Finance & Facilities Committee

October 30, 2020
Family and Graduate Housing Background

Built in 1960-61 and 1970-71

- West Village – 621 Apartments (104 Apartments will be decommissioned this year)
- East Village – 322 Apartments
- Medical Towers – 146 Apartments
- Medical Plaza – 5 Townhomes

Total Apartments – 1,094
- Month to Month Contracts
- 97% Occupancy over last decade
- Waitlist each year: average 300 to 400 individuals annually
- Resident Feedback:
  - Positive: Community, location, rental rates, and excellent local schools for children
  - Negative: Old buildings with lots maintenance problems
Demographics - Family and Graduate Housing

- 1,100 to 1,300 Students housed annually
- 1,200 to 1,700 Family Members (Spouse, Partner, Dependents) annually
- Undergraduate - 306 including 198 Seniors, 60 Juniors, 24 Sophomores, 24 Freshman Fall 2020
- Graduate – 477 including 366 Doctorates, 111 Masters Fall 2020
  - Dentistry – 53
  - Law – 10
  - Medicine – 73
  - Post-Doctoral/House staff – 68
- International Students:
  - 42.4% of the residents Fall 2020
  - 69 different countries
Current Family and Graduate Housing Conditions

• 50-60-year-old buildings are failing rapidly
  • Plumbing – failing daily
  • Electrical infrastructure – failing daily
  • Boilers – aged and failing
  • Mold is constant problem – poor ventilation
  • Weather related damage creating rust and decay

• Earthquake - Buildings do not meet seismic code-unreinforced CMU (cinderblock) walls

• No A/C in units built in 1960-61
Student Benefits of Family and Graduate Housing

- Affordable housing - for single graduate students and students with families (under current model)
- Recruitment – Providing family and graduate housing aligns with our peer institutions in similar rental markets
- Live on campus – close proximity to amenities, classrooms, and labs.
  - Good local schools for kids, religious communities, safe neighborhood
- Strong sense of community – students from all over the world
Master Plan and Demand Studies

2012 Housing Master Plan
- Identified the need to rebuild the family and graduate housing
- Outlined the demand for family-style and graduate units as far exceeding the current supply
- More recent studies confirm this need

2019 Market & Demand Study by JLL, found:
- Demand for more than 1,791 units of student family housing and 475 beds of single graduate housing
- Salt Lake Housing Market has become unaffordable in close proximity to campus
- Despite their physical condition, students love the villages
- Graduate stipends cover rent and living expenses now - rare for most graduate programs in larger cities
- Sense of community is very important - courtyard structure provides this sense
- Demand is strongly driven by affordability
- Residents will forego amenities to maintain housing affordability
Proposed Replacement Project

- Demolish the 400 and 500 Court Buildings Village (104 units)
- Build new, higher density housing in its place (504 units)
- The remaining apartments in the West Village, East Village, and Medical Towers will be vacated and demolished over the next eight years.
- The master plan for the remainder of the West and East Village is still TBD, and is dependent on the future need for graduate and married student housing, and other long-term space needs of the University and University Research Park.
- The space vacated by the Medical Towers will be used to address Health Sciences long-term education and research space needs
Area of Work – West Village

Demolish the 400 and 500 Court Buildings in the West Village

Build new, higher density housing in its place
Proposed Program

441,770 GSF

- 504 Apartments
  - 298 Student Family Apartments
  - 256 Graduate Beds
- Amenities (kitchen, vending, laundry, study, multi-purpose)
- Storage (bike, stroller, unit)
Phase 1 Aerial View
View from Sunnyside Avenue

3-story elevation along Sunnyside Ave.
Family Housing
Graduate Housing
Schedule

Feasibility Study: July-September 2020

Reviews:
- CMP: September 15, 2020
- Board of Trustees: October 13, 2020
- Board of Higher Education: October 30, 2020
- State Building Board: December 2, 2020
- State Legislature: January – March 2021

Programming: Dec. 2020 – March 2021

Design: April 2021 – Nov. 2021

Construction:
- BP1 – Site/Civil: August - October 2021

Open: July 1, 2023
Budget

Project Budget: $125,766,783

We have evaluated the cost to build in wood, pre-engineered metal, as well as in standard metal stud construction. The costs presented here represent wood construction, currently the most economical of the three options.

Budget Summary

(assumes 3% escalation to the mid-point of construction)

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Escalation</th>
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</thead>
<tbody>
<tr>
<td>Construction</td>
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<tr>
<td>Soft Costs</td>
<td>$19,706,988</td>
<td>$44.80</td>
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<tr>
<td>Total</td>
<td>$125,766,783</td>
<td>$284.97</td>
</tr>
</tbody>
</table>

(Today’s Dollars = $227)
**Historic Costs for University Housing**
(construction only)

### U of U Housing

<table>
<thead>
<tr>
<th></th>
<th>Garff-Marriott Residential Scholars Housing</th>
<th>Lassonde Living and Learning Center</th>
<th>Kahler Village (Including Dining)</th>
<th>Kahler Village (Excluding Dining)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Original Construction Cost (w/ Dining)</strong></td>
<td>$258.75</td>
<td>$218.35</td>
<td>$165.75</td>
<td>$27,717.572</td>
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<tr>
<td></td>
<td>Complete 9/1/2012</td>
<td>Complete 9/1/2017</td>
<td>Complete 8/1/2020</td>
<td>Complete 8/1/2020</td>
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<td><strong>Escalated Construction Cost to Today (w/ Dining)</strong></td>
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<td>$260.03</td>
<td>$238.79</td>
<td>$277,632,000</td>
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<td>$238.79</td>
<td>$288.79</td>
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<td><strong>Original Construction Cost (w/o Dining)</strong></td>
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<td>$211.48</td>
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<td>Complete 8/1/2020</td>
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<td>$268.94</td>
<td>$252.79</td>
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<td>$81,901,760</td>
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</table>

### Peer Housing

<table>
<thead>
<tr>
<th></th>
<th>Dixie State University Student Housing (Phase 2)</th>
<th>USU Valley View Student Housing (Phase 1)</th>
<th>USU Valley View Student Housing (Phase 2)</th>
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</thead>
<tbody>
<tr>
<td><strong>Original Construction Cost</strong></td>
<td>$258.25</td>
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<td>Complete 2/02/20</td>
<td>Complete 9/1/2018</td>
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<tr>
<td><strong>Escalated Construction Cost to Today</strong></td>
<td>$258.25</td>
<td>$237.25</td>
<td>$231.69</td>
</tr>
</tbody>
</table>

### Combined Totals

- Escalated Construction Cost to Today (w/ Dining): $248.64
- Escalated Construction Cost to Today (w/o Dining): $245.02
Request for Approval

**Project Funding**

- Request approval to issue up to $125.8M in revenue bonds

- To be repaid from Apartment revenues

**O & M**

- No request for State O&M

- O&M will be paid for through Apartment revenues
Questions?
Project Overview

The building will be iconic and innovative, with two purposes:

1. To house the operations of:
   - The Sorenson Impact Center
   - The Center for Business, Health and Prosperity

2. To house students participating in programming associated with the Sorenson Impact Center and the Center for Business, Health and Prosperity, and to support interdisciplinary research.

Both of these centers have global reach and aim to solve problems of the human condition (poverty, poor health, etc.) through the tools of entrepreneurship, finance, policy, and story-telling. The building will house an international population of students ranging from undergraduate to graduate students, to leaders of non-governmental organizations (NGOs) who will come to the building for training.
Space Needs Overview

- **Sorenson Impact Center**
  - Impact Investing
  - Data consulting
  - Storytelling – combined with data analysis
  - Convening – conferences
  - Training – students and practitioners
  - Global footprint

- **Center for Business, Health and Prosperity**
  - Health is fundamental to prosperity
  - Focused on developing countries
  - Ghana as a starting point – Ensign College
  - Future is a globally networked organization

- **575 Beds** (traditional and apartments)
  - To house students participating in programming associated with the Sorenson Impact Center and the Center for Business, Health and Prosperity
Aspirations

This project aspires to:

- Have a real world, practical impact on the world
- Be an epicenter to change the world for good
- Create a social impact ecosystem
- Give and receive inspiration
- Be, symbolically and practically, a watering hole where people come together to make the world a better place
- Be a place for breaking bread & celebrating cultures
- Build a flexible and adaptable building
Promoting Student Success

Living –Learning communities deepen student engagement and commitment

On-Campus Living (source: OBiA)

- Increases student retention
- Improves 4-year graduation rates
  - 6% more students who live on campus their first-year graduate in 4 years
  - 17% more students who live on campus their first two years graduate in 4 years
- Improved 6-year graduation rates
  - 4% more students who live on campus their first-year graduate in 6 years
  - 21% more students who live on campus their first two years graduate in 6 years
- Increases GPA’s

Market Demand
- Strong market demand Living-Learning Communities
**Space Program**

- **254,882 SF**
- **575 Beds**
  - 500 Traditional
  - 75 Apartment Beds
- **Sorenson Impact Center**
- **Business, Health & Prosperity Center**
- **Food Service**

<table>
<thead>
<tr>
<th>Residential Spaces</th>
<th>Total Beds</th>
<th>Total SF</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Rooms</td>
<td>500</td>
<td>75,500</td>
<td>86.96%</td>
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<tr>
<td>Semi-suite Rooms</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td>Apartments</td>
<td>75</td>
<td>23,956</td>
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<td>Floor Support</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Circ Factor</td>
<td>.93</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Depart. GSF</td>
<td>188,792</td>
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<tr>
<td>Residential Support Spaces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin / Building Management</td>
<td>6,475</td>
<td></td>
<td>Bicycle room, vending, front desk, admin storage, office, workroom, RHA</td>
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<tr>
<td>COMMONS - Staff/Residences</td>
<td>1,800</td>
<td></td>
<td>Resident Manager Apartments</td>
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<tr>
<td>COMMONS - Support Services / Facility Spaces</td>
<td>1,563</td>
<td></td>
<td>Administrative, kitchen, all gender restrooms</td>
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<tr>
<td>FOOD SERVICE - Dining</td>
<td>15,666</td>
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<td>Budget of FY Dining</td>
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<tr>
<td>FOOD SERVICE - Event Support</td>
<td>1,900</td>
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<td>Event receiving, staging, catering kitchen, event storage</td>
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<td></td>
<td>Area Subtotal: 26,978 15.75% of NSF</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Circ Factor</td>
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<tr>
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<td>Depart. GSF</td>
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<td>Academic and Impact Spaces</td>
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<td></td>
<td></td>
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<tr>
<td>Sorenson Impact Center</td>
<td>11,945</td>
<td>7%</td>
<td></td>
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<tr>
<td>Business Health and Prosperity Center</td>
<td>13,313</td>
<td>6%</td>
<td></td>
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<tr>
<td>Centers Common Spaces</td>
<td>3,075</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Area Subtotal: 26,333 14.69% of NSF</td>
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<tr>
<td></td>
<td>Circ Factor</td>
<td>.93</td>
<td></td>
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<tr>
<td></td>
<td>Depart. GSF</td>
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<tr>
<td>Building Support</td>
<td>Area Total</td>
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<tr>
<td>Support Services / Facility Spaces</td>
<td>8,080</td>
<td></td>
<td>Custodial, trash, receiving, maintenance support office/leaves</td>
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<tr>
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<td>Area Subtotal</td>
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<td>4.72% of NSF</td>
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<tr>
<td></td>
<td>Circ Factor</td>
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<td></td>
<td>Depart. GSF</td>
<td>9,282</td>
<td></td>
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<tr>
<td>Building Summary</td>
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</tr>
<tr>
<td>NSF</td>
<td>10,249</td>
<td></td>
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</tr>
<tr>
<td>GSF</td>
<td>210,646</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grossing factor</td>
<td>1.21</td>
<td></td>
<td>Includes exterior walls, main building circulation, mechanical/electrical spaces</td>
</tr>
<tr>
<td>GSF</td>
<td>254,882</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td># Beds</td>
<td>575</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential Lite NSF/Bed</td>
<td>183</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total NSF/Bed</td>
<td>288</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prototyping Process

We are exploring a range of models for how space will be arranged, and how the two Centers will coexist and interact.

- We are interested in a model in which the Centers overlap and, in some places merge, but maintain their separate identities.
Site & Building

- Six Sites evaluated
- South Campus Drive Site selected

Pros:
- Gateway to campus and the David Eccles School of Business
- Close to South Campus Transit Hub
- In the residential corridor identified in Campus Master Plan
- Adjacent to future mixed-use development
- Good service access

Cons:
- Site costs
- Adjacent to High Temp Water Plant (noise & fumes mitigation required)
- Displaces +/-60 parking stalls
- High utility relocation costs

Massing:
- 6 Floors
- Institutes & Common Space - 1 floor
- Housing - 5 floors
Schedule

• 10/13/20: Complete draft Feasibility Study
• 09/20 – 12/20: Board Approvals
  • Sept: CMP
  • Oct. 13: Board of Trustees
  • October 30: Board of Higher Education
  • Dec.: State Building Board
• 12/20 – 03/21: Legislative approval & Program Development
• 04/01/21: Selection of Construction Manager/General Contractor (CMGC)
• 11/30/2021: Completion of design/construction documents
• 01/30/22: Completion of permit and bidding
• 02/2022: Construction Starts
• 07/2023: Construction Complete
Budget

Project Budget: $85.7M
- Costs shown are escalated, at 3% per year, to the mid-point of construction

Cost Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
<th>Cost per SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>$67,785,106</td>
<td>$265.95 / SF</td>
</tr>
<tr>
<td>Utility Fees</td>
<td>$114,760</td>
<td>$0.45 / SF</td>
</tr>
<tr>
<td>Site Costs</td>
<td>$380,460</td>
<td>$1.49 / SF</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soft Costs</td>
<td>$17,407,969</td>
<td>$68.30 / SF</td>
</tr>
<tr>
<td>Total</td>
<td>$85,688,304</td>
<td>$336.19 / SF</td>
</tr>
</tbody>
</table>
### Historic Costs for University Housing

*(construction only)*

#### U of U Housing

<table>
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<tr>
<th></th>
<th>Garff-Mariott Residential Scholars Housing</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Statistics ($/SF)</strong></td>
<td><strong>High</strong></td>
<td><strong>Average</strong></td>
<td><strong>Low</strong></td>
<td><strong>High</strong></td>
</tr>
<tr>
<td>Original Construction Cost (w/ Dining)</td>
<td>$258.75</td>
<td>$218.35</td>
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<td>$271,173,752</td>
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<td>$272.98</td>
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<td>$399,69,659</td>
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#### Original Construction Cost (w/o Dining)

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>$258.75</td>
<td>$226.52</td>
<td>$189.61</td>
<td></td>
</tr>
</tbody>
</table>

#### Escalated Construction Cost to Today (w/o Dining)

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>$258.75</td>
<td>$237.25</td>
<td>$221.80</td>
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</tbody>
</table>

#### Peer Housing

<table>
<thead>
<tr>
<th></th>
<th>Dixie State University Student Housing (Phase 2)</th>
<th>USU Valley View Student Housing (Phase 1)</th>
<th>USU Valley View Student Housing (Phase 2)</th>
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<td><strong>High</strong></td>
<td><strong>Average</strong></td>
<td><strong>Low</strong></td>
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<tr>
<td>Original Construction Cost</td>
<td>$258.25</td>
<td>$226.52</td>
<td>$189.61</td>
</tr>
<tr>
<td>Escalated Construction Cost to Today</td>
<td>$258.25</td>
<td>$237.25</td>
<td>$221.80</td>
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</table>

#### Combined Totals

<table>
<thead>
<tr>
<th></th>
<th>Escalated Construction Cost to Today (w/ Dining)</th>
<th>Escalated Construction Cost to Today (w/o Dining)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$248.64</td>
<td>$245.62</td>
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</tbody>
</table>
Summary

Project Funding

Request approval to issue up to $85.7M in revenue bonds
- Partially donor-funded
- Remainder to be repaid from Housing revenues

O & M

No request for State O&M

O&M will be paid from Housing revenues

Our institutes, centers and initiatives help change lives, inform policies and create solutions to business problems.
Equine and Human Science Center Arena

FY2022 Non-State Funded Capital Development Project Request

Presented By: Vice President David T. Cowley

Utah State University
EQUINE AND HUMAN SCIENCE CENTER ARENA
EQUINE AND HUMAN SCIENCE CENTER ARENA

- Arena will support and expand the Equine Assisted Activities and Therapies (EAAT) academic program
- EAAT is a rapidly expanding field
- Horses have innate qualities which make them unique therapeutic partners
- USU students work directly with horses and a wide variety of individuals with differing abilities
- This program has a special focus on assisting veterans
- Continuing education courses for professionals and the community will also be available
EQUINE AND HUMAN SCIENCE CENTER ARENA

PROJECT BUDGET:

PRELIMINARY COST ESTIMATE: $2 M
TOTAL PROJECT SPACE (GSF): 21,000
  New Space (GSF): 21,000
  Remodeled Space (GSF): 0
  Space to be Demolished (GSF): 0
INCREASE IN-STATE FUNDED O&M: $0
OTHER SOURCES OF FUNDING: $2 M
Recommended Motion
Non-State Funded Project Approval

**MOTION:** I move to approve the following projects that require legislative authorization for revenue bonding and move them forward to the legislature for further consideration:

- University of Utah – West Village Student Housing
- University of Utah – Impact-Epicenter Building
- Weber State University – Stadium project
- Weber State University – Noorda bond authorization

I also move to approve the following project that requires Building Board approval for construction and move it forward to the Building Board for further consideration:

- Utah State University – Equine Therapy Arena

I further move to add these items to the Consent Calendar for final Board approval.
Recommended Motion
USU Nontraditional Arrangement - Moab

• **MOTION:** I move to authorize USU to enter into a nontraditional arrangement to use New Market Tax Credits for the Moab Academic Building as reviewed by the Office of the Attorney General, approve the authorizing resolution, and move this item to the Consent Calendar for final Board approval.
Recommended Motion
USU Nontraditional Arrangement - Kaysville

• **MOTION:** I move to authorize USU to enter into a nontraditional arrangement with Davis County for a ground lease to construct an Agricultural Heritage Center as reviewed by the Office of the Attorney General and move this item to the Consent Calendar for final Board approval.
Recommended Motion
OWTech Property Acquisition

• **MOTION**: I move to authorize Ogden Weber Technical College accept the transfer of property from DFCM as proposed and move this item to the Consent Calendar for final Board approval.
• **MOTION**: I move to authorize Southern Utah University to lease land west of Cedar City as proposed and move this item to the Consent Calendar for final Board approval.
Utah Board of Higher Education

October 30, 2020
WHO ARE OUR STUDENTS?

- 69% Transfer
- 48% To UofU
- 31% Students to Workforce
- 53% First-Generation Students
- 81% Employed while Attending School

12 Sites & Online
8 Areas of Study
DEMographics of Salt Lake County

Where Utah’s People of Color Live
Percent of minority population by county (2018)

- Salt Lake: 49%
- Weber: 9%
- Utah: 16%
- Davis: 8%
- Washington: 4%
- Cache: 3%
- Other: 11%

Source: ESI
Declining College Participation in Salt Lake County

Total percent change since 2004 in college-age population and USHE enrollment from Salt Lake County

Source: Population data from EMSI; USHE enrollment data from the Utah System of Higher
COLLEGE STRATEGIC PLAN

1. Increase Student Completion
2. Improve Transfer Preparation and Pathways
3. Align With and Respond to Workforce Needs
4. Achieve Equity in Student Participation & Completion
5. Secure Institutional Sustainability and Capacity
ADAPTATION

COVID TASK FORCE

ONLINE: 70%

WRAP AROUND SERVICES HEIGHTENED FOR STUDENT SUPPORT

CARES Funding

STUDENTS IN CRISIS FUND

LEARN & WORK
SLCC

SERIOUSLY LOVING COURSE CHOICES

SLCC
ON CAMPUS | ONLINE

THANK YOU!
Welcome!
Utah Board of Higher Education
Tooele County - High Status
Current COVID #s
• Active Cases  1
• Quarantined  14

Tooele Applied Technology College 2009-2013

Tooele Technical College 2013-Present
Census Bureau report:

Tooele County 7th fastest growing county in U.S.

'Quality of life, straight up value' lure people to west of the Oquirrh Mountains

Tim Gillie
COUNTY MANGER

Tooele County grew by 2,657 residents last year, enough to make it the 7th fastest growing county in the nation, according to the U.S. Census Bureau.

The county grew from a population of 64,999 in 2016 to 67,656 in 2017, according to data released by the Census Bureau on Thursday.

The 4.4 percent growth for 2016-17 put Tooele County in 7th place for growth by per cent on the Census Bureau's list of the top 10 growing counties.

Winston County placed third on the top 10 list with 5 percent growth. Morgan County placed eighth with 4.4 percent growth. The fastest growing county in the U.S. was Falls Church, Virginia, with 5.2 percent growth.

What we are seeing is the expansion of the urban area of the Wasatch Front into a larger geographic region with the growth of the ring counties,” said Pam Perlich, director of

SEE GROWTH PAGE 150

Tooele County is the seventh fastest growing county in the nation as evidenced by on-going new home construction in Stansbury Park

U.S. Census Bureau Top-10 Fastest Growing Counties by Percent Increase

<table>
<thead>
<tr>
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<td>1</td>
<td>1473</td>
<td>Falls Church City, Virginia</td>
<td>14,988</td>
<td>15,500</td>
<td>3.5</td>
<td>512</td>
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<td>2</td>
<td>145</td>
<td>Comal County, Texas</td>
<td>141,809</td>
<td>134,142</td>
<td>5.4</td>
<td>6,667</td>
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<td>5</td>
<td>Nuvocer County, Utah</td>
<td>32,106</td>
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<td>1</td>
<td>Hope County, Texas</td>
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<td>208,345</td>
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<td>5</td>
<td>2</td>
<td>Morgan County, Texas</td>
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<td>Walton County, Florida</td>
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<td>7</td>
<td>41</td>
<td>Tooele County, Utah</td>
<td>67,450</td>
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<td>8</td>
<td>44</td>
<td>Morgan County, Utah</td>
<td>111,873</td>
<td>111,772</td>
<td>1.0</td>
<td>100</td>
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<tr>
<td>9</td>
<td>805</td>
<td>Lampshire County, Georgia</td>
<td>32,873</td>
<td>32,188</td>
<td>2.2</td>
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<td>10</td>
<td>9</td>
<td>Rome County, Florida</td>
<td>352,769</td>
<td>357,910</td>
<td>1.6</td>
<td>4,141</td>
</tr>
</tbody>
</table>

A new road ends in Stansbury Park — but not for long.

*Tooele County Grew by 15% Last year
Programs Offered

Business & Technology:
• Business Technology
• Cybersecurity
• Software Development

Construction:
• Building Trades (Fall 2020)
• Electrician Apprentice

Healthcare:
• Clinical Medical Assistant
• Phlebotomy Technician

Nursing:
• Certified Nursing Assistant (CNA)
• Practical Nursing (PN)

Public Safety:
• Police Academy (POST)

Manufacturing Technologies:
• Composites I, II
• Industrial Maintenance & Automation
• Welding Tech I
• Welding Tech II
• Welding Tech III

Service Industries:
• Barbering
• Cosmetology/Barbering
• Nail Technician
• Nail Technician Instructor

Transportation Technologies:
• Diesel Technician
• Heavy Duty Diesel Technician
• Commercial Driver’s License (CDL)
Business Champions
K-16 Alliance
Challenges and Opportunities

- **Growth:** we are at capacity in
  - Diesel
  - CDL
  - Welding
  - Composites
  - Comitology
  - Nails
  - Medical Assisting
  - Nursing
  - Nursing Assistant

- **Retaining Employees –** Market Competitive Salaries
- **OE/OE – A Necessity, yet Challenging**
- **Getting the word out.**
- **Non-academic Student Barriers**
Building Expansion!

Bookstore

Classroom
Student Success Stories

Roger & Tony
Family Providers

Emma
High School to Marines

Scott
Taking Care of the Essential

Kathy, Toni & Erin
Female Majority

Goran
Call of Duty
Thank you for being a piece of the puzzle that elevates the lives of our students and businesses.

*from the Tooele Tech Family*
LEADING

Utah Board of Higher Education
October 30, 2020
Our Progress

2020
- Graduation Rate: 70%
- Major Faculty Awards: 1,551
- Sponsored Project Awards: $603M

2013
- Graduation Rate: 60%
- Major Faculty Awards: 654
- Sponsored Project Awards: $388M

2019
- Graduation Rate: 70%
- Major Faculty Awards: 1,088
- Sponsored Project Awards: $547M

2023
- Graduation Rate: 80%
- Major Faculty Awards: 1,200
- Sponsored Project Awards: $650M
2020 Fall Semester Enrollment

• 33,047 — largest enrollment in U history
• 4,483 — largest first-year class
• 8,404 — largest graduate enrollment
Closing access gap Fall 2020

- 31% — students of color, most diverse class
- 720 — highest number of Latinx students
- 75 — highest number of African-American students
For Utah Scholarship — 781

- White: 364
- Hispanic: 254
- Asian: 64
- Black or African American: 32
- Native Hawaiian or Pacific Islander: 7
<table>
<thead>
<tr>
<th>Year</th>
<th>4 YR</th>
<th>6 YR</th>
<th>8 YR</th>
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<td>2011</td>
<td>24%</td>
<td>55%</td>
<td>70%</td>
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<td>2012</td>
<td>24%</td>
<td>59%</td>
<td>72%</td>
</tr>
<tr>
<td>2013</td>
<td>24%</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>2014</td>
<td>24%</td>
<td>62%</td>
<td>73%</td>
</tr>
<tr>
<td>2015</td>
<td>24%</td>
<td>64%</td>
<td>74%</td>
</tr>
<tr>
<td>2016</td>
<td>24%</td>
<td>65%</td>
<td>74%</td>
</tr>
<tr>
<td>2017</td>
<td>24%</td>
<td>67%</td>
<td>76%</td>
</tr>
<tr>
<td>2018</td>
<td>24%</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>2019</td>
<td>38%</td>
<td>70%</td>
<td>77%</td>
</tr>
<tr>
<td>2020</td>
<td>34%</td>
<td>67%</td>
<td>79%</td>
</tr>
</tbody>
</table>

OFFICIAL RATES BASED ON FIRST-TIME, FULL-TIME FIRST YEAR, FALL COHORTS ADJUSTED FOR ALLOWABLE EXCLUSIONS
Closing the graduation gap

- White students: 68%
- Domestic students of color: 64%
A UTAH EQUITY LENS
CREATING A FRAMEWORK FOR UNDERSTANDING

Adrienne G. Andrews, AVP for Diversity & CDO, Weber State University
Dr. Tasha Toy, AVP for Campus Diversity & CDO, Dixie State University
AN OVERVIEW OF THE EQUITY FRAMEWORK

Defining Purpose for the Equity Lens Framework

- An *equity lens framework* is a tool comprised of shared beliefs, common definitions, and critical questions through which an organization commits to continually evaluating any existing or new strategy, policy, or initiative.

- The beliefs and definitions ensure the organization begins from a common understanding and sets the groundwork for clear accountability, allowing all efforts to be focused on closing gaps in opportunity for those from marginalized populations, and that the organization is held accountable for operationalized systemic change goals.
IT ALL STARTS WITH CONVERSATIONS

• CDOs meet regularly to discuss equity in postsecondary access, participation, and ideas for advancing inclusive excellence at our home institutions and throughout the System.

• What does the data say?
• Who is included, missing, or erased?
• What questions can we ask outside our offices and institutions?
• What frameworks could help us ask these questions and arrive at inclusive solutions?
Critical Race Theory (CRT) asks us to consider how we can transform the relationship between race, racism, and power and work toward the liberation of People of Color. In this way, it looks at five areas:

1. The centrality and intersectionality of racism
2. The challenge to dominant ideology
3. The commitment to social justice
4. The importance of experiential knowledge
5. The use of an interdisciplinary perspective
ANTI-RACISM

Considering an Anti-Racist Framework

• **Anti-racism is a process of actively identifying and opposing racism.** The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.

• **Anti-racism is rooted in action.** It is about taking steps to eliminate racism at the individual, institutional, and structural levels. It is not a new concept; our current social and political environments have helped increase the focus on the importance of anti-racism.

• **It is not enough to be un-racist.** The opposite of racist is anti-racist. It requires an action, a commitment to undoing the harms that are done under the banner of racism.
EQUITY, DIVERSITY & INCLUSION

• Educational equity with a lens toward justice includes assessing, identifying, acknowledging and addressing System policies, initiatives, and statutes supporting and/or sustaining disparities.

• For the System, this definition includes responsibility for providing every student, staff, and faculty with the necessary tools and opportunities they need to thrive.

• Equity is not a quota.

• Access is just the first part of the dance.

• Once students move into our systems, how do we make sure that they have every opportunity to succeed – no matter where they are from or what identities that they hold?
USHE MISSION & VISION

The Office of the Commissioner and the Utah Board of Higher Education are working to develop a new System mission and vision aligned with accessibility, affordability, equity, and more, to guide their strategic plan in the coming months.
OBJECTIVES

- Maintain, Sustain or Intervene?
- Resource Investment
- Barriers to Equitable Outcomes
- Stakeholder Engagement
- Measures
- Data Collection and Disaggregation
- Modifications & Enhancements
- Professional Learning & Equity Resources
- Policy/Program
A definition is a statement of the meaning of a term, phrase, or other set of symbols.[1] Definitions can be classified into two large categories, intensional definitions (which try to give the essence of a term) and extensional definitions (which proceed by listing the things that a term describes).[2] Another important category of definitions is ostensive definitions, which convey the meaning of a term by pointing out examples. A term may have more than one different sense.
DATA COLLECTION & ACCOUNTABILITY

How are you informed about the groups, communities, and institutions served?

- Regional and Institutional K12 outreach tracked through statewide programs like Concurrent Enrollment, Scholarships
- Postsecondary enrollment and completion disaggregated by race/ethnicity, gender, socioeconomic status, first generation status, language proficiency, HB144 designation
- Demographic data collection guidelines
- Tracking academic/degree granting and technical education program enrollment and salary workforce compensation based on field
- Tracking participation in institutional programming beyond identity support services (career and internships, service learning, student leadership, study abroad, etc.)
- Staff representation and compensation (including administration)
- Faculty representation and compensation (including adjuncts)
OUTCOMES OF THE FRAMEWORK

• This framework will create a baseline for analysis to guide Board and System leadership as they create statewide strategic plans, policies, initiatives, statues, etc.

• By utilizing the Utah Equity Lens Framework, the System aims to provide a common vocabulary and protocol for collecting data, resource allocation, partnership, engagement, and strategic initiatives to support students and communities.

• This framework will provide tools to help deconstruct our policies, protocols, and practices where they are inequitable to create inclusive, mission, and vision driven policies, protocols, and practices to reach equity goals and outcomes.

• This framework is dynamic in its creation. It is as emergent, fluid, and intersectional as the students and communities we aim to serve—consequently, we recognize that the document is neither comprehensive nor exhaustive.

• The Board will be invited to participate in co-authoring the framework by sharing and providing feedback before the working framework is adopted by the full Board in December. Time will be allotted to allow for Board and institutional community leadership to weigh in and provide feedback.
QUESTIONS/DISCUSSION
THANK YOU!
Academic Education Committee Report

October 30, 2020
Committee charter

• The Academic Education Committee provides ongoing oversight of the academic work of degree-granting colleges and universities, including:
  • Certificate and degree programs, their instructional quality, and their transferability and articulation
  • The production of research, scholarly work, and creative achievements
  • Faculty responsibilities, workloads, and tenure processes in order to advance the intellectual, cultural, social, and economic well-being of the State of Utah and its people
Action items forwarded to the Board

• Out-of-mission program request from Southern Utah University:
  • Doctor of Psychology (Psy.D.) in Clinical Psychology
• Minimum scores and maximum credit for AP/CLEP/DSST exams
Discussion on possible committee priorities

• Seamless transfer and articulation
• Concurrent Enrollment participation
• Addressing gaps in academic success
• Innovative academic pathways to better accommodate student needs and close attainment gaps
  • Transfer pathways
  • Bachelor completion degrees
  • Innovative scheduling
  • Increased opportunities for credit for prior learning
  • Competency-Based Education pathways
MOTION: I move to approve the FY2021-22 USHE operating and capital budget priorities in Tab A and authorize the Commissioner to make any subsequent technical adjustments, including rounding, necessary to finalize the budget prior to submitting to the Governor and Legislature.
MOTION: I move adopt the proposed changes to Board Policy R516, *General Student Fees* in Tab B, effective immediately.
Recommended Motion
Tuition and Fee Setting Process for Boards of Trustees

**MOTION:** I move to approve the processes described in Tab C for institutional Board of Trustee involvement in setting tuition and general student fees.
Purpose of program approval:

Balance the present institutional capacity and faculty expertise with the future needs of students, the institution, the community, and the state.
Delegates approval of academic programs and units to the institutional Boards of Trustees, except for:

• Programs outside the institutional mission
• Delivery of programs outside of the institution’s geographic service region
• New branches, extension centers, colleges, or professional schools
Policy R401 and approval process for new degrees

ushe.edu/ushe-policies/r401-approval-of-new-programs-program-changes-discontinued-programs-and-program-reports
Criteria for approval of a new program of instruction

• The program of instruction meets identified workforce needs
• The institution of higher education is maximizing collaboration with other institutions to provide for efficiency in offering the program of instruction
• The new program of instruction is within the institution of higher education’s mission and role
• The new program meets other criteria determined by the board
  • Institutional capacity—student demand, projected enrollments, need for new faculty, staff, or resources;
  • Budget/fiscal considerations, anticipated expenses and revenue;
  • Quality of the proposed curriculum, student standards of performance, required credits, special accreditation requirements, and compliance with transfer policy;
  • Equity and access;
  • Local/regional/state needs
    • Workforce demand
    • Economic impact
    • Duplication of programs at other institutions
    • Possibility of partnering with existing programs
New Academic Degree Program Approval Process

Institution: 1) drafts new program proposal; 2) submits new program through institutional review processes (i.e., curriculum committees); 3) submits proposal to the Office of the Commissioner of Higher Education.

- Time: varies by institution from 2-12 months
- Time: 1-2 days

Commissioner’s staff reviews proposal to determine whether it falls within institutional mission.

Within Institutional Mission

- Commissioner’s staff: 1) works with institution, as needed, to clarify questions and issues and 2) organizes peer institutions’ feedback.
- Time: one month

Chief Academic Officers of other USHE institutions provide peer-review of the proposal.

Commissioner’s staff prepares Peer Review and Commissioner’s Office Report, conveys report to the institution’s Secretary of the Board of Trustees, President, and Chief Academic Officer.

Institution’s Board of Trustees takes action on the proposal using criteria provided by the Utah Board of Higher Education. Board of Trustees may approve, defer, or not approve a proposal.

- Time: 1-6 months

If Board of Trustees approves, the institution: 1) submits the proposal to the Northwest Commission on Colleges and Universities for accreditation review and 2) notifies Commissioner’s office of the Board of Trustees approval date.

Outside Institutional Mission

- Commissioner’s staff: 1) works with institution, as needed, to clarify questions and issues; 2) performs an in-depth workforce development, economic impact, and academic analysis to determine whether an out-of-mission approval would serve the workforce needs of the state; and 3) organizes peer institutions’ feedback and consideration of whether partnership with existing programs would be preferable to an out-of-mission program.
- Time: 1-6 months

Chief Academic Officers of other USHE institutions provide peer-review of the proposal. Council of Presidents has the opportunity to review the proposal.

Commissioner’s staff prepares Peer Review and Commissioner’s Office Report and conveys report to the Utah Board of Higher Education’s Academic Education Committee (AEC). AEC considers the proposal and provides a recommendation to the Board of Higher Education. OHE staff conveys proposal, Peer Review and Commissioner’s Office Report, and AEC recommendation to the Board of Higher Education for consideration.

Board of Higher Education takes action on the proposal; the Board may approve, defer, or not approve a proposal.

- If Board of Higher Education approves, institution submits proposal to Northwest Commission on Colleges and Universities for accreditation review.
Cyclical program review

• 3-year review of new programs
• 5- (community colleges) or 7-year (university) reviews of established programs
Out-of-mission program request

Southern Utah University
Psy.D. in Clinical Psychology
Recommended Motion
Out-of-mission program request

**MOTION:** I motion to approve the out-of-mission program request for a Psy.D. in Clinical Psychology from Southern Utah University.
Utah’s 2030 Attainment Goal

<table>
<thead>
<tr>
<th>Access</th>
<th>Timely Completion</th>
<th>Meaningful Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the 3-year college-going rate of high school graduates by 10% in 10 years.</td>
<td>Increase the share of students completing their degree in 6 years by 10% in 10 years.</td>
<td>Increase the share of awards that align with Utah’s most in-demand, highest-paying occupations by 20% in 10 years.</td>
</tr>
<tr>
<td>$↑10%$</td>
<td>$↑10%$</td>
<td>$↑20%$</td>
</tr>
</tbody>
</table>

Close equity gaps in all measures for underrepresented students.
Access

• Percent of high school graduates who enroll in a postsecondary institution within three years of graduation
• USBE graduation data linked to National Student Clearinghouse enrollment data
  • NSC match to capture students attending USHE and non-USHE institutions
• 3-year window to capture students who complete ecclesiastical service between high school and college
Access

3-Year College-Going Rate—All Students

- Actual
- Trend
- Goal

2015: 51%
2016: 51%
2017: 56%
2018: 56%
2019: 56%
2020: 56%
2021: 56%
2022: 56%
2023: 56%
2024: 56%
2025: 56%
2026: 56%
2027: 56%
2028: 56%
2029: 56%
2030: 61%
Timely Completion

• Using IPEDS Outcomes Measures
• For cohorts of students, measure the number who complete degrees in 4, 6, and 8 years
• Our current analysis takes all degrees, all cohorts, 6-year completion
• Further analysis in process to break out by degree types
• Outcomes Measures do not include certificates; currently exploring ways to measure timely completion for the various lengths of tech college certificate programs
Timely Completion

Share of Students Completing Degrees in 6 Years

- Actual
- Trend
- Goal

- 2017: 41%
- 2018: 49%
- 2019: 55%

2020 to 2030 show an increase in the share of students completing degrees in 6 years, with the goal reaching 55%.

Graph shows the trend and goal for timely completion rates from 2017 to 2030.
Meaningful Awards

• Using completion data mapped by CIP to occupation codes (SOC)
• Using DWS’s occupational ranking system
• Measure share of completions that align with 4- and 5- star jobs
• Award level must be within one step of the BLS education level typical for entry to occupation
Meaningful Awards

Share of Awards in High-Demand High-Wage Jobs

- Actual
- Trend
- Goal
MOTION: I move that the Board approve the System priorities Access, Completion, Affordability and Workforce Alignment & Economic Impact.
MOTION: I move the Board establish an Innovation Taskforce to begin exploring and developing systemwide innovations in online education and other areas of high potential and direct the Commissioner to select its membership and serve as its chair.
COLLEGE ACCESS ADVISERS

Recent college graduate, full-time, physically in the high school

Helps students on the milestones to college:

- College test prep & registration
- College applications
- Financial aid
- Connection to college campus
- Create a college-going culture
COLLEGE ADVISER ACTIONS

- Meet one-on-one with students
- Plan college events in the schools for students and parents
- Engaging parents
- FAFSA assistance
- College applications
- Scholarships
- First-year programs
"I advise because I was served by UCAC Advisers when I was a student; I want to give back to other students."

"I advise because I want make college accessible to underrepresented communities."

"Toni Morrison said, ‘if you have some power, then your job is to empower someone else’. I advise because my job is to empower someone else."

"I advise because I want be the role model that students can look up to and give hope to reach their goals!"

"I advise because I know every student has a dream but may not know how to get there"
### College Access Data

<table>
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<tr>
<th>Data Category</th>
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<td>Gender*</td>
<td>College Applications Accepted**</td>
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<tr>
<td>Ethnicity*</td>
<td>FAFSA Completed***</td>
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<tr>
<td>First Generation Status*</td>
<td>FAFSA Assisted</td>
</tr>
<tr>
<td>Post-Secondary Plan*</td>
<td>SAT/ACT Scores</td>
</tr>
<tr>
<td>Student Interactions</td>
<td>Scholarships Applied*</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td>Scholarships Awarded*</td>
</tr>
<tr>
<td>College Applications Submitted**</td>
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</tr>
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</table>

*In most cases, this data is self-reported by the student
**Data provided by most USHE institutions
***Real time data provided by UHEAA
2019-2020 FACTS:

- Met with almost 12,000 students in a one-on-one, or small group meeting
- Had over 18,000 one-on-one meetings
- Assisted students with over 25,000 college applications
- FAFSA completion rate for our high schools was 40%
2021-2022 EXPANSION

• With the additional $2 million in funding, we will be able to expand to a total of 55-65 high schools across the state.

• Selection of the schools will consider the following:
  • Previous schools where there has been a college access adviser
  • College-going rates
  • FAFSA completion rates
  • Percentage of low-income students
  • Ethnicity rates

• High school selections will be made by the end of 2020.
The pandemic has added to our stress, anxiety, fear, and the combination of all three can be overwhelming to manage. Not for Joana! She has been an amazing addition to our Granger Family and UCAW committee. Joana is like a four-leaf clover, hard to find and lucky to have! — Granger High Counselor

T. Walton has done such a great job to think outside the box when it comes to working with our students during this pandemic. We have had a lot of hardships thrown at us in terms of how we communicate with our online students now, but he has gone above and beyond to make sure our kids are accessing the information they need. He does it all with such a warm smile on his face and a wonderful attitude about it! — West High Staff

This is my twenty-third year as an educator, all here at Kearns High School... As a counselor I have many tools at my disposal in order to assist my student’s. However, there has probably been no more valuable commodity in providing post high school assistance to our students than our College Access Advisor. We have been fortunate enough to have had a College Access Advisor for over 10 years. They provide our students with vital post high school information, from scholarships, to ACT registration and preparation, to walking students through the FAFSA and college application process. Honestly, I could not imagine NOT having a College Access Advisor as part of our counseling team. From Jackson White, now an educator himself at Olympus High School, to Mandy Tran, our current CAA, they have all been an absolute joy to work with and get to know. — Kearns High Counselor
Recommended Motion
Utah College Advising Corps Program Expansion

**MOTION:** I move that the Utah Board of Higher Education approve the transfer of $2 million per year for three years from the Utah Higher Education Assistance Authority program funds to the Commissioner’s office.
MOTION: I move to establish the Industry Advisory Council as described in Tab Q.
MOTION: I move to approve the items on the General Consent Calendar.
What is Shared Services?

• Sharing common internal business services between business units
  • Finance/accounting
  • Information Technology (IT)
  • Human Resources (HR)

• Tactical not Strategic Decision
  • Consolidation of nonstrategic activities allowing more focus on the strategic
What is Shared Services?

Centralized Operations
- Less Responsive
- More Disconnected
- Less Flexible
- Less External Control

Shared Services
- Efficient Service Delivery
- Best Practices
- Performance Oriented
- Shared Governance
- Charge Rates for Services

Decentralized Operations
- More Duplication
- Less Efficient
- Less Standardized
- Higher Costs

Economies of Scale
Process Standardization
Customer Service
Business Intelligence
Institutional Survey

• Brief description of institution’s business services:
  • Centralized (Yes/No)
  • Budget of Central Org
  • Number of Central FTE
  • Number of Decentralized FTE

• Business Services include:
  • Accounting and Finance
  • Human Resources
  • Information Technology
  • Student Financial Aid
  • Purchasing
  • Fleet
  • Facility Maintenance
  • Risk Management
  • Internal Audit
  • Police
  • Legal
A business case can quantify the impact and opportunities for shared services in the System

1. Review the current state of business services in the System
2. Present a realistic future state of shared services in the System
3. Identify the costs and benefits in moving from the current state to the future state
Potential Steps

- Discussion in September Finance and Facilities Mtg.
- Collect information from a survey of institutions
- Write an RFP for a shared services business case
- Engage a consultant to create a shared services business case
- Review business case and options
- Engage a consultant to develop an implementation plan
- Implement shared services across the System

- By End of 2020
- 2021 to Early 2022
- Mid 2022 to 2025
• H.B 5010 — Federal CARES Act funding created the new Learn & Work In Utah initiative

• ~$9 million for short-term training
  • Talent Ready Utah
  • Utah System of Higher Education

• Provides training for workers who are unemployed, underemployed, or in vulnerable positions due to COVID-19
Program Details

- 188 program proposals totaling over $15 million in requested funds
- Awarded the first ~$8.7 million in program support to our institutions
- $200,000 to Rumor Advertising to combine Learn & Work with IN UT campaign
- Committee identified another potential ~$4.5 million in programming for additional CARES funding
- Regional marketing campaigns directed by institutions: ~$170,000

<table>
<thead>
<tr>
<th>Institution</th>
<th>Round 1 Funding</th>
<th>Potential Round 2 Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgerland</td>
<td>$386,050.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Dixie Tech</td>
<td>$397,042.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Dixie State U</td>
<td>$628,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Mountainland</td>
<td>$1,318,902.00</td>
<td>$1,049,445.00</td>
</tr>
<tr>
<td>SLCC</td>
<td>$611,504.38</td>
<td>$564,452.00</td>
</tr>
<tr>
<td>Snow</td>
<td>$900,650.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>SUU</td>
<td>$383,595.00</td>
<td>$192,960.00</td>
</tr>
<tr>
<td>SW Tech</td>
<td>$249,489.55</td>
<td>$32,000.00</td>
</tr>
<tr>
<td>Tooele Tech</td>
<td>$377,248.00</td>
<td>$76,452.00</td>
</tr>
<tr>
<td>UB Tech</td>
<td>$148,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>U of U</td>
<td>$589,251.00</td>
<td>$290,740.00</td>
</tr>
<tr>
<td>USU</td>
<td>$783,968.00</td>
<td>$567,400.00</td>
</tr>
<tr>
<td>UVU</td>
<td>$841,732.00</td>
<td>$719,810</td>
</tr>
<tr>
<td>Weber</td>
<td>$1,022,274.00</td>
<td>$921,272</td>
</tr>
<tr>
<td>Total</td>
<td>$8,637,705.93</td>
<td>$4,414,531.00</td>
</tr>
</tbody>
</table>
Program Types:
• Welding/CDL/Manufacturing/Automotive
• Health Care
• IT — short industry credentials & longer programs
• Web design and support
• Microsoft Office & digital tools for the remote work world
• Graduate certificates — Cyber Security & Analytics
• Training educators to transition to digital learning
• Small business support

If all programs fill to estimated capacity, 5,275 students will gain valuable workforce skills
## Enrollment Spend

<table>
<thead>
<tr>
<th>Institution</th>
<th>Capacity</th>
<th>Total</th>
<th>Percentage to Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgerland</td>
<td>150</td>
<td>123</td>
<td>82%</td>
</tr>
<tr>
<td>Dixie Tech</td>
<td>101</td>
<td>87</td>
<td>86%</td>
</tr>
<tr>
<td>Dixie State U</td>
<td>95</td>
<td>75</td>
<td>79%</td>
</tr>
<tr>
<td>Mountainland</td>
<td>510</td>
<td>297</td>
<td>58%</td>
</tr>
<tr>
<td>SLCC</td>
<td>697</td>
<td>599</td>
<td>86%</td>
</tr>
<tr>
<td>Snow</td>
<td>326</td>
<td>280</td>
<td>86%</td>
</tr>
<tr>
<td>SUU</td>
<td>435</td>
<td>351</td>
<td>81%</td>
</tr>
<tr>
<td>SW Tech</td>
<td>162</td>
<td>72</td>
<td>44%</td>
</tr>
<tr>
<td>Tooele Tech</td>
<td>230</td>
<td>157</td>
<td>68%</td>
</tr>
<tr>
<td>UB Tech</td>
<td>70</td>
<td>66</td>
<td>94%</td>
</tr>
<tr>
<td>U of U</td>
<td>594</td>
<td>218</td>
<td>37%</td>
</tr>
<tr>
<td>USU</td>
<td>313</td>
<td>269</td>
<td>86%</td>
</tr>
<tr>
<td>UVU</td>
<td>719</td>
<td>676</td>
<td>94%</td>
</tr>
<tr>
<td>Weber</td>
<td>873</td>
<td>964</td>
<td>110%</td>
</tr>
<tr>
<td>Running Total</td>
<td>5275</td>
<td>4234</td>
<td>80%</td>
</tr>
</tbody>
</table>

## Spend

<table>
<thead>
<tr>
<th>FUNDING</th>
<th>Award</th>
<th>Spend to Date</th>
<th>Remaining</th>
<th>% Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgerland</td>
<td>$386,050.00</td>
<td>$342,922.00</td>
<td>$43,128.00</td>
<td>89%</td>
</tr>
<tr>
<td>Dixie Tech</td>
<td>$397,042.00</td>
<td>$184,961.00</td>
<td>$212,081.00</td>
<td>47%</td>
</tr>
<tr>
<td>Dixie State U</td>
<td>$628,000.00</td>
<td>$405,416.00</td>
<td>$222,584.00</td>
<td>65%</td>
</tr>
<tr>
<td>Mountainland</td>
<td>$2,368,347.00</td>
<td>$778,759.00</td>
<td>$1,589,588.00</td>
<td>33%</td>
</tr>
<tr>
<td>SLCC</td>
<td>$1,175,956.38</td>
<td>$579,461.00</td>
<td>$596,495.38</td>
<td>49%</td>
</tr>
<tr>
<td>Snow</td>
<td>$900,650.00</td>
<td>$474,908.88</td>
<td>$425,741.12</td>
<td>53%</td>
</tr>
<tr>
<td>SUU</td>
<td>$576,555.00</td>
<td>$455,002.25</td>
<td>$121,552.75</td>
<td>79%</td>
</tr>
<tr>
<td>SW Tech</td>
<td>$281,489.55</td>
<td>$137,058.00</td>
<td>$144,431.55</td>
<td>49%</td>
</tr>
<tr>
<td>Tooele Tech</td>
<td>$453,700.00</td>
<td>$258,030.00</td>
<td>$195,670.00</td>
<td>57%</td>
</tr>
<tr>
<td>UB Tech</td>
<td>$166,000.00</td>
<td>$127,470.00</td>
<td>$38,530.00</td>
<td>77%</td>
</tr>
<tr>
<td>U of U</td>
<td>$879,991.00</td>
<td>$449,990.00</td>
<td>$430,001.00</td>
<td>51%</td>
</tr>
<tr>
<td>USU</td>
<td>$1,351,368.00</td>
<td>$262,835.46</td>
<td>$1,088,532.54</td>
<td>19%</td>
</tr>
<tr>
<td>UVU</td>
<td>$1,561,542.00</td>
<td>$1,292,472.00</td>
<td>$269,070.00</td>
<td>83%</td>
</tr>
<tr>
<td>Weber</td>
<td>$1,943,546.00</td>
<td>$520,911.00</td>
<td>$1,422,635.00</td>
<td>27%</td>
</tr>
<tr>
<td>Total</td>
<td>$13,070,236.93</td>
<td>$6,270,196.59</td>
<td>$6,800,040.34</td>
<td>48%</td>
</tr>
</tbody>
</table>

% Expended: 48%
Questions?
UHEAA & my529 Update