

Effective 1/24/2018

Part 2

Miscellaneous Grant Programs

53F-5-201 Grants for online delivery of statewide assessments.

- (1) As used in this section:
 - (a) "Adaptive tests" means tests administered during the school year using an online adaptive test system.
 - (b) "Core standards for Utah public schools" means the standards established by the state board as described in Section 53E-4-202.
 - (c) "Statewide assessment" means the same as that term is defined in Section 53E-4-301.
 - (d) "Summative tests" means tests administered near the end of a course to assess overall achievement of course goals.
 - (e) "Uniform online summative test system" means a single system for the online delivery of summative tests required as statewide assessments that:
 - (i) is coordinated by the state board;
 - (ii) ensures the reliability and security of statewide assessments; and
 - (iii) is selected through collaboration between the state board and school district representatives with expertise in technology, assessment, and administration.
- (2) The state board may award grants to school districts and charter schools to implement:
 - (a) a uniform online summative test system to enable school staff and parents of students to review statewide assessment scores by the end of the school year; or
 - (b) an online adaptive test system to enable parents of students and school staff to measure and monitor a student's academic progress during a school year.
- (3)
 - (a) Grant money may be used to pay for any of the following, provided it is directly related to implementing a uniform online summative test system, an online adaptive test system, or both:
 - (i) computer equipment and peripherals, including electronic data capture devices designed for electronic test administration and scoring;
 - (ii) software;
 - (iii) networking equipment;
 - (iv) upgrades of existing equipment or software;
 - (v) upgrades of existing physical plant facilities;
 - (vi) personnel to provide technical support or coordination and management; and
 - (vii) teacher professional development.
 - (b) Equipment purchased in compliance with Subsection (3)(a), when not in use for the online delivery of summative tests or adaptive tests required as statewide assessments, may be used for other purposes.
- (4) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules:
 - (a) establishing procedures for applying for and awarding grants;
 - (b) specifying how grant money is allocated among school districts and charter schools;
 - (c) requiring reporting of grant money expenditures and evidence showing that the grant money has been used to implement a uniform online summative test system, an online adaptive test system, or both;
 - (d) establishing technology standards for an online adaptive testing system;

- (e) requiring a school district or charter school that receives a grant under this section to implement, in compliance with Title 53E, Chapter 9, Student Privacy and Data Protection, an online adaptive test system by the 2014-15 school year that:
 - (i) meets the technology standards established under Subsection (4)(d); and
 - (ii) is aligned with the core standards for Utah public schools;
- (f) requiring a school district or charter school to provide matching funds to implement a uniform online summative test system, an online adaptive test system, or both in an amount that is greater than or equal to the amount of a grant received under this section; and
- (g) ensuring that student identifiable data is not released to any person, except as provided by Title 53E, Chapter 9, Student Privacy and Data Protection, and rules of the state board adopted under the authority of those parts.
- (5) If a school district or charter school uses grant money for purposes other than those stated in Subsection (3), the school district or charter school is liable for reimbursing the state board in the amount of the grant money improperly used.
- (6) A school district or charter school may not use federal funds to provide the matching funds required to receive a grant under this section.
- (7) A school district may not impose a tax rate above the certified tax rate for the purpose of generating revenue to provide matching funds for a grant under this section.

Amended by Chapter 408, 2020 General Session

53F-5-202 National Board certification reimbursement.

- (1)
 - (a) The terms defined in Section 53E-6-102 apply to this section.
 - (b) As used in this section, "eligible educator" means an educator who is employed as an educator by an LEA.
- (2)
 - (a) Subject to legislative appropriations and Subsection (2)(b), the state board shall reimburse an eligible educator for a cost incurred by the eligible educator to attain or renew a National Board certification.
 - (b) The state board may only issue a reimbursement under Subsection (2)(a) for:
 - (i) a National Board certification attained or renewed after July 1, 2016, and before July 1, 2019; or
 - (ii) a cost incurred by an eligible teacher to attain or renew a National Board certification after July 1, 2016, and before July 1, 2019.
- (3) Subject to legislative appropriations, and in accordance with this section, beginning July 1, 2019, the state board may pay up to the total cost:
 - (a) for an eligible educator who does not have a National Board certification to pursue a National Board certification; or
 - (b) for an eligible educator who has a National Board certification, to renew the National Board certification.
- (4) An eligible educator who does not have a National Board certification and intends for the state board to pay for the eligible educator to pursue a National Board certification shall:
 - (a) submit to the state board:
 - (i) an application;
 - (ii) a letter of recommendation from the principal of the eligible educator's school; and
 - (iii) a plan for completing the requirements for a National Board certification within three years of the state board approving the eligible educator's application; and

- (b) pay a registration fee directly to the organization that administers National Board certification.
- (5) An eligible educator who intends for the state board to pay to renew the eligible educator's National Board certification shall submit an application to the state board.
- (6) The state board may not:
 - (a) pay for an eligible educator to attempt to earn National Board certification over a period of longer than three years; or
 - (b) pay for an individual to attempt National Board certification or a component of National Board certification more than once.
- (7) The state board shall make rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, specifying procedures and timelines for:
 - (a) reimbursing costs under Subsection (2); and
 - (b) paying costs for an eligible educator to pursue or renew a National Board certification under Subsection (3).

Amended by Chapter 354, 2020 General Session

Amended by Chapter 408, 2020 General Session

53F-5-204 Initiative to strengthen college and career readiness.

- (1) As used in this section:
 - (a) "College and career counseling" means:
 - (i) nurturing college and career aspirations;
 - (ii) assisting students in planning an academic program that connects to college and career goals;
 - (iii) providing early and ongoing exposure to information necessary to make informed decisions when selecting a college and career;
 - (iv) promoting participation in college and career assessments;
 - (v) providing financial aid information; and
 - (vi) increasing understanding about college admission processes.
 - (b) "LEA" or "local education agency" means a school district or charter school.
- (2) There is created the Strengthening College and Career Readiness Program, a grant program for LEAs, to improve students' college and career readiness through enhancing the skill level of school counselors to provide college and career counseling.
- (3) The state board shall:
 - (a) on or before August 1, 2015, collaborate with the Utah Board of Higher Education, and business, community, and education stakeholders to develop a certificate for school counselors that:
 - (i) certifies that a school counselor is highly skilled at providing college and career counseling; and
 - (ii) is aligned with the Utah Comprehensive Counseling and Guidance Program as defined in rules established by the state board in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act;
 - (b) subject to legislative appropriations, award grants to LEAs, on a competitive basis, for payment of course fees for courses required to earn the certificate developed by the state board under Subsection (3)(a); and
 - (c) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, make rules specifying:
 - (i) procedures for applying for and awarding grants under this section;
 - (ii) criteria for awarding grants; and

- (iii) reporting requirements for grantees.
- (4) An LEA that receives a grant under this section shall use the grant for payment of course fees for courses required to attain the certificate as determined by the state board under Subsection (3)(a).

Amended by Chapter 365, 2020 General Session

Amended by Chapter 408, 2020 General Session

53F-5-205 Paraeducator to Teacher Scholarship Program -- Grants for math teacher training programs.

- (1)
 - (a) The terms defined in Section 53E-6-102 apply to this section.
 - (b) As used in this section, "paraeducator" means a school employee who:
 - (i) delivers instruction under the direct supervision of a teacher; and
 - (ii) works in an area where there is a shortage of qualified teachers, such as special education, Title I, ESL, reading remediation, math, or science.
- (2) The Paraeducator to Teacher Scholarship Program is created to award scholarships to paraeducators for education and training to become licensed teachers.
- (3) The state board shall use money appropriated for the Paraeducator to Teacher Scholarship Program to award scholarships of up to \$5,000 to paraeducators employed by school districts and charter schools who are pursuing an associate's degree or bachelor's degree program to become a licensed teacher.
- (4) A paraeducator is eligible to receive a scholarship if:
 - (a) the paraeducator is employed by a school district or charter school;
 - (b) is admitted to, or has made an application to, an associate's degree program or bachelor's degree program that will prepare the paraeducator for teacher licensure; and
 - (c) the principal at the school where the paraeducator is employed has nominated the paraeducator for a scholarship.
- (5)
 - (a) The state board shall establish a committee to select scholarship recipients from nominations submitted by school principals.
 - (b) The committee shall include representatives of the state board, the Utah Board of Higher Education, and the general public, excluding school district and charter school employees.
 - (c) A member may not receive compensation or benefits for the member's service, but may receive per diem and travel expenses in accordance with:
 - (i) Section 63A-3-106;
 - (ii) Section 63A-3-107; and
 - (iii) rules made by the Division of Finance pursuant to Sections 63A-3-106 and 63A-3-107.
 - (d) The committee shall select scholarship recipients based on the following criteria:
 - (i) test scores, grades, or other evidence demonstrating the applicant's ability to successfully complete a teacher education program; and
 - (ii) the applicant's record of success as a paraeducator.
- (6) The maximum scholarship amount is \$5,000.
- (7) Scholarship money may only be used to pay for tuition costs:
 - (a) of:
 - (i) an associate's degree program that fulfills credit requirements for the first two years of a bachelor's degree program leading to teacher licensure; or
 - (ii) the first two years of a bachelor's degree program leading to teacher licensure; and

- (b) at a higher education institution:
 - (i) located in Utah; and
 - (ii) accredited by the Northwest Commission on Colleges and Universities.
- (8) A scholarship recipient must be continuously employed as a paraeducator by a school district or charter school while pursuing a degree using scholarship money.
- (9) The state board shall make rules in accordance with this section and Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to administer the Paraeducator to Teacher Scholarship Program, including rules establishing:
 - (a) scholarship application procedures;
 - (b) the number of, and qualifications for, committee members who select scholarship recipients; and
 - (c) procedures for distributing scholarship money.
- (10) If the state obtains matching funds of equal sums from private contributors, the state board may award grants to institutions of higher education or nonprofit educational organizations for programs that provide:
 - (a) mentoring and training leading to a secondary education license with a certificate in mathematics for an individual who:
 - (i) is not a teacher in a public or private school;
 - (ii) does not have a teaching license;
 - (iii) has a bachelor's degree or higher; and
 - (iv) demonstrates a high level of mathematics competency by:
 - (A) successfully completing substantial course work in mathematics; and
 - (B) passing a mathematics content exam; or
 - (b) a stipend, professional development, and leadership opportunities to an experienced mathematics teacher who demonstrates high content knowledge and exemplary teaching and leadership skills to assist the teacher in becoming a teacher leader.
- (11)
 - (a) The state board shall make rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that establish criteria for awarding grants under this section.
 - (b) In awarding grants, the state board shall consider the amount or percent of matching funds provided by the grant recipient.

Amended by Chapter 365, 2020 General Session

Amended by Chapter 408, 2020 General Session

Repealed 7/1/2024

53F-5-207 Intergenerational Poverty Interventions Grant Program -- Definitions -- Grant requirements -- Reporting requirements.

- (1) As used in this section:
 - (a) "Eligible student" means a student who is classified as a child affected by intergenerational poverty.
 - (b) "Intergenerational poverty" has the same meaning as in Section 35A-9-102.
 - (c) "LEA governing board" means a local school board or a charter school governing board.
 - (d) "Local education agency" or "LEA" means a school district or charter school.
 - (e) "Program" means the Intergenerational Poverty Interventions Grant Program created in Subsection (2).

- (2) The Intergenerational Poverty Interventions Grant Program is created to provide grants to eligible LEAs to fund additional educational opportunities at eligible LEAs, for eligible students, outside of the regular school day offerings.
- (3) Subject to future budget constraints, the state board shall distribute to LEAs money appropriated for the program in accordance with this section.
- (4) The state board shall:
 - (a) solicit proposals from LEA governing boards to receive money under the program; and
 - (b) award grants to an LEA governing board on behalf of an LEA based on criteria described in Subsection (5).
- (5) In awarding a grant under Subsection (4), the state board shall consider:
 - (a) the percentage of an LEA's students that are classified as children affected by intergenerational poverty;
 - (b) the level of administrative support and leadership at an eligible LEA to effectively implement, monitor, and evaluate the program; and
 - (c) an LEA's commitment and ability to work with the Department of Workforce Services, the Department of Health and Human Services, and the juvenile courts to provide services to the LEA's eligible students.
- (6) To receive a grant under the program on behalf of an LEA, an LEA governing board shall submit a proposal to the state board detailing:
 - (a) the LEA's strategy to implement the program, including the LEA's strategy to improve the academic achievement of children affected by intergenerational poverty;
 - (b) the LEA's strategy for coordinating with and engaging the Department of Workforce Services to provide services for the LEA's eligible students;
 - (c) the number of students the LEA plans to serve, categorized by age and intergenerational poverty status;
 - (d) the number of students, eligible students, and schools the LEA plans to fund with the grant money; and
 - (e) the estimated cost per student.
- (7)
 - (a) The state board shall annually prepare, for inclusion in the State Superintendent's Annual Report described in Section 53E-1-203, a report on:
 - (i) the progress of LEA programs using grant money;
 - (ii) the progress of LEA programs in improving the academic achievement of children affected by intergenerational poverty; and
 - (iii) the LEA's coordination efforts with the Department of Workforce Services, the Department of Health and Human Services, and the juvenile courts.
 - (b) The state board shall provide the report described in Subsection (7)(a) to the Education Interim Committee upon request.
 - (c) An LEA that receives grant money pursuant to this section shall provide to the state board information that is necessary for the state board's report described in Subsection (7)(a).
- (8) The state board may use up to 8.5% of the money appropriated for the program in accordance with this section for administration and evaluation of the program.

Amended by Chapter 328, 2023 General Session

Repealed 7/1/2024

53F-5-209 Grants for school-based mental health supports.

- (1) As used in this section:

- (a) "Elementary school" means a school that includes any one or all of grades kindergarten through grade 6.
- (b) "Intergenerational poverty" means the same as that term is defined in Section 35A-9-102.
- (c) "Qualifying personnel" means a school counselor or school social worker who:
 - (i) is licensed by the state board; and
 - (ii) collaborates with educators and a student's family or guardian on:
 - (A) early identification and intervention of a student's academic and mental health needs; and
 - (B) removing barriers to learning and developing skills and behaviors critical for a student's academic achievement.
- (2) Subject to legislative appropriations and Subsection (3), the state board shall award a grant to an LEA to provide targeted school-based mental health support in an elementary school, including trauma-informed care, through employment of qualifying personnel.
- (3) In awarding a grant under this section, the state board shall give:
 - (a) first priority to an LEA that proposes to target funds to one or more elementary schools with a high percentage of students exhibiting risk factors for childhood trauma; and
 - (b) second priority to an LEA that proposes to target funds to one or more elementary schools with a high percentage of students experiencing intergenerational poverty.
- (4) To qualify for a grant, an LEA shall:
 - (a) submit an application to the state board that includes:
 - (i) measurable goals on improving student safety, student engagement, school culture, and academic achievement; and
 - (ii) how the LEA intends to meet goals submitted under Subsection (4)(a)(i) through the use of the grant funds; and
 - (b) provide local funds to match grant funds received under this section in an amount equal to one-half of the amount of the grant funds.
- (5) An LEA may not replace federal, state, or local funds previously allocated to employ qualified personnel with funds distributed under this section.
- (6) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules specifying:
 - (a) procedures for applying for and awarding grants under this section, including:
 - (i) a definition of risk factors for childhood trauma;
 - (ii) the duration of a grant; and
 - (iii) a schedule for submission of matching grant funds; and
 - (b) annual reporting requirements for grantees in accordance with Subsection (7).
- (7) An LEA that receives a grant under this section shall submit an annual report to the state board, including:
 - (a) progress toward achieving the goals submitted under Subsection (4)(a)(i); and
 - (b) if the LEA decides to discontinue the qualifying personnel position, the LEA's reason for discontinuing the position.
- (8) Beginning on or before July 1, 2019, the state board shall provide training that instructs educators on the impact of trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment.

Amended by Chapter 408, 2020 General Session

Repealed 7/1/2024

53F-5-210 Educational Improvement Opportunities Outside of the Regular School Day Grant Program.

- (1) As used in this section:
 - (a) "Applicant" means an LEA, private provider, nonprofit provider, or municipality that provides an existing program and applies for a grant under the provisions of this section.
 - (b) "Existing program" means a currently funded and operating program, as described in Subsections 53E-3-508(1)(a) and (b).
 - (c) "Grant program" means the Educational Improvement Opportunities Outside of the Regular School Day Grant Program created in Subsection (2).
 - (d) "Grantor" means:
 - (i) for an LEA that receives a grant under this section, the state board; or
 - (ii) for a private provider, nonprofit provider, or municipality that receives a grant under this section, the Department of Workforce Services.
 - (e) "Local education agency" or "LEA" means a school district or charter school.
- (2) There is created the Educational Improvement Opportunities Outside of the Regular School Day Grant Program to provide grant funds for an existing program to improve and develop the existing program in accordance with the high quality standards described in Section 53E-3-508.
- (3) Subject to legislative appropriation and in accordance with Subsection (7):
 - (a) the state board shall:
 - (i) solicit LEA applications to receive a grant under this section; and
 - (ii) award a grant based on the criteria described in Subsection (5); and
 - (b) the Department of Workforce Services shall:
 - (i) solicit private provider, nonprofit provider, or municipality applications to receive a grant under this section; and
 - (ii) award a grant based on the criteria described in Subsection (5).
- (4) To receive a grant under this section, an applicant shall submit a proposal to the grantor describing:
 - (a) how the applicant proposes to develop and improve the existing program to meet the standards described in Section 53E-3-508;
 - (b) information necessary for the state board to determine the impact of the applicant's program on the academic performance of participating students;
 - (c) the total number of students the applicant proposes to serve through the existing program;
 - (d) the estimated percentage of the students described in Subsection (4)(c) who qualify for free or reduced lunch; and
 - (e) the estimated cost of the applicant's existing program, per student.
- (5) In awarding a grant under Subsection (3), the grantor shall consider:
 - (a) how an applicant's existing program proposes to meet the standards described in Section 53E-3-508; and
 - (b) the percentage of students in that program who qualify for free and reduced lunch.
- (6) An applicant that receives a grant under this section shall:
 - (a) use the grant to improve an existing program in accordance with the standards described in Section 53E-3-508; and
 - (b) annually report to the grantor:
 - (i) the number of students served by the existing program;
 - (ii) the academic outcomes that the program is expected to have on participating students;
 - (iii) program attendance rates of participating students; and
 - (iv) other information required by the grantor.
- (7)

- (a) To receive a distribution of grant money under this section, an applicant shall identify and certify the availability of matching funds in the amount of the grant to be distributed to the applicant.
- (b) Neither the state board nor the Department of Workforce Services shall be expected to seek matching funds for this grant program.
- (8) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules to administer this section that include:
 - (a) specific criteria to determine academic performance;
 - (b) application and reporting procedures; and
 - (c) criteria for an existing program to qualify for a grant under this section.
- (9) The Department of Workforce Services shall make rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to administer the grant program as described in Subsection (3)(b).
- (10) In accordance with 34 C.F.R. Sec. 99.35, the state board shall designate the Department of Workforce Services as an authorized representative for the purpose of sharing student data and evaluating and reporting the impact and effectiveness of the grant program.
- (11) The state board and the Department of Workforce Services may utilize up to 10% of the funds appropriated for administrative costs associated with the grant program and the report described in Subsection (12).
- (12) The state board shall report to the Education Interim Committee before November 30, 2019, regarding:
 - (a) the grant program's effect on the quality of existing programs that participate in the grant program; and
 - (b) the impact of the existing programs on the academic performance of participating students.

Amended by Chapter 338, 2020 General Session

Amended by Chapter 408, 2020 General Session

53F-5-214 Grant for professional learning.

- (1) Subject to legislative appropriations, the state board shall award grants to LEAs to provide teachers in pre-kindergarten, kindergarten, and grades 1 through 3 with:
 - (a) professional learning opportunities in early literacy and mathematics; and
 - (b) the required early literacy professional learning opportunity described in Subsection (6).
- (2) The state board shall award a grant described in Subsection (1)(a) to an LEA that submits to the state board a completed application, as provided by the state board, that includes a description of the evidence-based, based on assessment data, professional learning opportunities the LEA will provide that are:
 - (a) aligned with the professional learning standards described in Section 53G-11-303; and
 - (b) targeted to attaining the local and state early learning goals described in Section 53G-7-218.
- (3) An LEA that receives a grant described in this section shall use the grant for the purposes described in Subsection (2).
- (4) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules to establish:
 - (a) required elements of the professional learning opportunities described in Subsection (2);
 - (b) a formula to determine an LEA's grant amount under this section, including identifying the amount an LEA receives for:
 - (i) professional learning opportunities under Subsection (2); and
 - (ii) the required early literacy professional learning opportunity described in Subsection (6); and

- (c) specifications regarding the LEA's provision of the required early literacy professional learning opportunity described in Subsection (6).
- (5) The state board shall annually report to the Education Interim Committee on or before the November interim committee meeting regarding the administration and outcomes of the grant described in this section.
- (6)
 - (a) As used in this Subsection (6), "early literacy professional learning opportunity" means the early literacy opportunity that the majority of recipients of grant funding under this section used before May 4, 2022, to provide professional learning opportunities in early literacy.
 - (b)
 - (i) Except as described in Subsection (6)(b)(ii), the following shall complete the early literacy professional learning opportunity before July 1, 2025, each:
 - (A) general and special education teacher in kindergarten through grade 3;
 - (B) district administrator over literacy;
 - (C) elementary school principal;
 - (D) school psychologist serving in an elementary school; and
 - (E) elementary school literacy coach who serves kindergarten through grade 3.
 - (ii) The following are exempt from the professional learning opportunity completion requirement in Subsection (6)(b)(i):
 - (A) an educator who has already completed the early literacy professional learning program;
 - (B) dual language immersion educators who teach in the target language;
 - (C) special education teachers who serve students with significant cognitive disabilities;
 - (D) teachers within one year of retirement; and
 - (E) other similar educator roles as the state board identifies in board rule, made in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act.
 - (c)
 - (i) Before the 2022-2023 school year, each LEA that serves elementary students shall apply for grant funding under this subsection (6) to provide the early literacy professional learning opportunity to each individual described in Subsection (6)(b)(i) within the LEA.
 - (ii) An LEA that receives a grant for use under this Subsection (6) shall:
 - (A) use the grant to provide the early literacy professional learning opportunity at the maximum of the restricted rate for each educator described in Subsection (6)(b)(i) within the LEA; and
 - (B) provide the early literacy professional learning opportunity as part of the educator's contracted time or daily rate.
 - (d) In awarding grant funding under this section for the required early literacy professional learning opportunity, the state board shall award funding to an LEA to provide the opportunity to each individual described in Subsection (6)(c)(i), prioritizing applicants that have not yet participated in the early literacy professional learning opportunity.

Amended by Chapter 285, 2022 General Session

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

- (1) As used in this section:
 - (a) "Educator preparation program" means the same as that term is defined in Section 53E-6-302.
 - (b) "License" means a license that:
 - (i) is described in Section 53E-6-102; and

- (ii) qualifies an individual to teach elementary school.
- (c) "Required literacy preparation assessment" means the same as that term is defined in Section 53E-6-301.
- (2) Beginning September 1, 2021, subject to legislative appropriations, the state board shall award grants to educator preparation programs for the cost of the initial attempt of the required literacy preparation assessment for license applicants graduating from the institution or completing the preparation program during the year relevant to the grant.
- (3) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board may make rules to establish the license, type of license, or license concentration eligible for the grant described in this section.
- (4) An educator preparation program may apply for a grant described in this section by submitting to the state board an application, as provided by the state board, including an estimate of the number and names of prospective license applicants expected to graduate or complete the program in the year relevant to the grant application.
- (5) Notwithstanding Subsections (2) and (4), beginning July 1, 2020, and ending August 31, 2021, the state board may award grants under this section to institutions of higher education to pilot test a literacy preparation assessment.
- (6) The state board shall annually report to the Education Interim Committee on or before the November interim committee meeting regarding the administration and outcomes of the grant described in this section.

Amended by Chapter 285, 2022 General Session

53F-5-217 Grants for new and aspiring principals.

- (1) As used in this section:
 - (a) "Aspiring principal" means an educator who is:
 - (i) employed by an LEA; and
 - (ii) pursuing a school leadership license or license area of concentration through enrollment in a state board approved school leadership program.
 - (b) "Educator" means an individual who holds a professional educator license described in Section 53E-6-201.
 - (c) "Eligible applicant" means one of the following that has established a mentoring program for new principals, or agrees to establish a mentoring program during the first year of funding, that meets the requirements as described in Subsection (6):
 - (i) a single LEA;
 - (ii) a group of more than one LEA that submits a joint application;
 - (iii) a regional education service agency as described in Section 53G-4-410.
 - (d) "Internship" means an extended supervised experience for an aspiring principal to engage in the work of a principal, designed to build and demonstrate the competencies required for a school leadership license or license area of concentration.
 - (e) "New principal" means a principal hired by an LEA within the previous three years who has not been previously employed as a principal by the LEA.
 - (f)
 - (i) "Principal" means a school-level leader with executive authority, including:
 - (A) a principal;
 - (B) an assistant principal;
 - (C) a charter school director; or
 - (D) another school-based administrator.

- (ii) "Principal" does not include:
 - (A) a school district administrator; or
 - (B) a director of two or more charter schools.
- (g) "Residency" means a clinical experience for an aspiring principal that:
 - (i) takes place in a new setting, other than the aspiring principal's current position; and
 - (ii) that is designed to build and demonstrate the competencies required for a school leadership license or license area of concentration.
- (2)
 - (a) An eligible applicant may apply to the state board for a grant to provide professional learning and training activities for a new principal or an aspiring principal.
 - (b) Subject to legislative appropriations, the state board shall award a grant to an eligible applicant on a qualifying or competitive basis.
 - (c) The state board may award a grant to an eligible applicant for up to five years.
 - (d) The state board shall determine an eligible applicant's grant amount based on a formula determined by the state board as described Subsection (6).
- (3)
 - (a) A grant recipient that receives a grant under this section may use the grant award:
 - (i) to provide mentoring activities to a new principal;
 - (ii) to provide job-embedded experiences such as an internship or residency to an aspiring principal to help the aspiring principal meet school leader standards and competencies required for licensure as a principal;
 - (iii) for activities designed to improve principal leadership, including:
 - (A) hiring a principal supervisor or a principal coach;
 - (B) providing professional learning activities to help a principal meet school leadership standards and competencies for principal licensure established by the state board; and
 - (C) other activities determined by the state board in Subsection (6); and
 - (iv) for planning purposes during the first year of the grant award.
 - (b) A grant recipient that receives a grant award under this section shall use the grant award for activities that are evidenced-based.
- (4) A grant recipient that receives a grant award under this section shall report to the state board on the performance measures and reporting requirements described in Subsection (6).
- (5) On or before the November 2026 meeting, the state board shall report to the Education Interim Committee on:
 - (a) the information described in Subsection (4); and
 - (b) for each grant recipient:
 - (i) how the grant recipient used the grant award;
 - (ii) the number and percent of principals receiving the professional learning and training activities described in Subsection (3);
 - (iii) survey data collected from participating new principals and aspiring principals regarding the quality and effectiveness of the professional learning and training activities described in Subsection (3);
 - (iv) retention rates for all principals;
 - (v) teacher retention rates in each school with a new principal or aspiring principal receiving the professional learning and training activities described in Subsection (3); and
 - (vi) school accountability data described in Title 53E, Chapter 5, Accountability, for each year the grant recipient uses the grant award to provide new and aspiring principals with the professional learning and training activities described in Subsection (3).

- (6) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules establishing:
- (a) mentoring program requirements for new principals;
 - (b) grant application and award procedures including a formula for determining an eligible applicant's grant award amount;
 - (c) performance measures and reporting requirements for a grant recipient;
 - (d) principal leadership standards and competencies;
 - (e) a grant award distribution schedule; and
 - (f) professional learning activities to improve principal leadership for which a grant recipient may use a grant award.

Enacted by Chapter 362, 2020 General Session

53F-5-218 Grow Your Own Educator Pipeline Program.

- (1) As used in this section:
- (a) "Paraprofessional" means an individual who:
 - (i) works with students in an LEA as a paraprofessional or in a similar teaching assistant position; and
 - (ii) is not licensed to teach.
 - (b) "Program" means the Grow Your Own Educator Pipeline Program that this section creates.
 - (c) "School counselor" means an educator who is:
 - (i) licensed as a school counselor in accordance with state board rule; and
 - (ii) assigned to provide direct and indirect services to students in accordance with a school counseling program model that the state board provides.
 - (d) "School counselor assistant" means a student who is:
 - (i) enrolled in an accredited bachelor's degree program in a related field; and
 - (ii) completing the student's practicum experience in a school counseling department under the supervision of a licensed school counselor.
 - (e) "School counselor intern" means a student who is:
 - (i) enrolled in an accredited school counselor master's degree program; and
 - (ii) completing the student's hours of a supervised counseling internship by applying appropriate school counseling techniques under the supervision of a licensed school counselor.
 - (f) "School psychologist" means an individual:
 - (i) whom the state board licenses to practice as a school psychologist; and
 - (ii) who is assigned to provide direct and indirect services to students within the relevant school or LEA seeking program grant funding.
 - (g) "School social worker" means an individual:
 - (i) whom the state board licenses as a school social worker; and
 - (ii) who is assigned to provide direct and indirect services to students within the relevant school or LEA seeking program grant funding.
 - (h) "Teacher" means an educator who has an assignment to teach in a classroom.
- (2) The Grow Your Own Educator Pipeline Program is a competitive grant program created to provide funding to LEAs to award scholarships to paraprofessionals, teachers, school counselor assistants, and school counselor interns within the LEA for education and training to become licensed teachers, licensed school counselors, licensed school psychologists, or licensed school social workers.
- (3)

- (a) The state board shall use money appropriated for the program to provide funding to LEAs that are awarded grants under the program to award scholarships to eligible candidates.
- (b) The state board shall:
 - (i) determine the amount of an award an LEA receives under the program; and
 - (ii) prioritize the amount of an award an LEA receives based upon an LEA's identified need.
- (c) The principal within the participating LEA shall nominate a candidate for the scholarship awarded under this section.
- (4) An LEA that participates in the program may select a candidate for a scholarship award if:
 - (a) the candidate is a resident of the state; and
 - (b)
 - (i) for a paraprofessional:
 - (A) a school district or a charter school has employed the candidate as a paraprofessional for at least one year before entering the program; or
 - (B) subject to Subsection (5), the candidate has experience outside of the school district, the charter school, or the state that is equivalent to the experience described in Subsection (4)(b)(i)(A);
 - (ii) for a teacher, the candidate:
 - (A) was a paraprofessional who was awarded a scholarship;
 - (B) was offered employment as a teacher before the teacher completed the training to become a professionally licensed teacher; and
 - (C) is working as a teacher for the same LEA where the teacher previously worked as a paraprofessional and was awarded the scholarship;
 - (iii) for a school counselor assistant, the candidate:
 - (A) is enrolled in a bachelor's degree program in a related field; and
 - (B) demonstrates a commitment to continue the school counselor assistant's education after graduation in school counseling;
 - (iv) for a school counselor intern, the candidate is enrolled in a school counselor master's degree program accredited by:
 - (A) the Council for Accreditation of Counseling and Related Educational Programs; or
 - (B) another regionally recognized accrediting body that meets the state board's standards for school counselor education programs;
 - (v) for a school psychologist student, including a student, practicum student, or intern, the candidate is enrolled in a school psychology education specialist or doctorate program that the National Association of School Psychologists accredits; or
 - (vi) for a candidate studying to become a school social worker, including a student or practicum intern, the candidate is enrolled in a masters level social work program that the Council of Social Work Education accredits.
- (5) The percentage of an LEA's paraprofessional scholarship recipients who are eligible for a scholarship using equivalent experience under Subsection (4)(b)(i)(B) may not exceed 20%.
- (6) A scholarship award under the program may only be used for:
 - (a) tuition, books, fees, and certification tests for required coursework and licensure;
 - (b) stipends for mentors or school counselor assistants; and
 - (c) if the LEA pays 0.15 of a full-time equivalent and all employee benefits, payment of a 0.35 full-time equivalent for:
 - (i) a paraprofessional, up to one semester of student teaching; or
 - (ii) a school counselor assistant or school counselor intern, up to two semesters of practicum or internship hours.

- (7) An LEA shall ensure that a paraprofessional scholarship recipient is continuously employed as a paraprofessional by the paraprofessional's LEA while pursuing a degree using scholarship money under the program.
- (8) The state board shall make rules in accordance with this section and Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to administer the program, including rules regarding:
 - (a) grant and scholarship application procedures;
 - (b) procedures for distributing scholarship money;
 - (c) assignment and eligibility of qualified mentors;
 - (d) stipends for mentors or school counselor assistants;
 - (e) administrative costs for regional education service agencies, as that term is defined in Section 53G-4-410; and
 - (f) eligibility requirements for potential candidates for scholarships regarding the completion of the Free Application for Federal Student Aid and the acceptance of other grants, tuition or fee waivers, and scholarships offered to the candidate.

Amended by Chapter 136, 2023 General Session

Amended by Chapter 342, 2023 General Session

53F-5-219 Local Innovations Civics Education Pilot Program.

- (1) As used in this section:
 - (a) "Core standards" means the core standards for Utah public schools adopted by the state board pursuant to Section 53E-4-202.
 - (b) "Digital citizenship" means the same as that term is defined in Section 53G-7-1202.
 - (c) "Evidence-informed" means that an approach:
 - (i) is developed using high-quality research outside of a controlled setting in the given field, as the state board further defines; and
 - (ii) includes strategies and activities with a strong scientific basis for use, as the state board further defines.
 - (d) "Innovative approach" means an evidence-informed approach to civics education.
 - (e) "Local Innovations Civics Education Pilot Program" or "pilot program" means the civics education pilot program created in Subsection (2).
 - (f) "LEA" means:
 - (i) a school district;
 - (ii) a district school; or
 - (iii) a charter school.
 - (g) "Participating LEA" means an LEA that the state board selects to receive a grant as described in this section.
- (2) There is created a three-year pilot program known as the Local Innovations Civics Education Pilot Program to promote developmentally-appropriate innovative approaches that are:
 - (a) aligned with core standards; and
 - (b) based on proven practices, including:
 - (i) promoting responsibility for preserving and defending the blessings of liberty secured by the Constitution of the United States;
 - (ii) building confidence in the foundations of American democracy, including:
 - (A) American civic and political institutions; and
 - (B) foundational constitutional concepts;
 - (iii) developing the skills and character traits essential for informed, productive, and thoughtful engagement in civic life, consistent with Subsection 53G-10-204(3);

- (iv) after providing sufficient instruction in American civics and history to instill the confidence described in Subsection (2)(b)(ii), and after developing the skills described in Subsection (2)(b)(iii), promoting academic service learning and informed participation in civic life, including the policymaking process at different levels of government; and
 - (v) teaching media literacy and digital citizenship.
- (3) The state board shall:
 - (a) in accordance with this section and subject to legislative appropriations, award a grant to a participating LEA;
 - (b) in selecting participating LEAs, prioritize LEAs that, in the LEA's proposal described in Subsection (3)(d)(iii):
 - (i) emphasize the proven practices described in Subsection (2)(b); and
 - (ii) demonstrate how the LEA's innovative approach aligns with core standards;
 - (c) strive to select participating LEAs:
 - (i) from a variety of geographic areas within the state;
 - (ii) representing students with diverse socioeconomic backgrounds; and
 - (iii) with a range of student population sizes; and
 - (d) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, make rules establishing:
 - (i) eligibility requirements for a participating LEA;
 - (ii) criteria for selecting a participating LEA;
 - (iii) an application process for an LEA to apply to participate in the pilot program, including:
 - (A) a requirement that an LEA submit a proposal that describes the LEA's innovative approach and how the innovative approach aligns with core standards; and
 - (B) requirements for a participating LEA that includes a proposal to contract with a third party as described in Subsection (4)(b);
 - (iv) a process for assessing the outcomes and measuring results of a participating LEA's innovative approach that includes a requirement that:
 - (A) feedback is solicited from parents and students in a participating LEA; and
 - (B) LEAs participate in the process for assessing outcomes and measuring results; and
 - (v) requirements for a report that a participating LEA is required to submit to the state board at the end of the pilot program.
- (4) A participating LEA:
 - (a) shall:
 - (i) use a grant the state board awards to implement a developmentally-appropriate innovative approach based on at least two proven practices;
 - (ii) integrate the innovative approach described in Subsection (4)(a), into the school curriculum; and
 - (iii) submit a report to the state board in accordance with the rules described in Subsection (3)(d); and
 - (b) may use a grant the state board awards to contract with a third party to help the participating LEA implement the participating LEA's innovative approach if:
 - (i) the participating LEA includes a proposal to contract with a third party in the LEA's proposal described in Subsection (3)(d)(iii); and
 - (ii) the state board approves the third party contract in accordance with rules the state board makes under Subsection (3).
- (5) The state board may contract with a third party provider to:
 - (a) offer professional learning and mentoring for educators in a participating LEA;

- (b) identify institutional barriers to achieving innovation in civic teaching and learning at the LEA level; or
 - (c) make recommendations for initiatives, public policy, or legislation to improve civics education.
- (6) Upon request of the Education Interim Committee, the state board shall report to the Education Interim Committee on the pilot program's progress and outcomes.

Enacted by Chapter 229, 2022 General Session

Effective until 5/1/2024

53F-5-220 School Safety and Support Grant Program -- Rulemaking.

- (1) The state board may award a grant to an LEA in response to an LEA request for proposal to provide a school with:
- (a) school resource officer services;
 - (b) school safety specialists and school safety specialist training;
 - (c) safety and security training by law enforcement agencies for school employees;
 - (d) interoperable communication hardware, software, equipment maintenance, and training for first responder communication systems;
 - (e) enhanced physical security at a school upon completion of the school's threat assessment;
 - (f) first-aid kits for classrooms; or
 - (g) bleeding control kits.
- (2) An LEA may not apply for a grant under this section to fund services already in place, but an LEA may submit a request for proposal to fund an expansion of or enhancement to existing services.
- (3) The state board shall prioritize grant funding for LEAs with low student counts that have designated a school safety specialist in each school.
- (4) The state board may adopt rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to administer this section.

Enacted by Chapter 383, 2023 General Session

Effective 5/1/2024

53F-5-220 School Safety and Support Grant Program -- Rulemaking.

- (1) In accordance with the results of the school safety needs assessment described in Section 53G-8-701.5 and based on recommendations from the School Security Task Force grant subcommittee described in Subsection (6), the state board may award a grant to an LEA in response to an LEA request for proposal to provide a school with:
- (a) school resource officer services;
 - (b) school safety specialists and school safety specialist training;
 - (c) safety and security training by law enforcement agencies for school employees;
 - (d) interoperable communication hardware, software, equipment maintenance, and training for first responder communication systems;
 - (e) enhanced physical security at a school upon completion of the school's safety needs assessment;
 - (f) secured storage for firearms;
 - (g) first-aid kits for classrooms; or
 - (h) bleeding control kits.

- (2) An LEA may not apply for a grant under this section to fund services already in place, but an LEA may submit a request for proposal to fund an expansion of or enhancement to existing services.
- (3) The state board shall prioritize grant funding for LEAs based on greatest need as determined by the results of the school safety needs assessment.
- (4) The state board may adopt rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to administer this section.
- (5) The state board shall ensure information from the results of a school's school safety needs assessment is kept confidential in accordance with Section 53G-8-701.5.
- (6)
 - (a) There is created a grant subcommittee comprised of members of the School Security Task Force described in Section 53-22-104.1.
 - (b) The co-chairs of the task force shall appoint no more than half of the task force to the grant subcommittee.
 - (c) The grant subcommittee shall review LEA applications and provide recommendations for awards to the state board based on the criteria described in this section.
 - (d) The school safety center described in Section 53G-8-802 shall staff the grant subcommittee.

53F-5-221 Management of energy and water use pilot program.

- (1) As used in this section:
 - (a) "Energy" means natural gas or electricity.
 - (b) "Great Salt Lake watershed" means the drainage area for the Great Salt Lake, the Bear River watershed, the Jordan River watershed, the Utah Lake watershed, the Weber River watershed, and the West Desert watershed.
 - (c) "Rural school district or charter school" means a school district or charter school that is located within a county of the third, fourth, fifth, or sixth class.
- (2)
 - (a) On or after May 3, 2023, but before July 1, 2028, the state board may award a grant to a school district or charter school upon recommendation by the review panel created in Subsection (5) to implement a program to reduce the use of energy or water by a school district or charter school.
 - (b) When issuing a grant under this section, the state board shall prioritize outdoor water conservation projects.
 - (c) When issuing a grant under this section during the period beginning on May 3, 2023, and ending October 31, 2023, the state board shall prioritize, in the order the state board considers appropriate, a grant:
 - (i) to a rural school district or charter school;
 - (ii) to a school district or charter school that is located within the Great Salt Lake watershed; and
 - (iii) for an outdoor water conservation project.
- (3)
 - (a) Grant money may be used to pay for any of the following, provided the use is directly related to reducing the use of energy or water by the school district or charter school:
 - (i) computer equipment and peripherals;
 - (ii) software;
 - (iii) upgrades of existing computer equipment or software;
 - (iv) physical equipment used to deliver energy or water;

- (v) upgrades of existing physical equipment used to deliver energy or water;
 - (vi) personnel to provide technical support or coordination and management;
 - (vii) staff or student management training;
 - (viii) recalibration of equipment for increased efficiency; or
 - (ix) another means of optimizing and measuring energy or water efficiency.
- (b) Equipment or software purchased in compliance with Subsection (3)(a), when not in use to reduce energy or water, may be used for other purposes.
- (4) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules:
- (a) establishing procedures for applying for and awarding a grant;
 - (b) establishing eligibility criteria;
 - (c) creating grant distribution thresholds;
 - (d) specifying how grant money is allocated among school districts and charter schools;
 - (e) requiring reporting of grant money expenditures and evidence showing that the grant money has been used to implement reduced use of energy or water; and
 - (f) establishing technology standards.
- (5) The state board shall establish a review panel to consider grant applications under this section, which shall include in addition to a representative for the state board, representation from the Office of Energy Development, the Department of Environmental Quality, the Division of Water Resources, and private energy providers.
- (6) By no later than the 2027 November interim meeting of the following, the state board shall report on the effectiveness of grants issued under this section to the following:
- (a) Education Interim Committee; and
 - (b) Natural Resources, Agriculture, and Environment Interim Committee.

Enacted by Chapter 142, 2023 General Session

Effective 7/1/2024

53F-5-222 Mentoring and Supporting Teacher Excellence and Refinement Pilot Program.

- (1) As used in this section:
- (a) "Master teacher" means a classroom teacher who has been approved by the teacher's administrator for an eligible initiative described in Subsection (6).
 - (b) "Mentoring and Supporting Teacher Excellence and Refinement Pilot Program" or "program" means the program created in Subsection (2).
 - (c) "Regional education service agency" or "RESA" means the same as the term is defined in Section 53G-4-410.
 - (d) "Teacher leader work" means nonadministrative leadership tasks that occur in conjunction with a teacher's main duties to provide instruction while avoiding formal administrative roles, other than those relating directly to teacher leadership or development, for the teacher engaging in the tasks, including:
 - (i) leading teachers;
 - (ii) mentoring teachers; and
 - (iii) providing observations or feedback to teachers.
- (2) There is created a two-year pilot program known as the Mentoring and Supporting Teacher Excellence and Refinement Pilot Program to provide funding to an LEA to improve retention of strong educators who remain in the classroom and have access to growth opportunities in the form of innovative teacher leadership tracks outside of contractual educator steps and lanes to:
- (a) foster development of leadership skills in participating teachers; and

- (b) provide the opportunity for a master teacher to impact and provide guidance for fellow teachers seeking to refine instructional skills.
- (3) The state board shall:
 - (a) solicit proposals from LEAs and RESAs to receive a grant under this section; and
 - (b) award grants to LEAs or RESAs on a competitive basis based on the LEA's or RESA's application described in Subsection (4)(a).
- (4) To receive a grant under this section, an LEA or RESA shall:
 - (a) submit an application to the state board that:
 - (i) describes the program tier for which the LEA or RESA is applying;
 - (ii) describes the eligible initiatives for which the LEA or RESA will use the grant amount;
 - (iii) provides evidence of the required matching funds described in Subsection (4)(b);
 - (iv) describes how the proposal will further the purposes of the program described in Subsection (2); and
 - (v) outlines the metrics the LEA or RESA will use to measure success of the program; and
 - (b) provide matching funds for a grant from a program tier as follows:
 - (i) a 10% match by the LEA or RESA for a tier 1 level grant amount;
 - (ii) a 15% match by the LEA or RESA for a tier 2 level grant amount; and
 - (iii) a 20% match by the LEA or RESA for a tier 3 level grant amount.
- (5) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules:
 - (a) subject to legislative appropriations, outlining the grant amount for each program tier described in Subsection (4)(b);
 - (b) describing the application requirements, including:
 - (i) the required format for submission; and
 - (ii) relevant deadlines;
 - (c) establishing a scoring rubric; and
 - (d) describing any required reporting and performance measures.
- (6) An LEA or RESA that receives a grant under this section shall use the grant award for an eligible initiative to achieve the purposes described in Subsection (2), including:
 - (a) allowing a teacher to add to or be released from all or part of an existing teacher contract to engage in teacher leader work, which may involve a new or amended contract for a master teacher, for a period determined by the LEA and the teacher, while maintaining the master teacher's status as a teacher;
 - (b) providing extended contracts outside of steps and lanes, resulting in increased pay for increased work or for new roles involving teacher leader work on a schedule outside of steps and lanes as determined by the LEA or RESA and the teacher; and
 - (c) building or expanding LEA or RESA leadership tracks, including incentives for differentiated teacher leader work pay scales for classroom teachers.
- (7) The state board may use up to 6.25% of the money appropriated for the purposes described in this section to pay for administrative costs the state board, an LEA, or a RESA incurs in implementing the program.
- (8) Upon request of the Education Interim Committee, an LEA that receives a grant and the state board shall report to the Education Interim Committee on the program's progress and outcomes.

Effective 7/1/2024

53F-5-223 Stipends for Future Educators Grant Program.

- (1) As used in this section:
 - (a) "Eligible student teacher" means a student teacher who:
 - (i) is enrolled in an educator preparation program that leads to a Utah professional level educator license; and
 - (ii) works at an LEA as a full-time student teacher to meet the educator preparation program requirements.
 - (b) "License" means the same as that term is defined in Section 53E-6-102.
 - (c) "Program" means the Stipends for Future Educators Grant Program described in Subsection (2).
- (2) This section creates the Stipends for Future Educators Grant Program.
- (3) Subject to legislative appropriations, the state board shall award a grant to an eligible student teacher who:
 - (a) submits an application to the state board;
 - (b) is enrolled and in good standing in an educator preparation program leading to a Utah professional level educator license;
 - (c) seeks to obtain the student teacher's first Utah professional level educator license;
 - (d) has not received a grant award under the program; and
 - (e) does not receive compensation from:
 - (i) an LEA, unless the eligible student teacher works as a substitute teacher;
 - (ii) a work service program offered through the Department of Workforce Services; or
 - (iii) the Grow Your Own Educator Pipeline Program as described in Section 53F-5-218.
- (4) The state board shall determine the amount of the grant award.
- (5) The state board may, subject to legislative appropriations and the number of applicants:
 - (a) reduce the amount of the grant award; and
 - (b) distribute grant awards on a pro rata basis.