

Ann Millner proposes the following substitute bill:

Statewide Catalyst Campus Model

2025 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Mike Schultz

Senate Sponsor: Ann Millner

LONG TITLE

General Description:

This bill establishes a grant program to help local education agencies create or expand catalyst centers.

Highlighted Provisions:

This bill:

- creates the Catalyst Center Grant Program (program) to support local education agencies (LEA) in creating or expanding catalyst centers;
- allows for multi-year grants and capital expenditures;
- requires alignment with labor market needs, LEA strategic plans, and state career and technical education goals;
- establishes accountability measures, including limits on carryforward funds and annual reporting;
- requires Talent Ready Utah and the Utah Leading through Effective, Actionable, and Dynamic Education to create a marketing campaign for the program;
- exempts certain individuals from educator licensing requirements;
- amends the Public Education Economic Stabilization Restricted Account to fund the program;
- creates requirements related to art and fine arts credits; and
- makes technical changes.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

AMENDS:

29 **53E-6-204**, as last amended by Laws of Utah 2019, Chapter 186

30 **53F-9-204**, as last amended by Laws of Utah 2024, Chapter 322

31 ENACTS:

32 **53E-3-507.1**, Utah Code Annotated 1953

33 **53G-10-307**, Utah Code Annotated 1953

34

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

36 Section 1. Section **53E-3-507.1** is enacted to read:

37 **53E-3-507.1 . Catalyst Center Grant Program.**

38 (1) As used in this section:

39 (a) "Catalyst center" means a program or facility operated by an LEA that:

40 (i) provides learning experiences and instruction that replicate professional
41 environments and workplace practices;

42 (ii) provides profession-based learning experiences by partnering with local industry,
43 business, and community organizations to develop and implement student projects
44 that address specific needs or objectives identified by those partners;

45 (iii) aligns programs with high-skill, high-demand career pathways and
46 postsecondary education opportunities;

47 (iv) incorporates industry-standard tools, technologies, and methods into instruction
48 and student work;

49 (v) prioritizes student activities and profession-based learning projects to build
50 durable professional skills aligned with industry standards and needs;

51 (vi) facilitates mentorship and participation by industry professionals to guide a
52 student and evaluate the student's work;

53 (vii) includes an advisory board composed of industry, postsecondary, and
54 community representatives to review program direction and ensure alignment with
55 workforce needs; and

56 (viii) establishes programs or activities that address gaps in training or resources
57 within the local or regional workforce.

58 (b) "Director" means the employee described in Subsection (3).

59 (c) "LEA" means:

60 (i) a school district;

61 (ii) charter school; or

62 (iii) the Utah Schools for the Deaf and the Blind.

(d) "Program" means the Catalyst Center Grant Program created in this section.

(2) Subject to legislative appropriation as described in Section 53F-9-204, the state board shall establish the Catalyst Center Grant Program to provide funding to an LEA to create or expand an existing catalyst center.

(3) The state board shall hire a director to oversee the program who:

(a) has demonstrated abilities in:

(i) developing and implementing innovative initiatives that transform traditional education delivery models;

(ii) establishing public-private partnership frameworks that create student pathways into high-growth industries; and

(iii) scaling programs that integrate real-world experiences directly into educational environments;

(b) possesses expertise in:

(i) managing complex multi-stakeholder initiatives across education, industry, and government sectors;

(ii) implementing data-driven organizational change strategies; and

(iii) developing sustainable funding models for innovative education programs;

(c) maintains active leadership roles in:

(i) state or national workforce innovation organizations;

(ii) industry associations focused on talent development; and

(iii) public-private collaboratives addressing workforce transformation;

(d) reports directly to the state superintendent or a deputy superintendent to ensure appropriate program oversight and cross-departmental coordination while maintaining distinct program objectives and outcomes;

(e) establishes formal collaboration mechanisms with the state board's career and technical education director to align catalyst center initiatives with existing career and technical education programs; and

(f) facilitates training and a collaborative network of experienced catalyst center administrators and instructors across all participating LEAs.

(4) The director

(a) shall:

(i) administer the program;

(ii) collaborate with the director of career and technical education to align the program with the career and technical education standards described in Section

- 97 53E-3-507;
- 98 (iii) create a web-based application system to streamline submissions and allow for
- 99 linked supporting documentation;
- 100 (iv) ensure that grant funds are used in accordance with this section; and
- 101 (v) allow grant funds to be used for planning, including:
- 102 (A) feasibility studies;
- 103 (B) stakeholder engagement;
- 104 (C) labor market analysis;
- 105 (D) initial program design and rollout; and
- 106 (E) teacher and staff training specific to the delivery of profession-based learning;
- 107 and
- 108 (b) may collaborate with the Utah System of Higher Education and the First Credential
- 109 Oversight Committee established in Section 53E-10-310.
- 110 (5) An LEA applying for a grant shall demonstrate capacity for workforce alignment
- 111 programs within the LEA or provide a plan to establish or enhance alignment by:
- 112 (a) describing current or planned efforts to align programming with labor market needs
- 113 and local industry demands;
- 114 (b) outlining steps to establish or enhance partnerships with:
- 115 (i) local industries and employers to ensure workforce relevance; or
- 116 (ii) technical colleges, degree-granting institutions, or other postsecondary entities to
- 117 support postsecondary transitions for students;
- 118 (c) identifying proposed programming goals and how the goals address gaps in regional
- 119 workforce training or opportunities; and
- 120 (d) as the LEA determines relevant, planning to incorporate:
- 121 (i) career and technical student organizations;
- 122 (ii) advisory boards with representation from local industries and workforce experts;
- 123 (iii) professional learning opportunities for instructors to improve workforce-focused
- 124 skills; and
- 125 (iv) strategies for using labor market data to refine and improve program offerings.
- 126 (6)(a) An LEA may apply for a grant by submitting an application to the state board.
- 127 (b) The application shall include:
- 128 (i) a plan to:
- 129 (A) create or expand one or more catalyst centers; or
- 130 (B) create or expand current career and technical education offerings within the

- LEA to bring the LEA's career and technical education offerings in alignment with the definition of a catalyst center in Subsection (1);
- (ii) a detailed multi-year budget, identifying proposed expenditures for each year of the grant;
 - (iii) justification for any capital expenditures, including plans for building use;
 - (iv) a description of how the grant will be used to improve student outcomes, including:
 - (A) increased access to career pathway offerings;
 - (B) measurable improvements in career readiness, including certifications, credentials, or apprenticeships;
 - (C) increased offerings that advance students' progression toward postsecondary education or advanced training; and
 - (D) plans for enhanced student engagement through real-world, profession-based learning;
 - (v) evidence of any existing partnerships with industry, including letters of collaboration;
 - (vi) evidence of alignment with the LEA's strategic plan and local labor market needs;
 - (vii) an explanation of how awarded funds will be used without unnecessary carryforward;
 - (viii) as applicable, a description of how the catalyst center programming will align with or enhance programs funded by the weighted pupil unit add-on described in Section 53F-2-311;
 - (ix) for applications submitted by a consortium of LEAs, a description of how:
 - (A) the catalyst center will serve students across the consortium;
 - (B) costs and resources will be shared; and
 - (C) economies of scale will be achieved; and
 - (x) a description of any proposed planning activities, including expected timelines and outcomes.
- (7) The director shall:
- (a) prioritize an LEA that:
 - (i) proposes innovative programming supported by local labor market data;
 - (ii) collaborates with local postsecondary institutions and industry;
 - (iii) demonstrates the ability to sustain the catalyst center after the grant period;
 - (iv) demonstrates a strong focus on student outcomes and workforce alignment;

- (v) addresses gaps in high-demand, high-skill career pathways;
- (vi) ensures funds are used to enhance programming quality before expansion; and
- (vii) provides for a large number of students to participate in catalyst center programs
without limiting participation to students based on socio-economic challenges;

(b) allow an LEA to apply for:

- (i) smaller grants to bring existing career and technical education programs to
high-quality standards the state board establishes;
- (ii) larger multi-year grants for capital expenditures and program expansion; and
- (iii) ensure that grant funding does not duplicate existing resources provided by other
state or local entities;

(c) consider the unique challenges and opportunities faced by rural LEAs in developing
and sustaining a career and technical education program or catalyst center, including:

- (i) encouraging collaborative applications from rural consortia or regional education
service agencies described in Section 53G-4-410 to maximize resources and
impact; and
- (ii) grant awards that consider both rural and non-rural applicants, recognizing
regional workforce needs and program readiness; and

(d) allow an LEA to propose a catalyst center collocated on the campus of an institution
of higher education if the application includes evidence of an agreement between the
LEA and the institution of higher education.

(8)(a) An LEA that receives a grant:

- (i) may coordinate and collaborate with the Utah Board of Higher Education or an
individual institution of higher education; and
- (ii) shall submit an annual report to the state board.

(b) The report shall include:

- (i) the use of grant funds;
- (ii) progress in meeting proposed goals and benchmarks;
- (iii) updates on partnerships with industry and postsecondary institutions;
- (iv) a demonstration of the alignment of programming with labor market data; and
- (v) a description of student participation and outcomes.

(c) The state board shall ensure that awarded funds:

- (i) are used in accordance with an LEA's application; and
- (ii) that are not used are returned for reallocation.

(d) Upon request, the director shall submit a report on the program to the Education

Interim Committee and the Public Education Appropriations Subcommittee.

(9) The Talent Ready Utah Program described in Section 53B-34-103 and the Utah Leading through Effective, Actionable, and Dynamic Education established in Section 53E-10-702, shall collaborate with the state board to develop and execute a marketing and outreach plan for the Catalyst Center Grant Program.

(10) Talent Ready Utah and the Utah Leading through Effective, Actionable, and Dynamic Education shall:

(a) execute the marketing and outreach plan described in Subsection (9); and

(b) submit an annual report to the state board that includes:

(i) the number of LEAs reached through marketing efforts;

(ii) a description of outreach activities and events conducted; and

(iii) feedback from LEAs regarding program accessibility and clarity.

(11) The state board:

(a) may provide up to 1% of the funds appropriated by the Legislature as described in Section 53F-9-204 to administer the program;

(b) in fiscal year 2026, shall provide up to 1% of the funds appropriated by the Legislature as described in Section 53F-9-204 to Talent Ready Utah and the Utah Leading through Effective, Actionable, and Dynamic Education for the purposes described in Subsections (9) and (10); and

(c) shall make rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to implement this Subsection (11).

Section 2. Section **53E-6-204** is amended to read:

53E-6-204 . Exemptions from licensure.

(1) Except as otherwise provided by statute or rule, a spouse of an individual serving in the armed forces of the United States while the individual is stationed within this state may work as an educator without being licensed under this title if:

~~[(1)]~~ (a) the spouse holds a valid educator license issued by any other state or jurisdiction recognized by the state board; and

~~[(2)]~~ (b) the license is current and the spouse is in good standing in the state or jurisdiction of licensure.

(2) An individual with industry experience as an LEA determines, may work as an educator without being licensed under this title if the individual:

(a) demonstrates expertise related to a career and technical education course or catalyst center program;

(b) passes a criminal background check as required by Section 53G-11-402; and

(c) completes any training required by the LEA prior to or during the teaching assignment.

(3) Notwithstanding any other provision of state law, an educator employed pursuant to Subsection (2) shall be considered qualified in determining the state funding distribution of career and technical education funding.

Section 3. Section **53F-9-204** is amended to read:

53F-9-204 . Public Education Economic Stabilization Restricted Account.

(1) There is created within the Uniform School Fund a restricted account known as the "Public Education Economic Stabilization Restricted Account."

(2)(a) Except as provided in Subsection (2)(b), the account shall be funded from the following revenue sources:

(i) 15% of the difference between, as determined by the Office of the Legislative Fiscal Analyst:

(A) the estimated amount of ongoing Income Tax Fund and Uniform School Fund revenue available for the Legislature to appropriate for the next fiscal year; and

(B) the amount of ongoing appropriations from the Income Tax Fund and Uniform School Fund in the current fiscal year; and

(ii) other appropriations as the Legislature may designate.

(b) If the appropriation described in Subsection (2)(a) would cause the ongoing appropriations to the account to exceed 11% of Uniform School Fund appropriations described in Section 53F-9-201.1 for the same fiscal year, the Legislature shall appropriate only those funds necessary to ensure that the ongoing appropriations to the account equal 11% of Uniform School Fund appropriations for that fiscal year.

(3) Subject to the availability of ongoing appropriations to the account, in accordance with Utah Constitution, Article X, Section 5, Subsection (4), the ongoing appropriation to the account shall be used to fund:

(a) except for a year described in Subsection (3)(b), one-time appropriations to the public education system~~[-and]~~ , including at least \$65,000,000 to the Catalyst Center Grant Program described in Section 53E-3-507.1; and

(b) the Minimum School Program for a year in which Income Tax Fund revenue and Uniform School Fund revenue are insufficient to fund:

(i) ongoing appropriations to the public education system; and

(ii) enrollment growth and inflation estimates, as defined in Section 53F-9-201.1.

- (4)(a) The account shall earn interest.
- (b) All interest earned on account money shall be deposited in the account.
- (5) On or before December 31, 2023, and every three years thereafter, the Office of the Legislative Fiscal Analyst shall:
- (a) review the percentages described in Subsections (2)(a)(i) and (2)(b); and
- (b) recommend to the Executive Appropriations ~~[Subcommittee]~~ Committee any changes based on the review described in Subsection (5)(a).
- (6) In preparing budget bills for a given fiscal year, the Executive Appropriations Committee shall make the one-time appropriations described in Subsection (3)(a) by appropriating at least the lesser of 10% of the total amount of the one-time appropriations~~]~~ to:
- (a) the cost of providing 32 paid professional hours for teachers in accordance with Section 53F-7-203; and
- (b) the amount to make the distribution required under Section 53F-2-527.

Section 4. Section **53G-10-307** is enacted to read:

Part 3. Miscellaneous Curriculum and Credit Requirements

53G-10-307 . Art or fine arts education -- Definition -- Credit requirements.

- (1) As used in this section, "art" or "fine arts" means:
- (a) courses, instruction, or experiences in visual arts, music, dance, or theater;
- (b) courses, instruction, or experiences in applied crafts and technical arts that incorporate artistic elements, including:
- (i) woodworking;
- (ii) metalworking and welding;
- (iii) traditional handcrafts;
- (iv) architectural trades, including carpentry, plumbing, masonry, and stonework;
- (v) automotive design and customization;
- (vi) digital design and animation; or
- (vii) other similar courses that combine technical skill with artistic expression; and
- (c) other forms of creative or interpretive expression as an LEA determines.
- (2) For purposes of meeting art or fine arts credit requirements the state board establishes, the LEA shall accept for an art or fine arts credit any course listed in Subsection (1) that:
- (a) incorporates artistic or creative elements in the curriculum;
- (b) includes instruction in principles of design, form, or aesthetic expression; and
- (c) provides students opportunities for creative expression and artistic application of

301 technical skills.

302 (3) Nothing in this section:

303 (a) prevents an LEA from:

304 (i) establishing the LEA's own additional criteria for artistic and creative elements in

305 courses accepted for fine arts credit; or

306 (ii) offering additional courses for fine arts credit; or

307 (b) requires an LEA to offer all courses listed in Subsection (1).

308 Section 5. **Effective Date.**

309 This bill takes effect on May 7, 2025.