

Utah State Office of Education

250 East 500 South  
Salt Lake City, UT 84111



Annual Report of the  
State Superintendent of

Public Instruction



# 2000–2001 ANNUAL REPORT

of the  
State Superintendent of Public Instruction



Steven O. Laing, Ed.D.  
State Superintendent of Public Instruction

Utah State Office of Education  
250 East 500 South  
Salt Lake City, Utah 84111

<http://www.usoe.k12.ut.us>

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\*Board of Regent Appointments

# TABLE OF CONTENTS



|  |    |
|--|----|
| <b>1. School Reform</b>                            |    |
| Strategic Planning .....                           | 1  |
| Schools for the 21st Century .....                 | 1  |
| Charter Schools .....                              | 2  |
| Goals 2000 .....                                   | 3  |
| School Trust Lands .....                           | 3  |
| Service-Learning .....                             | 4  |
| <b>2. Student Services</b>                         |    |
| Comprehensive Counseling and Guidance .....        | 5  |
| Elementary Counseling and Guidance .....           | 6  |
| Safe and Drug-Free Schools .....                   | 6  |
| School Nursing Services .....                      | 6  |
| <b>3. Adult Education</b>                          |    |
| Adult Education Services .....                     | 7  |
| General Educational Development .....              | 8  |
| English for Speakers of Other Languages .....      | 8  |
| Corrections Education .....                        | 8  |
| Adult Education Training .....                     | 9  |
| <b>4. Evaluation and Assessment</b>                |    |
| Stanford Achievement Testing Program .....         | 11 |
| Utah Core Criterion-Referenced Assessment .....    | 11 |
| Accountability Program .....                       | 12 |
| Kindergarten Assessment .....                      | 12 |
| American College Testing Results .....             | 12 |
| Advanced Placement Results .....                   | 13 |
| National Assessment of Educational Progress .....  | 13 |
| District Performance Reports .....                 | 13 |
| <b>5. Equity and Opportunity</b>                   |    |
| Math, Engineering, and Science Achievement .....   | 15 |
| Diversity and Equity .....                         | 16 |
| Rural Schools Coordination .....                   | 16 |
| Extended-Year Schools .....                        | 16 |
| Gifted and Talented .....                          | 16 |
| School Accreditation .....                         | 17 |
| Concurrent Enrollment .....                        | 17 |
| Centennial Scholarships for Early Graduation ..... | 17 |

## 6. Applied Technology

|  |    |
|--|----|
| Applied Technology Education .....                   | 19 |
| SOAR Public Awareness Campaign .....                 | 19 |
| Applied Technology Centers and Service Regions ..... | 19 |
| Custom Fit Training .....                            | 20 |
| Management Information Systems .....                 | 20 |
| Agricultural Education .....                         | 20 |
| Business Education .....                             | 20 |
| K–12 Keyboarding .....                               | 20 |
| Information Technology .....                         | 21 |
| Marketing Education .....                            | 22 |
| Economic Education .....                             | 23 |
| Family and Consumer Sciences Education .....         | 23 |
| Health Science and Health Technology Education ..... | 23 |
| Technology Education .....                           | 23 |
| Technology, Life, and Careers .....                  | 24 |
| Trade and Technical Education .....                  | 24 |
| Carl D. Perkins Funds .....                          | 24 |
| Equity and Nontraditional Training .....             | 25 |
| School-to-Careers .....                              | 25 |
| Work-Based Learning .....                            | 25 |

## 7. Curriculum Development

|  |    |
|--|----|
| The Utah Academy of Teachers .....         | 27 |
| Elementary Language Arts and Reading ..... | 27 |
| Secondary Language Arts .....              | 28 |
| Fine Arts .....                            | 28 |
| Social Studies .....                       | 28 |
| Mathematics .....                          | 28 |
| Foreign Languages .....                    | 29 |
| Science .....                              | 29 |
| International Education .....              | 30 |
| Health Education .....                     | 30 |
| Physical Education .....                   | 31 |
| HIV Prevention .....                       | 31 |
| Library Media Education .....              | 31 |
| Early Childhood Education .....            | 31 |
| Instructional Materials .....              | 32 |

## 8. Educational Technology

|   |    |
|---|----|
| Statewide Distance Learning/EDNET .....   | 33 |
| USOE Distance Learning .....              | 33 |
| Internet Education .....                  | 33 |
| TEAMS .....                               | 34 |
| Utah Instructional Media Consortium ..... | 34 |
| The Electronic High School .....          | 34 |

## 9. Students at Risk

|  |    |
|--|----|
| Families, Agencies, and Communities Together ..... | 35 |
|--|----|

|   |    |
|---|----|
| Youth in Custody .....                          | 35 |
| Migrant Education .....                         | 35 |
| Gang Prevention and Intervention .....          | 36 |
| Title IX Indian Education .....                 | 36 |
| Special Education .....                         | 36 |
| Title VII Alternative Language Services .....   | 36 |
| Title I .....                                   | 37 |
| Even Start Family Literacy .....                | 37 |
| Homeless Education .....                        | 38 |
| Highly Impacted Schools .....                   | 38 |
| Comprehensive School Reform Demonstration ..... | 38 |

## 10. Professional Development

|  |    |
|--|----|
| Educator Licensing .....                         | 39 |
| CACTUS System .....                              | 39 |
| Alternative Preparation for Teaching .....       | 39 |
| Teacher Personnel Status .....                   | 39 |
| Professional Growth .....                        | 40 |
| Robert C. Byrd Scholarships .....                | 40 |
| Professional Practices Advisory Commission ..... | 41 |
| T. H. Bell Teaching Incentive Loan .....         | 41 |
| Utah Principals Academy .....                    | 41 |
| Career Ladder Program .....                      | 42 |

## 11. Finance and Statistics

|  |    |
|--|----|
| Per Pupil Expenditures .....           | 43 |
| Pupils per Teacher .....               | 43 |
| 2000 Fall Enrollment .....             | 43 |
| New Facilities .....                   | 44 |
| Long-Term Enrollment Projections ..... | 45 |

## 12. School System Support

|                                  |    |
|----------------------------------|----|
| School Law and Legislation ..... | 47 |
| Pupil Transportation .....       | 47 |
| Child Nutrition .....            | 47 |
| District Computer Services ..... | 48 |



# TABLE OF CHARTS

|           | Page  |
|-----------|---|
| Map #1    | Utah’s Charter Schools ..... 3  |
| Chart #1  | Comprehensive Guidance Use of Funds ..... 5                                     |
| Chart #2  | Incarcerated Populations and Projections ..... 9                                |
| Chart #3  | Utah Statewide Testing Program Results ..... 11                                 |
| Chart #4  | Utah and National ACT Scores ..... 12   |
| Chart #5  | ACT Composite Score Averages, Ten-Year Summary ..... 12                         |
| Chart #6  | Utah Advanced Placement Participation and Performance ..... 13                  |
| Chart #7  | MESA Graduates Enrolled in Higher Education ..... 15                            |
| Chart #8  | Statewide Concurrent Enrollment ..... 16  |
| Chart #9  | Centennial Scholarships for Early Graduation Program ..... 17                   |
| Chart #10 | Agricultural Education Student Enrollment ..... 21                              |
| Chart #11 | IT Industry and State Skill Certifications ..... 22                             |
| Chart #12 | Carl D. Perkins Allocation Percentages ..... 25                                 |
| Chart #13 | Percent of Students Enrolled in Foreign Language Study,<br>Grades 7–12 ..... 29 |
| Chart #14 | Utah Foreign Language Enrollment by Language ..... 29                           |
| Chart #15 | Number of Students Served in Special Education by Disability ..... 37           |
| Chart #16 | Number of Professional Personnel in Utah Public Schools ..... 40                |
| Chart #17 | Number of Professional Personnel by College Credit ..... 40                     |
| Chart #18 | Demonstrated Competency Endorsements Granted to Utah Teachers .. 41             |
| Chart #19 | Career Ladder Components Analysis ..... 42                                      |
| Chart #20 | Career Ladder Funding History ..... 42  |
| Chart #21 | Current Expenditures per Pupil in Fall Enrollment Terms ..... 43                |
| Chart #22 | Pupils per Teacher ..... 43   |
| Chart #23 | Fall Enrollment by Grade Level ..... 44   |
| Chart #24 | 2000 Fall Enrollment by Grade ..... 44  |
| Chart #25 | Number of Public Schools ..... 45   |
| Chart #26 | 1995–2010 Actual and Projected Fall Enrollment ..... 45                         |
| Chart #27 | Child Nutrition Programs Sources of Funding ..... 48                            |
| Chart #28 | Child Nutrition Programs Number of Meals Served ..... 49                        |



# MESSAGE

From the State Superintendent



Dr. Steven O. Laing  
State Superintendent  
of Public Instruction

This annual report provides information about student performance and conditions of various programs, along with financial and statistical data. This information is collectively used to evaluate the quality and effectiveness of the educational system in our state; it supports the fact that Utah enjoys a very productive and efficient public education system.

A much more personal evaluation for most people is one developed through the experiences of their own children, grandchildren, or neighbors. The opportunities available to students in Utah's public schools are tremendous. Many students take full advantage of the opportunities afforded them through the public schools and excel through applying themselves in academics, arts, and applied technology education programs. Most students do very well, completing their experiences in public school prepared to go on to post-secondary training of one type or another. Unfortunately, some students do not do as well. Depending upon the experiences that form the lens through which we view public education, the well-being of public education can be perceived quite differently.

The information contained in the three volumes of the Superintendent's Annual Report provide the grist for analysts and decision-makers. In all such considerations of this information, individuals are encouraged to remember that the value of the education experience is most appropriately determined at the level of the individual student. Where excellence was achieved, accolades are appropriate. Where deficiencies occurred, renewed effort is justified. In all such considerations, it is important to remember that the public educational experience remains the greatest common denominator in our increasingly diverse society, and justifies the commitment of everyone to its success. The data indicating the general condition of public education is provided to assist decision-makers and policy-makers as they consider ways, means, and policies necessary to provide educational opportunities for excellence, while strengthening the system's capacity to meet the needs of those for whom the experience has not been as positive and productive as it could have been, and as we all desire.

Thank you for your interest in Utah's public schools.



# School Reform



|                              |   |
|------------------------------|---|
| Strategic Planning           | 1 |
| Schools for the 21st Century | 1 |
| Charter Schools              | 2 |
| Goals 2000                   | 3 |
| School Trust Lands           | 3 |
| Service-Learning             | 4 |

## STRATEGIC PLANNING

The Utah State Board of Education (USBE) has identified five major areas of focus that will direct its efforts through the year 2002. These areas are basic funding increases, literacy improvement for all students, quality educators in every school, additional applied technology education, and accountability for the improvement of instruction. These priorities reinforce the statement of the State Board that the mission of public education in Utah is “to provide the opportunity for each student to be literate and possess the basic knowledge and life skills necessary to become a contributing citizen in today’s society.”

To support the mission, guidelines, and directives of the Utah Strategic Plan for Public and Higher Education, the Utah State Office of Education (USOE) will:

1. Improve academic achievement at all levels for all students by developing performance standards and end-of-level assessments, and promote elementary school reading specialists, equitable applied technology education opportuni-

ties, graduation requirements that are commensurate with standards of accountability, support for students whose primary language is not English, and appropriate student-to-teacher class ratios.

2. Help schools to implement extended learning schedules such as extended day, summer school, and night school by advocating for funding options to supplement average daily membership costs and physical facility needs.
3. Reevaluate productivity models and delivery systems, and support the best instructional practices and techniques.
4. Support the ongoing professional development of teachers and principals at all levels by providing adequate time for participation in individual and group opportunities that enhance their educational backgrounds, advocating for extension of the teacher contract year, providing for professional leave periods, promoting better use of Career Ladder funds, developing mentoring programs that allow teachers and principals to collabo-

rate during the regular school day, and aligning professional development with instructional units.

5. Acknowledge the concept of literacy as fundamental to all learning as part of the role of teachers and principals.

## SCHOOLS FOR THE 21<sup>ST</sup> CENTURY

Enacted into law by the 1998 Utah Legislature, the three-year Schools for the 21<sup>st</sup> Century Program challenged Utah schools to embrace the goal of continuous improvement and to address individual needs of students. Building on their previous school reform experiences, 28 schools (16 elementary schools, nine junior high/middle schools, two high schools, and one special K–12 school) from ten districts were approved by the Governor’s Office and the USBE as Utah’s Schools for the 21<sup>st</sup> Century and received \$5,000 or \$10,000 according to the size of their enrollment, plus \$27 for each enrolled student, to implement their plans for increased student achievement.

Throughout the three-year pro-

gram, participating schools pursued goals designated in three areas of academic performance (with priority in reading, writing, and mathematics) and two conditions related to teaching and learning, such as safety, discipline, parent involvement, and attendance.

Schools received up to \$500 per teacher, based on performance results at the end of the second year of the program. A minimum attainment of 50 percent for each goal resulted in incentive award money for schools. Fifteen schools met the 50 percent attainment required for all five of their goals, twelve schools met the requirement for four of their goals, and one school met the requirement for two of its goals. The total distribution to schools for their second-year performance results equaled \$446,680.

At the end of the third and final year of the program, schools will receive \$400 per teacher for each goal accomplished, based on a minimum attainment of 60 percent. Goal attainment of 100 percent will result in \$400 per goal for each teacher and a maximum of \$2,000 for all five goals. As of this report date, twelve schools have submitted their third-year performance results. Five schools had an attainment of 100 percent for four goals, two schools had at least an attainment of 100 percent for three goals, and two schools had at least an attainment of 100 percent for two goals. The remaining 16 schools have yet to submit their final-year performance results.

Participating schools have overwhelmingly reported the positive impact the 21<sup>st</sup> Century Schools program has had on student achievement, staff development, and accountability. All 28 Schools for the 21<sup>st</sup> Century have been involved in pursuing rigorous academic goals, intensive teacher

training, and a high level of accountability. The real success of this initiative will be in the ability to sustain goal-oriented school programs when funding has ended.

## CHARTER SCHOOLS

The Utah State Legislature enacted the Utah Charter School Act in March 1998, authorizing the Utah State Board of Education to charter up to eight schools for a three-year pilot period. Amendments were made to the Utah Charter School Act during the 2001 legislative session. Those amendments included:

- Giving local school boards authority to charter schools.
- Setting a maximum enrollment of local board-sponsored schools at four percent of the district's total student enrollment.
- Requiring charter school applicants to initially apply for sponsorship through a local school board.
- Allowing charter school applicants to apply to the Utah State Board of Education for sponsorship if rejected by a local school board.
- Authorizing the Utah State Board of Education to sponsor up to 8 charter schools for the 2001-2002 and 2002-2003 school years. The amendments also changed the status of charter schools by removing the term "pilot."

As of report date, there are 12 charter schools. Six charter schools became operational in September 1999, one school became operational in October 1999, another opened in September 2000, three schools will open in the fall of 2002-2003, and one district-sponsored school was a conversion of an existing public school already in operation.

All Utah charter schools must be in compliance with federal and Utah Public School regulations. Charter

schools must employ certified staff, meet state Core Curriculum standards, participate in the student assessment program, provide annual accountability and financial reports, and meet requisite health and safety standards. The Utah Charter Schools Act is consistent with all applicable federal funding requirements, including open enrollment requirements and the specific provision relative to lotteries.

Four of Utah's 12 charter schools focus on finding new strategies to address the traditional challenges facing disadvantaged students. The Jean Massieu School focuses on American Sign Language (ASL) as the language of instruction; Uintah River School works with students on the Ute Indian Reservation who are not succeeding in the adjoining public school districts; Success School is made up of formerly incarcerated youth in transition from custody to a traditional K-12 environment; and The CBA Center focuses on helping students who are struggling with learning and/or behavior problems. Seven other charter schools have enriched their curricula in specific content areas and/or instructional methods, and one district-sponsored charter school is an alternative high school program.

On-site visits were made to charter schools as necessary during the 2001-2002 school year, and technical assistance was provided where needed. Progress for most charter schools was seen in the areas of school climate, student and staff satisfaction, student performance, and parental involvement. Challenges still remain in the areas of finance, facilities, transportation, and district relationships.

The State Office of Education received a federal grant award of \$1,000,000 for the 2000-2001 school year to assist with continued charter

school implementation costs. In an attempt to determine the effectiveness of charter schools in Utah, an independent evaluation will be conducted during the 2001–2002 school year. (See Map #1.)

## GOALS 2000

Goals 2000 flexible funding began in 1994 with the Goals 2000 Educate America Act. The primary objective of Goals 2000 is to improve teaching and learning. Federal funds are awarded to states in order to support subgrants to address national goals including school readiness, school completion, student achievement and citizenship, teacher education, math and science, Safe and Drug-Free Schools, and parental participation. The projects, which operate in all of Utah's school districts, take the form of professional development, preservice education, and local school reform. Subgrants are also awarded to address specific

needs identified in state and local education agency strategic plans. Utah has received nearly \$18.6 million in Goals 2000 federal funding since 1994. All remaining Goals 2000 funds were awarded during the spring of 2001. The collaborative Goals 2000 projects address distance learning, educator licensing, English as a Second Language, guidance, literacy, new teacher induction, parental involvement, preschool instruction, professional development, reading, evaluation and assessment, technology, and tutoring.

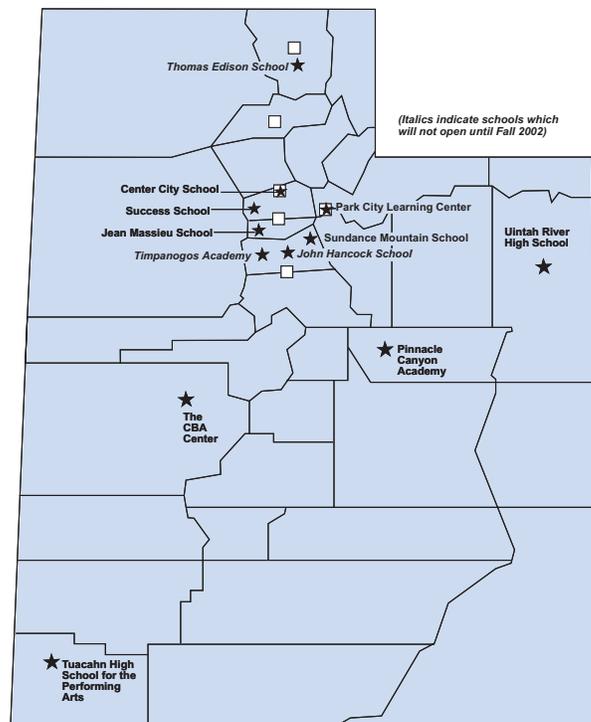
## SCHOOL TRUST LANDS

As a condition of statehood, one-ninth of all land in Utah was granted for the support of schools. An endowment fund, known as the State School Fund, was created from the proceeds from these lands. The School and Institutional Trust Lands Administration manages Utah school trust lands for the support of education. This new

management structure was created in July 1994 to better manage the lands. The agency manages 3.5 million acres of surface lands and 4.3 million acres of mineral rights for the schools. All proceeds after expenses are deposited in a large endowment fund known as the State School Fund. During fiscal year 2001, \$42 million was deposited in the State School Fund from the school lands—in one year, the agency earned more than two times what had accumulated in the fund during the first one hundred years. The fund is currently at \$356 million in market value, well on its way to the goal of \$1 billion by 2010.

In 2001, the School Land Trust Program distributed about \$5 million in dividends and interest from the fund. A committee in each school developed a plan to address the school's most pressing academic need. Parents, teachers, and principals served on the committee. Every school in the state then had its plan approved by its

Map #1  
Utah's Charter Schools



local school board. For the first time since the lands were granted at statehood, school trust funds benefited each school in a tangible way, making a real difference in each Utah school.

## SERVICE-LEARNING

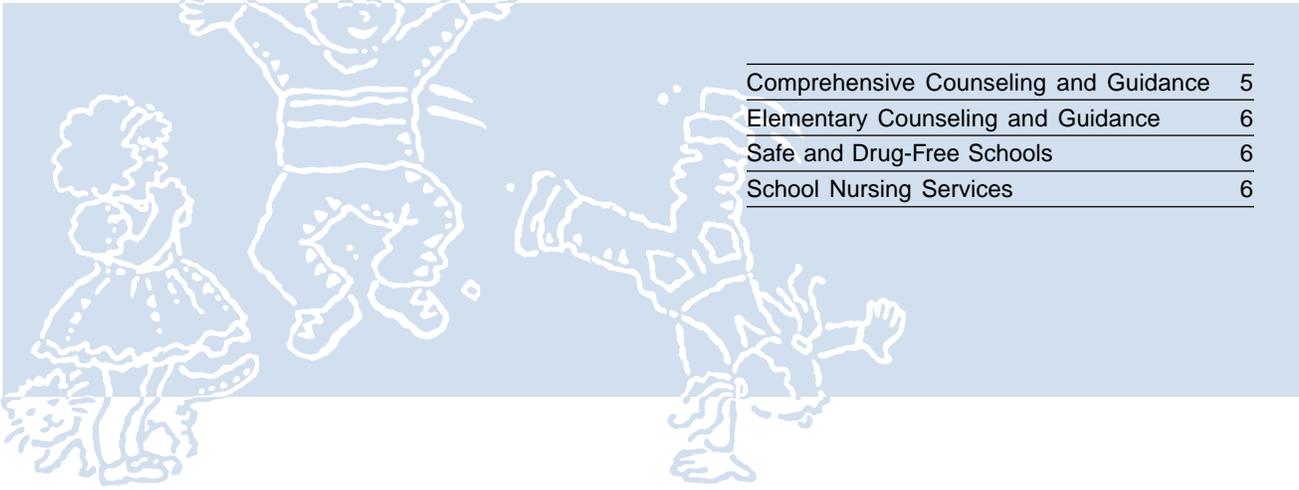
In 2000–2001, Service-Learning continued to be included in the educational delivery system of 37 Utah school districts, and it is now identified as a component in the Core Curriculum. Over 54,000 students participated in projects that not only im-

proved their communities but also connected their schools to the neighborhoods, cities, state, country, and world in which they live. Dixie Middle School in Washington District was added to those recognized by the National Corporation for Service in Washington, D.C. as a National Leader School.

In March 2001, Utah Service-Learning was part of the Putting It Together (PIT) Crew leadership conference. This effort brings together Health Education, HIV/AIDS Prevention, Counseling and Guidance, Diversity

and Equity, Character Education, Physical Education, Safe and Drug-Free Schools, and Service-Learning. A model of professional development allows educators to see the connections between these content areas and how Service-Learning plays an integral part.

In June 2001, 300 teachers participated in the first annual PIT Healthy Human Development Conference in Park City. Workshops and presentations on Service-Learning were part of the conference.



|                                       |   |
|---------------------------------------|---|
| Comprehensive Counseling and Guidance | 5 |
| Elementary Counseling and Guidance    | 6 |
| Safe and Drug-Free Schools            | 6 |
| School Nursing Services               | 6 |

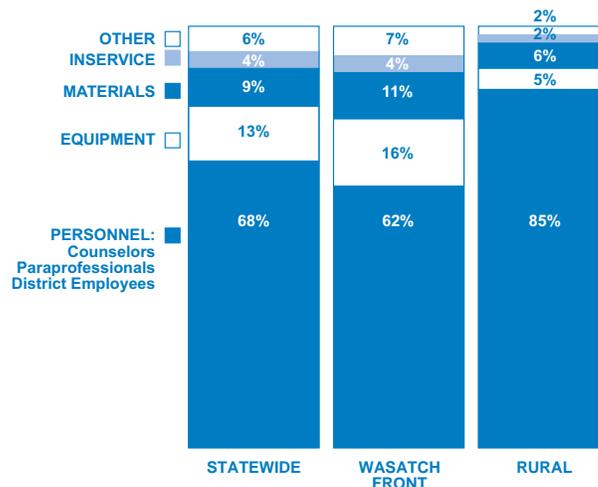
## COMPREHENSIVE COUNSELING AND GUIDANCE

As of May 2001, 245 secondary schools in Utah have qualified for funding by meeting rigorous Comprehensive Counseling and Guidance standards. The 2000 Utah State Legislature appropriated \$7.4 million in ongoing funds for Comprehensive Guidance to meet the 2000-2001 funding requirement for grades 7-12.

When Comprehensive Guidance received initial funding in 1993, the Legislature set a goal to reduce pupil-counselor ratios in grades 7-12 to not more than 400:1 by the year 2000. The statewide average in 1992 was 550:1. The ratio in 1994 was 470:1, and by fall 1998, the statewide ratio had shrunk to 429:1. In fall of 2000, the statewide student-to-counselor ratio has risen slightly to approximately 385:1.

Utah's Comprehensive Counseling and Guidance Program has made substantial progress toward fulfilling legislative intent and continues to be a driving force for Student Education Occupation Plan (SEOP) improvement. In fulfillment of that intent, the majority of funds continue to be spent for counseling and guidance professionals who provide direct services to students. Parental participation and district training for teachers regarding

Chart #1  
Comprehensive Guidance Use of Funds



their role in the SEOP process are also required to meet the standards for effective SEOP conferences. (See *Chart #1.*)

## ELEMENTARY COUNSELING AND GUIDANCE

The growing focus on counseling and guidance services in elementary schools has provided direction for many of the efforts of the student services program. A draft model of Elementary Comprehensive Counseling and Guidance was reviewed by focus groups across the state. A document “cross-walking” student learning objectives identified in the Utah State Core Curriculum and student competencies listed in the Utah Model of Comprehensive Guidance was created so that guidance specialists can provide instructional support for competencies identified by the USBE. District administrators, principals, and guidance specialists in 15 out of the 30 districts in the state with elementary services have participated in an inservice experience regarding the development and implementation of an elementary counseling and guidance program model.

Limitations on funding remain the greatest challenge for districts desiring to implement elementary counseling and guidance programs. Additional funding from the Legislature will likely not be requested for FY 2003. Nevertheless, many districts will continue to hire additional counselors. The equity of service to elementary school students in rural districts remains a concern, where the 1:2,400 ratio of guidance specialists to students contrasts sharply with the secondary school counselor-student ratio of 1:385.

## SAFE AND DRUG-FREE SCHOOLS

This year, Safe and Drug-Free Schools became part of the curriculum section of the Utah State Office of Education. This program is a comprehensive approach to creating safe and drug-free environments conducive to learning. Prevention Dimensions is a part of this comprehensive strategy and is the foundation of Utah’s school-based prevention efforts, which are implemented widely throughout all 40 school districts. Safe and Drug-Free Schools is a component of the Putting It Together (PIT) Crew at the State Office of Education. PIT Crew is made up of the following components: Health Education, HIV/AIDS Prevention, Character Education, Equity/Diversity, Guidance and Counseling, Physical Education, Service-Learning, and Safe and Drug-Free Schools. A leadership conference was held in Provo during the month of March 2001. PIT Crew teams from across the state attended this event, which assisted them in developing the capacity necessary for local professional development with classroom teachers.

As part of a national press briefing and formal ceremony this past spring in Washington, D.C., Prevention Dimensions was honored with an exemplary substance abuse prevention programs award from the Federal Substance Abuse and Mental Health Services Administration’s Center for Substance Abuse Prevention (CSAP). Each year this group recognizes prevention programs that excel in providing effective strategies to prevent substance abuse in our society.

In 2000–2001, five school districts (Salt Lake, Ogden, Granite, Jordan,

and Tooele) were identified as having the most critical need. A three-year cycle of regional on-site monitoring visits continues to be conducted. During these visits, districts share their prevention strategies and successes.

## SCHOOL NURSING SERVICES

The 1996 Legislature established an incentive program to encourage cooperation between the Utah State Office of Education and the Utah Department of Health to assist school districts in providing increased school nursing services. All 40 Utah school districts have participated in this program. This funding has brought the school nurse-to-student ratio to one nurse for approximately 6,330 students (closer to the 2000 goal of 1:5,000, and the national recommendation of 1:750). An increase in school nurses has allowed for additional care plans, staff training sessions, and medical outreach.

The 2001 Legislature included these incentive funds in block grant funding processes. The funds are still available, and now may be used for other purposes within a block of programs at the discretion of the local school district.

Success with School Nurse Incentive Program funds, as well as additional funds received from other sources such as State Medicaid reimbursement money for some of their children, will continue to demonstrate the positive impact school nurses have on the safety, health, and learning potential of Utah’s schoolchildren.

|   |   |
|---|---|
| Adult Education Services                | 7 |
| General Educational Development         | 8 |
| English for Speakers of Other Languages | 8 |
| Corrections Education                   | 8 |
| Adult Education Training                | 9 |

## ADULT EDUCATION SERVICES

Utah Adult Education includes Adult High School Completion, Adult Basic Skills, General Educational Development (GED), English for Speakers of Other Languages, and a variety of community enrichment educational programs. State and national leaders, as well as many local businesses, continue to acknowledge and focus on the positive link between adult education services and childhood literacy/school success, better-paying jobs for adults, safer communities, and a higher quality of life for all citizens. Utah continues to experience dramatic demographic changes that indicate the urgent need of adults for additional basic education and English language proficiency training.

The Federal Adult Education and Family Literacy Act of 1998 is a clear example of national leadership recognizing the need for both adult and family education. The Utah State Office of Education's five-year plan for the Act was accepted, and FY 2000-2001 was the first year of a two-year grant awarded to school districts and other

community-based organizations for Adult Basic Education and English language proficiency training. Utah Adult Education was also the recipient of a federal incentive grant this year. Adult Education proposals will focus on preparations for the General Education Development (GED) programs for 2002, provide additional services for English language learners, and provide special accommodations for adults. Utah also received an English Language/Civics Education Grant award to help non-English-speakers learn English and civics education and prepare for citizenship. This will allow adult education providers a more stable funding outlook, and create a plan to be maintained and followed. This year the new Adult Education High School Completion standards were fully implemented. The new data collection software was implemented in many districts. This enabled providers to complete their statistical reports electronically for the first time.

The Utah State Legislature continues its financial support for both Adult Basic Education and Adult High School Completion. This support has

been critical in providing the educational opportunities thousands of adults seek in order to raise their standard of living and improve Utah's future economic outlook. These opportunities result in better-paying jobs, increased support for local school districts, and fewer requests for public assistance. Recent legislative hearings have focused on adult education as part of a strategic plan for Utah's education system. Implementation of options for statewide block grant funding for adult education programs was passed during the 2001 legislative session.

The Utah State Office of Education continues to coordinate and advocate for the diverse and unique lifelong learning needs of all individuals and families with flexibility, client choice, and quality adult education programs. We are a diverse and unique state of lifelong learners who are working together to create a quality, accessible, flexible, effective, accountable, and seamless education system for adults and their families.

## GENERAL EDUCATIONAL DEVELOPMENT

The General Educational Development (GED) test is offered in Utah as an opportunity for educational advancement for adults who did not finish high school. The GED test consists of a battery of five examinations that measure the core, enduring academic skills and knowledge usually acquired in a four-year high school program of study.

In 2000-2001, 7,026 individuals attempted and 6,509 completed the entire GED test battery of five tests. Out of that total, 5,208 had passing scores, giving Utah an 80 percent passing rate, 11 percent above the national average. Nationally, and in Utah, about one in seven high school diplomas is a GED.

Last year the average Utah examinee was 22 years old. Seventy-three percent of the GED test-takers were white; 13 percent were Hispanic; and four percent were American Indian. The remaining 10 percent were from other ethnic backgrounds. Three-quarters of the test-takers indicated that they planned to continue their education. On a per capita basis, Utah had the nation's second-highest percentage of eligible adults who took GED tests (3.2 percent).

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

English for Speakers of Other Languages (ESOL) continues to be the fastest-growing adult education program in the state. It provides English language training to residents of Utah who speak little or no English. Such training enables individuals to interact within the community and is essential to their economic survival. During the 2000-2001 school year, both day and evening ESOL instruction was implemented, and Utah continued to provide

funding to all 40 school districts, and a small number of community-based organizations, through state and federal allocations.

The new federal Workforce Investment Act of 1998 provided funds for English Language/Civics Education (EL/Civics) Programs. Utah was one of the recipients of this funding. The funding was to create an EL/Civics program that would provide non-English-speakers with English, civics, and citizenship training. As a result of this grant, Utah created a committee of school personnel, community-based organizations, refugee resettlement groups, and university personnel who were interested in the EL/Civics program. The committee, using the six defined levels of ESOL, created a syllabus and instructor resource packet for EL/Civics. The materials were then tested at nine pilot sites: Salt Lake School District, Provo School District, Granite School District, Weber County School District, the Asian Association, the National Tongan-American Society, the International Rescue Committee, Guadalupe Schools, and Salt Lake County Aging Services. Each of these groups used the syllabus and reported any changes that needed to be made. These changes were made with the consensus of the committee. The syllabus and resource packet were then placed on the Adult Education Web site to be used during the 2001-2002 school year for the EL/Civics program.

Utah's growing refugee population, shifting demographics, and changes in Department of Workforce Services and Human Services regulations have spurred a demand for intensive ESOL training. The legislative "English only" referendum has increased the number of business and industry organizations requesting ESOL training for their employees. This includes English for the workplace in relation to safety, produc-

tion, and services. The number of non-English-speaking employees in Utah service industries continues to grow rapidly, and has caused a rise in the number of adult students requesting ESOL services. Due to a federal grant, Utah State University has developed an intensive English program geared to the university workplace, and is training non-English-speakers in the Cache County area to learn English and work in a university environment.

In 2000-2001, over 6,500 Utah adults spent a total of 58,000 hours in ESOL classes. In addition to helping 200 disabled students and 40 students from areas of high unemployment, the ESOL program helped 2,800 individuals to advance their training levels; 500 individuals to take technical training classes; 400 individuals to be removed from public assistance; 60 to earn their citizenship; 350 to gain employment; 1,300 to retain or advance in employment; 450 to receive workplace literacy instruction; 943 to read more to their children; 2,545 to be more involved in their children's education; and 605 to graduate from high school or earn their GED certificates.

## CORRECTIONS EDUCATION

Since 1992, the USOE has implemented a variety of collaborative educational programs for offenders housed in prisons and county jails. Designed to break the cycle of crime which plagues most offenders, these programs are administered through local school districts, applied technology centers, and colleges and universities within whose boundaries these correctional facilities reside. Independent research and evaluation have found these programs to be highly effective in reducing the likelihood of offenders returning to antisocial behavior once they are released.

These comprehensive programs

for offenders consist of courses and services focused on assessment, basic literacy skills, high school/General Education Development (GED) completion, cognitive problem solving skills, career skills, and occupational training. Programs also focus on job placement, family counseling, and pre- and post-release assistance. After evaluation, findings indicate that participating offenders returned to prison at a rate of 27 percent less than non-participants.

During 2001–2002, offenders at three prison sites and 22 county jails earned 587 GED certificates, 392 high school diplomas, 54 vocational certificates, 21 associate’s degrees, and eight bachelor’s degrees. These numbers reflect the high level of commitment shown by respective school districts in working with this difficult student population.

The Utah Department of Corrections is projecting an increase of 2,000 incarcerated offenders over the next five years. The challenge for the foreseeable future, therefore, will be having enough educational resources to accommodate this growth. (See *Chart #2.*)

## ADULT EDUCATION TRAINING

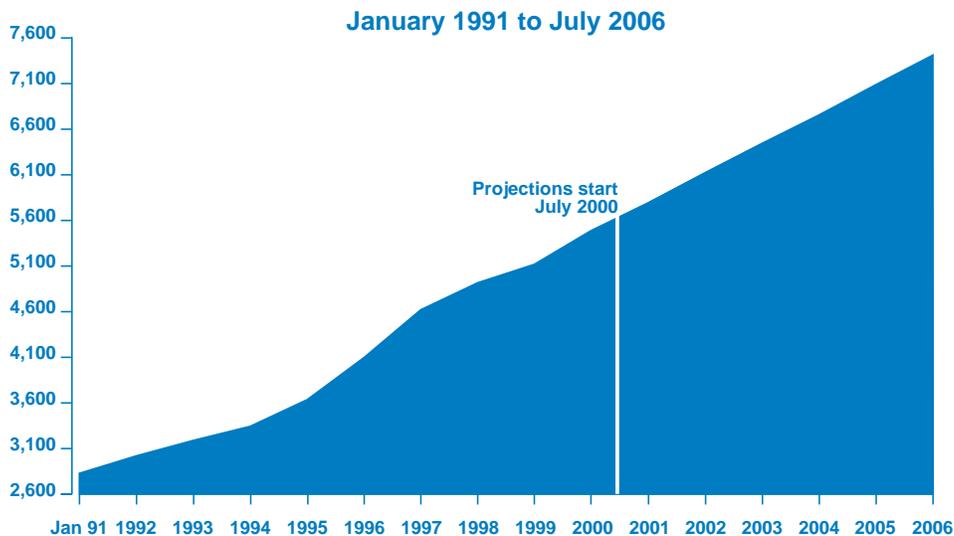
Adult Education Services at the Utah State Office of Education continues to respond to Utah’s changing population and educational needs. The USOE provides educators with the opportunity to advance in their training and knowledge. A survey was sent to program directors, and the results were used to develop customized training to fit the needs of the programs in each region of the state. The training was open to all 40 school districts, the Department of Workforce Services, applied technology centers, several community colleges, the Salt Lake Skills Center, community-based organizations, and any other interested agencies.

The events sponsored in 2000–2001 included four regional inservice meetings; four adult education director/coordinator meetings; seven local workshops; three statewide conferences (Adult Education Summer Institute, Utah Literacy and Adult Education Coalition’s Light on Literacy Conference, and Utah Association for Adult, Community, and Continuing

Education Conference); and various other events including four teleconferences (GED 2002, learning styles, use of mass media for curriculum building, and group work skills).

In addition, the National Community Education Association asked Utah to hold a Bidder’s Conference for the 21<sup>st</sup> Century Community Learning Center Grant Applications in Ogden. Similar conferences were held in Boise, Idaho and Casper, Wyoming. Many Utahns attended out-of-state conferences. At these events, more than 1,500 instructors, counselors, tutors, volunteers, administrators, and others presented more than 100 different kinds of training associated with lifelong learning.

Chart #2  
Incarcerated Populations and Projections





|   |    |
|---|----|
| Stanford Achievement Testing Program        | 11 |
| Utah Core Criterion-Referenced Assessment   | 11 |
| Accountability Program                      | 12 |
| Kindergarten Assessment                     | 12 |
| American College Testing Results            | 12 |
| Advanced Placement Results                  | 13 |
| National Assessment of Educational Progress | 13 |
| District Performance Reports                | 13 |

## STANFORD ACHIEVEMENT TESTING PROGRAM

Fulfilling its legislative mandate, the USOE administered the new ninth edition of the Stanford Achievement Test to third, fifth, eighth, and eleventh graders statewide in fall 2000. Utah students outperformed the national norm group in nearly every area, but had a continuing need for improvement in language at most levels and in elementary reading and math. The highest scores were in eleventh grade math

and science. The scores for eighth grade math and science and eleventh grade reading were also high. Results in fifth grade language and reading and eleventh grade language were the lowest. (See Chart #3.)

## UTAH CORE CRITERION-REFERENCED ASSESSMENT

More than half a million State Core tests were administered by school districts in spring 2000, and all districts

used USOE computerized scoring services and the individual student profiles produced from this data. A revised series of elementary mathematics criterion-referenced tests (CRTs) was completed. Work is continuing on secondary language arts CRTs, as well as elementary and secondary science and math.

Test item pools in several areas are available in electronic form. The updating of secondary-level item pools has begun. Development continues on

Chart #3  
Utah Statewide Testing Program Results

| Subtest              | Grade 3 | Grade 5 | Grade 8 | Grade 11 |
|----------------------|---------|---------|---------|----------|
| Mathematics          | 54th    | 49th    | 58th    | 68th     |
| Reading              | 60th    | 49th    | 53rd    | 60th     |
| Language/<br>English | 38th    | 47th    | 50th    | 47th     |
| Science              | 52nd    | 65th    | 58th    | 62nd     |
| Social<br>Science    | 52nd    | 51st    | 58th    | 62nd     |
| Thinking<br>Skills   | NA      | 55th    | 58th    | 52nd     |
| Complete<br>Battery  | 53rd    | 51st    | 54th    | 59th     |
| Students<br>Tested   | 34,320  | 34,298  | 33,101  | 32,702   |

The national norm is 50 for each subtest.

many elements of the new Utah Performance Assessment System for Students (U-PASS) required by House Bill 177, including standard setting and development of mathematics and science tests for both elementary and secondary grades, as well as the tenth grade Basic Skills Competency Test, and provision of the COGNOS system that provides a means for administrators and teachers to access and analyze their CRT data.

## ACCOUNTABILITY PROGRAM

Legislation passed in the 1999 session made the CRTs, already being administered in most school districts, mandatory for all 40 districts; maintained the norm-referenced achievement test (currently the Stanford Achievement Test, Ninth Edition), adding grade 3 to the other three grades (5, 8, and 11); and added a Basic Skills Competency Test, including math and reading/language arts, which students must pass (beginning with 10<sup>th</sup> graders in 2003) in order to receive a high school diploma.

A legislative task force, formed

during the 1999 session, further developed the accountability system for Utah, adding constructed response questions to the Core Assessment CRTs and Direct Writing Assessment in grades 6 and 9. These multiple assessment measures are being combined to provide information to teachers, students, and parents about student mastery of the Core Curriculum and to help identify any needs students may have for assistance. A summary of school results from the tests, along with other information about each school, will be reported each year over the Internet, beginning with reports on the 2002-2003 school year.

## KINDERGARTEN ASSESSMENT

The 1997 Legislature required that the literacy skills of kindergartners be assessed as they enter and leave kindergarten. In response, the first pre-kindergarten assessment was conducted statewide in 1998. The 2000 results indicated that the majority of kindergartners can grasp the basic concepts of print (they recognize the front of a book and know when its right

side is up, and recognize signs and other words in their environment), and can comprehend the simple story in the assessment.

However, as anticipated, many students will benefit from explicit instruction in phonemic awareness (recognizing letters and tying them to the sounds they make, recognizing rhyming words, and knowing the difference between a picture and a word). The end-of-level kindergarten assessment was administered for the second time statewide in spring 2001 to provide information to first grade teachers about the entering literacy skills of the students they will teach.

## AMERICAN COLLEGE TESTING RESULTS

Utah students scored higher than the national American College Test (ACT) average in nearly every area of the test. Over the 14 years from 1988 through 2001, Utah ACT composite score averages have followed the national average, staying basically unchanged. Students who took a rigorous high school program continued to score much higher than those who did

Chart #4  
**Utah and National ACT Scores**

| Test              | Utah |      | Nation |      |
|-------------------|------|------|--------|------|
|                   | 2000 | 2001 | 2000   | 2001 |
| English           | 21.0 | 20.9 | 20.5   | 20.5 |
| Mathematics       | 20.9 | 20.7 | 20.7   | 20.7 |
| Reading           | 22.0 | 21.8 | 21.4   | 21.3 |
| Science Reasoning | 21.5 | 21.5 | 21.0   | 21.0 |
| Composite         | 21.5 | 21.4 | 21.0   | 21.0 |

*ACT standard scores are based on a scale on which a particular student might obtain a low of 1 up to a high of 36.*

Chart #5  
**ACT Composite Score Averages, 10-Year Summary**

| Year | Utah | Nation |
|------|------|--------|
| 1992 | 21.1 | 20.6   |
| 1993 | 21.1 | 20.7   |
| 1994 | 21.3 | 20.8   |
| 1995 | 21.4 | 20.8   |
| 1996 | 21.4 | 20.9   |
| 1997 | 21.5 | 21.0   |
| 1998 | 21.6 | 21.0   |
| 1999 | 21.4 | 21.0   |
| 2000 | 21.5 | 21.0   |
| 2001 | 21.4 | 21.0   |

not.

Utah ACT score averages are based on the performance of 22,103 students from the graduating class of 2001. National score averages are for 1,069,772 students from the graduating class of 2001. ACT standard scores are based on a scale on which a particular student might obtain a low of 1 up to a high of 36. Between 2000 and 2001, Utah students' overall score fell slightly from 21.5 to 21.4. (See *Charts #4 and #5.*)

## ADVANCED PLACEMENT RESULTS

In 2001, Utah's students continued to score very well on a variety of Advanced Placement (AP) examinations. Of the 11,558 students who took 18,845 AP exams last year, approximately 66 percent received a qualifying score sufficient to earn college credit. This contrasts with a national figure of 60 percent. In 2001, the number of AP exams taken by Utah students rose 1.6 percent from the previous year as they earned college credit in 32 different subjects ranging from calculus and U.S. history to statistics

and French literature. (See *Chart #6.*)

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Performance levels on the National Assessment of Educational Progress (NAEP) Mathematics test have stayed approximately the same at grade eight since both the 1992 and 1996 administrations of state-by-state NAEP. Grade four performance stayed about the same from 1996-2000, and is up from the 1992 administration. Although Utah's performance exceeded the western regional average and the national average in 1992 and 1996, performance is essentially equal to those of the western region and the nation in 2000. Utah's performance has not declined over the years; rather, the performance of other states and the nation has improved over that period to equal that of the state.

Utah fourth and eighth graders scored substantially better than their peers, nationally, on the science assessment, with an average proficiency score at both grade levels of 155. This average score is significantly above

national averages (148) on a scale ranging from 1–300. Only four states had significantly higher proficiency level scores than Utah's at fourth grade, and six states at eighth grade. The state's performance also exceeds the western regional average as well as the performance of most other participating western states.

## DISTRICT PERFORMANCE REPORTS

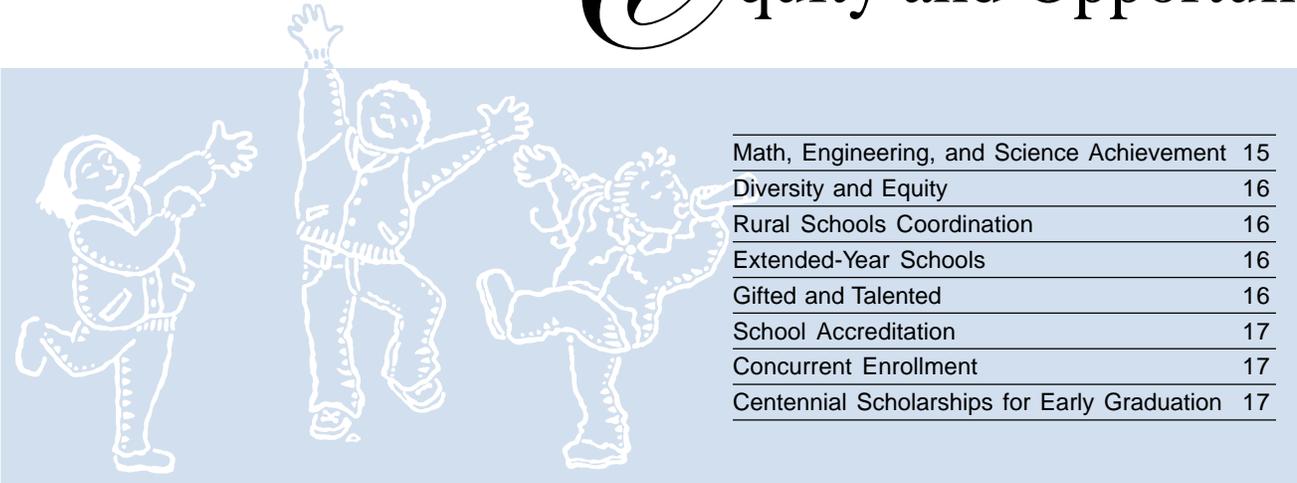
Under USOE guidelines, every Utah school district produces a district performance report for distribution to legislators, community leaders, and patrons as mandated by law. These reports provide data on personnel, support services, student achievement and enrollment, school finance, demographic projections, and important current information about local progress in strategic planning and school reform. The legislative requirement for these reports expires as of July 2003. They will be replaced by the 2003 school year by the School Performance Reports required in 53A–1–60, including district and state summaries. The district performance

Chart #6  
**Utah Advanced Placement Participation and Performance**

| Year | Total Students | Total Exams Taken | Percentage Qualifying* |        |
|------|----------------|-------------------|------------------------|--------|
|      |                |                   | Utah                   | Nation |
| 1991 | 7,596          | 11,586            | 70.2%                  | 64.0%  |
| 1992 | 8,669          | 13,260            | 70.9%                  | 65.4%  |
| 1993 | 9,436          | 14,318            | 71.7%                  | 64.3%  |
| 1994 | 10,238         | 15,938            | 72.6%                  | 66.1%  |
| 1995 | 10,110         | 15,907            | 70.0%                  | 60.5%  |
| 1996 | 10,349         | 16,123            | 69.1%                  | 62.0%  |
| 1997 | 11,343         | 17,796            | 69.9%                  | 62.8%  |
| 1998 | 11,427         | 17,987            | 67.8%                  | 62.6%  |
| 1999 | 11,670         | 18,449            | 68.8%                  | 61.9%  |
| 2000 | 11,572         | 18,544            | 69.4%                  | 62.1%  |
| 2001 | 11,558         | 18,849            | 66.3%                  | 60.0%  |

\* Percentage of exams with a grade of three or higher.  
Source: The College Board

reports submitted by January 15, 2002, will be the last the districts will produce.



|  |    |
|--|----|
| Math, Engineering, and Science Achievement   | 15 |
| Diversity and Equity                         | 16 |
| Rural Schools Coordination                   | 16 |
| Extended-Year Schools                        | 16 |
| Gifted and Talented                          | 16 |
| School Accreditation                         | 17 |
| Concurrent Enrollment                        | 17 |
| Centennial Scholarships for Early Graduation | 17 |

## MATH, ENGINEERING, AND SCIENCE ACHIEVEMENT

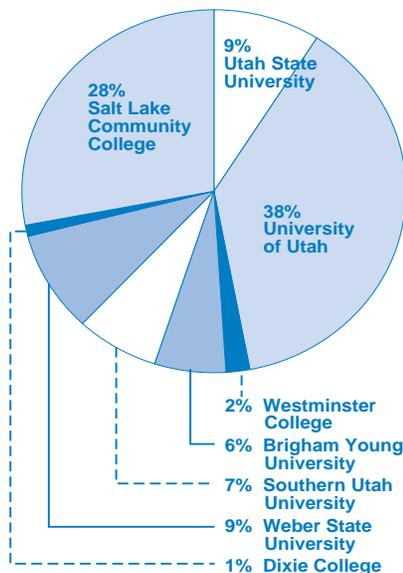
This year, with an allocation of \$345,032, the MESA program was able to award funding to 9 school districts and 72 schools for 2000–2001. More than 2,500 targeted ethnic minority and female students, in grades 7–12, were able to participate in an enriched math and science curriculum.

This academic program, together with other participation in structured activities such as after school club programs for students and parents, field

trips, and summer “job shadowing,” helps meet the MESA program objective of preparing these students to competitively access post-secondary training and employment opportunities in math, science, and technology fields. Because MESA targets this specific under-represented student population, the effort to recruit, retain, track, and graduate these students is scruti-

nized each year. Thanks to a renewed and focused effort by participating school districts, this year several schools were able to show a noticeable increase in the participation levels of these students. Female student participation continues to be strong. This focused effort has resulted in higher percentages of graduating MESA students enrolling in institutions of higher education than similar background students not involved in MESA. It is very rewarding to hear the powerful, personal success stories of these

Chart #7  
**MESA Graduates Enrolled in Higher Education**



students. (See Chart #7.)

## DIVERSITY AND EQUITY

The more than 17,000 copies of the USBE document, *Principles for Equity in Utah Public Schools*, distributed thus far to school districts and other public education agencies continues to be an indicator of the educators wanting access to tools that can help them assess how they can better provide services to Utah's fast-growing, diverse-student-background population.

This focus has led to a continued dramatic increase in the requests for nationally validated diversity and equity training such as REACH (Respecting Ethnic and Cultural Heritage), the NCCJ (National Conference for Community and Justice), and the Utah-developed national bestseller teacher handbook, *Teacher, They Called Me A...!: Combating Bias, Prejudice and Discrimination in the Classroom*, published by the Anti-Defamation League. As more districts adopt these programs as initiatives, including pre-requisite training for

ESL endorsements, the cost of materials and training has dropped more than sixty percent.

## RURAL SCHOOLS COORDINATION

The Utah State Office of Education is the major sponsor of the annual summer Rural Schools Conference held at Southern Utah University (SUU). Almost 650 educators from all school districts participated in this conference. Major strands included social studies education, technology, public relations, and language arts.

## EXTENDED-YEAR SCHOOLS

The 1997 Legislature funded the development of secondary school models which extend the school year up to 45 days. In 2000–2001, four continuing models were being implemented: one each in Iron, Granite, and Provo School Districts, and a combined model in North Sanpete and South Sanpete School Districts. Over 6,000 students participated during the extended year. The benefits for edu-

cators include more flexible contracts, variable work schedules, and smaller class sizes. Each extended-year school offers students four basic opportunities: acceleration toward high school graduation; promotion to post-secondary institutions and job apprenticeships; remediation with flexible schedule options; and enrichment classes, with the majority being in the arts. Both internal and external evaluations show very promising results. Interest on the part of students and their parents in increased learning time and more flexible schedules continues to grow.

## GIFTED AND TALENTED

The USOE coordinates a monthly meeting with school district, university, and private school representatives to collaborate and share information regarding gifted and talented students. Interest in serving gifted and talented children continues to grow. The USOE is continuing collaboration with Utah State University to develop a model for teaching advanced students in the regular classroom, specifically in ru-

Chart #8  
Statewide Concurrent Enrollment

| Year    | Students | Semester Hours |
|---------|----------|----------------|
| 1991–92 | 5,434    | 37,079         |
| 1992–93 | 6,076    | 42,006         |
| 1993–94 | 7,459    | 52,262         |
| 1994–95 | 9,236    | 57,317         |
| 1995–96 | 11,725   | 78,176         |
| 1996–97 | 18,860   | 102,667        |
| 1997–98 | 17,888   | 110,578        |
| 1998–99 | 20,843   | 127,694        |
| 1999–00 | 20,506   | 126,986        |
| 2000–01 | 19,821   | 125,747        |

ral areas. In 2000–2001, the USOE also continued to cosponsor conferences for educators and parents interested in meeting the needs of gifted children.

### SCHOOL ACCREDITATION

During 2000–2001, over 100 Utah educators served on teams to conduct peer reviews for 18 Utah schools as required for accreditation. The teams reviewed the schools’ self-evaluation and accreditation standards. The state accreditation committee evaluated annual reports of schools interested in being accredited with the Northwest Association of Schools and Colleges. The 203 schools that were approved included 17 elementary schools, two middle schools, 111 high schools, 12 K–12 schools, 46 special-purpose schools, 12 supplemental schools, and three distance education programs. Seventy-nine elementary schools and 81 middle-level schools elected to become accredited through the state rather than through Northwest. A major emphasis was placed on accreditation of staff development.

A cadre of 38 district administrators and principals trained teams from 72 Utah schools. The training focused on the schoolwide improvement process required for accreditation. New this year, staff development was geared to training visiting team members. This two-day training involved 162 teachers and administrators from around the state.

### CONCURRENT ENROLLMENT

The Concurrent Enrollment Program continues to enable students to save time as well as college tuition by earning college credit while still in high school. Students choose from a broad array of academic and technical subjects taught on both high school and college campuses. All 40 Utah districts participated in the program during the past year, allowing students to earn credit from 10 Utah colleges and universities. Students took classes delivered by high school teachers acting as adjunct college faculty or by college staff members teaching the courses in person or electronically

through distance learning facilities. In 2000–2001, 19,821 students earned a total of 125,746.5 semester hours of college credit. *(See Chart #8.)*

### CENTENNIAL SCHOLARSHIPS FOR EARLY GRADUATION

The Centennial Scholarships for Early Graduation program enables students who graduate at the end of grade 11 to receive \$1,000 as a partial tuition scholarship upon full-time enrollment in any of 17 eligible Utah colleges, universities, and applied technology centers. A total of 640 strongly motivated students completed all graduation requirements by the end of their junior year or partway through grade 12, and received scholarships toward achieving their specific post-secondary goals. In 2000–2001, these students claimed a total of \$365,827 in scholarship funds and fast-forwarded their post-secondary education. *(See Chart #9.)*

Chart #9  
Centennial Scholarships for Early Graduation

| Year    | Number of Districts | Number of Early Graduates | Number of Scholarship Recipients | Scholarship Funds Allocated |
|---------|---------------------|---------------------------|----------------------------------|-----------------------------|
| 1994–95 | 30                  | 780                       | 209                              | \$125,481                   |
| 1995–96 | 38                  | 1,150                     | 348                              | \$202,844                   |
| 1996–97 | 33                  | 1,302                     | 586                              | \$300,402                   |
| 1997–98 | 32                  | 1,533                     | 628                              | \$327,528                   |
| 1998–99 | 32                  | 1,493                     | 598                              | \$350,573                   |
| 1999–00 | 31                  | 1,487                     | 691                              | \$410,838                   |
| 2000–01 | 34                  | 1,690                     | 640                              | \$365,827                   |

# Applied Technology

|  |    |  |    |
|--|----|--|----|
| Applied Technology Education                   | 19 | Economic Education                             | 22 |
| SOAR Public Awareness Campaign                 | 19 | Family and Consumer Sciences Education         | 23 |
| Applied Technology Centers and Service Regions | 19 | Health Science and Health Technology Education | 23 |
| Custom Fit Training                            | 20 | Technology Education                           | 23 |
| Management Information Systems                 | 20 | Technology, Life, and Careers                  | 24 |
| Agricultural Education                         | 20 | Trade and Technical Education                  | 24 |
| Business Education                             | 20 | Carl D. Perkins Funds                          | 24 |
| K-12 Keyboarding                               | 20 | Equity and Nontraditional Training             | 25 |
| Information Technology                         | 21 | School-to-Careers                              | 25 |
| Marketing Education                            | 22 | Work-Based Learning                            | 25 |

## APPLIED TECHNOLOGY EDUCATION

This year, an exciting piece of Utah Applied Technology Education history has been written. The Utah Legislature, during a special session in June 2001, passed House Bill 1003, establishing the new Utah College of Applied Technology (UCAT). On September 1, 2001, the five applied technology centers (ATCs) and three applied technology center service regions (ATCSRs), along with newly formed entities in the Central and Dixie regions, were organized into 10 regional applied technology colleges to collectively form the newest state institution of higher education.

While governance and organizational changes have occurred and will continue to occur, UCAT will continue to serve both secondary and post-secondary students in the revolutionary open-entry, open-exit format pioneered by the applied technology centers over the past 25 years. Exciting additions to be implemented by UCAT will include a variety of associate of applied technology degrees in various subject areas, as well as a

competency-based high school diploma.

As part of the governance structure, two members of the Utah State Board of Education have been appointed as members of the Board of Regents, and two additional members have been appointed to the UCAT Board of Trustees.

## SOAR PUBLIC AWARENESS CAMPAIGN

In January 1996, the multimedia *SOAR with Applied Technology Education* public awareness campaign was launched. SOAR is an acronym for Skills, Opportunities, Achievements, and Rewards, all of which are realistic goals of applied technology education programs. Since the campaign's inception, approximately 100,000 SOAR brochures have been distributed to individuals calling the toll-free number to inquire about applied technology-related occupations and training. Sixty-eight percent of callers have enrolled in an applied technology education program or plan to do so within six months.

Twenty-five percent of SOAR's 30

television advertisements, valued at \$1.9 million, have been produced and aired free of charge by a local television station. Of SOAR's ten radio advertisements, 95 percent were produced and aired free of charge. The radio advertisements are aired on every Utah radio station, with contributed production and airtime valued at \$2.7 million. An additional \$250,000 was also raised to support the campaign. The SOAR public awareness campaign is one significant factor driving the rapid enrollment increases occurring in applied technology education in Utah.

## APPLIED TECHNOLOGY CENTERS AND SERVICE REGIONS

Utah's five applied technology centers (ATCs) and three service regions (ATCSRs) offer programs that develop the skills needed to respond to Utah's industrial and high-tech growth. Training programs are individualized and offered in an open-entry, open-exit, competency-based environment. Program performance and accountability conform to rigorous business and

industry standards. In FY 2001 the ATCs and ATCSRs continued a moderate growth pattern, increasing student membership hours by 4.6 percent over FY 2000. The audited total of membership hours in the system was 5,635,746. Two thousand six hundred thirty students received industry-based competency certifications, a substantial increase over the previous year.

### **CUSTOM FIT TRAINING**

Custom Fit Training provides customized employee training to business and industry at applied technology centers, service regions, and colleges across the state. Focus is on helping new or expanding companies to upgrade the employment skills of incumbent employees. Each Custom Fit provider can respond immediately to the needs of Utah's companies and businesses.

In FY 2001, Custom Fit trained 18,133 individuals and worked with over 720 companies. Custom Fit is needed to keep pace with Utah's rapid growth and economic development. Custom Fit Training is an investment that builds business partnerships and enhances the marketable skills of Utah citizens.

On September 1, 2001, the successful Custom Fit Program was transferred under the new Utah College of Applied Technology to continue as an economic development tool of the regional applied technology colleges.

### **MANAGEMENT INFORMATION SYSTEMS**

In 2000–2001, a great deal of time and effort was expended to make all data more accurate. Area and local training was implemented to help ensure that correct and accurate data was sent to the USOE. The State Office also continued to refine and up-

grade Program Approval for Technology Instruction (PATI). PATI is integrated with the state's database clearinghouse and the state's teacher certification program (CACTUS). All secondary schools now upload their data through the state database clearinghouse. This assures greater data accuracy in the transfer and gives the school districts the ability to upload only one set of data for most of the state reporting.

### **AGRICULTURAL EDUCATION**

Agriculture, the "food and fiber industry," generates 20 percent of our nation's gross national product and 20 percent of our national employment. It is the nation's largest employer, with 21 million people working in some phase of the industry. From floriculture to genetic engineering, from the production of crops or animals to marketing, there are more than 300 diverse careers in agriculture. These facts indicate the need for agricultural education in our schools to help prepare young people for careers in agriculture.

In Utah, agricultural education programs are found in 31 districts, from rural Wayne County to urban Salt Lake County. There are programs in 68 high schools across the state, administered by 89 teachers. Currently, 14 percent of these agriculture teachers are women. Approximately 9,300 students are enrolled in these programs. While young women make up only 37 percent of this enrollment, they usually make up 50 to 60 percent of the leadership core at the local and state levels. The opportunities for young women are increasing, especially in agricultural education, as they complete the programs and enter this traditionally male-dominated career field. Utah agriculture students who belong

to the Future Farmers of America (FFA) succeed at high levels. The 53 students who achieved the American FFA Degree this year showed combined assets of \$1.5 million. There are 3,400 other FFA members in the state who are working hard to achieve the same level of proficiency. (See *Chart #10.*)

### **BUSINESS EDUCATION**

In 2000–2001, over 17,000 secondary business students earned skills certificates in twelve business areas. Students from secondary Future Business Leaders of America (FBLA) and post-secondary Phi Beta Lambda (PBL) chapters across the state represented Utah at the 2001 National FBLA/PBL competitions in Florida. High school students placed in the top 10 in 19 events, with one Utah student taking first place nationally in Who's Who in FBLA and another student scoring a perfect 100 percent in Business Calculations.

PBL students won first place nationally in seven competitions: Who's Who in PBL, Business Communications, Economics, Multimedia Presentations, Telecommunications, Word Processing, and Future Business Executive. In 30 other PBL events, Utah placed among the top ten. For the first time ever, the Utah chapter placed seventh in the nation overall for FBLA/PBL results. At the summer conference at Northridge High School in Layton, more than 400 business educators participated in workshops and updated their technical skills.

### **K–12 KEYBOARDING**

The mission of kindergarten through 12<sup>th</sup> grade Keyboarding Education is for all Utah students to possess keyboarding competence by high school graduation. According to the Utah Educational Technology

Core, proper keyboarding instruction begins “in third grade and is reviewed in each succeeding grade to allow elementary students to achieve a high degree of proficiency.” Students are assessed for keyboarding competence in elementary and secondary keyboarding programs.

In January 2001, a new position—K–12 Keyboarding Specialist—was created at the Utah State Office of Education to assist teachers and computer lab managers in providing effective elementary keyboarding instruction and reinforcement to students. *Keyboard Chatter* is suggested as the 20-lesson curriculum used to introduce the alphabetic keys to students. Teacher materials, motivational activities, posters, and classroom management suggestions are an integral part of this curriculum.

In the first nine months, more than 400 individuals have received training and begun utilizing *Keyboard Chatter* in their computer classrooms. An important facet of this state keyboarding fervor is the integration of keyboarding into language arts activities and instruction, as well as English Language Learner and Special

Needs Student programs. For additional information on keyboarding in Utah, visit the Web site at <http://www.usoe.k12.ut.us/ate/keyboarding/key.htm>.

## INFORMATION TECHNOLOGY

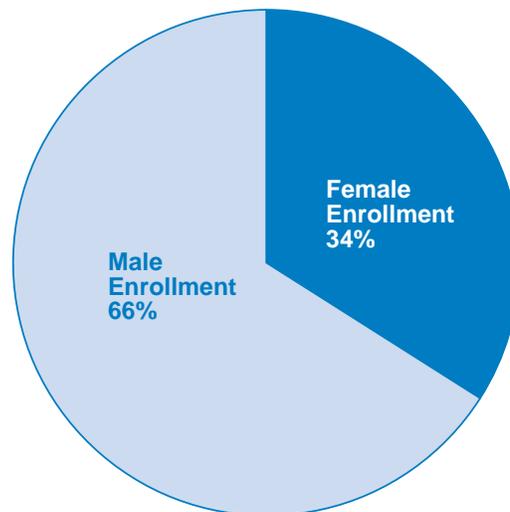
The mission of Information Technology (IT) Education is to prepare students for employment and/or continuing education opportunities in the growing field of information technology, with the help of industry. This is accomplished through technical instruction in the classroom, experiential education in the laboratory, student internships, work-based learning, and industry certification.

The primary goal of Information Technology Education is to produce capable and productive IT workers to fuel Utah’s economy. IT is used by all businesses, and there is a continuing shortage of employees with IT skills. Additional goals include increasing the number of IT courses in schools throughout the state, increasing the number of high school students obtaining industry certifications, and obtaining local industry and government support.

Information Technology consists of four program areas in Applied Technology Education: Information Support and Services (technical support and database development), Interactive Media (multimedia and Web development), Network Systems, and Programming and Software Development. Even with the slowdown of the economy, the Information Technology Association of America (ITAA) has estimated that there will be over 900,000 new jobs created in IT in 2001, with 425,000 going unfilled. This information illustrates that there is, and will be, a great demand for trained IT professionals.

Currently, seven of Utah’s twelve IT courses are tied to actual industry certifications (Novell CNA, Microsoft MCP, Cisco CCNA, Oracle OCP, and CompTIA A+, i-Net+, and Network+), with others to be added soon. During the 2000-01 school year, 249 students (a 130 percent increase over 1999-2000) earned IT industry certifications, and an additional 1,254 students (a 32 percent increase over 1999-2000) obtained state skill certification for non-industry certification IT programs (see graph below). In May of 2001,

Chart #10  
**Agricultural Education Student Enrollment**



the first annual TestOut Challenge (IT student competition) was held. Thanks to partnerships with TestOut Corporation, Advanced Technical Center, Intel, Novell, Microsoft, Cisco, CompTIA, and other IT companies and organizations, over \$70,000 in prizes were donated for the students and teachers. A combination of developments—including the TestOut Challenge, partnerships with IT companies to provide reduced IT certification costs, an increased number of IT programs in the schools, and more trained teachers—have led to increased numbers of IT-certified students.

Articulation agreements with local colleges and universities continue to be established to provide a clear path for students to obtain degrees in information technology. Increasing student, parent, and counselor awareness of the IT industry, and the types of jobs available to students in Utah, will be the focus of the upcoming year. These steps will help in meeting the Governor's goal of tripling the number of students graduating in engineering and computer science in the next eight years. (See Chart #11.)

## MARKETING EDUCATION

Marketing education in Utah continues to grow. Our marketing education classes this year are gearing up to help students relate to the real world of marketing. This year the USOE is working at developing its standard marketing curriculum, making it possible to teach marketing in a self-paced environment, as well as in the traditional manner. This will provide more marketing education opportunities to students in rural areas of Utah.

The new self-paced e-Commerce course curriculum now includes the opportunity for students to obtain a national CeMA (Certified eMarketing Association) certification. This is the first opportunity of its kind in the nation. The Sports and Entertainment Marketing program, the program mainly responsible for the increased enrollment in marketing education, has received national attention.

Statewide skill certification tests have been revised and upgraded. Fourteen skill certification tests are now available in the marketing education program area. The marketing education Internet site has been up-

dated and greatly expanded to include a large variety of teacher resources and information.

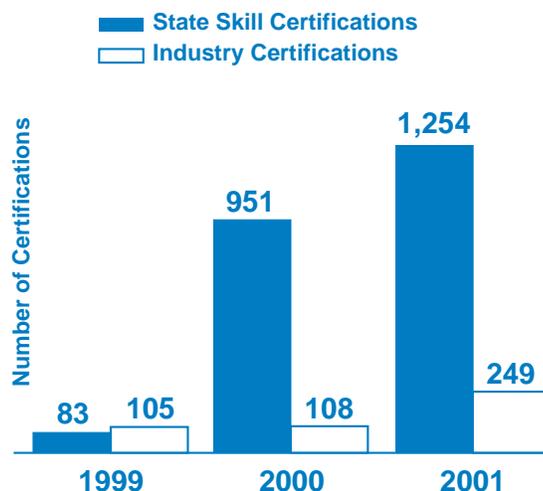
Utah will be in the nation's spotlight when we host the National Distributive Education Clubs of America (DECA) Conference. DECA is a leadership organization for marketing students. Utah will be hosting over 15,000 students from across the United States.

The USOE's goal this year is to improve teaching by implementing better inservice, communication, and evaluation through the new program approval process. Program approval will help the USOE increase its involvement in DECA and Business Advisory Committees.

## ECONOMIC EDUCATION

Social studies K–12 teachers and secondary ATE business and marketing teachers continue to integrate economics into existing courses and teach economics courses at the high school level. New materials and activities have been developed to help teachers implement the new Elementary Social Studies Core.

Chart #11  
IT Industry and State Skill Certifications



Financial literacy for Utah's young people is a high priority for many in the business community. The newly formed Utah affiliation of the national Jump\$tart Coalition ([www.jumpstartcoalition.org](http://www.jumpstartcoalition.org)) has brought financial, retail, and education representatives together in order to gather resources and support for financial literacy.

The stock market simulation co-sponsored by the Utah State Office of Education, the Utah Council on Economic Education, and the Utah Division of Securities continues to build Internet skills and bring student attention to current events and economic concepts. During the simulation, high school and junior high/middle school student teams receive an imaginary \$100,000 and build portfolios from the actual market for an entire semester. Teachers receive training on stock market and economic terminology, Internet access and education sites, and classroom activities.

## **FAMILY AND CONSUMER SCIENCES EDUCATION**

The Family and Consumer Sciences (FACS) Education program focuses on skills in child development, parenting, interpersonal relationships, nutrition, housing and interiors, consumer education, textiles, and related careers. The overall goals of the program are to empower individuals, strengthen families, build communities, and provide access to careers. Developing and strengthening skills to improve the quality of family life continues to be emphasized as individuals balance their multiple roles and responsibilities in the workplace, the home, and the community.

Students enrolled in high school FACS courses participated in the state-sponsored skill standard testing and certification program during the 2000-2001 school year. Specific tests were

administered statewide in Adult Roles and Responsibilities, Child Development, Child Care, Food Service/Culinary Arts, Interior Design, Nutrition and Foods, and Clothing and Textiles. Students who earn certificates in Child Development and Child Care and are employed in an early childhood setting are eligible for a \$400 bonus from the Utah Office of Child Care. This award is part of the four-step career ladder plan designed by the Office of Child Care to encourage students to continue their education in the field of child development or early childhood education.

The student leadership organization Family, Career and Community Leaders of America (FCCLA) provides students with valuable leadership opportunities and a tremendous avenue for Service-Learning integrated with classroom activities. Andrew Maughn, from Provo High School, was elected to service as a national student officer at the national convention in July 2002. Andrew will serve with nine other students from across the nation on the national council. The FCCLA STOP (Students Taking On Prevention) the Violence initiative is one of many national FCCLA projects in which students are involved. This project is in partnership with the U.S. Department of Justice's Office of Community-Oriented Policing Services and is now being implemented throughout the nation.

Partnership with the Utah Restaurant Association continues as more Utah high schools adopt the national ProStart program. ProStart is a national educational training program for high school students interested in pursuing careers in food service management. This program is in cooperation with the Utah Restaurant and National Restaurant Associations, and provides classroom instruction

along with student internships.

## **HEALTH SCIENCE AND HEALTH TECHNOLOGY EDUCATION**

Health Science and Technology (HST) Education is a secondary and technical-level program that prepares students for pursuit of an appropriate health care profession.

The program is based on the employment needs of the health care community, National Health Care Skill Standards, individual students, health care leadership, technical skills, and post-secondary education requirements.

Health science courses and curricula currently offered through Utah schools include the following programs: TLC – Health Care, Introduction to Health Science and Technology, Medical Anatomy and Physiology, Advanced Health Science, Introduction to Emergency Medical Services, Exercise Science/Sports Medicine, American Sign Language (Levels 1 and 2), Biotechnology, Clinical Laboratory Assisting, and Sign Language Interpretation.

Health Technology Programs available at Utah schools offer training for a number of skills and occupations, including Dental Assistant, Nurse Assistant, Practical Nursing, Emergency Medical Technician, Medical Assistant, Medical Office Administrative Assistant, Optical Technician, Pharmacy Technician, Surgical Technician, Medical Transcription, and Medical Records Technician.

Health Occupations Students of America (HOSA) is the student organization sponsored by HST education. It is a critical component of the HST curriculum. HOSA provides students with opportunities to attain the knowledge, skills, and leadership characteristics necessary to succeed in a

health care profession.

## TECHNOLOGY EDUCATION

The National Standards for Technological Literacy are an exciting development for technology education in Utah. These standards provide a stable foundation on which Utah can continue to build a solid educational experience for students.

The mission of technology education in Utah is to enable students to understand, design, produce, use, and manage the human-made world in order to contribute and function in a technological society. Its motto is “Hands-On, Minds-On Education.”

Pre-Engineering is a new course under development. It is designed to give 11<sup>th</sup> and 12<sup>th</sup> grade students a Hands-On, Minds-On experience in developing technical solutions to challenges and needs. Students will learn engineering fundamentals and explore the many career options found in the world of engineering.

## TECHNOLOGY, LIFE, AND CAREERS

During the past two years, the Technology, Life, and Careers (TLC) program has undergone major revisions with all 141 middle/junior high schools participating in the program. The TLC program is Utah’s introductory-level, one-year ATE curriculum for middle/junior high school, designed to help 7<sup>th</sup> grade learners explore various careers. The schools are supported with funding to help maintain state-of-the-art equipment, provide for some of the necessary supplies used in the student exploration activities, and support teacher development activities.

In 2000–01, the state TLC Core standards and objectives were revised and approved by the Utah State

Board of Education. A new Career Development Curriculum was revised and fully implemented in each school. The teachers and counselors work as a team to emphasize the TLC goals of providing students with a greater understanding of self, interests, abilities, the world of work, and life roles. Teacher resources such as posters, videos, the student record book, and student games and activities have been distributed and are being utilized. Additional activities in Agriculture, Health Science, Marketing, and Personal Economics were developed and implemented in the TLC program. Over 900 teachers and counselors received training on new core standards and objectives and various curriculum materials.

## TRADE AND TECHNICAL EDUCATION

Automotive Youth Education Systems (AYES) is a new program that allows high school students the opportunity to work in a local dealership under the direction of an experienced technician or mentor. The student receives on-the-job training as well as classroom instruction provided by the school. Originally developed by General Motors, AYES now involves multiple industry giants such as Honda, Chrysler, Ford, Toyota, Snap-on, and others.

Each student receives a new set of tools of which the student pays one-third of the cost, while the dealership and AYES pay the other two-thirds. The tools become the student’s if he or she completes the program, which requires the student to work at least two summers for the dealership. Working during the student’s senior year is an added option. Along with the four original schools (American Fork, Fremont, Jordan, and Layton High Schools), the program has expanded

to include Davis ATC, Provo High, and Timpview High. In the upcoming year the USOE hopes to involve additional schools in Salt Lake City and Washington County School Districts.

In addition, the National Automotive Technician Education Foundation (NATEF) accreditation of high school automotive programs continues to be a success. Almost all Utah high school programs are accredited.

This past June at the SkillsUSA-VICA National Skills Conference (NSC) held in Kansas City, the state of Utah set another national record for placing in the most contests (41), eclipsing last year’s record of 40. Utah brought home 79 medals from the NSC. Utah has never placed lower than fifth in medal count since the inception of the NSC.

Where possible, industry standards have been adopted for both high school programs and ATCs. In one case, international standards have been adopted for electronics, providing mobility for students as they move from state to state or to other countries. The Graphic Arts Education and Research Foundation has accredited the graphics/printing technology programs at Dixie College and Snow Canyon High School. The goal is to accredit all graphic arts programs in the state.

Building construction programs throughout the state will hold open houses each spring to show off the work of the students. Other programs are involved in designing, decorating, cabinetmaking, and marketing of the homes, which are sold to the public.

## CARL D. PERKINS FUNDS

In 2000–2001, the Carl D. Perkins Vocational and Applied Technology Education Act provided to Utah an appropriation of \$13.5 million. Almost all of these funds were distributed to

school districts, applied technology centers, and post-secondary institutions. The funding is used to improve applied technology education throughout the state. The majority of the funds are allocated by formula to eligible recipients, contingent on local plans developed in collaboration with various education, business, and state stakeholders.

Perkins funds offer a vital resource for system change in such areas as student attainment of academic and skill standards, student graduation rates, student placement and retention in jobs and continuing education, placement in the military, and participation in and completion of programs leading to nontraditional employment. In 2000-2001, approximately 57 percent of the Perkins funds were distributed to school districts, and 47 percent to post-secondary institutions. (See Chart #12.)

## EQUITY AND NONTRADITIONAL TRAINING

In 2000-2001, statewide support for training programs leading to non-traditional careers was provided

through four training and resource centers. The centers promote inclusion, tolerance, and respect for diversity in Utah classrooms and work environments. The centers assist Utah's current and future workforce in becoming economically self-sufficient by facilitating opportunities and decision-making. The center coordinators offer interactive and innovative activities that nurture cooperation, critical thinking, and logical reasoning. Strengthening networks and promoting opportunities in nontraditional occupations through training of teacher leaders received increased emphasis in 2000-2001. Coordinators provided training to approximately 27,000 educators, students, and community members using Utah's MECCA (Making Equity Count for Classroom Achievement) guide.

## SCHOOL-TO-CAREERS

In this last one-year transition period, Utah's School-to-Careers (STC) initiative has moved from a "seedling" with federal funds to a strong Utah-owned system. The six years of federal funding has enabled Utah to weave together existing programs

and build a powerful STC system.

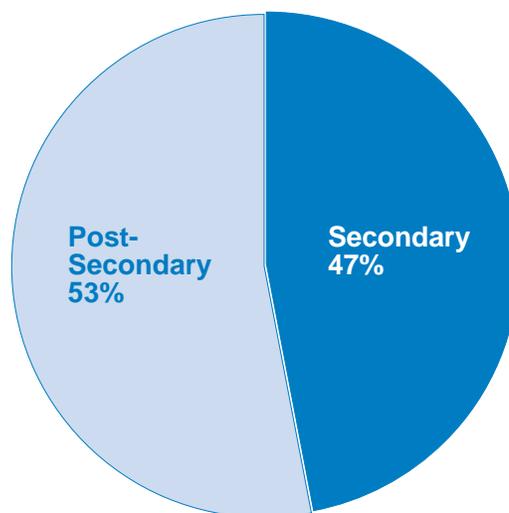
At the core of this model is Utah's Comprehensive Counseling and Guidance program (\$7.4 million state funds); career exploration activities throughout all of K-12; the Technology, Life, and Careers curriculum (\$1.5 million state) for all grade 7 and 8 students; and work-based learning (\$1.1 million state funds) to assist staff and students to connect schoolwork to the world of work. In addition to these core areas, there are a myriad of applied technology, core, and elective classes taught by teachers who strive to connect classrooms to the rest of the world.

Additionally, Skill Certification Tests (many based on industry standards) are offered in all Applied Technology Education program areas. Over 120 tests were offered this year through the Skill Certification program, with over 132,000 students participating.

## WORK-BASED LEARNING

Over the past five years, an interest in using the community effectively in the classroom has grown, due largely to the School-to-Work initiative. Continuing the program's efforts,

Chart #12  
Carl D. Perkins Allocation Percentages



which began with federal School-to-Work funds, the Utah State Legislature recognized the value that work-based learning experiences have in a student's education, and allocated an ongoing funding line item for work-based learning coordination.

Work-based learning is integrated, grade-appropriately, at all levels of education. K–12 students participate in a variety of WBL activities designed to help them develop awareness of how academic skills are used in real-world applications; explore career interest areas; and prepare for post-secondary education, training, or employment. The newest component in the

WBL program is the TLC (Technology, Life, and Careers) Work-Based Learning Toolkit. The TLC Work-Based Learning Toolkit was designed by TLC teachers, counselors, and work-based learning coordinators. It contains the how-to's for implementing six work-based learning days in the TLC classroom.

Work-based learning provides students and teachers with the opportunity to participate in quality educational experiences that enhance learning and personal development. WBL coordinators are the vital link in this process. Serving as a single point of contact between the schools and the busi-

ness community, WBL coordinators manage the logistics of providing these experiences. Additionally, they provide training to employers on educational policy, as well as safety and liability issues, and keep business partners from becoming overwhelmed by individual demands on resources. Over 8,000 business partners now participate in the educational process, many because of their involvement with work-based learning.

|                                      |    |                           |    |
|--------------------------------------|----|---------------------------|----|
| The Utah Academy of Teachers         | 27 | International Education   | 30 |
| Elementary Language Arts and Reading | 27 | Health Education          | 30 |
| Secondary Language Arts              | 28 | Physical Education        | 31 |
| Fine Arts                            | 28 | HIV Prevention            | 31 |
| Social Studies                       | 28 | Library Media Education   | 31 |
| Mathematics                          | 28 | Early Childhood Education | 31 |
| Foreign Languages                    | 29 | Instructional Materials   | 32 |
| Science                              | 29 |                           |    |

## THE UTAH ACADEMY OF TEACHERS

The Utah Academy of Teachers was founded in 2000 with funding from the U.S. Department of Education, the Utah State Office of Education, and local school districts.

The purpose of the Academy is to enhance teacher quality by providing professional development opportunities for social studies, language arts, and special education teachers. The Academy is built on the belief that changing classroom practices will improve student performance.

Thirty school teams from ten school districts (for a total of 170 educators, including 130 classroom teachers and 40 administrators and professors) participated in eight institutes in the northern and southern parts of the state. The institutes provided more than 265 hours of contact time in Core Curriculum standards-based professional development, and the participants spent many additional hours engaged in readings, reflections, and portfolio preparation. Teachers had opportunities to participate in dynamic interaction with colleagues, to observe model

teachers, and to reflect on their practices. Academy graduates will continue to be involved in professional development by serving as mentors to preservice and new teachers, making presentations at institutes and seminars, and providing classroom observation sites.

In addition to the eight institutes held in both northern and southern Utah, eight seminars were sponsored by the Academy, involving more than 1,000 teachers from at least 35 of the 40 school districts in the state. Participants indicated that they intended to use their new knowledge in their classrooms by designing their instruction around the Utah Core Curriculum, organizing units that focus on creating enduring understandings, and implementing a variety of reading and writing strategies presented in the seminars.

## ELEMENTARY LANGUAGE ARTS AND READING

During the 2000–2001 school year, approximately 2,500 teachers received training on diagnosing reading difficulties and delivering essen-

tial reading skills. Utah's teachers also received training on implementing the Utah Language Arts Core. This important training on research-based literacy has been an essential part of Utah's efforts to have all children reading on grade level. An additional 2,000 teachers were also trained with the Qualitative Reading Inventory. This informal reading assessment enables teachers to identify specific reading deficits and provide important information on guiding reading instruction.

Through the Utah Reads project, over 1,000 teachers and volunteers were trained this year in the I Can Read and Cross-Age Tutoring programs. Matching grants were provided to 150 schools to purchase books for use with the two tutoring programs. The tutoring programs have been very successful in helping students obtain grade level reading proficiency by the end of the third grade. The PTA, parents, and community volunteers provided over 250,000 volunteer hours in support of the Cross-Age Tutoring and I Can Read programs during the 2000–2001 school year.

The Utah Governor's AmeriCorps

Literacy Initiative, under the direction of the USOE, completed its first year of service to teachers, parents, and schools to improve literacy. AmeriCorps members served in Cache, Carbon, San Juan, Tooele, Washington, and Weber School Districts. During the year, twenty-two members served a total of 35,907 hours, with community volunteers donating 16,573 hours of service. Preliminary indications show that children involved in the program made measurable gains in literacy achievement.

The USOE also initiated, for the first time, an Elementary Principals' Literacy Institute. The institute will work with 53 principals from throughout Utah on research-based literacy practices, with the goal of improving literacy practices in the local schools.

The State Office of Education has completed the first year of a 7 million dollar federal Reading Excellence Act (REA) grant to assist three school districts (Carbon, San Juan, and Washington) in implementing validated, research-based reading instructional practices in at-risk schools to mitigate reading failure. The project is showing promising results with regard to increased literacy achievement in grades K–3.

## SECONDARY LANGUAGE ARTS

In 2000–2001, the Secondary Language Arts Core saw the development and implementation of several pieces of the Utah Performance Assessment System for Students (U-PASS). The end-of-level tests in grades 7–11 were either piloted or saw their first operational administration. Basic skills testing at the 10th grade level was developed. The most impressive part of the U-PASS system in language arts is the administration of a direct writing assessment at grades 6 and 9, and as

part of the 10th grade basic skills assessment. These writing tests will be state-of-the-art, with scoring online.

In conjunction with these tests, inservice in writing assessment and instruction received widespread emphasis, with workshops in June of 2001 and projected classroom teacher workshops in all forty districts. Other programs, such as reading comprehension inservice, leadership development workshops, and others, completed the secondary language arts 2000–2001 calendar.

## FINE ARTS

This year, a revision of the Secondary Core Curriculum in dance, music, theatre, and visual arts received unanimous approval for adoption by the State Board of Education. The Core documents were designed in a portfolio format to be sent home with students in order for parents to become familiar with them, and be more able to support their children's fine arts education. Elementary students, parents, and teachers are also provided with a portfolio of the K–6 Elementary Fine Arts Core for art, dance, drama, and music. All portfolios have also been made available for download from the Internet.

Strengthening students' achievement of Core objectives in the fine arts was the guiding principle of all professional development efforts this past year. These efforts included further development and refinement of the elementary and secondary endorsements. Approximately 5,650 teachers, parents, administrators, and professional artists received professional development training. Last year's 37 experimental/developmental art education projects were also focused on building teachers' skills to strengthen student achievement. Awareness of specific needs in pro-

fessional development has increased, as has the ability to fulfill those needs.

## SOCIAL STUDIES

The Utah Teachers Academy, funded through a grant from the U.S. Department of Education to improve teacher quality by providing statewide professional development, is housed in Salt Lake and Iron Counties. In the past, Jordan, Iron, Ogden, and Granite School Districts have sent candidates; this past summer, registration opened to all districts throughout the state. Teachers gain knowledge of their profession, as well as insight on how to meld social studies content and language arts skills. Outreach social studies seminars permit professional development for teachers at the Rural School Conference held in Cedar City in July and the Northern Seminar held in the Davis/Salt Lake area in August. Follow-up seminars are held throughout the state during the school year.

A new Elementary Social Studies Core for grades K–6, approved by the Utah School Board, is now being used in Utah's schools. The Social Studies Secondary Core for grades 7–12 is now under construction, with a target date of June 2002. This Core Curriculum is being changed from a process core to a content core. The change is a prelude to writing a social studies assessment with help from the comprehensive Social Studies Assessment project for civics/government, history, and geography. The assessment will be written after the Secondary Core has been revised. One proposed addition would be to add a government/citizenship class to the required classes for high school seniors to increase understanding of their function as responsible citizens.

## MATHEMATICS

The Mathematics Core Curriculum

is in the final stages of revision, with portions of the secondary curriculum being piloted during the 2001–2002 school year. New items for the criterion-referenced tests for Math 7, Pre-Algebra, Elementary Algebra, Geometry, Applied Mathematics One and Two, and the elementary grades are being written and reviewed. The revised Secondary Core Curriculum and tests are scheduled to be implemented in the 2002–2003 school year, with the revised Elementary Core Curriculum and tests being implemented in 2003–2004.

The goals of professional development activities have been to provide systemic and sustainable activities that would help teachers acquire an understanding of the mathematical content they are teaching, and help them improve their instructional methods and strategies.

A Curriculum Specialist for Elementary Mathematics will be hired to help implement the new Elementary Core Curriculum for mathematics and the new integrated curriculum for grades K–2.

The Utah State Board of Education approved a mathematics en-

dorsement for grades 1–3 elementary teachers. Teachers will qualify for the endorsement by completing a standardized professional development program that provides specific training in teaching mathematics at the primary grade level. The courses were developed and will be taught in partnership with participating colleges and universities.

### FOREIGN LANGUAGES

This year, fifty Utah teachers attended a three-day workshop, August 8–10, on three of the five Utah Foreign Language Standards: Communication, Culture, and Comparisons. Seventeen teachers participated in individually designed professional development opportunities in Canada (Quebec), Costa Rica, France, Germany, and Spain. Despite a drop in current enrollment numbers, both Spanish and German students posted significant improvements in the Advanced Placement (AP) passing rate. Spanish students improved their scores on the literature section of the test, and German students improved their scores on the language section of the test. Enrollment in American

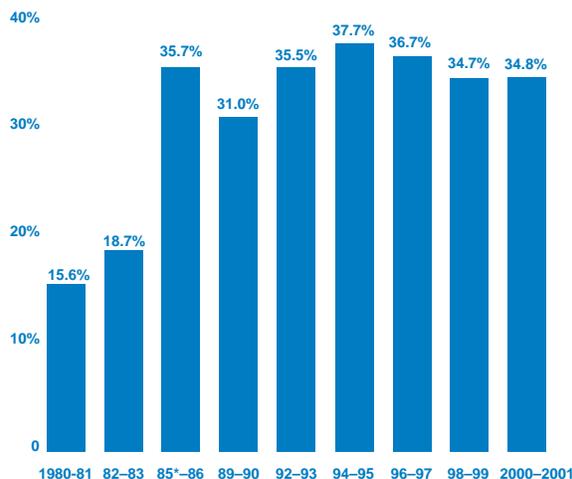
Sign Language increased by over 103 percent, enrollment in Latin increased 50 percent, and enrollment in French also increased slightly. (See Charts #13 and #14.)

### SCIENCE

This year, revision of the Elementary Science Core was completed. This work was accomplished with the help of teachers, administrators, and university science educators from throughout the state. An advisory committee representing the broader community of stakeholders participated in the Core development process. Implementation of the new K–6 Science Core will begin in the 2002–03 school year. Science instructional resource and inservice training is being redesigned to align with the new Core. The 7–12 Science Core is also under revision, with implementation scheduled for the 2003–04 school year.

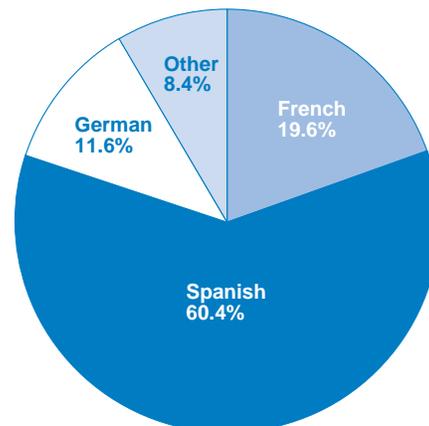
During the summer of 2001, Phase III Elementary Hands-On, Minds-On Science training occurred for 3rd and 4th grade teacher facilitators. These facilitators will provide training to an estimated 1,100 teachers in their districts during the school year. Begin-

Chart # 13  
Percent of Students Enrolled in Foreign Language Study, Grades 7–12



\*The University of Utah admission requirement for two years of foreign language study was implemented in 1985.

Chart # 14  
Utah Foreign Language Enrollment by Language



ning in the summer of 2002, training for 5th and 6th grade teachers pertaining to the new Science Core will begin. This training will be repeated at 10 sites throughout the state for each grade level. It is anticipated that teachers from all 40 school districts will participate in this intensive summer workshop. The format is different from past years' Phase III in that teachers will receive the instruction directly. The trainer of trainers model has been modified to meet the increased need for intense training of all teachers. The inservice is designed to meet the specific needs of implementing the new Science Core. Over 700 secondary science teachers took one or more courses during the summer of 2001. These courses are designed to meet science endorsement requirements and develop course-specific teaching skills. During the 2000–01 school year, 75 new teachers attended the four-day First-Year Science Teacher Workshop.

## INTERNATIONAL EDUCATION

This past year, five school districts

hosted fifteen visiting teachers from Spain under the U.S. Department of State International Visitor Program. The teachers, who are eligible to work for up to three years in Utah schools, were not all able to complete their assignments. Seven of those who successfully completed their contracts opted to return for a second year. They are joined by five new visiting teachers from Spain in Granite and Salt Lake City schools.

Three hundred nineteen high school exchange students from 52 different countries spent either one semester or a full school year in twenty-nine Utah school districts. For details, visit <http://www.usoe.k12.ut.us/curr/for.lang/J-1/summary.htm>.

## HEALTH EDUCATION

In 2000–2001, Health Education received a grant from the National Governors' Association to create a state-level advisory committee on school health. The main focus of the group will be to study school health issues and make policy recommendations to state and local school districts, as well as the Utah State Legis-

lature. Inservice activities took place on the Secondary Health Education Curriculum throughout last year, with the participation of approximately 250 health educators.

Twenty-five districts are currently taking advantage of adolescent pregnancy prevention grant money distributed annually by the State Office. That number is up from 18 in 1995.

During the past year, thirty elementary teachers attended the "Terrific Tuesday" health education workshops held at Olympus High School. January will once again see "Terrific Tuesday" workshops aimed at professional development for those elementary teachers in the greater Salt Lake area.

The State Office is currently working on an alliance with the Utah Department of Health to improve physical activity and nutrition in Utah schools. The project, entitled Gold Medal Schools, is aimed primarily at elementary schools.

Health Educators also participated in the Putting It Together (PIT) Crew for kids, along with representatives from other education factions, including Safe and Drug-Free Schools, Edu-



cational Equity and Diversity, HIV Prevention, Character Education, Physical Education, Counseling, and Service-Learning. The PIT Crew began delivering professional development statewide in March and June 2001, with excellent reviews from both teachers and administrators. There are currently 31 local teams throughout the state, with the goal of ultimately having all 40 districts involved. Regional and statewide conferences are planned for the upcoming year.

## PHYSICAL EDUCATION

Physical Education inservice on the Elementary Core Curriculum involved about 61 classroom teachers and physical education specialists. Inservice on the Secondary Core Curriculum involved about 49 secondary teachers. In addition, attendance at combined workshops and conferences for K–12 was about 191. Workshops were conducted in Logan and Cedar City, as well as at various locations along the Wasatch Front. Twenty different workshop sessions or conferences were held. A survey was conducted to collect information from secondary physical education teachers to determine what type of inservice would be of most benefit to them in the future. A grant was received from the GOPHER equipment company to provide physical education equipment for presenters to use during workshops.

A Secondary Core writing team was developed to rewrite the high school and middle school Physical Education Core Curriculum. The first draft of these five courses is to be reviewed in October.

This year a new physical education Web site was developed and implemented, and listservs were initiated. Distribution lists currently include 299 elementary principals, 66 el-

ementary physical education specialists and classroom teachers, 76 middle school physical education teachers, 173 high school physical education teachers, 15 district physical education coordinators, and 37 higher education professors.

## HIV PREVENTION

The fourth year of a five-year Centers for Disease Control grant has been completed. An annual secondary HIV Prevention inservice training session was held in October 2000 for 152 people. Two “Get Real About AIDS” trainings were held in November 2000 and May 2001 for 60 teachers. Several small Service-Learning grants were completed by five school districts for projects related to HIV prevention. Almost 1,000 students participated in the 10th annual HIV Awareness Poster Contest.

## LIBRARY MEDIA EDUCATION

Training in the Library Media K-6 Core Curriculum was a major activity and focus for the 2000–2001 year. Several training sessions were held with the Social Studies K–6 Core Curriculum, demonstrating integration of the cores for more effective learning.

Kindergarten Outreach for Literacy, a Goals 2000 subgrant, was implemented and completed during the 2000–2001 school year. A program for parents, classroom teachers, and library media teachers of an eight-district consortium, Kindergarten Outreach for Literacy has been so successful that some schools are continuing the program on their own even though grant funding is not available.

During the summer, elementary librarians met for a three-day workshop on the K–6 Core Curriculum. The Information Literacy Across the Curriculum project continued with a four-day

institute for integrating the curriculum and infusing information literacy from the Utah Library Media Core. Five secondary school teams, including principals, library media teachers, and classroom teachers, participated in training and follow-up activities.

Pioneer, Utah’s Online Library, continues to grow in popularity and effectiveness as representatives from academic, public, and school libraries continue to add valuable resources. Pioneer resources are seeing heavy use in Utah’s schools. This year trainings were held statewide to acquaint teachers with EBSCO, the newest addition to Pioneer, and to reinforce knowledge and use of electronic resources.

## EARLY CHILDHOOD EDUCATION

In 2000–2001, the Utah Family Reading Program (UFRP) began to be implemented statewide. It consists of a four-part parent literacy training based on the latest research in emergent literacy. The USOE Early Childhood Curriculum Section oversees the program and provides technical assistance to UFRP trainers.

Utah State Office of Education Early Childhood Curriculum and Alternative Languages Services is collaborating with Utah State University to develop a training video for early childhood professionals that demonstrates the implementation of the state pre-K guidelines. Emphasis is on implementing the guidelines using best practices and engaging English language learners effectively in classroom practices.

Utah State Office of Education Early Childhood Curriculum, Alternative Languages Services, and Utah Family Center will be piloting the Utah Family, Schools, and Community Partnership Project during the 2001–2002

school year. This project supports English language learners and schools as they work jointly to develop and enhance family involvement in schools.

Utah State Office of Education Early Childhood Curriculum and the Utah Head Start Collaboration Project are co-chairing a committee consisting of early childhood professionals to develop and distribute information and materials relating to school readiness and transitions to kindergarten. The committee is currently assisting communities in their efforts to develop community transition plans. Additionally, the committee is creating a book-

let for families with children entering kindergarten that provides information about school readiness based upon the latest research in this area.

Utah State Office of Education Early Childhood Curriculum and the Utah Department of Health are collaborating to produce and distribute a “Starting Early Newborn Literacy Kit” to be given to families with newborns.

## **INSTRUCTIONAL MATERIALS**

The online, searchable Internet database for state-approved instructional materials known as AIMS (Approved Instructional Materials System)

is proving to be a valuable tool for schools and districts. This Web-based resource offers teachers, administrators, and publishers the opportunity to view evaluations of state-approved instructional materials. AIMS can be found on the USOE Curriculum home page at <http://www.usoe.k12.ut.us/curr/>. Policies and procedures regarding the adoption process are also available on this Web site. Utah’s statewide instructional materials adoption process is conducted on a semiannual basis to maintain a more up-to-date list for schools and districts. The adoptions take place in the spring and fall of each year.



|                                     |    |
|-------------------------------------|----|
| Statewide Distance Learning/EDNET   | 33 |
| USOE Distance Learning              | 33 |
| Internet Education                  | 33 |
| TEAMS                               | 34 |
| Utah Instructional Media Consortium | 34 |
| The Electronic High School          | 34 |

## STATEWIDE DISTANCE LEARNING/EDNET

The result of a successful distance learning partnership between public and higher education, EDNET continues to be one of the largest real-time, synchronous distance learning networks serving public education anywhere in the country. Over 200 public education EDNET installations in high schools, universities, and area technology centers throughout the state are now operating. These installations allow thousands of secondary students to participate in 138 high school and 121 concurrent enrollment credit courses delivered via technology from various locations in the state. Providing courses in this manner makes it possible for many students to take classes that simply are not available at their own schools.

Concurrent enrollment courses offer high school students the very popular option of participating in EDNET, allowing them to earn both high school and college credit simultaneously, and providing them with a preview of the rigors of college-level classes. The USOE and the Utah

Education Network staff provide comprehensive training for K–12 classroom instructors to prepare them to redesign instruction for EDNET delivery. This training is free of charge and is often provided at individual schools. During the 2000–2001 school year, a total of 313 administrators, coordinators, facilitators, and teachers participated in this training. Of this group, 159 received EDNET Faculty Training Certification.

## USOE DISTANCE LEARNING

The USOE provides a variety of distance learning support services that enable staff of the state education agency to participate in national staff development teleconferences and to present their own staff development teleconferences for districts and schools statewide. During 2000–2001, USOE staff participated in or hosted over 100 separate teleconferences, ranging from a driver education course for teachers to a series of inservice training programs for state rehabilitation counselors. Participating in and hosting these programs via

technology represents a considerable savings of travel-related expenses for both state agency and school district staff. The USOE also offers satellite access to programming from the PBS Adult Learning Service and the Corporation for Public Broadcasting.

## INTERNET EDUCATION

As more and more information becomes available, technology and the Internet continue to be an integral part of education for both students and teachers, and the training of teachers to take advantage of these resources continues to be a huge challenge. During 2000–2001, over 700 teachers attended the Integrating Technology with Curriculum (ITC) two-day workshop. There, teachers learned skills that will help them to better integrate the Internet and other technology resources with the Utah State Core Curriculum. In addition, over 500 teachers received training on the effective use of online resources from USOE curriculum specialists and the Utah Education Network (UEN) staff development team.

The USOE and UEN continue to

cosponsor online projects such as SURWEB, Shadow a Swan, The Weather Project, 2002 Olympics Education Page, Vote Utah, Themepark, and Marco Polo. We continue to promote the resources from the curriculum specialists at the USOE and the online resources provided by UEN. Teachers and students all have access to Pioneer (Utah's online library, one of the highest quality online libraries on the Web). All of these resources, projects, and tools can be found at the UEN Web site at <http://www.uen.org>.

### **TEAMS**

The Telecommunications Education for Advances in Mathematics and Science (TEAMS), is a federal Star School project now in its 11th year. The USOE has joined with the Los Angeles County Office of Education to bring TEAMS to Utah students for the past ten years, and the benefits and

popularity of the programs continue to grow. Utah schools are participating in all of the TEAMS programs. They include a wide variety of courses in reading/language arts, mathematics, science, history/social science, and technology. TEAMS also has programs that are broadcast in both English and Spanish. TEAMS is now in its second year of Project IMPACT, which tracks the students' learning curve as the students progress through these subjects.

### **UTAH INSTRUCTIONAL MEDIA CONSORTIUM**

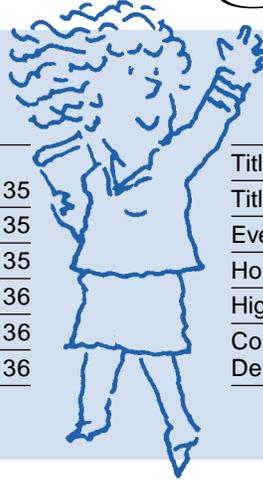
The Utah Instructional Media Consortium oversees the evaluation of educational video programs that correlate with the Utah Core Curriculum. Through leases over television stations KUED and KULC, teachers are able to obtain the programs they desire for broadcast Monday through Friday from 9 a.m. to 3 p.m. Videos are

also available to the teachers from their local media centers to be checked out or purchased.

### **THE ELECTRONIC HIGH SCHOOL**

In 2000–2001, Utah's Electronic High School continued to serve four major groups of students: those who need to make up credit; those who wish to take a class not offered at their school; those who wish to earn extra credit and graduate early; and home schoolers. Classes are delivered over broadcast television, over the EDNET system to nearly 200 studios in 165 locations, and over the Internet. The majority of all secondary core courses are currently offered or under development, as well as a number of ATE courses. The courses are offered without charge to Utah students, while out-of-state students pay a modest fee. Visitors can examine the courses by going to <http://ehs.uen.org>.

# Students At Risk



|  |    |
|--|----|
| Families, Agencies, and Communities Together | 35 |
| Youth in Custody                             | 35 |
| Migrant Education                            | 35 |
| Gang Prevention and Intervention             | 36 |
| Title IX Indian Education                    | 36 |
| Special Education                            | 36 |

|   |    |
|---|----|
| Title VII Alternative Language Services   | 36 |
| Title I                                   | 37 |
| Even Start Family Literacy                | 37 |
| Homeless Education                        | 38 |
| Highly Impacted Schools                   | 38 |
| Comprehensive School Reform Demonstration | 38 |

## FAMILIES, AGENCIES, AND COMMUNITIES TOGETHER

Families, Agencies, and Communities Together (FACT) is Utah's state-wide initiative involving the USOE, the Department of Health, the Department of Human Services, the Administrative Office of the Courts, and the Department of Workforce Services. The mission of FACT is to develop and deliver family-centered, community-based, and culturally appropriate services that improve the health, safety, education, and economic well-being of children in Utah. FACT targets persons from prenatal to age 18 (and those with disabilities through age 22) who at times may require appropriate and uniquely designed interventions to achieve literacy, advance through school, reach their potential, and participate in society in meaningful ways.

FACT site-based projects operate in 20 school districts, and local inter-agency councils serve families in all counties in the state. All FACT service delivery components collect data for evaluation of outcomes in the health, safety, economic, and academic domains. FACT alternative middle-level

programs were funded in 18 school districts to support 38 schools in 2000–2001. The State Superintendent of Public Instruction and the State FACT Council continue to seek community collaborations that build integrated child and family service delivery systems to help families support and care for their children.

## YOUTH IN CUSTODY

In 2000–2001, the Youth in Custody (YIC) Program continued to provide youth and children in the custody of the state of Utah and Indian Tribal Social Services, as well as youth held in juvenile detention centers, with educational services designed to meet their individual needs. Youth in Custody services range from the mentoring of students who attend regular public schools while in foster care to self-contained educational programs for youth in secure lockup facilities. A total of 8,640 students were served in the YIC Program last year. The program provided instruction in six long-term secure facilities and in 11 detention centers across the state. Thirty percent of the youth served were fe-

male; forty-one percent were in first through ninth grades. Seventeen percent of the students were served for part or all of the day in regular school settings with some services from Youth in Custody. Sixty-nine percent of the youth were served in detention facilities.

Twenty-one school districts in the state run some form of YIC Program based on the needs of the youth in their district. This year, great emphasis was placed on ensuring that YIC students in need of special education services were being identified and properly served. This year, every district fully implemented the use of a Web-based student information system developed by the USOE District Computer Services. The system holds great promise for more accurate and accessible data for both funding purposes and outcome analysis.

## MIGRANT EDUCATION

Migrant Education is a federally subsidized program for students who are at an educational disadvantage because they and their parents must move frequently to follow seasonal

and temporary employment in agriculture. Health services such as nutritious meals and medical and dental clinics are provided, as are basic educational courses. Two interstate consortiums are increasing the effectiveness of reading, writing, math, and science assessment for migrant students.

The New Generation System from Texas A&M University, Kingsville, was selected to replace the discontinued national databank in Arkansas as the file server and technical assistance center for the identification and transference of intrastate and interstate migrant student records. The Utah Title I Program is collaborating with Utah's migrant summer school program to provide resources for combined services in eight of the ten districts where migrant students are served.

## GANG PREVENTION AND INTERVENTION

Gang Prevention and Intervention Programs, with a total enrollment of approximately 1,000 students, are established in 50 schools and 12 districts through State Legislative funds. The programs are designed locally at the school district or school level, based on local needs. All programs, despite their diversity in outlook, seek to achieve the following four goals: improving student academic performance, enhancing parent involvement, creating a safe school environment, and assisting students at risk of becoming involved in gangs to develop appropriate alternative social and cultural activities.

Over 1,000 students were enrolled in Gang Prevention and Intervention Programs this year. The programs yielded very encouraging results. In 2000–2001, safe schools violations decreased by over fifty percent, grade point averages increased slightly overall to 2.12, and school attendance increased, while negative behavior by

participating students dropped significantly.

## TITLE IX INDIAN EDUCATION

The federal Indian Education Act was enacted in 1973 to enhance local efforts to improve the education of American Indian and Alaskan Native students. Part A of that law targets Indian students in public and reservation-based schools. In Utah during the 2000–2001 school year, 16 school districts received funds based on the total number of federally recognized K–12 Native American Indian and Alaskan Native students within those districts.

The purpose of this grant is to support the efforts of local education agencies, Indian tribes and organizations, post-secondary institutions, and other entities to meet the educational and culture-related academic needs of American Indians and Alaskan Natives, so that such students can meet the same challenging state performance standards expected of all students.

At the third annual GIFT (Governor's Initiative on Families Today) Conference for Native American Indian families, held in Jordan School District, Governor Leavitt presented certificates to 556 American Indian students for achieving excellence in education. This conference has grown each year and has been supported by the Governor and the Utah Division of Indian Affairs.

The Utah State Office of Education's *Summary of Statistical and Financial Data* indicates that there are 7,972 K–12 Native American Indian and Alaskan Native students attending Utah schools.

## SPECIAL EDUCATION

The USOE Special Education Eligibility Document, submitted to the

United States Department of Education, is the application for approval to receive federal funds under IDEA, the Individuals with Disabilities Education Act. It includes the Utah State Board of Education Special Education Rules, approved by the Board. The USOE received word from the U.S. Department of Education in July 2001, that Utah's eligibility document was "fully approved"; Utah was one of only five states in the nation to be immediately approved. In 2000–2001, Utah public schools served nearly 54,000 students with disabilities.

The USOE Special Education Services Unit manages a major five-year grant awarded by the federal government for the purpose of improving special education programs statewide. The focus of the State Improvement Grant: Networks and Alliances for Learning (SIGNAL) project is comprehensive personnel development on each of three major levels: preservice/recruitment, induction, and professional staff development.

The USOE Special Education Services Unit has launched a major collaboration with the Title I Services Unit and the USOE Curriculum Section. The major focus of activities for the coming year will be access to the general curriculum for all students with disabilities, including participation in district and statewide assessments. (See Chart #15.)

## TITLE VII ALTERNATIVE LANGUAGE SERVICES

As Utah schools entered the 21st century, districts continued to implement their agreement with the Office for Civil Rights to include English Language Learner (ELL) students in public education as a whole. The Alternative Language Services (ALS) program supports Utah's commitment to literacy for all children. During the 2000–2001 school year, districts re-

ceived resources to design and implement ALS programs that best met the needs of the identified 41,306 students who are developing proficiency in the reading, writing, and speaking of English for academic purposes.

### TITLE I

The Improving America's Schools Act (IASA) of 1994 took effect on July 1, 1995 and included legislation to help disadvantaged children meet high standards. During 2000–2001, 230 schools operated Title I programs, serving more than 50,000 students who were in need of supplemental instruction in mathematics, reading, and other language arts. One hundred twenty-two of these programs, or 53 percent, were schoolwide programs, and the other 108 provided targeted assistance. Title I funding is based on economic criteria favoring low-income schools. Student participation, however, is based on academic criteria determined at the local school level.

Each state is required to develop a set of challenging content and performance standards that all students are expected to achieve. In Utah, Title I students are expected to achieve high levels of proficiency in Core subjects such as mathematics, reading, and language arts. Each district and participating school has developed a five-year plan for delivering Title I services with input from parents, teachers, administrators, and other key personnel who serve disadvantaged students.

### EVEN START FAMILY LITERACY

The Even Start Family Literacy program is a federally funded education program for adults and their children from birth to age eight. The program's goals are to increase the literacy level and job skills of parents, empower parents to actively support their children's education, and provide early educational experiences for the

children. Parents and children attend structured courses independently, receive home visits designed to increase parenting and other supportive skills, and spend time together under the supervision of trained educational staff. Families are targeted based on low income, limited English proficiency, parental lack of high school completion, and identification by other service providers.

Selected program proposals are eligible for up to eight years of program funding, with a year-by-year increase of local fund share, and the intent is to gradually make districts solely responsible for continued program support. Four Utah school districts (Ogden, Granite, Davis, and Uintah) are currently receiving Even Start Family Literacy funding. Other schools and districts are also beginning to focus on the family literacy model as a powerful strategy for increasing the literacy skills of both parents and children.

Chart #15  
**Number of Students Served in Special Education by Disability**

|  |               |
|--|---------------|
| ■ Autism   | 584           |
| ■ Behavior Disorders                                   | 3,471         |
| ■ Deaf and Hard of Hearing                             | 575           |
| ■ Developmentally Delayed                              | 302           |
| ■ Dual Sensory Impairments (Deaf/Blind)                | 72            |
| ■ Intellectual Disabilities                            | 3,183         |
| ■ Multiple Disabilities                                | 1,256         |
| ■ Orthopedic Impairments                               | 171           |
| ■ Other Health Impairments                             | 1,154         |
| ■ Specific Learning Disabilities                       | 27,973        |
| ■ Speech/Language Impairment (Communication Disorders) | 8,836         |
| ■ Traumatic Brain Injuries                             | 327           |
| ■ Visual Impairments                                   | 232           |
| <b>SUBTOTAL (Ages 6–21)</b>                            | <b>48,136</b> |
| ■ Preschool Noncategorical (Ages 3–5)                  | 5,785         |
| <b>TOTAL (Ages 0–21)</b>                               | <b>53,921</b> |

## HOMELESS EDUCATION

The number of homeless children and youth in Utah continues to rise. The McKinney Act defines homeless children as living in public or private shelters; living in public or private places not designated for or ordinarily used as regular sleeping accommodations for human beings (vehicles, parks, motels, campgrounds); living in domestic violence shelters; or living, out of necessity, with relatives or friends due to lack of housing for the individual and/or family. Utah school districts report a count of homeless students that ranges from almost 1,164 in the Jordan School District and more than 1,000 in San Juan School District to zero in several small, primarily rural districts. Fewer than 80 percent of Utah's identified homeless students are thought to be attending school.

The Utah Homeless Education program continues to work with districts and community agencies to increase the possibility of school success for these students. State funding for specific programs to assist homeless or minority populations for 2001–2002 is slightly in excess of \$1 million. Federal funds designated exclusively for homeless children and youth total approximately \$90,000 per year. Six Utah school districts will receive federal Homeless Education funds for the 2001–2002 school year. Transportation, extended school hours, timely identification of students, increased availability of early childhood programs, and access to previous school and student health records remain high-priority needs.

## HIGHLY IMPACTED SCHOOLS

During the 2000–2001 school year, the Highly Impacted Schools program provided \$4.8 million to 54

schools with the state's highest rates of English language deficiency, student mobility, single-parent families, free-lunch eligibility, and ethnic minority students. To be effective, schools with large numbers of students at risk need rich resources. Many of these schools serve communities where virtually all the students are eligible for free lunch, where less than half remain in a single school for an entire school year, and where over half speak a language other than English. The children who attend these schools survive in living conditions that severely limit their potential for school success.

The infusion of Highly Impacted Schools funds has encouraged schools to plan more thoroughly and to develop schoolwide strategies to achieve their goals rather than to implement disjointed programs in an uncoordinated fashion. Training from the State Office has emphasized the need for thorough needs assessment, the alignment of a schoolwide improvement plan to the needs present in the school, possible re-allocation of existing resources, clearly stated student learning goals, and continuous attention to the implementation of the schoolwide plan. The Highly Impacted Schools program should be a powerful catalyst for meaningful school reform designed to significantly improve the quality of education in Utah's most needy schools. Utah's Highly Impacted schools are beginning to realize the value of their efforts with increased student achievement. More than half of these schools showed significant improvement relative to their district as a whole on both the math and reading tests completed during the spring of 2000. In other words, these schools are beginning to close the learning gap so typical of highly at-risk schools.

## COMPREHENSIVE SCHOOL REFORM DEMONSTRATION

In November 1997, the U.S. Congress allocated \$150 million to support a comprehensive, rather than fragmentary, approach to school reform throughout the nation through the Comprehensive School Reform Demonstration (CSRSD) Program. Administered by the U.S. Department of Education, CSRSD provides financial incentives of at least \$50,000 to schools that need to substantially improve student achievement, particularly Title I schools. CSRSD schools must integrate, in a coherent manner, the following nine components of school reform: proven methods, comprehensive design, professional development, measurable goals, support from school faculty, involvement of parents and the local community, external technical support, evaluation, and service coordination.

For the 2000–2001 school year, 22 Utah schools have new or continuing CSRSD grants and are in their first, second, or third year of school reform implementation. These schools, most of which serve Utah's most at-risk populations, are using their CSRSD funds in combination with Title I, Highly Impacted Schools, and other funds to bring about schoolwide change through research-based, coordinated strategies. Their goals involve all of the nine components mandated by the CSRSD legislation, and each school is evaluated annually, both for results in student achievement and progress in plan implementation. Through careful use of needs assessments, goal planning, and data analysis, these schools are seeing positive results in student achievement, in school climate, and in increased use of effective teaching strategies.

# Professional Development

|                                      |    |  |    |
|--------------------------------------|----|--|----|
| Educator Licensing                   | 39 | Robert C. Byrd Scholarships                | 40 |
| CACTUS System                        | 39 | Professional Practices Advisory Commission | 41 |
| Alternative Preparation for Teaching | 39 | T.H. Bell Teaching Incentive Loan          | 41 |
| Teacher Personnel Status             | 39 | Utah Principals Academy                    | 41 |
| Professional Growth                  | 40 | Career Ladder Program                      | 42 |

## EDUCATOR LICENSING

Licensing is the process through which individuals who have completed an educator preparation program are recognized and authorized by a state authority, the Utah State Board of Education, to perform the duties and responsibilities required of a professional educator.

During 2000–2001, the Educator Licensing and Professional Practices Act passed by the 1999 Utah State Legislature went into effect. All professional educators earn professional development points for license renewal by taking college-level courses, attending training sessions or workshops, or participating in other activities that enhance their skills. The license level and renewal requirements for active educators are as follows:

- **Level 1**  
Initial, 100 points to renew in the first three years.
- **Level 2**  
Career, 100 points, subject to renewal every five years.
- **Level 3**  
Advanced, issued to Level 2 educators who voluntarily earn certifi-

cation from the National Board for Professional Teaching Standards or hold a doctorate degree in education, 100 points to renew every seven years.

## CACTUS SYSTEM

The USOE implemented a personnel data system called CACTUS (Computer Assisted Credentialing of Teachers in Utah Schools) to identify, monitor, and maintain educator qualifications and assignments. CACTUS enables the USOE to identify underqualified educators and recommend appropriate professional development activities to help them become properly licensed in an area of concentration or endorsed in a subject area. This system is state-of-the-art, and enhances the capability of Utah to make appropriate improvements in the quality of its professional educators, whose efforts have a profound and direct impact on student achievement.

## ALTERNATIVE PREPARATION FOR TEACHING

The Alternative Preparation for Teaching (APT) program provides ac-

cess to teacher licensure for individuals who have proven talents and abilities in areas other than education. Individuals who apply must hold at least a baccalaureate degree from an accredited institution of higher education, with a major or minor in a subject taught at the secondary level, and have five years of full-time work experience related to that major or minor content area.

Qualified candidates who find employment are issued a temporary license following a preliminary approval process. After completing an individual written plan and three years of supervised teaching, the teacher receives a Level 2 license. Since 1991, 616 of the 845 persons who have applied for the APT have been qualified. Since 1991, 76 applicants have completed the program. In 2000–2001, 29 individuals were working to earn the Level 2 license, and 160 were seeking employment.

## TEACHER PERSONNEL STATUS

In 2000–2001, a total of 26,785 professional educators were employed in the Utah public school sys-

tem, more than 500 fewer than in the previous year. This figure represents classroom teachers, principals, other school and district administrators such as school district superintendents, and other licensed staff such as speech therapists, social workers, interns, and library media center directors. (See Chart #16.)

Virtually all teachers are state-certified in the Core subjects they teach. Two-thirds are building higher levels of education on the bachelor's degrees they already hold, and 547 hold doctorate degrees. As in the past, the typical teacher is in his or her mid-forties and has taught in the same district for about ten years. During 2000–2001, 514 endorsements were earned through demonstrated competency, 215 of them in English as a Second Language.

(See Charts #17 and #18.)

## PROFESSIONAL GROWTH

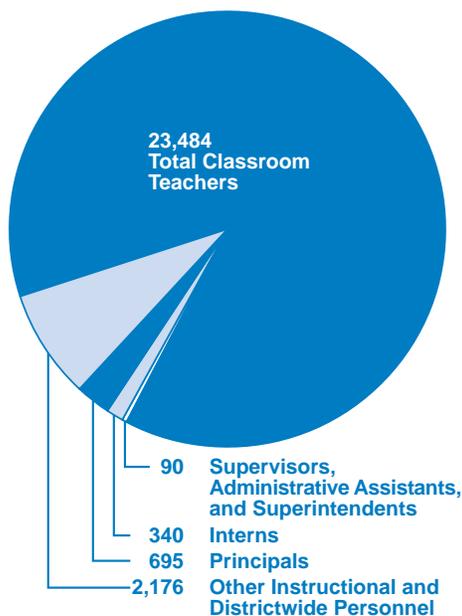
In 2000–2001, research into best practices and various tools for student and teacher assessment continued to be emphasized for professional development. The Utah Staff Development Council, in partnership with the USOE, is assisting district staff development directors in implementing effective practices and nurturing a statewide staff development network. The Council also disseminates current research and implications for changing classroom practices, promotes action research as a tool for assessment, and collaborates annually with the Utah Association of Teacher Educators and Phi Delta Kappa in a statewide teaching/learning conference. This year, ongoing professional development ac-

tivities became the tool whereby educators earn credit for license renewal. All licensed educators are now required to have their own professional development plans.

## ROBERT C. BYRD SCHOLARSHIPS

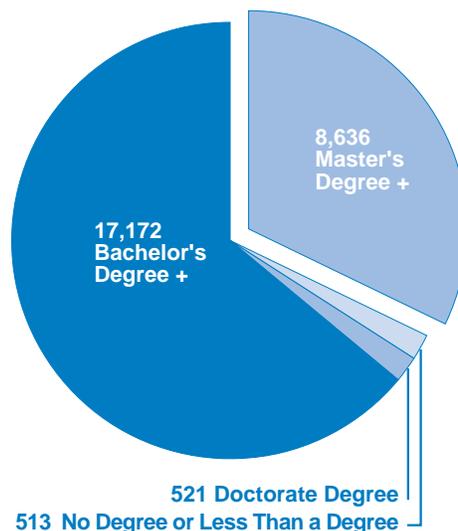
The Robert C. Byrd Honors Scholarships are distributed among Utah's three congressional districts. For 2000–2001, 257 (77 new and 180 continuing) scholarships were awarded, with approximately 89 in each of the three districts. The successful new recipients represented twenty-one school districts, forty-six public schools, and four private schools, and had a diversity of educational goals. All exhibited excellence with grade point averages ranging from 3.82 to 4.0. ACT scores of those who received

Chart #16  
Number of Professional Personnel In Utah Public Schools



Total Professional Personnel = 26,785

Chart #17  
Number of Professional Personnel by College Credit



the scholarship ranged from 31 to 36.

### PROFESSIONAL PRACTICES ADVISORY COMMISSION

Since January 2001, the Utah Professional Practices Advisory Commission (UPPAC), which monitors and enforces standards of appropriate professional conduct among educators, has acted on 43 cases of unprofessional and/or unethical conduct and revoked, suspended, or reinstated 21 educator licenses.

UPPAC members continue to balance the due process rights of educators accused of misconduct with the crucial need for exemplary role models for Utah’s children. The members are available to speak to community or education groups about standards of ethical behavior and possible sanc-

tions against educators that may result from violation of the public trust.

The Commission meets monthly to consider allegations of misconduct by educators and to consider information to improve the professionalism of education.

### T.H. BELL TEACHING INCENTIVE LOAN

The T. H. Bell Teaching Incentive Loan is jointly administered by the State Board of Education and the State Board of Regents and funded by the Legislature to attract high-caliber individuals to the teaching profession. In 2000–2001, the USOE selected 50 high school seniors, representing 36 public schools and one private school, as incentive loan recipients. Their average GPA was 3.7; the range was 3.4 to 4.0. ACT scores averaged 26 and

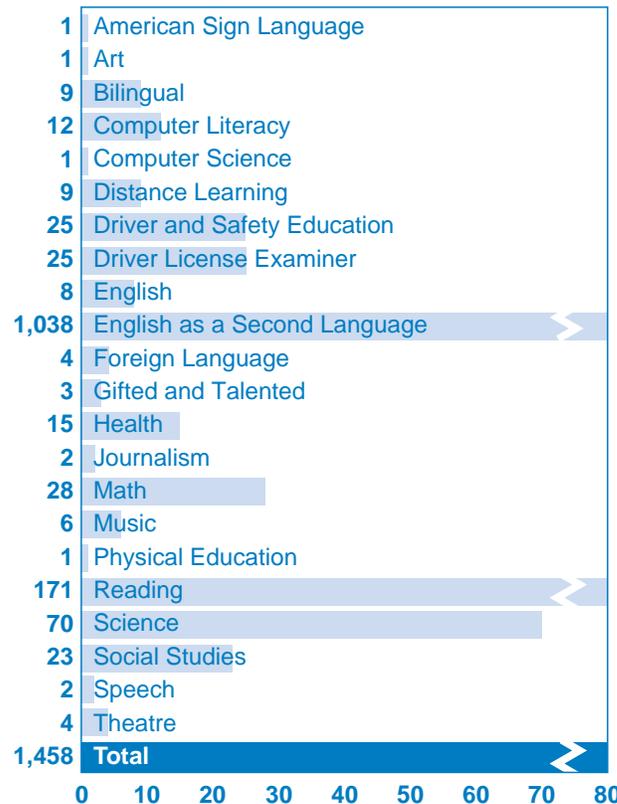
ranged from 21 to 32.

### UTAH PRINCIPALS ACADEMY

The mission of the Principals Academy is to develop and enhance the leadership skills of practicing school administrators and to assist in developing the most effective principals possible in Utah public schools.

For the past 17 years, the Academy has provided training from acclaimed national presenters for Utah’s excellent principals and assistant principals. In 2001, 36 of Utah’s most outstanding principals were engaged in rigorous monthly retreats. Topics for each seminar were selected because of their importance to the Interstate School Leaders Licensure Consortium (ISLLC) Standards for Leaders. Seminars focused on such relevant

Chart #18  
**Demonstrated Competency Endorsements  
 Granted to Utah Teachers**



educational topics as brain compatible learning, fostering a collaborative community of learners, invitational learning, active researching, collaborating for student success, four key roles of a leader, and leadership skills.

Utah Principals Academy participants are committed educators who not only desire to make a change in the lives of young people, but are committed to doing so. They are exemplary individuals and set standards for excellence for themselves and their school communities.

## CAREER LADDER PROGRAM

In 2000–2001, funding for Utah's

Career Ladder Program reached a total of \$48,651,518. The greatest portion of this funding (46 percent) was used for the Extended Days component, providing additional non-teaching days for teachers to engage in collaborative planning and development activities. Seventeen percent of funds were dedicated to Job Enlargement activities, enabling teachers to conduct a variety of additional activities related to the Core Curriculum and student achievement.

State Board Rule R277–526, Career Ladders in Education, which governs the Career Ladder Program, was updated this year. The unused teacher shortage component was deleted and

a new teacher induction component was added to focus activities on increasing the effectiveness of teachers new to the profession.

All districts evaluated their plans, and many revised them to be in alignment with the Utah Educator License Renewal Program, to support mentoring activities, and to acknowledge the skills of teachers who have achieved National Board Certification. (See Charts #19 and #20.)

Chart #19  
Career Ladder Components Analysis

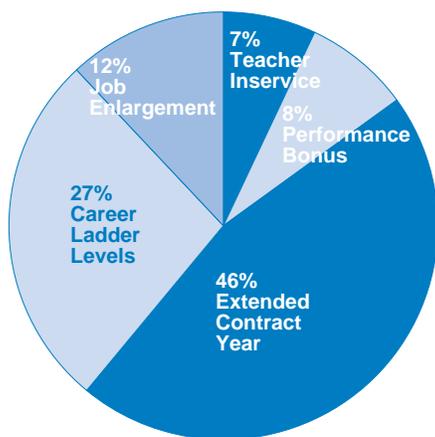
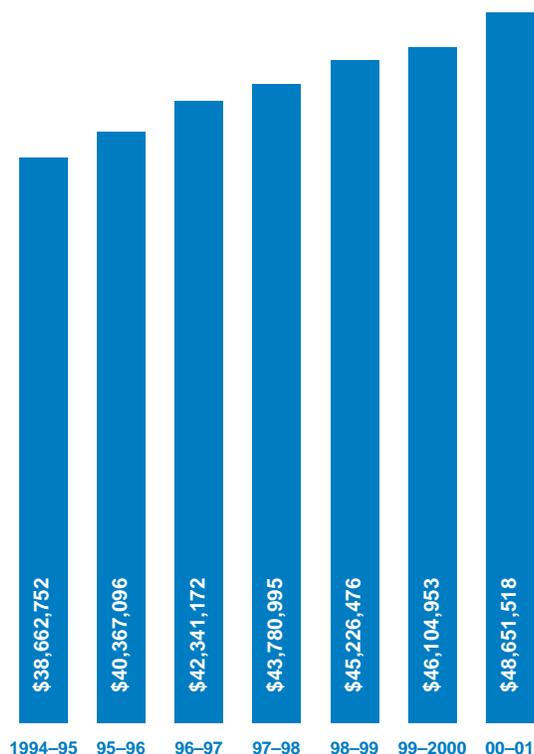
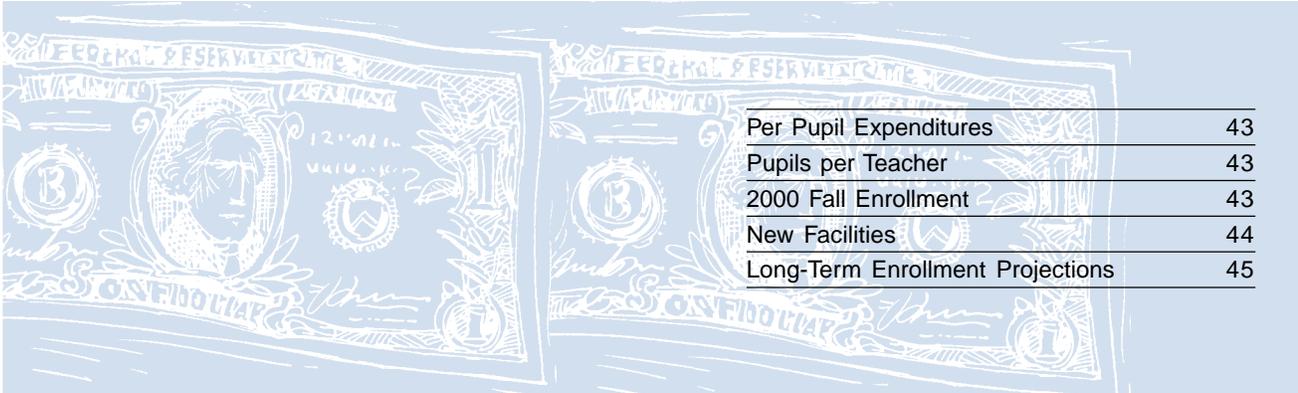


Chart #20  
Career Ladder Funding History





## PER PUPIL EXPENDITURES

Preliminary net current expenditures per pupil (in fall enrollment terms) are estimated at \$4,400 for the 2000–2001 school year. This figure is 62 percent of the U.S. average of \$7,079 and places Utah again in 51st place nationally. An additional \$1.275 billion in expenditures would have been required for Utah to reach the national average, or the equivalent of an additional \$2,679 per pupil. (See Chart #21.)

## PUPILS PER TEACHER

Preliminary figures from the National Center for Education Statistics, U.S. Department of Education, indicate that during the 2000–2001 school year, Utah's pupil-teacher ratio in fall enrollment terms dipped slightly, from 22.3 to 22.1, and Utah remained the home of the nation's largest class sizes. The U.S. average was 16.0, a number that includes pre-kindergarten teachers and students. (See Chart #22.)

## 2000 FALL ENROLLMENT

Utah's 2000 fall enrollment total decreased from the prior year by 705 students, to 475,269. In 2000, Utah found itself in the third, and perhaps final, year of annual declining statewide enrollment. The decline is a reflection of the large class sizes of the baby boom echo being graduated from high school.

Nevertheless, growth continued in some districts. The largest numbers of new students were in Alpine (1,275),

Chart #21

### Current Expenditures per Pupil in Fall Enrollment Terms

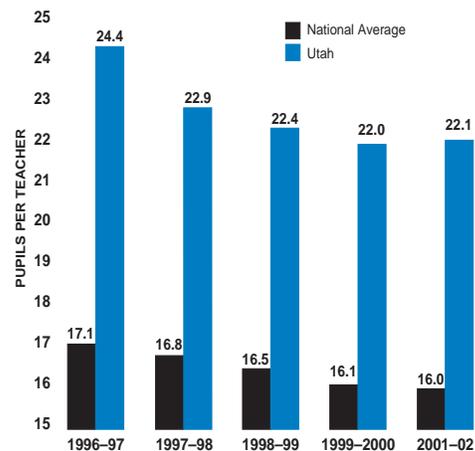
| Year      | Utah    | Rank | National |
|-----------|---------|------|----------|
| 1996–1997 | \$3,787 | 51   | \$6,168  |
| 1997–1998 | \$3,900 | 51   | \$6,400  |
| 1998–1999 | \$4,008 | 51   | \$6,407  |
| 1999–2000 | \$4,170 | 51   | \$6,811  |
| 2000–2001 | \$4,400 | 51   | \$7,079* |

\*Estimate

Sources: Utah State Office of Education and the U.S. Department of Education, National Center for Education Statistics

Chart #22

### Pupils per Teacher



Sources: Utah State Office of Education and the U.S. Department of Education, National Center for Education Statistics

Nebo (547), Tooele (400), and Iron (198) Districts. In percentage terms, Tooele (4.6 percent), Iron (2.8 percent), Alpine (2.8 percent), Park City (2.7 percent), and Nebo (2.7 percent) were the fastest-growing districts from 1999 to 2000. Districts losing enrollment were Granite (882), Carbon (371), Emery (259), Uintah (219), Provo (197), and 22 others. There was a decline of approximately 500 students from Carbon and Emery Districts, due to the Willow Creek mine disaster and closing. (See Chart #23.)

A minor increase in enrollment is expected for October 1, 2001, as an upward trend begins. It is the baby boomers' grandchildren who are currently being born and who will begin entering kindergarten in noticeable numbers within the next few years,

pushing the annual enrollment increase to over two percent per year. Births in Utah are already on the rise: between 1993 and 2000, annual births have increased from about 37,000 to the largest number in the state's history, over 47,000.

Secondary grades lost 2,293 students (1.0 percent) due to the movement of the youngest members of the baby boomlet through the grades, as well as outmigration, dropouts, and early graduation. Grades 1-6 grew by over 335 students, or less than 1.0 percent. The number of self-contained special education students increased slightly by 177 to 10,914. Notably, the number of kindergarteners grew by 1,130, or just over 3 percent.

There were eight charter schools operating in FY 2001, encompassing

all grades, and accommodating 537 students. This figure is up from six schools and 390 students the previous year. The enrollment figures are included in the state and district enrollment totals above. (See Chart #24.)

## NEW FACILITIES

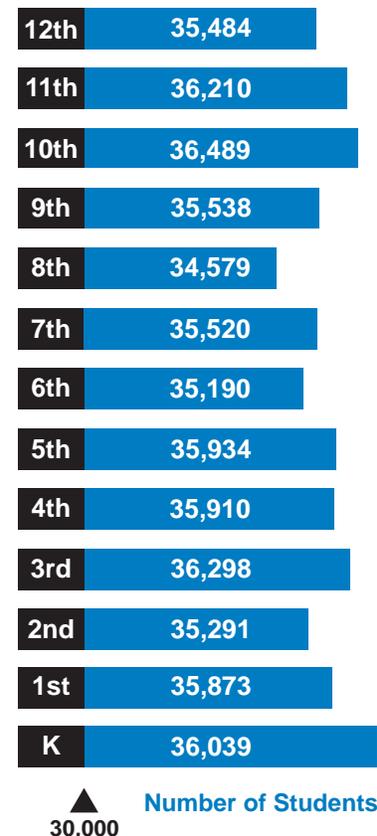
In the 2000–2001 school year, Alpine District opened three new elementary schools, while Granite and Washington each opened one. Wasatch and Washington Districts each added a middle school. No new high schools were opened.

Current school construction includes 23 sites where new schools are being built and old schools are being replaced, while other schools are receiving additions or being renovated. Expenditures for these projects

Chart #23  
Fall Enrollment by Grade Level

| Grade Level       | 1998           |              | 1999           |              | 2000           |              |
|-------------------|----------------|--------------|----------------|--------------|----------------|--------------|
|                   | Total          | Change       | Total          | Change       | Total          | Change       |
| Kindergarten      | 34,529         | -2.2%        | 34,963         | 1.3%         | 36,039         | 3.1%         |
| 1–3               | 108,225        | 1.2%         | 107,634        | -0.5%        | 107,462        | -0.2%        |
| 4–6               | 104,668        | 0.0%         | 106,527        | 1.8%         | 107,034        | 0.5%         |
| <b>TOTAL 1–6</b>  | <b>212,893</b> | <b>0.6%</b>  | <b>214,161</b> | <b>0.6%</b>  | <b>214,496</b> | <b>0.2%</b>  |
| 7–9               | 107,308        | -1.8%        | 105,624        | -1.6%        | 105,637        | 0.0%         |
| 10–12             | 111,259        | -0.6%        | 110,489        | -0.7%        | 108,183        | -2.1%        |
| <b>TOTAL 7–12</b> | <b>218,567</b> | <b>-1.2%</b> | <b>216,113</b> | <b>-1.1%</b> | <b>213,820</b> | <b>-1.1%</b> |
| Special Education | 11,072         | 1.4%         | 10,737         | -3.0%        | 10,914         | 1.6%         |
| <b>TOTAL</b>      | <b>477,061</b> | <b>-0.4%</b> | <b>475,974</b> | <b>-0.2%</b> | <b>475,269</b> | <b>-0.1%</b> |

Chart #24  
2000 Fall Enrollment by Grade



ranged from \$500,000 to \$24 million. According to district reports, fourteen schools are still in use that were entirely or partially built prior to, or during, 1910. (See Chart #25.)

### LONG-TERM ENROLLMENT PROJECTIONS

Through the year 2005, the total number of new students is expected to be highest (between 2,000 and 6,500) in Alpine, Tooele, Nebo, Jordan, and Washington School Districts. In terms of percentage growth, the highest average annual rates of change (over two percent) are expected to occur in Tooele, Nebo, Iron, Alpine, and Wasatch Districts.

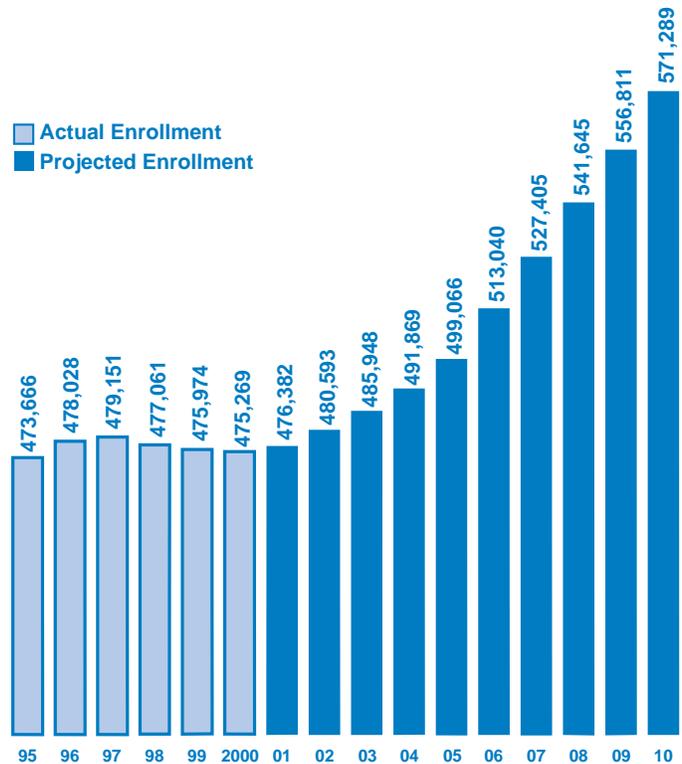
Figures from the Governor's Office of Planning and Budget project a

school-age population of nearly 600,000 in Utah by the year 2010, or an increase of nearly 24 percent from 2000. As already noted, this growth is expected to be primarily internal, due to a higher-than-national-average birth rate. (See Chart #26.)

Chart #25  
Number of Public Schools

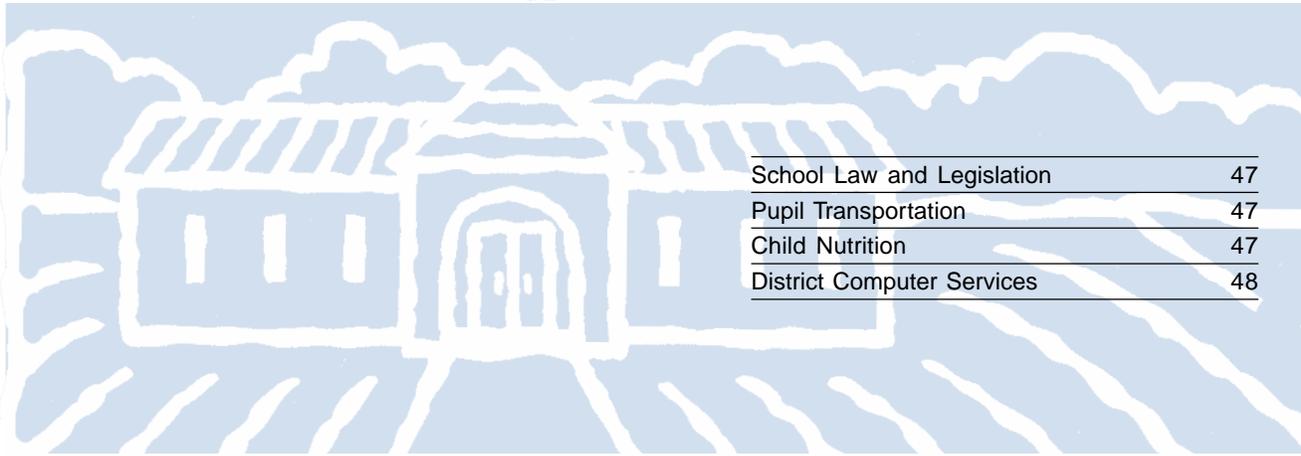
| Schools          | Grades  | October 1  |            |            |
|------------------|---------|------------|------------|------------|
|                  |         | 1998       | 1999       | 2000       |
| Elementary       | (K-6)   | 463        | 471        | 473        |
| Middle           | (5-9)   | 33         | 34         | 34         |
| Junior High      | (7-9)   | 96         | 95         | 95         |
| Senior High      | (10-12) | 50         | 50         | 52         |
| Jr./Sr. High     | (7-12)  | 24         | 23         | 24         |
| 4-Year High      | (9-12)  | 32         | 34         | 34         |
| Special          |         | 57         | 60         | 61         |
| Alternative High |         | 23         | 23         | 23         |
| <b>Total</b>     |         | <b>778</b> | <b>790</b> | <b>796</b> |

Chart #26  
1995-2010 Actual and Projected Fall Enrollments



Source: Utah State Office of Education, Finance and Statistics and the Governor's Office of Planning and Budget

# School System Support



|                            |    |
|----------------------------|----|
| School Law and Legislation | 47 |
| Pupil Transportation       | 47 |
| Child Nutrition            | 47 |
| District Computer Services | 48 |

## SCHOOL LAW AND LEGISLATION

During the 2000–2001 school year, the USOE School Law and Legislation Section provided information and direction to school districts, other state agencies, and the general public on various issues including school fees, school First Amendment issues, student discipline, grading policies, ethics, and student confidentiality issues. School Law and Legislation has increasing responsibility for helping school districts develop and understand legislation and the legislative process, and for tracking legislation that affects education throughout the legislative session.

This section was responsible for drafting and revising many State Board of Education administrative rules, including rules on charter schools, instructional material selection procedures, educator licensing, and testing procedures.

The Law Section also continued to work with the Office of the State Attorney General in addressing legal issues and litigation, and provided support and inservice to school district

personnel concerning current legal issues, public education law, educator discipline, professional standards, and legislation.

## PUPIL TRANSPORTATION

During 2000–2001, Utah's school buses transported 165,830 students approximately 23 million miles to and from school, and traveled nearly 4 million miles on field trips and activity trips, using 2,048 buses. This was accomplished through the efforts of 2,469 full- and part-time drivers, 15 state-certified instructors, 62 district-level instructors, over 80 mechanics, and a staff of district secretaries and technicians. The state provided \$53,236,772 for transporting public school students, as well as students from the Utah Schools for the Deaf and the Blind. The districts provided approximately \$6 million in additional funds.

Route reports are submitted to the USOE on the first of each November by the district transportation departments. These reports include maps for each route so that routing can be analyzed by the USOE for maximum safety and efficiency. Several districts are uti-

lizing computer-generated mapping for this purpose. These maps will be used by the USOE to physically audit routes to verify accuracy in reporting.

## CHILD NUTRITION

The USOE Child Nutrition Section continues to work on motivating Utah's children to develop healthy lifelong eating habits. In addition to nutrition curricula which have been implemented from pre-kindergarten through grade 12, the Cafeteria Connections curriculum is being taught to bridge the gap between the classrooms and the cafeteria. Cafeteria personnel are supporting nutrition education in the classroom by turning their cafeterias into learning laboratories. The Kitchen Connections curriculum continues to teach young children about the benefits of good nutrition.

The After-School Snacks Program (ASSP) provides snacks in after-hours school and child care programs that offer educational enrichment programs. This program keeps at-risk children off the streets and engaged in learning in a safe environment that

helps them to succeed academically. There are currently 20 sponsors that provide snacks at 120 sites in the After-School Snacks Program. Child care rules have been revised, and new regulations from the U.S. Department of Agriculture are improving the integrity of child care programs.

In 2000–2001, a total of 45,680,723 lunches and 5,994,533 breakfasts were served to students in schools throughout the state. Child and Adult Care Food Program (CACFP) meals served consisted of 3,82,208 breakfasts, 5,511,330 lunches, 3,327,760 dinners, and 7,887,170 snacks. The Summer Food Service Program served 800,887 meals. In the Special Milk Program,

616,105 half-pints of milk were served. Also, Utah provided 341,253 ASSP snacks. (See Charts #27 and #28.)

## DISTRICT COMPUTER SERVICES

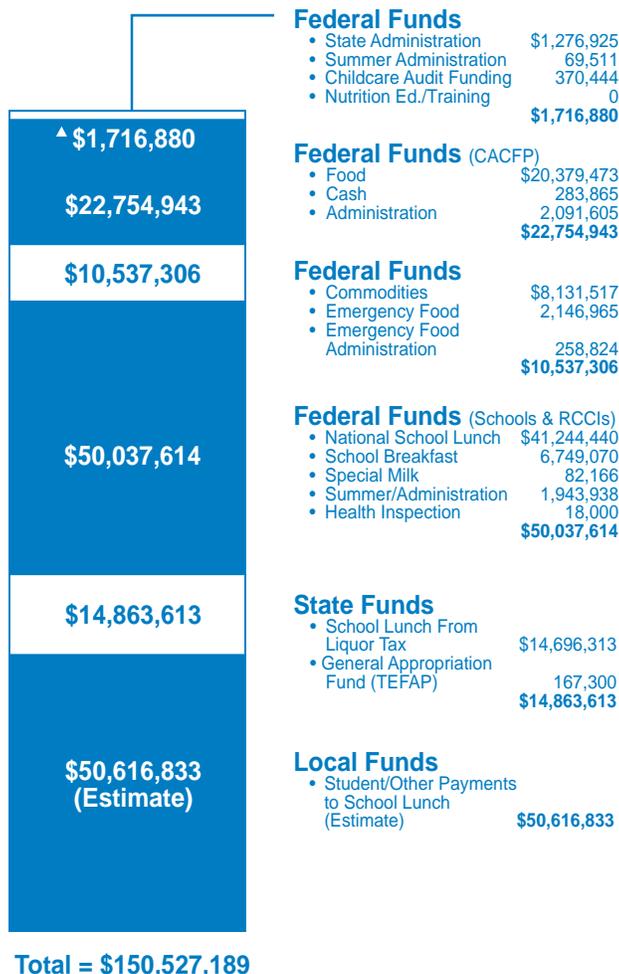
During 2000–2001, the statewide database clearinghouse was successful in collecting data from all forty districts. Local school and school district data entering the clearinghouse are passed in the appropriate format to the USOE School Finance and Statistics, Special Education, and Applied Technology Education Sections. All school districts now meet state reporting requirements electronically in state-defined formats.

Test scoring systems are support-

ing Core assessment and individual and group analysis of scores on end-of-level and other criterion-referenced tests (CRTs). This past spring, more than three million CRT test forms were scanned and scored. More than 1.6 million Stanford Achievement Test forms were processed. Testing turn-around time in Utah is still one of the best in the country due to the teamwork between the districts and DCS.

The Student Information System (SIS 2000+) is a microcomputer software product that manages student data needs for individual schools (report cards, transcripts, evaluations) and teachers (grade books, attendance, Web access). Student information for parents is available through

Chart # 27  
Child Nutrition Programs Sources of Funding



the Web. District personnel have access to essential information, and the data is easily uploaded to the clearinghouse or testing area from the central server at the district office. Legislatively mandated items have been designed and programmed by DCS for addition to districts' databases. The system is currently operational in seventeen districts and five charter schools, serving over 200 schools statewide.

The fiscal microsystems offer a full range of financial services, management tools, and reporting capabilities to assist school boards, district office staff, school administrators, and auditors. Comprehensive reporting is

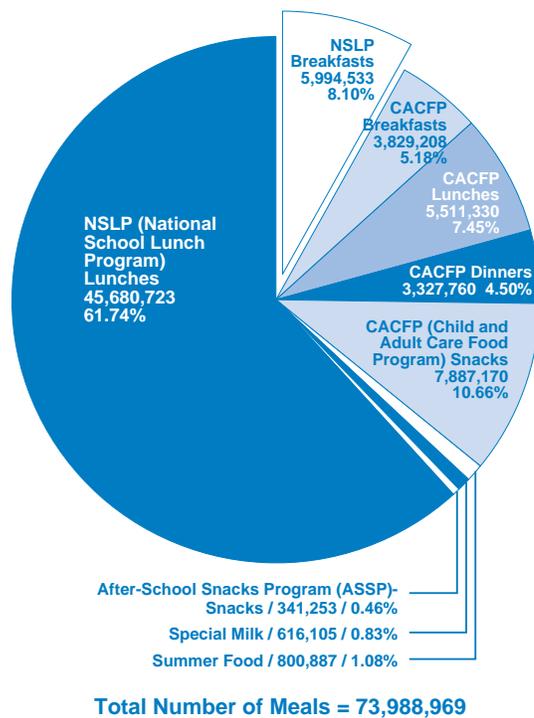
available for general ledger, payroll, personnel/human resource management, accounts payable, receipts, warehouse, fixed assets, and textbooks. The system also provides electronic reporting for districts to the Internal Revenue Service, Social Security Administration, State Tax Commission, State Retirement System, Workforce Services, Teacher Certification System, and various banks for payroll direct deposit. Twenty-six districts and four applied technology centers are currently using some or all of the above systems.

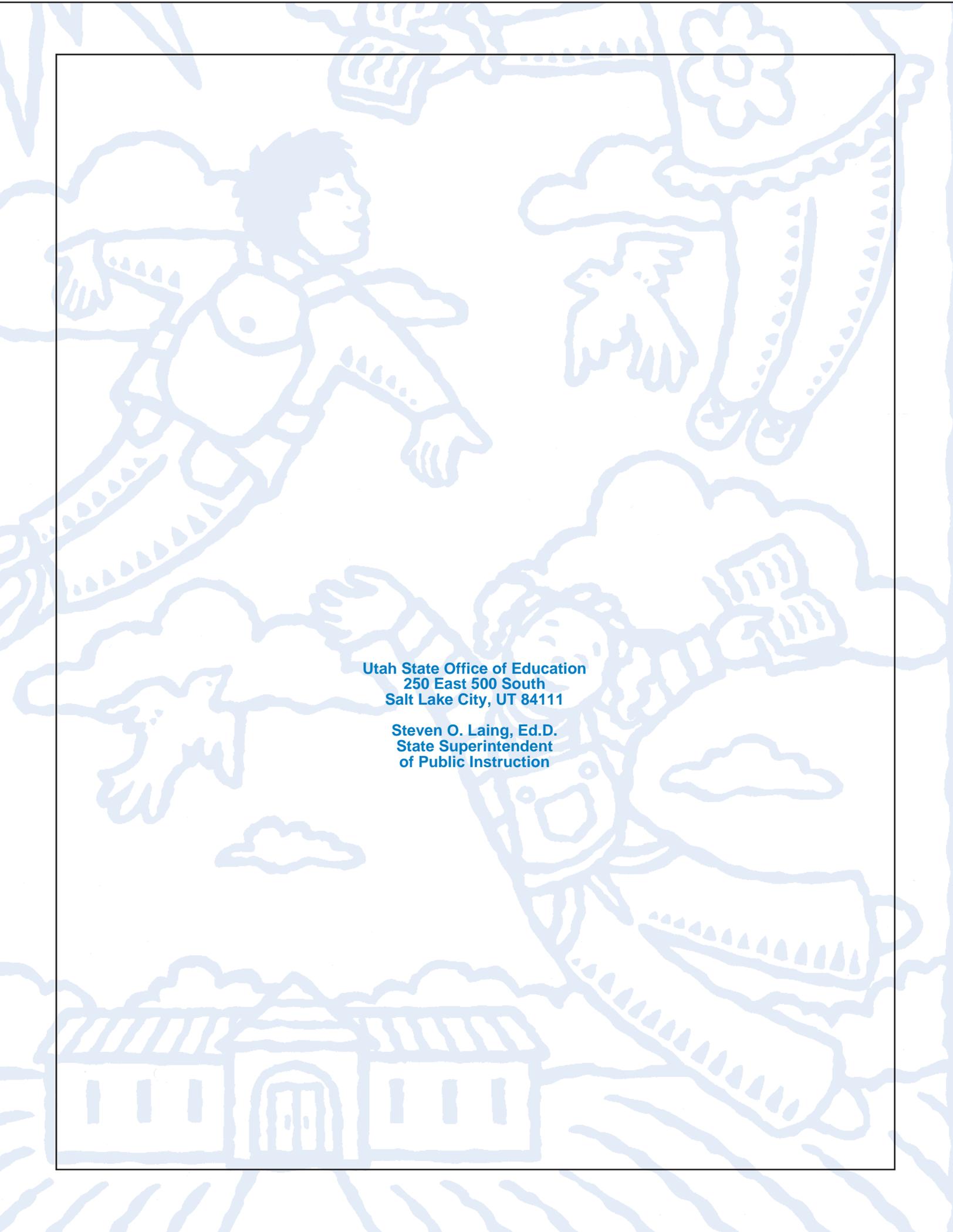
The statewide Youth in Custody system, formerly provided via the state mainframe computer, has been rewrit-

ten with an interface accessible over the Web. This system tracks the educational progress of students under state custody. The data is maintained on a Microsoft SQL server database at the State Office of Education. Reports are run for the participating districts, and more advanced analysis capabilities are forthcoming.

The district computer services systems save the state and school districts hundreds of thousands of dollars every year in the areas of testing and scoring, software purchasing, training, technical support, and maintenance of software systems.

Chart # 28  
**Child Nutrition Programs Number of Meals Served**





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