



Governor's Education Excellence Commission

Legislative Recommendations for 2013

66% by 2020

Fund Growth for 13,254 new students:

- Increase funding levels for 13,254 new students in public schools next year (\$95.7M)

Fund Compensation for 13,254 new students:

- Attract and maintain the highest-quality educators by increasing compensation: 1% for
- post-secondary and 1.16% WPU increase for public schools

Purpose of Investment:

The Governor is recommending Utah fund, first and foremost, the growth of 13,254 new students that will enter the public education system next year. This amount equates to \$70 million plus \$25 million for the previous year for a total of \$95.7 million. Ongoing increases in student population necessitates increased investment, so all Utah students obtain quality instruction and broad opportunities. Utah's educators do more with less than any other teachers in the nation. Small increases in compensation are necessary to continue attracting and retaining the best educators.

Return on Investment:

- Attract and retain quality educators for Utah student success.



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Early Intervention and At-Risk Supports:

- Expand targeted early interventions and Optional Extended-Day Kindergarten (\$10M)
- Provide age and demographic-appropriate interventions at each grade level (\$3.9M)

Purpose of Investments:

Early intervention allows for the identification of students most at-risk for failing to achieve proficiency levels by the end of third grade and beyond. Students who fail to achieve proficiencies early are most likely to begin falling exponentially behind, unless more invasive interventions are instituted. Research and experience demonstrate that early intervention, including optional full-day kindergarten, extended hours for at-risk students, individual tutoring, and use of interactive computer software, are proven to have long-term, positive impacts on student achievement. A portion of the additional funds will be used to evaluate existing and potential programs, and to assure future investments maximize return on investment.

A smaller portion will be used to implement new, or bolster existing interventions in later grades to build on student progress made during early intervention. Research demonstrates that consistent support is needed to maintain and improve gains achieved by students receiving early interventions.

Utah schools are closing the achievement gap for traditionally at-risk students, including minority students, English language learners, and students living in low-income households. The Governor's goal is to reach 90% proficiency levels in third, sixth, and eighth-grade reading and math.

Return on Investment:

- Reduces the future costs of special education, remediation, rehabilitation, and social services.
- Reduces isolation, stress, and frustration for students and families, leading to lower dropout rates and social costs associated with dropouts.
- Provides Utah's rapidly increasing population of ELL learners and other at-risk student populations greater opportunities for employment.
- Offers an overall return rate on the public spending in the range of 7:1.



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STEM Initiatives:

- Improve middle school math, teacher training, online courses, and USTAR collaborations (\$5M-1x)
- Create a STEM Resource Center (\$4.0M-1x and \$500K ongoing)

Purpose of Investment:

The global economy is exploding with professions requiring training in fields related to science, technology, engineering, and math (STEM). During the next decade, U.S. demand for scientists and engineers is expected to increase several times faster than other occupations. Moreover, STEM-related professions and occupations are among the highest paying. Utah's economy is increasingly dependent on and fueled by high-tech industries, and the rising demand for STEM-trained professionals is a trend that will undoubtedly continue.

Therefore, Utah is putting a greater emphasis on STEM education. STEM education is best sustained by supporting both individual content areas and integrated experiences. Mathematics and science build the foundation for students to apply learning in technology, engineering, and other related fields. Integrated STEM coursework is ideal for supporting the academic Utah Core Standards and for encouraging more students to pursue STEM-related post-secondary programs and STEM-related occupations.

STEM education can be bolstered in many ways. Starting with basics, the Governor supports greater investment in teacher training in STEM subjects, grades 4-8; incorporating best practices classroom instruction; improving math education, particularly in middle school; and improving science education in high school. The investment is also intended to fund summer internships, middle school USTAR programs, math endorsements for teachers, mentoring and coaching to improve math and science instruction, and online course work for students in STEM courses.

In addition, the Governor supports the development of a STEM Resource Center. The STEM Center will promote best practices and become a repository of curriculum, programs, and activities. The Center will coordinate grant opportunities, provide communication and marketing, and become part of a national network of STEM education centers and consortiums. The Center will offer resources to assist STEM students and teachers, develop industry and government partnerships, expand adult education, and provide more pathways to STEM-related occupations.

Return on Investment:

- Expanded growth and competitiveness in technical, engineering, science, and medical industries.
- Utah can fill upwards of 100,000 new STEM-related jobs projected over the next decade.
- Utah can continue to grow its economy, attracting high-tech employers such as Adobe and NSA.



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21st Century Learning:

- Install computer adaptive testing (CAT) hardware for all students (\$13.2-1x)
- Provide one-to-one computer learning devices and teacher training (\$2.9M)

Purpose of Investment:

Computer adaptive testing (CAT) adapts exams in real-time, measuring and tracking students strengths and gaps in learning. Benefits of CAT include: (1) immediate feedback to reward students and identify deficits in learning so teachers can modify content and instruction strategies; (2) greater motivation for individual student achievement; and (3) precise progress reporting to parents. Results from CAT pilot programs during the past two years in Utah have been stunning. In fact, Utah is the first state to win approval from the U.S. Department of Education to use CAT to satisfy No Child Left Behind requirements. To make it available to all students, however, Utah must invest in CAT infrastructure.

Every year, more Utah classrooms are offering computer-assisted instruction and learning. The classroom in which every student has access to a computer-assisted learning device is quickly becoming the standard. Therefore, the Governor supports a one-to-one initiative that envisions every Utah student using an appropriate educational computing device in every Utah classroom. One-to-one computer classrooms are dynamic learning environments where teachers use and facilitate the use of 21st century technology and where students access learning through computer-facilitated instruction, problem solving, self-directed study, collaboration, research, personalized content, targeted intervention, and interactive assessment.

Return on Investment:

- Utah's CAT pilot programs resulted in remarkable gains in student achievement. For example, in Sevier County, second graders began the year four points below the national average in math. By year's end, they were nine points above the national average—an impressive 13-point gain in one school year. Similar gains in math were also seen in the third and fourth grade. In fact, nearly all grade levels finished the year well above the national average in math and language arts.
- A growing consensus in national research studies demonstrates that students perform at higher levels in one-to-one computer-assisted learning environments, particularly in language arts and math. Also, one-to-one computing fosters higher-order reasoning and critical analysis skills and greater teacher-student collaboration around instructional tasks.
- This 21st Century Learning initiative will keep Utah students on the cutting edge of technological advancement and better prepare students for the 21st century workplace.



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Teaching and Organizational Support:

- Provide Math and English/Language Arts professional development (\$1M)
- Provide reimbursement funds for teacher supplies (\$5M)
- Support school districts with extraordinary special education costs (\$1.15M)
- Expand dual immersion programs to remain a national leader (\$240K)
- Protect student information with increased USOE data security (\$1.2M)
- Implement teacher performance evaluation and funding per SB-64 (\$450K)
- Expand Beverly Taylor Arts Program to more elementary schools (\$4M-1x)

Purpose of Investment:

Due to Utah's unique demographics, schools do more with less per pupil spending than any other state the country. Utah cannot neglect schools and teachers, and maintain stellar results. The Governor supports several strategic investments for schools and teachers intended to maximize educator motivation and student learning and achievement.

As with other professions, investment in human capital is generally the best investment. Targeted professional development for teachers in curriculum, pedagogy, and technology is critical for educators and students to remain successful. Teachers spend between \$500 and \$1,000 per year of their own money on teaching supplies. Utah cannot expect to attract and keep the best and brightest teachers without added support.

Districts maintain some of the best special education and enrichment programs money can buy. Utah leads the nation in dual immersion in both enrollment and quality of instruction programs. The Beverly Taylor Arts Program integrates music, dance, visual arts, and theatre with Utah core standards, offering deeper levels of content learning and more enriching learning experiences. Investment is needed to support districts with higher than average special education costs and to maintain crucial enrichment programs.

SB64 was passed last year to promote higher student achievement and educator accountability. The law mandates educator evaluations, expedites and clarifies the dismissal process, and rewards favorable performance. Investment is needed to develop valid and reliable evaluation tools, ensure accurate data gathering and maintenance, and effectuate the rules adopted by USOE to implement SB64. Additionally, as data flow increases, more robust security systems are required.

Return on Investment:

- Foreign language and arts education are proven to promote higher order thinking skills, increase interest and enjoyment in the learning process, and raise student performance levels.
- When used in tandem with Computer Adaptive Testing, Career and College Readiness testing, and other assessments, teacher evaluations can provide a meaningful measure of educator success.



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College and Career Preparedness:

- Institute the ACT, PLAN, and EXPLORE as mandatory college/career prep exams (\$800K)
- Complete Technology Intensive Concurrent Enrollment online high school courses required for associate's degrees (\$600K-1x)
- Complete UtahFutures.org counseling and career planning tool (\$2.4M-1x)

Purpose of Investment:

College and career readiness exams, such as the ACT, PLAN, and EXPLORE cadre of tests, offer common core standard-based assessment in summative form throughout a student's secondary schooling. College and career readiness exams are nationally benchmarked, allowing Utah students to compete on a level playing field with peers across the country. The exams help students understand their strengths and weaknesses and better consider college and career options. Parents, teachers, and counselors are better informed and able to assist students in planning for postsecondary education and career pathways. The program also allows students to systematically prepare for college entrance exams, increasing opportunities to succeed.

This is our third and final phase of Technology Intensive Concurrent Enrollment (TICE), offering 20 college online courses to high school students and the opportunity to work toward and obtain an associate's degree prior to the end of high school. Utah's colleges and universities can reduce general education instruction and remediation, cutting costs for both human resources and traditional bricks and mortar. High school students can make the most of their senior year and challenge themselves right up to the end of high school by taking rigorous college level courses and earning post-secondary credit that applies to a certificate or degree.

UtahFutures.org features cutting-edge career planning tools, leading labor market information, job search success training, and direct links to Utah employers and employment opportunities. Currently, around a half-million students and job seekers are signed up on UtahFutures.org. Counselors are using UtahFutures.org to help students choose career pathways and make post-secondary goals.

Return on Investment:

- Utah graduates students from high school at an average rate nationally, but students completing post-secondary certificates or degrees lag behind. Attrition is highest between high school and college.
- Research shows that students who strive for and achieve college-readiness benchmarks are more likely to enroll in post-secondary degree seeking programs directly following high school, achieve a B grade or better in first-year courses, and complete a degree.
- Significant research indicates that compressing the amount of time it takes for students to obtain a degree dramatically increases the likelihood of enrollment retention and degree or certificate completion.
- Concurrent enrollment courses will allow students to leave high school with an associate's degree or equivalent, which will dramatically cut the cost for students and families.



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Applied Technology Expansion:

- Invest in scholarships for UCAT students (\$250K)
- Dramatically expand UCAT programming, course offerings, and enrollments to triple the number of certificates awarded (\$9.75M)
- Replace outdated equipment on UCAT campuses (\$500K)

Purpose of Investments:

Utah College of Applied Technology (UCAT) will greatly expand the number of certificates awarded throughout the next eight years, as the market indicators signal that Utah workers need more training and Utah employers demand workers with more technical skills. UCAT offers applied technology training and certificates that are immediately applicable to the jobs in Utah's marketplace. Placement rates for UCAT are 87%.

To make the greatest impact on the 66% by 2020 goal, UCAT plans to triple the number of certificate holders in Utah. UCAT must boost compensation to a competitive level, expand campus capacities, and significantly expand programming and offerings on all UCAT campuses across the state. UCAT will also institute blended learning environments using technology and industry partnerships to allow students more access to courses. Scholarships are intended to give more access for more students, including returning or non-traditional students who need more training. UCAT also seeks to improve partnerships with emerging business and businesses hit hard in the economic downturn.

UCAT will also upgrade and modernize equipment for training and computer software for managing student enrollment, finances, student records and information, and all other administrative aspects. UCAT in addition needs to expand building space on three campuses to accommodate increased enrollments.

Return on Investment:

- Utah industries and outside companies seeking to relocate to Utah demand a diversity of technically trained workers. Clearly, Utah needs more STEM degrees and graduate degrees, but an economy fueled by high-tech industries also needs an abundance of workers in IT support, manufacturing, operation and management, basic accounting, facilities, construction, design, transportation, and myriad other areas of specialized expertise.
- Program completion and job placement rates for students at Utah's applied technology colleges reached a record high in Utah, and will continue only if programs can expand.
- UCAT campuses reported that 87 percent of students who completed certificate programs were hired in their field or placed in additional education during 2012.
- Over a 30 to 40 year career, a worker with a UCAT certificate will earn \$328,000 to \$437,600 more than a worker with a high school diploma. That is a major return on investment through increased tax revenue.



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Higher Education Programming and Performance:

- Implement Mission-Based Performance Funding to create market-based incentives and increase retention, completion, and innovation in higher education (\$11M)
- Increase programming, retention, and completion in STEM and health-related fields with matching funds from institutions of higher education (\$20M)
- Invest in U of U Medical School to produce 20 more doctors per year (\$6.5M)

Purpose of Investment:

Utah's colleges and universities have created a comprehensive and aggressive plan to increase participation, retention, completion, and economic development, and to promote distinct institutional missions. Each institution has identified its unique contributions to the people of Utah and to the Utah System of Higher Education (USHE). Each institution will receive a portion of its funding based on progress toward stated outcomes and degree completion. Mission-based performance funding will make USHE institutions accountable for quality standards, meeting workforce demands, generating research and provides regional outreach that is tied to Utah's economic and quality growth objectives.

USHE institutions will focus more resources on STEM programs, degrees, and research. USHE institutions have committed to match \$20M, in return for an appropriation of the same amount. This effort is intended to increase program capacity in STEM and health-related occupations and to increase student completion through targeted incentive participation and progress scholarships in STEM and health-related programs. USHE institutions will match the state investment to promote these two priorities through new innovation, efficiencies, internal reprioritization, dedicating a portion of tuition and private investment, resulting in a total investment of \$40 million in FY 13-14 reach the 66% goal by 2020.

Return on Investment:

- USHE institutions will focus on advancing students through certificate or degree completion cutting the waste of public dollars spent on students that leave post-secondary education early.
- Utah's graduates will become better prepared to compete for jobs with Utah's employers in a highly technical and skill-driven economy.
- USHE campuses will better understand their unique roles in generating economic growth.
- Campuses will be motivated to increase the quality of instruction, rigor, and the college experience to attract and maintain the strongest students.
- College and university advising will shift toward outcomes of skill acquisition, STEM related programs, and degree awards, while collaborating more closely with industry.
- The U of U Medical school will remain vibrant ,producing 20 more world-class doctors each year.



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Women's College Taskforce:

- Provide incentives and resources for women pursuing or returning to complete a post-secondary certificate or degree (\$100K)

Purpose of Investment:

The gap between Utah women and men completing degrees in higher education is the widest in the nation. This initiative was established to encourage more women to stay in school and complete certificates or degrees. This initiative has been accelerated under the leadership of the Chair of the Board of Regents and the Commissioner of Higher Education. The initiative goals include increasing funding for college enrollment growth for women, promoting a "college-going culture," lobbying for flexible course scheduling, expanding college counseling for women, providing mentoring programs for women, and offering more support for campus-based initiatives.

Return on Investment:

- Women with a certificate or degree earn more money, have better job opportunities, obtain better health care and related benefits, and are better prepared to financially support themselves and family.
- Women with higher education levels, on average, live longer, have healthier lifestyles, have increased life satisfaction and overall happiness, and enjoy better mental health and resiliency.
- Women with higher education levels have children who perform better in school and participate more in extracurricular activities and are, themselves, more active civically and in community leadership roles.



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Align Education and Workforce Data:

- Maintain Utah Data Alliance to develop a comprehensive data integration system for collaboration among UEN, USHE, UCAT, USOE, and DWS (\$600K)

Purpose of Investment:

Key to helping more students obtain a quality education and earn a certificate or degree is tracking students throughout the process. The Utah Data Alliance (UDA) has created a system where collective individual data from UEN, USOE, USHE, UCAT, GOPB, DWS, and other government divisions can be stored in an integrated database so students can be tracked from K-12 through to employment. The database will supply public schools and universities unprecedented longitudinal data upon which curriculum and systemic decisions can be made and accountability can be based. The first studies correlating degrees attained with income levels of recent college graduates has recently been completed. The UDA will have the ability to answer our metric questions.

Return on Investment:

- Provides a comprehensive system that permits the generation and use of accurate and timely data for informed decision-making at all levels of the education system.
- Increases efficiency analyzing data to support the continuous improvement of education services and outcomes, facilitates research regarding academic achievement and closing achievement gaps, and fosters transparency and accountability in educational systems.
- Allows for Utah industries and education agencies to plan for future needs in both the workforce and educational programming.
- Protects privacy through a formal safe, secure process for sharing and using data.
- Initiative brings together state agencies, elected officials, and experts to coordinate the efforts of separate government agencies with overlapping missions—collaborative government works best.