

Career and Technical Education Work-Based Learning Study

Utah Code 63N-12-403(7c) requires the Career and Technical Education (CTE) Board, by October 1, 2017, to prepare a written report on the recommendations from the comprehensive study of career and technical education in Utah conducted last year. This study is detailed in 63N-12-403 and includes an inventory of all CTE programs in Utah, a description of CTE funding in the state, and an assessment of Utah business and industry needs for employees with skills taught in CTE classes. Please [click here](#) to access the study by Department of Workforce Services.

Along with this study, the CTE Board was tasked with studying work-based learning programs (WBL) including successful work-based learning programs in other states or countries, the potential benefits and challenges of a statewide work-based learning program for high schools, and the opportunities for and challenges of cooperation between government agencies and the private business community in a statewide work-based learning program. The CTE Board is required to report on its recommendations to the Legislature related to career and technical education and work-based learning programs.

Members of the Career & Technical Education Subcommittee reviewed CTE programs that are currently implemented in Utah. Members of the subcommittee have also participated in reviewing grant proposals through Talent Ready Utah grants, formerly known as UCAP grants. Many of the successful pathway programs in Utah received funding through UCAP/Talent Ready Utah grants, which outline some of the best WBL practices in the state. Many pathway programs that implement stackable credentials also incorporate work-based learning that helps to solidify training and enhance the educational experience.

Companies such as Boeing, Orbital ATK, and Albany International have participated in internships among K-12 education. In the Diesel Technology Pathway, Cummins Rocky Mountain, Kilgore, and Komatsu have focused their efforts on job shadowing opportunities for high school students, and potential apprenticeships for students in post-secondary education. Many companies are partnering with education in pursuit of WBL opportunities through curriculum revision, in-classroom presentations, and industry tours.

Utah was one of six states to receive funding from the National Governors' Association (NGA) to enhance WBL in Utah. Through that policy academy, they reviewed other successful WBL practices across the nation. Utah's report reviewing conferences and one-on-one meetings can be found [here](#). Additionally, the CTE subcommittee convened twice since the end of the legislative session and formulated a series of recommendations and responses to the CTE Study and the WBL research.

The potential benefits and challenges of a statewide work-based learning program for high school students were reviewed. The subcommittee agreed that some

industries could greatly benefit from a statewide WBL program. Other industries are a little more difficult to implement statewide. It was in agreed that Utah is a very collaborative state, especially in workforce initiatives. As industries vary by region and WBL opportunities, it was recommended that Utah provide companies the opportunity to decide which WBL component would be most beneficial. Articulation and stackable credentials were critical to any successful pathway program.

Opportunities for and challenges of cooperation between government agencies and the private business community in a statewide work-based learning program is an area that Utah excels in. While studying WBL from other states, it is rare to see the level of industry collaboration as they have seen in Utah. In fact, many of the pathways have industry agreements and participation that will range from 5-15 industry partners. Through the support of local government, many pathways have been elevated to a new level of industry participation. Utah's best practice model to build industry pathways has been successful because of collaboration and partnerships between our three education systems, industry partnerships, and government.

The recommendations from the CTE board included enhancing GOED's Talent Ready Utah Programs. Talent Ready Utah focuses on industry and education alignment. Talent Ready Utah addresses the need to align K-12 education with education and training programs offered by Utah's eleven higher education institutions to meet the workforce of Utah's leading economic sectors. Talent Ready Utah aims to help fill 40,000 high skill/high wage positions before 2020. Career Pathways are a critical tool to educational programs supported by industry involvement and quality work-based learning opportunities, which provide industry-recognized certifications and work-ready skills to high school students and adult learners. The Career Pathways model is a proven success within the aerospace industry and has been replicated in other industries and areas of the state, including the Medical Innovations Pathways and the Diesel Tech Pathways. IT and computer science is the next pathway to be implemented.

As recommended by the CTE subcommittee, Talent Ready Utah will include improved pathway coordination between K-12, Technical Colleges, and USHE institutions. Through this coordination, institutions will enhance the identification of stackable credentials. Additionally, curriculum on-ramps and off-ramps will be identified through career progression mapping. The enhancements will impact all levels of learners including adults. The CTE board has suggested that Talent Ready Utah continue the work and fulfill the recommendations of the CTE board outlined below.

Enhance industry driven pathways by focusing on aggregate data and labor market information. This data will facilitate opportunities for improvement of industry engagement to include curriculum development in work-based learning and classroom opportunities.

Talent Ready Utah will expand to include summer work experiences for educators. Educators will have the ability to enter into industry summer work experiences, learn about an industry and in turn educate prospective students on employment in various industries. The board feels strongly that in order to educate your students about the career opportunities available that educators also need to be trained on up to date careers and technology.

Talent Ready Utah will build out an awareness campaign for teachers, parents, and counselors through social media and other advertising mediums in order to increase awareness about WBL and the life-changing impact it will have on student's lives. In other areas of the world, WBL is held to a high standard, we are excited to increase awareness and in turn, increase the number of students participating in WBL.

The CTE subcommittee recommendations also include working with industry on student technical competitions and simulation classroom labs. The group also recommended the continuation of Utah Futures as a one-stop resource for counselors, parent, and students. In moving forward, Talent Ready Utah will provide an annual update to the Legislature and key stakeholders on the progress of these recommendations.