

PART B: NARRATIVE PERFORMANCE INFORMATION
UTAH STATE OFFICE OF EDUCATION
FY 2009

1. Implementation of State Leadership Activities

Section 124(b) and (c) of Perkins IV describe the required and permissible uses of State leadership funds, respectively. Provide a summary of your State's major initiatives and activities in each of the required areas, as well as any of the permissible areas that your State has chosen to undertake during the program year.

a. Required Uses of Funds

Conducting an assessment of the vocational and technical education programs funded under Perkins IV.

The following process was used in FY 2009 to assess the CTE programs funded under Perkins IV.

First, a comprehensive review of Final Agreed Upon Performance Levels (FAUPL) data.

Required data quality review meetings were held to make an assessment of the Core Indicators of Performance data for each eligible recipient and the eligible agency (Postsecondary and Secondary). Data was analyzed for accuracy and completeness. Results were studied to identify performance gaps for all students, including special populations. Strategies have been identified and action steps developed to address how to improve student performance, including strategies to address needs of special population students. Each local recipient is required to submit a Continuous Improvement Plan with their annual plan update in the Spring. The state will follow up with additional technical assistance and direction for recipients not meeting Final Agreed Upon Performance Levels (FAUPL).

Second, an assessment of programs based on State CTE Program Standards.

Evaluation Process for Assessment of Secondary Programs:

- 1. New programs are approved by the Utah State Office of Education following an established process*
- 2. Program self-evaluation, improvement, goal setting and long-range planning for continuous improvement (All districts and charter schools approved for CTE)*
- 3. Annual CTE Program Evaluation Reporting (All districts and approved charter schools)*
- 4. On-Site evaluations of CTE programs every six years (8 School Districts, 36 Secondary Schools, 1 charter school)*
- 5. Annual review of selected schools for civil rights and Perkins requirements (2 High Schools)*

An evaluation summary report was given to each district and school. The district was required to submit a CTE Program Improvement Plan to the State for programs identified as not meeting evaluation standards. Follow up is conducted on an annual basis.

Evaluation Process for Assessment of Post-secondary Programs:

1. *New programs are approved by the Board of Regents following an established process*
2. *Program self-evaluation, improvement, goal setting and long-range planning for continuous improvement are conducted by each institution.*
3. *Institutional Program Reviews of CTE Programs are conducted every five or seven years*
4. *Civil rights reviews and Evaluation of Perkins financial and accountability requirements are conducted periodically at postsecondary institutions. This was done at Utah Valley University in 2008. The institution was given a summary evaluation report and responded with an improvement plan for areas identified as needing improvement. Salt Lake Community College Skills Center will be evaluated in 2010.*

Developing, improving, or expanding the use of technology in career and technical education.

During FY 2009 the state supported developing, improving, or expanding access to technology in a number of ways. First through state set-aside funds each secondary school districts received a guaranteed minimum allocation, and discretionary grants for purchasing equipment necessary to initiate new programs and for high priority programs as determined by labor market information. Second, specific initiatives were funded through Perkins State Leadership to develop a regional CAD Academy project, provide a virtual healthcare interactive project, and create secondary/postsecondary/business partnerships to access the latest technology for students and teachers. Third, local recipients were required to address expanding access to technology in their local plans.

Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

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

Perkins leadership funds were also used to provide comprehensive professional development for CTE, academic, guidance, and administrative personnel. Each State CTE Program Specialist prioritized needs within a program area. Funds were appropriated according to identified needs by the specialists. State specialists worked with industry and advisory groups to identify priorities and strategies to meet identified needs. Activities included working with business and industry to identify critical industries and the competencies needed for these occupations, developing course and program competencies and curricula, and conducting teacher training to help teachers keep current.

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

A portion of the leadership and development funding was targeted to support the state pathway initiative within eight CTE planning regions. This is a statewide initiative that promotes integration of coherent and rigorous academic content standards and career and technical education curricula, through implementation of CTE Programs of Study and CTE Pathways.

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

Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.

*Implementation of CTE Pathways (programs of study). The CTE programs of study incorporate academic and technical components and ensure learning in Career and Technical Education subjects as well as the core academic subjects. They are linked to post-secondary CTE degree and training programs. Information on programs of study is provided to students, parents, counselors, and other relevant stakeholders through training, varied media outlets, and individual meetings. Through the Utah Comprehensive Guidance and Training model a Student Education Occupation Plan (SEOP) is developed. Students, parents, and counselors meet to determine the most appropriate CTE program of study for the student, and the best pathway to post-secondary education and high-skill, high-wage, or high-demand occupations. Please refer to our pathways website at the following link for additional information on pathways.
http://www.schools.utah.gov/cte/pathways_educator.html*

In addition a pilot project was funded to investigate the Math-in-CTE initiative. This funded a workshop to evaluate the Math-in-CTE potential within a district, region or statewide setting.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.

State Leadership funds were used to support a position at the state office to promote preparation for non-traditional fields. Examples of support activities include the following.

An 8 minutes DVD was produced showing students taking nontraditional courses in the high schools. One NT student in each program area was selected to be highlighted. This DVD was given to all CTE Introduction teachers and counselors (approximately 500 people) at the June 19, 2009 training plus each Work-Based Learning Coordinator attending the June 24 & 25, 2009 WBL Summer Conference.

Presentation on nontraditional careers as part of the keynote session at WBL Summer Conference. This included the DVD explanation of the 8 panel brochure on NT careers which will be used in the school this year 2009-2010. Kris Dobson also presented some data and sited some experiences of people finding success in a NT careers. Approximately 80 people.

Presentation on NT careers at the Business Summer Conference and FACS Summer Conference.

A Career Development Activity was written for the seventh grade CTE introduction class for the 2009-2010 school year directly related to nontraditional careers. This is a required core curriculum class for all seventh graders in the state. The activity also includes an introduction to about Career Pathways and includes the 8 minute Nontraditional Careers DVD.

The 8 panel fold out brochure about nontraditional careers and pathways was created and printed. This NT brochure was disseminated through Pathway Coordinators to regions/districts in July 2009. The brochure will be used in ninth or tenth grade during the 2009-2010 school year. Most of the districts will have counselors give this instruction. Some districts will use it in ninth grade others in tenth. We will have teachers and students evaluate the brochure in the spring after districts have had time to teach with it.

Individual districts have requested presentations to teacher or students. This has been provided upon request.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study.

Funded a number of projects including job and construction fairs, industry tours, Virtual Healthcare Interactive, Engineering Challenge, etc.

Serving individuals in State institutions.

Continued to support the development of a CTE Drafting Pathway for Utah's Correctional Institutions.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations.

Special population student access to CTE programs was assessed as part of the on-site CTE program evaluations at 3 school districts and 41 secondary schools. Full Civil Rights reviews

were made at 3 high schools. Both of these approaches include self evaluations by instructors, on-site evaluations by State staff, summary reports identifying areas needing improvement, improvement plans developed by school districts to address areas needing improvement, and follow up by State CTE staff.

Several Career Day project that included focus on helping special population students learn about high skill, high wage, high demand occupations, were funded.

Offering technical assistance for eligible recipients.

The following technical assistance was provided:

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

b. Permissible Activities

Improving career guidance and academic counseling programs:

Funded projects to improving career guidance and academic counseling programs, including professional development and evaluation of comprehensive guidance and counseling programs, and the development of the Utah Futures electronic guidance program

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.

Support statewide and regional initiatives to develop and implement CTE pathways including articulation agreements.

Supporting career and technical student organizations.

Provided support for statewide CTSO advisors and organizations. Most of this is funded with state funds, but Perkins funds were used to support the postsecondary initiatives.

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter; and supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.

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

Supporting Family and Consumer Science programs.

Funded projects to develop or enhance general financial literacy, medical math, energy courses and pathway, Family and Consumer Sciences, and CTE Introduction, among others.

Developing valid and reliable assessments of technical skills

Supported statewide management and coordination of secondary skill testing program

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes

Funded positions at System of Higher Education to coordinate, facilitate, and assist postsecondary reporting. Provided data quality assistance to local recipients in interpretation, analysis, and data based decision making

Supporting occupational and employment information resources.

Provided resources to support the development of occupational and employment information to students and counselors, including support for the Utah Career Resource Network (UCRN)

2. Progress in Developing and Implementing Technical Skill Assessments

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each state is required to gather data and report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While

the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan: (1) the program areas for which the state had technical skill assessments; (2) the estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments; and (3) the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all career and technical education concentrators and all program areas in the future. Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

Secondary

1) *Currently, Utah offers secondary technical skill assessments in all eight CTE areas of study, including the following programs of study (CTE Pathways).*

AG	Agricultural Systems Technology	IT	Database Development and Administration
AG	Horticultural Science and Management	IT	Digital Media (Multimedia)
AG	Natural Resources Science and Management	IT	Network Systems
AG	Production/Processing-Animal Science	IT	Programming/Software Development
AG	Production/Processing-Plant and Soil Science	IT	Technical Support
AG	Production/Processing-Science and Management	IT	Web Development & Administration
BE	Accounting & Finance	MK	Business/Marketing Management
BE	Business Administrative Support	MK	Entrepreneurship: Business Ownership
BE	Business Technology Support	MK	Hospitality & Tourism
BE	Business/Marketing Management	MK	Sales & Service Marketing
BE	Entrepreneurship: Business Ownership	ST	Automotive Collision Repair
FA	Child Development	ST	Automotive Service Technician
FA	Consumer Economics Services	ST	Cabinetmaking/Millwork
FA	Family & Human Services	ST	Carpentry
FA	Fashion Design, Manufacturing & Merchandising	ST	Commercial Art
FA	Food Science, Dietetics, & Nutrition	ST	Commercial Photography
FA	Food Service and Culinary Arts	ST	Cosmetology/Barbering
FA	Hospitality Services	ST	Drafting/CAD
FA	Interior Design	ST	Electrician
HS	American Sign Language	ST	Electronics
HS	Biotechnology	ST	Firefighting
HS	Dental Assisting	ST	Graphics/Printing
HS	Emergency Medical Technician (EMT)	ST	Heavy Duty Diesel
HS	Exercise Science/Sports Medicine	ST	HVAC
HS	Medical Assisting	ST	Law Enforcement
HS	Medical Office Administrative Assistant	ST	Machine Tool
HS	Nurse Assisting	ST	Plumbing
HS	Optical Technician	ST	Television Broadcasting Technician
HS	Pharmacy Technician	TE	Welding
HS	Surgical Technician	TE	Project Lead the Way
			Utah Pre-Engineering Plan

2) *Of those, 76.52% (15,681/20,493) of CTE concentrators took technical skill assessments. As of the beginning of 2009, 73% of those tested are now assessed online versus traditional (paper/pencil) methods. For the year ending June 30, 2009, 15,681 concentrators took technical*

skill assessments in the foundation course of their program of study of concentration, and 10,315 passed the technical skill assessment, for 65.78%. This is a slight decline from the previous year's estimate, but 3) Utah is confident the move towards web-based testing will help with test validity, and increase the numbers of CTE concentrators tested. We are also collecting and reporting data on numbers of tests attempted for each course and encouraging teachers to make sure all students, including those from special population groups, are included.

Postsecondary

1) Utah is collecting state licensing information from the Utah Division of Occupational and Professional Licensing (DOPL) for concentrators in 27 CTE programs that require a state license for practicing professionals. 2) A match with the DOPL file showed 1,696 concentrators passing licensing exams, which is 38.9% of the 4,360 concentrators attempting the exam in programs leading to State Licensure. This covers approximately 11.6% of all concentrators.

Utah completed an OVAE Technical Assistance Project to identify and evaluate industry-recognized assessments for three postsecondary program areas. The result is that we will add industry recognized credentials in three areas (CompTia, ASE Auto, Collision and Diesel; and AWS Welding). We have determined a process for collecting and reporting these results beginning for the program year ending June 30, 2010. Each year we hope to expand the process to include additional program areas. We will eventually consider using the national clearinghouse and item bank if those are available.

State License Areas (Health Occupations)

Two Year Programs:

- *Dental Hygienist*
- *Registered Nurse (RN)*
- *Paramedic*
- *Radiology Technologist*
- *Surgical Technology*

One Year Programs

- *Licensed Practical Nurse (LPN)*
- *Medical Lab Tech*
- *Pharmacy Tech*
- *Physical Therapy Assistant*
- *Occ Therapy Assistant*

Less than One Year Programs

- *Emergency Med Tech (EMT)*
- *Certified Nurse Asst (CNA)*
- *Phlebotomy*

State License Areas (Other Occupations)

Two Year Programs:

- *Construction Contractor*
- *Residential Contractor*
- *Cosmetology/Barbering*
- *Electrician*
- *Pipefitter*
- *Plumber*

One Year Programs

- *Construction Contractor*
- *Residential Contractor*

Less than One Year Programs

- *Aviation Technology*
- *Commercial Drivers*
- *Nail Technician*
- *Real Estate*
- *Commercial Pesticide Applicators*

3. Implementation of State Program Improvement Plans

The core indicator(s) that your state failed to meet at the 90 percent threshold;

Utah failed to meet at least 90% of the agreed upon target for one secondary measure – 6S2, Nontraditional Completion.

District	Indicator	Num	Denominator	Actual	Target	% of Target
Utah	1s1	16,134	19,452	82.94	79.82	103.91%
Utah	1s2	6,153	11,716	52.52	50.78	103.43%
Utah	2s1	10,315	15,681	65.78	70	93.97%
Utah	3s1	17,603	18,515	95.07	89.79	105.88%
Utah	4s1	17,838	20,315	87.81	85.7	102.46%
Utah	5s1	11,616	17,470	66.49	64	103.89%
Utah	6s1	9,722	30,901	31.46	34.01	92.50%
Utah	6s2	924	5,098	18.12	26.72	67.81%

College	Indicator	Num	Denominator	Actual	Target	% of Target
Utah	1P1	1,696	4,360	38.9	25	155.60%
Utah	2P1	3,552	11,548	30.76	25	123.04%
Utah	3P1	22,732	30,728	73.98	55.73	132.75%
Utah	4P1	3,910	5,172	75.6	74.03	102.12%
Utah	5P1	8,794	38,627	22.77	16.55	137.58%
Utah	5P2	715	4,696	15.23	16.91	90.07%

The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students

The following charts show results for disaggregated categories.

6S2 – Although most did not meet the target, all special population and ethnic groups except Hispanic, Caucasian, Disabled, and migrant exceeded the overall results. As a group, male students were the least represented as nontraditional completers.

Indicator: 6S2 - (Non-Trad Completion)																	
Nontraditional Completion 113(b)(2)(A)(vi)																	
Numerator (Num): Number of secondary CTE concentrators from underrepresented gender groups who completed a program of study during the reporting year that leads to employment in non-trad fields.																	
Denominator (Den): Number of secondary CTE concentrators who completed a program of study during the reporting year that leads to employment in non-trad fields.																	
Percent (%): Percentage of secondary CTE non-trad concentrators who complete non-trad programs.																	
Grand Total	Gender			Ethnicity						Special Populations							
	Male	Female	Unknown / Other	Native American	Asian/Pacific Islander	Black	Hispanic	Caucasian	Unknown / Other	Disabled	Economic	Single Parent	Displaced Homemaker	LEP	Migrant	Non Trad	
2009 Reporting Year, (2009 Data Year) Target: 26.72%																	
Num	924	324	600	29	36	12	97	747	n<10	80	234			69	n<10	924	
Den	5,098	3,143	1,955	80	136	60	566	4,243	n<10	503	1,173			365	n<10	924	
%	18.12	10.31	30.69	N/A	36.25	26.47	20	17.14	17.61	23.08	15.9	19.95	N/A	N/A	18.9	0	100
2008 Reporting Year, (2008 Data Year) 2007 Baseline: 27.56% (No target negotiated for 2008.)																	
Num	1,656	603	1,053	45	65	24	203	1,318	n<10	158	401			58	n<10	1,656	
Den	6,327	4,010	2,317	124	170	70	700	5,248	n<10	713	1,428			222	n<10	1,656	
%	26.17	15.04	45.45	N/A	36.29	38.24	34.29	29	25.11	6.67	22.16	28.08	N/A	N/A	26.13	33.33	100
2007 Reporting Year, (2007 Data Year) Baseline: 27.56%																	
Num	2,728	1,022	1,706	56	114	51	311	2,184	12	298	671			242		2,728	
Den	9,897	5,908	3,989	157	297	140	1,127	8,135	41	1,167	2,156			823		2,728	
%	27.56	17.3	42.77	N/A	35.67	38.38	36.43	27.6	26.85	29.27	25.54	31.12	N/A	N/A	29.4	N/A	100

The action steps which will be implemented, beginning in the current program year, to improve the state's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified

General, System-wide Initiatives

A. These steps taken during the 2008-2009 school year should begin to have a positive effect on these results. We will encourage continued use of the DVD at appropriate interventions.

The Career Development Activity is an ongoing part of the curriculum for seventh graders.

Person Responsible: Sherry Marchant, State Nontraditional Specialist

1. An 8 minutes DVD was produced showing students taking nontraditional courses in the high schools. One NT student in each program area was selected to be highlighted. This DVD was given to all CTE Introduction teachers and counselors (approximately 500 people) at the June 19, 2009 training plus each Work-Based Learning Coordinator attending the June 24 & 25, 2009 WBL Summer Conference.
2. A Career Development Activity (CDA) was written for the seventh grade CTE introduction class for the 2009-2010 school year directly related to nontraditional careers. This is a required core curriculum class for all seventh graders in the state. The activity also includes an introduction to about Career Pathways and includes the 8 minute Nontraditional Careers DVD.

3. *The 8 panel fold out brochure about nontraditional careers and pathways was created and printed. This NT brochure was disseminated through Pathway Coordinators to regions/districts in July 2009. The brochure will be used in ninth or tenth grade during the 2009-2010 school year. Most of the districts will have counselors give this instruction. Some districts will use it in ninth grade others in tenth. This is a CTE Director decision. We will have teachers and students evaluate the brochure in the spring after districts have had time to teach with it.*

B. These actions will be implemented during the 2009-2010 school year. Person Responsible: Sherry Marchant, State Nontraditional Specialist

- 1. During second semester, an evaluation will be conducted to see if students, counselors and teachers feel the NT brochure and DVD published last year are valuable.*
- 2. Evaluation of the #12 CDA for the seventh grade CTE Introduction course will be conducted to see if teachers feel it is having any impact with students. An online survey will be used.*
- 3. NT presentation for districts will be provided upon request.*
- 4. Work Based Learning Coordinators will be reminded and encouraged at Summer Conference to help students seek Nontraditional Career Internships and opportunities through presentations.*
- 5. The 40 individual career brochures that address nontraditional careers will be updated and a packet of these brochures given to each school*

Focused Activities for High Wage, High Demand, High Skill Pathways

The most meaningful improvements in this indicator will be in those pathways leading to High Wage, High Demand, or High Skill occupations. The primary goal is to help more female students prepare for careers that pay higher wages. The following chart shows the pathways with the most improvement needed.

C. These actions will be implemented during the summer of 2010 to encourage the recruitment and retention of female students into the following secondary pathways.

- 1. IT & Engineering Girls Summer Camp. This will be a three day conference for girls entering the ninth or tenth grade, that will cover career related topics in Software Development, Digital Media, Web Design, Robotic Projects, Drafting.*
- 2. State Leadership funds will be used to fund additional projects to focus on recruiting and retaining girls in these pathways at the regional level. This will be administered through a Request for Proposal, and individual awards.*
- 3. Construction/Motorfest/Gear up Career Days. This will be held in conjunction with the Department of Workforce Services, school districts, and industries to provide 7-12 grade*

students hands on exposure in construction, auto, and manufacturing trades equipment and information about career opportunities in these areas.

Area	Pathway Description	NT	HW	HD	HS	Actual	FAUPL 26.72	# F
ST	Plumbing	F	Y	Y	Y	8	-19	<10
ST	Machine Tool	F	Y	Y	Y	20	-7	65
ST	HVAC	F	Y	Y	Y	8	-19	<10
ST	Heavy Duty Diesel	F	Y	Y	Y	2	-25	<10
ST	Electronics	F	Y	Y	Y	0	-27	0
ST	Electrician	F	Y	Y	Y	13	-14	<10
ST	Drafting/CAD	F	Y	Y	Y	16	-11	21
ST	Carpentry	F	Y	Y	Y	16	-11	<10
ST	Automotive Service Technician	F	Y	Y	Y	4	-23	31
ST	Automotive Collision Repair	F	Y	Y	Y	6	-21	31
TE	Utah Pre-Engineering Program	F	Y	Y	Y	3	-24	<10
TE	Project Lead the Way	F	Y	Y	Y	8	-19	13
IT	Web Development & Administration	F	Y	Y	Y	0	-27	0
IT	Technical Support	F	Y	Y	Y	0	-27	0
IT	Programming/Software Development	F	Y	Y	Y	3	-24	<10
IT	Network Systems	F	Y	Y	Y	0	-27	0
IT	Digital Media (Multimedia)	F	Y	Y	Y	0	-27	0
IT	Database Development & Administration	F	Y	Y	Y	0	-27	0

The staff member(s) in the state who are responsible for each action step

Sherry Marchant, State Nontraditional Specialist. Is responsible for each of these action steps. For action items in paragraph C, she will be assisted by USOE Specialists in the Skilled and Technical Sciences (David Milliken), Information Technology (Carl Lyman), and Technology and Engineering (Darrell Andelin)

The timeline for completing each action step.

A 1-3. Completed during prior school year.

B 1. During Second Semester

B 2. In the fourth quarter, by May 30, 2010 before all the testing for other classes.

B 3. Throughout the current school year as requested

B 4. June 2010

B 5 Printed by June 30, 2010 for distribution in the Fall of 2010

C 1 July 2010

C 2 Throughout the current school year according to a request for proposal distributed in January

C 3 April 14-15, 2010.

4. Implementation of Local Program Improvement Plans

Review the accountability data submitted by your State’s eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

Secondary

37 recipients failed to meet at least 90% of 82 agreed upon targets. Each of the districts failing to meet an agreed upon target will be required to submit a local program improvement plan for each failed target. Some of these recipients failed on other measures last year, but none have failed both years on the same indicator. The nontraditional measures were the most commonly failed. The state improvement plan, which is focused on 6S2, should help all districts improve in this area. We will also expect each district to implement local goals for improvement.

District	Indicator	Num	Denominator	Actual	Target	% of Target
Beaver	2s1	36	66	54.55%	71.41	76.38%
Beaver	6s1	33	106	31.13%	41.52	74.98%
Box Elder	1s2	118	239	49.37%	55.34	89.22%
Box Elder	6s2	28	142	19.72%	24.97	78.97%
Cache	5s1	483	702	68.80%	78.79	87.33%
Cache	6s1	257	955	26.91%	31.4	85.70%
Cache	6s2	29	194	14.95%	28.03	53.33%
Carbon	2s1	89	161	55.28%	62.12	88.99%
Carbon	6s1	63	243	25.93%	31.61	82.02%
Davis	6s2	97	697	13.92%	25.6	54.36%
Duchesne	1s2	62	129	48.06%	63.47	75.72%
Duchesne	2s1	64	122	52.46%	77.78	67.45%
Duchesne	4s1	161	212	75.94%	87.63	86.66%
Duchesne	6s1	74	235	31.49%	39.06	80.62%
Duchesne	6s2	28	113	24.78%	29.53	83.91%
Emery	6s1	27	140	19.29%	29.06	66.37%
Emery	6s2	0	27	0.00%	19.9	0.00%
Garfield	6s1	29	64	45.31%	56.18	80.66%
Garfield	6s2	4	10	40.00%	48.79	81.98%
Grand	1s1	38	69	55.07%	68.01	80.98%
Grand	2s1	22	44	50.00%	72.87	68.62%
Grand	6s1	26	104	25.00%	33.15	75.41%
Grand	6s2	0	20	0.00%	12	0.00%

Granite	6s1	1043	3752	27.80%	31.87	87.22%
Granite	6s2	92	496	18.55%	25.17	73.69%
Iron	1s2	57	111	51.35%	66.53	77.19%
Iron	2s1	51	123	41.46%	67.28	61.63%
Iron	6s1	110	355	30.99%	35.84	86.46%
Jordan	6s2	82	523	15.68%	27.45	57.12%
Juab	6s2	0	0	0	48.32	0
Kane	1s2	34	49	69.39%	78.33	88.58%
Kane	6s1	27	87	31.03%	49.12	63.18%
Kane	6s2	3	8	37.50%	42.96	87.29%
Millard	1s2	27	61	44.26%	66.48	66.58%
Millard	5s1	79	127	62.20%	70.53	88.20%
Millard	6s2	10	49	20.41%	28.12	72.58%
Morgan	2s1	99	130	76.15%	86.71	87.83%
Morgan	6s1	52	180	28.89%	40.8	70.81%
Morgan	6s2	5	30	16.67%	27.21	61.25%
Nebo	5s1	356	1140	31.23%	68.47	45.61%
Nebo	6s2	56	244	22.95%	26.33	87.17%
North Sanpete	2s1	49	96	51.04%	58.79	86.82%
North Summit	1s2	29	42	69.05%	80.53	85.74%
North Summit	6s2	2	18	11.11%	31.88	34.85%
Park City	5s1	35	74	47.30%	61.21	77.27%
Park City	6s1	65	212	30.66%	41.73	73.47%
Piute	1s1	10	13	76.92%	85.9	89.55%
Piute	2s1	2	9	22.22%	61.21	36.30%
Piute	6s2	0	5	0.00%	28.12	0.00%
San Juan	1s2	29	81	35.80%	40.52	88.36%
San Juan	5s1	60	104	57.69%	65.29	88.36%
Sevier	6s1	83	316	26.27%	44.78	58.66%
Sevier	6s2	34	121	28.10%	40.65	69.12%
South Sanpete	1s2	26	41	63.41%	71.59	88.58%
South Sanpete	6s1	27	108	25.00%	31.32	79.82%
South Sanpete	6s2	2	18	11.11%	34	32.68%
Tooele	1s2	183	397	46.10%	57.37	80.35%
Tooele	6s1	233	721	32.32%	44.35	72.87%
Tooele	6s2	22	134	16.42%	32.43	50.63%
Uintah	6s1	104	317	32.81%	40.65	80.71%
Uintah	6s2	13	82	15.85%	27.64	57.36%
Wasatch	6s2	12	69	17.39%	25.75	67.54%
Washington	1s2	228	469	48.61%	54.75	88.79%
Washington	5s1	331	695	47.63%	59.22	80.42%
Washington	6s1	413	1421	29.06%	34.08	85.28%
Washington	6s2	19	120	15.83%	28.2	56.15%
Wayne	6s2	0	2	0.00%	28.12	0.00%
Weber	6s1	595	2011	29.59%	33.48	88.37%
Weber	6s2	38	339	11.21%	32.6	34.38%
Salt Lake	6s2	101	446	22.65%	34.21	66.20%
Ogden	2s1	111	272	40.81%	53.41	76.41%

Ogden	6s2	36	175	20.57%	34.43	59.75%
Provo	1s2	128	244	52.46%	67.55	77.66%
Provo	2s1	153	309	49.51%	67.33	73.54%
Provo	6s2	5	43	11.63%	30.42	38.22%
Logan	2s1	41	88	46.59%	78.21	59.57%
Logan	5s1	55	132	41.67%	67.56	61.67%
Logan	6s1	56	322	17.39%	24.87	69.93%
Murray	4s1	240	286	83.92%	93.85	89.42%
Murray	6s1	157	496	31.65%	36.47	86.79%
Murray	6s2	9	47	19.15%	24.05	79.62%
Canyons	6s2	47	341	13.78%	27.45	50.21%

Postsecondary

6 recipients failed to meet at least 90% of 11 agreed upon targets. Each of the districts failing to meet an agreed upon target will be required to submit a local program improvement plan for each failed target. There are no trends since there were no required targets last year. This is the first year targets have not been met. The 2P1 completion measure was the most commonly failed. We will expect each recipient to implement a local improvement plan, to include strategies and action steps to improve in these areas.

College	Indicator	Num	Denominator	Actual	Target	% of Target
UCAT	5P1	1016	8241	12.33	15.19	81.17%
DSC	2P1	91	319	28.53	39.5	72.23%
CEU	2P1	61	332	18.37	22.89	80.25%
CEU	4p1	105	164	64.02	75.8	84.46%
USU	3P1	47	73	64.38	76.83	83.80%
Snow	1P1	3	158	1.9	16.26	11.69%
Snow	2P1	95	626	15.18	17.44	87.04%
SL Skills Center	2P1	19	228	8.33	20.66	40.32%
SL Skills Center	4p1	350	499	70.14	78.18	89.72%
SL Skills Center	5P1	133	1155	11.52	14.27	80.73%
SL Skills Center	5P2	0	19	0	16.91	0.00%

5. Tech Prep Grant Award Information

N/A - Tech Prep is consolidated with the basic grant.