

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 grades;
 - administer a qualifying grant program for professional learning 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.



26 **Money Appropriated in this Bill:**

27 This bill appropriates in fiscal year 2021:

28 ▶ to the State Board of Education - Minimum School Program - Related to Basic
29 School Programs, as an ongoing appropriation:

30 • from the Education Fund, \$3,935,000; and

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

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

34 **Other Special Clauses:**

35 This bill provides a coordination clause.

36 **Utah Code Sections Affected:**

37 AMENDS:

38 **53E-1-201**, as last amended by Laws of Utah 2019, Chapter 324 and last amended by
39 Coordination Clause, Laws of Utah 2019, Chapters 41, 205, 223, 342, 446, and 476

40 **53E-6-301**, as last amended by Laws of Utah 2019, Chapter 186

41 **53F-2-503**, as last amended by Laws of Utah 2019, Chapters 186 and 324

42 **63I-1-253**, as last amended by Laws of Utah 2019, Chapters 90, 136, 166, 173, 246,
43 325, 344 and last amended by Coordination Clause, Laws of Utah 2019, Chapter

44 246

45 ENACTS:

46 **53E-3-521**, Utah Code Annotated 1953

47 **53E-4-307.5**, Utah Code Annotated 1953

48 **53F-5-214**, Utah Code Annotated 1953

49 **53F-5-215**, Utah Code Annotated 1953

50 **53G-7-218**, Utah Code Annotated 1953

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

52 **53F-5-215**, Utah Code Annotated 1953



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

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

56 **53E-1-201. Reports to and action required of the Education Interim Committee.**

- 57 (1) In accordance with applicable provisions and Section 68-3-14, the following
58 recurring reports are due to the Education Interim Committee:
- 59 (a) the prioritized list of data research described in Section 35A-14-302 and the report
60 on research described in Section 35A-14-304 by the Utah Data Research Center;
- 61 (b) the report described in Section 35A-15-303 by the State Board of Education on
62 preschool programs;
- 63 (c) the report described in Section 53B-1-103 by the State Board of Regents on career
64 and technical education issues and addressing workforce needs;
- 65 (d) the report described in Section 53B-1-107 by the State Board of Regents on the
66 activities of the State Board of Regents;
- 67 (e) the report described in Section 53B-2a-104 by the Utah System of Technical
68 Colleges Board of Trustees on career and technical education issues;
- 69 (f) the reports described in Section 53B-28-401 by the State Board of Regents and the
70 Utah System of Technical Colleges Board of Trustees regarding activities related to campus
71 safety;
- 72 (g) the State Superintendent's Annual Report by the state board described in Section
73 53E-1-203;
- 74 (h) the annual report described in Section 53E-2-202 by the state board on the strategic
75 plan to improve student outcomes;
- 76 (i) the report described in Section 53E-8-204 by the state board on the Utah Schools for
77 the Deaf and the Blind;
- 78 (j) the report described in Section 53E-10-703 by the Utah Leading through Effective,
79 Actionable, and Dynamic Education director on research and other activities;
- 80 (k) the report described in Section 53F-4-203 by the state board and the independent
81 evaluator on an evaluation of early interactive reading software;
- 82 (l) the report described in Section 53F-4-407 by the state board on UPSTART;
- 83 (m) the reports described in Sections 53F-5-214 and 53F-5-215 by the state board
84 related to grants for professional learning and grants for an elementary teacher preparation
85 assessment;
- 86 [~~m~~] (n) the report described in Section 53F-5-405 by an independent evaluator of a
87 partnership that receives a grant to improve educational outcomes for students who are low

88 income; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

129 **[53E-3-521](#). Requirements for early mathematics plan.**

130 The state board shall make rules to:

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

134 (a) conceptual understanding;

135 (b) procedural fluency;

136 (c) strategic and adaptive mathematical thinking; and

137 (d) productive disposition; and

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

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

142 **[53E-4-307.5](#). Mathematics benchmark assessment.**

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

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

149 (3) An LEA shall:

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

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

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

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

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

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

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

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

160 (ii) measure students' progress through data.

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

162 **53E-6-301. Qualifications of applicants for licenses -- Changes in qualifications.**

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

166 [~~(1)~~] (2) The state board shall establish by rule the scholarship, training, and experience
167 required of license applicants.

168 [~~(2)~~] (3) (a) The state board shall announce any increase in the requirements when
169 made.

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

172 [~~(3)~~] (4) The state board may determine by examination or otherwise the qualifications
173 of license applicants.

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

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

179 (b) the license applicant is not eligible for a professional educator license described in
180 Section [53E-6-201](#) until the license applicant successfully passes the literacy preparation

181 assessment.

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

183 **53F-2-503. Early Literacy Program -- Literacy proficiency plan.**

184 (1) As used in this section:

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

186 (b) "Program money" means:

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

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

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

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

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

199 ~~[(i)]~~ (a) core instruction in:

200 ~~[(A)]~~ (i) phonological awareness;

201 ~~[(B)]~~ (ii) phonics;

202 ~~[(C)]~~ (iii) fluency;

203 ~~[(D)]~~ (iv) comprehension;

204 ~~[(E)]~~ (v) vocabulary;

205 ~~[(F)]~~ (vi) oral language; and

206 ~~[(G)]~~ (vii) writing;

207 ~~[(ii)]~~ (b) intervention strategies that are aligned to student needs;

208 ~~[(iii)]~~ (c) professional development for classroom teachers, literacy coaches, and
209 interventionists in kindergarten through grade 3;

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

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

212 [(A)] (i) is based upon student learning gains as measured by benchmark assessments
213 administered pursuant to Section 53E-4-307; and

214 [(B)] (ii) includes a target of at least 60% of all students in grades 1 through 3 meeting
215 the growth goal;

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

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

219 [(B)] (ii) [~~address~~] addresses current performance gaps in student literacy based on
220 data; and

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

222 [(vii)] (g) if a school uses interactive literacy software, the use of interactive literacy
223 software, including early interactive reading software described in Section 53F-4-203.

224 [(b) ~~An LEA governing board shall approve a plan described in Subsection (4)(a) in a
225 public meeting before submitting the plan to the state board.]~~

226 [(c) ~~The state board shall provide model plans that an LEA governing board may use,
227 or an LEA governing board may develop the LEA governing board's own plan.]~~

228 [(d) ~~A plan developed by an LEA governing board shall be approved by the state
229 board.]~~

230 [(e) ~~The state board shall develop uniform standards for acceptable growth goals that
231 an LEA governing board adopts for a school district or charter school as described in this
232 Subsection (4).]~~

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

234 (i) the Base Level Program;

235 (ii) the Guarantee Program; and

236 (iii) the Low Income Students Program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

282 (ii) not less than \$0.

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

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

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

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

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

299 (i) evidence-based intervention curriculum;

300 (ii) literacy assessments that identify student learning needs and monitor learning
301 progress; or

302 (iii) focused literacy interventions that may include:

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

304 (B) tutoring;

305 (C) before or after school programs;

306 (D) summer school programs; or

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

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

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

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

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

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

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

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

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

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

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

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

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

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

338 ~~[(16)]~~ (15) The state board may use up to 3% of the funds appropriated by the
339 Legislature to carry out the provisions of this section for administration of the program.

340 ~~[(17)]~~ (16) The state board shall make an annual report in accordance with Section
341 [53E-1-203](#) that:

342 (a) includes information on:

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

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

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

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

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

355 ~~[(18)]~~ (17) The report described in Subsection ~~[(17)]~~ (16) shall include information
356 provided through the digital reporting platform described in Subsection ~~[(15)(b)]~~
357 [53G-7-218\(5\)\(a\)](#).

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

359 **53F-5-214. Grant for professional learning.**

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

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

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

368 and

369 (b) targeted to attaining the local and state early learning goals described in Section
370 53G-7-218.

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

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

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

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

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

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

382 **53F-5-215. Elementary teacher preparation assessment grant.**

383 (1) As used in this section:

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

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

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

387 (b) "Literacy preparation assessment" means the same as that term is defined in Section
388 53E-6-301.

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

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

396 (4) An institution of higher education may apply for a grant described in this section by
397 submitting to the state board an application, as provided by the state board, including an

398 estimate of the number and names of prospective license applicants expected to graduate in the
399 year relevant to the grant application.

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

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

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

407 **53G-7-218. Establishment of early learning plan -- Digital reporting platform.**

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

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

412 (i) the growth goal described in Subsection [53F-2-503\(4\)\(e\)](#); and

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

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

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

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

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

420 (ii) one goal that:

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

422 (B) is measurable;

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

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

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

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

428 (ii) is measurable;

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

431 (iv) includes specific strategies for improving outcomes.

432 (2) A local school board or charter school governing board shall approve a plan
433 described in Subsection (1) in a public meeting before submitting the plan to the state board.

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

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

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

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

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

443 (4) The state board shall:

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

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

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

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

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

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

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

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

461 **63I-1-253. Repeal dates, Titles 53 through 53G.**

462 The following provisions are repealed on the following dates:

463 (1) Subsection **53-6-203(1)(b)(ii)**, regarding being 19 years old at certification, is
464 repealed July 1, 2022.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

487 (11) Section **53F-5-214**, in relation to a grant for professional learning, is repealed July
488 1, 2025.

489 (12) Section **53F-5-215**, in relation to an elementary teacher preparation grant is
490 repealed July 1, 2025.

491 [~~(11)~~] (13) Section 53F-2-514 is repealed July 1, 2020.

492 [~~(12)~~] (14) Section 53F-5-203 is repealed July 1, 2024.

493 [~~(13)~~] (15) Section 53F-5-212 is repealed July 1, 2024.

494 [~~(14)~~] (16) Section 53F-5-213 is repealed July 1, 2023.

495 [~~(15)~~] (17) Title 53F, Chapter 5, Part 6, American Indian and Alaskan Native
496 Education State Plan Pilot Program, is repealed July 1, 2022.

497 [~~(16)~~] (18) Section 53F-6-201 is repealed July 1, 2019.

498 [~~(17)~~] (19) Section 53F-9-501 is repealed January 1, 2023.

499 [~~(18)~~] (20) Subsections 53G-4-608(2)(b) and (4)(b), related to the Utah Seismic Safety
500 Commission, are repealed January 1, 2025.

501 [~~(19)~~] (21) Subsection 53G-8-211(4), regarding referrals of a minor to court for a class
502 C misdemeanor, is repealed July 1, 2020.

503 Section 10. **Appropriation.**

504 The following sums of money are appropriated for the fiscal year beginning July 1,
505 2020, and ending June 30, 2021. These are additions to amounts previously appropriated for
506 fiscal year 2021. Under the terms and conditions of Title 63J, Chapter 1, Budgetary Procedures
507 Act, the Legislature appropriates the following sums of money from the funds or accounts
508 indicated for the use and support of the government of the state of Utah.

509 ITEM 1

510 To State Board of Education - Minimum School Program - Related to

511 Basic School Programs

512 From Education Fund

\$3,935,000

513 Schedule of Programs:

514 Grants for Professional Learning

\$3,935,000

515 The Legislature intends that the State Board of Education use money appropriated
516 under this item for the grant program described in Section 53F-5-214.

517 ITEM 2

518 To State Board of Education - MSP Categorical Program Administration

519 From Education Fund

\$1,065,000

520 Schedule of Programs:

521 Early Learning Training and Assessment

522 Program \$1,065,000
 523 The Legislature intends that the State Board of Education use funds appropriated under
 524 this item for:

525 (1) an early mathematics benchmark assessment in accordance with Section
 526 53E-4-307.5;

527 (2) elementary teacher preparation assessment grants in accordance with Section
 528 53F-5-215;

529 (3) math performance goals in the state board's early literacy digital platform;

530 (4) a digital reporting platform in accordance with Section 53G-7-218; and

531 (5) staff to:

532 (a) administer grants described in Section 53F-5-214; and

533 (b) support local early learning plans.

534 Section 11. **Coordinating H.B. 114 with S.B. 79 -- Superseding substantive**
 535 **amendments.**

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