FROM: Tami Pyfer, Education Advisor to Governor Herbert

TO: **Utah State Board of Education**
Education Interim Committee
Executive Appropriations Committee

RE: **Report on the progress of implementing SB34**

DATE: September 8, 2014

Background

The Utah Futures Evaluation portion of SB34 requires that a panel of users and experts be established to conduct an evaluation of Utah Futures on or before August 1st, and that their report be submitted on or before September 30th to the State Board of Education, the Education Interim Committee, and the Executive Appropriations Committee. This report summarizes the evaluation and presents recommendations.

Methodology

There are several groups of people who have contributed to the evaluation of UtahFutures2.0. These include the Evaluation Panel, whose membership and scope is outlined in SB34, a technical team, and a group of stakeholders. Membership of these groups is listed below. In addition to these teams, there were numerous school counselors, community members and students whose input from earlier spring meetings was considered in the development of UtahFutures2.0.

The evaluation panel met on Wednesday, July 2, 2014, for an orientation meeting with representatives from the Governor's Office, Department of Workforce Services, and Department of Technology Services. Panel members were given instructions on how to obtain usernames that would allow them full access to the development website. They were tasked with determining if the product being developed in-house for Utah Futures is going to be useful and meet the purposes as prescribed in SB 34, or if they believed other options should be explored. Panel members were given an evaluation checklist that is based on the nationally recognized accreditation standards of the Alliance of Career Resource Professionals (ACRP).

The panel was given additional information and then instructed to spend time navigating Utah Futures, evaluating it, and offering feedback by Monday, July 28th. A preliminary report was submitted on July 16th.

On August 15th, the UtahFutures2.0 pilot site was launched, with functionality beyond what was available when the Evaluation Panel first made their assessment. Panel members were notified of the launch and invited to revisit the site.

On August 27th members of the evaluation panel met in person and via phone, and were joined by members of the technical team and stakeholder group to discuss their evaluation of, and recommendations for UtahFutures2.0. At the request of Senator Howard Stephenson, the Governor's Office of Economic Development was invited to send a representative to attend the meeting (although no one from GOED was able to attend).

Bill Language Pertaining to Evaluation Panel

133   (5) (a) On or before August 1, 2014, the evaluation panel described in Subsection
134   (5)(b), using the criteria described in Subsection (5)(c), shall evaluate Utah Futures and
135   determine whether any or all components of Utah Futures, as described in this section, should

136   be outsourced to a private provider or built in-house by the participating state agencies.
137   (b) The evaluation panel described in Subsection (5)(a) shall consist of the following
138   members, appointed by the governor after consulting with the State Board of Education:
139   (i) five members who represent business, including:
140   (A) one member who has extensive knowledge and experience in information
141   technology; and
142   (B) one member who has extensive knowledge and experience in human resources;
143   (ii) one member who is a user of the information provided by Utah Futures;
144   (iii) one member who is a parent of a student who uses Utah Futures;
145   (iv) one member who:
146   (A) is an educator as defined in Section 53A-6-103 ; and
147   (B) teaches students who use Utah Futures; and
148   (v) one member who is a high school counselor licensed under Title 53A, Chapter 6,
149   Educator Licensing and Professional Practices Act.
150   (c) The evaluation panel described in Subsections (5)(a) and (b) shall consider at least
151   the following criteria to make the determination described in Subsection (5)(a):
152   (i) the complete functional capabilities of a private technology provider versus an
153   in-house version;
154   (ii) the cost of purchasing privately developed technology versus continuing to develop
155   or build an in-house version;
156   (iii) the data and security capabilities of a private technology provider versus an
157   in-house version;
158   (iv) the time frames to implementation; and
159   (v) the best practices and examples of other states who have implemented a tool similar
160   to Utah Futures.
161   (d) On or before September 30, 2014, the evaluation panel shall report the
162   determination to:
163   (i) the State Board of Education;
164   (ii) the Executive Appropriations Committee; and
165   (iii) the Education Interim Committee.
166   Section 2. Section **63I-2-253** is amended to read:
167   **63I-2-253. Repeal dates -- Titles 53, 53A, and 53B.**
168   (1) Section 53A-1-402.7 is repealed July 1, 2014.
169   (2) Section 53A-1-403.5 is repealed July 1, 2017.

As background information, SB34 failed on the morning of the final day of the legislative session, and then was brought back and passed late in the evening. The August 1st report requirement date was a problem that we would have liked to address in the legislation, since UtahFutures2.0 was not originally scheduled to launch until January 2015, but the urgency of passing the Data Alliance portion of the bill overrode all other concerns. DWS has made a tremendous effort to get the product ready by August and to work with us to allow the review panel to have access to various components.

Utah Futures Evaluation Panel Members			
Business: IT	Jason Roberts, Xi3 x		
Business: HR	Debra Lee	Parent	Kevin Reeve
Business: Other	Diane Bradshaw*	User (student)	Natalie Tonks
Business: Other	Pratap Khanwilkar	Educator	Emily Andersen
Business: Other	Aaron Starks	High School Counselor	Holly Todd

This panel member had to drop out shortly before the end of the evaluation period. Her co-worker was killed in an accident and she was assigned many of his responsibilities until someone was hired to fill his position.

Technical Team: Lorin Sheffield (DTS), Diane Pfeiffer (DTS), Kim Bartel (DWS), Steve Rogers (USHE), Dawn Stevenson (USOE), David Olson (DTS), and Gene Cutak (DTS).

Stakeholder Team: Karen Krier (UEN), Maria Millette (USHE), Spencer Jenkins (USHE), Kristi Orchard-Becknell (USOE), Mary Shumway (School Counselors Association)

UtahFutures2.0

On August 15th, a pilot version of UtahFutures2.0 was released. This new version was implemented six months earlier than the originally intended beta release date of January 31, 2015. It was understood by all stakeholders that by advancing this date of release, limited and basic functionality would be made available. The release would allow the Utah State Office of Education along with other partners to make recommendations for fixes and technical enhancements to the system. UtahFutures2.0 was never intended to be a recreation of UtahFutures1.0, but rather, a system that met Utah's specific needs the national standards set by the Association of Career Resource Professionals (ACRP) and the best practices of career development. Ensuring that this program meets these ACRP standards has been a priority in the development of UtahFutures2.0.

UtahFutures2.0 is a hybrid model. Its service-oriented structure is an approach determined to be the ideal development approach by leadership-endorsed studies. This model, also known as a best-of-breed architecture, is recognized as a way to mitigate financial and security risks.

The work on UtahFutures began in 2011, and after various stops, starts and studies, has culminated in the product presented in this report. There have been issues with timelines and funding, but the need for a completed, comprehensive and fully-funded system is more critical than ever, given our goal and drive to have 66% of the adult population with post-secondary certificates and degrees by the year 2020. (See Attachment A for a brief history of the development of UtahFutures2.0.)

UtahFutures2.0 System Features:

Security of student data is first and foremost, a priority for UtahFutures2.0. Hosted by Department of Technology Services, UtahFutures2.0 is required to follow all security requirements. This includes:

- A unique user ID and complex password, following DTS Security Policies;
- Password resets completed by a site administrator;
- UtahFutures data is encrypted at the database level and throughout the network; and
- UtahFutures requires all vendors that connect to our website follow DTS Security Policies.

As part of the Service Oriented Architecture (SOA), UtahFutures2.0 has currently implemented:

- Cognos, an IBM software product providing predictive analytics
- A resume builder and test prep suite (practice tests) from Learning Express Library
- Data and content from intoCareers/CIS
- Integration with the Department of Workforce Services UWORKS system

The UtahFutures2.0 system provides additional features and benefits to community partners, something that may or may not be available with other vendor products which are not Utah-specific. UtahFutures2.0 community partners connect schools, students, and job seekers with businesses, colleges, universities, non-profit organizations and interest groups. These partners contribute their knowledge and experience to their community and schools, educate young people and adult job seekers about skills needed in the workforce. They also participate in career-related learning opportunities for students so they develop meaningful and realistic career and educational plans.

Community Partners can currently:
- Post/Import profile information, company videos, scholarships, latest announcements to users, etc.
- Send messages about their organization to UtahFuture2.0 users.
- Participate in school activities and community events
- Create a link to their website from their UF Community Partner page
- Engage students and job seekers for areas of study needed for specific jobs
- Be part of a systematic effort for offering support to schools and students

Additional Funding will allow Community Partners to:
- Post Job information, internships and job shadow opportunities
- Seek and deploy volunteers to enhance education objectives and company opportunities (Prosperity 2020 Business Promise goal)

Community Partner benefits include:
- Users stay longer on the website (stickiness)
- Employers are pulled into website
- Business critical tool for employers
- Source of potential job leads
- Prosperity 2020 Business Promise goals are met

UtahFutures Model versus Off-the-Shelf Package Pros and Cons
The pros for using the UtahFutures model versus a vendor off-the-shelf product are:
- Customized software can provide exactly what is needed. Requirements are written to use more personalized functions and features.
- Owning the software and source code affords more control over future enhancements so the software can change as business rules change.
- Once the software is developed, the programmer will be familiar with the work process and better suited to provide the best technical support and understanding of common issues. Continuous software improvements will be provided unlike an off-the-shelf technical support team who usually deals with generic issues or with software that must be matched to a variety of customers, not just Utah.
- Since the supporting users will have input into the design, partner agencies are more readily accepting of the new system.

The pros for using vendor packages include:
- Vendor packages are readily available for use upon purchase.
- The initial cost will almost always be less than custom software, however, experience has shown that licensing fees, consulting, along with maintenance & enhancements typically increases costs.

The cons for using vendor packages include:
- Software may not be able to expand to create other functions that are needed. Therefore, separate applications may have to be built to satisfy those requirements with the possibility of redundant data.
- The user workflow may have to change to meet processing needs which may result in "work-arounds" or not getting the desire results.
- If the user experiences a specific software problem or issue, the vendor will address the fix or upgrade on their time schedule.

Performance Measures
Ultimately, the success of the UtahFutures2.0 program will be evident, in part, in the increased number of students who successfully complete postsecondary training, with improved alignment between their educational and occupational goals and the courses they pursue in high school to train them for those post-secondary

activities. The Utah Data Alliance provides a rich databank that will give professional researchers the tools to design various metrics to determine the effectiveness of UtahFutures2.0. As part of an evaluation of program usage, data can certainly be gathered on items such as: total number of registered users, number of visits, duration per visit, and user satisfaction.

Privacy Policies
There is growing concern within the community, with educators, and within the Governor's Office about the appropriate use of student information and protection of student privacy. Some of the language and requirements of SB34 raise questions about what types of information can and cannot be accessed and shared via the UtahFutures2.0 program. For example, privacy policies from third party vendors typically require students to "opt-out" of information sharing, yet our interpretation of FERPA is that students need to "opt-in" for any sharing of student information.

Coupled with these concerns is the issue of possible changes to the federal FERPA law, along with changes in Utah legislation regarding the protection of student data and information. It's important to note that privacy policies and the protection of student data is a top priority for the developers and managers of the UtahFutures2.0 website.

UtahFutures2.0 has been built with Utah's interpretation of FERPA guidelines at the helm of the development. Developers have undergone a rigorous security assessment to ensure the safety and security of student information. The database and the login information are encrypted for further security. All of the partner data is received in the state network, within the same firewall, therefore mitigating vulnerabilities. All personal data in the Utah Futures system follows DTS security guidelines, standards and policies. These guidelines are clear and straightforward for DTS system users but perhaps not as clear for vendors.

Third-party vendors require the students and parents to "opt out" instead of "opt in".   Most of the vendors do not collect personal information from students under the age of 13, however, FERPA requires we do not collect this information through the age of 18 and/or a high school graduate. From our understanding, vendor policies may potentially be in violation of Utah's interpretation of FERPA. Additionally, some vendors may collect personal information, which they may share with partner companies. This could put the youth in Utah at risk, and violate FERPA. More study is needed in this area.

Because UtahFutures2.0 incorporates the technology of various vendors, these vendors are under the same requirement and will be required to follow all DTS requirements for information security. While our youth, with their parents' consent, may opt to enter their information on websites voluntarily, we have a legal responsibility to protect them and any data imported into our system from any source. One of the benefits of developing and managing a program "in-house" is the flexibility to mitigate concerns over sharing of student information.

DTS and UHEAA security policy responses can be found in Attachments D and E.

Recommendations
The evaluation panel met again on August 27, 2014. The outcome of the meeting, based on the panel review required in SB34 includes the following recommendations:
- The evaluation panel recommended that the state should continue should continue with the implementation and ongoing enhancements of UtahFutures2.0.
- The panel prefers a Utah-specific system, developed for students and residents of Utah, and managed and controlled by Utah agencies.
- The panel appreciated the state's ability to secure user (student) data, and not be in a position where that data had to be delivered to an outside vendor.

- There is increased confidence knowing that by having the site hosted by DTS, it will be managed and secured within the state, with the oversight under the Governor's Office.
- Group members noted that to select a private vendor, it would take a minimum of 18 months to complete the RFP process, purchase the product, import data, review security, implement, and train. They also noted that customization of a commercial product tends to increase costs.

Additional comments from the stakeholder and technical group:
- In addition to the time and money spent migrating to a new system, group members felt that there would be additional "transitional costs" such as retraining group members, implementers, and end users.
- Members from the technical team appreciated the fact that UtahFutures2.0 is similar to other Utah based-systems such as EREP, CATS, CUBS and FINET, in that these systems are "home grown" and have been successful Utah solution to Utah challenges.

Summary
The ability to build, improve and maintain a Utah-built system, coupled with the flexibility to add various vendor packages to customize based on local needs, makes UtahFutures2.0 the best of all worlds. There is growing support for UtahFutures2.0 as demonstrated by partners such as DWS, GearUP, UEN, USHE, State Library, and UHEAA. School counselors recognize UtahFutures2.0 as an integral tool to meet the 66x2020 goal, and students have already begun to engage in this enhanced version of UtahFutures.

It is recommended that the state continue its investment in UtahFutures, re-valuate the funding requirements, and partner with stakeholders to assure that UtahFutures2.0 receives adequate resources and support to become a fully functional career and college planning tool.

Attachments
Attachment A: UtahFutures History and Timeline
Attachment B: Evaluation Panel Members' Comments
Attachment C: Security Policy Memo - DTS
Attachment D: Security Policy Memo - UHEAA
Attachment E: USOE's College and Career Readiness Plan Alignment with UtahFutures
Attachment F: USOE and DWS Training Schedule

More information on various vendor privacy policies can be emailed to board and committee members if desired (approximately 36 pages).

Attachment A
UtahFutures History/Timeline

- 2010- 2014   The UtahFutures Product and Work Group Created -

    Funded and administered by a collaboration and consortium of state agencies through an MOU (Partners include Utah State Higher Education (USHE), the State Office of Education (USOE), the Department of Workforce Services (DWS), Utah College of Applied Technology (UCAT), GEAR UP, State Library, Adult Education, Vocational Rehab, and the Utah Education Network (UEN))

- July 1, 2011   Governor's Executive Order Created

- October 2009   The Current (UtahFutures I) System Purchased -

    The product is based on licensed software from CIS (*Into*Careers) and accessed through the state website UtahFutures.org. In 2013, the website saw over 3 million K-12 and adult-user page hits. Approximately 300,000 Utah K-12 students remained registered through February 2013 with user accounts. Adult user accounts include 190,000 Utah residents that provide access to planning tools, educational and career paths.

- January 19, 2012   Two Independent Studies Completed –

    The Steering Committee commissioned two studies in the fall of 2011 to help define the product vision.

    > 1. The CATE Study – Ways to improve the current product based on user feedback.

    > 2. The Cicero Report – A product vision based on market trends and best practices.

    The Cicero Report recommended a hybrid Service Oriented Architecture (SOA) - Software built as a service, not as a product. Vendor partnerships would be formed as public and private clouds The Department of Technology Services (DTS) would be one public cloud – allowing the state to take advantage of scalability and cost-effectiveness that a public cloud computing environment offers without exposing mission-critical applications and data to third-party vulnerabilities. DTS would be in charge of data security and privacy issues into the UtahFutures portal

- February 2012   Legislature Approves $500k UtahFutures Funding

    A Gap Analysis and 3rd Installment of the Cicero Report Completed

- March, 2012   Business Plan Finalized Implementing Cicero Core Objectives

- April, 2012   Request for Information (RFI) completed -

    The Work Group evaluated and analyzed *all available* 3rd party applications and components

- July, 2012   Partners Commit $2.5 Million in UtahFutures II (UF II) Funding –

  Kristen Cox (DWS) and other UF partners commit $2.5 million for UF II project funding - not including the $500k legislative appropriation

- October, 2012   Vendors Selected and Awarded Contracts on 5 RFPs

- November 1, 2012   Meeting with State Senators to Discuss Cicero Approach -

  Senators Howard Stephenson, Aaron Osmond, Ted McAleer and private sector representatives met with UtahFutures project team representatives to discuss the Cicero Report hybrid "Build vs. Buy" strategy. Some of the participants met after the meeting to listen to ConnectEDU (educational software vendor) to pitch their full-package educational system as an alternative to the UtahFutures II system

- January, 2013   Development of In-house Applications Placed on Hold -

  In-house software development was placed on hold except for modules related to the Workforce Innovations Grant

- April, 2013   UF II Project Moves Forward -

  Executive Steering Committee and Management tells project team to proceed with UF II development

- July, 2013   FY2013-14 Funding Limits Functionality and 3rd Party Purchases

  As a result of receiving no additional funding from the legislature, the Executive Steering Committee approves moving forward with limited functionality and third-party component purchases based on recommendations that UF II will still be as good or better than the current UF I system

- Aug 2013 – Jan 2014 In-house Software Developed and 3rd Party Components Purchased

Attachment B
Evaluation Panel Members' Comments

Panel Members' Evaluation:
See Attached for example of members rating of Utah Futures according to ACRP guidelines
Anecdotal comments and responses include:

Evaluator COMMENT	Developer RESPONSE
Emily Andersen	
The interface was easy to access and navigate for students. I had a harder time in an "administrative" role.	We recognize the "administrative" role needs additional features and functionality to help administrators navigate with ease. This role will require additional training and instruction from the Utah State Office of Education (USOE) trainers for the August 15 deployment.
The interactive tools and "what if" scenarios were thoughtful and interesting to manipulate. I also appreciated the reflection piece of each of these tools.	
I am excited to see the scholarship data bank populated. I know that one of my counselors has been helping with this project. The search capability seemed very robust.	
The occupation search was fantastic. I was impressed at the different levels of support and information provided, particularly the jobs available right now in Utah.	
Have you thought about including some sort of digital career library with videoed interviews of real jobs and skills sets necessary. We have found that college graduates rarely find themselves doing what they "went to school for". (We do something like this at our high school. It is Creative Common licensed and would add another layer.)	We will have many real-world interviews and job videos after August 15 from the CIS/IntoCareers video library. Our contractual agreement with CIS stipulates that we receive rights to their online videos.
I would like to know and couldn't see if there was a way to pull reports on students in an administrator role.	Yes. Currently, the administrator can view reports on student last log in date and student assessments taken. We will be carefully reviewing the feedback from school administrators pertaining to what specific report would be most helpful to them. More reports will be available in the future.
Holly Todd	

As a Utah School Counselor Association, we have loved having a program such as Utah Futures to use with the students of Utah. We were devastated when we found there was a security issue with the former Utah Futures and were no longer able to use the system. We are thrilled with the fact that the State of Utah and the USOE have worked together to create a new, safer version of Utah Futures.	
In working through the system, I was very happy to see many of the same type of activities and features which were previously available to school counselors and students. This system seems to be even better. Reflections and Timeline features allow the students to personalize their portfolio, without sharing personal information. In completing several of the activities, I found them to very accurate. For example in completing the Reality Check, it actually was my life's reality.	
I found this system to be useful for students as well as adults. This will be a tool that has long reaching services for individuals in the state of Utah.	
Pratap Khanwilkar	
For some pages, like Work Importance Locator- the beginning instructions refer to a **Back** and **Next** buttons at bottom. There is only a 'Back' button and NO 'Next' button at the bottom of the page. Confusing!	The Work Importance Locator uses the "Back" (previous page) or the "Start Over" button. There is no need for a "Next" button. On this specific page, the hint text will be corrected prior to the August 15 deployment.
Advice in 'Choosing an Area of Study' seemed very generic and has no links to all the various Assessments I went through in the Assessments qn	Our plan is to develop an Area of Study Search that will allow users to search and filter by schools, occupations, etc. In the meantime, choosing an area of study is intended to provide tips and information only.
Seems difficult to get access and info on Out of State Universities as well as Out Of State jobs and employers in the field- creates too narrow a perspective. Need to focus on creating citizens and contributors to the world out of Utah, not just focused on Utah schools and Utah employers alone- too narrow a perspective IMHO in this era of globalization and an interconnected world.	Our priority has been with Utah information first. We will include a more extensive national database by the January 2015 release.
Why only 1 school allowed to select to apply to? Significantly limits choices and does not reflect the real world.	The website allows users to add multiple schools to their workspace, but only allows one school in each plan. Each school may have unique requirements that impact how to prepare each plan direction. As we develop the functionality of the Workspace and the Plan components, we will make enhancements based on user feedback.

Overall comment: the modules by themselves are generally good, but they are not well-assembled and flow/integrate well together. Assessments done previously don't seem to communicate with Jobs/Careers chosen for instance- these linkages and cross-references should be there- as that is the key value added by an integrated tool such as Utah Futures. I see a lot of promise and potential in this tool if a little bit more development effort is put into successful and user-friendly and value-added integration of the various key parts.	The integration and flow of information and components will be the top priority for the next two releases. User feedback will be instrumental in determining how the information flows from one module to another in upcoming releases.
Kevin Reeve	
Questions on security and data sharing, privacy etc, are not determinable by our current access to the system. Would require a Q & A session with developers. I would however suggest that you have some trained security professionals from the State of Utah IT group or external vet the system for possible vulnerabilities, and make sure best practices are employed on both hosting of the system, storage of personal info etc. Often times this can be done with a peer review among the developers/coders or systems admin teams who will be hosting the system. If it is hosted by the State and not a 3rd party vendor.	We have worked with the State IT group, the Department of Technology Services (DTS), on all security issues. We have not only received feeback from DTS but made substantial efforts to secure the website in every possible way. DTS has performed security penetration checks on the entire website. The Oracle database tables have been encrypted. In addition to the Terms of Use and the Privacy Policy Statement, the DTS Security Policy will be added for the August 15 deployment. This information will be accessible from the website landing page footer.
The system is very feature rich, which also makes it very difficult to fully vet and test. The only way to really do this is to go into beta testing mode with real students, real career counselors in schools, with a list of task to complete and report back on, to find out what works and what does not. A system as robust as it is will take several years to tweak to get right and work out things that don't make sense, are to complicated, or need some additional input. There is a lot to this system.	We have a beta test site and provided test scripts to all of our partners and test users. We have collected feedback from each of them (As a counselor, student, community partner, parent, etc).
I was pleased to find a resume builder in the system. Very cool.	
The system is definitely headed in the right direction. My only concern is that a student who logs in for the first time, might become overwhelmed at first as there is so much for me to do, and some of it time consuming. Thinking as a student I think the boring parts are doing my schedule. The cool part was being able to explore a career field and find out what it might pay and to also figure out what it really costs to live on your own. I find my own kids are quite shocked when they find out how much it costs our family each month with rent, utilities, medical insurance, car insurance etc. Very valuable.	We agree with the concern of students being overwhelmed when logging in for the first time. This was our primary reason for adding Steps into the user homepage. Hopefully this, together with classroom instruction, will help them overcome any anxiety or confusion as to where to begin.

This is a system worth keeping and putting into production. It does need a group of students, and their counselors to use it and give the real feedback.	
Aaron Starks	
User Convenience: There were many difficulties with the operating system of the website itself, i.e. non-responding web links that allow you to open new programs. This was primarily found in the student section which is designed to allow students to explore occupations, budget and discover their interests. Many of these links, designed to help a user navigate, were unresponsive.	These functions were in development and were tested in early July. All of these features are either working or will be working by August 15.
Career Cluster: This program failed to open or respond on several occasions. I was never able to successfully access the program.	UtahFutures.org is compatible with Microsoft Internet Explorer (version 9.0 or higher), Google Chrome, Mozilla Firefox, Apple Safari, Amazon Silk, Android Browser, and Opera.
Reality Check: This webpage was "out of order", thus preventing me from utilizing it. Also, there was a scrolling issue on this particular page that made reading the text difficult. The text would not scroll down with the page, but stay at the center of the screen and cover the text below as you would scroll down.	The Reality Check component now works. There is a problem with reading/scrolling using the Safari browser that will be corrected in the future.
College Link: This link, in my opinion, is the most important for a senior who is planning his/her college career. This link proved inoperable and failed to open on multiple occasions. I believe this link should provide data pertaining to affordability, cost comparisons for each higher Ed. Institution, graduation rates and job placement statistics. All of this information would help students make an educated decision and provide incentives for colleges and universities to work harder in their efforts to attract students while increasing the quality of the overall academic experience.	The college link works fine and will be ready by August 15. There are currently no side-by-side school comparison features. However, multiple schools can be selected and compared individually by up to 10 categories (cost, admission standards, graduation rates, etc).
While the information above describes the technical glitches and operational imperfections of the website, I am pleased to report that my experience left me feeling excited for the new resource students will have available to them as they embark on their college careers.	
I am hopeful that this program will benefit thousands of Utah students in the near future. There is room for future growth and additions to be made as we work out these glitches on the website. Please contact me with any future opportunities to serve, assist or provide you with feedback in the future.	

Attachment C
DTS Security Policy Memo

Department of Technology Services

Mark VanOrden
CIO
Executive Director

State of Utah

GARY R. HERBERT
Governor

SPENCER J. COX
Lieutenant Governor

MEMO

TO: The Utah Department of Workforce Services

FROM: Tim Hastings, Chief Information Security Officer
          Department of Technology Services

DATE: July 15, 2014

RE: Evaluating the use of outside contractors for Utah Futures

It was brought to my attention that there is some consideration of hosting the Utah Futures system with an external contractor. While there is merit in considering hosting any service with a contractor, we should be careful to consider the sensitivity of the data that would be accessed for this service.

The State of Utah has a fiduciary duty to our parents, students, counselors, businesses, and agencies to protect the data that we are given for Utah Futures. In doing so, we need to evaluate the following when considering hosting the solution with a contractor:

- What are our business and security objectives for the Utah Futures solution and will a vendor meet those objectives better than an internally developed solution?
- We would need to establish data communication channels with the contractor opening ourselves to additional security vulnerabilities. Would these be outweighed by the additional value we gain from a contractor?
- We would need to be clear about our security requirements on the data the contractor had possession of and would have access to. Even if we do this, we would need to accept that we lose some control on how this data is treated, as we don't control the contractor's employees and processes.
- We would need to regularly evaluate if the security requirements we give the contractor are being followed.
- Under FERPA, parents and students would have to consent and "opt in" for the contractor to host their data.

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Attachment D
UHEAA Security Policy Memo

uheaa®
UTAH HIGHER EDUCATION
ASSISTANCE AUTHORITY

July 15, 2014

To: Utah Futures review committee
From: Utah System of Higher Education

Re: Evaluation and Assessment of Utah Futures vs. Contract with Third-Party Vendors

As a security specialist I wanted to send you a note outlining security considerations that should be addressed when determining whether to outsource the Utah Futures project to a third-party vendor.

As public servants we have a responsibility to the parents, students, counselors, and agencies associated with Utah Futures to do our best to secure the data with which we have been entrusted. We also must ensure our efforts conform to requirements outlined in FERPA and other applicable regularity statutes. With those requirements in mind, I would suggest we consider the following items when contemplating outsourcing any student data to a third-party vendor:

- By taking the step to store, transmit, and entrust student data with a third-party vendor, the agencies and organizations that "own" that data are completely dependent upon that third-party vendor to adequately secure that data. In so doing, the risk to that data has been increased, though it can be mitigated. The benefits associated with outsourcing the data should outweigh any risk associated with doing so, as well as the costs of mitigating the risks that can be mitigated.
- Contracting with a third-party vendor requires additional network connections between Utah agencies and the third-party vendor. These connections must be adequately secured and pose an increased risk to the networks of Utah agencies.
- The third-party vendor's security procedures, processes, and implementation should be assessed to ensure it conforms to all applicable regulatory requirements as well as the policies, procedures, and requirements to which data stored within Utah's agencies must adhere. *It is critical this assessment be performed for each third-party vendor under consideration, prior to making a selection.*
- As I understand FERPA requirements, parents and students would be required to "opt-in" and consent to this sharing of data. As a result, additional privacy consent forms would need to be accepted by parents and students prior to any data being sent to a third-party vendor.

In conclusion, it is my recommendation that the above security issues should be considered in the determination of whether to utilize third-party vendors instead of fully funding UtahFutures.

Sincerely,

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Attachment E
Utah State Office of Education's College and Career Readiness Plan Alignment with UtahFutures

A Student – Parent Guide for College and Career Readiness Using UtahFutures

Use the following activities to develop an effective PLAN using UtahFutures (UF).

	Getting Started		Are We There Yet/Looking Deeper		Next Steps/Get There	
	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Know Myself	7th or 8th Grade Activity: **UF: Assessments: Reality Check** (required in grade 7 or 8) 15 min.* **CTE Pathways Project Personality Type**	7th or 8th Grade Activity: **UF: Assessments: Reality Check** (required in grade 7 or 8) **UF: Assessments: CTE Pathways Project Personality Type**	Activity: *Career Cluster Inventory* **UF: Assessments: Career Cluster Inventory,** (required) 15–20 min.* **UF: Assessments: CTE Pathways Project Personality Type**	**UF: Assessments: Work Importance Locator** (required) 10 min.* **UF: Assessments: CTE Pathways Project Personality Type**	**UF: Interest Profiler** (required), **Occupation Sort**	**UF: SKILLS, Self-employment Information, Occupations**
Activities	CTE Intro Career Development Activities	Select a CTE Pathway of interest (required) 10–15 min.*	Select a CTE Pathway of interest (required) 10–15 min.* **UF: Favorite 1 or 2 occupations based on Career Cluster Inventory** (required) 15 min.*	Select a CTE Pathway of interest (required) 10–15 min.* **UF: Favorite 1 or 2 occupations and programs of study based on Work Importance Locator** (required) 15 min.*	**UF: Programs of Study U.S. Colleges & Universities**	**UF: Occupations, Programs of Study, U.S. Colleges & Universities**
	Favorite at least one occupation based on **Reality Check or CTE Pathways Project Personality Type**	Favorite at least one school and at least one program of study that will support your favorite Occupation(s)	**Activities: Compare Occupation Options Compare Education Options** 15–20 min.* **UF: Occupations, Programs of study Review Real-Life Connections**	**Activities: Compare Occupation Options Compare Education Options** 15–20 min.* **UF: Occupations, Programs of study Review Real Life Connections**	**Activity: Compare Education Options** 15–20 min.* **UF: Undergraduate School Sort, U.S. Colleges & Universities**	**Activity: Compare My Career** 15–20 min.* **UF: Occupations, Programs of Study**
Research and Evaluation	Know 8th Grade Completion Requirements Review CRTs and grades	**UF: Know What Counts as College** (UF link) Complete 8th grade requirements **Introduce High School Graduation Requirements Review Learning Styles** Review CRTs and grades, set supportive goals	**UF: Know What Counts as College** (UF link) Review College is for Everyone **Know High School Graduation Requirements: Review your Progress Review Learning Styles**	**UF: Know What Counts as College** (UF link) Know College is for Everyone **Know High School Graduation Requirements: Review your Progress Review Learning Styles**	**UF: Know What Counts as College** (UF link) Review College is for Everyone **Know High School Graduation Requirements: Review your Progress Review Learning Styles**	**UF: Know What Counts as College** (UF link) Review College is for Everyone **Know High School Graduation Requirements: Review your Progress Review Learning Styles**
Financial Aid	Introduce **BorrowWisely UF: Introduce Financial Aid Module** (required) Other Ways to Pay: Savings, Savings Calculator, UESP/529 Plans	Review **BorrowWisely UF: Review Financial Aid Module** (required) Other Ways to Pay: Savings, Prepaid Tuition Plan/Financial Aid Checklist 20 min.* plus Create a written 4- to 6-year plan	Introduce **ScholarshipCentsibly** Identify your matching criteria **UF: Review Financial Aid Module** (all bold items below are required) Applying for Scholarships (can do a sort) **Federal Student Aid FAFSA 4Caster Eligibility/Questions to Ask** 9th Grade Activities: *Make Experiential Learning Plans, My Action Plans and Supports* 20 min.* plus	**ScholarshipCentsibly Begin Saving Favorite Scholarships UF: Review Financial Aid Module** (all bold items below are required) Applying for Scholarships (can do a sort) Application Tips **Federal Student Aid FAFSA 4CasterEligibility/Questions to Ask** 10th Grade Activities: *Update Education Plans* 20 min.* plus	**ScholarshipCentsibly Begin collecting application materials UF: Review Financial Aid Module Review UESP** (required) Applying for Scholarships (can do a sort) Application Tips **Federal Student Aid FAFSA 4Caster Eligibility/Questions to Ask UF: Programs of Study, U.S. Colleges & Universities**	**ScholarshipCentsibly Begin Saving Favorite Scholarships** Complete **FAFSA** (required) Application Tips **Federal Student Aid FAFSA 4Caster Eligibility/Questions to Ask**

Attachment F
Utah State Office of Education's and the Department of Workforce Services Training Schedule

New UtahFutures Schools and Districts Training Schedule 2014-15

Date	Time	Agency	Location	Trainers	# Participants
Aug. 8	9:00 – 11:00	Ogden School District	1950 Monroe Ave, Bldg 2 Ogden, UT 84401	Dawn and Kristi	16
Aug. 14	1:00 – 3:00	Statewide GEAR UP Grant	UVU Library, Rooms 206 - 207	Dawn and Kristi	40
Aug 20	2:00 – 3:00	Spanish Fork HS Special Ed	SFHS 99 North 300 West, Spanish Fork	Dawn	9
Aug 20	8:30 – 12:00	Salt Lake City School District	East HS, B 208	Dawn and Kristi	50
Aug 21	1:00 – 3:00	Jordan School District	JATC Room 240	Dawn and Kristi	60
Aug 22	2:00 – 3:30	Uintah SD	Uintah High School, 1880 W 500 N Vernal	Dawn	20
Sept 2-26	N/A	Department of Workforce Services	Local Employment Centers (Statewide)	Workforce Dev. Division	All Employment Counselors
Sept 2	10:15 – 12:00	Murray School Dsitrict	Murray HS Career Center	Dawn and Kristi	11
Sept 8	12:30 – 2:00	Salt Lake City SD, pickup	Glendale MS,	Dawn and Kristi	10
Sept 9	9:00 – 10:30	Cache SD, Logan, and Area Charters	Cache DO, 2063 North 1200 East, Logan UT	Dawn	
Sept 10	9:30 – 11:00	Weber SD		Dawn and Kristi	
Sept 17	12:30 – 2:00	Tooele SD		Dawn	
Sept 18	8:00 – 11:00	Canyons SD	9200 South 300 East	Dawn	
Sept 19	1:00 – 3:00	Charter Schools, South	Early Light Academy, 11709 Vadania Dr, South Jordan	Dawn	
Oct 2	3:00 – 4:30	Adult Ed	On-line from USOE	Dawn and Mark	
Oct 8	9:30 – 11:00	Box Elder SD		Dawn	
Oct 9	9:00 – 10:00	Utah Transition Action Team	GTI 5th Floor	Dawn	
Nov 5	8:30 – 10:30	Nebo SD	DO 350 South Main, Spanish Fork,UT	Dawn and Kristi	
Nov 7	9:00 – 10:00	Davis SD		Dawn and Kristi	