Catalyst Center Implementation Grant Program Application

I. Purpose of the Funding:

The Catalyst Center Grant Program provides funding to Local Education Agencies (LEAs) to create new or expand existing profession-based learning programs, as defined below, to enhance career readiness and alignment with workforce needs for Utah students. Funding may support planning activities, capital expenditures, and program implementation (see Utah Code Annotated § 53E-3-507.1).

- **Definitions:**
  - **Catalyst Center:** (as outlined in Utah Code Annotated § 53E-3-507.1) A program or facility operated by an LEA that:
    - Provides learning experiences and instruction that replicate professional environments and workplace practices.
    - Provides profession-based learning experiences by partnering with local industry, business, and community organizations to develop and implement student projects that address specific needs or objectives identified by those partners.
    - Aligns programs with high-skill, high-demand career pathways and postsecondary education opportunities.
    - Incorporates industry-standard tools, technologies, and methods into instruction and student work.
    - Prioritizes student activities and profession-based learning projects to build durable professional skills aligned with industry standards and needs.
    - Facilitates mentorship and participation by industry professionals to guide a student and evaluate the student's work.
    - Includes an advisory board composed of industry, postsecondary, and community representatives to review program direction and ensure alignment with workforce needs.
    - Establishes programs or activities that address gaps in training or resources within the local or regional workforce.
  - **Durable Skills**: Durable Skills are essential, transferable competencies that empower students to thrive in academic, career, and civic life. These skills are foundational to Utah's vision for preparing students not only for academic success but also for meaningful participation in the workforce and society, these skills include:
    - Adaptability: Resilience in the face of challenges and the ability to adjust to changing environments.
    - Collaboration: Working effectively with diverse individuals to achieve shared goals.

- **Communication:** Exchanging ideas clearly across various contexts and media.
- **Innovation:** Applying creativity and critical thinking to solve problems and evaluate solutions.
- **Leadership:** Inspiring and guiding others toward a common purpose.
- **Professionalism:** Demonstrating integrity, respect, and accountability in personal and professional interactions.

- **Eligible Recipients:**
  - Applications must be submitted from the LEA and not an individual school. LEAs include school districts, charter schools, and the Utah Schools for the Deaf and the Blind.
  - Applications must have a minimum of one industry partner per program offered. Applicants lacking industry partners should apply for a planning grant instead.
  - Applicants that do not have a minimum of "Developing" scores in the following categories will only be considered for planning grant funding:
    - Workforce Needs and Program Alignment
    - Industry Mentorship and Involvement
    - Partnerships and Collaboration

II. Required Applicant Information:

- **Legal Name of LEA:**
- **LEA Address:**
- **LEA Contact Person (Name and Title):**
- **LEA Contact Person Email:**
- **LEA Contact Person Phone Number:**
- **Superintendent Name:**
- **Date of Application:**
- **Grant Category Applying For:**
  - Create a New Profession-Based Learning Program
    - For funds used to apply profession-based learning models to programs (i.e. drones, Artificial Intelligence (AI), construction, medical assisting, etc.,) that are not currently provided within the LEA.
  - Expand an Existing Profession-Based Learning Program
    - For funds used to add additional programs (i.e. drones, AI, construction, medical assisting, etc.,) to existing profession-based learning centers.
  - Enhance Existing Career and Technical Education (CTE) Programs to a Profession-Based Learning Program
    - For funds used to apply profession-based learning models (i.e. drones, AI, construction, medical assisting, etc.,) to existing programs within the LEA.
- **Total Grant Funding Requested:**
- **Grant Duration (may extend up to June 30, 2029):**

III. Project Narrative:

The total narrative should be limited to a **maximum of 10 pages** (not including required attachments). Please be clear and concise in your responses.
Some questions will not be scored as follows:

- Green: These questions need to be answered adequately before money will be awarded. If responses are inadequate, technical assistance will be provided to meet minimum requirements. Inadequate responses will not count against an applicant's score.
- Brown: These questions provide additional useful information and may be used as tiebreakers.

1. **Executive Summary: 5 points**
   1.1. Briefly describe the proposed project, its goals, anticipated impact on students and the local workforce, and any key innovative aspects and partnerships aligned to or in collaboration with regional employers.

2. **Workforce Needs and Program Alignment: 30 points**
   If an application's score for this section is all within the emerging category, applicants will only qualify for a Planning Grant.
   2.1. Identify and list current programs offered within the CTE Planning regions that could be considered duplicative, such as USHE Technical College programs or existing profession-based learning programs. Explain how Catalyst Center Grant Program funding will be used to create or expand programs in innovative ways that do not duplicate existing programs. Catalyst Center Grant Program funds should not be used to duplicate facilities, labs, or equipment already available. **(10 points)**
   2.2. **(Attachment Required)** List the programs that will be included in this project. Describe how the project addresses gaps in high-skill, high-demand career pathways. Provide supporting labor market data (e.g., from the Department of Workforce Services) and cite sources. **(10 points)**

Job Title	Star Rating	Median Salary	Projected Average Annual Openings (Region)

2.3. Describe how the project increases and supports alignment with labor market needs or addresses training or resource gaps. **(5 points)**

2.4. **(Attachment Required)** Explain the project's alignment with the LEA's Strategic Plan. Attach relevant portions of the LEA's Strategic Plan. **(5 points)**

3. **Proposed Catalyst Center Model: 37 points**

3.1. **(Attachment Required)** Provide a detailed timeline for implementation of the project. Include any necessary planning activities and the projected date for full implementation of the project. The timeline cannot extend beyond the grant completion date of June 30, 2029. **(5 points)**

3.2. Detail the learning experiences, instruction, and profession-based learning approaches that will be used. Outline connections to current CTE courses, and/or Technical College programs offered in the region, including required prerequisite courses (if applicable). Describe how the physical environment and classroom culture will distinguish the experience from a traditional classroom experience. **(5 points)**

3.3. Describe the student application process. **(3 points)**

3.4. Explain the integration of industry-standard tools and technologies. **(3 points)**

3.5. Describe how Utah durable skills and industry standards will be emphasized. Make sure to specifically address leadership skills.**(3 points)**

3.6. Outline the plan for mentorship and industry professional involvement. Distinguish between what is currently happening and plans for the future. **(4 points) If an application's score for this section is within the emerging category, applicants will only qualify for a Planning Grant.**

3.7. Detail the plan for ensuring high quality instruction is provided, including professional learning opportunities that will be provided to teachers specific to facilitating profession-based educational experiences. **(4 points)**

3.8. Describe the proposed composition of the Advisory Board, including specific representation from local industries and workforce experts. Explain how the Advisory Board will actively review program direction and ensure ongoing alignment with evolving workforce needs. (Advisory Committee Guidebook) **(10 points)**

3.9. **(If Applicable)** Explain the LEA's process for employing educators who have industry experience but are not licensed teachers. Include an explanation of how industry expertise is determined and verified. Describe the required training that will be provided both prior to and during the teaching assignment.

4. **Partnerships and Collaboration: 23 points**
If an application's score for this section is all within the emerging category, applicants will only qualify for a Planning Grant.

4.1. **(Attachment Required)** List and describe existing partnerships with industry, postsecondary institutions (including USHE technical colleges, where applicable), and other community organizations. Describe any plans to expand or strengthen these partnerships in the future.
Attach Letters of Collaboration for all existing partners. Letters of Collaboration should include contact information, a statement of commitment, description of

partner roles, contribution of resources, and permission to use the partner's business logo in program promotion materials.

If the program will be co-located or jointly operated on the campus of an institution of higher education, include documentation of the agreement. Co-location does not count as duplication. **(15 points)**

4.2. Describe how partnerships maintain the industry relevance of programs, ensure alignment to workforce needs, prevent unwarranted duplication of programs, facilities, or equipment, and support smooth transitions for students into postsecondary education and employment. **(5 points)**

4.3. Describe how the LEA CTE Director collaborated on the development and review of this grant application, and how their input was incorporated into the final submission. **(3 points)**

5. **Student Outcomes and Career Readiness: 30 points**

5.1. Describe and define the metrics that will be used to measure student proficiency. Proficiency metrics could include academic, technical, or durable skills. **(5 points)**

5.2. Explain how the project will expand access to career pathways and lead to measurable improvements in career readiness, including durable and leadership skills. Identify the proposed credentials, certifications, or apprenticeships students will earn with successful completion of the program, noting alignment with regional workforce and postsecondary pathways, where applicable. Clearly outline the specific student outcomes expected. **(15 points)**

5.3. Describe how the program will provide students with leadership opportunities, support progression toward postsecondary education or technical training, and increase engagement through real-world, profession-based learning experiences. Leadership opportunities may include the integration of Career and Technical Student Organizations (CTSOs). **(10 points)**

5.4. **Estimate annual participation by indicating how many students are expected to be served each year and what percentage of the 9-12 student population this represents.** Provide a brief explanation of these estimates. *Note: Students may be counted more than once if they participate in multiple programs.*

IV. Budget and Sustainability: 40 points

The funds from this grant will primarily be provided through reimbursement. Up to 20% of the project budget may be provided up front as a lump-sum payment, if justified. If requesting a lump-sum payment, specify the amount (no more than 20% of the total budget) and justify the request.

- **Detailed Budget (Attachment Required): 15 points**
  - Provide a detailed budget aligned with proposed activities. The budget should clearly illustrate how funds are being spent and expenditures should be labeled by CTE program where applicable. Multi-year budgets should show planned expenditures by year.

Grant funds must not duplicate or replace existing funding sources and should support new or expanded activities directly related to the Catalyst Center Grant Program. **(10 points)**
- Describe how funds will be used effectively and any strategies for minimizing carryforward. **(5 points)**
- **List all additional funding that will support the project.**
- **Justification for Capital Expenditures (if applicable):**
  - Explain the need and intended use of any proposed capital expenditures, including how they will be coordinated with existing regional facilities and resources.
- **Sustainability Plan: 15 points**
  - Outline how the program will be sustained after the grant period, identifying ongoing budget sources and shared-use strategies that ensure long-term viability.

V. Additional Considerations (If Applicable): 25 points

Please answer the following questions only if applicable to the proposed project.

- **Rural or Underserved Areas - 10 points**
  - Address the unique challenges and opportunities of delivering profession-based education in rural or socioeconomically disadvantaged regions.
- **Consortium Applications - 5 points**
  - If applying as a consortium, describe the consortium's structure and identify which LEA will serve as the fiscal agent. Explain how students will be served across the participating LEAs, how costs and resources will be shared, and how economies of scale will be achieved. Describe any shared instruction, lab space or faculty arrangements among consortium partners. **(5 points)**
- **Enhancement of Existing Profession-Based Learning Programs - 10 points**
  - Describe how existing profession-based learning programs will be enhanced and continuously improved using Catalyst Center Grant Program funds. Describe how these changes will improve outcomes.
- **Enhancing a Current CTE Program (5 points)**
  - Describe how the proposed project aligns with current LEA programs funded through the weighted pupil unit (WPU) add-on described in Section 53F-2-311. Describe what differentiates the proposed project from the current CTE program.

VI. Required Attachments:

- Labor Market Data Sources
- LEA Strategic Plan (relevant sections)
- Timeline of Milestones for Implementation
- Letters of Collaboration with Industry Partners
- Evidence of Agreement with Institution of Higher Education (if co-locating)
- Detailed Multi-Year Budget

- Executive Summary and Signatures form