

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Thalea Longhurst
State CTE Director

DATE: November 5-6, 2015

INFORMATION/

ACTION: Annual "Meeting the Needs of Secondary CTE Students" Report

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) educational 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:

The report provides the CTE student headcount and average daily membership measurements in the secondary system, UCAT system, and Higher Education system, and whether or not those measurements increased or decreased from previous years. The report includes possible explanations for the data, and includes survey feedback from local education agency (LEA) CTE administrators.

Anticipated Action:

The Standards and Assessment Committee will make a recommendation to the Board for approval of the report for presentation to the Governor and Education Interim Committee.

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

Report of FY 2015



Prepared by the

Utah State Office of Education

November 5-6, 2015

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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 local education agencies (LEAs) providing 95 percent of the instruction. Students in LEAs enroll in many excellent programs. LEAs exercise forward-looking leadership in maintaining and expanding career and technical education opportunities for their students. Additionally, through coordinated, collaborative, and creative partnerships with post-secondary education, including the Utah College of Applied Technology (UCAT) and the Utah System of Higher Education (USHE), LEAs assure efficient and effective career and technical education delivery.

Utah LEAs have well-developed, high-quality 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 efforts during the 2014-15 school year:

- Enrollment in LEA career and technical education courses increased by 2.25 percent (3,391 students) in 2014-15 to 154,364, up from 150,973 students in 2013-14.
- Local education agency (LEA) career and technical education average daily membership (ADM) increased .91 percent (229 ADM) in 2014-15 to 25,473, up from 25,244 ADM in 2013-14.
- LEAs delivered 94 percent of all career and technical education membership hours in grades 9-12.

Major accomplishments in career and technical education during the 2014-15 school year include the following:

- Launch of the Utah State Office of Education's CTE reFOCUSing initiative, designed to ensure that we are not providing an outdated model of CTE that tolerates low expectations and is misaligned with the evolving needs of the labor market.

- Participation with the Legislative Auditor General’s audit to review the coordination of career and technical education between public education and UCAT for secondary students.
 - This audit looked at program duplication or overlap of efforts between UCAT and the secondary schools and reviewed coordination between secondary education and UCAT to ensure the effective use of resources.
 - This audit determined that CTE coordination is adequate and that duplication is not widespread.
 - This audit recommended some areas for improvement, which are already being implemented across the state:
 - § Explore opportunities to increase secondary student utilization of the Applied Technology Colleges as appropriate.
 - § Develop policies for renewing articulation agreements.
 - § Provide credit for classes taken outside the normal school day.
 - § Identify and review potential duplication and determine how to effectively utilize available resources.
- Administration of over 247,000 online skill certification exams.
- Full implementation of the IT Academy—putting Utah in a leading position in the nation, with over three times increase year over year in certifications and a pass rate that is up nearly 22% from last year¹.
- Development of articulation agreements 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.
- Development of the Aerospace Manufacturing Pathway program in partnership with the aerospace manufacturing industry, GOED, DWS, USHE, UCAT, and USOE.
- One-third of curriculum standards updated to align with business, industry, and higher education.

- Completion of a major update of the seventh grade CTE course—formerly CTE Introduction, newly named College and Career Awareness—with emphasis on College and Career Readiness, project-based learning, STEM, high-wage, high-demand, high-skill careers, and employability skills.
- Fostering of partnerships with LEAs, higher education, the Governor’s Office of Economic Development, the Department of Workforce Services, and the Governor's Office, including industry sector initiatives, student career days, industry tours, and work toward meeting “Utah’s 66% Goal” (i.e., 66 percent of Utah citizens having a post-secondary certificate or degree by the year 2020).
- Development of a new Career Planning Guide for use in the new College and Career Awareness Grade 7 course.
- Expansion of new programs such as engineering, information technology, manufacturing, and health sciences.
- Implementation of a CTE Pathways database and website.
- Development of College and Career Ready materials, including occupational data on high-wage, high-demand, high-skill occupations.
- Development of the new Utah College and Career Readiness Certificate for school counselors in collaboration with higher education, business and industry and the USOE to provide equity and access to college and career readiness for all students.
- Presentations by business and industry representatives from the Utah Technology Council to school counseling and other professionals during the summer professional development conference, providing information on current workforce needs.
- Development of updates to the Utah Comprehensive School Counseling Program model to support College and Career Readiness state initiatives.

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

- Over 44,000 seventh grade CTE Introduction students each participated in at least six career development activities.
- Through the Work-Based Learning program, 153,950 students participated in activities related to internships, field studies, job shadows and career fairs.
- Over 20,000 secondary CTE students participated in CTE concurrent enrollment, earning over 68,000 credit hours.
- 21,130 secondary students are members of a Career and Technical Student Organization.

- Over 37,000 secondary students in grades 11 and 12 concentrated² in a specific CTE Pathway.
- 101 secondary students received CTE scholarships and tuition awards.
- Industry certifications awarded increased from 8,676 in 2013-14, to 15,276 in 2014-15, with Adobe, Microsoft Office, and other computer programming tests accounting for 11,893 of those industry certifications (615 of these being teacher certifications).

1 Data obtained from the Microsoft IT Academy Executive Report for Utah State Office of Education dated July 1, 2014 to June 30, 2015.

2 A concentrator is 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 in grades 9-12.

Table 1: Local Education Agency Change in Student Headcount and Average Daily Membership (ADM)

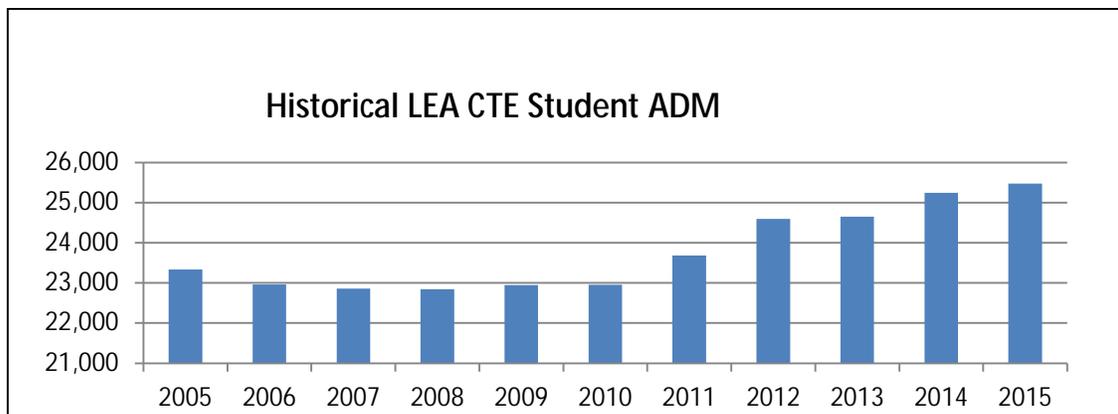
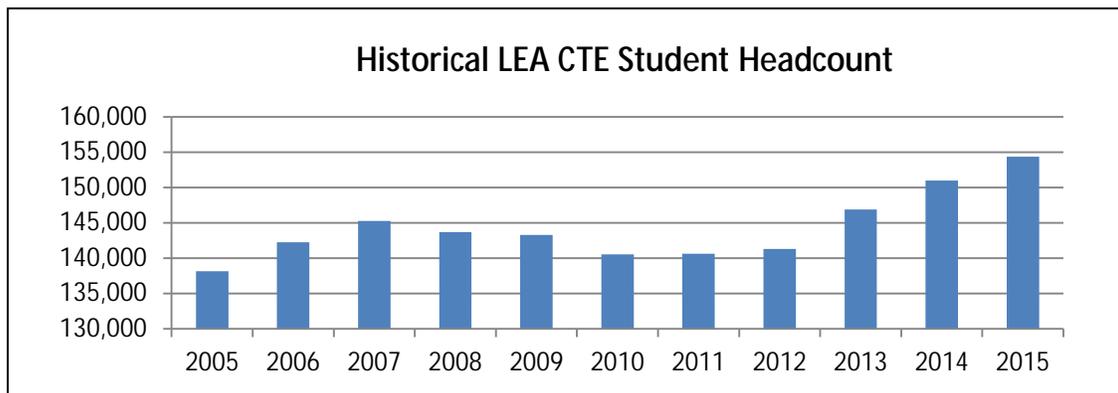
Local Education Agency Career and Technical Education	2014	2015	Difference 2014 to 2015	Percent Difference 2014 to 2015
Student Headcount	150,973	154,364	3,391	2.25% increase
Average Daily Membership (ADM)	25,244	25,473	229	.91% increase

Note: Secondary student headcount is unduplicated by school. Prepared by USOE, CTE Division, 09/15.

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

Year	Headcount	ADM
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
2015	154,364	25,473

Prepared by USOE, CTE Division, 09/15.



UCAT Secondary Programs

UCAT is delivering value-added services in many areas of the state. Local education agency (LEA) respondents indicate that secondary students continue to receive about the same level of service from UCAT training programs as they have in the past.

- UCAT secondary student headcount increased by 9.52 percent (or 752 students) in 2014-15 to 8,652 students, up from 7,900 students in 2013-14.
- Membership hours for secondary students in UCAT increased by 7.47 percent (or 112,919 hours) in 2014-15 to 1,624,477 hours, up from 1,511,558 hours in 2013-14.
- In 2014-15, UCAT provided six percent of the total high school career and technical education program opportunities statewide (as measured in membership) in grades 9-12.

LEA 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 of the responding LEAs reported that a full range of courses and programs are “available” or “somewhat available” to their students through UCAT services. Some respondents indicated that availability was “somewhat limited” or “very limited.” Some of these limitations are due to distance between the location of the high schools and the UCAT campuses.
- LEAs responded that UCAT services supplement or add value to their local programs.
- Respondents indicated that articulation between the LEA and UCAT is occurring.
- LEAs reported that UCAT is “accountable” or “somewhat accountable” for student performance, administration of state CTE skills tests, and articulation of the skill certificates.
- Most LEAs reported that local school board members or CTE directors are “fairly involved” on the UCAT regional boards.
- LEAs reported that UCAT is a significant partner in CTE planning in the region.

The following are comments from survey respondents:

- “We are currently planning a series of meetings to streamline and create smoother transitions for students.”

- “We work well together as a region and the ATC is very supportive of our students and needs.”
- “The ATC plays a very vital CTE role within our school district. Our students would be limited in their CTE experience without them.”
- “I would like to be a region CTE representative on the UCAT Board.”
- “We appreciate the efforts of UCAT to develop a computer science track for student certifications. Both ATC’s in our area have been working to facilitate access to our students.”
- “Since I am new to this role this survey is hard to answer. But my knowledge is that I am yet to be involved and I know of no one in my district, school or region who has direct and impactful involvement with UCAT.”
- “We are too far removed geographically from any UCAT facility for them to offer us much.”

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

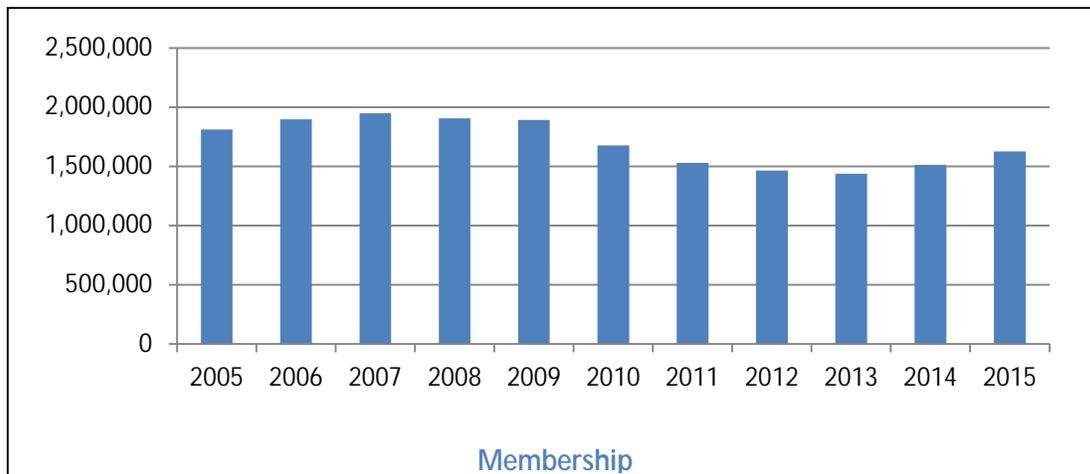
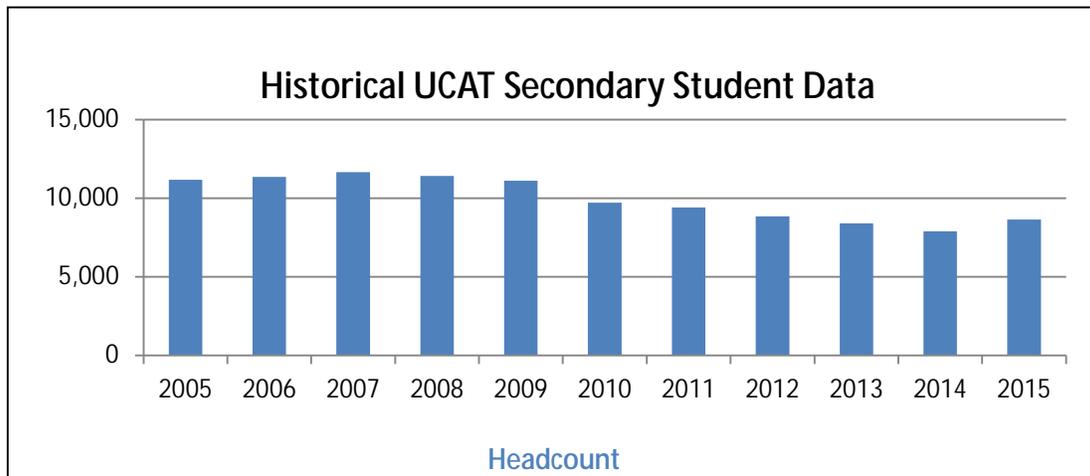
UCAT Secondary Student Data	2014	2015	Difference 2014 to 2015	Percent Difference 2014 to 2015
Student Headcount	7,900	8,652	752	9.52% increase
Membership Hours	1,511,558	1,624,477	112,919	7.47% increase

Source: UCAT Data 2014 & 2015

Table 4: UCAT Historical Secondary Student Headcount and Membership Hours

Year	UCAT Headcount	UCAT Membership Hours
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
2015	8,652	1,624,477

Source: UCAT Data 2005-2015



Percentage of Total Secondary CTE Effort

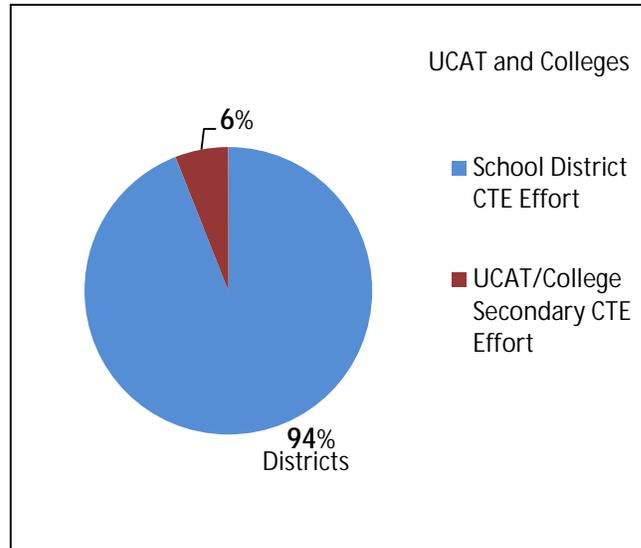


Table 5: Percentage of Total CTE Average Daily Membership (ADM) Grades 9-12, Provided by School Districts and UCAT, Snow, CEU, and SLCC

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, 09/15.

Region	School District Percent of Total Secondary CTE Membership 2014-15	UCAT and USHE Percent of Total Secondary CTE Membership 2014-15
Bear River Region (BATC)	81%	19%
Central Region (Snow)	97%	3%
Davis Morgan Region (DATC)	92%	8%
Dixie Region (DXATC)	96%	4%
Mountainland Region (MATC)	94%	6%
Ogden-Weber Region (OWATC)	92%	8%
Southeast Region (CEU/USU)	97%	3%
Southwest Region (SWATC)	87%	13%
Tooele County (TATC)	99%	1%
Wasatch Front South (SLCC)	100%	0%
Uintah Basin Region (UBATC)	66%	34%
State Total	94%	6%

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

UCAT Region Campus		2014	2015	Difference	Percent
Bridgerland	Headcount	1,722	1,779	57	3.31%
	Membership	359,936	361,369	1,433	0.40%
Davis	Headcount	946	1,086	140	14.80%
	Membership	229,301	251,798	22,497	9.81%
Dixie	Headcount	730	951	221	30.27%
	Membership	46,539	53,081	6,542	14.06%
Mountainland	Headcount	1,284	1,259	-25	-1.95%
	Membership	392,877	399,247	6,370	1.62%
Ogden-Weber	Headcount	1,028	1,203	175	17.02%
	Membership	176,504	211,602	35,098	19.89%
Southwest	Headcount	798	839	41	5.14%
	Membership	87,177	91,687	4,510	5.17%
Tooele	Headcount	44	86	42	95.45%
	Membership	7,941	12,598	4,657	58.65%
Uintah Basin	Headcount	1,348	1,449	101	7.49%
	Membership	211,283	243,095	31,812	15.06%
UCAT TOTAL	Headcount	7,900	8,652	752	9.52%
	Membership	1,511,558	1,624,477	112,919	7.47%

Source: UCAT Data 2015

Table 7: UCAT Historical Secondary Student Headcount and Membership Hours

		FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Bridgerland	Headcount	2,114	1,976	1,988	1,957	1,686	1,737	1,722	1779
	Membership	328,019	308,027	295,861	269,475	241,527	275,885	359,936	361,369
Davis	Headcount	1,958	1,703	1,990	1,661	1,375	1,095	946	1,086
	Membership	282,010	274,572	322,329	263,040	219,825	206,592	229,301	251,798
Dixie	Headcount	655	786	473	522	843	985	730	951
	Membership	97,501	88,137	66,844	49,489	42,283	34,638	46,539	53,081
Mountainland	Headcount	1,867	1,868	1,326	1,284	1,349	1,422	1,284	1,259
	Membership	468,550	477,456	347,806	345,932	377,467	409,941	392,877	399,247
Ogden-Weber	Headcount	2,252	2,178	1,514	1,360	1,293	1,219	1,028	1,203
	Membership	304,724	329,900	253,378	237,415	223,573	220,051	176,504	211,602
Southwest	Headcount	1,079	967	763	1,048	880	644	798	839
	Membership	123,498	127,689	89,293	94,121	80,286	74,595	87,177	91,687
Tooele	Headcount	n/a	58	59	26	31	30	44	86
	Membership	n/a	5,667	10,759	3,627	4,995	3,824	7,941	12,598
Uintah Basin	Headcount	1,488	1,591	1,604	1,553	1,399	1,269	1,348	1,449
	Membership	260,227	279,151	291,573	265,037	273,605	212,275	211,283	243,095
TOTALS	Headcount	11,413	11,127	9,717	9,411	8,856	8,401	7,900	8,652
	Membership	1,904,175	1,890,601	1,677,843	1,528,136	1,463,561	1,437,801	1,511,558	1,624,477

Source: UCAT Data 2015

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 68,000 credit hours, with over 20,000 students participating. CTE concurrent enrollment courses account for approximately 37 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 LEA 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.

LEA respondents to an annual Utah State Office of Education survey reported the following regarding higher education services.

- Most respondents reported fair to excellent collaboration, planning, and relationships with regional college/university CTE programs and campuses.

- Most of the responding LEAs reported that a full range of courses and programs are “available” or “somewhat available” to their students through college/university CTE program services. Some respondents indicated that availability was “somewhat limited” or “very limited.”
- LEAs responded that college/university CTE program services supplement or add value to their local programs.
- Respondents indicated that articulation between the LEA and the local college/university CTE programs is occurring.
- LEAs reported that local college/university CTE programs are “accountable” or “somewhat accountable” for student performance, administration of state CTE skills tests, and articulation of the skill certificates.
- LEAs reported that local college/university CTE administrators are “somewhat significant” partners in CTE planning in the region.

The following are comments from survey respondents”

- “The geographical distance between the college and our school district is a limiting factor that we often encounter.”
- “The college is very active with the local school district (I believe), but we are very small and haven’t developed a relationship.”
- “Generally speaking, the further the distance from the district to the college, the less effective and accessible the college programs.”