

State Plan Cover Page

State Name: Utah

Eligible Agency Submitting Plan on Behalf of State:

Utah State Office of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Name: Marvin E. Johnson

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Type of State Plan Submission:

Type: 1-Year Transition

Special Features of State Plans Submission: (Check all that apply)

Title I only (All Title II funds have been consolidated under Title I)

Executive Summary - Appendix A

Introduction - Appendix B

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. Public Hearings – Public Hearing Agendas, Locations, Dates, Times, Persons Attending. *Public hearings will be scheduled during the first year. Information will be covered in the Five-year Plan.*

2. Summary of Public Hearing recommendations and the eligible agency's response. *To be covered in Five-year Plan.*

3. Documentation of collaboration with stakeholders and the Governor *See Paragraph 4.*

4. Effective Activities and Procedures for Collaboration

I. Executive Planning Committee. A committee including the State Director for CTE, Perkins Coordinator, Higher Education Liaison, Information Specialist, and State Tech Prep Coordinator is formed to perform the following functions:

a. Review Perkins legislation

b. Obtain information, interpretations, guidance from OVAE on the implementation of Perkins

c. Identify suggested overall mission and objectives for Perkins

d. Articulate issues for input and discussion relative to development of the Transition and Five-year Plans

e. Develop a framework for collaboration

f. Receive and review comments and input from interested parties

g. Develop state Transition Plan and Five-year Plan after consideration of all comments and input

II. Framework for Collaboration

a. Identify representatives of each stakeholder group listed in Sec. 122(b)(1)(A)-(B).

i. Academic and CTE teachers, faculty, and administrators – Utah Association for Career and Technical Education (UACTE)

ii. Career guidance and academic counselors – Dawn Kay, State Coordinator Student Services & Comprehensive Guidance; Tom Sachse, State Specialist, Comprehensive Guidance; Pam Jacobsen, President, Utah School Counselors Association, (801) 402-3900; individual counselors contacted through counselors LISTSERV

iii. Eligible Recipients – Secondary and Post-secondary CTE Directors

iv. Charter authorizers and organizers – Marlies Burns State Charter School Director, Charter School Board members, Charter School CTE Contacts

v. Parents and Students – Marilyn

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Kofford , Utah Parent Teacher Association, (801) 372-1167, CTSO Student Officers (contacted through the state CTSO Advisors)

vi. *Institutions of Higher Education – Gary Wixom, Perkins Higher Ed Liaison, Andrea Worthen, Post-secondary CTE Directors, Richard Kendell, Commissioner of Higher Education, through Workforce Council*

vii. *State Tech Prep Coordinator and representatives of Tech Prep Consortia – Dale Stephens, State Tech Prep Coordinator, Tech Prep Coordinators (each consortia)*

viii. *State Workforce Investment Board – State Workforce Council, Workforce, Education, Economic Development Alliance (WEEDA)*

ix. *Interested Community members – State Board of Education Members; Carmen Snow, Utah Public Education Coalition*

x. *Representatives of Special Populations: Disabled – Jennie Gibson, Utah Parent Center, (801) 272-1051; Susan Loving, USOE; Econ – Kathleen Johnson, DWS, (801) 526-9730; Kraig Kelly, Max Lang, USOE; LEP – Catalina Rosales, Centro de la Familia de Utah, (801) 521-447; Nancy Giraldo, USOE; Non-Trad – Karen Pool , Women in Technology, UVSC; Richard Gomez, USOE*

xi. *Representatives of business and industry – Members of Workforce Services Council; Randy Parker , Farm Bureau; Tom Bingham , Utah Manufacturers Association; Rich Nielson, Utah Technology Council*

xii. *Representatives of labor organizations – Members of Workforce Services Council; Juan Pelaez , Department of Labor*

xiii. *Governor's Office – Governor Huntsman, Christine Kearl , Governor's Education Secretary*

b. *Publish a notice of the Perkins Reauthorization (Carl D. Perkins Career & Technical Education Improvement Act of 2006), inviting input, and send to representatives of each stakeholder group. Include instructions on how to provide input.*

c. *Schedule collaboration and input forums.*

i. *CTE Directors Meetings and Focus Groups (iii, vi, vii) – Sep 06, Nov 06, Feb 07, Mar 07*

ii. *Post-secondary CTE Directors Definitions and Measurements Dec 5, 06, Feb 1, 07 (vi)*

iii. *Secondary Consortium Meetings (ii) – Aug 06, Oct 06, Dec 06, Jan 07*

iv. *Tech Prep Quarterly Meeting (vii) – Jan 16, 07, Apr 17, 07*

v. *State CTE Specialists – Monthly*

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- Feb 07
 - Jun 07
 - (viii, x) – Dec 20, 06 (HW, HS, HD discussion)
 - Board (viii, xi, xii) – Apr 2007
 - Meeting (iv)
 - for comment (i, ii, v, viii, ix, x, xi, xii)
 - EDNET?)
- vi. UACTE Winter Conference (i) –
 - vii. CTE Summer Conferences (I, ii)
 - viii. WEEDA or DWS Staff Meetings
 - ix. State Workforce Investment
 - x. State Charter School Board
 - xi. LISTSERV or e-mail requests
 - xii. Regional Public Hearings (also

5. Documentation of consultation and collaboration with USHE (the State agency responsible for supervision of community colleges, technical institutes, or other two-year post-secondary institutions primarily engaged in providing post-secondary career and technical education), and the USOE (the State agency responsible for secondary education). Include response to any objections.

This plan has been developed after consultation with Gary Wixom, Assistant Commissioner for Career and Technical Education, and Mary Shumway, Director for Career and Technical Education, Utah State Office of Education. Dr. Wixom serves as a member of the Executive Planning Committee for Perkins, as a facilitator for focus group discussions, as co-convenor of statewide CTE Director meetings, and as the Higher Education Liaison for development and implementation of Perkins in Utah. Ms. Shumway serves as State Director for CTE, is responsible for secondary CTE programs, convening local CTE Directors for statewide meetings, and is the person designated by the Eligible Agency as responsible to receive and administer Perkins funds for Utah.

<i>Objections</i>	<i>Response</i>
<i>None</i>	

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. *This is a Transition plan for the first year of operation of programs under the act. Sections required for the Transition Plan are highlighted; responses to other sections represent the state's intent, but may be updated in the 5-year plan.*
2. *(a) CTE programs of study adopted by secondary LEAs and Post-secondary institutions, and (b) how they will be developed and implemented in consultation with LEAs and PS institutions*

Utah uses comprehensive high schools and post-secondary institutions offering 2 year diplomas, 1-year certificates, and industry-recognized credentials to provide Career and Technical Education (CTE) that is integrated with rigorous academic courses. Perkins IV will support a major initiative in Utah to develop and implement Programs of Study or CTE Pathways. Students interested in CTE will be encouraged to concentrate in CTE Programs of Study. CTE Programs of Study are State-recognized coherent groupings of courses within CTE Areas of Study at the secondary or post-secondary level that provide individuals with (1) rigorous content aligned with challenging academic standards, (2) relevant technical knowledge, and (3) skills needed to prepare for further education and careers in current or emerging professions. By concentrating in CTE Programs of Study students will attain in-depth understanding of all aspects of industry relative to specific career pathways.

At the high school level the State is developing 62 programs of study, each consisting of coherent groupings of courses preparing students for further education at the post-secondary level and entry into high-skill, high-wage, or high-demand occupations. These are being developed by state specialists in conjunction with teacher committees, with input from district CTE directors. Courses within the programs of study use state-approved curricula, follow state-approved standards, and are assessed using standard skill tests. Each program of study identifies the required and elective courses needed for concentration and completion of the program. The table Secondary CTE Programs of Study lists 62 CTE programs of study within the eight CTE Areas that are currently recognized by the state for secondary schools.

Secondary CTE Programs of Study

<p><u>Agricultural Education</u> > Agricultural Systems Technology > Horticulture Science & Management > Natural Resources Science & Management > Production/Processing Animal Science > Production/Processing Plant & Soil Science > Production/Processing Science & Management</p> <p><u>Business Education</u> > Accounting & Finance > Business Administrative Support > Business Entrepreneurship > Business Management > Business Technology Support</p> <p><u>Family & Consumer Sciences Education</u> > Child Development > Consumer Economics Services > Family & Human Services > Fashion Design, Manufacturing & Merchandising > Food Science, Dietetics & Nutrition > Food Service & Culinary Arts > Hospitality Services > Interior Design</p> <p><u>Health Science & Technology Education</u> > American Sign Language Biotech Research & Development > Biotechnology > Pharmacy Technician Health Informatics > Medical Office Administrative Assistant</p>	<p><u>Health Science (Cont)</u> Therapeutic Services > Dental Assistant > Emergency Medical Technician (EMT) > Exercise Science/Sports Medicine > Medical Assistant > Nurse Assistant > Optical Technician > Surgical Technician</p> <p><u>Information Technology Education</u> Information Support & Services > Database Development & Administration > Technical Support Interactive Media > Digital Media (Multimedia) > Web Development & Administration > Network Systems > Programming/Software Development</p> <p><u>Marketing Education</u> > Hospitality & Tourism > Marketing Entrepreneurship > Marketing Management > Sales & Service Marketing</p> <p><u>Technology & Engineering Education</u> > Pre-Engineering (Utah Pre-Engineering Program) > Project Lead the Way (National Pre-Engineering Program)</p>	<p><u>Trade & Technical Education</u> Building Trades > Carpentry > Electrician > HVAC > Plumbing Communication > Television Broadcasting Technician Mechanics & Repairs > Automotive Collision Repair > Automotive Service Technician > Electronics > Heavy Duty Diesel Precision Production Trades > Cabinetmaking/Millwork > Drafting/CAD > Graphics/Printing > Machine Tool > Welding Personal Service > Cosmetology/Barbering Protective Service > Firefighting > Law Enforcement Transportation & Material Moving > Commercial Aviation Visual Arts > Commercial Art > Commercial Photography</p>
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Each program of study will be an integral part of a CTE Pathway mapped from grades 7-12, and then on to post-secondary majors and technical programs, and high-wage, high-skill, high-demand occupations.

Post-secondary CTE programs of study will be recommended by the local institution and meet the requirements adopted by the state. The state-approved list will include programs from the System of Higher Education (USHE)-approved Perkins CIP Code list and be cross-walked to the state-approved pathways and the national clusters.

Utah

These CTE programs of study will be divided into the following categories:

1. two-year AAS degrees
2. two-year AS degrees
3. one-year certificates
4. Short-term programs ending in an industry certification/state license

A list of approved CTE programs of study will be kept and maintained by the USHE.

A high school-to-college-to-career pathway map shows suggested academic courses to be taken from grades 7-12 for each CTE program of study. These pathways are also linked to specific college programs available within a geographical region of the state. The figure below shows a sample of the Marketing Management program and the pathway through middle school and high school. The specific course sequence for CTE is shown in the shaded area. Recommended core academic courses supporting this pathway are shown in the high school suggested education plan. (Appendix C)

A second page shows specific links from the high school courses to a selected college program available in the geographical region. The example shows the pathway from a marketing education program at a high school in the Wasatch Front region to the Marketing Management two-year Associate of Applied Science degree at Salt Lake Community College. Similar maps would be developed for each program of study at every high school where the program is offered. We envision that these maps would include information on which courses are offered as concurrent credit, and how the programs are articulated or linked between the high school and the college. Pathway information will enable students to understand both secondary and post-secondary course requirements for the programs.

(Appendix D)

Regional pathway coordinators will be funded with Perkins to help implement this throughout the state. They will work with CTE directors of eligible recipients in developing links, articulation agreements, and concurrent enrollment; and providing professional development and technical assistance to teachers, counselors, and administrators in the development and implementation of the CTE Pathways initiative. See paragraph 2(k) on linking secondary and post-secondary programs for more information on implementing the CTE Pathways initiative at the regional level.

Students interested in CTE careers will be encouraged to focus in one of the 62 programs to prepare for high school graduation as well as advanced post-secondary training and employment in high-skill, high-wage, high-demand occupations.

How participation in State Recognized CTE programs of study helps eligible recipients meet requirements of Section 134 (b) (3) (B-D)

(B) Eligible recipients who adopt CTE programs of study will be able to improve the academic and technical skills of students participating in Career and Technical Education programs. 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 Student Education Occupation Plan (SEOP) process 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.

(C) 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.

(D) Students who participate in CTE programs of study are taught the same coherent and rigorous content, aligned with challenging academic standards, as is taught to all other students.

- (c) How we will support eligible recipients in developing and implementing articulation agreements between secondary education and post-secondary education institutions;

The state will fund a Regional Pathway Coordination Initiative from the Reserve category enabling each region to fund a pathways coordinator and activities to support development and implementation of CTE Programs of Study and Pathways in the region. See paragraph 2(k) for more information on this initiative.

Eligible recipients will receive specific training in regional quarterly meetings. Also, technical assistance and on-site visits will be made by the state specialists to ensure agreements are in place and see that they meet state and federal requirements. The state has developed a template for each of the regions to use when they develop an articulation agreement. Each region is asked to keep the signed agreements on file for review. The high school-to-college-to-career pathway will be put on the state website for all to use. Furthermore, the state will provide specific one-on-one technical assistance to each region as needed. This may include meeting with secondary and post-secondary institutions, as well as meeting with the Pathways coordinators in each region. The regional Pathways coordinator (see paragraph 2(k)) will work closely with the state specialists to ensure the articulation agreements will be developed within the state and federal guidelines. We also have a State Executive Committee, made up of state leaders in the secondary and post-secondary areas, that can encourage the development of articulation agreements. A Regional Pathway Implementation Plan will be developed within each region describing how the region and eligible recipient within the region will be implementing CTE Pathways articulation agreements.spa

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(a) Will be provided with equal access to activities assisted under the Act.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

State-approved Programs of Study (Career Pathways) provide a strong academic base and a skill attainment structure for all students that will lead them to post-secondary education and training and to high-skill, high-wage, or high-demand occupations. Specific activities will be conducted to ensure that special populations can fully participate in Programs of Study.

The state-wide comprehensive counseling and guidance program provides the opportunity for all students, including special population students, to develop with their parents or guardians and a school counselor a Student Education Occupation Plan (SEOP). The plan outlines the necessary courses for the student to meet his/her personal education and occupation goals. Plans are reviewed annually to meet the changing needs of students.

Local recipients are required to address how they will meet the program and personal needs of special population students in their local plans. Each recipient will implement programs to provide information and access to special populations. Recipients will also have programs and policies in place to eliminate discrimination and bias. An annual review of special population achievement data will be conducted and the necessary program adjustments will be required. Examples and strategies will be shared state-wide.

Special population student access to CTE programs will be reviewed as part of the State CTE Program Approval process. Programs are reviewed to determine how local policies and practices encourage a special population student's participation in a program, and how necessary accommodations are made.

CTE Administrators and teachers will be trained on how to meet the needs of special population students during regular State CTE Directors' meetings and the Annual State CTE Conference. The state will provide technical assistance to local recipients, including requested training.

2. How we will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

There are no alternative education programs except those available for special population students described in paragraph 1 above.

1. How funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]

See [Attachment II](#) (secondary) and [Attachment III](#) (post-secondary) for lists of high-skill, high-wage, high-demand and nontraditional programs and occupations.

Definitions

High-skill Occupations* – Occupations with minimum training requirements of:

- an Associate's Degree; or
- a one year Certificate; or
- 360 or more hours of instruction that lead to an industry recognized certification or required state license; or
- other programs that lead to a required state license.

High-wage Occupations* – Occupations with an average hourly rate equal to or greater than the average hourly rate of all non-farm occupations as reported by the Utah Department of Workforce Services from the Occupational Employment Statistics (OES) Survey. The current average hourly rate is \$15.78.

High-demand Occupations* – Occupations with 50 or more annual average job openings as reported by the Utah Department of Workforce Services.

* Occupations from Utah Department of Workforce Services 2004-20014 statewide occupational projections

Nontraditional Occupations – Occupations which employ fewer than 25% on gender or the other, based on OVAE crosswalk tables using data from the Bureau of Labor Statistics 2005.

Promoting Preparation for High-skill, High-wage, or High-demand Occupations

When fully implemented, the State-approved Programs of Study (Career Pathways) will provide the basis for student's preparation in high-skill, high-wage, or high-demand occupations. Articulated career pathways provide a rigorous and challenging academic and skill content curriculum map that prepares students for these occupations.

Statewide training, print materials and web-based information will be designed to increase the awareness of students and their parents with regard to high-skill, high-wage, or high-demand occupations. Counselors and CTE teachers will be trained to guide students through a program of study that meets their educational and career goals, leading them to high-skill, high-wage, or high-demand occupations.

Utah has a work-based learning structure that provides opportunities for CTE students to participate in a variety of career exploration activities in high-skill, high-wage, or high-demand occupations. Businesses and government agencies will partner with schools and higher education institutions to provide appropriate learning experiences for students. CTE students also have the opportunity to gain greater understanding of an industry through active involvement in a CTE student leadership organization. Student participation in programs of study, work-based learning experiences, and related student organizations will help them prepare for the high-skill, high-wage, or high-demand occupation of their choice.

Promoting Preparation for Nontraditional Fields

A statewide effort will support preparation for nontraditional careers as a part of the Utah High School to College and Career Pathways Initiative. Training, print materials, and information on the web will be designed to increase the awareness of students and their parents with regard to nontraditional career opportunities. Specifically, various career resources will include information that will encourage students to consider the full range of career options available to them, unconstrained by traditional gender role stereotyping.

Traditional views of occupations as suitable for only one gender limit the occupational choices for most students. A majority of female students – especially in Utah – express their belief that their primary career will be homemaker, and fail to plan adequately for the more than 30 years that they are likely to spend in the workforce.

Gender role stereotyping also limits male students. They may fail to consider factors that affect their ability to achieve success in all aspects of their lives – not only their careers, but as parents and marriage partners. The fact that Utah shows by far the largest gap in the nation between male and female college graduation rates is an indication that young couples make a decision

to have the male partner complete his education, often at the expense of the female partner pursuing her educational goals.

Providing information about all aspects of career and life planning will enhance the ability of all students to make good career decisions based on the factors most important to them.

Some of the activities of this project include:

§ *Development and distribution of lesson plans (one for middle/junior high-level students and one for high school students) that support exploration of nontraditional careers through the use of Utah CHOICES and connected student portfolios.*

§ *Increase the awareness of students and their parents with regard to nontraditional career opportunities.*

§ *Development of information regarding the role of gender in career planning, and how to minimize the negative effects of stereotyping, as a component of the Parent Kit series.*

§ *Provide information about the rewards and challenges of pursuing nontraditional careers in “UCRN-sponsored” publications (i.e., Student Guide to Utah Career Pathways (grades 7-8), Student Guide to Career Decision-Making [grades 9-10], and the new “career guide” (grade 11) being developed in cooperation with UHEAA and others.*

§ *Provide information to counselors about the rewards and challenges of pursuing nontraditional careers in “UCRN-sponsored” publications (i.e., Student Guide to Utah Career Pathways [grades 7-8], Student Guide to Career Decision-Making [grades 9-10], and the new career guide [grade 11] being developed in cooperation with UHEAA and others).*

§ *Include a labor market information component that includes “gender gap” statistics and analysis as an element of the training on Career Pathways being planned for delivery to administrators, counselors, and teachers.*

§ *Help teachers and counselors find other resources that will help them provide information to students related to nontraditional careers via a link on the UtahCTE.org website.*

The intended outcomes include:

§ *Increased awareness of nontraditional careers will increase enrollment in the CTE courses designed to prepare students for careers that may be nontraditional for their gender, as measured by annual enrollment reports.*

§ *Students who can select courses with the support of their parents, unhindered by gender stereotypes and will be better prepared for employment or for further training, as reflected in annual reports of placement.*

§ *Eighty-five percent of counselors, teachers and administrators who participate in Career Pathways training will rate the labor market*

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information and other information (including the website link) related to nontraditional careers as useful, as reflected in the training evaluation.

§ *Increased awareness of nontraditional careers will increase enrollment in the CTE courses designed to prepare students for careers that may be nontraditional for their gender, as measured by annual enrollment reports.*

2. How funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

State Leadership & Development funds have been set aside for statewide professional for CTE instructors at correctional facilities. Funds will also be used to develop and improve CTE curriculum enabling incarcerated students to concentrate in CTE programs of study.

3. Describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

Our Local Plan Guide requires a response to how to address the needs of special population students. Following is a copy of question 8 from the local plan template.

*Describe how the eligible recipient will
(A) ensure equitable access to, and participation in, CTE programs for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at*

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Procedures for obtaining input from eligible recipients in establishing measurement definitions and approaches

§ *Utah Perkins Program Quality Initiative meetings were held November 15-16, 2006. These meetings included CTE Directors and persons responsible for data submissions representing each of the eligible recipients. After an in-depth discussion of Perkins III, FY 06 performance data and results, participants were given an opportunity to discuss and provide input on secondary and post-secondary measures for Perkins IV.*

§ *Several meetings have been held with post-secondary eligible recipients and Assistant Commissioner Gary Wixom to discuss and receive input from post-secondary eligible recipient CTE Directors. These meetings will continue through the transition year.*

§ *Monthly meetings are held with a representative group of secondary CTE Directors (Secondary CTE Consortium) where Perkins IV proposed measures are discussed. These meetings will continue through the transition year.*

§ *CTE Directors' meetings, including CTE Directors/Contacts from post-secondary institutions, secondary school districts, and charter schools, are held bi-monthly. All participants have numerous opportunities to provide input on Perkins measurement definitions and approaches.*

§ *Measurement definitions and approaches will be refined during the transition year. If the Secretary issues regulations, adaptations will be made after receiving input from local CTE Directors in the settings described above.*

2. Procedures for obtaining input from eligible recipients in establishing a State adjusted level of performance

In addition to the input opportunities listed in paragraph 1, a proposed FAUPL will be developed using prior year averages. Each eligible recipient will receive a copy of this, along with a similar FAUPL based on recipient prior year averages. Input on measures and targets will be obtained in focus meetings, statewide CTE Director's meetings, and one-on-one meetings during eligible recipient negotiations with the state on local targets. Also, each year for the past six years, the state has held Perkins Data Quality meetings where all recipients have had opportunities to discuss and provide input into the performance improvement process.

3. Include completed FAUPL. Describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the Final Agreed Upon Performance Levels (FAUPL) form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

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The state is proposing the same measurement definitions included in the non-regulatory guidance sent by Assistant Secretary Troy Justesen, including definitions for secondary participant, postsecondary participant, and postsecondary concentrator. Our proposed secondary concentrator definition is slightly different in that it focuses on concentration in CTE programs of study. Utah currently recognizes 62 secondary CTE programs of study, or CTE pathways as described in Section II, A, 2. While most programs of study indicate three year-long credits for completion (six semester credits), a few require two year-long credits and some four or more. Because of this variation, using a percentage of completion is preferable to using a constant number of credits, which would be inconsistent, and therefore less reliable and valid. In nearly all cases, concentrators completing one-half the program of study requirements would also complete at least three semester credits. Concentrators also would have taken a skill test for one of the required foundation courses in the program of study. A completed FAUPL is included at the end of this Plan.

4. Alignment of measures with other State and Federal programs, or for any other purpose

The State CTE Director, Perkins Coordinator, and post-secondary liaison are all members of the Workforce, Education, Economic Development Alliance (WEEDA), which meets regularly to coordinate state and federal programs serving similar clients or students in Utah. The Perkins Coordinator and Data Quality Specialist also serve on the Measures and Outcomes Subcommittee, organized specifically to collaborate on alignment of common measures.

5. FAUPL Information included with B below.

6. Process for reaching agreement on local adjusted levels of performance

The process is as follows:

- (a) *Data Quality Meetings*
- (b) *Input on measurement definitions*
- (c) *Compile 2006 data and multi-year trends*
- (d) *Relate to Perkins IV measures*
- (e) *Set proposed targets for each recipient*
- (f) *Negotiate and agree to target for each recipient*

7. Criteria and methods we will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.

- (a) *Objective Criteria – Most recent year actual, or up to three-year average if available; other extenuating circumstances documented in writing by CTE Director and approved by Perkins Coordinator.*
- (b) *Methods – Prior year data and suggested targets will be included in a local FAUPL and will be the basis for discussions and negotiations between local and state representatives on local targets. Circumstances that*

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warrant changes in targets will be considered by the state.

8. How we will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

To be completed by the State Data Specialist for five-year plan.

9. How the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Not applicable. Tech Prep is consolidated with Basic Grant.

10. Describe how we will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

The effectiveness of Career and Technical Education programs will be assessed annually through a comprehensive review of Final Agreed Upon Performance Levels (FAUPL) data and an assessment of programs based on State CTE Program Standards. Required data review meetings will be held annually to make an assessment of the Core Indicators of Performance data for each eligible recipient and the eligible agency. Data will be analyzed for accuracy and completeness. Results will be studied to identify performance gaps for all students, including special populations. Strategies will be identified and action steps developed to address how to improve student performance, including strategies to address needs of special population students. A Continuous Improvement Plan will be required of each eligible recipient, with additional technical assistance and follow up from the state for recipients not meeting Final Agreed Upon Performance Levels (FAUPL).

Evaluation studies will be commissioned to assess specific performance results as needed.

Additionally, Career and Technical Education programs will be assessed to determine whether they meet state-approved CTE Program Standards.

Evaluation Process for Assessment of Secondary Programs _____:

§ *Program self-evaluation, improvement, goal setting and long-range planning*

§ *On-site reviews/visits*

§ *Annual CTE Program Evaluation Reporting*

§ *Six-Year CTE Program Evaluation*

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A written report will be prepared for the eligible recipient as part of the Six-Year CTE Program Evaluation. Programs identified as not meeting evaluation standards will be required to submit a CTE Program Improvement Plan to the Eligible Agency.

Evaluation Process for Assessment of Post-secondary Programs:

- § Regularly scheduled accreditations
- § Institutional program reviews
- § Reviews by program advisory committees

A process to identify areas needing improvement and the development of improvement plans will be developed for post-secondary institutions.

Coordination With Other Federal Programs

The State Office of Education and Utah System of Higher Education are full partners in the WEEDA (Workforce, Education, and Economic Development Alliance). WEEDA's mandate is to increase the working linkages among these organizations. Emphasis will be placed on providing seamless transition to and from the workplace, ensuring access to programs that will provide basic skill training and pathways to certificates and degrees.

A. Other Department Requirements

1. FAUPL. *Student definitions, baseline data, and proposed performance levels are shown in the FAUPL document found at the end of this Plan.*

The state proposes to use the State's ESEA Targets for 1S1 and 1S2. These tests are taken in the 10th grade, so the targets for Year One (students graduating in June 08) reflect the ESEA Targets at the time these students were in the 10th grade (Spring 06). Year Two targets reflect the ESEA targets Spring 07. Once actual data are collected, these targets may be renegotiated to reflect more reasonable continuous improvement expectations.

The state's ESEA Target for student graduation rate is 85.7%, derived from the goal of 95% completion for sophomores, 95% of those completing as juniors, and 95% of those graduating as seniors. If the graduation rate is less than 85.7%, but greater than the graduation rate for the prior year cohort, the unit "passes". Data compiled for CTE Concentrators indicates a graduation rate of 82.07% for the baseline year (ending June 30, 2006). The State proposes improving the graduation rate for CTE Concentrators to the State ESEA Target of 85.7% by 2013. We propose continuous improvement of .6 points for each year beginning with the baseline starting point of 82.07%. Once actual data are collected, these targets may be renegotiated to reflect more reasonable continuous improvement expectations.

2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments and the State's plan for increasing the coverage of programs and students reported in future program years.

To be completed by the State Data Specialist for the five-year plan..

IV. Accountability and Evaluation - Utah

V. Tech Prep Programs - Utah

V. **TECH PREP PROGRAMS – CONSOLIDATED!**

VI. FINANCIAL REQUIREMENTS

This section would not paste properly. See Appendix V for the information.

Part B: Budget Forms - Utah

Title I: Career and Technical Education Assistance to States (Complete)

A. Total Title I Allocation to the State	\$1,196,451.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$1,196,451.00	
C. Total Amount of Combined Title I & Title II Funds to be distributed under section 112 (Line A + Line B)	\$13,852,834.00	
D. Local Formula Distribution (not less than 85%)	\$11,774,909.00	85.00%
1. Reserve (not more than 10% of Line D)	\$400,000.00	3.40%
a. Secondary Programs	\$200,000.00	50.00%
b. Postsecondary Programs	\$200,000.00	50.00%
2. Available for Formula allocations (Line D minus Line D.1)	\$11,374,909.00	96.60%
a. Secondary Programs	\$6,824,945.00	60.00%
b. Postsecondary Programs	\$4,549,964.00	40.00%
E. State Leadership (not more than 10%)	\$1,385,283.00	10.00%
1. Nontraditional Training and Employment	\$60,000.00	
2. Corrections of Institutions	\$20,000.00	
F. State Administration (not more than 5%)	\$692,642.00	5.00%
G. State Match (from non-federal funds)	\$1,547,583.00	

Title II: Tech Prep Programs (Complete)

A. Total Title II Allocation to the State	\$1,196,451.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$1,196,451.00	
C. Amount of Title II Funds to Be Made Available For Tech Prep (Line A less Line B)	\$0.00	
D. Tech Prep Funds Earmarked for Consortia	\$0.00	
1. Percent for Consortia	0.00%	
2. Number of Consortia	0	
3. Method of Distribution		
E. Tech Prep Administration	\$0.00	0.00%

Student Definitions

A. Secondary Levels

Participants

A secondary student who has earned one or more semester credits in any CTE program area, grades 9-12

Concentrators

Reporting as Seniors - A secondary student who has completed at least one-half the credits in a single CTE program of study, including at least one of the required foundation courses, indicated for a CTE Program of Study, grades 9-12.

B. Postsecondary/Adult Level

Participants

A post-secondary student who has earned one or more credits in any CTE program area.

Concentrators

Post-secondary/adult student who: 1. Completes at least 12 academic or CTE credits within a single program area (program of study sequence) that is comprised of 12 or more academic and technical credits, and terminates in the award of an industry-recognized credential, a certificate, or a degree. 2. Completes a 360 or more membership hour program of study that terminates in an industry-recognized credential, or a state-approved certificate, or degree. 3. Completes a short-term CTE program sequence of less than 12 credits or 360 membership hours that terminates in an industry recognized credential approved by the state. Note: Once a student meets the definition of a concentrator, the student will be put in a cohort and will be followed and reported on for accountability measures.