R312 Roles and Missions
Motion

I move to approve the attached draft of Policy R312. I also move that after the completion of the NCHEMs Community College Study, the Board engage in detailed conversations about the changing demographic and workforce needs of the state and whether institutional roles as currently defined are adequate to meet them.
R315 Geographic Service Regions
Motion

I move to approve the attached draft of Policy R315. I also move to engage in future conversations to identify and address possible gaps in geographic access to higher education within the state.
R401 Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
Charge

Update Section 7 of Policy R401 in order to lift the moratorium on out-of-role program approvals.
Commissioner’s Office Review

- **7.1.3** — The Commissioner’s office will conduct a detailed review and analysis of the proposed program to assess labor market demand, the feasibility of partnerships with other USHE institutions with similar programs, regional need, and whether there is an adequate level of support for the new program.

- **7.1.4** — As part of its review, the Commissioner’s office will also analyze:
  - **7.1.4.1** — How well the institution proposing the new program is performing in its primary institutional role as measured by: accreditation reviews, the financial feasibility of both the institution and the proposed program, USHE’s performance metrics, and other metrics determined by the Board;
  - **7.1.4.2** — Whether the institution has an existing, well-performing program at a lower award level that can be built upon for the out-of-mission award;
  - **7.1.4.3** — Whether the newly proposed program involves transforming a well-performing program that has experienced a shift in the occupational or licensure demands for a higher-level credential requiring the existing program to be scaled up to remain relevant;
  - **7.1.4.4** — Whether existing programs at other USHE institutions can be made available online to students within the requesting institution’s service region and/or whether additional seats are needed in existing programs to meet state needs; and
  - **7.1.4.5** — Whether the requesting institution has thoroughly explored partnership with a USHE institution authorized to provide the program and a partnership has been determined to be infeasible.
Board Review

• 7.1.5 — Once they have reviewed the proposed program, the Commissioner’s Office will submit the full program proposal and all attendant issues to the Board for review. The Board will review the program proposal and request additional information or consultation as appropriate. The Board will determine whether or not to forward the program proposal to the Board of Higher Education for approval.
  • 7.1.5.1 — The Board may request more information or consultation.
  • 7.1.5.2 — When determining whether to approve a proposed program, the Board shall consider:
    • 7.1.5.2.1 — Whether such a program is the best use of state resources;
    • 7.1.5.2.2 — Whether the program would duplicate existing program(s); and
    • 7.1.5.2.3 — Whether all possibilities of partnership have been exhausted.
• 7.1.5.3 — It is within the Board’s discretion to ask another institution with the appropriate mission to develop a new program in partnership with the requesting institution instead of approving a new out-of-mission program.
Motion

I move to approve the update to Section 7 of Policy R401 in order to lift the moratorium on out-of-role program proposals.
Motion

Motion

I move to direct the Commissioner’s office to prepare an amendment to Board Policy R203 for the Board’s consideration at its next meeting. The amendment should generally prohibit an interim or acting president from applying to be a candidate in a USHE presidential search.
Motion

I move to include a priority for a systemwide research focus as part of the Board’s strategic plan.
Motion

I move to adopt the Resolution on Freedom of Expression.
State Aid Policy Revisions
State Aid Policy Revision Summary
Proposed New Policies (5)

New programs created by the Legislature:
• R627, First Responder Mental Health Services Grant
• R607, Prime Program Grant
• R617, Karen Mayne Public Safety Officer Scholarship Program
• R625, International Internship Scholarship Pilot Program

Existing program without Board policy:
• R628, WICHE Professional Student Exchange Program
State Aid Policy Revision Summary
Proposed Revised Policies (8)

Programs modified by the Legislature:
- R611, Veterans Tuition Gap Program
- R614, Public Safety Officer Career Advancement Grant Program
- R620, Utah Promise Program Grant
- R624, Utah Promise Partners Program

Suggested clarifications:
- R606, USHE Employee Partner Scholarship
- R608 Opportunity Scholarship
- R616, Adult Learner Grant Program
- R621, Terrel H. Bell Education Scholarship Program
State Aid Policy Revision Summary
Proposed Retired Policies (7)

Obsolete state aid programs:
• R603, Terrel H. Bell Teaching Incentive Loan Program
• R605, Higher Education Success Stipend Program
• R615, Talent Development Incentive Loan Program

Obsolete UHEAA programs:
• R612, Lender Participation
• R618, UHEAA Grant
• R626, Lender-of-Last Resort Program
• R650, Lender Certification of Obligations
Commissioner’s Recommendation

The Commissioner recommends the Board of Higher Education approve the proposed creation, revision, or elimination of these 22 policies.
State Aid Policy Revisions
Motion

I move to approve the proposed creation, revision, or elimination of these 22 policies.
## RY 2024 Promise Scholarship Funding

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Estimated Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utah Promise Program</td>
<td>$3,665,800</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>$630,129</td>
</tr>
<tr>
<td>New Century (ongoing)</td>
<td>$1,983,900</td>
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<tr>
<td>New Century (one-time)</td>
<td>$6,000,000</td>
</tr>
<tr>
<td>Promise Partner</td>
<td>($750,000)</td>
</tr>
<tr>
<td>Administrative Expenses</td>
<td>($94,829)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$11,435,000</strong></td>
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</table>
## Promise Scholarship Allocations (FY 24)

### USHE Degree-Granting

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY 24 Allocation (est.)</th>
<th>FY 23 Allocation</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt Lake CC</td>
<td>$1,072,300</td>
<td>$365,050</td>
<td>$707,250</td>
</tr>
<tr>
<td>Snow College</td>
<td>$293,200</td>
<td>$99,800</td>
<td>$193,400</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>$828,700</td>
<td>$282,100</td>
<td>$546,600</td>
</tr>
<tr>
<td>University of Utah</td>
<td>$1,290,800</td>
<td>$439,500</td>
<td>$851,300</td>
</tr>
<tr>
<td>Utah State University</td>
<td>$1,541,300</td>
<td>$524,700</td>
<td>$1,016,600</td>
</tr>
<tr>
<td>Utah Tech University</td>
<td>$617,600</td>
<td>$210,250</td>
<td>$407,350</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>$2,476,800</td>
<td>$843,300</td>
<td>$1,633,500</td>
</tr>
<tr>
<td>Weber State University</td>
<td>$1,291,900</td>
<td>$439,900</td>
<td>$852,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9,412,600</strong></td>
<td><strong>$3,204,600</strong></td>
<td><strong>$6,208,000</strong></td>
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# Promise Scholarship Allocations (FY 24)

## USHE Degree-Granting

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY 24 Allocation (est.)</th>
<th>FY 23 Allocation</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt Lake CC</td>
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<td>$852,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9,412,600</strong></td>
<td><strong>$3,204,600</strong></td>
<td><strong>$6,208,000</strong></td>
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</tbody>
</table>
Promise Scholarship Allocations (FY 24)
USHE Technical Colleges

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY 24 Allocation (est.)</th>
<th>FY 23 Allocation</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgerland</td>
<td>$27,500</td>
<td>$9,400</td>
<td>$18,100</td>
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<tr>
<td>Davis</td>
<td>$56,000</td>
<td>$19,100</td>
<td>$36,900</td>
</tr>
<tr>
<td>Dixie</td>
<td>$33,900</td>
<td>$11,600</td>
<td>$22,300</td>
</tr>
<tr>
<td>Mountainland</td>
<td>$34,200</td>
<td>$11,700</td>
<td>$22,500</td>
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<tr>
<td>Ogden-Weber</td>
<td>$52,000</td>
<td>$17,700</td>
<td>$34,300</td>
</tr>
<tr>
<td>Southwest</td>
<td>$21,300</td>
<td>$7,300</td>
<td>$14,000</td>
</tr>
<tr>
<td>Tooele</td>
<td>$16,100</td>
<td>$5,500</td>
<td>$10,600</td>
</tr>
<tr>
<td>Uintah Basin</td>
<td>$9,400</td>
<td>$3,250</td>
<td>$6,150</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>250,400</strong></td>
<td><strong>85,550</strong></td>
<td><strong>164,850</strong></td>
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<td>Institution</td>
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<td>FY 23 Allocation</td>
<td>Difference</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------</td>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>$1,029,300</td>
<td>$364,400</td>
<td>$664,900</td>
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<tr>
<td>Ensign College</td>
<td>62,200</td>
<td>20,050</td>
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<tr>
<td>Western Governors Univ.</td>
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<td>416,150</td>
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<tr>
<td>Westminster College</td>
<td>51,000</td>
<td>23,600</td>
<td>27,400</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,772,000</strong></td>
<td><strong>621,400</strong></td>
<td><strong>1,150,600</strong></td>
</tr>
</tbody>
</table>
Commissioner’s Recommendations

The Commissioner recommends the Board of Higher Education:

- Allocate both the ongoing appropriation for the New Century Scholarship and $6 million from the New Century Scholarship fund balance to the Utah Promise Program.

- Authorize institutions to carry forward allocations from the $6 million New Century fund balance until June 30, 2026.
Promise Scholarship Allocation
Motion

I move to:

1. Allocate both the ongoing appropriation for the New Century Scholarship and $6 million from the New Century Scholarship fund balance to the Utah Promise Program.

2. Authorize institutions to carry forward allocations from the $6 million New Century fund balance until June 30, 2026.
Motion

I move to approve the proposed Authorizing Resolution to issue General Revenue bonds for Utah State University.
I move to approve the proposed Authorizing Resolution to issue General Revenue bonds for the University of Utah.
motion

I move to adopt the proposed revisions to policies R701, R741, R742, R744, and R745.
Motion

I move the Board does not newly review and prioritize institution non-dedicated project requests for Fiscal Year 2025.
Motion

I move to adopt the proposed revisions to policies R821 and R824.
Motion

I move to approve the Consent Calendar.
Motion

I move to approve the Resolution of Appreciation for the Utah Board of Higher Education.
How We Measure Workforce Outcomes

**Attainment Goal—Workforce Alignment**
- Assesses degree and award alignment to workforce needs
- Workforce needs measured by DWS, using methodologies developed by BLS
- Workforce need is signaled by occupational growth and wages

**Workforce Outcomes**
- Match Utah wage records from DWS to graduation records at USHE
- Student earnings and industry of employment

**Census Bureau’s PSEO Project**
- Same approach as workforce outcomes
- National coverage
Mission & Purpose

Talent Ready Utah was legislatively created in 2018 in the Governor’s Office of Economic Opportunity to be an industry-facing department to collaborate with industry, education, and government to align educational programs to workforce demands.

Our role is to engage with and convene industry, education, and other stakeholders to create, expand, and align short-term and long-term workforce training & education solutions.
The Talent Ready Utah Story

2014
Boeing Approaches Utah

2015
In Response UAP Launched

2018
A Vision Was Set

Today
Developing Talent Through Workforce Alignment
Senator Ann Millner, Chair
Representative Jefferson Moss
Brittney Cummins - Gov’s Education Advisor
Ryan Starks - GOEO Executive Director
Casey Cameron - DWS Executive Director
Margaret Busse - Commerce Executive Director
Dave Woolstenhulme - Commissioner of USHE
Syd Dickson - Superintendent of USBE
Jim Moss - State School Board
Joshua Aikens - Zonos, Chief of Staff
Chuck Taylor - SyberJet, CEO
Jake Hinkley - Sunroc, Director of Workforce
Erin Casale - Qualtrics, Director of Customer
Rick Allen - BAE, VP
Heather Brace - Intermountain Health, SVP
Aaron Skonnard - Pluralsight, CEO
Trina Eyring - ZBC, VP
Sidni Shorter - CEO Black Chamber
Derek Miller - CEO SLC Chamber
Juan Pascua - CEO Hispanic Chamber
Strategic Plan - Workforce Pillar Strategies

1. Engage industry to align education with workforce demands that result in career placements.

2. Initiate industry feedback loops with the Utah Board of Higher Education.

3. Develop legislative priorities, policies, and funding requests for workforce development programs.

4. Increase stakeholder collaboration to develop and promote workforce programs.

5. Increase student participation in high-quality Work-Based Learning.
Results of a Talented Workforce

Best Economic Outlook
Utah ranked #1 for the 16th year in a row
*Rich States Poor States — April 2023*

Best Economy
Utah ranked the nation’s best economy and #3 overall
*U.S. News & World Report — April 2023*

#1 State for GDP Growth
Utah #1 for GDP Growth (2021)
*Forbes — August 2021*

Best State to Start a Business
Utah is the #1 best state to start a business
*WalletHub — January 2023*

#2 Best Employment
Utah was determined the #2 best state for job opportunities
*U.S. News & World Report — August 2022*

#1 State Economy
Utah ranked #1 for best economy
*WalletHub — June 2021*
Results of a Talented Workforce

Best-Performing Large Cities

Best-Performing Cities 2022

#1 — Provo-Orem
#3 — Salt Lake City
#13 — Ogden-Clearfield

Milken Institute — March 2022

#1 State for the Middle Class

Utah #1 for the middle class

SmartAsset — April 2022

Best-Performing Small Cities

Best-Performing Cities 2022

#1 — Logan
#2 — St. George

Milken Institute — March 2022

#3 State with the Most Civic Engagement in Racial Equality

Utah #3 for racial equality

WalletHub — June 2022
Stakeholders

- Education
- Government
- Industry
Customers

- Education
- Students
- Industry
Customer Value Stream

**Input Customers**
They pay to be educated to change their ability to have economic mobility

**Education**

**Output Customers**
They pay for an educated student that can add value to an organization
Targeted Workforce Development

FY24 Legislative Session
2023 Legislative Session

Targeted Workforce Development – Computer Sciences - 42% Growth
- $5.5M ongoing – Governor’s Budget
- $4.5M ongoing – Higher Ed Appropriations
- $4.5M ongoing - EAC

Targeted Workforce Development – Healthcare Programs – 27%
- $6M ongoing – Governor’s Budget
- $4.5M ongoing – Higher Ed Appropriations
- $4.5M ongoing - EAC
2023 Legislative Session

HB 555 – Talent Ready Utah Modifications
• Workers’ Compensation Medical Benefit & Liability
• Provides funding for a Talent Ready Utah position
  • USHE to serve as Apprenticeship Intermediary
  • Position focused on expanding and sustaining programs
Computer Science for Utah

$8M ON-GOING requested

$3M ON-GOING
$5M ONE-TIME approved

Representative Moss

Vic Hockett – Talent Ready Utah
FEDERAL INITIATIVES

- BioMADE and DoD
- Hydrogen Hubs
- NSF Engines / ASPIRE USU
- EDA / TRU Recompete
- EDA / TRU & Innovation Point
- DOE State Energy Program
- Pell Grant Eligibility
- Congressional HC Funding
Talent Ready Utah Programs

Higher Education Programs
• Learn & Work
• Utah Works
• Return-To-Work
• Talent Ready Connections
• Healthcare Workforce Initiative
• Emerging Tech / Deep Tech
• Targeted Workforce Development*
  • Healthcare
  • Computer Sciences

K-12 Programs
• Utah Adopt-A-School
• Talent Ready Pathways
  • Utah Aerospace Pathway
  • Utah Rotor Pathway
  • Utah Diesel Tech Pathway
  • Medical Innovation Pathway
  • Utah’s Architecture, Engineering, & Construction Pathway
• Computer Science Master Plan
• Computer Science for Utah Grants
Computer Science Master Plan & Grant Program

Kristina Yamada, CTE Education Specialist, Utah State Board of Education
K12 Computer Science for Utah

Kristina Yamada
Kristina.Yamada@schools.utah.gov
Updates on our journey to Computer Science for all students K-12

Currently in Year 2:
- We received $8M One-time funds
- 33 School Districts + 19 Charter Schools currently participating
- *+1 - Salt Lake City School District has just been approved to participate
- USBE Board Rule R277-473 will be revised this year
  - This is the rule that put a maximum amount that all LEA’s could apply for
  - Teacher endorsements are up

For SY24:
- We have received $3M On-going and $5M One-time Funds
- We are EXCITED to receive a portion of On-going Funds
- We hope the last seven school districts will come on board next school year
# Talent Ready Utah Pathways

## Work-Based Learning Partnerships

<table>
<thead>
<tr>
<th>Program</th>
<th>Student Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAP</td>
<td>467</td>
</tr>
<tr>
<td>UDTP</td>
<td>784</td>
</tr>
<tr>
<td>MIP</td>
<td>187</td>
</tr>
<tr>
<td>UAEC</td>
<td>288</td>
</tr>
<tr>
<td>URP</td>
<td>32 Schools, 13 Counties</td>
</tr>
<tr>
<td>TSP</td>
<td>9 - Launched 2021</td>
</tr>
</tbody>
</table>
Utah Aerospace Pathways Program

Jordan Hill, UAP Chair, Global Leader of Learning & Talent Development, Boeing Company
Tech Sales Pathway Program

Danette Pulley, Vice President of Community Growth, Foundation Executive Director, MarketStar
Work-based Learning Partnership

- **Program:** Tech Sales Pathway
- **Industry Partner:** 🌟 MarketStar.
- **Purpose:** Prepare for sales careers in social media, SAAS, Digital Ads, IT & Cloud Services
- **Education Partners:** Davis, Ogden and Weber School Districts, Ogden-Weber and Davis Technical Colleges, Weber State University

- **Collective Student Experience:**
  - 845 hours of sales education
  - 790 hours of hands-on industry skill instruction
  - 560 hours receiving mentorship and coaching
  - 170 hours of professional / career development with talent recruitment

- **Industry Mentorship:** MarketStar employees provided
  - 90 hours per student with industry coaching and mentorship
  - 2,880 industry hours spent training our future leaders

- **Program Evolution:** Due to feedback from students in the first two semesters, the program was redesigned to a project-based learning format that included six unique industry projects with client teams
  - 15 new sales email templates generated | Google Cloud ISV
  - 5 new customer personas identified | Pinterest
  - 6 new sales training videos developed | PagerDuty
  - 5 new sales reference resources produced | Veritas Technologies & Commvault
  - 2 new approaches identified to selling a product | Reddit
  - 1,749 leads identified for a client

**Enrollment**
Launched Spring ‘22
- 32 students
- 3 semesters
- 3 school districts
- 9 high schools

**29 of 32 students** have express interest in seeking employment at MarketStar upon graduation
Sara-Ashley Adkins
Senior, Weber High School
Weber School District
TSP Spring 2023 Graduate
A Student Perspective: What I learned at MarketStar

Dyson Haven, Junior
Woodscross High School, Davis School District
FY 24 Continuous Improvement

Statutory Role

Developing Work-Based Learning Partnerships
  ● LifeSciences
  ● Financial Services

Emerging Talent Needs
  ● Bioindustrial Manufacturing
  ● Partnership with BioMADE and Utah STEM Action Center

Talent Ready Apprenticeship Connections (TRAC)
  ● Increasing Youth Apprenticeships through HB 555
  ● Systemwide Intermediary
FY 24 Continuous Improvement

Strategic Plan

Strategy: Increase student participation in high-quality Work-Based Learning.

A. Develop a process to create and expand TRU K-12 workforce programs to increase access of WBL in underserved communities.

B. Expand the Utah Adopt-A-School program assigned by Governor Cox to increase K-12 student access to work-based learning.

C. Create a framework and processes to define system-wide practices for increased participation and reporting of work-based learning activities.
Work-Based Learning Partnerships

Processes for Development & Expansion

- Leveraging K-12 Educational Training Programs
- Utilizing K-12 Work-Based Learning Programs
- Engaging Industry for Program Alignment
- Creating On and Off Ramps to Careers and Continued Education
Utah Adopt-A-School
Increasing Access to Opportunity

How it Works

STEP 1
Sign up in minutes
Schools and Businesses can get access in just a few easy steps.

STEP 2
Find programs
Businesses can browse schools and connect with specific needs.

STEP 3
Approve connections
Schools approve connections with local businesses.

STEP 4
Begin your partnership
Schools and Businesses work together to create lasting benefit.

GET STARTED
Work-Based Learning Policy Preview

**Strategic Goal:** Increase the completion rate of graduates in high-demand, high-wage programs by 7% in 5 years. Increase the completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.

**Strategy:** Increase student participation in high-quality Work-Based Learning

**Tactic:** Create a framework and processes to define systemwide practices for increased participation and reporting of work-based learning activities.
Talent Ready Utah
Higher Education Initiatives

Peter Reed, Program Manager
Healthcare Workforce Initiative

"The Nursing Assistant Program at Dixie Tech is wonderful. I had been out of school for more than 26 years. I was so afraid to enter the program because I thought I might not be capable of retaining and learning new information. Fortunately, it has been a great experience for me. I have been surrounded by excellent instructors that have helped me succeed and spent extra time to help me understand. Everyone is so kind and helpful. I love Dixie Tech."

-Maria Mendez, NA Student
Utah Works

Rick Bouillon, Associate Vice President
Workforce & Economic Development
Salt Lake Community College

- Funds Invested: $8M
- Programs Funded: 18
- Students Served: 976
Utah Works programs have served more than 650 students since the 2021 award. In an environment of extremely low unemployment, that is a notable number. A highlight of the program is the recent addition of English as a Second Language training for Merit Medical employees. This program has trained more than 280 employees since its development in the last year, addressing critical language skills that ensure safety and productivity.
Talent Ready Connections

President Taggart, Ogden-Weber Technical College
Beth Rhodes, Weber State University

Funds Invested $6M

Programs Funded 15

Students Served 899
Deep Technology Talent Initiative

Curtis Pendleton, Utah Valley University
Aaron Davis, Utah Tech University

$15M
11
260
Funds Invested
Programs Funded
Students Served
Return to Work

Aimee Edwards, BioHive, Women in Technology and Science
FY 24 Continuous Improvement

Define
- Industry Feedback
- What is the workforce need

Control
- Performance Reporting
- Industry Feedback

Measure
- Industry Feedback
- How many positions and where are they needed

Improve
- Initiative
- Funding
- Create/Expand Programs

Analyze
- Is there current capacity
- Gap Analysis

Targeted Workforce Development Initiatives

Healthcare

Computer Science
Grants and Initiatives Process Map

DMAIC - Improve and Control
## Talent Dashboard

### Filters

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Fiscal Year</th>
<th>Institution Name</th>
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</thead>
<tbody>
<tr>
<td>Learn &amp; Work</td>
<td>(All)</td>
<td>(All)</td>
</tr>
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</table>

### Funds

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Institution Name</th>
<th>Funds Awarded</th>
<th>Funds Expended</th>
<th>Funds Remaining</th>
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</thead>
<tbody>
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<td>Learn &amp; Work</td>
<td>Salt Lake Community College</td>
<td>1,453,723</td>
<td>315,153</td>
<td>1,138,570</td>
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<td></td>
<td>Weber State University</td>
<td>1,222,517</td>
<td>430,148</td>
<td>792,369</td>
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<tr>
<td></td>
<td>Mountainland Technical College</td>
<td>828,066</td>
<td>204,426</td>
<td>623,640</td>
</tr>
<tr>
<td></td>
<td>Snow College</td>
<td>652,714</td>
<td>416,072</td>
<td>236,643</td>
</tr>
<tr>
<td></td>
<td>Uintah Basin Technical College</td>
<td>591,095</td>
<td>115,355</td>
<td>475,740</td>
</tr>
<tr>
<td></td>
<td>Southern Utah University</td>
<td>491,654</td>
<td>31,278</td>
<td>460,376</td>
</tr>
<tr>
<td></td>
<td>Tooele Technical College</td>
<td>394,033</td>
<td>119,671</td>
<td>274,362</td>
</tr>
<tr>
<td></td>
<td>Utah Valley University</td>
<td>331,500</td>
<td>209,500</td>
<td>122,000</td>
</tr>
<tr>
<td></td>
<td>University of Utah</td>
<td>87,860</td>
<td>0</td>
<td>87,860</td>
</tr>
<tr>
<td></td>
<td>Utah State University</td>
<td>59,718</td>
<td>2,031</td>
<td>57,687</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,112,880</strong></td>
<td><strong>1,842,633</strong></td>
<td><strong>4,260,247</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Students

- **# of Enrolled**: 1,948
- **# of Completed**: 612
- **# of Employed**: 264

### Chart

- 2023
- Q1
- Q2
- Q3
- Count of Students: 1,948
- Number of Students: 1,948
Education Panel

Dave Woolstenhulme
Commissioner, Utah System of Higher Education

Sydney Dickson
Superintendent, Utah State Board of Education

Darin Brush
President, Davis Technical College

Mindy Benson
President, Southern Utah University

Carrie Mayne
Chief Economist, Utah System of Higher Education
Government Panel

Natalie El-Deiry
Director of Immigration & New American Integration, Governor’s Office of Economic Opportunity

Greg Paras
Deputy Director, Department of Workforce Services

Stephanie Frohman
SVP of Strategy and Partnerships, Economic Development Corporation of Utah

Jeff Shumway
Director of the Office of Professional Licensure, Department of Commerce
Industry Panel

Rick Allen & Scotty Nowlin
Vice President of ASFA Strategic Systems, BAE Systems

Marguerite Samms
Vice President & Chief Learning Officer, Intermountain Health

Jake Hinkley
Director of Workforce Development, Sunroc

Sidni Shorter
CEO, Black Chamber of Commerce
THANK YOU
Focus resources to compete in future state

Allow experimentation with new initiatives

Deploy resources to achieve a robust

Consider whether financial exigency is

Consider structured programs to conserve cash

Assess debt and Department of Education Compliance and

Consider substantive programmatic adjustments

Re-engineer the institution

Direct institutional resource to allow transformation

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY 22 CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTU</td>
<td>2.69</td>
</tr>
<tr>
<td>SUU</td>
<td>2.96</td>
</tr>
<tr>
<td>UofU</td>
<td>3.96</td>
</tr>
<tr>
<td>USU</td>
<td>3.97</td>
</tr>
<tr>
<td>Snow</td>
<td>4.35</td>
</tr>
<tr>
<td>WSU</td>
<td>4.98</td>
</tr>
<tr>
<td>SLCC</td>
<td>5.73</td>
</tr>
<tr>
<td>UVU</td>
<td>5.97</td>
</tr>
</tbody>
</table>
Why Stress Testing?

- Several states use budget stress testing methods to simulate changes to revenue, expenditures, and reserves in the event of a recession or other economic shocks.

- Useful in identifying potential sources and magnitude of budget risks in scenario-based models.

- Serves as a complement to existing financial health metrics and data sources:
  - historic/single-year actuals $\rightarrow$ baseline out-year projections $\rightarrow$ range around baseline out-year projections $\rightarrow$ range of out-year projections related to specific risk factors.
Utah’s stress testing process

- Use regionalized and aged-forward Moody’s Analytics economic scenarios over five-year timeframe

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Peak-to-trough decline in output</th>
<th>Peak unemployment</th>
<th>Return to full employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>n/a</td>
<td>3.5%</td>
<td>Imminent</td>
</tr>
<tr>
<td>Moderate recession</td>
<td>1.4%</td>
<td>6.4%</td>
<td>2025 Q1</td>
</tr>
<tr>
<td>Severe recession</td>
<td>4.2%</td>
<td>9%</td>
<td>2032</td>
</tr>
<tr>
<td>Stagflation</td>
<td>3.3%</td>
<td>9%</td>
<td>Indefinite</td>
</tr>
</tbody>
</table>
## State of Utah Budget Stress Testing Examples

### Revenue at risk

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Five-year revenue at risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate recession</td>
<td>$409 million</td>
</tr>
<tr>
<td>Severe recession</td>
<td>$3.7 billion</td>
</tr>
<tr>
<td>Stagflation</td>
<td>$2.2 billion</td>
</tr>
</tbody>
</table>
## Expenditures at risk

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Public education</th>
<th>Higher education</th>
<th>Medicaid</th>
<th>Retirement</th>
<th>Five-year expenditures at risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate recession</td>
<td>$627.8 million</td>
<td>$409.5 million</td>
<td>$403.0 million</td>
<td>$55.9 million</td>
<td>$1.5 billion</td>
</tr>
<tr>
<td>Severe recession</td>
<td>$625.4 million</td>
<td>$602.9 million</td>
<td>$598.3 million</td>
<td>$74.8 million</td>
<td>$1.9 billion</td>
</tr>
<tr>
<td>Stagflation</td>
<td>$651.2 million</td>
<td>$550.3 million</td>
<td>$448.3 million</td>
<td>$35.7 million</td>
<td>$1.7 billion</td>
</tr>
</tbody>
</table>
State of Utah Budget Stress Testing Examples

Inventory of buffers

Billions

- Easy to Access
- Moderately Easy to Access
- Somewhat Difficult to Access
- Difficult to Access

Stress Testing the Utah State Budget | Legislative Fiscal Analyst
State of Utah Budget Stress Testing Examples

Risks vs buffers

- Total Five-Year Budget Reserves
- Maximum Five-Year Value at Risk
Higher Education Revenue Risk Scenarios

- Tuition Freeze
- Reduced State Funding
- Demographic Trends
- Persistently Tight Labor Market

Graphs and charts depicting annual percent increase in tuition and fees, student FTE, and Utah unemployment rate.
Higher Education Expenditure Risk Scenarios

Student Housing

Episodes of Rapid Cost Acceleration

Demographic Trends

Persistently Tight Labor Market
Next Steps

• Further research how central concepts of budget stress testing can be extended to higher education budgets throughout the system.

• Identify necessary data infrastructure, existing data sources, stress testing scenarios, and primary revenue and expenditure areas most relevant to evaluation.

• Determine timeline, resource requirements, and project management structure.