

**Utah State Office of Education
Career and Technical Education Section**

**The Carl D. Perkins
Career and Technical Education Act of 2006**

UTAH

FIVE-YEAR STATE PLAN

FY 2009 – FY 2013

**Submitted for Approval of the
Department of Education
April 1, 2008**

UTAH PERKINS STATE PLAN EXECUTIVE SUMMARY

Purpose: The State Office of Education, as the eligible agency for Perkins, must submit a five-year State plan to the U.S. Department of Education by April 1, 2008. A one-year transition plan was submitted May, 2007 for the year beginning July 1, 2007. The transition plan included many of the same elements included in the five-year plan, which is essentially an “update” to the transition plan. The responses in the plan represent the State’s plan for using Perkins funds, and administering the program over the next five years. The plan has been developed with input from various stakeholders, under the guidance of the State Perkins Planning Committee.

Major Goals and Objectives: The proposed plan emphasizes four areas that will result in more opportunities for students to obtain technical *and* academic skills, graduate from high school, advance to post-secondary education, complete post-secondary education, and enter into high-skill, high-wage, or high-demand occupations. The four areas of emphasis for this plan are:

- Developing and implementing Career and Technical Education (CTE) Programs of Study and Pathways.
- Improving the performance of all students, including increasing accountability of schools, districts, and institutions.
- Improving teacher quality
- Meeting needs of special populations.

CTE Programs of Study and Pathways: CTE Pathways will provide rigorous and focused instruction in both academic and technical subjects, preparing students to advance to post-secondary education. Students will be able to see and follow clear links from high school programs to college programs leading to two-year associates’ degrees, one-year certificates, and other programs ending with industry-recognized credentials or state licensure. Tech Prep funds are consolidated with the basic grant in order to support the Pathways initiative.

Improving the Performance of All Students: The plan includes CTE participant and concentrator definitions and performance measurement definitions that are valid and reliable. Performance baselines will be determined from the most recent year (FY 06 or 07, depending on data availability). State performance targets will be negotiated with the Department of Education for each measure during April, and will be incorporated into this plan. The USOE will negotiate local targets for each measure with each local recipient during May to incorporate into the local plan. The State and locals will be held accountable for meeting measurement targets each year.

Improving Teacher Quality: The plan describes how the State will improve the quality of CTE teachers through professional development activities, and license and endorsement requirements. Statewide summer conferences for CTE instructors, a major initiative funded with Perkins provides comprehensive professional development events that are high quality, sustained, intensive, and classroom-focused in order to have a lasting impact on instruction. Professional development will also help teachers improve student performance in order to meet State performance targets.

Meeting Needs of Special Populations: The plan describes CTE programs and initiatives that provide equal access; do not discriminate on the basis of race, religion, sex; and improve results for special population students on performance targets, transitioning to post-secondary education, and entering high-skill, high-wage, or high-demand occupations.

INTRODUCTION TO THE SIX-YEAR PLAN - UTAH

Overall Purpose/Mission Statement for Perkins IV) in Utah

- Increase the number of CTE concentrators who:
 - Complete secondary CTE programs of study, and
 - Graduate from High School, and
 - Transition to post-secondary education, and
 - Continue on to complete a degree or certificate in post-secondary education, and
 - Enter into high-skill, high-wage, or high-demand occupations.

General Objectives and Strategies

- Develop and implement CTE Programs of Study and Pathways
 - Secondary CTE Programs of Study – Emphasis on offering CTE programs of study at all high schools.
 - Post-secondary CTE Majors (Programs of Study) – Emphasis on strengthening CTE programs at post-secondary institutions.
 - Secondary to Post-secondary Links
 - Articulation agreements
 - Integration of Secondary to Post-secondary learning
 - Career pathway maps
 - Improving information, tools, and resources to help students succeed, including helping them focus on and move through the CTE Pathways.
- Improving the performance of all students, including increasing accountability of schools, districts, and institutions
 - Providing support for programs for special populations that lead to high-skill, high-wage, or high-demand occupations.
 - Academic and technical skills attainment
 - Completion (attaining diplomas, degrees, certificates, industry certifications)
 - Placement in postsecondary training, apprenticeship, employment, or the military
 - Participation and completion of programs preparing for non-traditional occupations
- Improving Teacher Quality
 - Sound Professional Development
 - Expanding Teacher Improvement Programs
- Meeting Needs of Special Populations
 - Developing Programs that Meet Needs
 - Accessibility and Non-discrimination
 - Improving Results for Special Population Students
 - Meeting Performance Targets
 - Transitioning to Post-secondary
 - Placement in High-skill, High-wage, or High-demand Occupations

**SECTION I – PLANNING,
COORDINATION, AND
COLLABORATION**

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION - UTAH

A. Statutory Requirements

1. Public Hearings – Public Hearing Agendas, Locations, Dates, Times, Persons Attending.
2. Summary of Public Hearing recommendations and the eligible agency’s response.

January 28, 2008 – Utah State Office of Education & Polycom Broadcast

- Snow College Campus, Richfield
- Davis School District, Farmington
- Wasatch School District Heber City
- Iron School District, Cedar City
- Bridgerland Applied Technology College, Logan

State staff knowledgeable of Perkins Plan and Planning Process

- Mary Shumway, State Director, CTE
- Marv Johnson, State Perkins Coordinator
- Craig Stoker, State Perkins Specialist
- Jeff McDonald, Perkins Data Specialist
- Dale Stephens, State Tech Prep/Pathway Specialist
- Gary Wixom, Assistant Commissioner Higher Education
- Andrea Worthen, Perkins Liaison Higher Education

<u>Comment</u>	<u>Response and Action Taken</u>
<p>Drew Mingl, Salt Lake Community College What is the new measure for Retention you mentioned in the overview? Is the mechanism in place to collect the data?</p> <p>The State of Utah should adopt the Office of Management and Budget “<i>Common Measures</i>” for Core Indicator Measurements. These are used by most other federal entities for measuring outcomes and assessing success. Adopting a set of common performance measures would allow us to collect longitudinal student data as s/he enters into and out of multiple programs and systems (K-12, post secondary, workforce programs, and labor market, etc.). Adopting Common Measures would also improve efficiency.</p> <p>Although the Carl Perkins Act is an education program, one of its main goals is to prepare students to enter into high-skill and high-wage or high-demand</p>	<p>Marv Johnson: Perkins IV added an additional measure to supplement the completion measure. Traditionally many students do not attend 2 year colleges for certificate or 2-year degrees. A lot of students are going to those colleges for a transfer or to obtain technical skills. The additional measure allows us to collect and report students that transfer if they don’t complete.</p> <p>Gary Wixom: We have a mechanism in place through the data warehouse to track that information. Action: Implement measurement definitions.</p> <p>Marv Johnson: On March 13, 2007 Assistant Secretary of Education Troy R. Justesen issued guidance for student definitions and measurement approaches for the core indicators of performance under the Carl D Perkins Career and Technical Education Act of 2006. These measures are more relevant to education programs than the common measures used by the Department of Labor. The Office of Vocational and Adult Education (OVAE) has also issued a Perkins IV State Plan Guide and Consolidated Annual Report (CAR) forms specifying the performance data we are required to report. Utah’s measurement definitions approved in the transition plan and proposed in the five-year plan are based on these requirements.</p> <p>Education (both higher education and public education),</p>

occupations. Therefore the State should align its data collection to more closely resemble the Department of Labor Common Measures to assess workforce outcomes as it relates our use of Perkins dollars.

Using a common set of performance measures means that multiple systems will be sharing data common to a student, as well as collecting similar data. Post Secondary should be asked to not only assess placement within the economy but also earnings from UI wage data.

Mason Bishop, Salt Lake Community College (comment received in writing after public hearings: During the first term of the Administration, I was very involved in extensive discussions regarding performance measures across ALL "employment and training" programs in the Federal budget, including Perkins and Adult Ed in the Dept. of Education. These discussions were hosted by the Office of Management and Budget (OMB) and all relevant agencies were represented, including myself for DOL. Margaret Spellings was even involved while she was at the DPC prior to going to Ed.

Long story short, but the outcome was OMB wanting what is now known as the "common measures" being applied across all Federal programs, including Perkins. In fact, at the time, there was serious talk about proposing moving Adult Ed and Perkins over to Labor because while they are traditionally thought of as "education" programs, the reality of today is education, and especially CTE, has a direct impact on the viability of someone's work and earnings potential. So creating a line between education programs and labor programs, especially with Perkins, is not a viable argument in today's economic times. In fact, I would take it a step further and ask if Perkins is not impacting earnings, then why are taxpayers investing \$1.2 B + in this program?

With that said, Labor instituted Common Measures as the initial agency to do so. In fact, Labor is seen as the more progressive of the Federal agencies back in DC when it comes to accountability. Labor is the only agency to get to all green in the President's Management Agenda and there is lots of evidence that Labor is considered the best run agency in the Federal government, including the institutionalizing of accountability and performance.

My belief is that Utah should move to the Common Measure for a number of reasons:

and workforce services collaborate extensively to share data and facilitate access to services. We have a signed agreement to allow matching of CTE concentrators against DWS employment records to verify employment for the placement measures. Definitions for High Skill, High Wage, and High Demand occupations were developed in conjunction with DWS representatives. Based on these definitions, we will be able to identify and report students who concentrate in CTE pathways leading to High Skill, High Wage, or High Demand occupations. We also agree to provide DWS verification where DWS participants complete education programs.

Although we do not use the Department of Labor measures, we will continue to collaborate with DWS to collect and report appropriate data to maintain efficiencies and improve programs and services.

Marv Johnson: The measures proposed in our State Plan follow the non-regulatory guidelines issued by the Department of Education (Troy Justesen). I realize DOE was involved at one time in the discussions about the common measures, but they did not adopt them and instead issued the non-regulatory guidelines for Perkins IV. Perkins recipients are expected to follow these guidelines.

Incidentally, we have been in numerous discussions with the Department of Workforce services relating to the common measures, and were prepared to begin implementing them prior to the passage of Perkins IV.

Regarding the incentive grant funding, under Perkins III, Education achieved our targets 8 consecutive years but only participated in the incentive grants the first year. All other years, either DWS or Adult Ed failed to meet their targets, preventing Utah from receiving incentives.

1. They are streamlined from what is proposed and easier to measure.
2. Definitions are standardized and in common with DWS' programs.
3. We would have an opportunity to actually get incentive grant funding, which is dependent on outcomes in Perkins, Adult Ed and WIA.
4. We would be seen as a leader nationally and very progressive.
5. We would measure the right things for the students we serve.
6. Dept of Ed and OMB would see Utah as an important pilot and leader in this area.

I could provide more info, but I've already written enough. Bottom line: I have the "inside scoop" on this including knowing all of the relevant officials in DC, both non-career and career. This is a unique opportunity for Utah, and I'm hoping that over time, people will see the positive step this would be and capture the vision of good accountability here in Utah. This is not to denigrate the work that has gone into this; I want to provide a perspective from my experience in DC on this issue

Jared Haines, Utah College of Applied Technology: Have the measurement definitions been finalized, or is there still room for more discussion? There is also a concern of UCAT: There has been a significant reduction in the amount of funding caused by 1) a change in the formula, and 2) eliminating short-term technical programs. Both result in fewer UCAT participants and lower funding. Will the plan address this?

What are the major changes to the transition plan?

Marv Johnson: The measurement definitions are evolving. State representative have participated in national meetings and conference calls to help clarify definitions and measures. Targets for FY 09 for all measures will be determined prior to approval of the State Plan.

The Postsecondary formula was adjusted to make sure UCAT was treated the same way as other postsecondary institutions. We have included UCAT one-year, and some short-term programs as postsecondary programs of study.

Gary Wixom: We have identified programs with 600 hours or more to be included, and will consider shorter programs if submitted by institutions

Mary Shumway: The movement towards pathways across the state has shown significant progress. Many pathways are linked directly from high schools to UCAT campuses. Action: Implement measurement definitions; continue UCAT participation in implementation of plan.

Marv Johnson: Primarily finalizing measures and adding targets to all measures. The transition plan was written as

<p>Parley Jacobs, CTE Director Granite School Dist: Issue expressed about exempted, or Out of School youth. Ways of re-engaging out of school youth who have opted out of public education need to be addressed.</p> <p>Parley Jacobs regarding ideas for recruitment, retention of quality teachers: Salt Lake, Davis, and Jordan Districts are working with SLCC, WSU, & U of U for Teacher Training. They have mentors and courses lined up. They are in their first cohort year at the community college. If the students complete their 2-year community college courses successfully, they have a direct admission to the U of U College of Education.</p> <p>Holly Handy, Davis District on same point. Davis District has students taking Education 1010 for concurrent credit – and enrolling in Elementary & Secondary Education at Weber State University – Students come through the WBL advisor. Davis District has the first line of hire upon completion.</p> <p>Sandra Hemmert, CTE Specialist Granite School District: What will be the impact of negotiating local targets after State targets are approved? Recommends negotiating targets with locals before negotiating targets with Feds.</p> <p>Sandra Hemmert: Will occupations in demand have an impact of the CTE offerings?</p> <p>Lou Seamons, CTE Director Davis District: Have we improved the collection and transfer of data regarding students going to college?</p>	<p>a five-year plan with responses to most areas. It was submitted as a transition plan, but the overall mission and objectives, and initiatives are the same.</p> <p>Craig Stoker: The CTE Pathway initiative is more complete, with more details and clarity in the five-year plan. Action: Continue to implement plan</p> <p>Marv Johnson: Out of School Youth are eligible for services and training under WIA and the Department of Workforce Services. Action: Investigate the feasibility of identifying dropouts for DWS so the individuals can be “outreached”. Also research possibility of potential dropouts staying enrolled if they could attend an ATC rather than drop out of school. See section II A 10-11.</p> <p>Action: USOE will investigate these initiatives and determine if Perkins State Leadership funds should be used to support a pilot or statewide initiative</p> <p>Marv Johnson: The grant timelines don’t facilitate negotiation with locals prior to Federal negotiation. The state will propose state targets to OVAE with the submittal of the state plan April 1, and obtain agreement prior to the July 1, 2008 award. The targets will be based on the most recent actual statewide average data. Local targets will be proposed, based on most recent actual local data by March 18 and with final agreement obtained prior to June 1, 2008. There should be sufficient opportunity to negotiate through the grant process period</p> <p>Mary Shumway: I think the intent is that it does. We will watch the data closely.</p> <p>Craig Stoker: How broad can we afford to be? The teacher in the classroom really makes the program. If we are going to keep programs alive and viable we need to have incoming teachers.</p> <p>Jeff McDonald: The implementation of the SSID will improved the data collection over the next two to three years.</p> <p>Marv Johnson: The challenge will be to identify Pathways completers or potential Pathways completers by the 11th grade and making that information available to</p>
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<p>Susan Loving, USOE representing special populations (comment received in writing after the public hearings). Please clarify how secondary charter schools are involved in the regional activities. Are there plans for a Charter School Consortium that would be modeled after the other regional consortia?</p> <p>Representatives of stakeholder groups have been identified; however, these groups (e.g. charter schools, non-traditional students such as students with disabilities or LEP students) are not represented on the Executive Planning Committee. Was the Planning Committee formed as part of the State Plan development or is it an ongoing committee?</p> <p>The plan indicates that data for students with disabilities are disaggregated; I would like to suggest that these data be shared regularly with the Special Education Section at USOE. IDEA 2004 mandates transition planning in the IEP that includes addressing postsecondary education or training and employment. The data collected by CTE would illustrate how well students with disabilities are accessing CTE programs as a way of developing skills needed to progress toward those goals.</p>	<p>colleges so they can contact and recruit the students into the postsecondary part of the pathway. There might be some legal hurdles that that need to be addressed.</p> <p>Sandy Hemmert: Student information belongs to the district not the state, so USOE may be limited in what it can share with Higher Ed. Student privacy rates are an issue?</p> <p>Action: The state will identify concentrators and potential completers and make information available to colleges to the extent privacy laws permit. Evaluate the possibility of using a waiver by the student authorizing the state to give their information to colleges.</p> <p>Marv Johnson: Secondary Charter schools that have approved CTE programs are invited to participate in CTE meetings where CTE and Perkins initiatives are discussed. Regional CTE Pathway coordinators have been instructed to include charter school representatives from charter schools located within the region in all pathway planning and professional development activities. There is no separate regional group for charter schools, since their CTE pathways would connect to the postsecondary programs in the region in the same way as other high school pathways.</p> <p>The executive planning committee is made up of the key individuals responsible for preparing, submitting, and implementing the State Plan. The committee receives and incorporates input, comments, and recommendations received from all stakeholders as appropriate.</p> <p>Disaggregated data are available and can be shared with the Special Education Section. Jeff McDonald is the person responsible for CTE and Perkins data management.</p>
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3. Documentation of collaboration with stakeholders and the Governor *See Paragraph 4.*

4. Effective Activities and Procedures for Collaboration

I. Executive Planning Committee. A committee including the State Director for CTE, Perkins Coordinator, Higher Education Liaison, Information Specialist, and State Tech Prep Coordinator is formed to perform the following functions:

- a. Review Perkins legislation*
- b. Obtain information, interpretations, guidance from OVAE on the implementation of Perkins*
- c. Identify suggested overall mission and objectives for Perkins*

- d. *Articulate issues for input and discussion relative to development of the Transition and Five-year Plans*
 - e. *Develop a framework for collaboration*
 - f. *Receive and review comments and input from interested parties*
 - g. *Develop and implement the state Transition Plan*
 - h. *Develop a Five-year Plan after consideration of all comments and input*
- II. Framework for Collaboration**
- a. *Identify representatives of each stakeholder group listed in Sec. 122 (b) (1) (A)-(B).*
 - i. *Academic and CTE teachers, faculty, and administrators – Utah Association for Career and Technical Education (UACTE)*
 - ii. *Career guidance and academic counselors – Dawn Kay, State Coordinator Student Services & Comprehensive Guidance; Tom Sachse, State Specialist, Comprehensive Guidance; Pam Jacobsen, President, Utah School Counselors Association, (801) 402-3900; individual counselors contacted through counselors LISTSERV*
 - iii. *Eligible Recipients – Secondary and Post-secondary CTE Directors*
 - iv. *Charter authorizers and organizers – Marlies Burns State Charter School Director, Charter School Board members, Charter School CTE Contacts*
 - v. *Parents and Students – Marilyn Kofford, Utah Parent Teacher Association, (801) 372-1167, CTSO Student Officers (contacted through the state CTSO Advisors)*
 - vi. *Institutions of Higher Education – Gary Wixom, Perkins Higher Ed Liaison, Andrea Worthen, Post-secondary CTE Directors, Richard Kendell, Commissioner of Higher Education, through Workforce Council*
 - vii. *State Tech Prep Coordinator and representatives of Tech Prep Consortia (renamed pathway coordinators in transition plan) – Dale Stephens, State Pathways Coordinator, Region Pathway Coordinators (each region)*
 - viii. *State Workforce Investment Board – State Workforce Council, Workforce, Education, Economic Development Alliance (WEEDA)*
 - ix. *Interested Community members – State Board of Education Members; Carmen Snow, Utah Public Education Coalition*
 - x. *Representatives of Special Populations: Disabled – Jennie Gibson, Utah Parent Center, (801) 272-1051; Susan Loving, USOE; Econ – Kathleen Johnson, DWS, (801) 526-9730; Kraig Kelly, Max Lang, USOE; LEP – Catalina Rosales, Centro de la Familia de Utah, (801) 521-447; Nancy Giraldo, USOE; Non-Trad – Karen Pool, Women in Technology, UVSC; Richard Gomez, USOE*
 - xi. *Representatives of business and industry – Members of Workforce Services Council; Randy Parker, Farm Bureau; Tom Bingham, Utah Manufacturers Association; Rich Nielson, Utah Technology Council*
 - xii. *Representatives of labor organizations – Members of Workforce Services Council; Juan Pelaez, Department of Labor*
 - xiii. *Governor’s Office – Governor Huntsman, Christine Kearl, Governor’s Education Secretary*

- b. *Publish a notice of the Perkins Reauthorization (Carl D. Perkins Career & Technical Education Improvement Act of 2006), inviting input, and send to representatives of each stakeholder group. Include instructions on how to provide input through email, mail, personal contact, and formal public hearings.*
- c. *Schedule collaboration and input forums.*
 - i. *CTE Directors Meetings and Focus Groups (iii, vi, vii) – Sep 06, Nov 06, Feb 07, Mar 07, May 07, Sep 07, Nov 07, Jan 08*
 - ii. *Post-secondary CTE Directors Definitions and Measurements in addition to meetings listed in paragraph i above Dec 5, 06, Feb 1, 07, May 07 (vi)*
 - iii. *Secondary Consortium Meetings (ii) – Aug 06, Oct 06, Dec 06, Jan 07, Aug 07, Oct 07, Dec 07, Jan 08*
 - iv. *Tech Prep Quarterly Meeting (vii) – Jan 16, 07, Apr 17, 07; CTE Pathway Coordination Meetings – Jul 07, Oct 07, Jan 08*
 - v. *State CTE Specialists – Monthly*
 - vi. *UACTE Winter Conference (i) – Feb 07, Jan 08*
 - vii. *CTE Summer Conferences (I, ii) – Jun 07*
 - viii. *WEEDA or DWS Staff Meetings (viii, x) – Dec 20, 06 (HW, HS, HD discussion), Dec 14, 2007 (Perkins Plan and CTE Pathway Implementation)*
 - ix. *State Workforce Investment Board (viii, xi, xii) – January 07 and January 08 email request for comments, link to State Plan information on website.*
 - x. *E-mail requests for comment (i, ii, v, viii, ix, x, xi, xii) Jan 12, 2007, Jan 16, 2008*
 - xi. *Regional Public Hearings including EDNET and email/WEB, Jan 08*
 - xii. *Meet with Governor’s Office Representative Feb 08.*

- 5. *Documentation of consultation and collaboration with USHE (the State agency responsible for supervision of community colleges, technical institutes, or other two-year post-secondary institutions primarily engaged in providing post-secondary career and technical education), and the USOE (the State agency responsible for secondary education). Include response to any objections.*

This plan has been developed after consultation with Gary Wixom, Assistant Commissioner for Career and Technical Education, and Mary Shumway, Director for Career and Technical Education, Utah State Office of Education. Dr. Wixom serves as a member of the Executive Planning Committee for Perkins, as a facilitator for focus group discussions, as co-convenor of statewide CTE Director meetings, and as the Higher Education Liaison for development and implementation of Perkins in Utah. Ms. Shumway serves as State Director for CTE, is responsible for secondary CTE programs, convening local CTE Directors for statewide meetings, and is the person designated by the Eligible Agency as responsible to receive and administer Perkins funds for Utah.

<i>Objections</i>	<i>Response</i>
<i>None</i>	

**SECTION II – PROGRAM
ADMINISTRATION**

II. PROGRAM ADMINISTRATION - UTAH

A. Statutory Requirements

1. This is the Five-Year State Plan for operation of CTE programs under the act. All sections of the Transition Plan have been updated and represent the state’s intent to meet the requirements of the act.
2. (a) CTE programs of study adopted by secondary LEAs and Post-secondary institutions, and (b) how they will be developed and implemented in consultation with LEAs and PS institutions

Utah uses comprehensive high schools and post-secondary institutions offering 2 year diplomas, 1-year certificates, and industry-recognized credentials to provide Career and Technical Education (CTE) that is integrated with rigorous academic courses. Perkins IV will support a major initiative in Utah to develop and implement Programs of Study or CTE Pathways. Students interested in CTE will be encouraged to concentrate in CTE Programs of Study. CTE Programs of Study are State-recognized coherent groupings of courses within CTE Areas of Study at the secondary or post-secondary level that provide individuals with (1) rigorous content aligned with challenging academic standards, (2) relevant technical knowledge, and (3) skills needed to prepare for further education and careers in current or emerging professions. By concentrating in CTE Programs of Study students will attain in-depth understanding of all aspects of industry relative to specific career pathways.

At the high school level the State is developing 62 programs of study, each consisting of coherent groupings of courses preparing students for further education at the post-secondary level and entry into high-skill, high-wage, or high-demand occupations. These are being developed by state specialists in conjunction with teacher committees, with input from district CTE directors. Courses within the programs of study use industry- based state-approved curricula, follow state-approved standards, and are assessed using state developed and/or industry recognized skill certification tests. Each program of study identifies the required and elective courses needed for concentration and completion of the program. The table Secondary CTE Programs of Study lists 62 CTE programs of study within the eight CTE Areas that are currently recognized by the state for secondary schools.

Secondary CTE Programs of Study

<p><u>Agricultural Education</u> > Agricultural Systems Technology > Horticulture Science & Management > Natural Resources Science & Management > Production/Processing Animal Science > Production/Processing Plant & Soil Science > Production/Processing Science & Management</p> <p><u>Business Education</u> > Accounting & Finance > Business Administrative Support > Business Entrepreneurship > Business Management > Business Technology Support</p> <p><u>Family & Consumer Sciences Education</u> > Child Development</p>	<p><u>Health Science (Cont)</u> Therapeutic Services > Dental Assistant > Emergency Medical Technician (EMT) > Exercise Science/Sports Medicine > Medical Assistant > Nurse Assistant > Optical Technician > Surgical Technician</p> <p><u>Information Technology Education</u> Information Support & Services > Database Development & Administration > Technical Support</p>	<p><u>Skilled and Technical Sciences</u> Building Trades > Carpentry > Electrician > HVAC > Plumbing Communication > Television Broadcasting Technician Mechanics & Repairs > Automotive Collision Repair > Automotive Service Technician > Electronics > Heavy Duty Diesel Precision Production Trades > Cabinetmaking/Millwork > Drafting/CAD</p>
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<ul style="list-style-type: none"> > Consumer Economics Services > Family & Human Services > Fashion Design, Manufacturing & Merchandising > Food Science, Dietetics & Nutrition > Food Service & Culinary Arts > Hospitality Services > Interior Design <p><u>Health Science & Technology Education</u></p> <ul style="list-style-type: none"> > American Sign Language Biotech Research & Development <ul style="list-style-type: none"> > Biotechnology > Pharmacy Technician Health Informatics <ul style="list-style-type: none"> > Medical Office Administrative Assistant 	<p>Interactive Media</p> <ul style="list-style-type: none"> > Digital Media (Multimedia) > Web Development & Administration > Network Systems > Programming/Software Development <p><u>Marketing Education</u></p> <ul style="list-style-type: none"> > Hospitality & Tourism > Marketing Entrepreneurship > Marketing Management > Sales & Service Marketing <p><u>Technology & Engineering Education</u></p> <ul style="list-style-type: none"> > Pre-Engineering (Utah Pre-Engineering Program) > Project Lead the Way (National Pre-Engineering Program) 	<ul style="list-style-type: none"> > Graphics/Printing > Machine Tool > Welding <p>Personal Service</p> <ul style="list-style-type: none"> > Cosmetology/Barbering <p>Protective Service</p> <ul style="list-style-type: none"> > Firefighting > Law Enforcement <p>Transportation & Material Moving</p> <ul style="list-style-type: none"> > Commercial Aviation <p>Visual Arts</p> <ul style="list-style-type: none"> > Commercial Art > Commercial Photography
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Each secondary program of study will be an integral part of a CTE Pathway mapped from grades 7-12, and articulated to post-secondary majors and technical programs, and high-wage, high-skill, high-demand occupations.

Post-secondary CTE programs of study will be recommended by the local institution and meet the requirements adopted by the state. The state-approved list will include programs from the Utah System of Higher Education (USHE)-approved Perkins CIP Code list and be cross-walked to the state-approved pathways and the national clusters.

These CTE programs of study will be divided into the following categories:

1. two-year AAS degrees
2. two-year AS degrees
3. one-year certificates
4. Short-term programs ending in an industry certification/state license

A list of approved CTE programs of study will be kept and maintained by the USHE.

Secondary CTE programs of study aligned and articulated with post-secondary CTE programs of study constitute the Utah High School to College and Career Pathways.

A high school-to-college-to-career pathway map shows suggested academic courses to be taken from grades 7-12 for each CTE program of study. These pathways are also linked to specific college programs available within a geographical region of the state. The figure below shows a sample of the Marketing Management program and the pathway through middle school and high school. The specific course sequence for CTE is shown in the shaded area. Recommended core academic courses supporting this pathway are shown in the high school suggested education plan.

High School to College Pathway: Post-Secondary

Area of Study: Marketing Education

Pathway: Marketing Management



Region: Wasatch Front	District:	School:	College/Institution: Salt Lake Community College
Contact Person: Don Johnson		Ph.#: 801-957-5807	Articulation Agreement in place? Yes
E-mail: don.johnson@slcc.edu		Date: 02/08/08	Name of Degree or Certificate: Marketing Management, A.A.S. (67 credits required)

High School				College		
Course Number	High School Suggested Academic Courses	H.S. Credit	College Credits	Course Number	College General Education Requirements	College Credits
06010013120	Creative Writing	1.00	3	ENGL 1010	Introduction to Writing	3
				FIN 1380	Financial Math	3
				BUS 2200	Business Communication	3
08.0705	Retailing	.50	2	MKTG 1010	Customer Service Technician	2
	Course from 2 areas listed on the right*	2.00	6		Course from 2 areas: Biol Sci, Fine Arts, Humanities, Interdisciplinary, Phys Sci, Soc Sci	6

High School				College		
Course CIP #	CTE Pathway Courses (3 credits for completion)	H.S. Credit	College Credits	Course #	College Major Course Requirements	College Credits
	<u>Foundation Courses: (required)</u>					
	Choose A / B or Semester / Advanced					
08.0708	Marketing A*	.50	3	MKTG 1030	Intro to Marketing (Any one of the 3 high school courses to the left fill the concurrent requirement for MKTG 1030)	3
08.0708	Marketing B*	.50				
08.0708	Marketing Semester*	.50				
08.0709	Marketing Advanced	.50	Prep	MKTG 2400	International Marketing	3
	<u>Elective Courses:</u>					
08.9904	Advertising Promotion*	.50	3	MKTG 1070	Promotion	3
08.0710	Customer Service	.50				
08.0802	e-Commerce	.50	Prep	MKTG 2810	e-Commerce Design/Implement	3
08.0801	Economics*	.50	3	MKTG 1090	Retail Management (or MKTG 2360 Business to Business)	3
08.0301	Entrepreneurship*	.50	3	MKTG 1480	Sales	3
08.03.01	Fashion Merchandising	.50				
08.0199	Fashion Merchandising, Advanced	.50				

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High School to College Pathway: Post-Secondary

Area of Study: Marketing Education

Pathway: Marketing Management

08.0211	Leadership Principles	.50				
08.1701	Real Estate	.50				
08.0705	Retailing	.50			(see General Education above)	
08.0903	Sports & Entertainment Marketing	.50	Prep	MKTG 2500	Principles of Marketing	3
08.0901	Travel & Tourism	.50				
52.0312	Accounting I	.50	Prep	ACCT 2010	Survey of Financial Accounting	3
52.0211	Business Management	.50	Prep	MKTG 2100	Marketing Information Management	3
52.0441	Business Law	.50	Prep	MGT 2050	Legal Environment of Business	3
32.0199	Student Internship (Critical Workplace Skills)	.50				
				BUS 1050	Foundations of Business	3
				MKTG 1300	Business Presentations	2
				MKTG 1050	Consumerism	3
				MKTG 2120	Product & Pricing Strategies	3
				ECON 2010	Microeconomics	3
				MGT 1020	Introduction to Distribution Systems	3
					Electives – MGT 2070, MGT 2600, MKTG 1090, MKTG 1900, MKTG 1910, MKT 2000, MKTG 2360, MKTG 2990 (Elective is filled with MKTG 2000 listed above)	3
TOTAL Potential Credits Earned in High School			23	TOTAL Credits Required for Degree or Certificate		67

Regional pathway coordinators will be funded with Perkins to help implement this throughout the state. They will work with CTE directors of eligible recipients in developing links,

articulation agreements, and concurrent enrollment; and providing professional development and technical assistance to teachers, counselors, and administrators in the development and implementation of the CTE Pathways initiative. See paragraph 2(k) on linking secondary and post-secondary programs for more information on implementing the CTE Pathways initiative at the regional level.

Students interested in CTE careers will be encouraged to focus in one of the 62 programs to prepare for high school graduation as well as advanced post-secondary degree and training programs and employment in high-skill, high-wage, high-demand occupations.

How participation in State Recognized CTE programs of study helps eligible recipients meet requirements of Section 134 (b) (3) (B-D)

(B) Eligible recipients who adopt CTE programs of study will be able to improve the academic and technical skills of students participating in Career and Technical Education programs. The CTE programs of study incorporate academic and technical components and ensure learning in Career and Technical Education subjects as well as the core academic subjects. They are linked to post-secondary CTE degree and training programs. Information on programs of study is provided to students, parents, counselors, and other relevant stakeholders through training, varied media outlets, and individual meetings. Through the Utah Comprehensive Guidance and Training model a Student Education Occupation Plan (SEOP) is developed. Students, parents, and counselors meet to determine the most appropriate CTE program of study for the student, and the best pathway to post-secondary education and high-skill, high-wage, or high-demand occupations.

(C) CTE programs of study include relevant sequences of courses providing students with strong experience in and understanding of all aspects of an industry. Students have the opportunity to participate in industry-related activities that enhance their experience. Work-based learning experiences, earning industry recognized skill certifications, and participating in student leadership organizations (CTSOs) reinforce students' preparation and understanding of an industry.

(D) Students who participate in CTE programs of study are taught the same coherent and rigorous content, aligned with challenging academic standards, as is taught to all other students.

(c) How we will support eligible recipients in developing and implementing articulation agreements between secondary education and post-secondary education institutions;

The state will fund a Regional Pathway Coordination Initiative from the Reserve category enabling each region to fund a pathways coordinator and activities to support development and implementation of CTE Programs of Study and Pathways in the region. See paragraph 2(k) for more information on this initiative.

Eligible recipients will receive specific training in regional quarterly meetings. Also, technical assistance and on-site visits will be made by the state specialists to ensure agreements are in place and see that they meet state and federal requirements. The state has developed a template

for each of the regions to use when they develop an articulation agreement. Each region is asked to keep the signed agreements on file for review. The high school-to-college-to-career pathway will be put on the state website for all to use. Furthermore, the state will provide specific one-on-one technical assistance to each region as needed. This may include meeting with secondary and post-secondary institutions, as well as meeting with the Pathways coordinators in each region. The regional Pathways coordinator (see paragraph 2(k)) will work closely with the state specialists to ensure the articulation agreements will be developed within the state and federal guidelines. We also have a State Executive Committee, made up of state leaders in the secondary and post-secondary areas, that can encourage the development of articulation agreements. A Regional Pathway Implementation Plan will be developed within each region describing how the region and eligible recipient within the region will be implementing CTE Pathways articulation agreements. The State Executive Committee will review the results at the end of each year.

- (d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Much of this information will be made available through eligible recipient CTE directors, who serve as the contact point for receiving information and training from the state. They, in turn, assure the information and training is provided to teachers, counselors, administrators as needed. The state will also provide funding for regional professional development activities. As a result of regional training, CTE conference sessions, and help from Pathways coordinators, teachers and other educators involved with programs at the secondary level will have the resources they need to provide information about the programs of study they offer. Already there are publications about the statewide Pathways initiative that are being adapted to reflect more specific regional efforts. The state has encouraged such efforts through posting electronic copies of publications (handouts, marketing brochures, presentations, etc.) to the utahcte.org website.

The most ambitious project underway will assure broad dissemination of information about the programs of study via the state's Career Information Delivery System (CIDS). Work has already begun on the development of the CTE Pathways database. This relational database will reflect the 62 statewide pathways, including the academic and CTE courses that have been defined to help students achieve high school graduation and transition to college and careers. Further, all of the regional post-secondary pathway maps (i.e., programs of study) will be effectively linked to facilitate an efficient search-and-sort process to deliver information specific to the user's needs. The database will be accessible to regions, districts, and specific schools so their resident programs can be marketed to their own students and even to students beyond their borders. The database will provide the content to help drive the guidance process currently being designed for the state's CIDS. Students will be able to search both secondary and post-secondary programs of study as a function of their interest in a particular occupation, a particular school, a college major, an industry, a national career cluster, or a myriad of other connections already searchable in the CIDS. Teachers can further customize their own course listings to attract potential students to their particular programs. Students will be guided in the process of making course selections that are consistent with their chosen pathway(s), and – supported by the CIDS personal planning portfolio feature – students will have a record of their decision-making process and the resulting secondary-post-secondary education and training plans.

- (e) The secondary and post-secondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

CTE programs to be carried out will be accomplished primarily through implementation of CTE Pathways, described in paragraph 2(a) above. Approved programs of study will be of sufficient size, scope, and quality to provide basic and specific CTE skills for students to enter the job market or transition to post-secondary education. Post-secondary programs of study will build on the pathways identified and available at Utah secondary schools. Programs will be implemented at all levels to ensure access for students who express an interest. Efforts will be made to increase the access of students who are in the special population categories and nontraditional fields.

The state will support developing, improving, or expanding access to technology in a number of ways. First through state set-aside funds each secondary school district will receive a guaranteed minimum allocation, and discretionary grants as appropriate for purchasing equipment necessary to initiate new programs and for high priority programs as determined by labor market information. Second, specific initiatives will be funded through Perkins State Leadership to support secondary/postsecondary/business partnerships, interventions for special populations, and other activities involving the use of technology. Third, local recipients will be asked to address expanding access to technology in their local plans.

- (f) The criteria we will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—
- i. Promote continuous improvement in academic achievement;
 - ii. Promote continuous improvement of technical skill attainment; and
 - iii. Identify and address current or emerging occupational opportunities;

Each eligible recipient will submit a local plan in response to the Local Plan Guide. The state will receive local plans and review them to assure all local plan content items are addressed and that the approaches identified to meet the core indicators and performance measures are adequate.

Approval Criteria. The plan:

- *Provides a clear response to each question in the Local Plan Guide.*
- *Describes a coherent plan for implementation of Perkins within the LEA or institution.*
- *Meets size, scope, and quality requirements.*
- *Has local targets negotiated with the state for each measure.*
- *Includes clear descriptions of continuous performance improvement strategies for all required measures.*
- *Describes how funds will be made available to address performance strategies.*

Follow up assistance will be provided with each eligible recipient who submits an application that is insufficient in addressing plan content items, or accountability issues. The state provides

professional development for eligible recipients to review performance measures and to develop strategies for continuous improvement.

- (g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Overview: Utah’s Career and Technical Education (CTE) programs are designed to help students explore their interests and career possibilities and prepare for post-secondary education and careers. CTE programs help prepare all students for graduation and post-secondary training or the workforce. The secondary programs allow students to obtain industry certification, concurrent college credit, internships, leadership, and cooperative work experiences while in high school. The Perkins IV CTE Pathways initiative described in paragraph 2(a) describes how CTE Programs of Study and Pathways tie into the overall secondary curriculum and preparation of all students for post-secondary opportunities.

Utah’s Career and Technical Education model includes a progression of career exploration, planning, and preparation:

- *Introduction to CTE – All Utah 7th grade students are required to take the “CTE Introduction” course, which provides career exploration in the CTE Areas of Study and Pathways.*
- *Career Awareness and Exploration – Understanding the relationship between work and learning. (Grades 7–8)*
- *Career Planning and Workplace Readiness – Comprehending the relationship between educational achievement and career planning. (Grades 9–10)*
- *Career Preparation and Work-Site Learning – Understanding how work relates to the needs and functions of the economy and society. Classroom learning is connected with work. (Grades 11–12)*
- *Advanced Career Preparation/Specialization – Having the skills to make an effective transition to work, to further education or training, and to continue life-long learning. (Grades 13+)*

Standards-Based/Skill Certificate Program: As students participate in CTE at the secondary level, they complete CTE courses that integrate academic and CTE content. Students gain real-world, job-related skills providing relevance to academic learning through CTE activities. Utah’s CTE courses are standards-based and include technical skill assessments at the end of most courses. This helps assure adherence to rigorous curriculum standards and relevant student skill attainment.

Articulation: High school CTE courses are organized into coherent programs of study, or CTE Pathways. The implementation of these pathways, including links to post-secondary programs is a major initiative for Perkins IV (see question II A 2[a, k]). Through CTE Pathways, students will be able to transition from high school to college without repeating work, and with college credits that will be applied to the college certification or degree.

Providing All Students with a Rigorous Curriculum: Through integration and professional development, CTE programs are helping students obtain greater skill in math, science, and

language arts, as well as technical skills. In August of 2006, the Utah State Board of Education increased academic requirements in math, language arts, and science. The goal of the State Board is to increase the academic rigor of high school in order to prepare all students to meet their academic and career potential for life after high school. The new requirements recognize some CTE courses for math, language arts, and science credit. The Board also requires all students to complete a minimum of one CTE credit for high school graduation.

Comprehensive Counseling and Guidance: One of Utah's major foundations for preparing secondary students for high school graduation and beyond is the comprehensive counseling and guidance program. While this is primarily funded through State funds, Perkins will assist through the CTE Pathways initiative. Comprehensive counseling and guidance includes a Career Information System and the student education occupation planning (SEOP) process, through which students learn about interests, careers, and pathway options.

Assisting Special Populations to Graduate from High School: Keeping students in school requires collaborative strategies and programs. Perkins will support school district CTE programs to implement several strategies that are proven to help students stay in school. These include tutoring, mentoring, alternative programs, academies and small learning communities, internships and job shadowing opportunities, and individualized instruction where appropriate.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in post-secondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;
This question is covered in paragraph 2(a) and 2(g).
- (i) How funds will be used to improve or develop new career and technical education courses—
 - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
 - ii. At the post-secondary level that are relevant and challenging; and
 - iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

State secondary CTE Curriculum Specialists will work with program advisory committees to develop new courses and improve existing courses. The state new CTE course approval process ensures that courses have high standards and meet the education and employment needs of students. These committees will include representation from secondary education, post-secondary education, and community partners. All state-approved CTE courses will contain rigorous and challenging academic and content curriculum standards that will prepare student for and link to post-secondary education. Where possible, these courses will provide students with the opportunity for concurrent enrollment with post-secondary institutions.

Post-secondary CTE course development or improvement and approval will follow existing Utah System of Higher Education policies and procedures. Institutional staff and program advisory committees will provide input and direction to the development of rigorous and

challenging academic and skill achievement courses that prepare students for high-skill, high-wage, or high-demand occupations.

CTE courses make up the State-approved programs of study as coherent, rigorous sequences or groupings of courses. The programs of study focus on student academic achievement and degree or skill certification attainment, and lead to employment in high-skill, high-wage, or high-demand occupations.

- (j) How we will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

No Tech Prep grants will be funded under this plan. However, the State of Utah will use a variety of initiatives to facilitate and coordinate communication to the recipients of best practices, including print materials, the CTE Website, statewide trainings, and on-site visits. Some examples of current communication strategies follow.

- *Distribution of the Utah High School to College and Careers Pathways Educator's Guide. (in coordination with regional trainings and summer conferences)*
- *Distribution of the Utah College and Careers Pathways Post-Secondary Educator's Guide.*
- *Distribution of Pathways tri-fold brochure (In coordination with regional and district trainings)*
- *CTE Pathways available to view and print from CHOICES*
- *CTE Pathways available to view and print from USOE/CTE Web site*
- *Regional quarterly meetings with all stakeholders*
- *Fall statewide and spring regional on-site visits by Perkins specialist*
- *Pathways regional trainings for directors, school counselors and CTE Pathway Coordinators*
- *Directors to coordinate Pathways trainings for their district*
- *Pathways used in SEOP discussion with student and parents*

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the post-secondary level in a manner that increases student academic and career and technical achievement;

The State will fund a regional pathway initiative from Formula Reserve and State Leadership funds. Approximately one-third of the funds allocated in prior years to Tech Prep will be set aside into Formula Reserve. These funds will be allocated to eligible recipients meeting the criteria for use of reserve funds. The recipients receiving these funds will assume responsibility for coordinating CTE Pathways implementation for a specified CTE planning region (including all secondary LEAs and post-secondary institutions within a geographical area). Reserve funds will be used to support a Pathways Coordinator for each region. Additional funds will be allocated to these same recipients from State Leadership funds to support regional professional development activities aimed at implementing the Statewide CTE Pathways initiative for a specified region. Activities will include the following:

- *Coordinating CTE Pathways initiative at the regional level*
- *Implementing and strengthening CTE Programs of Study at all high schools and post-secondary institutions*
 - *Encouraging high schools and colleges to offer CTE Programs of Study*

- *Providing technical assistance*
- *Linking HS to college Programs of Study*
- *Developing and implementing regional articulation agreements*
 - *Converting existing Tech Prep 2+2 articulation agreements to regional pathway articulation agreements*
 - *Applying regional agreements to individual high schools and colleges including an electronic version that can be customized for individual schools.*
 - *Eliminating duplicate CTE course requirements between secondary and post-secondary*
 - *Arranging concurrent enrollment opportunities*
 - *Developing new regional/district pathway maps and articulation agreements.*
- *Developing marketing and training materials that help students and parents understand how to benefit from CTE Pathways*
- *Training and providing technical assistance to high school and post-secondary counselors, teachers, and administrators*
- *Representing the Statewide CTE Pathways initiative*
 - *Participating in quarterly meetings*
 - *Other statewide pathway meetings*
 - *Preparing and submitting required accountability reports*

Building on the national clusters and state pathways of study, USHE institutions will work with secondary partners in identifying and publishing career pathway maps. These pathway maps will provide students with specific information that will enable them to plan secondary courses leading to post-secondary certificates and degrees. Concurrent enrollment (dual enrollment) will be emphasized. Tools such as the Utah Majors Guide and electronic course planning tools will be available to students.

(l) How we will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

CTE Programs of Study and Pathways align CTE content with challenging academic courses. Secondary students who concentrate in these programs will be assessed on both technical and academic skill attainment. Post-secondary concentrators will be assessed on technical skills and attainment of certificates, degrees, and industry credentials. Performance results will be analyzed to determine the effect of integration and alignment. We plan to evaluate results as students move through the system over the six-year plan

3. How comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided.

The state conducts annual CTE Summer Professional Development. This includes high quality, sustained, intensive, and focused professional development event, with over 2,200 teachers and administrators attending multi-day events. Sessions are planned by State CTE Program Specialists who collaborate with CTE teachers and CTE directors. Teachers are given new industry skill information, new curriculum ideas, and the latest research information in their program areas, and have opportunities to share ideas with other teachers and colleagues.

Perkins leadership funds will be used to provide comprehensive professional development for CTE, academic, guidance, and administrative personnel. Each State CTE Program Specialist prioritizes needs within a program area. They review results of program evaluations to identify needs in curriculum areas and teacher professional development. Funds are appropriated according to identified needs by the specialists. In developing professional development, the state specialists work with industry and advisory groups to identify priorities and strategies to meet identified needs. Activities include working with business and industry to identify critical industries and the competencies needed for these occupations, developing course and program competencies and curricula, and conducting teacher training to help teachers keep current.

New Teacher Academy: The New Teacher Academy is a professional development program that provides continuing education opportunities and support for provisionally certified CTE teachers. The program aids in retention and professional development by providing essential teaching skills to individuals with content expertise but limited pedagogical knowledge. Further, the program supports new CTE teachers by reducing stress, promoting the sharing of resources, and helping to form a common bond of expectations, acceptance, and understanding among this population of teachers.

A portion of the leadership and development funding is targeted to support the state pathway initiative within eight CTE planning regions. This is a statewide initiative that will promote integration of coherent and rigorous academic content standards and career and technical education curricula, through implementation of CTE Programs of Study and CTE Pathways (see paragraph 2(k) for more information on this professional development activity).

Local recipients' administrators are trained on a regular basis through bi-monthly statewide CTE Directors' meetings. An Executive Committee consisting of representatives from secondary, post-secondary, applied technology centers, and the State Office of Education determine professional development needs of this group and provide one to two days of training six times per year.

4. Efforts that your agency and eligible recipients will make to improve—

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

All new teachers are required to participate in the Entry Years Enhancement (EYE) program. This is a structured support and enhancement program for Level 1 (beginning) teachers. EYE provides the novice teacher with school, district, and state support for a three-year period. The goal of EYE is to encourage Level 1 teachers to develop effective teaching skills and strategies as described in the Utah Professional Teacher Standards (UPTS), with assistance from experienced colleagues.

In addition, all new CTE teachers are encouraged to participate in the Utah CTE New Teacher Academy described in paragraph 3. The New Teacher Academy is a professional development program that provides continuing education opportunities and support for provisionally certified CTE teachers. The program aids in retention and professional development by providing essential teaching skills to individuals with content expertise, but limited pedagogical knowledge. Further, the program supports new CTE teachers by reducing stress, promoting the

sharing of resources, and helping to form a common bond of expectations, acceptance, and understanding among this population of teachers.

Two comments during the Perkins Public Hearings described teacher training initiatives for recruitment and retention of quality teachers. Both involved arrangements with teaching institutions to provide courses, mentors, and access to four-year programs to students successfully completing 2-year community college courses. These and other similar initiatives will be evaluated for possible use of State Leadership funds to expand to other areas of the state.

- (b) the transition to teaching from business and industry, including small business.
[Sec. 122(c)(3)(A)-(B)]

Experts in business and industry are encouraged to transition to teaching through the Career and Technical Education Alternative Preparation Program (CTE/APP). The CTE/APP is an alternative licensure route for the experienced professional. Individuals with a combination of work experience and education may qualify for the licensure route. Minimum requirements include: (1) Documented evidence of six (6) years of full-time occupation work experience directly related to the licensing area; OR (2) Documented evidence of a bachelor's degree and two (2) years of full-time related work experience; OR (3) Documented evidence of an associate's degree and four (4) years of full-time related work experience.

5. Efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

An emphasis will be placed on building programs that are "two plus two plus two" in nature. Many associate's degrees in the USHE system provide a seamless path between two CTE programs and four-year baccalaureate programs. A review of these programs will be conducted, and newly approved CTE programs will be required to show how these connections will be implemented.

6. How we will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

Parents: Marilyn Kofford, a representative of the Utah Parent Teacher Association, has agreed to review plan goals, objectives, and proposals and provide input and suggestions into the development of the State Perkins Plan.

Teachers, Administrators, Faculty: Presentations on Perkins State Plan proposals were made at the annual Utah Association for Career Technical Education (UACTE) conference. Participants are involved in discussions, and question and answer, and provide written input when desired. Annual professional development activities are held for teachers, administrators, and faculty. In addition, teachers are involved in many curriculum and skill assessment development projects for the state.

CTE Administrators: The state conducts bi-monthly statewide CTE Directors' meetings for CTE Directors of all eligible recipients. Monthly meetings are held with a consortium

representing the nine CTE regions. These meetings are used to present information on CTE programs and initiatives, including Perkins IV, State Plan proposals, and the Local Plan Guide. Participants are actively involved in providing input and suggestions, participating in focus group discussions, reacting to proposals, and otherwise assisting in the development and implementation of CTE programs, including the Perkins State Plan. In addition, numerous meetings are held to obtain input on measurement definitions, data quality, funding formulas, CTE courses and Pathways, and many other CTE initiatives and programs.

Career Guidance and Academic Counselors: Guidance and academic counselors are involved in annual professional development activities and regional meetings regarding implementation of CTE Pathways and other programs.

Local Businesses and Labor Organizations: Members of State and Local Workforce Services Councils and Juan Pelaez, Department of Labor are invited to respond to proposals and make comments and suggestions as desired. Also, program advisory committees are used extensively to provide input, evaluate, and support CTE programs at both secondary high schools and post-secondary institutions. One of the program evaluation standards requires use of advisory committees (Standard 7 – The program utilizes an advisory committee. Functions of the advisory committee may include annual program evaluation, long-range planning, marketing, suggestions, and recommendations).

7. Efforts that your agency and eligible recipients will make to—

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
 - ii. Career and technical education subjects;

Efforts to integrate academic and CTE curricula have been major goals for Perkins funding. Perkins funding will continue to support these efforts by assisting and supporting the development of local curricula that provides content and instructional strategies to appropriately integrate academic with career and technical education. The implementation of CTE Programs of Study and Pathways, described in 2(a, c, k), assures CTE students will take both academic and career and technical components in preparation for high school graduation and transition to post-secondary education.

CTE programs will provide high quality classroom instruction coupled with active, applied, hands-on skill and career-related learning experiences. We will continue to offer contextual and applied student learning experiences while aligning the curriculum with national standards. Professional development activities will be provided to increase instructor knowledge and ability to incorporate academic learning into the CTE content. We will also continue to involve employers to provide relevance to current employment needs and economic conditions, and to ensure that necessary academic skills are taught as they relate to employment. Technical skill assessments will be used to measure student skill attainment. These results will be disaggregated by special population group to help with strategies for

continuous improvement. Skill testing results in more focused instruction based on state-approved course curriculum and standards.

At the post-secondary level, the Utah College of Applied Technology (UCAT) offers curricula in a competency based format. This process is done in conjunction with industry representatives who provide input into the development of competency-based curricula connected to the skill needs of local employers.

- (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Work-based learning opportunities will be offered as part of all CTE Pathways to provide students with better understanding of all aspects of an industry. Both state and federal funds will be used to support these activities. Also, Career and Technical Student Leadership Organizations (CTSO) are an integral part of CTE instruction. Utah uses statewide advisors for each CTSSO area and supports them with state and federal funding.

- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

This is covered in section 2(a, c, k) regarding development and implementation of CTE Programs of Study and CTE Pathways. All students are required to meet challenging academic high school graduation requirements, complete core tests in math and language arts, and pass the Utah Basic Skills Competency Test prior to graduation. CTE Concentrator performance on NCLB core tests for math and language arts will be measured, reported, and continually improved.

- 8. How you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Technical assistance will be provided in the following ways:

- *CTE Directors' Meetings. Statewide meetings with CTE Directors from each eligible recipient are held bi-monthly. Perkins staff provides information on Perkins requirements and statewide initiatives.*
- *Data Quality Meetings. Annual meetings are held with the CTE Directors and data representatives of all Perkins recipients. Performance data including disaggregated data, trends and performance gaps is explained, and technical assistance given regarding, data interpretation, data-driven decision making, development and implementation of improvement strategies, and action steps.*
- *State staff performs on-site CTE program evaluations, identifies areas needing improvement, assists in the development of improvement plans, and follows up to verify improvements.*
- *Additional state staff have been hired to:*
 - *Assist recipients to develop and negotiate performance targets.;*
 - *Assist in the development and implementation of programs of study and CTE Pathways.*
 - *Coordinate assessment and evaluation of CTE programs.*
 - *Assist post-secondary institutions meet performance indicators.*

- *Local Plan Guide.* State staff will develop a local plan guide and assist recipients in developing, reviewing, and approving plans.
- *Website.* A CTE website will provide instructions, forms, and other information to assist eligible recipients to complete and submit their local plans, request funding, and contact state specialists for assistance as needed.

9. How career and technical education relates to state and region occupational opportunities. [Sec. 122(c)(16)]

There is a crisis shortage around the nation and in Utah of personnel – skilled in trade and technology. In the fourth quarter of 2005, the job vacancy rate for metropolitan Utah increased to 2.9 percent, and competition among job candidates remains fierce. Only those candidates who have the training, knowledge, and education will be hired to fill these jobs. Career and Technical Education courses throughout the state of Utah give students the edge by providing them with the essential skills to cross the bridges from high school to college to career, ultimately filling the job vacancies throughout the state of Utah. State colleges provide Custom Fit training to meet the specific training needs of local businesses.

With Career and Technical Education students receive:

- *Quality programs that give them marketable skills.*
- *Certificates, degrees, and licenses recognized by business and industry.*
- *Coursework specifically tailored to their needs.*
- *A good career.*
- *The ability to earn a competitive salary with potential financial growth.*
- *Advancement opportunities.*
- *Stability.*

During 2006, all 10 major Utah employment sectors added jobs.

<i>Employment Sector</i>	<i>Jobs Added</i>	<i>Percentage Increase</i>
<i>Construction</i>	<i>14,800</i>	<i>17.0%</i>
<i>Professional & Business Services</i>	<i>11,000</i>	<i>7.2%</i>
<i>Trade, Transportation, and Utilities</i>	<i>8,300</i>	<i>3.5%</i>
<i>Education & Health Care</i>	<i>5,700</i>	<i>4.4%</i>
<i>Manufacturing:</i>	<i>4,000</i>	<i>3.4%</i>
<i>Financial Services</i>	<i>3,800</i>	<i>5.5%</i>

Source: Insight, Economic News of Utah and the Nation, Jeff Thredgold, Zion’s Bank Economic Consultant

Occupations in Demand by CTE Area of Study

Agriculture

According to the U.S. Department of Labor, agricultural bio-processing is one of the newest and most exciting fields in the biotech industry. Experts agree that the future of farming in the 21st century will be shaped by agricultural bio-processing technology. Today, agriculture bio-processing technicians are conducting groundbreaking research on genetic technology and developing methods to increase agricultural output.

Business

Accountants (those with a CPA) continue to be in demand in both public and private industry.

Intellectual property attorneys specializing in patent law and the legal secretaries who have experience preparing patent applications are highly sought after.

Family and Consumer Sciences

According to a Utah State University study, there is a shortfall of teachers in the areas of special education, speech pathology, math, and science. Demand for teachers will continue to increase through 2014.

Health Science and Technology

Registered nurses and nurse's aides are in demand in Utah and throughout the country; employment is expected to grow faster than the average through 2014. Nursing is one of the ten occupations projected to have the largest number of new jobs.

Information Technology

According to a new study published in CNN Money, demand for technology workers in the United States continues to grow in spite of American companies shifting more technology work overseas. Currently, job opportunities in fields such as software architecture, product design, project management and IT consulting are increasing. In fact, the size of the IT employment market in the United States today is greater than it was at the height of the dot-com boom. IT is estimated to have significant growth for the next decade, and it is projected that several IT occupations will be among the fastest growing occupations during this time.

Marketing

Sales and marketing positions are expected to be abundant in the fields of health-care and biomedical.

Technology and Engineering

Quality and process engineers, as well as plant managers certified in "lean manufacturing" techniques, are in demand.

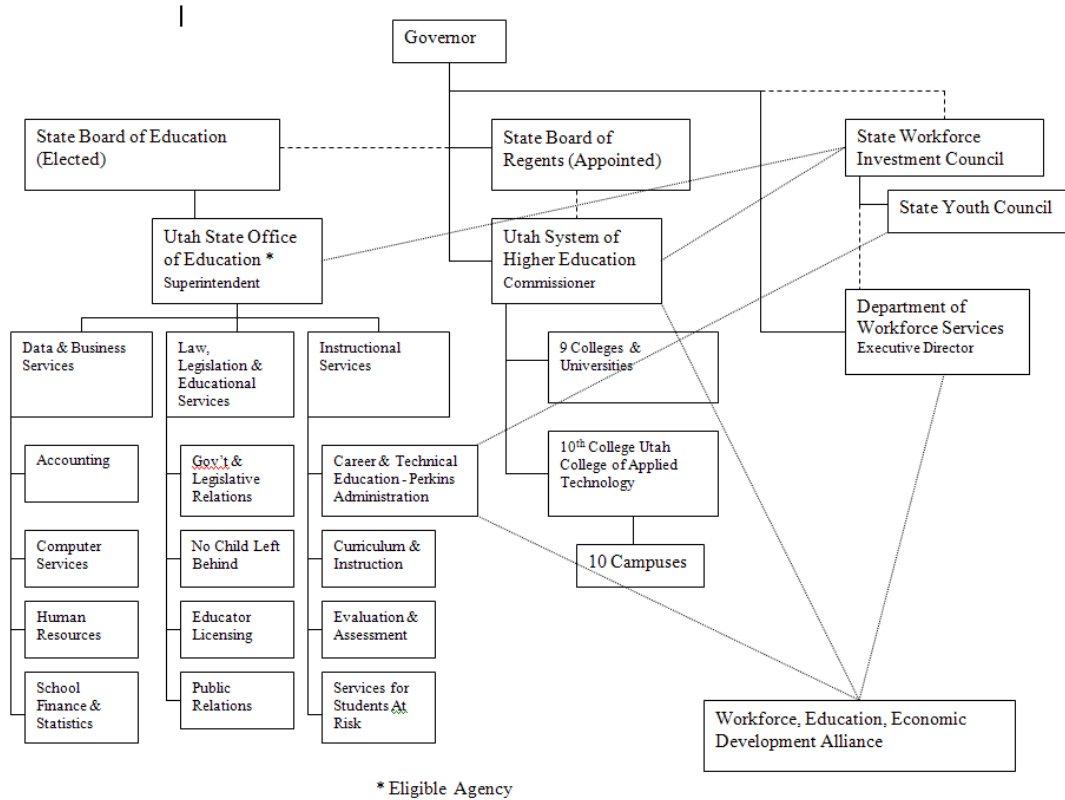
Trade and Technical

Construction is the leading industry in Utah, adding approximately 14,000 new jobs in 2006 – that is, one in four new jobs. According to the Department of Workforce Services, residential construction is the foundation of Utah's construction activity, and is projected to remain strong throughout the next decade. Through 2014, it is projected that construction and extraction occupations will have an annual growth rate of 3.1 percent.

10. Methods for joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

Both Public and Higher Education are full partners in the WEEDA (Workforce, Education, and Economic Development Alliance) that is organized to increase the working linkages between these organizations. The figure below shows the organizational structure of WEEDA and the relationship of Perkins to the State Workforce Council (section 111 of WIA).

Utah Perkins Governance Structure



14

USHE will provide information and tools such as Utah Mentor, the Utah Majors Guide, and the Utah Transfer Guide to assist students transitioning to the workplace. Emphasis will be placed on providing seamless transition to and from the workplace, providing access to programs that will provide basic skills training and pathways to certificates and degrees.

A comment received during the Perkins Public Hearing expressed concern about students who drop out and then are no longer engaged in CTE programs. Through WEEDA the feasibility of identifying dropouts for the Department of Workforce Services so the individuals can be “outreached” for additional training and support through WIA programs. Also research will be conducted as to the possibility of potential dropouts staying enrolled if they could attend an ATC rather than drop out of school. According to Sandy Goulden sgoulden@utah.gov

There is a program in place at the Dept. of Workforce Services that could be very supportive of these needs. Perhaps the counselors and the Vice Principals could form a relationship with DWS and refer students from the listed populations. For the last several years DWS has had funding for out of school youth to the age of 21 to go to college for a certificate or an associate’s degree in a high demand occupation. They need to be from economically disadvantaged families which usually includes single parents, foster children ready to age out of the foster program, and individuals with disabilities (they are treated as a family of one when it comes to income.) This program also funds on-the-job training whereas DWS pays 50% of the wage for up to 6 months so a student could get on -the- job training rather than classroom education.

11. Procedures to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for post-secondary students and school dropouts. [Sec. 122(c)(20)]

See response to paragraph 10 above.

B. Other Department Requirements

1. Copy of Local Plan Guide.

Attachment I

2. State's governance structure for CTE, including the approximate number of eligible recipients at both secondary and post-secondary levels.

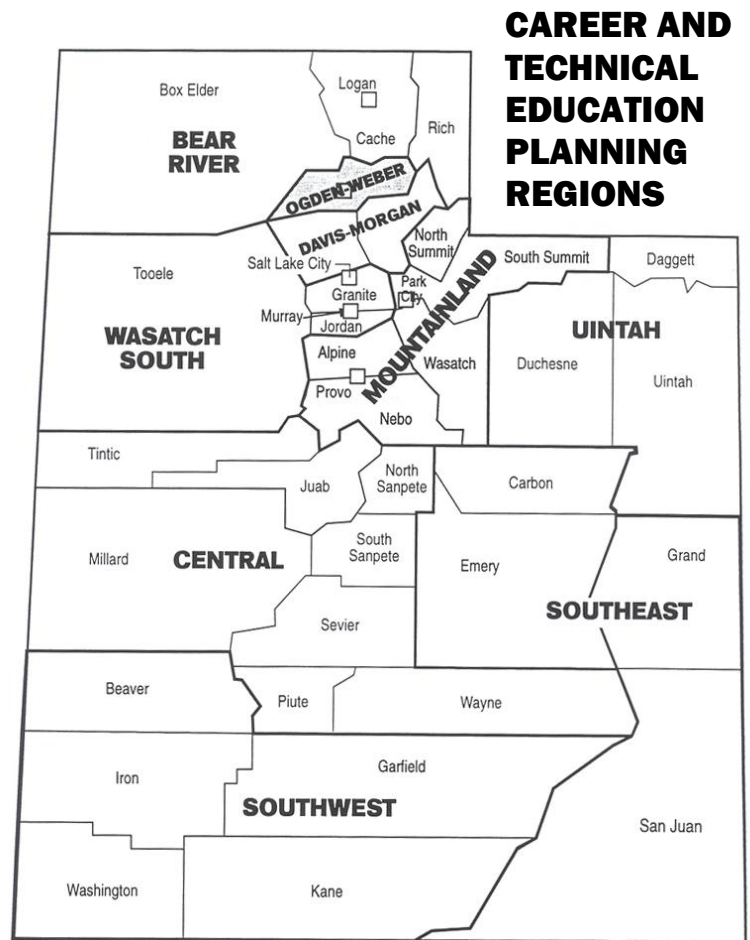
The State Board of Education has been designated eligible state agency to receive and allocate Federal Career and Technical Education (CTE) funds to legal recipients. The State Board meets at least four times annually to carry out its responsibilities, implement state-level coordination, review Perkins State Plan proposals, and report on Perkins Plan implementation and administration. The State Office of Education Career and Technical Education (CTE) section is designated as the responsible agency for developing and implementing the State Perkins Plan. The CTE Director is designated as the responsible person. A Perkins Coordinator and appropriate staff may be designated and funded from administrative funds provided by the Perkins law. The Perkins Coordinator will follow the specifications of the Carl D. Perkins Career and Technical Education Act of 2006, and guidance from the responsible Federal agency to develop a proposed State Perkins Plan, involving the State Board as needed. The CTE Section will then present the proposed State Perkins Plan to the State Board of Education for review and approval. The CTE Section will implement the approved Perkins plan and provide quarterly status reports to the Utah State Board of Education.

The Utah State Board of Regents, under the Utah Code, is vested with the control, management, and supervision of public institutions of higher education, including two-year and four-year colleges and universities. The authority of the Board of Regents does not affect the authority vested in the State Board of Education to apply for, accept, and manage federal appropriations for the establishment and maintenance of career and technical education in secondary or post-secondary programs.

The State Board of Education has not delegated any of its responsibilities involving administration, operation, or supervision of career and technical education in whole or in part. Therefore, the Board will provide for such methods of administration as necessary for the proper and efficient administration of career technical education in Utah.

State Profile. Utah's delivery system of career and technical education consists of forty school districts, seven technical colleges and eight community colleges, state colleges, junior colleges and universities governed by the Utah State Board of Regents.

The state is divided into nine planning regions (see map,) with each region given the charge to coordinate programs and avoid unnecessary duplication at all levels. To ensure this, CTE Directors from the post-secondary institution and districts in each region meet as a group regularly to review and coordinate all CTE programs seeking state or federal funds. Local Workforce Investment Councils are also asked to review the State Plan for Carl D. Perkins Career and Technical Education services.



3. Role of post-secondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

The Utah System of Higher Education is a full partner in the WEEDA (Workforce, Education, and Economic Development Alliance) that is organized to increase the working linkages between these organizations. USHE will provide information and tools such as Utah Mentor, the Utah Majors Guide, and the Utah Transfer Guide to assist students transitioning to the workplace. Emphasis will be placed on providing seamless transition to and from the workplace, providing access to programs that will provide basic skills training and pathways to certificates and degrees.

SECTION III – SPECIAL POPULATIONS

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS - UTAH

A. Statutory Requirements

1. Program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—
 - (a) Will be provided with equal access to activities assisted under the Act.
 - (b) Will not be discriminated against on the basis of their status as members of special populations; and
 - (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

State-approved Programs of Study (Career Pathways) provide a strong academic base and a skill attainment structure for all students that will lead them to post-secondary education and training and to high-skill, high-wage, or high-demand occupations. Specific activities will be conducted to ensure that special populations can fully participate in Programs of Study.

The state-wide comprehensive counseling and guidance program provides the opportunity for all students, including special population students, to develop with their parents or guardians and a school counselor a Student Education Occupation Plan (SEOP). The plan outlines the necessary courses for the student to meet his/her personal education and occupation goals. Plans are reviewed annually to meet the changing needs of students.

Local recipients are required to address how they will meet the program and personal needs of special population students in their local plans. Each recipient will implement programs to provide information and access to special populations. Recipients will also have programs and policies in place to eliminate discrimination and bias. An annual review of special population achievement data will be conducted and the necessary program adjustments will be required. Examples and strategies will be shared state-wide.

Special population student access to CTE programs will be reviewed as part of the State CTE Program Approval process. Programs are reviewed to determine how local policies and practices encourage a special population student's participation in a program, and how necessary accommodations are made.

CTE Administrators and teachers will be trained on how to meet the needs of special population students during regular State CTE Directors' meetings and the Annual State CTE Conference. The state will provide technical assistance to local recipients, including requested training.

The State will provide performance data to the state special education section. IDEA 2004 mandates transition planning in the IEP that includes addressing postsecondary education or training and employment. Performance data collected for CTE would illustrate how well

students with disabilities are accessing CTE programs as a way of developing skills needed to progress toward those goals.

2. How we will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

There are no alternative education programs except those available for special population students described in paragraph 1 above.

3. How funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]

See Attachment II (secondary) and Attachment III (post-secondary) for lists of high-skill, high-wage, high-demand and nontraditional programs and occupations.

Definitions

High-skill Occupations* – Occupations with minimum training requirements of:

- *an Associate's Degree; or*
- *a one year Certificate; or*
- *360 or more hours of instruction that lead to an industry recognized certification or required state license; or*
- *other programs that lead to a required state license.*

High-wage Occupations* – Occupations with an average hourly rate equal to or greater than the average hourly rate of all non-farm occupations as reported by the Utah Department of Workforce Services from the Occupational Employment Statistics (OES) Survey. The current average hourly rate is \$15.78.

High-demand Occupations* – Occupations with 50 or more annual average job openings as reported by the Utah Department of Workforce Services.

**** Occupations from Utah Department of Workforce Services 2004-2014 statewide occupational projections***

Nontraditional Occupations – Occupations which employ fewer than 25% one gender or the other, based on OVAE crosswalk tables using data from the Bureau of Labor Statistics 2005.

Promoting Preparation for High-skill, High-wage, or High-demand Occupations

When fully implemented, the State-approved Programs of Study (Career Pathways) will provide the basis for student's preparation in high-skill, high-wage, or high-demand occupations. Articulated career pathways provide a rigorous and challenging academic and skill content curriculum map that prepares students for these occupations.

Statewide training, print materials and web-based information will be designed to increase the awareness of students and their parents with regard to high-skill, high-wage, or high-demand occupations. Counselors and CTE teachers will be trained to guide students through a program

of study that meets their educational and career goals, leading them to high-skill, high-wage, or high-demand occupations.

Utah has a work-based learning structure that provides opportunities for CTE students to participate in a variety of career exploration activities in high-skill, high-wage, or high-demand occupations. Businesses and government agencies will partner with schools and higher education institutions to provide appropriate learning experiences for students. CTE students also have the opportunity to gain greater understanding of an industry through active involvement in a CTE student leadership organization. Student participation in programs of study, work-based learning experiences, and related student organizations will help them prepare for the high-skill, high-wage, or high-demand occupation of their choice.

Promoting Preparation for Nontraditional Fields

A statewide effort will support preparation for nontraditional careers as a part of the Utah High School to College and Career Pathways Initiative. Training, print materials, and information on the web will be designed to increase the awareness of students and their parents with regard to nontraditional career opportunities. Specifically, various career resources will include information that will encourage students to consider the full range of career options available to them, unconstrained by traditional gender role stereotyping.

Traditional views of occupations as suitable for only one gender limit the occupational choices for most students. A majority of female students – especially in Utah – express their belief that their primary career will be homemaker, and fail to plan adequately for the more than 30 years that they are likely to spend in the workforce.

Gender role stereotyping also limits male students. They may fail to consider factors that affect their ability to achieve success in all aspects of their lives – not only their careers, but as parents and marriage partners. The fact that Utah shows by far the largest gap in the nation between male and female college graduation rates is an indication that young couples make a decision to have the male partner complete his education, often at the expense of the female partner pursuing her educational goals.

Providing information about all aspects of career and life planning will enhance the ability of all students to make good career decisions based on the factors most important to them.

Some of the activities of this project include:

- *Development and distribution of lesson plans (one for middle/junior high-level students and one for high school students) that support exploration of nontraditional careers through the use of Utah CHOICES and connected student portfolios.*
- *Increase the awareness of students and their parents with regard to nontraditional career opportunities.*
- *Development of information regarding the role of gender in career planning, and how to minimize the negative effects of stereotyping, as a component of the Parent Kit series.*
- *Provide information about the rewards and challenges of pursuing nontraditional careers in “UCRN-sponsored” publications (i.e., Student Guide to Utah Career Pathways (grades*

7-8), *Student Guide to Career Decision-Making [grades 9-10]*, and the new “career guide” (grade 11) being developed in cooperation with UHEAA and others.

- Provide information to counselors about the rewards and challenges of pursuing nontraditional careers in “UCRN-sponsored” publications (i.e., *Student Guide to Utah Career Pathways [grades 7-8]*, *Student Guide to Career Decision-Making [grades 9-10]*, and the new career guide [grade 11] being developed in cooperation with UHEAA and others).
- Include a labor market information component that includes “gender gap” statistics and analysis as an element of the training on Career Pathways being planned for delivery to administrators, counselors, and teachers.
- Help teachers and counselors find other resources that will help them provide information to students related to nontraditional careers via a link on the UtahCTE.org website.

The intended outcomes include:

- Increased awareness of nontraditional careers will increase enrollment in the CTE courses designed to prepare students for careers that may be nontraditional for their gender, as measured by annual enrollment reports.
- Students who can select courses with the support of their parents, unhindered by gender stereotypes and will be better prepared for employment or for further training, as reflected in annual reports of placement.
- Eighty-five percent of counselors, teachers and administrators who participate in Career Pathways training will rate the labor market information and other information (including the website link) related to nontraditional careers as useful, as reflected in the training evaluation.
- Increased awareness of nontraditional careers will increase enrollment in the CTE courses designed to prepare students for careers that may be nontraditional for their gender, as measured by annual enrollment reports.

4. How funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

State Leadership & Development funds have been set aside for statewide professional development for CTE instructors at correctional facilities. Funds will also be used to develop and improve CTE curriculum enabling incarcerated students to concentrate in CTE programs of study.

5. Describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

Our Local Plan Guide requires a response to how to address the needs of special population students. Following is a copy of question 8 from the local plan template.

Describe how the eligible recipient will

(A) ensure equitable access to, and participation in, CTE programs for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

**SECTION IV – ACCOUNTABILITY
AND EVALUATION**

IV. ACCOUNTABILITY AND EVALUATION - UTAH

A. Statutory Requirements

1. Procedures for obtaining input from eligible recipients in establishing measurement definitions and approaches

- *Utah Perkins Program Quality Initiative meetings were held November 15-16, 2006 and November 15, 2007. Both included CTE Directors and persons responsible for data submissions representing each of the eligible recipients. In November 06 after an in-depth discussion of Perkins III, FY 06 performance data and results, participants were given an opportunity to discuss and provide input on secondary and post-secondary measures for Perkins IV. The next year 07 performance data were reviewed. Technical assistance was provided to assure understanding of the data and the process for developing the continuous improvement plans and negotiating local targets.*
- *Several meetings have been held with post-secondary eligible recipients and Assistant Commissioner Gary Wixom to discuss and receive input from post-secondary eligible recipient CTE Directors. These meetings will continue through the transition year and during the development of the five-year plan.*
- *Monthly meetings are held with a representative group of secondary CTE Directors (Secondary CTE Consortium) where Perkins IV proposed measures are discussed. These meetings continued through the transition year, and during the development of the five-year plan.*
- *CTE Directors' meetings, including CTE Directors/Contacts from post-secondary institutions, secondary school districts, and charter schools, are held bi-monthly. All participants have numerous opportunities to provide input on Perkins measurement definitions and approaches.*
- *Measurement definitions and approaches were negotiated and agreed to for the transition year. We participated in national conference calls and data quality meetings, read various documents related to accountability, including the non-regulatory guidance, received additional input from Perkins recipients and stakeholders, then updated the measurement definitions and approaches to reflect this information prior to incorporating them into this five-year plan.*

2. Procedures for obtaining input from eligible recipients in establishing a State adjusted level of performance

In addition to the input opportunities listed in paragraph 1, each year's proposed statewide FAUPL is developed using prior year averages. The levels for 1S1, 1S2, 4S1 approved by OVAE in the October 2007 Award Letter was distributed to each eligible recipients, along with a similar FAUPL based on recipient prior year baselines. This local proposed FAUPL becomes the basis for negotiating year 2 targets for these measures. Input on measures and targets were obtained in focus meetings, statewide CTE Director's meetings, and one-on-one meetings during eligible recipient negotiations with the state on local targets. This State Plan includes a copy of the State FAUPL. Each local plan is required to include a copy of the local FAUPL with year 2 performance levels negotiated with the State. Also, each year for the past seven years, the state has held Perkins Data Quality meetings where all recipients have had opportunities to discuss and provide input into the performance improvement process.

3. Include completed FAUPL. Describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

The state is proposing the same student definitions included in the non-regulatory guidance sent by Assistant Secretary Troy Justesen, including definitions for secondary participant, postsecondary participant, and postsecondary concentrator. Our proposed secondary concentrator definition is slightly different in that it focuses on concentration in CTE programs of study. Utah currently recognizes 62 secondary CTE programs of study, or CTE pathways as described in Section II, A, 2. While most programs of study indicate three year-long credits for completion (six semester credits), a few require two year-long credits and some four or more. Because of this variation, using a percentage of completion is preferable to using a constant number of credits, which would be inconsistent, and therefore less reliable and valid. In nearly all cases, concentrators completing one-half the program of study requirements would also complete at least three semester credits. Concentrators also would have taken a skill test for one of the required foundation courses in the program of study.

The Student Definitions and FAUPL are included with this Plan. In general, measurement definitions follow the regulatory guidance. Secondary targets for year two are determined from the baseline year for concentrators using the Perkins IV student definitions, then adding a continuous improvement percentage for each year. One exception is the 3S1 target, which is projected using a .5% annual continuous improvement factor. Postsecondary targets for year two are determined from the baseline year for Perkins III concentrators. The current year 2007-2008 is the first year data will be available for Perkins IV postsecondary concentrators. One exception is the 3P1 target which is projected from the percentage of students retained and who meet the new Perkins IV concentrator definition.

1S1, 1S2 – Measures follow the non-regulatory guidance. Year one targets are the state's ESEA targets for all students. These tests are taken in the 10th grade, so the targets for Year One (students graduating in June 08) reflect the ESEA Targets at the time these students were in the 10th grade (Spring 06). Year two targets are determined from the baseline year for CTE concentrators using the Perkins IV student definitions. A 1% continuous improvement increase is added for each year from the baseline.

2S1 - Measure follows the non-regulatory guidance. Target for year two is determined from the baseline year at .1% continuous improvement per year. Currently, Utah offers secondary technical skill assessments in every program area in the state Utah. Of those, approximately 60% of CTE participants between grades 9 and 12 take technical skill assessments. As of the beginning of 2008, 73% of Utah's secondary students are now assessed online versus traditional (paper/pencil) methods. For the year ending June 30, 2007, 17,647 concentrators took technical skill assessments in the foundation course of their program of study of concentration, and 12,050 passed the technical skill assessment, for 68.28%. Utah is confident the move towards web-based testing will help with test validity, and increase the numbers of CTE concentrators tested.

3S1 – Measure follows the non-regulatory guidance. Target for year two is determined from the baseline year at .5% continuous improvement per year. This is the only measure that uses less than 1% per year for continuous improvement. A lower annual continuous improvement rate is more reasonable for targets above 90%.

4S1 – Measure follows the non-regulatory guidance. Targets for years one and two negotiated with the transition plan have not changed. Targets are set from the baseline year for concentrators using the Perkins IV student definitions. The state’s ESEA Target for student graduation rate is 85.7%, derived from the goal of 95% completion for sophomores, 95% of those completing as juniors, and 95% of those graduating as seniors. If the graduation rate is less than 85.7%, but greater than the graduation rate for the prior year cohort, the unit “passes”. Data compiled for CTE Concentrators indicates a graduation rate of 82.07% for the baseline year (ending June 30, 2006). A continuous improvement of .6 points for each year beginning with the baseline starting point of 82.07% will reach the state ESEA target graduation rate of 85.7% by 2013.

5S1, 6S1, 6S2 – Measures follow the non-regulatory guidance. Target for year two is determined from the baseline year at 1% continuous improvement per year.

1P1 – We propose revising this measure to conform to the non-regulatory guidance. Although it follows the non-regulatory guidance, it doesn’t cover all programs yet. Initially, Utah will collect state licensing information from the Utah Division of Occupational and Professional Licensing (DOPL) for concentrators in 22 CTE programs that require a state license for practicing professionals. A match with the DOPL file showed 858 concentrators passing licensing exams, which is 16.67% of the 5,148 concentrators in programs leading to State Licensure. This covers approximately 21.5% of all concentrators. DOPL does not report students who do not pass the exams.

We are currently engaged with the NSWG Technical Assessment Subgroup in pursuing methodologies to expand coverage to more concentrators. The expansion will occur through identifying and developing procedures to collect additional licensing and industry certification information from providers using a common identifier and/or information sharing agreements where feasible. We will also investigate approaches to collect industry certification information from current students. Through these methods we hope to collect industry certification information on as many concentrators as possible. Target for year two is determined from the baseline year at 1% continuous improvement per year. The baseline was calculated by matching the list of license recipients received from DOPL with 2006-2007 concentrators, using the Perkins III concentrator definition.

2P1 – Measure follows the non-regulatory guidance. Target for year two determined from the baseline year at 1% continuous improvement per year. No data is available yet for completion using the Perkins IV definition of concentrators, so the target is projected from Perkins III, FY 07 actual college completion data.

3P1 – Measure follows the non-regulatory guidance. This is a new measure, so the baseline was calculated from last year’s students who met the new Perkins IV concentrator definition. Of this group, the ones that did not complete were included in the denominator, and the students who transferred or were still enrolled, in the numerator. The target for year two is determined from the baseline year at 1% continuous improvement per year.

4P1, 5P1, 5P2 – Measures follow the non-regulatory guidance. Again, the 2006-2007 Perkins III students were used for the baseline. Target for year two is determined from the baseline year at 1% continuous improvement per year.

4. Alignment of measures with other State and Federal programs, or for any other purpose

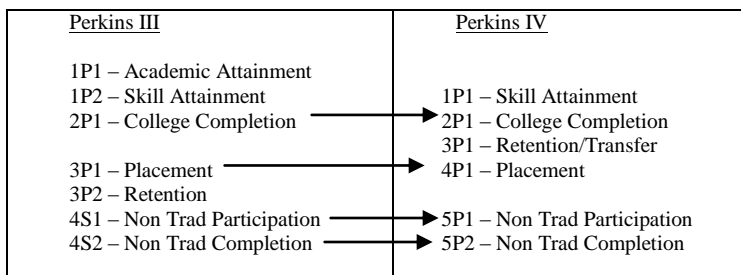
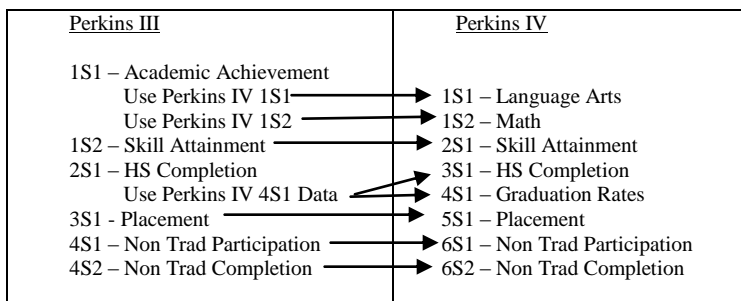
The State CTE Director, Perkins Coordinator, and Utah System of Higher Education Assistant Commissioner are all members of the Workforce, Education, Economic Development Alliance (WEEDA), which meets regularly to coordinate state and federal programs serving similar clients or students in Utah. The Perkins Coordinator and Data Quality Specialist also serve on the Measures and Outcomes Subcommittee, organized specifically to collaborate on alignment of common measures.

5. FAUPL Information included with 3 above.

6. Process for reaching agreement on local adjusted levels of performance

The process is as follows:

- (a) Data Quality Meetings (see IV, A, 2 above)
- (b) Input on measurement definitions (see IV, A,1 above)
- (c) Compile 2007 data and multi-year trends. Data spreadsheets included breakdowns for each measure, each year, and disaggregated by gender, ethnicity, and special population category.
- (d) Relate to Perkins IV measures. Measurement definitions were changed for Perkins IV, beginning FY 08. However, substantial similarities remain in most of the measures, sufficient that improvement planning can continue across the two authorizations. The following figures show how Perkins III measures were used to make decisions (Data Driven Decision Making) about improvement strategies and interventions for Perkins IV measures.



- (e) Set proposed targets for each recipient from 07 baseline data for that recipient*
- (f) Negotiate and agree to target for each recipient. Recipient includes local FAUPL with local plan.*

7. Criteria and methods we will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.

(a) Objective Criteria – Most recent year actual, or up to three-year average if relevant; other extenuating circumstances documented in writing by CTE Director and approved by Perkins Coordinator.

(b) Methods – Prior year data and suggested targets will be included in a local FAUPL and will be the basis for discussions and negotiations between local and state representatives on local targets. Circumstances that warrant changes in targets will be considered by the state.

8. How we will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

The raw data are sent through their respective data clearinghouses (secondary and post-secondary) where they are compiled and, must pass integrity checks and applied business rules before being sent to CTE's IT staff at the State Office of Education. They are further compiled and CTE business rules (Perkins, Skills Certification, Utah CTE Pathways, etc.) are applied. The data are then scrutinized repeatedly to ensure integrity, and again, by the Perkins coordinator and specialist, when formatted into reports before releasing to local, state, and federal stakeholders.

The reports show figures for gender, ethnicity, and special populations, similar to the Perkins Consolidated annual report, and are color-coded to allow directors and CTE personnel to easily identify student progress, achievement gaps, and areas for improvement relating to CTE Perkins measures. Additional data and figures are added annually to show the aforementioned over the duration of the appropriate Perkins program for longitudinal analysis.

9. How the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Not applicable. Tech Prep is consolidated with Basic Grant.

10. Describe how we will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

The effectiveness of Career and Technical Education programs will be assessed annually through a comprehensive review of Final Agreed Upon Performance Levels (FAUPL) data and an assessment of programs based on State CTE Program Standards. Required data review meetings will be held annually to make an assessment of the Core Indicators of Performance data for each eligible recipient and the eligible agency. Data will be analyzed for accuracy and completeness. Results will be studied to identify performance gaps for all students, including special populations. Strategies will be identified and action steps developed to address how to improve student performance, including strategies to address needs of special population students. A Continuous Improvement Plan will be required of each eligible recipient, with additional technical assistance and follow up from the state for recipients not meeting Final Agreed Upon Performance Levels (FAUPL).

Evaluation studies will be commissioned to assess specific performance results as needed.

Additionally, Career and Technical Education programs will be assessed to determine whether they meet state-approved CTE Program Standards.

Evaluation Process for Assessment of Secondary Programs:

- *New programs are approved by the Utah State Office of Education following an established process*
- *Program self-evaluation, improvement, goal setting and long-range planning for continuous improvement*
- *Annual CTE Program Evaluation Reporting*
- *On-Site evaluations of CTE programs every six years*
- *Annual review of selected schools for civil rights and Perkins requirements*

A written report will be prepared for the eligible recipient as part of the Six-Year CTE Program Evaluation. Programs identified as not meeting evaluation standards will be required to submit a CTE Program Improvement Plan to the Eligible Agency.

Evaluation Process for Assessment of Post-secondary Programs:

- *New programs are approved by the Board of Regents following an established process*
- *Program self-evaluation, improvement, goal setting and long-range planning for continuous improvement*
- *Annual CTE Program Evaluation Reporting*
- *Institutional Program Reviews of CTE Programs every five or seven years*
- *Annual review of selected institutions for civil rights and Perkins requirements*

Coordination With Other Federal Programs

The State Office of Education and Utah System of Higher Education are full partners in the WEEDA (Workforce, Education, and Economic Development Alliance). WEEDA's mandate is to increase the working linkages among these organizations. Emphasis will be placed on providing seamless transition to and from the workplace, ensuring access to programs that will provide basic skill training and pathways to certificates and degrees.

SECTION V – TECH PREP

V. TECH PREP PROGRAMS – CONSOLIDATED - UTAH

**SECTION VI – FINANCIAL
REQUIREMENTS**

VI. FINANCIAL REQUIREMENTS - UTAH

A. Statutory Requirements

1. How your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the post-secondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Allocations for administration and state leadership are determined based on the provisions of Perkins IV. \$60,000 is allowed for state-wide nontraditional training and \$20,000 for state-wide corrections education in order to continue support for desirable programs started under Perkins II.

The secondary/post-secondary split of 60 percent secondary, 40 percent post-secondary continues the practice from Perkins III. The split is based on the greater number of eligible recipients at the secondary level (40 districts plus charter schools, compared to 10 colleges and universities). Because many secondary students participate in college courses while still in high school, school districts are required to develop agreements with colleges to flow Perkins funding to follow the students attending those institutions. Some of the additional amount allocated to secondary schools is intended to flow back to post-secondary institutions in this manner.

2. *Allocation tables.* You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]

The following table shows all districts and charter schools potentially eligible for Perkins IV funding for the year beginning July 1, 2008. The highlighted districts and charter schools would generate less than the \$15,000 minimum allocation, do not provide CTE programs of sufficient size and scope to qualify, and will not participate in Perkins. However, the state will provide an equivalent amount of state funds to purchase new or upgrade CTE equipment for these districts and charter schools.

DISTRICT	POVERTY RESIDENTS AGE 5-17 05 Census SD Project			RESIDENTS AGE 5-17 05 Census SD Project			FY 09 (Poverty 70%) (Residents 30%)
	#	PERCENT OF TOTAL	70% OF SEC. ALLOCATION	#	PERCENT OF TOTAL	30% OF SEC. ALLOCATION	TOTAL 09 ALLOCATION
ALPINE	3832	0.0744	\$353,462	58,512	0.1104	\$224,866	\$578,328
<i>UCAS</i>	<i>54</i>	<i>0.0010</i>	<i>\$4,981</i>	<i>332</i>	<i>0.0006</i>	<i>\$1,276</i>	<i>\$6,257</i>
BEAVER	158	0.0031	\$14,574	1,381	0.0026	\$5,307	\$19,881
BOX ELDER	829	0.0161	\$76,467	11,014	0.0208	\$42,328	\$118,795
CACHE	1043	0.0202	\$96,206	13,701	0.0259	\$52,654	\$148,860
<i>Intech</i>	<i>33</i>	<i>0.0006</i>	<i>\$3,044</i>	<i>131</i>	<i>0.0002</i>	<i>\$503</i>	<i>\$3,547</i>
CARBON	499	0.0097	\$46,028	3,510	0.0066	\$13,489	\$59,517
<i>Pinnacle</i>	<i>85</i>	<i>0.0016</i>	<i>\$7,840</i>	<i>181</i>	<i>0.0003</i>	<i>\$696</i>	<i>\$8,536</i>
<i>DAGGETT</i>	<i>9</i>	<i>0.0002</i>	<i>\$830</i>	<i>142</i>	<i>0.0003</i>	<i>\$546</i>	<i>\$1,376</i>
DAVIS	3454	0.0670	\$318,595	60,993	0.1151	\$234,401	\$552,996
<i>NUAMES</i>	<i>53</i>	<i>0.0010</i>	<i>\$4,889</i>	<i>328</i>	<i>0.0006</i>	<i>\$1,261</i>	<i>\$6,150</i>
DUCHESNE	563	0.0109	\$51,931	3,633	0.0069	\$13,962	\$65,893
EMERY	329	0.0064	\$30,347	2,475	0.0047	\$9,512	\$39,859
GARFIELD	117	0.0023	\$10,792	947	0.0018	\$3,639	\$14,431
GRAND	304	0.0059	\$28,041	1,553	0.0029	\$5,968	\$34,009
GRANITE	8001	0.1553	\$738,009	74,700	0.1410	\$287,078	\$1,025,087
<i>East Hollywood</i>	<i>55</i>	<i>0.0011</i>	<i>\$5,073</i>	<i>314</i>	<i>0.0006</i>	<i>\$1,207</i>	<i>\$6,280</i>
IRON	1217	0.0236	\$112,256	7,682	0.0145	\$29,523	\$141,779
JORDAN	5175	0.1005	\$477,340	82,610	0.1559	\$317,477	\$794,817
<i>Inineris</i>	<i>0</i>	<i>0.0000</i>	<i>\$0</i>	<i>203</i>	<i>0.0004</i>	<i>\$780</i>	<i>\$780</i>
JUAB	222	0.0043	\$20,477	2,036	0.0038	\$7,825	\$28,302
KANE	146	0.0028	\$13,467	1,178	0.0022	\$4,527	\$17,994
MILLARD	406	0.0079	\$37,449	3,019	0.0057	\$11,602	\$49,051
MORGAN	86	0.0017	\$7,933	1,795	0.0034	\$6,898	\$14,831
NEBO	1931	0.0375	\$178,115	26,282	0.0496	\$101,004	\$279,119
NO. SANPETE	362	0.0070	\$33,391	2,491	0.0047	\$9,573	\$42,964
NO. SUMMIT	104	0.0020	\$9,593	1,052	0.0020	\$4,043	\$13,636
PARK CITY	221	0.0043	\$20,385	4,342	0.0082	\$16,687	\$37,072
PIUTE	58	0.0011	\$5,350	270	0.0005	\$1,038	\$6,388
<i>RICH</i>	<i>48</i>	<i>0.0009</i>	<i>\$4,427</i>	<i>477</i>	<i>0.0009</i>	<i>\$1,833</i>	<i>\$6,260</i>
SAN JUAN	1168	0.0227	\$107,736	3,761	0.0071	\$14,454	\$122,190
SEVIER	596	0.0116	\$54,975	4,469	0.0084	\$17,175	\$72,150
SO. SANPETE	402	0.0078	\$37,080	2,709	0.0051	\$10,411	\$47,491
SO. SUMMIT	75	0.0015	\$6,918	1,277	0.0024	\$4,908	\$11,826
<i>TINTIC</i>	<i>50</i>	<i>0.0010</i>	<i>\$4,612</i>	<i>284</i>	<i>0.0005</i>	<i>\$1,091</i>	<i>\$5,703</i>
TOOELE	931	0.0181	\$85,875	11,799	0.0223	\$45,344	\$131,219
UINTAH	801	0.0155	\$73,884	5,853	0.0110	\$22,494	\$96,378
WASATCH	316	0.0061	\$29,148	4,059	0.0077	\$15,599	\$44,747
WASHINGTON	2818	0.0547	\$259,931	23,139	0.0437	\$88,925	\$348,856
<i>Tuacahn</i>	<i>18</i>	<i>0.0003</i>	<i>\$1,660</i>	<i>249</i>	<i>0.0005</i>	<i>\$957</i>	<i>\$2,617</i>
WAYNE	92	0.0018	\$8,486	565	0.0011	\$2,171	\$10,657
WEBER	2194	0.0426	\$202,374	28,836	0.0544	\$110,819	\$313,193
SALT LAKE	5680	0.1103	\$523,921	28,750	0.0543	\$110,488	\$634,409
OGDEN	2959	0.0574	\$272,937	14,473	0.0273	\$55,621	\$328,558
<i>DaVinci</i>	<i>102</i>	<i>0.0020</i>	<i>\$9,408</i>	<i>281</i>	<i>0.0005</i>	<i>\$1,080</i>	<i>\$10,488</i>
PROVO	2201	0.0427	\$203,019	17,458	0.0329	\$67,092	\$270,111
LOGAN	1041	0.0202	\$96,021	6,071	0.0115	\$23,331	\$119,352
MURRAY	679	0.0132	\$62,631	8,605	0.0162	\$33,070	\$95,701
TOTAL	51,517		\$4,751,906	529,922		\$2,036,531	\$6,788,441
TOTAL SECONDARY ALLOCATION			6,788,437				
Consortia							
Waive							
State fund Option							

The next table shows the proposed secondary allocations after combining those entering into consortia and removing those not applying for Perkins funds. The following consortium will be formed for the purpose of meeting the minimum allocation requirements. Wayne/Piute Districts.

The state waives the requirement for Garfield, Morgan, North Summit, and South Summit Districts to enter consortia to meet the minimum allocation requirement. These districts are located in rural, sparsely populated areas where it is not possible to enter into consortia.

PROPOSED SECONDARY FORMULA ALLOCATION

DISTRICT	POVERTY RESIDENTS AGE 5-17 05 Census SD Project			RESIDENTS AGE 5-17 05 Census SD Project			FY 09 (Poverty 70%) (Residents 30%)
	#	Percent	70% OF SEC.	#	Percent	30% OF SEC.	TOTAL 09
			ALLOCATION			ALLOCATION	
ALPINE	3886	0.0756	\$359,189	58,844	0.1112	\$226,528	\$585,717
BEAVER	158	0.0031	\$14,604	1,381	0.0026	\$5,316	\$19,920
BOX ELDER	829	0.0161	\$76,626	11,014	0.0208	\$42,400	\$119,026
CACHE	1076	0.0209	\$99,456	13,832	0.0261	\$53,248	\$152,704
CARBON	584	0.0114	\$53,980	3,691	0.0070	\$14,209	\$68,189
DAVIS	3507	0.0682	\$324,157	61,321	0.1159	\$236,064	\$560,221
DUCHESNE	563	0.0110	\$52,039	3,633	0.0069	\$13,986	\$66,025
EMERY	329	0.0064	\$30,410	2,475	0.0047	\$9,528	\$39,938
GARFIELD	117	0.0023	\$10,814	947	0.0018	\$3,646	\$14,460
GRAND	304	0.0059	\$28,099	1,553	0.0029	\$5,978	\$34,077
GRANITE	8056	0.1567	\$744,629	75,014	0.1418	\$288,777	\$1,033,406
IRON	1217	0.0237	\$112,489	7,682	0.0145	\$29,573	\$142,062
JORDAN	5175	0.1007	\$478,333	82,813	0.1565	\$318,800	\$797,133
JUAB	222	0.0043	\$20,520	2,036	0.0038	\$7,838	\$28,358
KANE	146	0.0028	\$13,495	1,178	0.0022	\$4,535	\$18,030
MILLARD	406	0.0079	\$37,527	3,019	0.0057	\$11,622	\$49,149
MORGAN	86	0.0017	\$7,949	1,795	0.0034	\$6,910	\$14,859
NEBO	1931	0.0376	\$178,485	26,282	0.0497	\$101,176	\$279,661
NO. SANPETE	362	0.0070	\$33,460	2,491	0.0047	\$9,589	\$43,049
NO. SUMMIT	104	0.0020	\$9,613	1,052	0.0020	\$4,050	\$13,663
PARK CITY	221	0.0043	\$20,427	4,342	0.0082	\$16,715	\$37,142
SAN JUAN	1168	0.0227	\$107,960	3,761	0.0071	\$14,478	\$122,438
SEVIER	596	0.0116	\$55,089	4,469	0.0084	\$17,204	\$72,293
SO. SANPETE	402	0.0078	\$37,157	2,709	0.0051	\$10,429	\$47,586
SO. SUMMIT	75	0.0015	\$6,932	1,277	0.0024	\$4,916	\$11,848
TOOELE	931	0.0181	\$86,054	11,799	0.0223	\$45,422	\$131,476
UINTAH	801	0.0156	\$74,038	5,853	0.0111	\$22,532	\$96,570
WASATCH	316	0.0061	\$29,208	4,059	0.0077	\$15,626	\$44,834
WASHINGTON	2836	0.0552	\$262,136	23,388	0.0442	\$90,035	\$352,171
WAYNE/PIUTE	150	0.0029	\$13,865	835	0.0016	\$3,214	\$17,079
WEBER	2194	0.0427	\$202,795	28,836	0.0545	\$111,008	\$313,803
SALT LAKE	5680	0.1105	\$525,011	28,750	0.0543	\$110,677	\$635,688
OGDEN	3061	0.0595	\$282,933	14,754	0.0279	\$56,798	\$339,731
PROVO	2201	0.0428	\$203,442	17,458	0.0330	\$67,207	\$270,649
LOGAN	1041	0.0202	\$96,221	6,071	0.0115	\$23,371	\$119,592
MURRAY	679	0.0132	\$62,761	8,605	0.0163	\$33,126	\$95,887
TOTAL	51,410		\$4,751,906	529,019		\$2,036,531	\$6,788,434
TOTAL SECONDARY ALLOCATION			6,788,437				

3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

Proposed FY 09 Post-secondary Allocation Table

INSTITUTION	PELL/BIA/DWS (2007)		
	Students	%	FY 09
UCAT Total	1,427	0.1400	\$633,454
SLCC	3,058	0.3000	\$1,357,465
UVSC	2,649	0.2598	\$1,175,908
WSU	1,327	0.1302	\$589,064
SUU	460	0.0451	\$204,197
CEU	433	0.0425	\$192,211
DIXIE	384	0.0377	\$170,460
<i>SNOW</i>	<i>377</i>	<i>0.0370</i>	<i>\$167,353</i>
<i>USU</i>	<i>80</i>	<i>0.0078</i>	<i>\$35,513</i>
Snow/USU Consortium	457	0.0448	202,866
TOTAL	10,195	1.0000	\$4,525,625
		TOTAL	4,525,625

4. *Allocation Tables for Consortia - Secondary.* You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

Each consortium will designate a fiscal agent to receive and assume responsibility for Perkins funds. The amount of funds received by the consortium will be the total amount of eligibility for all members of the consortium. All funds will be used for purposes and projects benefiting all members of the consortium. Each consortium will provide the following information for the consortium.

- *Fiscal Agent*
- *List of Consortium Members*
- *Description of Joint Consortium Project*
- *Summary of services to be provided to all consortium recipients*
- *Brief description of how each consortium member will benefit from project*

5. *Allocation Tables for Consortia – Postsecondary.* You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]

Same as 4 above.

6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Not applicable.

7. *PELL/BIA vs. PELL/BIA/DWS.* You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative post-secondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

This proposed alternative formula was approved by OVAE for the transition year. This is the same request and same information pertaining to the five year plan.

Post-secondary Allocation

We are requesting authorization to continue using an alternative formula that includes consideration of PELL/BIA students and students assisted by any Workforce Investment Act/Department of Workforce Services (WIA/DWS) program. All of these programs serve economically disadvantaged students. The alternative formula distributes funding to ensure a more equitable distribution on the basis of economically disadvantaged students participating. The table on the right shows the preliminary FY 2008 distribution using PELL/BIA/DWS participants.

INSTITUTION	PELL/BIA/DWS (2005/2006)		
	Students	PERCENT	FY 08
UCAT Total	1,816	0.1450	\$696,624
SLCC	3,639	0.3143	\$1,389,921
UVSC	3,202	0.2556	\$1,223,008
USU	113	0.0090	
WSU	1,278	0.1255	\$488,134
SUU	507	0.0405	\$193,649
CEU/SEATC	662	0.0528	\$252,852
DIXIE	245	0.0196	\$93,578
SNOW/USU	576	0.0378	\$220,004
TOTAL	11,925	1.0000	\$4,554,770
		TOTAL	4,554,770

The table to the right shows the preliminary distribution using PELL/BIA participants only. Without the alternative formula, the Utah College of Applied technology receives \$247,702 less. UCAT serves proportionally more students eligible for WIA/DWS services than the other colleges, partly because some campuses are not eligible for PELL programs. Further, UCAT has the highest percentage of CTE participants of any college. The addition of the WIA/DWS-assisted students in the formula will result in a more equitable distribution of funding based on the relative number of economic disadvantaged students.

INSTITUTION	PELL/BIA Only (2005/2006)			Diff from PELL/BIA/DWS
	Students	PERCENT	FY 08	
UCAT Total	1,027	0.0906	\$412,536	-\$247,702
SLCC	3,729	0.3289	\$1,497,904	\$66,540
UVSC	3176	0.2801	\$1,275,769	\$111,627
USU	113	0.0100	\$45,391	\$4,308
WSU	1,558	0.1374	\$625,834	\$54,306
SUU	507	0.0447	\$203,657	\$19,328
CEU/SEATC	528	0.0466	\$212,093	-\$28,588
DIXIE	235	0.0207	\$94,397	\$5,323
SNOW	466	0.0411	\$187,188	\$14,857
Non UCAT Total				\$247,701
TOTAL	11,339	1.0000	\$4,554,770	
		TOTAL	4,554,770	

B. Other Department Requirements

1. Budget, using the forms provided in Part B of this guide.

See Part B.

2. Listing of allocations made to consortia (secondary and post-secondary) from funds available under sections 112(a) and (c) of the Act.

See allocation tables and descriptions of formulas in VI A, 2 for local allocations to consortia under 112(a).

3. Describe the secondary and post-secondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

See allocation tables in VI A, 2 for local allocations to recipients under 112(a).

4. Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Each of the eight Career and Technical Education Pathway Coordination Regions, consisting of secondary and post-secondary eligible recipients, will hire, oversee, and give guidance to at least a half-time Regional Pathway Coordinator. Funds will be awarded from the reserve funds to a designated eligible recipient for the region based upon submission of a Regional Pathway Implementation Plan that meets the criteria outlined below. The region will determine the fiscal agent for the project, who must be identified in this plan, and is responsible for direct supervision of the pathway coordination, receipt, and expenditure of funds, and implementation of the plan. A copy of the regional pathway implementation plan template is included in [Attachment IV](#).

The following table shows allocations to recipients for the regional pathway implementation project. The designated eligible recipient in each region will receive \$50,000 to employ a pathway coordinator with reserve funds under section 112(c). The designated recipient will also receive state leadership and development funds based on the following formula: base amount plus a portion of the total in relation to the proportion of 9th grade enrollment.

REGION	9th Grade Enrollment*	Percent of Total	Formula Amount	Base Amount	Total L&D Allocation	Total Reserve Allocation
Bear River Box Elder, Cache, Rich Districts, Bridgerland ATC, Utah State University	2,360	6.26%	\$4,006	\$7,000	\$11,006	\$50,000
Central Juab, Millard, North Sanpete, Piute, Sevier, South Sanpete, Tintic, Wayne Districts, Snow College	1,185	3.14%	\$2,011	\$7,000	\$9,011	\$50,000
Mountainland Alpine, Nebo, North Summit, Park City, South Summit, Wasatch, Provo Districts, Mountainland ATC, Utah Valley State University	7,865	20.86%	\$13,349	\$7,000	\$20,349	\$50,000
Wasatch Front North Davis, Morgan, Ogden, Weber Districts, Ogden/Weber ATC, Weber State University	7,886	20.91%	\$13,385	\$7,000	\$20,385	\$50,000
Southeast Carbon, Emery, Grand, San Juan Districts, College of Eastern Utah	812	2.15%	\$1,378	\$7,000	\$8,378	\$50,000
Southwest Beaver, Garfield, Iron, Kane, Washington Districts, Southwest ATC, Dixie ATC, Southern Utah University, Dixie College	2,695	7.15%	\$4,574	\$7,000	\$11,574	\$50,000
Uintah Basin Daggett, Duchesne, Uintah Districts, Uintah Basin ATC	798	2.12%	\$1,354	\$7,000	\$8,354	\$50,000
Wasatch Front South Granite, Jordan, Tooele, Salt Lake, Murray Districts, Salt Lake/Tooele ATC, Salt Lake Community College	14,107	37.41%	\$23,943	\$7,000	\$30,943	\$50,000
	37,708	100.00%	\$64,000	\$56,000	\$120,000	\$400,000

5. Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

All recipients will share in the funding through the regional project.

6. Description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

- *Analysis of county and school district statistics compared to state averages*
- *Comparison of population density to state average (U.S. Census Bureau State & County QuickFacts <http://quickfacts.census.gov/qfd/states/49000.html>)*
- *Membership in rural school service center districts*
- *School status as necessarily existent small schools*

Morgan School District is one of 26 rural school districts in the state and is a member of the Northern Utah Education Service Center serving rural districts. It has one elementary school, one middle school, and one 9-12 high school. Morgan District's geographical area (Morgan County) contains .3 percent of the state's population and less than half the number of people per square mile than the state average.

Garfield School District is one of 26 rural school districts in the state and is a member of the Southwest Educational Development Center serving rural districts. The district has two 7-12 and one 9-12 high schools, all classified as "Necessarily Existent Small Schools". Garfield District's geographical area (Garfield County) contains .18 percent of the state's population and .9 people per square mile compared to an overall state average of 27.2.

North Summit School District is one of 26 rural school districts in the state and is a member of the Northern Utah Education Service Center serving rural districts. The district has one 9-12 high school, which is classified as a "Necessarily Existent Small School".

South Summit School District is one of 26 rural school districts in the state and is a member of the Northern Utah Education Service Center serving rural districts. The district has one 9-12 high school, which is classified as a “Necessarily Existent Small School”.

North and South Summit School Districts’ geographical area (Summit County) contains 1.4 percent of the state’s population and 15.9 people per square mile compared to an overall state average of 27.2. However, most of the population lives in or near Park City, which has a separate school district.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

- (a) The Utah State Board of Education has been created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. The Career Technical Education section of the State Office of Education has been charged with responsibility to administration the Perkins program in Utah.
- (b) The Utah State Board of Education has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
- (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
- (e) The State Director for Career Technical Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
- (f) The State Director for Career Technical Education has authority to submit the plan. [34 CFR 76.104(a)(6)]
- (g) The State Board of Education has adopted or otherwise formally approved the transition plan in it's regularly scheduled Board Meeting April 5, 2007 [34 CFR 76.104(a)(7)]
- (h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

B. Other Assurances

1. You must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

The state does not have a formal Intergovernmental Review Process. The five-year plan will be submitted for review to the Governor of the State of Utah; the Workforce, Education, Economic Development Alliance; the President of the Utah State Senate; and the Speaker of the Utah House of Representatives. Local plans are reviewed on a regional basis with the CTE Directors and the Local Workforce Investment Board.

2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements.

Included as Attachment IV.

3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]

Included as Attachment V.

4. The State Office of Education will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. The State Office of Education will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. The State Office of Education will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. The State Office of Education and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and

activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

10. Each eligible recipient that receives an allotment under this Act will provide a signed certification that such eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

ATTESTATION:

State Director, Career and Technical Education

Date

