

The following is an excerpt from the study, Career and Technical Education in Utah, given to the Executive Appropriations Committee in November 2016. The report is 112 pages. Since the report has already been provided, we've only printed the first five pages here. The full report is available at <https://le.utah.gov/interim/2016/pdf/00004584.pdf>.

CAREER AND TECHNICAL EDUCATION IN UTAH



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INTRODUCTION

Education is the groundwork for a progressive and successful society, and career and technical education (CTE) is an integral component in that foundation. Participants are trained in a distinct set of skills, yielding specialized knowledge, which improves the general human capital.

Occupations associated with CTE are highly varied in their purpose, nature, and specialization. CTE presents a wide array of careers in which individuals can specialize, including electrician, web development, nursing or even accounting. Individuals partaking in CTE engage in a critical economic process, becoming skilled tradesmen and professionals who can benefit businesses. Increased levels of specialization in the workforce also benefits society at large.

CTE providers work closely with prospective employers to ensure the level and quality of labor supply matches market demand. CTE agencies have created curricula intended to train students in the art and science of their respective specializations, to the extent to which employers demand such art and science. This is to say, career and technical education is highly aligned with the requirements of specialization set forth by employers, and CTE providers create employees who can closely meet these requirements.

Beyond CTE's economic benefits, there exist benefits associated with providing educational and occupational pathways for a large group of individuals within society. Not everyone in a given high-school student population is destined to complete formal education at the bachelor's, master's or doctorate degree level. Instead, the subset of the population who chooses to engage in CTE is rightly served by its provision. Education often leads to a more enriched life, personally and economically, regardless of whether it's at the university or in a career skills program.

Therefore, CTE provides individuals who desire to enter the workforce specializing in a specific occupation with the ability to do so. These programs help those individuals fulfill personal and occupational goals while increasing specialization and therefore efficiency of Utah's economy. This report presents a summary of CTE providers, along with a description of the programs offered, financial information related to these programs and a conceptualization of CTE "capacity." Additionally, the report reviews wage and employment outcomes related to CTE, and also examines the past, current, and future performance of CTE in Utah in relation to labor demand. Finally, the report concludes with an overarching summary of CTE in Utah and its impact on labor outcomes.



HOUSE BILL 337: CAREER AND TECHNICAL EDUCATION COMPREHENSIVE

Pursuant to House Bill 337¹, a board was convened to conduct a comprehensive study of the state of career and technical education in the State of Utah. House Bill 337 described the membership of the CTE board to include: the state superintendent of public instruction with the Utah State Board of Education (USBE), the commissioner of higher education with the Utah System of Higher Education (USHE), the president of the Utah College of Applied Technology (UCAT) (who currently is called the commissioner of technical education), the executive director of the Utah Department of Workforce Services, the executive director of the Governor's Office of Economic Development (GOED), a member of the governor's staff, five private sector members or individuals who hold certificates issued by a CTE program, and one member from the senate and house of representatives (these roles may be delegated to an appointed designee). The roles are fulfilled by the following individuals, in order as described by House Bill 337:

- Sydnee Dickson, Ed.D. – State Superintendent of Public Instruction (USBE)
- David Buhler, Ph.D. – Commissioner of Higher Education (USHE)
- Jared Haines, MS – Acting UCAT Commissioner of Technical Education (UCAT)
- Jon Pierpont – Executive Director (Workforce Services)

- Val Hale, MA – Executive Director (GOED)
- Tami Pyfer, MS – Governor's Education Advisor
- Brenda Voisard, MBA – Career Development Manager (Intermountain Health Care)
- Kevin Crandall – Vice President of Quality, Claims Solutions (Xactware Solutions, Inc.)
- Richard Jenkins – Director R&D Molding (Merit Medical Systems, Inc.)
- Rich Thorn – President/CEO (AGC of Utah)
- Ann Millner, Ed.D. – State of Utah Senator
- Richard Cunningham – State of Utah Representative

The board is comprised of individuals from the relevant agencies related to education and occupational outcomes, which is the primary interest of House Bill 337. The agencies of interest to comprehensively understand career and technical education in Utah are USBE, USHE and UCAT.



USBE's purpose is "to provide an opportunity for educational excellence for each student."² This public education mandate includes the provision of career and technical education. USBE provides primarily kindergarten to 12th grade education and is the agency with which most Utahans are familiar, as K-12 education is compulsory.



USHE's mission statement places CTE education as a major imperative as they "provide high-quality academic, professional and applied technology learning opportunities designed to advance the intellectual, cultural, social and economic well-being of the state and its people."³ USHE is the primary provider of higher education and scholastic research in graduate and research volume for the State of Utah.



Finally, **UCAT's mission** statement indicates that UCAT will "meet the needs of Utah's employers for technically skilled workers by providing market-driven technical education to both secondary and adult students."⁴ UCAT's singular role, is to provide career and technical education, unlike USBE and USHE, which provide career and technical education in a more secondary manner.

USBE, USHE and UCAT form the greater majority of the network of service providers (educators) for individuals seeking career and technical education in Utah.

The directive of House Bill 337 is to provide a comprehensive summary of the current state of CTE education in Utah by providing answers to the following queries:

1. Provide and inventory of all CTE programs in Utah including:
 - Description of programs
 - Number of students the program has the capacity to serve each year
 - The number of students the program served since October 1, 2010, by school year
 - The number of awards the program issued since October 1, 2010, by school year
 - Geographic location
 - Materials and equipment
 - Funding
2. Employment information for student who have completed a CTE program since October 1, 2010
3. The extent to which overlap or duplication exists between the program and other CTE or private programs
4. Description of CTE funding provided for USBE, USHE, and UCAT
5. Cost per student
6. Assessment of Utah business and industry needs for employees with skills taught in CTE classes, including the number of current and anticipated jobs in Utah by geographic region and the skills taught in a CTE program
7. Starting and average salary by geographic region and type of CTE skill for an individual who has skills taught in a CTE program
8. Extent to which current CTE programs can meet the employment needs of Utah business and industry

The answers to these questions are the outcome of coordinated efforts between the CTE agencies and the CTE board, and they are provided in the sections that follow.