

**EARLY LITERACY OUTCOMES IMPROVEMENT**

2022 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Ann Millner**

House Sponsor: \_\_\_\_\_

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**LONG TITLE**

**General Description:**

This bill amends and establishes programs to emphasize literacy in kindergarten through grade 3.

**Highlighted Provisions:**

This bill:

- ▶ defines terms;
- ▶ requires the state board to establish strategies and administer programs to improve early literacy outcomes in kindergarten through grade 3, including:
  - providing statewide and regional support in literacy coaching and professional learning in early literacy;
  - establishing a panel with expertise in the science of reading and the science of reading instruction;
  - partnering with a private business or nonprofit organization to annually provide personal, home-use books to certain students;
  - leveraging community engagement in literacy; and
  - contracting with organizations with expertise in coordinating community resources;
- ▶ requires the use of diagnostic assessments to target interventions for students lacking competency in a reading skill;
- ▶ allows for exceptions for a literacy preparation assessment requirement;



- 28           ▶ amends provisions regarding teacher preparation programs;
- 29           ▶ requires the Utah Board of Higher Education to consult with the state
- 30 superintendent of public instruction to ensure fulfillment of certain conditions
- 31 before distributing additional funding to institutions of higher education to hire
- 32 additional faculty with training and experience in the science of reading;
- 33           ▶ requires local education agencies (LEAs) to apply to the state board for grant
- 34 funding to provide professional learning in early literacy to educators serving in
- 35 kindergarten through grade 3;
- 36           ▶ amends provisions regarding partnerships that qualify under the Partnerships for
- 37 Student Success Grant Program;
- 38           ▶ requires LEAs to adopt science of reading curriculum and intervention programs;
- 39           ▶ requires the state board, the Utah Leading through Effective, Actionable, and
- 40 Dynamic Education collaborative effort, and the Center for the School of the Future
- 41 at Utah State University to develop a repository of materials to support LEAs in
- 42 evidence-based practices for science of reading instruction;
- 43           ▶ requires current and prospective elementary school principals to pass a literacy
- 44 preparation assessment; and
- 45           ▶ makes technical and conforming changes.

46 **Money Appropriated in this Bill:**

47           None

48 **Other Special Clauses:**

49           This bill provides revisor instructions.

50 **Utah Code Sections Affected:**

51 AMENDS:

- 52           **53E-1-201**, as last amended by Laws of Utah 2021, Chapters 64, 251, and 351
- 53           **53E-4-307**, as last amended by Laws of Utah 2020, Fifth Special Session, Chapter 14
- 54           **53E-6-301**, as last amended by Laws of Utah 2020, Chapters 174 and 408
- 55           **53E-6-302**, as last amended by Laws of Utah 2020, Chapter 408
- 56           **53F-5-214**, as enacted by Laws of Utah 2020, Chapter 174 and last amended by
- 57 Coordination Clause, Laws of Utah 2020, Chapter 362
- 58           **53F-5-215**, as enacted by Laws of Utah 2020, Chapter 174

59 **53F-5-402**, as last amended by Laws of Utah 2019, Chapter 186  
60 **53G-11-303**, as last amended by Laws of Utah 2019, Chapter 293

61 ENACTS:

- 62 **53E-3-1001**, Utah Code Annotated 1953
- 63 **53E-3-1002**, Utah Code Annotated 1953
- 64 **53E-3-1003**, Utah Code Annotated 1953
- 65 **53E-3-1004**, Utah Code Annotated 1953
- 66 **53G-10-306**, Utah Code Annotated 1953
- 67 **53G-11-305**, Utah Code Annotated 1953

68 **Utah Code Sections Affected by Revisor Instructions:**

- 69 **53E-3-1003**, Utah Code Annotated 1953
- 70 **53G-11-305**, Utah Code Annotated 1953



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

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

74 **53E-1-201. Reports to and action required of the Education Interim Committee.**

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

77 (a) the report described in Section **9-22-109** by the STEM Action Center Board,  
78 including the information described in Section **9-22-113** on the status of the computer science  
79 initiative and Section **9-22-114** on the Computing Partnerships Grants Program;

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

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

84 (d) the report described in Section **53B-1-402** by the Utah Board of Higher Education  
85 on career and technical education issues and addressing workforce needs;

86 (e) the annual report of the Utah Board of Higher Education described in Section  
87 **53B-1-402**;

88 (f) the reports described in Section **53B-28-401** by the Utah Board of Higher Education  
89 regarding activities related to campus safety;

- 90 (g) the State Superintendent's Annual Report by the state board described in Section
- 91 [53E-1-203](#);
- 92 (h) the annual report described in Section [53E-2-202](#) by the state board on the strategic
- 93 plan to improve student outcomes;
- 94 (i) the report described in Section [53E-8-204](#) by the state board on the Utah Schools for
- 95 the Deaf and the Blind;
- 96 (j) the report described in Section [53E-10-703](#) by the Utah Leading through Effective,
- 97 Actionable, and Dynamic Education director on research and other activities;
- 98 (k) the report described in Section [53F-4-203](#) by the state board and the independent
- 99 evaluator on an evaluation of early interactive reading software;
- 100 (l) the report described in Section [53F-4-407](#) by the state board on UPSTART;
- 101 (m) the reports described in Sections [53F-5-214](#), [53F-5-214.1](#), and [53F-5-215](#) by the
- 102 state board related to grants for professional learning and grants for an elementary teacher
- 103 preparation assessment; and
- 104 (n) the report described in Section [53F-5-405](#) by the State Board of Education
- 105 regarding an evaluation of a partnership that receives a grant to improve educational outcomes
- 106 for students who are low income.
- 107 (2) In accordance with applicable provisions and Section [68-3-14](#), the following
- 108 occasional reports are due to the Education Interim Committee:
- 109 (a) the report described in Section [35A-15-303](#) by the School Readiness Board by
- 110 November 30, 2020, on benchmarks for certain preschool programs;
- 111 (b) the report described in Section [53B-28-402](#) by the Utah Board of Higher Education
- 112 on or before the Education Interim Committee's November 2021 meeting;
- 113 (c) the reports described in Section [53E-3-520](#) by the state board regarding cost centers
- 114 and implementing activity based costing;
- 115 (d) if required, the report described in Section [53E-4-309](#) by the state board explaining
- 116 the reasons for changing the grade level specification for the administration of specific
- 117 assessments;
- 118 (e) if required, the report described in Section [53E-5-210](#) by the state board of an
- 119 adjustment to the minimum level that demonstrates proficiency for each statewide assessment;
- 120 (f) in 2022 and in 2023, on or before November 30, the report described in Subsection

121 [53E-10-309](#)(7) related to the PRIME pilot program;

122 (g) the report described in Section [53E-10-702](#) by Utah Leading through Effective,  
123 Actionable, and Dynamic Education;

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

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

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

131 ~~[(k)]~~ (j) the report described in Section [53G-7-503](#) by the state board regarding fees  
132 that LEAs charge during the 2020-2021 school year;

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

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

139 ~~[(n)]~~ (m) the reports described in Section [63C-19-202](#) by the Higher Education  
140 Strategic Planning Commission.

141 Section 2. Section **53E-3-1001** is enacted to read:

142 **53E-3-1001. Statewide goal -- Emphasis on early literacy.**

143 To achieve a strenuous statewide goal of 70% in third grade-level proficiency on the  
144 state-administered reading assessment by July 1, 2027, the state board shall:

145 (1) analyze, align, and target resources, including digital software and tools, in existing  
146 state programs and the programs enacted in this bill, as appropriate, to support early literacy  
147 within the state; and

148 (2) identify opportunities to incentivize and support LEAs and elementary schools to  
149 analyze data, align plans, and target resources from existing local and LEA programs to support  
150 early literacy within the state, resulting in a comprehensive statewide alignment of early  
151 literacy plans.

152 Section 3. Section **53E-3-1002** is enacted to read:

153 **53E-3-1002. Literacy coaching -- Professional learning.**

154 (1) Subject to legislative appropriations, the state board shall provide, train, and assign  
155 literacy coaches to schools with low literacy achievement performance to provide early literacy  
156 coaching to teachers in kindergarten through grade 3, in accordance with this section.

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

159 (a) establish criteria to determine which schools qualify for early literacy coaching,  
160 prioritizing coaching among:

161 (i) schools that participate in partnerships that receive grants under Title 53F, Chapter  
162 5, Part 4, Partnerships for Student Success Grant Program; and

163 (ii) schools that fall within the bottom 25% of all schools in literacy achievement  
164 performance, as the state board further defines;

165 (b) establish minimum qualifications for early literacy coach positions to ensure  
166 adequate preparation with necessary expertise; and

167 (c) define lines of authority and responsibility between a literacy coach, the school  
168 principal, the LEA, and the state board.

169 (3) The state board shall:

170 (a) ensure that one staff position supervises early literacy coaches statewide; and

171 (b) annually review coaching placements and adjust placements as necessary, based on  
172 the school's literacy achievement performance and the criteria established under Subsection (2).

173 (4) The state board shall provide professional learning support in early literacy by:

174 (a) facilitating professional learning opportunities to support literacy coaches statewide  
175 that includes knowledge and skill development in adult learning practices, job-embedded  
176 coaching, and family engagement;

177 (b) providing professional learning regional consultants to:

178 (i) support LEAs and regional education service agencies in designing, facilitating,  
179 monitoring, and adjusting professional learning in early literacy that aligns with the  
180 professional learning standards described in Section 53G-11-303; and

181 (ii) serve a cohort of LEAs within a geographic region of the state; and

182 (c) providing statewide professional learning to support the use of collective efficacy,

183 including the implementation of professional learning communities and school leadership  
184 teams through 2027.

185 Section 4. Section **53E-3-1003** is enacted to read:

186 **53E-3-1003. Science of reading panel.**

187 (1) As used in this section:

188 (a) "Educator preparation program" means:

189 (i) a university teacher education program; or

190 (ii) a program that prepares individuals using an alternative pathway to licensure, as the  
191 state board provides.

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

194 (c) "University teacher preparation program" means a program described in Section  
195 [53E-6-302](#).

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

198 (a) knowledge and a research background in the science of reading and the science of  
199 reading instruction; and

200 (b) experience translating the science of reading into effective reading instructional  
201 practices.

202 (3) The panel shall:

203 (a) meet no less than once every two months;

204 (b) provide expertise to and advise the state board on implementation of:

205 (i) the early literacy emphases described in Section [53E-3-1001](#); and

206 (ii) educator preparation programs;

207 (c) provide advanced professional learning opportunities in the science of reading and  
208 the science of reading instruction for public schools and educator preparation programs as  
209 needed to expand statewide capacity;

210 (d) partner with ULEAD, as that term is defined in Section [53E-10-701](#), to develop and  
211 implement an online repository of digital science of reading and science of reading instruction  
212 resources that is accessible to public school teachers, school leaders, parents, and educator  
213 preparation programs and associated faculty;

214 (e) develop professional learning modules to support teachers and school leaders to  
215 pass the literary preparation assessment, as that term is defined in Section [53E-6-302](#);

216 (f) coordinate with educator preparation programs, university teacher preparation  
217 program faculty, deans of education, and literacy leadership fellows to advance the science of  
218 reading and the science of reading instruction; and

219 (g) take part in the hiring of the additional faculty members described in Subsection  
220 [53E-6-302](#)(6) with two panel members participating in the hiring process.

221 (4) The state board may assign panel members to conduct periodic reviews of:

222 (a) student outcome data;

223 (b) science of reading and science of reading instruction implementation fidelity in  
224 public schools and educator preparation programs through onsite visits; and

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

227 (5) (a) The salary and expenses of a council member who is a legislator shall be paid in  
228 accordance with Section [36-2-2](#) and Legislative Joint Rules, Title 5, Chapter 3, Legislator  
229 Compensation.

230 (b) A panel member who is not a legislator:

231 (i) may not receive compensation or benefits for the member's service on the panel; and

232 (ii) may receive per diem and reimbursement for travel expenses that the panel member  
233 incurs as a panel member at the rates that the Division of Finance establishes under:

234 (A) Sections [63A-3-106](#) and [63A-3-107](#); and

235 (B) rules that the Division of Finance makes under Sections [63A-3-106](#) and  
236 [63A-3-107](#).

237 (6) (a) A majority of the panel members constitutes a quorum.

238 (b) The action of a majority of a quorum constitutes an action of the panel.

239 (7) The state board shall provide staff support to the panel.

240 Section 5. Section **53E-3-1004** is enacted to read:

241 **53E-3-1004. Community engagement for early literacy.**

242 (1) The state board shall:

243 (a) partner with a private business or nonprofit organization to annually provide  
244 personal, home-use, age-appropriate printed books or digital books with accompanying



245 electronic reading devices to students:

246 (i) who attend:

247 (A) a school that participates in partnerships that receive grants under Title 53F,

248 Chapter 5, Part 4, Partnerships for Student Success Grant Program; or

249 (B) a Title I school, as that term is defined in Section [53F-2-523](#); and

250 (ii) at a minimum, in kindergarten through grade 3; and

251 (b) provide students a choice of language where possible.

252 (2) The state board shall develop and promote a website that provides resources for

253 teachers and other educational support personnel to support targeted activities and strategies for

254 parents to support at-home reading.

255 (3) The state board shall contract with one or more organizations that have expertise in

256 coordinating community resources to:

257 (a) provide training and coaching to community, school, and parent engagement

258 coordinators; and

259 (b) for a school that is not participating in a partnership that receives a grant under Title

260 53F, Chapter 5, Part 4, Partnerships for Student Success Grant Program:

261 (i) assess the presence of existing community school infrastructure; and

262 (ii) provide necessary supports for parent, community, and business engagement,

263 including services and coordination support.

264 Section 6. Section **53E-4-307** is amended to read:

265 **53E-4-307. Benchmark assessments in reading -- Report to parent.**

266 (1) As used in this section[~~,"competency"~~]:

267 (a) "Competency" means a demonstrable acquisition of a specified knowledge, skill, or

268 ability that has been organized into a hierarchical arrangement leading to higher levels of

269 knowledge, skill, or ability.

270 (b) "Diagnostic assessment" means an assessment that measures key literacy skills,

271 including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and

272 encoding skills, and comprehension, to determine a student's specific strengths and weaknesses

273 in a skill area.

274 (c) "Evidence-based" means the same as that term is defined in Section [53G-11-303](#).

275 (d) "Evidence-informed" means the same as that term is defined in Section

276 [53G-11-303](#).

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

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

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

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

285 (4) If a benchmark assessment or supplemental reading assessment indicates a student  
286 lacks competency in a reading skill, or is lagging behind other students in the student's grade in  
287 acquiring a reading skill, the school district or charter school shall:

288 (a) administer diagnostic assessments to the student;

289 [~~(a)~~] (b) using data from the diagnostic assessment, provide specific, focused, and  
290 individualized intervention to develop the reading skill;

291 [~~(b)~~] (c) administer formative assessments and progress monitoring at recommended  
292 levels for the benchmark assessment to measure the success of the focused intervention;

293 [~~(c)~~] (d) inform the student's parent of activities that the parent may engage in with the  
294 student to assist the student in improving reading proficiency; [~~and~~]

295 [~~(d)~~] (e) provide information to the parent regarding appropriate interventions available  
296 to the student outside of the regular school day that may include tutoring, before and after  
297 school programs, or summer school[-]; and

298 (f) provide instructional materials that are evidence-informed for core instruction and  
299 evidence-based for intervention and supplemental instruction.

300 (5) (a) In accordance with Section [53F-4-201](#) and except as provided in Subsection  
301 (5)(b), the state board shall contract with one or more educational technology providers for a  
302 benchmark assessment system for reading for students in kindergarten through grade 6.

303 (b) If revenue is insufficient for the benchmark assessment system for the grades  
304 described in Subsection (5)(a), the state board shall first prioritize funding a benchmark  
305 assessment for students in kindergarten through grade 3.

306 Section 7. Section **53E-6-301** is amended to read:

307 **53E-6-301. Qualifications of applicants for licenses -- Changes in qualifications.**

308 (1) As used in this section [~~"literacy"~~]:

309 (a) "Literacy preparation assessment" means an examination that [~~addresses~~] evaluates  
310 an individual's knowledge of the science of reading, related to literacy instruction for an  
311 individual who teaches preschool, elementary school, or special education.

312 (b) "Required literacy preparation assessment" means a literacy preparation assessment  
313 that the state board uses to determine the qualifications of license applicants.

314 (2) The state board shall establish by rule made in accordance with Title 63G, Chapter  
315 3, Utah Administrative Rulemaking Act, the scholarship, training, and experience required of  
316 license applicants.

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

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

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

322 (5) If the state board uses [~~an examination~~] a required literacy preparation assessment  
323 under Subsection (4) [~~that is a literacy preparation assessment~~]:

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

327 [~~(b)~~] (ii) the license applicant is not eligible for a professional educator license  
328 described in Section [53E-6-201](#) until the license applicant successfully passes the required  
329 literacy preparation assessment[-]; and

330 (b) the state board may make rules in accordance with Title 63G, Chapter 3, Utah  
331 Administrative Rulemaking Act, to:

332 (i) establish exemptions for the required literacy preparation assessment; and

333 (ii) develop a pathway to demonstrate early literacy competency as an exception to the  
334 requirement to pass the required literacy preparation assessment.

335 Section 8. Section **53E-6-302** is amended to read:

336 **53E-6-302. Teacher preparation programs.**

337 (1) As used in this section, "required literary preparation assessment" means the same

338 as that term is defined in Section [53E-6-301](#).

339 ~~[(+)]~~ (2) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking  
340 Act, the state board shall make rules that establish standards for approval of a preparation  
341 program.

342 ~~[(2)]~~ (3) The state board shall ensure that standards adopted under Subsection ~~[(+)]~~ (2):  
343 (a) meet or exceed generally recognized national standards for preparation of  
344 educators[-];

345 (b) include requirements for preparation programs to:

346 (i) provide instruction in the science of reading; and

347 (ii) prepare license applicants to pass the required literacy preparation assessment at no  
348 cost to the applicants, including providing ongoing support for up to three total attempts of the  
349 required literacy preparation assessment.

350 ~~[(3)]~~ (4) The state board shall designate an employee of the state board's staff to:

351 (a) work with education deans of state institutions of higher education to coordinate  
352 on-site monitoring of teacher preparation programs that may include:

353 (i) monitoring courses for teacher preparation programs;

354 (ii) working with course instructors for teacher preparation programs; and

355 (iii) interviewing students admitted to teacher preparation programs;

356 (b) act as a liaison between:

357 (i) the state board;

358 (ii) local school boards or charter school governing boards; and

359 (iii) representatives of teacher preparation programs; and

360 (c) report the employee's findings and recommendations for the improvement of  
361 teacher preparation programs to:

362 (i) the state board; and

363 (ii) education deans of state institutions of higher education.

364 ~~[(4)]~~ (5) The state board shall:

365 (a) in good faith, consider the findings and recommendations described in Subsection  
366 ~~[(3)]~~ (4)(c); and

367 (b) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,  
368 make rules, as the state board determines is necessary, to implement recommendations

369 described in Subsection ~~[(3)]~~ (4)(c).

370 (6) Subject to legislative appropriations, the Utah Board of Higher Education shall:

371 (a) provide matching funds to each of the state's institutions of higher education with a  
372 teacher preparation program:

373 (i) to hire an additional faculty member who has training in the science of reading and  
374 the science of reading instruction; and

375 (ii) in an amount equal to 75% of the cost of making the hire described in Subsection  
376 (6)(a) if the institution provides 25% of the cost; and

377 (b) consult the state superintendent regarding:

378 (i) criteria for the hire described in Subsection (6)(a) that would qualify for a  
379 distribution of funding; and

380 (ii) an individual institution's fulfillment of the criteria described in Subsection  
381 (6)(b)(i) before distributing funding.

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

385 (8) The state board shall:

386 (a) monitor accreditation of university programs regarding the science of reading  
387 preparation described in Subsection (3)(b) at the institutions described in Subsection (6)(a); and

388 (b) (i) develop strategies to provide support for preparation programs with low rates of  
389 passage on the required literacy preparation assessment; and

390 (ii) provide increasing levels of support to a preparation program with low rates of  
391 passage on the required literacy preparation assessment for two consecutive years.

392 Section 9. Section **53F-5-214** is amended to read:

393 **53F-5-214. Grant for professional learning.**

394 (1) Subject to legislative appropriations, the state board shall award grants to:

395 (a) LEAs to provide teachers in pre-kindergarten, kindergarten, and grades 1 through 3  
396 with professional learning opportunities in early literacy and mathematics[-]; and

397 (b) the required early literacy professional learning opportunity described in Subsection  
398 (6).

399 (2) The state board shall award a grant described in this section to an LEA that submits

400 to the state board a completed application, as provided by the state board, that includes a  
401 description of the evidence-based, based on assessment data, professional learning  
402 opportunities the LEA will provide that are:

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

404 and

405 (b) targeted to attaining the local and state early learning goals described in Section  
406 [53G-7-218](#).

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

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

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

413 (b) a formula to determine an LEA's grant amount under this section~~[-]~~, including  
414 identifying the amount an LEA receives for:

415 (i) professional learning opportunities under Subsection (2); and

416 (ii) the required early literacy professional learning opportunity described in Subsection  
417 (6); and

418 (c) specifications regarding the LEA's provision of the required early literacy  
419 professional learning opportunity described in Subsection (6).

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

423 (6) (a) As used in this Subsection (6), "early literacy professional learning opportunity"  
424 means the early literacy opportunity that the majority of recipients of grant funding under this  
425 section used before the effective date of this bill to provide professional learning opportunities  
426 in early literacy.

427 (b) (i) Except as described in Subsection (6)(b)(ii), the following shall complete the  
428 early literacy professional learning opportunity before July 1, 2025, each:

429 (A) general and special education teacher in kindergarten through grade 3;

430 (B) district administrator over literacy;

- 431 (C) elementary school principal;  
432 (D) school psychologist serving in an elementary school; and  
433 (E) elementary school literacy coach who serves kindergarten through grade 3.  
434 (ii) The following are exempt from the professional learning opportunity completion  
435 requirement in Subsection (6)(b)(i):  
436 (A) an educator who has already completed the early literacy professional learning  
437 program;  
438 (B) dual language immersion educators who teach in the target language;  
439 (C) special education teachers who serve students with significant cognitive  
440 disabilities;  
441 (D) teachers within one year of retirement; and  
442 (E) other similar educator roles as the state board identifies in board rule, made in  
443 accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act.  
444 (c) (i) Before the 2022-2023 school year, each LEA shall apply for grant funding under  
445 this subsection (6) to provide the early literacy professional learning opportunity to each  
446 individual described in Subsection (6)(b)(i) within the LEA.  
447 (ii) An LEA that receives a grant for use under this Subsection (6) shall:  
448 (A) use the grant to provide the early literacy professional learning opportunity for each  
449 educator described in Subsection (6)(b)(i) within the LEA; and  
450 (B) provide the early literacy professional learning opportunity as part of the educator's  
451 contracted time or daily rate.  
452 (d) In awarding grant funding under this section for the required early literacy  
453 professional learning opportunity, the state board shall award funding to an LEA to provide the  
454 opportunity to each individual described in Subsection (6)(c)(i), prioritizing applicants that  
455 have not yet participated in the early literacy professional learning opportunity.  
456 Section 10. Section **53F-5-215** is amended to read:  
457 **53F-5-215. Elementary teacher preparation assessment grant.**  
458 (1) As used in this section:  
459 (a) "License" means a license that:  
460 (i) is described in Section **53E-6-102**; and  
461 (ii) qualifies an individual to teach elementary school.

462 (b) [~~Literacy~~] "Required literacy preparation assessment" means the same as that term  
463 is defined in Section [53E-6-301](#).

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

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

471 (4) [~~An institution of higher education~~] An educator preparation program, as that term  
472 is defined in Section [53E-3-1003](#), may apply for a grant described in this section by submitting  
473 to the state board an application, as provided by the state board, including an estimate of the  
474 number and names of prospective license applicants expected to graduate in the year relevant to  
475 the grant application.

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

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

482 Section 11. Section **53F-5-402** is amended to read:

483 **53F-5-402. Partnerships for Student Success Grant Program established.**

484 (1) There is created the Partnerships for Student Success Grant Program to improve  
485 educational outcomes for low income students through the formation of cross sector  
486 partnerships that use data to align and improve efforts focused on student success.

487 (2) Subject to legislative appropriations, the state board shall award grants to eligible  
488 partnerships that enter into a memorandum of understanding between the members of the  
489 eligible partnership to plan or implement a partnership that:

490 (a) establishes shared goals, outcomes, and measurement practices based on unique  
491 community needs and interests that:

492 [~~(i) are aligned with the recommendations of the five- and ten-year plan to address~~



493 ~~intergenerational poverty described in Section [35A-9-303](#); and]~~  
 494  ~~[(ii) address;] (i) for students attending [a] an elementary school within an eligible~~  
 495  ~~school feeder pattern, focus on:~~  
 496  ~~(A) kindergarten readiness;~~  
 497  ~~(B) [~~grade 3 mathematics and~~] reading proficiency[;], consistent with the science of~~  
 498  ~~reading, as defined by the science of reading panel described in Section [53E-3-1003](#); and~~  
 499  ~~(C) grade 3 mathematics; and~~  
 500  ~~(ii) for students attending a second school within an eligible school feeder pattern,~~  
 501  ~~focus on:~~  
 502  ~~[(C)] (A) grade 8 mathematics and reading proficiency;~~  
 503  ~~[(D)] (B) high school graduation;~~  
 504  ~~[(E)] (C) postsecondary education attainment;~~  
 505  ~~[(F)] (D) physical and mental health; and~~  
 506  ~~[(G)] (E) development of career skills and readiness;~~  
 507  ~~(b) coordinates and aligns services to:~~  
 508  ~~(i) students attending schools within an eligible school feeder pattern; and~~  
 509  ~~(ii) the families and communities of the students within an eligible school feeder~~  
 510  ~~pattern;~~  
 511  ~~(c) implements a system for:~~  
 512  ~~(i) sharing data to monitor and evaluate shared goals and outcomes, in accordance with~~  
 513  ~~state and federal law; and~~  
 514  ~~(ii) accountability for shared goals and outcomes; and~~  
 515  ~~(d) commits to providing matching funds as described in Section [53F-5-403](#).~~  
 516  ~~(3) In making grant award determinations, the state board shall prioritize funding for an~~  
 517  ~~eligible partnership that:~~  
 518  ~~(a) focus on early literacy and mathematics;~~  
 519  ~~[(a)] (b) includes a low performing school as determined by the state board; or~~  
 520  ~~[(b)] (c) addresses parent and community engagement.~~  
 521  ~~(4) In awarding grants under this part, the state board:~~  
 522  ~~(a) shall distribute funds to the lead applicant designated by the eligible partnership as~~  
 523  ~~described in Section [53F-5-401](#); and~~

524 (b) may not award more than \$500,000 per fiscal year to an eligible partnership.

525 Section 12. Section **53G-10-306** is enacted to read:

526 **53G-10-306. Science of reading curriculum.**

527 Each LEA shall adopt science of reading curriculum and intervention programs as  
528 advised by the science of reading panel described in Section [53E-3-1003](#).

529 Section 13. Section **53G-11-303** is amended to read:

530 **53G-11-303. Professional learning standards.**

531 (1) As used in this section[~~,"professional"~~]:

532 (a) "Evidence-based" means that a strategy demonstrates a statistically significant  
533 effect, of at least a 0.40 effect size, on improving student outcomes based on:

534 (i) strong evidence from at least one well-designed and well-implemented experimental  
535 study, as the state board further defines; or

536 (ii) moderate evidence from at least one well-designed and well-implemented  
537 quasi-experimental study, as the state board further defines.

538 (b) "Evidence-informed" means that a strategy:

539 (i) is developed using high-quality research outside of a controlled setting in the given  
540 field, as the state board further defines; and

541 (ii) includes strategies and activities with a strong scientific basis for use, as the state  
542 board further defines.

543 (c) "Professional learning" means a comprehensive, sustained, and evidence-based  
544 approach to improving teachers' and principals' effectiveness in raising student achievement.

545 (2) A school district or charter school shall implement high quality professional  
546 learning that meets the following standards:

547 (a) professional learning occurs within learning communities committed to continuous  
548 improvement, individual and collective responsibility, and goal alignment;

549 (b) professional learning requires skillful leaders who develop capacity, advocate, and  
550 create support systems, for professional learning;

551 (c) professional learning requires prioritizing, monitoring, and coordinating resources  
552 for educator learning;

553 (d) professional learning uses a variety of sources and types of student, educator, and  
554 system data to plan, assess, and evaluate professional learning;

555 (e) professional learning integrates theories, research, and models of human learning to  
556 achieve its intended outcomes;

557 (f) professional learning applies research on change and sustains support for  
558 implementation of professional learning for long-term change;

559 (g) professional learning aligns its outcomes with:

560 (i) performance standards for teachers and school administrators as described in rules  
561 of the state board; and

562 (ii) performance standards for students as described in the core standards for Utah  
563 public schools adopted by the state board pursuant to Section [53E-4-202](#); ~~[and]~~

564 (h) professional learning:

565 (i) incorporates the use of technology in the design, implementation, and evaluation of  
566 high quality professional learning practices; and

567 (ii) includes targeted professional learning on the use of technology devices to enhance  
568 the teaching and learning environment and the integration of technology in content delivery[-];  
569 and

570 (i) professional learning uses evidence-informed core materials and evidence-based  
571 instructional practices and intervention materials.

572 (3) School districts and charter schools shall use money appropriated by the Legislature  
573 for professional learning or federal grant money awarded for professional learning to  
574 implement professional learning that meets the standards specified in Subsection (2).

575 (4) The state board, ULEAD, as that term is defined in Section [53E-10-701](#), and the  
576 Center for the School of the Future, established in Section [53B-18-801](#), shall jointly, in  
577 collaboration with an independent university-based research center, develop and maintain a  
578 repository of evidence-based practice and evidence-informed intervention materials to support  
579 school districts and charter schools in meeting the standards described in Subsection (2).

580 ~~[(4)]~~ (5) (a) In the fall of 2014, the state board, through the state superintendent, and in  
581 collaboration with an independent consultant acquired through a competitive bid process, shall  
582 conduct a statewide survey of school districts and charter schools to:

583 (i) determine the current state of professional learning for educators as aligned with the  
584 standards specified in Subsection (2);

585 (ii) determine the effectiveness of current professional learning practices; and

586 (iii) identify resources to implement professional learning as described in Subsection  
587 (2).

588 (b) The state board shall select a consultant from bidders who have demonstrated  
589 successful experience in conducting a statewide analysis of professional learning.

590 (c) (i) Annually in the fall, beginning in 2015 through 2020, the state board, through  
591 the state superintendent, in conjunction with school districts and charter schools, shall gather  
592 and use data to determine the impact of professional learning efforts and resources.

593 (ii) Data used to determine the impact of professional learning efforts and resources  
594 under Subsection [~~(4)~~] (5)(c)(i) shall include:

595 (A) student achievement data;

596 (B) educator evaluation data; and

597 (C) survey data.

598 Section 14. Section **53G-11-305** is enacted to read:

599 **53G-11-305. Literacy preparation assessment for principals.**

600 (1) As used in this section:

601 (a) "Current elementary school principal" means an individual who is serving as an  
602 elementary school principal on the effective date of this bill.

603 (b) "Prospective elementary school principal" means an individual who is not serving  
604 as an elementary school principal on the effective date of this bill.

605 (c) "Required literacy preparation assessment" means the same as that term is defined  
606 in Section [53E-6-301](#).

607 (2) (a) Except as provided in Subsection (2)(b):

608 (i) each current elementary school principal shall pass the required literacy preparation  
609 assessment before April 1, 2027; and

610 (ii) a prospective elementary school principal shall pass the required literacy  
611 preparation assessment before becoming an elementary school principal.

612 (b) (i) An individual's passage of the required literacy preparation assessment to obtain  
613 an educator license under Section [53E-6-301](#) satisfies the assessment requirement in  
614 Subsection (2)(a).

615 (ii) An individual is exempt from the assessment requirement in Subsection (2)(a) if  
616 the individual completes the demonstrated competency pathway described in Subsection (3)(b).

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

619           (a) establish requirements and procedures for satisfying the requirement described in  
620 Subsection (2)(a);

621           (b) establish a pathway for current and prospective elementary school principals to  
622 demonstrate literacy competency in lieu of satisfying the assessment requirement in Subsection  
623 (2)(a); and

624           (c) establish a process to fund the required literacy preparation assessment for:

625           (i) certain current elementary school principals; and

626           (ii) prospective elementary school principals.

627           Section 15. **Revisor instructions.**

628           The Legislature intends that the Office of Legislative Research and General Counsel, in  
629 preparing the Utah Code database for publication, replace the following references:

630           (1) in Section [53E-3-1003](#), from "this bill" to the bill's designated chapter number in  
631 the Laws of Utah; and

632           (2) in Section [53G-11-305](#), from "the effective date of this bill" to the bill's actual  
633 effective date.