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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Joel Coleman
Interim Chief Executive Officer

DATE: November 7, 2014

INFORMATION: Legislative Report - Meeting the Needs of Utah's Secondary Students in Career and Technical Education

Background:

The Utah State Board of Education is required to provide an annual report to the Governor and to the Legislature's Education Interim Committee detailing how the Career and Technical Education (CTE) needs of secondary students are being met and what access they have to CTE programs offered at the Utah College of Applied Technology (UCAT), Salt Lake Community College, Snow College, and USU Eastern. (Utah Code 53A-15-202)

Key Points:

Membership and head count in high school CTE programs offered by the school districts increased in the 2013-14 school year. Local districts and charter schools are providing rigorous CTE courses aligned to 63 CTE Pathways that lead to additional training in the Utah College of Applied Technology (UCAT) and the Utah System of Higher Education (USHE). High school CTE participation in UCAT and USHE was down slightly in student head count and up slightly in membership hours in the 2013-14 school year.

Anticipated Action:

The Board will receive the report in anticipation of its presentation to the Education Interim Committee.

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Meeting the Needs of Utah's Secondary Students in Career and Technical Education

Report of FY 2014



Prepared by the
Utah State Office of Education

November 19, 2014

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Meeting the Needs of Utah's Secondary Students in Career and Technical Education

Utah Code 53A-15-202 provides that the Utah State Board of Education:

shall, after consulting with school districts, charter schools, the Utah College of Applied Technology, Salt Lake Community College's School of Applied Technology, Snow College, and the College of Eastern Utah, prepare and submit an annual report to the governor and to the Legislature's Education Interim Committee by October 31 of each year detailing: (a) how career and technical education needs of secondary students are being met; and (b) what access secondary students have to programs offered: (i) at applied technology colleges; and (ii) within the regions served by Salt Lake Community College's School of Applied Technology, Snow College, and the College of Eastern Utah.

This report has been prepared for the State Board in fulfillment of this statute.

The Utah State Board of Education provides leadership for career and technical education (CTE) in the state's public secondary schools, with school districts providing 95 percent of the instruction. Students in local school districts enroll in many excellent programs. School districts exercise forward-looking leadership in maintaining and expanding career and technical education opportunities for their students. Additionally, through creative partnerships with post secondary education partners including the Utah College of Applied Technology (UCAT) and the Utah System of Higher Education (USHE), local education agencies (LEAs) assure efficient and effective career and technical education delivery.

Utah school districts have well-developed, successful career and technical education programs that meet many career awareness, career exploration, and career preparation needs for public school students. Below are key data for career and technical education effort in the 2013-14 school year:

- Enrollment in school district career and technical education courses increased by 2.79 percent (4,092 students) in 2013-14 to 150,973, up from 146,881 students in 2012-13.
- School district career and technical education average daily membership (ADM) increased 2.35 percent (578 ADM) in 2013-14 to 25,244, up from 24,646 ADM in 2012-13.
- School districts delivered 95 percent of all career and technical education membership hours in grades 9-12.

Major accomplishments in career and technical education during the 2013-14 school year include the following:

- Over 242,000 skill certification exams administered, of which 100 percent were administered online
- Articulation agreements developed between high school and post-secondary career and technical education programs in the High School to College and Career Pathway initiative
- Over 3,000 teachers and counselors participating in staff development activities, including industry tours
- Expansion of the Rigorous Programs of Study/Pathways initiative in health science in Weber, Salt Lake and San Juan school districts with articulated pathways to post-secondary CTE programs

- Held a CTE business and industry summit to obtain specific information from business regarding alignment with CTE curriculum
- Provided alignment of CTE curriculum to science, technology, engineering and math (STEM) initiative and established new partnerships and goals
- One-third of curriculum standards updated to align with business, industry, and higher education
- Began a major update of the 7th grade CTE course with emphasis on College and Career Ready, STEM, high-wage, high-demand, high-skill careers, and employability skills
- Partnerships fostered with school districts, higher education, the Department of Economic Development, the Department of Workforce Services, and the Governor's Office, including industry sector initiatives, student career days, industry tours and work on meeting "Utah's 66% Goal" (i.e., 66 percent of Utah citizens having a post-secondary certificate or degree by the year 2020)
- Career Planning Guide for Grades 7-8 and 9-12 was updated on the USOE website along with the *Utah Occupations Notebook* for counselor and student use
- Expansion of new programs such as engineering, information technology, ProStart, manufacturing, and travel and tourism
- Development of a CTE Pathway database and website
- Development of College and Career Ready materials, including occupational data on high-wage, high-demand, high-skill occupations
- Over 50 business and industry representatives from the Utah Technology Counsel presented to guidance and counseling professionals during the summer professional development conference providing current workforce needs information high school students need to know

Data aligned with accomplishments in career and technical education include the following:

- Over 262,000 CTE secondary students participated in internships, field studies, job shadows and career fairs through CTE Introduction and Work-Based Learning activities
- Over 20,000 secondary CTE students participated in CTE concurrent enrollment, earning approximately 65,000 credit hours
- 21,141 secondary students are members of a Career and Technical Student Organization
- 35,000 secondary students in 11th and 12th grade concentrated¹ in a specific CTE Pathway
- 97 secondary students received CTE scholarships and tuition awards
- Over 6,100 secondary students received industry certificates or licensure

¹ Concentrators – A secondary student who has completed at least one-half of the credits in a single CTE program of study, including at least one of the required foundation courses, indicated for a CTE program of study, grades 9-12.

Table 1: School District Change in Student Headcount and ADM

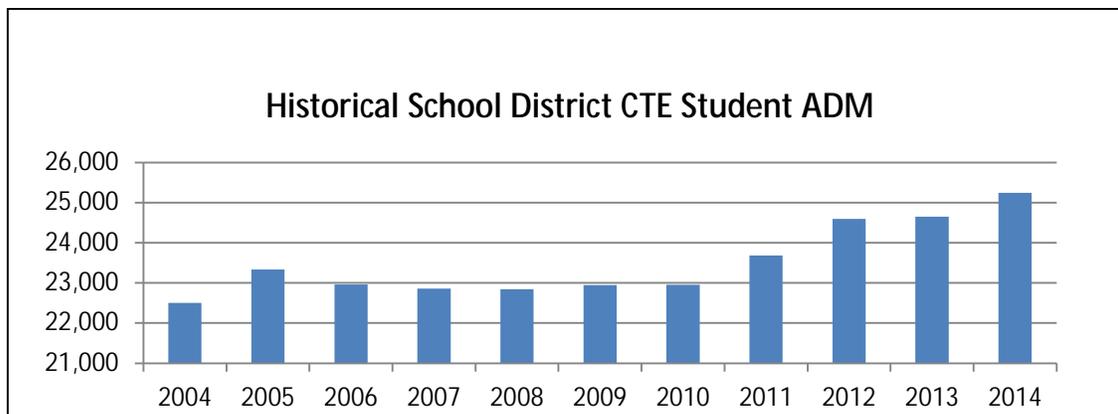
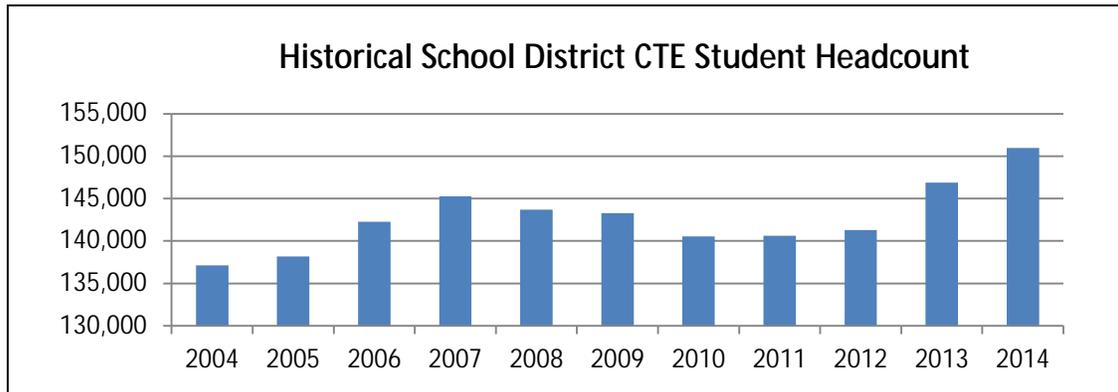
School District Career and Technical Education	2013	2014	Difference 2013 to 2014	Percent Difference 2013 to 2014
Student Headcount	146,881	150,973	+4,092 students	2.79% increase
Average Daily Membership (ADM)	24,646	25,244	+578 ADM	2.35% increase

Note: Secondary student headcount is unduplicated by school. Prepared by USOE, CTE Division, 09/14.

Table 2: Historical School District CTE Student Headcount and Average Daily Membership (ADM)

Year	Headcount	ADM
2004	137,122	22,503
2005	138,169	23,331
2006	142,954	22,960
2007	145,278	22,856
2008	143,684	22,844
2009	143,273	22,945
2010	140,532	22,951
2011	140,631	23,686
2012	141,285	24,592
2013	146,881	24,646
2014	150,973	25,224

Prepared by USOE, CTE Division, 09/14.



UCAT Secondary Programs

UCAT is delivering value-added services in many areas of the state. School district respondents indicate that secondary students continue to receive about the same level of service from UCAT training programs as they have had in the past.

- UCAT secondary student headcount decreased by 5.96 percent (-501 students) in 2013-14 to 7,900 students (down from 8,401 students in 2012-13).
- Membership hours for secondary students in UCAT increased by 5.13 percent (73,757 hours) in 2013-14, to 1,511,558 hours (up from 1,437,801 hours in 2012-13).
- UCAT campuses report that decreased headcount and membership hours may be a result of increased graduation requirements, the Regents Scholarship, budget cuts, limited capacity, and the remediation needs of students.
- In 2013-14, UCAT provided five percent of the total high school career and technical education program opportunities statewide (as measured in membership) in grades 9-12.

District respondents to an annual Utah State Office of Education survey reported the following regarding UCAT services.

- Most respondents reported fair to excellent collaboration, planning, and relationships with regional UCAT campuses.
- Most responding districts reported availability of UCAT services to their students. A few respondents indicated availability was somewhat limited.
- Districts responded that UCAT services supplement or add value to district programs.
- Respondents indicated that articulation between the district and UCAT is occurring.
- Districts reported that UCAT is somewhat accountable in giving state CTE skills tests.
- Most districts reported that local board members are fairly involved on the UCAT regional boards.
- Districts reported that UCAT is a significant partner in CTE planning in the region.

Table 3: UCAT Change in Secondary Student Headcount and Membership Hours

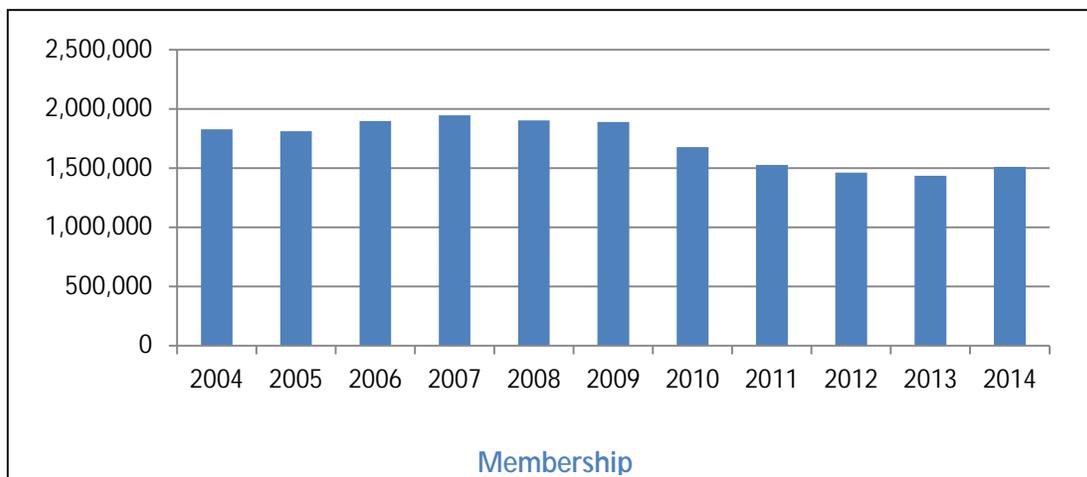
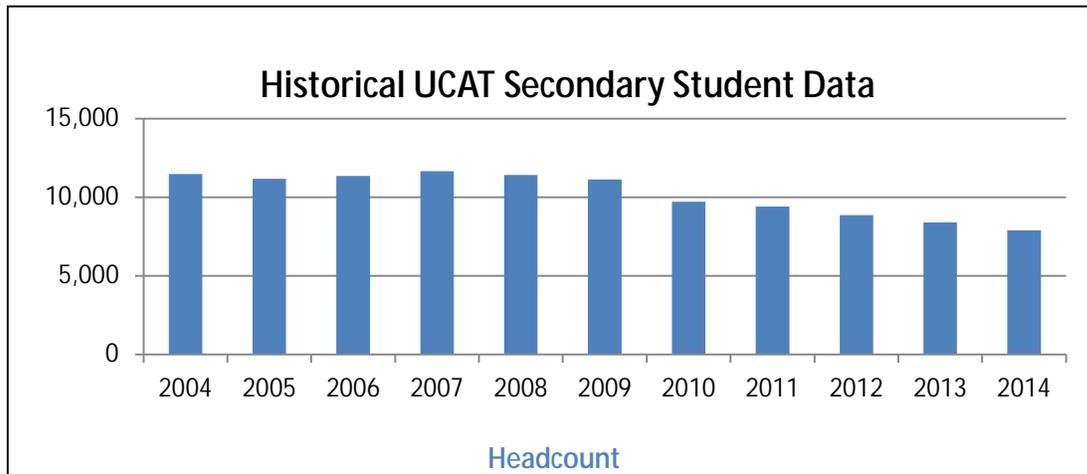
UCAT Secondary Student Data	2013	2014	Percent Difference from 2013 to 2014
Student Headcount	8,401	7,900	-5.96%
Membership Hours	1,437,801	1,511,558	5.13%

Source: UCAT Data 2013 & 2014

Table 4: UCAT Historical Secondary Student Headcount and Membership Hours

Year	UCAT Headcount	UCAT Membership Hours
2004	11,465	1,829,212
2005	11,169	1,812,298
2006	11,361	1,898,077
2007	11,663	1,948,583
2008	11,413	1,904,175
2009	11,127	1,890,601
2010	9,717	1,677,843
2011	9,411	1,528,136
2012	8,856	1,463,561
2013	8,401	1,437,801
2014	7,900	1,511,558

Source: UCAT Data 2004-2014



Percentage of Total Secondary CTE Effort

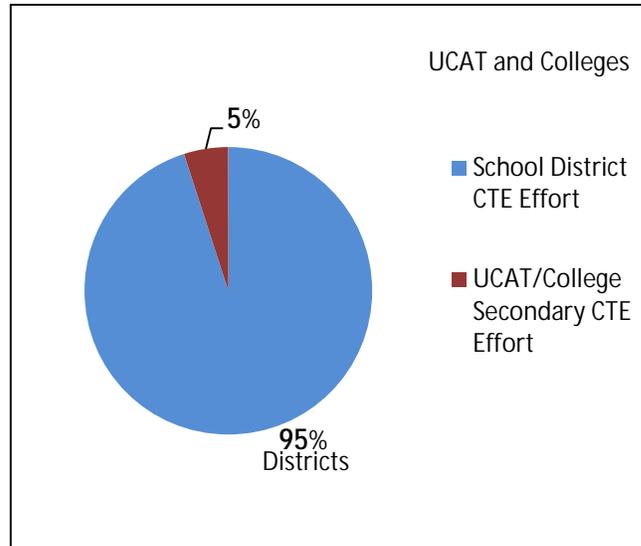


Table 5: Percentage of Total CTE Average Daily Membership (ADM) Grades 9-12, Provided by School Districts and UCAT, Snow, CEU, and SLCC

ATC membership includes both the courses provided at college campuses and ATC courses provided at the high schools. Central, Southeast, and Wasatch Front South Region membership is for students attending Snow College, CEU, and SLCC, and is reported by these institutions. Average daily membership (ADM) is full-time equivalent based on 990 hours. Prepared by USOE, CTE Division, 09/14.

Region	School District Percent of Total Secondary CTE Membership 2013-14	UCAT and USHE Percent of Total Secondary CTE Membership 2013-14
Bear River Region (BATC)	84%	16%
Central Region (Snow)	99%	1%
Davis Morgan Region (DATC)	95%	5%
Dixie Region (DXATC)	97%	3%
Mountainland Region (MATC)	94%	6%
Ogden-Weber Region (OWATC)	93%	7%
Southeast Region (CEU/USU)	100%	0%
Southwest Region (SWATC)	88%	12%
Tooele County (TATC)	99%	1%
Wasatch Front South (SLCC)	100%	0%
Uintah Basin Region (UBATC)	67%	33%
State Total	95%	5%

Table 6: UCAT Change in Secondary Student Headcount and Membership Hours

UCAT Region Campus		2013	2014	Difference	Percent
Bridgerland	Headcount	1,737	1722	-15	-0.86%
	Membership	275,885	359,936	84,051	30.47%
Davis	Headcount	1,095	946	-149	-13.61%
	Membership	206,592	229,301	22,709	10.99%
Dixie	Headcount	985	730	-255	-25.89%
	Membership	34,638	46,539	11,901	34.36%
Mountainland	Headcount	1,422	1,284	-138	-9.70%
	Membership	409,941	392,877	-17,064	-4.16%
Ogden-Weber	Headcount	1,219	1,028	-191	-15.67%
	Membership	220,051	176,504	-43,547	-19.79%
Southwest	Headcount	644	798	154	23.91%
	Membership	74,595	87,177	12,582	16.87%
Tooele	Headcount	30	44	14	46.67%
	Membership	3,824	7,941	4,117	107.66%
Uintah Basin	Headcount	1,269	1,348	79	6.23%
	Membership	212,275	211,283	-992	-0.47%
UCAT TOTAL	Headcount	8,401	7,900	-501	-5.96%
	Membership	1,437,801	1,511,558	73,757	5.13%

Source: UCAT Data 2014

Table 7: UCAT Historical Secondary Student Headcount and Membership Hours

		FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Bridgerland	Headcount	1,950	2,114	1,976	1,988	1,957	1,686	1,737	1,722
	Membership	306,072	328,019	308,027	295,861	269,475	241,527	275,885	359,936
Davis	Headcount	1,929	1,958	1,703	1,990	1,661	1,375	1,095	946
	Membership	328,789	282,010	274,572	322,329	263,040	219,825	206,592	229,301
Dixie	Headcount	591	655	786	473	522	843	985	730
	Membership	94,708	97,501	88,137	66,844	49,489	42,283	34,638	46,539
Mountainland	Headcount	1,813	1,867	1,868	1,326	1,284	1,349	1,422	1,284
	Membership	433,843	468,550	477,456	347,806	345,932	377,467	409,941	392,877
Ogden-Weber	Headcount	2,289	2,252	2,178	1,514	1,360	1,293	1,219	1,028
	Membership	326,664	304,724	329,900	253,378	237,415	223,573	220,051	176,504
Southwest	Headcount	1,171	1,079	967	763	1,048	880	644	798
	Membership	146,742	123,498	127,689	89,293	94,121	80,286	74,595	87,177
Tooele	Headcount	n/a	n/a	58	59	26	31	30	44
	Membership	n/a	n/a	5,667	10,759	3,627	4,995	3,824	7,941
Uintah Basin	Headcount	1,654	1,488	1,591	1,604	1,553	1,399	1,269	1,348
	Membership	247,717	260,227	279,151	291,573	265,037	273,605	212,275	211,283
TOTALS	Headcount	11,663	11,413	11,127	9,717	9,411	8,856	8,401	7,900
	Membership	1,948,583	1,904,175	1,890,601	1,677,843	1,528,136	1,463,561	1,437,801	1,511,558

Source: UCAT Data 2014

Utah System of Higher Education Partnerships

Utah's colleges and universities are important partners in providing a full range of career and technical education offerings to secondary students through concurrent enrollment and other articulation arrangements that result in credit.

Concurrent enrollment in career and technical education coursework is provided to high school students, with credit granted by both high schools and by cooperating credit-granting (non-UCAT) colleges or universities. Annually, high school students in career and technical education concurrent enrollment courses earn approximately 66,000 credit hours with over 20,000 students participating. CTE concurrent enrollment courses account for approximately 40 percent of the concurrent credit hours awarded by Utah's higher education institutions. Concurrent enrollment opportunities are a critical component as High School to College and Career Pathways are developed to open more career and technical education opportunities for secondary students in higher education.

College of Eastern Utah/Utah State University Eastern

In the 2007 legislative session, the Southeast Applied Technology College (SEATC) was merged with the College of Eastern Utah (CEU). In 2011, CEU became Utah State University Eastern (USU Eastern). The 2007 legislation required USU Eastern to continue to serve secondary students at no charge, and to work to provide services to the outlying school districts in the region. USU Eastern can provide credit or non-credit to high school students. Since this legislative change, the school district personnel and CEU/USU Eastern staff have been working hard to ensure that the same levels of service and funding for secondary students are retained.

Snow College

In the 2003 legislative session, HB161 merged the Central Applied Technology College with Snow College. The legislation requires Snow College to continue to serve secondary students at no charge, and to work to provide services to the outlying school districts in the region. Snow College can provide credit or non-credit to high school students. Snow College Richfield continues to provide programs to secondary students in the Central Region.

Salt Lake Community College

Salt Lake Community College, through its College of Applied Technology, is to serve the needs of secondary students in the Wasatch South Region, with the exception of Tooele County. Salt Lake Community College, College of Applied Technology membership for secondary students remained the same as the previous school year. There has been an aggressive effort to provide high school CTE programming.