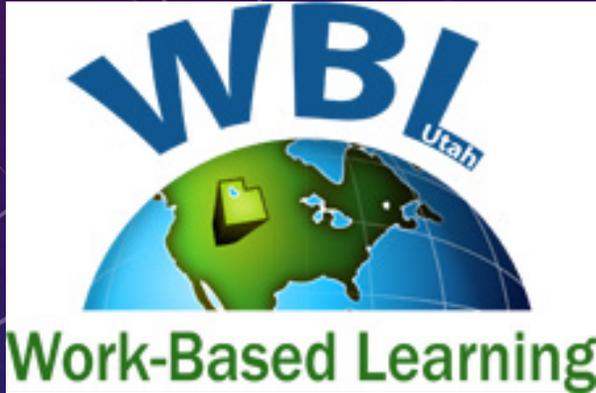


NEW FORMS



College & Career Awareness

SEEN POSTED SOMEWHERE:



- **I'm just concerned that if we embrace change once, change might get the wrong idea and think it is some kind of long-term commitment.**

NEW FORMS: (MORE CONCISE!)

- WBL Application (RFP)
- College and Career Awareness Application (RFP)
- College and Career Awareness End of Year Summary
- College and Career Awareness Assurances (Implementation Plan)

- Where to link new forms:
- College and Career Awareness: (Website under Accountability Forms)
- 1) Grant Application completed by Directors – previously called College and Career Awareness RFP now called College and Career Awareness Application
- <http://www.schools.utah.gov/CTE/funding/State/awareness.aspx>
- 2) Assurances completed by Directors – previously called Implementation Plan now called College and Career Awareness Assurances
- <http://schools.utah.gov/CTE/awareness/Accountability.aspx>
- 3) End of Year Summary completed by teacher team, signed by Directors—name remains the same
- <http://schools.utah.gov/CTE/awareness/Accountability.aspx>
- Work-Based Learning:
- 1) Grant Application – previously called WBL RFP
- a. Completed by Directors for funding for the next year
- b. WBL Coordinators accountability report for the current year.
- <http://www.schools.utah.gov/CTE/funding/State/Work-Based-Funds.aspx>

TIMELINE FOR FORMS

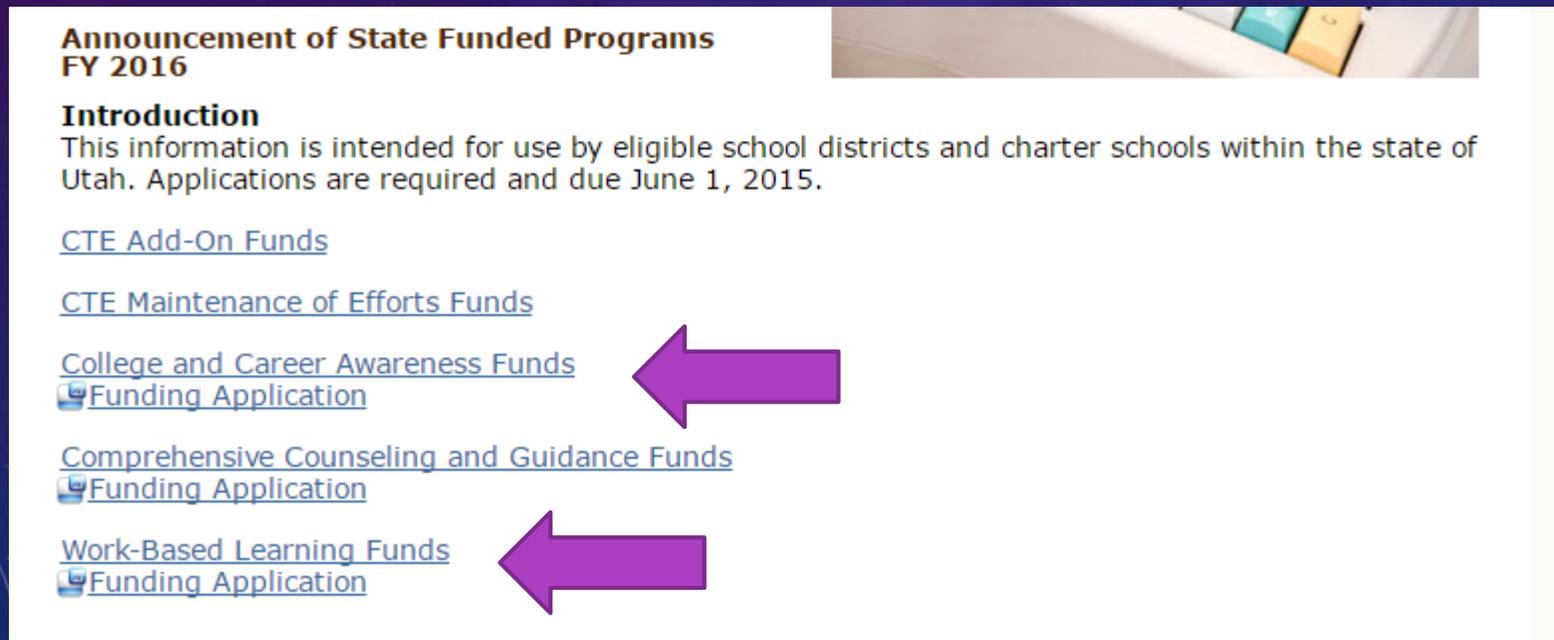
TIMELINE FOR FORMS/DOCUMENTS

TIMELINE FOR FORMS

September 15	June 1
	<u>WBL Application</u> -Directors & WBL Coordinators
<u>College & Career Awareness Assurances</u> -Directors	<u>College & Career Awareness Application</u> -Directors
	<u>College & Career Awareness End of Year Summary</u> -Directors & Teams

LOCATION OF FORMS:

- WBL and College and Career Awareness Applications (formerly called RFP) DUE JUNE 1
- <http://www.schools.utah.gov/CTE/funding/State.aspx>



**Announcement of State Funded Programs
FY 2016**

Introduction
This information is intended for use by eligible school districts and charter schools within the state of Utah. Applications are required and due June 1, 2015.

[CTE Add-On Funds](#)

[CTE Maintenance of Efforts Funds](#)

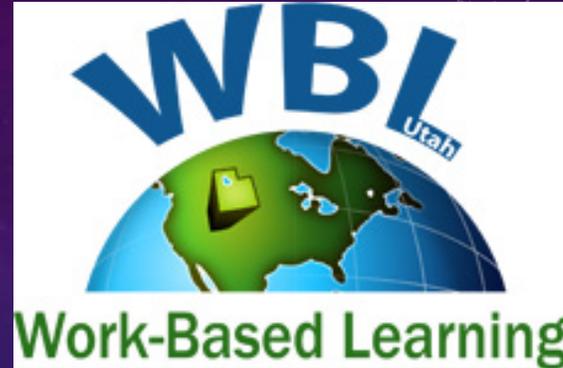
[College and Career Awareness Funds](#)
 [Funding Application](#) ←

[Comprehensive Counseling and Guidance Funds](#)
 [Funding Application](#)

[Work-Based Learning Funds](#)
 [Funding Application](#) ←

The screenshot shows a webpage with a white background and a blue header. The main content is in black text. There are two large purple arrows pointing to the right, highlighting the 'College and Career Awareness Funds' and 'Work-Based Learning Funds' sections. The background of the slide features a dark blue gradient with faint circular patterns and a keyboard image in the top right corner.

WBL APPLICATION



- WBL Application takes the place of the WBL RFP document.
- An LEA is not really making a proposal, but applying for funding of a program with requirements already set.
- DUE JUNE 1

FY 2017 GRANT APPLICATION

CAREER AND TECHNICAL EDUCATION WORK-BASED LEARNING COORDINATION

Duration of Program: July 1, 2016 to June 30, 2017

Availability of Funding: Approximately \$1,780,334.

Eligible Applicants:

Utah School Districts or Utah Charter Schools with an approved CTE Program.

Funding Procedure:

Funding from the CTE ongoing allocation will be provided to LEAs for Work-Based Learning (WBL) on a non-competitive basis through this application process. Local recipients of funds receive support from this ongoing funding source based upon performance and adherence to the agreed upon standards cited in Utah State Board of Education Rule R277-916-6 and the conditions explained in this application. Local recipients are required to provide a 100% match of funds received under this application.

Funding for Work-Based Learning dollars is based on:

- 1) LEAs K-12 enrollment
- 2) Having a local board approved LEA WBL policy consistent with Board Rule R277-915-3
- 3) Employing licensed and endorsed WBL personnel; candidates must meet state licensure/endorsement requirements or have a SAEP in place

Statement of Purpose:

These funds are being provided to support WBL coordination personnel and programs at LEA cone sites.

* These funds and the local match are designated **EXCLUSIVELY** for salary, benefits, travel and staff development of WBL personnel.

* A cone site is defined as the high school and its feeder middle/junior high schools and elementary schools, where applicable.

Assurances & Accountability:

Each LEA will assure that the stipulations and conditions described herein are met. A completed *Work-Based Learning Assurances Checklist* is required cone and will be reviewed at the WBL sites for Program Approval.

Each LEA will report what WBL services were delivered in the funded cone site(s). The *Work-Based Learning Accountability Report* serves as a method to collect statewide data for Work-Based Learning and is sent in with this application. This data will be helpful in determining program direction and needs. **Due June 1, 2016**

Application Procedure:

Proposals must be submitted on approved forms and must conform to submission deadlines. By **June 1, 2016**, no later than 5:00 pm.

Districts: Please upload this completed application into [Sharepoint](#), under **FY17**.

If you need your login/password please contact TC Tomlin:

theresa.tomlin@schools.utah.gov ; 801-538-7875

Charter Schools: Please email the applications to:

Sherry Marchant, CTE Specialist sherry.marchant@schools.utah.gov

WBL APPLICATION

DUE JUNE 1

WBL APPLICATION

WORK-BASED LEARNING ASSURANCES:

Standard 1: The current local board has approved the Work-Based Learning program. The Board also supports the use of the USOE sponsored WBL Manual, endorsement criteria, coordinator standards document and partnership training agreements.

Standard 2: All instructors are licensed and appropriately endorsed. This includes attendance at required trainings as well as summer conferences.

Standard 3: WBL interacts with parents, the community, and the school. A three–five year plan is in place with approval of the above groups. The WBL Coordinator attends cone meetings, school council meetings, community councils, etc. at least twice a year.

Standard 4: Needs assessments are conducted as needed.

Standard 5: Skill grids are used with all students to evaluation activities, preparation and participation on sites.

*The nondiscrimination clause in on and signed on all signed documents.

*Specific activities are identified for each level (Elementary, Junior/Middle School and High School.)

*Internships align with CCR goals.

*WBL Coordinators make at least one on-site visit during the semester after the initial site is set up for an internship. A follow-up phone call, email or written evaluation is completed.

*Students cannot displace a worker.

*Students may not continue to do a task once it is mastered. Child Labor Law.

*Students must have a related CTE class in the year prior to the internship.

Standard 6: WBL programs integrate CTE Pathways; College & Career Awareness coordination (meeting at each junior/middle school team twice a year); elementary career awareness (when possible); and secondary career exploration and preparation activities.

Standard 7: WBL Programs are developed in coordination with IEP/SEP/SEOP/504 requirements. All students meeting school requirements are accepted into the program.

Standard 8: Insure that students of different gender, race, color, national origin and disabilities are given equal opportunity for participation in Work-Based Learning activities.

Standard 9: Demonstrate coordination with employers and with other school/community development activities.

Standard 10: Verify that state Work-Based Learning funds are supporting Work-Based Learning personnel, that state funds are matched by the local recipient of funds, and that sufficient budget for Work-Based Learning personnel facilities, materials, equipment and support staff is available. (CTE Director)

Standard 11: Work-Based Learning personnel complete state-sponsored Work-Based Learning coordinator basic training; participates in ongoing professional development activities including USOE Summer Conference; and appropriate professional associations.

Standard 12: Work-Based Learning personnel to participate in state and LEA data collection and reporting.

WBL APPLICATION COMPLETED BY WBL COORDINATOR

WBL ACCOUNTABILITY REPORT TO BE COMPLETED BY EACH WBL COORDINATOR

Data Collection and Evaluation for **Current 2015-16 (FY16) School Year**

THIS REPORT SHOULD REFLECT ONLY THE ACTIVITIES FOR WHICH THE WBL COORDINATOR COORDINATES, SETS UP, OR SUPERVISES.

Instructions

For the current **2015-16 (FY16)** school year:

1. Identify the number of activities offered by WBL Coordinator (not career activities in the school set up by others).
2. Identify the number of students that participated in each WBL activity.

WBL Coordinator: _____ Hours per week of WBL time: _____

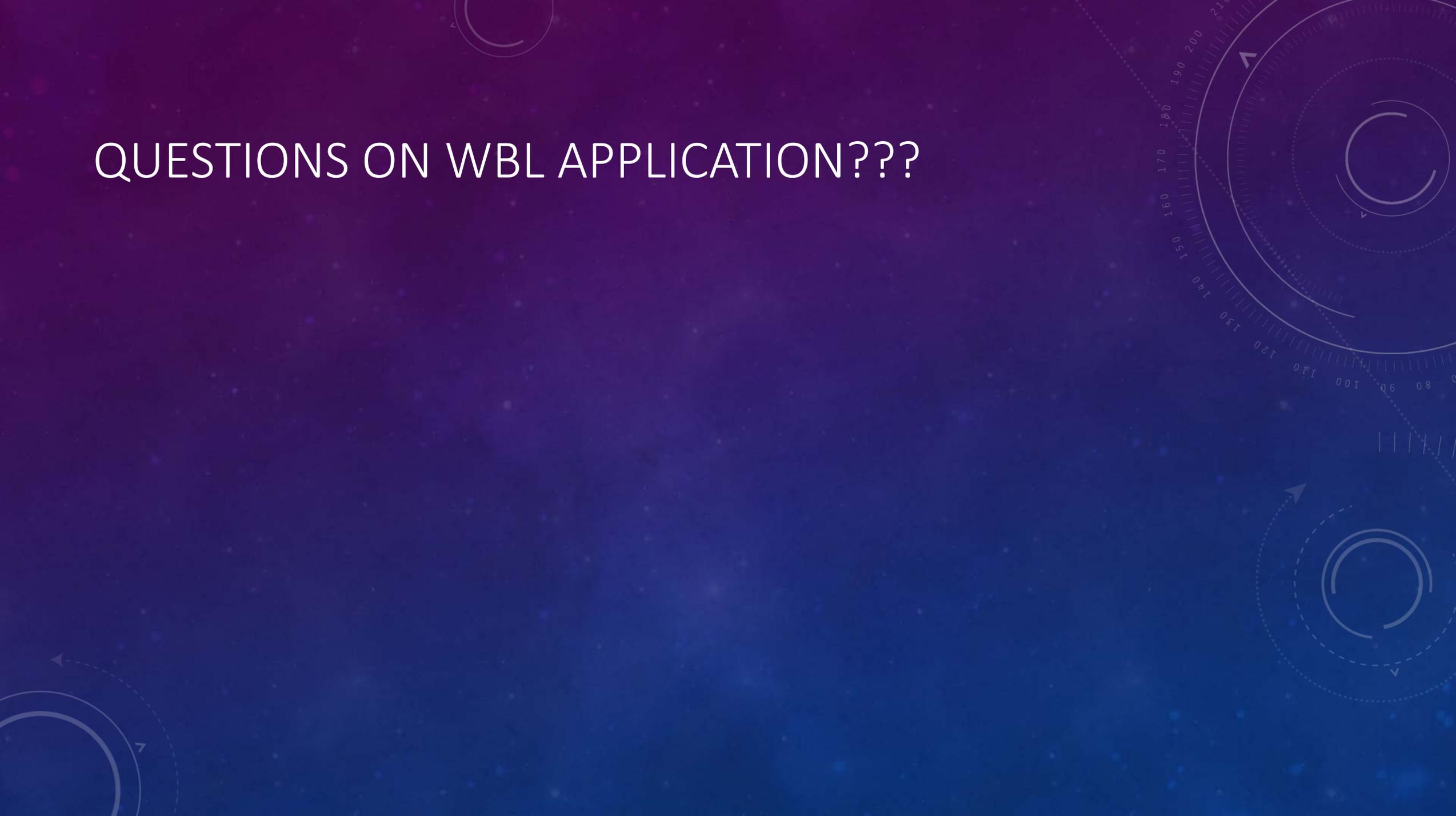
LEVEL	NUMBER OF ACTIVITIES	NUMBER OF STUDENTS
Grades 11-12 <input type="checkbox"/> Apprenticeships <input type="checkbox"/> Career Fairs <input type="checkbox"/> Field Studies <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Job Shadows <input type="checkbox"/> Student Internships <input type="checkbox"/> Other	Apprenticeships _____ Career Fairs _____ Field Studies _____ Guest Speakers _____ Job Shadows _____ Student Internships _____ Other _____	Apprenticeships _____ Career Fairs _____ Field Studies _____ Guest Speakers _____ Job Shadows _____ Student Internships _____ Other _____
Grades 9-10 <input type="checkbox"/> Career Fairs <input type="checkbox"/> Field Studies <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Job Shadows <input type="checkbox"/> Other	Career Fairs _____ Field Studies _____ Guest Speakers _____ Job Shadows _____ Other _____	Career Fairs _____ Field Studies _____ Guest Speakers _____ Job Shadows _____ Other _____
Grades 7-8 <input type="checkbox"/> Career Fairs <input type="checkbox"/> Field Studies <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Job Shadows <input type="checkbox"/> College & Career Awareness Team Meetings <input type="checkbox"/> Other	Career Fairs _____ Field Studies _____ Guest Speakers _____ Job Shadows _____ Dates of Meetings _____ Other _____	Career Fairs _____ Field Studies _____ Guest Speakers _____ Job Shadows _____ 2 College & Career Awareness Meetings Required Other _____
Grades K-6 <input type="checkbox"/> Career Fairs <input type="checkbox"/> Field Studies <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Job Shadows <input type="checkbox"/> Other	Career Fairs _____ Field Studies _____ Guest Speakers _____ Job Shadows _____ Other _____	Career Fairs _____ Field Studies _____ Guest Speakers _____ Job Shadows _____ Other _____

By entering the following information and uploading this document, the CTE Director, certifies that the WBL Program meets the assurances for WBL and this document is accurate. (Original Signatures not required.)

LEA: _____ DATE: _____

CTE DIRECTOR: _____

QUESTIONS ON WBL APPLICATION???





- Home
- About College and Career Awareness
- Accountability Forms
- Calendar
- Career Development Apps (CDAs)
- CTE Content Areas
- Educator Licensing
- ListServ
- New School Information
- Pilot Feedback
- Program Approval
- Publications and Resources
- Strands and Standards
- Work-Based Learning
- Contact Us



College & Career Awareness

EXPLORATION AND PREPARATION FOR COLLEGE AND CAREER

Accountability Forms

Grant Application

In order to receive state CTE funding, the district or charter school CTE director/teacher must annually submit a Request for Proposal (RFP) for the coming year. This is a College and Career Awareness District Grant Application that identifies that the school and College and Career Awareness team leaders are committed to meeting all assurance of the College and Career Awareness program. The RFP is due to USOE June 1st of each year.



[College and Career Awareness RFP](#)

Note: Grants that receive a not met rating on any section will be disapproved for funding the following year.

Implementation Plan

In order to receive state College and Career Awareness funding, all junior high/middle schools providing the 7th grade College and Career Awareness program must annually submit a College and Career Awareness Implementation Plan due to USOE October 15th of each year. This Implementation Plan documents the how the team of teachers plan to offer the program during the coming year (scheduling, budget, etc.) The Implementation Plan includes a *proposed budget* of expenditures for the year. This budget may change during the year due to change in needs. It includes adherence to the standards and objectives of the program approved by the Utah State Board of Education. After submitting the Plan to the USOE, schools will keep a copy of this Plan on the school site. The plan is completed by the team of teachers.

2016-17 Plan Coming June 2016

- [Implementation Plan](#)
- [Implementation Plan](#)

End of Year Summary

In order to receive state College and Career Awareness funding, all junior high/middle schools providing the 7th grade College and Career Awareness program must annually submit a College and Career Awareness End of Year Summary due to USOE June 1st each year. The End of Year Summary includes a *final budget*, which shows actual expenditures for the year.

[End of Year Summary](#)

Note: The CTE Implementation Plan and End of Year Summary will be reviewed annually by the state specialist.

COLLEGE AND CAREER AWARENESS APPLICATION

- College and Career Awareness Application takes the place of the College and Career Awareness RFP document.
- An LEA is not really making a proposal, but applying for funding of a program with requirements already set.
- DUE JUNE 1

COLLEGE AND CAREER AWARENESS APPLICATION

FY 2017 GRANT APPLICATION

COLLEGE AND CAREER AWARENESS CORE CURRICULUM PROGRAM

Duration of Program:

July 1, 2016 to June 30, 2017

Availability of Funding:

Approximately \$1,337,242, which will be disbursed as part of the CTE Ongoing Allocation consistent with Utah State Board of Education Rule R277-916. LEAs will receive a base of \$2,000 or \$4,000 per school with the remaining funds distributed based on the schools prior year grade 7, October 1 enrollment. All allocations will be based upon the school meeting and continued compliance with the program standards.

Eligible Applicants:

Utah School Districts and Charter Schools

Funding Procedures:

College and Career Awareness Grant Applications must be submitted on the attached form and conform to submission deadlines. In order for an LEA to participate, it must identify schools and College and Career Awareness team members that: a) incorporate the entire approved College and Career Awareness Core Curriculum program; b) are willing to participate in professional development for the program; and c) will assure compliance with all strands and standards related to the program.

Statement of Purpose:

The CTE Ongoing Allocation includes funds for the junior high/middle school College and Career Awareness Core Curriculum programs. This College and Career Awareness funding will be utilized to maintain state-of-the-art College and Career Awareness curriculum, purchase equipment and supplies, refine program curriculum, and provide ongoing professional development training for teachers, counselors, work-based learning coordinators and administrators. Funding may not be used for regular personnel costs under the State Board of Education Rule. Program evaluation and monitoring will be conducted to ensure appropriate implementation and continual update and renewal in the schools that receive funding.

Curriculum Requirements:

The outline of the program requirements follow in trimester or quarter configuration. All parts of the program must be presented to qualify for funding.

Application Procedures:

LEA CTE Director must:

- 1) **By June 1, 2016** Complete and submit the non-competitive **FY 2016-17 College and Career Awareness District Grant Application** form from <http://www.schools.utah.gov/CTE/funding/State.aspx>
- 2) Include College and Career Awareness Team Leaders for each school for which funds are being requested and the grant amount allocated to each school. See the allocation table at: <http://www.schools.utah.gov/CTE/funding/State.aspx>

All applications must be received by 5:00 pm on June 1, 2016.

Districts: Please upload completed applications into the Sharepoint system, under **FY17**. If you need your login/password, please contact TC Tomlin: theresa.tomlin@schools.utah.gov; 801-538-7875

Charter Schools: Please email the applications to: (send electronically, no hardcopies please) Sherry Marchant, CTE Specialist sherry.marchant@schools.utah.gov

COLLEGE AND CAREER AWARENESS APPLICATION

4. District Assurances

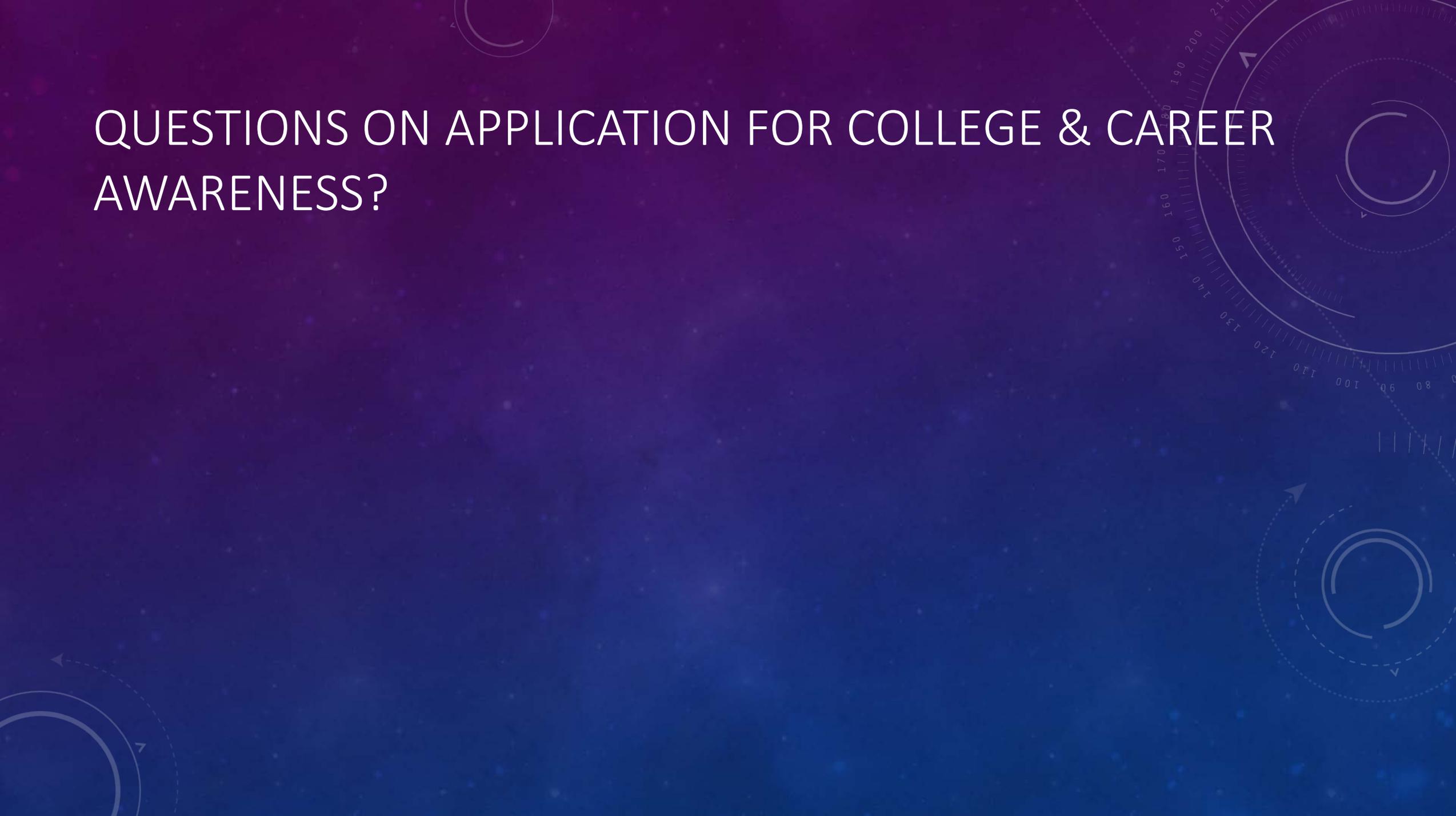
- School administrators demonstrate a commitment to the College and Career Awareness program and maintain appropriate scheduling consistent with delivering College and Career Awareness as a “Core Curriculum” requirement for all 7th grade students of a (180 days) full year, a stand-alone program.
- Teachers, counselors and Work-Based Learning coordinators will meet license and endorsement requirements.
- School College and Career Awareness teachers, counselors and Work-Based Learning coordinators will plan and carry out six WBL activities aligned with the curriculum.
- School administrator(s), College and Career Awareness teachers, counselors and Work-Based Learning coordinators demonstrate a commitment to participate in training and other activities to provide feedback.
- School administrator(s) College and Career Awareness teachers, counselors and Work-Based Learning coordinators continue to work as a team to incorporate all components of College and Career Awareness—orientation and wrap up activities, career development applications in blocks and sequences as identified, all career and technical education lessons including project-based learning and appropriate Work-Based Learning experiences.
- School College and Career Awareness team members commit to receiving update training/New Teacher Training (within the first two years of teaching the program), on the revised strands and standards.
- School College and Career Awareness team members commit to work together to provide a coherent program consistent with the revised strands and standards for College and Career Awareness and provide USOE with budget reports as required. Use of funds will align with the State Board Rule. For detailed explanation, see Allowable Expenditures document of the Implementation Plan resources.
- LEA CTE Directors will complete and submit the Assurances/Implementation Plan due September 15.
- School College and Career Awareness team members will complete and submit the End of Year Summary Report due June 1 each year including accountability for lessons completed, a final budget summary and signatures.

LEA _____
College and Career Awareness Grant Allocation \$ _____

LEA CTE Director _____ Date: _____
Signature/Name indicates willingness to meet all requirements of the program.

All applications must be received by 5:00 pm on June 1, 2016.

QUESTIONS ON APPLICATION FOR COLLEGE & CAREER AWARENESS?

The background is a dark blue gradient with faint, light blue technical graphics. On the right side, there are several circular gauges or dials with numerical scales (e.g., 0, 80, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210) and arrows. There are also dashed lines and other circular patterns scattered across the background.

COLLEGE AND CAREER AWARENESS END OF YEAR SUMMARY

- USOE Website;
- CTE Department;
- CTE Programs;
- College and Career Awareness website;
- Accountability Forms in the menu on the left

COLLEGE AND CAREER AWARENESS END OF YEAR SUMMARY

DUE JUNE 1

First: Completed by Teachers

Second: Signed by LEA CTE DIRECTOR

COLLEGE AND CAREER AWARENESS End of Year Summary Plan 2016

College & Career Awareness

An annual College and Career Awareness End of Year Summary is part of the College and Career Awareness state funding requirements. Each school receiving College and Career Awareness funds must submit an End of Year Summary to the USOE June 1 each year.

College and Career Awareness is a seventh grade program.

Please note that, as per Utah State Board Rule R277-700 – The Elementary and Secondary School Core Curriculum and R277-700-5 – Middle School Education Requirements, College and Career Awareness is a Core Curriculum requirement. As stated in the RFP and End of Year Summary, College and Career Awareness is a seventh grade program. The curriculum has been written on a seventh grade level. Funding for College and Career Awareness is based on the enrollment count for seventh graders from the previous year.

2015-2016 is a pilot year for the new College and Career Awareness Program.

For information and questions contact:

Sherry Marchant
Utah State Office of Education
Career and Technical Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200
sherry.marchant@schools.utah.gov



End of Year Summary Plan Instructions

The College and Career Awareness End of Year Summary is in Word. This plan is completed by the school team and then submitted by the CTE Director. Please go to www.schools.utah.gov; Career and Technical Education; Supporting Programs; College and Career Awareness; (menu); End of Year Summary.

1. Complete the form accounting for the administration of the program during the school year. If this information is not complete funding may be jeopardized for the following year.
2. Save a copy of your file, then, **send it to the CTE Director for his/her signature**. Signature sheets need to be **received at the USOE by June 1**.
4. Directors will email the form electronically to the USOE by **June 1**.

Send the document electronically to: sherry.marchant@schools.utah.gov

COLLEGE AND CAREER AWARENESS END OF YEAR SUMMARY

Career and Technical Education Core Curriculum Program
COLLEGE AND CAREER AWARENESS
2016 End of Year Summary

LEA		Date		
School Name & Address				
Team Leader			Work Phone	
College and Career Awareness Grade Level: _____ College and Career Awareness is a full-year, required Core Curriculum CTE program for seventh graders . If not in compliance with this policy, funding implications apply.				
College and Career Awareness Rotation/Delivery: College and Career Awareness is the full-year, stand alone, required CTE core program for seventh graders. A trimester rotation schedule delivered by three teachers is recommended. <input type="checkbox"/> Trimester (12 weeks with each teacher – 3 teachers) <input type="checkbox"/> Quarter (9 weeks with each teacher – # of teachers ____) <input type="checkbox"/> Other: Explain: _____				
#	Position	Full Name	Email Address	CTE Intro–Qualifying Endorsement
Example:				
Exam ples	FACS Teacher	Bruce Ferrin	bferrin@m.wasatch.k12.ut.us	FACS Ed (6-8) Endorsement (SAEP 9/05)
1	FACS Teacher			
2	Tech & Eng Teacher			
3	Business Teacher			
4	Counselor			XXXXXXXXXXXXXXXXXXXXXXXXXXXX
5	4 th Teacher (if applicable)			
6	WBL Coordinator			XXXXXXXXXXXXXXXXXXXXXXXXXXXX
7	Administrator			XXXXXXXXXXXXXXXXXXXXXXXXXXXX
BUDGET SUMMARY (Due JUNE 1 each year) Funds may NOT be used for salary				
College and Career Awareness funds must be spent on CTE appropriate activities, supplies and equipment. All expenditures must comply with your LEA policies and procedures. CTE Directors approved all purchases. Funds are monitored by LEAs.				

COLLEGE AND CAREER AWARENESS END OF YEAR SUMMARY



PROBLEM BASED LEARNING - 10-21 DAYS						
Lesson Plan Title	Number of days taught	Lesson Plan Not taught	Quarter or Trimester 1	Quarter or Trimester 2	Quarter or Trimester 3	Quarter 4
Career Gaming						
Cord News						
Culinary Concepts-Utah's Own						
Edutainment						
Energy Bar Exploration						
Know and Glow						
That's Sick!						
Utah Staycation						
TEACHER SIGNATURE:						
CAREER DEVELOPMENT APPLICATIONS - 17						
Lesson Plan Title	Number of days taught	Lesson Plan Not taught	Quarter or Trimester 1	Quarter or Trimester 2	Quarter or Trimester 3	Quarter 4
Course Introduction/Aspirations						
Reality Check						
Planning, Timing, Setting Goals - Counselor						
Exploring Nontraditional Careers						
Learning the Language of College and Career - Counselor						
Lifelong Learning Pyramid						
Knowledge, Skills and Abilities to Support College and Career Success						
The Relationship of Work Values to College and Career						
Identifying Career Interests						
Connecting Interests to Career Pathways/STEM						
College, Career and Financial Responsibility						
Positive Employment Traits						
Working Proactively with Others - Counselor						
Effective Career Planning Resources - Counselor						
1,2,4 or More						
Jobs of the Future						
College and Career Ready Plan - Counselor						
TEACHER SIGNATURE:						
TEACHER SIGNATURE:						
TEACHER SIGNATURE:						
TEACHER SIGNATURE:						
TEACHER SIGNATURE:						

COLLEGE AND CAREER AWARENESS END OF YEAR SUMMARY

- NOTE: Feedback Sections



	0*	DAYS ALLOCATE
Work-Based Learning Each student will have at least six Work-Based Learning experiences through the College & Career Awareness course. Excepted experiences are: career fair, field study, guest speaker and job shadow. Work-Based Learning experiences must support the College and Career Awareness curriculum.		
1.		
2.		
3.		
4.		
5.		
6.		
Team Meetings – A minimum of 3 per year are required. Please list dates of meetings. 1 st : 2 nd : 3 rd : Other:		
Orientation Activities – Describe how the Orientation is conducted:	1	
Wrap-Up Activities - Describe how the Wrap-Up is done:	1-2	
FEEDBACK: (add space as needed) What lesson plans or activities worked especially well for you in your program this year?		
FEEDBACK: (add space as needed) What did not work well for you in your program this year? Why?		

COLLEGE AND CAREER AWARENESS END OF YEAR SUMMARY

LEA Assurances

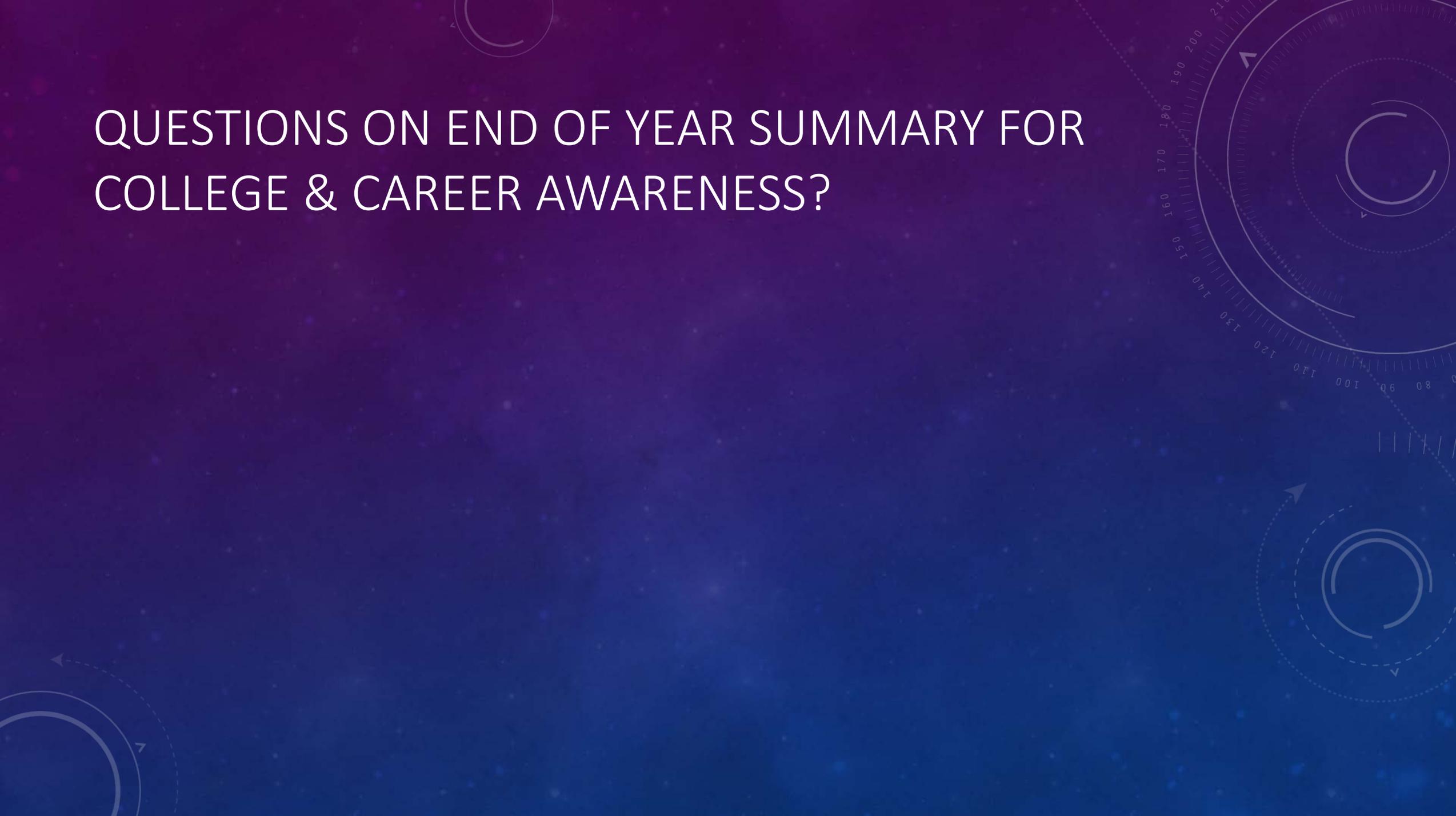
- School administrators demonstrate a commitment to the College and Career Awareness program and maintain appropriate scheduling consistent with delivering College and Career Awareness as a "Core Curriculum" requirement for all 7th grade students of a (180 days) full year, a stand-alone program.
- Teachers, counselors and Work-Based Learning coordinators will meet license and endorsement requirements.
- School College and Career Awareness teachers, counselors and Work-Based Learning coordinators will plan and carry out six WBL activities aligned with the curriculum.
- School administrator(s), College and Career Awareness teachers, counselors and Work-Based Learning coordinators demonstrate a commitment to participate in training and other activities to provide feedback.
- School administrator(s) College and Career Awareness teachers, counselors and Work-Based Learning coordinators continue to work as a team to incorporate all components of College and Career Awareness—orientation and wrap up activities, career development applications in blocks and sequences identified, all career and technical education lessons including project-based learning and appropriate Work-Based Learning experiences.
- School College and Career Awareness team members commit to receiving update training/New Teacher Training (within the first two years of teaching the program), on the revised strands and standards.
- School College and Career Awareness team members commit to work together to provide a coherent program consistent with the revised strands and standards for College and Career Awareness and provide USOE with budget reports as required. Use of funds will align with the State Board Rule. For detailed explanation, see Allowable Expenditures document of the Implementation Plan resources.
- CTE Directors will complete and submit the Assurances/Implementation Plan due September 15.
- School College and Career Awareness team members will complete and submit the End of Year Summary Report due June 1 each year including accountability for lessons completed, a final budget summary and signatures.

LEA _____
College and Career Awareness Grant Allocation \$ _____

LEA CTE Director _____ Date: _____
Signature/Name indicates willingness to meet all requirements of the program.

LEA CTE Director: Send an electronic copy of the above document to: sherry.marchant@schools.utah.gov

QUESTIONS ON END OF YEAR SUMMARY FOR COLLEGE & CAREER AWARENESS?



ASSURANCES – *PREVIOUSLY IMPLEMENTATION PLAN*

- This document has previously be completed by the teachers, NOW it is completed by the LEA CTE DIRECTOR.
- The ASSURANCES document is due September 15 each year. This is a change.

ASSURANCES—PREVIOUSLY IMPLEMENTATION PLAN

PAGE 2

- District identifies where funds will be spent as a district –
NOT INDIVIDUAL SCHOOL BUDGETS

PROPOSED BUDGET SUMMARY			
Refer to "Acceptable Funding Use" Document			
College and Career Awareness funds must be spent on CTE appropriate activities, supplies and equipment. These numbers will be estimates, at this time. One budget sheet is submitted per LEA.			
Expenditure Category	Description	Unit Cost	Total
Equipment Upgrades			
Consumables/Supplies			
Professional Development funds may be used for UDOE Summer Conferences only.			
Miscellaneous			
Total			
	Carry Over Amount (Must be approved by CTE Director/Financial Personnel.) List purpose of carry-over and amount.		

ASSURANCES—*PREVIOUSLY IMPLEMENTATION PLAN*

PAGE 3

- Assurances Identified
- Signature of LEA CTE Director

• ASSURANCES

- School administrators demonstrate a commitment to the College and Career Awareness program and maintain appropriate scheduling consistent with delivering College and Career Awareness as a “Core Curriculum” requirement for all 7th grade students of a (180 days) full year, a stand-alone program.
- Teachers, counselors and Work-Based Learning coordinators will meet license and endorsement requirements.
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- CTE Directors will complete and submit the Assurances/Implementation Plan due September 15.
- School College and Career Awareness team members will complete and submit the End of Year Summary Report due June 1 each year including accountability for lessons completed, a final budget summary and signatures.

A signature below certifies that the assurances of the program will be met in each school. A typed signature is acceptable.

Signature: _____

Date: _____

LEA CTE Director or Designee: _____

ASSURANCES—PREVIOUSLY IMPLEMENTATION PLAN

PAGE 4 AND 5 – SAMPLES-RESOURCE

SAMPLE Trimester Rotation DO NOT SUBMIT – REFERENCE ONLY

College and Career Awareness	Trimester 1	Trimester 2	Trimester 3
Trimester	FACS	BUS/MRKTG	T&E/STS
Components of the Program		#17 CCR Plan date set by school	
1 Orientation	Orientation 1-2 days	6 CDA # 7-12-during 2nd Rot.	
17 CDA #1-17	CDA #1-6-begin of year		
17 FACS - CTE Prog Area			
23 Bus & Mktg & Econ - CTE Prog Area			
23 Tech & Eng - CTE Prog Area & STS			
17 Health Science-CTE Prog Area			
17 Ag - CTE Prog Area			
17 IT - CTE Prog Area			
6 WBL	WBL	WBL	WBL
21 Problem Based Unit-min 7 days per trimester	7 Problem Based Unit-Min 7 days	7 Problem Based Unit-Min 7 days	7 Problem Based Unit-Min 7 days
Flexible College and Career Awareness Instruction only - or out of school days/assembly time-CANNOT add study skills, keyboarding, etc.			
2 Wrap Up			4 CDA#13-16 At the end 3rd Rot 2 Wrap Up
Academics in CTE-Math & Tech Writing - 16 days - 2 days integrated into each program area lesson plans for math and literacy			

SAMPLE Quarter Rotation DO NOT SUBMIT – REFERENCE ONLY

College and Career Awareness	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Quarter				
Program Areas				
Components of the Program		1 #17 - CCR Plan date determined by school		
1 Orientation	1 Orientation			
17 CDA #1-17- Minimum of 4 lessons taught by counselors, preference 6	CDA #1-4 during 2nd quarter	CDA # 5-9-during 2nd Quarter	CDA # 10-13-during 4th Quarter	
17 FACS - CTE Prog Area				
23 Bus & Mktg & Econ - CTE Prog Area				
23 Tech & Eng - CTE Prog Area & STS				
17 Health Science-CTE Prog Area				
17 Ag - CTE Prog Area				
17 IT - CTE Prog Area				
6 WBL - TOTAL 6 per year	WBL	WBL	WBL	WBL
Academics in CTE - 2 in math, 2 in Technics Reading/Writing each program area				
20 Problem Based Unit	5 Problem Based Unit-Min 3 days	5 Problem Based Unit-Min 3 days	5 Problem Based Unit-Min 3 days	5 Problem Based Unit-Min 3 days
Flexible College & Career Awareness Instruction only - or out of school days/assembly time-CANNOT add study skills, keyboarding, etc.				
2 Wrap Up				CDA #14-16-end of the 3 year 2 Wrap Up
Days in a quarter				

ASSURANCES —PREVIOUSLY IMPLEMENTATION PLAN

PAGE 5 AND 6 – LESSON PLANS LISTED- RESOURCE

- Reminder that all 8 program areas are to be taught

LESSON PLAN TITLES FOR PLANNING DO NOT SUBMIT – REFERENCE ONLY	
AGRICULTURE - 17 Days	HEALTH SCIENCE - 17 Days
AGVenture	1 Who Wants to be a Healthcare Worker?
Biofuel	2 What Did My Doctor Just Say?
Charting Agricultural Careers	3 Recreational Therapy and Occupational Therapy
Find Your Future Career	4 Handwashing, Prevent Spreading Disease
Food Science	5 Medical Ethics and Patient Privacy
Serious Cereal Science	6 Healthy Life Choices
Agricultural Technology	7 Hospitals are a business
Career Trek	8 Case of the Poisoned Picnic
DNA in Agriculture - Expressions in Agriculture	9 Emergency Medical Services
Supply and Demand: What If?	10 Exercise Physiologist
Planet Zappan	11 Biotechnology Technician
	12 Medical Forensics
TECHNOLOGY, ENGINEERING, STS - 23	13 Pharmacologist and Toxicologist
Safety	14 Artificial Limbs and Robotics
Measurement	15 Radiology Technician
Engineering and the Design Process	16 Healthcare Students in Action
The Nature of Technology in Society	17 Hospital as a Mini city
Manufacturing and Production Technologies	18 Choose Your Healthcare Career
Construction Technologies	
Energy, Power, and Work	
Transportation Technologies	
BUSINESS, MARKETING, ECONOMICS - 23	5 Hospitality and Tourism Unit - Bus Cont.
General Topics that may be part of the units:	Career Introduction
Accounting and Finance Unit	Hospitality and Tourism Unit
Career Introduction	What Drives Utah's Economy
Spending Habits	Tourist Attractions
Explore money makers and losers	Reasons for Understanding Economics
Managing Finances	Retail and Cashiering
Human Resources Management Unit	
Career Introduction	
Human Resource Pathway	CAREER DEVELOPMENT APPLICATIONS
Job Exploration	1 Course Introduction/Aspirations
Qualities and skills of employees	2 Reality Check
Administrative Support	3 Planning, Timing, Setting Goals - Counselor
Career Introduction	4 Exploring Nontraditional Careers
Administrative Support Pathway	Learning the Language of College and
Researching	5 Career - Counselor
Word Processing	6 Lifelong Learning Pyramid
	7 Knowledge, Skills and Abilities to Support College and Career Success

Presentations	8	The Relationship of Work Values to College and Career
Spreadsheet	9	Identifying Career Interests
Desktop Publishing	10	Connecting Interests to Career Pathways/STEM
Marketing and Entrepreneur & Management Unit	11	College, Career and Financial Responsibility
Career Introduction	12	Positive Employment Traits
Marketing and Entrepreneur Management Pathway	13	Working Proactively with Others - Counselor
Into to Marketing	14	Effective Career Planning Resources - Counselor
4 P's of Marketing	15	1,2,4 or More
Entrepreneur Skills, Careers, Types	16	Jobs of the Future
Small Business Organization	17	College and Career Ready Plan - Counselor
Teacher Name:		
FAMILY AND CONSUMER SCIENCES - 17		INFORMATION TECHNOLOGY - 17 Days
Family & Human Services and /Early Childhood Education	1	Digital Media
Soft Skills to Pay the Bills		Photo Touch-up Professional
Resolving Conflict		3D Modeler
Quality Child Care		Cartoon Modeler
Child Care Facilities		Ringtone Creator
Developmentally Appropriate Practices (DAP)		Rich Media Project
Early Childhood Education Application of DAP	2	Code.org Software Development
Textile Design, Fabrication and Entrepreneurship		How a coder does it?
Be Your Own Boss		Computer Generated Imagery CGI Creator
Clothes on the Grow		Is there a short way to do it over and over?
Food Science, Nutrition, and Culinary Arts		Online Gaming
What's on My Plate?		Mobile Phone App Developer
The Proposed New Food Label	3	Information Technology
When Food Fights Back		Big Data! What do they know about me?
Cooking Terms & Measuring with LAB		It is Not Mr. Roger's Neighborhood
It Looks Good Enough to Eat!		Orange Game
		PROJECT BASED LEARNING - 21-15
		Career Gaming
		Cord Mess
		Culinary Concepts-Utah's Own
		Edutainment
		Know and Glow
		That's Sick!
		Utah Staycation

ASSURANCES— *PREVIOUSLY IMPLEMENTATION PLAN*

PAGE 7 - RESOURCE

- List of Acceptable uses for funding.

Acceptable Funding Use

The Utah State Board Rule states that College and Career Awareness funds cannot be used to pay personnel costs. The main purpose for the funding is for equipment and supplies that students will use the year that the funding is allocated. Therefore, there should be only a small amount of funding carried over from one year to the next. In some schools, all the equipment (computers, tools, etc.) are purchased out of this funding and therefore a school may need to carry over funds for these major purchases occasionally. This should be noted on the Final Budget Report due June 1.

Please remember that if your school charges a student fee for the class, students cannot be required to bring items for the class such as fabric for the FACS section, etc.

A small amount of funds may be used for professional development training. A stipend for attending the conference should be minimal as it could be considered personnel costs. Any expenditures in this category need to be preapproved by the CTE Director. The conferences that would apply **MUST** be USOE sponsored June CTE Summer Conferences. UACTE Conferences may apply with permission from the Director. Dues for UACTE would not be allowed.

The funding for College and Career Awareness is not meant to pay teachers extra for teaching the course.

Funds for team meeting "treats" and student "incentives" should be minimal. Purchase of equipment or items not required specifically for College and Career Awareness would not be appropriate. (Such as quilting machines, Baby Think It Over, computer programs and games, tools not used for this class, and are not a part of the exploration level.)

The purchase of furniture (tables, chairs, bookcases, etc.) as well as curtain/blinds and sound systems would not be appropriate use of the funds. Items that are considered "capital" expenses and/or are attached to the building are not appropriate uses for these funds. Likewise, equipment or supplies that would support teacher use only, would not be appropriate use of these funds.

As always, expenditures also need to comply with LEA purchasing requirements.

DO NOT SUBMIT – REFERENCE ONLY

QUESTIONS ON THE ASSURANCES DOCUMENT- IMPLEMENTATION PLAN?

DUE SEPTEMBER 15

TIMELINE FOR FORMS

September 15	June 1
	<u>WBL Application</u> -Directors & WBL Coordinators
<u>College & Career Awareness</u>	<u>College & Career Awareness Application</u> -Directors
<u>Assurances</u> -Directors	
	<u>College & Career Awareness End of Year Summary</u> -Directors & Teams

COLLEGE & CAREER AWARENESS—NEW TEACHER TRAINING

- Registration opens May 1 – Link on website
- Registration is \$50 plus \$3 processing fee for one day or more.
SAME FEE for one day or more days.
- Location: Granite Technical Institute, 2500 South State Street, SLC
- July 26-29
- 8:00 a.m. to 4:15 p.m. each day
- Lunch only will be provided
- New hires only may onsite register

THANK YOU!

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