Utah Board of Higher Education
Technical Education Committee Meeting
Teleconference
Friday, February 18, 2022

Agenda

February 18, 2022

Technical Education Committee Equity, Diversity, and Inclusion Efforts

The Utah Board of Higher Education adopted a comprehensive strategic plan in May 2021 to guide the system for the next five years. The Board's strategic plan focuses on six key priorities:

- System Unification
- Access
- Affordability
- Completion
- Workforce Alignment
- Research

The strategic plan metrics align with statewide postsecondary attainment goals and performance-based funding and centers on educational equity and inclusion, to ensure higher education opportunities are accessible for all Utahns.

Information about how each priority, goal, strategy, and tactic addresses equity, diversity, and inclusion through meaningful student outcomes in the attached table. The committee will discuss the projected benefits and opportunities the initiatives provide to students.

Each board committee has primary responsibility for overseeing progress of designated strategies and tactics on the plan. Progress on the plan is available at: https://ushe.edu/board/strategic-plan/

Commissioner's Recommendation

This is an information item only; no action is required.

Attachment

Technical Education Equity, Diversity, and Inclusion Efforts

System Unification		
Develop, strengthen, and leverage a seamless and articulated system of higher education.		
Strategy	Align programs with institutional roles and minimize duplication among institutions.	Increase stackability of credentials from technical colleges to degree-granting institutions.	Merge system policies and align data and measures, as appropriate.
Tactic(s)	Study current program offerings across technical colleges to ensure fit with institutional role.	Review policy governing award types across degree-granting institutions to ensure policies are equity-minded and supported by data and allow for stackability across all institutional types. Develop a standardized approach to understand the number of secondary students receiving credit for course work completed at the high school. Explore potential for transitioning technical education from clock-hours to credit hours.	Review policies to ensure alignment between technical colleges and degree-granting institutions. Regularly review system policies to ensure they are equity-focused. Align data and measurements between technical colleges and degree-granting institutions, when appropriate.
EDI	The system merge resulted in the definition of institution roles and the need to inventory and align training with those designated roles. While budgetary and facilities efficiencies are gained through this effort, **the outcomes will help ensure students who enroll in technical education training do so at an affordable tuition rate; duplication of training as students participate in pathways that extend between institutions is reduced or eliminated (saving students time and tuition dollars);** and institutions focus effort in areas that are collaborative rather than competitive. (*Addresses: affordability, time to completion*)	Reducing or eliminating the duplication of technical education coursework included in pathway agreements helps to ensure students who enroll in technical education training do so at an **affordable tuition rate**. Pathways should reflect stackable coursework that ensures students **build onto existing knowledge and skills** at each educational level, rather than duplicating (in time and tuition dollars) the coursework that has already been completed. (*Addresses: a*ffordability, *time to completion*)	
Access		
Increase the college-going rate of high school grads by 3% in 5 years. Increase the college-going rate of underrepresented groups by 4% in 5 years.		
Strategy	Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.		
Tactics	Review policy to support all USHE institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.		
EDI	Equitable hiring practices reaffirm a school's commitment to diversity by addressing employment barriers and		

	providing equal opportunities for applicants from underrepresented populations. Diversity in faculty, staff, and administration enables students to see people who look like them, sound like them, and have similar life experiences, helping them feel a part of the learning community, which improves outcomes. Diverse staffing also sends a message to students about the level of opportunity available in their own future. Technical education is intended to simulate and prepare students for the workforce. Diversity in the learning environment prepares students to work in environments that are racially and ethnically diverse. (*Addresses: Faculty, staff, and administrative diversity*)		

Completion			
Increase timely completion of degrees and awards by 3% in 5 years. Increase the timely completion of underrepresented students by 4% in 5 years.			
Strategy	Structure awards to facilitate completion and transfer.	Increase awarding of credit for prior learning.	Expand supportive entry-level education practices.
Tactics	Conduct transfer study to determine barriers to transfer. Facilitate coordination among programs to align program structure to support transfer, wherever possible.	Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff and assess the impact of credit for prior learning on student completion. Ensure standardization in awarding credit for prior learning and the transferability of credit for prior learning.	Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements, and implement corequisite and other models to support student entry in and success into technical programs.
EDI	The study should evaluate equitable access to transfer information and opportunities, processes for students to receive credit for prior learning and/or work experience (saving time and tuition dollars), and guidance provided to all graduates on transferring to degree-granting institutions. Plans should be developed to address barriers that have been identified. (*Addresses: Equitable transfer opportunities, tuition savings, time to completion, educational growth*)	While the majority of transfer students entering technical education are current high school students or recent graduates, technical education serves many students with some college but no degree and students with degrees. Students, parents, and high school counselors should be equitably informed of articulated high school courses that apply to technical college programs. Processes for the award of credit for prior learning should be transparent and equitable for both high school and adult students. Acceptance of prior learning and work experience reduces tuition dollars and time to completion. Benchmarks should be recorded and institutions should establish goals to expand the award of credit for prior learning and/or work experience. (*Addresses: Equitable access to credit for*	Many technical education programs require that students meet minimum admission requirements. Requirements are often put in place with the intent to enroll students who have the academic ability to be successful in the program. Technical colleges, specifically, are accountable for meeting minimum benchmarks for completion defined by the accrediting body. Some colleges refer students who fail to meet minimum admission requirements to developmental courses. Some allow students to begin the program while working on the required knowledge as a proving ground. Some colleges provide tutoring services to address

		prior learning and work experience, tuition savings, time to completion)	academic deficiencies impacting student success. Providing academic support services contributes to student retention, higher levels of completion, and student ability to be successful in educational growth. (*Addresses: Barriers to academic success*)
Workforce Alignment			
Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years. Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.			
Strategy	Increase student participation in work-based learning.		
Tactics	Consider policy to define systemwide practices for participation and reporting of work-based learning activities. Develop systemwide practices for participation in work-based learning activities.		
EDI	Many technical education programs include work-based activities in the form of externships or clinicals. Many students who participate in work-based activities secure employment opportunities with the sponsoring agency. While most regulated technical education programs require that every student participate in work-based activities, activities are often elective in other programs. Students who participate in work-based experience gain valuable work experience that increases employability. Given the opportunities and value of job placement for technical education, expansion of the availability of work-based activities and student participation are the goals of this initiative. (*Addresses: Equitable participation in work-based activities, increased employability, and expanded placement opportunities.*)		

Updates on Technical Education @Salt Lake Community College

- School of Applied Technology and Technical Specialties (SATTS)
    - Re-branding of School of Applied Technology (SAT) in progress, now Salt Lake Technical College (SLTC)
    - Will maintain its close relation with School of Technical Specialties (STS), including existing internal articulation agreements to degrees, ie apprenticeships
    - Internal articulations within SLCC serve the same purpose as external articulations between SLCC and other Technical Colleges or four-year institutions
    - Agreements establish student education pathways and career trajectories

- Current effort to transition the first year (two semesters) of numerous credit/degree programs to technical education, resulting in more internal articulation agreements

- Internal, institutional Pathways Initiative both compliments and complicates our System level work (Mapping, On-ramps, Concurrent Enrollment, PLA, Student Resources). Working through these as statewide curriculum alignment work moves forward.

- Phased transition work includes some programs from workforce development/continuing education as well as first year of Career & Technical Education (CTE) degrees to Technical Education (establishing more parallel approach to research and development as well as customized employer training within the System.

- Institutional work in addition to System-level program alignment work is well underway.

Dynamics within a degree-granting institution include:
    Faculty shared leadership model
    Faculty tenure
    Academic freedom discourse
    Curricular review and approval processes
    Accreditation – Northwest Commission on Colleges and Universities (NWCCU)
    Different student management systems

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UTAH SYSTEM OF HIGHER EDUCATION

February 18, 2022

Technical College Secondary Articulation Agreements

In 2020, technical colleges served over 32,000 secondary students. This enrollment makes up 31% of the total student population. Many secondary students who enroll in technical college programs have already completed some Career and Technical Education course work at their high school.

The acceptance of this course work begins with the development of articulation agreements. Honoring these agreements by awarding high school credit for completed coursework saves students time, expediting their path to completion, increasing completion rates, and saving tuition dollars. While high school students attend tuition-free, many programs are longer than what a high school student can reasonably complete during high school. Expediting progress reduces course work that may have to be taken as a tuition-paying adult student.

Each year, instructional officers from each institution work with faculty to develop articulation agreements. Faculty review courses defined by the Utah State Board of Education to determine equivalency. A single agreement for each institution ensures that any student, regardless of district, high school, or charter school, can receive credit for completed course work.
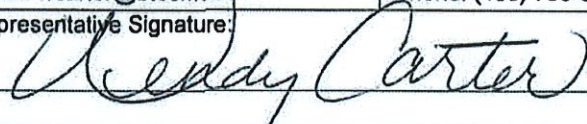
Technical colleges have completed their work and the updated agreements are attached.

Commissioner's Recommendation
Information item only; no action required.

Attachment

Regional Career Pathway Agreement

Utah State Board of Education			Utah System of Technical Colleges		
CTE Region: Bear River Region			Technical College: Bridgerland Technical College		
CTE Career Pathways Program Coordinator: Jonathan Frey			Executive Vice President: Wendy Carter		
Email: jonathan.frey@schools.utah.gov	Phone: (801) 538-7852		Email: wcarter@btech.edu		Phone: (435) 750-3222
Representative Signature: Jonathan Frey			Representative Signature: *Wendy Carter*		
Effective Dates: July 1, 2021 – June 30, 2022					

Assurances: This agreement is intended to provide a seamless pathway for high school students to enroll at the designated technical college. The technical college will accept the transfer of designated high school courses represented in this agreement if the student is enrolled in a program, provides the technical college faculty member with a high school report card or transcript, and one or more of the following conditions are met:

1 = A grade of "B" or better
2 = Successful completion of an equivalent State Skill Certification
3 = Successful completion of the same version of professional industry exam represented in a course
4 = Demonstration of competency as designated by receiving instructor which may lead to full or partial credit of course work and/or
5 = Course has been taken within last two years

Core Code	USBE Course Name	Credit		Course No.	BTECH Couse Name	Clock Hrs.
Agriculture, Food, & Natural Resources						
30-02-00-00-040	Animal Science 1	1.00		ANSC1011	Introduction to Vet Tech	6
				ANSC1111	Patient Management & Nutrition	12
				ANSC1503	Clinical Procedures III	70
30-02-00-00-001	Animal Science 2	1.00		ANSC1111	Patient Management & Nutrition	3
				ANSC1301	Vet Assistant Applications	6
30-02-00-00-090	Veterinary Assistant 1	1.00		ANSC1301	Vet Assistant Applications	6
				ANSC1503	Clinical Procedures III	70
				ANSC1011	Introduction to Vet Tech	15
				ANSC1111	Patient Management & Nutrition	20
30-01-00-00-030	Agricultural Systems Technology 1 & 2	2.00		WELD1211	Oxy-Fuel Gas Welding	30
30-01-00-00-040	(Must take both 1 & 2 for articulation)			WELD1301	SMAW Beginning	45
				WELD1402	GMAW Welding	60
34-01-00-00-185	Foundations of Nutrition WSU 1020	0.50		Practical Nursing	Prerequisite Course: Nutrition	

	Architecture & Construction					
38-01-00-00-041	CAD Architectural Design 1	0.50		DRFT1030	Architectural Drafting	60
				BLDG1110	Blueprint Reading	30
38-01-00-00-042	CAD Architectural Design 2	0.50		DRFT2389	Special Problems	30
				DRFT1030	Architectural Drafting	30
				BLDG1110	Blueprint Reading	30
38-02-00-00-262	Woods 2	0.50		BLDG1101	Cabinet Technology	45
38-02-00-00-261	Woods 1	0.50		BLDG1040	Construction Intro, Safety, Tool	25
32-02-00-00-216	Business Office Specialist	0.50		BTEC1101	Computer Essentials	30
34-01-00-00-210	Interior Design 1	0.50		IDES1031	Elements & Principles	12

	Arts, Audio/Visual Technology, & Communications					
34-01-00-00-140	Fashion Design Studio	0.50		FASH1105	Apparel Industry	60
				FASH1400	Textiles	30
				FASH1500	Fashion Styling	30
				FASH1700	Visual Merchandising	20
34-01-00-00-060	Sports & Outdoor Design 1	0.50		FASH1721	Beginning Sewing	90
34-01-00-00-090	Sewing Construction & Textiles 1	0.50		FASH1721	Beginning Sewing	90
34-01-00-00-062	Sports & Outdoor Design 2	0.50		FASH1780	Advanced Sewing	30
34-01-00-00-092	Sewing Construction & Textiles 2	0.50		FASH1780	Advanced Sewing	30
37-01-00-00-165	Marketing 1	0.50		FASH1610	Promotional Event Planning	30
32-02-00-00-220	Entrepreneurship	0.50		FASH1810	Intro to Entrepreneurship	30
40-13-00-00-012	Commercial Photo 1	0.50		MDTC2501	Digital Photography	60
40-13-00-00-015	Commercial Photo 2	0.50		MDTC2501	Digital Photography	30
40-13-00-00-001	Commercial Art 1	0.50		MDTC1030	Design Principles	60
40-10-00-00-040	Digital Graphic Arts Introduction	0.50		MDTC1030	Design Principles	60
35-02-00-00-075	3D Animation (Maya Software only)	0.50		MDTC2601	3D Modeling & Animimation I	60
	3D Animation (Zbrush Software only)	0.50		MDTC2660	Character Design Basics	60

	Business, Finance, & Marketing					
32-02-00-00-010	Accounting 1	0.50		ACCT1330	Accounting I	60
32-02-00-11-110	Business Communication I	0.50		BTEC1527	Business Writing	60
37-01-00-00-165	Marketing 1	0.50		BTEC2210	Sales & Marketing	60

37-01-00-00-260	Sports & Entertainment Marketing	0.50		BTEC2210	Sales & Marketing	60
32-02-00-00-220	Entrepreneurship	0.50		ACCT2110	Intro to Entrepreneurship	60
		0.50		FASH1810	Intro to Entrepreneurship	20
40-10-00-00-040	Digital Graphic Arts Introduction	0.50		BTEC2151	Intro to Adobe Suite	60

Computer Science & Information Technology						
35-02-00-00-007	Exploring Computer Science 1	0.50		ELEC2901	Special Applications Elec	15
				AMAR2900	Special Applications	15
				ITEC2901	Special Applications ITEC	30
35-02-00-00-030	Computer Programming 1 (Python)	0.50		WEBM2401	Python Programming	20
35-02-00-00-030	Computer Programming 1 (JavaScript)	0.50		WEBM1031	Client-Side Scripting	20
				ITEC2580	Practical Python	90
35-02-00-00-035	Computer Science Principles	0.50		ITEC2901	Special Applications ITEC	30
				WEBM2901	Special Apps for Web Devl	30
32-02-00-00-045	Gaming Development Fundamentals	0.50		ITEC2901	Special Applications ITEC	30
				WEBM2901	Special Apps for Web Devl	30
35-02-00-00-060	Web Development 1	0.50		MDTC2110	Web Design Authoring I	60
				WEBM1001	Web Development Essentials	60
35-02-00-00-065	Web Development 2	0.50		MDTC2120	Web Design Authoring II	60
				WEBM1031	Client-Side Scripting	60

Engineering & Technology						
38-01-00-00-340	CAM Automated MFG	1.00		ELEC2901	Special Applications Elec	30
				AMAR2900	Special Applications	30
38-01-00-00-151	Engineering Principles 1	0.50		ELEC2901	Special Applications Elec	15
				AMAR2900	Special Applications	15
38-01-00-00-152	Engineering Principles 2	0.50		ELEC2901	Special Applications Elec	15
				AMAR2900	Special Applications	15
38-01-00-00-990	Engineering Capstone	1.00		ELEC2901	Special Applications Elec	30
				AMAR2900	Special Applications	30
38-01-00-00-031	Robotics 1	0.50		ELEC2901	Special Applications Elec	15
				ELEC2051	Microcontrollers I	60
38-01-00-00-032	Robotics 2	0.50		ELEC2901	Special Applications Elec	15
				AMAR1700	Intro to Ind Robotics	60
38-01-00-00-051	CAD Mechanical Design 1	0.50		DRFT1010	Technical Drafting	60
				AMAR1150	3D Modeling	60

				ELEC2901	Special Applications Elec	15
38-01-00-00-021	Electronics 1	0.50		ELEC2901	Special Applications Elec	15
				AMAR2900	Special Applications	15
38-01-00-00-022	Electronics 2	0.50		ELEC2901	Special Applications Elec	15
				AMAR2900	Special Applications	15
30-01-00-00-030	Agricultural Systems Technology 1 & 2	2.00		AMAR1100	Automation Technician Bas	45
30-01-00-00-040	(Must take both 1 & 2 for articulation)					
40-10-00-00-110	Welding Technician - Entry Level AND	1.00		WELD1050	Welding Overview	90
10-40-00-00-112	Welding Technician, Intermediate AND					
40.10.00.00.114	Welding Technician, Advanced (must take all three courses for articulation)					

Health Science						
36-01-00-00-175	HTHS 1101 Medical Terminology (WSU)	1.00		Medical Assisting	Pre-Admission Course	
				Practical Nursing	Pre-Admission Course	
				Therapeutic Massage	Pre-Admission Course	
36-01-00-00-001	HTHS 1110/1111 Integrated Human Anat & Phys	2.00		MEDA1405	A&P for the Medical Professional	180
				Practical Nursing	Prerequisite Course for Human Anatomy	
34-01-00-00-185	Foundations of Nutrition 1020 (WSU)	1.00		Practical Nursing	Prerequisite Course: Nutrition	
	Psychology 1010 (USU)	1.00		MEDA2170	Psychology for Healthcare	60

Hospitality & Tourism						
34-01-00-00-150	Food & Nutrition 1	0.50		CULA1002	Fundamentals I	50
				CULA1021	Cooking Methods I	40
				CULA1012	Fundamentals II	20
34-01-00-00-160	Food & Nutrition 2	0.50		CULA1002	Fundamentals I	50
				CULA1021	Cooking Methods I	40
				CULA1012	Fundamentals II	30
34-01-00-00-170	Culinary Arts	0.50		CULA1002	Fundamentals I	20
				CULA1021	Cooking Methods I	20
				CULA1012	Fundamentals II	20
				CULA1041	Equipment Operations	15
37-01-00-00-100	Hospitality & Tourism	0.50		CULA1152	Career Professionalism	5
				CULA1002	Fundamentals 1	10

	Manufacturing						
40-10-00-00-110	Welding Technician - Entry Level	0.50		WELD1211	Oxy-Fuel Gas Welding		30
				WELD1301	SMAW Beginning		45
10-40-00-00-112	Welding Technician - Intermediate	0.50		WELD1402	GMAW Welding		75
				WELD1501	FCAW Advanced		30
				WELD1602	GTAW Mid Steel, Aluminum, Stainless		45
				WELD1111	Welding Math		10
				WELD1801	Blueprint Reading Welding		10
30-01-00-00-030	Agricultural Systems Technology 1 & 2	2.00		WELD1211	Oxy-Fuel Gas Welding		30
30-01-00-00-040	(Must take both 1 & 2 for articulation)			WELD1301	SMAW Beginning		45
				WELD1402	GMAW Welding		60

	Transportation, Distribution & Logistics						
40.09.00.00.090	Small Engine Repair	.50		HVDD1025	Diesel Engines I		15
40.09.00.00.020	Automotive, Intro.	.50		HVDD1025	Diesel Engines I		15
40.09.00.00.020	Automotive, Intro.	.50		HVDD1035	Safety and Shop Skills		15

	Non CTE Courses						
	Psychology USU 1010	1.00		MEDA2170	Psychology for Healthcare		30
	Secondary Math 3	1.00		MDTC1041	Math for Graphic Comm		60
	Math 1050 & 1060	2.00		HSGN1001	Drug Dosages & Calculations		30

Notes:

- This is a regional agreement. Some high school classes may not be available in a particular school. High school counselors can provide information regarding specific program offerings.
- Program requirements from either partner may change without notice.

Signature: *Jonathan Frey*

Email: jonathan.frey@schools.utah.gov

Pathway Agreement

Final Audit Report   2021-10-01

Created:	2021-09-30
By:	KIMBERLY ZIEBARTH (u0564485@utah.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAB8ppSXkZBn-3cmGCZ3Rv6FCxqZuth8TE

"Pathway Agreement" History

📄 Document created by KIMBERLY ZIEBARTH (u0564485@utah.edu)
2021-09-30 - 3:23:19 PM GMT- IP address: 155.98.131.5

📧 Document emailed to Jonathan Frey (jonathan.frey@schools.utah.gov) for signature
2021-09-30 - 3:23:55 PM GMT

📄 Email viewed by Jonathan Frey (jonathan.frey@schools.utah.gov)
2021-10-01 - 3:48:59 PM GMT- IP address: 205.127.31.15

✍ Document e-signed by Jonathan Frey (jonathan.frey@schools.utah.gov)
Signature Date: 2021-10-01 - 3:50:24 PM GMT - Time Source: server- IP address: 205.127.31.15

✅ Agreement completed.
2021-10-01 - 3:50:24 PM GMT

Regional Career Pathway Agreement

Utah State Office of Education		Utah System of Higher Education	
CTE Region: Wasatch Front North		Technical College: Davis Technical College	
CTE Career Pathways Program Coordinator: Jonathan Frey		Vice President of Instruction: Leslie Mock	
Email: jonathan.frey@schools.utah.gov	Phone: (801) 538-7852	Email: Leslie.mock@davistech.edu	Phone: 801-593-2334
Representative Signature:		Representative Signature:	
Jonathan Frey		Lesli	
Effective Dates: July 1, 2021 – June 30, 2022			

Assurances: This agreement is intended to provide a seamless pathway for high school students to enroll at the designated technical college. The technical college will accept the transfer of designated high school courses represented in this agreement if the student is enrolled in a program, provides the technical college faculty member with a high school report card or transcript, and one or more of the following conditions are met:

1 = A grade of "B" or better
2 = Successful completion of an equivalent State Skill Certification
3 = Successful completion of the same version of professional industry exam represented in a course
4 = Demonstration of competency as designated by the receiving instructor which may lead to full or partial credit of course work and/or
5 = Course has been taken within last two years

Core Code	USOE Course Name	Credit		Course No.	Davis Technical College Course Name	Clock Hrs.
40-09-00-11-020	Introduction to Automotive	1.0		AUTO 1000	Introduction and Safety	45
40-09-00-11-023	ASE Steering and Suspension	1.0		AUTO 2034	ASE Steering and Suspension I	90
40-09-00-11-022	ASE Brakes	1.0		AUTO 2042	ASE Brake Systems I	90
40-09-00-11-024	ASE Electrical/Electronics	1.0		AUTO 2050	ASE Electrical/Electronic Systems I	60
40-09-00-11-025	ASE Engine Performance	1.0		AUTO 2084	ASE Engine Performance I	90
32-02-00-11-300	Keyboarding I	0.5		BTEC 1005	Keyboarding I	30
32-02-00-11-170	Digital Literacy	0.5		BTEC 1030	Operating Systems and Email Applications	30
				BTEC 1031	Word Processing Fundamentals	30
				BTEC 1032	Spreadsheet Fundamentals	30
				BTEC 1034	Electronic Presentations Fundamentals	30
32-02-00-11-216	Business Office Specialist	0.5		BTEC 1137	Word Processing Applications	90
				BTEC 1147	Spreadsheet Applications I	90
				BTEC 1157	Database Applications I	90
				BTEC 1167	Electronic Presentations	60
32-02-00-11-110	Business Communication I	0.5		BTEC 1515	Business English	60
37-01-00-11-025	Customer Service	0.5		BTEC 1565	Customer Service	60
32-02-00-11-010	Accounting I	0.5		BTEC 1603	Accounting for Non-Accountants	60

34-01-00-11-005	Adult Roles and Financial Literacy	1.0		BTEC 1690	Personal Finance	60
34-01-00-11-170	Culinary Arts	1.0		CULA 1020	Culinary Arts I	90
40-13-00-11-020	Commercial Art 2	0.5		DMDC 1061	Graphic Design Principles	90
35-02-00-11-060	Web Development 1	0.5		DMDC 2005	Responsive Web Design with HTML5 and CSS	90
				ITEC 1023	Web Essentials	30
				SDEV 1022	HTML/CSS Basics	60
40-01-00-11-030	Video Production 1	0.5		DMDC 2010	Digital Video I: Adobe Premier Pro CC	90
40-01-00-11-035	Video Production 2	0.5		DMDC 2015	Digital Video II: Adobe After Effects CC*	90
38-01-00-00-041	CAD Architectural Design 1	0.5		AEID 1455	Visual Communication for Architecture	90
38-01-00-13-042	CAD Architectural Design 2	0.5		AEID 1755	Residential Drafting and Codes	120
38-01-00-00-043	CAD Architectural Design 3	0.5		AEID 2255	Commercial Drafting and Codes	120
38-01-00-00-051	CAD Mechanical Design 1	0.5		AEID 1495	Visual Communication for Engineering	90
38-01-00-00-052	CAD Mechanical Design 2	0.5		AEID 1795	SOLIDWORKS I: Product Design	90
38-01-00-00-053	CAD Mechanical Design 3	0.5		AEID 2095	SOLIDWORKS II: Intermediate Skills	90
40-10-00-11-072	Machining 1	0.5-1.0		CNCM 1000	Machining Fundamentals	60
36-01-00-11-030	Emergency Medical Technician (EMT)	2.0		EMST 1001	Emergency Medical Technician-Basic	136
38-01-00-11-021	Electronics I	0.5		IAMT 1000	Electronic Fundamentals for Industrial Automation	120
38-01-00-11-022	Electronics II	0.5		IAMT 2400	Electronics Assembly and Soldering	60
38-01-00-11-031	Robotics I and	0.5		IAMT 2305	Microcontroller /Microprocessor Programming	60
38-01-00-11-032	Robotics II	0.5				
40-09-00-11-070	Industrial Maintenance Technician	1.0		IAMT 1201	Automation Maintenance Basics	60
35-02-00-11-007	Exploring Computer Science (CS) 1	0.5		ITEC 1003	Introduction to Information Technology	90
35-02-00-11-032	Computer Programming II	0.5		SDEV 1032	Programming Basics	60
35-02-00-11-040	Advanced Computer Programming	1.0		SDEV 2210	Java Programming I OR	120
				SDEV 2310	C++ Programming I OR	120
				SDEV 2410	C# Programming I	120
35-02-00-11-021	Database Development	1.0		SDEV 1040	Database Development Fundamentals	60
				SDEV 1041	SQL Fundamentals	30
35-02-00-11-048	Mobile Development Fundamentals	0.5		SDEV 2730	Mobile Development	120
35-01-00-11-040	A+ (Computer Repair/Maintenance)	1.0		ITEC 1357	CompTIA A+ Essentials 2019*	120
				ITEC 1457	CompTIA A+ Practical Application	120
07-02-00-11-020	Algebra I, IA, or II	1.0		Math 1000	Math I*	60
07-04-00-11-020	PreCalculus (10-12)	1.0				
07-07-00-11-060	CE 1010 or 1050	1.0				
07-07-00-11-060	College Prep Math	1.0				
07-08-00-11-090	Secondary Math I, II, or III	1.0				

Notes:

- This is a regional agreement. Some high school classes may not be available in a particular school. High school counselors can provide information regarding specific program offerings.
- Program requirements from either partner may change without notice.

Signature: *Jonathan Frey*

Email: jonathan.frey@schools.utah.gov

Signature: *Leslie Mock*
Leslie Mock (Jan 4, 2022 12:53 MST)

Email: leslie.mock@davistech.edu

# FY22 Secondary CTE Pathway Agreement (Davis)

Final Audit Report   2022-01-04

Created:	2021-12-22
By:	KIMBERLY ZIEBARTH (u0564485@utah.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA8pR0pKOwNbYUOf5yhjBNmAWLZD7q1aD-

"FY22 Secondary CTE Pathway Agreement (Davis)" History

📄 Document created by KIMBERLY ZIEBARTH (u0564485@utah.edu)
2021-12-22 - 4:58:48 PM GMT- IP address: 155.98.131.5

📧 Document emailed to Jonathan Frey (jonathan.frey@schools.utah.gov) for signature
2021-12-22 - 4:59:20 PM GMT

📄 Email viewed by Jonathan Frey (jonathan.frey@schools.utah.gov)
2021-12-23 - 1:31:26 AM GMT- IP address: 172.225.198.99

✍️ Document e-signed by Jonathan Frey (jonathan.frey@schools.utah.gov)
Signature Date: 2021-12-30 - 1:59:53 PM GMT - Time Source: server- IP address: 205.127.31.15

📧 Document emailed to Leslie Mock (leslie.mock@davistech.edu) for signature
2021-12-30 - 1:59:54 PM GMT

📄 Email viewed by Leslie Mock (leslie.mock@davistech.edu)
2021-12-30 - 2:00:07 PM GMT- IP address: 172.225.198.132

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Signature Date: 2022-01-04 - 7:53:06 PM GMT - Time Source: server- IP address: 205.122.234.202

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2022-01-04 - 7:53:06 PM GMT

Adobe Sign

Regional Career Pathway Agreement

Utah State Office of Education		Utah System of Higher Education	
CTE Region: Southwest		Technical College: Dixie Technical College	
CTE Career Pathways Program Coordinator: Jonathan Frey		Vice President of Instruction: Jordan Rushton	
Email: jonathan.frey@schools.utah.gov	Phone: (801) 538-7852	Email: jrushton@dixietech.edu	Phone: (435) 674-8410
Representative Signature: *Jonathan Frey*		Representative Signature:	

Effective Dates: July 1, 2021 – June 30, 2022

Assurances: This agreement is intended to provide a seamless pathway for high school students to enroll at the designated technical college. The technical college will accept the transfer of designated high school courses represented in this agreement if the student is enrolled in a program, provides the technical college faculty member with a high school report card or transcript, and one or more of the following conditions are met:

1 = A grade of "B" or better
2 = Successful completion of an equivalent State Skill Certification
3 = Successful completion of the same version of professional industry exam represented in a course
4 = Demonstration of competency as designated by the receiving instructor which may lead to full or partial credit of course work and/or
5 = Course has been taken within last two years

Core Code	USOE Course Name	Credit		Course No.	Dixie Technical College Course Name	Clock Hrs.
40.13.00.11.012	Commercial Photography 1	0.5		MDTC 1200	Photography/Video Basics	30
40.10.00.11.040	Digital Graphic Arts Intro	0.5		MDTC 1500	Graphic Design Fundamentals	120
40.10.00.11.044	Production Graphics 2	0.5		MDTC 1500	Graphic Design Fundamentals	120
37.01.00.11.165	Marketing 1	0.5		MDTC 3000	Principles and Fundamentals of Marketing	90
37.01.00.11.001	Digital Marketing	0.5		MDTC 3010	Digital Marketing	90
40.10.00.11.046	Digital Print Design	0.5		MDTC 1300	Digital Design: Print	140
40.01.00.11.030	Video Production 1	0.5		MDTC 1400	Digital Design: Video	140
35.02.00.11.060	Web Development 1	0.5		MDTC 1800	Web Development for Designers	60
32.02.00.11.170	Digital Literacy	0.5		BTEC 1110F	Computer Literacy	30
32.02.00.11.370	Word Processing	0.5		BTEC 1110F	Computer Literacy	30
35.02.00.11.048	Mobile Development Fundamentals	0.5		APPD 1100	Programming Fundamentals with Swift	30
36.01.00.11.110	Medical Anatomy & Physiology	1.0		MEDA 1650	Anatomy & Physiology	70
36.01.00.11.175	Medical Terminology	0.5		MEDA 1640	Medical Terminology	70
40.09.00.11.022	ASE Brakes	0.5		AUTO 1115A	Automotive Brake Systems	110
40.09.00.11.024	ASE Electrical/Electronics	0.5		AUTO 1116A	Transportation Electrical Systems	140
40.09.00.11.025	ASE Engine Performance	0.5		AUTO 1118A	Automotive Engine Performance and Drivability	110
40.09.00.11.023	ASE Suspension and Steering	0.5		AUTO 1114A	Automotive Steering and Suspension	110

40.09.00.11.026	ASE Engine MLR	0.5		AUTO 1111A	Automotive Engine Repair	140
40.10.00.11.114	Welding Technician – Advanced Level	1.0		WELD 1400C	Gas Metal Arc Welding (GMAW) 1	90
34.01.00.11.176	Baking & Pastry	0.5		CULA 1225A	Baking & Pastry	110
37.01.00.11.155	Leadership Principles 2	0.5		MNTC 1101B	Leadership	90

Notes:

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- Program requirements from either partner may change without notice.

FY22 Secondary CTE Pathway Agreement (Dixie)

Final Audit Report   2021-12-30

Created:	2021-12-22
By:	KIMBERLY ZIEBARTH (u0564485@utah.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAcQ5R0o99LXJsM8F9saTUDc37htzE9GZK

"FY22 Secondary CTE Pathway Agreement (Dixie)" History

🗐 Document created by KIMBERLY ZIEBARTH (u0564485@utah.edu)
2021-12-22 - 4:56:59 PM GMT- IP address: 155.98.131.5

📧 Document emailed to Jonathan Frey (jonathan.frey@schools.utah.gov) for signature
2021-12-22 - 4:58:10 PM GMT

🗐 Email viewed by Jonathan Frey (jonathan.frey@schools.utah.gov)
2021-12-23 - 1:31:26 AM GMT- IP address: 172.225.198.99

✍ Document e-signed by Jonathan Frey (jonathan.frey@schools.utah.gov)
Signature Date: 2021-12-30 - 1:59:20 PM GMT - Time Source: server- IP address: 205.127.31.15

✅ Agreement completed.
2021-12-30 - 1:59:20 PM GMT

Mountainland Region
Secondary to Technical College
Articulation Agreement

Utah State Board of Education		Utah State Office of Higher Education	
CTE Region: Mountainland Region		Technical College: Mountainland Technical College	
CTE Career Pathways Program Coordinator: Torrie Costantino		Vice President of Instruction: Holly Peterson	
Email: Torrie.costantino@uvu.edu	Phone: 801.863.8483	Email: hpeterson@mtec.edu	Phone: 801.753.4126
Secondary School Representative: Jonathon Frey, CTE Coordinator, USBE			
Email: jonathon.frey@schools.utah.gov	Phone: 801-538-7852		
Representative signature: *Jonathan Frey*		Representative signature: *Holly Peterson*	
Effective dates: July 1, 2021-July 1, 2022			

Assurances: This agreement is intended to provide a seamless pathway for high school students to enroll at the designated technical college. The technical college will accept the transfer of designated high school courses represented in this agreement if the student is enrolled in a program, provides the technical college faculty member with a high school report card or transcript, and one or more of the following conditions are met:

1 = A grade of "B" or better
2 = Successful completion of an equivalent State Skill Certification
3 = Successful completion of the same version of professional industry exam represented in a course
4 = Demonstration of competency as designated by receiving instructor which may lead to full or partial credit of course work and/or
5 = Course has been taken within last two years

Course Code	USBE Course Name	Credit		Course Number	MTECH Course Name	Clock Hours
Automotive*						
40.09.00.00.020	Introduction to Automotive	0.5		AUTOMLR	Maintenance and Light Repair	270
40.09.00.00.022	ASE Brakes	0.5		AUTOA4	A4 Brakes	135
40.09.00.00.025	ASE Engine Performance	0.5		AUTOA8	A8 Engine Performance	135
40.09.00.00.024	ASE Electrical	0.5		AUTOA6	A6 Electrical	135
*For each course above, student must pass ASE exam associated with the course with at least 80%; tests can be taken at any Prometric exam site. Present offical ASE certificate to MTECH Student Services.						
Diesel						

40.09.00.00.060	Diesel 1	0.5		DESC	T8-Preventative Maintenance and Inspection	270
Students must pass the ASE T8 Preventative Maintenance and Inspections exam at 80% or higher; tests can be taken at any Prometric exam site; present exam results to MTECH Student Services						
Medical Billing*						
36.01.00.00.150	Medical Terminology	0.5		MEDB	Medical Billing	61
*Must pass skills certification test with at least 80%; Skills Test Certificate must be presented to MTECH Student Services						
Medical Coding *						
36.01.00.00.150	Medical Terminology	0.5		MEDC	Medical Coding	61
36.01.00.00.110	Medical Anatomy and Physiology	1.0		MEDC	Medical Coding	231
*Must pass skills certification test with at least 80%; Skills Test Certificate must be presented to MTECH Student Services						
Medical Billing and Coding*						
36.01.00.00.150	Medical Terminology	0.5		MEBC	Medical billing and Coding	61
36.01.00.00.110	Medical Anatomy and Physiology	1.0		MEBC	Medical billing and Coding	231
*Must pass skills certification test with at least 80%; Skills Test Certificate must be presented to MTECH Student Services						
Medical Assisting*						
36.01.00.00.150	Medical Terminology	0.5		MEDA	Medical Assisting	67
36.01.00.00.040	Exercise Science/Sports Medicine	1.0		MEDA	Medical Assisting	15
*Must pass each course skills certification test with at least 80%; Skills Test Certificate must be presented to MTECH Student Services						
Welding						
40.10.00.00.110	Welding Technician – Entry level	0.5		THERM	OFC Assignments	9
				GMAW	GMAW Short Circt.	15
				SMAW	SMAW E7018	20
				SMAW	SMAW E6010	17
					Total	61
40.10.00.00.112	Welding Technician – Intermediate Level	1.0		BLINSP	Blueprints*	57
				THERM	PAC	6
				THERM	CAC*	3
				GMAW	GMAW Spray Tran*	24
				FCAW	FCAW	13

					Total	139
40.10.00.00.114	Welding Technician – Advanced Level	1.0	FCAW	FCAW*		9
			SMAW	SMAW*		30
			GTAW	GTAW*		14
					Total	33

Web Programming & Development*

35.02.00.00.030	Computer Programming I	0.5	IPROG	Introduction to Programming		90
35.02.00.00.032	Computer Programming II	0.5				

-or-

35.02.00.00.060	Web Development I	0.5	IPROG	Introduction to Programming		90
35.02.00.00.065	Web Development II	0.5				
					Total	90

*Must pass each course skills certification test with at least 80%; Skills Test Certificate must be presented to MTECH Student Services

2021_22 K12.Spreadsheet.12.8.21

Final Audit Report   2021-12-08

Created:	2021-12-08
By:	Lisa Birch (lbirch@mtec.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAVD9Ke5bAtsSswEX77iolXL8SlugJf-Ku

"2021_22 K12.Spreadsheet.12.8.21" History

📑 Document created by Lisa Birch (lbirch@mtec.edu)
   2021-12-08 - 7:16:43 PM GMT

📧 Document emailed to Holly Peterson (hpeterson@mtec.edu) for signature
   2021-12-08 - 7:17:01 PM GMT

📑 Email viewed by Holly Peterson (hpeterson@mtec.edu)
   2021-12-08 - 8:22:45 PM GMT

🖊 Document e-signed by Holly Peterson (hpeterson@mtec.edu)
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📧 Document emailed to Jonathan Frey (jonathan.frey@schools.utah.gov) for signature
   2021-12-08 - 8:23:17 PM GMT

📑 Email viewed by Jonathan Frey (jonathan.frey@schools.utah.gov)
   2021-12-08 - 8:25:32 PM GMT

🖊 Document e-signed by Jonathan Frey (jonathan.frey@schools.utah.gov)
   Signature Date: 2021-12-08 - 8:26:14 PM GMT - Time Source: server

✅ Agreement completed.
   2021-12-08 - 8:26:14 PM GMT

Regional Career Pathway Agreement

Utah State Office of Education		Utah System of Higher Education	
CTE Region: Wasatch Front North		Technical College: Ogden-Weber Technical College	
CTE Career Pathways Program Coordinator: Jonathan Frey		Vice President of Instruction: Chad Burchell	
Email: jonathan.frey@schools.utah.gov	Phone: (801) 538-7852	Email: chad.burchell@otech.edu	Phone: 801-627-8307
Representative Signature:		Representative Signature:	
Jonathan Frey		Chad Burchell	
Effective Dates: July 1, 2020 – June 30, 2021			

Assurances: This agreement is intended to provide a seamless pathway for high school students to enroll at the designated technical college. The technical college will accept the transfer of designated high school courses represented in this agreement if the student is enrolled in a program, provides the technical college faculty member with a high school report card or transcript, and one or more of the following conditions are met:

1 = A grade of "B" or better
2 = Successful completion of an equivalent State Skill Certification
3 = Successful completion of the same version of professional industry exam represented in a course
4 = Demonstration of competency as designated by the receiving instructor which may lead to full or partial credit of course work and/or
5 = Course has been taken within last two years

Core Code	USOE Course Name	Credit		Course No.	Ogden-Weber Technical College Course Name	Clock Hrs.
Common Articulated Courses						
32020011216	Business Office Specialist	0.5		BTEC 1050	Computer Literacy *OR*	90
				WKSK 0950	Introduction to Computers *OR*	30
				BTEC 1060	MS Word *AND*	90
				BTEC 1100	MS Excel *AND*	100
				BTEC 1030	MS PowerPoint	60
07080011090	Secondary Math I *OR*	1		MATH 0922	Math 1	60
07080011100	Secondary Math II *OR*	1				
07080011110	Secondary Math III	1				
07070011060	College Prep Math CE (Math 1010)	1		MATH 1010A	Math 1010	160
41000011050	Workplace Skills (Internship)	0.5		WKJS 1015	Job Seeking Skills Complete – 15 hours *OR*	15
				WKJS 1010	Job Seeking Skills Complete – 10 hours *OR*	10
				WKSJ 1005	Job Seeking Skills Complete – 5 hours *OR*	5
				BTEC 0900	Critical Workplace Skills	50
Automotive						

40090011020	Introduction to Automotive	0.5	AUTO 1000	Foundations and Safety	50
40090011023	ASE Suspension & Steering	0.5	AUTO 1020	Automotive Suspension and Steering 1	100
40090011022	ASE Brakes	0.5	AUTO 1030	Automotive Brakes 1 (80/100 hours) (modules 1, 2, 3, 5, 6, 7) AND	100
			AUTO 1035	Automotive Brakes 2 (19/50 hours) (module 1)	50
40090011025	ASE Engine Performance	0.5	AUTO 1040	Automotive Engine Repair 1 (15/50) (module 3) AND	50
			AUTO 1080	Automotive Engine Performance I (15/50 hours) (module 1) AND	50
			AUTO 1180	Automotive Engine Performance II (80/150 hours) (modules 1, 2, 3, 4)	150
40090011026	ASE Engine MLR (if offered)	0.5	AUTO 1005	Automotive Electrical/Electronic Systems 1 AND	50
			AUTO 1040	Automotive Engine Repair 1 (15/50) (module 3)	50
40090011024	ASE Electrical/Electronics	0.5	AUTO 1005	Automotive Electrical/Electronic System I AND	50
			AUTO 1105	Automotive Electrical/Electronic System 2 (71/150 hours) (modules 1, 2, 3, 4, 5)	150
40090011021	ASE Chassis MLR	0.5	AUTO 1050	Automotive Automatic Transmission/Transaxle 1 AND	25
			AUTO 1060	Automotive Manual Drive Train and Axles 1 AND	25
			AUTO 1030	Automotive Brakes 1 (39/100 hours) (modules 4, 6)	100

Business

32020011216	Business Office Specialist	0.5	BTEC 1050 WKSK 1050	Computer Literacy AND	90
			BTEC 1060	MS Word AND	90
			BTEC 1100	MS Excel AND	100
			BTEC 1030	MS PowerPoint	60
07080011090	Secondary Math I OR	1	MATH 0922	Math 1	60
07080011100	Secondary Math II OR	1			
07080011110	Secondary Math III	1			
37010011001	Digital Marketing	0.5	BTEC 1320	Social Media Marketing	40
32020011110	Business Communication 1	0.5	BTEC 1090	Business Communications	60
37010011025	Customer Service	0.5	BTEC 1070	Essentials of Customer Service	30
41000011050	Internship (Workplace Skills)	0.5	BTEC 0900	Critical Workplace Skills	50
37010011150	Leadership Principles 1	0.5	BTEC 1500	Principles of Leadership	60
32020011010	Accounting 1 AND	0.5	BTEC 1530	Basic Accounting Principles	50
32020011020	Accounting 2	0.5			
37010011260	Sports and Entertainment Marketing OR	0.5	BTEC 1310	Introduction to Marketing	70
37010011165	Marketing 1 AND	0.5			
37010011190	Marketing 2	0.5			

0602000050	English 10	1	BTEC 1080	English & Writing Fundamentals	50
0602000060	English 11	1			

Composites

32020011216	Business Office Specialist	0.5	WKSK 0950	Introduction to Computers	30
38010011051	CAD Mechanical Design 1	0.5	COMP 1135	Blueprint Reading for Composites	40

Computer Aided Design

07080011090	Secondary Math I *OR*	1	MATH 0922	Math 1	60
07080011100	Secondary Math II *OR*	1			
07080011110	Secondary Math III	1			
32020011216	Business Office Specialist	0.5	WKSK 1107	Introduction to Computers	30
41000011050	Internship (Workplace Skills)	0.5	WKSK 0900	Critical Workplace Skills	50
			WKJS 1015	Job Seeking Skills Complete - 15 Hours *OR*	15
			WKJS 1010	Job Seeking Skills Complete - 10 Hours *OR*	10
			WKJS 1005	Job Seeking Skills Complete - 5 Hours *OR*	5
38010011300	PLTW – IED (Intro to Engineering Design) *OR*	1	CADT 1010	Intro to Engineering & Tech. Design	120
38010011052	CAD Mechanical Design 2 *AND*	0.5			
38010011053	CAD Mechanical Design 3	0.5			
38010011390	PLTW - EDD (Engineering Design & Development) *OR*	1	CADT 2130	Manufacturing Processes	60
38010011990	Engineering Capstone	1			
38010011051	CAD Mechanical Design 1 *OR*	0.5	CADT 2125	3D Parametric Solid Modeling Alternative Application	60
38010011300	PLTW Intro Engineering Design (Intro to Engineering Design) *OR*	1			
38010011052	CAD Mechanical Design 2 *AND*	0.5			
38010011053	CAD Mechanical Design 3	0.5			
38010011041	CAD Architectural Design 1	0.5	CADT 2311	Architectural Design	60
38010011330	PLTW – CEA (Civil Engineering & Architecture) *OR*	1	CADT 2331	Architectural CAD	120
38010011042	CAD Architectural Design 2 *AND*	0.5			
38010011043	CAD Architectural Design 3	0.5			
40100011072	Machining 1	0.5	MACH 1750	Machining Basics (39/90 hours) (modules 1, 2, 3, 4)	90

Construction

38030011030	Construction Technology *OR*	0.5	CONS 1120	NCCER Cons Intro	80
40100011020	Cabinet Making and Millwork 1	0.5			

Culinary Arts

34010011255	Pro Start 1 *AND*	0.5	CULA 1100	Foundations in Culinary Arts	20

| 34010011257 | Pro Start 2 | 0.5 | | | | |
| No Course Transfer | Passed the ServSafe Certification test | | | CULA 1360 | ServSafe Certification | 30 |

Dental Assisting						
34010011197	Human Development **OR**	0.5		HLTH 1030	Psychology and Health Workplace Relations	25
09070011010	Psychology	0.5				

Health Preparatory Classes						
36010011110	Medical Anatomy and Physiology	1.0		HLTH 1010	Anatomy and Physiology	100
36010011175	Medical Terminology	0.5		HLTH 1000	Medical Terminology	60

Industrial Automation						
40100011072	Machining 1	0.5		MACH 1750	Machining Basics (39/90 hours) (modules 1, 2, 3, 4)	90
38010011320	Digital Electronics (PLTW) **OR**	1		IAMT 1080	Electrical Systems for Industrial Automation	60
38010011021	Electronics 1 **AND**	.5				
38010011022	Electronics 2	.5				
40100011110	Welding Technician - Entry Level	1		WELD 1050	Welding Overview	90

Machinist I						
40100011072	Machining 1 **OR**	1		MACH 1110	Machining Introduction	60
38030011060	Manufacturing Tech **OR**	0.5				
38010011310	PLTW – POE (Principles of Engineering) **OR**	1				
38010011151	Engineering Principles 1 **AND**	0.5				
38010011152	Engineering Principles 1	0.5				
38010011300	PLTW – IED (Intro to Engineering Design) **OR**	1		MACH 1300	Blueprint Reading	60
40100011070	Machining 2 **OR**	1				
38010011052	CAD Mechanical Design 2 **AND**	0.5				
38010011053	CAD Mechanical Design 3	0.5				

Medical Assisting						
36010011175	Medical Terminology	0.5		HLTH 1000	Medical Terminology	60
36010011110	Medical Anatomy & Physiology	1		HLTH 1010	Anatomy and Physiology	100
34010011197	Human Development **OR**	0.5		HLTH 1030	Psychology and Health Workplace Relations	25
09070011010	Psychology	0.5				

Medical Coding & Billing Specialist						
36010011175	Medical Terminology	0.5		HLTH 1000	Medical Terminology	60
36010011110	Medical Anatomy & Physiology	1		HLTH 1010	Anatomy and Physiology	100
34010011197	Human Development **OR**	0.5		HLTH 1030	Psychology and Health Workplace Relations	25

09070011010	Psychology	0.5				
Medical Office Specialist						
36010011175	Medical Terminology	0.5		HLTH 1000	Medical Terminology	60
34010011197	Human Development *OR*	0.5		HLTH 1030	Psychology and Health Workplace Relations	25
09070011010	Psychology	0.5				
Medical Scribe						
36010011175	Medical Terminology	0.5		HLTH 1000	Medical Terminology	60
36010011110	Medical Anatomy & Physiology	1		HLTH 1010	Anatomy and Physiology	100
Non-Destructive Inspection						
07080011090	Secondary Math I *OR*	1		MATH 0922	Math 1	60
07080011100	Secondary Math II *OR*	1				
07080011110	Secondary Math III	1				
32020011216	Business Office Specialist	0.5		WKSK 0950	Introduction to Computers	30
41000011050	Workplace Skills	0.5		NDI 0900	Job Seeking Skills Complete - 15 Hours	15
Welding						
40100011110	Welding Technician - Entry Level *OR*	0.5		WELD 1010	Welding Safety (25/30 hours) (modules 1, 2, 3 & 5)	30
40100011112	Welding Technician - Intermediate Level	0.5				
41000011050	Workplace Skills (Internship)	0.5		WKJS 1015	Job Seeking Skills Complete - 15 Hours	15

Notes:

- This is a regional agreement. Some high school classes may not be available in a particular school. High school counselors can provide information regarding specific program offerings.
- Program requirements from either partner may change without notice.

Signatures

Jonathan Frey
Jonathan Frey

Chad Burchell
Chad Burchell

Signature: *Jonathan Frey*

Email: jonathan.frey@schools.utah.gov

Signature:

Email: chad.burchell@otech.edu

FY22 Secondary CTE Pathway Agreement (Ogden-Weber)
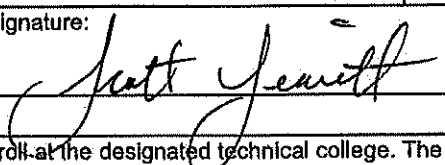
Final Audit Report   2022-01-03

Created:	2021-12-22
By:	KIMBERLY ZIEBARTH (u0564485@utah.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAACiM8vKFFig-4gEhtAdyEll4WzU9OuyhL

"FY22 Secondary CTE Pathway Agreement (Ogden-Weber)" History

📄 Document created by KIMBERLY ZIEBARTH (u0564485@utah.edu)
2021-12-22 - 4:54:25 PM GMT- IP address: 155.98.131.5

📧 Document emailed to Jonathan Frey (jonathan.frey@schools.utah.gov) for signature
2021-12-22 - 4:55:03 PM GMT

📄 Email viewed by Jonathan Frey (jonathan.frey@schools.utah.gov)
2021-12-23 - 1:31:26 AM GMT- IP address: 172.225.198.99

🖊 Document e-signed by Jonathan Frey (jonathan.frey@schools.utah.gov)
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2021-12-30 - 1:58:49 PM GMT

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2022-01-03 - 4:46:51 PM GMT- IP address: 50.73.35.52

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Signature Date: 2022-01-03 - 4:47:32 PM GMT - Time Source: server- IP address: 50.73.35.52

✅ Agreement completed.
2022-01-03 - 4:47:32 PM GMT

Regional Career Pathway Agreement

Utah State Office of Education			Utah System of Higher Education		
CTE Region: Southwest			Technical College: Southwest Technical College		
CTE Career Pathways Program Coordinator: Jonathan Frey			Vice President of Instruction: Scott Leavitt		
Email: jonathan.frey@schools.utah.gov	Phone: (801) 538-7852		Email: sleavitt@stech.edu		Phone: 435-586-2899
Representative Signature: Jonathan Frey			Representative Signature:		
Effective Dates: July 1, 2022 – June 30, 2023					

Assurances: This agreement is intended to provide a seamless pathway for high school students to enroll at the designated technical college. The technical college will accept the transfer of designated high school courses represented in this agreement if the student is enrolled in a program, provides the technical college faculty member with a high school report card or transcript, and one or more of the following conditions are met:

1 = A grade of "B" or better
2 = Successful completion of an equivalent State Skill Certification
3 = Successful completion of the same version of professional industry exam represented in a course
4 = Demonstration of competency as designated by the receiving instructor which may lead to full or partial credit of course work and/or
5 = Course has been taken within last two years

Core Code	USOE Course Name	Credit		Course No.	Southwest Technical College Course Name	Clock Hrs.
Automotive Technician						
40.09.00.11.022	ASE Brakes	1		SWAM 1320	Brake Systems	108
40.09.00.11.025	ASE Engine Performance	1		SWAM 1610	Automotive Engine Performance I	120
40.09.00.11.023	ASE Suspension and Steering	1		SWAM 1210	Steering and Suspension Systems	108
07.08.00.11.110	Secondary Math III	1		AUTO 1020	Math for Automotive Technicians	60
Information Technology						
35.01.00.00.030	NETWORK FUNDAMENTALS	1		ITEC 1501	Networking Technology	120
35.02.00.00.005	INTRODUCTION TO INFORMATION TECHNOLOGY	.5		ITEC 1102	IT Fundamentals	45
35.01.00.00.040	COMPUTER SYSTEMS 1	1		ITEC 1307	A+ Essentials	150
35.01.00.00.041	COMPUTER SYSTEMS 2	1		ITEC 1307	A+ Essentials	150
35.01.00.00.025	LINUX FUNDAMENTALS	1		ITEC 2702	Linux Fundamentals	105
35.01.00.00.036	PRINCIPLES OF CYBER DEFENSE AND ETHICS	1		ITEC 2213	Security Professional	105
Software Development						
35.02.00.11.037	Algorithms and Data Structures	1		CSCI 1116	Algorithms and Data Structures	60
35.02.00.11.030	Computer Programming I	1		CSCI 1105	Introduction to Programming	90

Health Professions						
36.01.00.11.110	Medical Anatomy & Physiology	1		SWAP 2001 SWHD 2001	Anatomy/Physiology & Lab Procedures AND Human Diseases	120
36.01.00.11.175	Medical Terminology	0.5		MEDA 1105	Medical Terminology	60
Culinary						
34.01.00.00.170	Culinary 1	.5		CULA 3000	Kitchen safety equipment safety and sanitation	40
34.01.00.00.172	Culinary 2	1		CULA 3010	Introduction to professional cuisine	60
Manufacturing						
40.10.00.00.114	Welding Technician - Advanced Level	1		WELD 1301	Shielded Metal Arc Welding I	60
38.01.00.11.051 38.01.00.11.052 38.01.00.11.053	CAD Mechanical Design I AND CAD Mechanical Design II AND CAD Mechanical Design III	0.5 0.5 0.5		INMA 1020	Mechanical Devices and Principles	60
38.01.00.11.152	Engineering Principles 2	0.5		INMA 1020	Mechanical Devices and Principles	60
38.01.00.11.021 38.01.00.11.022 38.01.00.11.031 38.01.00.11.032	Electronics I AND Electronics II AND Robotics I AND Robotics II	0.5 0.5 0.5 0.5		INMA 1061	Electronics PLC's, and Process Instrumentation	70
38.03.00.11.001 38.01.00.11.152 40.10.00.11.070	Exploring Technology AND Engineering Principles 2 OR Machining 2	0.5 0.5 0.5		INMA 1041	Fabrication and Repair Techniques	95
40.10.00.11.070	Machining 2	0.5		INMA 1030	Reliability and Precision Measurements	60

Notes:
- This is a regional agreement. Some high school classes may not be available in a particular school. High school counselors can provide information regarding specific program offerings.
- Program requirements from either partner may change without notice.

Signature: *Jonathan Frey*

Email: jonathan.frey@schools.utah.gov

FY22 Secondary CTE Pathway (Southwest)

Final Audit Report   2021-12-30

Created:	2021-12-22
By:	KIMBERLY ZIEBARTH (u0564485@utah.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAFmLNIYFtuDEcjuE7ubh-ueMj_vKPKpUo

"FY22 Secondary CTE Pathway (Southwest)" History

📄 Document created by KIMBERLY ZIEBARTH (u0564485@utah.edu)
2021-12-22 - 5:00:33 PM GMT- IP address: 155.98.131.5

✉️ Document emailed to Jonathan Frey (jonathan.frey@schools.utah.gov) for signature
2021-12-22 - 5:00:54 PM GMT

📄 Email viewed by Jonathan Frey (jonathan.frey@schools.utah.gov)
2021-12-23 - 1:31:26 AM GMT- IP address: 172.225.198.99

✍️ Document e-signed by Jonathan Frey (jonathan.frey@schools.utah.gov)
Signature Date: 2021-12-30 - 2:00:38 PM GMT - Time Source: server- IP address: 205.127.31.15

✅ Agreement completed.
2021-12-30 - 2:00:38 PM GMT

Regional Career Pathway Agreement

Utah State Office of Education			Utah System of Higher Education		
CTE Region: Wasatch Front South			Technical College: Tooele Technical College		
CTE Career Pathways Program Coordinator: Jonathan Frey			Vice President of Instruction: Mark Aiken		
Email: jonathan.frey@schools.utah.gov	Phone: (801) 538-7852		Email: MAiken@tooeletech.edu		Phone: (435) 248-1849
Representative Signature: Jonathan Frey			Representative Signature: *Mark Aiken*		
Effective Dates: July 1, 2021 – June 30, 2022					

Assurances: This agreement is intended to provide a seamless pathway for high school students to enroll at the designated technical college. The technical college will accept the transfer of designated high school courses represented in this agreement if the student is enrolled in a program, provides the technical college faculty member with a high school report card or transcript, and one or more of the following conditions are met:

1 = A grade of "B" or better
2 = Successful completion of an equivalent State Skill Certification
3 = Successful completion of the same version of professional industry exam represented in a course
4 = Demonstration of competency as designated by the receiving instructor which may lead to full or partial credit of course work and/or
5 = Course has been taken within last two years

Core Code	USOE Course Name	Credit		Course No.	TOOELE TECHNICAL COLLEGE Course Name	Clock Hrs.
35.01.00.11.040	Computer Systems I	0.5	→	ITEC1900A	A+ Essentials and Practical Applications	90
32.02.00.11.010	Accounting 1	0.5	→	BTEC2221	Accounting I	60
32.02.00.11.020	Accounting 2	0.5				
32.02.00.11.030	Advanced Accounting	1.0	→	BTEC2222	Accounting II	60
30.01.00.11.030	Agricultural Systems & Technology 1	1.0	→	WELD2210	Gas Metal Arc Welding I	60
				WELD2215	Gas Metal Arc Welding II	60
				WELD2240	Shielded Metal Arc Welding II	60
30.01.00.11.040	Agricultural Systems & Technology 2	1.0	→	WELD2215	Gas Metal Arc Welding II	60
				WELD2240	Shielded Metal Arc Welding II	60
				WELD2210	Gas Metal Arc Welding	60
				WELD2255	Flux-core Arc Welding (Dual Shield Welding)	80
				WELD2260	Gas Tungsten Arc Welding I	80
40.09.00.11.22	ASE Brakes	0.5	→	HVDD2215	Steering/suspension	60
40.09.00.11.24	ASE Electrical/Electronics	0.5	→	HVD2220	Electrical/Electronic Systems I	60
40.03.00.11.003	Barbering	1.0	→	COSM2131	Barbering Basics	90
32.02.00.11.216	Business Office Specialist	0.5	→	BTEC2201	Computer Literacy	90
32.02.00.11.110	Business Communication 1	0.5	→	BTEC2080	Business and Employment Communication	90

38.02.00.11.251	Composites 1	0.5	→	COMP2000	Composites I	90
35.02.00.11.030	Computer Programming 1	0.5				
35.02.00.11.060	Web Development 1	0.5	→	SFTW2010	Full Stack web Development	90
35.02.00.11.065	Web Development 2	0.5				
35.02.00.11.032	Computer Programming 2	0.5	→	SFTW2235	Databases and SQL	80
40.03.00.11.001	Cosmetology	1.0	→	COSM2101	Cosmetology/Barbering Basics	90
40.09.00.11.60	Diesel 1	1.0	→	HVDD2200	Diesel Foundation Principles and Safety	80
40.09.00.11.65	Diesel 2	0.5				
40.10.00.11.040	Digital Graphic Arts Introduction	0.5	→	BTEC2117	Desktop Publishing (MS Publisher)	30
36.01.00.11.090	Health Science Introduction	0.5	→	MEDA2211	Introduction to Medical Assisting	30
35.01.00.11.005	Introduction to Information Technology	0.5	→	ITEC2201	IT Fundamentals Pro	60
35.01.00.11.025	Linux Fundamentals	0.5	→	ITEC2250	TestOut Linux Pro	120
36.01.00.11.110	Medical Anatomy and Physiology	1.0	→	MEDA2235	Anatomy and Physiology	60
36.01.00.11.120	Medical Assistant	2.0	→	MEDA2211 - 2255	Clinical Medical Assistant	240
36.01.00.11.175	Medical Terminology	0.5	→	MEDA2215	Medical Terminology	45
35.02.00.11.048	Mobile Development Fundamentals	0.5	→	SFTW2245	App Development using Mobile Frameworks	110
				SFTW2250	App Development using React Native	90
40.03.00.11.002	Nail Technician	1.0	→	NTEC1001	Nail Technician I .	60
				NTEC1002	Nail Technician II	60
35.01.00.11.030	Network Fundamentals	0.5	→	ITEC2212	Network + Computer Based Training	90
36.01.00.11.190	Nurse Assistant (CNA)	0.5	→	NAHA2100	Certified Nursing Assistant	116
35.02.00.11.060	Web Development 1	0.5	→	SFTW2201	Exploring Software	90
40.10.00.11.110	Welding Technician, Entry Level	1.0	→	WELD2210	Gas Metal Arc Welding I	60
				WELD2235	Shielded Metal Arc Welding I	60
				WELD2215	Gas Metal Arc Welding II	60
40.10.00.11.112	Welding Technician, Intermediate Level	1.0	→	WELD2255	Flux-core Arc Welding (Dual Shield Welding)	80
				WELD2260	Gas Tungsten Arc Welding I	80
40.10.00.11.114	Welding Technician, Advanced Level	1.0	→	WELD2240	Shielded Metal Arc Welding II	60
				WELD2255	Flux-core Arc Welding (Dual Shield Welding)	80
				WELD2260	Gas Tungsten Arc Welding I	80
32.02.00.11.370	Word Processing	0.5	→	BTEC2030	Word Processing Applications I	60
38.02.00.11.252	Composites 2	0.5	→	COMP2010	Advanced Composites	90

Notes:

- This is a regional agreement. Some high school classes may not be available in a particular school. High school counselors can provide information regarding specific program offerings.
- Program requirements from either partner may change without notice.

Signature: *Jonathan Frey*

Email: jonathan.frey@schools.utah.gov

FY22 Secondary CTE Pathway Agreement (Tooele)

Final Audit Report   2021-12-20

Created:	2021-12-17
By:	KIMBERLY ZIEBARTH (u0564485@utah.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAD4Bxn1sPVvLvtdOVB_nji8Hf5iqHzpKU

"FY22 Secondary CTE Pathway Agreement (Tooele)" History

📄 Document created by KIMBERLY ZIEBARTH (u0564485@utah.edu)
2021-12-17 - 8:56:28 PM GMT- IP address: 155.98.131.5

📧 Document emailed to Jonathan Frey (jonathan.frey@schools.utah.gov) for signature
2021-12-17 - 8:56:58 PM GMT

📧 Email sent to mark.aiken@tooeletech.edu bounced and could not be delivered
2021-12-17 - 8:57:20 PM GMT

📄 Email viewed by Jonathan Frey (jonathan.frey@schools.utah.gov)
2021-12-18 - 5:27:43 PM GMT- IP address: 104.28.111.206

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Signature Date: 2021-12-20 - 4:11:58 PM GMT - Time Source: server- IP address: 205.127.31.20

✅ Agreement completed.
2021-12-20 - 4:11:58 PM GMT

🅰️ Adobe Sign

Regional Career Pathway Agreement

Utah State Office of Education			Utah System of Higher Education		
CTE Region: Uintah Basin			Technical College: Uintah Basin Technical College		
CTE Career Pathways Program Coordinator: Jonathan Frey			Vice President of Instruction: Mark Dockins		
Email: jonathan.frey@schools.utah.gov	Phone: (801) 538-7852		Email: mark@ubtech.edu		Phone: 435-725-7144
Representative Signature: Jonathan Frey			Representative Signature: Mark Dockins		
Effective Dates: July 1, 2021 – June 30, 2022					

Assurances: This agreement is intended to provide a seamless pathway for high school students to enroll at the designated technical college. The technical college will accept the transfer of designated high school courses represented in this agreement if the student is enrolled in a program, provides the technical college faculty member with a high school report card or transcript, and one or more of the following conditions are met:

1 = A grade of "B" or better
2 = Successful completion of an equivalent State Skill Certification
3 = Successful completion of the same version of professional industry exam represented in a course
4 = Demonstration of competency as designated by the receiving instructor which may lead to full or partial credit of course work and/or
5 = Course has been taken within last two years

Core Code	USOE Course Name	Credit		Course No.	UBTech Course Name	Clock Hrs.
32.02.00.11.010	Accounting 1	0.5		ACCT 1330	Accounting I	60
32.02.00.11.020	Accounting 2	0.5		ACCT 1340	Accounting II	60
32.02.00.11.110	Business Communication 1	0.5		BTEC 1530	Professionalism	60
32.02.00.11.111	Business Communication 2	0.5		BTEC 1520	Office Communication	60
32.02.00.11.370	Word Processing	0.5		BTEC 1130	Word Processing	60
35.01.00.11.030	Network Fundamentals	0.5		ITEC 1515	Networking Fundamentals	80
35.01.00.11.040 35.01.00.11.040	Computer Systems 1 Computer Systems 2	0.5 0.5		ITEC 1310	A+ Course/Practicum	200
36.01.00.11.040	Exercise Science/Sports Medicine	1.0		MDHS 1002 MDHS 1012	Exercise Science/Sports Medicine Exercise Science/Sports Medicine Advanced	60 60
36.01.00.11.090	Health Science, Introduction	0.5		MDHS 1006	Intro to Health	60
36.01.00.11.110	Medical Anatomy & Physiology	1.0		MDHS 1003 MDHS 1004	Medical Anatomy I Medical Anatomy II	60 60
36.01.00.11.150	Medical Math	0.5		MDHS 1008	Medical Math	60
38.01.00.11.041	CAD Architectural Design 1	0.5		DRFT 1005	CAD Architectural Design I	60
38.01.00.11.042	CAD Architectural Design 2	0.5		DRFT 2005	CAD Architectural Design II	60
38.01.00.11.051	CAD Mechanical Design 1	0.5		DRFT 1011	CAD Mechanical Design I	60
38.01.00.11.052	CAD Mechanical Design 2	0.5		DRFT 2011	CAD Mechanical Design II	60

38.03.00.11.080	Medical Terminology	0.5		MEDA 1105	Medical Terminology	60
40.08.00.11.010	Carpentry 1	1.0		CONS 2020	Carpentry	60
40.08.00.11.035	Construction Trades Foundation	0.5		CONS 2010	Construction Trades Foundation	60
40.09.00.11.020	Introduction to Automotive	0.5		AUTO 1001	Introduction to Automotive	60
40.09.00.11.022	ASE Brakes	0.5		AUTO 1040	Brakes I	60
40.09.00.11.023	ASE Suspension and Steering	0.5		AUTO 1030	Steering and Suspension I	60
40.09.00.11.024	ASE Electrical/Electronics	0.5		AUTO 1510	Electrical/Electronic Systems I	60
40.09.00.11.025	ASE Engine Performance	0.5		AUTO 1610	Engine Performance I	60
40.09.00.11.060	Diesel 1	1.0		HVDD 1002	Introduction to Heavy Duty Commercial Vehicles	60
40.10.00.11.110	Welding Technician – Entry Level	1.0		WELD 1000	Intro to Welding	60
40.10.00.11.120	Woodworking	0.5		CABM 1005	Woodworking	60

Notes:

- This is a regional agreement. Some high school classes may not be available in a particular school. High school counselors can provide information regarding specific program offerings.
- Program requirements from either partner may change without notice.

Signature: *Jonathan Frey*

Email: jonathan.frey@schools.utah.gov

Signature: *Mark Dockins*
Mark Dockins (Nov 15, 2021 07:10 MST)

Email: markd@ubtech.edu

FY22 Secondary CTE Pathway Agreement (Uintah Basin)

Final Audit Report   2021-11-15

Created:	2021-11-10
By:	KIMBERLY ZIEBARTH (u0564485@utah.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3plJzcatEQzJ1MDn2eRIxwLIJzlbMXPb

"FY22 Secondary CTE Pathway Agreement (Uintah Basin)" History

📄 Document created by KIMBERLY ZIEBARTH (u0564485@utah.edu)
2021-11-10 - 11:33:36 PM GMT- IP address: 155.98.131.5

📧 Document emailed to Jonathan Frey (jonathan.frey@schools.utah.gov) for signature
2021-11-10 - 11:34:33 PM GMT

📄 Email viewed by Jonathan Frey (jonathan.frey@schools.utah.gov)
2021-11-11 - 2:28:13 AM GMT- IP address: 136.36.108.163

🖊 Document e-signed by Jonathan Frey (jonathan.frey@schools.utah.gov)
Signature Date: 2021-11-12 - 8:00:03 PM GMT - Time Source: server- IP address: 205.127.31.15

📧 Document emailed to Mark Dockins (markd@ubtech.edu) for signature
2021-11-12 - 8:00:04 PM GMT

📄 Email viewed by Mark Dockins (markd@ubtech.edu)
2021-11-12 - 8:15:24 PM GMT- IP address: 174.247.147.233

🖊 Document e-signed by Mark Dockins (markd@ubtech.edu)
Signature Date: 2021-11-15 - 2:10:45 PM GMT - Time Source: server- IP address: 205.123.66.78

✅ Agreement completed.
2021-11-15 - 2:10:45 PM GMT

UTAH SYSTEM OF HIGHER EDUCATION

February 18, 2022

Approval of Technical Education Scholarship Policy, Funding, and Program Eligibility

Board action is required for *repeal* of Technical College Policy 208 (Technical College Scholarship) and *revision* of Policy R622 (Career and Technical Education Scholarship Program) to:

1. Reflect statutory revisions provided in Senate Bill 136 (2021 Legislative General Session), which combined the two into a single Technical Education Scholarship Program;
2. Provide for the distribution of scholarship funds to eligible institutions; and
3. Provide for the designation of high demand programs that will be eligible for scholarship awards.

Statutory Changes

The *Technical College scholarship* was launched under the Utah System of Technical Colleges (UTech) with House Bill 437 in the 2018 Legislative General Session for the eight technical colleges. It was targeted exclusively to students up to one year after high school graduation. The $800,000 appropriation was distributed to the institutions based on secondary student membership hours. After consultation with the Department of Workforce Service (DWS), the Board designated for eligibility "high-demand" certificate programs that led to jobs with high employer demand and high wages, or that had significant industry importance.

The *Career and Technical Education (CTE) scholarship* was initiated the following year under Utah System of Higher Education (USHE) Senate Bill 136 (2019) for the three degree-granting institutions that were serving technical college roles. It was not limited to recent high school graduates but was available for any postsecondary student who enrolled in an eligible non-credit CTE certificate program. The $300,000 appropriation was distributed based on non-credit CTE student headcount. As with the Technical College scholarship, the Board designated "high-demand" programs after DWS consultation.

Following the 2020 merger of UTech and USHE, Senate Bill 136 (2021) combined the two scholarship programs into a single *Technical Education scholarship*, inclusive of all eleven USHE technical education institutions. It is not limited to recent high school graduates, but available for any postsecondary student. References to non-credit CTE programs were removed, and the scholarship applies to "technical education" certificates as defined in the merger statute. The ongoing funds were combined into a single

$1,100,000 appropriation, with distribution to be determined by the Board. The Board is to continue designating "high-demand" programs.

Policy Revisions

The revised draft of R622 (Attachment 1) reflects statutory changes, technical clarifications, and the following Board-determined considerations:

1. **Funding Distribution (R622-7.1):** The statute provides for the Board to determine the distribution of funding. Attachment 2 shows the amount of scholarship funding that will go to each institution in FY-2023 if the provision outlined in the policy draft is adopted. Future years would be calculated using the same formula.

2. **High-Demand Program Designation (R622-9):** The statute calls for the Board to consult with the Department of Workforce Services, and then to designate programs that prepare for occupations that have high employer demand and high wages, or that have significant industry importance, as "high demand" programs for scholarship eligibility. Attachment 3 specifies the programs that would be considered "high demand" for scholarship eligibility at each institution if the provision outlined is adopted.

Commissioner's Recommendation

The Commissioner recommends that the Board consider the attached revisions to Policy R622, "Technical Education Scholarship Program," and the funding distribution and program eligibility provisions for approval or modification. The Commissioner further recommends that the Board repeal Technical College Policy 208, "Technical College Scholarship".

Attachments

R622, Technical Education Scholarship Program [1]

R622-1. Purpose: To provide procedures for administration of the Technical Education Scholarship Program, which will provide financial assistance to students pursuing technical education in high demand industries.

R622-2. References

2.1. Utah Code § 53B-1-101.5, Definitions

2.2 Utah Code § 53B-8-115, Technical Education Scholarships

2.3. Utah Code § 53B-16-101, Establishment of Institutional Roles and General Courses of Study

2.4. Board Policy R623, Free Application for Federal Student Aid

R622-3. Definitions.

3.1. **"Eligible Institution"** means a higher education institution with a technical education role as specified in Utah Code subsection 53B-16-101(1)(b)(iv).

3.2. **"High Demand Program"** means a technical education program that is offered by an eligible institution, leads to a certificate, and is designated by the board as such in accordance with subsection 9.

3.3. **"Technical Education"** is defined by Utah Code subsection 53B-1-101.5(8).

R622-4. General Scholarship Administration

4.1 **Scholarship Award:** an eligible institution may award a scholarship to an individual who: (a) is enrolled in, or intends to enroll in, a high demand program; and (b) completes a Free Application for Federal Student Aid as required by Board Policy R623

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[1] *Adopted May 17, 2019; amended March 25, 2022*

4.1.1. An eligible institution may award a scholarship for an amount of money up to the total cost of tuition, fees, and required textbooks for the high demand program in which the scholarship recipient is enrolled or intends to enroll.

4.1.2. An eligible institution may award a scholarship to a scholarship recipient for up to three academic years.

4.2. **Application Procedures**. An eligible institution shall develop a simple, accessible application process, and will set application deadlines that accommodate both full-time and half-time students.

4.3. **Prioritization for Underserved Populations**. An eligible institution shall establish criteria to identify underserved populations and to assess if an applicant is a member of an underserved population. In accordance with federal and state law, institutions shall prioritize scholarship awards for applicants who are members of an underserved population.

R622-5. **Continuing Eligibility.** After providing a recipient notice and an opportunity to respond, an institution may rescind a recipient's scholarship if it determines the recipient has not met the following requirements:

5.1. Maintaining satisfactory academic progress toward the completion of the recipient's high demand program in accordance with the institution's policies; and

5.2. Being enrolled at least half-time as determined by the institution.

5.3. **Deferment.** A recipient may seek deferment of an award in accordance with applicable deferral policies at the eligible institution.

R622-6 Transfers. If a recipient who has maintained the continuing eligibility specified in section R622-5 transfers to the same high-demand program at another eligible institution, upon request of the recipient, the institution to which the recipient is transferring shall facilitate an award for the balance of the program.

R622-7 Award Funds.

    7.1   **Distribution of Award Funds to Institutions.** The Board will distribute appropriated funds to eligible institutions prior to each fiscal year as follows:

        7.1.1. ~~Fifty percent shall be distributed evenly to each eligible institution.~~ An on-going funding level shall be established for each eligible institution.

        7.1.2. ~~Remaining funds shall be distributed in proportion to each eligible institution's percentage of total full-time-equivalent (FTE) enrollment in post-secondary technical education during the previous fiscal year.~~ Adjustments to an institution's funding level shall be considered in the Board's annual legislative budget recommendation process.

    7.2   **Fund Restrictions:** Technical education scholarship funds are restricted to expenditure for technical education scholarships and may not be moved or spent on any other program.

    7.3   **Unused/Carryover Funds:** Each eligible institution is encouraged to annually utilize all technical education scholarship funds for qualified students. Surplus funds (e.g., fund balance or net assets) shall be retained in the scholarship fund and carried over from one fiscal year to the next.

R622-8 Reporting.

    8.1.   As specified by the Office of the Commissioner, each institution shall provide, as part of an annual institutional financial aid file submission by February 28 of each year, data pertaining to applications, awards, program enrollments, utilization, funding, and/or other technical education scholarship information for the most recently-completed fiscal year.

8.2.   The Office of the Commissioner may, at any time, request additional documentation or data related to the Technical Education Scholarship Program and may review or formally audit an institution's documentation and compliance with this policy.

R622-9 Designation of High Demand Programs: Every other year, after consulting with the Department of Workforce Services, the Board shall designate, as high demand programs, technical education programs at each eligible institution that prepare individuals to work in jobs in Utah that have: (a) high employer demand and high median hourly wages based on labor market data; or (b) significant industry importance ~~based on expected economic impact~~.

TECHNICAL EDUCATION SCHOLARSHIP FUNDING LEVELS
Based on FY21 Technical Education FTE and Previous Funding

	1/2 Equal Split	FY 2021 Postsecondary Tech Ed FTE	% of Total FTE	Share of Funding Based on FTE	Total Split + FTE	Previous Funding Avg (4 yrs)	Composite (Avg: Prev & FTE)	Rounded	Leveled
Bridgerland	$ 50,000	781	14.2%	$ 78,200	$ 128,200	127,675	127,938	$ 128,000	$ 128,000
Davis	$ 50,000	1,097	20.0%	$ 109,800	$ 159,800	126,550	143,175	$ 143,000	$ 147,000
Dixie	$ 50,000	402	7.3%	$ 40,300	$ 90,300	62,350	76,325	$ 76,000	$ 70,000
Mountainland	$ 50,000	1,065	19.4%	$ 106,600	$ 156,600	149,000	152,800	$ 153,000	$ 147,000
Ogden-Weber	$ 50,000	910	16.6%	$ 91,000	$ 141,000	112,150	126,575	$ 127,000	$ 128,000
Salt Lake Com. Col.	$ 50,000	156	2.8%	$ 15,600	$ 65,600	123,333	94,466	$ 94,000	$ 90,000
Snow College	$ 50,000	271	4.9%	$ 27,100	$ 77,100	63,712	70,406	$ 70,000	$ 70,000
Southwest	$ 50,000	187	3.4%	$ 18,700	$ 68,700	67,300	68,000	$ 68,000	$ 70,000
Tooele	$ 50,000	216	3.9%	$ 21,600	$ 71,600	56,350	63,975	$ 64,000	$ 70,000
Uintah Basin	$ 50,000	183	3.3%	$ 18,400	$ 68,400	98,625	83,513	$ 84,000	$ 90,000
Utah State Univ.	$ 50,000	227	4.1%	$ 22,700	$ 72,700	112,956	92,828	$ 93,000	$ 90,000
Totals:	$ 550,000	5,496	100.0%	$ 550,000	$ 1,100,000	1,100,000	1,100,000	1,100,000	$ 1,100,000

UTAH
SYSTEM OF
HIGHER
EDUCATION

Technical Education Scholarship - High Demand Programs

For purposes of state technical education scholarships, Utah Code 53B-8-115(6) provides that, "Every other year, after consulting with the Department of Workforce Services, the board shall designate, as a high demand program, a technical education program that prepares an individual to work in a job that has, in Utah: (a) high employer demand and high median hourly wages; or (b) significant industry importance."

"High Yield" Programs (High Employer Demand and High Median Hourly Wages)
The Utah Department of Workforce Services provides data identifying as four- or five-star jobs occupations statewide and regionally that have high employer demand and high median hourly wages for varying levels of postsecondary education (certificate, associate, baccalaureate, etc.). For eligibility in USHE high-demand/high-wage attainment goals, Institutional Research staff have matched the 4-5 star jobs by educational level and institution to U.S. Department of Education CIP codes (Classification of Instructional Programs) and identified them as "high yield" programs. It is recommended that the Board designate as high demand programs for the scholarship all technical education programs associated with a high-demand/high-wage CIP code identified statewide or in an institution's region for certificate-level education. Current programs in the high yield CIP codes listed below would be eligible for the scholarship, as would any unlisted or new programs associated with other high-demand/high-wage CIP codes that are identified by USHE Institutional Research.

"Significant Industry Importance"
In 2021, the Board designated as high demand programs for the 2021-2022 school year all previously-designated high demand programs through 2021, and directed staff to develop recommendations for 2022-2023 designations in consultation with institutions. It is recommended that the previous high demand designations (attached) be considered programs of significant industry importance and continued for the 2022-23 school year, and other programs as shall be submitted by institutions and recommended to the Board by the Office of the Commissioner.

Current High Yield Programs (High Employer Demand and High Median Hourly Wages)
Unlisted or new programs associated with other high-demand/high wage CIP codes identified by USHE Institutional Research are also eligible

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CIP CODE	CIP TITLE 2020
010205	AGRICULTURAL MECHANICS AND EQUIPMENT/MACHINE TECHNOLOGY/TECHNICIAN.
010603	ORNAMENTAL HORTICULTURE.
090702	DIGITAL COMMUNICATION AND MEDIA/MULTIMEDIA.
110101	COMPUTER AND INFORMATION SCIENCES, GENERAL.
110201	COMPUTER PROGRAMMING/PROGRAMMER, GENERAL.
110801	WEB PAGE, DIGITAL/MULTIMEDIA AND INFORMATION RESOURCES DESIGN.
110901	COMPUTER SYSTEMS NETWORKING AND TELECOMMUNICATIONS.
111001	NETWORK AND SYSTEM ADMINISTRATION/ADMINISTRATOR.
111002	SYSTEM, NETWORKING, AND LAN/WAN MANAGEMENT/MANAGER.
111003	COMPUTER AND INFORMATION SYSTEMS SECURITY/AUDITING/INFORMATION ASSURANCE.
111006	COMPUTER SUPPORT SPECIALIST.
120501	BAKING AND PASTRY ARTS/BAKER/PASTRY CHEF.
120503	CULINARY ARTS/CHEF TRAINING
150303	ELECTRICAL, ELECTRONIC, AND COMMUNICATIONS ENGINEERING TECHNOLOGY/TECHNICIAN.
150406	AUTOMATION ENGINEER TECHNOLOGY/TECHNICIAN.
150613	MANUFACTURING ENGINEERING TECHNOLOGY/TECHNICIAN.
150702	QUALITY CONTROL TECHNOLOGY/TECHNICIAN
151102	SURVEYING TECHNOLOGY/SURVEYING.
151301	DRAFTING AND DESIGN TECHNOLOGY/TECHNICIAN, GENERAL.
151302	CAD/CADD DRAFTING AND/OR DESIGN TECHNOLOGY/TECHNICIAN.
430107	CRIMINAL JUSTICE/POLICE SCIENCE
450702	GEOGRAPHIC INFORMATION SCIENCE AND CARTOGRAPHY.
460201	CARPENTRY/CARPENTER.
460301	ELECTRICAL AND POWER TRANSMISSION INSTALLATION/INSTALLER, GENERAL.
460302	ELECTRICIAN
460412	BUILDING/CONSTRUCTION SITE MANAGEMENT/MANAGER.
460415	BUILDING CONSTRUCTION TECHNOLOGY/TECHNICIAN
460503	PLUMBING TECHNOLOGY/PLUMBER
470104	COMPUTER INSTALLATION AND REPAIR TECHNOLOGY/TECHNICIAN
470105	INDUSTRIAL ELECTRONICS TECHNOLOGY/TECHNICIAN.
470201	HEATING, AIR CONDITIONING, VENTILATION AND REFRIGERATION MAINTENANCE TECHNOLOGY/TECHNICIAN.
470303	INDUSTRIAL MECHANICS AND MAINTENANCE TECHNOLOGY/TECHNICIAN.

CIP CODE	CIP TITLE 2020
470603	AUTOBODY/COLLISION AND REPAIR TECHNOLOGY/TECHNICIAN
470604	AUTOMOBILE/AUTOMOTIVE MECHANICS TECHNOLOGY/TECHNICIAN.
470605	DIESEL MECHANICS TECHNOLOGY/TECHNICIAN.
480501	MACHINE TOOL TECHNOLOGY/MACHINIST.
480503	MACHINE SHOP TECHNOLOGY/ASSISTANT.
480508	WELDING TECHNOLOGY/WELDER.
480510	COMPUTER NUMERICALLY CONTROLLED (CNC) MACHINIST TECHNOLOGY/CNC MACHINIST.
480511	METAL FABRICATOR
490101	AERONAUTICS/AVIATION/AEROSPACE SCIENCE AND TECHNOLOGY, GENERAL.
490202	CONSTRUCTION/HEAVY EQUIPMENT/EARTHMOVING EQUIPMENT OPERATION.
490205	TRUCK AND BUS DRIVER/COMMERCIAL VEHICLE OPERATOR AND INSTRUCTOR.
510705	MEDICAL OFFICE MANAGEMENT/ADMINISTRATION.
510707	HEALTH INFORMATION/MEDICAL RECORDS TECHNOLOGY/TECHNICIAN.
510713	MEDICAL INSURANCE CODING SPECIALIST/CODER.
510805	PHARMACY TECHNICIAN/ASSISTANT
510907	MEDICAL RADIOLOGIC TECHNOLOGY/SCIENCE - RADIATION THERAPIST
510909	SURGICAL TECHNOLOGY/TECHNOLOGIST.
511012	STERILE PROCESSING TECHNOLOGY/TECHNICIAN
513901	LICENSED PRACTICAL/VOCATIONAL NURSE TRAINING.
520101	BUSINESS/COMMERCE, GENERAL.
520201	BUSINESS ADMINISTRATION AND MANAGEMENT, GENERAL.
520204	OFFICE MANAGEMENT AND SUPERVISION
520301	ACCOUNTING.
520302	ACCOUNTING TECHNOLOGY/TECHNICIAN AND BOOKKEEPING.
520401	ADMINISTRATIVE ASSISTANT AND SECRETARIAL SCIENCE, GENERAL.
520408	GENERAL OFFICE OCCUPATIONS AND CLERICAL SERVICES.
521501	REAL ESTATE
521902	FASHION MERCHANDISING

Technical College CIP Codes Mapped to High Demand Jobs (2019)

CIP	Classification of Instructional Programs (CIP) Code Description	High Demand	HD SOC	High Demand Standard Occupational (SOC) Code Description
010605	Landscaping and Groundskeeping	Y	37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers
100202	Radio and Television Broadcasting Technology/Technician	Y	27-4032	Film and Video Editors
110101	Computer and Information Sciences, General	Y	15-1111	Computer and Information Research Scientists
110201	Computer Programming/Programmer, General	Y	15-1152	Computer Network Support Specialists
110801	Web Page, Digital/Multimedia & Information Resources Design	Y	27-1024	Graphic Designers
110901	Computer Systems Networking and Telecommunications	Y	15-1143	Computer Network Architects
111003	Computer and Information Systems Security/Information Assurance	Y	11-3021	Computer and Information Systems Managers
111005	Information Technology Project Management	Y	11-3021	Computer and Information Systems Managers
120501	Baking and Pastry Arts/Bakery/Pastry Chef	Y	35-1011	Chefs and Head Cooks
120503	Culinary Art/Chef Training	Y	35-1011	Chefs and Head Cooks
120504	Restaurant, Culinary, and Catering Management/Manager	Y	35-1011	Chefs and Head Cooks
131319	Technical Teacher Education	Y	25-1081	Education Teachers, Postsecondary
141801	Materials Engineering	Y	11-9041	Architectural and Engineering Managers
150305	Telecommunications Technology/Technician	Y	17-3023	Electrical and Electronics Engineering Technicians
150401	Biomedical Technology/Technician	Y	49-9062	Medical Equipment Repairers
150508	Hazardous Materials Management & Waste Tech/Technician	Y	47-4041	Hazardous Materials Removal Workers
150613	Manufacturing Technology/Technician	Y	17-3026	Industrial Engineering Technicians
150701	Occupational Safety and Health Technology/Technician	Y	29-9011	Occupational Health and Safety Specialists
150702	Quality Control Technology/Technician	Y	51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers
150703	Industrial Safety Technology/Technician	Y	29-9011	Occupational Health and Safety Specialists
150901	Mining Technology/Technician	Y	47-5013	Service Unit Operators, Oil, Gas, and Mining
151302	CAD/CADD Drafting and/or Design Technology/Technician	Y	17-3011	Architectural and Civil Drafters
161601	American Sign Language (ASL)	Y	27-3091	Interpreters and Translators
220301	Legal Administrative Assistant/Secretary	Y	43-6012	Legal Secretaries
220302	Legal Assistant/Paralegal	Y	23-2011	Paralegals and Legal Assistants
430107	Criminal Justice/Police Science	Y	33-3051	Police and Sheriff's Patrol Officers
430203	Fire Science/Fire-fighting	Y	33-2011	Firefighters
430302	Crisis/Emergency/Disaster Management	Y	33-1012	First-Line Supervisors of Police and Detectives
460000	Construction Trades, General	Y	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
460101	Mason/Masonry	Y	47-2021	Brickmasons and Blockmasons
460201	Carpentry/Carpenter	Y	47-2031	Carpenters
460301	Electrical and Power Transmission Installation/Installer, General	Y	49-9051	Electrical Power-Line Installers and Repairers
460302	Electrician	Y	47-2111	Electricians
460403	Building/Home/Construction Inspection/Inspector	Y	47-4011	Construction and Building Inspectors
460406	Glazier	Y	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
460408	Painting/Painter and Wall Coverer	Y	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
460502	Pipefitting/Pipefitter and Sprinkler Fitter	Y	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
460503	Plumbing Technology/Plumber	Y	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
470104	Computer Installation and Repair Technology/Technician	Y	49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment
470105	Industrial Electronics Technology/Technician	Y	49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment
470201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	Y	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
470303	Industrial Mechanics and Maintenance Technology	Y	49-9041	Industrial Machinery Mechanics
470603	Autobody/Collision and Repair Technology/Technician	Y	49-3021	Automotive Body and Related Repairers
470604	Automobile/Automotive Mechanics Technology/Technician	Y	49-3023	Automotive Service Technicians and Mechanics
470605	Diesel Mechanics Technology/Technician	Y	49-3031	Bus and Truck Mechanics and Diesel Engine Specialists
470608	Aircraft Power Plant Technology/Technician	Y	49-3011	Aircraft Mechanics and Service Technicians
470612	Vehicle Emissions Inspection & Maintenance Tech/Technician	Y	49-3023	Automotive Service Technicians and Mechanics
480501	Machine Tool Technology/Machinist	Y	51-4041	Machinists
480506	Sheet Metal Technology/Sheetworking	Y	47-2211	Sheet Metal Workers
480508	Welding Technology/Welder	Y	51-4121	Welders, Cutters, Solderers, and Brazers

CIP	Classification of Instructional Programs (CIP) Code Description	High Demand	HD SOC	High Demand Standard Occupational (SOC) Code Description
480703	Cabinetmaking and Millwork	Y	51-7011	Cabinetmakers and Bench Carpenters
490101	Aeronautics/Aviation/Aerospace Science & Technology General	Y	11-3071	Transportation, Storage, and Distribution Managers
490202	Construction/Heavy Equipment/Earthmoving Equipment Operation	Y	53-7032	Excavating and Loading Machine and Dragline Operators
490205	Truck & Bus Driver/Commercial Vehicle Operator and Instructor	Y	53-3022	Bus Drivers, School or Special Client
490207	Flagging and Traffic Control	Y	47-4051	Highway Maintenance Workers
500402	Commercial and Advertising Art	Y	27-1024	Graphic Designers
500713	Metal and Jewelry Arts	Y	25-1121	Art, Drama, and Music Teachers, Postsecondary
510601	Dental Assisting/Assistant	Y	25-1071	Health Specialties Teachers, Postsecondary
510707	Health Information/Medical Records Technology/Technician	Y	29-2071	Medical Records and Health Information Technicians
510709	Medical Office Computer Specialist/Assistant	Y	15-1131	Computer Programmers
510713	Medical Insurance Coding Specialist/Coder	Y	31-9092	Medical Assistants
510716	Medial Administrative/Executive Assistant and Medical Secretary	Y	31-9092	Medical Assistants
510801	Medical/Clinical Assistant	Y	31-9092	Medical Assistants
510802	Clinical/Medical Laboratory Assistant	Y	25-1071	Health Specialties Teachers, Postsecondary
510805	Pharmacy Technician/Assistant	Y	25-1071	Health Specialties Teachers, Postsecondary
510806	Physical Therapy Aide	Y	31-2021	Physical Therapist Assistants
510808	Veterinary/Animal Health Tech/Technician & Veterinary Asst.	Y	25-1071	Health Specialties Teachers, Postsecondary
510902	Electrocardiograph Technology/Technician	Y	25-1071	Health Specialties Teachers, Postsecondary
510904	Emergency Medical Technology/Technician (EMT Paramedic)	Y	29-2041	Emergency Medical Technicians and Paramedics
510907	Medical Radiologic Technology/Science - Radiation Therapist	Y	25-1071	Health Specialties Teachers, Postsecondary
510909	Surgical Technology/Technologist	Y	25-1071	Health Specialties Teachers, Postsecondary
511012	Sterile Processing Technology/Technician	Y	29-2055	Surgical Technologists
511099	Clinical/Medical Laboratory Science & Allied Professions, Other	Y	29-2011	Medical and Clinical Laboratory Technologists
513901	Licensed Practical/Vocational Nurse Training	Y	29-2061	Licensed Practical and Licensed Vocational Nurses
520203	Logistics, Materials and Supply Chain Management	Y	25-1011	Business Teachers, Postsecondary
520204	Office Management and Supervision	Y	43-1011	First-Line Supervisors of Office and Administrative Support Workers
520205	Operations Management and Supervision	Y	25-1011	Business Teachers, Postsecondary
520207	Customer Service Management	Y	43-1011	First-Line Supervisors of Office and Administrative Support Workers
520208	E-Commerce/Electronic Commerce	Y	43-1011	First-Line Supervisors of Office and Administrative Support Workers
520302	Accounting Technology/Technician and Bookkeeping	Y	43-3031	Bookkeeping, Accounting, and Auditing Clerks
520401	Administrative Assistant and Secretarial Science, General	Y	43-6011	Executive Secretaries and Executive Administrative Assistants
520408	General Office Occupations and Clerical Services	Y	43-9041	Insurance Claims and Policy Processing Clerks
520409	Parts, Warehousing, and Inventory Management Operations	Y	43-5061	Production, Planning, and Expediting Clerks
520411	Customer Service Support/Call Center/Teleservice Operation	Y	43-4051	Customer Service Representatives
520701	Entrepreneurship/Entrepreneurial Studies	Y	25-1011	Business Teachers, Postsecondary
520809	Credit Management	Y	13-2041	Credit Analysts
520899	Finance and Financial Management Services, Other	Y	11-3031	Financial Managers
520901	Hospitality Administration/Management, General	Y	11-9051	Food Service Managers
521001	Human Resources Management/Personnel Administration, General	Y	25-1011	Business Teachers, Postsecondary
521401	Marketing/Marketing Management, General	Y	11-2011	Advertising and Promotions Managers
521501	Real Estate	Y	13-2021	Appraisers and Assessors of Real Estate
521601	Taxation	Y	13-2011	Accountants and Auditors
521801	Sales, Distribution and Marketing Operations, General	Y	13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products
521902	Fashion Merchandising	Y	41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
521908	Business and Personal/Financial Services Marketing Operations, Other	Y	41-3031	Securities, Commodities, and Financial Services Sales Agents

Technical College Programs with Significant Industry Importance (2019-2021)

Program	Average Length	Institutions Offering	Total Enrollment	Overall Placement
Composite Materials Technology	700	2	214	95%
Dental Assisting	1100	4	319	92%
Meat Services	900	1	17	100%
Medical Assistant	1050	8	703	94%
Medical Office/Health IT	920	3	192	90%
Non-Destructive Testing	900	1	95	92%
Pharmacy Technician	800	6	335	97%

	Bridgerland		Davis		Dixie		Mountainland		Ogden-Weber		Southwest		Tooele		Uintah-Basin	
	Enrollment	Placement	Enrollment	Placement	Enrollment	Placement	Enrollment	Placement	Enrollment	Placement	Enrollment	Placement	Enrollment	Placement	Enrollment	Placement
Central Sterile Technician (1)	X	X	X	X	X	X	NEW Program		X	X	X	X	X	X	X	X
CDL/Heavy Equipment Operators (2)	64	86%	X	X	31	100%	40	79%	X	X	54	78%	21	100%	42	94%
Interior Design (3)	28	100%	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nurse Assistant (4)	186	89%	200	89%	20	100%	129	82%	212	87%	54	91%	16	100%	31	96%
Plumbing Apprenticeship	DWS rates Plumbing Apprenticeship as a 4-Star occupation in Utah. Program length 720 hours.															

Notes:

(1) DWS rates Clinical Lab Technicians as 5-Star in Utah. Program length 800 hours.

(2) DWS rates Heavy and Tractor-Trailer Truck Drivers, Light Truck or Delivery Service Drivers, Industrial Truck and Tractor Operators, and Excavating and Loading Machine and Dragline Operators as 4-Star occupations in Utah. Program length begins at 300 hours.

(3) DWS rates Interior Design as 3-Star in Utah. Program length is 1,200 hours.

(4) DWS classifies Nursing Assistants as 3-Star in Central and Eastern and 1-Star in Utah, Cache County, Ogden-Clearfield, Provo-Orem, Salt Lake, and Washington County MSA. Program length ~125 hours.

technical education programs that prepare individuals to work in jobs that have high employer demand and high median wages, or significant industry importance, and to submit the selected programs to the Board of Regents for consideration and final approval.

The institutions have recommend the following programs to be designated as eligible for the non-credit CTE scholarships

Utah State University
CTE Programs and CIP Codes for Non-credit CTE Scholarship Program
FY20 and FY21

USU Eastern (Price)
USU Blanding
USU Moab

Program	CIP
Automotive Technology	47.0604
Diesel Technician	47.0605
CNC Machinist	48.0501
Welding Technology	48.0508
Automated Manufacturing	15.0403
Apprentice Electrician	46.0302
Heavy Equipment Operator	49.0202
Commercial Driver's License (CDL)	49.0205
Engineering Drafting and Design	15.1301
Construction Technology and Management	46.0415
Instruments and Controls	14.4101
MSHA/Mining Safety	15.0999
Occupational Safety/Health (OSHA training)	15.0701
Industrial Maintenance	47.0303
Surgical Technology	51.0909
Medical Lab Technician	51.1004
Medical Assistant	51.0801
Pharmacy Technician	51.0805
Certified Nursing Assistant	51.3902
Phlebotomy	51.1009
Emergency Medical Technician / First Responders	51.0904
Web Business	52.0208
Digital Design	09.0702
IT Support and Web Development	11.0103
Accounting Practices	52.0302
Small Business Operations / Entrepreneurism	52.0703
Software Development	15.1204
Cosmetology	12.0401
Police Officers Standards Training - SFO / BCO / LEO	43.0107

Snow College
CTE Programs and CIP Codes for Non-credit CTE Scholarship Program
FY20 and FY21

Program	CIP
Basic Accounting	52.0301
Agribusiness	01.0102
Equine Management	01.0307
Agricultural Technology/Mechanics	01.0205
Certified Nurse Assistant	51.3902
Business	52.0299
Business and Music Technology	52.0101
Entrepreneurship	52.0701
Marketing	52.1401
Advanced Networking Technology	11.1002
Networking Technology	11.0901
Cabinetry and Architectural Woodwork	46.0000
Construction Management	46.0000
Advanced Composites	14.1801
Composites	14.1801
Chassis and Electrical Systems	47.0605
Drivetrain and Climate Control	47.0605
Engine Performance	47.0605
Engines and Hydraulics	47.0605
Farm/Ranch Management	01.0104
Industrial Mechanics	47.0303
Industrial Manufacturing	15.0613
CNC Machining	48.0501
Manual Machining	48.0501
Practical Nursing	51.3901
Pipe Welding	48.0508
Welding Fabrication	48.0508

Program	CIP
Automation and Instrumentation Technician	15.0406
Certified Electronics Technician	15.0303
Coding Core for Healthcare Professional	51.0707 51.0713
Electronics Communications	15.0303
Electronics Engineering Technician	15.0303
Manual Machinist	48.0501
Medical Coding and Billing	51.0707 51.0713
Computer Programing	11.0201
Windows Network Administration	11.1001
Windows Server Administration	11.1001
Desktop Support Technician	11.1006
Network Administrator	11.1001
Network Support Technician	15.1204
Web Programmer	11.0801
Website Designer	11.0801
Air Conditioning/ Heating/ Refrigeration	47.0201
Clinical Lab Assistant	51.0802
Diesel Service Technician	47.0605
Diesel Service Technician and Driver	47.0605 49.0205
Professional Truck Driving	49.0205
Welding	48.0508

Clinical Medical Assistant

R622, ~~Career and~~ Technical Education Scholarship Program [1]

R622-1. Purpose: To provide procedures for administration of the ~~Career and~~ Technical Education Scholarship Program, which will provide financial assistance to students pursuing ~~career and~~ technical education in high demand industries.

R622-2. References

~~2.1.   Utah Code Section 53B-8-114 (Scholarships for Career and Technical Education -- Scholarship requirements -- Rulemaking)~~

~~2.2.   Utah Code Section 53B-16-209 (Community Colleges)~~

~~2.3.   Utah Code Section 53B-18-1201 (USU Eastern)~~

~~2.4.   Utah Code Section 53B-18-301 (Area Education Centers)~~2.1.   Utah Code § 53B-1-101.5, Definitions

2.2   Utah Code § 53B-8-115, Technical Education Scholarships

2.3.   Utah Code § 53B-16-101, Establishment of Institutional Roles and General Courses of Study

2.4.   Board Policy R623, Free Application for Federal Student Aid

R622-3. Definitions.

3.1.   **"Eligible Institution"** means a higher education institution with a technical education role as specified in Utah Code subsection 53B-16-101(1)(b)(iv). ~~Salt Lake Community College's School of Applied Technology established in Utah Code Section 53B-16-209, Snow College, Utah State University Eastern established in Section Utah Code Section 53B-18-1201, or the Utah State University area education center located at or near Moab described in Utah Code Section 53B-18-301.~~

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[1] *Adopted May 17, 2019; amended March 25, 2022*

3.2. **"High Demand Program"** means a ~~non-credit career and~~ technical education program that is offered by an eligible institution, leads to a certificate, and is designated by the board <u>as such</u> in accordance with ~~S~~subsection 9~~.1~~.

3.3. <u>**"Technical Education"** is defined by Utah Code subsection 53B-1-101.5(8).</u>

R622-4. **General Scholarship Administration**

4.1 **Scholarship Award:** an eligible institution may award a scholarship to an individual who<u>: (a)</u> is enrolled in, or intends to enroll in, a high demand program<u>;</u> <u>and (b) completes a Free Application for Federal Student Aid as required by Board Policy R623</u>

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4.1.1. An eligible institution may award a scholarship for an amount of money up to the total cost of tuition, fees, and required textbooks for the high demand program in which the scholarship recipient is enrolled or intends to enroll.

4.1.2. An eligible institution may award a scholarship to a scholarship recipient for up to ~~two~~ <u>three</u> academic years.

4.1.3. ~~An eligible institution may cancel a scholarship if the scholarship recipient does not:~~

~~4.1.3.1.~~ ~~maintain enrollment in the eligible institution on at least a half time basis, as determined by the eligible institution; or~~

~~4.1.3.2.~~ ~~make satisfactory progress toward the completion of a certificate.~~[JH1]

4.2. **Application Procedures**. An eligible institution shall develop a simple, accessible application process, and will set application deadlines that accommodate both full-time and ~~part~~ half-time students.

4.3. **Prioritization for Underserved Populations**. An eligible institution shall establish criteria to identify underserved populations and to assess if an applicant is a member of an underserved population. In accordance with federal and state law, ~~I~~institutions shall prioritize scholarship awards for applicants who are members of an underserved population ~~in accordance with their criteria. Institutions shall provide the criteria and prioritization methodology to the Board~~.

R622-5. **Continuing Eligibility.** After providing a recipient notice and an opportunity to respond, an institution may rescind a recipient's scholarship if it determines the recipient has not met the following requirements:

5.1. ~~Award recipients must m~~Maintaining satisfactory academic progress toward the completion of the recipient's high demand program in accordance with ~~their~~ the institution~~'s~~'s policies~~.~~; and

5.2. ~~Recipients must b~~Being enrolled at least half-time as determined by the institution.

5.3. ~~**Deferment.** A recipient may seek deferment of an award in accordance with applicable deferral policies at the eligible institution.~~[JH2]

R622-6 Transfers. ~~of Award Funds~~ ~~6.1. Recipients who are transferring to another eligible institution are responsible to inform the financial aid office at the institution to which they are transferring that they are an award recipient. The financial aid offices at the respective institutions shall coordinate the transfer of any scholarship funds and information. The receiving institution will verify the transferring student's ongoing eligibility in accordance with this policy and make any adjustments in a recipient's award.~~ If a recipient who has maintained the continuing eligibility specified in section R622-5 transfers to the same high-demand program at another eligible institution, upon request of the recipient, the institution to which the recipient is transferring shall facilitate an award for the balance of the program.

R622-7 Award Funds.

7.1 **Distribution of Award Funds to Institutions.** ~~7.1. The Board will annually distribute available funds to eligible institutions in accordance with the following formula:~~The Board will distribute appropriated funds to eligible institutions prior to each fiscal year as follows:

7.1.1. Fifty percent shall be distributed evenly to each eligible institution. ~~of each year's appropriation will be divided and evenly distributed to Utah State University, Snow College, and the Salt Lake Community College's School of Applied Technology.~~

7.1.2. Remaining funds shall be distributed in proportion to each eligible institution's percentage of total full-time-equivalent (FTE) enrollment in post-secondary technical education during the previous fiscal year ~~will be distributed proportionally to the total rolling three-year average of students enrolled in non-credit CTE courses at each eligible institution~~.

7.2 **Fund Restrictions:** Technical education scholarship funds are restricted to expenditure for technical education scholarships and may not be moved or spent on any other program.

7.3 **Unused/Carryover Funds:** Each eligible institution is encouraged to annually utilize all technical education scholarship funds for qualified students. Surplus funds (e.g., fund balance or net assets) shall be retained in the scholarship fund and carried over from one fiscal year to the next.

R622-8 Reporting.

8.1. As specified by the Office of the Commissioner, each institution shall provide, as part of an annual institutional financial aid file submission by February 28 of each year, data pertaining to applications, awards, program enrollments,

utilization, funding, and/or other technical education scholarship information for the most recently-completed fiscal year. ~~On or before September 30 each year, eligible institutions shall report to the Board of Regents the following:~~

8.1.1. ~~The name and student identification of all recipients to whom the institution awarded scholarship funds the prior academic year.~~
8.1.2. ~~The scholarship amount each recipient received, including additional amounts from other sources.~~
8.1.3. ~~The programs in which scholarship recipients enrolled.~~
8.1.4. ~~Evidence that award recipients are eligible to receive scholarship awards.~~
8.2. The ~~Board of Regents~~Office of the Commissioner may, at any time, request additional documentation or data related to the ~~Career and~~ Technical Education Scholarship Program and may review or formally audit an institution's documentation and compliance with this policy.

R622-9 ~~Determination~~ Designation of High Demand Programs: Every other year, after consulting with the Department of Workforce Services, the Board shall designate, as high demand programs, technical education programs at each eligible institution that prepare individuals to work in jobs in Utah that have: (a) high employer demand and high median hourly wages based on labor market data; or (b) significant industry importance based on expected economic impact.

~~9.1. Every other year, after consulting with their regional Department of Workforce Services representatives, the eligible institutions will identify non-credit career and technical education programs that prepare individuals to work in jobs that in Utah have high employer demand and high median hourly wages, or significant industry importance. The institutions shall submit the selected programs to the Board for consideration and final approval.~~

UTAH SYSTEM OF HIGHER EDUCATION

February 18, 2022

Industry Advisory Council Report

In accordance with statute and as established by the Board of Higher Education, the Industry Advisory Council met on October 12, 2021, to consider higher education and the current workforce and economic development pipeline, with particular attention to the USHE Strategic Plan. The attached report summarizes the meeting, and industry perspectives discussed by the council have been provided to inform the Technical Education Committee, the Academic Education Committee, and the Utah State Board of Education.

Committee Discussion

The committee could consider the industry perspectives in light of the Board's strategic planning initiatives, the Talent Ready Utah discussion with the computer science industry in the January Board meeting, and other forthcoming industry discussions.

Commissioner's Recommendation

This is an information item only; no action is required.

Attachment

Industry Advisory Council

Workforce & Economic Development Perspectives, Fall 2021

Role and Responsibilities

The purpose of the Industry Advisory Council is to review and provide industry perspectives regarding the workforce and economic development pipeline for current high-skill, in-demand, emerging, or other regionally important occupations in Utah, and gaps in available talent that could be filled by academic and technical education programs and to inform the Utah Board of Higher Education's technical and academic education committees and the State Board of Education of those perspectives. The council will consider collaboration and coordination of industry advisory groups across the state in its review.

Industry Advisory Council Meeting, October 12, 2021

The Industry Advisory Council held its first meeting October 12, 2021, 1:00-3:00 p.m., in virtual format. The following summarizes the meeting, discussion, and perspectives provided by the Council participants and, as provided in statute, is provided to inform the Utah Board of Higher Education's Technical Education and Academic Education Committees and the Utah State Board of Education.

Attendance

- **Industry Participants:** (Construction) Scott Parson; (Finance) Trina Eyring; (Information Technology) Joshua Aikens, John Sutherland; (Manufacturing) Karen Griffin; (Vehicle Repair) Craig Bickmore (excused); (Wholesale/Retail Trade) Dave Davis; (Health Services) Sri Koduri.
- **State Partners: (**Utah State Board of Education) Darin Nielsen; (Department of Workforce Services) Greg Paras; (Governor's Office of Economic Opportunity) Ben Hart; (Faculty) Dr. Doris Geide-Stevenson (Degree-Granting), Tiffany Vickers (Technical College).
- **USHE:** Jared Haines, Carrie Mayne, Kim Ziebarth, Julie Hartley, Melanie Heath.

Agenda/discussion outline

1. **Introduction:** Council purpose and role is essentially a sounding board or focus group to provide general industry perspectives and feedback for education policy-makers and practitioners regarding the workforce and economic development pipeline.
2. **Current industry needs and priorities – discussion:** What significant workforce issues keep you awake at night?
3. **USHE's current efforts in workforce, economy, education**
   - Focus on high-wage, high-demand jobs (Carrie Mayne, Chief Economist): USHE works with DWS to identify the jobs with the highest pay and demand, build them into programs, policies,

scholarships, incentives, Deep Technology grants, etc.

- Workforce relevance for higher education programs (Kim Ziebarth, Associate Commissioner for Technical Education; Julie Hartley, Associate Commissioner for Academic Education): Occupational advisory committees, accreditation benchmarks, academic education.

4. **USHE Strategic Plan overview** (Melanie Heath, Associate Commissioner for Strategic Initiatives and Access): <u>linked here</u>

5. **Industry/education strategic engagement - discussion**

- Which USHE strategies are most important and impactful for industry? Are any missing?
- For tactics that involve industry, how is the best way to approach them with industry?
- Other feedback or suggestions for USHE Strategic Plan implementation.

6. **Industry Advisory Council workplan – discussion**

- Council perspectives.
- What are the most important workforce education issues for industry to engage with and weigh in on? What should the Council consider going forward?
- What to inform Technical Education Committee, Academic Education Committee, and State Board of Education.

<u>**Perspectives**</u>

1. **Workforce Scarcity**

- Zions is currently trying to fill 720 positions – real challenge trying to get qualified people.
- Information technology still has shortages in the hundreds of thousands. Having to recruit engineering talent as far away as New Zealand.
- Manufacturing has lots of orders, and could have lots more sales if they had more workers.
- Retail has a challenge with availability of workers – being able to find people.
- Healthcare needs phlebotomists, medical assistants, social workers, and other technician positions. For physicians, there is a shortage of the deepest specialists.
- Quantity of graduates is not sufficient to meet workforce needs.
- Technical colleges are having growth, but fewer adult students – we need to find ways to get adults to return for education.
- Biggest challenge for education is getting enough students to meet industry demand.

2. **Awareness**

- Schools do not have wait lists for programs in some occupations particularly important to industry.
- Drawing young people into construction is a significant challenge.
- Manufacturing has good careers for people who have had a higher education. There are opportunities to get a higher education and still work in manufacturing.

- Retail has an image problem. Have a hard time getting people excited about working in retail, though there are good opportunities.
- How can we ensure financial services careers are included in advising students about education and career opportunities?
- We (education, industry, and the state) need to paint a full picture across the state of all the opportunities. How do we convince parents to raise awareness?
- Make sure the College Access Advisers are providing guidance on the full range of education – students and parents need to fully understand all the opportunities and conditions.
- Work with Pathways program in high schools that can feed students into building & construction.

3. **Workforce Demand and Conditions**
- COVID has taught that remote work is cool; retail has very limited remote ability – how to keep people engaged.
- Hospitals are working to the limit – creates bottleneck for clinical education.
- Complexity of the workforce is a challenge for faculty to keep up with.
- How are we going to house employees we are going to hire in Utah right now?
- We need to better understand what the 4-5 star jobs are.
- Sometimes the workforce data don't accurately reflect engineering.
- How do we innovate when we don't have enough people to do the work? University of Utah is working on understanding the problem.

4. **Career and Education Pathways**
- Some occupations cross industries. For example, banks employ large numbers of information technology workers.
- Healthcare entry & midlevel workforce positions are particularly challenging to fill – further along in education level.
- Would like to see us find ways to move people up from and between all industries, such as service occupations. Are there ways industries could partner?
- We need to work on skill development beyond degrees.
- Stackable credentials are good, but we have to be careful about what stacks and doesn't for a given field.
- Current efforts going on with the technical education institutions to structure programs that will support movement from one job into another.
- Some efforts going on at degree-granting institutions with micro-credentials.
- What are the ways for this group and their industries to talk to the technical education institutions about occupations and programs they would like to see started? Is there a clearinghouse of what programs are available or needed? USHE can help connect industries with the institutions and employer committees where programs are developed and provided.

5. **Supporting Industry**
   - We need to find ways to help businesses understand what's there, what's available, and create partnerships with USHE.
   - What industries will research benefit? How do we connect the dots – how do manufacturers (or other industries) know there is a pocket of new material or process coming out of research?
   - How can faculty identify pockets of research needed and engage with various industries?

6. **Challenges for Education**
   - USBE's vision is that ALL students are prepared to succeed and lead – "ALL" is a huge challenge; providing access for all to all the resources.
   - We need individualized approaches to workforce education and engagement for the different parts of the state – each is unique.
   - The status of the economy and the DWS customer base presents challenges and opportunities for connecting them with meaningful opportunities.
   - The faculty representatives want to help translate Council and industry observations to the institution level – into faculty, classrooms.
   - Faculty are challenged with how they keep up with change and disruption (COVID, etc.).
   - Sometimes the performance funds don't go to the programs that have the 4-5 star jobs – sometimes because there's not enough performance funding available to do much.

7. **Responsiveness/Innovation**
   - Industry needs to actively engage with education to create its future workforce. Zions has a recruiting program at all USHE campuses.
   - The "cutting edge" for an industry is not what higher education institutions are going to be best at – it's the industry that is experiencing and responding to the need. We need to figure out how to have industry come to the table and help solve the problems, and not expect education to do it alone.
   - When we need workforce, we need them right now. Sometimes employers should launch their own programs. It's not a strategy, but lag time is a problem area for industry leaders when workforce needs are immediate. The time it takes to launch, expand, and /get students through training is costly. How can we make this nimble?

8. **Industry Advisory Council Role**
   - Some participants suggested USHE consider convening the Council more frequently than every six months. Today's discussion raised some important insights, and it may be helpful to have follow-up discussions while the thoughts and issues are fresh.

UTAH SYSTEM OF HIGHER EDUCATION

February 18, 2022

Debrief Silicon Slopes Workforce/Talent Solutions Discussion

In January, Talent Ready Utah arranged for a panel of representatives from the technology sector to talk to the Board of Higher Education about industry challenges and opportunities as the private sector connects to and works with higher education students and faculty. The goal is to make sure we connect workforce with our talent pipeline and verify the alignment of programs with current industry practices. The panel had representation from the following companies:

Will Clive – Pluralsight
Todd Taylor – Adobe
Erin Casale – Qualtrics
Derek Adams – Brainstorm

The group emphasized the importance of a diverse workforce with experience. Industry certifications were discussed, and the panel talked about the value of applied learning and the need for project-based instruction. When asked about challenges in placing technical education students, the panel pointed to the need for industry awareness and relationships. The group discussed the alignment of instruction with K12, so students are in a pipeline to get the education and experience needed to enter industry.

Vic Hockett, the Director of Talent Ready Utah, said he will continue to work with private sector partners across the state to make sure we are looking at the needs of each region to close the gap between workforce and education.

The healthcare industry sector will be covered in the March board meeting.

Commissioner Recommendation
Information item only; no action required.