

Strategic Workforce Investment Grant Proposal

Applicant Names:	Utah State University Bridgerland Technical College (BTECH)
Primary Contact Persons:	Kristy Bloxham (kristy.bloxham@usu.edu) Mason Lefler (mlefler@btech.edu)
Applicant Type:	Statewide Partnership
Project Title:	<i>Core IT Statewide Stackable Credential Pathway</i>
Funding Level Requested:	\$370,000

Project Summary: USU, Bridgerland Technical College, Davis Technical College, Mountainland Technical College, and Ogden-Weber Technical College propose a stackable credential pathway to serve statewide information technology industry workforce needs.

Strategic Industry Cluster: Software Development and Information Technology (eg., Software Publishing, Computer Systems Design, Media Design, Data Analysis, User Interface Design, Computer Programming)

Targeted Occupations: Software Publishing, Computer Systems Design, Online Training and Development, Software Development, User Experience Design, Project Management, Data Analysis

Key Industry Partners: Bottega Code School, Elearning Brothers, Atomic Jolt, Rent Dynamics, Discover, Conservice, Notis, Fusionware, Degreed, eDraw, MyTechHigh, Neighbor Storage, Girls in Tech, Kelcom, CodeFund, UK2 Group, Xactware

Counties to be Served: Box Elder, Cache, Rich, Weber, Morgan, Davis, Utah

Projected Outcomes:

- Expand entry-level IT workforce pipeline
- Hire additional instructors to aid in increasing the number of students served in the program
- Create and connect a statewide stackable credential pathway from entry-level to advanced-level IT jobs
- Vertically align curriculum from tech colleges to USU to Core IT job skills
- Provide Core IT employers with additional and better-trained employees to fill the growing job gap in the IT sector

Core IT Statewide Stackable Credential Pathway

Problems and Proposed Solutions

Utah boasts one of the strongest economies in the nation, with unemployment at [3.2%](#). Utah has ranked at the top of Forbes' "Best States for Business" for several years. Especially with respect to Utah's burgeoning information technology (IT) sector ([Forbes, 2018](#)), Utah's "Silicon Slopes" is garnering national interest ([Forbes, 2018](#)). However, there are "clouds on the horizon" ([Utah Business, 2017](#)). The combination of Utah's growth and low unemployment has led to a scarcity of highly-skilled IT workers. In some cases, this IT skills gap has forced companies to expand outside of Utah. For example, Qualtrics CEO, Ryan Smith, explained publicly that Qualtrics opened a second headquarter in Seattle, and not Utah, due to a lack of applicants for the company's job openings ([Utah Business, 2017](#)). Utah's continued growth in IT will stagnate unless these gaps in the IT workforce are resolved.

In 2018, Utah's Department of Workforce Services (DWS) released a report titled "A Labor Study of Software Publishing & Computer Systems Design." The DWS report reveals that software publishing and computer systems design are the fastest growing (see Table 1) and the highest-paying jobs, on average, in Utah's economy (see Table 2). They refer to these software publishing and computer design jobs in Utah's IT sector as "**Core IT.**" However, Utah is not producing enough qualified employees for these high-demand and high-paying jobs.

Table 1. Projected Growth Rate and Annual Job Opening by Job Title

Job	Percentile Increase (2016-2026)	
	Utah	USA
Training and Development Specialists (13.1151)	+37%	+12%
Computer User Support Specialists (15.1151)	+40%	+11%
Computer Programmers (15.1131)	+19%	-7%
Software Developers, Applications (15.1132)	+71%	+31%
Software Developers, Systems Software (15.1133)	+46%	+11%
Web Developers (15.1134)	+42%	+15%

Note: Data from (U. S. Department of Labor, Employment, and Training Administration, 2018) & (Utah's DWS, 2018)

Table 2. Jobs, Median Annual Salaries, Salary Ranges, and Required Certifications

Job	Median Annual Salary		Utah Salary Range		Required Years of Education
	Utah	USA	Low 10%	High 10%	
Training and Development Specialists (13.1151)	\$49,830	\$60,360	\$32,450	\$87,830	Bachelor's Degree
Computer User Support Specialists (15.1151)	\$46,740	\$50,210	\$27,980	\$78,930	Bachelor's Degree
Computer Programmers (15.1131) (15.1131)	\$77,570	\$82,240	\$47,270	\$120,630	Bachelor's Degree
Software Developers, Applications (15.1132)	\$94,320	\$101,790	\$53,970	\$141,830	Bachelor's Degree
Software Developers, Systems Software (15.1133)	\$101,130	\$107,600	\$59,120	\$159,730	Bachelor's Degree
Web Developers (15.1134)	\$62,130	\$67,990	\$31,720	\$102,010	Bachelor's Degree

Note: Data from (U. S. Department of Labor, Employment, and Training Administration, 2018) & (Utah's DWS, 2018)

This scarcity of Core IT workers will stymie this sector's progress until Utah closes the gap between employer demand and the training of highly-skilled workers by the state's educational institutions. The workforce supply issue in Utah's IT sector can be broken down into two major issues:

- **First, there is an insufficient pipeline of entry-level information technology workers.**
- **Second, the educational pipeline is disconnected; entry-level workers have no educational pathway to the higher-paying/higher-skilled vacancies.**

This grant seeks to resolve both of these workforce supply issues by: 1) enlarging the entry-level pipeline of IT workers and 2) creating an educational pathway for upward mobility from entry-level to advanced-level IT jobs.

Insufficient Pipeline

Problem: Currently, Utah is producing too few IT specialists (See Table 3). For example, across the six specific Core IT jobs addressed by this grant, there are currently 5,863 openings in Utah, but the educational system has produced only 1,724 grads to fill those jobs (See Table 3). This

deficit of IT skills is currently strangulating economic progress. Utah has made several recent initiatives (Code to Success, STEM IT) to increase its pipeline of IT workers, but Utah is still under-producing 4,139 workers per year (see Table 3). While these initiatives have begun to close the IT workforce gap, they are clearly not enough.

Table 3. Projected Growth Rate and Annual Job Opening by Job Title

Job	Projected Annual Job Openings (2016-2026)	Current Openings	Current Grads	Current Deficit
Training and Development Specialists (13.1151)	700	379	1,724	4,139
Computer User Support Specialists (15.1151)	1,110	1,848		
Computer Programmers (15.1131)	380	344		
Software Developers, Applications (15.1132)	1,550	2,166		
Software Developers, Systems Software (15.1133)	520	280		
Web Developers (15.1134)	270	846		
Average/Total	4,530	5,863	1,724	4,139

After closer research, we have found the following issues heavily contribute to Utah’s shortage of Core IT workers: a) too few students are looking in the direction of IT, and b) tech college curriculum does not include all Core IT job skills.

Many of Utah’s initiatives have only focused on coding, but Utah must also teach other IT skills to fill the IT skills gap. Table 2 shows that the skills gap for coding professions has closed nationally (-7% growth), and that, in Utah, the coding profession is projected to grow less than the other listed IT professions. While Utah still needs more coders, Table 2 data illustrates that there are other job skills beyond coding that educators and policy makers need to focus on.

Alternate IT skills—such as human-centered design, graphic interface design, agile project management, technical writing, technical literacy, and data analysis—are all needed to support software publishing and computer systems design jobs. For example, the steps of the software development process (and, thus, examples of respective alternate IT skills) are generally as follows: 1) human-centered research, 2) design mockup and testing, 3) development/coding, 4)

testing and evaluation, and 5) training and development (see Figures 1 & 2). Utah’s continued success as a tech leader is contingent upon creating an educational pathway for the development of these alternate skills.

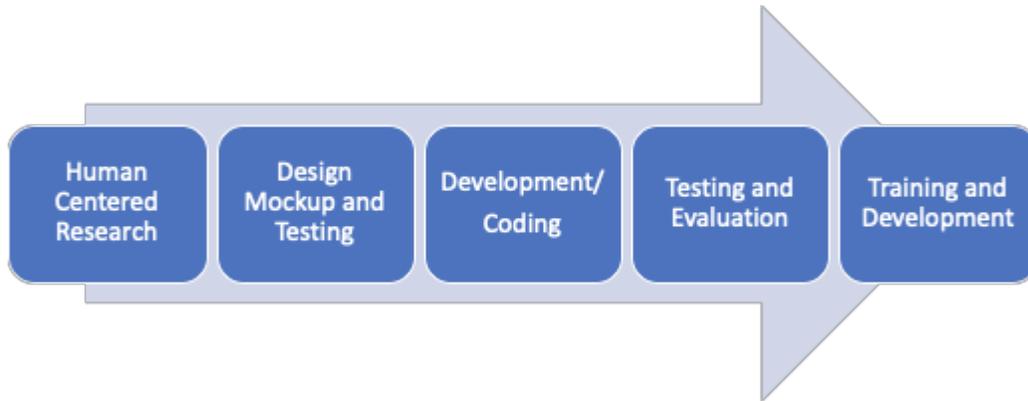


Figure 1. Stages of the Software Development Process

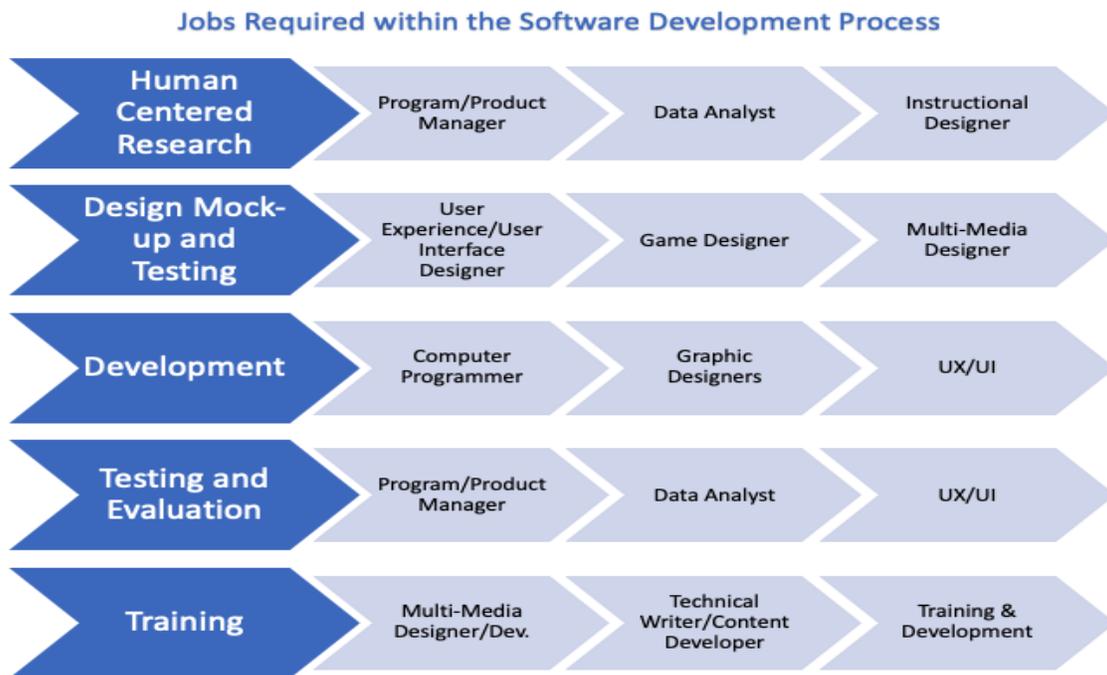


Figure 2. Other Needed Jobs Required in the Software Development Process

Proposed solution: Figure 2 exhibits some of the jobs integral to each stage of the software development process. Every tech college in the state has an established IT program. However, students in certain certificate programs (such as Media Design, Web & Mobile, and even Business Technology) could begin to move towards IT if they knew that their interests aligned with these alternate Core IT skills. Utah can increase the pipeline of entry-level workers by appealing to these students who may be interested in software development jobs that go beyond just coding. This grant will enlarge the entry-level IT workforce pipeline by better aligning these other certificate programs to the skills requested by IT companies in Utah.

This will be accomplished by developing and embedding alternate Core IT job profiles into the

aforementioned certificate programs beyond IT. Furthermore, the participating educational institutions will vertically align their curriculum. This means that a student would begin learning about Core IT competencies during STEM-IT, Code to Success, or Utah's Rural Online Initiative (ROI) and build upon that knowledge throughout their related tech college curriculum and even into their USU experience.

These efforts will provide a non-duplicative progression of courses; thus, reducing the redundancy and inefficiencies that arise naturally through disconnected educational institutions. Students will move more efficiently from credential to credential (as well as in expertise). Additionally, it will also reduce the workload of teachers at every educational level, since they will build content together. The power of collaboration must not be overlooked; due to the IT sector's constant state of innovation, curriculum development is never complete. The never-ending cycle of curricular redevelopment puts incredible demands upon our IT teachers. Without a commitment to continual collaboration, no one teacher will be able to build enough curriculum fast enough, let alone ensure that the curriculum is a non-duplicative progression of competencies throughout the stackable credential pathway. Continued cooperation and collaboration will ensure that each credential level along the pathway stays aligned now and in the future.

Insufficient Pathway

Problem: In addition to the lack of vertical alignment between curriculum across educational institutions, the credentials themselves are not articulated and, in some cases, are nonexistent. For example, many educational parties are preparing IT workers in Utah, including Bottega, USU Extension, Utah tech colleges, and major universities (among others). However, these institutions operate independently from one another. Students who gain competency at one level rarely receive credit for their work at the next level of education. For instance, Bottega provided 144 hours of Code to Success IT education to over 1000 secondary students from 27 high schools across the state of Utah in 2017 ([Utah Business, 2018](#)). Yet, there has been no formalized pathway (i.e., articulation agreement) for students to transfer credit from a Code to Success summer camp into the various Utah tech college IT certificate programs. Rather than just continuing their education, students are often expected to inefficiently start again from the beginning, costing them both unnecessary time and money.

Not only is the curriculum not vertically aligned, but some of these credentials do not stack to an advanced degree, making educational progression for students and employees exceptionally difficult. Case in point, recently, an associate of applied sciences pathway has been established at USU, which includes a focus area in IT. Students who complete a technical college certificate (minimum of 900 hours) can earn 30 USU credits for their certificate towards a General Technology Associate of Applied Sciences Degree from USU, but in the past, that is where the pathway is terminated. For students interested in IT, there are few pathways into a bachelor's degree at Utah higher education institutions.

Moreover, Utah must also provide an educational pathway to address the lack of individuals with more advanced Core IT skills within our economy. As per the DWS 2018 labor study of software publishing and computer systems design, "Nearly half of the Salt Lake/Provo tech workforce has been trained to only the certificate, vocational, and associate degree levels; levels that establish foundational coding skills. Other notable tech cities employ a labor force USU and BTech Core IT Stackable Credential Pathway SWI Proposal

with predominantly STEM-focused bachelor’s degrees or higher.” With job advancements usually contingent upon advanced degrees, there are many current IT workers who would benefit from structured programs that lead to higher degrees (see Table 4). There are significant negative implications for current entry level workers who lack a pathway for job enhancement and advancement.

Table 4. Core IT Workers by Educational Attainment – 2016 ACS13

	SALT LAKE/ PROVO	SAN FRANCISCO/ SAN JOSE	RALEIGH	AUSTIN	SEATTLE	NEW YORK
Below Bachelor’s Degrees	44%	7%	15%	26%	14%	16%
Non-STEM Degrees	11%	12%	14%	14%	11%	20%
STEM Degrees	46%	81%	71%	60%	74%	65%

Solution: This proposal will create and connect a statewide stackable credential pathway from entry-level to advanced-level IT jobs. This will be accomplished by vertically aligning curriculum from Code to Success/STEM IT/ROI to Utah tech colleges and then from Utah tech colleges to USU. This will ensure that students enter the workforce more quickly and then have opportunities for advancement later. Previously-disconnected educational institutions will collaborate and stay connected through frequent, ongoing guidance from industry. Currently-employed, entry-level IT workers will have a pathway to a bachelor’s degree through a completely online Technology, Design, and Interaction (TDI) bachelor’s degree that will stack onto their previous credentials and will be accessible to them while they work, anywhere in the State. The material they learn will focus on the relevant knowledge, skills, and abilities major employers have defined as the criteria for advancement.

In sum, this grant will provide Core IT employers with needed additional entry-level workers as well as better-trained employees to fill the growing job gap in the IT sector.

Project Description

Purpose: USU, Bridgerland Technical College, Davis Technical College, Mountainland Technical College, and Ogden-Weber Technical College seek funding to connect existing state initiatives (e.g., Code to Success, STEM IT, ROI) to higher educational opportunities (tech certificates, bachelor’s, and master’s degrees) through a statewide stackable credential pathway.

Strategies: We will accomplish this purpose by: 1) enlarging the entry-level pipeline of IT workers and 2) creating an educational pathway for upward mobility for entry-level IT workers into advanced level IT jobs.

Objectives: To accomplish our purpose, the project has the following objectives, activities, and expected outcomes. (See Table 5)

Table 5. Objectives, Activities, and Outcomes

Objectives	Activities	Outcomes
Objective 1: Inform non-IT tech college certificate programs about alternate Core IT jobs.	1) Identify and create learning management system pages that highlight Core IT job profiles. 2) Share and embed profiles across multiple tech certificate courses.	-Recruit 20% more students into IT jobs from previously unaligned certificate programs.
Objective 2: Vertically align curriculum between public and private Core IT educational institutions from secondary to higher education.	Create a vertical curriculum articulation between short-term for-profit institutions, public state technical colleges, and USU BS curriculum	-Create 4 articulation agreements between Bottega/Code to Success and participating tech colleges. -Create 4 articulation agreements between tech colleges and USU BS degree. -Create an articulation agreement between USU Extension's Rural Online Initiative program and Utah tech colleges.
Objective 3: Expand the capacity of students served and content created in the certificate programs.	1) Hire a part-time instructor for each participating tech college to increase enrollment in certificate programs.	-Increase applicable tech college certificate completers by 60 per year. - Guide 60 new entry-level IT workers into the workforce/year.
Objective 4: Embed basic skill objectives into identified tech programs to closely align with USU's online TDI Bachelor's Program.	1) Identify objectives and alignment with tech college certificate programs and Bachelor's program. 2) Create content that will meet objectives and share across Canvas Commons to all participating colleges.	-Build IT workforce job descriptions into 3 new programs across 4 tech college schools. -Embed curriculum concepts for alternative Core IT jobs into 3 programs at 4 different tech colleges.
Objective 5: Establish work-based learning activities into closely aligned IT Core certificate programs.	1) Identify IT corporate partners that can supply work-based activities. 2) Create work-based assignments within each of the certificate programs.	-Create 4 ongoing work-based activities for certificate level students.

Objective 6: Obtain Utah State Board of Regents approval for new USU TDI BS program.	1) Submit R401 for Utah State University and Utah State Board of Regents approval.	-Creation of the online TDI BS degree at USU by spring 2019 that will directly prepare students for Core IT jobs.
Objective 7: Expand the capacity of students served within the online BS program.	1) Hire two full-time faculty members to teach in the new online BS program.	-Increase the number of TDI BS students from 40 students per year to 80.
Objective 8: Establish regular meetings with our statewide advisory board to maintain connection to desired skill requirements.	1) Set up regular advisory board meetings that can be attended at a distance or in person.	-Conduct two statewide advisory board meetings per year for ongoing collaboration and alignment.
Objective 9: Create, update, or revise courses at all levels based on advisory board feedback and workforce needs.	1) Using advisory board input, develop new courses required for the online BS degree. 2) Pilot all new courses beginning Fall of 2019. 3) Begin program with already-piloted courses fall of 2020.	-Create as many online courses as needed for the USU TDI BS program. -Enroll at least 20 students in the new TDI BS program starting Fall 2020 with the goal of 40 more in the Fall of 2021
Objective 10: Establish internships and projects for BS students from our Utah IT sector to give them desired experience and network connections.	1) Identify IT corporate partners that can supply work-based activities for the online BS TDI program. 2) Create work-based assignments within each course. 3) Establish internships that will give students real-world work experience.	-Create at least 1 ongoing work-based project for each of the courses developed for the new BS program. Establish 10 new internship opportunities for TDI students by Fall of 2020.
Objective 11: Leveraging USU Extensions Rural Online Initiative (ROI), provide a collaborative pathway to train rural students for Core IT remote positions and connect those students with remote jobs.	-Provide information about the new online pathway to all students currently and previously enrolled in the ROI certification program. -Create an articulation agreement that will give college credit for the ROI certification leading to the bachelor's program in TDI. -Provide rural distance students with connections for internships and jobs once they graduate. -Add remote jobs identified by the ROI to our job boards for students and alumni.	-Provide 5 distance internships through the ROI rural program connections.

Activities

There are two major activities that will guide our work. They are: 1) augmenting the entry-level IT workforce pipeline and 2) creating and connecting a statewide stackable credential pathway.

Augmenting the Pipeline - Promotes Expected Outcomes of Objectives 1, 2, and 3

Cast a Wider Net: In order to gain the interest of more students in alternate Core IT jobs, Bridgerland will build content with USU to highlight the jobs (beyond coding) that are available along this stackable credential pipeline. Bridgerland will create a private Canvas Commons Consortium where this content can be easily distributed with other participating tech colleges. Core IT job profiles will be incorporated into job seeking courses across IT, Business, Web & Mobile, Media Design, and other applicable certificate programs. Additionally, USU TDI instructors and Bridgerland's teacher instructor will coordinate professional development orientations for tech college instructors across the state. This instruction will include job descriptions as well as statistics (ie., wage and job growth projections) for alternate Core IT jobs.

Additionally, four new half-time instructors will be hired at the four participating tech colleges. Table 6 illustrates current enrollment, attainment, and placement statistics at the participating tech colleges before and after the addition of new half-time instructor positions. Each of the participating college and university programs project to have high attainment/completion and placement percentages. The additional instructors should increase student enrollment by at least an additional 32 students per year at the technical college level and 40 students at the USU B.S. degree level.

Table 6. Current Enrollment, Completion, and Placement

	Enrollment	Attainment	Placement
BTECH Combined Average (IT, Web & Mobile, Business Technology, Media Design)	126	70%	94%
MTECH Combined Average (IT Technician, Mobile Development, Web Programming & Development, Digital Media)	189	71%	80%
DTECH Combined Average (Software Development, Digital Media Design, Business Administrative Services)	176	90%	88%
OWTECH Combined Average (IT, Software, Web and Graphic Design, Business)	220	66%	91%
USU ITLS Graduate Programs	92	98%	97%

Notably, these new teachers will be hired to not only increase capacity but to also teach newly developed Core IT curriculum at the tech college level, which aligns to the new USU TDI bachelor’s degree and Utah workforce needs.

Create and Connect the Pathway - Promotes Expected Outcomes of Objectives 4 - 10

Articulation Agreements: In addition to seeking funding to help grow an already-established path for our entry level IT workforce, this proposal will connect existing educational initiatives in the state (e.g., Code to Success, STEM IT, ROI) to higher education opportunities through a statewide stackable credential pathway (see Figure 3). Articulation agreements will be made from Code to Success, ROI, and applicable tech college certificates. For example, Bridgerland and Code to Success have already agreed that completion of the 120 hour Code to Success will transfer up to 120 hours of special applications credit in Bridgerland’s Web & Mobile program. This will create a seamless transition from K-12 Code to Success, as well as employed adult Bottega students, into the four participating tech colleges. Formalized articulation agreements have also been made between the tech colleges and USU’s AAS online degree. There is still work to do to connect the pathway further but all entities are on board to get it done.

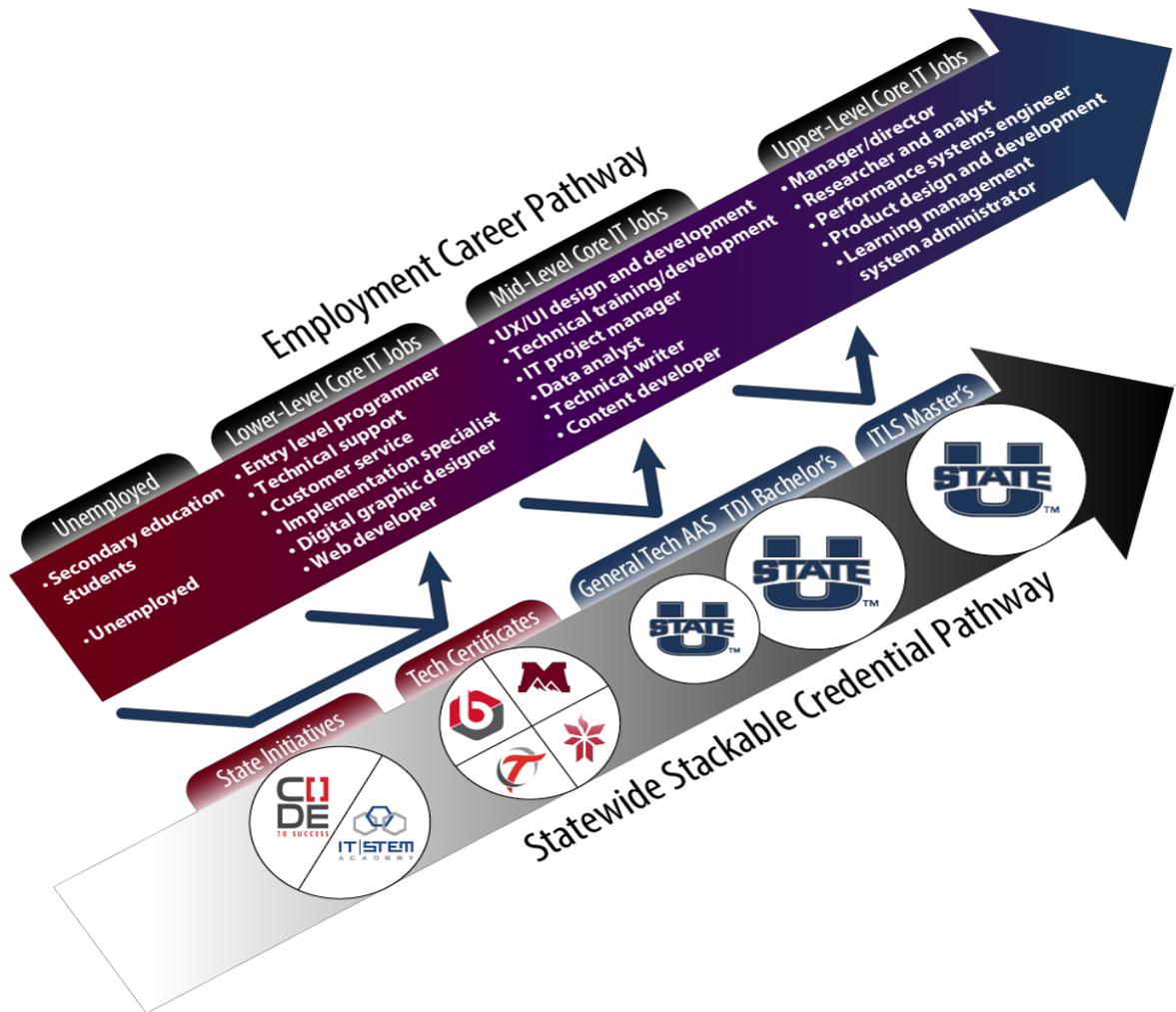


Figure 3. The Core IT Statewide Stackable Credential Pathway & Associated Employment Pathway

Some of the courses that will be offered in the new bachelor's program include:

Table 7. Sample of TDI B.S. Degree Course Titles

Course Number	Course Title
ITLS 3110	Design Perspectives and Processes
ITLS 3310	Intro to Information and Media Literacy
ITLS 3350	Computational Thinking
ITLS 3130	Information Design for People--How people learn and think
ITLS 5265	Internet Development
ITLS 4110	Project Management
ITLS 4130	Data Visualization and Analysis
ITLS 4160	Measuring Learning and Performance
ASTE 3050	Technical and Professional Communication

Each course has a direct tie to the tech jobs that are currently in high growth and need categories. By creating a multi-disciplinary program, we will better prepare students to become the next problem solvers and innovators for our rapidly changing digital job market. There is currently no other program in the State of Utah that teaches all of these desired job skills. USU's current online graduate programs were ranked #5 in the nation by U.S. News and World Report demonstrating USU's ability to develop effective online learning programs.

Stackable Credential Pathway Entry & Exit Points: This pathway will have multiple entry and exit points for various types of potential student populations. It will serve high school students, unemployed adults, and entry level IT sector workers. High school students can enter into the pathway through participating in technical college certificates or through participating in Code to Success, ROI or IT STEM. Unemployed adults with no credentials will be able to enter into multiple certificate programs across the four largest Utah tech colleges located on the Wasatch Front or directly into Utah State's online AAS degree program. There will also be an entry point for current IT workers who are looking to upgrade their skills for career advancement. There are multiple exit points into high demand, high paying jobs after each stackable credential level (see Figure 3).

Currently, Utah Technical College Certificates can apply 30 credits toward an Associate of Applied Science (AAS) degree at USU as long as they are 900 hours or more. As of August 2019, there will be a direct pathway from USU's AAS in General Technology into the new Technology, Design, and Interaction BS degree at USU focusing on Core IT skills

It is important to note that this increased high school enrollment has also led to an increase in certificate completion (900-hour certificate). These students are not only gaining high demand skills in the high need Core IT sector, but they are also persisting after high school to complete Utah Tech College industry-recognized certificates. Many are continuing their coursework in order to earn an associate or bachelor's degree.

Building Together & Staying Connected: The most powerful grant outcome, and hardest to accomplish, will be continual collaboration across the various educational and corporate entities. The current advisory board for the ITLS TDI program consists of business and education leaders in the Wasatch Front area. This board has been actively involved in the creation of the program and has shown significant support and willingness to collaborate to make this program an integral part of supplying needed employees for Core IT jobs. To ensure continual collaboration, USU and Bridgerland will begin hosting bi-annual advisory meetings. During these meetings, we will evaluate progress, delegate work, and adjust to new trends. This will ensure that the programs stay connected and vertically aligned with one another. It will also ensure that our IT employers are the definitive guide for needed changes and additions to curriculum and instruction. Bridgerland will also establish a Canvas Commons Consortium where curricular products (job profiles, exams, content, etc) can be shared efficiently across (horizontal alignment) the various instances of the Canvas learning management system.

Design & Management Timeline

The following table captures the activities that will take place over the course of the grant year.

Table 8. Projected Timeline

Activity	Spring 2019	Summer 2019	Fall 2019	Winter 2020
Approve new bachelor's degree	X			
Create a Closed Canvas Commons Consortium		X		
Purchase equipment		X	X	
Develop curriculum for 1st year of new BS courses	X	X		
Vertical curriculum articulation between short-term for-profit institutions, public state technical colleges, and USU BS curriculum		X	X	
Share and integrate curriculum at tech level			X	X
Pilot B.S. curriculum with first cohort			X	X
Meet with Industry Advisory Team to review curriculum		X	X	X
Develop curriculum for 2nd year of new BS courses			X	X
Update curriculum and adjust online courses	X	X	X	X

Budget

Instructors: Requested funds will hire new instructors, support development/distribution of curriculum, and sustain ongoing collaborative efforts between educational institutions. The majority of this grant's funds (315K) support increasing the amount of instructors across participating institutions. Additional faculty augment the pipeline at the technical college level and double the the amount of TDI bachelor's students.

Table 9. Budget Form

Program Expenses/Yearly	Grant Request	In-kind Match	Total
USU			
USU Faculty (2)	\$140,000	\$256,000	\$396,000
Equipment and Supplies		\$10,000	\$10,000
Marketing and outreach		\$10,000	\$10,000
Course Creation Stipends (one-time cost)		\$72,000	\$72,000
Faculty Course Release for Course Creation Time (one-time cost)		\$48,000	\$48,000
Advisory Board Mtg. Costs		\$15,000	\$15,000
Tech Colleges			
BTECH Instructional Trainer Salary (1)	\$70,000		\$70,000
Bridgerland Tech Instructor (.5)	\$35,000		\$35,000
Davis Tech Instructor (.5)	\$35,000		\$35,000
Mountainland Tech Instructor (.5)	\$35,000		\$35,000
Ogden-Weber Tech Instructor (.5)	\$35,000		\$35,000
Computers and Software for New Instructors (\$5,000 for each Technical College)	\$20,000		\$35,000
Total program expenses and grant request	\$370,000	\$411,000	\$781,000

Equipment: We request funds for instructor computers, other equipment/software to be placed at participating technical colleges. Five thousand dollars will go to each of the technical USU and BTech Core IT Stackable Credential Pathway SWI Proposal

colleges to pay for new instructor computers, student computers, instructional equipment, and software licensing. USU is not requesting additional equipment or supplies.

Advisory/Curricular Efforts: To sustain continued collaboration of the statewide stackable credential pathway, we request funding for one instructor/designer at BTECH to develop, coordinate, and facilitate the integration of real-world learning and experience design projects into the four certificate programs which align to Core IT skills (Media Design, IT, Web & Mobile, Business Technology). This person will create the Canvas Commons Consortium and share the curriculum to all other cooperating entities. The instructional trainer will also work with the two USU instructors to host two statewide Core IT advisory meetings.

Summary

Utah is projected to have some of the highest growth rates out of all 50 states and the District of Columbia in software development jobs (United States Department of Labor: Bureau of Labor Statistics, 2017). There are currently 5,863 IT sector openings in Utah, but the educational system has produced only 1,724 grads to fill those jobs. These 4,139 deficits of skilled IT workers is currently strangulating economic progress. This dearth of IT workers is precipitated by an insufficient pipeline of entry-level information technology workers and a disconnected educational pipeline. This disconnectedness makes the pathway into the workforce longer and costlier for IT students/workers. Once entry-level workers find a job, they currently have no educational pathway to the higher-paying/higher-skilled vacancies without starting over. Unless Utah makes efforts to resolve these issues, the scarcity of Core IT workers will stymie the IT sector's progress.

This proposal will help to overcome these issues by: 1) enlarging the entry-level pipeline of IT workers and 2) creating an educational pathway for upward mobility for entry-level IT workers into advanced level IT jobs. USU, Bridgerland Technical College, Davis Technical College, Mountainland Technical College, and Ogden-Weber Technical College seek funding to connect existing state initiatives (e.g., Code to Success, STEM IT, ROI) to higher educational opportunities (tech certificates, associate's, bachelor's, and master's degrees) through a statewide stackable credential pathway.

If the State of Utah is going to resolve this statewide deficit then all the parties that supply workforce will need to collaborate as a unified group. These inefficiencies that exist within the educational pathways will continue to cause problems unless these disconnected educational entities begin to work together. Seldom in the educational process have we seen a more overwhelming need for collaboration and cooperation between all educational entities as well as employers. Vast corporate support and pledged commitment for this stackable credential pathway has opened up exciting new possibilities for all to be a part of solving our growing Core IT workforce dilemma. State monies that will be spent to support this program will allow this joint collaboration to grow and continue while providing more than just a band-aid fix, and will yield a ten-fold return.

Strategic Workforce Initiative Proposal 2019 Application Partners Signature Sheet

Name of Institutions: Utah State University, Bridgerland Technical College, Ogden-Weber Technical College, Davis Technical College, Mountainland Technical College

By signing below, the following individuals attest that they have reviewed and approve the attached proposal for funding.

<p>DocuSigned by: <i>K. Chad Campbell</i> 326FFBC101184F9...</p>	<p>K. Chad Campbell</p>	<p>1/3/2019</p>
Bridgerland Technical College President		Date
<p>DocuSigned by: <i>President Darin Brush</i> 2D91DC17E7504E4...</p>	<p>Darin Brush</p>	<p>1/3/2019</p>
Davis Technical College President & CEO		Date
<p>DocuSigned by: <i>President Clay E. Christensen</i> C63A697D944F4D9...</p>	<p>Clay Christensen</p>	<p>1/3/2019</p>
Mountainland Technical College President		Date
<p>DocuSigned by: <i>James R Taggart</i> 135696D7C7264DD...</p>	<p>James R. Taggart</p>	<p>1/3/2019</p>
Ogden-Weber Technical College President		Date
<p>DocuSigned by: <i>Jared Haines</i> F99324CB6E994DD...</p>	<p>Jared Haines</p>	<p>1/3/2019</p>
Interim Utah Commissioner of Technical Education		Date
<p>DocuSigned by: <i>Mason Lefler</i> 5545EAA470F245A...</p>	<p>Mason Lefler</p>	<p>1/3/2019</p>
BTECH Director of Technology Enhance Instruction		Date
<p>DocuSigned by: <i>Kevin Shanley</i> 08C7D9B36470426...</p>	<p>Kevin Shanley</p>	<p>1/3/2019</p>
Distance Education Manager USU		Date
<p>DocuSigned by: <i>Kristy Bloxham</i> 4162AB30F5EE48A...</p>	<p>Kristy Bloxham</p>	<p>1/3/2019</p>
USU Associate Professional Practice Professor ITLS		Date
<p>DocuSigned by: <i>Andy Walker</i> 797CAEC001A3497...</p>	<p>Andrew Walker</p>	<p>1/3/2019</p>
USU Department Head ITLS		Date
<p>DocuSigned by: <i>Noelle S. Cockett</i> 7796E47997FD405...</p>	<p>Noelle Cockett</p>	<p>1/2/2019</p>
USU President		Date



DATE: January 2, 2019

SUBJECT: Strategic Workforce Initiative: Core IT Statewide Stackable Credential Pathway Proposal

To whom it may concern:

Utah's economic growth is outpacing its pipeline of workers, particularly in the Information Technology sector. In this sector, which includes development/training specialists and web developers, Utah has 5,863 job openings and only 1,724 graduates to fill them. This increasing demand for people with degrees focused on human-centered design and training is a critical way to expand our existing workforce and retain companies, especially in the Silicon Slopes area, in our state.

The USU Instructional Technology and Learning Sciences Department is nationally recognized for its leadership in the field of design and instruction at the graduate level. The program described in this proposal will extend USU's excellence in instruction and experience design into an undergraduate Bachelor of Science degree in Technology, Design, and Interaction. Funding for this program starting 2019-2020 will ensure that needed experts are available as Utah's workforce matures and evolves over the next few years. USU has committed to a growth-based funding model based on student enrollments that will supplement ongoing SWII funding and magnify these legislative dollars in a way that will benefit students and employers.

Utah State University is committed to partnering statewide with four of Utah's technical colleges in an effort that supports the land-grant mission of our institution. Articulation agreements have been developed with Davis Technical College, Mountainland Technical College, Ogden-Weber Technical College and Bridgerland Technical College (BTECH), with BTECH playing a key role as the lead technical college on this proposal. USU has already demonstrated success working with BTECH on several stackable credential pathways. Students can enter at multiple points in the pathway including obtainment of a technology certificate, USU associates, or USU bachelor's degree. The proposed program allows students to receive credit for their rich work history as well as demonstrable skills and knowledge – these credits will contribute to fulfillment of the degree and certification requirements in the new program. Industry partners will review the curriculum to ensure that students will be able to obtain entry-level Core IT jobs at every step of the stackable credential pathway and then advance into higher paying careers.

Finally, this proposal pairs nicely with resources already committed by the Emma Eccles Jones College of Education and Human Services, the Department of Instructional Technology and Learning Sciences, and the Academic and Instructional Services Office at Utah State University. The commitments include a new professor of practice faculty member who authored this grant proposal and engages industry partners and a design lab space for students to congregate, try out designs and ideas, and work on real-world projects. In addition to the professor of practice,

ITLS is partway through hiring two faculty who will allocate half of their teaching load to the new Technology, Design, and Interaction bachelor's degree.

In sum, this proposal outlines a pathway for people who want to help others find appropriate career pathways that fulfill their goals and contribute to Utah's workforce needs.

Sincerely,

A handwritten signature in black ink that reads "Noelle E. Cockett". The signature is written in a cursive style with a horizontal line extending from the end of the name.

Noelle E. Cockett
President



BRIDGERLAND
TECHNICAL
COLLEGE

btech.edu

December 3, 2019

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Re: Core IT Strategic Workforce Investment Grant

It is clear that Utah is not producing enough information technology workers to satisfy demand. Our local employers need more people if they are going to be able to grow, or even maintain, their businesses. Though we have made strides through the STEM-IT and Code to Success programs here in to begin to close the IT skills gap, it is not enough. More collaborative efforts need to be made across the state so that we are able to produce more entry level workers. Furthermore, we also need a pathway for our entry level workers to continue to gain expertise so that they are able to fill those advanced IT skills that often get exported outside of the state of Utah. This proposal resolves both of those issues and will help us close the current IT workforce skills gap through a statewide stackable credential pathway in Technology, Design, and Interaction.

Bridgerland Technical College (BTECH) strongly supports our shared proposal with Utah State University's (USU) for Strategic Workforce Investment Grant funds to support the formation of a new Core IT pathway. This pathway will create a crucial career pathway from local school districts and BTECH programs into a field that is currently in need around the state and will only grow exponentially going forward. This proposal builds on our previous successful pipelines of IT STEM and Code to Success, to provide another stackable credential pathway. It expands existing program resources through concurrent enrollment opportunities for students and provides viable career development options for secondary students, the unemployed, and employed workers looking for advancement.

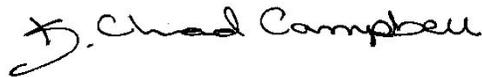
By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the Core IT proposal pathways program will facilitate additional training and employment opportunities for high school and BTECH students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through more than just one of BTECH's certificate programs.

As a partner in the Core IT statewide stackable credential program, BTECH will provide managerial oversight for the program as it relates to our students. Specifically, BTECH commits to:

- work with USU to coordinate the horizontal and vertical articulation of curriculum to grant partners
- work with project partners to implement and monitor the project
- monitor project budgets and spending
- participate in professional development workshops
- implement curriculum in accordance with the state of Utah's education standards
- collect data about progress toward proposed goals
- submit required reports in a timely manner

BTECH already has a strong working relationship with Utah State University. Both institutions are committed to aligning curriculum with workforce needs; expanding and improving training pathways; providing Core IT training development in Utah. We are confident that Utah State University and Bridgerland Technical College will work with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

A handwritten signature in black ink that reads "K. Chad Campbell". The signature is written in a cursive style with a large initial "K" and a stylized "C".

K. Chad Campbell
President



December 3, 2019

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Re: Core IT Strategic Workforce Investment Grant

Demand for trained information technology workers continues to grow. It is clear that Utah is not producing enough information technology workers to satisfy demand, and that the situation isn't improving. Local employers need more people if they are going to be able to grow, or even maintain, their businesses. Though we have made strides through the STEM-IT and Code to Success programs to begin to close the IT skills gap, it is not enough. More collaborative efforts need to be made across the state so that we are able to produce more entry level workers. Furthermore, we also need a pathway for our entry level workers to continue to gain expertise so that they are able to fill those advanced IT skills that often get exported outside of the state of Utah. This proposal resolves both of those issues and will help us close the current IT workforce skills gap through a statewide stackable credential pathway in Technology, Design, and Interaction.

Mountainland Technical College (MTECH) strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction pathway. This pathway will create a crucial career pathway from local school districts and MTECH programs into a field that is currently in need around the state and will only grow exponentially going forward. This proposal builds on our previous successful pipelines of IT STEM and Code to Success, to provide another stackable credential pathway. It expands existing program resources through concurrent enrollment opportunities for students and provides viable career development options for them.

By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) Bachelor's degree at USU, the Core IT proposal pathways program will facilitate additional training and employment opportunities for high school and MTECH students. The proposed pathway provides opportunities for students to apply secondary Career and Technical Education directly toward degree curriculum at USU, through more than just one of MTECH's certificate programs.

As a partner in the Core IT SWI grant, MTECH will provide managerial oversight for the program as it relates to our students. Specifically, MTECH commits to:



- work with project partners to implement and monitor the project
- monitor project budgets and spending
- participate in professional development workshops
- implement curriculum in accordance with the state of Utah's education standards
- collect data about progress toward proposed goals
- submit required reports in a timely manner

MTECH already has a strong working relationship with Utah State University. Both institutions are committed to aligning curriculum with workforce needs; expanding and improving training pathways; providing workforce for training development, user experience design, and instructional design in Utah. We are confident that Utah State University and the included Utah technical colleges will work with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

A handwritten signature in black ink, appearing to read 'Clay Christensen', written in a cursive style.

Clay Christensen
College President
Mountainland Technical College
2301 West Ashton Blvd.
Lehi, UT 84043



December 20, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

SWI Proposal - Core IT Statewide Stackable Credential Pathway

The Ogden-Weber Technical College (OTECH) is a committed partner with Utah State University (USU) and Bridgerland Technical College (BTECH) to form a new statewide stackable credential for Technology, Design, and Interaction. The collaborative effort provides solutions to address the disconnected educational pathway and growing employer demand.

Weber County statistics are staggering with over 1,500 information technology (IT) jobs projected in the next 10 years. OTECH's 42 graduates in 18 months are simply not enough to meet employer needs. With input from key IT employers, OWTC has already moved to shorter IT-related certificates focused on skill proficiencies versus seat-time training. Third party verifications, such as Cisco, Comptia, and Oracle, augment skill verification.

OTECH will dedicate resources to ensure students have opportunity for a seamless pathway.

- Build, share, and implement new curriculum content
- Create and formalize articulation agreements
- Participate in professional development
- Hire an additional part-time instructor for increased enrollment
- Promote the pathway for high school and tech college students
- Increase industry awareness of the stackable credential opportunity
- Collect project data for timely reporting
- Support ongoing collaborative efforts to achieve success

As educational stakeholders, we're eager to establish streamlined pathways culminating in job placement with a family-sustaining wage.

Sincerely,

James R. Taggart
President



DAVISTECH
DAVIS TECHNICAL COLLEGE

December 13, 2018

RE: USU Core IT Statewide Stackable Credential Pathway, Strategic Workforce Initiative Proposal

Dear Legislative Review Committee,

Davis Technical College (Davis Tech) is pleased to partner with Utah State University (USU) on the Core Information Technology (IT) Statewide Stackable Credential Pathway, Strategic Workforce Initiative Proposal.

Through this proposal, Davis Tech will partner with USU to expand entry level IT workforce and create an IT credential pathway to fill the growing job gap in the information technology sector.

Funding from this proposal will support salaries for new instructors, support the development and distribution of curriculum, and sustain ongoing collaborative efforts between educational institutions. These positions are critical to the implementation and success of the pathway. These positions will be responsible for teaching curriculum, developing and coordinating internships and jobs with industry partners, and ensuring a pipeline of students from secondary to post-secondary education.

Thank you for your consideration of this proposal. We appreciate the opportunity to partner with USU, other Tech Colleges, and our local school districts in continuing to expand educational pathway opportunities that meet the need for skilled workforce in the information technology industry state-wide.

Sincerely,

Darin Brush
President & CEO



December 21, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

The purpose of the Rural Online Initiative (ROI) program is to provide Utah's rural workforce and businesses with education, training, and services for online opportunities in remote employment, freelance work, and e-commerce.

The continued success we are having in Utah is dependent on finding highly qualified people with essential knowledge, abilities, and skills for the developmental software process. It is imperative that we begin resolving the workforce supply issue within our state.

The proposed Core IT Statewide Stackable Credential Pathway is a big step in the right direction. We feel that it will simultaneously produce more entry level workers for our IT dependent companies as well as provide those employees with the ability to grow in skills while continuing to work. We look forward to being part of this pathway by helping to prepare students in this pathway for remote work opportunities.

The ROI program strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new online Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through the tech college certificate programs.

As a partner in the Core IT Statewide Stackable Credential Pathway, we see value in the following ways:

- Added alignment for education and industry
- An additional funnel of students living in rural areas of the state
- Distance Education programs that will allow for career advancement

- More qualified employees that can work remotely and fill high need Core IT job
- Another pathway connection that will allow students to seamlessly continue their educational journey

We are committed to working with both institutions to align curriculum with workforce needs and help students grow in their desire to compete in IT fields, despite where they live. We are confident that Utah State University and Bridgerland Technical College will work with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

A handwritten signature in black ink, appearing to be the name 'Paul Hill', enclosed within a large, loopy oval shape.

Paul Hill
Extension Associate Professor
Utah State University
Rural Online Initiative
paul.hill@usu.edu
435-313-1667



State of Utah

GARY R. HERBERT
Governor

SPENCER J. COX
Lieutenant Governor

**Department of
Workforce Services**

JON S. PIERPONT
Executive Director

CASEY R. CAMERON
Deputy Director

GREG PARAS
Deputy Director

December 20, 2018

President Cockett
Utah State University
Old Main Hill
Logan, UT 84322

Re: Strategic Workforce Investment Proposal – Core IT Statewide Stackable Credential Pathway

The Department of Workforce Services Bear River/Wasatch Front North Service Area is very pleased to support Utah State University and their Core IT Statewide Stackable Credential Pathway (Core IT) proposal in partnership with Bridgerland, Davis, Mountainland and Ogden-Weber Technical Colleges.

There is currently no other program in the state of Utah that provides a collaborative education and training pathway with such comprehensive curriculum and variety of employment opportunities for job seekers. I find the Core IT proposal to have exceptional value in the solutions it provides to meet the more immediate needs of employers, in addition to the long-term demand for technically skilled workers well into the future.

The need to augment the workforce throughout all sectors of the IT industry is compelling. This need is clearly demonstrated by the deficit in skilled workers with over 4,000 current unfilled positions in the state.

The Core IT proposal is also progressive in creating collaborative partnerships and leveraging resources with existing programs such as Code to Success and STEM IT. Core IT serves students starting in high school with multiple credential/degree options along the pathway and the potential to culminate in advanced degrees.

Department of Workforce Services fully supports this proposal and will collaborate with Utah State University and all affiliates by:

- Assisting with educating students regarding available training programs and related employment opportunities
- Providing relevant sources of data, labor market information and other applicable tools and reports to participating partners and employer advisors
- Identifying underserved/underemployed individuals who may benefit from the initiative and who could be informed of the opportunity
- Providing employment preparation services and job placement referrals for participants to obtain gainful employment upon completion of training

The Department of Workforce Services has strong relationships with Utah State University; Bridgerland, Davis, Mountainland and Ogden-Weber Technical Colleges and their affiliates. We highly support this project and will work as an ongoing partner to attain successful outcomes.

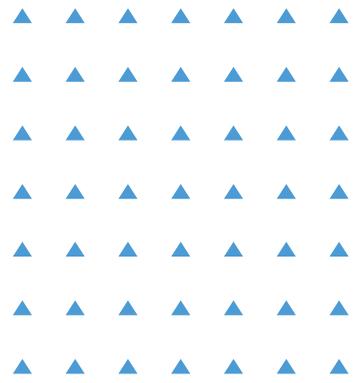
Sincerely,



Debbie Sparks, Director

Utah Department of Workforce Services
Wasatch Front North/Bear River Economic Service Area
Utah Department of Workforce Services
(435) 792-0545

2600 W Executive Pkwy
Unit 140
Lehi, UT 84043
United States



Dear Utah Governor's Office of Economic Development,

Silicon Slopes is the voice, hub, and heart of Utah's startup and tech community. As a 501(c)(3) nonprofit organization, we empower Utah's startup and tech community to learn, connect, and serve in an effort to make entrepreneurship and opportunity in Silicon Slopes open and accessible to all.

We have an urgent need in the State of Utah for qualified people with the specific knowledge and skills for the developmental software process. We are working with several entities to try to resolve the workforce supply issue within our state and are completely supportive of the Core IT Statewide Stackable Credential Pathway program.

The proposed pathway is a much-needed collaboration between education and industry. We feel that it will simultaneously produce more entry level workers for our IT dependent companies as well as provide those employees with the ability to grow in skills while continuing to work. We look forward to being part of this program by helping to forge additional relationships between these entities and by helping to let interested employers and employees know about the opportunities it affords.

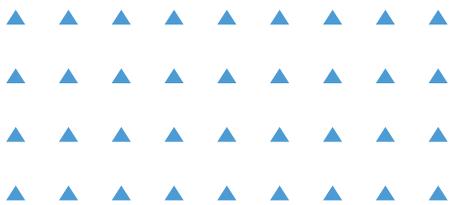
The Silicon Slopes organization strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new online Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through the tech college certificate programs. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU.

We are committed to working with both institutions to align curriculum with workforce needs and help students grow in their desire to compete in IT fields. We are confident that Utah State University and Bridgerland Technical College will work with education and industry partners to leverage Strategic Workforce Investment funds to help ensure the continued economic vitality across the entire state of Utah.

Sincerely,

Garrett Clark
Director of Operations

Siliconslopes.com
385. 374. 0885
garrette@siliconslopes.com





OFFICE OF THE COMMISSIONER

January 3, 2019

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

The Utah System of Technical Colleges (UTech) mission is "to meet business and industry needs for technically-skilled workers and promote economic development by providing market-driven technical education to secondary and adult student." This grant is completely aligned to UTech's mission. Currently, the State of Utah is under duress to produce more skilled IT workers. These positions are pivotal to the continued success of our IT industry. This statewide Core IT grant is a big step in the right direction. We feel that it will simultaneously produce more entry-level workers across the Wasatch front and beyond.

Along with the four technical colleges included on this grant, UTech strongly supports Utah State University's (USU) and Bridgerland's proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school students, technical college level students, unemployed, and the currently employed that are looking to upskill.

UTech fully endorses these objectives and applauds the efforts to connect these usually disconnected educational institutions from Code to Success, to technical colleges and Utah State University. We are confident that Utah State University and Bridgerland Technical College will work with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

A handwritten signature in black ink, appearing to read "Jared A. Haines".

Jared A. Haines
Interim Utah Commissioner of Technical Education

BOTTEGA

To Whom it May Concern;

Bottega is prepared to work with Utah State University to partner in developing technology pathways for K-12 students, specifically those who engage with the Code to Success program powered by Bottega. Together we will build curriculum within a framework of Carnegie units that support and build industry credentials. This process will provide coursework and instruction for non-traditional and traditional candidates and to work with the project management team to create custom, short term and intensive training options which are targeted towards specific skill gaps. Currently there are no pathways for students who pursue certification and look to transition into another institution.

Bottega appreciates the guidance of our education partners of Bridgerland Technical College and Utah State University as well as industry partners throughout the state of Utah to inform us of in-demand skills paired with effective educational modeling. The intended result will be a renewed focus for students to obtain an associate's degree, access to higher paying jobs, continued education focus, and a growing community that supports students and alumni at multiple levels.

Bottega is committed to participating as a USU partner for the initial pilot.

A handwritten signature in black ink, appearing to read "Scott Schwab". The signature is fluid and cursive, with the first name "Scott" and last name "Schwab" clearly distinguishable.

Scott Schwab | Co-Founder
Bottega

December 26, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

My Tech High is a personalized, full-time, public school program in Utah focused on teaching students important, relevant skills in IT and entrepreneurship. Now in our 10th year in partnership with innovative school districts across the state, we currently serve nearly 4,500 students who learn best at home. Every student participating in the My Tech High program is required to take a tech or entrepreneurship course EVERY semester in an effort to develop a well-trained workforce for our state's thriving economy.

We know that developing tomorrow's workforce is pivotal in our state's success. Utah cannot be successful without developing highly qualified people with essential knowledge, abilities, and skills for the developmental software process. The K to Career pipeline for the IT industry does not exist and it is imperative that we begin resolving this workforce supply issue for all the growing companies in our state.

My Tech High, Inc. is excited for the Core IT Strategic Workforce Investment grant. We see this as a big step in the right direction. We feel that it will simultaneously produce more entry level workers and even more exciting is that our young students will have the ability to grow in skills with a clear and productive path towards earning additional post-secondary credentials and/or find meaningful career opportunities at local companies in Utah. USU has a fantastic record for creating powerful online learning. We are excited to begin to offer this as an option for upskilling our current workforce.

My Tech High strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through more than just one of (tech college) certificate programs.

As a partner in the Core IT statewide stackable credential pathway, My Tech High commits to:

- Serving on the Advisory Board
- Providing in-kind contributions totaling \$10,000
- Donating time and expertise focused on project-based curriculum development

- Supporting students working on real-world projects for local companies
- Granting Early College Credit Tuition Reimbursements for eligible high school students
- Enabling innovative partnership opportunities with SNHU and College for America

My Tech High strongly encourages students to pursue their post-secondary education through great schools such as Utah State University and local tech colleges across the state. We are committed to working with all institutions to better align curriculum with workforce needs; expanding and improving training pathways; providing workforce with training development.

We are confident that Utah State University and Bridgerland Technical College will work well with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

A handwritten signature in black ink that reads "Matt Bowman". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Matt Bowman
Founder / CEO and Utah-certified Teacher
My Tech High, Inc.
mytechhigh.com
bowman@mytechhigh.com
801-319-3518



ATOMIC JOLT

December 13, 2018

Strategic Workforce Initiative: Core IT Statewide Stackable Credential Pathway

Atomic Jolt sits at the intersection of instructional design and development. We recognize that a well-designed learning experience is only part of problem solution. A well-developed experience and the critical conversation that happens between design and development is where the rubber truly meets the learning road.

We are particularly excited to leverage our robust and growing client base as well as rich variety of work which spans higher education, small business/startup consulting, and innovative design approaches like Agile among many others into real world projects for LEDP students. We have already engaged in early talks with Instructional Technology and Learning Sciences at USU about acting as a broker for authentic projects that students could work on. We are committed to providing these opportunities for students in the new bachelor's program, encouraging students to see the Atomic Jolt workplace, and discussing our what working at Atomic Jolt looks like with BTECH students who will eventually participate in the bachelor's program at USU. As an advisory board member I look forward to providing feedback on curriculum as it evolves.

Atomic Jolt recognizes the shifting nature of the workforce in Northern Utah and the need to train the next generation of designers and developers to meet those changing workforce needs.

Signature

Joel Duffin, CEO

Atomic Jolt

joel.duffin@atomicjolt.com

(435) 770-2165



December 31, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

CodeFund is an ethical digital advertising platform that funds Open Source software development. We have already distributed over \$60,000 to Open Source software developers all over the world. We have been growing at a rate of about 15% per month. However, being a Utah-based company, our future success will hinge on finding highly qualified people with essential knowledge, abilities, and skills for the developmental software process.

CodeFund is excited for the Core IT Strategic Workforce Investment grant. We see this as a big step in the right direction. We feel that it will open up eager minds to Open Source software development, which will not only make them a more qualified entry level workers at CodeFund, but more so, they will be qualified to participate in the open source ecosystem. USU has a fantastic record for creating powerful online learning. We are excited to begin to offer this as an option for upskilling our current workforce.

CodeFund company strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through more than just one of (tech college) certificate programs.

As a partner in the Core IT statewide stackable credential pathway, CodeFund commits to:

- provide paid bounties on open source projects
- developer mentorship
- participate in annual ongoing advisory meetings
- unpaid internships

Sincerely,

Eric Berry
CEO / Co-Founder

A handwritten signature in blue ink, appearing to read "Eric Berry", written over the typed name and title.

December 20, 2018

SUBJECT: STRATEGIC WORKFORCE INITIATIVE

Conservice is a multi-market utility billing company meeting the needs of both large and small customers. Since 2007 we have grown from 100 employees to over 1,800. That has necessitated an increase in the number of trained employees we have, as well as the opportunities our current employees need to be able to advance in their careers.

Like many companies we have a story to tell and a philosophy to how we approach our work. We cultivate a positive and fun work environment where successes are celebrated and rewarded, where our employees feel supported. The kind of place where you can have a foosball tournament in the Mos Eisley Cantina (break room) or come to a holiday party with Davide Blaine. We work as hard as we play and take our training and education seriously.

We are particularly interested to partner with both USU and BTECH for their Core IT Statewide Stackable Credential Pathway proposal which includes their new Bachelor's program in Technology, Design, and Interaction (TDI). We recognize that acknowledging workplace culture and starting training with a user-centered focus is critical to the kind of business we are and that user-centered design plays a key role in the preparation of TDI students.

Conservice is committed to being part of the conversation about how students entering from either the K-12 or career transition pipeline are prepared for Core IT positions. As a company we are committed to the following:

- Serve as a member of the Advisory Board member and provide feedback and input to help keep the program aligned with our corporate needs.
- Provide workplace walkthroughs for TDI students so they can get a look at Conservice culture as well as how we have managed growth and the associated growth of training and IT needs.
- Provide work release for students to attend both BTECH and USU courses in these new programs.
- Continue offering appropriate projects and internships to students so that we can better prepare them for the workforce.

We look forward to the creation of this educational opportunity for our current as well as for our future employees.

Sincerely,



Shauna Karren
Director of Human Resources



December 3, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111
Core IT Statewide Stackable Credential Pathway SWI Grant

Degreed is an enterprise SaaS company employing over 250 people in IT. Our current and future success is dependent upon having a well-trained workforce. In addition to having developers, we have many positions available like security auditors, product managers, and product designers. These positions are pivotal in our success. We cannot be successful without finding highly qualified people with essential knowledge, abilities, and skills for the developmental software process. It is imperative that we begin resolving this workforce supply issue for our company and our state.

Degreed is excited for the Core IT Strategic Workforce Investment grant. We see this as a big step in the right direction. We feel that it will simultaneously produce more entry level workers at software engineering but even more exciting is that our current employees will have the ability to grow in skills while continuing to work for us. USU has a fantastic record for creating powerful online learning. We are excited to begin to offer this as an option for upskilling our current workforce.

Degreed strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway.

As a partner in the Core IT statewide stackable credential pathway, Degreed commits to:

- Work with project partners to implement and monitor the project
- Participate in annual ongoing advisory meetings
- Help develop curriculum
- Collect data about progress toward proposed goals

Degreed is looking forward to a strong working relationship with Utah State University and our tech colleges. We are committed to working with both institutions to align curriculum with workforce needs; expanding and improving training pathways; providing workforce with training development.

Sincerely,

A handwritten signature in black ink, appearing to read "Kat Kennedy", with a long horizontal flourish extending to the right.

Kat Kennedy
Chief Product Officer, Degreed



12/10/2018

Subject: Talent Ready Utah Submission

Elearning Brothers is a leading instructional development and design company located in American Fork, Utah. We pride ourselves in providing polished learning development assets as well as creative custom development of elearning for Fortune 500 companies all over the world. We are growing at a tremendous rate and find that one of our biggest challenges is to find and hire experienced employees.

Many of our job applicants do not have the knowledge and the skills that are needed to be effective in our field and college graduates in the respective programs are not sufficiently prepared. We have found a significant need for training programs in the field to be better connected with the corporate and educational demands that are required for their graduates to get jobs.

The Instructional Technology and Learning Sciences department at Utah State University, along with Bridgerland Applied Technology College, have recognized this need and created a plan that could help to bridge this gap and enable better opportunities for employment with a stackable credentialing model. We at Elearning Brothers are committed to supporting their efforts by offering the following:

- Participation as a member of their advisory board that will help inform and guide the program.
- The opportunity to connect students to professionals by offering opportunities for webinars, company tours, and guest speakers at their internal student events.
- Projects and internships that will give the students real life opportunities to use new skills.
- A direct link to an established company that is hiring significant employees in the learning design and development field.

We at eLearning Brothers feel this could be a mutually beneficial arrangement and look forward to the opportunity to better connect and support programs that will make a difference for students and employers.

Sincerely,

Richard L. Vass
eLearning Brothers Custom
Studio Director

December 19th, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111



Core IT Statewide Stackable Credential Pathway SWI Grant

Fusionware, a produce supply chain solution that manages over 70% of all the raw goods for Frito Lay Potato Chips. Our current and future success is dependent upon having a well-trained workforce. In addition to having coders, we have many positions available like data analysts, business intelligence and customer success representatives with SaaS experience. These positions are pivotal in our success. We cannot be successful without finding highly qualified people with essential knowledge, abilities, and skills for the developmental software process. However, that has been a significant challenge since founding Fusionware. It is imperative that we begin resolving this workforce supply issue for our company and our state.

Fusionware is excited for the Core IT Strategic Workforce Investment grant. We see this as a big step in the right direction. We feel that it will simultaneously produce more entry level workers with a foundational skill sets but even more exciting is that our current employees will have the ability to grow in skills while continuing to work for us. We are excited to begin to offer this as an option for upskilling our current workforce.

Fusionware strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level students.

As a partner in the Core IT statewide stackable credential pathway, Fusionware commits to:

- 10 internships
- Work based learning opportunities
- Work with project partners to implement and monitor the project
- participate in annual ongoing advisory meetings
- Help develop curriculum
- collect data about progress toward proposed goals
- submit required reports in a timely manner

Fusionware has a strong working relationship with Brigham Young University Idaho and is looking forward to the same type of relationship with USU. We are committed to working our

educational institutions to align curriculum with workforce needs; expanding and improving training pathways; and providing our workforce with training development.

Sincerely,

A handwritten signature in black ink, appearing to read 'Creg V. Fielding'. The signature is fluid and cursive, with a large initial 'C' and a distinct 'V'.

Creg V. Fielding
CTO / Founder

December 20, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

Girls in Tech PHX committed to advancing women in technology from the classroom to the boardroom. Our current and future success is dependent upon providing women with access to workforce development opportunities and helping the companies that support our organization to fulfill their IT staffing needs. We cannot be successful without finding highly qualified people with essential knowledge, abilities, and skills for the developmental software process. However, that has not been the case for the past several years. It is imperative that we begin resolving this workforce supply issue for our industry.

Girls in Tech PHX is excited for the Core IT Strategic Workforce Investment grant. We see this as a big step in the right direction. We feel that it will simultaneously produce more entry level workers at in full stack development but even more exciting is that our current employees will have the ability to grow in skills while continuing to work for us. USU has a fantastic record for creating powerful online learning. We are excited to begin to offer this as an option for upskilling our current workforce.

Girls in Tech PHX strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through more than just one of (tech college) certificate programs.

As a partner in the Core IT statewide stackable credential pathway, Girls in Tech PHX commits to:

- Tuition reimbursements in the form of scholarships for at least 5 qualified women each year
- Collecting data about progress toward proposed goals
- Submit required reports in a timely manner

Girls in Tech PHX has a strong working relationship with Utah State University and Bottega. We are committed to working with both institutions to align curriculum with workforce needs; expanding and improving training pathways; providing workforce with training development. We are confident that Utah State University and Bottega will work with education and industry

partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

A handwritten signature in black ink that reads "Rebecca".

Rebecca Clyde

Co-Managing Director, Phoenix
602.380.9313

phoenix.girlsintech.org

Kelcom LLC

December 23, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

Dear Recipient:

KELCOM Holdings LLC is a local company that has been a member of the Utah State technology industry for over 30 years. Our current and future success is dependent upon having a well-trained workforce. We cannot be successful without finding highly qualified people with essential knowledge, abilities, and skills for the developmental software process. However, that has not been the case for the past few years. It is imperative that we begin resolving this workforce supply issue for our company and our state.

KELCOM LLC is excited for the Core IT Strategic Workforce Investment grant. We see this as a big step in the right direction. We feel that it will simultaneously produce more entry level workers at our company, but even more exciting is that our current employees will have the ability to grow in skills while continuing to work for us. USU has a fantastic record for creating powerful online learning. We are excited to begin to offer this as an option for upskilling our current workforce.

KELCOM strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through more than just one of Bridgerland Technical College's certificate programs.

As a partner in the Core IT statewide stackable credential pathway, KELCOM LLC commits to:

- Donation of time and Industry expertise
- Work based learning
- work with project partners to implement and monitor the project
- participate in annual ongoing advisory meetings
- Help develop curriculum
- collect data about progress toward proposed goals
- submit required reports in a timely manner

KELCOM LLC has a strong working relationship with Utah State University and Bridgerland Technical College. We are committed to working with both institutions to align curriculum with workforce needs; expanding and improving training pathways; providing workforce with training development. We are confident that Utah State University and Bridgerland Technical College will work with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

A handwritten signature in black ink, appearing to read "James C. Frary". The signature is fluid and cursive, with a large initial "J" and a long, sweeping underline.

James C. Frary
President



395 S. Main St. #101
Alpine, UT 84004

December 21, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

eDraw is a super powerful company employing over 6 people in IT. Our current and future success is dependent upon having a well trained workforce. In addition to having coders, we have many positions available like Sr. Software Engineer, VP of Sales, and Product Manager. These positions are pivotal in our success. We cannot be successful without finding highly qualified people with essential knowledge, abilities, and skills for the developmental software process. However, that has not been the case for the past year. It is imperative that we begin resolving this workforce supply issue for our company and our state.

eDraw is excited for the Core IT Strategic Workforce Investment grant. We see this as a big step in the right direction. We feel that it will simultaneously produce more entry level workers at eDraw but even more exciting is that our current employees will have the ability to grow in skills while continuing to work for us. USU has a fantastic record for creating powerful online learning. We are excited to begin to offer this as an option for upskilling our current workforce.

eDraw strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through more than just one of (tech college) certificate programs.

As a partner in the Core IT statewide stackable credential pathway, eDraw commits to:

- 2 internships
- Work based learning
- Participate in annual ongoing advisory meetings
- collect data about progress toward proposed goals

eDraw has a strong working relationship with Utah State University Bridgerland Technical College. We are committed to working with both institutions to align curriculum with workforce needs; expanding and improving training pathways; providing workforce with training development. We are confident that Utah State University and Bridgerland Technical College will work with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

Mike Lacey
CEO, eDraw

December 28, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

CORE IT STATEWIDE STACKABLE CREDENTIAL PATHWAY SWI GRANT

Mindfire is located in Davis County / Layton employing over 30 people in IT. These positions are pivotal to our success. We cannot be successful without finding highly qualified people with essential knowledge, abilities, and skills in the Software Development Life Cycle. It is imperative that we begin resolving this workforce supply issue for our company and our state.

Mindfire is excited for the Core IT Strategic Workforce Investment grant. We see this partnership between academic institutions as a step in the right direction as it will help eliminate barriers for students wanting to continue in higher education.

It is our hope that this partnership will produce more skilled IT workers in our region. There is value in a workforce that balances industry experience and formal education. Computers Science is both a science and an art; therefore, CS Education is most powerful when instruction can be contextualized by experience.

Mindfire supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway with Utah high schools and the Utah System of Technical Education. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through more than just one (tech college) certificate programs.

As a partner in the Core IT statewide stackable credential pathway, (company) commits to:

- In kind contributions totaling \$_____
- Donation of software and supplies
- Internships
- Work based learning
- Tuition reimbursements for _____
- Work with project partners to implement and monitor the project
- Participate in annual ongoing advisory meetings
- Help develop curriculum

Mindfire has a strong working relationship with Davis Technical College. We are committed to working with them to align curriculum with workforce needs; expanding and improving training pathways; providing workforce with training development. We are confident that Utah State University and Davis Technical College will work with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,



Nate Zaugg
President / CTO Mindfire Technology



December 22, 2018

Derrick Isaacson
VP of Engineering
Neighbor Storage, Inc.
3451 Triumph Blvd
Suite 200
Lehi, UT 84043

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

I am Derrick Isaacson and currently serve as the VP of Engineering for Neighbor Storage. Neighbor is a local, rapidly growing, venture backed software company. Before Neighbor I lead the engineering org as the Senior Director of Engineering for Lucid Software. I hold a BS in Computer Engineering from BYU and an MS in Computer Science from Stanford University. I also have worked in engineering roles at Microsoft and Amazon.

Our current and future success at Neighbor is dependent upon having a well-trained workforce in Utah. In addition to having Software Engineers, we will need to hire UI Designers, Mobile Engineers, Quality Assurance Specialists, Network Administrators, and DevOps Engineers. These positions are pivotal in our success. We cannot be successful without finding highly qualified people with essential knowledge, abilities, and skills for the developmental software process. However, many of those roles are hard to fill. It is urgent for us to improve this talent supply issue for our company and state.

I am excited for the Core IT Strategic Workforce Investment grant. I see this as a big step in the right direction. I feel that it will simultaneously produce more entry level workers at QA Engineer, UI Designer, and DevOps Engineer roles, but even more exciting is that our current employees will have the ability to grow in skills while continuing to work for us. USU has a fantastic record for training engineering professionals. We are excited to begin to offer this as an option for upskilling our current workforce.

I strongly support Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level

students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU.

As a partner in the Core IT statewide stackable credential pathway, I commit to:

- Work with project partners to implement and monitor the project
- Participate in annual ongoing advisory meetings
- Help develop curriculum

I have partnered in recruiting from Utah State University for several years. We are committed to working with these institutions to align curriculum with workforce needs, expand and improve training pathways, and provide workforce with training development. We are confident that Utah State University and academic partners will work with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

A handwritten signature in cursive script that reads "Derrick Isaacson".

Derrick Isaacson
VP of Engineering
Neighbor Storage, Inc.
derrick@neighbor.com
801-830-7020

December 3, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

Notis is a new, and rapidly growing company in the Wasatch Front. Our current and future success is dependent upon having a well-trained workforce. In addition to having coders, we have many positions available like advertisement integration experts, UX/UI experts, and top designers. These positions are pivotal in our success. We cannot be successful without finding highly qualified people with essential knowledge, abilities, and skills for the developmental software process. However, that has not been the case for the past 10 months. It is imperative that we begin resolving this workforce supply issue for our company and our state.

Notis is excited for the Core IT Strategic Workforce Investment grant. We see this as a big step in the right direction. We feel that it will simultaneously produce more entry level workers at Notis but even more exciting is that our current employees will have the ability to grow in skills while continuing to work for us. USU has a solid record for creating online learning and we are excited to begin to offer this as an option for upskilling our current workforce.

The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through more than just one of certificate programs.

As a partner in the Core IT statewide stackable credential pathway, Notis commits to:

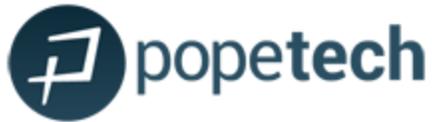
- 6 internships
- Tuition reimbursements for our employees attending these programs

We are confident that Utah State University and our State Technical Colleges will work with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

A handwritten signature in black ink, appearing to read "Jesse Robinson".

Jesse Robinson
Co-Founder, CSO



January 2, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

Pope Tech is a Cache Valley, UT based small business specializing in web application development, security and website accessibility. We employ a handful of talented IT professionals that require up to date skills in a fast changing industry. When we hire, there is significant value to finding candidates with current, relevant work experience. Often, entry positions are difficult to hire for as there is a significant gap between a candidate that has a few years of experience and a candidate that is either fresh out of school or otherwise just getting started. The burden of getting these employees to a point that they add value to our organization often leaves us choosing to not hire and to make do with what we have. This creates a situation where people that want to work, and are even trained to work are accepting jobs well below what they otherwise would, or even being left out of the industry altogether when they fail to find positions at their skill level.

Beyond this entry level gap within the market, businesses looking for experienced employees often find it difficult to hire or retain trained staff as there are less people qualified to do these jobs than what the need is. From our perspective, this dynamic is systemic in the IT industry and leads to shortages on the experienced end, and low wages or lack of opportunities for entry level candidates.

The programs students are attending need stronger alignment with what the industry is doing so that graduates of their programs are able to find jobs they are ready to step into. We see the opportunity for stronger industry partnerships that create better economic incentives to invest in a student and help keep the existing workforce current within their profession are essential to bridging this gap. While we see a byproduct of this grant as creating better opportunities for the student as well as our local market, it would be useful to assess and work to correct some of these imbalances both in creating better opportunities in Cache Valley as well as connecting our workforce with places that are struggling to meet even entry positions.

Pope Tech is excited for the Core IT Strategic Workforce Investment grant. We see this as a big step in the right direction. We feel that it will simultaneously produce more entry level workers as well as improve the quality and the experiences they receive in their academic preparations to enter the workforce. USU has a fantastic record for creating powerful online learning. We are excited to begin to offer this as an option for creating more experiences and better opportunities in our community.

Pope Tech strongly supports Utah State University's (USU) proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through more than just one of Bridgerland Technical College certificate programs.

As a partner in the Core IT statewide stackable credential pathway, (company) commits to:

- Work based learning activities
- Work with project partners to implement and monitor the project
- Participate in annual ongoing advisory meetings as well as helping to develop curriculum
- Collect and submit data reports on grant objectives

Pope Tech has a strong working relationship with Utah State University and Bridgerland Technical College. We are committed to working with both institutions to align curriculum with workforce needs; expanding and improving training pathways; providing workforce with training development. We are confident that Utah State University and Bridgerland Technical College will work with education and industry partners and leverage Strategic Workforce Investment funds to improve economic vitality across the entire state of Utah.

Sincerely,

A handwritten signature in black ink, appearing to read "John Pope".

John Pope
Partner, VP of Software Development



Rent Dynamics
91 E. 700 S.
Logan, UT 84321

December 12, 2018

To Whom It May Concern,

Rent Dynamics offers multiple products in the multifamily industry. We provide Software as a Service as well as run a full-service contact center. We are located in Logan, Utah and strive to be a great asset to the community.

As the Software Development Manager at Rent Dynamics I am constantly hiring and training new software engineers, many of which have come from Bridgerland Technical College (BTECH). In addition, we have to continually hire and train our contact center agents as well as our clients to utilize our software platform. Also, I have served on Bridgerland's IT/Mobile and Web Development advisory boards. Both of these roles (Manager and Advisory Committee Member) have made me keenly aware of just how crucial effective employee training and development can be for an organization. In many ways, our capacity to effectively train our employees is correlated with our success and growth as a company. We promote from within the organization. This usually results in a highly skilled software engineer needing to develop new skills (user experience design, project management, instructional design) as she/he moves up in the organization. However, many of my employees do not have a clear pathway for obtaining these skills because, as of now, there is only a masters and doctorate degree available in the Instructional Technology and Learning Science department (ITLS) at Utah State University (USU).

This project is much needed. The knowledge and skills proposed in this new pathway from Bridgerland to USU would be exceptionally valuable for both my current and future employees. I am committed to this project and excited to contribute as an advisory committee member to ensure its success.

Sincerely,

A handwritten signature in black ink, appearing to read "Skyler Cain", written over a horizontal line.

Skyler Cain
Software Development Manager
Rent Dynamics
435.232.9498
skyler@rentdynamics.com



SUCCESS *in* EDUCATION

111 East Broadway Suite 900
Salt Lake City, UT 84115
801.257.3577

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Core IT Statewide Stackable Credential Pathway SWI Grant

This letter is to certify that we, the Success in Education Foundation, are committed to partnering with Utah State University, the technical colleges, and Bottega with regards to the Core IT Statewide Stackable Credential Pathway SWI Grant.

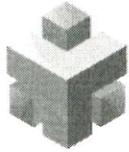
The Success in Education Foundation has three educational programs for Utah students, one is Code to Success – a free, summer coding boot camp for high school students. Within the summer boot camp, incoming freshmen to recently graduated seniors get hands-on experience with HTML, CSS, JavaScript, and REACT. Bottega has graciously donated curriculum for the students in Code to Success who come from all backgrounds and skill levels.

Code to Success is a launch point for thousands of Utah students into the field of computer science. It is imperative to have tangible pathways for Code to Success graduates to continue their computer science education. Curriculum alignment from Code to Success, technical colleges, and Utah State University is crucial to create a pipeline for Utah students to gain experience and education to contribute to an advanced-level IT workforce.

With the shortage of qualified coders and programmers in Utah, every resource that can be devoted to the computer science education of students will greatly benefit not only computer science education within Utah, but create a stronger economy in the long-run. We believe our support and commitment to the proposal will contribute to Utah industry growth, more effective levels of education, and cultivate Utah students' passion and determination within the field of computer science.

Sincerely,

Rick Folkerson
President
111 E Broadway Suite 900
Salt Lake City, Utah 84111
W. 801-257-3406



UK2 GROUP

UK2 Group

517 W 100 N
Suite 225
Providence, UT 84332

December 26, 2018

To whom it may concern:

I am writing in behalf of Bridgerland Technical College (BTECH), and the Core IT Strategic Workforce Investment grant to create a statewide stackable credential pathway for IT. Having close involvement with BTECH's IT Advisory committee for over 10 years, I've had firsthand experience working alongside administration, teachers, advisors and students within the IT and Web & Mobile Development departments at BTECH. I find them to be knowledgeable in many areas of information technology; security, networking, systems administration, development, and hardware.

Our current and future success is dependent upon having a well trained workforce. In addition to having developers, we have many positions available like Technical Support, Data Center Technicians, Systems Administrators, and Network Engineers. We cannot be successful without finding qualified people with essential knowledge, abilities, and skills in the IT space. Over the past 4-5 years, the local market has become even more competitive, and talent is getting harder to find. It is imperative that we begin resolving this workforce supply issue for our state.

I strongly support USU's and BTECH's proposal for Strategic Workforce Investment grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways programs for education and training, it will facilitate additional employment opportunities for high school and tech college level students. The proposed pathway provides opportunities for students to apply secondary CTE education directly toward degree curriculum at USU through more than just one of (tech college) certificate programs.

As a partner in the Core IT statewide stackable credential pathway, UK2 Group commits to:

- Donation of server / computer hardware and supplies
- Continuation of internships and employment opportunities for students
- Work with project partners to implement and monitor the project's successful implementation
- Participate in annual ongoing advisory meetings
- Help develop curriculum
- Collect data about progress toward proposed goals

I have personally hired dozens of BTECH students over the past 15 years to work for our company. In almost every case, I have found each student to have a good foundation of technical knowledge, above what is taught in High School and in some cases university courses. The hands on training these students receive at BTECH helps prepare them to enter the work force with skills needed to secure employment. With the Increasing growth of the tech sector in Utah, IT companies like UK2 Group need qualified candidates to step into important jobs that benefit the company and the individual. If we can improve the process by which we teach more young people the various aspects of IT, developing specialized skills, companies like ours will be able to hire local talent rather than outsourcing to other locations both domestic and abroad.

We have an amazing pool of young people in Utah. If we can give them the practical tools necessary to be successful, furthering career development and training. we will improve the economic vitality of communities in Northern Utah, and beyond. I commit to serving as an advisory member on this grant. I trust BTECH to utilize these Talent Ready funds to further prepare individuals to enter technology focused careers in our great state!

Sincerely,

A handwritten signature in cursive script that reads "Brian Chambers". The signature is written in black ink and is positioned below the word "Sincerely,".

Brian Chambers
Director of Human Resources
UK2 Group
Email: Brian.chambers@uk2group.com
Phone: 435-227-1217



December 18, 2018

Utah Governor's Office of Economic Development
60 East South Temple, 3rd Floor
Salt Lake City, UT 84111

Re: Core IT Statewide Stackable Credential Pathway SWI Grant

Xactware Solutions, a Verisk company, was established in Utah and has contributed to Utah's reputation as a center for technology development. We provide computer software and data system solutions for professionals involved in estimating all phases of construction, repair, and property claims resolution. Xactware with its sister companies co-located in Lehi, Utah and elsewhere, is a leading source of information about property/casualty insurance risk.

To execute our mission and address customer needs, we have development teams spanning a variety of technologies. We have need of software architects, coders, user experience designers and a many of others, including database engineers and administrators, IT technicians, automation engineers, and project managers. Our success depends up on the quality of the people we can bring into these positions. They must have the knowledge, abilities and skills required for software development, as well as, IT system engineering and maintenance. Too often, it is difficult to find people with the requisite skills and ability learn and grow with the technologies as they advance.

Xactware has been pleased with the number of qualified personnel we've been able to draw from Utah State University (USU) over the years and believe that more can be done to enable our technical schools, statewide to address what often appears to be a deficit of qualified personnel available in the workforce. We have enjoyed fruitful relationships with Mountainland Technical College (MTECH) and Utah Valley University locally, and strongly support efforts to enable our state's education system to become more agile in enhancing the state's workforce with the knowledge, abilities and skills that are in demand.

Therefore, Xactware is pleased to support pursuit of the Core IT Strategic Workforce Investment Grant. We believe the grant will fund programs to produce better qualified entry-level personnel and prepare them with greater capacity to stay abreast of technology development over time. Additionally, we see opportunities to upskill current employees in preparation for new development challenges as they arise.

Specifically, Xactware strongly supports USU's proposal for Strategic Workforce Investment Grant funds to support the formation of a new Technology, Design, and Interaction bachelor's and a statewide stackable credential pathway. By promoting and developing seamless pathways into the USU AAS Degree in General Technology and then to the new Technology, Design, and Interaction (TDI) B.S. at USU, the TDI proposal pathways program will facilitate additional training and employment opportunities for high school and tech college level students. The proposed pathway provides opportunities for students to apply secondary



CTE education directly toward degree curriculum at USU through multiple (tech college) certificate programs.

As a partner in the Core IT statewide stackable credential pathway, Xactware commits to:

- software development, quality assurance, and IT internships
- work based learning options
- tuition reimbursement for employees engaged in pathway courses (dependent on available budget funds)
- work with project partners to implement and monitor the project
- participate in annual ongoing advisory meetings
- help develop curriculum
- support employees serving as instructors
- collect data about progress toward proposed goals
- submit required reports in a timely manner

Based on past success with Utah State University and Mountainland Technical College, we are confident in their ability to leverage Strategic Workforce Investment Grant funds effectively. We are committed to work with both institutions to develop curriculum that aligns with business needs, expands and improves training pathways, and supports development of the state's workforce. We believe that partnerships like this, between business and education, to leverage public sector resources effectively are critical to improving sustainable economic vitality throughout Utah.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jim Evans", with a stylized flourish extending to the right.

Jim Evans
Chief Operating Officer

Utah System of Higher Education
Credit Articulation Agreement for Non-Credit Courses
FY2018-19

This Agreement, between Utah State University (USU), a USHE credit-granting institution, and Bridgerland Technical College (BTC), specifies the terms and conditions for the granting of Utah State University credit for non-credit course work successfully completed at BTC. The parties enter into this Agreement on the 1 day of October , 2018.

I. CREDIT ARTICULATION CONSIDERATIONS

This Agreement covers the Bridgerland Technical College programs described in the attached table. The administrative model may be considered dual enrollment or credit awarded through an established articulation agreement as defined in R473.

A. Description:

1. USU/BTC Certificate to AAS Degree Pathway Table (See Attachment)
2. Applicable BTC Certificate of Program Completion Evaluation Forms

B. Special Provisions:

1. Overall administration for this program rests with the USU School of Applied Sciences, Technology, and Education.
2. The student that transfers from BTC will meet the current USU admissions standards. Students may apply at www.usu.edu/apply.
3. The student must be admitted to USU within 12 months of completing the non-credit course(s) at BTC to apply for higher education credit.
4. Upon fulfillment of the AAS degree requirements the student will receive thirty (30) semester hours of credit for their certificate from BTC. The student must provide an official transcript from BTC to USU when they apply for graduation.
5. The AAS degree at USU is a minimum of 63 credits although additional credits may be needed to meet program requirements or course prerequisites.
6. Courses that make up the AAS degree are offered in a variety of formats including face-to-face, online, and Interactive Video Broadcast.
7. Some program availability will be dependent upon student enrollments.
8. The student will be charged the current USU tuition and fees according to the current tuition and fee schedule at <http://www.usu.edu/registrar/hm/tuition/>. In addition, some courses have additional fees; for example, English 1010.
9. The student will be eligible for federal financial aid for this program. The student must be admitted to USU in order to receive financial aid.
10. USU will provide advising to the student. BTC agrees to help advertise the AAS degree with students at its sites.
11. Any agreements whether written or verbally communicated cannot be in violation of R473.

II. EVALUATION & AMENDMENT

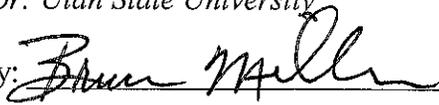
This Agreement is in effect for instruction completed during the FY2018-19 academic year. Both parties must communicate changes in curriculum and/or in credit articulation in a timely manner.

The Agreement may be terminated at the end of the academic year by either party. The decision to renew or terminate the Credit Articulation Agreement should be made within 30 days of the beginning of the next academic year.

III. EXECUTION

The parties hereby execute this Credit Articulation Agreement as of the day and year first written above.

For: Utah State University

By: 

Name: Bruce Miller

Title: Utah State University CTE Director

For: Bridgerland Technical College

By: _____

Name: K. Chad Campbell

Title: President

Utah State University

Associate of Applied Science (AAS)

General Technology

		Cr	Prerequisites / Notes
General Education Requirements		16 minimum credits required	
Communication Literacy		3	
<input type="checkbox"/>	ENGL 1010	Introduction to Writing (CL1)	3 or ENGL 2010
Math Requirement		4	
<input type="checkbox"/>	QL	Quantitative Literacy	4 MATH1030 (QL); MATH1050 (QL); STAT1040 (QL); STAT1045(QL); BUSN1050 or MATH1020 will be accepted; take a QL class if planning to pursue a BS degree
Breadth Requirements		9	
<input type="checkbox"/>	BAI	Breadth American Institutions	3 APEC 1600 or ECN 1500 preferred
<input type="checkbox"/>	BHU or BSS	Breadth Humanities or Social Science	3
<input type="checkbox"/>	BLS or BPS	Breadth Life or Physical Science	3
Technical Requirements for Degree		17 minimum credits required	
Core Courses (Human Relations and Communications)		6	
<input type="checkbox"/>	BUSN 2320	Small Business Management for CTE	3
<input type="checkbox"/>	BUSN 2200	Business Communications	3 Prereq – ENGL 1010
Designated Electives from an Emphasis Area		11	(11 credits needed total in elective area)
Emphasis Options			
General Business Emphasis			
<input type="checkbox"/>	BUSN 2010	Financial Accounting	4
<input type="checkbox"/>	BUSN 2020	Managerial Accounting	4
<input type="checkbox"/>	BUSN 2050	Business Law	4
<input type="checkbox"/>	BUSN 2390	Organizational Behavior	3
<input type="checkbox"/>	BUSN 2590	Business Ethics & Social Responsibility	2
<input type="checkbox"/>	BUSN 2800	Computerized Accounting	2
<input type="checkbox"/>	BUSN 2988	Special Problems (Entrepreneurial Thought)	1-3
<input type="checkbox"/>	CMST 1020	Public Speaking (BHU)***	3
<input type="checkbox"/>			
Technology Systems Emphasis			
<input type="checkbox"/>	ASTE 2250	Occupational Experience	1-6
<input type="checkbox"/>	BUSN 2390	Organizational Behavior	3
<input type="checkbox"/>	BUSN 2590	Business Ethics & Social Responsibility	2
<input type="checkbox"/>	CMST 1020	Public Speaking (BHU)***	3
<input type="checkbox"/>	TEE 1010	Communications Technology	3
<input type="checkbox"/>	TEE 1020	EPT Systems Control Technology	3
<input type="checkbox"/>	TEE 1030	Material Processing System	3
<input type="checkbox"/>	TEE 1040	Construction and Estimating	3
<input type="checkbox"/>	TEE 1200	Computer-Aided Drafting & Design*	3
<input type="checkbox"/>	TEE 2020	Computer-Intg. Mfg. Systems	3
<input type="checkbox"/>	TEE 2030	Wood-based Mfg. Systems	3
<input type="checkbox"/>	TEE 2220	Civil Engineering & Architecture**	3
<input type="checkbox"/>	TEE 2230	Advanced Material Processing System	3
<input type="checkbox"/>	TEE 2300	Electronic Fundamentals (QI)	4
Design and Creative Arts Emphasis****			
<input type="checkbox"/>	ART 1010	Exploring Art (BCA)	3
<input type="checkbox"/>	ID 1750	Design in Everyday Living (BCA)	3
<input type="checkbox"/>	LAEP 1030	Intro to Landscape Architecture (BCA)	3
<input type="checkbox"/>	OPDD 1700	Outdoor Prod Design & Dev Prof Sem	1
<input type="checkbox"/>	TEE 1010	Communications Technology	3
<input type="checkbox"/>	TEE 1030	Material Processing System	3
<input type="checkbox"/>	TEE 1200	Computer-Aided Drafting & Design*	3
<input type="checkbox"/>	TEE 2030	Wood-based Mfg. Systems	3
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
Allied Health Systems Emphasis			
<input type="checkbox"/>	BIOL 1500	Anatomy and Physiology (BLS)	3
<input type="checkbox"/>	BIOL 2320	Human Anatomy	4
<input type="checkbox"/>	BIOL 2420	Human Physiology	4
<input type="checkbox"/>	FCHD 1500	Human Dev. Across the Lifespan (BSS)	3
<input type="checkbox"/>	HEAL 2020	Emergency First Response	3
<input type="checkbox"/>	HEP 2500	Health and Wellness	2
<input type="checkbox"/>	NDFS 1020	Science & App of Human Nutrit (BLS)	3
<input type="checkbox"/>	NURS 1008	Medical Terminology	2
900 hour Tech College Certificate or Cert of Proficiency/Completion		30 credits	(credits transferred at time of graduation application)
Degree Total		63 minimum credits required	

*EDDT1040 or EDDT1070 can be substituted; **EDDT1100 can be substituted; ***CMST1330, CMST2110 or CMST2120 can be substituted; **** ART2400, ID1790, LAEP1350, OPDD1750, FCSE1140, FCSE2040 or a lower level art or interior design course can be substituted upon advisor permission. Course substitutions are reviewed on a case-by-case basis. Please work with Academic Advisor for course selections.

Updated –
09/13/2017

USU/BTC Certificate to AAS Degree Pathway

Approved 900-Hour Certificate Programs 2018-2019

Bridgerland Technical College	Hours
Auto Collision	1110
Automated Manufacturing	900
Automated Manufacturing & Controls Engineering Technology	1500
Automotive Service & Automotive Service II	1200
Building Technology	960
Business Technology	1050
Cabinetmaking & Millwork	960
Cosmetology/Barbering	1600
Culinary Arts	900
Dental Assisting	1080
Diesel	1260
Drafting	1200
Electronic Engineering Technology	900
Fashion Merchandising and Development	1050
Information Technology	900
Information Technology & Cybersecurity	1350
IT/Web Technology	900
Interior Design	1200
Machining Technology	1440
Master Esthetics	1200
Meat Services	900
Media Design	1200
Medical Assisting	1200
Paramedic	1260
Practical Nursing	1500
Web & Mobile Development	1050
Welding Technology	960

Utah System of Higher Education
Credit Articulation Agreement for Non-Credit Courses
FY2018-2019

This Agreement, between Utah State University (USU), a USHE credit-granting institution, and Davis Technical College (DTC), specifies the terms and conditions for the granting of Utah State University credit for non-credit course work successfully completed at DTC. The parties enter into this Agreement on the 1 day of October, 2018.

I. CREDIT ARTICULATION CONSIDERATIONS

This Agreement covers the Davis Technical College programs described in the attached table. The administrative model may be considered dual enrollment or credit awarded through an established articulation agreement as defined in R473.

A. Description:

1. USU/ DTC Certificate to AAS Degree Pathway Table (See Attachment)
2. Applicable DTC Certificate of Program Completion Evaluation Forms

B. Special Provisions:

1. Overall administration for this program rests with the USU School of Applied Sciences, Technology, and Education.
2. The student that transfers from DTC will meet the current USU admissions standards. Students may apply at www.usu.edu/apply.
3. The student must be admitted to USU within 12 months of completing the non-credit course(s) at DTC to apply for higher education credit.
4. Upon fulfillment of the AAS degree requirements the student will receive thirty (30) semester hours of credit for their certificate from DTC. The student must provide an official transcript from DTC to USU when they apply for graduation.
5. The AAS degree at USU is a minimum of 63 credits although additional credits may be needed to meet program requirements or course prerequisites.
6. Courses that make up the AAS degree are offered in a variety of formats including face-to-face, online, and Interactive Video Broadcast.
7. Some program availability will be dependent upon student enrollments.
8. The student will be charged the current USU tuition and fees according to the current tuition and fee schedule at <http://www.usu.edu/registrar/htm/tuition/>. In addition, some courses have additional fees; for example, English 1010.
9. The student will be eligible for federal financial aid for this program. The student must be admitted to USU in order to receive financial aid.
10. USU will provide advising to the student. DTC agrees to help advertise the AAS degree with students at its sites.
11. Any agreements whether written or verbally communicated cannot be in violation of R473.

II. EVALUATION & AMENDMENT

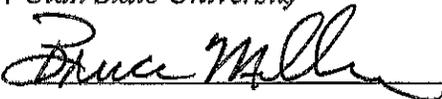
This Agreement is in effect for instruction completed during the FY2018-19 academic year. Both parties must communicate changes in curriculum and/or in credit articulation in a timely manner.

The Agreement may be terminated at the end of the academic year by either party. The decision to renew or terminate the Credit Articulation Agreement should be made within 30 days of the beginning of the next academic year.

III. EXECUTION

The parties hereby execute this Credit Articulation Agreement as of the day and year first written above.

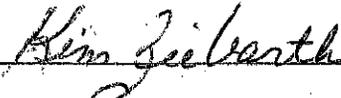
For: Utah State University

By: 

Name: Bruce Miller

Title: Utah State University CTE Director

For: Davis Technical College

By: 

Name: Kim Ziebarth

Title: Interim President

Utah State University

Associate of Applied Science (AAS)

General Technology

			Cr	Prerequisites / Notes
General Education Requirements			16	minimum credits required
Communication Literacy			3	
<input type="checkbox"/>	ENGL 1010	Introduction to Writing (CL1)	3	or ENGL 2010
Math Requirement			4	
<input type="checkbox"/>	QL	Quantitative Literacy	4	MATH1030 (QL); MATH1050 (QL); STAT1040 (QL); STAT1045(QL); BUSN1050 or MATH1020 will be accepted; take a QL class if planning to pursue a BS degree
Breadth Requirements			9	
<input type="checkbox"/>	BAI	Breadth American Institutions	3	APEC 1600 or ECN 1500 preferred
<input type="checkbox"/>	BHU or BSS	Breadth Humanities or Social Science	3	
<input type="checkbox"/>	BLS or BPS	Breadth Life or Physical Science	3	
Technical Requirements for Degree			17	minimum credits required
Core Courses (Human Relations and Communications)			6	
<input type="checkbox"/>	BUSN 2320	Small Business Management for CTE	3	
<input type="checkbox"/>	BUSN 2200	Business Communications	3	Prereq – ENGL 1010
Designated Electives from an Emphasis Area			11	(11 credits needed total in elective area)
Emphasis Options				
General Business Emphasis			Technology Systems Emphasis	
<input type="checkbox"/>	BUSN 2010	Financial Accounting	4	<input type="checkbox"/> ASTE 2250 Occupational Experience 1-6
<input type="checkbox"/>	BUSN 2020	Managerial Accounting	4	<input type="checkbox"/> BUSN 2390 Organizational Behavior 3
<input type="checkbox"/>	BUSN 2050	Business Law	4	<input type="checkbox"/> BUSN 2590 Business Ethics & Social Responsibility 2
<input type="checkbox"/>	BUSN 2390	Organizational Behavior	3	<input type="checkbox"/> CMST 1020 Public Speaking (BHU)*** 3
<input type="checkbox"/>	BUSN 2590	Business Ethics & Social Responsibility	2	<input type="checkbox"/> TEE 1010 Communications Technology 3
<input type="checkbox"/>	BUSN 2800	Computerized Accounting	2	<input type="checkbox"/> TEE 1020 EPT Systems Control Technology 3
<input type="checkbox"/>	BUSN 2988	Special Problems (Entrepreneurial Thought)	1-3	<input type="checkbox"/> TEE 1030 Material Processing System 3
<input type="checkbox"/>	CMST 1020	Public Speaking (BHU)***	3	<input type="checkbox"/> TEE 1040 Construction and Estimating 3
<input type="checkbox"/>				<input type="checkbox"/> TEE 1200 Computer-Aided Drafting & Design* 3
				<input type="checkbox"/> TEE 2020 Computer-Intg. Mfg. Systems 3
				<input type="checkbox"/> TEE 2030 Wood-based Mfg. Systems 3
				<input type="checkbox"/> TEE 2220 Civil Engineering & Architecture** 3
				<input type="checkbox"/> TEE 2230 Advanced Material Processing System 3
				<input type="checkbox"/> TEE 2300 Electronic Fundamentals (QI) 4
Design and Creative Arts Emphasis****			Allied Health Systems Emphasis	
<input type="checkbox"/>	ART 1010	Exploring Art (BCA)	3	<input type="checkbox"/> BIOL 1500 Anatomy and Physiology (BLS) 3
<input type="checkbox"/>	ID 1750	Design in Everyday Living (BCA)	3	<input type="checkbox"/> BIOL 2320 Human Anatomy 4
<input type="checkbox"/>	LAEP 1030	Intro to Landscape Architecture (BCA)	3	<input type="checkbox"/> BIOL 2420 Human Physiology 4
<input type="checkbox"/>	OPDD 1700	Outdoor Prod Design & Dev Prof Sem	1	<input type="checkbox"/> FCHD 1500 Human Dev. Across the Lifespan (BSS) 3
<input type="checkbox"/>	TEE 1010	Communications Technology	3	<input type="checkbox"/> HEAL 2020 Emergency First Response 3
<input type="checkbox"/>	TEE 1030	Material Processing System	3	<input type="checkbox"/> HEP 2500 Health and Wellness 2
<input type="checkbox"/>	TEE 1200	Computer-Aided Drafting & Design*	3	<input type="checkbox"/> NDFS 1020 Science & App of Human Nutrit (BLS) 3
<input type="checkbox"/>	TEE 2030	Wood-based Mfg. Systems	3	<input type="checkbox"/> NURS 1008 Medical Terminology 2
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
900 hour Tech College Certificate or Cert of Proficiency/Completion			30	credits (credits transferred at time of graduation application)
Degree Total			63	minimum credits required

*EDDT1040 or EDDT1070 can be substituted; **EDDT1100 can be substituted; ***CMST1330, CMST2110 or CMST2120 can be substituted; **** ART2400, ID1790, LAEP1350, OPDD1750, FCSE1140, FCSE2040 or a lower level art or interior design course can be substituted upon advisor permission. Course substitutions are reviewed on a case-by-case basis. Please work with Academic Advisor for course selections.

Updated: 09/13/2017

USU/DTC Certificate to AAS Degree Pathway

Approved 900-Hour Certificate Programs 2018-2019

Davis Technical College	Hours
Business Administrative Service	900
Cybersecurity	1200
Digital Media Design	1200
Software Development	1200
Dental Assisting	1200
Medical Assistant	1400
Practical Nurse	900
Surgical Technology	1685
Health Information Technology	975
Architectural and Engineering Design	900
Welding Technology	1200
CNC Machining	960
Automation and Robotics	900
Plastic Injection Molding	900
Composite Materials Technology	900
Culinary Arts	1125
Cosmetology	1600
Hair Designer	1200
Diesel/Heavy Duty Technology	1110
Automotive Technology	1200

Utah System of Higher Education
Credit Articulation Agreement for Non-Credit Courses
FY2018-19

This Agreement, between Utah State University (USU), a USHE credit-granting institution, and Mountainland Technical College (MTECH), specifies the terms and conditions for the granting of Utah State University credit for non-credit course work successfully completed at MTECH. The parties enter into this Agreement on the 1 day of October, 2018.

I. CREDIT ARTICULATION CONSIDERATIONS

This Agreement covers the Mountainland Technical College programs described in the attached table. The administrative model may be considered dual enrollment or credit awarded through an established articulation agreement as defined in R473.

A. Description:

1. USU/MTECH Certificate to AAS Degree Pathway Table (See Attachment)
2. Applicable MTECH Certificate of Program Completion Evaluation Forms

B. Special Provisions:

1. Overall administration for this program rests with the USU School of Applied Sciences, Technology, and Education.
2. The student that transfers from MTECH will meet the current USU admissions standards. Students may apply at www.usu.edu/apply.
3. The student must be admitted to USU within 12 months of completing the non-credit course(s) at MTECH to apply for higher education credit.
4. Upon fulfillment of the AAS degree requirements the student will receive thirty (30) semester hours of credit for their certificate from MTECH. The student must provide an official transcript from MTECH to USU when they apply for graduation.
5. The AAS degree at USU is a minimum of 63 credits although additional credits may be needed to meet program requirements or course prerequisites.
6. Courses that make up the AAS degree are offered in a variety of formats including face-to-face, online, and Interactive Video Broadcast.
7. Some program availability will be dependent upon student enrollments.
8. The student will be charged the current USU tuition and fees according to the current tuition and fee schedule at <http://www.usu.edu/registrar/htm/tuition/>. In addition, some courses have additional fees; for example, English 1010.
9. The student will be eligible for federal financial aid for this program. The student must be admitted to USU in order to receive financial aid.
10. USU will provide advising to the student. MTECH agrees to help advertise the AAS degree with students at its sites.
11. Any agreements whether written or verbally communicated cannot be in violation of R473.

II. EVALUATION & AMENDMENT

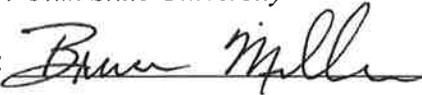
This Agreement is in effect for instruction completed during the FY2018-19 academic year. Both parties must communicate changes in curriculum and/or in credit articulation in a timely manner.

The Agreement may be terminated at the end of the academic year by either party. The decision to renew or terminate the Credit Articulation Agreement should be made within 30 days of the beginning of the next academic year.

III. EXECUTION

The parties hereby execute this Credit Articulation Agreement as of the day and year first written above.

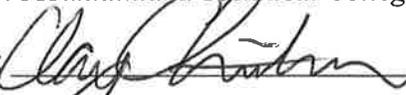
For: Utah State University

By: 

Name: Bruce Miller

Title: Utah State University CTE Director

For: Mountainland Technical College

By: 

Name: Clay Christensen

Title: President

USU/Mountainland TC Certificate to AAS Degree Pathway

Approved 900-Hour Certificate Programs 2018-2019

Mountainland Technical College	Hours
Automated Manufacturing	945
Automotive Technology	1350
Cosmetology	1600
Culinary Arts	1200
Hair Design	1200
Information Technology-Administrator	1170
Information Technology-Technician + Project Management	930
Medical Assistant	900
Medical Billing & Coding	1100
Mobile Development	900
Pipe Welding Processes	1140
Practical Nursing	900
Precision Machining	1317
Surgical Technology	1314
Web Programming & Development	903
Welding Technology	900

Utah System of Higher Education
Credit Articulation Agreement for Non-Credit Courses
FY2018-19

This Agreement, between Utah State University (USU), a USHE credit-granting institution, and Ogden-Weber Technical College (OWTC), specifies the terms and conditions for the granting of Utah State University credit for non-credit course work successfully completed at OWTC. The parties enter into this Agreement on the 1 day of October , 2018.

I. CREDIT ARTICULATION CONSIDERATIONS

This Agreement covers the Ogden-Weber Technical College programs described in the attached table. The administrative model may be considered dual enrollment or credit awarded through an established articulation agreement as defined in R473.

A. Description:

1. USU/OWTC Certificate to AAS Degree Pathway Table (See Attachment)
2. Applicable OWTC Certificate of Program Completion Evaluation Forms

B. Special Provisions:

1. Overall administration for this program rests with the USU School of Applied Sciences, Technology, and Education.
2. The student that transfers from OWTC will meet the current USU admissions standards. Students may apply at www.usu.edu/apply.
3. The student must be admitted to USU within 12 months of completing the non-credit course(s) at OWTC to apply for higher education credit.
4. Upon fulfillment of the AAS degree requirements the student will receive thirty (30) semester hours of credit for their certificate from OWTC. The student must provide an official transcript from OWTC to USU when they apply for graduation.
5. The AAS degree at USU is a minimum of 63 credits although additional credits may be needed to meet program requirements or course prerequisites.
6. Courses that make up the AAS degree are offered in a variety of formats including face-to-face, online, and Interactive Video Broadcast.
7. Some program availability will be dependent upon student enrollments.
8. The student will be charged the current USU tuition and fees according to the current tuition and fee schedule at <http://www.usu.edu/registrar/htm/tuition/>. In addition, some courses have additional fees; for example, English 1010.
9. The student will be eligible for federal financial aid for this program. The student must be admitted to USU in order to receive financial aid.
10. USU will provide advising to the student. OWTC agrees to help advertise the AAS degree with students at its sites.
11. Any agreements whether written or verbally communicated cannot be in violation of R473.

II. EVALUATION & AMENDMENT

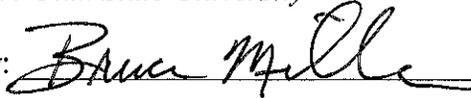
This Agreement is in effect for instruction completed during the FY2018-19 academic year. Both parties must communicate changes in curriculum and/or in credit articulation in a timely manner.

The Agreement may be terminated at the end of the academic year by either party. The decision to renew or terminate the Credit Articulation Agreement should be made within 30 days of the beginning of the next academic year.

III. EXECUTION

The parties hereby execute this Credit Articulation Agreement as of the day and year first written above.

For: Utah State University

By: 

Name: Bruce Miller

Title: Utah State University CTE Director

For: Ogden-Weber Technical College

By: 

Name: James Taggart

Title: President

USU/OWTC Certificate to AAS Degree Pathway

Approved 900-Hour Certificate Programs

2018-2019

Ogden-Weber Technical College	Hours
Automotive Technician (Maintenance/Light Repair)	1020
Baking and Pastry	950
Barbering	1000
Business	1160
Computer Aided Design	1200
Cosmetology	1600
Culinary Arts	1105
Dental Assisting	1425
Graphic Design	1155
Medical Coding	1040
Medical Office Specialist	910
Industrial Automation Maintenance	1300
Information Technology Networking	1335
Machinist Level I	900
Machinist Level II	1200
Machinist Level III	1575
Medical Assisting	1545
Non-Destructive Inspection	900
Practical Nursing	900
Software Development	1335
Web Development	1335
Welder Metal Fabricator	1100
Welding Technology	960

Utah State University

Associate of Applied Science (AAS)

General Technology

		Cr	Prerequisites / Notes
General Education Requirements		16 minimum credits required	
Communication Literacy		3	
<input type="checkbox"/>	ENGL 1010	Introduction to Writing (CL1)	3 or ENGL 2010
Math Requirement		4	
<input type="checkbox"/>	QL	Quantitative Literacy	4 MATH1030 (QL); MATH1050 (QL); STAT1040 (QL); STAT1045(QL); BUSN1050 or MATH1020 will be accepted; take a QL class if planning to pursue a BS degree
Breadth Requirements		9	
<input type="checkbox"/>	BAI	Breadth American Institutions	3 APEC 1600 or ECN 1500 preferred
<input type="checkbox"/>	BHU or BSS	Breadth Humanities or Social Science	3
<input type="checkbox"/>	BLS or BPS	Breadth Life or Physical Science	3
Technical Requirements for Degree		17 minimum credits required	
Core Courses (Human Relations and Communications)		6	
<input type="checkbox"/>	BUSN 2320	Small Business Management for CTE	3
<input type="checkbox"/>	BUSN 2200	Business Communications	3 Prereq – ENGL 1010
Designated Electives from an Emphasis Area		11	(11 credits needed total in elective area)
Emphasis Options			
General Business Emphasis			
<input type="checkbox"/>	BUSN 2010	Financial Accounting	4
<input type="checkbox"/>	BUSN 2020	Managerial Accounting	4
<input type="checkbox"/>	BUSN 2050	Business Law	4
<input type="checkbox"/>	BUSN 2390	Organizational Behavior	3
<input type="checkbox"/>	BUSN 2590	Business Ethics & Social Responsibility	2
<input type="checkbox"/>	BUSN 2800	Computerized Accounting	2
<input type="checkbox"/>	BUSN 2988	Special Problems (Entrepreneurial Thought)	1-3
<input type="checkbox"/>	CMST 1020	Public Speaking (BHU)***	3
<input type="checkbox"/>			
Technology Systems Emphasis			
<input type="checkbox"/>	ASTE 2250	Occupational Experience	1-6
<input type="checkbox"/>	BUSN 2390	Organizational Behavior	3
<input type="checkbox"/>	BUSN 2590	Business Ethics & Social Responsibility	2
<input type="checkbox"/>	CMST 1020	Public Speaking (BHU)***	3
<input type="checkbox"/>	TEE 1010	Communications Technology	3
<input type="checkbox"/>	TEE 1020	EPT Systems Control Technology	3
<input type="checkbox"/>	TEE 1030	Material Processing System	3
<input type="checkbox"/>	TEE 1040	Construction and Estimating	3
<input type="checkbox"/>	TEE 1200	Computer-Aided Drafting & Design*	3
<input type="checkbox"/>	TEE 2020	Computer-Intg. Mfg. Systems	3
<input type="checkbox"/>	TEE 2030	Wood-based Mfg. Systems	3
<input type="checkbox"/>	TEE 2220	Civil Engineering & Architecture**	3
<input type="checkbox"/>	TEE 2230	Advanced Material Processing System	3
<input type="checkbox"/>	TEE 2300	Electronic Fundamentals (QI)	4
Allied Health Systems Emphasis			
<input type="checkbox"/>	BIOL 1500	Anatomy and Physiology (BLS)	3
<input type="checkbox"/>	BIOL 2320	Human Anatomy	4
<input type="checkbox"/>	BIOL 2420	Human Physiology	4
<input type="checkbox"/>	FCHE 1500	Human Dev. Across the Lifespan (BSS)	3
<input type="checkbox"/>	HEAL 2020	Emergency First Response	3
<input type="checkbox"/>	HEP 2500	Health and Wellness	2
<input type="checkbox"/>	NDFS 1020	Science & App of Human Nutrit (BLS)	3
<input type="checkbox"/>	NURS 1008	Medical Terminology	2
900 hour Tech College Certificate or Cert of Proficiency/Completion		30 credits	(credits transferred at time of graduation application)
Degree Total		63 minimum credits required	

*EDDT1040 or EDDT1070 can be substituted; **EDDT1100 can be substituted; ***CMST1330, CMST2110 or CMST2120 can be substituted; **** ART2400, ID1790, LAEP1350, OPDD1750, FCSE1140, FCSE2040 or a lower level art or interior design course can be substituted upon advisor permission. Course substitutions are reviewed on a case-by-case basis. Please work with Academic Advisor for course selections.

Updated –
09/13/2017