

# Consolidated Annual Report, Program Year 2017 - 2018

## Utah

### Step 3: Use of Funds: Part A

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#### 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 third party 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 150 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 continued effort for Utah is to further 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 continued to collect results of state licensing and industry credential exams. Results are also obtained on ASE, AWS, MOS, ADOBE and other third-party 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 for collaborative work between secondary and postsecondary systems. They 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 (UTECH).

At the secondary level USBE developed "At-a-Glance" info graphics at the state, region and local levels. This document included both state and Perkins data points. Additionally, a web based data system is under development for local grant recipients to see real-time and historical data points.

# Consolidated Annual Report, Program Year 2017 - 2018 Utah

## Step 3: Use of Funds: Part B

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### 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 quarterly to oversee the CTE programs funded under Perkins IV. In addition, representatives from each eligible recipient meet bi-monthly to receive instruction and hold discussions regarding CTE programs and 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 by each eligible recipient 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. 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 four years (Secondary Schools, including charter schools with approved CTE programs).

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

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 every other year at postsecondary institutions.

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

During FY 2018 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.

State sponsored teacher trainings in engineering, computer science and other IT programs.

Continued opportunities for faculty and staff to obtain industry certifications in technology areas were 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 continued focus for Utah.

Utah has worked directly with industry to develop in demand technical training.

Utah continues to utilize grant opportunities for recipients that include incentives to develop industry driven technical pathways/POS. Grant opportunities come from multiple sources such as Perkins, Economic development, Department of Workforce Services etc.

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.

Weber State University – Advanced Electronics Systems Lab: The Advanced Electronics System lab was created to provide an advanced electronic environmental sensing system lab for first and second year automotive students at Weber State University. Students will be able to perform experiments on environmental sensors similar to those found on modern vehicles. Students are working on both software and hardware giving them a hands-on approach to electronic system diagnosis. This will help better prepare students to enter advanced diagnostic careers in the automotive industry. Students are also exposed to the technology currently found on the latest self-driving vehicles and learning the autonomous capabilities.

Davis Technical College – Nursing Chart simulation Medication and charting simulation will bring clinical documentation to the simulation lab and classroom for Davis tech students in the Practical Nurse and Weber State University Registered Nurse programs. The simulators funded have enabled students to navigate through an electronic health record and input real time entries so true clinical pictures can be developed and learned. The simulators also provide critical context necessary for generated data in the form of evolving patient-records, complete with current and comprehensive treatment-history which forms the foundation of support for managing current and future treatment. The simulators have added an invaluable, true to life dimension to other simulation-based training. The nurse program is the beginning of an extensive educational and professional pathway to health-related occupations.

Wasatch School District – Anatomy & Physiology Professional & Peer Teaching Program Wasatch Health Science courses helps prepare students for the reality of the medical profession in a team-oriented environment. Perkins funding was utilized to assist with the purchase of the State-of-the-Art Anatomage Table Clinical. It contains digital renderings of actual cadavers which can be dissected and viewed from any angle. The cadavers are annotated and come with the capability to customize views and annotations. The students use an anatomage table to mimic the team setting by connecting upper division students with underclassmen and connecting students with local professionals while studying clinical scenarios. Upperclassmen will prepare clinical scenarios on the anatomage table Clinical, a digital cadaver lab, and then present these scenarios to the underclassmen taking Medical Anatomy and Physiology, Medical Terminology, and Introduction to Health Science courses. The underclassmen will then work together in teams to solve these scenarios while being coached by their peers.

**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 3,400 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. Conference participants have ongoing access to all conference materials and session handouts through a digital platform. Included in conference materials were program of study/career pathway information, presenter handouts and new curriculum ideas. At the conference participants shared in the latest updates in their program areas and had opportunities to share best practices with their colleagues.

Perkins leadership funds were also used to provide comprehensive professional development for CTE, academic, 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, Engineering, Agriculture, Health Sciences along with Skilled and Technical sciences were major areas of focus.

**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 curricula, through implementation of CTE Programs of Study. Additionally, regional initiatives are organized and carried out as determined by regional need.

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, 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). NAPE resources are available when offering professional development and developing projects to engage students, especially nontraditional students. In FY 2018 online teacher training was developed for endorsements and further understanding of non-traditional careers.

Additionally, Utah CTE works to promote non-traditional opportunities to students such as women in technology events. Some of the NAPE Explore STEM Careers lessons plans are being utilized as part of the career development lessons. Recipients also have the opportunity to apply for competitive grants that focus on non-traditional 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.

CTE programs are also being expanded in alternative schools across the state. Our state IT Academy has helped us expand offerings of industry IT Certifications and learning resources to our alternative and incarcerated youth.

Additionally, work with state corrections developed new CTE programs for Information Technology within the state system. The program has ties to postsecondary institutions for college credit to inmates. Data evaluations on IGP students indicate that IGP students are more likely to graduate and achieve at higher rates than their non-CTE peers. This data will continue to be evaluated in FY 2019.

## 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.

Each September a CTE Director training is provided to directors that specifically covers Perkins grant eligibility, Perkins plan and funding guidelines.

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. Also, assistance is provided at the request of grant recipients.

Support was given to Utah System of Higher Education and the Utah Technical Colleges to provide technical assistance to postsecondary 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:

15000

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

5636

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

Utah is using Perkins funds to assist in the development and operation of CTE offerings within the state correctional system. CTE courses are being offered to students in our correctional programs based on local education partnerships and offerings. This year funds were focused on providing CTE instruction centered around coding and expanding students' opportunities in Information Technology.

**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:**

380

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

One of our objectives has been to better identify students with IEPs and/or disabilities. These individuals receive career training, job readiness skills, and transition services as part of the individualized program and active treatment plan for the population served.

**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

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

Yes

Dixie State University – Certificate of Proficiency in Biotechnology:

Dixie State University is currently developing a Certificate of Proficiency in Biotechnology in response to unmet local industry needs. Courses are available to high school students through concurrent enrollment and will supplement bachelor's degrees geared towards Bioinformatics, Biology, Chemistry and Computer Science. Classes associated with this Certificate are teaching students main lab skills desired by industry and focusing on cell culturing, molecular techniques including polymerase chain reaction and DNA sequencing. Perkins funding was granted to this institution on a competitive basis to purchase equipment and supplies necessary to initiate and implement these courses.

Weber State University – Advanced Electronics Systems Lab:

The Advanced Electronics System lab was created to provide an advanced electronic environmental sensing system lab for first and second year automotive students at Weber State University. Students will be able to perform experiments on environmental sensors similar to those found on modern vehicles. Students are working on both software and hardware giving them a hands-on approach to electronic system diagnosis. This will help better prepare students to enter advanced diagnostic careers in the automotive industry. Students are also exposed to the technology currently found on the latest self-driving vehicles and learning the autonomous capabilities.

#### Davis Technical College – Nursing Chart simulation

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#### Weber School District:

Classroom equipment and educational technologies were purchased to contribute to Weber School District developing K-12 Teaching as a Profession pathway. As part of the classroom experiences for future educators, classes contained an observation and reflection component for high school students as they plan lesson plans and deliver said lesson plans. Student can use this effective means of lesson planning and delivery strategies discussed in class, reflect on the process and delivery to make personal recommendations for future improvement in both curriculum and instruction methods. The technology will be utilized for many years in high school education classes.

#### Grand School District – Project Bike Tech

Moab has long been a destination for mountain bikers all over the world, as well as more recently road cyclists. After meeting with local business partners, Grand School District in partnership with Project Bike Tech will be offering a program to train high school students to become bike technicians. The curriculum is based on a two class, two-year program which includes two certifications that will be recognized by local industry leaders. Students will also have an opportunity to be placed in Work-Based learning opportunities within their community. Funding granted to Grand County School district provided instructional technology, building modifications and lab requirements necessary to initiate this program.

#### Wasatch School District – Anatomy & Physiology Professional & Peer Teaching Program

Wasatch Health Science courses help prepare students for the reality of the medical profession in a team-oriented environment. Perkins funding was utilized to assist with the purchase of the State-of-the-Art Anatomage Table Clinical. It contains digital renderings of actual cadavers which can be dissected and viewed from any angle. The cadavers are annotated and come with the capability to customize views and annotations.

The students use an anatomage table to mimic the team setting by connecting upper division students with underclassmen and connecting students with local professionals while studying clinical scenarios. Upperclassmen will prepare clinical scenarios on the anatomage table Clinical, a digital cadaver lab, and then present these scenarios to the underclassmen taking Medical Anatomy and Physiology, Medical Terminology, and Introduction to Health Science courses. The underclassmen will then work together in teams to solve these scenarios while being coached by their peers.

**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

# Consolidated Annual Report, Program Year 2017 - 2018 Utah

## Step 3: Use of Funds: Part C

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### **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 CTE Pathways (programs of study). During the 17-18, and 16-17 school year Utah continued worked to streamline career pathways to eliminate duplication and to better align to industry needs. Utah will be adding credentials of industry value to our CTE POS. The CTE programs of study incorporate academic and technical components and insure learning in Career and Technical Education subjects as well as the core academic subjects. They are linked to post-secondary CTE degrees and training programs. Many options for dual enrollment are found in the course sequencing for CTE POS.

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.

<https://schools.utah.gov/cte/pathways>

Secondary LEAs 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.**

Utah funded a number of projects including job fairs, industry tours and industry/higher education/secondary education advisory boards. Utah coordinated efforts with the Governor's Office of Economic Development(GOED) in key industry sectors to develop and improve Programs of Study for both secondary and post-secondary students. Areas of focus for 2018 were IT sectors, medical manufacturing and Hospitality & Tourism.

Utah's two governing bodies for higher education are both active partners in all CTE endeavors. This includes pathways/programs of study, articulation agreements, and concurrent/dual enrollment. Each year there is state, regional, and local planning which included 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 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.

**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 and is part of the regional planning. Staff at the State Office of Education lead and guide this work. Concurrent/dual enrollment opportunities offer similar opportunities and are widely available through the state. Work of our office and many state-wide staff and liaisons 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. These advisors coordinate state level CTSO activities and conferences. Most of this is funded with state funds, but Perkins funds were used to support the work.

**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. Many regions utilized Perkins funds to offer industry driven career fairs and industry tours. 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

**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 continuing refocusing efforts 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 for Perkins V.

**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 at summer training 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.

Additionally, grant recipients utilize Perkins funds to provide local programs that support retention of CTE faculty.

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

No