l	EARLY LEARNING TRAINING AND ASSESSMENT
2	AMENDMENTS
3	2020 GENERAL SESSION
4	STATE OF UTAH
5	Chief Sponsor: Steve Waldrip
6	Senate Sponsor:
7 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
46 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	<u>and</u>
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)] <u>(a)</u> core instruction in:
114	[(A)] <u>(i)</u> phonological awareness;
115	[(B)] <u>(ii)</u> phonics;
116	[(C)] <u>(iii)</u> fluency;
117	[(D)] <u>(iv)</u> comprehension;
118	[(E)] (v) vocabulary;
119	[(F)] <u>(vi)</u> oral language; and
120	[(G)] <u>(vii)</u> writing;

121	[(ii)] <u>(b)</u> 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) [addresse] 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

- Subsection (3) for computer-assisted instructional learning and assessment programs.
 - (6) Money appropriated to the state board for the Early Literacy Program and not used by the state board for computer-assisted instructional learning and assessments described in Subsection (5)(b) shall be allocated to the three funding programs as follows:
 - (a) 8% to the Base Level Program;

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- (b) 46% to the Guarantee Program; and
- (c) 46% to the Low Income Students Program.
- (7) (a) For a school district or charter school to participate in the Base Level Program,
 the LEA governing board shall submit a plan described in Subsection (4) and shall receive
 approval of the plan from the state board.
 - (b) (i) The local school board of a school district qualifying for Base Level Program funds and the charter school governing boards of qualifying elementary charter schools combined shall receive a base amount.
 - (ii) The base amount for the qualifying elementary charter schools combined shall be allocated among each charter school in an amount proportionate to:
 - (A) each existing charter school's prior year fall enrollment in grades kindergarten through grade 3; and
 - (B) each new charter school's estimated fall enrollment in grades kindergarten through grade 3.
 - (8) (a) A local school board that applies for program money in excess of the Base Level Program funds may choose to first participate in the Guarantee Program or the Low Income Students Program.
 - (b) A school district shall fully participate in either the Guarantee Program or the Low Income Students Program before the local school board may elect for the school district to either fully or partially participate in the other program.
 - (c) For a school district to fully participate in the Guarantee Program, the local school board shall allocate to the program money available to the school district, except money provided by the state, equal to the amount of revenue that would be generated by a tax rate of .000056.
 - (d) For a school district to fully participate in the Low Income Students Program, the local school board shall allocate to the program money available to the school district, except

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

- (e) (i) The state board shall verify that a local school board allocates the money required in accordance with Subsections (8)(c) and (d) before the state board distributes funds in accordance with this section.
- (ii) The State Tax Commission shall provide the state board the information the state board needs in order to comply with Subsection (8)(e)(i).
- (9) (a) Except as provided in Subsection (9)(c), the local school board of a school district that fully participates in the Guarantee Program shall receive state funds in an amount that is:
- (i) equal to the difference between \$21 multiplied by the school district's total WPUs and the revenue the local school board is required to allocate under Subsection (8)(c) for the school district to fully participate in the Guarantee Program; and
 - (ii) not less than \$0.
- (b) Except as provided in Subsection (9)(c), an elementary charter school shall receive under the Guarantee Program an amount equal to \$21 times the elementary charter school's total WPUs.
- (c) The state board may adjust the \$21 guarantee amount described in Subsections (9)(a) and (b) to account for actual appropriations and money used by the state board for computer-assisted instructional learning and assessments.
- (10) The state board shall distribute Low Income Students Program funds in an amount proportionate to the number of students in each school district or charter school who qualify for free or reduced price school lunch multiplied by two.
- (11) A school district that partially participates in the Guarantee Program or Low Income Students Program shall receive program funds based on the amount of school district revenue allocated to the program as a percentage of the amount of revenue that could have been allocated if the school district had fully participated in the program.
- (12) (a) An LEA governing board shall use program money for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy, including:
 - (i) evidence-based intervention curriculum;

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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)] 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	<u>53G-7-218(5)(a)</u> .
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	<u>and</u>
289	(ii) targeted to attaining the local and state early learning goals described in Section
290	<u>53G-7-218</u> ; 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	<u>53F-5-214.</u>
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.

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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	<u>Subsection</u> <u>53F-2-503(4)(f);</u>
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

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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	$[\frac{(12)}{(14)}]$ Section 53F-5-203 is repealed July 1, 2024.
453	$[\frac{(13)}{(15)}]$ Section 53F-5-212 is repealed July 1, 2024.
454	[(14)] <u>(16)</u> 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	$[\frac{(16)}{(18)}]$ 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.