Utah Career and Technical Education Career Pathway

2017-2018 School Year



CTE® Learning that works for Utah

CTSO Information

Career and Technical Student Organizations (CTSO) align with the national Career Clusters® and the Utah CTE Career Pathways.

SkillsUSA is the CTSO for students in the Carpentry Career Pathway. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship, and character development.

Workforce Trends

As construction continues to increase, in the public and private sector, demand for skilled carpenters will increase. Those individuals with the proper training and skills will have abundant job opportunities to choose from.

Nationwide, employment of carpenters is projected to increase 6 percent through the year 2024.

Career Cluster: Architecture & Construction

Career Pathway: Carpentry

CORE CODE	FOUNDATION COURSES (required)	CREDITS			
40.08.00.00.010	Carpentry 1	1.00			
40.08.00.00.015	Carpentry 2	1.00	2.00 credits		
	ELECTIVE COURSES				
38.01.00.00.041	CAD Architectural Design 1 *	.50			
38.01.00.00.042	CAD Architectural Design 2 *	.50			
38.01.00.00.051	CAD Mechanical Design 1 *	.50	1.00 credit		
40.08.00.00.035	Construction Trades Foundation	ction Trades Foundation .50			
41.00.00.00.030	Workplace Skills	.50			
3.00 credits for completion					

Course can be taken up to 1.00 credit.

Career and Technical Education provides all students access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value.

Carpentry is:

- > High skill
- > High wage
- > High demand

Sample Occupations Requiring:

High School Diploma

- > Cabinetmaker and bench carpenter
- > Woodworkers

Certificate

> N/A

Assoc. or Technical Degree

> Carpenter

Baccalaureate Degree

- > Career and Technical
- **Education Teacher** > Construction Manager
- > Secondary Education Teacher

Graduate or Prof. Degree

Utah Business and

Industry Facts

> Construction Manager

Student Testimonial

"The CTE classes I have taken

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HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

There are a number of options for education and training beyond high school, depending on your career goals.

have led me to see that I am interested in a career in construction. With the CTE classes I have taken I have learned many skills needed to go farther in my career. I have learned that I like framing, shingling, and now I found out I like doing the finish mud on sheet rock. Once I finish my schooling I will be able to get a job that I will enjoy and that I can improve throughout my life."	12th Grade Certificates are awarded up	1-Year Certificate	2-Year Associate or Technical Degree	4-Year Bachelor's Degree	More Graduate or Prof. Degree	According to the Utah Department of Workforce Services, there are 10,467 construction companies in Utah that employ 93,584	
	completion of a brief course or less. Upon completion of certificate does not require a In high school a variety of co	of study, usually one year a course of study, a any further action to retain.	study over multiple years a In 2015-2016, 73 percent of Career Pathway placed in	an award for the completion of a program or course of s at postsecondary education institutions. In the of secondary students who concentrated in a CTE in postsecondary education, advanced training, byment (October 1-December 31).		workers. In Utah, a construction manager and a building inspector must be licensed.	
CTE Skill Certificates Competency-based student assessments, measured by core standards and competencies needed to be successful in the workforce.			UtahFutures: College and Career Planning Visit UtahFutures.org for salary projections, labor market demand, and training options.				
In 2015-2016, 96,190 CTE skill certificates were awarded to high school students. Students' knowledge and performance is demonstrated as part of the Skill Certificate process.			In 2015-2016, the graduation rate for students who concentrated in a CTE Career Pathway was 96.6 percent, compared to Utah's statewide graduation rate of 85 percent.				

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