

**PART B: NARRATIVE PERFORMANCE INFORMATION  
UTAH STATE OFFICE OF EDUCATION**

**1. Implementation of State Leadership Activities**

Section 124(b) and (c) of Perkins IV describe the required and permissible uses of State leadership funds, respectively. Provide a summary of your State's major initiatives and activities in each of the required areas, as well as any of the permissible areas that your State has chosen to undertake during the program year.

**a. Required Uses of Funds**

- Conducting an assessment of the vocational and technical education programs funded under Perkins IV.

*The following process was used in FY 2008 to assess the CTE programs funded under Perkins IV.*

*First, a comprehensive review of Final Agreed Upon Performance Levels (FAUPL) data.*

*Required data review meetings were held to make an assessment of the Core Indicators of Performance data for each eligible recipient and the eligible agency. Data was analyzed for accuracy and completeness. Results were studied to identify performance gaps for all students, including special populations. Strategies have been identified and action steps developed to address how to improve student performance, including strategies to address needs of special population students. Each local recipient is required to submit a Continuous Improvement Plan in the Spring. The state will follow up with additional technical assistance and direction for recipients not meeting Final Agreed Upon Performance Levels (FAUPL).*

*Second, an assessment of programs based on State CTE Program Standards.*

*Evaluation Process for Assessment of Secondary Programs:*

- 1. New programs are approved by the Utah State Office of Education following an established process*
- 2. Program self-evaluation, improvement, goal setting and long-range planning for continuous improvement (All districts and charter schools approved for CTE)*
- 3. Annual CTE Program Evaluation Reporting (All districts and approved charter schools)*
- 4. On-Site evaluations of CTE programs every six years (8 School Districts, 36 Secondary Schools, 1 charter school)*
- 5. Annual review of selected schools for civil rights and Perkins requirements (2 High Schools)*

*An evaluation summary report was given to each district and school. The district was required to submit a CTE Program Improvement Plan to the State for programs identified as not meeting evaluation standards. Follow up is conducted on an annual basis.*

Evaluation Process for Assessment of Post-secondary Programs:

1. *New programs are approved by the Board of Regents following an established process*
2. *Program self-evaluation, improvement, goal setting and long-range planning for continuous improvement is conducted by each institution.*
3. *Institutional Program Reviews of CTE Programs are conducted every five or seven years*
4. *A civil rights review and Evaluation of Perkins financial and accountability requirements was conducted at Utah Valley University. The institution was given a summary evaluation report and responded with an improvement plan for areas identified as needing improvement.*

- *Developing, improving, or expanding the use of technology in career and technical education.*

*During FY 2008 the state supported developing, improving, or expanding access to technology in a number of ways. First through state set-aside funds each secondary school districts received a guaranteed minimum allocation, and discretionary grants for purchasing equipment necessary to initiate new programs and for high priority programs as determined by labor market information. Second, specific initiatives were funded through Perkins State Leadership to strengthen secondary keyboarding instruction, provide a virtual healthcare interactive project, and create secondary/postsecondary/business partnerships to access the latest technology for students and teachers. Third, local recipients were required to address expanding access to technology in their local plans.*

- *Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.*

*The state provided CTE Summer Professional Development in all CTE areas. This included high quality, sustained, intensive, and focused professional development events, with over 2,200 teachers and administrators attending multi-day events. Sessions were planned by State CTE Program Specialists who collaborated with CTE teachers and CTE directors. Teachers were given new industry skill information, new curriculum ideas, and the latest research information in their program areas, and had opportunities to share ideas with other teachers and colleagues.*

*Perkins leadership funds were also used to provide comprehensive professional development for CTE, academic, guidance, and administrative personnel. Each State CTE Program Specialist prioritized needs within a program area. Funds were appropriated according to identified needs by the specialists. State specialists worked with industry and advisory groups to identify priorities and strategies to meet identified needs. Activities included working with business and industry to identify critical industries and the competencies needed for these occupations, developing course and program competencies and curricula, and conducting teacher training to help teachers keep current.*

*New Teacher Academy: The New Teacher Academy is a professional development program that provides continuing education opportunities and support for provisionally certified CTE teachers.*

*The program aids in retention and professional development by providing essential teaching skills to individuals with content expertise but limited pedagogical knowledge. Further, the program supports new CTE teachers by reducing stress, promoting the sharing of resources, and helping to form a common bond of expectations, acceptance, and understanding among this population of teachers.*

*A portion of the leadership and development funding was targeted to support the state pathway initiative within eight CTE planning regions. This is a statewide initiative that promotes integration of coherent and rigorous academic content standards and career and technical education curricula, through implementation of CTE Programs of Study and CTE Pathways.*

*Local recipients' administrators are trained on a regular basis through bi-monthly statewide CTE Directors' meetings. An Executive Committee consisting of representatives from secondary, post-secondary, applied technology centers, and the State Office of Education determine professional development needs of this group and provide one to two days of training six times per year.*

- Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.

*Implementation of CTE Pathways (programs of study). The CTE programs of study incorporate academic and technical components and ensure learning in Career and Technical Education subjects as well as the core academic subjects. They are linked to post-secondary CTE degree and training programs. Information on programs of study is provided to students, parents, counselors, and other relevant stakeholders through training, varied media outlets, and individual meetings. Through the Utah Comprehensive Guidance and Training model a Student Education Occupation Plan (SEOP) is developed. Students, parents, and counselors meet to determine the most appropriate CTE program of study for the student, and the best pathway to post-secondary education and high-skill, high-wage, or high-demand occupations. Please refer to our pathways website at the following link for additional information on pathways.*

[http://www.schools.utah.gov/cte/pathways\\_educator.html](http://www.schools.utah.gov/cte/pathways_educator.html)

- Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.

*State Leadership funds were used to support a position at the state office to promote preparation for non-traditional fields. Examples of support activities include the following.*

1. *Presented a session for Pathway Conferences about Nontraditional Careers including a PowerPoint presentation.*
2. *Presented classes on Nontraditional Careers to high school students at an all day training for Piute, Sevier and Wayne District.*

3. *Prepared and posted a PowerPoint program on Nontraditional Careers on the CTE website for parents and students.*
4. *Presented at the June Summer Conferences for teacher in FACS, Business and Technology & Engineering program areas on Nontraditional Careers and the need to expose students to these careers.*
5. *Updated some links on the Nontraditional Career/CTE website.*
6. *Developed a flyer on Nontraditional CTE Programs in the same format as the program areas for distribution. This is located on the CTE website.*
  - Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study.

*Funded a number of projects including job and construction fairs, industry tours, Virtual Healthcare Interactive, Engineering Challenge, etc.*

- Serving individuals in State institutions.

*Supported the development of a CTE Drafting Pathway for Utah's Correctional Institutions.*

- Providing support for programs for special populations that lead to high skill, high wage and high demand occupations.

*Special population student access to CTE programs was assessed as part of the on-site CTE program evaluations at 8 school districts and 36 secondary schools. Full Civil Rights reviews were made at 2 high schools. Both of these approaches include self evaluations by instructors, on-site evaluations by State staff, summary reports identifying areas needing improvement, improvement plans developed by school districts to address areas needing improvement, and follow up by State CTE staff.*

*Support was given to the Utah College of Applied Technology to enhance special population student access to programs preparing students for high skill, high wage, or high demand occupations.*

- Offering technical assistance for eligible recipients.

*The following technical assistance was provided:*

1. *CTE Directors' Meetings. Statewide meetings with CTE Directors from each eligible recipient are held bi-monthly. Perkins staff provides information on Perkins requirements and statewide initiatives.*
2. *Data Quality Meetings. Annual meetings are held with the CTE Directors and data representatives of all Perkins recipients. Performance data including disaggregated data, trends and performance gaps is explained and technical assistance given regarding data*

*interpretation, data-driven decision making, development and implementation of improvement strategies, and action steps.*

3. *State staff performs on-site CTE program evaluations, identifies areas needing improvement, assists in the development of improvement plans, and follows up to verify improvements.*
4. *Additional state staff have been hired to:*
  - a. *Assist recipients to develop and negotiate performance targets.;*
  - b. *Assist in the development and implementation of programs of study and CTE Pathways.*
  - c. *Coordinate assessment and evaluation of CTE programs.*
  - d. *Assist post-secondary institutions meet performance indicators.*

**b. Permissible Activities**

- Improving career guidance and academic counseling programs.

*Funded projects to support professional development and evaluation of comprehensive guidance and counseling programs*

- Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.

*Support statewide and regional initiatives to develop and implement CTE pathways including articulation agreements.*

- Supporting career and technical student organizations.

*Support statewide CTSO advisors and organizations*

- Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.

*Funded development and implementation of CTE pathways. CTE programs of study include relevant sequences of courses providing students with strong experience in and understanding of all aspects of an industry. Students have the opportunity to participate in industry-related activities that enhance their experience. Work-based learning experiences, earning industry recognized skill certifications, and participating in student leadership organizations (CTSOs) reinforce students' preparation and understanding of an industry.*

- Supporting family and consumer sciences programs.

*Funded projects to support curriculum development and professional development.*

- Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.

*Funded projects to develop or enhance general financial literacy, medical math, energy courses and pathway, and CTE Introduction, among others.*

- Providing activities to support entrepreneurship education and training.

*Funded projects and professional development activities to support entrepreneurship and general financial literacy education.*

- Developing valid and reliable assessments of technical skills.

*Supported statewide management and coordination of secondary skill testing program*

- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

*Funded positions at System of Higher Education to coordinate, facilitate, and assist postsecondary reporting.*

- Supporting occupational and employment information resources.

*Provided resources to support the development of occupational and employment information to students and counselors, including support for the Utah Career Resource Network (UCRN)*

## **2. Progress in Developing and Implementing Technical Skill Assessments**

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each state is required to gather data and report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan: (1) the program areas for which the state had technical skill assessments; (2) the estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments; and (3) the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all career and technical education concentrators and all program areas in the future. Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

## Secondary

1) Currently, Utah offers secondary technical skill assessments in all eight CTE areas of study, including the following programs of study (CTE Pathways).

AG	Agricultural Systems Technology	IT	Database Development and Administration
AG	Horticultural Science and Management	IT	Digital Media (Multimedia)
AG	Natural Resources Science and Management	IT	Network Systems
AG	Production/Processing-Animal Science	IT	Programming/Software Development
AG	Production/Processing-Plant and Soil Science	IT	Technical Support
AG	Production/Processing-Science and Management	IT	Web Development & Administration
BE	Accounting & Finance	MK	Business/Marketing Management
BE	Business Administrative Support	MK	Entrepreneurship: Business Ownership
BE	Business Technology Support	MK	Hospitality & Tourism
BE	Business/Marketing Management	MK	Sales & Service Marketing
BE	Entrepreneurship: Business Ownership	ST	Automotive Collision Repair
FA	Child Development	ST	Automotive Service Technician
FA	Consumer Economics Services	ST	Cabinetmaking/Millwork
FA	Family & Human Services	ST	Carpentry
FA	Fashion Design, Manufacturing & Merchandising	ST	Commercial Art
FA	Food Science, Dietetics, & Nutrition	ST	Commercial Photography
FA	Food Service and Culinary Arts	ST	Cosmetology/Barbering
FA	Hospitality Services	ST	Drafting/CAD
FA	Interior Design	ST	Electrician
HS	American Sign Language	ST	Electronics
HS	Biotechnology	ST	Firefighting
HS	Dental Assisting	ST	Graphics/Printing
HS	Emergency Medical Technician (EMT)	ST	Heavy Duty Diesel
HS	Exercise Science/Sports Medicine	ST	HVAC
HS	Medical Assisting	ST	Law Enforcement
HS	Medical Office Administrative Assistant	ST	Machine Tool
HS	Nurse Assisting	ST	Plumbing
HS	Optical Technician	ST	Television Broadcasting Technician
HS	Pharmacy Technician	ST	Welding
HS	Surgical Technician	TE	Project Lead the Way
		TE	Utah Pre-Engineering Plan

2) Of those, 70.38% (16,080/22,847) of CTE concentrators took technical skill assessments. As of the beginning of 2008, 73% of those tested are now assessed online versus traditional (paper/pencil) methods. For the year ending June 30, 2008, 16,080 concentrators took technical skill assessments in the foundation course of their program of study of concentration, and 10,961 passed the technical skill assessment, for 68.17%. This is a slight decline from the previous year's estimate, but 3) Utah is confident the move towards web-based testing will help with test validity, and increase the numbers of CTE concentrators tested. We are also collecting and reporting data on numbers of tests attempted for each course and encouraging teachers to make sure all students, including those from special population groups, are included.

## Postsecondary

1) Initially Utah will collect state licensing information from the Utah Division of Occupational and Professional Licensing (DOPL) for concentrators in 24 CTE programs that require a state

license for practicing professionals. 2) A match with the DOPL file showed 1,074 concentrators passing licensing exams, which is 24.63% of the 4,360 concentrators attempting the exam in programs leading to State Licensure. This covers approximately 19.6% of all concentrators.

Utah is currently approved for an OVAE Technical Assistance Project to identify and evaluate industry-recognized assessments for three postsecondary program areas. This will result in a process to identify, evaluate, and select appropriate assessments that fit Utah’s needs. The project will also determine methods for collecting and reporting data for students taking industry-recognized technical skill assessments at the postsecondary level. Each year the process will be expanded to include additional program areas until all programs are covered. We will eventually consider using the national clearinghouse and item bank if those are available.

- |                                 |                                  |
|---------------------------------|----------------------------------|
| Aviation Technology             | Registered Nurse (RN)            |
| Commercial Drivers              | Occupational Therapy Assistant   |
| Construction Contractor         | Paramedic                        |
| Residential Contractor          | Pharmacy Technician              |
| Cosmetology/Barbering           | Phlebotomy                       |
| Dental Hygienist                | Physical Therapy Assistant       |
| Electrician                     | Pipefitter                       |
| Emergency Medical Technician    | Plumber                          |
| Medical Lab Technology          | Radiology Technologist           |
| Nail Technician                 | Real Estate                      |
| Certified Nurse Assistant (CAN) | Commercial Pesticide Applicators |
| Licensed Practical Nurse (LPN)  | Surgical Technology              |

**3. Implementation of State Program Improvement Plans**

Utah exceeded all its targets for 2008. No program Improvement plan is required.

<b>District</b>	<b>Indicator</b>	<b>Num</b>	<b>Denom</b>	<b>Actual</b>	<b>Target</b>	<b>% of Target</b>
Utah	1s1	16,263	20,755	78.36	70.00	111.94%
Utah	1s2	6,420	12,593	50.98	47.00	108.47%
Utah	4s1	19,427	22,040	88.14	82.67	106.62%

**4. Implementation of Local Program Improvement Plans**

Review the accountability data submitted by your State’s eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

*Secondary*

*14 recipients failed to meet at least 90% of an agreed upon target. Indicator 4S1 was the most commonly missed target. Many of these were small districts with very small numbers of students in the denominator. The 4S1 targets were set from very high baselines of over 90%, and in some cases 100%. Results are impacted significantly by small reductions in the number of students graduating. In the case of 1S1 and 1S2, the statewide NCLB targets were used for all districts, so it is not surprising that some of the lower performing districts would not meet it. 2009 targets will be more realistic since they are established from CTE concentrator baseline information.*

*Regardless, each of the districts failing to meet an agreed upon target will be required to submit a local program improvement plan.*

<b>District</b>	<b>Indicator</b>	<b>Num</b>	<b>Denom</b>	<b>Actual</b>	<b>Target</b>	<b>% of Target</b>
Emery	1s2	29	72	40.28	47	85.70%
Garfield	4s1	53	63	84.13	95.89	87.74%
Grand	1s2	13	42	30.95	47	65.85%
Granite	4s1	2,250	2,787	80.73	90.17	89.53%
Kane	4s1	58	65	89.23	100	89.23%
North Sanpete	4s1	59	82	71.95	81	88.83%
San Juan	1s2	29	75	38.67	47	82.28%
South Summit	4s1	75	87	86.21	100	86.21%
Tooele	4s1	373	502	74.3	91.28	81.40%
Wayne	4s1	24	28	85.71	100	85.71%
Weber	1s2	386	975	39.59	47	84.23%
Salt Lake	1s2	245	741	33.06	47	70.34%
Ogden	1s1	261	449	58.13	70	83.04%
Ogden	1s2	127	315	40.32	47	85.79%
Provo	4s1	507	621	81.64	95.87	85.16%

*Postsecondary*

*No targets were required for FY 2008.*

**5. Tech Prep Grant Award Information**

*N/A - Tech Prep is consolidated with the basic grant.*