

1 **EARLY LITERACY OUTCOMES IMPROVEMENT**

2 2022 GENERAL SESSION

3 STATE OF UTAH

4 **Chief Sponsor: Ann Millner**

5 House Sponsor: Bradley G. Last

7 **LONG TITLE**

8 **General Description:**

9 This bill amends, enhances, and aligns strategies to improve early literacy outcomes in
10 kindergarten through grade 3.

11 **Highlighted Provisions:**

12 This bill:

- 13 ▶ defines terms;
- 14 ▶ requires the State Board of Education (state board) to establish strategies and
15 administer programs to improve early literacy outcomes in kindergarten through
16 grade 3, including:
 - 17 • providing statewide and regional support in literacy coaching and professional
18 learning in early literacy;
 - 19 • establishing a panel with expertise in the science of reading and the science of
20 reading instruction;
 - 21 • partnering with a private business or nonprofit organization to annually provide
22 personal, home-use books to certain students;
 - 23 • leveraging community engagement in literacy; and
 - 24 • contracting with organizations with expertise in coordinating community
25 resources;
- 26 ▶ requires the use of diagnostic assessments to target interventions for students
27 lacking competency in a reading skill;
- 28 ▶ allows for exceptions for a literacy preparation assessment requirement;
- 29 ▶ amends provisions regarding teacher preparation programs;

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

48 **Money Appropriated in this Bill:**

49 None

50 **Other Special Clauses:**

51 This bill provides revisor instructions.

52 **Utah Code Sections Affected:**

53 AMENDS:

- 54 **53E-1-201**, as last amended by Laws of Utah 2021, Chapters 64, 251, and 351
- 55 **53E-4-307**, as last amended by Laws of Utah 2020, Fifth Special Session, Chapter 14
- 56 **53E-6-301**, as last amended by Laws of Utah 2020, Chapters 174 and 408
- 57 **53E-6-302**, as last amended by Laws of Utah 2020, Chapter 408

58 **53F-5-214**, as enacted by Laws of Utah 2020, Chapter 174 and last amended by
59 Coordination Clause, Laws of Utah 2020, Chapter 362

60 **53F-5-215**, as enacted by Laws of Utah 2020, Chapter 174

61 **53F-5-402**, as last amended by Laws of Utah 2019, Chapter 186

62 **53G-11-303**, as last amended by Laws of Utah 2019, Chapter 293

63 ENACTS:

64 **53E-3-1001**, Utah Code Annotated 1953

65 **53E-3-1002**, Utah Code Annotated 1953

66 **53E-3-1003**, Utah Code Annotated 1953

67 **53E-3-1004**, Utah Code Annotated 1953

68 **53G-10-306**, Utah Code Annotated 1953

69 **53G-11-305, Utah Code Annotated 1953**

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

71 **53E-3-1003**, Utah Code Annotated 1953



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

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

75 **53E-1-201. Reports to and action required of the Education Interim Committee.**

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

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

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

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

85 (d) the report described in Section **53B-1-402** by the Utah Board of Higher Education

86 on career and technical education issues and addressing workforce needs;

87 (e) the annual report of the Utah Board of Higher Education described in Section
88 [53B-1-402](#);

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

91 (g) the State Superintendent's Annual Report by the state board described in Section
92 [53E-1-203](#);

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

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

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

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

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

102 (m) the reports described in Sections [53F-5-214](#), [53F-5-214.1](#), and [53F-5-215](#) by the
103 state board related to grants for professional learning and grants for an elementary teacher
104 preparation assessment; and

105 (n) the report described in Section [53F-5-405](#) by the State Board of Education
106 regarding an evaluation of a partnership that receives a grant to improve educational outcomes
107 for students who are low income.

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

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

112 (b) the report described in Section [53B-28-402](#) by the Utah Board of Higher Education
113 on or before the Education Interim Committee's November 2021 meeting;

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

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

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

121 (f) in 2022 and in 2023, on or before November 30, the report described in Subsection
122 53E-10-309(7) related to the PRIME pilot program;

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

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

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

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

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

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

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

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

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

143 **53E-3-1001. Statewide goal -- Emphasis on early literacy.**

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

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

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

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

154 **53E-3-1002. Literacy coaching -- Professional learning.**

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

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

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

162 (i) schools that participate in partnerships that receive grants under Title 53F, Chapter
163 5, Part 4, Partnerships for Student Success Grant Program; and

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

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

168 (c) define roles and responsibilities for a literacy coach, including:

169 (i) assisting educators in analyzing data to inform instructional adjustments;

- 170 (ii) engaging in instructional coaching cycles with educators to build capacity for
171 improved classroom instructional practices;
- 172 (iii) using principles of adult learning to effectively partner with educators to integrate
173 professional learning into classroom practice;
- 174 (iv) leveraging knowledge of the science of reading and evidence-based practices to
175 support educators in maximizing student learning;
- 176 (v) partnering with a school's leader to support school-wide literacy goals to provide a
177 team of support for educators to embed the state-wide goals into instructional plans and
178 practice;
- 179 (vi) delivering consistent and frequent job-embedded professional learning;
- 180 (vii) participating actively in professional learning experiences to deepen knowledge
181 and skills for coaching; and
- 182 (viii) designing and facilitating relevant and cohesive professional learning sessions to
183 strengthen the implementation of these evidence-based practices with educators; and
- 184 (d) establish parameters for the relationship between a literacy coach and school or
185 LEA, including ensuring that coaches do not engage in activities or duties unrelated to literacy
186 coaching, including:
- 187 (i) serving as an evaluator, substitute teacher, clerical aid, recess or lunch aid,
188 behavioral therapist, tester, guidance counselor, interventionist, program manager, or contest
189 leader; or
- 190 (ii) any other assignment that frequently disrupts the coach's ability to support
191 educators in improving instructional practice.
- 192 (3) The state board shall:
- 193 (a) ensure that one staff position supervises early literacy coaches statewide;
- 194 (b) select the pool of candidates for literacy coaching positions and coordinate with
195 LEAs regarding interviews, final selection, and placement; and
- 196 (c) annually review coaching placements and adjust placements as necessary, based on
197 the school's literacy achievement performance and the criteria established under Subsection (2).

- 198 (4) The state board shall provide professional learning support in early literacy by:
199 (a) facilitating professional learning opportunities to support literacy coaches statewide
200 that includes knowledge and skill development in adult learning practices, job-embedded
201 coaching, and family engagement;
202 (b) providing professional learning regional consultants to:
203 (i) support LEAs and regional education service agencies in designing, facilitating,
204 monitoring, and adjusting professional learning in early literacy that aligns with the
205 professional learning standards described in Section [53G-11-303](#); and
206 (ii) serve a cohort of LEAs within a geographic region of the state; and
207 (c) providing statewide professional learning to support the use of collective efficacy,
208 including the implementation of professional learning communities and school leadership
209 teams through 2027.

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

211 **53E-3-1003. Science of reading.**

212 (1) As used in this section:

213 (a) "Educator preparation program" means the same as that term is defined in Section
214 [53E-6-302](#).

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

217 (c) "University teacher preparation program" means a program described in Section
218 [53E-6-302](#).

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

221 (a) knowledge and a research background in the science of reading and the science of
222 reading instruction; and

223 (b) experience translating the science of reading into effective reading instructional
224 practices.

225 (3) The panel shall:

- 226 (a) meet no less than once every quarter;
- 227 (b) provide expertise to and serve in a consultancy capacity to the state board on
228 implementation of:
- 229 (i) the early literacy emphases described in Section [53E-3-1001](#); and
- 230 (ii) educator preparation programs;
- 231 (c) in consultation with the state board:
- 232 (i) provide advanced professional learning opportunities in the science of reading and
233 the science of reading instruction for public schools and educator preparation programs as
234 needed to expand statewide capacity;
- 235 (ii) partner with ULEAD, as that term is defined in Section [53E-10-701](#), to develop and
236 implement an online repository of digital science of reading and science of reading instruction
237 resources that is accessible to public school teachers, school leaders, parents, and educator
238 preparation programs and associated faculty;
- 239 (iii) develop professional learning modules to support teachers and school leaders; and
- 240 (iv) coordinate with educator preparation programs, university teacher preparation
241 program faculty, deans of education, and literacy leadership fellows to advance the science of
242 reading and the science of reading instruction; and
- 243 (d) take part in the hiring of the additional faculty members described in Subsection
244 [53E-6-302](#)(6) with two panel members participating in the hiring process.
- 245 (4) The state board may collaborate with panel members to conduct periodic reviews
246 of:
- 247 (a) student outcome data;
- 248 (b) science of reading and science of reading instruction implementation fidelity in
249 public schools and educator preparation programs through onsite visits; and
- 250 (c) advise LEAs regarding the science of reading and the science of reading instruction
251 curriculum and intervention programs.
- 252 (5) A panel member:
- 253 (a) may not receive compensation or benefits for the member's service on the panel;

254 and

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

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

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

259 (6) The state board shall provide staff support to the panel.

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

261 **53E-3-1004. Community engagement for early literacy.**

262 (1) The state board shall:

263 (a) partner with a private business or nonprofit organization to annually provide
264 personal, home-use, age-appropriate printed books or digital books with accompanying
265 electronic reading devices to students:

266 (i) who attend:

267 (A) a school that participates in partnerships that receive grants under Title 53F,
268 Chapter 5, Part 4, Partnerships for Student Success Grant Program; or

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

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

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

272 (2) The state board shall develop and promote a website that provides resources for
273 teachers and other educational support personnel to support targeted activities and strategies for
274 parents to support at-home reading.

275 (3) The state board shall contract with one or more organizations that have expertise in
276 coordinating community resources to:

277 (a) provide training and coaching to community, school, and parent engagement
278 coordinators; and

279 (b) for a school that is not participating in a partnership that receives a grant under Title
280 53F, Chapter 5, Part 4, Partnerships for Student Success Grant Program:

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

282 (ii) provide necessary supports for parent, community, and business engagement,
283 including services and coordination support.

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

285 **53E-4-307. Benchmark assessments in reading -- Report to parent.**

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

287 (a) "Competency" means a demonstrable acquisition of a specified knowledge, skill, or
288 ability that has been organized into a hierarchical arrangement leading to higher levels of
289 knowledge, skill, or ability.

290 (b) "Diagnostic assessment" means an assessment that measures key literacy skills,
291 including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and
292 encoding skills, and comprehension, to determine a student's specific strengths and weaknesses
293 in a skill area.

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

295 (d) "Evidence-informed" means the same as that term is defined in Section
296 [53G-11-303](#).

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

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

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

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

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

308 (a) administer diagnostic assessments to the student;

309 [~~a~~] (b) using data from the diagnostic assessment, provide specific, focused, and

310 individualized intervention or tutoring to develop the reading skill;

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

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

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

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

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

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

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

327 **53E-6-301. Qualifications of applicants for licenses -- Changes in qualifications.**

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

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

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

334 (2) The state board shall establish by rule made in accordance with Title 63G, Chapter
 335 3, Utah Administrative Rulemaking Act, the scholarship, training, and experience required of
 336 license applicants.

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

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

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

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

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

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

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

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

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

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

356 **53E-6-302. Educator preparation programs.**

357 (1) As used in this section:

358 (a) "Educator preparation program" means:

359 (i) a university teacher education program; or

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

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

364 (c) "University teacher preparation program" means a program that an institution of
365 higher education offers to prepare educators for licensure.

366 [(1)] (2) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking
 367 Act, the state board shall make rules that establish standards for approval of [a] an educator
 368 preparation program.

369 [(2)] (3) The state board shall ensure that standards adopted under Subsection [(1)] (2):

370 (a) meet or exceed generally recognized national standards for preparation of
 371 educators[-]; and

372 (b) include requirements for educator preparation programs to:

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

374 (ii) prepare license applicants to pass the required literacy preparation assessment at no
 375 cost to the applicants for the preparation, including providing ongoing preparation for up to
 376 three total attempts of the required literacy preparation assessment.

377 [(3)] (4) The state board shall designate an employee of the state board's staff to:

378 (a) work with education deans of state institutions of higher education to coordinate
 379 ~~[on-site monitoring of]~~ university teacher preparation programs that may include:

380 (i) monitoring courses for university teacher preparation programs; and

381 (ii) working with course instructors for university teacher preparation programs; ~~[and]~~

382 ~~[(iii) interviewing students admitted to university teacher preparation programs;]~~

383 (b) act as a liaison between:

384 (i) the state board;

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

386 (iii) representatives of university teacher preparation programs; and

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

389 (i) the state board; and

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

391 [(4)] (5) The state board shall:

392 (a) in good faith, consider the findings and recommendations described in Subsection

393 ~~[(3)]~~ (4)(c); and

394 (b) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,
395 make rules, as the state board determines is necessary, to implement recommendations
396 described in Subsection ~~[(3)]~~ (4)(c).

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

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

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

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

404 (b) consult the state superintendent regarding:

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

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

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

412 (8) The state board shall:

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

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

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

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

420 **53F-5-214. Grant for professional learning.**

421 (1) Subject to legislative appropriations, the state board shall award grants to LEAs to

422 provide teachers in pre-kindergarten, kindergarten, and grades 1 through 3 with:

423 (a) professional learning opportunities in early literacy and mathematics[-]; and

424 (b) the required early literacy professional learning opportunity described in Subsection

425 (6).

426 (2) The state board shall award a grant described in [~~this section~~] Subsection (1)(a) to
427 an LEA that submits to the state board a completed application, as provided by the state board,
428 that includes a description of the evidence-based, based on assessment data, professional
429 learning opportunities the LEA will provide that are:

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

431 and

432 (b) targeted to attaining the local and state early learning goals described in Section
433 [53G-7-218](#).

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

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

438 (a) required elements of the professional learning opportunities described in Subsection
439 (2); [~~and~~]

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

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

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

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

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

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

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

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

457 (B) district administrator over literacy;

458 (C) elementary school principal;

459 (D) school psychologist serving in an elementary school; and

460 (E) elementary school literacy coach who serves kindergarten through grade 3.

461 (ii) The following are exempt from the professional learning opportunity completion
462 requirement in Subsection (6)(b)(i):

463 (A) an educator who has already completed the early literacy professional learning
464 program;

465 (B) dual language immersion educators who teach in the target language;

466 (C) special education teachers who serve students with significant cognitive
467 disabilities;

468 (D) teachers within one year of retirement; and

469 (E) other similar educator roles as the state board identifies in board rule, made in
470 accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act.

471 (c) (i) Before the 2022-2023 school year, each LEA that serves elementary students
472 shall apply for grant funding under this subsection (6) to provide the early literacy professional
473 learning opportunity to each individual described in Subsection (6)(b)(i) within the LEA.

474 (ii) An LEA that receives a grant for use under this Subsection (6) shall:

475 (A) use the grant to provide the early literacy professional learning opportunity at the
476 maximum of the restricted rate for each educator described in Subsection (6)(b)(i) within the
477 LEA; and

478 (B) provide the early literacy professional learning opportunity as part of the educator's
479 contracted time or daily rate.

480 (d) In awarding grant funding under this section for the required early literacy
481 professional learning opportunity, the state board shall award funding to an LEA to provide the
482 opportunity to each individual described in Subsection (6)(c)(i), prioritizing applicants that
483 have not yet participated in the early literacy professional learning opportunity.

484 Section 10. Section **53F-5-215** is amended to read:

485 **53F-5-215. Elementary teacher preparation assessment grant.**

486 (1) As used in this section:

487 (a) "Educator preparation program" means the same as that term is defined in Section
488 53E-6-302.

489 [~~(a)~~] (b) "License" means a license that:

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

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

492 [~~(b)~~] "Literacy]

493 (c) "Required literacy preparation assessment" means the same as that term is defined
494 in Section 53E-6-301.

495 (2) Beginning September 1, 2021, subject to legislative appropriations, the state board
496 shall award grants to [~~institutions of higher education~~] educator preparation programs for the
497 cost of the initial attempt of the required literacy preparation assessment for license applicants
498 graduating from the institution or completing the preparation program during the year relevant
499 to the grant.

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

503 (4) [~~An institution of higher education~~] An educator preparation program may apply
504 for a grant described in this section by submitting to the state board an application, as provided
505 by the state board, including an estimate of the number and names of prospective license

506 applicants expected to graduate or complete the program in the year relevant to the grant
507 application.

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

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

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

515 **53F-5-402. Partnerships for Student Success Grant Program established.**

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

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

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

524 [~~(i) are aligned with the recommendations of the five- and ten-year plan to address~~
525 ~~intergenerational poverty described in Section 35A-9-303; and]~~

526 [~~(ii) address,]~~ (i) for students attending [a] an elementary school within an eligible
527 school feeder pattern, focus on:

528 (A) kindergarten readiness;

529 (B) [~~grade 3 mathematics and~~] reading proficiency[;], consistent with the science of
530 reading, as defined by the science of reading panel described in Section 53E-3-1003; and

531 (C) grade 3 mathematics; and

532 (ii) for students attending a secondary school within an eligible school feeder pattern,
533 focus on:

534 [~~C~~] (A) grade 8 mathematics and reading proficiency;
535 [~~D~~] (B) high school graduation;
536 [~~E~~] (C) postsecondary education attainment;
537 [~~F~~] (D) physical and mental health; and
538 [~~G~~] (E) development of career skills and readiness;
539 (b) coordinates and aligns services to:
540 (i) students attending schools within an eligible school feeder pattern; and
541 (ii) the families and communities of the students within an eligible school feeder
542 pattern;
543 (c) implements a system for:
544 (i) sharing data to monitor and evaluate shared goals and outcomes, in accordance with
545 state and federal law; and
546 (ii) accountability for shared goals and outcomes; and
547 (d) commits to providing matching funds as described in Section [53F-5-403](#).
548 (3) In making grant award determinations, the state board shall prioritize funding for an
549 eligible partnership that:
550 (a) focus on early literacy and mathematics;
551 [~~a~~] (b) includes a low performing school as determined by the state board; or
552 [~~b~~] (c) addresses parent and community engagement.
553 (4) In awarding grants under this part, the state board:
554 (a) shall distribute funds to the lead applicant designated by the eligible partnership as
555 described in Section [53F-5-401](#); and
556 (b) may not award more than \$500,000 per fiscal year to an eligible partnership.
557 Section 12. Section **53G-10-306** is enacted to read:
558 **53G-10-306. Science of reading curriculum.**
559 Each LEA shall adopt science of reading curriculum and intervention programs as
560 advised by the science of reading panel described in Section [53E-3-1003](#).
561 Section 13. Section **53G-11-303** is amended to read:

562 **53G-11-303. Professional learning standards.**

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

564 (a) "Evidence-based" means that a strategy demonstrates a statistically significant
565 effect, of at least a 0.40 effect size, on improving student outcomes based on:566 (i) strong evidence from at least one well-designed and well-implemented experimental
567 study, as the state board further defines; or568 (ii) moderate evidence from at least one well-designed and well-implemented
569 quasi-experimental study, as the state board further defines.570 (b) "Evidence-informed" means that a strategy:571 (i) is developed using high-quality research outside of a controlled setting in the given
572 field, as the state board further defines; and573 (ii) includes strategies and activities with a strong scientific basis for use, as the state
574 board further defines.575 (c) "Professional learning" means a comprehensive, sustained, and evidence-based
576 approach to improving teachers' and principals' effectiveness in raising student achievement.577 (2) A school district or charter school shall implement high quality professional
578 learning that meets the following standards:579 (a) professional learning occurs within learning communities committed to continuous
580 improvement, individual and collective responsibility, and goal alignment;581 (b) professional learning requires skillful leaders who develop capacity, advocate, and
582 create support systems, for professional learning;583 (c) professional learning requires prioritizing, monitoring, and coordinating resources
584 for educator learning;585 (d) professional learning uses a variety of sources and types of student, educator, and
586 system data to plan, assess, and evaluate professional learning;587 (e) professional learning integrates theories, research, and models of human learning to
588 achieve its intended outcomes;

589 (f) professional learning applies research on change and sustains support for

590 implementation of professional learning for long-term change;

591 (g) professional learning aligns its outcomes with:

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

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

596 (h) professional learning:

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

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

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

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

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

612 ~~[(4)]~~ (5) (a) In the fall of 2014, the state board, through the state superintendent, and in
613 collaboration with an independent consultant acquired through a competitive bid process, shall
614 conduct a statewide survey of school districts and charter schools to:

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

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

618 (iii) identify resources to implement professional learning as described in Subsection
619 (2).

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

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

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

627 (A) student achievement data;

628 (B) educator evaluation data; and

629 (C) survey data.

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

631 **53G-11-305. Professional learning in change management.**

632 (1) The state board shall provide the individuals described in Subsection (2) with
633 professional learning regarding change management.

634 (2) Each elementary principal and a principal supervisor, member of LEA leadership,
635 and LEA literacy specialist shall complete the professional learning described in Subsection (1)
636 before July 1, 2027.

637 (3) The state board may make rules, in accordance with Title 63G, Chapter 3, Utah
638 Administrative Rulemaking Act, to establish a process for the delivery and completion of the
639 professional learning described in this section.

640 Section 15. **Revisor instructions.**

641 The Legislature intends that the Office of Legislative Research and General Counsel, in
642 preparing the Utah Code database for publication, replace the reference in Section [53E-3-1003](#),
643 from "this bill" to the bill's designated chapter number in the Laws of Utah.