PERKINS V YEAR 1 TRANSITION PLAN 2019-2020

Learning that works for Utah

CTE®

Prepared by:

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Submitted: May 2019
CAREER AND TECHNICAL EDUCATION TRANSITION YEAR STATE PLAN — CONTENTS

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INTRODUCTION
The State Board of Education, as the eligible agency for Perkins V, must submit a one-year transition plan for school year 19-20 to the U.S. Department of Education by May 24, 2019. The transition plan includes required elements describing Utah’s plan for program and the use of funds while in transitioning into Perkins V requirements. A more encompassing four-year State plan is due to the U.S. Department of Education by April 1, 2020. The plan is required to be developed with input from multiple stakeholder groups, under the guidance of the State Perkins Executive Committee and the Utah State Board of Education.

PROGRAM ADMINISTRATION AND IMPLEMENTATION — SECTIONS B.2. A, B, C(I), D, H; B.3.A(I)(II) AND (IV)

Section B.2. Implementing Career and Technical Education Programs and Programs of Study

This is Utah’s Transition State Plan for Career and Technical Education (CTE) programs under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). All required sections of the transition plan have been completed. It is Utah’s intent to meet the requirements of the act. During the transition year Utah will be reviewing current practices of both secondary and post-secondary CTE programs to determine any needed changes to strengthen CTE programs.

Section B.2.a Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Utah uses comprehensive high schools and post-secondary institutions offering 2-year associate degrees, 1-year certificates, and industry-recognized credentials to provide Career and Technical Education (CTE) that is integrated with rigorous academic courses. Students interested in CTE will be encouraged to complete CTE Programs of Study.

CTE Programs of Study (POS) and CTE Pathways are state-recognized coherent groupings of courses within Career Clusters at the secondary and/or post-secondary level. All course sequences are designed to provide a student the opportunity to complete a program. POS/Pathways for both secondary and post-secondary are based on an analysis of current labor market information provided by Utah’s Department of Workforce Services (https://jobs.utah.gov/index.html). Programs of study, as per definitions under Perkins V, are “coordinated, non-duplicative sequences of academic and technical content at the secondary
and post-secondary level that incorporates challenging, state-identified academic standards; addresses academic and technical knowledge, as well as employability skills; is aligned to the needs of industries in the state, region, or local area; progresses in content specificity; has multiple “entry and exit points” that allow for credentialing; and ultimately culminates in the attainment of a recognized post-secondary credential.” These programs are available for adoption by local recipients. Utah continues to develop and adjust POS/Pathways through a fluid and collaborative process as industry needs change.

In Utah there are several statewide initiatives that guide, support, and foster development of new CTE programs. These include Talent Ready Utah, Strategic Workforce Investment, and industry pathway programs coordinated through the Governor’s Office of Economic Development. Utah expects that new programs of study will be identified and developed through these initiatives.

B.2.b - Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132

Under Perkins IV Utah did not develop a formal process for locally developed programs of study/pathways. All programs have been developed in partnership with USBE and once approved were available for adoption throughout the state. Under Perkins V Utah intends to develop a process by which CTE planning regions can design programs of study/pathways that align with regional workforce needs. The requirements, policies and procedures will be developed during the transition year. Statewide POS will continue to be developed and supported as described below.

Programs of Study at the secondary level:

Secondary Programs of Study are identified as high school Career and Technical Education Pathways. Currently Utah supports sixty CTE pathways across thirteen career clusters. Each CTE Career Pathway consists of sequenced courses providing instruction in academic and technical knowledge for current high wage, in-demand and emerging career fields. Courses within the pathways align with industry needs and follow state-approved standards. Credentials of value are tied to each pathway that validate the skills and knowledge students learn while participating in secondary POS.
Utah CTE Career PATHWAYS
Pathways to College & Career Readiness
School Year 2019-2020

Career Cluster
  > Career Pathway

Agriculture, Food & Natural Resources
  > Agricultural Mechanics Systems
  > Agricultural Production Systems
  > Animal & Veterinary Science
  > Food Science, Dietetics & Nutrition
  > Natural Resource Science
  > Plant Science

Architecture & Construction
  > CAD Architectural Design
  > Interior Design
  > Construction & Structural Systems
    > Carpentry
    > Electrical
    > Plumbing

Arts, Audio/Visual Technology & Communications
  > Fashion, Apparel & Textiles
  > Broadcasting
    > Audio/Visual Production Professional
    > Broadcasting Professional
  > Graphic Design & Communication
    > Commercial Art
    > Commercial Photography
    > Digital Media
    > Graphics Printing

Business, Finance & Marketing
  > Accounting & Financial Operations
  > Customer Service & Management
  > Entrepreneurship
  > Office/Administrative Support
  > Marketing & Sales

Education & Training
  > Pre-K: Early Childhood Education
  > K-12: Teaching as a Profession

Engineering & Technology
  > Aerospace Engineering
  > CAD Mechanical Design
  > Electrical Engineering
  > Manufacturing Engineering
  > Materials Science
  > Mechanical Engineering
  > Robotics

Health Science
  > Emergency Medical Services
  > Nursing Services
  > Clinical Laboratory Science
    > Biotechnology
    > Medical Forensics
  > Therapeutic Clinical Services
    > Dental Assistant
    > Exercise Science/Sports Medicine
    > Medical Assistant
    > Pharmacy Technician

Hospitality & Tourism
  > Culinary Arts
  > Hospitality & Tourism

Human Services
  > Community, Family & Social Services
  > Personal Services
    > Cosmetology/Barbering
    > Esthetician/Nail Technician

Information Technology
  > Cybersecurity
  > Information Technology Systems
  > Programming & Software Development
  > Web Development

Law, Public Safety, Corrections & Security
  > Public Safety & Law Enforcement
    > Protective Services

Manufacturing
  > Aerospace Manufacturing
  > Medical Innovations
  > Welding
  > Advanced Manufacturing
    > Cabinetmaking/Millwork
    > Machine Tool

Transportation, Distribution & Logistics
  > Aviation
  > Aviation Maintenance Technology
  > Diesel
  > Automotive
    > Collision Repair
    > Service Technician

Figure 1 Utah Secondary Career Clusters
The above Programs of Study at the secondary level include:

1. Coursework designed around approved standards: All secondary CTE coursework goes through a rigorous process of development and refinement that includes design, implementation, and continuous improvement. Content standards are developed through a multi-stage process which includes: a) involvement of industry in the definition of skills necessary for entry level employment, b) development of standards which target industry defined skills, c) review by industry, educators and other stakeholders with expertise in the target area, d) alignment with post-secondary partners, and e) ongoing quality improvement through a four-year update cycle.

   a. Industry involvement: this stage includes involvement of industry partners to determine the critical skills needed by entry level employees. These skills include both technical and workplace requirements needed to enter employment and to progress the industry.

   b. Standards development: Skills identified in the previous stage are grouped and standards are developed. An analysis of the industry defined skills takes place to determine if meeting the industry needs will require development of standards for a semester, year or multiple courses. Introductory courses focus on basic skills and a broad overview of the career field with additional courses in the sequence becoming more specific related to targeted industry.

   c. Stakeholder review: a review by educators, subject matter experts, industry partners and other entities critical to the POS takes place upon completion of the draft standards. Modifications, additions and deletions occur during this review preparing the new or updated standards for implementation.

   d. Post-secondary alignment: Post-secondary partner participation occurs through the first three stages. This supports locals in initiating conversations regarding alignment of secondary and post-secondary requirements.

   e. Quality Improvement Cycle: All CTE coursework is reviewed on a four-year quality cycle. During this time standards are reviewed through a process similar to the multi-stage process listed above. A course may be reviewed earlier if needed based on stakeholder input.

CTE works with the Teaching and Learning Curriculum department from the Utah State Board of Education to support meeting student academic achievement goals. Additionally, CTE standards include application of rigorous academics identified by industry as important to successful employment. Several CTE courses also meet the requirements designated for academic graduation coursework. Examples of this include: Physics with Technology (1st or 2nd foundation science credit), Business Communication (applied/advanced Language Arts), and Accounting I and II (math applied course). Examples of current courses meeting the criteria for the Utah Graduation Requirements is attached below.
# Current Courses Meeting the Criteria for Graduation Requirements

<table>
<thead>
<tr>
<th>Language Arts: Three Courses from the Foundations: Plus one CREDIT from the Applied and Advanced List</th>
<th>Applied and Advanced Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 or 9H (required)</td>
<td>12th Grade Language Arts</td>
</tr>
<tr>
<td>English 10 or 10H (required)</td>
<td>Basic Writing Skills</td>
</tr>
<tr>
<td>English 11, 11H, or courses listed below*</td>
<td>Basic Reading Skills</td>
</tr>
<tr>
<td>Concurrent Enrollment Courses:**</td>
<td>Business Communication</td>
</tr>
<tr>
<td>International Baccalaureate Classes**</td>
<td>College Prep Language Arts</td>
</tr>
<tr>
<td>AP Literature and Composition**</td>
<td>Creative Writing 1 and 2</td>
</tr>
<tr>
<td>AP Language and Composition**</td>
<td>Debate</td>
</tr>
</tbody>
</table>

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| Mathematics – 3.0 credits: Secondary I, II, and III. Secondary III can be replaced by an Applied Course with written parent request (opt out form recognizing not being prepared for college). |
|---|---|
| Foundation Courses | Advanced Courses (Secondary III Pre-requisite) | Applied Courses (Alternative Selections for Secondary III Opt out) (Secondary II Pre-requisite) |
| Secondary I or Secondary II | AP Calculus AB or BC | Accounting I and II |
| Secondary II or Secondary IIIH | AP Statistics | Mathematical Decision Making for Life (non-CE course) |
| Secondary III or Secondary IIIH | College Prep Math | Mathematics of Personal Finance |
| Pre-calculus | Introductory Calculus | Medical Math |
| | Concurrent Enrollment* 1010, 1030, 1040, 1050, or 1060 | Modern Mathematics |
| | International Baccalaureate | Introductory Statistics |
| | | Computer Programming |

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| Science – A total of 2.0 credits from two of the five areas of science on the Foundation Courses list plus 1.0 credit from the Foundation Courses list or Applied and Advanced Courses list |
|---|---|---|
| Foundation Courses | Advanced Courses | Earth Science |
| Biology | Chemistry | Earth Science |
| • Biology | • Chemistry | • AP Environmental Science |
| • Human Biology (including CE) | • AP or IB Chemistry | • IB Environmental Systems |
| • Biology: Agricultural Science & Technology* | • Chemistry with Lab CE | Physics |
| • AP or IB Biology | Computer Science | Physics with Technology |
| • Biology with Lab CE | | AP or IB Physics |
| Applied or Advanced Courses | Computer Science Principles* | Physics with Lab CE |
| | Computer Programming*II | |
| Aerospace | Engineering Capstone* | Plant and Soil Science* I, II |
| Aeronautics | Environmental Science** | PLTW Digital Electronics* |
| Agricultural Technology* | Equine Science* | "C" Principles of Engineering* |
| Agricultural Science* I, II, III, IV | Genetics** | Robotics* 1, 2 |
| Aquaculture* | Geology** | Veterinary Assistant |
| Anatomy and Physiology** | Human Physiology | 1, 2 Wildlife Biology |
| Animal Science* I or II | Marine Biology/Oceanography | Zoology |
| Astronomy** | Material Science* | |
| Biotechnology* | Medical Anatomy and Physiology*II | |
| Botany | Medical Forensics | |
| Electronics* 1, 2, 3 | Meteorology** | |
| Engineering Principles*I, II | Natural Resource Science* I, II | |

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*CTE Courses ** Include Applied/Advanced CE Courses

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*Figure 2 Applied and Advanced Course List*
Post-secondary Collaboration

All state approved POS/Pathways include opportunities for students to begin post-secondary coursework while in high school. This may be under concurrent enrollment guidelines where students receive both high school and college credit for the courses or may be aligned with technical college hours based non-credit programs. Students involved in either concurrent enrollment or technical college hours can obtain certificates or degrees through articulation agreements between secondary and post-secondary or post-secondary to post-secondary institutions.

Local Education Agencies (LEA) implementing Programs of Study in Utah’s secondary schools are required to:
- Follow the clearly defined sequence of coursework with a minimum of 2 courses as identified by the state for concentration of a POS/Pathway
- Administer state assessments of both knowledge and performance
- Provide opportunities for work-based learning experiences
- Articulate POS/Pathways with post-secondary partners for both technical college hours and/or college credit
- Provide options for industry certifications and/or licensure
- Identify academic partner coursework that will enhance the program of study
- Provide opportunities for industry engagement through local Economic Partnership Councils (Advisory Boards)

Each secondary CTE POS/Pathway is mapped from grades 7-12 and aligned to post-secondary majors and technical programs for high wage, in demand or emerging occupations. During the transition year current Program of Study sequences will be updated to meet new program requirements. State standards can be found on the Utah State Board of Education Career & Technical Education website (https://www.schools.utah.gov/cte).

Programs of Study at the post-secondary level include:

Development and approval of new post-secondary education programs is led by governing boards of Utah’s USHE and UTECH agencies. Each agency has governing state rules or oversight of their respective institutions.

Example: Board of Regents Rule R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports. Under this rule, institutions are guided in the development of CTE certificate and degree programs. Acting within the scope of their respective missions, institutions work through an institutionally-defined curriculum review process, and then seek program approval from the institutional board of trustees. Notification is then provided to the State Board of Regents. For new degree programs, prior to board of trustee approval, programs undergo peer review by institutions throughout the state higher education system.
In addition to agency specific process, educational institutions (higher education institutions, technical colleges, and local education agencies) participate in eight CTE Planning Regions that encompass the entire state. These regions meet regularly to coordinate activities, curriculum, assess industry needs for CTE programs and identify potential certificate and degree programs that could be developed or strengthened within each region. Regional CTE leaders also consult closely with leaders in industry and workforce development. In considering programs to develop and/or expand, CTE Planning Regions focus on the following:

- availability of current CTE offerings in the region
- regional coordination among three educational agencies
- certificates and other programs that should be offered locally for in-demand, high-wage or emerging occupations
- how certificates and other credentials can complementarily stack to additional certificates, associate degrees, or other programs
- development of articulations for these programs, or portions thereof, that might be provided for delivery in high schools through concurrent enrollment

At the post-secondary level, this partnership approach focuses on short-term certificates (16-29 credits, or up to 600 clock hours) as a first step for students or as a short-term option for adults retooling for a career change or career advancement. In most cases, these certificates are designed to be stackable giving students the opportunity to earn meaningful credentials. When high school students enroll in these stackable programs, it is anticipated that students will be more likely to continue earning meaningful credentials.

Post-secondary CTE programs of study are sent by the local institutions to staff at the Utah System of Higher Education (USHE) and the Utah System of Technical Colleges (UTECH) for approval. Each agency reviews the program against state and federal CTE definitions and requirements and will make a recommendation to the state Perkins Executive Committee (composed of representatives from the Utah State Board of Education CTE Department, Utah System of Higher Education, and Utah System of Technical Colleges). The Perkins Executive Committee provides final determination of CTE programs for Perkins eligibility. The state-approved programs will be identified and be cross-walked to the national clusters.

These CTE Programs of Study fall into the following categories:

- Associate degrees
- One-year certificates
- Less than one-year certificates
- Short-term programs ending in an industry certification/state license

A list of approved CTE programs of study will be kept and maintained by the USBE CTE Department. The post-secondary approved list will be reviewed annually by the Perkins Executive Committee.
B.2.b.i. - Promote continuous improvement in academic achievement and technical skill attainment;

The process for continuous improvement of CTE programs is cyclical following the state fiscal year. All local recipients are required to evaluate progress toward goals and levels of performance. Each must also collect stakeholder input through a comprehensive needs assessment with required elements as outlined in the Perkins V Act. Each local application must provide the results of the needs assessment and data elements used to determine how Perkins funds will be spent to address local needs. Local applications will be made available to eligible recipients through the Utah Grants Management system.

Each eligible recipient will submit a local application in response to the Local Application Guide. The state will receive local applications and review them to assure all content items are addressed and that the goals and activities identified are adequate.

Approval Criteria. The application:
- Provides a clear response to each question in the Local Application Guide
- All required documents are completed and included in the application
- Meets size, scope, and quality requirements
- Includes clear descriptions of continuous performance improvement strategies for all required elements
- Describes how funds will be made available to address local needs assessment, goals and performance strategies

To ensure continuous improvement, annual program quality reviews will be conducted by state staff and members of the Perkins Executive Committee. Due to the number of eligible recipients, onsite visits are scheduled on a modified four-year rotation. Adjustments will be made to the onsite schedule based on risk factors as determined by the state.

The Perkins Executive Committee will require local recipients to convene Economic Partnership Councils with stakeholder groups representing education, state economic and workforce development, business and industry, and other partners with expertise about CTE programs. The state will provide professional development opportunities and training for local recipients and one-to-one technical support.

Another program quality initiative will be the Utah Perkins Data Quality meeting held each winter. Local CTE Directors and their data staff will participate in an in-depth review of state and local performance results and goals.
performance data. Participants will be able to discuss and provide input on secondary and post-
secondary performance measures. The local application will also be reviewed to assure understanding of how their data impact the local application and the process for developing continuous improvement plans.

B.2.b. ii. – Expand access to career and technical education for special populations

During the transition year Utah will be developing a more structured plan for expanding access of CTE programs to special populations. Current efforts for secondary and post-secondary are provided below:

Secondary CTE is provided with additional state funding to help cover expenses of high cost programs in grades 9-12. This funding allows more opportunities for secondary students to have access to programs that would not otherwise be possible. In addition, USBE has recently passed new rules that reduces and restricts local school fees to help eliminate barriers for all students in public education programs. Utah’s CTE POS/Pathways allow for accommodations in technical skill evaluations.

Utah has also developed a Career Development Credential for qualifying students with IEPs. Students who successfully concentrate in a secondary CTE pathway and earn 0.5 credit in a work-based learning course can graduate with a state recognized credential. Utah R277-705-6 Career Development Credentials outlines the detail for qualifying students.

Post-secondary USHE institutions encourage students to enroll, retain, and complete programs as a system-wide priority. Consistent with State Board of Regents 2025 Strategic Plan, USHE institutions have deployed several initiatives to help students succeed in college. These initiatives center around a three-pronged strategic structure of affordable participation, timely completion, and research and workforce. A new system-wide scholarship program patterned after Promise Programs will be need-based and will make the first two years of education available to an increased number of students, including those from special populations. As specified in local needs assessments, Perkins funding will be used to support students in CTE programs by providing greater access, reducing barriers to completion, and providing new and enhanced programs that target critical workforce needs.

B.2.b. iii. – Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

In an effort to expand the classroom experience, Utah includes Work Based Learning (WBL) opportunities as part of POS/Pathways. Concepts and skills learned in the classroom can be applied and tested in a workplace environment. Secondary WBL programs are include a 21st Century Skills certificate that students have the opportunity to earn as a part of their program. The goal of Utah WBL is to ensure students are prepared with the personal traits, knowledge, and skills to seamlessly integrate into post-secondary education and industry.
Additionally, Utah’s ESSA plan includes readiness indicators tied to employability skills. As part of the secondary school grades, schools are rated for student performance in this coursework. Readiness coursework is intended to be an indicator of equitable opportunity for students to access advanced college and career courses in high school. Schools can make significant impact in this area by analyzing student course-taking patterns and working with students to encourage them to enroll in more rigorous coursework.

Employability skills can be learned through Career and Technical Student Organizations (CTSOs). Utah has eight career and technical student organizations that are part of quality CTE programs. As part of approved high-quality programs, LEAs at the secondary level must support CTSOs that align with the with the POS/Pathway(s) offered to students. Career and Technical Student Organizations at the secondary and post-secondary levels are ideal for development of employability skills.

CTE programs within post-secondary programs include sequences of courses that provide students exposure to relevant industry and career-specific content. CTE administrators and faculty receive regular input from industry advisory groups that provide guidance on program content. CTE students have opportunities to participate in industry-related activities that enhance their experience and provide greater understanding of careers for which they are preparing. These include items such as cooperative education, internships, apprenticeships, industry recognized certifications and participation in CTSOs and other student organizations.

Utah’s Career and Technical Student Organizations:

1. Educators Rising – Education & Training
2. DECA – Marketing & Sales
3. FBLA – (1) Business Management & Administration, (2) Finance, (3) Hospitality & Tourism, (4) Information Technology
5. FFA – Agriculture; Food & Natural Resources
6. HOSA – Health Science
8. TSA – (1) Architecture & Construction, (2) Engineering & Technology, (3) Manufacturing, (4) Information Technology

Students participating in these organizations have unique opportunities to demonstrate workplace readiness in a career area that aligns with their chosen POS/Pathway. Students are exposed to current industry trends and real-life scenarios in which they receive training and are
able to compete with their peers. Students in these events rarely work alone and to do well, must succeed as part of a team. Service is also a key component of CTSO organizations providing students with a unique perspective in the workplace and philanthropic efforts. Professionalism, problem solving, oral and written communication and many more are supported by CTSO programs.

B.2.c. i. – Describe how the eligible agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and post-secondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Utah is a local control state that is organized with state agencies who provide structure and support for educational opportunities. Locals have the autonomy to decide communication routes to parents, students and their communities. It is required that locals provide information and resources in languages that are significant in their populations.

At the state level USBE, UTECH and USHE each provide structures and resources that locals can utilize. Additionally, these resources are available to the public and industry partners through accessing state agency websites.

Information is made available through the following sources:
- Institutional websites that provide academic and student services information including program requirements, work-based learning, and academic and career planning
- CTE directors who disseminate relevant information to faculty and students
- Academic and career guidance counselors who advise students of program options, academic planning and requirements, career options, industry connections, etc.
- Program faculty who advise students relative to program requirements and often provide linkages to industry representatives for placement and student projects

Samples of informational materials and resources available:
- Utah Futures is a state developed online tool offering college and career resources to students and adults. [https://www.utahfutures.org/](https://www.utahfutures.org/)
- USBE provides a general overview of CTE programs and current topics [https://schools.utah.gov/cte](https://schools.utah.gov/cte)
- Publications for Print [https://schools.utah.gov/cte/publications/print](https://schools.utah.gov/cte/publications/print)
- Department of Workforce Services (DWS) [https://schools.utah.gov/cte/resources/dwsresources](https://schools.utah.gov/cte/resources/dwsresources)
- Scholarships and Tuition Awards
Utah makes a priority of getting information out to students at an early age. College and Career Awareness (CCA) required in the 7th or 8th grade is a course to explore opportunities and careers. This course provides initial exposure to students and parents about POS/Pathway opportunities for students. College and Career Awareness is designed to acquaint students with the Utah labor market and the employment opportunities for which they can prepare by defining a College and Career Ready Plan.

Through application-based lessons, College and Career Awareness allows students to utilize technology, develop foundational skills, and explore careers. The course provides information regarding additional courses, training and leadership opportunities related to each student’s career field of interest.

B.2.d. - Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Utah has a longstanding practice of offering Concurrent Enrollment to secondary students. There is state funding for ongoing courses and other agencies have made money available through competitive grants for secondary and post-secondary institutions to develop programs of study that would include this form of dual enrollment.

USBE has created unique course codes that easily identify concurrent enrollment courses and non-credit dual enrollment programs. This allows LEAs to transcript credit for secondary students earning post-secondary credit. Secondary POS/Pathways also include concurrent/dual enrollment courses as part of the course sequencing. Refer to the Utah State Board of Education (USBE) Early College Master Lists: Concurrent Enrollment. In addition to the state level work, regional articulations are also developed as needed.

Regional articulation agreements provide a strategy for facilitating the transfer of credits and non-credits between a high school and a post-secondary institution, or between two post-
secondary institutions to define the specific courses that may be taken at one institution and will be accepted for credit at the second.

Notes on Articulation Agreements:
- Articulation agreements promote the conversation between high schools and post-secondary schools in order to identify common curricular objectives
- Articulation agreements allow high school coursework to be accepted for credit within a specific college major at a specific institution
- Non-credit articulation agreements are developed and administered by each region
- Enrolling in high school courses that have been defined by articulation agreements, gives students a head start on completing a post-secondary credit and/or non-credit program of study

CTE courses are a significant part of the State’s concurrent enrollment offerings. During the most recently completed academic year, 50% of all concurrent enrollment students (18,276) enrolled in at least one CTE course. Secondary students earned 79,222 CTE credit hours, or 29.5% of the total concurrent enrollment credit hours earned. The total contribution of Utah’s higher education institutions to high school students is significant, providing college-level career preparation opportunities to over 36,000 high school students annually while helping them fulfill requirements toward college credentials.

B.2.h. – Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Perkins funds are intended to support, or assist in developing programs of the following size, scope, and quality.

Size – Program must
- Include a State Recognized Program of Study containing a coherent sequence of courses (section 135 (b))
  - Secondary:
    - Ability to generate a minimum of $15,000
    - Ability to concentrate in POS/Pathways from at least two Career Cluster areas and the ability to complete at least one of the CTE POS/Pathways recognized by the state
    - CTE Student Organizations (CTSO) that align with the POS/Pathways offered
    - Six approved unique CTE courses from the master list that align with the POS/Pathways offered
    - Demonstrate sufficient size of student participants, concentrators and completers over a three-year average as defined by the state.
Post-secondary:
- Ability to generate a minimum of $50,000
- Provide 2-year CTE associate degree, 1-year certificate programs, and programs of 600 hours or more approved by the State Perkins Executive Committee
- Programs of 360 hours or more leading to industry certifications and other programs specifically approved by the State Perkins Executive Committee
- Demonstrate sufficient number of student participants, concentrators and completers over a three-year average as defined by the state

Scope – Secondary and post-secondary programs must
- Include POS/Pathways that train for high skill, in demand and/or emerging careers
- Include rigorous, coherent CTE course content aligned with challenging academic standards
- Credentials of value recognized by local industry
- Include secondary and post-secondary linkages that provide opportunities for stacked credentials
- Provide students with opportunities for work-based learning experiences

Quality – Secondary and post-secondary programs must incorporate State approved quality standards
- Standards and Curriculum: Standards and curriculum are the foundational elements for designing and improving CTE courses.
- Alignment and Articulation: Alignment and articulation are key to getting CTE partners working together to support POS/Pathways for CTE students.
- Accountability and Evaluation: Accountability and evaluation provide opportunities for data-driven decision-making regarding achievement gaps and performance outcomes of Perkins programs. Achieve local levels of performance established for Perkins measures.
- Submit to state all required program elements, evaluations and assessments accurately.
- Student Support Services: Student support services include the ways that all students are made aware and given accesses to the career and education opportunities available in a POS/Pathways.
- Professional Development: Professional development should be designed around the needs identified by data and should focus on continuous improvement of student CTE opportunities.
- Implement a continuous program improvement process approved by the state.
**B3. MEETING THE NEEDS OF SPECIAL POPULATIONS**

B3.a. – Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—

i. will be provided with equal access to activities assisted under this Act;

ii. will not be discriminated against on the basis of status as a member of a special population;

iii. will be provided with appropriate accommodations; and

Utah has developed programs and policies that help to address equal access to CTE activities and programs beginning in the early middle grades. All Utah students have the opportunity to explore and participate in CTE programs beginning in 7th grade. The College and Career Awareness (CCA) course offering described previously in our plan begins equal access to CTE programs and activities for all students.

In addition to the CCA course at the middle level, students in Utah high schools are required to complete 1.0 credits in CTE courses as part of high school graduation requirements. Unlike other states, each secondary LEA in Utah is required to offer students CTE opportunities at their home school. This eliminates common barriers around access to CTE experiences.

The Utah State Board of Education (USBE), as a recipient of federal education funds, is required by the United States Department of Education, to conduct Civil Rights (CR) reviews of schools within districts and of post-secondary institutions that:

1. Receive any form of federal funds and
2. Offer Career and Technical Education (CTE) programs.

The Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap (34 C.F.R. Part 100, Appendix B), referred to as “The Guidelines,” require each state education agency to adopt a compliance program to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex or handicap by its local education agencies (LEAs) – as reflected in the following federal Civil Rights statutes:

**United States Department of Education:**

- Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100
- Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106
- Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104
- Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines), 34 CFR Part 100 Appendix B
United States Department of Justice:
- Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35

Utah emphasizes the use of gap analysis in CTE performance to help determine if strategies for special populations are successful. Annual data meetings hosted by USBE include gap analysis work. The reports show figures for gender, ethnicity, and special populations and are color-coded to allow directors and CTE personnel to easily identify student progress, achievement gaps, and areas for improvement relating to CTE Perkins measures.

Data will be analyzed for accuracy and completeness. Results will be studied to identify performance gaps for all students, including special populations. Strategies will be identified, and action steps developed to address how to improve student performance, including strategies to address needs of special population students.

Examples of gap charts are provided below:

![CTE College Completion Special Populations](image-url)


**SECTION C - FISCAL RESPONSIBILITY**

**C.1.** Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act

Local recipients of both secondary and post-secondary funds are required to be approved through an annual local application. Utah will provide a Local Application Guide to support locals in the application process. Applications must meet all required criteria as outlined in the local application guide and submitted electronically through the Utah Grants system.

The local applications will be made available each spring and applications will be due by Mid-May. The state will receive local plans and review them to assure all local plan criteria are complete, and that content appropriately addresses required elements of Perkins V and is aligned with the local needs assessment.

**Approval Criteria – the plan:**

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

The application process will begin each winter with a data quality and review training for all local recipients. In this meeting local recipients will review local program quality reflected in their data. The review process is designed to inform local planning and improvements to CTE programs.

Information on Perkins V is shared at this training and the local application is reviewed at this time. Local recipients will be required to submit a performance improvement plan for any indicators of performance that did not meet the 90% threshold. USBE will provide technical assistance to local recipients who have not met local performance measures for two consecutive years or earlier upon request.

The local application and applicable performance improvement plan must be received by the due date determined by USBE CTE. Typically, the due date is mid-May with all feedback being provided to Utah’s eligible local recipients by mid-June. All requested revisions/edits must be submitted by June 30th in order for spending authority to be granted as of July 1.

C.1.a. Each eligible recipient will promote academic achievement;

Utah will use the state’s ESSA plan to determine proficiency of academic standards for CTE concentrators and completers. Locals currently provide resources and supports to students to ensure success of ESSA achievement standards and graduation requirements. If requests are received for Perkins funds to accomplish this work, specific detail providing the exact use of the funds and evidence that the use of such funds would not be considered supplanting since supports are already in place locally to provide for the successful academic achievement of students as well as appropriate interventions.

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

An associate degree requires both academic and technical achievement. Supports, such as tutoring and other services, are already in place to assist in achievement of academic success. If requests are received for Perkins funds to accomplish this work, specific detail providing the exact use of the funds and evidence that the use of such funds would not be considered
supplanting since supports are already in place locally to provide for the successful academic achievement of students as well as appropriate interventions.

C.1.b. Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized post-secondary credential;

Utah permits Perkins funds to be used at the local level to pay the assessment fees for students earning industry-recognized credentials in state approved programs of study (those approved by Perkins Executive Committee). Locals must demonstrate that students are provided equal opportunity to take advantage of this. However, if funds are not sufficient for all students to participate, local recipients may elect to provide monetary support to cover the cost of industry-recognized credentials only to members of special populations.

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

C.1.c. Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.

Each eligible recipient will prepare and submit a local needs assessment. The state will receive local needs assessments and review them to ensure all required content items are addressed, as specified in Sections 113 and 134 of Perkins V.

The Utah Perkins Executive Committee will be releasing a needs assessment template for locals to utilize in their application process. The assessment will include all required items specified in Sections 113 and 134 of Perkins V. Each applicant will be required to administer the local needs assessment and include results during the application process. USBE grant managers will review the needs assessment results biennially as applications are submitted to USBE.
Reviews for evidence of local needs assessments will at minimum include:

- All required content items are clearly addressed as described in Sections 113 and 134 of Perkins V
- Identifies and evaluates disaggregated levels of performance of students served including performance of special populations
- Details that demonstrate an informed selection of the specific CTE programs and activities selected to be funded and how they are aligned to local labor market needs
- Whether programs are of sufficient size, scope and quality to meet all students’ needs
- How students, including students who are members of special populations, will learn about their schools’ CTE course offerings
- Clear descriptions of continuous improvement strategies
- Efforts to improve recruitment, retention, and training of faculty and staff
- Progress toward improving access and equity
- Evidence of stakeholder consultation and engagement from all required stakeholder groups

C.2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

C.2.a. among career and technical education at the secondary level, or career and technical education at the post-secondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

All Perkins V funds will be allocated according to the requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Utah has reviewed the formula allocation in meetings with post-secondary and secondary representation. It has been determined that distribution and allocations of formula funds will be set at 60% secondary and 40% post-secondary. The split is based on the number of students served in CTE programs, number of eligible recipients including the expansion of secondary programs to the middle grades. At this time there are 39 LEAs and 15 post-secondary institutions offering Perkins Approved CTE programs. In addition, reserve funds will be made available in a competitive format with a 50% split of available funds between secondary and post-secondary.

Gender equity training and projects in the amount of $70,000 under federal nontraditional funds are allocated. The amount of $15,000 is for individuals in State Institutions and $1,508 for special populations are budgeted for work that supports Utah’s goals in these areas.
Secondary Allocation is as follows:

(1) Thirty percent shall be allocated to local education agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local education agencies in the State for such preceding fiscal year, as determined on the basis of the most recent satisfactory data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under title I of the Elementary and Secondary Education Act of 1965.

(2) Seventy percent shall be allocated to such local education agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of individuals who reside in the school districts served by all the local education agencies in the State for such preceding fiscal year.

Source of Date - Utah will use Bureau of the Census data to distribute secondary funds. We will use the updated data, reflecting the most recent school district boundaries obtained at the Census website https://www.census.gov

Adjustments – Utah shall adjust the data used to make the allocations to (A) reflect any change in local school system boundaries that may have occurred since the data were collected; and (B) include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. NOTE: Utah does not have any secondary schools funded by the Bureau of Indian Education, nor does Utah have any Area Career and Technical Education Schools.

Waiver – Utah is not requesting a waiver for a more equitable distribution for secondary recipients. No local education entity shall receive an allocation of formula funds unless the amount to the local entity is greater than $15,000. Locals may annually enter into a consortium for purposes of meeting the minimum allocation. Utah will provide a waiver upon request to secondary local education entities not meeting the $15,000 minimum amount if located in a rural, sparsely populated area as defined by Utah State Board of Education and in accordance with Section 131(c)(2)(A)(i)

Redistribution – Amounts that are relinquished by local recipients shall be redistributed to the Utah Perkins Reserve funds not to exceed 15% of the 85% of formula funds available for distribution. Any amounts in excess of the 15% cap on reserve funds outlined in Perkins V will be redistributed by formula out to eligible recipients that meet the requirements in accordance with the provisions outlined in the Perkins V Act as referenced in Section 131.
Post-secondary Allocation is as follows:

Post-secondary recipients, or consortium of eligible institutions, shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are Federal Pell recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by the post-secondary institution or consortium of eligible institutions in the preceding fiscal year to the sum of the number of such audited Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in such programs within the State for such year.

Waiver – Utah is requesting a waiver for a more equitable distribution for post-secondary recipients. Local Waiver - No local education institution shall receive an allocation of formula funds unless the amount to the local entity is $50,000 or greater. Locals may enter into a consortium within the DWS service region for purposes of meeting the minimum allocation.

Redistribution – Amounts that are relinquished by local recipients shall be redistributed to the Utah Perkins Reserve funds not to exceed 15% of the 85% of formula funds available for distribution. Any amounts in excess of the 15% cap on reserve funds outlined in Perkins V will be redistributed by formula out to eligible recipients that meet the requirements in accordance with the provisions outlined in the Perkins V Act as referenced in Section 132.

C.2.b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Local recipients that do not meet the required individual allocation of $15,000 for secondary or $50,000 for post-secondary will be required to form a consortium with an eligible recipient that meets the requirements to receive Perkins V funds. The consortia may include any combination of secondary and post-secondary local recipients located within a Utah DWS service region. Below is a map of the Utah planning regions.
Figure 6 CTE Region Planning Map
In an effort to encourage eligible recipients to form regional consortium for application of formula funds, additional funds will be made available for this type of consortium. To qualify as a regional consortium all eligible secondary and post-secondary local recipients within a Utah Department of Workforce Service region must participate. These regional consortium(s) will receive an additional award of $100,000 to support the added efforts toward their regional Perkins V plan. The funds will be awarded from Reserve and from Leadership and Development funds. This option allows for local recipients to focus on unique regional workforce and training needs.

Regional consortium and a consortium of two or more eligible entities are required to provide services to all members of the consortia equitably. The amount of funds received by the consortium will be the total amount of eligibility for all members of the consortium. All funds will be used for purposes and projects benefiting all members of the consortium, based on the local plan and needs assessment. Each consortium must provide a signed annual agreement in that at a minimum:

- Identifies the fiscal agent for the consortium
- Gives the fiscal agent responsibility for full fiscal oversite of Perkins V funds received by the consortium
- Gives responsibility for submitting the local application that addresses the consortium plan and needs assessment
- Responsibility for all Perkins V payments of invoices, payroll and other financial activities
- Identifies all local entity members of the consortium
- Requires all local entities members support the work of the Perkins V Region Consortium plan
- Requires all local entities members to work on development of the local needs assessment and develop a plan that will meet the educational objectives and activities to reach the performance measures
- Identifies that each local entity member is responsible for submitting their own accountability data at the required time
- Outlines that funds allocated to the consortium formed are to be used only for the purposes and programs mutually beneficial to all members of the consortium and can be used only for programs authorized under Perkins V
- Consortium funds may not be reallocated to individual members of the consortium

C.3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)
The following tables show all eligible entities that potentially qualify for Perkins V funding for the year beginning July 1, 2019. The yellow highlighted entities would generate less than the $15,000 minimum allocation, do not provide CTE programs of sufficient size and scope to qualify, and will not participate in Perkins. The blue highlighted entities would generate less than the $15,000 minimum allocation, do have approved CTE programs and typically form a consortium to meet sufficient size, scope and quality to qualify for Perkins funds. No waivers have been requested.
C.4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

The following tables show all eligible entities that potentially qualify for Perkins V funding for the year beginning July 1, 2019. Yellow highlighted entities would generate less than the $50,000 minimum allocation, do not provide CTE programs of sufficient size and scope to qualify, and will not participate in Perkins. Blue highlighted entities would generate less than the $50,000 minimum allocation, do have approved CTE programs and typically form a consortium to meet sufficient size, scope and quality to qualify for Perkins funds. No waivers have been requested.

### Perkins Post-Secondary FY20 Budget

#### Post Secondary Allocation Table 2019

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>18 Students</th>
<th>% 18 Students</th>
<th>Federal Year 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgerland Technical College</td>
<td>341</td>
<td>0.01</td>
<td>$46,172</td>
</tr>
<tr>
<td>Davis Technical College</td>
<td>622</td>
<td>0.03</td>
<td>$138,519</td>
</tr>
<tr>
<td>Dixie State University</td>
<td>1,423</td>
<td>0.06</td>
<td>$277,038</td>
</tr>
<tr>
<td>Dixie Technical College</td>
<td>206</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountainland Technical College</td>
<td>314</td>
<td>0.01</td>
<td>$46,173</td>
</tr>
<tr>
<td>Ogden-Weber Technical College</td>
<td>693</td>
<td>0.03</td>
<td>$138,519</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>4,968</td>
<td>0.21</td>
<td>$969,631</td>
</tr>
<tr>
<td>Snow College</td>
<td>1,072</td>
<td>0.05</td>
<td>$230,865</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>1,096</td>
<td>0.05</td>
<td>$230,865</td>
</tr>
<tr>
<td>Southwest Technical College</td>
<td>187</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tooele Technical College</td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uintah Basin Technical College</td>
<td>76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utah State University</td>
<td>1,082</td>
<td>0.05</td>
<td>$230,865</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>6,349</td>
<td>0.27</td>
<td>$1,246,669</td>
</tr>
<tr>
<td>Weber State University</td>
<td>4,623</td>
<td>0.20</td>
<td>$923,457</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>23,248</strong></td>
<td></td>
<td><strong>4,617,292</strong></td>
</tr>
</tbody>
</table>

**TOTAL $4,617,292**

*Enrollment is from 2018 School Year Perkins IV Participant Definition*

*Figure 8 Example Post-Secondary Perkins Allocation*
C.5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Schools district boundary changes in Utah are not likely to occur. Boundaries are tied to geographic cities and counties. Utah does not have any regional CTE schools. Utah does have secondary charter schools that may qualify for Perkins funding. If a charter school becomes eligible for Perkins funds, Utah would adjust data to make allocations.

The adjustment process - UBES staff provide geographic location and free and reduced lunch counts for students enrolled in qualified charter schools. Those counts are used to determine allocation to eligible charter schools following the same formula as other eligible recipients. District counts are then reduced to reflect the crossover enrollments with charter schools.

The table below provides an example of how the data is manipulated. Alpine is a school district tied to a county in Utah. American Leadership Academy is a public charter school. 11 students in poverty and 1 student not in poverty from American Leadership live in Alpine district boundaries. Alpine districts’ allocation reflects a reduction.

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>POVERTY RESIDENTS AGE 5-17</th>
<th>RESIDENTS AGE 5-17</th>
<th>FY 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17 Census SD Project</td>
<td>17 Census SD Project</td>
<td></td>
</tr>
<tr>
<td><strong>PERCENT OF TOTAL</strong></td>
<td><strong>70% OF SEC. ALLOCATION</strong></td>
<td><strong>PERCENT OF TOTAL</strong></td>
<td><strong>30% OF SEC. ALLOCATION</strong></td>
</tr>
<tr>
<td>ALPINE</td>
<td>6226</td>
<td>1</td>
<td>0.0974045</td>
</tr>
<tr>
<td>American Leadership Academy</td>
<td>684</td>
<td>1</td>
<td>0.0107010</td>
</tr>
</tbody>
</table>

*Figure 9 Example Redistribution of Secondary Enrollments and Funds*
C.6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)
   c. Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Waiver – Utah is not requesting a waiver for a more equitable distribution for secondary recipients.

C.7. If the eligible agency will submit an application for a waiver to the post-secondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)
   c. Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Waiver – Utah is requesting a waiver for a more equitable distribution for post-secondary recipients. Under Perkins IV Utah was granted a waiver to include Department of Workforce Service grant recipients in the post-secondary allocation formula. Our request is for authorization to continue using an alternative formula that includes consideration of PELL/BIA students and students assisted by any Workforce Innovation and Opportunity Act/Department of Workforce Services (WIOA/DWS) program. All of these programs serve economically disadvantaged students.

The alternative formula distributes funding to ensure a more equitable distribution on the basis of economically disadvantaged students participating. If a student is a recipient of multiple awards, he/she must only be counted once in the following order: First, Pell; Second, BIA; Third, WIOA/DWS. The tables below show the Federal Year 2019 counts and distribution using PELL/BIA/DWS participants.
### Figure 10 Post-Secondary Counts for PELL/BIA/DWS Calculations

<table>
<thead>
<tr>
<th>Utah Eligible Institutions</th>
<th>PellFinal</th>
<th>BIAFinal</th>
<th>DWSFina</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgerland Technical College</td>
<td>301</td>
<td>0</td>
<td>40</td>
<td>341</td>
</tr>
<tr>
<td>Davis Technical College</td>
<td>577</td>
<td>0</td>
<td>50</td>
<td>627</td>
</tr>
<tr>
<td>Dixie State University</td>
<td>1419</td>
<td>3</td>
<td>1</td>
<td>1423</td>
</tr>
<tr>
<td>Dixie Technical College</td>
<td>189</td>
<td>0</td>
<td>17</td>
<td>206</td>
</tr>
<tr>
<td>Mountainland Technical College</td>
<td>279</td>
<td>0</td>
<td>35</td>
<td>314</td>
</tr>
<tr>
<td>Ogden-Weber Technical College</td>
<td>624</td>
<td>1</td>
<td>68</td>
<td>693</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>4847</td>
<td>14</td>
<td>40</td>
<td>4901</td>
</tr>
<tr>
<td>Salt Lake Community College School of Applied Technology (Skills Center)</td>
<td>46</td>
<td>0</td>
<td>21</td>
<td>67</td>
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<tr>
<td>Snow College</td>
<td>1072</td>
<td>0</td>
<td>0</td>
<td>1072</td>
</tr>
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<td>Southern Utah University</td>
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<tr>
<td>Southwest Technical College</td>
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<td>Tooele Technical College</td>
<td>92</td>
<td>0</td>
<td>33</td>
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<td>Uintah Basin Technical College</td>
<td>27</td>
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<td>Utah State University</td>
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<td>19</td>
<td>1078</td>
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<tr>
<td>Utah State University East [aka College of Eastern Utah]</td>
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<td>0</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Utah Valley University</td>
<td>6322</td>
<td>19</td>
<td>8</td>
<td>6349</td>
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<tr>
<td>Weber State University</td>
<td>4589</td>
<td>11</td>
<td>23</td>
<td>4623</td>
</tr>
<tr>
<td>Grand Total</td>
<td>22697</td>
<td>65</td>
<td>415</td>
<td>23177</td>
</tr>
</tbody>
</table>

### Figure 11 Post-Secondary Funds Using PELL/BIA/DWS Counts

<table>
<thead>
<tr>
<th>PELL/BIA/DWS (2018)</th>
<th>18 Students</th>
<th>Federal Year 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTITUTIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bridgerland</td>
<td>341</td>
<td>$67,700</td>
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<tr>
<td>Technical College</td>
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<tr>
<td>Davis Technical</td>
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<td>$123,487</td>
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<td>College</td>
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</tr>
<tr>
<td>Dixie State</td>
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<td>$282,513</td>
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<tr>
<td>University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dixie Technical</td>
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<td>$40,898</td>
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<tr>
<td>College</td>
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<td></td>
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<tr>
<td>Mountainland</td>
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<td>$62,341</td>
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<tr>
<td>Technical College</td>
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</tr>
<tr>
<td>Ogden-Weber</td>
<td>693</td>
<td>$137,582</td>
</tr>
<tr>
<td>Technical College</td>
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<td></td>
</tr>
<tr>
<td>Salt Lake</td>
<td>4,968</td>
<td>$986,306</td>
</tr>
<tr>
<td>Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snow</td>
<td>1,072</td>
<td>$212,824</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Utah</td>
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<td>$217,591</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
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<td>Southwest</td>
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<tr>
<td>Technical College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tooele</td>
<td>125</td>
<td>$24,817</td>
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<td>Technical College</td>
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<tr>
<td>Uintah</td>
<td>76</td>
<td>$15,088</td>
</tr>
<tr>
<td>Basin Technical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utah State</td>
<td>1,082</td>
<td>$214,813</td>
</tr>
<tr>
<td>University</td>
<td></td>
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</tr>
<tr>
<td>Utah Valley</td>
<td>6,349</td>
<td>$1,260,479</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weber State</td>
<td>4,623</td>
<td>$917,813</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>23,248</td>
<td></td>
</tr>
</tbody>
</table>
C.8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

In the transition plan year Utah will continue funding a formula-based award of reserve funds for pathway coordination in regions. The region and plan consisting of secondary and post-secondary eligible recipients, will hire, oversee, and give guidance to at least a half-time Regional Pathway Coordinator. Funds will be awarded from the reserve funds to a designated eligible recipient for the region based upon submission of a Regional Pathway Implementation Plan that meets the criteria outlined below. The region will determine the fiscal agent for the project, who must be identified in this plan, and is responsible for direct supervision of the pathway coordination, receipt, and expenditure of funds, and implementation of the plan.

During the Federal fiscal year 2019 Utah will evaluate the pathway implementation project coordination in regions to determine if this funding allocation continues in its’ current form into Utah’s Perkins V four-year plan.

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

<table>
<thead>
<tr>
<th>REGION</th>
<th>9th Grade Enrollment*</th>
<th>Percent of Total</th>
<th>Formula Amount</th>
<th>Base Amount</th>
<th>Total L&amp;D Allocation</th>
<th>Total Reserve Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bear River</td>
<td>3,139</td>
<td>6.15%</td>
<td>$3,936</td>
<td>$10,000</td>
<td>$13,936</td>
<td>$50,000</td>
</tr>
<tr>
<td>Bridgerland ATC *</td>
<td></td>
<td></td>
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<tr>
<td>Central</td>
<td>1,367</td>
<td>2.68%</td>
<td>$1,715</td>
<td>$10,000</td>
<td>$11,715</td>
<td>$50,000</td>
</tr>
<tr>
<td>Sevier School District *</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Mountainland</td>
<td>12,183</td>
<td>23.88%</td>
<td>$15,283</td>
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<td>$25,283</td>
<td>$50,000</td>
</tr>
<tr>
<td>Wasatch District *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Southeast</td>
<td>881</td>
<td>1.73%</td>
<td>$1,107</td>
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<td>$11,107</td>
<td>$50,000</td>
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<tr>
<td>USU Eastern *</td>
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<td></td>
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</tr>
<tr>
<td>Southwest</td>
<td>3,833</td>
<td>7.51%</td>
<td>$4,806</td>
<td>$10,000</td>
<td>$14,806</td>
<td>$50,000</td>
</tr>
<tr>
<td>Iron District *</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Uintah Basin</td>
<td>1,013</td>
<td>1.99%</td>
<td>$1,274</td>
<td>$10,000</td>
<td>$11,274</td>
<td>$50,000</td>
</tr>
<tr>
<td>Uintah District *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WF North</td>
<td>10,516</td>
<td>20.61%</td>
<td>$13,190</td>
<td>$10,000</td>
<td>$23,190</td>
<td>$50,000</td>
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<tr>
<td>Weber State University *</td>
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<tr>
<td>WF South</td>
<td>18,095</td>
<td>35.46%</td>
<td>$22,694</td>
<td>$10,000</td>
<td>$32,694</td>
<td>$50,000</td>
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<tr>
<td>Salt Lake Community College *</td>
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<td></td>
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</tr>
</tbody>
</table>

| TOTAL                   | 51,027                | 100.0%           | $64,000        | $80,000     | $144,005             | $400,000                 |

* Fiscal Agent *

Figure 12 Example of Regional POS/Pathway Coordinator Funds

In the transition year and in Utah’s four-year plan competitive grants will be available to Perkins approved programs. Utah will award Special Project Grants through reserve funds to eligible recipients under section 112(c) of Perkins V. The reserve grants will be awarded in two different programs.
1. $50,000 awards for Utah regional consortia for formula funds as defined previously in this plan in section 2B.

2. Competitive awards with priority given to
   a. Rural programs and projects
   b. Projects that address performance gaps described in Perkins V Section 113(b)(3)(c)(ii)(II)
   c. New and innovative projects
   d. Areas with high numbers or percentages of CTE Concentrators or CTE Participants. Development, implementation and adoption of new programs of study or career pathways that meet state identified criteria.

Local recipients will have the opportunity to apply for Special Project grants annually. This will typically be released in Fall of each fiscal year. Note: Annual requests typically exceed available funds. Applications will be reviewed and prioritized based off application criteria. Final allocation of the reserve funds will be adjusted once the review process is complete.

Application requirements – Any partnerships or consortium members must include a letter of support from each participant. Proposals should improve or reinforce Perkins V performance indicators and be allowable expenses. When applicable, proposals should incorporate secondary to post-secondary transitions and program alignment. Applicants should align their career pathway programs with the skill needs identified by employers.

Each application must provide a project description, sustainability plan and deliverables/outcomes.

1. The Project Description will provide a clear and detailed description of the proposed project with a clearly stated purpose for the funding request. Identify the grade level and program of students to be served. Identify detailed objectives of the proposed project. If appropriate, demonstrate how the proposed program leads to career pathways with linkage to existing and/or emerging programs of study to include secondary programs, post-secondary certificate programs, associate degrees, and baccalaureate degrees.

2. Sustainability plan will include a description of how new programs developed will be sustained beyond the life of the grant. Applicants must also describe how partnerships with employers and post-secondary institutions will be sustained. This sustainability planning may require securing funding or future funding commitments. If requesting funding for personnel costs, applicants must explain how these ongoing expenses will be covered. If sustainability for these costs is not addressed, these positions will not be funded.

3. Deliverables/Outcomes will be outlined in the application. Applicants must provide projections for all outcome categories relevant to measuring the success or impact of the project.
C.9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Utah is proposing a new baseline for State effort. This new level utilizes the new Act that permits reset in State effort. Utah reported effort is for aggregate expenditures for the prior fiscal year. The amount of $229,453,785.95 is 95% of Utah’s secondary and post-secondary prior year level of effort.