

1                   **EARLY LEARNING TRAINING AND ASSESSMENT**

2                                   **AMENDMENTS**

3   2020 GENERAL SESSION

4   STATE OF UTAH

5                                   **Chief Sponsor: Steve Waldrip**

6                                   Senate Sponsor: \_\_\_\_\_

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8 **LONG TITLE**

9 **General Description:**

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

12 **Highlighted Provisions:**

13           This bill:

14           ▶ requires the State Board of Education (the state board) to:

15                   • make rules regarding, and requires local education agencies (LEAs), to establish  
16 an early learning plan that includes early literacy and early mathematics  
17 components;

18                   • select a mathematics benchmark assessment that LEAs administer in certain  
19 grades;

20                   • administer a grant for professional learning and job-embedded coaching support  
21 for elementary educators; and

22                   • administer a grant for license applicants taking a certain examination;

23           ▶ amends provisions regarding an examination required to obtain a license to teach;

24           ▶ allows for LEAs in certain circumstances to hire implementation support coaches or  
25 otherwise obtain funding to support job-embedded coaching;

26           ▶ requires certain annual reporting; and

27           ▶ makes technical and conforming changes.



28 **Money Appropriated in this Bill:**

29 None

30 **Other Special Clauses:**

31 None

32 **Utah Code Sections Affected:**

33 AMENDS:

34 **53E-6-301**, as last amended by Laws of Utah 2019, Chapter 186

35 **53F-2-503**, as last amended by Laws of Utah 2019, Chapters 186 and 324

36 **53G-4-410**, as last amended by Laws of Utah 2019, Chapter 293

37 **63I-1-253**, as last amended by Laws of Utah 2019, Chapters 90, 136, 166, 173, 246,

38 325, 344 and last amended by Coordination Clause, Laws of Utah 2019, Chapter

39 246

40 ENACTS:

41 **53E-3-521**, Utah Code Annotated 1953

42 **53E-4-307.5**, Utah Code Annotated 1953

43 **53F-5-214**, Utah Code Annotated 1953

44 **53F-5-215**, Utah Code Annotated 1953

45 **53G-7-218**, Utah Code Annotated 1953



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

48 Section 1. Section **53E-3-521** is enacted to read:

49 **53E-3-521. Requirements for early mathematics plan.**

50 The state board shall make rules to:

51 (1) define the components of the early mathematics plan that a local school board or

52 charter school governing board is required to submit under Section **53G-7-218** for mathematics

53 proficiency improvement, including the following four categories:

54 (a) conceptual understanding;

55 (b) procedural fluency;

56 (c) strategic and adaptive mathematical thinking; and

57 (d) productive disposition; and

58 (2) establish a state-wide target using data from the mathematics benchmark

59 assessment, described in Section 53E-4-307.5, for local growth goals described in Section  
60 53G-7-218 regarding mathematics.

61 Section 2. Section **53E-4-307.5** is enacted to read:

62 **53E-4-307.5. Mathematics benchmark assessment.**

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

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

69 (3) An LEA shall:

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

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

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

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

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

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

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

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

80 (ii) measure students' progress through data.

81 Section 3. Section **53E-6-301** is amended to read:

82 **53E-6-301. Qualifications of applicants for licenses -- Changes in qualifications.**

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

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

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

88 (3) (a) The state board may determine by examination or otherwise the qualifications of  
89 license applicants.

90 (b) If the state board uses an examination under Subsection (3)(a):  
 91 (i) the state board shall make rules to allow an LEA to hire a license applicant who  
 92 does not successfully pass the examination for a limited duration pending successful passage;  
 93 and  
 94 (ii) the license applicant is not eligible for a professional educator license described in  
 95 Section 53E-6-201 until the license applicant successfully passes the examination.

96 Section 4. Section 53F-2-503 is amended to read:

97 **53F-2-503. Early Literacy Program -- Literacy proficiency plan.**

98 (1) As used in this section:

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

100 (b) "Program money" means:

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

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

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

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

109 (4) ~~(a)~~ An LEA governing board of a school district or a charter school that serves  
 110 students in any of grades kindergarten through grade 3 shall submit, in accordance with Section  
 111 53G-7-218, a plan to the state board for literacy proficiency improvement that incorporates the  
 112 following components:

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

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

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

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

117 ~~(D)~~ (iv) comprehension;

118 ~~(E)~~ (v) vocabulary;

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

120 ~~(G)~~ (vii) writing;

- 121           ~~[(ii)]~~ (b) intervention strategies that are aligned to student needs;
- 122           ~~[(iii)]~~ (c) professional development for classroom teachers, literacy coaches, and  
 123 interventionists in kindergarten through grade 3;
- 124           ~~[(iv)]~~ (d) assessments that support adjustments to core and intervention instruction;
- 125           ~~[(v)]~~ (e) a growth goal for the school district or charter school that:
- 126           ~~[(A)]~~ (i) is based upon student learning gains as measured by benchmark assessments  
 127 administered pursuant to Section [53E-4-307](#); and
- 128           ~~[(B)]~~ (ii) includes a target of at least 60% of all students in grades 1 through 3 meeting  
 129 the growth goal;
- 130           ~~[(vi)]~~ (f) at least ~~[two goals that are]~~ one goal that is specific to the school district or  
 131 charter school that:
- 132           ~~[(A)]~~ (i) ~~[are]~~ is measurable;
- 133           ~~[(B)]~~ (ii) ~~[address]~~ addresses current performance gaps in student literacy based on  
 134 data; and
- 135           ~~[(C)]~~ (iii) ~~[include]~~ includes specific strategies for improving outcomes; and
- 136           ~~[(vii)]~~ (g) if a school uses interactive literacy software, the use of interactive literacy  
 137 software, including early interactive reading software described in Section [53F-4-203](#).
- 138           ~~[(b) An LEA governing board shall approve a plan described in Subsection (4)(a) in a  
 139 public meeting before submitting the plan to the state board.]~~
- 140           ~~[(c) The state board shall provide model plans that an LEA governing board may use,  
 141 or an LEA governing board may develop the LEA governing board's own plan.]~~
- 142           ~~[(d) A plan developed by an LEA governing board shall be approved by the state  
 143 board.]~~
- 144           ~~[(e) The state board shall develop uniform standards for acceptable growth goals that  
 145 an LEA governing board adopts for a school district or charter school as described in this  
 146 Subsection (4).]~~
- 147           (5) (a) There are created within the Early Literacy Program three funding programs:
- 148           (i) the Base Level Program;
- 149           (ii) the Guarantee Program; and
- 150           (iii) the Low Income Students Program.
- 151           (b) The state board may use up to \$7,500,000 from an appropriation described in

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

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

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

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

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

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

- 167 (A) each existing charter school's prior year fall enrollment in grades kindergarten  
168 through grade 3; and
- 169 (B) each new charter school's estimated fall enrollment in grades kindergarten through  
170 grade 3.

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

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

177 (c) For a school district to fully participate in the Guarantee Program, the local school  
178 board shall allocate to the program money available to the school district, except money  
179 provided by the state, equal to the amount of revenue that would be generated by a tax rate of  
180 .000056.

181 (d) For a school district to fully participate in the Low Income Students Program, the  
182 local school board shall allocate to the program money available to the school district, except

183 money provided by the state, equal to the amount of revenue that would be generated by a tax  
184 rate of .000065.

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

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

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

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

196 (ii) not less than \$0.

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

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

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

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

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

213 (i) evidence-based intervention curriculum;

214 (ii) literacy assessments that identify student learning needs and monitor learning  
215 progress; or

216 (iii) focused literacy interventions that may include:

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

218 (B) tutoring;

219 (C) before or after school programs;

220 (D) summer school programs; or

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

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

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

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

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

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

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

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

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

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

244 ~~[(i) develop strategies to provide support for a school district or charter school that fails~~



245 to meet a goal described in Subsection (4)(a)(v) or (vi); and]

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

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

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

252 [(16)] (15) The state board may use up to 3% of the funds appropriated by the  
253 Legislature to carry out the provisions of this section for administration of the program.

254 [(17)] (16) The state board shall make an annual report in accordance with Section  
255 53E-1-203 that:

256 (a) includes information on:

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

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

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

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

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

269 [(18)] (17) The report described in Subsection [(17)] (16) shall include information  
270 provided through the digital reporting platform described in Subsection [(15)(b)]

271 53G-7-218(5)(a).

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

273 **53F-5-214. Grant for professional learning and job-embedded coaching support.**

274 (1) As used in this section:

275 (a) "Implementation support coach" means an individual who conducts job-embedded

276 coaching to support educators in professional learning related to literacy and mathematics.

277 (b) "Job-embedded coaching" means individualized coaching, feedback, and support of  
278 an educator that is tailored to professional learning that the educator receives.

279 (2) Subject to legislative appropriations, the state board shall award grants to LEAs to  
280 provide teachers in pre-kindergarten, kindergarten, and grades 1 through 3 with:

281 (a) professional learning opportunities in early literacy and mathematics; and

282 (b) support through job-embedded coaching.

283 (3) To qualify for a grant under this section, an LEA shall submit to the state board an  
284 application, as provided by the state board, that contains:

285 (a) a description of the evidence-based, based on assessment data, professional learning  
286 opportunities the LEA will provide that are:

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

288 and

289 (ii) targeted to attaining the local and state early learning goals described in Section

290 [53G-7-218](#); and

291 (b) a description of the LEA's plan for job-embedded coaching to reinforce and provide  
292 feedback related to the professional learning opportunities described in Subsection (3)(a)(i).

293 (4) The state board shall make rules to describe:

294 (a) required elements of the professional learning opportunities and job-embedded  
295 coaching described in Subsection (3); and

296 (b) requirements for implementation coaches, including eligibility criteria, training, and  
297 responsibilities.

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

301 Section 6. Section **53F-5-215** is enacted to read:

302 **53F-5-215. Elementary teacher preparation assessment grant.**

303 (1) As used in this section:

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

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

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

307           (b) "Preparation assessment" means an examination that addresses the science of  
308 reading that the state board uses to determine license qualification, as described in Section  
309 53E-6-301, related to literacy instruction for an elementary teacher.

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

314           (3) The state board may make rules to establish the license, type of license, or license  
315 concentration eligible for the grant described in this section.

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

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

323           Section 7. Section **53G-4-410** is amended to read:

324           **53G-4-410. Regional service centers.**

325           (1) [~~For purposes of~~] As used in this section[;]:

326           (a) [~~"eligible"~~] "Eligible regional service center" means a regional service center formed  
327 by two or more school districts as an interlocal entity, in accordance with Title 11, Chapter 13,  
328 Interlocal Cooperation Act.

329           (b) "Implementation support coach" means the same as that term is defined in Section  
330 53F-5-214.

331           (2) The Legislature strongly encourages school districts to collaborate and cooperate to  
332 provide educational services in a manner that will best utilize resources for the overall  
333 operation of the public education system.

334           (3) An eligible regional service center formed by an interlocal agreement, in  
335 accordance with Title 11, Chapter 13, Interlocal Cooperation Act, may receive a distribution  
336 described in Subsection [~~(5)~~] (6) if the Legislature appropriates money for eligible regional  
337 service centers.

338 (4) (a) If local school boards enter into an interlocal agreement to confirm or formalize  
339 a regional service center in operation before July 1, 2011, the interlocal agreement may not  
340 eliminate any rights or obligations of the regional service center in effect before entering into  
341 the interlocal agreement.

342 (b) An interlocal agreement entered into to confirm or formalize an existing regional  
343 service center shall have the effect of confirming and ratifying in the regional service center,  
344 the title to any property held in the name, or for the benefit of the regional service center as of  
345 the effective date of the interlocal agreement.

346 (5) (a) A school district in a regional service center may coordinate with the regional  
347 service center to hire, subject to legislative appropriation, implementation support coaches in  
348 accordance with Subsection (5)(b).

349 (b) The state board shall distribute funds appropriated under this Subsection (5) to  
350 regional service centers based on the number of full-time equivalent teachers in  
351 pre-kindergarten, kindergarten, and grades 1 through 3 in the school districts that participate in  
352 the regional service center, as of October 1 of the previous school year.

353 (c) A charter school in a regional service center may coordinate with the regional  
354 service center to support job-embedded coaching.

355 [~~5~~] (6) (a) The state board shall distribute any funding appropriated to eligible  
356 regional service centers as provided by the Legislature.

357 (b) The state board may provide funding to an eligible regional service center in  
358 addition to legislative appropriations.

359 [~~6~~] (7) The state board shall make rules regarding eligible regional service centers  
360 including:

361 (a) the distribution of legislative appropriations to eligible regional service centers;

362 (b) the designation of eligible regional service centers as agents to distribute Utah  
363 Education and Telehealth Network services; and

364 (c) the designation of eligible regional service centers as agents for regional  
365 coordination of public education and higher education services.

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

367 **53G-7-218. Establishment of early learning plan -- Digital reporting platform.**

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

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

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

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

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

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

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

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

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

380 (ii) one goal that:

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

382 (B) is measurable;

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

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

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

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

388 (ii) is measurable;

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

391 (iv) includes specific strategies for improving outcomes.

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

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

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

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

- 400 (iii) review and approve or disapprove a plan submitted under this section.
- 401 (b) Notwithstanding Subsection (3)(a), a local school board or a charter school
- 402 governing board may develop the board's own plan.
- 403 (4) The state board shall:
- 404 (a) develop strategies to provide support for a school district or charter school that fails
- 405 to meet:
- 406 (i) (A) the growth goal related to the state literacy target described in Subsection
- 407 (1)(a)(i); or
- 408 (B) the growth goal related to the state mathematics target described in Subsection
- 409 (1)(b)(i); and
- 410 (ii) one of the goals specific to the school district or charter school described in
- 411 Subsections (1)(a)(ii), (1)(b)(ii), or (1)(c); and
- 412 (b) provide increasing levels of support to a school district or charter school that fails
- 413 to meet the combination of goals described in Subsection (4)(a) for two consecutive years.
- 414 (5) (a) The state board shall use a digital reporting platform to provide information to
- 415 school districts and charter schools about interventions that increase proficiency in literacy and
- 416 mathematics.
- 417 (b) The digital reporting platform described in Subsection (5)(a) shall include
- 418 performance information for a school district or charter school on the goals described in
- 419 Subsection (1).
- 420 Section 9. Section **63I-1-253** is amended to read:
- 421 **63I-1-253. Repeal dates, Titles 53 through 53G.**
- 422 The following provisions are repealed on the following dates:
- 423 (1) Subsection **53-6-203**(1)(b)(ii), regarding being 19 years old at certification, is
- 424 repealed July 1, 2022.
- 425 (2) Subsection **53-13-104**(6), regarding being 19 years old at certification, is repealed
- 426 July 1, 2022.
- 427 (3) Title 53B, Chapter 17, Part 11, USTAR Researchers, is repealed July 1, 2028.
- 428 (4) Section **53B-18-1501** is repealed July 1, 2021.
- 429 (5) Title 53B, Chapter 18, Part 16, USTAR Researchers, is repealed July 1, 2028.
- 430 (6) Section **53B-24-402**, Rural residency training program, is repealed July 1, 2020.

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

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

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

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

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

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

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

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

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

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

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

447 (11) In relation to the elementary teacher preparation grant, Section [53F-2-215](#) is  
448 repealed July 1, 2025.

449 (12) In relation to the grant for professional learning and job-embedded coaching,  
450 Section [53F-2-215](#) is repealed July 1, 2025.

451 [~~(11)~~] (13) Section [53F-2-514](#) is repealed July 1, 2020.

452 [~~(12)~~] (14) Section [53F-5-203](#) is repealed July 1, 2024.

453 [~~(13)~~] (15) Section [53F-5-212](#) is repealed July 1, 2024.

454 [~~(14)~~] (16) Section [53F-5-213](#) is repealed July 1, 2023.

455 [~~(15)~~] (17) Title 53F, Chapter 5, Part 6, American Indian and Alaskan Native  
456 Education State Plan Pilot Program, is repealed July 1, 2022.

457 [~~(16)~~] (18) Section [53F-6-201](#) is repealed July 1, 2019.

458 [~~(17)~~] (19) Section [53F-9-501](#) is repealed January 1, 2023.

459 [~~(18)~~] (20) Subsections [53G-4-608\(2\)\(b\)](#) and (4)(b), related to the Utah Seismic Safety  
460 Commission, are repealed January 1, 2025.

461 [~~(19)~~] (21) Subsection [53G-8-211\(4\)](#), regarding referrals of a minor to court for a class

462 C misdemeanor, is repealed July 1, 2020.