

Effective 1/24/2018

Chapter 5 State Funding -- Initiative Grant Programs

Part 1 General Provisions

53F-5-101 Title.

This chapter is known as "State Funding -- Initiative Grant Programs."

Enacted by Chapter 2, 2018 General Session

53F-5-102 Definitions.

Reserved

Enacted by Chapter 2, 2018 General Session

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

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

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

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

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

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

Part 4

Partnerships for Student Success Grant Program

53F-5-401 Definitions.

As used in this part:

- (1) "Eligible elementary school" or "eligible junior high school" means a district school or charter school that has at least 50% of the school's students with a family income at or below 185% of the federal poverty level.
- (2) "Eligible partnership" means a partnership that:
 - (a) includes at least:
 - (i) a local education agency that has designated an eligible school feeder pattern;
 - (ii) a local nonprofit organization;
 - (iii) a private business;
 - (iv) a municipality or county in which the eligible school feeder pattern is located;
 - (v) an institution of higher education within the state;
 - (vi) a state or local government agency that provides services to students attending schools within the eligible school feeder pattern;
 - (vii) a local philanthropic organization; and
 - (viii) a local health care organization; and
 - (b) has designated a local education agency or local nonprofit organization to act as lead applicant for a grant described in this part.
- (3) "Eligible school feeder pattern" means the succession of schools that a student enrolls in as the student progresses from kindergarten through grade 12 that includes, as designated by a local education agency:
 - (a) a high school;
 - (b) an eligible junior high school that:
 - (i) is a district school within the geographic boundary of the high school described in Subsection (3)(a); or
 - (ii) is a charter school that sends at least 50% of the charter school's students to the high school described in Subsection (3)(a); and
 - (c) an eligible elementary school that:
 - (i) is a district school within the geographic boundary of the high school described in Subsection (3)(a); or
 - (ii) is a charter school that sends at least 50% of the charter school's students to the junior high school described in Subsection (3)(b).
- (4) "Local education agency" means a school district or charter school.

Amended by Chapter 186, 2019 General Session

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

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

- (2) Subject to legislative appropriations, the state board shall award grants to eligible partnerships that enter into a memorandum of understanding between the members of the eligible partnership to plan or implement a partnership that:
 - (a) establishes shared goals, outcomes, and measurement practices based on unique community needs and interests that:
 - (i) for students attending an elementary school within an eligible school feeder pattern, focus on:
 - (A) kindergarten readiness;
 - (B) reading proficiency, consistent with the science of reading, as defined by the science of reading panel described in Section 53E-3-1003; and
 - (C) grade 3 mathematics; and
 - (ii) for students attending a secondary school within an eligible school feeder pattern, focus on:
 - (A) grade 8 mathematics and reading proficiency;
 - (B) high school graduation;
 - (C) postsecondary education attainment;
 - (D) physical and mental health; and
 - (E) development of career skills and readiness;
 - (b) coordinates and aligns services to:
 - (i) students attending schools within an eligible school feeder pattern; and
 - (ii) the families and communities of the students within an eligible school feeder pattern;
 - (c) implements a system for:
 - (i) sharing data to monitor and evaluate shared goals and outcomes, in accordance with state and federal law; and
 - (ii) accountability for shared goals and outcomes; and
 - (d) commits to providing matching funds as described in Section 53F-5-403.
- (3) In making grant award determinations, the state board shall prioritize funding for an eligible partnership that:
 - (a) focus on early literacy and mathematics;
 - (b) includes a low performing school as determined by the state board; or
 - (c) addresses parent and community engagement.
- (4) In awarding grants under this part, the state board:
 - (a) shall distribute funds to the lead applicant designated by the eligible partnership as described in Section 53F-5-401; and
 - (b) may not award more than \$500,000 per fiscal year to an eligible partnership.

Amended by Chapter 36, 2022 General Session

Amended by Chapter 285, 2022 General Session

53F-5-403 Matching funds -- Grantee requirements.

- (1)
 - (a) The state board may not award a grant to an eligible partnership unless the eligible partnership provides matching funds equal to two times the amount of the grant.
 - (b) The state board shall ensure that at least half of the matching funds provided under Subsection (1)(a) are provided by a local education agency.
 - (c) Matching funds may include cash or an in-kind contribution.
- (2) A partnership that receives a grant under this part shall:
 - (a) select and contract with a technical assistance provider identified by the state board as described in Section 53F-5-404;

- (b) continually assess progress toward reaching shared goals and outcomes;
 - (c) publish results of the continual assessment described in Subsection (2)(b) on an annual basis; and
 - (d) regularly report to the state board in accordance with rules established by the state board under Section 53F-5-406.
- (3) A partnership that receives a grant under this part may use grant funds only for the following purposes:
- (a) to contract with a technical assistance provider identified by the state board as described in Section 53F-5-404; and
 - (b) to plan or implement a partnership, including:
 - (i) for project management;
 - (ii) for planning and adaptation of services and strategies;
 - (iii) to coordinate services;
 - (iv) to establish and implement shared measurement practices;
 - (v) to produce communication materials and conduct outreach activities to build public support;
 - (vi) to establish data privacy and sharing agreements, in accordance with state and federal law;
 - (vii) to purchase infrastructure, hardware, and software to collect and store data; or
 - (viii) to analyze data.
- (4)
- (a) The state board shall establish interventions for a partnership that:
 - (i) fails to comply with the requirements described in this section; or
 - (ii) is not making progress toward reaching the shared goals and outcomes established by the partnership as described in Section 53F-5-402.
 - (b) An intervention under Subsection (4)(a) may include discontinuing or reducing funding.

Amended by Chapter 274, 2020 General Session

53F-5-404 Technical assistance.

- (1) In accordance with Title 63G, Chapter 6a, Utah Procurement Code, the state board shall identify two or more technical assistance providers that a partnership may select from to assist the partnership in:
- (a) establishing shared goals, outcomes, and measurement practices;
 - (b) creating the capabilities to achieve shared goals and outcomes that may include providing leadership development training to members of the partnership; and
 - (c) using data to align and improve efforts focused on student success.
- (2) In identifying technical assistance providers under this section the state board shall identify providers that have a credible track record of providing technical assistance as described in Subsection (1).

Amended by Chapter 186, 2019 General Session

53F-5-405 Evaluation -- Reporting.

- (1) The state board shall annually evaluate a partnership that receives a grant under this part.
- (2) The evaluation described in Subsection (1) shall:
- (a) assess implementation of a partnership, including the extent to which members of a partnership:
 - (i) share data to align and improve efforts focused on student success; and
 - (ii) meet regularly and communicate authentically; and

- (b) assess the impact of a partnership on student outcomes using appropriate statistical evaluation methods.
- (3) Beginning in the 2020-21 school year, the state board shall:
 - (a) prepare an annual written report of an evaluation conducted under this section; and
 - (b) submit the report in accordance with Section 53E-1-201.
- (4) The state board may use up to 6% of money appropriated for the purposes described in this part to pay for administrative costs incurred in implementing the Partnerships for Student Success Grant Program, including costs to conduct the evaluation described in Subsection (1).

Amended by Chapter 274, 2020 General Session

53F-5-406 Rules.

In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules to administer the Partnerships for Student Success Grant Program in accordance with this part.

Amended by Chapter 408, 2020 General Session

Part 5

Personalized, Competency-based Learning Grants Program

53F-5-501 Definitions.

As used in this part:

- (1) "Blended learning" means a formal education program in which a student learns:
 - (a) at least in part, through online learning with some element of student control over time, place, path, and pace;
 - (b) at least in part, in a supervised brick-and-mortar location away from home; and
 - (c) in a program in which the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.
- (2) "Extended learning" means learning opportunities outside of a traditional school structure, including:
 - (a) online learning available anywhere, anytime;
 - (b) career-based experiences, including internships and job shadowing;
 - (c) community-based projects; and
 - (d) off-site postsecondary learning.
- (3) "Grant program" means the Personalized, Competency-Based Learning Grants Program created in this part.
- (4) "Institution of higher education" means an institution listed in Section 53B-1-102.
- (5) "Personalized, competency-based learning" means a system of learning in which the following principles influence the daily actions of the educational community:
 - (a) students are empowered daily to make important decisions about the students' learning experiences, how the students will create and apply knowledge, and how students will demonstrate the students' learning;
 - (b) assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence;

- (c) students receive timely, differentiated support based on the students' individual learning needs;
 - (d) students progress based on evidence of mastery rather than by hours of attendance;
 - (e) students learn actively using different pathways and varied pacing;
 - (f) strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems; and
 - (g) rigorous, common expectations for learning, including knowledge, skills, and dispositions, are explicit, transparent, measurable, and transferable.
- (6) "Review committee" means the committee established under Section 53F-5-502.
- (7) "STEM" means science, technology, engineering, and mathematics.

Amended by Chapter 129, 2021 General Session

53F-5-502 Personalized Competency-Based Learning Grants Program -- State board duties -- Review committee -- Technical assistance training.

- (1) There is created the Personalized Competency-Based Learning Grants Program consisting of the grants created in this part to improve educational outcomes in public schools through personalized, competency-based learning.
- (2) The grant program shall incentivize an LEA to establish personalized, competency-based learning within the LEA through the use of:
- (a) personalized learning;
 - (b) blended learning;
 - (c) extended learning;
 - (d) educator professional learning in personalized, competency-based learning; or
 - (e) any other method that emphasizes personalized, competency-based learning.
- (3) The state board shall:
- (a) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, adopt rules:
 - (i) for the administration of the grant program and awarding of grants; and
 - (ii) to define outcome-based measures appropriate to the type of grant for an LEA that is awarded a grant under this part to use to measure the performance of the LEA's plan or program;
 - (b) establish a grant application process;
 - (c) in accordance with Subsection (4), establish a review committee to make recommendations to the state board for:
 - (i) metrics to analyze the quality of a grant application; and
 - (ii) approval of a grant application; and
 - (d) with input from the review committee, adopt metrics to analyze the quality of a grant application.
- (4)
- (a) The review committee shall consist of STEM and blended learning experts, current and former school administrators, current and former teachers, and at least one former school district superintendent, in addition to other staff designated by the state board.
 - (b) The review committee shall:
 - (i) review a grant application submitted by an LEA;
 - (ii) make recommendations to the LEA to modify the application, if necessary; and
 - (iii) make recommendations to the state board regarding the final disposition of an application.
- (5)

- (a) The state board shall provide technical assistance training to assist an LEA with a grant application under this part.
- (b) An LEA may not apply for a grant under this part unless:
 - (i) a representative of the LEA attends the technical assistance training before the LEA submits a grant application; and
 - (ii) the representative is a superintendent, principal, or a person in a leadership position within the LEA.
- (c) The technical assistance training shall include:
 - (i) instructions on completing a grant application, including grant application requirements;
 - (ii) information on the scoring metrics used to review a grant application; and
 - (iii) information on personalized, competency-based learning.
- (6) The state board may use up to 5% of an appropriation provided to fund this part for administration of the grant program.

Amended by Chapter 129, 2021 General Session

53F-5-503 Planning grants -- Requirements.

- (1)
 - (a) The state board shall, subject to legislative appropriations, award a planning grant to an LEA:
 - (i) that submits a planning grant application that meets the requirements established by the state board, subject to Subsection (2);
 - (ii) if an LEA designee has attended the technical assistance training described in Section 53F-5-502; and
 - (iii) if the LEA planning grant application has been recommended by the review committee.
 - (b) An LEA that receives a grant under Subsection (1)(a) shall expend the grant funds no later than one calendar year after receiving the funds.
- (2)
 - (a) A planning grant application shall include evidence that the LEA:
 - (i) can provide a general description of the program the LEA would like to plan;
 - (ii) is intending to plan for:
 - (A) schoolwide implementation; or
 - (B) if the LEA intends to implement initially with a population smaller than schoolwide, phasing the plan in schoolwide or districtwide over a specified period of time;
 - (iii) can describe the types of partners that will help with the plan and, eventually, implement the program;
 - (iv) planning activities and program will focus on:
 - (A) implementation of the core principles described in Section 53F-5-502;
 - (B) use of the methods, as applicable, described in Section 53F-5-502; and
 - (C) the outcome-based measures adopted by the state board under Section 53F-5-502;
 - (v) has:
 - (A) the capacity, qualifications, local governing body support, and time to successfully plan the program; and
 - (B) an intentional and feasible planning process;
 - (vi) will align the LEA's budget as necessary with the planning process; and
 - (vii) will communicate and promote the plan with parents, teachers, and members of the community.
 - (b) The state board may adopt other requirements in addition to the requirements in Subsection (2)(a).

Amended by Chapter 186, 2019 General Session

53F-5-504 Implementation grants -- Requirements.

- (1)
 - (a) The state board shall, subject to legislative appropriations, award an implementation grant to, subject to Subsection (1)(c), an LEA:
 - (i) that submits an implementation grant application that meets the requirements established by the state board, subject to Subsection (2);
 - (ii) if an LEA designee has attended the technical assistance training described in Section 53F-5-502; and
 - (iii) if the LEA implementation grant application has been recommended by the review committee.
 - (b) An LEA that receives a grant under Subsection (1)(a) shall expend the grant funds no later than two calendar years after receiving the funds.
 - (c) An LEA is not eligible to receive an implementation grant under this section unless the state board has previously awarded the LEA a planning grant under Section 53F-5-503.
- (2)
 - (a) An implementation grant application shall include evidence that the LEA:
 - (i) can logically articulate the proposed program's mission, theory of change, and the program's intended goals and outcomes;
 - (ii)
 - (A) program will have schoolwide implementation; or
 - (B) if the LEA intends to implement initially with a population smaller than schoolwide, program includes steps to phase the program in schoolwide or districtwide over a specified period of time;
 - (iii) has an understanding of similar programs and can use this knowledge to strengthen the LEA's program implementation;
 - (iv) program will focus on:
 - (A) direct alignment with the core principles described in Section 53F-5-502;
 - (B) use of the methods, as applicable, described in Section 53F-5-502; and
 - (C) the outcome based measures adopted by the state board under Section 53F-5-502;
 - (v) program will address a need, determined by data, in the LEA or community;
 - (vi) has a strong evaluation plan that will clearly measure the success of the LEA's program against the stated goals and objectives;
 - (vii) has a list of signatures of key stakeholders and partners who are committed to implementing the program;
 - (viii) has the capacity, qualifications, local governing body support, and time to successfully implement this program;
 - (ix) has an intentional and feasible scope of work to implement the program;
 - (x) will align the LEA's budget as necessary with the planning process; and
 - (xi) will communicate and promote the plan with parents, teachers, and members of the community.
 - (b) The state board may adopt other requirements in addition to the requirements in Subsection (2)(a).
- (3) A program under this section may include:
 - (a) a waiver, subject to Section 53F-5-506, of required school hours attended or traditional school calendar scheduling; and

- (b) an adjustment of educator compensation to reflect the implementation of a waiver under Subsection (3)(a).

Amended by Chapter 186, 2019 General Session

53F-5-505 Expansion grants -- Requirements.

- (1)
 - (a) The state board shall, subject to legislative appropriations and to expand an existing LEA program schoolwide or districtwide, award a grant to, subject to Subsection (1)(c), an LEA:
 - (i) that submits an expansion grant application that meets the requirements established by the state board, subject to Subsection (2);
 - (ii) if an LEA designee has attended the technical assistance training described in Section 53F-5-502; and
 - (iii) if the LEA expansion grant application has been recommended by the review committee.
 - (b) An LEA that receives a grant under Subsection (1)(a) shall expend the grant funds no later than two calendar years after receiving the funds.
 - (c) An LEA is not eligible to receive an expansion grant under this section unless the state board has previously awarded the LEA an implementation grant under Section 53F-5-504.
- (2)
 - (a) An expansion grant application shall include evidence that the LEA:
 - (i) has an established program that:
 - (A) has successfully met previous goals;
 - (B) has shown outcomes that are in alignment with the core principles described in Section 53F-5-502 and used methods, as applicable, described in Section 53F-5-502;
 - (C) is supported by LEA management and leadership;
 - (D) is suitable for expansion schoolwide or districtwide; and
 - (E) is the program, with any necessary modifications, that the LEA plans to expand if awarded the expansion grant;
 - (ii) can logically articulate the LEA's program mission, theory of change, and the program's intended goals and outcomes;
 - (iii) program as proposed for expansion is focused on:
 - (A) direct alignment with the core principles identified in Section 53F-5-502;
 - (B) use of the methods, as applicable, described in Section 53F-5-502; and
 - (C) the outcome based measures adopted by the state board under Section 53F-5-502;
 - (iv) that the program will directly address a need, determined by data, in the LEA or community;
 - (v) has clearly articulated core components that ensure, when expanded, the program will yield positive outcomes;
 - (vi) has a strong evaluation plan that will clearly measure the success of the LEA's program against the stated goals and objectives;
 - (vii) has a list of signatures of key stakeholders and partners who are committed to expanding the program;
 - (viii) has the capacity, qualifications, local governing body support, and time to successfully expand the program;
 - (ix) has an intentional and feasible scope of work to expand the program;
 - (x) has a strategic budget that is aligned with the LEA's scope of work; and
 - (xi) will communicate and promote the plan with parents, teachers, and members of the community.

- (b) The state board may adopt other requirements in addition to the requirements in Subsection (2)(a).
- (3) A program under this section may include:
 - (a) a waiver, subject to Section 53F-5-506, of required school hours attended or traditional school calendar scheduling; and
 - (b) an adjustment of educator compensation to reflect the implementation of a waiver under Subsection (3)(a).

Amended by Chapter 186, 2019 General Session

53F-5-506 Waiver from state board rule -- State board recommended statutory changes.

- (1) An LEA may apply to the state board in a grant application submitted under this part for a waiver of a state board rule made in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that inhibits or hinders the LEA from accomplishing its goals set out in its grant application.
- (2) The state board may grant the waiver, unless:
 - (a) the waiver would cause the LEA to be in violation of state or federal law; or
 - (b) the waiver would threaten the health, safety, or welfare of students in the LEA.
- (3) If the state board denies the waiver, the state board shall provide in writing the reason for the denial to the waiver applicant.
- (4)
 - (a) The state board shall request from each LEA that receives a grant under this part for each year the LEA receives funds:
 - (i) information on a state statute that hinders an LEA from fully implementing the LEA's program; and
 - (ii) suggested changes to the statute.
 - (b) The state board shall report any information received from an LEA under Subsection (4)(a) and the state board's recommendations in accordance with Section 53E-1-203.

Amended by Chapter 408, 2020 General Session

53F-5-507 Cooperation of institutions of higher education -- Transferring students not to be penalized.

- (1) An institution of higher education:
 - (a) shall, for purposes of admission, scholarships, and other financial aid consideration, recognize and accept on equal footing as a traditional high school diploma a high school diploma awarded to a student who successfully completes an educational program that uses, in whole or in part, personalized, competency-based learning; and
 - (b) cooperate with an LEA:
 - (i) as applicable, to facilitate the advancement of a student who attends a personalized, competency-based learning program; and
 - (ii) as requested, in the development of an LEA plan or program under this part.
- (2) If a student attending an LEA that establishes personalized, competency-based learning within the LEA transfers to another school within the LEA or to another LEA entirely that does not have a personalized, competency-based learning program, the student may not be penalized by being required to repeat course work that the student has successfully completed, changing the student's grade, or receive any other penalty related to the student's previous attendance in the personalized, competency-based learning program.

Amended by Chapter 129, 2021 General Session

Part 6
American Indian and Alaskan Native Education State Plan Program

53F-5-601 Definitions.

As used in this part:

- (1) "American Indian and Alaskan Native concentrated school" means a school where at least 29% of the school's students are American Indian or Alaskan Native.
- (2) "Native American Legislative Liaison Committee" means the committee created in Section 36-22-1.
- (3) "State plan" means the state plan adopted under Laws of Utah 2015, Chapter 53, Section 7.
- (4) "Teacher" means an individual employed by a school district or charter school who is required to hold an educator license issued by the state board and who has an assignment to teach in a classroom.

Amended by Chapter 186, 2019 General Session

Amended by Chapter 246, 2019 General Session

53F-5-602 Program created.

- (1)
 - (a) In addition to the state plan adopted under Laws of Utah 2015, Chapter 53, Section 7, beginning with fiscal year 2020-2021, there is created a program administered by the state board to provide grants targeted to address the needs of American Indian and Alaskan Native students.
 - (b) The program shall consist of a grant program to school districts and charter schools to be used to fund stipends, recruitment, retention, and professional development of teachers who teach in American Indian and Alaskan Native concentrated schools.
 - (c) In determining grant recipients for at least two-thirds of the money appropriated to the program, the state board shall give priority to American Indian and Alaskan Native concentrated schools located in a county of the fourth, fifth, or sixth class with significant populations of American Indians and Alaskan Natives.
- (2) Up to 3% of the money appropriated to the grant program under this part may be used by the state board for costs in implementing the program.

Amended by Chapter 269, 2020 General Session

53F-5-603 Grant program to school districts and charter schools.

- (1) From money appropriated to the grant program, the state board shall distribute grant money on a competitive basis to a school district or charter school that applies for a grant and:
 - (a)
 - (i) has within the school district one or more American Indian and Alaskan Native concentrated schools; or
 - (ii) is an American Indian and Alaskan Native concentrated school; and

- (b) has a program to fund stipends, recruitment, retention, and professional development of teachers who teach at American Indian and Alaskan Native concentrated schools.
- (2) The grant money distributed under this section may only be expended to fund a program described in Subsection (1)(b).
- (3)
 - (a) If a school district or charter school obtains a grant under this section, by no later than two years from the date the school district or charter school obtains the grant, the state board shall review the implementation of the program described in Subsection (1)(b) to determine whether:
 - (i) the program is effective in addressing the need to retain teachers at American Indian and Alaskan Native concentrated schools; and
 - (ii) the money is being spent for a purpose not covered by the program described in Subsection (1)(b).
 - (b) If the state board determines that the program is not effective or that the money is being spent for a purpose not covered by the program described in Subsection (1)(b), the state board may terminate the grant money being distributed to a school district or charter school.
- (4) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board may make rules providing:
 - (a) criteria for evaluating grant applications; and
 - (b) procedures for:
 - (i) a school district to apply to the state board to receive grant money under this section; and
 - (ii) the review of the use of grant money described in Subsection (3).
- (5) The grant money is intended to supplement and not replace existing money supporting American Indian and Alaskan Native concentrated schools, except that the grant money is intended to replace grants awarded under pilot programs supporting American Indian and Alaskan Native concentrated schools that have ended.

Amended by Chapter 269, 2020 General Session
Amended by Chapter 408, 2020 General Session

53F-5-604 Liaison -- Reporting -- Meeting.

- (1) Subject to budget constraints, the superintendent of public instruction appointed under Section 53E-3-301 shall appoint an individual as the American Indian-Alaskan Native Public Education Liaison.
- (2) The liaison shall:
 - (a) work under the direction of the superintendent in the development and implementation of the state plan; and
 - (b) annually report to the Native American Legislative Liaison Committee created under Section 36-22-1 regarding:
 - (i) what entities receive a grant under this part;
 - (ii) the effectiveness of the expenditures of grant money; and
 - (iii) recommendations, if any, for additional legislative action.
- (3) The Native American Legislative Liaison Committee shall annually schedule at least one meeting at which education is discussed with selected stakeholders.

Amended by Chapter 269, 2020 General Session

