

**STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR
THE 21ST CENTURY
PERKINS V STATE PLAN**



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INTRODUCTION

The State Board of Education, as the eligible agency for Perkins V, must submit a state plan to the U.S. Department of Education. The State plan includes required elements describing Utah's plans for Career and Technical Education programs and the use of funds under Perkins V requirements. This plan has been developed with input from multiple stakeholder groups, under the guidance of the Utah Perkins Executive Committee and the Utah State Board of Education. The plan submitted in May 2024 will be a continuation of the state plan with no substantive changes.

The Utah State Board of Education (USBE) is designated as the eligible agency responsible for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Perkins V reflects the 100-year federal commitment to Career and Technical Education (CTE) by providing federal support for CTE programs and focuses on improving the academic and technical achievement of students, strengthening the connections between secondary and postsecondary education and improving accountability. Perkins V provides states and local communities the opportunity to implement a vision for CTE that uniquely supports the educational needs of students – exploration through career preparation – and balances those student needs with the current and emerging needs of the economy.

Perkins V requires Utah and eligible recipients to focus on program improvement, high-quality programs of study, and increased student achievement. Areas of emphasis include:

- Driving program improvement through programs of study.
- Requiring data-driven decision making on local spending through a comprehensive local needs assessment (CLNA), involving significant stakeholder consultation and a focus on disaggregated data.
- Using the Perkins reserve fund to spur local innovation.
- Support for career exploration in the middle grades (grades 6-8).
- Program quality, including new program quality performance indicators.
- Increasing the focus on serving special populations, including an expanded definition and required uses of statewide Perkins leadership funds.

The Utah Career and Technical Education system begins with middle and high school programs offered by the CTE division within the Utah State Board of Education. Secondary students can transition and continue into postsecondary education through the Utah System of Higher Education (USHE). Additionally, adult students can access CTE programs through these same postsecondary institutions. The Utah CTE system is designed, in collaboration with the state's secondary public schools, colleges, and universities to develop a well-educated, technically trained, and competitive workforce. Utah continues to focus on high-wage and in demand and emerging careers that are economically important to the state.

CAREER AND TECHNICAL EDUCATION TRANSITION YEAR STATE PLAN – CONTENTS

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GLOSSARY OF TERMS

**Indicates term is based on the same term used in federal law.*

1. **Career and Technical Education (CTE)** – Secondary school (grades 6-12) and some college programs that teach current industry-specific skills and knowledge. CTE programs are directed and funded by the Federal Perkins law and State laws.
2. **Career Development Credential** – Secondary students with qualifying IEPs who successfully concentrate in a secondary CTE pathway and earn 0.5 credit in a work-based learning course can graduate with a state recognized credential. Utah R277-705-6.
3. **Career Technical Student Organization (CTSO)** – Intra-curricular component of career-technical programs having activities designed to support instructional objectives and attainment of technical competencies while helping student members develop interpersonal, citizenship, and leadership skills. (DECA, Educators Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA).
4. **Classification of Instructional Programs (CIP) Code** – provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES).
5. **Comprehensive Local Needs Assessment (CLNA)** – The analysis of the needs of a school that has been identified for support and improvement. The requirements for a CLNA are identified in Perkins law.
6. **CTE Completer** – A student that has met all requirements of a CTE Pathway in a Utah approved CTE program of study.
7. **CTE Concentrator for Postsecondary*** – A student enrolled in an eligible recipient institution who, within the reporting year, has successfully completed a minimum of 12 credits or 360 hours within a career and technical education program or program of study.
8. **CTE Concentrator for Secondary*** – A student served by an eligible recipient who has completed at least two courses in an approved single CTE program or program of study. Once course must be a concentrator course in a specific pathway as defined by USBE.
9. **Concentrator Course** – An approved secondary CTE course that is assigned to be at the concentrating level in a specific program pathway and not duplicated on any other pathways.
10. **Completer Course** – An approved advanced secondary CTE course that is assigned to be at the completer level in a specific program pathway.
11. **CTE Participant** – An individual at either the secondary or postsecondary level who successfully completes not less than one (non-academic) course in an approved CTE program of study.
12. **Dual or Concurrent Enrolled Student*** – Means a program or course offered by a partnership between at least one institution of higher education and at least one local education agency through which a secondary student school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit.
13. **Division of Occupational and Professional Licensing (DOPL)** – An agency within the Utah Department of Commerce that is legislatively charged to administer and enforce specific laws related to the licensing and regulation of certain occupations and professions.

14. **Economic Partnership Councils** – A committee made up of individuals with experience and expertise in the occupational field(s) that the program serves who advise the LEA/Region on the design, development, implementation, evaluation, maintenance, and revision of CTE programs within a career pathway.
15. **Eligible Recipient*** – A local education agency (including public charter schools that operates as a local educational agency), in an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization or Tribal educational agency or a consortium eligible to receive assistance under section 131; or an eligible higher education institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).
16. **Every Student Succeeds Act (ESSA)** – A law passed in 2015 that replaced “No Child Left Behind Act” that governs the United States K-12 Public Education policy.
17. **Local Education Agency (LEA)** – The formal name for governmental bodies that are legally sanctioned by the state to administer elementary or secondary schools in a community. These include public school districts and public charter schools.
18. **National Alliance for Partnerships in Equity (NAPE)** – A consortium of state and local agencies, corporations, and national organizations. The organization has four main areas of focus—professional development, technical assistance, research and evaluation, and advocacy, all focused on equity.
19. **Non-traditional** – The term ‘non-traditional’ refers to a student participating in an occupational or a CTE program in which individuals of one gender comprise less than 25% of the individuals employed in each such occupation or CTE program or field of work. This term closely mirrors the federal definition of ‘non-traditional fields’ but refers to the students participating in or learning about those fields.
20. **Plan for College and Career Readiness (PCCR)** – The Plan for College and Career Readiness process is a comprehensive approach to individual student planning in which school counselors coordinate ongoing activities to help students establish personal goals and develop future plans. School counselors help students make successful transitions from grade level to grade level, set future goals (including selecting college and career pathways), and establish career literacy.
21. **Postsecondary** – Higher education formal instructional program with curriculum designed primarily for students who have earned a high school diploma or the equivalent. Includes two-year colleges, four-year colleges and universities as well as academic, career, and continuing professional education programs. These institutions are currently governed by Utah System of Higher Education (USHE).
22. **Program Approval*** – A method of determining that a CTE program meets or exceeds all established standards and requirements of academic/technical excellence in curriculum, student facilities, placement services, training facilities equipment, safety and instructor credentials to demonstrate eligibility to receive CTE funds.
23. **Program of Study/ Pathway*** – A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; addresses both academic and

technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential. Programs of Study and CTE Programs are used interchangeably throughout this plan.

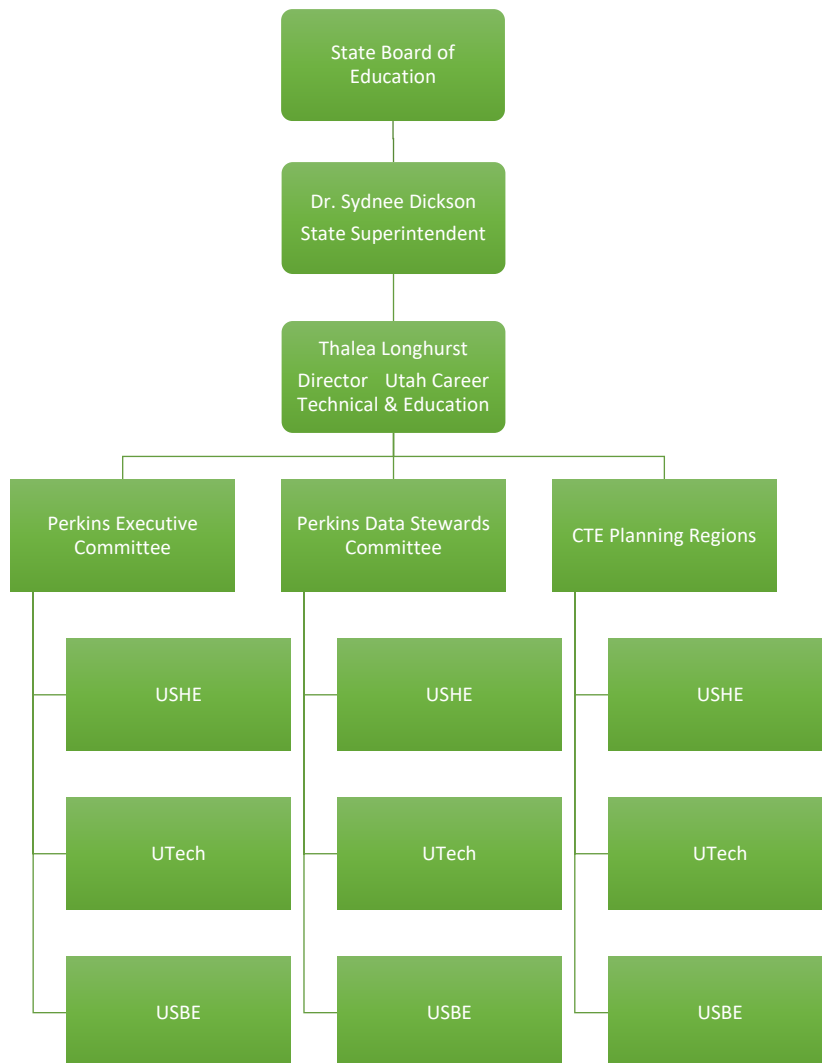
24. **Secondary CTE Course** – Unique section of instruction identified from the USBE approved course list with a unique core code where the first two digits are 30 or above.
25. **Special Populations*** – The term 'special populations' mean: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces
26. **Utah Department of Corrections (UDOC)** – A government agency dedicated to the management and supervision of convicted felons in Utah.
27. **Utah Department of Workforce Services (DWS)** – A consolidated government institution establishment assisting individuals with employment and public assistance programs. Services include and are not limited to statewide initiatives regarding intergenerational poverty, homelessness, affordable housing, refugee support, rural community support, serving veterans and individuals with disabilities, and getting Utahns trained and back to work.
28. **Utah System of Higher Education (USHE)** – Consists of eight public colleges and Universities along with eight technical colleges. These institutions are governed by the local institution's Board of Trustees and the Utah State Board of Regents. These institutions include: Bridgerland Technical College, Davis Technical College, Dixie Technical College, Mountainland Technical College, Ogden- Weber Technical College, Southwest Technical College, Tooele Technical College, Uintah Basin Technical College. University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Utah Tech University, Utah Valley University, and Salt Lake Community College.
29. **Utah System of Technical Colleges (UTech)** – Consists of eight technical colleges governed by a Board of Trustees who represent businesses, industry, trades, and apprenticeships from every region of the state. These institutions include: Bridgerland Technical College, Davis Technical College, Dixie Technical College, Mountainland Technical College, Ogden-Weber Technical College, Southwest Technical College, Tooele Technical College, Uintah Basin Technical College. As of July 2021 UTECH was combined under USHE by the Utah State legislature and is now defined under Utah System of Higher Education.
30. **Work-based Learning (WBL)*** – Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

NARRATIVE DESCRIPTION

Plan Development and Consultation

Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

Utah has a well-established CTE structure that fosters collaboration for secondary and postsecondary CTE programs. The Utah structure organizes CTE into three main committees that support Perkins V planning. This structure allowed for Perkins V planning to roll out quickly and engage many stakeholders from the very beginning. Representation from Utah agency partners participate in these committees for planning and implementing CTE in Utah.



This is Utah's State Plan for Career and Technical Education (CTE) programs under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). All required sections of the plan have been completed. It is Utah's intent to meet the requirements of the act. During the 4-year plan period Utah will embrace the continuous improvement model. This will include continued review of current practices of both secondary and postsecondary CTE programs to determine any needed changes or improvements that would strengthen CTE programs.

After Perkins V authorization in July 2018, six committees were organized as subgroups (working committees) of the three primary planning groups listed above. Representation for secondary and postsecondary partners was present on each of the working committees. These groups worked together to tackle key elements of Perkins V planning for the transition plan and 4-year plan. The committees also took on responsibility for intentionally engaging stakeholder groups throughout the planning process. The working committees are listed below:

Perkins V Working Committees

- Local Application Development
- Needs Assessment Template and Analysis
- Accountability and Data
- Stakeholder Work and Public Hearings
- Pathways/POS Development
- Writing Team (Transition Plan/4-year Plan)

The Utah State Plan was developed in coordination with representatives from each of the required stakeholder groups named in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Utah collected stakeholder input through state level consultations, surveys, and focused group meetings. Opportunities were provided to all stakeholders to submit written input throughout the planning development process.

Materials, surveys and other resources have continually been available through the Utah CTE website, <https://schools.utah.gov/cte/perkinsv>. USBE will maintain a Perkins V website as an ongoing resource and opportunity for providing feedback for Utah's continuous improvement planning.

Required Stakeholder Consultation

- Individuals with disabilities
- Parents, students, and community organizations
- Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth ((section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3))
- Representatives of business and industry
- Representatives of Indian Tribes and Tribal Organizations

- Representatives of secondary and postsecondary CTE programs
- Representatives of special populations
- The State workforce development board (Workforce Innovation and Opportunity Act 29 U.S.C. 3111)
- The Governor

Official Activities and Events:

Date	Topics Discussed
09/26/2018	Reauthorization, Major tenants of Perkins V, Region Consortium options
09/20/2018	State Directors Meeting - Reauthorization, Major tenants of Perkins V, Performance Indicators, Baseline data timeline
09/25/2018	Postsecondary Financial training - Reauthorization, Major tenants of Perkins V, CLNA, New budget requirement, Transition year
10/04/2018	Secondary Financial training - Reauthorization, Major tenants of Perkins V, CLNA, New budget requirements, Transition year
10/16/2018	Public Ed Appropriations Meeting - Major tenants of Perkins V
10/17/2018	Consortium Meeting - CLNA, New budget requirement, Transition year, POS, Committee survey and assignments
10/22/2018 – 10/24/2018	Advance CTE Meeting – Multi-state collaboration including Utah secondary and postsecondary representatives
11/02/2018	USBE Finance Committee Presentation - Major tenants of Perkins V, Transition year
11/5/2018 – 11/7/2018	Advance CTE Regional Workshop Phoenix
1/15/2019	Postsecondary Data Quality – Multi-state collaboration including Utah secondary and postsecondary representatives
1/16/2019	CTE Consortium Meeting
1/24/2019	Secondary CTE Data Quality Meeting
1/28/2019	Local application planning meeting
2/2/2019	CTE Directors Meeting
2/7/2019	USBE Board Committee Meeting
2/11/2019 – 2/13/2019	National DQI
3/12/2019 – 3/11/2019	Plan Writing Committee
3/24/2019 – 3/27/2019	National Policy Seminar
3/28/2019	Perkins Accountability Meeting – Special pop and OCR
4/7/2019 – 4/10/2019	Advance CTE Meeting
4/11/2019	Brustein Training Perkins IV to Perkins V Host SLCC
4/15/2019	ESSA meeting w/Data and Assessment

2/24/2019	CTE Directors Meeting
5/2/2019	Transition Plan approved by USBE
5/2/2019	Call for Region application feedback and questions
5/15/2019	CTE Consortium Meeting
6/26/2019	Needs Assessment Committee Meeting
7/26/2019	Data Stewards Meeting and Perkins Executive Committee Meeting
8/1/2019	Stakeholder Engagement Committee Meeting
8/6/2019	St George LEA kick-off Perkins V
8/8/2019	Perkins Executive Meeting – POS approval
8/9/2019	Stakeholder Engagement Committee Meeting
8/14/2019	Stakeholder Engagement Committee Meeting
8/14/2019	CTE Consortium Meeting
8/21/2019	SW Region Call for Perkins V consortium feedback
9/4/2019	Mountainland Region Perkins V Q & A Region Consortium Discussion
9/16/2019	Public hearing - Pathway charts, Size, Scope, Quality, Performance indicators
9/18/2019	CTE Directors Meeting – Perkins V Planning
9/19/2019	Secondary Finance Training
9/19/2019	Public Hearing – Pathway charts, Region Consortium, Size, Scope, Quality, Performance indicators
9/25/2019	Public Hearing – Pathway charts, Region Consortium, Size, Scope, Quality, Performance indicators, student perspective of POS,
9/26/2019	Public Hearing – Pathway charts, Region Consortium, Size, Scope, Quality, Performance indicators, 4-year plan
9/26/2019	Public Hearing – Pathway charts, Region Consortium, Size, Scope, Quality, Performance indicators, impact on teachers, 4-year plan
10/1/2019 – 10/4/2019	Perkins Implementation meeting DC- Multi-state collaboration including Utah secondary and postsecondary representatives
10/8/2019	Public Hearing – Pathway charts, Region Consortium, Size, Scope, Quality, Performance indicators, 4-year plan
10/10/2019	Special Education Planning meeting – performance indicators with GAP data, placement, SPED graduation certificate, Perkins V plan
10/14/2019	Secondary Student presentation – Pathway, USBE informational materials, stakeholder survey
11/5/2019 – 11/6/2019	CTE Directors Meeting – CLNA, GAP Data files, Performance Indicators,
11/12/2019	National DQI - Multi-state collaboration including Utah secondary and postsecondary representatives
12/2/2019 – 1/3/2020	Open Comment period
12/13/2019 – 1/17/2020	Third party plan consultation review
1/8/2020	USBE Board Committee Meeting presentation – 4-year plan
2/6/2020	USBE Board Meeting - 4-year plan

Additional meetings and planning not listed here have also impacted Utah’s 4-year Perkins Plan. Partner meetings consisting of leadership teams for both secondary and postsecondary representatives provided a forum for meaningful communication that impacted Perkins V planning.

Utah’s plan was released to the public for comment in December 2020. USBE sought input from the public and other required groups. Feedback was received through an online survey tool. Comments from USHE, UTech and other stakeholders have been added to Utah’s plan. Input submitted impacted items focusing mainly on plan definitions, locally developed pathways, competency based education, adult education and after school programs.

Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V).

The Utah State Board of Education is the eligible agency overseeing Perkins requirements for secondary and postsecondary. Representatives from USHE and UTech have consulted on the development of the Perkins State Plan for Utah.

Participating Agencies of Perkins Executive and Data Committees

Agency	Title
USHE	Assistant Commissioner for Academic Affairs and Workforce Development
USHE	Research Analyst II, Carl D Perkins Data Steward
UTech	Associate Commissioner - Academic and Student Affairs
UTech	Assistant Commissioner for Institutional Data and Research
USBE	Director, Utah Career and Technical Education
USBE	Coordinator, Carl D Perkins Grant Manager
USBE	Coordinator, Carl D Perkins Program Approval
USBE	Research Consultant, Carl D Perkins Data Steward
USBE	Compliance Specialists, Carl D Perkins

A variety of engagement opportunities have been provided to stakeholder groups including webinars, face-to-face meetings, online surveys, email communications and technical assistance services. The Utah State Plan has been developed through the Perkins Executive Committee and input received from stakeholders throughout Utah. USBE, UTech, and USHE validate CTE efforts to support State workforce and economic priorities.

Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V).

Staff of the Utah State Board of Education held public meetings at multiple locations across Utah. Stakeholders were provided notification of the meetings through email communications, social media blasts and USBE website postings. These meetings provided direct access to USBE staff involved in the development of the Perkins State Plan. Staff provided an overview of the state plan, identified significant changes between Perkins IV and Perkins V plan, and highlighted the state’s transition plan. Participants were encouraged to ask questions and provide suggestions for improvement of the plan. In order to solicit continued input, participants were provided with CTE contact information. Additionally, the State Perkins Plan was posted on the USBE website with related Perkins documents. This was designed to allow for expanded public comment prior to USBE approving the state plan.

Public Comment and Meeting Schedule:

Date	Location	Duration
9/16/19	Online WebEx	3:30 – 4:30 p.m.
9/19/19	Jordan Academy for Technology and Careers	4:00 – 5:00 p.m.
9/25/19	North Sevier High School	4:30 – 5:30 p.m.
9/26/19	Utah State University	9:30 – 10:30 a.m.
9/26/19	Juab High School	4:30 – 5:30 p.m.
10/8/19	Washington School District Office	6:00 – 7:00 p.m.
12/20/19 – 1/3/20	Plan Posted Online	On Demand
1/8/20 – 2/6/20	Plan posted in State Board Meeting Documents	On Demand
2/10/20 – 3/16/20	Governor’s Review	

Program Administration and Implementation

Section 1. State’s Vision for Education and Workforce Development.

1.a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V).

For the ninth year running the American Legislative Exchange Council (ALEC) ranks Utah’s Economic Outlook as #1 in the country. Along with the ALEC, Forbes, Travel & Leisure, New York Times, and Inc. have all identified Utah as a hot spot for economic development. Utah boasts an

exceptionally low, 2.7% unemployment rate and an average annual population growth of 1.9%. Utah's economy is booming.

The current economic climate requires all Utah agencies to work together to support a united vision of workforce development. This work is evident through multi-agency themes, initiatives and goals. Initiatives in Utah allow for students to receive exposure to career opportunities as early as elementary school. Students in Utah's middle grades begin a more focused career exploration experience through a state mandated course called "College and Career Awareness". This course helps students identify their strengths, interests, and the education requirements for career choices. High school students are required to take a minimum of 1.0 credit in CTE programs for graduation. This credit requirement provides all students in Utah with exposure to CTE programs. Postsecondary initiatives provide expansive opportunities for concurrent enrollment and post-high school financial support to CTE programs for in demand industries. Coordinated efforts continue to be developed to meet the needs of Utah's growing education system and diverse industries.

In Utah CTE programs are organized into career clusters that align with workforce industries. Within each cluster organized career Pathways/Programs of Study are available to students at the secondary and postsecondary levels. CTE programs of study contain content aligned to academic standards, industry standards, and workplace skills. CTE programs of study provide the opportunity for students to engage in workplace learning experiences and earn postsecondary and/or industry-recognized credentials. Each program of study also provides the opportunity for secondary students to participate in Career and Technical Student Organizations (CTSOs). CTSOs are co-curricular learning experiences that extend course instructional content by engaging students in hands-on learning experience connected to CTE programs of study. Utah DWS releases [occupational projections](#) and provides a web based [economic data viewer](#) tool that continues to influence state and local workforce activities including Pathway/Program of Study development in Utah.

Utah agencies also coordinate work on industry driven pathways that combine secondary, postsecondary and work-based learning (internship and apprenticeship) experiences. These pathways are coordinated in partnership with all agencies through Talent Ready Utah.

Currently available through this program are industry specific pathways in:

- Utah Aerospace Pathway
- Diesel Technician Pathway
- IT Pathway
- Medical Innovations Pathway

Additional pathway development is organized through coordination with sector associations as well as secondary and postsecondary institutions. Examples of additional program development:

- Architecture Engineering and Construction (AEC) project consists of a partnership with postsecondary, secondary, the Home Builders Association and Association of General Contractors.
- Aviation Pilot Training, and Drone project consists of a partnership with postsecondary, secondary and the Utah Department of Transportation Aeronautics

CTE partners with the State Workforce Development Board. Directors from secondary and postsecondary organizations serve on the SWDB and staff support the board committees. CTE staff participate on the Career Pathways Committee, the Youth Committee, and the Apprenticeships Committee. The primary goals of the SWDB committees are to support the alignment and collaboration of WIOA core and required partners. In addition, CTE is a partner in Utah’s comprehensive one-stop centers (American Job Centers) and actively participates in the certification process. This ensures that CTE is coordinating, leveraging resources, and aligning with partners at the local level. Recently CTE staff have been receiving training on the newly developed Partner Referral System which will make it easier for operations staff to make and track referrals to partners.

1.b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V).

Workforce development activities in Utah are coordinated through the Utah Department of Workforce Services (DWS). Utah’s DWS is the Governor’s Designee for oversight of the Workforce Innovation and Opportunity Act (WIOA). The Utah WIOA State Plan has identified a strong vision and five goals that work in partnership with Utah’s Perkins V State Plan.

Utah’s WIOA Vision: A strong economy, now and in the future, depends on a world-class workforce. Utah will enhance and expand collaborative efforts with businesses and organizations, educational institutions, community partners, and government agencies through business development and partnerships related to key industry sectors and occupations. Through its implementation of WIOA, Utah will increase access to and opportunities for employment, education, training and support services that individuals—particularly those with barriers to employment—need to succeed in the workforce.

Goals:

Focus – All-Encompassing Partnerships

Utah will partner across the WIOA core and required partners, education, economic development, businesses, organizations and other programs to coordinate, align

strategies, leverage resources and work together to develop Utah's workforce and create opportunities for sustainable employment.

Utah will strengthen its partnerships by:

- Working with workforce system partners, particularly core and required partners and the State Workforce Development Board, to ensure current labor market information and performance data are utilized to inform the development of an effective and integrated workforce system that ensures support of diverse local economies throughout the state
- Leveraging state funding resources to support the promotion of key occupational clusters and industry sectors identified through economic analysis and input from employers, and utilizing these resources to support the state workforce development activities
- Promote and participate in opportunities to align, collaborate, and leverage resources among core and required partners, particularly in the comprehensive one-stop centers, to continually improve service to Utahns and ensure that anyone who comes to the office for assistance receives a service or an effective referral

Focus – Employers

Utah will involve employers directly in the workforce development system by utilizing and leveraging existing partnerships and expanding opportunities for them to participate in developing new partnerships and aligning programs. This will include:

- Ensuring business needs are met by collecting information from partner surveys, reports, and business or industry groups and identifying gaps or opportunities to improve services, including building stronger collaboration, alignment and leveraging resources
- Reaching out to employers to help design career pathways for use in secondary education (K-12), Adult Education and post-secondary education
- Partnering to promote and support current work-based learning opportunities and coordinate to recruit more organizations to provide these types of training opportunities
- Partnering to coordinate and collaborate in outreach and marketing to the business sector
- Involving State Workforce Development Board members in promoting business customer surveys, encouraging participation on board committees, and utilizing the business services available so they can provide feedback and ideas for continual improvement

Focus – Education and Training

Education and training partners will establish programs that meet both the current and emerging needs of businesses and organizations, including an emphasis on real-life applicability of skills development. Partnerships will facilitate clear connections for students to join Utah’s workforce. This will be accomplished by:

- Developing a talent pipeline in targeted industry sectors
- Ensuring all partners are aware of the educational offerings available and are recruiting and making referrals for WIOA-targeted populations, specifically those with barriers to employment
- Developing programs and strategies that help high-school students connect to concurrent enrollment, high school CTE, and other partnership pathways to post-secondary CTE programs and ensuring that all partners are aware of the programs
- Utilizing short-term post-secondary CTE certificate programs that link to recognized industry credentials, including a subset of certificate or degree programs (stacked and latticed credentials) to provide efficient pathways for students to achieve additional educational credentials.
- Ensuring core and required partners are aligning, coordinating and collaborating as career pathway initiatives are developed and implemented, particularly in areas where there is a comprehensive one-stop center

Focus – Workforce

Utah will provide education and training options that provide the skills and competencies required to meet employer and job seeker needs. Strong partnerships will enable job seekers to find sustainable employment and employers to recruit and retain quality employees. This will involve:

- Increasing awareness for the job-readiness skills necessary for competition in the workforce and providing supplemental preparation and/or training
- Leveraging core and required partner programs to increase awareness of the workforce skills employers are requesting
- Partners will coordinate and collaborate to develop career pathways that support ongoing skill development
- Partnering to coordinate and collaborate in outreach and marketing to employed, underemployed, and unemployed individuals.

Focus – Populations with Barriers to Employment

Government and community partners will leverage and align resources to reduce or eliminate barriers to employment so that at-risk populations have greater opportunities in the workforce. This will be accomplished by:

- Ensuring partners have strong relationships at the local level so education partners connect these populations to community services that support them.
- Partners developing and implementing comprehensive strategies that connect these populations to services and ensure best practices are implemented to access services, coordinate outreach methods, and messaging to target populations
- Ensuring partners develop a cycle of continuous improvement to assess program efficacy and make real-time adjustments to outreach strategies in serving at-risk populations.

Representatives for USHE, UTech, USBE and DWS meet regularly to assist in the work organized to meet these goals. Utah secondary and postsecondary institution’s missions and visions allow for a cohesive direction for meeting the needs of the state.

Utah has established a bold vision for Career and Technical Education. We continue to re-examine, grow, and transform CTE into a system that prepares each learner for a lifetime of success. The principles of our vision are:

- All CTE programs are held to the highest standards of excellence;
- All learners are empowered to choose a meaningful education and career;
- All learning is personalized and flexible;
- All learning is facilitated by knowledgeable experts; and
- All systems work together to put learner success first.

USHE: The mission of the Utah System of Higher Education (USHE) is to provide high quality academic, professional, and applied technology learning opportunities designed to advance the intellectual, cultural, social, and economic well-being of the state and its people. USHE will foster a society of lifelong learners, prepare a productive work force for a knowledge-based global marketplace, cultivate social responsibility and commitment to ethical values, improve the quality and understanding of life, and promote cultural awareness and appreciation for diversity. With a vision that Utah will forge an exceptional, learner-centered educational system providing citizens with the opportunity to become enlightened, to value ethnic and cultural differences, to have a global perspective, to develop an abiding sense of ethics, and to achieve their personal potential, thereby advancing the State and its citizens intellectually, socially, economically, and culturally.

UTech: The Utah System of Technical College’s mission is to meet business and industry needs for technically skilled workers and promote economic development by providing market-driven technical education to secondary and adult students. The guiding principles state that “through its technical colleges, UTech prepares students to enter, re-enter, or advance in the workplace, which contributes to economic development and improves the quality of life for Utah citizens. The UTech mission is accomplished through competency-based education and training

programs, which may be long term, short-term, apprenticeship, or custom-designed for individual employer needs. Most of the programs are offered in a flexible, open-entry/open-exit format.

USBE: The Utah State Board of Education leads by creating equitable conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support. CTE's specific mission is to provide all students access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value. The goal is to see that every student takes advantage of the opportunity to earn college credit while in high school, understanding that through advanced academic training they will save time and money, which will enable them to quickly earn an industry license and/or an associate degree.

USBE encourages eligible recipients to collaborate with community partners and youth serving providers, such as adult education and out-of-school time programs, to expand the times, places and resources students have access to in learning as they engage in career exploration, career pathways, competency education and hands-on and work-based learning experiences.

Secondary Goals:

- Early Learning
- Personalized Teaching & Learning
- Safe & Healthy Schools
- Effective Educators & Leaders
- Empowering students to meet their graduation and career goals

Perkins is dedicated to increasing learner access to high-quality Career and Technical Education (CTE) pathways/programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers.

Utah's Portrait of a Graduate's intention is to help students build characteristics that show mastery of skills, personal autonomy, and future purpose. CTE and Perkins V facilitate the development of these characteristics and empowers students to meet their future goals through project-based and career-focused learning, internships, and clinical experiences.

The overall purpose of the "Strengthening Career & Technical Education for the 21st Century Act" (Perkins V) is to develop more fully the academic knowledge and technical and employability skills of secondary students and postsecondary education students who elect to enroll in career and technical education programs of study.

With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers.

1.c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V).

As a required core partner, CTE is actively engaged in joint planning the WIOA state plan and related activities. Postsecondary institutions have agreements in place to define financial obligations. Representatives from Utah agencies participate in core partner planning meetings including representation from adult education programs in Utah. The purpose of the committee is to develop, organize and carry out activities for workforce development to meet demands of business and industries. The vision of

WIOA is to achieve and maintain an integrated, job-driven workforce system that links Utah's diverse, talented workforce to the nation's businesses and improves the quality of life for citizens.

The Utah State Board of Education has oversight of Perkins V, Adult Education, and the Every Student Succeeds Act. As a result, collaboration opportunities are readily available, and coordination of efforts is expected. All groups work together to support the strategic plan and priorities of USBE.

ROLE OF THE CORE PARTNERS

To ensure that employment and training services are:

- **Coordinated**
- **Complementary**
- Jobseekers acquire skills and credentials that meet employer needs.



Through ESSA Utah has adopted a Career Readiness Indicator for LEAs as part of the requirements in ESSA. CTE Concentrators are included as an element of that indicator. Utah's Perkins V performance indicators also align well with current requirements of ESSA. In addition, coordinated monitoring efforts are being developed for all federal programs. Current initiatives by USBE CTE include:

- Starting early
 - Exposure to career interests
 - Help eliminate biases that lead to nontraditional career choices
 - Increase understanding of available Utah programs
- Meet or exceed ESSA proficiency levels

- English Language Arts
- Mathematics
- Science
- Graduation Rates
- Readiness Coursework
- Improve CTE program and credential completion
- Close achievement and performance gaps
- Increase access to high quality CTE programs
- Promote CTE program innovation

1.d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of the Act for purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V

In addition to required uses of funds as identified in Perkins V, leadership funds will be used to:

- Administrative and data coordination efforts between USBE, USHE and UTech agencies
- Development and enhancement of CTE data systems
- Development and maintenance of statewide articulations
- Development of local pathways/programs of study
- Development of middle level programs
- Development of rigorous and academically challenging CTE courses
- Efforts to make CTE data more transparent and public facing
- Establish high quality WBL programs
- Expansion of CTE programs for emerging employment opportunities
- May use leadership funds for incentive grants determined on an annual basis
- Program quality reviews and program approval efforts
- Provide high quality professional development for secondary and postsecondary educators
- Provide technical assistance and program support
- Research and analysis of CTE data and programs
- Staff time related to industry partnerships including statewide Economic Partnership Councils
- Statewide oversight of Career and Technical Student Organizations (CTSO)
- Support for credentials of value and skill attainment development and maintenance
- Support statewide pathway/programs of study
- Teacher recruitment and retention incentive grants
- Third party independent evaluation of alignment of POS and Utah workforce needs
- Training for eligible recipients on equity, special populations and non-traditional careers

Section 2. Implementing Career and Technical Education Programs and Programs of Study

Section 2.a Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Utah uses comprehensive high schools and postsecondary institutions offering 2-year associate degrees, 1-year certificates, and industry-recognized credentials to provide Career and Technical Education (CTE) that is integrated with rigorous academic courses. Students interested in CTE are encouraged to complete CTE Pathways/Programs of Study.

CTE Programs of Study (POS) and CTE Pathways are state-recognized coherent groupings of courses within Career Clusters at the secondary and/or postsecondary level. All course sequences are designed to provide a student the opportunity to complete a program. POS/Pathways for both secondary and postsecondary are based on an analysis of current labor market information provided by Utah's Department of Workforce Services (<https://jobs.utah.gov/index.html>). Programs of study are coordinated, non-duplicative sequences of academic and technical content at the secondary and postsecondary level that incorporates challenging, state academic standards; addresses academic and technical knowledge, as well as employability skills; is aligned to the needs of industries in the state, region, or local area; progresses in content specificity; has multiple entry and exit points that allow for credentialing; and ultimately culminates in the attainment of a recognized postsecondary credential. These programs are available for adoption by eligible recipients. Utah continues to develop and adjust POS/Pathways through a fluid and collaborative process as industry needs change.

In Utah there are several statewide initiatives that guide, support, and foster development of new CTE programs. These include Talent Ready Utah, Strategic Workforce Investment, and industry pathway programs coordinated through the Governor's Office of Economic Development/Talent Ready Utah. CTE programs are primarily developed by UTech, USHE, and USBE. Utah expects that new programs of study will continue to be identified and developed through these initiatives.

2.b - Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132

Career pathways show students a direct connection between doing well in high school and being able to transition smoothly to postsecondary opportunities and getting a good job when they graduate. Students who focus on a career pathway acquire the skills necessary for entry

into well-paid careers with high potential for rapid financial growth, increased levels of responsibility, and a high degree of personal satisfaction.

Postsecondary: Utah has created a formal process for locally developed programs of study/pathways. All programs are approved by the respective governing boards consistent with state law and board rule. CTE programs eligible for Perkins funding are approved by the Perkins Executive Committee through a state-identified process.

Secondary: Utah has created a formal process for locally developed programs of study/pathways. All programs must be approved by USBE. Utah has developed a process by which CTE planning regions can design secondary pathways that align with regional workforce needs. The requirements, policies and procedures framework are provided below, and a sample application can be found in appendices. Ongoing development and refinement of the process will continue throughout the 4-year plan period. Statewide POS/Pathways will also continue to be developed and supported as described in this section.

Local Planning Region Pathway Agreement (Appendix A)

Region Pathway Criteria:

- A seamless transition from middle to secondary to postsecondary education with entry and exits points available.
- Pathway must include middle grade courses, exploratory courses, academic supporting courses, at least one concentrator course, and at least one completer course.
- Pathway must be industry driven within the region.
- Pathway must not duplicate or minimize any secondary USBE approved pathway.
- Dual and concurrent enrollment and other credit transfer options are well defined between secondary and postsecondary partners.
- Pathway must meet minimum requirements to allow a student to complete the pathway. Secondary pathway must be completed during grades 9-12.
- Pathway must incorporate credentialing through end of course skill or industry certification.
- Demonstrate availability of work-based learning experiences aligned to the pathway.

Assurances:

- All secondary and postsecondary directors in the region support the regional pathway application.
- Industry partners in the region must support the regional pathway application.
- This agreement is in effect only when all criteria and conditions of the Career Pathways Program have been met.
- The purpose of the pathway is to lead students to high skill, in demand or emerging careers, or industries with regional significant importance.
- Application must be submitted to USBE for approval.

Programs of Study at the secondary level:

Secondary programs of study are identified as high school Career and Technical Education Pathways. Currently Utah supports thirty-four CTE pathways (Appendix B) across thirteen career clusters (Appendix C). Each CTE career pathway consists of sequenced courses providing instruction in academic and technical knowledge for current high skill, in-demand or emerging career fields. Courses within the pathways align with industry needs and follow state-approved standards. Credentials of value are tied to each pathway that validate the skills and knowledge students learn while participating in secondary POS. These credentials will continue to be updated to meet industry needs.

Utah CTE Career PATHWAYS

Pathways to College & Career Readiness

School Year 2024-2025



Career Cluster® > Career Pathway

Agriculture, Food & Natural Resources

- > Agricultural Mechanics Systems
- > Agricultural Production Systems
- > Animal & Veterinary Science
- > Food Science, Dietetics & Nutrition
- > Natural Resource Science
- > Plant Science

Architecture & Construction

- > Architectural & Interior Design
- > Construction & Structural Systems

Arts, Audio/Visual Technology & Communications

- > Broadcasting & Digital Media
- > Fashion Apparel & Textiles
- > Graphic Design & Communication

Business, Finance & Marketing

- > Business
- > Finance
- > Marketing

Computer Science & Information Technology

- > Cybersecurity
- > Information Technology Systems
- > Programming & Software Development
- > Web Development

Education & Training

- > Pre-K: Early Childhood Education
- > K-12: Teaching as a Profession

Engineering & Technology

- > Engineering

Health Science

- > Health Science

Hospitality & Tourism

- > Culinary Arts
- > Hospitality & Tourism

Human Services

- > Family & Human Services
- > Personal Care Services

Law, Public Safety, Corrections & Security

- > Protective Services

Manufacturing

- > Manufacturing & Production
- > Welding & Machining

Transportation, Distribution & Logistics

- > Automotive
- > Aviation
- > Diesel

The image above is the current list of secondary pathways. Each pathway consists of:

- Coursework: Courses designed around approved standards: All secondary CTE coursework goes through a rigorous process of development and refinement that includes design, implementation, and continuous improvement. Content standards are developed through a multi-stage process which includes: a) involvement of industry in

the definition of skills necessary for entry level employment, b) development of standards which target industry defined skills, c) review by industry, educators and other stakeholders with expertise in the target area, d) alignment with postsecondary partners, and e) ongoing quality improvement through a four-year update cycle.

- Industry involvement: This stage includes involvement of industry partners to determine the critical skills needed by entry level employees. These skills include both technical and workplace requirements needed to enter employment and to progress the industry.
- Standards development: An analysis of the industry defined skills takes place to determine if meeting the industry needs will require development of standards for a semester, year or multiple courses. Introductory courses focus on basic skills and a broad overview of the career field with additional courses in the sequence becoming more specific related to targeted industry.
- Stakeholder review: A review by educators, subject matter experts, industry partners and other entities critical to the POS takes place upon completion of the draft standards. Modifications, additions and deletions occur during this review preparing the new or updated standards for implementation.
- Postsecondary alignment: Postsecondary partner participation occurs through the first three stages. This supports Local Education Agency (LEA) in initiating conversations regarding alignment of secondary and postsecondary requirements.
- Quality Improvement Cycle: All CTE coursework is reviewed at a minimum of every four years. During this time standards are reviewed through a process similar to the multi-stage process listed above. A course may be reviewed earlier if needed based on stakeholder input.
- Stakeholder input can be submitted at any time through the [CTE Standards Rating Tool](#).

CTE works with the Teaching and Learning department at the Utah State Board of Education to support meeting student academic achievement goals. Additionally, CTE standards include application of rigorous academic content identified by industry as important to successful employment. Several CTE courses also meet the requirements designated for academic graduation coursework. Examples of this include: Computer Programming (Science), Business Communication (Language Arts), and Accounting I and II (Mathematics). Examples of current courses meeting the criteria for the Utah Graduation Requirements is provided in Appendix D.

Postsecondary Collaboration

All state approved POS/Pathways include opportunities for students to begin postsecondary coursework while in high school. This may be under concurrent enrollment guidelines where students receive both high school and college credit for the courses or may be aligned with technical college hours based non-credit programs. Students in these programs can obtain certificates and or degrees through articulation agreements between secondary and postsecondary or postsecondary to postsecondary institutions.

Core Code	CE Code	UTECH Code	Course Title (In Cactus)
30-02-00-00-090		30-02-00-11-090	Veterinary Assistant I
32-02-00-00-140	32-02-00-13-140	32-01-00-11-140	Business Management
32-02-00-00-010	32-02-00-13-010	32-02-00-11-010	Accounting I
32-02-00-00-020	32-02-00-13-020	32-02-00-11-020	Accounting II
32-02-00-00-030		32-02-00-11-030	Accounting , Advanced
32-02-00-00-110	32-02-00-13-110	32-02-00-11-110	Business Communication I

Figure 1 Example of Core codes used for USBE, USHE CE and UTech articulations

Local Education Agencies (LEA) implementing Programs of Study in Utah’s secondary schools are required to:

- Follow the clearly defined sequence of coursework with a minimum of 2 courses as identified by the state for concentration of a POS/Pathway.
- Administer state assessments of both knowledge and performance.
- Provide opportunities for work-based learning experiences.
- Where possible, articulate POS/Pathways with postsecondary partners for both technical college hours and/or college credit.
- Provide options for industry certifications and/or licensure where applicable.
- Identify institutional partner coursework that will enhance the program of study.
- Provide opportunities for industry engagement through local Economic Partnership Councils.

Each secondary CTE Pathway is mapped from grades 7-12 and aligned to postsecondary majors and technical programs for high skill, in demand or emerging occupations. During the 4-year plan current Pathway/POS sequences will be updated if necessary, to meet industry and/or postsecondary requirements. This also means that the state will not approve and/or discontinue programs that do not meet the defined criteria. Secondary state course standards can be found on the Utah State Board of Education Career and Technical Education website (<https://www.schools.utah.gov/cte>).

Programs of Study at the postsecondary level include:

Development and approval of new postsecondary education programs is led by governing boards of Utah’s USHE and UTech agencies. Each agency has governing state rules or oversight of their respective institutions.

Example: Board of Regents Rule R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports. Under this rule, institutions are guided in the development of CTE certificate and degree programs. Acting within the scope of their respective missions, institutions work through an institutionally defined curriculum review process, and then seek program approval from the institutional board of trustees. Notification is then

provided to the State Board of Regents. For new degree programs, prior to board of trustee approval, programs undergo peer review by institutions throughout the state higher education system.

To meet Perkins V postsecondary programs must also:

- Follow the clearly defined sequence of coursework as identified in the Utah program approval process.
- Provide opportunities for work-based learning experiences.
- Articulate POS/Pathways with postsecondary and secondary partners for technical college hours and/or credit.
- Provide options for industry certifications and/or licensure where applicable.
- Provide opportunities for industry engagement through local Economic Partnership Councils.

In addition to agency specific processes, educational institutions (higher education institutions, technical colleges, and local education agencies) participate in eight CTE Planning Regions that encompass the entire state. These regions meet at least quarterly to coordinate activities, curriculum, assess industry needs for CTE programs and identify potential certificate and degree programs that could be developed or strengthened within each region. Regional CTE leaders also consult closely with leaders in industry and workforce development; in considering programs to develop and/or expand. CTE Planning Regions focus on the following:

- Availability of current CTE offerings in the region.
- Regional coordination among three educational providers of CTE.
- Certificates and other programs that should be offered locally for in-demand or emerging, and/or high-wage occupations.
- How certificates and other credentials can complementarily stack to additional certificates, associate degrees, or other programs.
- Development of articulations for these programs, or portions thereof, that might be provided for delivery in high schools through concurrent enrollment.
- Analyze regional special population needs within CTE Pathways/POS, and other relevant data.

At the postsecondary level, this partnership approach focuses on short-term certificates (16-29 credits, or up to 600 clock hours) as a first step for students or as a short-term option for adults re-tooling for a career change or career advancement. In most cases, these certificates are designed to be stackable giving students the opportunity to earn meaningful credentials. When high school students enroll in these stackable programs, it is anticipated that students will be more likely to continue earning meaningful credentials.

Postsecondary CTE Pathways/POS are sent by the local institutions to staff at the Utah System of Higher Education (USHE) and the Utah System of Technical Colleges (UTech) for approval.

Each agency reviews the program against state and federal CTE definitions and requirements and will make a recommendation to the state Perkins Executive Committee (composed of representatives from the Utah State Board of Education CTE Department, USHE and UTech). The Perkins Executive Committee provides final determination of CTE programs for Perkins eligibility. The state-approved programs will be identified and be cross-walked to the national clusters.

These CTE Programs of Study fall into the following categories:

- Associate degrees
- One-year certificates
- Less than one-year certificates
- Short-term programs ending in an industry certification/state license

A list of approved CTE programs of study will be maintained by the USBE CTE Department. The postsecondary approved list will be reviewed annually by the Perkins Executive Committee.

2.b.i. - Promote continuous improvement in academic achievement and technical skill attainment;

The process for continuous improvement of CTE programs is cyclical following the state fiscal year. All eligible recipients are required to evaluate progress toward goals and levels of performance. Each must also collect stakeholder input through a comprehensive local needs assessment with required elements as outlined in the Perkins V Act. Each local application must provide the results of the needs assessment and data elements used to determine how Perkins funds will be spent to address local needs. Local applications will be made available to eligible recipients through the [Utah Grants Management system](#).

Each eligible recipient will submit a local application in response to the Local Application Guide. The state will receive local applications and review them to assure all required items are addressed adequately.

The application approval criteria:

- Provides a clear response to each question in the local application.
- All required documents are completed and included in the application.
- Meets size, scope, and quality requirements.
- Includes clear descriptions of continuous performance improvement strategies for all required elements.
- Describes how funds will be made available to address local needs assessment, goals and performance strategies.

To ensure continuous improvement, annual program quality reviews will be conducted by state staff and members of the Perkins Executive Committee. Due to the number of eligible

recipients, onsite visits are scheduled on a rotation. Adjustments will be made to the onsite schedule based on risk factors as determined by USBE.

The Perkins Executive Committee will require eligible recipients to convene Economic Partnership Councils consisting of stakeholder groups representing: education, state economic and workforce development, business and industry, and other partners with expertise about CTE programs.

The state will provide professional development opportunities and training for eligible recipients through an organized training program and one-to-one technical support.

Another program quality initiative will be the Utah Perkins Data Quality meetings held each winter. Local CTE directors and their data staff will participate in an in-depth review of state and local performance data. The data reviewed will include a state and local gap chart that identifies current data trends. Participants will be able to discuss and provide input on secondary and postsecondary levels of performance. The local application will also be reviewed to assure understanding of how local data impacts the application and the process for developing continuous improvement plans.

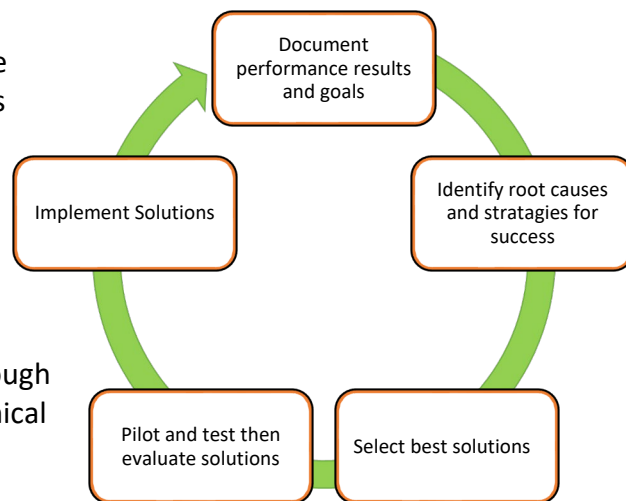


Figure 2 Continuous Improvement Cycle

2.b. ii. – Expand access to career and technical education for special populations

During the 4-year plan Utah will develop strategies for expanding access of CTE programs and closing gaps in performance of special populations. This work will be accomplished through collaboration with special population subgroup representatives. Current efforts for secondary and postsecondary follow.

Secondary CTE is provided with additional state funding to help cover expenses of high cost programs in grades 9-12. This funding allows more opportunities for secondary students to have access to programs that would not otherwise be possible. In addition, USBE has recently passed new rules that reduces and restricts local school fees to help eliminate barriers for all students in public education programs. Utah’s CTE POS/Pathways also allow for accommodations in technical skill evaluations.

Utah has developed a Career Development Credential (Appendix E) for qualifying students with IEPs. Students who successfully concentrate in a secondary CTE pathway and earn 0.5 credit in a work-based learning course can graduate with a state recognized credential. Utah R277-705-6 Career Development Credentials outlines the detail for qualifying students.

Postsecondary USHE institutions encourage students to enroll, retain, and complete programs as a system-wide priority. Consistent with State Board of Regents direction, USHE institutions have deployed several initiatives to help students succeed in college. These initiatives focus on student-centric issues and include affordable participation, access, timely completion, student safety and well-being, and workforce. A new system-wide scholarship program, Access Utah Promise Scholarship, is need-based and will make the first two years of education available to an increased number of students, including those from special populations. Additionally, a new Career and Technical Education Scholarship provides funding for students in non-credit short-term (typically one-year or less) CTE programs. As specified in local needs assessments, Perkins funding will be used to support students in CTE programs by providing greater access, reducing barriers to completion, and providing new and enhanced programs that target critical workforce needs.

At the secondary and postsecondary levels, efforts have been made to make CTE accessible throughout rural locations. Added access to qualified instructors has been accomplished by collaborative efforts to share instructors LEA-to-LEA and LEA-postsecondary institutions. Regional efforts that focus on technology and teacher training at all levels have engaged teacher partnerships and expanded offerings to students in CTE programs.

2.b. iii. – Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

In an effort to expand the classroom experience, Utah includes Work Based Learning (WBL) opportunities as part of POS/Pathways. Concepts and skills learned in the classroom can be applied and tested in a workplace environment where appropriate. Secondary WBL programs are undergoing a revision primarily related to student internships. The program changes will be developed in the first year of the 4-year plan and refined as needed. Currently, students in WBL programs can earn a 21st Century Skills certification. The goal of Utah WBL is to ensure students are prepared with the personal traits, knowledge, and skills to seamlessly navigate the transition into postsecondary education and industry.

Additionally, Utah's ESSA plan includes readiness indicators tied to employability skills. As part of the secondary school report card, schools are rated for student performance in this coursework. Readiness coursework is intended to be an indicator of equitable opportunity for students to access advanced college and career courses in high school. Schools can make significant impact in this area by analyzing student course-taking patterns and working with students to encourage them to enroll in more rigorous coursework.

Employability skills can be learned through Career and Technical Student Organizations (CTSOs). Utah has eight career and technical student organizations that are part of quality CTE programs.

As part of approved high-quality programs, LEAs at the secondary level must support CTSOs that align with the with the POS/Pathway(s) offered to students.

Postsecondary CTE programs include sequences of courses that provide students exposure to relevant industry and career-specific content. CTE administrators and faculty receive regular input from industry groups that provide guidance on program content. CTE students have opportunities to participate in industry-related activities that enhance their experience and provide greater understanding of careers, for which they are preparing. These include items such as cooperative education, internships, apprenticeships, industry recognized certifications and participation in CTSOs and other student organizations. A list of CTSOs that qualify for LEA program approval will be maintained by USBE CTE and reviewed annually.

Utah's Career and Technical Student Organizations:

- DECA – An organization that focuses in the areas of entrepreneurship, marketing, hospitality, and management.
- Educators Rising – An organization that focuses in the area of education for aspiring teachers.
- FBLA – An organization that focuses in the areas of business, management, finance, marketing, entrepreneurship, and technology.
- FCCLA – An organization that focuses in the areas of culinary arts, education, hospitality, human services, and visual arts.
- FFA – An organization that focuses in the areas of agriculture, food production, and natural resources.
- HOSA – An organization that focuses in the area of health sciences for aspiring health professionals.
- SkillsUSA – An organization that supports a broad spectrum of industries to develop opportunities for students and a skilled workforce.
- TSA – An organization that focuses in the areas of engineering, technology, manufacturing and other STEM careers.

Students participating in these organizations have unique opportunities to demonstrate workplace readiness in a career area that aligns with their chosen POS/Pathway. Students are exposed to current industry trends and real-life scenarios, in which they receive training and are able to compete with their peers. Students learn to work in teams through many CTSO competitive events. Service is also a key component of CTSOs; providing students with a unique perspective in the workplace and philanthropic efforts. Professionalism, problem solving, oral and written communication, and many other workplace skills are supported by CTSO programs.

2.c. i. – Describe how the eligible agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Utah is a local control state that is organized with state agencies who provide structure and support for educational opportunities. Local LEAs and institutions have the autonomy to decide communication routes to parents, students and their communities. It is required that eligible recipients provide information and resources in languages that are significant in their populations.

At the state level USBE, UTech and USHE each provide structures and resources that eligible recipients can utilize. Additionally, these resources are available to the public and industry partners through accessing state agency websites.

Information is made available through the following sources:

- Institutional websites provide academic and career planning with student services information including program requirements and work-based learning experiences.
- CTE directors disseminate relevant information to faculty and students.
- Academic and career guidance counselors advise students of program options, academic planning and requirements, career options, industry connections, etc.
- Program faculty advise students relative to program requirements and often provide connections to industry representatives for placement and student projects.

Samples of informational materials and resources available:

- USBE provides a general overview of CTE programs and current topics: <https://schools.utah.gov/cte>
- Publications for Print: <https://schools.utah.gov/cte/publications/print>
- Career Pathways: <https://schools.utah.gov/cte/pathways>
- Department of Workforce Services (DWS): <https://schools.utah.gov/cte/resources/dwsresources>
- Scholarships and Tuition Awards: <https://schools.utah.gov/cte/resources/scholarshipsawards>
- Career and Technical Student Organizations (CTSOs): <https://www.schools.utah.gov/cte/ctso?mid=3070&tid=0>
- Utah System of Higher Education: <https://higheredutah.org/>

- Utah System of Technical College: <http://www.utech.edu/>
- Social media
 - Facebook: <https://www.facebook.com/UtahCTE/>
 - Twitter: <https://twitter.com/UtahCTE>
 - Instagram: <https://www.instagram.com/utahcte/>
 - YouTube: <https://www.youtube.com/user/UtahCTE>

Utah makes a priority of getting career opportunity information out to students at an early age. College and Career Awareness (CCA), required for all students in the 7th or 8th grade, is a course to explore opportunities and careers. This course provides initial exposure to students and parents about POS/Pathway opportunities for students. College and Career Awareness is designed to acquaint students with the Utah labor market and the employment opportunities for which they can prepare by defining a College and Career Ready Plan.

Through application-based lessons, College and Career Awareness allows students to utilize technology, develop foundational skills, and explore career interests. The course provides information regarding pathways, advanced courses, training and leadership opportunities related to each student’s career field of interest.

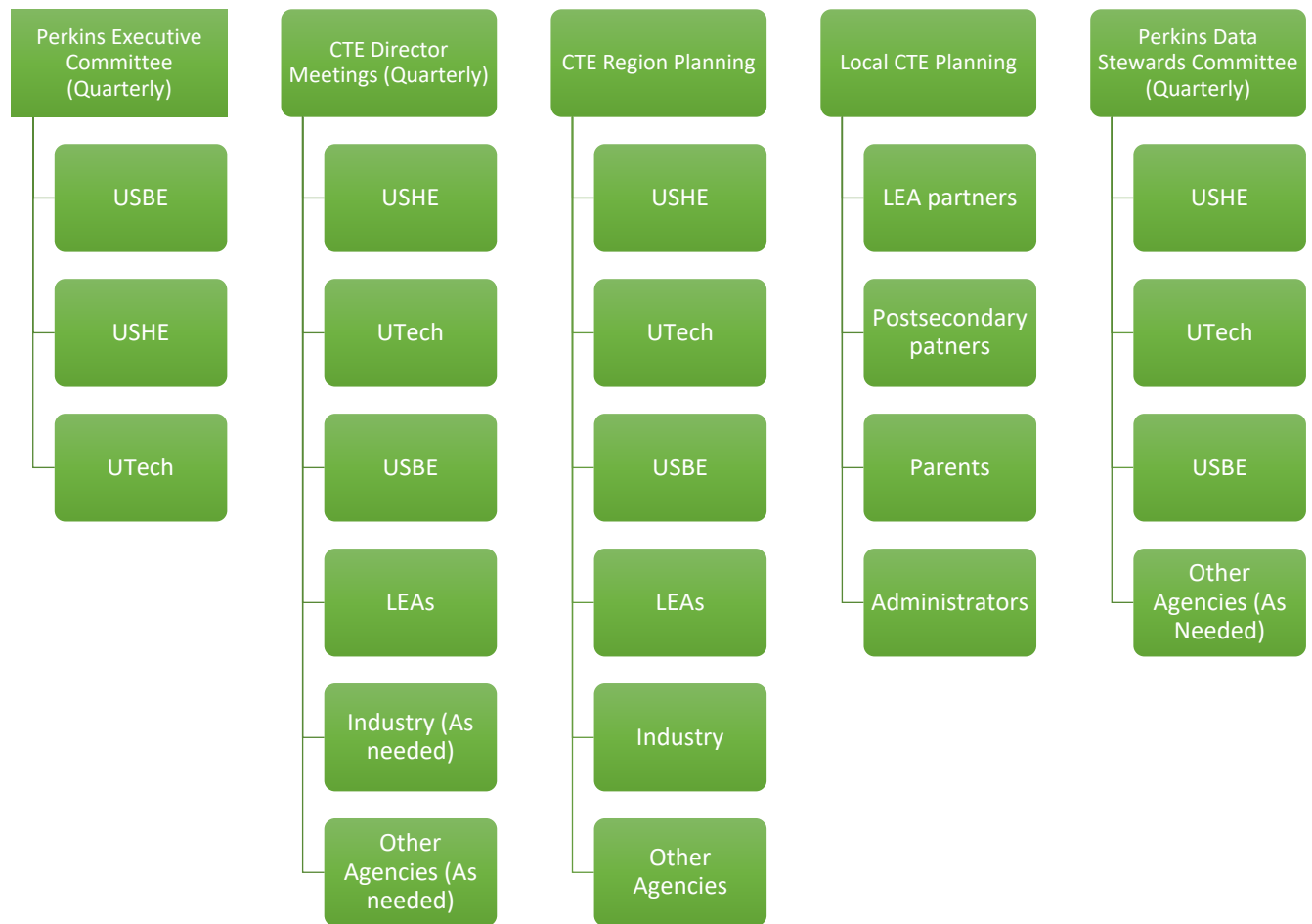
2.c. ii. Facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

USBE has a well-developed and supported concurrent enrollment program. There are staff assignments at USBE to coordinate work with postsecondary partners. Additionally, USBE CTE has a coordinator that facilitates work specifically with CTE programs with both USHE and UTech institutions. This work has resulted in state level articulations and provides state and regional alignment with POS opportunities.

State code requires the Utah Technical College System to provide training for secondary students still in high school. Additionally, State code mandates transferability of specific UTech program certificates to USHE. Utah provides students with opportunities for stackable credentials that have multiple entry and exit points.

The Perkins Executive Committee meets quarterly to discuss state-wide needs as well as through other coordinating efforts. CTE Director meetings are organized quarterly with time for local secondary and postsecondary directors to meet with USBE, USHE and UTech staff. These meetings are designed to support the collaborative expectations for CTE programs set by the State. In addition to state level collaboration, eligible recipients engage in regional planning for program development.

The chart below displays the collaborative nature of CTE in Utah.



2.c.iii. -Use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Labor market data, including occupational projections is collected and disseminated through the Utah Department of Workforce Services (DWS). The data is used to determine alignment of POS in Utah. Data from the Department of Labor and National Alliance for Partnerships in Equity (NAPE) nontraditional careers are available for analysis and development of programs.

Program economic partnership counsels and ties with industry associations drive the state and local work for pathway development.

The [Utah Department of Workforce Services](#) collects and disseminates information about employment levels and trends, wages and earnings, estimates of labor availability, industrial and occupational projections, business staffing patterns, career planning information, and labor force demographics. The data are used to describe a local area's economic picture which impacts social, fiscal, technological, and economic policies, employer hiring, and other business decisions, allocation of funds by policy makers, individual career choices, and educational programs.

Through the CLNA, institutions, LEA's and regions will be evaluating workforce data to determine program alignment. Also identified in the CLNA will be opportunities for program expansion and/or growth. During the first year of the 4-year plan period Utah will use a third-party evaluator to review current program alignment for secondary and postsecondary programs. The information will be used to inform future Perkins program approval processes and development.

Postsecondary programs have been heavily engaged in the process of identifying in demand occupations for the past two years through new state scholarship initiatives. The Promise and UTech scholarships are made available to students pursuing education and training in high-demand Utah industries. Postsecondary institutions have evaluated programs to meet the high demand criteria to participate in the state initiatives.

2.c.iv. Ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

As a local control state, eligible recipients have the ultimate responsibility for ensuring equal access to programs. To assist eligible recipients Utah develops state level pathways and secondary courses to provide students throughout the state with equal access to high quality pathway structures. USBE CTE staff coordinate monitoring civil rights compliance of the LEAs and postsecondary institutions providing Career and Technical Education to help support equal access. Through this process USBE CTE has encouraged LEAs and institutions to remove unnecessary restrictive barriers, such as entrance requirements to CTE programs.

Through the CLNA institutions, LEAs and regions will be evaluating data to determine gaps and inform processes to ensure equity. The local application will provide a forum for locals to demonstrate efforts to assist with equal access for special populations. Secondary LEAs and postsecondary institutions must have policies and procedures in place to ensure equal access to all programs, services and activities.

At the secondary level students are required, beginning in the middle level, to set a college and career ready plan. This plan involves the student, school counselors and parents to set career and educational goals. Counselors then provide details on program availability and academic requirements for programs. This plan is updated regularly, and counselors identify CTE courses that will support goals for individual students.

A gap analysis of special populations will be utilized to identify state level trends and areas that need to be addressed. In years three and four of this plan, the State will evaluate and assist eligible recipients to expand access, eliminate barriers, and improve performance for CTE learners.

2.c.v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Per Utah code the Utah State Board of Education (USBE) is named as the eligible agency to receive and administer Perkins funds. The USBE employs full-time staff to administer Perkins programs and monitoring requirements. As part of these responsibilities USBE staff partner with other state agencies to develop career pathways that support Utah's diverse economy.

Each year secondary and postsecondary CTE Pathways/POS are reviewed and approved. Industry partners, workforce associations and other agencies provide valuable input and feedback throughout the development process. Pathway articulations are approved both at the state and local levels as explained in previous sections of this plan.

2.c.vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Utah has included work-based learning experiences as a requirement in the "Size, Scope and Quality" requirements for approved programs at both secondary and postsecondary levels. Utah's CTE structure for planning is centered on collaboration with partners from secondary, postsecondary, Department of Workforce Services and other industry specific partners. Economic Partnership Councils, (Utah's CTE advisory boards) are required as part of program approval for secondary LEAs. Postsecondary institutions must also have industry representation included in the accrediting and program approval process. In addition, secondary CTE has selected work-based learning, consisting primarily of internships and apprenticeships, as a quality indicator for secondary students.

Collaboration will be supported by ensuring the local needs assessment engagement process include required and relevant stakeholders. Stakeholders may include local employers and

community based and youth serving organizations, such as out-of-school time programs, as well as parents and students.

Utah CTE works in partnership on state-wide initiatives related to career exploration, pathways, internships and apprenticeships.

- Utah provides annual Talent Ready Utah grants to applicants for projects that support economic talent development through education and industry partnerships.
- Utah industry specific pathway development for secondary and postsecondary students.

“The Governor’s Office of Economic Development (GOED) won a Silver Excellence in Economic Development Award for the Utah career pathways program, a project in the category of Partnership with Educational Institutions of the International Economic Development Council (IEDC).

Career pathways programs encourage industry partners to collaborate with education leaders to address critical workforce needs. Utah businesses in aerospace manufacturing, diesel tech and life science have led the way in creating innovative work-based learning programs that connect high school students and adult learners with education pathways to quality, high-paying jobs.”

<https://business.utah.gov/news/utah-career-pathways-program-receives-%E2%80%A8excellence-in-economic-development-award/>

2.c.vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V).

Closing achievement gaps is a leading focus of USBE across all programs. CTE has a dedicated program specialist whose responsibility is to focus on the needs of special populations and nontraditional training. In addition, other agency staff, CTE Directors, institutions and LEAs have knowledge and skills necessary to evaluate gaps and work to improve outcomes. USBE CTE annually provides LEAs and institutions with detailed data gap analysis charts as part of the Utah CTE Data Quality Meetings. The data provides insight and informs planning of CTE programs.

Current Tools/Programs:

- Work-based learning opportunities for secondary and postsecondary students
- Educator training in Utah Multi-Tiered Systems of Supports (UMTSS)
- Secondary Career Development Credential
- Coordination with American Indian Education program specialist
- Coordination with Special Education program specialists
- Online nontraditional training course for educators
- Annual data gap charts provided to secondary and postsecondary locals for analysis
- Professional development and training

- College and Career Awareness course for middle level students
- Utah partnership with the National Alliance for Partnerships in Equity (NAPE)
- USBE Education Elevated
- CTE Scholarship and tuition program
- UTech Scholarship Program
- Promise Scholarship

Coordinated work with special populations continues to be an area of focus for CTE in Utah.

2.d. - Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Utah has a longstanding practice of offering Concurrent Enrollment to secondary students. There is state funding for ongoing courses and other agencies have made money available through competitive grants for secondary and postsecondary institutions to develop programs of study that would include this form of dual enrollment. There is state funding for ongoing courses and other agencies have made money available through competitive grants for secondary and postsecondary institutions to develop programs of study that would include this form of dual enrollment.

USBE has created unique course codes that easily identify concurrent enrollment courses and non-credit dual enrollment programs. This allows LEAs to transcript credit for secondary students earning postsecondary credit. Secondary POS/Pathways also include concurrent/dual enrollment courses as part of the course sequencing. Refer to the Utah State Board of Education (USBE) Early College [Master Lists: Concurrent Enrollment](#). In addition to state level work, regional articulations are also developed as needed. Regional articulation agreements provide a strategy for facilitating the transfer of credits and non-credits between a high school and a postsecondary institution, or between two postsecondary institutions to define specific courses that may be taken at one institution and accepted for credit at the second.

Notes on Articulation Agreements:

- Articulation agreements promote the conversation between high schools and postsecondary schools in order to identify common curricular objectives.
- Articulation agreements allow high school coursework to be accepted for credit within a specific college major at a specific institution.
- Non-credit articulation agreements are developed and administered by each region.
- Enrolling in high school courses that have been defined by articulation agreements, gives students a head start on completing a postsecondary credit and/or non-credit program of study.

CTE courses are an important part of the State's concurrent enrollment offerings. During the

most recently completed academic year, UHSE Data shows secondary students earned 87,447 CTE credit hours, or 30.6% of the total concurrent enrollment credit hours earned. The contribution of Utah's higher education institutions to high school students is significant, providing college-level career preparation opportunities to over 20,000 high school students annually while helping them fulfill requirements toward college credentials.

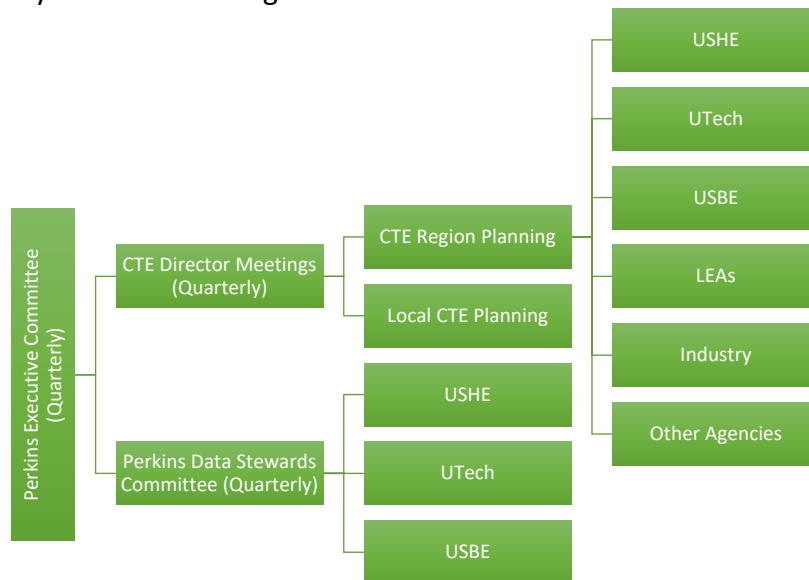
Competency based education opportunities were set in state statute 53F-5-4 effective 2021 and directed USBE to provide planning and implementation grants to secondary schools to facilitate the development of competency education. USBE R277-712 outlines the criteria for the grant program. USBE continues to support high quality competency education opportunities for Utah students. CTE is actively engaged in ongoing development of competencies that align to education and industry needs. This is accomplished through the development of high quality CTE course standards and teacher professional development opportunities.

2.e - Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V).

Perkins V law requires a comprehensive local needs assessment (CLNA) that requires meaningful involvement of these stakeholder groups. In addition to this work, Utah CTE requires all approved programs to have active Economic Partnership Councils. Each Economic Partnership Councils consists of partner agencies and community members with industry expertise to inform programs. Development and implementation of programs happens primarily at the region and local levels.

Guidance and state frameworks are provided by USBE, USHE and UTech institutions for eligible recipients. Staff of these agencies are engaged in multiple interagency and industry advisories and networks. Utah has a high-quality collaborative structure (Described in the "Plan Development and Consultation" section of this plan.) that informs the work of CTE in Utah. Agency CTE staff are involved in the review of local programs and Perkins applications on an annual basis. The review process provides an opportunity to safeguard stakeholder involvement.

Multi-Agency schedule and organization:



2.f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

The local application template available to locals is provided in Appendices F-I.

- Local Application – Appendix F
- Local Consortium Application – Appendix G
- Special Project Application – Appendix H
- Local Application Guide – Appendix I

2.g. Include a copy of the local needs assessment template that the eligible agency will require eligible recipients to submit pursuant to section 134(c) of Perkins V.

The Comprehensive Local Needs Assessment (CLNA) template available to eligible recipients is provided in Appendix J.

2.h. – Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Perkins funds are intended to support, or assist in developing programs of the following size, scope, and quality.

Size – Program must:

- Include a State Recognized Program of Study containing a coherent sequence of courses (section 135 (b))
 - Secondary:

- Ability to generate a minimum of \$15,000, per LEA.
 - Ability to concentrate in POS/Pathways from at least two Career Cluster areas and the ability to complete at least one of the CTE POS/Pathways recognized by the state.
 - CTE Student Organizations (CTSO) that align with the POS/Pathways offered.
 - Six approved unique CTE courses from the master list that align with the POS/Pathways offered.
 - Demonstrate sufficient size of student participants, concentrators and completers over a three-year rolling average as defined by the state.
- Postsecondary:
 - Ability to generate a minimum of \$50,000, per institution.
 - Provide 2-year CTE associate degree, 1-year certificate programs, and programs of 600 hours or more as approved through a state-identified process that considers adherence to institutional, system-level, and accreditation requirements and has received final approval from the State Perkins Executive Committee.
 - Programs of 360 hours or more leading to industry certifications and other programs as specifically approved through a state-identified process that considers adherence to institutional, system-level, and accreditation requirements and has received final approval from the State Perkins Executive Committee.
 - Demonstrate sufficient number of student participants and completers over a three-year average as defined by the state.

Scope – Secondary and postsecondary programs must

- Include POS/Pathways that train for high skill, in demand and/or emerging careers.
- Include rigorous, coherent CTE course content aligned with challenging academic standards.
- Credentials of value recognized by local industry.
- Include secondary and postsecondary linkages that provide opportunities for stacked credentials.

Quality – Secondary and postsecondary programs must incorporate State approved quality standards

- Standards and Curriculum: Standards and curriculum are the foundational elements for designing and improving CTE courses.
- Alignment and Articulation: Alignment and articulation are key to getting CTE partners working together to support POS/Pathways for CTE students.
- Accountability and Evaluation: Accountability and evaluation provide opportunities for data-driven decision-making regarding achievement gaps and performance outcomes of Perkins programs. Achieve local levels of performance

- established for Perkins measures.
- Submit to state all required program elements, evaluations and assessments accurately.
 - Student Support Services: Student support services include the ways that all students are made aware and given accesses to the career and education opportunities available in a POS/Pathways.
 - Professional Development: Professional development should be designed around the needs identified by data and should focus on continuous improvement needs.
 - Implement a continuous program improvement process approved by the state.
 - Provide opportunities for work-based learning experiences.

Section 3. Meeting the Needs of Special Populations

3.a. – Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations— will be provided with equal access to activities assisted under this Act; will not be discriminated against on the basis of status as a member of a special population; will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

- *Will be provided with appropriate accommodations; and*
- *Will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V).*

Utah has developed programs and policies that help to address equal access to CTE activities and programs beginning in the early middle grades. All Utah students have the opportunity to explore and participate in CTE programs beginning in 7th grade. The College and Career Awareness (CCA) course offering described previously in our plan begins equal access to CTE programs and activities for all students.

In addition to the CCA course at the middle level, students in every Utah high school are required to complete 1.0 credits in CTE courses as part of high school graduation requirements. Unlike other states, each secondary LEA in Utah is required to offer students CTE opportunities at their home school. This eliminates common barriers around access to CTE experiences.

The Utah State Board of Education (USBE), as a recipient of federal education funds, is required by the United States Department of Education, to conduct Civil Rights (CR) reviews of schools within districts and of postsecondary institutions that:

1. Receive any form of federal funds and
2. Offer Career and Technical Education (CTE) programs

The Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap (34 C.F.R. Part 100) referred to as “The Guidelines,” require each state education agency to adopt a compliance program to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex or handicap by its local education agencies (LEAs) – as reflected in the following federal Civil Rights statutes:

United States Department of Education:

- Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100
- Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106
- Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104
- Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines), 34 CFR Part 100

United States Department of Justice:

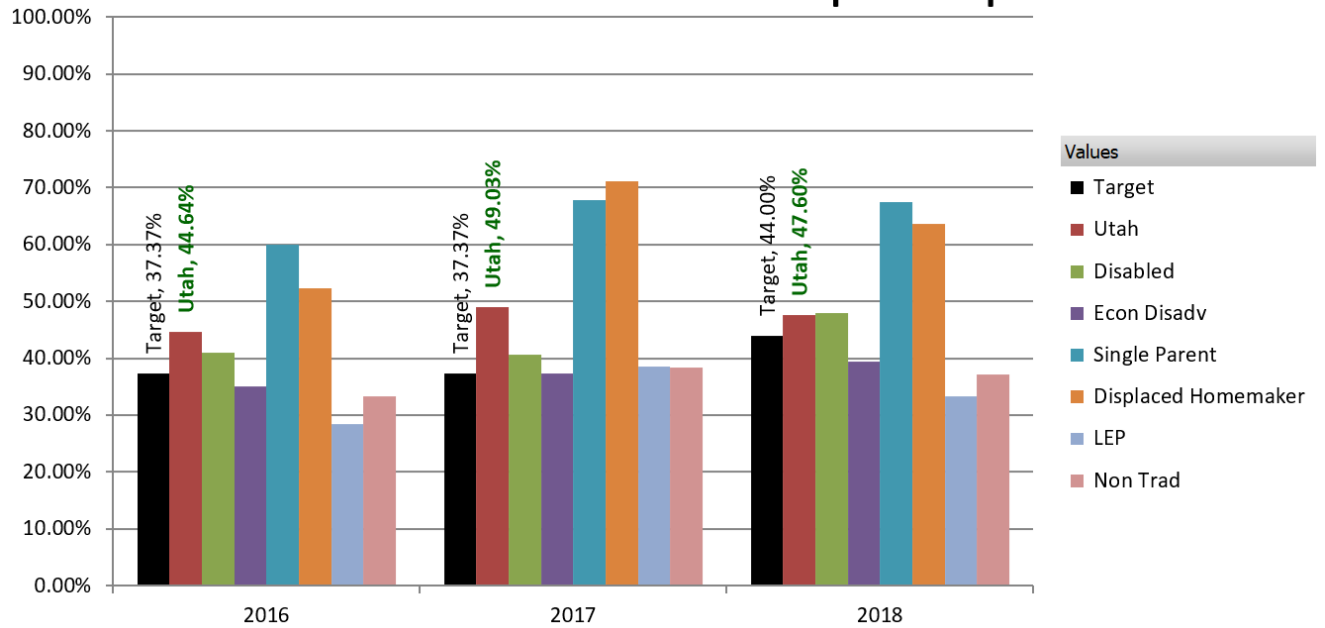
- Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35

Utah emphasizes the use of gap analysis in CTE performance to help determine if strategies for special populations are successful. Annual data meetings hosted by USBE include gap analysis work. The reports show figures for gender, ethnicity, and special populations and are color-coded to allow directors and CTE personnel to easily identify student progress, achievement gaps, and areas for improvement relating to CTE Perkins measures.

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.

Examples of gap charts are provided below:

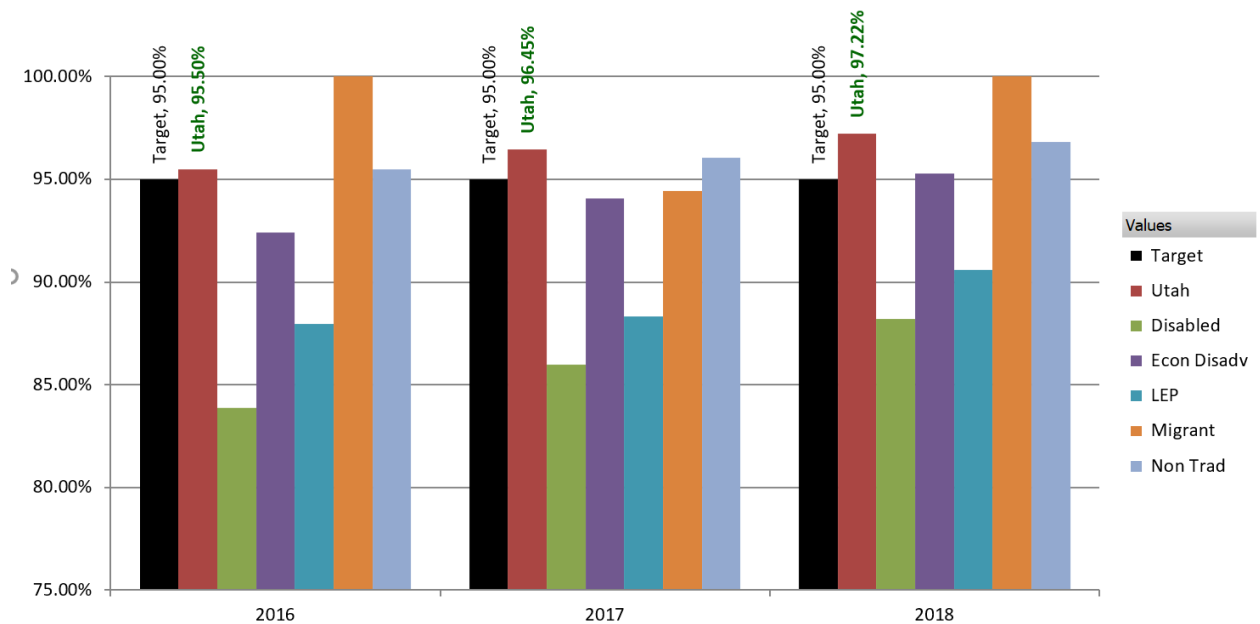
CTE College Completion Special Populations



Indicator ▾

Target Utah Disabled Econ Disadv LEP Migrant Non Trad

Secondary CTE Program Completion Special Populations



Preparing Teachers and Faculty

4.a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V).

Each LEA or institution is responsible to organize and conduct local educator recruitment and preparation efforts. USBE CTE serves a secondary purpose for coordinating CTE specific endorsement requirements and professional development designed to support high quality CTE programs.

For secondary programs USBE is currently revising teacher licensing and endorsement requirements. The changes in Utah will provide LEAs the opportunity to apply to be approved teacher preparation programs. This places a heavier responsibility on LEAs to ensure that CTE teachers meet the high-quality expectations of Perkins V. LEAs with teacher preparation programs will be required to demonstrate that teachers have met high quality endorsement requirements set by USBE CTE. This will be reviewed through program approval and monitoring practices. In an effort to support a high-quality endorsement process, LEAs will have the option to assign USBE CTE staff as reviewers of CTE endorsement credentials. In addition to these efforts USBE CTE is developing a comprehensive training program for secondary CTE Directors. USBE CTE will also be broadening administrative and support services professional development opportunities.

Recently USBE CTE has also developed the “Teaching as a Profession” pathway. The new program is designed to encourage students in high school to pursue a career in education. LEA’s are adopting a “grow your own” approach and as a result expanded postsecondary partnerships in the POS.

Utah provides many options for professional development each year. These professional development opportunities support teachers, faculty and administrators. Below are examples of training and recruitment efforts provided all or in part by USBE CTE:

- CTE teacher training
- CTE director training
- CTE summer conference professional development
- Skill-up workshops
- Continuing education partnerships with USHE, UTech, and UEN
- Onsite support as needed for mentoring of teachers, administrators and staff
- Industry partnerships with Adobe, Microsoft and other tech companies for technical

training of all educators

- Partnership with Utah ACTE to provide winter conference professional development opportunities
- CTSO advisor training
- USBE CTE collaboration with postsecondary teacher preparation programs

During the 4-year plan Utah will fund a formula-based award for high quality regional recruitment and development of educators. Funds will be awarded from available reserve and/or leadership and development funds. Funds will be available on an annual application basis. The region will determine the fiscal agent for the project, who must be identified in the application and is responsible for direct supervision of the projects, receipt, expenditure of funds, and implementation. These funds will be used for regional planning of high quality educator preparation, professional and talent development. Priority will be given to applications that support CTE teacher mentoring programs. Recipients may not use these funds for tuition, or career fair purposes and must follow all other applicable federal guidelines.

The table below shows a sample allocation. Funds will be determined using a formula.

Educator Retention and Development Projects (Estimate)					
REGION	FTE	Percent	Formula	Base	Total
	Assignment	of Total	Amount	Amount	Allocation
Bear River	131	6.16%	\$4,312	\$10,000	\$14,312
Central	57	2.68%	\$1,876	\$10,000	\$11,876
Mountainland	508	23.89%	\$16,723	\$10,000	\$26,723
Southeast	37	1.74%	\$1,218	\$10,000	\$11,218
Southwest	160	7.53%	\$5,271	\$10,000	\$15,271
Uintah Basin	42	1.98%	\$1,386	\$10,000	\$11,386
WF North	438	20.60%	\$14,420	\$10,000	\$24,420
WF South	754	35.47%	\$24,829	\$10,000	\$34,794
	2,126	100%	\$ 70,000	\$ 80,000	\$ 150,000
*June 30, 2019					

Section C - Fiscal Responsibility

C.1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act

eligible recipients of both secondary and postsecondary funds are required to be approved through an annual local application. Utah will provide a Local Application Guide to support locals in the application process. Applications must meet all required criteria as outlined in the local application guide and submitted electronically through the Utah Grants system.

The local applications will be made available each spring and applications will be due by Mid-May. The state will receive local plans and review them to assure all local plan criteria are complete, and that content appropriately addresses required elements of Perkins V and is aligned with the CLNA.

Approval Criteria – the plan:

- Provides a clear response to each question in the Local Plan Guide
- Describes a coherent plan for implementation of Perkins within the LEA or institution.
- Meets size, scope, and quality requirements
- Has local targets negotiated with the state for each measure
- Includes clear descriptions of continuous performance improvement strategies for all required measures
- Describes how funds will be made available to address performance strategies

The application process will begin each winter with data quality and review trainings for all eligible recipients. In these meetings eligible recipients will review local program quality reflected in their data. The review process is designed to inform local planning and improvements to CTE programs.

Information on Perkins V is shared at these trainings and the local application is reviewed at this time. Eligible recipients will be required to submit a performance improvement plan for any indicators of performance that did not meet the 90% threshold. USBE will provide technical assistance to eligible recipients who have not met local performance measures for two consecutive years or earlier upon request.

The local application and applicable performance improvement plan must be received by the due date determined by USBE CTE. Typically, the due date is mid-May with all feedback being provided to Utah's eligible recipients by mid-June. All requested revisions/edits must be submitted by June 30th in order for spending authority to be granted as of July 1.

C.1.a. Each eligible recipient will promote academic achievement;

Utah has used the state's ESSA plan to determine proficiency of academic standards for CTE concentrators and completers. eligible recipients currently provide resources and supports to students to ensure success of ESSA achievement standards and graduation requirements. If requests are received for Perkins funds to accomplish this work, specific detail providing the exact use of the funds and evidence that the use of such funds would not be considered

supplanting since supports are already in place locally to provide for the successful academic achievement of students as well as appropriate interventions.

Efforts to integrate academic and CTE curricula have been major goals for Perkins funding. Perkins funding will continue to support these efforts by assisting and supporting the development of local curricula that provides content and instructional strategies to appropriately integrate academic with career and technical education. The implementation of CTE Programs of Study and Pathways, described in 2(a, c, k), assures CTE students will take both academic and career and technical components in preparation for high school graduation and transition to postsecondary education.

An associate degree requires both academic and technical achievement. Supports, such as tutoring and other services, are already in place to assist in achievement of academic success. If requests are received for Perkins funds to accomplish this work, specific detail providing the exact use of the funds and evidence that the use of such funds would not be considered supplanting since supports are already in place locally to provide for the successful academic achievement of students as well as appropriate interventions.

C.1.b. Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential;

Utah permits Perkins funds to be used at the local level to pay the assessment fees for students earning industry-recognized credentials in state approved programs of study (those approved by Perkins Executive Committee). Locals must demonstrate that students are provided equal opportunity to take advantage of this. However, if funds are not sufficient for all students to participate, eligible recipients may elect to provide monetary support to cover the cost of industry-recognized credentials only to members of special populations.

Standards-Based/Skill Certificate Program: As students participate in CTE at the secondary level, they complete CTE courses that integrate academic and CTE content. Students gain real world, job-related skills providing relevance to academic learning through CTE activities. Utah's CTE courses are standards-based and include technical skill assessments at the end of most courses. This helps assure adherence to rigorous curriculum standards and relevant student skill attainment. Postsecondary concentrators will be assessed on technical skills and attainment of certificates, degrees, and industry credentials.

C.1.c. Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.

Each eligible recipient will prepare and submit a local needs assessment. The state will receive local needs assessments and review them to ensure all required content items are addressed, as specified in Sections 113 and 134 of Perkins V.

The Utah Perkins Executive Committee provided a needs assessment template (Appendix J) for locals to utilize in their application process. The assessment includes all required items specified in Sections 113 and 134 of Perkins V. Each applicant is required to administer the local needs assessment and include results during the application process. USBE grant managers review the needs assessment results biennially as applications are submitted to USBE.

Reviews for evidence of local needs assessments will at minimum include:

- All required content items are clearly addressed as described in Sections 113 and 134 of Perkins V
- Identifies and evaluates disaggregated levels of performance of students served including performance of special populations
- Details that demonstrate an informed selection of the specific CTE programs and activities selected to be funded and how they are aligned to local labor market needs
- Whether programs are of sufficient size, scope and quality to meet all students' needs
- How students, including students who are members of special populations, will learn about their schools' CTE course offerings
- Clear descriptions of continuous improvement strategies
- Efforts to improve recruitment, retention, and training of faculty and staff
- Progress toward improving access and equity
- Evidence of stakeholder consultation and engagement from all required stakeholder groups

C.2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

C.2.a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

All Perkins V funds will be allocated according to the requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Utah has reviewed the formula allocation in meetings with postsecondary and secondary representation. It has been determined that distribution and allocations of formula funds will be set at 60% secondary and 40% postsecondary. The split is based on the number of students served in CTE programs, and number of eligible recipients including the expansion of secondary programs to the middle grades. At this time there are 39 LEAs and 15 postsecondary institutions offering Perkins Approved CTE programs. In addition, up to 15% of formula funds will be allocated for reserve funds. These funds will be made available in a competitive format with a 50% split of available funds between secondary and postsecondary.

Gender equity training and projects in the amount of \$70,000 under federal nontraditional funds are allocated. The amount of \$15,000 is for individuals in State Institutions and \$1,508 for special populations are budgeted for work that supports Utah's goals in these areas.

Secondary Allocation is as follows:

(1)Thirty percent shall be allocated to local education agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local education agencies in the State for such preceding fiscal year, as determined on the basis of the most recent satisfactory data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under title I of the Elementary and Secondary Education Act of 1965.

(2)Seventy percent shall be allocated to such local education agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of individuals who reside in the school districts served by all the local education agencies in the State for such preceding fiscal year.

Source of Data - Utah will use Bureau of the Census data to distribute secondary funds. We will use the updated data, reflecting the most recent school district boundaries obtained at the Census website <https://www.census.gov>.

Adjustments – Utah shall adjust the data used to make the allocations to (A) reflect any change in local school system boundaries that may have occurred since the data were collected; and (B) include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. NOTE: Utah does not have any secondary schools funded by the Bureau of Indian Education, nor does Utah have any Area Career and Technical Education Schools.

Waiver – Utah is not requesting a waiver for a more equitable distribution for secondary recipients. No local education entity shall receive an allocation of formula funds unless the amount to the local entity is greater than \$15,000. Locals may enter into a consortium for purposes of meeting the minimum allocation. Utah will provide a waiver upon request to secondary local education entities not meeting the \$15,000 minimum amount if located in a rural, sparsely populated area as defined by Utah State Board of Education and in accordance with Section 131(c)(2)(A)(i).

Redistribution – Amounts that are relinquished by eligible recipients shall be redistributed to the Utah Perkins Reserve funds not to exceed 15% of the 85% of formula funds available for distribution. Any amounts in excess of the 15% cap on reserve funds outlined in Perkins V will be redistributed by formula out to eligible recipients that meet the requirements in accordance with the provisions outlined in the Perkins V Act as referenced in Section 131.

Postsecondary Allocation is as follows:

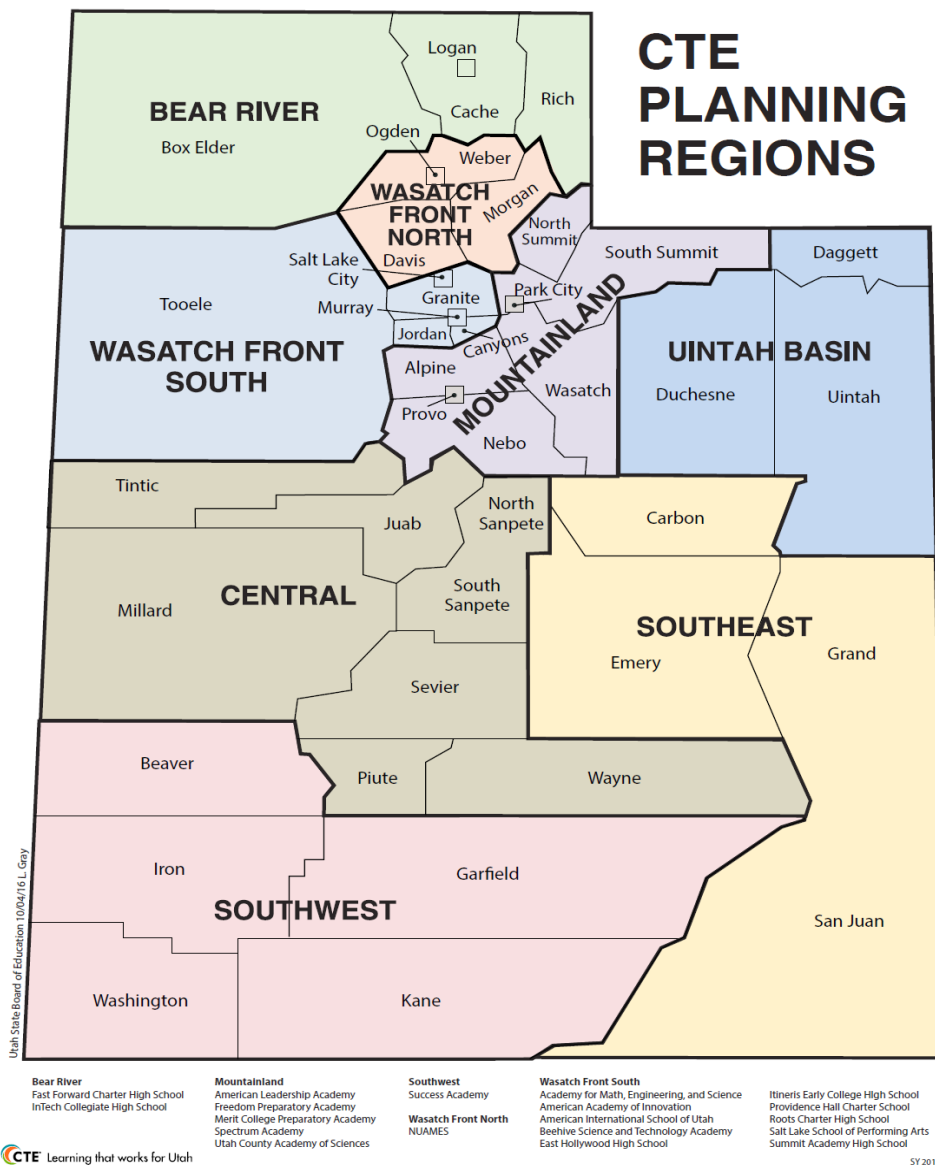
Postsecondary recipients, or consortium of eligible institutions, shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are Federal Pell recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by the postsecondary institution or consortium of eligible institutions in the preceding fiscal year to the sum of the number of such audited Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in such programs within the State for such year.

Waiver – Utah is requesting a waiver for a more equitable distribution for postsecondary recipients. Local Waiver - No local education institution shall receive an allocation of formula funds unless the amount to the local entity is \$50,000 or greater. Locals may enter into a consortium within the DWS service region for purposes of meeting the minimum allocation.

Redistribution – Amounts that are relinquished by eligible recipients shall be redistributed to the Utah Perkins Reserve funds not to exceed 15% of the 85% of formula funds available for distribution. Any amounts in excess of the 15% cap on reserve funds outlined in Perkins V will be redistributed by formula out to eligible recipients that meet the requirements in accordance with the provisions outlined in the Perkins V Act as referenced in Section 132.

C.2.b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Eligible recipients that do not meet the required individual allocation of \$15,000 for secondary or \$50,000 for postsecondary will be required to form a consortium with an eligible recipient that meets the requirements to receive Perkins V funds. The consortia may include any combination of secondary and postsecondary eligible recipients located within a Utah DWS service and planning region. Below is a map of the Utah planning regions.



In an effort to encourage eligible recipients to form regional consortium for application of formula funds, additional funds will be made available for this type of consortium. To qualify as a regional consortium all eligible secondary and postsecondary eligible recipients within a Utah Department of Workforce Service region must participate. Any exceptions These regional consortium(s) will receive an additional award of no less than \$100,000 to support the added efforts toward their regional Perkins V plan. The funds will be awarded from Reserve and/or from Leadership and Development funds. This option allows for eligible recipients to focus on unique regional workforce and training needs.

The Perkins Executive Committee will provide processes for:

- eligible recipient(s) within a region to opt out of receiving Perkins funds,
- eligible recipient(s) to withdraw from an existing consortium,
- for the consortium to transition the fiscal agent; and
- for reviewing special requests from a consortium.

Regional consortium and a consortium of two or more eligible entities are required to provide services to all members of the consortia equitably. The amount of funds received by the consortium will be the total amount of eligibility for all members of the consortium. All funds will be used for purposes and projects benefiting all members of the consortium, based on the local plan and needs assessment. Each consortium must provide a signed annual agreement in that at a minimum:

- Identifies the fiscal agent for the consortium
- Gives the fiscal agent responsibility for full fiscal oversight of Perkins V funds received by the consortium
- Gives responsibility for submitting the local application that addresses the consortium plan and needs assessment
- Responsibility for all Perkins V payments of invoices, payroll and other financial activities
- Identifies all local entity members of the consortium
- Requires all local entities members support the work of the Perkins V Region Consortium plan
- Requires all local entities members to work on development of the local needs assessment and develop a plan that will meet the educational objectives and activities to reach the performance measures
- Identifies that each local entity member is responsible for submitting their own accountability data at the required time
- Outlines that funds allocated to the consortium formed are to be used only for the purposes and programs mutually beneficial to all members of the consortium and can be used only for programs authorized under Perkins V
- Consortium funds may not be reallocated to individual members of the consortium in a way that reflects the allocation that consortium members would have generated funds independently of the consortium.

C.3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

The following tables show all eligible secondary entities that received Perkins V funding for the fiscal year beginning July 1, 2019. The yellow highlighted entities would generate less than the \$15,000 minimum allocation, do not provide CTE programs of sufficient size and scope to qualify, and are not participating in Perkins V. The blue highlighted entities would generate less than the \$15,000 minimum allocation, do have approved CTE programs and could participate in a consortium to meet the minimum allocation amount for Perkins funds. Orange highlighted entities have formed a consortium in the current year and are participating in Perkins programs. No waivers have been requested in the current year.

DISTRICT	POVERTY RESIDENTS AGE 5-17 17 Census SD Project				RESIDENTS AGE 5-17 17 Census SD Project				FY 20 (Poverty 70%) (Residents 30%) TOTAL 19 ALLOCATION
	#	%	PERCENT OF TOTAL	70% OF SEC. ALLOCATION	#	%	PERCENT OF TOTAL	30% OF SEC. ALLOCATION	
ALPINE	5937	300	0.09932412	\$481,538.96	87,500	1,160	0.132102590	\$274,480.34	\$756,019.30
BEAVER	174				1,480				
BOX ELDER	1054				12,727				
CACHE	1457				19,152				
CANYONS	2816	241	0.04711078	\$228,400.47	43,634	745	0.065876165	\$136,876.29	\$365,277
CARBON	642	9			3,938	20			
DAGGETT	17				185				
DAVIS	4477	224	0.07489879	\$363,121.12	81,502	1,082	0.123047146	\$255,665.11	\$618,786
DUCHESNE	722	8			4,869	14			
EMERY	348	4			2,267	4			
GARFIELD	115				883				
GRAND	264	4			1,561	7			
GRANITE	8960	947	0.14989795	\$726,728.84	81,421	1,926	0.122924857	\$255,411.02	\$982,140
IRON	1848				10,527				
JORDAN	2848	485	0.04764613	\$230,995.93	59,179	2,484	0.089345133	\$185,639.68	\$416,636
JUAB	342				2,710				
KANE	190				1,321				
LOGAN	1412				7,733				
MILLARD	463				2,978				
MORGAN	132	1	0.00220832	\$10,706.28	3,212	20	0.004849297	\$10,075.78	\$20,782
MURRAY	587	87	0.00982032	\$47,610.46	6,121	192	0.009241142	\$19,201.08	\$66,812
NEBO	2057	552	0.03441296	\$166,839.44	37,945	1,347	0.057287232	\$119,030.36	\$285,870
NO. SANPETE	452				2,746				
NO. SUMMIT	67	0			1,131	0			
OGDEN	3228	43	0.05400341	\$261,817.03	16,404	119	0.024765839	\$51,458.01	\$313,275
PARK CITY	272	1	0.00455047	\$22,061.39	5,150	24	0.00775181	\$16,155.13	\$38,217
PIUTE	65				275				
PROVO	2195	181	0.03672165	\$178,032.34	17,968	462	0.027127078	\$56,364.15	\$234,396
RICH	66				518				
SALT LAKE	4242	164	0.07096731	\$344,060.68	29,138	470	0.043990917	\$91,403.52	\$435,464
SAN JUAN	952	4			3,358	6			
SEVIER	660				4,721				
SO. SANPETE	383				3,140				
SO. SUMMIT	69	2			1,699	6			
TINTIC	28				185				
TOOELE	1179	37			16,704	92			
UINTAH	1226	10			8,641	13			
WASATCH	486	4	0.00813063	\$39,418.57	7,749	11	0.011699005	\$24,307.98	\$63,727
Washington	3971				32,801				
WAYNE	110				525				
WEBER	2724	86	0.04557165	\$220,938.53	35,292	305	0.053281881	\$110,708.12	\$331,647
Academy for Math Engineering & Science			0.00000000	\$0.00			0.000000000	\$0.00	\$-
American Academy of Innovation			0.00000000	\$0.00			0.000000000	\$0.00	\$-
American International School of Utah			0.00000000	\$0.00			0.000000000	\$0.00	\$-
American Leadership Academy									\$-
Beehive Science & Technology Academy			0.00000000	\$0.00			0.000000000	\$0.00	\$-
East Hollywood High			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Fast Forward High			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Freedom Preparatory Academy									\$-
Intech Collegiate High School			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Itineris Early College High			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Merit College Preparatory Academy			0.00000000	\$0.00			0.000000000	\$0.00	\$-
No. UT. Acad. for Math Engineering & Science			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Providence Hall			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Real Salt Lake Academy High School			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Roots Charter High School			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Salt Lake School for the Performing Arts			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Spectrum Academy			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Success Academy			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Summit Academy High School			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Utah County Academy of Science			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Utah Virtual Academy			0.00000000	\$0.00			0.000000000	\$0.00	\$-
Vanguard Academy			0.00000000	\$0.00			0.000000000	\$0.00	\$-

C.4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

The following tables show all eligible postsecondary entities that received Perkins V funding for the fiscal year beginning July 1, 2019. Yellow highlighted entities would generate less than the \$50,000 minimum allocation, do not provide CTE programs of sufficient size and scope to qualify, and will not participate in Perkins. Blue highlighted entities would generate less than the \$50,000 minimum allocation, do have approved CTE programs and typically form a consortium to meet sufficient size, scope and quality to qualify for Perkins funds. Orange highlighted entities have formed a consortium in the current year and are participating in Perkins programs. Postsecondary institutions are not eligible for waivers due to parameters of Perkins V law.

Perkins Post-Secondary FY20 Budget			
Post Secondary Allocation Table 2019			
INSTITUTIONS	18 Students	% 18 Students	Federal Year 2019
Bridgerland Technical College	341		
Davis Technical College	622	0.027	\$124,667
Dixie State University	1,423		
Dixie Technical College	206		
Mountainland Technical College	314	0.014	\$64,642
Ogden-Weber Technical College	693	0.030	\$138,519
Salt Lake Community College	4,968	0.214	\$988,101
Snow College	1,072		
Southern Utah University	1,096		
Southwest Technical College	187		
Tooele Technical College	125		
Uintah Basin Technical College	76		
Utah State University	1,082		
Utah Valley University	6,349	0.273	\$1,260,521
Weber State University	4,623	0.199	\$918,841

C.5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Schools district boundary changes in Utah are not likely to occur. Boundaries are tied to geographic cities and counties. Utah does not have any regional CTE schools. Utah does have secondary charter schools that may qualify for Perkins funding. If a charter school becomes eligible for Perkins funds, Utah would adjust data to make allocations.

The adjustment process - USBE staff provide geographic location and free and reduced lunch counts for students enrolled in qualified charter schools. Those counts are used to determine allocation to eligible charter schools following the same formula as other eligible recipients. District counts are then reduced to reflect the crossover enrollments with charter schools.

The table below provides an example of how the data is manipulated. Alpine is a school district tied to a county in Utah. American Leadership Academy is a public charter school. 11 students in poverty and 1 student not in poverty from American Leadership live in Alpine district boundaries. Alpine districts' allocation reflects a reduction.

DISTRICT	POVERTY RESIDENTS AGE 5-17 17 Census SD Project					RESIDENTS AGE 5-17 17 Census SD Project				FY 20 (Poverty 70%) (Residents 30%)
	#	#	PERCENT	70% OF SEC.	#	#	PERCENT	30% OF SEC.	TOTAL 19 ALLOCATION	
			OF TOTAL	ALLOCATION			OF TOTAL	ALLOCATION		
ALPINE	6226	11	0.0974045	\$472,045.38	88,659	1	0.131349002	\$272,806.50	\$ 744,852	
American Leadership Academy	684		0.0107010	\$51,859.59	1,754		0.002598565	\$5,397.11	\$ 57,257	

C.6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

- a) include a proposal for such an alternative formula; and
- b) describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)
- c) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Waiver – Utah is not requesting a waiver for a more equitable distribution for secondary recipients.

C.7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

- a) include a proposal for such an alternative formula; and
- b) describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)
- c) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Waiver – Utah is requesting a waiver for a more equitable distribution for postsecondary recipients. Under Perkins IV Utah was granted a waiver to include Department of Workforce Service grant recipients in the postsecondary allocation formula. Our request is for authorization to continue using an alternative formula that includes consideration of PELL/BIA students and students assisted by any Workforce Innovation and Opportunity Act/Department of Workforce Services (WIOA/DWS) program. All of these programs serve economically disadvantaged students.

The alternative formula distributes funding to ensure a more equitable distribution on the basis of disadvantaged students participating. If a student is a recipient of multiple awards, he/she must only be counted once in the following order: First, Pell; Second, BIA; Third, WIOA/DWS; The tables below show the Federal Year 2020 counts and distribution of participants.

Row Labels	DWS						Total
	Pell Final	BIA Final	Pell Final + BIA Final	Reported Final	DWS Match Final	DWS Final	
	2019	2019	2019	2019	2019	2019	2019
⊞ Bridgerland Technical College	297	0	297	18	0	18	315
⊞ Davis Technical College	512	0	512	42	0	42	554
⊞ Dixie State University	1999	8	2007	0	0	0	2007
⊞ Dixie Technical College	194	1	195	19	0	19	214
⊞ Mountainland Technical College	305	0	305	34	0	34	339
⊞ Ogden-Weber Technical College	534	0	534	51	0	51	585
⊞ Salt Lake Community College	4394	9	4403	0	0	0	4403
⊞ Salt Lake Community College School of Applied Technology (Skills Center)	113	1	114	0	0	0	114
⊞ Snow College	1102	0	1102	0	0	0	1102
⊞ Southern Utah University	1154	0	1154	0	0	0	1154
⊞ Southwest Technical College	153	2	155	22	0	22	177
⊞ Tooele Technical College	121	0	121	28	0	28	149
⊞ Uintah Basin Technical College	28	16	44	18	0	18	62
⊞ Utah State University	1067	18	1085	0	0	0	1085
⊞ Utah Valley University	6781	478	7259	0	0	0	7259
⊞ Weber State University	4495	7	4502	0	0	0	4502
Grand Total	23249	540	23789	232	0	232	24021

C.8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

In Utah's four-year plan reserve funds will primarily be used for competitive grants available to Perkins eligible recipients with approved programs. Utah will set aside 10-15% annually and award Special Project Grants through reserve funds to eligible recipients under section 112(c) of Perkins V. The reserve grants will be awarded in two different programs.

1. Competitive awards with priority given to
 - a. Rural programs and partnerships
 - b. Areas with high percentages of CTE concentrators or CTE Participants
 - c. Areas with high numbers of CTE concentrators or CTE participants; and disparities or gaps in performance measures described in Perkins V Section 113(b)(3)(C)(ii)(II)
 - d. Statewide projects to address gaps in performance described in Perkins V Section 113(b)(3)(C)(ii)(II)
 - e. Projects that focus on CTE in special population subgroups.
 - f. Projects that focus on CTE in middle grades (6-8).
 - g. Projects that foster innovation through promising and proven CTE programs, practices and strategies.
 - h. Development, implementation, and adoption of POS aligned with State-identified high-wage, in-demand or emerging occupations or industries.
2. Region consortium application awards.

Eligible recipients will have the opportunity to apply for Special Project grants annually. This will be released each fiscal year. Note: Annual requests typically exceed available funds. Applications will be reviewed and prioritized based off application criteria. Final allocation of the reserve funds will be determined once the review process is complete.

Application requirements – Any partnerships or consortium members must include a letter of support from each participant. Proposals should improve or reinforce Perkins V performance indicators and be allowable expenses. When applicable, proposals should incorporate secondary to postsecondary transitions and program alignment. Applicants should align their pathway programs with the skill needs identified by employers.

Each application must provide a project description, sustainability plan and deliverables/outcomes.

1. The Project Description will provide a clear and detailed description of the proposed project with a clearly stated purpose for the funding request. Identify the grade level and program of students to be served. Identify detailed objectives of the proposed project. If appropriate, demonstrate how the proposed program leads to career pathways with linkage to existing and/or emerging programs of study to include

secondary programs, postsecondary certificate programs, associate degrees, and baccalaureate degrees.

2. Sustainability plan will include a description of how new programs developed will be sustained beyond the life of the grant. Applicants must also describe how partnerships with employers and postsecondary institutions will be sustained. This sustainability planning may require securing funding or future funding commitments. If requesting funding for personnel costs, applicants must explain how these ongoing expenses will be covered. If sustainability for these costs is not addressed, these positions will not be funded.
3. Deliverables/Outcomes will be outlined in the application. Applicants must provide projections for all outcome categories relevant to measuring the success or impact of the project.
4. Recipients will share lessons learned and scale successful innovations from the projects and activities funded by reserve funds.

In addition to competitive special project applications Utah will utilize a portion of reserve funds for formula-based allocations. These allocations are identified in the consortium and teacher training sections of this plan.

C.9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Utah set a new baseline for State effort for Federal fiscal year 2019. This level utilized the ability provided by the Perkins Act that permits reset in State effort. The amount of \$229,453,785.95 was set for 2019 which is 95% of Utah's secondary and postsecondary prior year level of effort. Utah's reported effort is for aggregate expenditures for the prior fiscal year. Utah has met the requirement to maintain or exceed State effort in Federal fiscal year 2019.

D. Accountability for Results

D.1. Identify and include at least one (1) of the following indicators of career and technical education program quality— (Section 113(b)(2)(A)(iv)(I) of Perkins V). Include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V). Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

- *the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;*
- *the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or*
- *the percentage of CTE concentrators graduating from high school having participated in work-based learning.*

Utah has selected the percentage of CTE concentrators graduating from high school having participated in work-based learning as it’s secondary program quality indicator.

5S3: Program Quality Definition – Participated in Work-Based Learning (Concentrators who participated in Work-Based Learning in the reporting year.)

- **Numerator:** Total number of CTE concentrator graduates who participated in work-based learning courses during high school.
- **Denominator:** Total number of CTE concentrator graduates.

Work-based learning for this indicator means apprenticeships, CTE internships and courses identified by the Perkins Executive Committee. A list of approve WBL courses for secondary 5S3 will be maintained by USBE CTE.

In an effort to promote program completion at the secondary level, USBE will be using pathway completion as an additional quality indicator.

- **Numerator:** 9-12th grade CTE pathway completers.
- **Denominator:** 9-12th grade CTE pathway concentrators.

Utah has also selected Readiness Coursework as an additional quality indicator. This indicator is aligned with the state’s ESSA plan.

- **Numerator:** 9th – 12th grade CTE concentrators who earned credit, at “C” grade or better, in (CE or IB or AP) OR who passed skill certification/third-party industry exams at in the reporting year.
- **Denominator:** 9th – 12th grade CTE pathway concentrators who enrolled in (CE or IB or AP) OR who took skill certification/third-party industry exams in the reporting year.

D.2. Provide on the form, for each year covered by the State plan beginning in FY 2020, State determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V).

Secondary Level:	22Actual	23Actual	Average	New PY Target 2024-2025			2025	2026	2027	2028
1S1: Four-Year Graduation Rate	96.49%	96.98%	96.74%	97.22%	97.71%	87.94%	91.81%	92.73%	93.66%	94.59%
2S1: Academic Proficiency in Reading/Language Arts	52.08%	50.75%	51.42%	51.68%	51.93%	46.74%	43.40%	43.83%	44.27%	44.72%
2S2: Academic Proficiency in Mathematics	37.26%	33.79%	35.52%	35.88%			35.88%	36.24%	36.60%	36.97%
2S3: Academic Proficiency in Science	36.29%	39.75%	38.02%	38.40%			38.40%	38.78%	39.17%	39.56%
3S1: Secondary Placement	70.70%	72.18%	71.44%	71.80%	72.15%	64.94%	65.86%	66.52%	67.18%	67.86%
4S1: Non-traditional Program Enrollment	33.50%	34.24%	33.87%	34.57%			34.57%	34.92%	35.26%	35.62%
5S3: Program Quality – Participated in Work-Based Learning	14.71%	12.59%	13.65%	13.79%			13.79%	13.93%	14.07%	14.21%
5S4: Program Quality – Attained Secondary Pathway Completion	24.43%	36.32%	30.38%	30.53%	30.68%	27.62%	24.44%	24.68%	24.93%	25.18%
5S5: Program Quality – Workplace and College Readiness	86.42%	85.25%	85.83%	86.26%	86.69%	78.02%	77.28%	78.05%	78.83%	79.62%
Postsecondary Level:							2025	2026	2027	2028
1P1: Postsecondary Retention and Placement	62.89%	64.84%	63.93%	64.57%			57%	58%	58%	59%
2P1: Credential, Certificate or Diploma	68.39%	65.89%	67.10%	67.77			50%	50%	51%	51%
3P1: Non-traditional Program Enrollment	16.68%	15.56%	16.12%	16.28			14%	14%	15%	15%

D.3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of the Act, which at a minimum shall include— As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

- a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance under that section;
- an explanation for the State determined levels of performance; and
- a description of how the state determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

Perkins V additional indicators and change in the concentrator definition have brought new challenges. In planning for these changes Utah CTE organized a data committee to help determine new performance levels and requirements. The committee consisted of secondary and postsecondary partners who have experience with CTE programs. They utilized available data from the past three years to inform decision making. The approach selected to establish State determined levels of performance for each of the Perkins performance measures is consistent with the State accountability approach using a growth model. Each recipient is

expected to demonstrate progress (growth) on each measure, relative to their previous performance.

For secondary performance Utah has aligned CTE academic proficiency with the State's ESSA goals. Also aligned with ESSA is the quality indicator for Career and College readiness. Each year targets aligned with ESSA will increase by in correlation with ESSA year over year targets. A revision of the 4S1 target was completed in 2023 using the average of the prior two year actual performance.

Data necessary for the work-based learning quality indicator has been limited and currently the program is going through a revision process. As a result, the performance targets were selected using the limited data available. Utah anticipates that the availability and quality of data for WBL will improve by year two of this plan.

The public was able to comment on the Performance Indicators and State Determined Levels of Performance during the public meetings. Additional comment has also been available to the public during the 30 -day public comment period.

D.4. Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V). As part of the written response, include a description of any changes made to the State determined performance levels as a result of stakeholder feedback

Public comment period provided stakeholders with the opportunity to request any changes to be made to state plan and particularly the State determined performance levels. Utah received feedback on content related to definitions provided in the plan, adult education, competency education, and afterschool programs. In discussions with CTE Directors there were clarifying questions related to the definitions of performance levels. USBE CTE has reviewed the submissions and has responded to the comments provided. These can be viewed in Appendix K. Public comment and stakeholder feedback did not result in any changes to Utah's performance levels.

A few changes were made to the definitions descriptions to clarify numerators and denominators. The indicators impacted are 3S1 and 5S1.

- 3S1 – Students who did not respond to the placement survey were included in the baseline data and will be included in the denominator.
- 5S1 – The course Workplace Skills was not used to calculate baseline information and will not be included in the denominator.

D.5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V).

Each LEA and postsecondary institution will receive an annual data report providing details on local performance. Each of the performance measures for the Core Indicators of Performance will be included in the state and local level reports. These reports include trend data, gap comparisons, and local performance targets. It is intended that these reports be analyzed and inform local planning. Each recipient is required to provide an analysis of local CTE program performance and improvement efforts in the annual application.

If an eligible recipient has not demonstrated meaningful progress prior to the 3rd year USBE will require the LEA or Institution to:

- Receive State staff technical assistance and site visits
- Develop and provide a copy of an action plan to USBE
- Use a portion of their funds to address deficiencies and gaps

ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment⁴ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

⁴ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

B. EDGAR Certifications

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
1. It is eligible to submit the Perkins State plan.
 2. It has authority under State law to perform the functions of the State under the Perkins program(s).
 3. It legally may carry out each provision of the plan.
 4. All provisions of the plan are consistent with State law.
 5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
 6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
 7. The entity has adopted or otherwise formally approved the plan.
 8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

- The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

BUDGET

Explanation of Budget

1. Form B below, is a budget template for Utah's State Plan. The form reflects the budget for the upcoming fiscal year.
2. Budget Description by line -
 - Line 1: The total amount of funds allocated to Utah's eligible agency under section 112(a) of Perkins V. *This amount corresponds to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*
 - Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*
 - Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*
 - Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*
 - Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*
 - Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000, whichever is lesser.*

- Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*
- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

Budget Form

State Name: Utah

Fiscal Year (FY): Federal Fiscal Year 19

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$15,089,191
2	State Administration	5%	\$754,460
3	State Leadership	10%	\$1,508,919
4	• Individuals in State Institutions	0.99%	\$15,000
4a	– Correctional Institutions	Not required	
4b	– Juvenile Justice Facilities	Not required	
4c	– Institutions that Serve Individuals with Disabilities	Not required	
5	• Non-traditional Training and Employment	Not applicable	\$70,000
6	• Special Populations Recruitment	0.10%	\$1,509
7	Local Formula Distribution	85%	\$12,825,812
8	• Reserve	10-15%	\$1,282,581
9	– Secondary Recipients		TBD
10	– Postsecondary Recipients		TBD
11	• Allocation to Eligible Recipients	90%	\$11,543,231
12	– Secondary Recipients	60%	\$6,925,939
13	– Postsecondary Recipients	40%	\$4,617,292
14	State Match (from non-federal funds)	Not applicable	\$

STATE DETERMINED PERFORMANCE LEVELS (SDPL)

Performance Indicator Metrics	
Secondary Level:	
1S1: Four-Year Graduation Rate	
Numerator:	12th grade CTE concentrator graduates.
Denominator:	12th grade CTE concentrator graduates plus 9th-12th dropout cohort.
2S1: Academic Proficiency in Reading/Language Arts	
Numerator:	10th grade CTE concentrators proficient in LA assessment or ACT
Denominator:	10th grade CTE concentrators who took LA assessment or ACT
2S2: Academic Proficiency in Mathematics	
Numerator:	10th grade CTE concentrators proficient in Math assessment or ACT
Denominator:	10th grade CTE concentrators who took Math assessment or ACT
2S3: Academic Proficiency in Science	
Numerator:	10th grade CTE concentrators proficient in Science assessment or ACT
Denominator:	10th grade CTE concentrators who took Science assessment or ACT
3S1: Secondary Placement	
Numerator:	12th grade CTE concentrator graduates placed in any of the categories in survey.
Denominator:	12th grade CTE concentrator graduates.
4S1: Non-traditional Program Enrollment	
Numerator:	9th-12th Non-traditional CTE concentrators in Non-traditional Pathways.
Denominator:	9th-12th CTE concentrators in Non-traditional Pathways.
5S3: Program Quality – Participated in Work-Based Learning	
Numerator:	9th-12th CTE concentrators in any of the Work-Based Learning courses, (Internship, Apprenticeship other courses identified by USBE).
Denominator:	9th-12th CTE concentrators.
5S4: Program Quality – Attained Secondary Pathway Completion	
Numerator:	9th-12th grade CTE completers.
Denominator:	9th-12th grade CTE concentrators.
5S5: Program Quality – Workplace and College Readiness	
Numerator:	9th-12th grade CTE concentrators who earned credit, at “C” grade or better, in (CE OR IB OR AP) OR who passed skillcert/third-party exam in reporting year
Denominator:	9th-12th grade CTE concentrators who enrolled in (CE OR IB OR AP) OR who took skillcert/third-party exam in reporting year
Postsecondary Level:	
1P1: Postsecondary Retention and Placement	
Numerator:	Postsecondary CTE concentrators who retained or placed.
Denominator:	Postsecondary CTE concentrators.
2P1: Credential, Certificate or Diploma	
Numerator:	Postsecondary CTE concentrators who received Credential, Certificate or Diploma.
Denominator:	Postsecondary CTE concentrators.
3P1: Non-traditional Program Enrollment	
Numerator:	Postsecondary Non-traditional Program CTE concentrators in NT CIPs. (F student in F non-trad CIP or M student in M non-trad CIP.)
Denominator:	Postsecondary CTE concentrators in Non-traditional Program CIPs. (Student, M or F, in non-trad CIP.)

Perkins V performance indicator projected targets revised in 2024:

Performance Indicator Metrics	BASELINE						2026	2027	2028
	2020	2021	2022	2023	2024	2025			
Secondary Level:									
1S1: Four-Year Graduation Rate	88.50%	88.50%	89.30%	90.90%	90.90%	91.81%	92.73%	93.66%	94.59%
Numerator: 12th grade CTE concentrator graduates.									
Denominator: 12th grade CTE concentrator graduates plus 9th-12th dropout cohort.									
2S1: Academic Proficiency in Reading/Language Arts	42.10%	41.71%	42.13%	42.55%	42.97%	43.40%	43.83%	44.27%	44.72%
Numerator: 10th grade CTE concentrators proficient in LA assessment or ACT									
Denominator: 10th grade CTE concentrators who took LA assessment or ACT									
2S2: Academic Proficiency in Mathematics	36.20%	35.87%	36.23%	36.59%	36.396%	35.88%	36.24%	36.60%	36.97%
Numerator: 10th grade CTE concentrators proficient in Math assessment or ACT									
Denominator: 10th grade CTE concentrators who took Math assessment or ACT									
2S3: Academic Proficiency in Science	38.40%	38.40%	38.76%	39.17%	39.56%	38.40%	38.78%	39.17%	39.56%
Numerator: 10th grade CTE concentrators proficient in Science assessment or ACT									
Denominator: 10th grade CTE concentrators who took Science assessment or ACT									
3S1: Secondary Placement	63.96%	63.29%	63.93%	64.57%	65.21%	65.86%	66.52%	67.18%	67.86%
Numerator: 12th grade CTE concentrator graduates placed in any of the categories in survey.									
Denominator: 12th grade CTE concentrator graduates.									
4S1: Non-traditional Program Enrollment	37.96%	37.96%	38.34%	33.98%	34.23%	34.57%	34.92%	35.26%	35.62%
Numerator: 9th-12th Non-traditional CTE concentrators in Non-traditional Pathways.									
Denominator: 9th-12th CTE concentrators in Non-traditional Pathways.									
5S3: Program Quality – Participated in Work-Based Learning	13.89%	13.75%	13.89%	14.03%	14.17%	13.79%	13.93%	14.07%	14.21%
Numerator: 9th-12th CTE concentrators in any of the Work-Based Learning courses, (Internship, Apprenticeship other courses identified by USBE).									
Denominator: 9th-12th CTE concentrators.									
5S4: Program Quality – Attained Secondary Pathway Completion	23.49%	23.49%	23.72%	23.96%	24.20%	24.44%	24.68%	24.93%	25.18%
Numerator: 9th-12th grade CTE completers.									
Denominator: 9th-12th grade CTE concentrators.									
5S5: Program Quality – Workplace and College Readiness	75.01%	74.26%	75.00%	75.55%	76.51%	77.28%	78.05%	78.83%	79.62%
Numerator: 9th-12th grade CTE concentrators who earned credit, at "C" grade or better, in (CE OR IB OR AP) OR who passed skillcert/third-party exam in reporting year									
Denominator: 9th-12th grade CTE concentrators who enrolled in (CE OR IB OR AP) OR who took skillcert/third-party exam in reporting year									
Postsecondary Level:									
1P1: Postsecondary Retention and Placement	54.89%	54.89%	55.44%	55.99%	56.55%	57.12%	57.69%	58.27%	58.85%
Numerator: Postsecondary CTE concentrators who retained or placed.									
Denominator: Postsecondary CTE concentrators.									
2P1: Credential, Certificate or Diploma	48.49%	48.00%	48.48%	48.96%	49.45%	49.94%	50.44%	50.94%	51.45%
Numerator: Postsecondary CTE concentrators who received Credential, Certificate or Diploma.									
Denominator: Postsecondary CTE concentrators.									
3P1: Non-traditional Program Enrollment	14.37%	13.80%	13.93%	14.07%	14.21%	14.35%	14.49%	14.64%	14.78%
Numerator: Postsecondary Non-traditional Program CTE concentrators in NT CIPs. (F student in F non-trad CIP or M student in M non-trad CIP.)									
Denominator: Postsecondary CTE concentrators in Non-traditional Program CIPs. (Student, M or F, in non-trad CIP.)									

Appendix A1

Regional Career Pathway/Program of Study (POS) Agreement

Pathway Cluster:	Effective Dates:
Pathway:	Recognized Post-Secondary Credential:
Region:	District/School:
CTE Director(s):	Phone:
Email:	

Career Pathways show students a direct connection between doing well in high school and being able to transition smoothly to postsecondary opportunities or getting a good job when they graduate. Students who focus on a Career Pathway acquire the skills necessary for entry into well-paid careers with high potential for rapid financial growth, increased levels of responsibility, and a high degree of personal satisfaction.

Assurances: This agreement is in effect only when all criteria and conditions of the Career Pathways Program have been met.

A. The purpose of the pathway is to lead students to high wage, high skill, and/or in-demand careers.

Region Pathway Criteria:

A. A seamless transition from middle to secondary to postsecondary education with entry and exits points available.

B. Pathway must include middle grade courses, exploratory courses, academic supporting courses, at least one concentrator course, and at least one

C. Pathway must be region industry driven.

D. Pathway must not duplicate or minimize any USBE approved pathway.

E. Dual and concurrent enrollment and other credit transfer options are well defined between secondary and postsecondary partners.

F. Pathway must meet minimum requirements to allow a student to complete the pathway. Secondary Pathway must be completed during grade 11 or 12.

G. Pathway must incorporate credentialing through end of course skill or industry certification.

H. Demonstrate availability of work-based learning experience aligned to the pathway.

Appendix A2

	Credit/ Hours	USBE Core Code	USBE Course Name	Credential of Value
Middle School				
Exploratory				
Concentrator				
Completer				
Post-Secondary				

Signatures:		
CTE Director Name:	Industry Partner Representative Name:	Organization:
CTE Director Signature:	Industry Partner Representative Signature:	
CTE Director Name:	Post-Secondary Representative Name:	Organization:
CTE Director Signature:	Post-Secondary Representative Signature:	
USBE Specialist Name:	State CTE Director:	
USBE Specialist Signature:	State CTE Director Signature:	

Please return completed applications to Jonathan Frey at: jonathan.frey@schools.utah.gov.

Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Agricultural Mechanics Systems
 CAREER PATHWAY
 Agriculture, Food & Natural Resources
 CAREER CLUSTER

Career Cluster: Agriculture, Food & Natural Resources


Career Pathway: Agricultural Mechanics Systems

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Agriculture, Food and Natural Resources		
HIGH SCHOOL		
EXPLORER COURSES: Choose one or more of the following courses.		
Agricultural Biotechnology	Agricultural Systems Technology 1 +	Business Communication 2
Agricultural Science 1	Biology-Agricultural Science	Environmental Technician
Agricultural Science and Technology Application *	Business Communication 1 *	Leadership Principles 1 *
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.		
Agricultural Systems Technology 2		
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Agricultural Mechanics, Advanced *		
Agricultural Machinery Technology		
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
		> Hydraulic Technician > Maintenance Service Technician > Welder	> Agricultural Engineer Technician > Diesel Mechanic > Equipment Dealer Technician

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“The CTE classes I took in high school, such as agricultural systems and technology, animal science, and floriculture, have given me the basic skills, knowledge and abilities to allow me to obtain employment in any of those fields.”

Colton Zilles
 Mountain Crest High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Agriculture, Food & Natural Resources

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FFA

is the Career and Technical Student (CTSO) Organization for students in the Agricultural Mechanics Systems Career Pathway.

FFA.org | UtahFFA.org
[Utah FFA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Agricultural Production Systems
 CAREER PATHWAY
 Agriculture, Food & Natural Resources
 CAREER CLUSTER

Career Cluster: Agriculture, Food & Natural Resources

Career Pathway: Agricultural Production Systems

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
Agriculture, Food and Natural Resources	
HIGH SCHOOL	
EXPLORER COURSES: Choose one or more of the following courses.	
Agricultural Biotechnology	Business Communication 1 *
Agricultural Science 1 +	Business Communication 2
Agricultural Science and Technology Application *	Environmental Technician *
Biology-Agricultural Science	Leadership Principles 1 *
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.	
Agricultural Sciences 2	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	<ul style="list-style-type: none"> > Crop Scout > Pesticide Handler/Applicator > Storage and Hygiene Coord. 	<ul style="list-style-type: none"> > Agricultural Engineer Tech. > Sales Representative > Slaughter/Processor 	<ul style="list-style-type: none"> > Agricultural Inspectors > CTE Teacher > Farm/Ranch Manager

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“My CTE classes and my leadership experience in 4-H and FFA have laid a strong foundation on which I can build upon. I have learned crucial values, including hard work, dedication, and responsibility. I plan to go to college to complete a teaching degree.”

Kaitlin Hallam
 Spanish Fork High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Agriculture, Food & Natural Resources

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

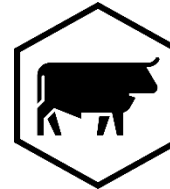
FFA

is the Career and Technical Student Organization (CTSO) for students in the Agricultural Production Systems Career Pathway.

FFA.org | UtahFFA.org
[Utah FFA flyer](#)



**Utah Career and Technical Education
Career Pathway Chart
2020-2021 School Year**



**Animal & Veterinary Science
CAREER PATHWAY**
Agriculture, Food & Natural Resources
CAREER CLUSTER

Career Cluster: Agriculture, Food & Natural Resources

Career Pathway: Animal & Veterinary Science

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Agriculture, Food and Natural Resources		
HIGH SCHOOL		
EXPLORER COURSES: Choose one or more of the following courses.		
Agricultural Biotechnology		Business Communication 1 *
Agricultural Science 1		Business Communication 2
Agricultural Science and Technology Application *		Equine Science 1 +
Animal Science 1 +		Leadership Principles 1 *
Aquaculture +		Veterinary Assistant 1 +
Biology-Agricultural Science		
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Animal Science 2 *	Guide Dog Training	Veterinary Assistant 2
Equine Science 2	Small and Companion Animal Science	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	> Artificial Inseminator > Livestock Auctioneer > Shipping Coordinator	> Herdsman > Livestock Buyer > Veterinary Assistant/Technologist and Technician	> Animal Nutrition Specialist > CTE Teacher > Farm/Ranch Manager

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"I took many CTE classes in high school that were beneficial in preparation for my college education to become a veterinary technician. I have a passion for animals and their well-being and want to pursue a career in agriculture."

Karlie Ault
American Fork High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Agriculture, Food & Natural Resources

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FFA

is the Career and Technical Student Organization (CTSO) for students in the Animal & Veterinary Science Career Pathway.

FFA.org | UtahFFA.org
[Utah FFA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Food Science, Dietetics & Nutrition
 CAREER PATHWAY
 Agriculture, Food & Natural Resources
 CAREER CLUSTER

Career Cluster: Agriculture, Food & Natural Resources

Career Pathway: Food Science, Dietetics & Nutrition

JUNIOR HIGH / MIDDLE SCHOOL
College and Career Awareness
FCS Exploration
HIGH SCHOOL
EXPLORER COURSES: Choose one or more of the following courses.
Food and Nutrition 1 +
Human Development *
Medical Anatomy and Physiology *
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.
Food and Nutrition 2
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.
Dietetics (Course under development. Available school year 2021-2022.)
Food Science
Foundations of Nutrition *
CTE Internship
POSTSECONDARY:
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide
Utah System of Technical Colleges: utech.edu

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	> Food Protections Manager > Food Inspector Assistant > Food Sanitation Coordinator	> Research and Development Technician	> CTE Teacher > Dietitian/Nutritionist > Food Scientist

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“Participating in a CTE Internship helped me to experience the reality of being a dietitian. I participated in a number of activities, including recipe construction, consultations, and food preparation.”

Melissa DeFriez
 Sky View High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

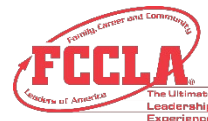
Agriculture, Food & Natural Resources

UtahCTE.org: [Fact Sheet](#)
 UtahFutures.org: [Occupation/Wage Search](#)

FCCLA

is the Career and Technical Student Organization (CTSO) for students in the Food Science, Dietetics & Nutrition Career Pathway.

FCCLAinc.org | UtahFCCLA.org
[Utah FCCLA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Natural Resource Science
 CAREER PATHWAY
 Agriculture, Food & Natural Resources
 CAREER CLUSTER

Career Cluster: Agriculture, Food & Natural Resources

Career Pathway: Natural Resource Science

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
Agriculture, Food and Natural Resources	
HIGH SCHOOL	
EXPLORER COURSES: Choose one or more of the following courses.	
Agricultural Biotechnology	Business Communication 1 *
Agricultural Science 1	Business Communication 2
Agricultural Science and Technology Application *	Leadership Principles 1 *
Aquaculture +	Natural Resource Science 1 +
Biology-Agricultural Science	
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.	
Natural Resources Science 2 *	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	<ul style="list-style-type: none"> > Firefighter > Heavy Equipment Operator > Pesticide Handler/Applicator 	<ul style="list-style-type: none"> > Arborist > Fisheries Technician > Forestry Technician 	<ul style="list-style-type: none"> > CTE Teacher > Conservation Officer/Scientist > Wildlife Biologist

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“I enrolled in all of the CTE courses in the Natural Resource Science Pathway. The courses added depth to my understanding. Summer Ag enhanced my practical knowledge in the field. All of this together helped me along my planned path to reach my personal and occupational goals.”

Cache Bisel
 South Summit High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Agriculture, Food & Natural Resources

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FFA

is the Career and Technical Student Organization (CTSO) for students in the Natural Resource Science Career Pathway.

FFA.org | UtahFFA.org

[Utah FFA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Plant Science
 CAREER PATHWAY
 Agriculture, Food & Natural Resources
 CAREER CLUSTER

Career Cluster: Agriculture, Food & Natural Resources

Career Pathway: Plant Science

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Agriculture, Food and Natural Resources		
HIGH SCHOOL		
EXPLORER COURSES: Choose one or more of the following courses.		
Agricultural Biotechnology	Biology-Agricultural Science	Leadership Principles 1 *
Agricultural Science 1	Business Communication 1 *	Plant and Soil Science 1 * +
Agricultural Science and Technology Application *	Business Communication 2	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Floriculture	Landscape Architecture, Intro	Plant and Soil Science 2
Floriculture and Greenhouse Mgmt.	Nursery Operation	Sustainable Urban Agriculture
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Greenhouse Management		
Landscape Management *		
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	<ul style="list-style-type: none"> > Crop Scout > Irrigation Specialist > Pesticide Handler/Applicator 	<ul style="list-style-type: none"> > Arborist > Landscape Technician > Turf Manager 	<ul style="list-style-type: none"> > CTE Teacher > Crop Advisor > Landscape Designer/Architect

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"I took my first agriculture class, which everyone assumes is strictly about farm animals, and it introduced me to plant biology. The classes took place mostly in the school greenhouse, where I learned to grow plants and flowers from seeds. This is where I found my passion."

Madyson Smith
 Sky View High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Agriculture, Food & Natural Resources

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FFA

is the Career and Technical Student Organization (CTSO) for students in the Plant Science Career Pathway.

FFA.org | UtahFFA.org
[Utah FFA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year




Architectural Design (CAD)
 CAREER PATHWAY
 Architecture & Construction
 CAREER CLUSTER

Career Cluster: Architecture & Construction

Career Pathway: Architectural Design (CAD)

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
Construction Technology	Exploring Technology
HIGH SCHOOL	
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)	
Secondary Math 2	
EXPLORER COURSES: Choose one or more of the following courses.	
CAD Architectural Design 1 * +	Electrician 1 *
Carpentry 1 *	Plumbing 1
Construction Trades Foundation *	
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.	
CAD Architectural Design 2 *	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
CAD Architectural Design 3 *	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	<ul style="list-style-type: none"> > Architectural Drafter > Civil Drafter 	<ul style="list-style-type: none"> > Architect > Architectural and Engineering Manager > Civil Engineer

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“As a freshman in high school, I was unsure what career path I should focus on. Because of this, I ended up taking a wide variety of courses and finding a passion in designing house plans using the computer. I have chosen to focus on structural and architectural design technology.”

Jaxon Schiess
 Wasatch High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Architecture & Construction

UtahCTE.org: [Fact Sheet](#)
 UtahFutures.org: [Occupation/Wage Search](#)

TSA

is the Career and Technical Student Organization (CTSO) for students in the Architectural Design (CAD) Career Pathway.

TSAweb.org | UtahTSA.org
[Utah TSA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Construction & Structural Systems
 CAREER PATHWAY
 Architecture & Construction
 CAREER CLUSTER

Career Cluster: Architecture & Construction

Career Pathway: Construction & Structural Systems

JUNIOR HIGH / MIDDLE SCHOOL			
College and Career Awareness			
Construction Technology		Exploring Technology	
HIGH SCHOOL			
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)			
Math 1050		Entrepreneurship *	
EXPLORER COURSES: Choose one or more of the following courses.			
Construction Management 1 +	Construction Technology +	Construction Trades Foundation * +	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.			
Carpentry 1 *	Construction Management 2	Electrician 1 *	Plumbing 1
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.			
Carpentry 2 *	Construction Management 3	Electrician 2	Plumbing 2
CTE Internship			
POSTSECONDARY:			
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide			
Utah System of Technical Colleges: utech.edu			

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	> Electrical and Electronics Engineering Technician > Pipefitter (Journey Level) > Plumber (Journey Level)	> Carpenter > Electrical Drafter	> CTE Teacher > Construction Manager > Electrical Engineer

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

The CTE classes I have taken have led me to see that I am interested in a career in construction. With the CTE classes I have learned many skills needed to go farther in my career. I have learned that I like framing, shingling, and now I found out I like doing the finish mud on sheet rock. Once I finish my schooling, I will be able to get a job that I will enjoy and that I can improve throughout my life."

Tyler Stettler
 Murray High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Architecture & Construction

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

SkillsUSA

is the Career and Technical Student Organization (CTSO) for students in the Broadcasting & Digital Media Career Pathway.

SkillsUSA.org | UtahSkillsUSA.org
[SkillsUSA flyer](#)



Utah Career and Technical Education Career Pathway Chart 2020-2021 School Year



Interior Design
CAREER PATHWAY
Architecture & Construction
CAREER CLUSTER

Career Cluster: Architecture & Construction


Career Pathway: Interior Design

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
FCS Exploration	
HIGH SCHOOL	
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)	
Entrepreneurship *	
EXPLORER COURSES: Choose one or more of the following courses.	
Business Communication 1 *	Interior Design 1 * +
CAD Architectural Design 1 *	Marketing 1 *
Digital Graphic Arts Intro *	
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.	
Interior Design 2 *	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
Interior Design 3	
Sewing and Textile Design 3	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	> Photo Stylist	> Architect > CTE Teacher > Interior Designer > Sales Manager

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“The most influential decision I made during high school was to participate in a CTE Internship. The path towards interior design began with my quick start into the field through my internship. Because my decision was made during high school, I didn't have to waste thousands of dollars in tuition trying to decide on a major.”

Paige Kirschbaum
American Fork High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Architecture & Construction

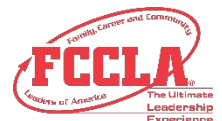
UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FCCLA

is the Career and Technical Student Organization (CTSO) for students in the Interior Design Career Pathway.

FCCLAinc.org | UtahFCCLA.org
[Utah FCCLA flyer](#)



Utah Career and Technical Education
Career Pathway Chart
2020-2021 School Year



Broadcasting & Digital Media
CAREER PATHWAY
Arts, Audio/Visual Technology & Communications
CAREER CLUSTER

Career Cluster: Arts, Audio/Visual Technology & Communications

Career Pathway: Broadcasting & Digital Media

JUNIOR HIGH / MIDDLE SCHOOL			
College and Career Awareness			
HIGH SCHOOL			
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)			
Drama	Film Making	Music Theater	Photography
Drawing 1	Marketing 1 *	Painting	
EXPLORER COURSES: Choose one or more of the following courses.			
3D Graphics * +	Computer Science Principles 1 * +	Digital Print Design * +	Screen Printing Technology * +
3D Animation * +	Computer Programming 1 * +	Game Development Fundamentals 1 * +	Web Development 1 * +
AR/VR * +	Digital Graphic Arts Intro * +	Information and Communications Technology +	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.			
Digital Media 1 *	Radio Broadcasting/Digital Audio 1	TV Broadcasting 1	Video Production 1 *
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.			
Digital Media 2 *	Radio Broadcasting/Digital Audio 2	TV Broadcasting 2 *	Video Production 2 *
CTE Internship			
POSTSECONDARY:			
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide			
Utah System of Technical Colleges: utech.edu			

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	<ul style="list-style-type: none"> > Video Editor > Sound Engineering Technician 	<ul style="list-style-type: none"> > Audio Video Equipment Technician > Broadcast Technician > Comm. Equipment Mechanic 	<ul style="list-style-type: none"> > Announcer > Camera Operator > CTE Teacher

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"The CTE courses have helped me focus, get experience, and gain an understanding of the dedication and work required to obtain my goal. These classes have also helped me make the right choice to continue my education."

Marian Vega
Box Elder High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Arts, Audio/Visual Technology & Communications

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

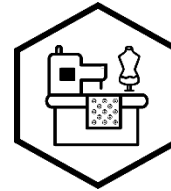
SkillsUSA

is the Career and Technical Student Organization (CTSO) for students in the Broadcasting & Digital Media Career Pathway.

SkillsUSA.org | UtahSkillsUSA.org
[SkillsUSA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Fashion, Apparel & Textiles
 CAREER PATHWAY
 Arts, Audio/Visual Technology & Communications
 CAREER CLUSTER

Career Cluster: Arts, Audio/Visual Technology & Communications

Career Pathway: Fashion Apparel & Textiles

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
FCS Exploration		
HIGH SCHOOL		
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)		
Entrepreneurship *		
EXPLORER COURSES: Choose one or more of the following courses.		
Digital Graphic Arts Intro *	Screen Printing Technology *	
Sports and Outdoor Design 1 * +	Sewing Construction and Textiles 1 +	Fashion Design Studio * +
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Sports and Outdoor Design 2	Sewing Construction and Textiles 2	Fashion Merchandising
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Textile Technology	Sewing Construction and Textiles 3	Fashion Merchandising, Advanced
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	> Graphic Designer	> Fashion Design and Merchandising	> CTE Teacher > Fashion Designer > Fashion Illustrator > Textile Scientist

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“The information I learned from the CTE classes provided me with a knowledge base about the theories and application of fashion design. I found it exciting and motivating to be able to take classes in high school that fulfilled my passions.”

Tyllar Hubbard
 Herriman High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Arts, Audio/Visual Technology & Communications

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

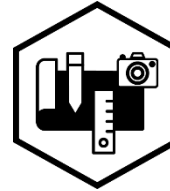
FCCLA

is the Career and Technical Student Organization (CTSO) for students in the Fashion Apparel & Textiles Career Pathway.

FCCLAinc.org | UtahFCCLA.org
[Utah FCCLA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Graphic Design & Communication
 CAREER PATHWAY
 Arts, Audio/Visual Technology & Communications
 CAREER CLUSTER

Career Cluster: Arts, Audio/Visual Technology & Communications

Career Pathway: Graphic Design & Communication

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
HIGH SCHOOL		
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)		
Drawing 1	Painting	
Entrepreneurship *	Photography	
EXPLORER COURSES: Choose one or more of the following courses.		
Commercial Arts 1 * +	Information and Communications Technology	
Digital Graphic Arts Intro * +	Screen Printing Technology *	
Digital Print Design *		
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Commercial Arts 2 *	Commercial Photo 1 *	Production Graphics 1
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Commercial Arts 3	Commercial Photo 2	Production Graphics 2
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate > Commercial Photographer	2-Year Assoc. or Tech. Degree > Web Developer	4-Year Bachelor's Degree > Art Director > Camera Operator > CTE Teacher > Commercial Designer
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Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“To reach my goal of becoming a graphic designer and animator, I will need to gain both an education and extensive experience. The CTE classes have given me the preparation and foundation for college that I will need to stay one step ahead in order to succeed.”

Lauren Yancey
 Hunter High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Arts, Audio/Visual Technology & Communications

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FBLA | SkillsUSA | TSA

are the Career and Technical Student Organizations (CTSO) for students in the Cybersecurity Career Pathway.

FBLA-PBL.org | SkillsUSA.org | TSAweb.org
Utah-FBLA-PBL.org | UtahSkillsUSA.org | UtahTSA.org
[Utah FBLA flyer](#) | [SkillsUSA flyer](#) | [Utah TSA flyer](#)

Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year




Accounting & Finance
 CAREER PATHWAY
 Business, Finance & Marketing
 CAREER CLUSTER

Career Cluster: Business, Finance & Marketing

Career Pathway: Accounting & Finance

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Digital Literacy	Keyboarding	
Exploring Business and Marketing	Word Processing	
HIGH SCHOOL		
EXPLORER COURSES: Choose one or more of the following courses.		
Accounting 1 * +	Business Math and Personal Finance *	Marketing 1 *
Business Communication 1 *	Customer Service *	Real Estate
Business Communication 2	Economics * +	Sports and Entertainment Marketing
Business Law	Entrepreneurship *	Web Development 1 *
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Accounting 2 *		
Accounting, Advanced		
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Business and Marketing Capstone		
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
		N/A	N/A

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“Because of my CTE Internship, I am going to be more prepared when I go into the field of accounting. I will be able to understand and apply it to real hands-on learning experiences.”

Brayden Austin
 Sky View High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Business, Finance & Marketing

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

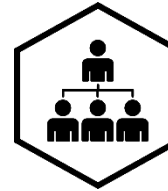
FBLA

is the Career and Technical Student Organization (CTSO) for students in the Accounting & Finance Career Pathway.

FBLA-PBL.org | Utah-FBLa-PBL.org
[Utah FBLa flyer](#)



Utah Career and Technical Education Career Pathway Chart 2020-2021 School Year



**Business Administration
CAREER PATHWAY**
Business, Finance & Marketing
CAREER CLUSTER

Career Cluster: Business, Finance & Marketing

Career Pathway: Business Administration

JUNIOR HIGH / MIDDLE SCHOOL			
College and Career Awareness			
Digital Literacy		Keyboarding	
Exploring Business and Marketing		Word Processing	
HIGH SCHOOL			
EXPLORER COURSES: Choose one or more of the following courses.			
Accounting 1 * +	Business Math and Personal Finance *	Entrepreneurship * +	Sports and Entertainment Marketing
Business Communication 1 * +	Customer Service *	Leadership Principles 1 * +	Web Development 1 *
Business Communication 2	Digital Graphic Arts Intro *	Marketing 1 * +	
Business Law +	Economics *	Real Estate	
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.			
Business Management *			
Leadership Principles 2			
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.			
Business and Marketing Capstone			
CTE Internship			
POSTSECONDARY:			
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide			
Utah System of Technical Colleges: utech.edu			

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	<ul style="list-style-type: none"> > Account Representative > Consumer Advocate > Dispute Resolution Analyst 	<ul style="list-style-type: none"> > Budget Analyst > CTE Teacher > Credit Counselor > Financial Manager

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“Taking Business Management sparked my interest to pursue a business degree. Taking advantage of the CTE program ultimately helped to pinpoint my career trajectory.”

Andrew Nadauld
Murray High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Business, Finance & Marketing

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

DECA | FBLA | FCCLA

are the Career and Technical Student Organizations (CTSO) for students in the Business Administration Career Pathway.

DECAdirect.org | UtahDECA.org | [Utah DECA flyer](#)
FBLA-PBL.org | Utah-FBLA-PBL.org | [Utah FBLA flyer](#)
FCCLAinc.org | UtahFCCLA.org | [Utah FCCLA flyer](#)

Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year




Business Information Management
 CAREER PATHWAY
 Business, Finance & Marketing
 CAREER CLUSTER

Career Cluster: Business, Finance & Marketing

Career Pathway: Business Information Management

JUNIOR HIGH / MIDDLE SCHOOL			
College and Career Awareness			
Creative Coding	Keyboarding		
Digital Literacy	Word Processing		
Exploring Business and Marketing			
HIGH SCHOOL			
EXPLORER COURSES: Choose one or more of the following courses.			
Accounting 1 *	Business Law	Database Development * +	Entrepreneurship *
Business Communication 1 * +	Business Math and Personal Finance *	Digital Graphic Arts Intro *	Information Technology, Intro +
Business Communication 2	Customer Service * +	Economics *	Web Development 1 *
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.			
Business Office Specialist *			
Digital Business Applications *			
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway..			
Business and Marketing Capstone			
CTE Internship			
POSTSECONDARY:			
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide			
Utah System of Technical Colleges: utech.edu			

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A		> Desktop Publisher > Legal Assistant/Paralegal > Web Developer

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial
 "The [Microsoft Office Specialist] certifications helped me land my current job at Lowe's Home Improvement. I am the manager there and perform all of the administrative functions."

Andrew McLay
 Murray High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Business, Finance & Marketing

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FBLA

is the Career and Technical Student Organization (CTSO) for students in the Business Information Management Career Pathway.

[FBLA-PBL.org](#) | [Utah-FBLA-PBL.org](#)
[Utah FBLA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Marketing
 CAREER PATHWAY
 Business, Finance & Marketing
 CAREER CLUSTER

Career Cluster: Business, Finance & Marketing

Career Pathway: Marketing

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Digital Literacy	Keyboarding	
Exploring Business and Marketing	Word Processing	
HIGH SCHOOL		
EXPLORER COURSES: Choose one or more of the following courses.		
Accounting 1 *	Customer Service *	Real Estate
Business Communication 1 *	Digital Graphic Arts Intro *	Sports and Entertainment +
Business Communication 2 +	Economics *	Web Development 1 *
Business Law	Entrepreneurship * +	
Business Math and Personal Finance *	Marketing 1 * +	
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.		
Digital Marketing *		
Retailing *		
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Business and Marketing Capstone		
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	N/A	<ul style="list-style-type: none"> > Art Director > CTE Teacher > Editor > Graphic Designer

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“The business and marketing courses I have taken in high school have really influenced me in the direction I would like to go for my future education and career.”

Rory James Pollard
 Fremont High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Business, Finance & Marketing

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

DECA

is the Career and Technical Student Organization (CTSO) for students in the Marketing Pathway.

DECAdirect.org | UtahDECA.org | [Utah DECA flyer](#)



Utah Career and Technical Education Career Pathway Chart 2020-2021 School Year



**Cybersecurity
CAREER PATHWAY**
Computer Science & Information Technology
CAREER CLUSTER

Career Cluster: Computer Science & Information Technology


Career Pathway: Cybersecurity

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Creative Coding		
HIGH SCHOOL		
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)		
Current Issues	Photography	Secondary Math 3
Law Enforcement *	Robotics 1	
Math 1050	Secondary Math 2	
EXPLORER COURSES: Choose one or more of the following courses.		
Computer Programming 1 *	Exploring Computer Science	
Computer Science Principles 1 *	Web Development 1 *	
Database Development *		
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Cybersecurity Ethical Hacking *	Linux Fundamentals *	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Cloud Computing *	Cybersecurity Forensics *	
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	> Computer Network Support Specialist	> CTE Teacher > Computer and Information Systems Managers > Computer Programmers

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“Getting a degree will help me to pursue my goal of working as a computer programmer at a large company. CTE classes prepared me by showing me what I would actually be doing in the different job fields and how I would apply the information that I learned in class.”

Aaron Montoya
Jordan High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Computer Science & Information Technology

UtahCTE.org: [Fact Sheet](#)

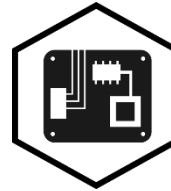
UtahFutures.org: [Occupation/Wage Search](#)

FBLA | SkillsUSA | TSA

are the Career and Technical Student Organizations (CTSO) for students in the Cybersecurity Career Pathway.

[FBLA-PBL.org](#) | [SkillsUSA.org](#) | [TSAweb.org](#)
[Utah-FBLA-PBL.org](#) | [UtahSkillsUSA.org](#) | [UtahTSA.org](#)
[Utah FBLA flyer](#) | [SkillsUSA flyer](#) | [Utah TSA flyer](#)

Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Information Technology Systems
 CAREER PATHWAY
 Computer Science & Information Technology
 CAREER CLUSTER

Career Cluster: Computer Science & Information Technology

Career Pathway: Information Technology Systems

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
Creative Coding	
HIGH SCHOOL	
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)	
Electrician 1 *	Robotics 1
Electronics 1 *	Secondary Math 2
Math 1050	Secondary Math 3
Manufacturing Technology	
EXPLORER COURSES: Choose one or more of the following courses.	
CISCO Certified Networking Associate	Exploring Computer Science
Computer Programming 1 *	Microsoft Certified Professional *
Computer Science Principles 1 *	Web Development 1 *
Database Development *	
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.	
A+ Computer Maintenance and Repair *	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
Network Fundamentals *	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	> Computer Network Support Specialist	> CTE Teacher > Computer Network Architect > Computer and Information Systems Manager

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"This program helped me earn many industry-level certifications including CompTIA, IT Strata Fundamentals, IC3, Microsoft Technical Associate (MIT), OS Fundamentals, and Security and Academy of Information Technology certifications."

Parker Kingsford
 West Jordan High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Computer Science & Information Technology

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FBLA | SkillsUSA | TSA

are the Career and Technical Student Organizations (CTSO) for students in Information Technology Systems Career Pathway.

[FBLA-PBL.org](#) | [SkillsUSA.org](#) | [TSAweb.org](#)
[Utah-FBLA-PBL.org](#) | [UtahSkillsUSA.org](#) | [UtahTSA.org](#)
[Utah FBLA flyer](#) | [SkillsUSA flyer](#) | [Utah TSA flyer](#)

Utah Career and Technical Education Career Pathway Chart 2020-2021 School Year



Programming & Software Development
CAREER PATHWAY
Computer Science & Information Technology
CAREER CLUSTER

Career Cluster: Computer Science & Information Technology

Career Pathway: Programming & Software Development

JUNIOR HIGH / MIDDLE SCHOOL			
College and Career Awareness			
Creative Coding			
Python 1, Intro			
Python 2, Intro			
HIGH SCHOOL			
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)			
Engineering Principles 1 *	Math 1050	Robotics 1	Secondary Math 3
Leadership Principles 1 *	Physics	Secondary Math 2	
EXPLORER COURSES: Choose one or more of the following courses.			
Computer Programming 1 *	Database Development *	Game Development Fundamentals 1	
Computer Science Principles *	Exploring Computer Science	Information Technology, Intro	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.			
Computer Programming 2 *	Game Development Fundamentals 2	Mobile Development Fundamentals	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.			
AP Computer Science			
Algorithm and Data Structures *			
Computer Programming, Advanced *			
CTE Internship			
POSTSECONDARY:			
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide			
Utah System of Technical Colleges: utech.edu			

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	> Web Developer	> CTE Teacher > Computer Programmer > Computer Systems Analyst

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“My goal is to become a video game designer or programmer. The classes I took in high school taught me how to use the programs that I would be pursuing in my career field and have given me a taste of what programming and design are like.”

Jenny Whitecar
Syracuse High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Computer Science & Information Technology

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FBLA | SkillsUSA | TSA

are the Career and Technical Student Organizations (CTSO) for students in the Programming & Software Development Career Pathway.

FBLA-PBL.org | SkillsUSA.org | TSAweb.org
Utah-FBLA-PBL.org | UtahSkillsUSA.org | UtahTSA.org
[Utah FBLA flyer](#) | [SkillsUSA flyer](#) | [Utah TSA flyer](#)

Utah Career and Technical Education Career Pathway Chart 2020-2021 School Year



**Web Development
CAREER PATHWAY**
Computer Science & Information Technology
CAREER CLUSTER

Career Cluster: Computer Science & Information Technology


Career Pathway: Web Development

JUNIOR HIGH / MIDDLE SCHOOL			
College and Career Awareness			
Creative Coding			
HIGH SCHOOL			
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)			
Leadership Principles 1 *	Robotics 1	Secondary Math 3	World Geography
Math 1050	Secondary Math 2	World Civilization	
EXPLORER COURSES: Choose one or more of the following courses.			
Computer Science Principles 1 *	Digital Graphic Arts Intro *	Exploring Computer Science	Web Development 1 *
Database Development *	Entrepreneurship *	Information Technology, Intro *	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.			
HTML 5 Application Development Fundamentals *			
Geographic Information Systems Remote Sensing *			
UX/UI			
Web Development 2			
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.			
Web Development Capstone			
CTE Internship			
POSTSECONDARY:			
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide			
Utah System of Technical Colleges: utech.edu			

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	> Web Developer	<ul style="list-style-type: none"> > CTE Teacher > Computer and Information Systems Manager > Computer Programmer > Database Administrator

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"My goal is to go to Utah Valley University and obtain an associate degree in computer technology with the focus on Web design. CTE courses have provided experience in several areas that would not be available without CTE."

Zachary Crocker
Springville High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Computer Science & Information Technology

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FBLA SkillsUSA | TSA

are the Career and Technical Student Organizations (CTSO) for students in the Web Development Career Pathway.

FBLA-PBL.org | SkillsUSA.org | TSAweb.org
Utah-FBLA-PBL.org | UtahSkillsUSA.org | UtahTSA.org
[Utah FBLA flyer](#) | [SkillsUSA flyer](#) | [Utah TSA flyer](#)

Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Pre-K: Early Childhood Education
 CAREER PATHWAY
 Education & Training
 CAREER CLUSTER

Career Cluster: Education & Training

Career Pathway: Pre-K: Early Childhood Education

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
FCS Exploration	
HIGH SCHOOL	
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)	
Business Office Specialist *	Entrepreneurship *
EXPLORER COURSES: Choose one or more of the following courses.	
Child Development	
Early Childhood Education 1 * +	
Food and Nutrition 1	
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.	
Early Childhood Education 2 *	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
Early Childhood Education 3	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	> Teacher Assistant	> Education Administrator, Preschool > Preschool Teacher Assistant	> CTE Teacher > Elementary Education Teacher > Special Education Teacher > Social Worker

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“The CTE classes I have taken throughout high school have introduced me to my dream career path. After taking child development my sophomore year, I decided I wanted a career working with children. CTE classes helped me figure out what career I want in the future.”

Kayla Clopten
 Kearns High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Education & Training

UtahCTE.org: [Fact Sheet](#)
 UtahFutures.org: [Occupation/Wage Search](#)

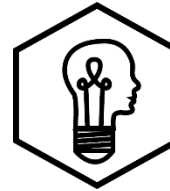
FCCLA

is the Career and Technical Student Organization (CTSO) for students in the Pre-K: Early Childhood Education Career Pathway.

FCCLAinc.org | UtahFCCLA.org
[Utah FCCLA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year




K-12: Teaching as a Profession
 CAREER PATHWAY
 Education & Training
 CAREER CLUSTER

Career Cluster: Education & Training

Career Pathway: K-12: Teaching as a Profession

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
Digital Literacy	
HIGH SCHOOL	
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)	
Business Communication 2	Psychology
Business Office Specialist *	Web Development 1 *
EXPLORER COURSES: Choose one or more of the following courses.	
Business Communication 1 *	Math 1050
English 1010	Teaching as a Profession 1 +
Human Development *	
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.	
Teaching as a Profession 2	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
Teaching as a Profession 3 *	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
		> Teacher Assistant/ Para Professional	> Preschool Teacher

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"My career goal is to become a high school welding teacher. My plan is to attend Utah Valley University and get a bachelor's degree in education. CTE classes have changed my life. All of these classes have taught me skills that I can apply in life, some of which I have already applied in the workforce."

Miguel Lopez
 Provo High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Education & Training

UtahCTE.org: [Fact Sheet](#)
 UtahFutures.org: [Occupation/Wage Search](#)

Educators Rising

is the Career and Technical Student Organization (CTSO) for students in the K-12: Teaching as a Profession Career Pathway.

[EducatorsRising.org](#)
[Utah Educators Rising flyer](#)



Utah Career and Technical Education Career Pathway Chart 2020-2021 School Year



Engineering
CAREER PATHWAY
Engineering & Technology
CAREER CLUSTER

Career Cluster: Engineering & Technology

Career Pathway: Engineering

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Engineering Technology	Exploring Technology	
HIGH SCHOOL		
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)		
Chemistry	Physics	Secondary Math 2
EXPLORER COURSES: Choose one or more of the following courses.		
CAD Architecture Design 1 *	Engineering Principles 1 +	Robotics 1 +
CAD Mechanical Design 1 *	Machining 1 *	Welding Technician, Entry Level *
CAM Automated Manufacturing	Manufacturing Principles 1 +	Woods 1
Composites 1	Metalworking 1	
Electronics 1 * +	Plastics 1	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Aerospace Engineering	Manufacturing Principles 2 *	
Electronics 2 *	Materials Science	
Engineering Principles 2 *	Robotics 2	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Engineering Capstone		
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	<ul style="list-style-type: none"> > Machine Operator > Production Technician 	<ul style="list-style-type: none"> > Electro-Mechanical Technicians > Electronics Equipment Assembler 	<ul style="list-style-type: none"> > Automation Engineer > CTE Teacher > Electrical Engineer > Electronics Drafter

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"I have always liked doing hands-on projects and thinking of different ways to make something better. With the CTE classes I was able to see whole processes, from the design stage on paper to transferring that design and idea into a computer application, then all the way to building a prototype."

Hunter Okerlund
Fremont High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Engineering & Technology

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

TSA

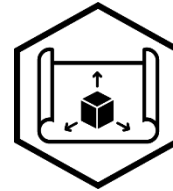
is the Career and Technical Student Organization (CTSO) for students in the Engineering Career Pathway.

TSAweb.org | UtahTSA.org

[Utah TSA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year




Mechanical Design (CAD)
 CAREER PATHWAY
 Engineering & Technology
 CAREER CLUSTER

Career Cluster: Engineering & Technology

Career Pathway: Mechanical Design (CAD)

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
Engineering Technology	Exploring Technology
HIGH SCHOOL	
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)	
Secondary Math 2	
EXPLORER COURSES: Choose one or more of the following courses.	
CAD Mechanical Design 1 * +	Metalworking 1
CAM Automated Manufacturing	Plastics 1
Composites 1	Welding Technician, Entry Level *
Machining 1 *	Woods 1
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.	
CAD Mechanical Design 2 *	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
CAD Mechanical Design 3 *	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	<ul style="list-style-type: none"> > Engineering Technician > Mechanical Drafter > Mechanical Engineering Technician 	<ul style="list-style-type: none"> > Aerospace Engineer > CTE Teacher > Civil Engineer > Industrial Designer

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“My training, in CTE courses in high school, prepared me for life after high school by helping me discover my love of drafting. I discovered the need for drafters in the world of engineering. I focused my CTE Pathway toward this career goal and have taken some advanced drafting classes to improve both my knowledge of the field and my employability in the field.”

Calvin Hill
 Intech Collegiate High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Engineering & Technology

UtahCTE.org: [Fact Sheet](#)
 UtahFutures.org: [Occupation/Wage Search](#)

TSA

is the Career and Technical Student Organization (CTSO) for students in the Mechanical Design (CAD) Career Pathway.

TSAweb.org | UtahTSA.org
[Utah TSA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Health Science
 CAREER PATHWAY
 Health Science CAREER CLUSTER

Career Cluster: Health Science

Career Pathway: Health Science

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
Exploring Health Science	
HIGH SCHOOL	
EXPLORER COURSES: Choose one or more of the following courses.	
Health Science, Intro	Medical Math
Human Development *	Medical Terminology *
Medical Anatomy and Physiology *	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.	
Health Science, Advanced *	Physical Therapy, Intro
Biotechnology *	Medical Forensics *
Dental Assistant	Medical Assistant
Emergency Medical Responder *	Nurse Assistant (CNA) *
Emergency Medical Technician *	Pharmacy Technician *
Exercise Science/Sports Medicine *	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	<ul style="list-style-type: none"> > Clinical Lab Technician > Certified Nurse Assistant > Emergency Medical Technician > Medical Assistant 	<ul style="list-style-type: none"> > Clinical Lab Technologist > Dental Hygienist > Occupational Therapy Assistant > Registered Nurse (RN) 	<ul style="list-style-type: none"> > Athletic Trainer > CTE Teacher > Forensic Science Technician > Microbiologist

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“By taking the CNA and EMT courses in high school I’m better prepared to enter the workforce. These courses allowed me to gain hands-on learning and on-the-job training through CTE Internships and receive instruction from actual teachers who work in the field.”

Taylor Brown
 Riverton High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Health Science

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

HOSA

is the Career and Technical Student Organization (CTSO) for students in the Health Science Career Pathway.

HOSA.org | UTHOSA.wordpress.com

[Utah HOSA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year




Culinary Arts
 CAREER PATHWAY
 Hospitality & Tourism
 CAREER CLUSTER

Career Cluster: Hospitality & Tourism

Career Pathway: Culinary Arts

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
FCS Exploration		
HIGH SCHOOL		
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)		
Entrepreneurship *	Event Planning and Management	Hospitality and Tourism *
EXPLORER COURSES: Choose one or more of the following courses.		
Customer Service *		
Food and Nutrition 1		
Culinary Arts 1 * +	ProStart® 1 +	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Culinary Arts 2	ProStart® 2	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Culinary Arts 3 (Course under development. Available school year 2021-2022.)		
Baking and Pastry (Course under development. Available school year 2021-2022.)		
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	<ul style="list-style-type: none"> > Baker/Pastry Chef > Sous Chef > Restaurant Manager 	<ul style="list-style-type: none"> > CTE Teacher > Culinary Arts Instructor > Executive Chef

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"I'm going to further my education after high school and study how to become a pastry chef. One day I plan to open my own bakery. By taking culinary classes in high school, I will take the skills and knowledge of food that have learned to the next level and become the best pastry chef I can be."

Marissa Muhlestein
 Granger High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Hospitality & Tourism

UtahCTE.org: [Fact Sheet](#)

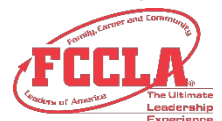
UtahFutures.org: [Occupation/Wage Search](#)

FCCLA

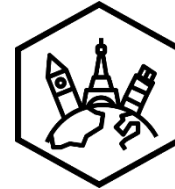
is the Career and Technical Student Organization (CTSO) for students in the Pre-K: Early Childhood Education Career Pathway.

FCCLAinc.org | UtahFCCLA.org

[Utah FCCLA flyer](#)



Utah Career and Technical Education Career Pathway Chart 2020-2021 School Year



Hospitality & Tourism
CAREER PATHWAY
Hospitality & Tourism
CAREER CLUSTER

Career Cluster: Hospitality & Tourism


Career Pathway: Hospitality & Tourism

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Digital Literacy	Keyboarding	
Exploring Business and Marketing	Word Processing	
HIGH SCHOOL		
EXPLORER COURSES: Choose one or more of the following courses.		
Accounting 1 *	Culinary Arts 1 * +	Entrepreneurship * +
Business Communication 1 *	Customer Service * +	Marketing 1 * +
Business Law	Digital Graphic Arts Intro *	Web Development 1 *
Business Math and Personal Finance *	Economics *	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Event Planning and Management		
Hospitality and Tourism *		
Lodging and Recreation		
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Business and Marketing Capstone		
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	N/A	N/A	<ul style="list-style-type: none"> > CTE Teacher > Marketing Manager > Meeting, Convention, and Event Planner

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"The CTE courses I took prepared me for my chosen career path. I received knowledge and training in business management and restaurant fundamentals. I would like to open my own restaurant."

Alexis Kingery
Herriman High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Hospitality & Tourism

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FBLA

is the Career and Technical Student Organization (CTSO) for students in the Hospitality & Tourism Career Pathway.

FBLA-PBL.org | Utah-FBLA-PBL.org
[Utah FBLA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Personal Care Services
 CAREER PATHWAY
 Human Services CAREER CLUSTER

Career Cluster: Human Services

Career Pathway: Personal Care Services

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
HIGH SCHOOL	
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)	
Entrepreneurship *	
EXPLORER COURSES: Choose one or more of the following courses.	
Accounting 1 *	
Business Management *	
Business Math and Personal Finance *	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.	
Barbering *	Basic Esthetician and Skin Care
Cosmetology *	Nail Technician/Specialist Manicurist *
Hair Design	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
CTE Internship	
POSTSECONDARY: There are many options for education and training beyond high school.	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	<ul style="list-style-type: none"> > Barber > Cosmetologist > Hair Designer > Manicurists and Pedicurists > Skincare Specialist (Esthetician)		<ul style="list-style-type: none"> > CTE Teacher

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“The cosmetology CTE courses I took in high school helped teach me the basic knowledge I need to continue in the field. I learned all the tips and tricks to methods and was taught that there is more than just one way to do task.”

Alexas Walker
 Tooele High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Human Services

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

SkillsUSA

is the Career and Technical Student Organization (CTSO) for the students in the Personal Care Services Career Pathway.

SkillsUSA.org | UtahSkillsUSA.org
[SkillsUSA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year




Protective Services
 CAREER PATHWAY
 Law, Public Safety, Corrections & Security
 CAREER CLUSTER

Career Cluster: Law, Public Safety, Corrections & Security

Career Pathway: Protective Services

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
HIGH SCHOOL	
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)	
Emergency Medical Responder *	
Emergency Medical Technician *	
Medical Forensics *	
EXPLORER COURSES: Choose one or more of the following courses.	
Corrections, Intro *	
Criminal Justice, Intro *	
Homeland Security	
Law Enforcement *	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.	
Criminal Law *	Fire Science *
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING			
There are several options for education and training beyond high school, depending on your career goals.			
	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	<ul style="list-style-type: none"> > Firefighter > First-Line Supervisor of Fire Fighting and Prevention Workers 	N/A	<ul style="list-style-type: none"> > CTE Teacher > Criminal Justice and Law Enforcement Teachers, postsecondary

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“Firefighting is in my blood. I love being on the scene with my grandfather and learning from him and my fellow firefighters. The pungent smell of smoke really gets me excited to get my career moving. I have never wanted anything more in my life than to be a firefighter.”

Nate Buchanan
 Morgan High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Law, Public Safety, Corrections & Security

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

SkillsUSA

is the Career and Technical Student Organization (CTSO) for the students in the Protective Services Career Pathway.

SkillsUSA.org | UtahSkillsUSA.org

[SkillsUSA flyer](#)



Utah Career and Technical Education Career Pathway Chart 2020-2021 School Year



**Manufacturing & Production
CAREER PATHWAY**
Manufacturing CAREER CLUSTER

Career Cluster: Manufacturing

Career Pathway: Manufacturing & Production

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Exploring Technology	Manufacturing Technology	
HIGH SCHOOL		
SUPPORTING COURSES: Suggested high school course that supports the Career Pathway (Course DOES NOT count towards the Pathway)		
Secondary Math 2		
EXPLORER COURSES: Choose one or more of the following courses.		
CAD Mechanical Design 1 *	Composites 1 +	Plastics 1 +
CAM Automated Manufacturing	Manufacturing Principles 1	Woods 1 +
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Composites 2		
Plastics 2		
Woods 2		
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
Woods 3		
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	> Production Technician	N/A	> CTE Teacher > Manufacturing Engineer

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"I would like a career as a **manufacturing engineer** and go on to pursue my own business in the manufacturing industry. CTE gave me experience for what my career will be like. CTE also [allowed me] to be able to work on the skills that I need to improve on in that specific area."

Garret Maycock
Tooele High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Manufacturing

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

SkillsUSA | TSA

is the Career and Technical Student Organization (CTSO) for students in the Manufacturing & Production Career Pathway.

SkillsUSA.org | TSAweb.org
UtahSkillsUSA.org | UtahTSA.org
[SkillsUSA flyer](#) | [Utah TSA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Welding & Machining
 CAREER PATHWAY
 Manufacturing CAREER CLUSTER

Career Cluster: Manufacturing


Career Pathway: Welding & Machining

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Exploring Technology		
HIGH SCHOOL		
EXPLORER COURSES: Choose one or more of the following courses.		
Machining 1 *	Sheet Metal	
Metal Working 1	Welding Technician, Entry Level *	
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Machining 2 *		
Welding Technician, Intermediate Level *		
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
American Welding Society Level 1 Welder	Welding-Pipe Fitting	Welding Technician, Advanced Level *
Non-Destructive Testing *	Welding-Structural Fitting	
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
		> Tool and Die Maker > Tool Maker > Welder	> Machine Tool Technician > Welding Technician

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“The welding and agricultural classes [I took in high school] gave me the needed skills to be successful in my career and in all aspects of life.”

Erica McPherson
 Delta High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Manufacturing

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

FFA | SkillsUSA

is the Career and Technical Student Organization (CTSO) for students in the Welding & Machining Career Pathway.

FFA.org | SkillsUSA.org

UtahFFA.org | UtahSkillsUSA.org

[Utah FFA flyer](#) | [SkillsUSA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Auto Mechanics & Repairs
 CAREER PATHWAY
 Transportation, Distribution & Logistics
 CAREER CLUSTER

Career Cluster: Transportation, Distribution & Logistics

Career Pathway: Auto Mechanics & Repairs

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
Exploring Technology	
HIGH SCHOOL	
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)	
Entrepreneurship *	
EXPLORER COURSES: Choose one or more of the following courses.	
Automotive, Intro * +	Machining 1 *
Collision 1 * +	Transportation Technology
Electronics 1 *	Welding Technician, Entry Level *
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.	
ASE Chassis MLR *	Collision 2
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
ASE Engine MLR *	Collision 3 *
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	> Automotive Service Technician – ASE (Automotive Service Excellence) www.ase.com/ is a national certification for automotive service technicians.	N/A	> CTE Teacher

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

“My overall goal of taking CTE courses was to become an automotive technician. I found my passion during my sophomore year and ever since then I’ve been staying on track with the automotive industry. I took collision and refinishing, and I love it. I found my passion in life and intend to make a full career out of it.”

Tyerell Przybycien
 Spanish Fork High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Transportation, Distribution & Logistics

UtahCTE.org: [Fact Sheet](#)
 UtahFutures.org: [Occupation/Wage Search](#)

SkillsUSA

is the Career and Technical Student Organization (CTSO) for students in the Auto Mechanics & Repairs Career Pathway.

SkillsUSA.org | UtahSkillsUSA.org
[SkillsUSA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Aviation
 CAREER PATHWAY
 Transportation, Distribution & Logistics
 CAREER CLUSTER

Career Cluster: Transportation, Distribution & Logistics

Career Pathway: Aviation

JUNIOR HIGH / MIDDLE SCHOOL		
College and Career Awareness		
Exploring Technology		
HIGH SCHOOL		
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)		
English 1010		
Math 1050		
Math 1060		
EXPLORER COURSES: Choose one or more of the following courses.		
Aircraft Systems *	Aviation History *	Machining 1 *
Air Transportation *	Electronics 1 *	Meteorology
CONCENTRATOR COURSES: To be a concentrator you must pass one of the following courses AND one explorer course.		
Aviation Maintenance 1	Flight Simulator *	Private Pilot *
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.		
AV Professions	AV Weather	
Aviation Maintenance 2	Unmanned Aerial Systems	
CTE Internship		
POSTSECONDARY:		
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide		
Utah System of Technical Colleges: utech.edu		

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate > Aircraft Mechanic > Aircraft Service Technician	2-Year Assoc. or Tech. Degree > Air Traffic Controller	4-Year Bachelor's Degree > Aircraft Co-pilot > Aircraft Pilot > CTE Teacher > Flight Engineer
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Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"I plan to become a certified flight instructor and use that [credential] in order to build up my hours until I can get a job with a local airline. I learned everything I know about planes from Private Pilot Ground School [through CTE]."

Braden Ottley
 Olympus High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Transportation, Distribution & Logistics

UtahCTE.org: [Fact Sheet](#)
 UtahFutures.org: [Occupation/Wage Search](#)

SkillsUSA

is the Career and Technical Student Organization (CTSO) for students in the Aviation Career Pathway.

SkillsUSA.org | UtahSkillsUSA.org
[SkillsUSA flyer](#)



Utah Career and Technical Education
 Career Pathway Chart
 2020-2021 School Year



Diesel
 CAREER PATHWAY
 Transportation, Distribution & Logistics
 CAREER CLUSTER

Career Cluster: Transportation, Distribution & Logistics

Career Pathway: Diesel

JUNIOR HIGH / MIDDLE SCHOOL	
College and Career Awareness	
Exploring Technology	
HIGH SCHOOL	
SUPPORTING COURSES: Suggested high school courses that support the Career Pathway (Courses DO NOT count towards the Pathway)	
Entrepreneurship *	
EXPLORER COURSES: Choose one or more of the following courses.	
Automotive, Intro * +	Transportation Technology
Electronics 1 *	Welding Technician, Entry Level *
Machining 1 *	
CONCENTRATOR COURSES: To be a concentrator you must pass the following course AND one explorer course.	
Diesel 1 *	
COMPLETER COURSES: To be a completer you must pass enough courses to earn 3.0 credits in this Pathway.	
Diesel 2 *	
CTE Internship	
POSTSECONDARY:	
Utah System of Higher Education: ushe.edu UtahMajors.org: Utah Majors Guide	
Utah System of Technical Colleges: utech.edu	

* concurrent enrollment course + recommended explorer course

HIGH SCHOOL TO POSTSECONDARY EDUCATION AND TRAINING

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

	1-Year Certificate	2-Year Assoc. or Tech. Degree	4-Year Bachelor's Degree
	> Automotive Service Technician – ASE (Automotive Service Excellence) www.ase.com/ is a national certification for automotive service technicians.	N/A	> CTE Teacher

Utah CTE classes are open to all qualified students without regard to race, color, national origin, sex, disability, or age.

Student Testimonial

"I completed a CTE Internship at a local garage in my community. Because of the courses I have taken, the safety certifications I have earned, and my internship, Jiffy Lube hired me on the spot. The CTE Pathways program helped me learn to set goals and make wise choices. CTE courses gave me real-life, marketable skills."

Trever Gardner
 Grantsville High School

LEARN MORE ABOUT OCCUPATIONS AND WAGES

Transportation, Distribution & Logistics

UtahCTE.org: [Fact Sheet](#)

UtahFutures.org: [Occupation/Wage Search](#)

SkillsUSA

is the Career and Technical Student Organization (CTSO) for students in the Diesel Career Pathway.

SkillsUSA.org | UtahSkillsUSA.org

[SkillsUSA flyer](#)



Utah CTE Career PATHWAYS

Pathways to College & Career Readiness

School Year 2020-2021



Utah Career and Technical Education
CAREER CLUSTERS
Pathways to College & Career Readiness

Career Cluster®

> Career Pathway

Agriculture, Food & Natural Resources

- > Agricultural Mechanics Systems
- > Agricultural Production Systems
- > Animal & Veterinary Science
- > Food Science, Dietetics & Nutrition
- > Natural Resource Science
- > Plant Science

Architecture & Construction

- > Architectural Design (CAD)
- > Construction & Structural Systems
- > Interior Design

Arts, Audio/Visual Technology & Communications

- > Broadcasting & Digital Media
- > Fashion Apparel & Textiles
- > Graphic Design & Communication

Business, Finance & Marketing

- > Accounting & Finance
- > Business Administration
- > Business Information Management
- > Marketing

Computer Science & Information Technology

- > Cybersecurity
- > Information Technology Systems
- > Programming & Software Development
- > Web Development

Education & Training

- > Pre-K: Early Childhood Education
- > K-12: Teaching as a Profession

Engineering & Technology

- > Engineering
- > Mechanical Design (CAD)

Health Science

- >Health Science

Hospitality & Tourism

- > Culinary Arts
- > Hospitality & Tourism

Human Services

- > Personal Care Services

Law, Public Safety, Corrections & Security

- > Protective Services

Manufacturing

- > Manufacturing & Production
- > Welding & Machining

Transportation, Distribution & Logistics

- > Auto Mechanics & Repairs
- > Aviation
- > Diesel

Language Arts - Three Courses from the Foundations Plus one CREDIT from the Applied and Advanced List		
Foundation Courses	Applied and Advanced Courses	
English 9 or 9H (required) English 10 or 10H (required) English 11, 11H, or courses listed below* Concurrent Enrollment Courses** International Baccalaureate Classes** AP Literature and Composition* * AP Language and Composition**	12 th Grade Language Arts Basic Writing Skills Basic Reading Skills Business Communication College Prep Language Arts Creative Writing 1 and 2 Debate	Humanities Journalism 1 and 2 Literature Literary Magazine Technical & Professional Communication World Languages 3, 4, or AP
Language Arts Notes: ** These courses can also be used for the one credit in Applied and Advanced.		
Mathematics – 3.0 credits: Secondary I, II, and III. Secondary III can be replaced by an Applied Course with written parent request (opt out form recognizing not being prepared for college).		
Foundation Courses	Advanced Courses (Secondary III Pre-requisite)	Applied Courses (Alternative Selections for Secondary III Opt out) (Secondary II Pre-Requisite)
Secondary I or Secondary IH Secondary II or Secondary IIIH Secondary III or Secondary IIIH Pre-calculus	AP Calculus AB or BC AP Statistics College Prep Math Introductory Calculus Concurrent Enrollment* 1010, 1030, 1040, 1050, or 1060 International Baccalaureate	Accounting I and II Mathematical Decision Making for Life (non-CE course) Mathematics of Personal Finance Medical Math Modern Mathematics Introductory Statistics Computer Programming
Science – A total of 2.0 credits from two of the five areas of science on the Foundation Courses list plus 1.0 credit from the Foundation Courses list or Applied and Advanced Courses list		
Foundation Courses		
Biology • Biology • Human Biology (including CE) • Biology: Agricultural Science & Technology ⁺ • AP or IB Biology • Biology with Lab CE	Chemistry • Chemistry • AP or IB Chemistry • Chemistry with Lab CE Computer Science • AP Computer Science ⁺ • Computer Science Principles ⁺ • Computer Programming ⁺ II	Earth Science • Earth Science • AP Environmental Science • IB Environmental Systems Physics • Physics • Physics with Technology • AP or IB Physics • Physics with Lab CE
Applied or Advanced Courses		
Aerospace Aeronautics Agricultural Biotechnology ⁺ Agricultural Science ⁺ I, II, III, IV Aquaculture ⁺ Anatomy and Physiology** Animal Science ⁺ I or II Astronomy** Biotechnology ⁺ Botany Electronics ⁺ 1,2 ,3 Engineering Principles ⁺ 1, 2	Engineering Capstone ⁺ Environmental Science** Equine Science ⁺ Genetics** Geology** Human Physiology Marine Biology/Oceanography Material Science ⁺ Medical Anatomy and Physiology*** Medical Forensics ⁺ Meteorology** Natural Resource Science ⁺ I, II	Plant and Soil Science ⁺ I**, II PLtW Digital Electronics ⁺ PLtW Principles of Engineering ⁺ Robotics ⁺ 1, 2 Veterinary Assistant ⁺ 1, 2 Wildlife Biology Zoology ⁺ CTE Courses ** Include Applied/Advanced CE Courses

NOTE: *Concurrent enrollment courses offered from college/university language arts, mathematics, or science departments.

NOTE: Teachers currently meeting state license and endorsement requirements for an approved applied or advanced course are qualified to teach that course

Current Courses Meeting the Criteria for Graduation Requirements

Appendix D2

Social Studies – A total of 5.0 credits, 2.5 from the required course list (or their equivalent) and .5 elective from any course from the social studies area, which could include an additional half credit added to any of the required half- credit courses.

Foundation Courses

World History <ul style="list-style-type: none"> • World Civilization • World History • AP European History • AP World History • HIST 1100 & 1110 CE* if both taken 	World Geography <ul style="list-style-type: none"> • Geography for Life • World Geography • AP Human Geography • World/Cultural Geography CE* 	U.S. History 2 <ul style="list-style-type: none"> • U.S. History 2 • AP US History • HIST 1700 CE*, if offered in a full year • HIST 2700 & 2710 CE* if both taken 	U.S. Government and Citizenship <ul style="list-style-type: none"> • U. S. Government and Citizenship • AP US Government & Politics • Political Science 1100 CE
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Elective Courses (not a comprehensive list)

Advanced Geography Advanced Psychology American Government and Law Anthropology Psychology AP Economics-Macro AP Economics-Micro	AP Psychology Civics Criminal Justice Current Issues Economics Economics Elective CE* Geography II Introduction to Philosophy Introduction to Philosophy CE* Native American Studies	Navajo Culture, Language, and Government Political Science Political Science Elective CE* Psychology Sociology Sociology CE* Student Government World Civilizations II
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NOTE: *Concurrent enrollment courses offered from college/university language arts, mathematics, science, or social studies departments.

NOTE: Teachers currently meeting state license and endorsement requirements for an approved applied or advanced course are qualified to teach that course

Applied, advanced, or equivalent courses may be added to the list using the following procedure and criteria.

Language Arts

Determined by the local school board and approved by Utah State Board of Education (USBE), using the following criteria.

- (i) courses are within the field/discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills; and
- (ii) courses provide instruction that leads to student understanding of the nature and disposition of language arts; and
- (iii) courses apply the fundamental concepts and skills of language arts; and
- (iv) courses provide developmentally appropriate content; and
- (v) courses develop skills in reading, writing, listening, speaking, and presentation.

Mathematics

Determined by the local school board and approved by Utah State Board of Education (USBE), using the following criteria.

- (i) courses are within the field/discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills; and
- (ii) courses provide instruction that leads to student understanding of the nature and disposition of mathematics; and
- (iii) courses apply the fundamental concepts and skills of mathematics; and
- (iv) courses provide developmentally appropriate content; and
- (v) courses include the five process skills of mathematics: problem solving, reasoning, communication, connections, and representation.

Science

Determined by the local school board and approved by Utah State Board of Education (USBE), using the following criteria.

- (i) courses are within the field/discipline of science with a significant portion of instruction aligned to science content, principles, knowledge, and skills; and
- (ii) courses provide instruction that leads to student understanding of the nature and disposition of science; and
- (iii) courses apply the fundamental concepts and skills of science; and
- (iv) courses provide developmentally appropriate content; and
- (v) courses include the areas of physical, natural, or applied sciences; and
- (vi) courses develop students' skills in scientific inquiry.

Social Studies

Determined by the local school board and approved by Utah State Board of Education (USBE), using the following criteria.

- (i) courses are within the field/disciplines of social studies with a significant portion of instruction aligned to social studies content, principles, knowledge, and skills; and
- (ii) courses provide instruction that leads to student understanding of the nature and disposition of social studies disciplines; and
- (iii) courses apply the fundamental concepts and skills of social studies; and
- (iv) courses provide developmentally appropriate content; and
- (v) courses develop students' skills in social studies inquiry.

R277-705-6

Career Development Credential

I. An LEA may award a career development credential to a student with an IEP or 504 plan who:

- A. Meets the requirements of a career-focused work experience prior to leaving school,
- B. Consistent with:
 - 1. State and Federal law, and
 - 2. The student's IEP or Section 504 Plan.

II. Prior to receiving a career development credential, a student shall:

- A. Earn the following credits in core content:
 - 1. English Language Arts (3.0);
 - 2. Mathematics (2.0);
 - 3. Science (1.0); and
 - 4. Social Studies (1.0).
- B. Complete 120 hours of community-based work experience to include:
 - 1. 40 hours of paid employment; or
 - 2. Documentation of completion of intake with a vocational rehabilitation counselor or the Department of Workforce Services (DWS).
- C. Complete an LEA-approved transition curriculum class or coursework that includes:
 - 1. Disability awareness;
 - 2. Accommodations;
 - 3. Self-advocacy training;
 - 4. Career exploration; and
 - 5. Workplace soft skills.
- D. Receive .5 credits in a CTE Work Based Learning internship, including accommodations or modifications as appropriate and allowed by industry standards; and
- E. Verify concentration in a CTE pathway in the student's area of interest.



Learning that works
for Utah

*“Strengthening Career & Technical Education for the 21st
Century Act*

***Local Application
Secondary & Post-Secondary***

4-Year
Fiscal Year 2021

FY21 Local Application Coversheet

A. LEA Name:

B. Person at, or officially designated by, the eligible institution, identified in Item A, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.

- I. Name: _____
- II. Official Position Title: _____
- III. Agency: _____
- IV. Telephone: _____
- V. Email: _____

C. Individual serving as the Career & Technical Education Director

- I. Name: _____
- II. Official Position Title: _____
- III. Agency: _____
- IV. Telephone: _____
- V. Email: _____

D. By signing this document, the eligible institution, through its authorized representative, agrees:

- 1. That this document serves as your institutions 4-year application for FY21.
- 2. To the assurances, certifications, and other forms enclosed in the Local Application submission; and
- 3. That, to the best of your knowledge and belief, all information and data included in the Local Application submission are true and correct:

Authorized Representative Signature (as identified in Item B)

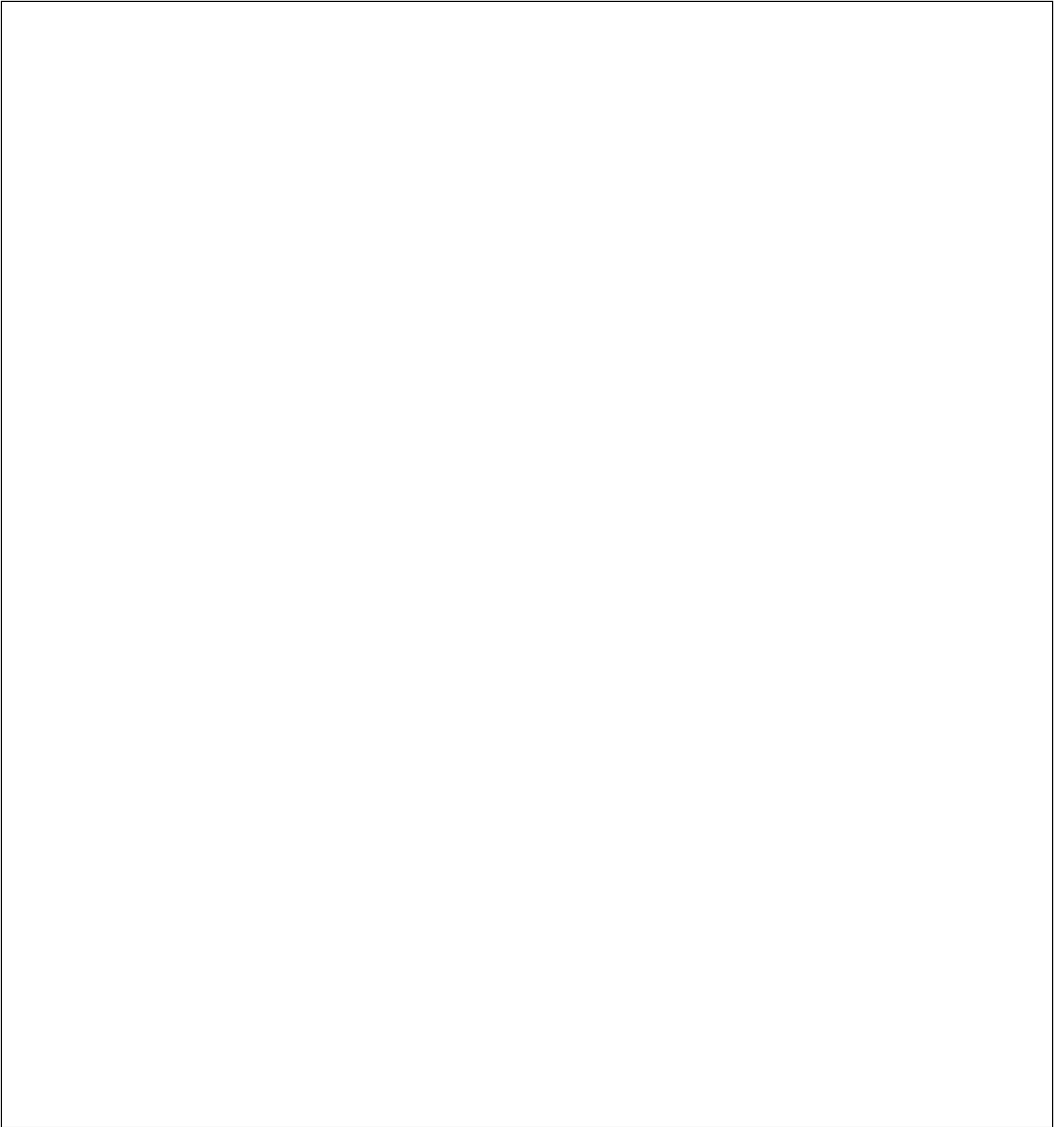
Authorized Career & Technical Education Director Signature

FY21 Local Application – Comprehensive Local Needs Assessment

Directions: Complete the required information below to provide a summary of the Comprehensive Local Needs Assessment (CLNA). The narrative section is located on the following page.

- Provide an overview of the process to complete the CLNA. This includes and is not limited to; secondary & postsecondary local recipient collaboration, meeting logistics, and level of stakeholder involvement.
 - Provide the plan for the continued stakeholder consultation
 - Describe strengths, areas for improvement, and challenges raised in the following:
 - Student Performance, including subgroups and special populations
 - CTE Programs
 - A. meet sufficient size, scope, and quality
 - B. aligned to State, regional, or local in-demand industry sectors or occupations identified in the Utah State Plan or economic needs identified through Stakeholders.
 - Equal access to high-quality CTE courses and programs for all students, including:
 - Special Population Access
 - Program design to ensure all student success
 - Activities in competitive, integrated settings to prepare special populations for self-sufficiency in high-skill, high-wage, or in-demand industry sectors or occupations.
-

FY21 Local Application – Comprehensive Local Needs Assessment – Narrative

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the narrative content of the report.

FY21 Local Application – CTE Programs and Activities

(1) Describe in a detailed narrative, information on the Career & Technical Education course offerings and activities that your district/institution will provide with funds under this part, which shall include not less than 2 programs of study approved by the State of Utah under section 124(b)(2), including – [Sec.134(b)(2)(a)(b)(c)]

- How the results of the Comprehensive Local Needs Assessment informed the selection of the specific career and technical education programs and activities selected to be funded;
- A description of any new programs of study your institution will develop and submit to the State for approval;
- How students, including students who are members of special populations, will learn about their school's career & technical education course offerings and whether each course is a part of a career and technical education program of stud

DRAFT

FY21 Local Application - Career Exploration and Career Guidance

(2) Provide a description of how your district/institution will work in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2),) and other partners will provide – [Sec.134(b)(3)(a)(b)(c)]

- Career exploration and career development coursework, activities, or services;
- Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the Comprehensive Local Needs Assessment;
- An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;



FY21 Local Application - Integration of Academics and CTE

(3) Provide a description of how your district/institution will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined by Section 8101 of the Elementary and Secondary Education Act of 1965) [Sec.134(b)(4)]:



FY21 Local Application – Professional Development

(4) Please describe how your district/institution will coordinate with the Utah State Board of Education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternate routes to certification), including individuals from groups underrepresented in the teacher profession. [Sec.134(b)(8)]:

DRAFT

FY21 Local Application – Special Populations

(5) Identify and describe how your district/institution will provide activities to prepare special populations for high-skill, high-wage or in-demand occupations that will lead to self-sufficiency [Sec.134(b)(5)(A)]:



(6) Please provide a detailed narrative as to how your district/institution will prepare CTE Participants for non-traditional fields [Sec.134(b)(5)(B)]:



FY21 Local Application – Special Populations – Cont’d

(7) Please provide a detailed narrative as to how your district/institution will provide equal access for special populations to career and technical education courses, programs, and programs of study [Sec.134(b)(5)(C)]:

Empty response box for question 7.

(8) Please provide a detailed narrative as to how your district/institution will ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. [Sec.134(b)(5)(D)]:

Empty response box for question 8.

FY21 Local Application – Special Populations (cont'd)

(9) Please provide a detailed narrative as to how your district/institution will address disparities or gaps in performance in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps . [Sec.134(b)(9)]:

DRAFT

FY21 Local Application – Work Based Learning

(10) Please identify and describe the work-based learning opportunities that your District/institution will provide to students participating in the career and technical education programs and how your institution will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students as applicable [Sec.134(b)(6)]:

DRAFT

FY21 Local Application - Secondary/Post-Secondary Alignment

(11) For Secondary Institutions only: Please describe how your district will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school as practicable [Sec.134(b)(7)]:

DRAFT

FY21 Local Application – Budget planning – Part 2

Sec. 135 Local Uses of Funds

- a) **GENERAL AUTHORITY-** *Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, or improve career and technical education programs that meet the needs identified in the comprehensive needs assessment described in section 134(c).*
- b) **REQUIREMENTS FOR USES OF FUNDS –** *Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective*

Instructions: Provide a detailed description of how Perkins funds are going to be expended this upcoming grant year. The following must be taken into consideration:

- (a) How does your institution plan to expend funds for EACH of the budget categories?
- (b) Please provide a detailed description of the positions that will be funded with Perkins funding
- (c) If applicable, describe how Administrative funds (5% and indirect costs are included in that 5%) will be used during the grant years:

DRAFT

FY21 Local Application – Local Assurances

LOCAL ASSURANCES

We, as an eligible recipient for funds under the *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, hereby grant the following assurances:

- *Applicants submitting an application to the Utah State Board of Education, certify they have read all application documents including any revised documents and agree to comply with all applicable federal requirements as outlined in the Strengthening Career and Technical Education for the 21st Century Act, subsequent federal requirements, state requirements, local laws, ordinances, rules and regulations, public policies herein and all others applicable*
- *To administer each program, service or activity covered in this application in accordance with all applicable statutes and regulations governing the Strengthening Career and Technical Education for the 21st Century Act*
- *No funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.*
- *Certifies by its representative's signature hereon that neither it nor vendors used in expenditures with Carl D. Perkins grant funds are presently debarred, suspended, proposed for disbarment, declared ineligible, or voluntarily excluded from participation in this Agreement by any federal or state department or agency.*
- *To comply with all reporting requirements in a timely manner and that the information reported is valid, reliable and accurate.*
- *To be in compliance with Executive Order 12246; Title VI of the Civil rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act and any other federal or state laws, regulations and policies which apply to the operation of the programs.*
- *We will not discriminate on the basis of sex, race, color, national origin or disability in the educational programs, services or activities being provided.*

CTE Director: _____

Business Administrator: _____



Learning that works
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*“Strengthening Career & Technical Education for the 21st
Century Act*

***Local Application- Consortium
Secondary & Post-Secondary***

4 Year
Fiscal Year 2021

FY21 Local Application Coversheet

A. Consortium Name: _____

B. Consortium Region: _____

C. Identify the fiscal agent for the consortium:

I. Name: _____

II. Official Position Title: _____

III. Agency: _____

IV. Telephone: _____

V. Email: _____

D. Person at, or officially designated by the Consortium, identified in Item A, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency:

VI. Name: _____

VII. Official Position Title: _____

VIII. Agency: _____

IX. Telephone: _____

X. Email: _____

E. Individual serving as the Career & Technical Education Director:

I. Name: _____

II. Official: _____

III. Agency: _____

IV. Telephone: _____

V. Email: _____

F. By signing this document, the eligible institution, through its authorized representative, agrees:

1. That this document serves as the Consortium’s Local Application for FY21.
2. To the assurances, certifications, and other forms enclosed in the Local Application submission; and
3. That, to the best of your knowledge and belief, all information and data included in the Local Application submission are true and correct:

Authorized Representative Signature (as identified in Item D)

Authorized Career & Technical Education Director Signature

FY21 Local Application Consortium Membership

Please provide the name of the institution(s) name, contact, and address information for all consortium members in the text box below:

DRAFT

FY21 Local Application – Comprehensive Local Needs Assessment

Directions: Complete the required information below to provide a summary of the Comprehensive Local Needs Assessment (CLNA). The narrative section is located on the following page.

- Provide an overview of the process to complete the CLNA. This includes and is not limited to; secondary & postsecondary local recipient collaboration, meeting logistics, and level of stakeholder involvement.
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 - B. aligned to State, regional, or local in-demand industry sectors or occupations identified in the Utah State Plan or economic needs identified through Stakeholders.
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 - Program design to ensure all student success
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-

FY21 Local Application – Comprehensive Local Needs Assessment – Narrative

A large, empty rectangular box with a thin black border, occupying most of the page below the section header. This box is intended for the user to provide a narrative response to the 'FY21 Local Application – Comprehensive Local Needs Assessment'.

FY21 Local Application – CTE Programs and Activities

(1) Describe in a detailed narrative, information on the Career & Technical Education course offerings and activities that your Consortium will provide with funds under this part, which shall include not less than 2 programs of study approved by the State of Utah under section 124(b)(2), including – [Sec.134(b)(2)(a)(b)(c)]

- How the results of the Comprehensive Local Needs Assessment informed the selection of the specific career and technical education programs and activities selected to be funded;
- A description of any new programs of study your institution will develop and submit to the State for approval;
- How students, including students who are members of special populations, will learn about their school's career & technical education course offerings and whether each course is a part of a career and technical education program of study;

DRAFT

FY21 Local Application - Career Exploration and Career Guidance

(2) Provide a description of how your Consortium will work in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2),) and other partners will provide – [Sec.134(b)(3)(a)(b)(c)]

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- Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the Comprehensive Local Needs Assessment;
- An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

DRAFT

FY21 Local Application - Integration of Academics and CTE

(3) Provide a description of how your Consortium will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined by Section 8101 of the Elementary and Secondary Education Act of 1965) [Sec.134(b)(4)]:

DRAFT

FY21 Local Application – Professional Development

(4) Please describe how your Consortium will coordinate with the Utah State Board of Education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternate routes to certification), including individuals from groups underrepresented in the teacher profession. [Sec.134(b)(8)]:

DRAFT

FY21 Local Application – Special Populations

(5) Identify and describe how your Consortium will provide activities to prepare special populations for high-skill, high-wage or in-demand occupations that will lead to self-sufficiency [Sec.134(b)(5)(A)]:

(6) Please provide a detailed narrative as to how your Consortium will prepare CTE Participants for non-traditional fields [Sec.134(b)(5)(B)]:

FY21 Local Application – Special Populations (cont'd)

(7) Please provide a detailed narrative as to how your Consortium will provide equal access for special populations to career and technical education courses, programs, and programs of study [Sec.134(b)(5)(C)]:

DRAFT

(8) Please provide a detailed narrative as to how your Consortium will ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. [Sec.134(b)(5)(D)]:

DRAFT

FY21 Local Application – Special Populations (cont'd)

(9) Please provide a detailed narrative as to how your Consortium will address disparities or gaps in performance in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps . [Sec.134(b)(9)]:

DRAFT

FY21 Local Application – Work Based Learning

(10) Please identify and describe the work-based learning opportunities that your consortium will provide to students participating in the career and technical education programs and how your institution will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students as applicable [Sec.134(b)(6)]:

DRAFT

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(11) For Secondary Institutions only: Please describe how your institution will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school as practicable [Sec.134(b)(7)]:

DRAFT

FY21 Local Application – Budget planning – Part 2

Sec. 135 Local Uses of Funds

- a) **GENERAL AUTHORITY-** *Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, or improve career and technical education programs that meet the needs identified in the comprehensive needs assessment described in section 134(c).*
- b) **REQUIREMENTS FOR USES OF FUNDS –** *Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective*

Part 2: Provide a detailed description of how Perkins funds are going to be expended this upcoming grant year. The following must be taken into consideration:

- (a) How does your institution plan to expend funds for EACH of the budget categories?
- (b) Please provide a detailed description of the positions that will be funded with Perkins funding
- (c) If applicable, describe how Administrative funds (5% and indirect costs are included in that 5%) will be used during the grant years:
- (d) Describe in detail how your consortium plans to expend the additional \$100,000 awarded from Formula Reserve/Leadership & Development Funds

DRAFT

FY21 Local Application - Consortium Assurances

By signing this document, the eligible institution(s) through its/their authorized representative agrees:

- (1) The Consortium agrees and understands that they will be required to design and submit a completed **Memorandum of Understanding that will need to be submitted with this application;**
 - (2) The Consortium agrees and understands that the amount of funds received by the Consortium will be the total amount of eligibility for all the members of the Consortium;
 - (3) That the consortium agrees the fiscal agent of this Consortium has responsibility for full fiscal oversight of Perkins V funds received;
 - (4) The Consortium agrees and understands that fiscal agent for this Consortium is responsible to submit the Local Application and Needs Assessment (full consortium coordination is required);
 - (5) The Consortium agrees and understands that the Fiscal Agent is responsible for all Perkins V payment of invoices, payroll, and other financial activities;
 - (6) The Consortium agrees and understands that ALL members of the consortium support the work of the Perkins V Region Consortium;
 - (7) The Consortium agrees and understands that all local entity members must work together on the development of the local needs assessment and to develop a plan that will meet the educational objectives and activities to reach the required performance measures;
 - (8) The Consortium agrees and understands that each local entity member is responsible for submitting their own accountability data at the required time;
 - (9) The Consortium agrees and understands that funds allocated to the Consortium formed are to be used only for the purposes and programs mutually beneficial to all members of the consortium and can be used only for programs authorized under Perkins V;
 - (10) The Consortium agrees and understands that funds may not be reallocated to individual members of the Consortium;
-

FY21 Local Application - Consortium Assurances Signature Page

CTE DIRECTOR/Consortium Member:
By signing this I acknowledge and agree to the local assurances and Consortium requirements

Fiscal Agent:
By signing this I acknowledge and agree to the local assurances and Consortium requirements

Business Administrator:
By signing this I acknowledge and agree to the local assurances and Consortium requirements

CTE DIRECTOR/Consortium Member:
By signing this I acknowledge and agree to the local assurances and Consortium requirements

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By signing this I acknowledge and agree to the local assurances and Consortium requirements

FY21 Local Application – Local Assurances

LOCAL ASSURANCES

We, as an eligible recipient for funds under the *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, hereby grant the following assurances:

- *Applicants submitting an application to the Utah State Board of Education, certify they have read all application documents including any revised documents and agree to comply with all applicable federal requirements as outlined in the Strengthening Career and Technical Education for the 21st Century Act, subsequent federal requirements, state requirements, local laws, ordinances, rules and regulations, public policies herein and all others applicable*
- *To administer each program, service or activity covered in this application in accordance with all applicable statutes and regulations governing the Strengthening Career and Technical Education for the 21st Century Act*
- *No funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.*
- *Certifies by its representative's signature hereon that neither it nor vendors used in expenditures with Carl D. Perkins grant funds are presently debarred, suspended, proposed for disbarment, declared ineligible, or voluntarily excluded from participation in this Agreement by any federal or state department or agency.*
- *To comply with all reporting requirements in a timely manner and that the information reported is valid, reliable and accurate.*
- *To be in compliance with Executive Order 12246; Title VI of the Civil rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act and any other federal or state laws, regulations and policies which apply to the operation of the programs.*
- *We will not discriminate on the basis of sex, race, color, national origin or disability in the educational programs, services or activities being provided.*

Consortium Representative:

Fiscal Agent:

Business Administrator:



*Carl D. Perkins Career & Technical Education Act of 2006,
As amended by the
“Strengthening Career & Technical Education for the 21st
Century Act*

Special Project Grant Secondary & Post-Secondary

Program Description

Name of Grant Program:	Utah Career & Technical Education Special Project Grants
Authorization:	Strengthening Career & Technical Education for the 21 st Century Act (Perkins V)
Dissemination Date:	October 1, Annually
Deadline for Receipt of Applications:	November 1, Annually Additional applications will be accepted throughout the school year depending on fund availability.
Purpose:	To supplement the resources of local school systems in rural areas; areas with high percentages of career and technical education students; areas with high numbers of career and technical education students; and areas with disparities or gaps in performance. Section 112 (c)(1)(A)(B)(C)(D) and (2)(A)(B)
Target Populations:	<ul style="list-style-type: none"> ○ Rural Programs & Partnerships ○ Areas with high percentages of CTE concentrators or CTE Participants ○ Areas with high numbers of CTE concentrators or CTE participants; and disparities or gaps in performance measures ○ Statewide Projects to address gaps in performance ○ Special Population Projects ○ Projects that foster innovation through promising and proven CTE programs, practices and strategies. ○ Development, implementation, and adoption of POS aligned with State-identified high-skill, high-wage, or in-demand occupations or industries. ○ Corrections Projects ○ Middle Grade Projects
Technical Assistance:	<p>For technical assistance, please contact:</p> <ul style="list-style-type: none"> • Wendi Morton, CTE Coordinator Wendi.Morton@Schools.utah.gov • Camille Clarke, Compliance Specialist Camille.Clarke@schools.utah.gov
Eligible Applicants:	Grants are targeted to eligible recipients as defined in Section 131 and 132 of the Perkins Act. Eligible applicants must qualify under requirements outlined in Section 112 of Perkins V. Final approval for awards will be determined by USBE. USBE reserves the right to take into consideration project alignment to Perkins V requirements, geographic distribution, demonstrated project readiness, and availability of funds when making decisions.
Range of Grant Awards:	Ranges based on project, projected outcome and available funds.
Length of Grants:	Length of grant is determined on a per project basis
Estimated Program Start Date:	January 1 st , 2020

Appendix H3

Fund may not be used for:

- Advertising, Marketing, and Promotion.
 - Promotional items and memorabilia, including models, gifts, and souvenirs.
 - Costs of advertising, marketing, and public relations to promote the institution or student groups.
- Alcoholic Beverages.
- Alumni Activities.
- Bad debts, including losses (whether actual or estimated) arising from uncollectible accounts and other claims, related collection costs, and related legal costs.
- Commencements, graduation ceremonies, convocations.
- Cost of institution furnished automobiles that relates to personal use by employees.
- Costs for defense and prosecution of criminal or civil proceedings, claims, appeals and patent infringement.
- Donations and contributions.
- Entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities).
- Fines and penalties resulting from violations of, or failure of the institution to comply with, Federal, State, and Local or Foreign laws and regulations.
- Fund raising and investment costs.
 - Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions.
 - Costs of investment counsel and staff, and similar expenses incurred to enhance income from investments.
- Salaries or expenses for school board.
- Goods or services for personal use.
- Housing and personal living expenses.
- Lobbying (attempting to influence the outcome of elections or legislation).
- Membership in any civic or community organization, country club or social organization.
- Costs incurred prior to the effective date of the award.
- Relocation costs incurred incident to recruitment of a new employee.
- Scholarships and student aid costs.
- Costs of selling and marketing products or services of the institution.
- Costs incurred for intramural activities, student publications, student clubs, and other student activities (excluding Career Technical Student Organizations-CTSO).
- Unused facilities or unused capacity or partially used facilities.

Appendix H4

Submission Requirements and Information:

- Priority will be given to rural, statewide, special populations, middle level projects and projects that foster innovation.
- Any additional documentation supporting a proposal may be attached and submitted with the final application.
- Any partnerships or consortium must include a letter of support from each participant.
- Proposal must describe the geographic region it serves and include counties and schools impacted.
- Proposals should improve or reinforce Performance Targets.
- Proposal must identify grade level(s) to be served.
- Proposals should incorporate middle to secondary to post-secondary transitions and program alignment.
- Applicants should align their career pathway programs with the skill needs identified by employers. Employers also play a critical role in providing work-place development activities and providing internships.
- Applications should be submitted via email to Camille Clarke at Camille.Clarke@schools.utah.gov
- Complete applications must be received by 5:00 pm on November 1st
- Incomplete applications will not be considered for funding.
- Applications received after due date and time will only be considered for funding if funds are still available.

Approved Applications:

- Applicants will be notified after their application has been reviewed for approval.
- Approved applicants will be required to upload their submissions through the Utah Grants Management System portal within the time designated when you receive your award notification via email.

COMPLETE APPLICATION MUST INCLUDE:

- ☑ Appendix A – Cover Page
- ☑ Appendix B – Signed Assurances
- ☑ Grant Narrative – Questions I, II and III
- ☑ Appendix C – Budget Template
- ☑ Additional Documentation Supporting Proposal
- ☑ Letter of Support from each participant in Region or Consortium Applications (if applicable)

Grant Narrative

Applications must address questions below.

I. Project Description –

Provide a clear and detailed description of the proposed project. Clearly state the purpose for the funding. Identify the grade level of students to be served. Identify detailed objectives of the proposed project. If appropriate, demonstrate how the proposed program leads to career pathways with linkage to existing and/or emerging programs of study to include secondary programs, post-secondary certificate programs and associate degrees.

II. Sustainability –

Applicants must describe how new programs developed will be sustained beyond the life of the grant. Applicants must also describe how partnerships with employers and post-secondary institutions will be sustained. This sustainability planning may require securing funding or future funding commitments. If requesting funding for personnel costs, applicants must explain how these ongoing expenses will be covered. If sustainability for these costs is not addressed, these positions will not be funded.

III. Deliverables/Outcomes –

Applicants must provide projections for all outcomes/deliverables relevant to measuring the success or impact of the project.



Learning that works
for Utah

Special Project Grant Cover Page

Appendix "A" FY20

Grant Proposal Name:

Grant amount Requested:

Contact Information:

Primary Contact:

LEA/College:

Email Address:

Phone #:

Appendix “B”

Special Project Grant Grant Application Assurances Fiscal Year 2020

The grant applicant hereby assures that:

1. All programs, services, and activities covered by this Grant Application will be operated in accordance with state and federal laws, regulations, and approved rules as established by the State Board of Education and the State Plan for Career and Technical Education.
2. Funding will be allocated in accordance with state and federal laws, regulations, and approved rules as established by the State Board of Education and is targeted toward preparing students for high-skill, high wage, and high-demand occupations and/or secondary to postsecondary transition activities.
3. Expenditures will comply with the standard accounting procedures and guidelines established by the State Board of Education, federal legislation and CTE Grant Budget Guidance.
4. Grant funds will not be expended in any manner other than as outlined in the budget section of the approved grant application.
5. Federal Perkins IV funds will supplement, and will not supplant, non-federal funds expended to carry out the activities of the grant.
6. Permission will be granted to use this grant proposal and its results, if funded, for informational purposes for other education agencies.
7. By signing this assurance, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.

CTE Director

Date

Fiscal Agent (if applicable)

Date

Business Administrator

Date

Appendix "C"

FY20 Special Project Grant Proposed Budget

Please enter your proposed budget in the template above. For each category, you will want to "code" the application as to which required use the category meets. The "Required Uses of Funds" can be located on pages 6-9 the FY20 Local Application Guide.

Budget Item	Required Uses of Funds	(1) Career Exploration and Career Guidance	(2) Integration of Academics and CTE	(3) Special Populations	(4) Work-based Learning	(5) Secondary/ Postsecondary Alignment	(6) Professional Development	(7) Use of Technology/Eq.	(8) Administration (no more than 5%)	Totals
Salaries (100)										\$ -
Employee Benefits (200)										\$ -
Purchased Professional & Tech Services (300)										\$ -
Other purchased Services (500)										\$ -
Travel (580)										\$ -
Supplies & Materials (600)										\$ -
Property Including Equipment (700)										\$ -
Other (800)										\$ -
										\$ -
TOTAL EXPENDITURES		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Additional Comments:



Learning that works
for Utah

*Carl D. Perkins Career & Technical Education Act of 2006,
As amended by the
“Strengthening Career & Technical Education for the 21st Century Act”*

FY20 Local Application Guide

Appendix I2

Purpose:

The purpose of the “*Strengthening Career & Technical Education for the 21st Century Act*” (Perkins V) is to develop more fully the academic knowledge and technical and employability skills of secondary students and post-secondary education students who elect to enroll in career and technical education programs of study, by -

- building on the efforts of states and localities to develop challenging academic and technical standards, and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and technical instruction, and that link secondary and postsecondary education for participating students;
- increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;
- providing technical assistance that promotes leadership and professional development and improves the quality of career and technical education faculty, administrators, and counselors;
- supporting partnerships among educational levels, business and industry, and local workforce investment boards;
- providing individuals with opportunities throughout their lifetimes to develop the knowledge and skills needed to keep the United States competitive
- increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, you who are in, or have aged out of the foster care system, and homeless individuals;

The Utah State board of Education is the sole state agency that administers grant monies received from this Act to secondary and post-secondary educational institutions that have career and technical programs. The administration function involves both the awarding and the oversight of the funds by both entities to assure that the intent of the law is being met within the schools receiving Perkins funding. Although Congress identifies the minimum requirements for funding use, the Utah State Board of Education have the authority to raise the standards. This helps assure that schools are using funds for program development and improvement rather than maintenance.

Allocation of the Grant:

All Perkins V funds will be allocated according to the requirements of the “*Strengthening Career and Technical Education for the 21st Century Act* (Perkins V). It has been determined that distribution and allocation of Formula funds will be set at 60% for Secondary institutions and 40% for post-secondary institutions. The split is based on the number of students served in CTE Programs, number of eligible recipients including the expansion of Secondary programs to the middle grades. Reserve funds will be

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made available in a competitive format with a 50% split of available funds between secondary and post-secondary institutions.

Eligibility, Consortium, & Waiver Requirements:

Perkins funds are intended to support, or assist in developing programs of the following size, scope, and quality:

Size – Program Must

- Include a State Recognized Program of Study containing a coherent sequence of courses (Sec. 135(b))
 - Secondary:
 - Ability to generate a minimum of \$15,000
 - Ability to concentrate in POS/Pathways from at least two Career Cluster areas and the ability to complete at least one of the CTE POS/Pathways recognized by the State
 - CTE Student Organizations (CTSO) that align with the POS/Pathways offered
 - Six approved unique CTE courses from the master list that align with the POS/Pathways offered
 - Demonstrate sufficient size of student participants, concentrators and completers over a three-year average as defined by the state
 - Post-Secondary:
 - Ability to generate a minimum of \$50,000
 - Provide a 2-year CTE Associates degree, 1-year certificate programs, and programs of 600 hours or more approved by the State Perkins Executive Committee
 - Programs of 360 hours or more leading to industry certifications and other programs specifically approved by the State Perkins Executive Committee
 - Demonstrate sufficient number of student participants, concentrators, and completers over a three-year average as defined by the State

Scope – Secondary and post-secondary programs must

- Include POS/Pathways that train for high skill, in demand, and/or emerging careers
- Include rigorous, coherent CTE course content aligned with challenging academic standards
- Credentials of value recognized by local industry
- Include Secondary and post-secondary linkages that provide opportunities for stacked credentials
- Provide students with opportunities for work-based learning experiences

Quality – Secondary and post-secondary programs must incorporate State approved quality standards

- Standards and Curriculum: Standards and curriculum are the foundational elements for designing and improving CTE courses.
- Alignment and Articulation: Alignment and articulation are key to getting CTE partners working together to suppose POS/Pathways for CTE students.
- Accountability and Evaluation: Accountability and evaluation provide opportunities for data-driven decision-making regarding achievement gaps and performance outcomes of Perkins programs. Achieve local levels of performance established for Perkins measures
- Submit to state all required program elements, evaluations, and assessments accurately.

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- Student Support Services: Student support services include the ways that all students are made aware and given accesses to the career and technical education opportunities available in a POS/Pathways.
- Professional Development: Professional development should be designed around the needs identified by data and should focus on continuous improvement of CTE opportunities.
- Implement a continuous program improvement process approved by the State.

Sec 131. Distribution of Funds to Secondary Education Programs

(c) Minimum Allocation. –

- (1) In general – Except as provided in paragraph (2), a local education agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency under subsection (a) is greater than \$15,000. A local educational agency may enter into a consortium with other local educational agencies for purposes of meeting the minimum allocation requirement of this paragraph.
- (2) Waiver – The eligible agency shall waive the application of paragraph (1) in any case in which the local education agency-
 - (A) (i) is located in a rural, sparsely populated area; or
 - (ii) is a public charter school operating secondary school career and technical education Programs or programs of study and;
 - (B) Demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

* An LEA may submit a waiver request if the educational agency meets the criteria defined by the state

(f) Consortium Requirements. –

- (1) Alliance – Any local educational agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of section 135 is encouraged to –
 - (A) Form a consortium or enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of section 135;
 - (B) Transfer such allocations to the area career and technical education school or educational service agency; and
 - (C) Operate programs that are of sufficient size, scope, and quality to be effective
- (2) Funds to Consortium - Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and program that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only (1) member of the consortium.

In an effort to encourage eligible recipients to form regional consortium for application of formula funds, additional funds will be made available for this type of consortium. To qualify as a regional consortium, all eligible secondary and post-secondary local recipients within a Utah Department of Workforce Service

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region must participate. These regional consortium(s) will receive an additional award of \$100,000 to support the added efforts toward their regional Perkins V. plan. \$50,000 will be awarded from Reserve funds and \$50,000 from Leadership and Development funds. This option allows for local recipients to focus on unique regional workforce and training needs.

Regional consortium(s) and a consortium of two or more eligible entities are required to provide services to all members of the consortia equitably. The amount of funds received by the consortium will be the total amount of eligibility for all members in the consortium. All funds must be used for purposes and projects benefitting all members of the consortium, based on the Local plan and needs assessment.

Eligible Agency Responsibility:

Eligible agencies are responsible for reviewing Perkins guidelines in addition to all federal and state regulations. Eligible agencies are also responsible for monitoring the status of their application, reviewing all USBE application feedback throughout the review and approval process and responding to requests for revisions in a timely manner.

USBE communicates with local recipients regarding the status of Perkins Grant applications, amendments, and final reports. Such communication is with the eligible agency only and utilizes the contact information provided in the Perkins grant application. Eligible agencies are responsible for maintaining updated contact information in the application.

Perkins Administration:

While titles may vary, each institution is required to have a designated Perkins Administrator. The Administrator has certain responsibilities that are essential to the institution's successful attainment of the Perkins Core Indicators of Performance and the relationship with Utah State Board of Education's CTE staff. These responsibilities include, but are not limited to, the following:

- Be knowledgeable of the Utah's Perkins processes.
- Prepare the Perkins application (in collaboration with district/college faculty, staff and relevant support service providers).
- Serve as a central point of contact for communications concerning the Perkins grant.
- Engage in technical assistance meetings as needed.
- Prepare all documents and reports as required for programmatic monitoring.
- Be knowledgeable of additional Perkins-funded grants.
- Submit all necessary reports.
- Be knowledgeable of CTE data and performance.
- Maintain fiscal integrity in the use of Perkins funds.

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- Attend all mandatory and otherwise necessary professional development workshops

Sec 135. Local Uses of Funds:

- (a) General Authority. – Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).
- (b) Requirements for Uses of Funds. – Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that –
- (R1) Provide career exploration and career development activities through an organized systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study which may include-
- (A) Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
- (B) Readily available career and labor market information, including information on-
- (i) Occupational supply and demand;
 - (ii) Educational requirements;
 - (iii) Other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
 - (iv) Employment sectors;
- (C) Programs and activities related to the development of student graduation and career plans;
- (D) Career guidance and academic counselors that provide information on post-secondary education and career options;
- (E) Any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
- (F) Providing students with string experience in, and comprehensive understanding of all aspects of industry;
- (R2) Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals which may include -

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- (A) Professional development on supporting individualized academic a career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
- (B) Professional development on ensuring labor market information is used to inform the program, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Geyser Act (29 U.S.C. 491-2(e)(2)(C));
- (C) Providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of industry, including the latest workplace equipment, technologies, standards, and credentials;
- (D) Supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
- (E) Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
- (F) Providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
- (G) Training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the individuals with Disabilities Education Act;
- (H) Training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support or;
- (I) Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as maker-spaces or libraries;
- (R3) Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
- (R4) Support integration of academic skills into career and technical education programs and programs of study to support-
- (A) CTE participants at the secondary school level in meeting the challenging State academic standards

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adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

- (B) CTE participants at the post-secondary level in achieving academic skills,
- (R5) Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that results in increasing student achievement of the local levels of performance established under section 113 which may include –
- (A) A curriculum aligned with the requirements for a program of study;
 - (B) Sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate
 - (C) Where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as defined in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation or articulation agreements as part of a career and technical education programs of study.
 - (D) Appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional material;
 - (E) A continuum of work-based learning opportunities, including simulated work environments;
 - (F) Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
 - (G) Efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
 - (H) Where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C 3101 et seq) and other Federal laws and initiatives that provide students with transition related services, including the Disabilities Education Act;
 - (I) Expanding opportunities for students to participate in distance career and technical education and blended learning programs;
 - (J) Expanding opportunities for students to participate in competency-based education programs;
 - (K) Improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

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- (L) Supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
 - (M) Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such fields;
 - (N) Providing career and technical education, in a school, or other educational setting for adults or out-of-school youth to complete secondary school education or upgrade technical skills
 - (O) Supporting career and technical student organizations including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
 - (P) Making all forms of instructional content widely available, which may include use of open educational resources;
 - (Q) Supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
 - (R) Partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education.
 - (S) Support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and challenges for those special populations; or
 - (T) Other activities to improve career and technical education programs; and
- (R6) Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local reported required under section 113(b)(4)(B).

Sec 124. State Leadership Activities

- (a) General Authority – From amounts reserved under section 112(a)(2), each agency shall
 - (1) Conduct State leadership activities to improve career and technical education, which shall include Support for –
 - (a) Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.

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- (b) Individuals in State institutions, such as State Correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
 - (c) Recruiting, preparing, or retaining career & technical education teachers, faculty, specialist instructional support personnel, or paraprofessionals, such as preservice professional development, or leadership development programs; and
 - (d) Technical assistance for eligible recipients
- (2) Report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II)

Permissible Uses of Funds. – The State leadership activities described in subsection (a) may include –

- (1) Developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources
- (2) Approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);
- (3) Establishing statewide articulation agreements aligned to approved programs of study;
- (4) Establishing statewide industry or sector partnerships among local education agencies, institutions of higher education; adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to:
 - (A) Develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;
 - (B) Facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to –
 - I. Successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; and
 - II. Earn a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student’s family; and
 - (C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;

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- (5) For teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction, support services, and specialized instructional supported services, high-quality comprehensive professional development that is, to the extent practicable, grounded in evidence-based research (to the extent a state determines that such evidence is reasonably available that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State (including under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965), including programming that –
- (A) Promotes the integration of the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary education Act delivered to academic and career and technical education teachers;
 - (B) Prepares career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of positive behavioral interventions and support; and
 - (C) Increases the ability of teachers, faculty, specialized instructional support personnel, current with industry standards and earn an industry-recognized credential or license, as appropriate, including by assisting those with relevant industry experience in obtaining State teacher licensure or credential requirements;
- (6) Supporting eligible recipients in eliminating inequities in student access to-
- (A) High-quality programs of study that provide skill development; and
 - (B) Effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;
- (7) Awarding incentive grants to eligible recipients –
- (A) For exemplary performance in carrying out programs under this Act, which awards shall be based on –
 - I. Eligible recipients exceeding the local level of performance on a core indicator of Performance established under Section 113(b)(4)(A) in a manner that reflects sustained or significant improvement;
 - II. Eligible recipients effectively developing connections between secondary education and postsecondary education and training;
 - III. The integration of academic and technical standards;
 - IV. Eligible recipients progress in closing achievement gaps among subpopulations who participate in programs of study; or
 - V. Other factors relating to the performance of eligible recipients under this Act

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- (B) If an eligible recipient elects to use funds as permitted under section 135(c);
- (8) Providing support for –
 - (A) The adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or
 - (B) Consultation and coordination with other State agencies for the identification and examination of licenses or certifications that –
 - I. Pose an unwarranted barrier to entry into the workforce for career and technical education student; and
 - II. Do not protect the health, safety, or welfare of consumers;
- (9) The creation, implementation, and support of pay for success initiatives leading to a recognized postsecondary credential;
- (10) Support for career and technical education programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting;
- (11) The creation, evaluation, and support of competency-based curricula;
- (12) Support for the development, implementation, and expansion of programs of study or career pathways in areas declared to be in a state of emergency under section 501 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5191);
- (13) Partnering with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
- (14) Improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
- (15) Support for the integration of employability skills into career and technical education programs and programs of study;
- (16) Support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding and architecture), support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations;
- (17) Support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

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- (18) Support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;
- (19) Integrating and aligning programs of study and career pathways;
- (20) Supporting the use of career and technical education programs and programs of study aligned with the State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce and Opportunities Act (29 U.S.C. 3111) or local workforce development boards;
- (21) Making all forms of instructional content widely available, which may include use of open educational resources;
- (22) Developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
- (23) Support for accelerated learning programs, as described in section 4104 (b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965, in the case of any such program that is part of a career and technical education program of study;
- (24) Support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study that address needs described in the comprehensive needs assessment under section 134(c); and
- (25) Other State leadership activities that improve career and technical education.

(c) Restriction on Uses of Funds – an eligible agency that receives funds under section 112(a)(2) may not use any of such funds for administrative costs, unless expressly authorized under subsection (a).

Accessing Funds & General Funding Guidelines

Federal funds shall be disbursed to the awardee on a reimbursement basis only. Perkins is a one-year (12 month) grant with no carryover. Final reimbursement requests must be submitted no later than September 1st of the next fiscal year. To ensure reimbursement, both fiscal and programmatic administrators should be conscious of funding deadlines. These deadlines are specific to the Perkins grant. Deadlines for other grant opportunities made available by Utah State Board of Education may vary. Reimbursement requests should be submitted on a quarterly basis. Please review the following sample schedule:

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Quarter 1	July - September	October 30 th
Quarter 2	October - December	January 30 th
Quarter 3	January - March	April 30 th
Quarter 4/Final Reimbursement	April – June	July 30 th

Supplementing vs. Supplanting:

As a requirement of the Perkins statute, funds made available under the Act must supplement and not supplant non-federal funds expended to carry out CTE activities.

Federal funds may only be used in addition to funds already spent by the state and recipients on CTE and cannot be used in place of non-Perkins funds.

- (1) It will be presumed that supplanting has occurred where:
 - (A) The recipient uses Perkins funds to provide services that the recipient is required to make available under another federal, state, or local law; or
 - (B) The recipient uses Perkins funds to provide services that the recipient provided with non-Perkins funds in the prior year; or
 - (C) The recipient provides services for non-CTE students with non-federal funds and provides the same services to CTE students using Perkins funds.
- (2) These presumptions are rebuttable if the recipient can demonstrate that it would not have been provided the services in question with non-Perkins funds had the Perkins funds not been available.
- (3) If presumed supplanting occurred, due to a reduction in non-federal funds or a change in the state's priorities, the recipient will develop and maintain written documents, such as meeting minutes and/or itemized budget documents for one year to the next, demonstrating that the decision to not fund an activity with state or local funds was made without regard to the availability of Perkins funds. If a recipient uses Perkins funds to support activities that would otherwise be funded with state or local funds, the activities funded must be allowable under Perkins.

Was the activity funded during the previous year by Perkins or the institution?

Perkins funds may not be used to continue an activity funded by non-Perkins funds the previous year. That would be supplanting which is expressly prohibited by law. Consideration will be given to approving an activity previously funded by the institution with non-Perkins funds if the institution can prove that the activity would cease without Perkins funding.

Is the activity required by federal, state, or local law?

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If so, this would be supplanting and would not be considered eligible for funding.

Perkins funds should supplement, not supplant, non-federal funds expended for career & technical education activities. Supplanting is presumed to occur in the following three circumstances:

An eligible recipient uses Perkins funds to provide services that the recipient:

- (1) Was required to make available under other federal, state, or local law, except as permitted by Section 324(c) of Perkins IV
- (2) provided with non-federal funds the year prior
- (3) provided with non-federal funds for non-CTE students but charged to Perkins for CTE students/teachers

It is very important the provider maintain good fiscal records to document that federal funds supplement rather than supplant funding.

Basic Cost Principles

In addition to adhering to the required & permissive uses of funds as outlined above and in the Perkins Act, all expenditures made by recipients with federal Perkins funds must meet the basic cost principles delineated in 2 CFR, Part 220, and 2 CFR, Part 225. Part 225 establishes cost principles for state local and Indian tribal governments and 2 CFR, Part 220 establishes cost principles for educational institutions. These cost principles are the basic guidelines describing permissible ways federal funds may be spent.

The general principles in 2 CFR, Part 225 & 2 CFR, Part 220 state that for costs to be allowable, they must be:

- Reasonable & necessary (I.E. sound business practices were followed & purchases were comparable to market prices).
 - A cost may be reasonable if the nature of the good or services acquired, and the amount involved reflect the action that a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made. (Review, 2 CFR, 225)
- Allocable to the federal award (I.E. the program derived a benefit in proportion to the funds charged to the program. If a teacher's salary is 50% Perkins funds, then that teacher must spend at least 50% of his/her time on a Perkins program.)
- Legal under state and local law
- Properly documented and accounted for on a consistent basis with generally accepted accounting principles.
- Consistent with the provisions of the grant program
- Not used for cost-sharing or matching any other grant agreement

Using Perkins Funds for Instructional Materials, Software and/or Equipment

The Perkins Act of 2006, Section 135, provides the legal definitions for the required & permissive use of funds to support career & technical education. Grant funds from Perkins IV can be used to purchase instructional materials, software, and/or equipment to improve, modernize, or expand career & technical education offerings. In addition to this Section of the Law, the U.S. Department of Education has provided non-regulatory guidance to clarify the Congressional intent of certain situations.

Any instructional materials, software and equipment (both <\$5,000.00 and >\$5,000.00 per item) must be justified according to their ability to modernize, improve or expand the career and technical education offerings and align them with current industry standards and expectations.

Instructional Materials, software and/or equipment must enhance instruction for students to gain knowledge and skills that meet industry standards and expectations in high wage, high skill and high demand occupations. Instructional materials, software or equipment that is used in hobby, craft or leisure arts courses are not approvable for reimbursement

Applicable Law

The following is a listing of regulations applicable to Perkins Programs:

Education Department General Administrative Regulations

<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Part 77 (Definitions that Apply to Department Regulations).

§34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities).

§34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments).

§34 CFR Part 81 (General Education Provisions Act— Enforcement).

§34 CFR Part 82 (New Restrictions on Lobbying).

§34 CFR Part 84 [Government Requirements for Drug-Free Workplace (Financial Assistance)].

§34 CFR Part 85 [Government wide Debarment and Suspension (Non-procurement)].

§34 CFR Part 86 (Drug and Alcohol Abuse Prevention).

§34 CFR Part 99 (Family Educational Rights and Privacy).

Comprehensive Local Needs Assessment

Guidebook



Introduction

One of the most significant changes in Perkins V (The Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.

The CLNA is designed to drive local application development and future spending decisions. It is an opportunity to review your entire Career and Technical Education (CTE) program with an in-depth lens. It is a vital time to identify areas where targeted improvements should be made. It is also a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.¹

The comprehensive local needs assessment is an opportunity to:

- Create programs and opportunities to ensure access and success for each student that lead to high wage, high skill and in-demand occupations;
- Ensure programs of study are aligned to and validated by local workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversation with stakeholders around the quality and impact of local CTE programs and systems.



This guidebook has been created with significant assistance from our national partners at Advance CTE and the Association for Career and Technical Education (ACTE). The content has been borrowed liberally from their guidance documents as well as the Nebraska CLNA Guidebook, Louisiana Perkins V: Comprehensive Local Needs Assessment Guidebook. Anyone engaged in the local needs assessment process is encouraged to consult their work and other resources cited.

¹ Maximizing Perkins V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

This guidebook is intended to give Perkins V applicants a framework from which to structure their approach to the regional and local needs assessment. The guidebook is divided into the following categories:



**Getting started with an understanding of key components:
What Does the Law Say? What Does the Law Mean?**

Size, Scope & Quality	
<p>What does the law say? The comprehensive local needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.</p>	<p>What does the law mean? The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements. (See the Utah Perkins V Transition Plan)</p>
Progress towards Implementing CTE Programs/Programs of Study	
<p>What does the law say? The comprehensive local needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.</p>	<p>What does the law mean? This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.</p>
Student Performance Data	
<p>What does the law say? The comprehensive local needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to State determined and local performance levels, including an evaluation of performance for special populations and each subgroup.</p>	<p>What does the law mean? The comprehensive local needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. This includes an evaluation of performance for each subgroup and special population.</p>

Progress Towards Improving Access & Equity	
<p>What does the law say? The comprehensive local needs assessment shall include a description of:</p> <ul style="list-style-type: none"> • Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; • How they are providing programs that are designed to enable special populations to meet the local levels of performance; and • How they are providing activities to prepare special populations for high- skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. 	<p>What does the law mean? This requirement is focused on supports for special populations. The law challenges states to assist locals in directing resources or supports to close performance gaps and remove barriers. There may be different supports necessary to address different barriers and different populations.</p>
Labor Market Alignment	
<p>What does the law say? The comprehensive local needs assessment will include a description of how CTE programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate. The CLNA may also identify programs designed to meet local education or economic needs not identified by State boards or local workforce development boards.</p>	<p>What does the law mean? The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.</p>
Recruitment, Retention and Training of Faculty and Staff	
<p>What does the law say? A description of how the recipient will improve recruitment, retention, and training of CTE teachers, faculty and career guidance and counselors. This includes individuals in groups underrepresented in such professions.</p>	<p>What does the law mean? Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require root cause analyses of teacher or other staff shortages.</p>



Getting Started: Stakeholder Engagement

The comprehensive local needs assessment requires consultation with a variety of stakeholders throughout the initial needs assessment process and then in an ongoing fashion. This is an expansion of what was required for Perkins IV regarding stakeholder involvement in the local

application. The following steps will help lay the groundwork for a rigorous and meaningful needs assessment.

Step 1: Identify a Leadership Team

Consultation with a diverse body of stakeholders is required for the CLNA. It is important to assemble a leadership team to help guide the work, set priorities, and maintain priorities. The team should be kept small but must include people that can leverage systems to assist in the task ahead. Suggested participants on the leadership team should include secondary and postsecondary administrators and educators, local workforce agency staff, local economic development board members, and parents if appropriate.

TIP: One person should be given the responsibility and authority to coordinate the work as the Project Manager. Identifying this key lead is imperative. This does not mean this individual does all the work but serves more as a project manager by coordinating meetings times, ensuring deadlines are met, and keeping the key stakeholders organized, informed, and engaged.

Step 2: Identify Required Stakeholder Participants

Perkins V requires, at a minimum, the following participants be engaged in the initial needs assessment, the local application development, and in ongoing consultation with representation from:

- CTE programs at **both** secondary and postsecondary institutions including:
 - Teachers, instructors, and faculty
 - School counselors and advisory professionals
 - Administrators, principals
 - Specialized instructional support personnel and paraprofessionals
- Local workforce development boards, regional economic development organizations, and local business and industry
- Parents and students
- Special populations representatives
- Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Indian Tribes and Tribal Organizations in the State, where applicable
- Any other stakeholder required by the Utah Board of Education or local decision



Do not be afraid to think of consultation in a broad fashion. The [Public Participation Guide: Tools to Generate and Obtain Public Input](#) may be a helpful resource with this process. In addition to large group input sessions, this guide describes different tools to use with different sized groups and for different purposes.

Tools for Obtaining Public Input

The following table² lists some basic in-person tools for obtaining public input:

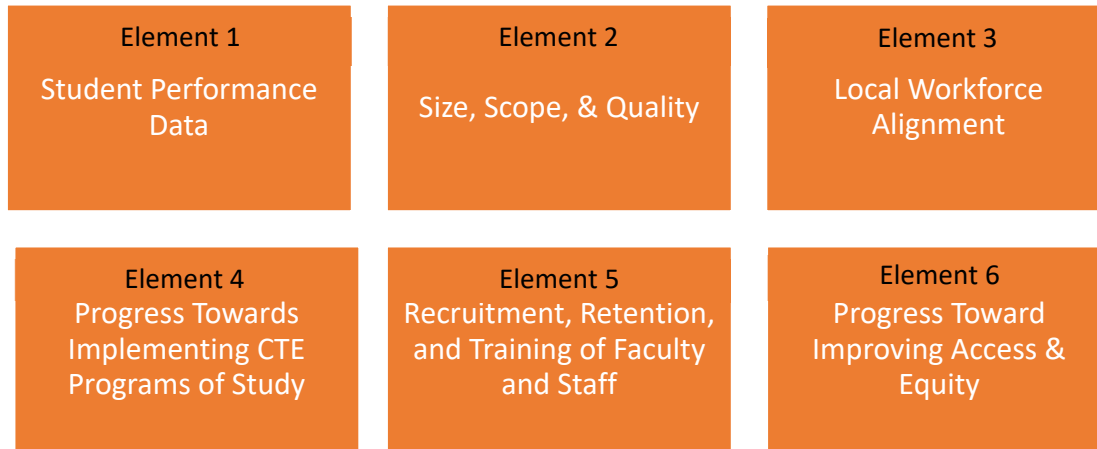
Tool	# of Participants	Best Suited For
<u>Interviews</u>	Individual or Small Group	Learning about individual perspectives on issues
<u>Focus Groups</u>	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
<u>Study Circles</u>	Small (5–20)	Information sharing and focused dialogue
<u>Public Meetings/Hearings</u>	Large groups	Presenting information to and receiving comment or feedback from the public
<u>Public Workshops</u>	Multiple small groups (8-15 in each small group)	Exchanging information and/or problem-solving in small groups
<u>Appreciative Inquiry Process</u>	Varies, but usually involves “whole system”	Envisioning shared future, not making decisions
<u>World Cafes</u>	Very adaptable, involving multiple simultaneous conversations (4-8 in each small group)	Fostering open discussion of a topic and identifying areas of common ground
<u>Charrettes</u>	Small to medium	Generating comprehensive plans or alternatives
<u>Electronic Democracy</u>	Unlimited	Enabling the direct participation of geographically dispersed public at their convenience
<u>Computer-Assisted Process</u>	Large	Receiving real-time quantitative feedback to ideas or proposals

² Table excerpt taken from <https://www.epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input>

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Needs Assessment Framework

The Comprehensive Local Needs Assessment has six required elements. Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.



This Framework provides a structure to begin looking at each of the required elements. In the following pages, you will find the following information for each element:

- A brief description
- Suggested materials to gather and consult
- Suggested priority participants in the discussion
- Ideas for consultation
- Questions to consider

This task may seem daunting and will require time. As you design your approach, one additional resource you may have within your school, district, college, or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned, and best practices for your team to adopt.

TIP: Share the load! To do this, assign two people, if possible, to be reasonable for each part of the needs assessment. While it will take everyone working together, it will be the pair's role to make sure the information is gathered, including any necessary interview and focus groups' notes, and organized to share with the entire group. Their role is not to make judgements about the information gathered, but to present and help make sense of what has been collected so effective discussion can take place.

As you move forward in the important work here are a few more items to consider:

- Not all stakeholders mentioned must answer all the questions provided.
- Choosing the appropriate questions that apply to each stakeholder group will result in the best feedback and engagement.
- Locals could design their own customized questions.
- Do not artificially inflate the local score on the rubric provided in the following pages of this document. Most programs will not rated as "Leading" in all categories or there would be not room for improvement.
- There maybe work already underway in your region that you can align with when working with stakeholders.

Element 1

Evaluation of Student Performance

The Comprehensive Local Needs Assessment shall include an evaluation of student performance including special populations and each subgroup. The needs assessment must contain an evaluation of CTE Concentrators’ performance on each of the core performance indicators.

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> ● Perkins performance data for the past three years disaggregated by CTE cluster and subpopulation groups including: <ul style="list-style-type: none"> ○ Gender ○ Race and ethnicity ○ Migrant Status ○ Individuals with disabilities ○ Individuals from economically disadvantaged families including low-income youth and adults ○ Individuals preparing for nontraditional fields ○ Single parents including single pregnant women ○ Out of work individuals ○ English learners 	<p>All Stakeholders Required by law, particularly;</p> <ul style="list-style-type: none"> ● Administrators ● Secondary teachers ● Postsecondary faculty ● Academic and career advising professionals ● Tribal organizations and representatives ● Corrections education staff ● Representatives of special populations ● Data staff ● Any other stakeholder required by the Utah Board of Education or local decision
	<p>Available Resources</p>

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<ul style="list-style-type: none"> ○ Homeless individuals ○ Youth who are in or who have aged out of the foster care system ○ Youth with a parent who is on active duty military ● Comparison data for “all” students <ul style="list-style-type: none"> ○ Secondary: comparison for graduation rates, academic performance and placement ○ Postsecondary: comparisons for credential attainment and placement ● Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted 	<p>All available secondary and postsecondary data reports, examples are provided below:</p> <ul style="list-style-type: none"> ● Secondary school report card ● CTE At-A-Glance report ● Perkins accountability reports ● CTE student data file provided by USBE. ● Post-secondary CTE Annual Report(s)
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Suggested Strategies for Consultation

- Establish a work group that includes educators, career counseling professionals, and representatives of special populations to examine data.
- Assemble educator groups by CTE career field or cluster to examine data

Questions to Ask

1. How are students in each CTE program of study/pathway and career cluster performing on the performance indicators in comparison to non-CTE students? In comparison to other career clusters?
2. How are students from special populations performing in each CTE career cluster?
3. How are students from different genders, races, and ethnicities performing in each CTE program of study/pathway and career cluster?
4. Which groups of students are struggling most?
5. Where do the biggest gaps in performance exist between subgroups of students?
6. Which CTE programs of study/pathway and career cluster overall have the highest outcomes and which have the lowest?
7. Are there certain CTE programs of study/pathway and career cluster where students from special populations are performing above average? Below average?
8. Is there a trend across all CTE programs of study/pathway and career clusters?
9. What are the potential root causes of any inequities in performance across programs of study/pathway and career clusters?
10. What strategies that have been attempted in Perkins IV and what was the success of those strategies?

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Scoring Rubric- Element 1- Student Performance			
Leading	Embedded	Emerging	Deficient
Gaps Identified. Improvement plans created and implemented. Progress is evident	Gaps Identified. Improvement plans created and implemented.	Gaps Identified. Improvement plans in development.	Gaps Identified.

TIP: Connect to efforts already happening in your region! Think of ways these additional data analyses can be incorporated into existing continuous improvement efforts.

Element 2

Evaluation of Program Quality

The second element of this needs assessment examines CTE program quality. You will need to examine programs to describe how local CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

Program scope provides curricular expectations of each program and/or program of study to cover the full breadth of its subject. Generally, scope involves the number of required courses, sequence, early postsecondary, and work-based learning opportunities, the role of advisory committees and the role of Career Technical Student Organizations (CTSOs).

What is size, scope, and quality? These definitions are important to ensure funds are used to drive quality, equitable, and impactful programs.

Size: Programs must include a State Recognized Program of Study containing a coherent sequence of courses (section 135(b))

Secondary

- Ability to generate a minimum of \$15,000
- Ability to concentrate in POS/Pathways from at least two Career Cluster areas and the ability to complete at least one of the CTE POS/Pathways recognized by the state.
- CTE Student Organizations (CTSO) that align with the POS/Pathways offered.
- Six approved unique CTE courses from the master list that align with the POS/Pathways offered.
- Demonstrate sufficient size of student participants, concentrators and completers over a three-year average as defined by the state.

Post-secondary

- Ability to generate a minimum of \$50,000.
- Provide 2-year CTE associate degree, 1-year certificate programs, and programs of 600 hours or more approved by the State Perkins Executive Committee.
- Programs of 360 hours or more leading to industry certifications and other programs specifically approved by the State Perkins Executive Committee.
- Demonstrate sufficient number of student participants, concentrators and completers over a three-year average as defined by the state.

Scope:

Local CTE systems should provide opportunities for students to participate in coursework through a wide array of delivery models, including classroom, lab, workplace, and other applied experiences. Secondary and post-secondary programs must:

- Include POS/Pathways that train for high skill, in demand and/or emerging careers
- Include rigorous, coherent CTE course content aligned with challenging academic standards
- Credentials of value recognized by local industry
- Include secondary and post-secondary linkages that provide opportunities for stacked credentials
- Provide students with opportunities for work-based learning experiences.

Quality:

Secondary and post-secondary programs maintain high standards of quality through the systematic review and implementation of approved quality standards.

- Standards and Curriculum: Standards and curriculum are the foundational elements for designing and improving CTE courses.
- Alignment and Articulation: Alignment and articulation are key to getting CTE partners working together to support POS/Pathways for CTE students.
- Accountability and Evaluation: Accountability and evaluation provide opportunities for data-driven decision-making regarding achievement gaps and performance outcomes of Perkins programs. Achieve local levels of performance established for Perkins measures.
- Submit to state all required program elements, evaluations and assessments accurately.
- Student Support Services: Student support services include the ways that all students are made aware and given access to the career and education opportunities available in a POS/Pathway.
- Professional Development: Professional development should be designed around the needs identified by data and should focus on continuous improvement of student CTE opportunities.
- Implement a continuous program improvement process, approved by the state.

<p>How will you ensure CTE programs offered are sufficient in size, scope, and quality to meet the needs of all students served?</p>	
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Materials Needed		
<p>Size</p> <ul style="list-style-type: none"> ○ Total number of Programs/Programs of study, and number of courses within each program area ○ CTE participant, concentrator and completer enrollments for the past three years, aggregate and disaggregated ○ Capacity of each program for the past three years. ○ Number of students applying for the 	<p>Scope</p> <ul style="list-style-type: none"> • Documentation of programs of study course sequences from secondary to postsecondary including aligned curriculum • Concurrent enrollment and other articulation agreements for CTE programs • Data on student retention and transition from secondary to post-secondary within the program of study • Description of concurrent enrollment and 	<p>Quality</p> <p>Quality</p> <ul style="list-style-type: none"> ○ Curriculum standards and frameworks showing alignment to industry needs ○ Assessments leading to credential(s) of value ○ Partnership communication and engagement activities ○ Safety requirements ○ Work-based learning procedures ○ Career and Technical Student Organizations (CTSO) activities and alignment to curriculum. ○ Program improvement processes

Appendix J13

<p>program in the last three years, if applicable.</p> <ul style="list-style-type: none"> ○ Number of students on waiting lists, if applicable <p>Survey results assessing student interest in particular CTE programs.</p>	<p>articulation agreements programs and data on student participation</p> <ul style="list-style-type: none"> ● Data on student credential attainment in each program disaggregated by demographic. ● Curriculum standards showing depth and breadth of Program ● Opportunities for expanded learning across programs of study. 	<ul style="list-style-type: none"> ○ Placement in employment following program, if applicable <p>Results of outside evaluation tools. Some examples are included in Appendix D.</p>
Suggested Stakeholders to Consult	Suggested Strategies for Consultation	
<p>All stakeholders required by law particularly:</p> <ul style="list-style-type: none"> ○ Administrators, teachers, and faculty ○ Representatives from special populations ○ Corrections education staff ○ Tribal organizations and representatives, if applicable ○ Parents and students ○ School counselors and advisory professionals ○ Data personnel ○ Any other stakeholder required by the Utah Board of Education or local decision 	<ul style="list-style-type: none"> ○ Workgroup to examine data including educators, school counselors/advisory professionals, representatives of special populations, and employers ○ Face-to-face group of educators to examine data ○ Focus groups, interview or survey of: <ul style="list-style-type: none"> - Parent and students - Employers - Separate group for those representing special populations, corrections education, and Tribal organizations ○ School counseling staff and advisory professionals 	
Suggested Questions to Ask		
<ol style="list-style-type: none"> 1. Are we offering programs of study/pathways and career clusters in which students are choosing to enroll? Why are students choosing to enroll or not enroll? 2. Are we offering programs with too low an enrollment to justify the costs associated with those programs? 3. Are we offering a sufficient number of courses, and course sections, within programs? 4. Are there students who want to enroll in programs that are offered but are unable to do so? 		

5. What populations of students are and are not accepted into specific programs? Are there specific groups of students not referred to programs of study by counselors? Are there barriers that have unintended consequences?
6. What are some of the reasons?
7. Can a student complete each program of study at our school/institution?
8. Do some of our programs offer more opportunities for skill development than others, both in the classroom and through expanded learning experiences?
9. Have there been sufficient conversations with secondary, postsecondary, and business/industry representatives so that a robust skill set is developed in each program?
10. How do specific program areas compare in quality?
11. How do specific components of programs, such as work-based learning and instruction, compare in quality?

Scoring-Rubric- Element 2- Program Quality				
	Leading	Embedded	Emerging	Deficient
Program Size	School offers complete programs that demonstrate growth, innovation and expansion which align with student interest and industry sector needs	School offers complete programs that align with student interest and industry sector needs	School offers the ability to concentrate in programs that align with student interest and industry sector needs	School offers the ability to concentrate in programs.
Program Scope	Programs result in credentials valued by industry and are stackable. Offer high quality work-based learning experiences that result in viable placement opportunities.	Programs result in credentials valued by industry and offer high quality work-based learning experiences.	Programs result in credentials and offer work-based learning experiences.	Programs offer credentials or work-based learning experiences.
Program Quality	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan created and implemented. Progress is evident.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan implemented.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan developed.	Curriculum aligns with State program and course standards.

Element 3

Evaluation of Workforce Alignment

This element of the needs assessment examines CTE program alignment with local, state, regional, or Tribal in-demand industry sectors identified by the state or local workforce development board or local education or market needs not identified in the State or local workforce development boards. The assessment will look at how different resources are used to determine which CTE programs of study are made available for students.

Labor Market Information provides:

- Education and training requirements
- Projected job opportunities
- Wage information

Up-to-date labor market information (LMI) about occupations, training requirements, and wages is crucial in order to make important life decisions about career goals. Labor market information is based on data gathered directly from employers, business, and industry. The cost of time and education compared to the amount of entry wages is a big consideration before making decisions. Labor market information can help provide reasonable expectations of job openings and wages when entering work.

Career goals fall short if there are no job opportunities. During the career development process, individuals need to consider the labor market. The reality is, sometimes career dreams and goals may need to be modified to fit the economy and labor market demand.

What is Labor Market Information (LMI)?

The Utah Department of Workforce Services collects and disseminates information about employment levels and trends, wages and earnings, estimates of labor availability, industrial and occupational projections, business staffing patterns, career planning information, and labor force demographics. The data are used to describe a local area's economic picture which impacts social, fiscal, technological, and economic policies, employer hiring, and other business decisions, allocation of funds by policy makers, individual career choices, and educational programs.

To provide Utahns with current, valid, and reliable LMI and career information, the following resources are available across the state at no charge to the school, agency, or individual user.



The Utah Department of Workforce Services website offers quick access to Utah's labor market data.
<https://jobs.utah.gov>

The US Department of Labor – Bureau of Labor Statistics has a comprehensive website that provides national labor market data.
<https://www.bls.gov>

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> • State and local labor market information (LMI) including current and projected employment • LMI long- and intermediate-term labor market needs • Job market data provided through DWS at https://jobs.utah.gov • Results of any available gap analysis on educational outcomes and employment needs (check with local workforce board) • Input from local businesses and industry representatives, with reference to opportunities for special populations • Alumni employment and earning outcomes from a state workforce agency, or alumni follow-up survey • CTE program of study/pathway and concentrator data for three years • Program size, scope, and quality analysis 	<p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> • Administrators, teachers, and faculty • School counselors and advisement professionals • Business and community partners • Local workforce development and economic development boards • Former students • Representatives of special populations • Data staff • Any other stakeholder required by the Utah Board of Education or local decision
Suggested Strategies for Consultation	
<ul style="list-style-type: none"> • Workgroup to examine data including educators, school counselors/advisement personnel, and workforce development staff • Focus groups, interviews, study circle, and surveys with: <ul style="list-style-type: none"> ○ Students and former students ○ Local agencies involved in workforce initiatives ○ Business, industry, and community partners 	
Suggested Questions	
<ol style="list-style-type: none"> 1. What are the highest projected growth industries in our region? What occupations are part of that industry? 2. How are CTE programs offered aligned to the demand? 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps? 4. What are the emerging occupations and are programs available for students in those areas? 5. What skill needs have industry partners identified as lacking in the programs offered? 6. Which programs graduate employees that thrive in the workplace? Why? 7. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations? 8. Are we offering CTE programs that are not aligned to demand? 	

Scoring Rubric – Element 3 – Workforce Alignment			
Leading	Embedded	Emerging	Deficient
4 Points	3 Points	2 Points	1 Point
School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region. Plan in place to retool, redirect and/or sunset outdated programs and provide targeted opportunities for employment of special populations.	School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region.	School offers programs for student populations that align to occupations.	School offers programs.

Element 4

Evaluation of Implementing CTE Programs and Programs of Study

This element of the needs assessment evaluates the progress made towards the implementation of CTE programs and programs of study.

A Program of Study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging State academic standards;
- Addresses both academic and technical knowledge and skills, including employability (career readiness) skills;
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- Has multiple entry and exit points that incorporates credentialing; and
- Culminates in the attainment of a recognized postsecondary credential

The Utah State Board of Education (USBE) in cooperation with business and industry and Utah’s secondary and postsecondary institutions revise course standards for CTE on a four-year cycle. As part of this revision process, the appropriate sequence of courses to be included in State-Model Programs of Study for Utah CTE are also developed.

The CTE course standards and skill proficiencies for secondary programs can be found on the [USBE website](#). Postsecondary programs can be reviewed on the respective institution program/major guides.

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> • Documentation of course sequences and aligned curriculum for each CTE program • Standards for academic, technical, and career readiness/employability skills taught per course • Credit transfer agreements for the program • Student retention and transfer trend data • Trend data on dual enrollment in CTE programs • Definitions used for alignment, or descriptions of dual credit, academic and technical standards, and career readiness standards • Trend data on student participation • Advisory committee notes/minutes • Data on credential attainment by type • Data on articulated credit • Notes on industry participation 	<p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> • Secondary and postsecondary teachers/faculty • Administrators, teachers, and faculty • School counselors and advisement professionals • Tribal organizations and representatives • Corrections educations staff • Business and community partners • Local workforce development and economic development boards • Students and former students • Representatives of special populations • Data staff • Any other stakeholder required by the Utah Board of Education or local decision
Suggested Strategies for Consultation	
<ul style="list-style-type: none"> • Workgroup to examine data including educators, school counselors/advisement professionals, business and community leaders • Focus groups, interviews, study circles, surveys with: <ul style="list-style-type: none"> ○ Student and former students ○ Representatives of special populations ○ Corrections education staff ○ Tribal organizations and representatives ○ Business, industry and community partners 	
Suggested Questions	
<ol style="list-style-type: none"> 1. How fully are our programs of study aligned and articulated across secondary and postsecondary education? 2. Do our programs incorporate relevant academic, technical, and career readiness/employability skills at every level? 3. Do we have credit transfer agreements to help students earn and articulate credit? 4. Do we have concurrent enrollment agreements with ...? 5. Are students being retained in the same program of study? 6. Do students in the programs of study have multiple entry and exit points? 7. Are students in programs of study earning recognized credentials of value? Which credentials? 8. What is the role of business and industry partners in the current program of study development and delivery? 	

Scoring Rubric – Element 4 - Implementing CTE Programs			
Leading	Embedded	Emerging	Deficient
4 points	3 points	2 points	1 point
Programs are aligned, growing, expanding and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned across secondary and post-secondary, articulation is in development with embedded academic, technical, and employability skills.	Programs are aligned across secondary and post-secondary.
Scoring Rubric – Element 4 - Stakeholder involvement in CTE Programs			
Leading	Embedded	Emerging	Deficient
4 points	3 points	2 points	1 point
Growth and expansion on an established stake holder base where all stakeholders are actively involved in decision making.	Established stakeholder base where all stakeholders are actively involved in decision making.	Stakeholder involvement with limited alignment in decision making.	Limited Stakeholder involvement.

Element 5

Evaluation of the Recruitment, Retention, and Training of CTE Educators

The Comprehensive Local Needs Assessment assesses the educator workforce in your programs. This is not just about teachers, instructors, and faculty, but also includes specialized instructional support personnel, paraprofessionals, and school counselors and advisement professionals. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in your local or regional community.

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> • Data on faculty, staff, administrator, and school counselor preparation credentials, salaries, benefits, and demographics • Student demographic data • Description of recruitment process • Description of retention process • Description of professional development, mentoring and externship opportunities • Data on educator participation in professional development, mentoring, and externships • Findings from educator evaluations or other resources about the impact of professional development, mentoring, and externships • Survey or focus group results conducted with educators regarding needs and preferences • Trend data on educator and staff shortage areas in terms of CTE areas and demographics (at least past 5-10 years) • Trend data on educator and staff retention in terms of CTE areas and demographics (at least past 5-10 years) 	<p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> • Secondary and postsecondary teachers/faculty • Human Resource department members • Administrators, teachers, and faculty • School counselors and advisement professionals • Representatives of special populations • Tribal organizations and representatives • Corrections educations staff • Data staff • Any other stakeholder required by the Utah Board of Education or local decision
Suggested Strategies for Consultation	
<ul style="list-style-type: none"> • Workgroup to examine data including educators, school counselors/advisement professionals, certified and human resources staff • Focus groups, interviews, study circles, and surveys with: <ul style="list-style-type: none"> ○ Veteran teachers ○ Developing teachers ○ Individuals charged with selecting, designing, and implementing professional development ○ Human Resources staff 	
Suggested Questions to Ask	
<ol style="list-style-type: none"> 1. How diverse is our staff? Does it reflect the demographic makeup of the student body? 2. What processes are in place to recruit new CTE educators? 3. What onboarding processes are in place to bring new professionals into the system? 4. Are these processes efficient and effective, especially for educators coming from industry? 5. Are all educators teaching in our programs adequately credentialed? 6. Do we offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified needs? 7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry? 	

8. What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
9. Is there a process to develop or recruit CTE instructors from existing staff?
10. In what content areas do we need to develop or recruit more educators?

Scoring Rubric- Element 5- Recruitment, Retention & Training			
Leading	Embedded	Emerging	Deficient
Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented. Educator satisfaction is high, professional development opportunities that align with industry trends. Progress is evident	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plan is in development.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing.

Element 6

Evaluation of the Progress toward Improving Equity and Access

Here the needs assessment requires participants to assess progress toward providing equitable access to all CTE programs. There should also be an examination of any barriers (real or perceived) that may prevent members of any populations from entering and thriving in these programs.

The outcomes of this section include identified strategies to help ensure equitable access to high-quality CTE courses programs of study for all learners. This includes:

- Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- Providing programs that are designed to enable special populations to meet the local levels of performance; and
- Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

It is important to remind ourselves of who is included under the definition of special populations to ensure each special population is addressed in the needs assessment, your plan, and your instructional services. The definition has broadened so it is important to check your data systems for access to information.

(As a reminder, all definitions are included in Section 3 of the new Perkins V act.)

Appendix J22

The term “special populations” means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Homeless individuals described in section 725 of the McKinney-Vento Act;
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is:
 - A member of the armed services
 - Is on active duty status

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> • Program promotional materials • Recruitment activities for each special population • School counseling activities for each special population • Processes for communicating and providing accommodations, modifications, and supportive services for special populations • Available services to support all students, including special populations • Procedures for workplace experiences for special population students • Information on accelerated credit and credentials available for special populations • Data on CTE participation and performance by each career area and each special population • Data on participation in CTSOs of special populations • Findings from the root causes and strategies analysis from the student performance element (Element 1) • Findings from the program quality element (Element 2) • Findings from surveys/focus groups with students, parents, and/or community representatives of special populations. 	<p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> • Secondary and postsecondary teachers/faculty • Administrators, teachers, and faculty • School counselors and advisement professionals • Representatives of special populations • Tribal organizations and representatives • Corrections educations staff • Data staff • Any other stakeholder required by the Utah Board of Education or local decision
Suggested Strategies for Consultation	
<ul style="list-style-type: none"> • Workgroup to examine data including educators, school counselors/advisement professionals, and representatives of special populations • Focus groups, interviews, study circles and surveys with: <ul style="list-style-type: none"> ○ Students and former students ○ Parents ○ CTSO advisors ○ Representatives of special populations 	

Appendix J23

- Corrections education staff
- Tribal organizations and representatives
- Business, industry, and community partners

Suggested Questions to Ask

1. Which population groups are underrepresented in our CTE programs overall? In each program area?
2. Which population groups are over-represented in CTE programs?
3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill, and in-demand occupations?
4. What is the difference between participant, concentrator and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing?
5. What barriers currently exist that prevent each special population group from participating in your programs?
6. What accommodations, modifications, and supportive services do we currently provide? Which are most effective? Which ones are underutilized?
7. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?
8. What programs of study/pathways have strategies developed in partnership with industry, to increase special population involvement in work-based learning opportunities and employment?

Scoring Rubric- Element 6 – Improving Equity & Access

Leading	Embedded	Emerging	Deficient
Gaps Identified. Improvement plans created and implemented. Progress is evident.	Gaps Identified. Improvement plans created and implemented. Specifically; enrollment, barriers, recruitment efforts, accommodations, participants, concentrators, completers.	Gaps Identified. Improvement plans in development.	Gaps Identified.

Discussing & Recording Your Findings

At this point in the process, all information should be collected. Each part of the needs assessment has been organized by the assigned pair of leaders. Now it is time to discover what has been found. It will be **critical** in the process to take notes of the ensuing discussion in order to have the details available when you refer back and try to set priorities.

The intent of the following worksheets is to record the discussion about each question. A worksheet is provided for each element of the needs assessment. There are two parts to each worksheet:

1. **Rating** – this section is to be completed at the end of the examination of data and discussion of the questions. This will help gauge the extent to which the particular element of the needs assessment is in place.
 - It is important to agree on the meaning for each of the ratings provided. There are suggested terms for the ratings, but teams are encouraged to adjust them if desired.
 - There is a section to capture ideas and actions that may have come up as possibilities in the discussion process.
2. **Questions to Consider** – This section contains each of the questions to consider from the previous sections. There is room to collect information and notes for later use.

TIP: Keep it straight. There are several processes you might employ to begin to make sense of what you have found. You may want to schedule a separate meeting for each element in order to keep information separated and to keep minds fresh and alert.

Element 1 Worksheet: Evaluation of Student Performance

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Strengths/ Opportunities	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation
1. How are students in each CTE program and career cluster performing on the performance indicators in comparison to non-CTE students? In comparison to other career clusters?			
2. How are students from special populations performing in each CTE career cluster?			
3. How are students from different genders, races, and ethnicities performing in each CTE career cluster?			
4. Which groups of students are struggling most?			
5. Where do the biggest gaps in performance exist between subgroups of students?			
6. Which CTE programs overall have the highest outcomes and which have the lowest?			
7. Are there certain CTE programs where students from special populations are performing above average? Below average?			
8. Is there a trend across all CTE career clusters?			
9. What are the potential root causes of any inequities in performance across career clusters?			

Appendix J26

	Leading	Embedded	Emerging
Element 1- Student Performance	Gaps Identified. Improvement plans created and implemented. Progress is evident	Gaps Identified. Improvement plans created and implemented.	Gaps Identified. Improvement plans in development

Element 1: Student Performance Circle a rating below	Rating Rationale and Potential Action Steps It is important to capture your thinking here in order to avoid repeating work later in the process
Rating: Leading Deficient Embedded Emerging	

Element 2 Worksheet: Evaluation of Program Quality

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of the questions below. Assign a note taker for the discussion electronically on this form. At the end, via Consensus, assign a category and rating as well as a rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation	Gaps/ Areas of Revision/ New implementation
1. Are we offering programs in which students are choosing to enroll?			
2. Are we offering programs with too low an enrollment to justify the costs in offering those programs?			
3. Are we offering a sufficient number of courses, and course sections, within programs?			
4. Are there students who want to enroll in programs that are offered but are unable to do so?			
5. What populations of students are and are not accepted into specific			

<p>programs? What are some of the reasons?</p>			
<p>6. Can a student complete each program of study at our school/institution?</p>			
<p>7. Do some of our programs offer more opportunities for skill development than others, both in the classroom and through expanded learning experiences?</p>			
<p>8. Have there been sufficient conversations with secondary, postsecondary, and business/industry representatives so that a robust skill set is developed in each program?</p>			
<p>9. How do specific program areas compare in quality?</p>			
<p>10. How do specific components of programs, such as work-based learning, compare in quality?</p>			

	Leading	Embedded	Emerging	Deficient
Program Size	School offers complete programs that demonstrate growth, innovation and expansion which align with student interest and industry sector needs	School offers complete programs that align with student interest and industry sector needs	School offers the ability to concentrate in programs that align with student interest and industry sector needs	School offers the ability to concentrate in programs.
Program Scope	Programs result in credentials valued by industry and are stackable. Offer high quality work-based learning experiences that result in viable placement opportunities.	Programs result in credentials valued by industry and offer high quality work-based learning experiences.	Programs result in credentials and offer work-based learning experiences.	Programs offer credentials or work-based learning experiences.
Program Quality	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan created and implemented. Progress is evident.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan implemented.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan developed.	Curriculum aligns with State program and course standards.

Element 2: Evaluation of Program Quality Circle a rating below	Rating Rationale and Potential Action Steps It is important to capture your thinking here in order to avoid repeating work later in the process
Size Rating: Leading Embedded Emerging Deficient	
Scope Rating: Leading Embedded Emerging Deficient	
Quality Rating: Leading Embedded Emerging Deficient	

Element 3 Worksheet: Evaluation of Workforce Alignment

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Strengths/ Opportunities	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation
1. What are the highest projected growth industries in our region? What occupations are part of that industry?			
2. How are CTE programs offered aligned to the demand?			
3. How do CTE program enrollments match projected job openings? Where are the biggest gaps?			
4. How do CTE program enrollments match projected job openings? Where are the biggest gaps?			
5. What skill needs have industry partners identified as lacking in the programs offered?			
6. Which programs graduate employees that thrive in the workplace? Why?			
7. What opportunities exist in our local labor market for students with disabilities,			

English learners, or other special populations?			
8. Are we offering CTE programs that are not aligned to demand?			

	Leading	Embedded	Emerging	Deficient
Element 3- Workforce Alignment	School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region. Plan in place to retool, redirect and/or sunset outdated programs and provide targeted opportunities for employment of special populations.	School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region.	School offers programs for student populations that align to occupations.	School offers programs.

Element 3: Workforce Alignment Circle a rating below	Rating Rationale and Potential Action Steps It is important to capture your thinking here in order to avoid repeating work later in the process
Rating: Leading Embedded Deficient	

Emerging

Element 4 Worksheet: Evaluation of Implementing CTE Programs

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Strengths/ Opportunities	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation
1. How fully are our programs aligned and articulated across secondary and postsecondary education?			
2. Do our programs incorporate relevant academic, technical, and career readiness/employability skills at every learner level?			
3. Do we have credit transfer agreements to help students earn and articulate credit?			
4. Are students being retained in the same program of study?			
5. Do students in the programs of study have multiple entry and exit points?			
6. Are students in our programs earning recognized postsecondary credentials? Which credentials?			
7. What is the role of business and industry partners in the current program of study development and delivery?			

	Leading	Embedded	Emerging	Deficient
Element 4- Implementing CTE Programs	Programs are aligned, growing, expanding and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned across secondary and post-secondary, articulation is in development with embedded academic, technical, and employability skills.	Programs are aligned across secondary and post-secondary.
Element 4- Stakeholder involvement in CTE Programs	Growth and expansion on an established stake holder base where all stakeholders are actively involved in decision making.	Established stakeholder base where all stakeholders are actively involved in decision making.	Stakeholder involvement with limited alignment in decision making.	Limited Stakeholder involvement.

Element 4: Implementation of CTE Programs Circle a rating below	Rating Rationale and Potential Action Steps It is important to capture your thinking here in order to avoid repeating work later in the process
Rating: Leading Embedded Deficient Emerging	

Element 5 Worksheet: Evaluation of Recruiting, Retaining, and Training CTE Educators

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Strengths/ Opportunities	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation
1. How diverse is our staff? Does it reflect the demographic makeup of the student body?			
2. What processes are in place to recruit new CTE educators?			
3. What onboarding processes are in place to bring new professionals into the system?			
4. Are these processes efficient and effective, especially for educators coming from industry?			
5. Are all educators teaching in our programs adequately credentialed?			
6. Do we offer regular, substantive and effective professional development around CTE academic and technical instruction based on identified needs?			
7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?			
8. What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?			

9. Is there a process to develop or recruit CTE instructors from existing staff?			
10. In what content areas do we need to develop or recruit more educators?			

	Leading	Embedded	Emerging	Deficient
Element 5- Recruitment of CTE Educators	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented. Educator satisfaction is high, professional development opportunities that align with industry trends. Progress is evident.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plan is in development.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing.

Element 5: Recruitment, Retention, & Training for CTE Teachers Circle a rating below	Rating Rationale and Potential Action Steps It is important to capture your thinking here in order to avoid repeating work later in the process
Rating: Leading Embedded Deficient	

Emerging

Element 6 Worksheet: Evaluation of Equity and Access

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Strengths/ Opportunities	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation
1. Which population groups are underrepresented in our CTE programs overall? And in each program area?			
2. Which population groups are over-represented in CTE programs?			
3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill and in-demand occupations?			
4. What is the difference between participant, concentrator and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing?			
5. What barriers currently exist that prevent each special population group from participating in your programs?			
6. What accommodations, modifications and supportive services do we currently provide? Which are most effective? Which ones are underutilized?			

<p>7. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?</p>			
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	Leading	Embedded	Emerging	Deficient
<p>Element 6- Equity and Access</p>	<p>Gaps Identified. Improvement plans created and implemented. Progress is evident.</p>	<p>Gaps Identified. Improvement plans created and implemented. Specifically; enrollment, barriers, recruitment efforts, accommodations, participants, concentrators, completers.</p>	<p>Gaps Identified. Improvement plans in development.</p>	<p>Gaps Identified.</p>

<p>Element 6: Equity and Access Circle a rating below</p>	<p>Rating Rationale and Potential Action Steps It is important to capture your thinking here in order to avoid repeating work later in the process</p>		
<p>Rating:</p> <p>Leading Embedded Deficient</p>			

Emerging

Full Needs Assessment Rubric

	Leading	Embedded	Emerging	Deficient
	4 points	3 points	2 points	1 point
Element 1- Student Performance	Gaps Identified. Improvement plans created and implemented. Progress is evident	Gaps Identified. Improvement plans created and implemented.	Gaps Identified. Improvement plans in development	Gaps Identified
Element 2- Program Size	School offers complete programs that demonstrate growth, innovation and expansion which align with student interest and industry sector needs	School offers complete programs that align with student interest and industry sector needs	School offers the ability to concentrate in programs that align with student interest and industry sector needs	School offers the ability to concentrate in programs.
Element 2- Program Scope	Programs result in credentials valued by industry and are stackable. Offer high quality work-based learning experiences that result in viable placement opportunities.	Programs result in credentials valued by industry and offer high quality work-based learning experiences.	Programs result in credentials and offer work-based learning experiences.	Programs offer credentials or work-based learning experiences.

<p>Element 2- Program Quality</p>	<p>Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan created and implemented. Progress is evident.</p>	<p>Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan implemented.</p>	<p>Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan developed.</p>	<p>Curriculum aligns with State program and course standards.</p>
<p>Element 3- Workforce Alignment</p>	<p>School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region. Plan in place to retool, redirect and/or sunset outdated programs and provide targeted opportunities for employment of special populations.</p>	<p>School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region.</p>	<p>School offers programs for student populations that align to occupations.</p>	<p>School offers programs.</p>
<p>Element 4- Implementing CTE Programs</p>	<p>Programs are aligned, growing, expanding and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points</p>	<p>Programs are aligned and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.</p>	<p>Programs are aligned across secondary and post-secondary, articulation is in development with embedded academic, technical, and employability skills.</p>	<p>Programs are aligned across secondary and post-secondary.</p>

	within a pathway/program of study.			
Element 4- Stakeholder involvement in CTE Programs	Growth and expansion on an established stakeholder base where all stakeholders are actively involved in decision making.	Established stakeholder base where all stakeholders are actively involved in decision making.	Stakeholder involvement with limited alignment in decision making.	Limited Stakeholder involvement.
Element 5- Recruitment of CTE Educators	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented. Educator satisfaction is high, professional development opportunities that align with industry trends. Progress is evident.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plan is in development.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing.

<p>Element 6- Equity and Access</p>	<p>Gaps Identified. Improvement plans created and implemented. Progress is evident.</p>	<p>Gaps Identified. Improvement plans created and implemented. Specifically; enrollment, barriers, recruitment efforts, accommodations, participants, concentrators, completers.</p>	<p>Gaps Identified. Improvement plans in development.</p>	<p>Gaps Identified.</p>
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Merging Findings and Setting Priorities

Finishing the Comprehensive Local Needs Assessment and beginning the local application for Perkins funds are the next steps in the process and will require input from the required partners. Be creative and use your resources to get that valuable input. It does not have to happen in a large public forum. Utilizing multiple methods to collect input will create more thoughtful outcomes when employing those other engagement strategies listed throughout this guidebook.

Engaging stakeholders in a discussion about local and regional goals is critical as you conclude this process. Ensuring the stakeholder group understands the six required uses of funds (Section 135 of Perkins V) and the nine elements of the local application will be critical at this point. Armed with facts and information, the leadership team can work with the stakeholder group to do the final steps of the needs assessment and prepare for the local application.

Review findings

It is now time to review your findings and determine what steps to take. There are considerably more issues and actions than can be addressed at this time. However, it is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

- Closing performance gaps for special population groups;
- Improving program size scope and quality and insuring labor market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

Appendix J42

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each element such as:

- Element 1: Which performance areas are providing the most difficulty? For what student groups? What can be done to address those needs?
- Element 2: Which programs are strong and need to be supported to continue to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope and quality? Are there specific components of program quality that present challenges across career areas?
- Element 3: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
- Element 4: Are secondary, postsecondary and support systems aligned to ensure students can move through their chosen pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers?
- Element 5: How can you get teachers to join your staff? What support is needed to retain effective teachers and instructors?
- Element 6: Which subpopulations are struggling the most? Are there activities that could be undertaken that would remove barriers right away? What are long term solutions to ensuring all subpopulations are successful?

These will be difficult discussions. The outcome of this final step will be to identify activities to fund and how to meet performance indicators in the coming four years. The leadership team will likely need to make some tough decisions about how to prioritize the need and design the action steps to be included in the Perkins local application. Perkins applicants will be using the [Utah Perkins V Application Guide](#) located on the USBE website. Applications will be received from eligible recipients through Utah Grants.

Appendix J43

Potential Partner Worksheet

Use this template to identify potential partners for your CLNA. All listed are required in Perkins V unless noted with an asterisk (*).

Role	Name	Organization	Email/Contact Info
Secondary CTE teachers			
Secondary school counselors and advisement professionals, academic counselors			
Secondary principal			
Role	Name	Organization	Email/Contact Info
Secondary Instructional support, paraprofessionals			
Postsecondary CTE faculty			
Postsecondary Administrators			

Role	Name	Organization	Email/Contact Info
Representatives of Special Populations <i>Gender, race, ethnicity, migrant status, disability, economically disadvantaged,</i>			

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<i>nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military parents, *corrections</i>			
Representatives of Indian Tribes and Tribal Organizations			
Other Relevant Stakeholders			

Role	Name	Organization	Email/Contact
Local Workforce Development board member			
*Regional Economic Development Organization Member			
Local Business & Industry Representative			
Parents and Students			

Role	Name	Organization	Email/Contact Inf
Youth corrections education representative			
*Adult corrections education representative			
*Postsecondary career guidance and advising professionals			




Program Quality Evaluation Tools

ACTE’s Quality CTE Program of Study Framework

ACTE’s evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity.

<https://www.acteonline.org/wp-content/uploads/2019/01/HighQualityCTEFramework2018.pdf>

Adobe Public Policy, Utah: **Education**

 BACKGROUND	<ul style="list-style-type: none">• At Adobe, we know that students are more than standardized test scores – schools should cultivate students' creative literacy and provide students' with learning experiences and activities that align with the work and life experiences they will encounter after graduation, including opportunities for using technology to maximize their creative contributions and impact.• Performance based learning – sometimes referred to as Competency Based Learning – is one of the most effective ways to foster and properly assess the critical thinking, communication, and collaboration skills students need for career, academic, and life success.
 CURRENT STATE	<ul style="list-style-type: none">• The latest Perkins Career and Technical Education Act (“Perkins V”) offers useful new policy tools to State leaders who want to cultivate career and technical education (CTE) students' creativity and enable them to master the critical thinking, communication, and collaboration skills they need to succeed in the modern workforce.• The State of Utah has already begun to embrace this vision through its Competency-Based Education Grants Program, which aims to improve educational outcomes by advancing student mastery of concepts and skills, including student advancement upon mastery; using competencies that include explicit, measurable, and transferable learning objectives that empower a student; conducting assessment that is meaningful and provides a positive learning experiences; offering timely, differentiated support based on a student's individual learning needs; and focusing on learning outcomes that emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.
 RECOMMENDATIONS	<ul style="list-style-type: none">• As the April 2020 deadline approaches for states to submit their Perkins V plans to the U.S. Department of Education, we recommend that Utah use the new law to build on its competency-based grants program.• Specifically, Adobe encourages Utah to set a goal of ensuring that every CTE program has a set of competencies (including skills and applied knowledge) that outline what a learner is able to do, after instruction and practice.• Adobe also recommends that Utah use Perkins resources to delivery rich professional development opportunities to the state's teachers, school leaders, and other CTE professionals to build their capacity to use competency-based models and other Performance Based Learning practices.

Morton, Wendi

From: Morton, Wendi
Sent: Wednesday, January 29, 2020 10:53 AM
To: Anne Perkins
Cc: chrisrbleak; Longhurst, Thalea
Subject: RE: Adobe Response to Perkins Plan

Anne

Thank you for submitting feedback to us on the Utah Perkins V plan. We have reviewed the feedback provided and have been able to incorporate some added detail to the plan that emphasizes your recommendations.

Recommendation 1: As the April 2020 deadline approaches for states to submit their Perkins V plans to the U.S. Department of Education, we recommend that Utah use the new law to build on its competency-based grants program.

Recommendation 2: Specifically, Adobe encourages Utah to set a goal of ensuring that every CTE program has a set of competencies (including skills and applied knowledge) that outline what a learner is able to do, after instruction and practice.

Recommendation 3: Adobe also recommends that Utah use Perkins resources to delivery rich professional development opportunities to the state's teachers, school leaders, and other CTE professionals to build their capacity to use competency-based models and other Performance Based Learning practices.

The State's vision and goals section has added mention of competency education and can be found on page 21. In addition, "2.d. - Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education" includes items that specifically identify high quality competency education opportunities on page 41. Below are clips of those sections

Page 16: CTE programs of study contain content aligned to academic standards, industry standards, and workplace skills. CTE programs of study provide the opportunity for students to engage in workplace learning experiences and earn postsecondary and/or industry-recognized credentials. Each program of study also provides the opportunity for secondary students to participate in Career and Technical Student Organizations (CTSOs). CTSOs are co-curricular learning experiences that extend course instructional content by engaging students in hands-on learning experience connected to CTE programs of study.

Page 21: Support collaboration with community partners and youth serving providers, such as out-of-school time programs, to expand the times, places and resources students have access to in learning as they engage in career exploration, career pathways, competency education and hands-on and work-based learning experiences.

Page 41: Competency based education opportunities were set in state statute 53F-5-5 in 2016 and directed USBE to provide planning and implementation grants to secondary schools to facilitate the development of competency education. USBE R277-712 outlines the criteria for the grant program. USBE continues to support high quality competency education opportunities for Utah students. CTE is actively engaged in ongoing development of competencies that align to education and industry needs. This is accomplished through the development of high quality CTE course standards and teacher professional development opportunities.

Page 49: During the 4-year plan Utah will fund a formula-based award for high quality regional recruitment and development of educators. Funds will be available on an annual application basis. These funds will be used for regional planning of high quality educator preparation, professional and talent development.

Appendix K3

Page 50: As students participate in CTE at the secondary level, they complete CTE courses that integrate academic and CTE content. Students gain real world, job-related skills providing relevance to academic learning through CTE activities. Utah's CTE courses are standards-based and include technical skill assessments at the end of most courses. This helps assure adherence to rigorous curriculum standards and relevant student skill attainment. Postsecondary concentrators will be assessed on technical skills and attainment of certificates, degrees, and industry credentials.

Once the State plan has been approved you will be able to access a final copy. I am happy to answer any questions you may have.

Wendi Morton
CTE Coordinator
Utah State Board of Education
250 E. 500 S.
PO Box 144200
Salt Lake City, Utah 84114-4200
P: [801-538-7738](tel:801-538-7738)



Please note: Utah has a very broad public records law. Most written communications to or from state employees regarding state business are public records available to the public and media upon request. Your email communication may be subject to public disclosure.

From: Anne Perkins <aperkins@adobe.com>
Sent: Thursday, January 23, 2020 12:00 PM
To: Morton, Wendi <Wendi.Morton@schools.utah.gov>
Cc: chrisrbleak <chrisrbleak@gmail.com>
Subject: Adobe Response to Perkins Plan

Wendi,

Attached please find Adobe's response to Utah's Perkins plan. We truly appreciate your leadership on this issue. Please let us know your availability to discuss our comments and we will schedule accordingly.

All the best,

Anne



Anne Perkins
Director, Government Relations
Adobe. Make It an Experience.

415.832.7445 (tel)
916.893.7853 (cell)
aperkins@adobe.com

601 Townsend Street
San Francisco, California 94103
Adobe.com

From: "Morton, Wendi" <Wendi.Morton@schools.utah.gov>
Date: Monday, January 6, 2020 at 8:49 PM
To: Anne Perkins <aperkins@adobe.com>

Appendix K4

Cc: Chris Bleak <chrisrbleak@gmail.com>

Subject: RE: One-Pager for Adobe/Utah Call

Anne

I am following up from our call in December. Attached is a copy of Utah's Perkins plan. Please feel free to provide any feedback you may have. In addition to the plan I have provided some links below related to our conference call. Let me know if you have any questions.

Utah CTE: <https://schools.utah.gov/cte>

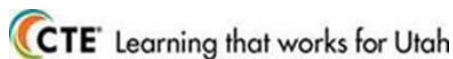
Perkins V Overview: <https://schools.utah.gov/cte?mid=3363&tid=1>

Perkins V Get Involved: <https://schools.utah.gov/cte/perkinsv>

CTE Pathways: <https://schools.utah.gov/cte/pathways/utah?mid=3126&aid=1>

CTE Course Standards: Standards can be found by clicking on the courses listed in each of the CTE pathways.

Wendi Morton
CTE Coordinator
Utah State Board of Education
250 E. 500 S.
PO Box 144200
Salt Lake City, Utah 84114-4200
P: [801-538-7738](tel:801-538-7738)



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1.b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V).

Goals: Focus – All-Encompassing Partnerships

Suggestion: Support collaboration with community partners and youth serving providers, such as out-of-school time programs, to rethink and expand the times, places, and resources students have access to in learning as they engage in career exploration, career pathways, and hands-on and work-based learning experiences.

1.d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of the Act for purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V)

Suggestion: Support career exposure programs that coordinate with out-of-school time programs to increase youth experiences in a broad range of career pathways.

Section 2. Implementing Career and Technical Education Programs and Programs of Study

2.c. ii. Facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs

Suggestion: Encourage local plans to discuss how they have considered leveraging local community and business resources that expand where, when and how students have access to career exposure and career pathway experiences, including out-of-school opportunities.

2.c.vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities

Suggestion: Collaboration will be supported by ensuring the local needs assessment engagement process include relevant stakeholders including local employers, and community based and youth serving organizations, such as out-of-school time programs, as well as parents and students.

Morton, Wendi

From: Morton, Wendi
Sent: Wednesday, January 29, 2020 10:17 AM
To: Kelly Riding
Cc: Longhurst, Thalea
Subject: RE: Perkins Plan

Kelly

Thank you for submitting feedback to us on the Utah Perkins V plan. We have reviewed the feedback provided and have been able to incorporate some of the items into the plan. I have outlined them below. Once the final plan has been approved you will be able to access a copy.

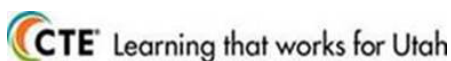
Suggestion 1: Support collaboration with community partners and youth serving providers, such as out-of-school time programs, to rethink and expand the times, places, and resources students have access to in learning as they engage in career exploration, career pathways, and hands-on and work-based learning experiences. **We have added this to page 21 of the state plan.**

Suggestion 2: Support career exposure programs that coordinate with out-of-school time programs to increase youth experiences in a broad range of career pathways. **Utah currently does not have a CTE statewide plan for spending leadership and development funds on afterschool programs. LEAs will be able to offer programs and they can incorporate afterschool programs into their plan.**

Suggestion 3: Encourage local plans to discuss how they have considered leveraging local community and business resources that expand where, when and how students have access to career exposure and career pathway experiences, including out-of-school opportunities. **Perkins V requires set elements in local applications. USBE CTE has not added requirements outside of those required by Federal law. Recipients are required to complete a needs assessment to determine program development and spending needs. It is common for recipients to utilize a variety of partners including community and business partners.**

Suggestion 4: Collaboration will be supported by ensuring the local needs assessment engagement process include relevant stakeholders including local employers, and community based and youth serving organizations, such as out-of-school time programs, as well as parents and students. **We have added to pages 38-39 of the State plan.**

Wendi Morton
CTE Coordinator
Utah State Board of Education
250 E. 500 S.
PO Box 144200
Salt Lake City, Utah 84114-4200
P: [801-538-7738](tel:801-538-7738)



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Appendix K7

From: Kelly Riding <kellyr@utahafterschool.org>
Sent: Thursday, January 23, 2020 1:11 AM
To: Morton, Wendi <Wendi.Morton@schools.utah.gov>
Subject: Re: Perkins Plan

Hi Wendi,

Thank you for allowing me the opportunity to provide input regarding afterschool programs on the Perkins V plan. Attached are just a few comments. I can't even imagine the amount of work and time you have put into this impressive document. We are lucky to have such an amazing CTE plan and innovative state level leaders.

Thank you!

Best regards,



Kelly Riding, MPA

Executive Director

254 S. 600 E. #200 Salt Lake City, UT 84102

p: 801.359.2722 m: 801.232.2509

w: www.utahafterschool.org e: kellyr@utahafterschool.org



Northern and Southern
RECHARGE
FEBRUARY 2020

REGISTER **PRESENT** **APPLY**
FOR PD AWARDS

shaping the future UTAH Afterschool Network

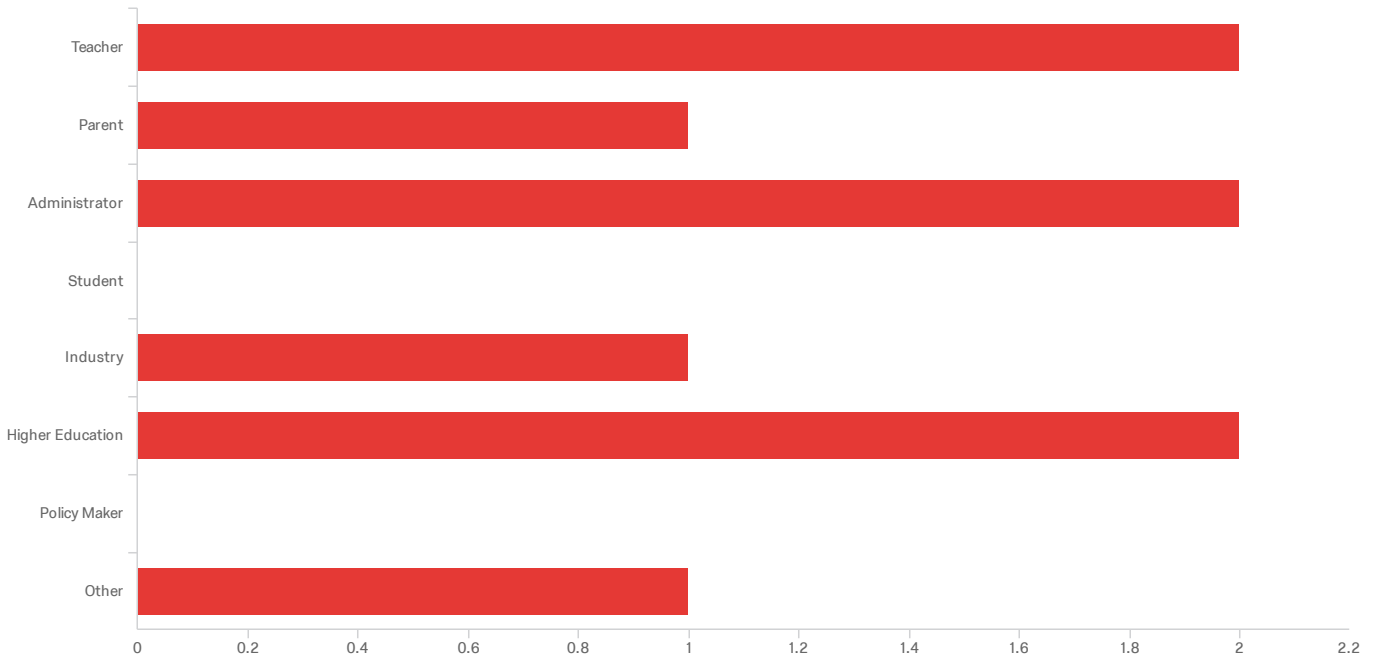
Default Report

Utah Perkins V State Plan Feedback

January 28, 2020 10:01 AM MST

Q14 - Please provide your primary role associated with reviewing this document. You are

welcome to select more than one role as necessary.



#	Field	Choice Count
1	Teacher	22.22% 2
2	Parent	11.11% 1
3	Administrator	22.22% 2
4	Student	0.00% 0
5	Industry	11.11% 1
6	Higher Education	22.22% 2
7	Policy Maker	0.00% 0
8	Other	11.11% 1

Appendix K9

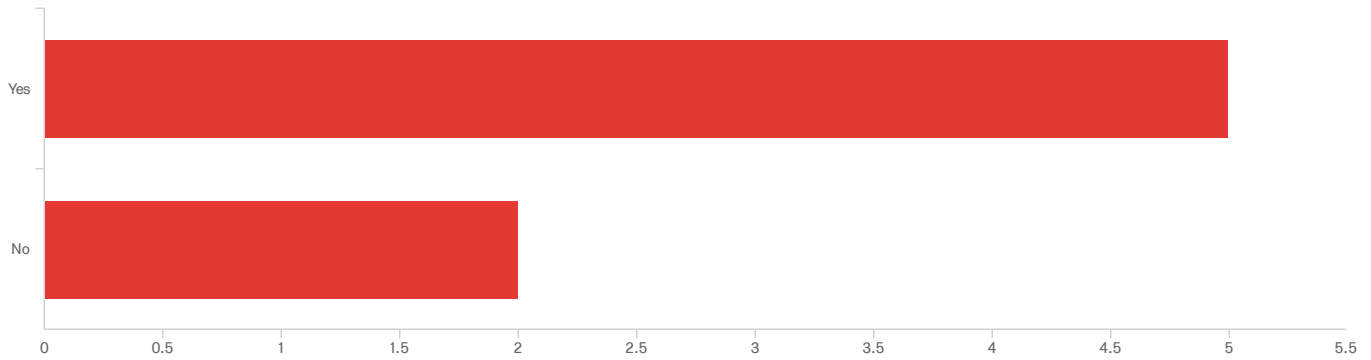
Other

d

Appendix K10

Q15 - Do you have comments or proposed amendments related to the Utah Perkins V

State Plan draft? If you choose yes, you will continue into the tool where you can provide your feedback. If you choose no, you will exit the feedback tool.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have comments or proposed amendments related to the Utah Perkins V State Plan draft? If you choose yes, you will continue into the tool where you can provide your feedback. If you choose no, you will exit the feedback tool.	1.00	2.00	1.29	0.45	0.20	7

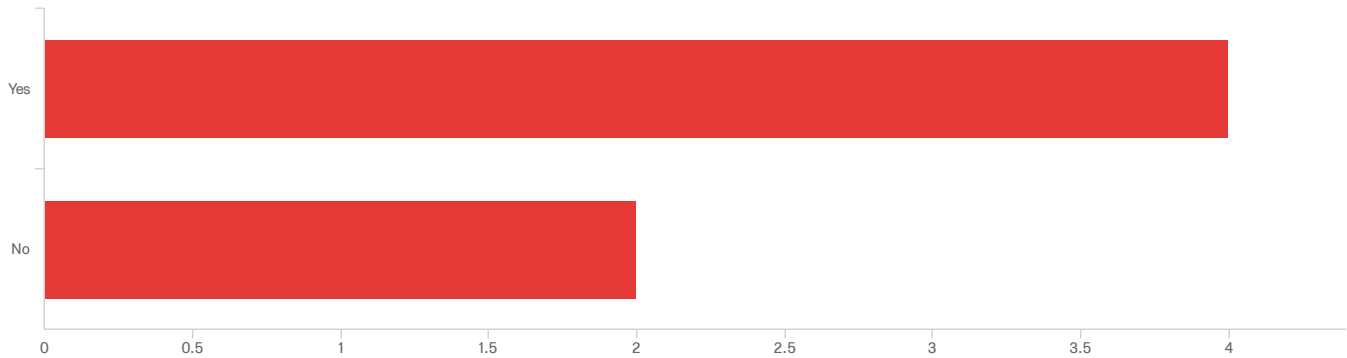
#	Field	Choice Count
1	Yes	71.43% 5
2	No	28.57% 2

7

Showing rows 1 - 3 of 3

Appendix K11

Q16 - Do you have comments or proposed amendments related to the glossary? If you choose yes, you will continue into the tool where you can provide your feedback. If you choose no, you will go to the next section.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have comments or proposed amendments related to the glossary? If you choose yes, you will continue into the tool where you can provide your feedback. If you choose no, you will go to the next section.	1.00	2.00	1.33	0.47	0.22	6

#	Field	Choice Count
1	Yes	66.67% 4
2	No	33.33% 2

6

Showing rows 1 - 3 of 3

Appendix K12

Q4 - 1. Page Number

1. Page Number

9

9

2

Appendix K13

Q5 - 1. Feedback

1. Feedback

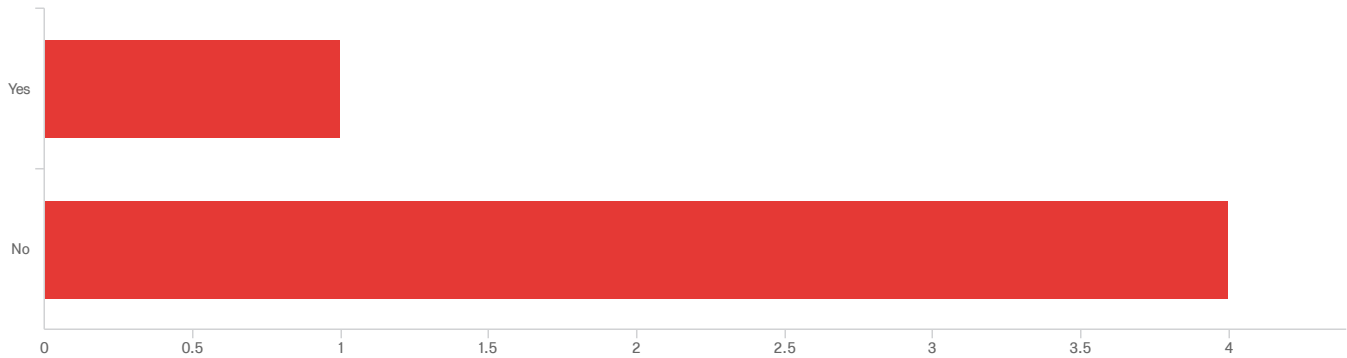
The definition paragraph for the Utah System of Higher Education should read as follows: Consists of eight public colleges and universities governed by the respective institution's Board of Trustees and the Utah State Board of Regents. These institutions include the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State University, Utah Valley University, and Salt Lake Community College.

USHE Definition needs to be changed to read as follows: Consists of eight public colleges and universities governed by their respective institutional Boards of Trustees and the Utah State Board of Regents. The institutions are: University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State University, Utah Valley University, and Salt Lake Community College.

This is issue

Appendix K14

Q17 - Do you have comments or proposed amendments related to the narrative? If you choose yes, you will continue into the tool where you can provide your feedback. If you choose no, you will go to the next section.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have comments or proposed amendments related to the narrative? If you choose yes, you will continue into the tool where you can provide your feedback. If you choose no, you will go to the next section.	1.00	2.00	1.80	0.40	0.16	5

#	Field	Choice Count
1	Yes	20.00% 1
2	No	80.00% 4

5

Showing rows 1 - 3 of 3

Appendix K15

Q6 - 2. Section or Page Number

2. Section or Page Number

Page 24, Page 27, Page 31, Page 39, Page 57

Appendix K16

Q7 - 2. Feedback

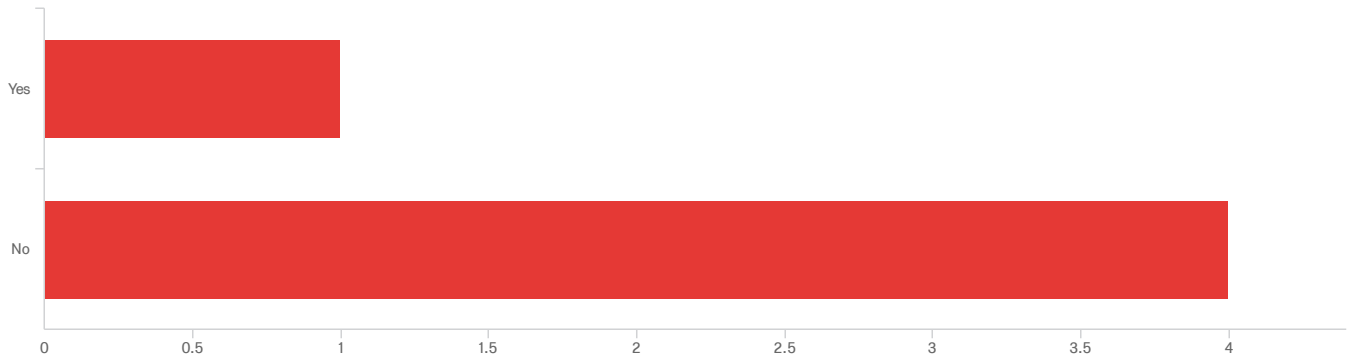
2. Feedback

Page 24: Second paragraph under 2.b- Change first three sentences to read as follows: Utah has created a formal process for locally developed programs of study/pathways. All programs are approved by the respective governing boards consistent with state law and board rule. CTE programs eligible for Perkins funding are approved by the Perkins Executive Committee through a state-identified process. Page 27: First paragraph- change first sentence to read: Where possible, all state approved POS/Pathways include opportunities for students to begin postsecondary coursework while in high school. Page 31: Third paragraph should be changed to read as follows: Post-secondary USHE institutions encourage students to enroll, retain, and complete programs as a system-wide priority. Consistent with State Board of Regents direction, USHE institutions have deployed several initiatives to help students succeed in college. These initiatives focus on student-centric issues and include affordable participation, access, timely completion, student safety and well-being, and workforce. A new system-wide scholarship program, Access Utah Promise Scholarship, is need-based and will make the first two years of education available to an increased number of students, including those from special populations. Additionally, a new Career and Technical Education Scholarship provides funding for students in non-credit short-term (typically one-year or less) CTE programs. As specified in local needs assessments, Perkins funding will be used to support students in CTE programs by providing greater access, reducing barriers to completion, and providing new and enhanced programs that target critical workforce needs. Page 39: Second paragraph: USHE Data shows the following concurrent enrollment data: CTE courses are an important part of the State's concurrent enrollment offerings. During the most recently completed academic year, secondary students earned 87,447 CTE credit hours, or 30.6% of the total concurrent enrollment credit hours earned. The contribution of Utah's higher education institutions to high school students is significant, providing college-level career preparation opportunities to nearly 20,000 high school students annually while helping them fulfill requirements toward college credentials. Page 57: Second paragraph under the Waiver description- To clarify the scholarships used in the formula the last four sentences should read : In addition, Utah plans to add students assisted by the GI bill, the new Utah "Promise" scholarship and the USHE and UTech CTE Scholarships. The number of impacted students is for the two new categories is still being determined. Prior to final submission of the State Plan on April 15th a final determination will be made and published in the plan. All of these programs serve special population groups, high demand programs and/or economically disadvantaged students. Page 57: Third paragraph should be changed to read: The alternative formula distributes funding to ensure a more equitable distribution on the basis of disadvantaged students participating. If a student is a recipient of multiple awards, he/she must only be counted once in the following order: First, Pell; Second, BIA; Third, WIOA/DWS; Fourth, Scholarships; Fifth, GI Bill. The tables below show the Federal Year 2019 counts and distribution of participants.



Appendix K17

Q18 - Do you have comments or proposed amendments related to the budget? If you choose yes, you will continue into the tool where you can provide your feedback. If you choose no, you will go to the next section.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have comments or proposed amendments related to the budget? If you choose yes, you will continue into the tool where you can provide your feedback. If you choose no, you will go to the next section.	1.00	2.00	1.80	0.40	0.16	5

#	Field	Choice Count
1	Yes	20.00% 1
2	No	80.00% 4

5

Showing rows 1 - 3 of 3

Appendix K18

Q8 - 3. Section or Page Number

3. Section or Page Number

2

Appendix K19

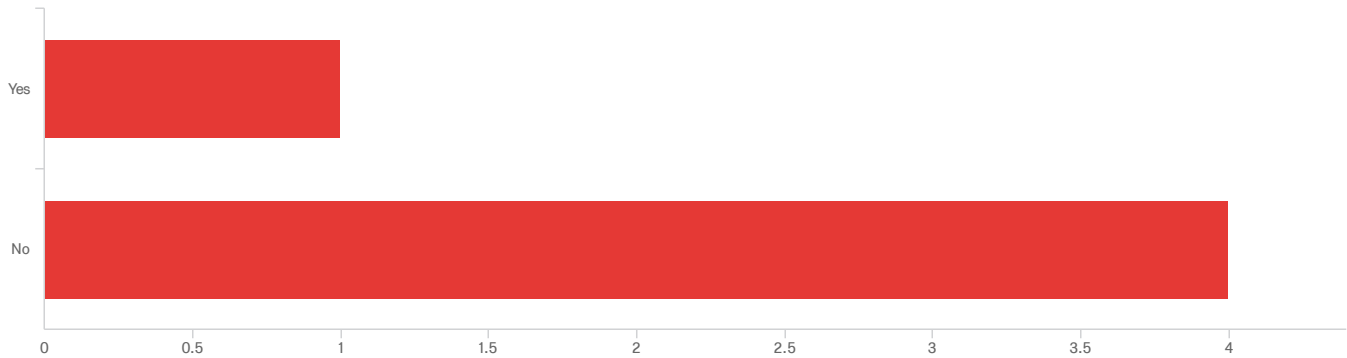
Q9 - 3. Feedback

3. Feedback

12132124124

Appendix K20

Q19 - Do you have comments or proposed amendments related to the state determined performance levels? If you choose yes, you will continue into the tool where you can provide your feedback. If you choose no, you will go to the next section.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have comments or proposed amendments related to the state determined performance levels? If you choose yes, you will continue into the tool where you can provide your feedback. If you choose no, you will go to the next section.	1.00	2.00	1.80	0.40	0.16	5

#	Field	Choice Count
1	Yes	20.00% 1
2	No	80.00% 4

5

Showing rows 1 - 3 of 3

Appendix K21

Q20 - 3. Section or Page Number

3. Section or Page Number

2

Appendix K22

Q21 - 3. Feedback

3. Feedback

1dfgfsrft5er

Appendix K23

Q23 - Please share any additional feedback or suggestions for improvement that you have not previously mentioned.

Please share any additional feedback or suggestions for improvement that yo...

The change associated with this feedback should be included with the other changes I submitted via this on-line feedback survey on 12-23-19. Thanks,
Blair Carruth

4rtwertwertwxcv

End of Report

Morton, Wendi

From: Morton, Wendi
Sent: Wednesday, January 29, 2020 11:37 AM
To: Blair Carruth; Kim Ziebarth
Cc: Longhurst, Thalea
Subject: RE: Perkins V State Plan Drafthauck@dixie.edu
Attachments: Utah State Perkins V Plan (comments).docx

Blair and Kim

I have been working on the final version of the Perkins V state plan. Attached to this email is the file that was sent to me early this month. I have made comments to let you know what we did with each of the items you identified. Please remember that is a very old copy of the plan so it is missing a lot of content. That most updated version was sent out on December 23rd and that is the file I have been working from.

Since December 23rd we have received some feedback through our survey and also directly through email. I am working to get that all finalized and I plan to share a final copy with you tomorrow or Friday.

Wendi Morton
CTE Coordinator
Utah State Board of Education
250 E. 500 S.
PO Box 144200
Salt Lake City, Utah 84114-4200
P: [801-538-7738](tel:801-538-7738)



Please note: Utah has a very broad public records law. Most written communications to or from state employees regarding state business are public records available to the public and media upon request. Your email communication may be subject to public disclosure.

From: Blair Carruth <bcarruth@ushe.edu>
Sent: Tuesday, January 7, 2020 10:23 AM
To: Kim Ziebarth <kziebarth@utech.edu>; Morton, Wendi <Wendi.Morton@schools.utah.gov>
Cc: Longhurst, Thalea <Thalea.Longhurst@schools.utah.gov>; hauck@dixie.edu; Frey, Jonathan <Jonathan.Frey@schools.utah.gov>; Clarke, Camille <Camille.Clarke@schools.utah.gov>; McDonald, Jeffrey <Jeffrey.McDonald@schools.utah.gov>; Zachary Barrus <zbarrus@utech.edu>; Michael Palica <mpalica@ushe.edu>
Subject: RE: Perkins V State Plan Drafthauck@dixie.edu

I responded to Kim's question to me and also made a few additional suggested edits.

Also, I have responded to the on-line feedback survey that Wendi sent on December 23.

Thanks.

Blair

Appendix K25

From: Kim Ziebarth <kziebarth@utech.edu>
Sent: Monday, January 6, 2020 5:39 PM
To: Blair Carruth <bcarruth@ushe.edu>; Morton, Wendi <Wendi.Morton@schools.utah.gov>
Cc: Longhurst, Thalea <Thalea.Longhurst@schools.utah.gov>; hauck@dixie.edu; Frey, Jonathan <Jonathan.Frey@schools.utah.gov>; Clarke, Camille <Camille.Clarke@schools.utah.gov>; McDonald, Jeffrey <Jeffrey.McDonald@schools.utah.gov>; Zachary Barrus <zbarrus@utech.edu>; Michael Palica <mpalica@ushe.edu>
Subject: RE: Perkins V State Plan Drafthauck@dixie.edu

Hi Wendi,

Thank you for your work and for giving us an opportunity to review and provide feedback on the draft plan. I have tracked changes and added comments to Blair's document and am happy to address questions.

Regards,

Kim Ziebarth

Associate Commissioner for Academic and Student Affairs
Utah System of Technical Colleges
(801) 546-1985



From: Blair Carruth <bcarruth@ushe.edu>
Sent: Tuesday, December 10, 2019 11:16 AM
To: Morton, Wendi <Wendi.Morton@schools.utah.gov>
Cc: Longhurst, Thalea <Thalea.Longhurst@schools.utah.gov>; hauck@dixie.edu; Kim Ziebarth <kziebarth@utech.edu>; Frey, Jonathan <Jonathan.Frey@schools.utah.gov>; Clarke, Camille <Camille.Clarke@schools.utah.gov>; McDonald, Jeffrey <Jeffrey.McDonald@schools.utah.gov>; Zachary Barrus <zbarrus@utech.edu>; Michael Palica <mpalica@ushe.edu>
Subject: RE: Perkins V State Plan Drafthauck@dixie.edu

Hi Wendi. Thanks for sending the draft document to us. I've made a few comments and edits.

Let me know if you have questions.

Thanks.

Blair

From: Morton, Wendi <Wendi.Morton@schools.utah.gov>
Sent: Friday, December 6, 2019 3:43 PM
To: hauck@dixie.edu; Hemmert, Sandra M <smhemmert@graniteschools.org>; Goble, Janet <Janet.Goble@canyonsdistrict.org>; Kim Ziebarth <kziebarth@utech.edu>; Blair Carruth <bcarruth@ushe.edu>; Zachary Barrus <zbarrus@utech.edu>; Michael Palica <mpalica@ushe.edu>
Cc: Longhurst, Thalea <Thalea.Longhurst@schools.utah.gov>; Frey, Jonathan <Jonathan.Frey@schools.utah.gov>; Clarke, Camille <Camille.Clarke@schools.utah.gov>; McDonald, Jeffrey <Jeffrey.McDonald@schools.utah.gov>
Subject: Perkins V State Plan Draft
Importance: High

State Plan Writing and Data Committees:

Attached is a copy of the most current draft of the state Perkins V plan. I have received a number of emails and feedback and am still working to complete some sections. Please feel free to make comments and add missing language or elements that you feel should be included.

Appendix K26

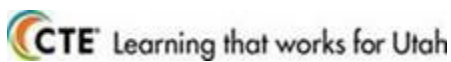
FYI -

- The file has “track changes” engaged so that I can see your suggested edits when you send it back to me.
- You will see a few areas that need more than just grammatical edits
- No appendix have been added yet
- Image captions will be added as a final step before publication
- Data tables will be added to the end of the document by Jeff only definitions are currently listed

I plan to send this out to directors by Wednesday or Thursday next week for added feedback and comments. After that it will be reviewed by an independent 3rd party and opened for additional public comment. You will need to wait until that happened before you share this with any stakeholders outside of these two committees.

Thanks for your help and happy reading!!!

Wendi Morton
CTE Coordinator
Utah State Board of Education
250 E. 500 S.
PO Box 144200
Salt Lake City, Utah 84114-4200
P: [801-538-7738](tel:801-538-7738)



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This message is intended for the individual or entity named above and may contain information that is confidential or privileged. If you are not the intended recipient, please reply to the sender that you have received this transmission in error, and then delete it.

Thank you.
