (b) In an application described in Subsection (2)(a), an eligible applicant shall include a description of the eligible applicant's plan for job-embedded coaching that:~~
 - ~~—— (i) is targeted to early grade teachers; and~~
 - ~~—— (ii) reinforces and provides feedback related to professional learning, including professional learning described in Section 53F-5-214;~~
- ~~—— (3) The state board shall:~~
 - ~~—— (a) define criteria for selecting eligible applicants to receive a grant described in this section, including prioritizing a grant for an eligible applicant that:~~
 - ~~—— (i) consists of more than one LEA; or~~
 - ~~—— (ii) includes at least one LEA that does not have the capacity to:~~
 - ~~—— (A) provide job-embedded coaching for early grade teachers; or~~
 - ~~—— (B) hire an implementation coach; and~~
 - ~~—— (b) subject to legislative appropriations, award grants to eligible applicants:~~
 - ~~—— (i) on a competitive basis; and~~
 - ~~—— (ii) based on the criteria described in Subsection (3)(a).~~
- ~~—— (4) The state board may award a grant to an eligible applicant for up to three years.~~
- ~~—— (5) An eligible applicant that receives a grant under this section shall use the grant to provide job-embedded coaching for early grade teachers by:~~
 - ~~—— (a) hiring an implementation support coach; or~~
 - ~~—— (b) providing other job-embedded coaching;~~
- ~~—— (6) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the~~

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state board shall make rules to establish:

~~— (a) the criteria described in Subsection (3)(a); and~~

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

~~— (i) eligibility criteria;~~

~~— (ii) training requirements; and~~

~~— (iii) responsibilities.~~

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

~~— Section 8. Section 53F-5-216 is enacted to read:~~

† ~~53F-5-216~~ **53F-5-215. Elementary teacher preparation assessment grant.**

(1) As used in this section:

(a) "License" means a license that:

(i) is described in Section 53E-6-102; and

(ii) qualifies an individual to teach elementary school.

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

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

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

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

(5) Notwithstanding Subsections (2) and (4), beginning July 1, 2020, and ending August 31, 2021, the state board may award grants under this section to institutions of higher

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education to pilot test a literacy preparation assessment.

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

Section ~~9~~8. Section **53G-7-218** is enacted to read:

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

(1) A local school board of a school district or a charter school governing board of a charter school that serves students in any of kindergarten or grades 1 through 3 shall annually submit to the state board an early learning plan that includes:

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

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

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

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

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

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

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

(ii) one goal that:

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

(B) is measurable;

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

(D) includes specific strategies for improving outcomes; and

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

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

(ii) is measurable;

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

(iv) includes specific strategies for improving outcomes.

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

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

(3) (a) The state board shall:

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

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

(iii) review and approve or disapprove a plan submitted under this section.

(b) Notwithstanding Subsection (3)(a), a local school board or a charter school governing board may develop the board's own plan.

(4) The state board shall:

(a) develop strategies to provide support for a school district or charter school that fails to meet:

(i) (A) the growth goal related to the state literacy target described in Subsection (1)(a)(i); or

(B) the growth goal related to the state mathematics target described in Subsection (1)(b)(i); and

(ii) one of the goals specific to the school district or charter school described in Subsections (1)(a)(ii), (1)(b)(ii), or (1)(c); and

(b) provide increasing levels of support to a school district or charter school that fails to meet the combination of goals described in Subsection (4)(a) for two consecutive years.

(5) (a) The state board shall use a digital reporting platform to provide information to school districts and charter schools about interventions that increase proficiency in literacy and mathematics.

(b) The digital reporting platform described in Subsection (5)(a) shall include performance information for a school district or charter school on the goals described in Subsection (1).

Section ~~410~~9. Section **63I-1-253** is amended to read:

63I-1-253. Repeal dates, Titles 53 through 53G.

The following provisions are repealed on the following dates:

(1) Subsection 53-6-203(1)(b)(ii), regarding being 19 years old at certification, is

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repealed July 1, 2022.

(2) Subsection 53-13-104(6), regarding being 19 years old at certification, is repealed July 1, 2022.

(3) Title 53B, Chapter 17, Part 11, USTAR Researchers, is repealed July 1, 2028.

(4) Section 53B-18-1501 is repealed July 1, 2021.

(5) Title 53B, Chapter 18, Part 16, USTAR Researchers, is repealed July 1, 2028.

(6) Section 53B-24-402, Rural residency training program, is repealed July 1, 2020.

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

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

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

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

(b) Section 53E-4-203 is repealed.

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

(a) Subsection 53B-17-1201(1) is repealed;

(b) Section 53B-17-1203 is repealed;

(c) Subsection 53B-17-1204(2) is repealed;

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

(e) Subsection 53B-17-1204(4)(c) is repealed.

(11) Section ~~{53F-2-214}~~53F-5-214, in relation to a grant for professional learning, is repealed July 1, 2025.

~~{~~ (12) Section 53F-2-215, in relation to a grant for job-embedded coaching, is repealed July 1, 2025.

~~}~~ (~~{13}~~12) Section ~~{53F-2-216}~~53F-5-215, in relation to an elementary teacher preparation grant is repealed July 1, 2025.

~~{11}~~ (~~{14}~~13) Section 53F-2-514 is repealed July 1, 2020.

~~{12}~~ (~~{15}~~14) Section 53F-5-203 is repealed July 1, 2024.

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~~[(13)]~~ ~~(~~16~~;15)~~ Section 53F-5-212 is repealed July 1, 2024.

~~[(14)]~~ ~~(~~17~~;16)~~ Section 53F-5-213 is repealed July 1, 2023.

~~[(15)]~~ ~~(~~18~~;17)~~ Title 53F, Chapter 5, Part 6, American Indian and Alaskan Native Education State Plan Pilot Program, is repealed July 1, 2022.

~~[(16)]~~ ~~(~~19~~;18)~~ Section 53F-6-201 is repealed July 1, 2019.

~~[(17)]~~ ~~(~~20~~;19)~~ Section 53F-9-501 is repealed January 1, 2023.

~~[(18)]~~ ~~(~~21~~;20)~~ Subsections 53G-4-608(2)(b) and (4)(b), related to the Utah Seismic Safety Commission, are repealed January 1, 2025.

~~[(19)]~~ ~~(~~22~~;21)~~ Subsection 53G-8-211(4), regarding referrals of a minor to court for a class C misdemeanor, is repealed July 1, 2020.

Section ~~{11}~~10. Appropriation.

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

ITEM 1

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

From Education Fund ~~{8}~~\$3,935,000

Schedule of Programs:

Grants for Professional Learning ~~{4}~~\$3,~~350~~935,000

~~{~~ Grants for Job-Embedded Coaching ~~}\$4,585,000~~

~~}~~ The Legislature intends that the State Board of Education use~~:~~

~~——~~ ~~(1) the \$4,350,000}~~ money appropriated under this item~~{ for Grants for Professional Learning}~~ for the grant program described in Section ~~{53F-2-514; and~~

~~——~~ ~~(2) the \$4,585,000 appropriated under this item for Grants for Job-Embedded Coaching~~ for the grant program described in Section ~~53F-2-515}~~ 53F-5-214.

ITEM 2

To State Board of Education - MSP Categorical Program Administration

From Education Fund \$1,065,000

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Schedule of Programs:

Early Learning Training and Assessment

Program

\$1,065,000

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

- (1) an early mathematics benchmark assessment in accordance with Section 53E-4-307.5;
- (2) elementary teacher preparation assessment grants in accordance with Section ~~53F-5-216~~ 53F-5-215;
- (3) math performance goals in the state board's early literacy digital platform;
- (4) a digital reporting platform in accordance with Section 53G-7-218; and
- (5) staff to:
 - (a) administer grants described in ~~Sections~~ Section 53F-5-214 ~~and 53F-5-215~~; and
 - (b) support local early learning plans ~~and implementation coaches~~.

Section ~~12~~ 11. **Coordinating H.B. 114 with S.B. 79 -- Superseding substantive amendments.**

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