

Consolidated Annual Report, Program Year 2015 - 2016

Utah

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Utah continues to support statewide management and coordination of our secondary skill certificate program.

The Utah Skill Certificate Program is managed by a Career and Technical Education Specialist at the Utah State Board of Education (USBE). Program implementation policies are under the direction of the Utah Skill Certification Program Committee. Committee membership includes local CTE directors representing each of the Utah CTE regions, state CTE program specialists, and USBE CTE program administration. Local LEA CTE exam coordinators have been identified and trained to facilitate the administration of skill certificate testing including state developed and approved industry exams.

Trained teacher work groups update existing state exams and write new certification exams based on Utah's current industry demands. A cyclical schedule and process is in place to update approximately 140 exams developed by USBE on a three year rotating basis. Statistical item analysis is used to maximize validity and reliability of Skill Certificate Exams. A new addition to Utah's efforts has included the development of capstone certifications. The capstone certification includes multiple requirements that are determined in partnership with industry sector leaders.

State developed certificate exams are delivered online through a private vendor. Part of the contract with this company includes technical support for training exam writers and psychometric item analysis of state developed certificate exams. The software includes statistical analysis and reports on each Skill Certificate exams that is available at the State, LEA and School level.

Utah has also supported the development and implementation of processes to collect results of state licensing and industry credential exams. Results are also obtained on ASE, AWS, MOS, ADOBE and other industry credentials.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Utah funds positions at both our secondary and postsecondary systems to coordinate, facilitate, and assist with secondary and postsecondary reporting and outcomes. In addition, we provided data quality assistance to local recipients in interpretation, analysis, and data based decision making. Utah has developed a collaborative data team that meets quarterly to review our policies and practices around Perkins Data. The team includes a representation from our higher education partners in Utah System of Higher Education(USHE) and Utah Colleges of Applied Technology(UCAT).

We have continued with the changes made in data reporting for placement (employment) outcomes. Utah continues to work with an internal team and local partners to develop other methods to ensure data matching for employment outcomes other than using a student's social security number.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Our Utah Perkins Executive Committee meets regularly to oversee the CTE programs funded under Perkins IV. In addition, representatives from each eligible recipient and eligible agency meet bi-monthly to receive instruction and hold discussions regarding CTE funding.

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 updated in both the winter and spring. The state will follow up with additional technical assistance and direction for recipients not meeting Final Agreed Upon Performance Levels (FAUPL).

Utah also conducts an assessment of programs based on State CTE Program Standards.

Evaluation Process for Assessment of Secondary Programs:

New programs are approved by the CTE leadership at the Utah State Board of Education following an established process.

Program self-evaluation, improvement, goal setting and long-range planning for continuous improvement (all districts and charter schools approved for CTE).

Annual CTE Program Evaluation Reporting (All districts and approved charter schools).

On-Site evaluations of CTE programs every three years (Secondary Schools, including charter schools with approved CTE programs).

Annual review of selected schools for civil rights and Perkins requirements.

An evaluation summary was given to each LEA. The LEA 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:

New programs are approved by the Board of Regents and Utah College of Applied Technology following an established process

Program self-evaluation, improvement, goal setting and long-range planning for continuous improvement are conducted by each institution.

Institutional Program Reviews of CTE Programs are conducted every five or seven years.

Perkins Executive Committee meets annually to approve the approved CTE program list that meets Perkins definitions to be included in data reporting.

Civil rights reviews and Evaluation of Perkins financial and accountability requirements are conducted biennially at postsecondary institutions.

Special population student access to CTE programs was assessed as part of the on-site CTE program evaluations. This approach includes self-evaluations by instructors, on-site evaluations by State staff, summary reports identifying areas needing improvement, improvement plans developed by LEA's to address areas needing improvement, and follow up by State CTE staff.

Perkins funds have been used to provide professional development for CTE teachers in teaching techniques that can lead to success for students with special needs. Modified equipment, aides, and other instructional supports are provided to students with special needs in CTE courses.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

During FY 2016 the state supported developing, improving, or expanding access to technology in a number of ways.

Wide support was provided for CTE faculty to update their technology skills through local in-service and conference attendance.

Continued opportunities for faculty and staff to obtain industry certifications in technology areas was provided at no cost to all faculty and staff throughout the state.

New equipment purchases were made to meet industry standards for various secondary and post-secondary CTE program areas.

The development and implementation of new in demand career pathways in high tech occupational areas was also a focus for Utah. Some of these new and expanding high tech areas include Aerospace, Diesel, and IT programs. Utah has worked directly with industry to develop in demand technical training.

Utah continues to provide a unique program where students can view a surgery telecast live to their health science classrooms and speak to the surgeons/physicians using real-time technology. This opportunity allows state-wide participation and is the result of a long-standing, effective partnership between business and education.

Utah has a variety of pathways focused around technology sectors and students are able to access these pathways locally. Continued emphasis was placed on promoting non-traditional fields in technology with unique projects such as the use of Social media to promote course offerings, Mobile Device programming, Digigirlz, Women in Technology, and code camps.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

The state provided CTE Summer Professional Development in all CTE areas and Counseling. This included high quality, sustained, intensive, and focused professional development events, with over 3,000 teachers, administrators and counselors attending multi-day events. Sessions were planned by State CTE Program Specialists who collaborated with CTE teachers, CTE directors and industry partners. This year Utah moved to an all-digital format for conference materials. Conference participants now have ongoing access to all conference materials and session handouts. Included in conference materials were program of study/career pathway information, new curriculum ideas. At the conference participants shared in the latest research information in their program areas, and had opportunities to share best practices with their colleagues. Adult education was included in our summer professional development and has become an ongoing practice.

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. Information Technology, our 7th grade College and Career Awareness were two major areas that experienced change. These changes required added support and professional development for teachers, administrators and counselors.

In FY2016 a continued effort of support for professional development was focused on teachers, administrators and counselors for our 7th grade CTE Introduction course. This course in the previous year went through a dramatic redesign and in 2016 needed an assessment of the implemented changes and added improvements.

New Teacher Academy: The New Teacher Academy is an annual 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. Additionally, career pathway implementation instruction was provided to CTE teachers, counselors, and administrators as part of the state pathway initiative.

Local recipients' administrators are trained on a regular basis through bi-monthly statewide CTE Directors' meetings. A "New CTE Director" professional development series is provided to directors who are in their first three years of that administrative role. The series consists of four sessions that cover a variety of topics related to the role of CTE Director. An Executive Committee consisting of representatives from secondary, post-secondary, applied technology colleges, and the State Board of Education determine professional development needs of this group and provide training throughout year.

All professional development programs coordinate directly with the required teacher licensing activities. State staff work closely with our state educator licensing section to ensure that appropriate requirements and credits are being considered and that teachers are appropriately qualified for the courses they are teaching. Determining if highly qualified CTE teachers are in place is also part of our annual program approval and membership verification process.

4. During the reporting year, how did your state provide 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?

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

Continued promotion of online resources for use by local recipients to provide current information on careers identified as non-traditional along with employment and outlook for the future, titles of careers in that career field (pathway), and "Did You Know" facts.

Utah is a state member of NAPE and as such, works in partnership on NAPE projects. Additionally, Nape resources are available when offering professional development and developing projects to engage students, especially nontraditional students.

Utah's 7th grade CTE course has undergone a major revision and update. Some of the NAPE Explore STEM Careers lessons plans are being utilized as part of the career development lessons. The redesigned College & Career Awareness course provides exploration in all Utah CTE program areas. The lessons are designed to incorporate Academics in CTE for both Mathematics and Language Arts. In addition, each lesson is tied to specific Pathways, Careers and Nontraditional opportunities. Teachers instruct on STEM topics and include STEM strategies such as project based learning. As a middle/junior high school requirement for all students these lesson will be used by over 43,000 students each year in the state of Utah. Our focus is to expose all students to nontraditional opportunities at an early age in an effort to eliminate stereotypes that students develop on particular programs of study and careers.

Further non-traditional activities included guest speakers, non-traditional career fairs, and other activities and trainings promoting non-traditional enrollment in specific technical programs. Additionally, continued emphasis was placed on promoting non-traditional fields in technology with unique projects to promote nontraditional genders.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Opportunities for secondary pathways are being developed with assistance from our LEAs to target alternative programs and potential drop-outs as well as students who have left the system but are still under 18 years of age. These opportunities are designed to bring students into skill training that promotes development of necessary employment skills. Ongoing collaboration with teams of professionals that work with varying special populations to align student skills with occupations that are in high demand, high wage, and high skills areas is undertaken regularly on a regional basis. State-wide equity training is provided and procedures are in place at all schools to allow students equitable access to and participation in CTE programs. CTE programs are also being offered in alternative schools across the state and additional programs (WIA, Champ, study skills, summer school, women in technology, career coaches, etc.) are available and widely accessed. Expansion of our state IT Academy has helped us expand offerings of industry IT Certifications and learning resources to our alternative and incarcerated youth.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

The following technical assistance was provided:

CTE Directors' Meetings: Statewide meetings with CTE Directors from each eligible recipient are held bi-monthly. Perkins staff provides information on Perkins requirements and statewide initiatives.

Data Quality Meetings: Annual meetings are held with the CTE Directors and data representatives of all Perkins recipients. Performance data including disaggregated data, trends and performance gaps is explained and technical assistance given regarding data interpretation, data-driven decision making, development and implementation of improvement strategies, and action steps.

New Directors Professional Development Series: New CTE Directors in the first three years of their assignment are provided a series of professional development sessions. The sessions include a variety of topics related to their role as the local CTE Directors.

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.

Support was given to Utah System of Higher Education and the Utah College of Applied Technology to provide technical assistance to institutions.

State staff are paid from Perkins to:

Assist recipients develop and negotiate performance targets;

Assist in the development and implementation of programs of study and CTE Pathways.

Coordinate assessment and evaluation of CTE programs.

Assist post-secondary institutions to meet performance indicators.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

5116

Number of students participating in Perkins CTE programs in state correctional institutions:

208

Describe the CTE services and activities carried out in state correctional institutions.

Utah is using Perkins funds to assist with the development and operation of an education data system in partnership with the state correctional system. This system provides essential data to the educators in corrections about the students they are providing services to. This data system has been able to offer more detailed data for analysis. CTE courses are being offered to students in our correctional programs based on local educational partnerships and offerings. Of those served, 3,364 individuals stayed for 12 hours or more (enrollees). Of the 5,116 students, 135 had IEPs. 208 persons earned CTE credits while incarcerated in the 2015-2016 year. A total of 2 prisons, 22 jails, and 5,116 persons were served.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

135

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

One of our objectives in the last two years was to better identify in our data the students being served who have IEP's. In the 2015-2016 year of the 208 persons who earned CTE credit four of those persons had IEPs. Of the 5,116 persons served statewide 135 of those persons had IEP's. Identifying and reaching students in our institutions with disabilities continues to be a challenge. We plan to continue our work and develop partnerships be make this successful.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Utah funded projects to develop or enhance FACS teacher professional development and development of curricular resources. FACS educators received pedagogy training and current research and skill development which facilitates improvement of classroom instruction and assessment outcomes. FACS workshops and industry tours were offered to educators to enlarge upon local FACS related industry partnerships and careers. New standards were developed and implemented in various program of study within FACS. State-wide FACS course curricula in Interior Design, Fashion and Textile Design were revised and enhanced. All information is available on our state FACS website and a listserv that is actively used by FACS educators.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

Utah continues to work on implementation our 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 College and Career Ready Plan (CCR) 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-Information.aspx>

The transition to a new math core and ELA standards is complete in our state. CTE teachers have received training and understand the important role that they play in strengthening both academic and CTE components. Assessments for both math and ELA are now in place and we are starting to see positive results.

Funding has been used to support mapping of CTE standards to core standards in some program areas. Districts utilize a variety of core integration strategies and provide training directly to their teachers using Perkins leadership funds. In addition, many districts continue to focus efforts in Professional Learning Communities and collaboration time across the various curricular areas. Data driven curriculum enhancement is also widely utilized in order to assist with curriculum integration.

2. During the reporting year, how did your state support 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.

During the reporting year, how did your state support 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?

Utah funded a number of projects including job and construction fairs, industry tours, Virtual Healthcare Interactive, and industry/higher education/secondary education advisory boards. Utah coordinated efforts with key industry sectors to develop and improve Programs of Study for both secondary and post-secondary students. Areas of focus for 2016 were in Diesel and IT sectors. Utah's two governing bodies for higher education are both active partners in all CTE endeavors. This includes pathways/programs of study, articulation agreements, concurrent enrollment, and state, regional, and local planning and advisory committees.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

The Utah comprehensive guidance and counseling program (CCGP) has proven to be effective in increasing enrollment in Career and Technical Education courses and programs. Utah funded projects to improve career guidance and academic counseling programs, including professional development and evaluation of comprehensive guidance and counseling programs. State-wide advisory and steering committees are in place to lead improvements in this area and to provide leadership and vision of the program.

A CCGP needs assessment has been completed and is available to all Utah Schools. The needs assessment provides counselors with training and support through data collection and needs assessment. The results were used to provide statewide professional development training for newly revised aspects of the program accountability reporting.

High quality, sustained, intensive, and focused professional development events were held with counselors and administrators attending multi-day events. Training included program of study/career pathway information, career development activities, and the latest research information in the career counseling and guidance arena.

The development and implementation of the Utah Futures electronic guidance program has continued to grow and is also an important project in this area.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Utah funds were used to support statewide and regional initiatives to develop and implement CTE pathways including articulation agreements. This is an annual process that is undertaken to review and update existing agreements and to initiate new agreements between secondary and postsecondary programs. All agreements are established on a regional basis. Staff at the State Office of Education lead and guide this work. Concurrent enrollment opportunities offer similar opportunities and are widely available through the work of our office and many state-wide staff and liaisons who work diligently to make these opportunities possible for students.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

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

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Utah 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. Industry tours and internships for teachers were also funded.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

No

Utah 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. Industry tours and internships for teachers were also funded.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Utah is undergoing a refocusing effort on all secondary CTE Career Pathways and courses. These efforts include review of course offerings to eliminate outdated courses and to identify gaps. A review of Pathway and cluster alignment also are part of the process. Utah funded a variety of project supporting these improvements in all CTE areas. This is a continued effort that is planned to be complete in 2018.

Distance education and concurrent enrollment courses have also been a focus for Utah but this development has been funded through state dollars.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Utah funded professional development including high quality, sustained, intensive, and focused events which included entrepreneurship education and training. Sessions were planned by State CTE Program Specialists who collaborated with CTE teachers and CTE directors. Teachers were given program of study/career pathway information, new curriculum ideas, and the latest research information in their program area, and had opportunities to share best practices with other teachers and colleagues.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

Utah supports a New Teacher Academy which 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.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

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