

BOARD OF TRUSTEES MEETING | AGENDA

January 16, 2020 | 10:00 am – 2:00 pm

Davis Technical College 550 East 300 South – Kaysville, UT 84037 801-593-2500

A. B. C. D. E.	Call to order and welcome Pledge of Allegiance Oath of Office for Reappointed Board of Trustees Russell Lamoreaux – Representing Union Trades Stephen Wade – Representing Dixie Technical Co Roll Call Host College Highlights – Davis Technical College	Chair Steve Moore Trustee Jera Bailey Chair Steve Moore Chair Steve Moore President Darin Brush	
CC	ONSENT ITEMS:		Chair Steve Moore
F.	F1. Board Meeting Minutes of 11/21/2019F2. UTech Commissioner Office Budget ReportF3. Master Calendar	<u>ITEM F1</u> <u>ITEM F2</u> <u>ITEM F3</u>	
BC	DARD COMMITTEE REPORTS:		
G.	Executive Committee G1 Executive Committee Meeting 12/18/2019 G2 <u>Action item</u> : Approval of 12/18/2019 – (Executive Committee Only)	ITEM G2	Chair Steve Moore
H. I.	Capital Facilities Committee Student Ed. & Workforce Alignment Committee <u>Action Item</u> : Approval of Changes to UTech Policy 202 – "Custom Fit Training"	<u>ITEM H</u> <u>ITEM I</u>	Trustee Michael Jensen Trustee Scott Theurer
J. K.	10-Year Strategic Planning Committee Compensation Committee	<u>ITEM J</u> ITEM K	Vice-Chair Osmond Trustee Charles Hansen

L. Audit Committee

Public Notice of Electronic Meeting Access (UCA 52-4-207 (3): This meeting will be provided with electronic meeting access via conference/speaker telephone for Board of Trustees members only by prior arrangement with the Board secretary. The Davis Technical College shall be the anchor location for public attendance.

<u>ITEM L</u>

Trustee Brad Tanner

GENERAL ITEMS OF BUSINESS:

M.	UDRC Study – "ROI of Career and Technical		Skylar Scott and
	Education Provided by UTech"	ITEM M	Jeremias Solari
	(Time Certain – 11:30 am)		
N.	Data/Reporting/Messaging	ITEM N	Kim Ziebarth
0.	Action Item: Strategic Workforce Investment	ITEM O	Kim Ziebarth
	Proposals		
P.	2020 Legislative Planning Discussion	ITEM P	Commissioner Haines
Q.	Student of the Year – Event Information	ITEM Q	Commissioner Haines
R.	Higher Education Strategic Planning	ITEM R	Chair Steve Moore
	Commission – Update		

Lunch 12:00 Noon

CLOSED SESSION:

The Board may elect to go into closed session which will not be open to the public, pursuant to Utah Code Title 52, Chapter 4, Sections 204, 205 and 206.

ADJOURNMENT:

Public Notice of Electronic Meeting Access (UCA 52-4-207 (3): This meeting will be provided with electronic meeting access via conference/speaker telephone for Board of Trustees members only by prior arrangement with the Board secretary. The Davis Technical College shall be the anchor location for public attendance.



Utah System of Technical Colleges Board of Trustees Meeting November 21, 2019 – 10:00 am to 2:00 pm Mountainland Technical College 2301 W. Ashton Blvd., Lehi, UT 84043

MINUTES

<u>Board of Trustees Members Present:</u> Steve Moore, Chair – Ogden-Weber Technical College Mike Angus – Uintah Basin Technical College Jera L. Bailey – Healthcare Brett Barton – Life Sciences Charles Hansen – Tooele Technical College Susan Johnson – Manufacturing Arthur E. Newell – Mountainland Technical College Brad Tanner – Non-Union Trade Chuck Taylor – Southwest Technical College Scott Theurer – Bridgerland Technical College

<u>By Conference Call:</u> Aaron Osmond – Vice-Chair, Information Technology

<u>Trustees Absent/Excused:</u> Stacey K. Bettridge – Transportation Michael Jensen – Davis Technical College Russell Lamoreaux – Union Trade Stephen Wade – Dixie Technical College **UTech Administration:**

Jared Haines – Interim Commissioner of Technical Education Kim Ziebarth – Associate Commissioner for Academic and Student Affairs Zachary Barrus - Assistant Commissioner for Data and Institutional Research Tyler Brinkerhoff – Assistant Commissioner for Planning, Finance and Facilities Eric Petersen –Legal Counsel

College Presidents Present:

Chad Campbell, Bridgerland Technical College Darin Brush, Davis Technical College Paul Hacking, Tooele Technical College Kelle Stephens, Dixie Technical College Clay Christensen, Mountainland Technical College Jim Taggart, Ogden-Weber Technical College Brennan Wood, Southwest Technical College Aaron Weight, Uintah Basin Technical College

Guests:

Ann Millner, Utah Senate Sean Faherty, Fiscal Analyst

MINUTES OF MEETING

UTAH SYSTEM OF TECHNICAL COLLEGES

BOARD OF TRUSTEES

November 21, 2019

(PENDING APPROVAL OF BOARD OF TRUSTEES)

- A. <u>Call to Order and welcome</u> by Chair Steve Moore The meeting was called to order at 10:00 am
- **B.** Pledge of Allegiance conducted by Trustee Brett Barton
- **<u>C.</u>** The Oath of Office for Trustee Russell Lamoreaux will take place at the next Board meeting.
- **D.** Roll Call by Chair Steven Moore:

Steve Moore, Chair – yes Mike Angus – yes Brett Barton – yes Jera Bailey – yes Charles Hansen – yes Susan Johnson – yes Arthur E. Newell – yes Brad Tanner – yes Chuck Taylor – yes Scott Theurer – yes

Chair Moore expressed appreciation to President Clay Christensen, and his staff for hosting the meeting today.

- **<u>E.</u>** President Christensen showed a presentation highlighting Mountainland Technical College.
- **F.** <u>**Consent Items**</u>: Chair Moore mentioned each of the seven consent items, and requested a motion of approval:
 - 1. Board meeting minutes of September 19, 2019
 - 2. Board meeting minutes of October 3, 2019
 - 3. UTech Commissioner Office Budget Report
 - 4. Master Calendar
 - 5. Approved programs
 - 6. Underserved Student Definition
 - 7. Edits to UTech Policy 208, "Technical College Scholarship"

Motion: Trustee Michael Angus motioned to approved the seven consent items, as presented on the agenda. Seconded: Trustee Susan Johnson Voting: Unanimous

BOARD COMMITTEE REPORTS:

G. Executive Committee: Chair Moore reported that the Board Executive Committee met on October 29, 2019, by conference call to approve the preliminary data for the Utah System of Technical Colleges 2019 Annual Report. Assistant Commissioner Barrus stated that the report is now posted online at http://www.utech.edu/annual-reports

Motion: Trustee Chuck Taylor motioned to approve the meeting minutes as presented.

Seconded: Trustee Brad Tanner Voting by Executive Committee: Unanimous

H. <u>Audit Committee</u>: Trustee Tanner, Audit Committee Chair, thanked Trustees Mike Angus, Chuck Taylor, and Jera Bailey for their time and work. As stated in UTech policy 202, the Commissioner's Office recommends areas to the Audit Committee to present to the Board for approval.

The Audit Committee met and are recommending three topics of focus for audits or reviews: Custom Fit, Program and Enrollment -Related Audit suggestions, and Financial.

The Council of Presidents met and discussed the revision to the policy and the changes suggested.

Trustee Tanner recommended that the Commissioner's Office keeps a library of the annual audits.

Motion: Trustee Susan Johnson moved to approve the committee report and FY2020 internal audit plan. Seconded: Trustee Arthur Newell Voting: Unanimous

I. Compensation Committee: President/Commissioner Market Salary

Ranges. Trustee Charles Hansen, Committee Chair, thanked committee members: Chair Steve Moore, Trustee Arthur E. Newell, and Commissioner Haines; and stated that the committee is recommending that the Board approve engaging Personel Systems & Services to provide market compensation data to determine market ranges for presidents and commissioner. If approved by the Board, the compensation committee will consider the data obtained and determine the ranges (in accordance with policy), and set the compensation for FY2021 and beyond.

Motion: Trustee Brad Tanner motioned to approve the committee recommendations, as stated. Seconded: Trustee Mike Angus Voting: Unanimous **J.** <u>**Capital Facilities Committee**</u>: Trustee Michael Jensen chairs this committee. Assistant Commissioner Tyler Brinkerhoff explained that Senate Bill 102 created the Capital Projects Fund for Dedicated Projects. The Board adopted a list of prioritized and ranked non-dedicated projects at their March 9, 2019 board meeting. Trustee Jensen attended the Council of Presidents Meeting on November 5, 2019, to discuss a plan of action.

The committee presented a preliminary list of projects as future dedicated project priorities. The Facilities Committee will continue working with a plan and will present it at the January 16, 2020 board meeting.

President Campbell thanked everyone involved for the support that Bridgerland Technical College received, ranking Bridgerland Health Sciences Building as number 1 priority.

K. <u>Student Education & Workforce Alignment Committee:</u> Trustee Scott Theurer, Committee Chair, reported that the Committee was asked to review Policy 202 – Custom Fit Training. He also commented that as the committee considered the recommendations, the intention was to provide flexibility as well as accountability for the College Custom Fit Directors as they leverage with employers when training employees.

Although some changes to the policy were presented today, the committee will continue reviewing the policy and process. The committee will present it to the board for approval at the January 16, 2020 board meeting.

- L. <u>10-Year Strategic Planning Committee Report</u>: Vice-Chair Aaron Osmond, Committee Chair, stated that the board approved the general direction of the 2019-2021 UTech Board of Trustees Leadership Vision, Goals, and Objectives, at the September 2019 meeting. At that time, the committee was charged with making adjustments and clarifying the language of the document. The Committee will meet to continue their work and will present it to the full board for final approval at the January 16, 2020 board meeting.
- M. <u>College Financial Reports</u>: Assistant Commissioner Tyler Brinkerhoff presented a one-page financial report from each technical college. Full financial statements are available on the <u>State Auditor's website</u>, the commissioner's office, and at each college.

Each report contains five years of current assets, liabilities, and a calculation of financial obligations.

N. Performance-based Funding Process: Assistant Commissioner Zachary Barrus stated that the Legislature, in its 2017 General Session, established a higher education performance funding program that provides institutions to receive funding each year based on the achievement of performance factors, using metrics designated by the Board of Trustees.

By Statute, the five categories for performance-base funding are Certificate Programs, Short-term Occupational Training, Secondary Completion, Placement, and Efficiency. **O.** Joint Resolution for Postsecondary Education Access: Chair Moore thanked Associate Commissioner Kim Ziebarth, who was instrumental in working with the Joint Resolution and asked her to read it. Trustees discussed the language of the resolution, and Senator Ann Millner answered questions and explained the meaning and reasons behind it.

<u>Note</u>: The Utah System of Higher Education held a <u>K-20 Summit</u> on November 14, 2019, at Utah Valley University.

Trustee Newell stated that the summit was good, but recommended the choose the right audience at future summits and that the Board prepares recommendations/ideas as a system to work on at future summits.

Motion: Trustee Susan Johnson motioned to accept the Joint Resolution for Postsecondary Education Access between the Utah Board of Education, Utah System of Technical Colleges, and Utah System of Higher Education, as presented. **Seconded**: Trustee Chuck Taylor **Voting**: Unanimous

P. Board Leadership Strategic Vision: Chair Moore reported that the Board Leadership met with some UTech Colleges' Board of Directors to present the original language of the Strategic Vision that was presented to the Board at the September 19, 2019 meeting. After receiving feedback, the Board Leadership made some revisions and modifications.

Vice-Chair Osmond stated that an enormous amount of effort had been put behind the scenes in communicating the strategic vision with other stakeholders.

The 10-year Strategic Planning Committee will make the adjustments according to the feedback and will present it to the Board for final approval at the January board meeting.

Chair Moore asked Trustees to send additional feedback to Vice-Chair Osmond. Vice-Chair Osmond expressed his appreciation to Senator Ann Millner and Speaker Wilson for their engagement as they have had multiple meetings regarding the NCHEMS recommendations and the future structure.

Q. Higher Education Strategic Planning Commission -Update and Joint

Leadership Statement: The Higher Education Strategic Planning Commission met on October 23, 2019, to consider feedback on preliminary recommendations from NCHEMS.

NCHEMS will present its final recommendations to the HESPC on Monday, November 25, 2019. The Commission has a November 30, 2019, statutory deadline to provide a final report to the legislature and governor.

Chair Moore asked what would happen if a new combined UTech/USHE governing Board is established?

Chair Moore shared some of the points of the UTech Board of Trustees strong position:

- 1. First and foremost, it cannot be USHE 2.0
- 2. UTech's role and mission must be clearly and statutorily defined and preserved.

- 3. UTech must be the statewide leader in aligning CTE programs and offerings.
- 4. Pathways, stackable credentials, articulation, and transferability must be enhanced statewide among all institutions.

Chair Moore mentioned some of the benefits of combining the two boards:

- "The creation of a statewide advisory committee to define, approve, and audit CTE programs and offerings.
- Broader Utah student's awareness and knowledge of educational and career choices beyond graduation by utilizing Access Advisors.
- Equal regional representation from both UTech and USHE on the governing board
- Elevates UTech mission and technical education both in reality and perception
- Provides singular statewide authority to define, review, approve CTE program offerings, avoiding duplication, and unnecessary cost.
- Each institution retains its own governing board.
- Revises statutes that have been restrictive to technical education mission.
- Provides and ensures seamless pathways/articulation across all institutions.
- Economics of scale: capital planning, utilization, functions, etc.
- Opportunity for greater funding resources."

Chair Moore reported that UTech Leadership and the Board of Regents, as well as Senator Millner and Speaker Wilson, had several meetings to clarify issues and identify critical priorities.

Chairs Moore and Simmons, and Vice-Chairs Osmond and Barnes created a Position Statement:

Utah System of Technical Colleges Board of Trustees and Utah State Board of Regents:

- "Utah System of Technical Colleges Board of Trustees and the Utah Board of Regents jointly present several core principles for successful higher education structure and governance.
- The Commission's consultants NCHEMS presented three potential governance structures, all of which attempt to unify higher education, but with different approaches. We [Boards Chairs and Vice-Chairs], support Option Three because it creates a unified, single system but also recognizes the importance of giving technical education and academic education *equal roles*.
- The governing body must lead with the view that technical and academic education are not mutually exclusive options, but are in fact educational opportunities that can complement and build on each other. This can lead to partnerships within the system that will make higher education more efficient and effective moving forward.

- The vice-chancellors will, among other duties, coordinate system-wide academic and technical programming, articulation, transfer, and concurrent enrollment programs. The vice-chancellors will collaborate with chief academic officers and vice-presidents of instruction to identify and address system issues.
- The governing body must have representatives from across industries and regions with the statutory mandate to provide statewide strategic leadership and oversight.
- Likewise, the Governor should select members from various regions of the state to ensure geographic diversity.
- A single, unified system must establish and preserve unique institutional roles and missions.
- To be successful, the new system must have statutory clarify, structure, and accountability around the roles and missions of each institution. We specifically support preserving the role and mission of technical colleges.
- We also support additional provisions in statute and practice, such as, executive appointments, structure, accreditation, or policy that will assure Utah's technical education remains prominent within the larger system."

The Governing Body's Standing Committees Provides Equal Attention to Technical Education and Academic Education:

- "The governing body will establish standing committees, as needed. Two of these committees will be responsible for technical education and academic education, respectively.
- Each education committee will consult with a formal advisory subcommittee to regularly review and recommend program criteria with the current industry needs to ensure our technical education and academic offerings meet the needs of students and employers in Utah. which goes along with the UTech mission and vision statement.
- First, it ensures that technical education receives equal consideration for governance and resources within the system; second, it allows the technical education committee to coordinate all technical education within the system.
- Finally, as we work to integrate our higher education system for maximum effectiveness and efficiency, our new governing body will also work carefully to strengthen the partnerships and articulation path with our K-12 partner on the Utah State Board of Education."

Chair Moore explained that after the final NCHEMS recommendation on November 25, 2019, the boards and commissioners would continue working in collaboration with the legislature regarding the recommendation of a combined board, as well as the other recommendations.

Senator Millner commented that in the next twenty years Utah would double in population, therefore we need to think on how are we going to meet the needs of the state and the infrastructure – water, transportation, needs of employers, and secondary

education alignment among institutions, articulate pathways to support our students, etc. We can accomplish it by making it more effective and efficient and by all working together. She believes we can be the best among all the states.

Chair Moore opened the meeting for discussion regarding the joint position statement:

- There is a great sense of higher purpose among USHE/UTECH that will be more effective and efficient for students.
- In favor of efficiency, but a concern of "establishing a unified budget, finance, and capital funding priorities and practices."
- Chair Moore expressed his appreciation to Chair Simmons, Vice-Chair Barnes, and Commissioner Woolstenhulme for their time, work and collaboration, and for bringing the issues to the table to come up with a joint position which it is favorable to the technical colleges.

Motion to adjourn: Trustee Chuck Taylor motioned to adjourn the meeting. **Seconded**: Chair Moore

Chair Moore encouraged Trustees to use the general information binder distributed by UTech at the September Board meeting. Chair Moore thanked Senator Millner for attending the meeting.

Meeting adjourned at 3:01 pm



Utah System of Technical Colleges Board of Trustees – Executive Committee Meeting December 18, 2019 – 7:30 am to 8:00 am Via Conference Call 310 South Main #1250, Salt Lake City, UT 84101 801-341-6000

MINUTES

Executive Committee Present:

Steve Moore, Chair – Ogden-Weber Technical College Aaron Osmond – Vice-Chair, Information Technology Chuck Taylor – Southwest Technical College Brad Tanner – Non-Union Trade

Executive Committee Members Excused: Susan Johnson – Manufacturing UTech Administration:

Jared Haines – Interim Commissioner of Technical Education Kim Ziebarth – Associate Commissioner for Academic and Student Affairs Zachary Barrus - Assistant Commissioner for Data and Institutional Research



MINUTES OF MEETING

UTAH SYSTEM OF TECHNICAL COLLEGES

BOARD EXECUTIVE COMMITTEE MEETING

December 18, 2019

(PENDING APPROVAL OF THE BOARD EXECUTIVE COMMITTEE)

The meeting was called to order at 7:33 am by Chair Steve Moore

- Welcome and Roll Call by Chair Steve Moore Steve Moore, Chair – yes Aaron Osmond – yes Brad Tanner – yes Chuck Taylor – yes
- 2. <u>Approval of Final FY 2019 Student Enrollment & Outcomes Data</u>: Chair Moore thanked college presidents and their staff, as well as Assistant Commissioner Zachary Barrus for their work preparing the data for these reports, and turned the time to Assistant Commissioner Barrus.

Assistant Commissioner Barrus reminded the Executive Committee that at the September 19, 2019, board meeting, Trustees approved the preliminary FY 2019 data and summaries. The final data presented today will be reflected in the FY 2019 UTech Annual Report and then distributed to the legislature.

There are no significant changes, rather than the placement rate for students who graduated in 2019, as of September was 72%, the final percentage increased to 88%.

Vice-Chair Osmond asked about the percentage in enrollment growth in Tooele Technical College. The explanation is that Tooele Tech's headcount increase is due to the significantly improved relationships with secondary partners.

Trustee Tanner noted that the year-end data summary sheet shows the membership hours and the student headcount graduation rate for Bridgerland and Uintah Technical Colleges with a lower headcount but an increase in the graduation rate. Also, the overall system had a 6% headcount increase but 17% in overall graduation. Therefore, it shows better training and completion.

Trustee Tanner also noted the breakout on the placement rate for incarcerated students.

Kim Ziebarth commented that the inmates that participate in the training are within two years of their release from prison or state custody and can find sustainable employment. Also, COE allows colleges to remove these students from the data and the accountability of the campuses.

Vice-Chair Osmond asked Assistant Commissioner Barrus if he saw any specific trends that Trustees should look at as he worked on these reports. Assistant Commissioner Barrus answered that he didn't see any trends, but for next year, the system is working on adding elements and fields to communicate our story better, for example, collecting and reporting the number of students in clinical or externship opportunities, apprenticeship activities with a link to placement with local employers.

Chair Moore asked to include these reporting trends/ideas as an item on the January Board meeting.

<u>Motion</u>: Trustee Tanner moved to approve the Final FY 2019 Student Enrollment and Outcomes Data, as presented. <u>Seconded</u>: Trustee Chuck Taylor <u>Voting</u>: Unanimous

3. <u>Approval of FY 2019 Performance-based Funding Report (College Scores</u> <u>and Allocations</u>: Assistant Commissioner Barrus stated that annually, the Board of Trustees by statute submit a report to the Higher Education Appropriations Subcommittee detailing the performance-based funding of each of the colleges.

In FY 2019, UTech was appropriated 1.65 million for performance funding, of which \$6,84,441 is already obligated to the colleges due to improvements observed last year. This leaves \$957,596 available in 2019 for performance awards.

Assistant Commissioner Barrus also reported that there was a keystroke error in 2018's performance calculations that understated the Southwest Technical College 2018 award by \$7,963. The error is described in the last attachment in today's agenda. With the Boards' approval, the Commissioner's office is recommending to award the money to Southwest Tech retroactively.

Assistant Commissioner Barrus explained that the Office of the Commissioner had produced the attached report scoring for each college's FY 2019 performance and calculating funding awards consequent to improvements observed. Of the \$957,596, available in performance awards, \$720,088 were earned by technical colleges this year, leaving \$237,508 in the residual fund of which the Commissioner's office is recommending to award \$7,963 to Southwest Technical College, amount that Southwest Tech didn't receive last year due to the keystroke error described earlier.

As per legislative instruction, UTech can utilize the remaining fund in system-wide initiatives at the Board of Trustees' discretion rather than saving it until the 2020's performance is calculated. If we take the remaining amount of \$237,508 minus the Southwest Tech one-time award of \$7,963, the residual amount would be \$229,545.

Chair Moore asked if there were any questions regarding the performance-based funding or the understated amount for Southwest Technical College.

Chair Moore asked that we include the Performance-based Funding residual amount as an agenda item for the January board meeting.

<u>Motion</u>: Trustee Chuck Taylor motioned to approve the Final FY 2019 Performancebased Funding Report as presented. <u>Seconded</u>: Vice-Chair Osmond <u>Voting</u>: Unanimous

The meeting was adjourned at 8:05 am.



15 East South Temple Salt Lake City, UT 84150 Hosted by the Board of Trustees of the Utah System of Technical Colleges RSVP to Eva Doolin @ edoolin@utech.edu

STUDENT OF THE YEAR

FEBRUARY 4, 2020 - SCHEDULE

DATE	TIME	WHO	WHAT/WHERE
February 4 th	8:45 am	Students of the Year, and UTech Commissioner	Tour to the Capitol Bldg., Pictures*, Legislature Session Meet at the Capitol Bldg. by Tour Desk
February 4 th	12:30 pm – 1:30 pm	Students of the Year, College Presidents, Commissioner	Lunch – Capitol Complex East Senate Bldg. Level 1 Kletting Room
February 4 ^{th*}	6:30 pm – 8:30 pm	Everyone invited	*Celebration dinner Joseph Smith Memorial Bldg Empire Room

*Keynote Speaker for the Celebration Dinner Speaker of the House of Representatives, Brad Wilson.

UTAH SYSTEM OF TECHNICAL COLLEGES



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UTAH SYSTEM OF TECHNICAL COLLEGES AGENDA ITEM BOARD OF TRUSTEES January 16, 2020

ITEM: F2

TOPIC: UTech Commissioner's Office Budget Report

BACKGROUND

Per UTech Policy 555.4.5, "A report detailing revenue and expenditures for all budget categories and an investment report reflecting cash and investment balances as of the month most recently ended shall be presented to the Board of Trustees in all regular meetings of the Board." The attachments include a report detailing appropriated revenues and expenditures by category for the Office of the Commissioner for the current fiscal through December 2019, a check register for November – December 2019, and cash and investment report as of December 31, 2019.

Attachments: Budget progress report Cash/Disbursement register

Cash and Investment Balances



Utah System of Technology Colleges Office of the Commissioner FY 2020 Office Budget as of December 31, 2019

Budget	Budget	Year to Date	%
Total Budget for the Commissioner's Office	2,078,300	1,014,150	48.8%
Expenditures			
Salaries, Payroll Tax & Benefits	1,579,952	751,555	47.6%
Building Occupancy Costs	118,310	56,932	48.1%
Legal Services	150,000	54,956	36.6%
Equipment Purchases	17,700	5,413	30.6%
Employee Travel	35,000	6,901	19.7%
BOT Meetngs, Travel, and Other Expenses	25,000	3,837	15.3%
Staff & System Meetings	15,000	1,536	10.2%
Public Relations/Marketing	20,000	-	0.0%
Automobile Expenses	10,000	813	8.1%
Supplies & Misc. Expenses	41,844	19,265	46.0%
IT Support & Upgrades	14,000	1,766	12.6%
Memberships	30,000	4,000	13.3%
Contingency	21,494		0.0%
Total Expenditures	2,078,300	906,974	43.6%

Utah System of Technical Colleges Check Register November - December 2019

Туре	Date	Num	Name	Amount
Bill Pmt -Check	11/26/2019	ACH	Charles Taylor	-262.16
Bill Pmt -Check	11/26/2019	ACH	, Kim Ziebarth	-229.97
Bill Pmt -Check	11/26/2019	ACH	Mike Angus	-155.44
Bill Pmt -Check	11/26/2019	ACH	Scott Theurer	-128.76
Bill Pmt -Check	11/26/2019	ACH	Steve Moore	-481.98
Bill Pmt -Check	11/26/2019	ACH	Susan Johnson	-183.28
Bill Pmt -Check	11/26/2019	ACH	Zachary Barrus	-341.57
Bill Pmt -Check	11/27/2019	11705	ABM	-700.00
Bill Pmt -Check	11/27/2019	11706	Bridgerland Tech	-269,351.00
Bill Pmt -Check	11/27/2019	11707	Charles Hansen	-149.64
Bill Pmt -Check	11/27/2019	11708	Cushman Wakefield	-37,488.00
Bill Pmt -Check	11/27/2019	11709	Davis Tech	-410,651.25
Bill Pmt -Check	11/27/2019	11710	Department of Workforce Services	-694.05
Bill Pmt -Check	11/27/2019	11711	Dixie Tech	-128,228.00
Bill Pmt -Check	11/27/2019	11712	Fuelman	-162.60
Bill Pmt -Check	11/27/2019	11713	Jera Bailey	-59.16
Bill Pmt -Check	11/27/2019	11714	Method Studio	-4,000.00
Bill Pmt -Check	11/27/2019	11715	Mountainland Tech	-642,082.77
Bill Pmt -Check	11/27/2019	11716	Office of the Utah Attorney General	-11,712.00
Bill Pmt -Check	11/27/2019	11717	Ogden-Weber Tech	-285,739.50
Bill Pmt -Check	11/27/2019	11718	Penna Powers	-2,343.75
Bill Pmt -Check	11/27/2019	11719	SHI International Corp	-833.40
Bill Pmt -Check	11/27/2019	11720	Snow College	-74,525.00
Bill Pmt -Check	11/27/2019	11721	Tooele Tech	-109,868.00
Bill Pmt -Check	11/27/2019	11722	UETN	-86,000.00
Bill Pmt -Check	11/27/2019	11723	Uintah Basin Tech	-137,031.46
Bill Pmt -Check	11/27/2019	11724	USU Eastern	-68,275.00
Bill Pmt -Check	11/27/2019	11725	UWHEN	-1,000.00
Bill Pmt -Check	11/27/2019	11726	Southwest Tech	-139,222.94
Bill Pmt -Check	12/12/2019	11727	Chmura	-37,080.00
Bill Pmt -Check	12/12/2019	11728	Fuelman	-229.15
Bill Pmt -Check	12/12/2019	11729	TechNet	-3,250.00

Utah System of Technical Colleges

Office of the Commissioner Fiscal Year 2020 Office Budget

> CASH AND INVESTMENTS as of December 31, 2019

Name of Bank	Type of account	Rate %	Dollar Amount
Utah PTIF	Savings	2.285	\$ 820,590.44
Wells Fargo	Checking	0.170	\$ 233,718.21
			\$ 1,054,308.65





UTAH SYSTEM OF TECHNICAL COLLEGES AGENDA ITEM BOARD OF TRUSTEES January 16, 2020

ITEM: H TOPIC: Capital Facilities Committee Report

BACKGROUND

The capital facilities committee met on Friday, January 10. The primary focus of the discussion was dedicated projects and the use of the Technical Colleges Capital Projects Fund appropriated by SB 102 during the 2019 general session. The Council of Presidents has been assigned to prioritize and rank dedicated projects. This ranking will be completed on February 12. The ranked list will then be presented to the Capital Facilities Committee for input and approval and subsequently presented to the Board of Trustees for final approval.

Presidents Campbell and Christensen will provide brief presentations regarding their respective colleges' nondedicated projects for the benefit of new Board members and to help willing Trustees understand how they may be of assistance during this year's legislative processes.

Attachment:

List of nondedicated projects and proposed dedicated projects



Nondedicated Projects - Approved May 9, 2019

							Ongoing	
Rank	College	Project	Project Type	Timeframe	Sq Ft	Acreage Projected Cost	0&M	Notes
1	Bridgerland Technical College	Health Sciences Building	New Construction	Immediate	75,000	\$ 36,866,940	\$ 611,250	Ranked Number 1 by the Board of Trustees and the State Building Board
2	Mountainland Technical College	Payson Campus	New Construction	Immediate	98,000	13.31 \$ 36,750,000	\$ 798,700	D The property will be donated by Payson City once funding is secured for the building

Dedicated Projects (DRAFT list - BOT Ranking pending)

								Ongoing	
Rank	College	Project	Project Type	Timeframe	Sq Ft	Acreage	Projected Cost	0&M	Notes
N/A	Ogden-Weber Technical College	Medical Assisting and Practical Nursing Program Expansion	Remodel	1-5 Years	12,721		\$ 2,500,000	\$ 100,250	
N/A	Tooele Technical College	Tooele Technical College Building Expansion	Remodel	Immediate	36,104		\$ 14,000,000		
N/A	Mountainland Technical College	Provo Campus	Remodel	Immediate	38,514		\$ 6,000,000	\$ 320,436	
N/A	Davis Technical College	Institute Building of The Church of Jesus Christ of Latter-day Saints	Property Acquisition	Immediate	3,720	1.69	\$ 1,077,827		Not actual cost - tax assessed value
N/A	Davis Technical College	Joint Building with Career Path High	New Construction	1-5 Years	46,000				
N/A	Uintah Basin Technical College	Health Sciences Building	New Construction	6-10 Years	50,000				Future healthcare expansion driven
N/A	Uintah Basin Technical College	Industrial Technology Building	New Construction	6-10 Years	30,000				Future industry expansion driven (Uintah Basin Railroad)
N/A	Southwest Technical College	Developing Master Plan		Immediate					
N/A	Dixie Technical College	Campus expansion	New Construction	1-5 Years	90,000		\$ 23,000,000	\$ 684,000	Could be done in three phases or all at once



UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

January 16, 2020

ITEM: I

TOPIC: Student Education & Workforce Alignment Committee – Custom Fit Policy Revisions

BACKGROUND

The Student Education & Workforce Committee has thoroughly reviewed Policy 202 – Custom Fit Training. The policy has been before the Board of Trustees twice for discussion and has been vetted by the Council of Presidents. The committee, presidents, and commissioner's office staff all believe the revisions provide more clarity and accountability while maintaining flexibility critical to the operation of a successful Custom Fit program.

RECOMMENDATION

UTech administration and the Student Education & Workforce Committee recommend the Board of Trustees adopt the proposed revisions to Policy 202 for immediate implementation.

Attachment: Draft of Policy 202 (current suggested revisions marked in red)

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202.1 Purpose

To implement policies and procedures governing the Custom Fit program administered by the Utah System of Technical Colleges.

202.2 Approval

UTech Board of Trustees approval: May 7, 2003. Revised: September 1, 2004; June 15, 2005; June 7, 2006; June 6, 2007. Replaced: June 11, 2008. Revised: January 13, 2010; June 15, 2010; September 30, 2010; April 18, 2012; June 5, 2013; June 8, 2016; September 13, 2017; March 15, 2018. Current Draft pending approval

202.3 Definitions

- **3.1 Custom Fit Funds:** Funds obtained by a regional hosting institution through administration of the Custom Fit program, inclusive of state appropriations and company contributions (202.7.3).
- **3.2 Custom Fit Training:** Training provided to a local company that is subsidized by Custom Fit funds. Company training that is not subsidized by Custom Fit funds is not considered Custom Fit training, shall not be reported to stakeholders as such, and is not governed by the provisions of UTech Policy 202.
- **3.3 Flow-through:** The disbursement of Custom Fit funds to a participating company without the active involvement of a Custom Fit administrator to plan the training and select the training providers.
- **3.4 Internal Training:** The use of a participating company's own employees to provide Custom Fit training.

202.4 Custom Fit Mission

The mission of Custom Fit is to support economic and workforce development through training partnerships between Utah companies and the Utah System of Technical Colleges (UTech). Custom Fit provides statesubsidized training for Utah employers that meets their specific educational needs and is designed to attract new businesses to the state and aid in the retention and expansion of existing companies.

202.5 Custom Fit Regional Organization

- **5.1 Custom Fit Regions:** The state is divided into eleven Custom Fit regions: Bridgerland, Central, Davis, Dixie, Mountainland, Ogden-Weber, Salt Lake, Tooele, Southeast, Southwest, and Uintah Basin.
- **5.2 Regional Hosting Institutions:** The regional hosting institutions for the ten Custom Fit regions allocated funding by the Utah System of Technical Colleges are as follows: Bridgerland Technical College for the Bridgerland Region, Snow College for the Central

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Region, Davis Technical College for the Davis Region, Dixie Technical College for the Dixie Region, Mountainland Technical College for the Mountainland Region, Ogden-Weber Technical College for the Ogden-Weber Region, Tooele Technical College for the Tooele Region, Utah State University - Eastern for the Southeast Region, Southwest Technical College for the Southwest Region, and Uintah Basin Technical College for the Uintah Basin Region. Salt Lake Community College is the regional hosting institution which serves the Salt Lake region through a legislative appropriation separate from the UTech Custom Fit program and, therefore, is not subject to this policy.

5.3 Each regional hosting institution will designate a primary administrator to represent the Custom Fit program and perform the duties established in this document. In addition, all other employees assigned to a Custom Fit program must comply with the provisions of this policy.

202.6 Governance and Administration

The UTech Board of Trustees is the governing authority for Custom Fit funds appropriated to the Utah System of Technical Colleges. The UTech Commissioner will administer the Custom Fit program for the ten regions at the state level.

202.7 Custom Fit Funds

- 7.1 **Restricted Funds:** Custom Fit appropriated funds are provided by the Legislature and are allocated by the UTech Board of Trustees to each regional hosting institution. Appropriated funds and company contributions (202.7.2) are to be considered restricted funds by the regional hosting institutions, shall be recorded only in restricted Custom Fit account(s), and shall be used only for the Custom Fit program. <u>Annual Custom Fit allocations shall be reviewed and approved by the Board of Trustees in its regularly scheduled meeting in May of each year.</u>
- **7.2** Acceptable Use: Custom Fit funds may be used for any legal and lawful purpose related to the mission and administration of Custom Fit (202.4), subject to the provisions of this policy. Regional hosting institutions are encouraged to spend as much of their Custom Fit funds as possible on direct training costs in support of the Custom Fit mission. Additionally, regional hosting institutions may use Custom Fit funds to cover the costs of administering the Custom Fit program, including the compensation of the primary Custom Fit administrator (202.5.3) and other staff directly involved in the administration of the program, and other costs directly related to the operation of the program. A regional hosting institution may not charge costs to the Custom Fit program that are not directly related to the administration or mission thereof (e.g., lease expenses, custodial support, electrical/heating costs, etc.)
- **7.3 Company Contribution:** Companies participating in the Custom Fit program must provide a cash contribution of no less than 50% of the direct training costs. Exceptions may be considered on a case-by-case basis and must be approved in writing by the president or the president's designee of the regional hosting institution.

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- 7.4 **Governing Policies:** Each Custom Fit administrator, for the ten regions allocated funding by UTech, must follow the policies contained in UTech Policy 202 (Custom Fit Training), as well as any applicable policies and procedures of the regional hosting institution. Where procurement policies of the regional hosting institution exempt a Custom Fit program, purchases of goods and services will be made in accordance with state procurement code. In all cases, procurement processes must provide an appropriate level of rigor and competition.
- **7.5 Misuse of Funds:** Misuse of Custom Fit funds or violation of this policy will result in corrective action which may include withholding regional allocations or eliminating regional hosting institutions. This section shall not be interpreted to restrict any legal remedies for misuse of public funds.
- 7.6 Unused/Carryover Funds: Regional hosting institutions are encouraged to annually utilize all-maximize use of Custom Fit funds forthrough financing direct training costs-and other expenses incident to the Custom Fit program (202.7.2). Surplus-Unexpended Custom Fit funds (i.e., fund balance or net assets) may be carried over from one fiscal year to the next, though they remain entirely restricted to the Custom Fit program (202.7.1). Each regional hosting institution shall report its Custom Fit activities and associated expenditures to-date at each fiscal quarter ending March 31. If an institution is unable to utilize a significant portion of its annual Custom Fit funds, institutions are directed to collaborate to maximize the use of Custom Fit funds on a state-wide basis. The Council of Presidents and Commissioner may recommend one-time Custom Fit funds transfers to be approved by the Executive Committee of the Board of Trustees in April to satisfy unmet training demands in regions with demonstrated greater need within the current fiscal year.
- 7.7 Review of Carried Forward Balances: Upon the conclusion of each fiscal year, the Commissioner of Technical Education shall review the carried forward balances of each regional hosting institution. Institutions that have a year-end Custom Fit fund balance greater than 10% of their annual Custom Fit funds shall present and the institution's specific plans to utilize the balance carried over to the new fiscal year.carryover. Upon the conclusion of this review, the Commissioner may recommend that the Board of Trustees modify the new-year allocation of the statewide Custom Fit appropriation to address any circumstances in which a regional hosting institution has an excess of or inadequate plans to utilize funds carried forward.
- **7.8** Audit Control: The Office of the UTech Commissioner is authorized to conduct regular and/or random audits of each regional hosting institution's Custom Fit program as authorized herein and under UTech Policy-<u>302</u> <u>106</u> (Internal AuditAuditing).

202.8 Eligible Companies

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Custom Fit funds should be used to serve for-profit companies located in Utah. Not-for-profit companies/organizations may be considered on a case-by-case basis, must result in economic and/or workforce development, and must be approved in writing by the president of the regional hosting institution.

202.9 Required Documentation

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- **9.1 Anticipated Costs:** Prior to providing training to an eligible company, a Custom Fit administrator must fully document the anticipated cost of each proposed training event and the associated company cash contribution.
- **9.2 Retention Schedule:** The regional hosting institution is required to maintain Custom Fit documentation for seven years. This should include source documents for all financial transactions and event details for all training engagements. Training details should include class names and descriptions, instructor names, attendance reports, and participant information (first and last name and last four digits of the participant's Social Security Number).

202.10 Custom Fit Training Delivery

- **10.1 Subject to Availability:** Custom Fit training is offered subject to the availability of funds. Each region will determine priorities based on regional needs and circumstances.
 - **10.1.1** New Companies: Regional hosting institutions are encouraged to seek new or expanding companies each year to which Custom Fit training may be provided. Though not required, regional hosting institutions may consider ways to direct a larger share of Custom Fit funds to train new or expanding companies rather than repeat customers, the training of which is regular and/or substantially similar to that provided in years past (e.g., increasing the required company match [202.7.3] for companies utilizing Custom Fit training year over year). All actions contemplated should give appropriate consideration to consider retention of Utah companies, as specified in the Custom Fit mission (202.4).
 - **10.1.2 Maximizing Companies Served:** Though not required, regional hosting institutions are encouraged to consider ways to direct Custom Fit funds to train as many different companies as possible (e.g., increasing the required company match [202.7.3] for companies, the training costs of which are substantially larger than those of other companies).
- **10.2** Flow-through and Internal Training Agreements: Flow-through agreements are not eligible for Custom Fit funding. Internal training agreements may be eligible for Custom Fit funding. However, Custom Fit funds may not be used to supplant or replace existing wages of a company employee who provides training. In these cases, Custom Fit will contract with a company employee to provide training outside the employee's regular workload. Custom Fit funds may not be used to provide operational software or equipment for a participating company.



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- **10.3 Training Providers:** The Custom Fit administrator should work closely with participating companies to select training providers that are acceptable to both parties. However, final selection of a provider will be made by the Custom Fit administrator.
- 10.4 Enrollment in Regular Courses/Certificate Programs: Custom Fit funds are designed to provide training to local employers that meets their specific educational needs. In order to efficiently leverage state-appropriated resources as well as the resources of each regional hosting institution (e.g., equipment, lab space, curricula, etc.), regional hosting institutions may enroll Custom Fit students into regularly offered courses that may or may not be part of an approved certificate program (200.4.1). Nevertheless, should a company desire to utilize Custom Fit funds to finance employee completion of a full certificate program (as opposed to specific portions thereof), the president of the regional hosting institution shall consult with the Commissioner of Technical Education prior to enrollment to explore all options to meet the specific employer's needs, ensuring that Custom Fit funds are used appropriately. If completion of a certificate program that is wholly financed by Custom Fit is deemed appropriate, a memorandum attesting thereto and approved by the UTech Commissioner and president of the regional hosting institution shall be maintained with all Custom Fit documentation applicable to the employer request (202.9). Each institution shall include in its annual report described in 11.1 below, the number of program graduates (205.6.2) utilizing Custom Fit funds. There shall be no exceptions to the 50% minimum company contribution (202.7.3) for training courses projected to result in completion of an institution's full certificate program(s) for which any Custom Fit funds are utilized.

202.11 Custom Fit Reports

- 11.1 Annual Reports: Each Custom Fit administrator will annually submit a financial report to the Utah System of Technical Colleges (forms provided by UTech Administration) detailing Custom Fit revenues and expenses (with applicable expense categories) and carryover balances and a report on Custom Fit outcomes (e.g., number of companies served, number of training hours provided, etc.) from the most recently ended fiscal year by September 1. These reports, in addition to Custom Fit outcomes (e.g., number of companies served, number of training hours provided, etc.), shall be presented to the UTech Board of Trustees in its next regular meeting after regional hosting institutions' reports are received.
- **11.2 Custom Fit Database:** Each Custom Fit administrator will participate in the statewide Custom Fit database. Custom Fit training data will be tracked and reported through the statewide database. Each Custom Fit region will submit a quarterly upload of company and student data securely to the Office of the UTech Commissioner as specified in the latest approved version of the UTech Data Dictionary.



UTAH SYSTEM OF TECHNICAL COLLEGES AGENDA ITEM BOARD OF TRUSTEES January 16, 2020

ITEM: K

TOPIC: Compensation Committee Report

BACKGROUND

<u>UTech Policy 113.4.3</u>, "Technical College Presidents – Compensation," calls for the Compensation Committee to "employ methods and/or outside firms approved by the Board to determine a market range" for the salary of each college president and the commissioner approximately once every three years." The current market ranges for the presidents' and commissioner's salaries were effective July 1, 2016 and have been examined by the committee.

On November 21, 2019, the committee recommended and the Board of Trustees approved the engagement of Personnel Systems & Services (PS&S) to provide market compensation data for consideration by the Compensation Committee to determine market ranges for the presidents and commissioner. Commissioner's Office staff has engaged PS&S who is currently working on the project and has begun by analyzing criteria reasonable for use in establishing pay range differences between technical college presidents within the system.

When PS&S completes its engagement, a report will be provided to the compensation committee. After which, the compensation committee may adopt the recommended salary ranges or return to the Board of Trustees with an alternative recommendation.

No attachments



UTAH SYSTEM OF TECHNICAL COLLEGES AGENDA ITEM BOARD OF TRUSTEES January 16, 2020

ITEM: L

TOPIC: Audit Committee Report

BACKGROUND

On November 21, 2019, the Board of Trustees approved the audit plan presented by the Audit Committee. The Office of the Utah State Auditor has completed the financial audits for two colleges. Due to staffing shortages, the auditor's office is behind its typical schedule. Three college audits are underway, and the other three are scheduled to begin within the next month. Internal audits for Custom Fit and program and enrollment-related audits are either underway or in the preparation stages.

Attachment:

Board of Trustees Approved Audit Plan

Utah System of Technical Colleges Board of Trustees — 2020 Audit Plan

1. Custom Fit – Test for Compliance to Current Policy

- Test transactions to determine whether expenditures from Custom Fit funds (appropriated and company contributions) are used exclusively for training and administration for and within the Custom Fit Program (Policy 202.7.1 and 202.7.2) and that college procurement policy and state procurement code is adhered to (Policy 202.7.4).
- Examine a statistically significant sample of Custom Fit contracts from each regional institution to assess compliance with Policy 202.7.3 regarding company contributions, Policy 202.8 regarding eligible companies, ensure required documentation exists per Policy 202.9.1 and 202.9.2, and whether required documentation exists for students completing full college programs per Policy 202.10.4.
- Look at a sample of training providers to ensure Custom Fit funds are not used to supplant or replace existing wages of a company employee who provides Custom Fit training and that internal trainers have contracts on file specifying that such training is provided outside of their normal work responsibilities.
- Review carryover balance of custom fit funds for reasonableness and identify year to year trends in the amounts carried over from one fiscal year to the next. Discuss with college and Custom Fit administration what level of carryover amounts should be considered reasonable and the purposes for carryover amounts.
- Interview Custom Fit administrators and staff to determine knowledge of processes, policy, etc. and to become familiar with criteria at each region for selecting companies to serve using Custom Fit resources.
- Interview a small sample of businesses from each region to assess perceived value and receive feedback on the program.

2. **Program and enrollment-related audit**

- Review of course/programmatic fees -
- Review number and nature of programmatic fees. Trustees have authority over tuition which is low-cost per statute. Fees are unregulated by the Board of Trustees.
- Assess whether fees are appropriate and supporting low cost requirement.
 - a. Trustees and others have observed differences in programmatic costs from one college to another. Some colleges have over 1,200 distinct fees. LAG looked at tuition and fees several years ago and recommended BOT make policy governing fees. Current policy only requires fees be disclosed annually to the local school boards.
- Review course/program approvals for evidence of documented employer need.
- Policy 200 governing courses and approvals A review will determine whether counted courses are mission related. Documented employer need is required. Documentation and processes (what form does documentation take, how often is it reviewed, etc.) will be reviewed and evaluated for sufficiency.

3. Financial

- Review audit reports from the State Auditor's Office and address any concerns.
- Commissioner's Office will ensure the audit committee has access to State Auditor's reports when audits are complete.
- Once all audit reports are complete, Commissioner's Office staff will prepare a summary report of all audits and any associated findings and recommendations for review by the audit committee and reported to the Board of Trustees.

STATE OF UTAH

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

January 16, 2020

ITEM: M

TOPIC: UDRC Study - "ROI of Career and Technical Education Provided by UTech"

BACKGROUND

The Utah Data Research Center (UDRC) is a nonpartisan research office within the Utah Department of Workforce Services. Established in 2017, the UDRC links identifiable data from the Utah System of Technical Colleges, Utah State Board of Education, Utah System of Higher Education, Department of Workforce Services, and the Utah Department of Health to study education and workforce outcomes of Utah residents.

In fall 2019 the Utah Data Research Center published a report which analyzed UTech graduates' wages pre- and post-graduation and calculated a payback period during which time the state recoups its appropriated investment in UTech through graduates' wage and consequent income tax increases. The UDRC concluded that after accounting for normal wage growth observed throughout the state, the average UTech graduate's salary increases between 21% and 32% from before to after graduation, depending on the student's program of study. These graduates are thereafter retained in the Utah workforce at impressive rates (97.3% retention after one year and 86.8% after five years), leading to a payback period of 10-11 years. Given that the average UTech graduate is just 26 years old, state investment in UTech programs may be recouped multiple times over before graduates ultimately leave the labor force.

The Office of the Commissioner has invited the report's author, Skylar Scott, to present on his analysis of the UTech system, explaining methodologies, results, and limitations observed. Mr. Scott will be able to answer Trustees' questions after his presentation.

RECOMMENDATION

None. For Trustees' information only.

Attachments: "Education Appropriations' Return on Investment of Career and Technical Education Provided by the Utah System of Technical Colleges" Education Appropriations' Return on Investment of Career and Technical Education Provided by the Utah System of Technical Colleges

Skylar Scott

October 10, 2019



Abstract

A growing need to fill demand for middle skill labor has led many states, including Utah, to invest more heavily in career and technical education (CTE) programs. The purpose of the study is to analyze the marginal benefit to the state from CTE certifications offered through technical colleges. Graduates from 2011 to 2017 cohorts are considered. The objective of the study is to determine the state's positive or negative return on tax as a result of certification. Return on investment, additional taxes, wage growth, payback periods, and conclusions derived from the results are presented. The payback period from state appropriated funds is calculated at 10.18 and 11.26 years from the two models. Graduates from Utah System of Technical College programs showed a large increase in wages as compared to the general Utah workforce. As a result of increased wages, additional taxes were collected from students in each graduating cohort.

Introduction

Career and technical education (CTE) programs fill a labor demand to the economy by equipping students with the skills necessary to succeed in the workforce. Educational training for these programs is concentrated on regionally high demand fields.

CTE programs are offered by three agencies in Utah: Utah State Board of Education, Utah System of Higher Education, and Utah System of Technical Colleges. The Utah State Board of Education (USBE) or Utah's K-12 secondary education system offers CTE membership hours through regular classes and the concurrent enrollment program. There were 32,849 students enrolled in concurrent enrollment courses in the 2016-17 school year (DWS, 2016). Amongst the credits taken, which can go towards college credit or toward a career certificate, 76,001 CTE membership hours were completed (DWS, 2016).

Seven of eight Utah System of Higher Education (USHE) institutions like universities and community colleges also offer CTE courses. The University of Utah does not offer CTE courses as the need is supplemented by a partnership with neighboring Salt Lake Community College. Through USHE, both career certificates and associate degrees are offered.

The Utah System of Technical Colleges (UTech) programs are crafted to fit student demand and the economic needs of a region. The diversity in the state varies from lively urban business to rural farming communities. To fit varying needs of students, technical colleges offer several paths to help meet their goals. One path is certificate seekers, who enter a program to complete a post-secondary certificate and a license when applicable. These programs prepare students directly for the workforce. UTech also provides programs for short-term enrollees which are aimed to advance adults in their current fields or to assist them with skills to maintain current employment. Although certificate seeking students is the group studied in this report, UTech also provides courses to refresh skills for those reentering the workforce or students looking to satisfy their personal interest in certain fields (UTech, 2018).

Goals of CTE programs across agencies also vary. For example, USHE programs are typically used with longer term educational goals in mind, like an associate or bachelor's degree, whereas UTech programs are intended to prepare students immediately for the workforce (Carruth, 2017).

Although career and technical education has been accessible since 1992, the U.S. labor force has gone from 27.89 million workers with a bachelor's degree or higher to 58.7 million; a dramatic increase of approximately 110% (BLS, 2019). As of 2016, over one-third of the U.S. population over the age of 25 holds a bachelor's degree, and is expected to rise (Census, 2017). In 2011, a recent college board goal was to raise the college completion rate of a bachelor's degree to 55% by 2025 (Symonds, 2011).

Higher education generally leads to higher income and, as a result, a higher standard of living. A negative externality created by the demand for educated laborers, however, is new skill gaps in the workforce. A study conducted by the Urban Institute found that almost 70% of 2016 high school graduates attended college. Of those attending their college or university, only 40% graduated, and only 36% of college graduates reported their education prepared them for their job. For some, graduation with a bachelor's degree is never realized. In Utah, 20% of students who complete their first year of college do not return for a second year
(UDRC, 2018). Many starting positions require college education to begin work; students who do not complete a college degree may seek work in low-skill labor to pay for student debt (Urban Institute, 2017).

With the rise in bachelor's degree educational attainment in the workforce, a vacancy for "*middle skill*" careers have created a talent gap in many regions. Middle skill jobs are defined as "those that require more than a high school diploma but less than a four-year degree" (Western Governors Association, 2018). This talent gap has created challenges in regions across the country to fill vacancies requiring middle skill labor, including Utah. Programs to partner state resources to local business needs through CTE programs have been offered as one solution to fill the talent gap in the workforce and to those who chose not to pursue or finish a bachelor's degree (Western Governors Association, 2018).

Talent Ready Utah is a workforce initiative introduced by Governor Gary R. Herbert in 2017. The initiative partners with business leaders and technical colleges across the state to satisfy employment needs. Partnerships in high-demand fields like aerospace, diesel-tech, and information technology are able to use technical colleges to train perspective employees with the specialized skills needed for their industry (Beyer, 2017). A \$2.1 million dollar grant was issued for the initiative with a goal of filling 40,000 middle and high-skill jobs over the next four years. Recipients of grant funds included USBE, USHE institutions, and UTech colleges in 2017.

Utah's technical colleges coordinate with secondary education providers, regional universities, and local businesses to ensure that educational pathways exist, providing seamless transition for students of varying education levels between school and the workforce. In conjunction with Governor Herbert's declaration of 2018 as the "Year of Technical Education," USHE institutions leveraged these partnerships into the creation of over 100 new CTE programs (Carruth, 2017). UTech further invites local business and industry leaders to serve on occupational advisory committees that monitor and recommend changes to technical college programs. These advisory committees ensure that educational programs directly meet the needs of local employers.

Funding for these programs comes from business partners, tuition dollars and support from state funding. Appropriation dedicated to UTech programs are unique in comparison with other education organizations in Utah as it is much more reliant on state funding. In 2015, for example, \$65.8 million dollars were appropriated by the state while only \$7.5 million came from other sources of revenue (DWS, 2016). This funding has significantly increased from prior years to train Utah's workforce in high-demand fields. From 2011 to 2019, tax appropriated funds in UTech (including administrative costs) has risen from \$49.32 million to \$95.46 million, or a real dollar increase of 40.97% (2011 dollars adjusted to 2019).

To measure the success of these programs, metrics like wage growth, social benefit, and unemployment may be considered. Another tool often used in the private sector to account for the success of a new program is return on investment (ROI) typically takes an accounting approach where benefits and costs are organized on a t-table and evaluated strictly using cost analysis from a financial perspective. CTE programs provide social benefits and can positively influence a community in a variety of ways (Kotamraju, 2016), however, the primary objective of this report will be to evaluate the state's marginal benefit, in taxes, accrued from CTE programs at UTech institutions. This measure is useful when comparing the *monetary* return of the program. A secondary objective of the paper is to calculate wage growth, retention, and a payback period as measures of success of UTech's CTE programs.

Literature Review

Federal and state legislation changed the landscape of technical colleges in 1917 with the passage of the Smith-Hugh Act and established federal aid for technical programs. As the technological landscape of the economy changed, the social landscape of technical colleges changed in 1963; the passage of the Vocational Education Act, which modernized vocational training and put emphasis on preparing students with disabilities, low income and minority students. In 1976 with the addition of the Educational Amendment Act, gender equality was emphasized in technical education (Hayward, 1993). Although technical education has evolved over time, the overarching goal to equip students with the skill necessary for careers has remained its constant.

Harvard University Graduate School of Education conducted a national study, which examined trends and used forecast models that predict the atmosphere of the future economy. Among these results were estimates that 47 million job openings will be created in the next 10 years, and of these jobs, 30% are expected to be filled with workers that hold an associate degree or occupational certificate.(Symonds, 2011) These projections are in agreement with the most recent Bureau of Labor Statitics (BLS) employment projections. BLS projects healthcare and technology to be have the highest employment change in thousands over the next 10 years (BLS, 2016).

The largest sector of occupational growth will be healthcare due to the aging population. Over 50% of the healthcare roles will be filled by those with an occupational certificate. Fields that have experienced decline in the past decade like construction, natural resources, and manufacturing will have openings due to the aging population's retirement with an estimated 8 million jobs needing to be filled. Amongst those careers, an estimated 2.7 million jobs will require a post secondary credential. Within the roles that require a career certification, it was found that 27% of professionals earn more income than their peers who earned a bachelor's degree.

The Harvard study concluded that a widening pay gap and growing need for middle skilled labor should drive policy that encourages CTE programs modeled after Northern European nations. Austria, Denmark, Finland, Germany, the Netherlands, Norway, and Switzerland have young workforces where 40 to 70 percent opt for secondary education that includes vocational training or apprenticeship (Symonds, 2011).

Emsi, a labor market and education data science company, also conducted a national study on the return on investment for CTE programs across the U.S. system of technical colleges. The programs in the United States are then compared to other developed nations including Canada, England, and Germany. In all cases, programs in the United States showed a lag in employment and wages behind comparison groups with Germany, and England leading in career based education. Many of these countries often have vocational training that is sponsored by both private industry and the government. This study suggested that the underdevelopment of apprenticeships and career services was tied to a lack of a universally acceptable accreditation of technical colleges across the United States. In addition, a lack of availability of data within technical colleges showing potential increases in wages exists as compared to university programs. Many states, seeking to fill jobs that require middle skill employment, have begun making changes to make CTE programs more accessible and attractive to potential students.

Emsi's study also looked at the lifetime return of individual technical colleges which varied from state to state. In Connecticut every public dollar invested in a state community college earns the state 16 times as much in the life of the certificate holder. In Washington, that figure is nine to one and in Tennessee the figure is five to one. Although the return varies, the common thread is a positive return in income tax collected over the lifetime of a certificate holder.

Social benefits were also discussed, finding that an estimated 10% increase in vocational training led to a 1.5 percentage point reduction in the youth unemployment rate. Results from both Massachusetts and California show much lower high school dropout rates when vocational education is included as part of secondary schooling. Emsi concluded that although CTE education participation was low when compared to similar economies, the revenue and social benefits of investment in CTE education had positive returns (Emsi, 2016).

A summary of CTE education in Utah, as directed by House Bill 337, was produced by the Utah Department of Workforce Services (DWS) in 2015. The study compared CTE programs with K-12 education and university or college education. Fields of interest, changes in programs, and demand from employers was presented. Highlights from the report showed CTE programs led to a higher employment rate and retention than USHE counterparts. Graduates from a university or college showed a higher dollar increase of quarterly wages. UCAT or UTech students saw an increase of wage from \$3,205 a quarter to \$4,410. Although the amount was smaller the growth rate was higher showing a 38% increase in wages compared to the 27% increase in wages from USHE graduates. The largest increase in wages for Utah was in transportation and material moving, a program that requires CTE certification. The report ended with projections of industry growth for the state of Utah (DWS, 2016).

Along with the report from Workforce Services (DWS), the Utah System of Higher Education reported the return on investment of their CTE programs, which included both certifications and associate degrees. The focus of the report was on programs offered by the seven CTE participating USHE institutions. The findings of the report showed an increase of annual income from \$28,532 to \$39,807 for certificate holders from the first year of completion to the fifth year in the workforce (Carruth, 2017). Overall job placement of 84% was reported from recent USHE CTE graduates the first year after certification. Over the lifetime of CTE graduates, an additional \$131 million in tax revenue will be collected over a 30 year working career compared to those who have not completed a program. The results of the study, however, are exclusive to CTE programs offered at USHE institutions. CTE programs in both Utah studies showed an increase in wages and a decrease in unemployment. However, very little overlap exists in programs offered by UTech institutions (Carruth, 2017).To test for this overlap, a study using the Integrated Post-secondary Education Data System found that only 16 out of 535 regions in Utah, or 2%, had overlapping programs (DWS, 2016).

In addition to national and Utah reports, a California study followed students across 112 CTE institutions who serve a total of 2.6 million students statewide. The study filtered students to those receiving a certificate and looked at the change in wage by the industry of certificate. Controlling for wage trends in California, the wage growth across all certificate types showed a statistically significant increase after receiving a certificate. The increase varied from programs like business management, which saw a 10 percent wage increase, to healthcare, which saw close to a 36 percent increase after completion. This study concluded that all programs were not equal, but accounting for pre-enrollment earnings and economy wide earnings growth, CTE programs had a substantial positive effect on earnings (Stevens, 2015).

Although both state and national reports showed a positive return in career and technical education, a standardized methodology was not used to put returns in perspective. Hollenbeck, Senior Economist Emeritus for Upjohn Institute, examined several different methods to show the return on investment of CTE education. A return on investment for a financial asset, like an equity or bond, is a fairly easy concept to understand. ROI is typically calculated as a ratio of the initial investment and the future value of an investment with interest and capital gains considered. To put mathematically, ROI as a percentage is:

$$ROI = [(FV + i - IC)/IC] * 100$$

Figure 1

Where 'FV' is the future value of the investment, 'i' is interest payments, and 'IC' is the initial cost of the investment.

Hollenbeck discussed the obstacle this seemingly easy calculation presents when looking at a non-traditional investment like a state's investment in a workforce development program. Capital investments' timing becomes difficult with a work-based program as it may take years to see benefits. The benefits of workbased programs go beyond financial yields, providing social benefit as well. Human capital investment becomes difficult as the net new taxes calculation becomes more complex, as training may have resulted in lower unemployment, decrease in public assistance programs like SNAP, or a calculation of foregone earnings because of the training period. Finally, fringe benefits like insurance and 401K plans could also be considered in a calculation for the return on a state's investment in work-based programs (Hollenbeck, 2012).

Whatever calculation is used to study return on investment, consideration of future projects should be used throughout the development of the model. Consistency in methodology must exist for lawmakers to properly compare returns from one program to another. To ensure this consistency in this research's return on investment models, which will be explained more in depth in later sections, methodology was kept functionally simple.

UTech State Appropriated Budget

Funding is used to pay for the operation of campuses, salaries, new buildings, "employer-driven program expansion, equipment, student support, performancebased funding, strategic workforce investments, and scholarship programs" (UTech, 2018). Allocated, tax appropriated and other funding for 2019 totaled \$103,145,700 (Utah State Legislature, 2019). Funding outside of tax appropriations come from sources like federal grants, tuition costs, fees and donations to technical colleges. Figure two shows the change in tax appropriated funding for fiscal year 2010 through 2019.



A portion of funding from the state budget, which is approved by the state legislature, is allocated based on UCA 53B-7-707, which dictates that funding should be allocated by the technical colleges' overall performance. This performance is determined by the UTech board of trustees and weighted on performance of certificate programs (30%), short term occupational training (10%), secondary student completion (15%), placement (25%), and college efficiencies (20%). Each category is assigned several point values which are summed to a total category score (UTech, 2017).

State funding for technical colleges has increased from \$76.7 million to \$84.3 million in 2017, and \$93 million in 2018, or a 9.3% and 9.8% increase respectively. The budget figures used throughout this study are the tax appropriated budget. This figure is not the total budget for individual colleges. Dedicated credits have been removed for evaluation. The main source of these funds comes from tuition but may also include collections from "assessments, contributions, donations, fees, fines, licenses, penalties, rental, sales, non-federal grants, or other collections" (Utah State Legislature, 63J-1-102). Tax appropriated funding is used as it is representative of the state's investment in CTE education rather than a collection of revenues from the student body.

By using state appropriated funds only, a more accurate picture of the return on the state's investment can be observed. Included in the budget calculation is funding for administrative expenses, equipment, one-time expenses and workforce development programs like custom fit training. Not included in the budget is capital development such as construction of new facilities. A full appropriated budget table, including dedicated credits, can be referenced in the Appendix Table 1A for comparison of figures. In the 2019 budget, dedicated credits make up 7.62% of the total appropriated budget for technical colleges. The difference between dedicated credits and total budget illustrates the need for state funds to operate and maintain the state's technical colleges. Budgets for individual technical college are referenced in the Appendix Table 1B.

UTech Certification

The increase in funding is framed to meet UTech's overarching 10-year goals. Goals include an increase in graduates, meeting economic needs, and internal inefficiencies (an increase in the number of graduates per full-time equivalent students) (UTech, 2018). These goals are in agreement with the state's executive branch's goal of 40,000 high skilled jobs in four years through Talent Ready Utah. Certification programs can vary significantly in program length. Using those that have obtained any UTech certification, a total of 6,218 unique recipients obtained at least one certification in 2017. Progress of certification has followed an upward trend, peaking in 2016 when 6,335 certifications were awarded. However, after 2016, the number of certificates awarded dropped slightly as seen in Figure 3.



The recent decrease in graduates is explained by UTech as a policy change where "under old policy, students were classified as completers upon receipt of a post secondary certificate, regardless of some students' statuses as being still enrolled. Now, students are classified as graduates or non-graduates only upon

exiting their programs. This change results in a decline in graduates from FY 2016-17. The further decline from FY 2017-18 is believed to be consequent to the colleges discontinuing short-term programs in favor of longer programs" (UTech, 2018).

To accommodate increased student demand, UTech aims to place institutions that are geographically accessible to the most students possible in Utah. Institution location and expansion is mandated by state law. Primary locations are found in: Logan, Kaysville, Lehi, Ogden, Cedar City, Tooele, Vernal, and St. George. In addition to primary locations, extensions to main campuses called satellite locations are used throughout the state to expand the reach of UTech institutions.

Demograpics of UTech Certificate Holders

The racial and ethnic make-up of UTech graduates who declared race on their application is representative of the state population with 82% of graduates identifying as White. Using a two-tailed student's t-test, assuming unequal variance, the two populations (UTech graduates and general Utah population) resulted in a p-value of .9679 indicating that the two populations do not vary. State Census Estimates for 2017 were used as the comparison group (Census, 2019).

Cohort	Race	Graduates	% of Population	State Pop.	% of State
$ 2017 \\ 2017 \\ 2017 \\ 2017 \\ 2017 \\ 2017 2017 $	Hispanic Asian Black American Indian	818 70 94 76	$\begin{array}{c} 13.57\% \\ 1.16\% \\ 1.56\% \\ 1.26\% \\ 0.26\% \end{array}$	$\begin{array}{c} 418,747\\75,691\\37,669\\32,694\\22,694\end{array}$	$\begin{array}{c} 13.50\% \\ 2.44\% \\ 1.21\% \\ 1.05\% \\ 2.65\% \end{array}$
$2017 \\ 2017$	Pacific Islander White	$\begin{array}{c} 34 \\ 4935 \end{array}$	$0.56\% \\ 81.88\%$	$26,547 \\ 2,657,013$	$0.86\%\ 85.66\%$

Table 1: Racial Makeup of UTech Graduates

Percentage of female certificate holders has historically been higher than their male counterparts with the exception of 2015. Among the graduates, 70% of males and 26% of females were employed in high-demand fields (UDRC, 2018). For certificate seeking males, the most popular area of study in 2017 was the welding technology/welder program, while the most popular area of study for females was the Medical/Clinical Assistant program.



Unique Certificate Recipients by Gender

Age was broken into eight bins and evaluated using data from 2011 - 2017, beginning with a group younger than 21 and ending with a group over 41 years of age. From the total observations, 37.9% of graduates were under the age of 21 while 12.5% are over the age of 41. A more detailed summary of UTech graduates' ages is shown in Table 2. This contrasted to a median working age of 36.5 for Utah (Census, 2017). The national workforce median age is 42 and is expected to continue to rise over the next 10 years (BLS, 2017).

Table	2:	UTech	Graduates	by	Age
				/	

Age Bin	Graduates	Percent
Null	149	0%
> 41	5,086	12%
37-40	1,917	5%
33-36	2,433	6%
29-32	3,132	8%
25 - 28	4,697	12%
21-24	7,928	19%
< 21	15,462	38%

Data

Data for this study was supplied from three sources. The student data was collected by UTech and includes: student enrollment, program, demographic, and institution information. UTech certificate records is student information from 2011 - 2017 for students who have completed a UTech certificate. Wage data, from DWS unemployment insurance records, is then matched with UTech data. Additionally, the American Community Survey Public Use Micro data set (ACS Pums) is used as a comparison group for one model in the study.

Records include data from all eight UTech institutions across the state. Colleges range in enrollment size from just under 1,000 to over 5,000 students. A total headcount of secondary (27%) and post-secondary students (73%) in 2018 at UTech institutions is 34,470 students. These institutions offer a robust and diverse number of programs. (A full list can be found on individual institution websites) This record includes three groups of students receiving certificates.

After 2012, UTech narrowed completion of a certificate into three groups based on length of time needed to complete programs: certificate, certification one year, and certification two year. A certificate designation is given to students with a program length less than 900 hours or one year of classroom study, a one-year program is greater than 900 but less than 1800 membership hours; and a two-year certification program length is greater than 1,800 membership hours.

For this study, wages will be grouped by length of time to complete a certificate. Grouping will be separated by: a long-term certificate (LT) and include graduates with one-year or two-year certificates and short-term certificates (ST) are defined as graduates obtaining a certificate with less than 900 hours. This definition is used as certification types were changed from program specific certifications in 2011 to a unified certificate in 2012. In addition, by using required hours instead of certification type, this calculation excludes records that may have been misclassified in error. Wages are calculated a full calendar year prior to graduation and a year following the completion of a UTech certificate program. This measure is used to show the change of wage that is likely a direct result of the CTE certification.

Wage data includes wages from private and public companies. From the data, 4.7% of records identifying number (Master Person Index) were unable to be matched due to a missing Social Security number. A total of 93.41% of certificate records were able to be matched in the DWS wage file. Some records are not covered by the state unemployment insurance reporting requirements. The people not in records may include out-of-state employees, self-employed, and unemployed persons. The institutions, which are not included in the unemployment insurance system, may include federal government employees or religious institutions. Categorization of the data is used to gather information on demographics, program type and length of certificate.

Methodology

In order to properly calculate the change in wages of UTech graduates, an understanding of the different program lengths is necessary. The length of a certificate can vary from a few months to a much less common two-year certification. To account for the time in school, where wages may be affected by the period where students are attending college. These foregone wages may result in a negative bias because wages may be lower while the student is progressing with certificate program studies. To avoid the potential bias toward lower than normal wages of a study year, the year prior to enrollment is used as a base wage for the comparison. In 2017, less than 1% of UTech certificate holders were a part of a two-year certification program. As such, holding to the assumption that study concludes after one year is appropriate.

Wage data is recorded for individuals on a quarterly basis by Workforce Services unemployment insurance system. Using the sum of four quarters in wage data quarterly wage is summed into a year. A summed average of all individual wages is used instead of a simple average as the objective is to first capture a complete picture of all wages earned in a given year. By first summing all wages, earnings from workers were calculated with multiple jobs rather than one wage record. This method also accounts for employees who contract with several companies in a given year, which is common in industries like trucking. After calculating, the sum of wages for each individual are then divided by the number of distinct individuals in each quarter to calculate the *summed average*. Summed averages are then added in all four quarters following graduation and subtracted by the summed average of the four quarters prior to the certification year to calculate the change; or mathematically:

$$\Delta Wage = \left\lceil \left\{ \sum Q \mathbf{1}_t + \frac{J_1 + J_2 + J_n}{n_Q \mathbf{1} \dots Q \mathbf{4}_t + 1} \right. \\ \left. \frac{J_1 + J_2 + J_n}{n_Q \mathbf{4}_t - 1} \right\} \\ \left\{ \sum Q \mathbf{1}_t - \frac{J_1 + J_2 + J_n}{n_Q \mathbf{1} \dots Q \mathbf{4}_t - 1} \right. \\ \left. \frac{J_1 + J_2 + J_n}{n_Q \mathbf{4}_t - 1} \right\} \right\}$$

Figure 5

One year is used as the period for wages following certification because change in wage in a longer time-period may or may not be directly related to the certification. For example, if a five-year window was used as the measurement, other events such as additional training, work experience or general economic conditions may have higher correlation to the change in wage than the prior certification. The difference of (t+1) - (t-1), or the year after certification subtracted from the year prior to certification, is then multiplied by the tax rate to calculate the state's return in taxes from the student's certification. J1 + J2 + Jn are the wage records or "jobs" that each distinct person earned in that quarter. The majority of records have one entry. Q1 - Q4 in the model are to denote the time period or "quarter" the wages are summed for.

Because UTech students typically enter a certification program at a young age and with a high school education or equivalent, wages are typically lower than general wages in the Utah workforce. As a person matures in the workforce, wage is expected to rise. Testing the relationship between ages and wage showed a very significant strong positive relationship. Comparing the average wage prior to entering the program UTech students in the 2016 cohort made on average \$21,789. In the same year (2015), the average resident of Utah made \$42,665. This difference in income is consistent with every year of the study and tends to agree with the

assumption that wage, amongst other variables, is a function of experience and education.

Prior to 2018, the income tax rate was 5%, while the tax rate for 2018 was 4.95% (Utah State Tax Commission, 2019). To simplify for this study, the rate of 5% will be used to calculate income tax collected by the state in each period, including forecasted years. The model may be adjusted in future studies as the tax rate changes over time.

In addition to calculating the marginal taxes and wage growth from CTE programs, a *payback period* will also be presented. In finance, "the payback period is the period of time required for the profit or other benefits of an investment to equal the cost of the investment" (Hollenbeck, 2012). Typically, payback periods(PBP) are calculated as a probability distribution function to determine likely scenarios of when the investment will be paid by using the future value of projected cash flows in a feasibility study. Similar methods can be used to calculate the payback period of additional taxes collected due to increases in wage over time (Kim, 2013). This model assumes all future values of wage after time T (the year the certificate was obtained) is related to receiving a CTE certificate. In feasibility studies the payback period is typically discounted and compared to other investment options. The option with the shortest likely payback period is chosen. This study uses a simple PBP as it does not compare investment in CTE programs to alternatives.

$$PBP = \frac{InitialCashOutlay}{\sum (P_1, P_2, P_n)} \ge 1$$

Figure 6

In the simple PBP calculation, the initial cash outlay is divided but the cash flow from each period (P) until the quotient is greater than or equal to one. Typically, a PBP calculation as a measurement of success in education is inappropriate to use exclusively as additional inflows from tax is not the primary objective. However, monetary gain of students is a measurable form of success and can be a consideration when determining where to invest funds collected from various educational programs. Measured cash flow from each period is obtained by using the figures in the summed average calculation discussed earlier.

Wage Gains From CTE Certification

The calculation is initially broken into two groups: long-term and short-term certificates. As discussed in methodology, long-term certificates are defined as those taking longer than or equal to 900 membership hours (C1Y and C2Y) while short-term certificates are defined as those that take less than 900 membership hours. The 2017 cohort year is the most recent year available.

Cohort	Pre-Certification Wage	Post-Certification Wage	Percent Change	Dollar Difference
2011	\$16,926.70	\$27,001.96	$59.52\% \\ 53.37\% \\ 43.70\% \\ 64.41\% \\ 67.23\% \\ 67.50\% \\ 6$	\$10,075.26
2012	\$18,104.18	\$27,766.71		\$9,662.53
2013	\$20,342.10	\$29,231.25		\$8,889.15
2014	\$18,814.45	\$30,932.04		\$12,117.58
2015	\$17,763.32	\$29,705.98		\$11,942.66
2016	\$18,389.78	\$30,802.30		\$12,412.52

Table 3: Long-term certificate holder wage information

Average wage growth through the 2011 - 2016 cohorts from the year prior to the year after obtaining a one-year or two-year certification is 59.29% - an increase of \$10,850 on average. This is comparable to the study by USHE and DWS which showed an increase of 38%. The cohort with the largest percent increase is for 2016 certificate holders at 67.5%. The smallest wage increase in the data was in 2013 with a 43.7% increase. Wages in the three most recent years were above average and have increased gradually. Standard deviation for the sample is .0385.

The calculation for short-term certificate holders, or certificates that take less than 900 membership hours to complete, are shown in Table 4:

Cohort	Pre-certification Wage	Post-certification Wage	Percent Difference	Dollar Difference
2011	\$15,626.53	\$21,076.63	$\begin{array}{c} 34.88\%\\ 31.29\%\\ 44.89\%\\ 28.93\%\\ 30.14\%\\ 39.79\%\\ 34.99\%\end{array}$	\$5,450.10
2012	\$17,429.06	\$22,882.92		\$5,453.86
2013	\$17,052.46	\$24,707.97		\$7,655.51
2014	\$23,200.16	\$29,912.25		\$6,712.09
2015	\$23,149.69	\$30,127.80		\$6,978.11
2016	\$21,789.30	\$30,459.14		\$8,669.84
AVG	\$20.042.42	\$26,527.79		\$6,819.92

Table 4: Short-term certificate holder wage information

The change in wage is not as dramatic as would be expected, as certificates take less time to complete. This growth may be because short-term certificates often builds skills in current careers while long-term certificates are aimed at building skills for a change in industry. Employers may also value long-term certificates more than a short-term certification and be willing to pay laborers with long-term certificates higher wage. Average wage growth from the year prior to the year after obtaining a short-term certification is 34.99%. Average dollar increase is \$6819.92. The largest increase occurred in 2013 at 44.89% with the smallest increase occurring in 2014 at 28.93%. The standard deviation for the sample is .0335.

For comparison, general wage growth in Utah using the same method and same time periods has varied from 3.8% to 6.2%. The average wage growth over two years (from 2011-2016) was 4.993% or \$2,105.59. The standard deviation of the sample is .0086. Adjusting for this difference in statewide wage growth for the state, the growth for the 2016 UTech cohort would be 31.98% for long-term certificates (C1Y and C2Y) and 20.52\% growth for short-term certificates. Growth of wages for 2016 long-term graduates outpaces general wage growth by 55%.

Additional Tax Collected from CTE Certification

An increase in income is not only beneficial to CTE program graduates, but is beneficial to the state through collection of income tax. The impact on taxes collected one year after graduation is calculated by taking the increase in wage over one year and multiplying it by the number of graduates. Because some records are not listed in the DWS wage record, the earners not found will be assigned a weighted average wage. The weight will be determined on the ratio of long-term and short-term certificate holders. This accounted for the omitted social security numbers (4.72% of data). Finally, the figure will then be inflation adjusted to 2017 dollars.

The total number of graduates was then applied to the weight and multiplied using the inflation adjusted number to 2017 dollars.(BLS CPI) (US Official Inflation Data 2019) Short- and long-term increases of wage are then multiplied by the state tax rate of 5% to calculate an estimate of the increased dollars collected in taxes one year after receiving a certificate. Table 5 shows this one year return.

Table 5: One-year Additional Tax	Collected from CTE Graduates
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Cohort	Graduates	LT Wage Gain	ST Wage Gain	Increased Tax
2011	$4,\!967$	\$10,979.19	\$5,939.07	\$1,800,413.62
2012	5,379	\$10,315.95	\$5,822.67	\$1,878,976.65
2013 2014	5,427	\$9,353.26 \$12,546,72	\$8,055.21 \$6.040.80	\$2,282,026.92 \$2,502,850,40
$2014 \\ 2015$	6,009 6.576	\$12,340.72 \$12.350.95	\$0,949.80 \$7.216.67	\$2,503,850.49 \$2,719,956.35
2016	7,056	\$12,676.95	\$8,854.54	\$3,417,310.78

The increase in taxes collected one year after graduation was \$1.8 million in 2011 and \$3.41 million in 2016 (inflation adjusted for comparison). The increase in collected income tax is due to increased number of graduates over time and an increase in the change of wage from receiving a certificate. After inflation adjustment, the increase in tax revenue from 2011 to 2016 was \$1,697.76 per year. For additional information in regard to wage changes per institution, refer to Appendix Table 2A which shows both one-year and five-year changes in wage.

Retention

Additional wages and taxes collected from technical college graduates were calculated one year after receiving certification. A payback period, however, potentially considers multiple years. Because of the long-term nature of the calculation, retention of graduates in the state is a factor that should be considered. Retaining workers in the state's labor force after they receive certification is important to the economic success of state and technical colleges. Providing residents of Utah with incentives to retain their talent within the state is as important as the tools needed to educate and train the workforce. An individual educated in Utah that moves to another state does not benefit the state in terms of future income tax collected. Although the payback period function of this research assumes perfect retention, violation of this assumption would extend the time it takes for the state to realize positive return.

Retention is measured using the number of individuals in a graduating cohort as the base for the calculation. For example, if 5,000 individuals (unique records) were counted in 2014's workforce records 5,000 would be used as the denominator for each following year. At least one wage record in the year must be present to be counted. The count is then measured from one to five years following certification. In a five-year period, for example, the calculation would be unique wage records for period five divided by graduating cohort in period one.

Because only 2011-2018 records are available, five years of data is only complete for three graduating cohorts(2011, 2012, 2013). Averaging the three cohorts with equal weight show 97.3% of graduates are retained in wage records after one year. After five years, that number decreases to 86.8% retained within wage records. Because of high retention, the assumption of perfect retention is used later in the payback period.

Payback Period of CTE Programs

The payback period is another measure to gauge the return of CTE programs. Two payback period models will be used to calculate the amount of time it takes to recoup tax appropriated funds invested by the state. The first model uses the wage prior to graduation as the base wage and the comparison group is inflation adjusted by wage growth in Utah (similar to the exercise in wage growth calculation). This group is then compared to the graduating cohort's wages. The second model uses an adjusted average of adults with a high school education or equivalent as the comparison group. Similar to the first model, their difference in wages is subtracted from CTE graduates' wage to calculate the increase from certification. The first measured cohort where data is available is 2011 for both models.

Model 1

The base wage is defined as the wage earned a year prior to obtaining a UTech certification. For example, for the cohort graduating in 2015, the 2014 wage was used as a base. The base wage was adjusted using the wage growth figure for the general working Utah population. This methodology gives a more accurate picture of what a wage earner similar in age to UTech graduates had earned (mean 26.8 years). Using average wage for high school graduates captures a larger group but may capture a population at a different stage of their career. After the inflation adjustment from the base wage, CTE certificate wages were subtracted from the base wage figure to get the increase in each given year. For years that went beyond the data set, a linear average of the difference was taken starting one year after certification. For example, the 2011 cohort's first year considered is 2012. The reason for this is the increase in the first year is an outlier in a small data set, because of the additional education acquired, and would bias the remaining years in the sample. This average was then applied to each subsequent year until additional taxes paid equaled the amount of tax-appropriated funds in that given

year. Because the calculation is dependent on the average change in prior years, the methodology can only be extended to 2015 as it provides two differences to be averaged in addition to the subsequent change in a graduate's wage the following year. The results of the first calculation are shown in Table 6.

Cohort	Graduates	Budget	Payback Period
2011	4,967	\$48,019,600.00	10.71
2012	5,379	\$47,895,800.00	10.27
2013	5,427	\$51,211,400.00	9.81
2014	6,069	\$57,830,600.00	10.14
2015	$6,\!576$	65,975,100.00	9.98

Table 6: Payback Period in years by Cohort (Model 1)

The mean payback period for 2011-2015 was 10.18 years with .34 years standard deviation. It should be considered this calculation only examines additional taxes from a one-year cohort. Additional considerations from students who may have benefited from tax appropriated funds but either did not receive a certificate or received it in a later year were not considered in the calculation. This includes students who took one course and did not pursue a certificate. Other variables like need of government assistance, additional sales tax, and additional GDP to the Utah economy were also not considered for simplicity of the model.

Model 2

The second payback model compares CTE graduate wages against reported wages using the American Community Survey (ACS). The American Community Survey is conducted annually by the Census Bureau. The survey is sent to 295,000 households a month nationally and asks questions about race, ethnicity, educational attainment, migration and disability. Weights are then applied to each respondent group to be representative of the population in their area. The survey seeks to compliment the work of the census which is only taken every 10 years. ACS uses a standard confidence interval of 90%.

Using each one-year ACS survey, data was filtered to best compare with CTE data from the UTech certificate information. Age was restricted to 18 and above to account for UTech students generally entering programs after high school. Educational attainment was limited to respondents with a high school diploma and equivalent to be used as a comparison group. Finally, respondents that reported "0" wage were excluded from the data to match wage records that were obtained for CTE graduates. Zero values were also excluded in the unemployment insurance wage record. By comparing these individuals to graduates of a CTE program and subtracting the difference, a measure of the positive impact of certification is used to calculate the payback period. The additional tax was subsequently subtracted from the original tax appropriated funds from that cohort. PUMS data from 2010 to 2017 was used. Linear estimates based on the average change were used for estimates after 2017.

Although filtering the data provided a comparison group, age bias amongst the two populations should be considered. ACS surveys are not mandatory and are given to heads of households. Due to the survey procedure, in a five-year ACS survey for Utah (2013-2017) the average high school graduate or equivalent in the workforce was 39.2 years old (Census, 2019). This figure is significantly older than the average UTech graduate of 26.8 years old. Because of an older population and heads of households filling out surveys, expected results from those surveyed in Census data would be further along in their career, and therefore, as discussed earlier, are likely to have higher income than the younger sample. Upon testing for correlation, a very strong positive relationship (p-value < .005) was shown between the age of a worker and wage received. When wages from the PUMs survey are higher than CTE graduates a zero value is used for the payback period calculation in place of the negative value. In other words, higher wages from ACS respondents will not negatively affect the payback-period calculation. In addition, the payback period in the second calculation is anticipated to be significantly higher than the first due to the older sample in the PUMs data.

To correct for age bias an additional column for adjusted years was added. The adjustment function is calculated by the linear regression between wages and age for each one-year survey. Each regression showed a p-value well below the level of alpha = .05 and a standard error of approximately \$30. The average adjustment figure is \$503.65 a year, or in other words, as age increases, one-year salary is expected to increase by that amount. The adjusted salary is multiplied by the difference between mean ages in each group. Mean age for UTech grads are observed by the given year for the cohort and five-year average using the survey data. By standardizing age between both samples a better comparison of the two groups can be achieved. The payback period for the original calculation and adjusted calculation are shown in Table 7.

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Table 7:	Payback	Period	in	Years	by	Cohort	(Model	2)

Cohort	Payback Period	Adjusted Payback Period
2011	15.48	12.80
2012	14.29	11.82
2013	13.73	11.25
2014	12.09	10.08
2015	11.62	10.35

The adjusted figures resulted in a mean payback period of 11.26 years. Standardizing the age brought the standard deviation down by 30.28%. In addition, the adjusted value more closely resembles that of the first model. The payback periods for both the unadjusted and adjusted models are higher than that of our first model.

Discussion

The average age of a UTech certificate holder is 26.8 years old with 38% being younger than 21. Prior to certification these individuals likely have less work experience than the median aged person in the Utah's workforce who is 36.5 years old (Census, 2017). Wage prior to graduation is well below the mean wage in Utah. For example in 2015, mean wage in Utah was \$42,665.39 as compared to students before certification, which was \$18,390. Although wage increase for graduates is

still lower than Utah's mean wage, for some, the increase may be the difference of moving out of poverty to a living wage. This percentage wage increase for UTech students is higher than four-year programs in the state while total wage is lower (Carruth, 2017).

The benefits to the state not only include higher wages for the residents, but also additional income tax collected by the state. The expansion of available certificates within UTech has led to additional graduates in most years. In addition, adjusting for inflation wages have also rose over time. These two factors have led to an increase in estimated taxes from certificate holders.

Additional taxes summed over years resulted in a payback period calculation estimated between 10.18 years and 13.44 years. Assuming a person works consistently from 18 to 65, adults may spend 47 years in the workforce. Additional taxes gained after the initial funding is paid back can be reinvested into other programs in the state. Long-term retention, after five years, was not available for this study due to the lack of availability of data prior to 2011, which may affect additional taxes collected over time. Looking forward to years not included in the study, due to increased funding and a decreased number of graduates in 2016, it is likely that the payback period for those cohorts would increase.

Conclusion

Return from CTE programs can be measured in a variety of ways. Prior research has shown the benefit of CTE education using measures like wage increase, state return on taxes, societal benefit, and GDP change. Although there is value in measuring the positive impacts in CTE education, this report is limited to showing growth of wages from certificate holders and a payback period from tax appropriated funds. The reason these measures were chosen is that they can easily be duplicated to compare UTech programs with other institutions, CTE programs, apprenticeships, and university or college education.

Positive return from CTE graduates were observed from both long-term certificate holders at 59.29% and 34.99% for those with short term certificates. As UTech students made significantly less than the average wage in the state prior to entering their program, percentage growth is high. The additional income after attaining a certificate may also affect dependence on others or government welfare programs. This growth is significantly higher than general wage growth for high school graduates and the general Utah population. Compared to USHE's CTE program, long-term certificate wage growth is similar to their CTE programs.

Additional tax collected has increased even when wages are standardized for inflation. This increase over time is due to additional graduates over time and increased wage. Comparing taxes one year after graduation from one year prior to enrollment, an additional \$3.41 million was collected in 2016. This number has increased drastically from the \$1.8 million collected in 2011.

Tax appropriated budgets have increased from \$49.32 million to \$95.46 million from 2011 to 2019 for UTech (UTech, 2018). The first model (2011-2015) showed an average payback period of 10.18 years. When an age-adjusted PUMs data is used, the payback period is 11.26 years; without adjustment, for age the figure increases to 13.44 years. The data available for this study was limited to

cohorts dating back to 2011. The limited years of wage data suggested a linear trend in wage growth for technical colleges. Long-term studies suggest that wage growth eventually plateaus (Kim, 2019) and as more data becomes available, different models should be considered.

CTE education through UTech programs increases wages for students at a statistically significantly higher rate than normal Utah wage growth and, as a result, increase taxes collected by the state over time.

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Appendix

*UTech student survey respondents that selected multiple races were excluded from the table to simplify results. Census data classifies two or more races into one category while UTech allows for multiple selections of any of their 6 race categories. In 2017, of the 6,218 respondents of race, 1.9% of respondents selected multiple races from 14 different combinations. To bring unity to the two surveys two or more races were omitted from the results.

**Calculation for wage growth was separated into two categories over 899 membership hours and less than 900 membership hours. The separation is based on UTechs definition of a short-term and long-term certificate. Designations of long-term and short-term certificate are also given under the u_cert_type field, however, 125 entries were labeled in error in long-term degrees and 63 in short-term degrees. Data for 2011 is provided but C1Y, CY2 and CER designations were categorized in a much more complex system to mirror USHE institutions. These designations were discontinued in 2012. To add unity to the calculation and account for errors, the column u_req_hours was used as a measure of long-term and short-term degrees.

TABLE 1A - Tax Appropriated budget and Total Budget per year

Fiscal Year	State Funding	Total Budget
2010	\$44,343,300	\$49,323,700
2011	\$48,019,600	\$53,941,000
2012	\$47,895,800	\$54,286,200
2013	\$51,211,400	\$57,974,400
2014	\$57,830,600	\$65,206,700
2015	\$65,975,100	\$73,092,600
2016	\$70,355,700	\$77,473,200
2017	\$76,734,000	\$83,504,700
2018	\$85,962,400	\$93,046,600
2019	\$95,468,300	\$103,107,200

TABLE 1B - Budgets by Institutions per Year

Institution Name	Fiscal Year	Budget	Students
Bridgerland	2010	\$8,128,600	7,525
Davis	2010	\$8,081,800	8,637
Dixie	2010	\$1,929,100	5,841
Mountainland	2010	\$4,350,300	5,453
Ogden Weber	2010	\$8,502,600	5,969
Southwest	2010	\$2,262,200	2,559
Tooele	2010	\$928,100	394
Uintah Basin	2010	\$4,681,400	6,146
Bridgerland	2011	\$8,814,500	$7,\!108$

Institution Name	Fiscal Year	Budget	Students
Davis	2011	\$9,256,200	8,322
Dixie	2011	\$2,016,300	6,539
Mountainland	2011	\$4,792,700	4,733
Ogden Weber	2011	\$10,346,300	5,592
Southwest	2011	\$2,206,000	1,993
Tooele	2011	\$946.600	450
Uintah Basin	2011	\$4,866,700	6.755
Bridgerland	2012	\$8,725,000	6.577
Davis	2012	\$9,177,700	7.579
Dixie	2012	\$2,005,300	6.679
Mountainland	2012	\$4,946,700	4,051
Ogden Weber	2012	\$10.320.900	5.359
Southwest	2012	\$2,192,900	1.915
Tooele	2012	\$936.700	444
Uintah Basin	2012	\$4.824.700	6.733
Bridgerland	2013	\$9.146.000	5,990
Davis	2013	\$9.947.800	6.292
Dixie	2013	\$2 271 600	7 093
Mountainland	2013	\$5,311,300	3,797
Ogden Weber	2013	\$10 472 500	5,227
Southwest	2013	\$2 462 500	1 433
Tooele	2013	\$1,337,400	431
Uintah Basin	2013	\$5,191,900	5 709
Bridgerland	2014	\$10,099,700	5,582
Davis	2011	\$10,963,000	5,869
Divie	2011	\$2 774 700	6,000 6,423
Mountainland	2011	\$6,087,400	3,120
Ogden Weber	2011	\$11 690 100	4 952
Southwest	2011	\$2 975 400	1,502 1 541
Tooele	2011	\$2,602,100 \$2,602,100	607
Uintah Basin	2014	\$5,839,900	5 890
Bridgerland	2011	\$10,925,600	5,306
Davis	2015	\$12,183,800	6 246
Divie	2015	\$3 427 700	7644
Mountainland	2015	\$8,232,200	4 184
Ogden Weber	2015	\$12 574 900	5,104
Southwest	2015	\$3 389 500	1,508
Tooele	2015	\$3,002,500	641
Hintah Basin	2015	\$6,377,100	5 240
Bridgerland	2015	\$11 371 800	5,240 5,709
Davis	2010	\$13,057,000	6,007
Divio	2010	\$3,062,800	10.007
Mountainland	2010	\$0,705,400	10,097
Ogdon Wobor	2010	\$12 816 300	5,241
Southwood	2010	\$12,810,300 \$2,007,600	1 884
Tooolo	2010	\$3,997,000 \$2,065,100	1,004
Lintoh Basin	2010	\$6,000,100 \$6,600,600	140
Bridgerland	2010 2017	\$0,099,000 \$11.005.000	4,407 5,600
Diagenana	2017 2017	\$12,747,000 \$12,747,000	5,090 6 030
Davis	2017	φ13,141,000 \$1 844 100	0,059 4.634
DIVIG	2017	$_{\Psi4,044,100}$	4,004

Institution Name	Fiscal Year	Budget	Students
Mountainland	2017	\$10,417,300	4,293
Ogden Weber	2017	\$13,442,200	5,500
Southwest	2017	\$4,756,800	2,308
Tooele	2017	\$3,378,400	805
Uintah Basin	2017	\$7,133,000	3,967
Bridgerland	2018	\$13,494,700	6,082
Davis	2018	\$15,405,100	5,841
Dixie	2018	\$6,738,200	5,212
Mountainland	2018	\$11,592,000	4,420
Ogden Weber	2018	\$15,738,800	5,641
Southwest	2018	\$5,046,700	2,253
Tooele	2018	\$4,109,000	868
Uintah Basin	2018	\$7,910,500	$4,\!153$

TABLE 2A - Cohort 2013 Change in Wage by Institution

Institution Name	Year	Wage	Change
Bridgerland	2012	\$24,094.92	
Bridgerland	2014	\$26,886.81	12%
Bridgerland	2018	\$42,043.76	74%
Davis	2012	\$15,577.83	
Davis	2014	\$23,770.89	53%
Davis	2018	\$36,938.45	137%
Dixie	2012	\$38,960.12	
Dixie	2014	\$57,958.67	49%
Dixie	2018	86,888.62	123%
Mountainland	2012	\$12,714.27	
Mountainland	2014	\$21,408.27	68%
Mountainland	2018	\$34,346.64	170%
Ogden Weber	2012	\$24,094.92	
Ogden Weber	2014	\$28,946.11	20%
Ogden Weber	2018	\$41,720.49	73%
Southwest Tech	2012	\$13,310.22	
Southwest Tech	2014	20,971.28	58%
Southwest Tech	2018	\$31,007.15	133%
Tooele Tech	2012	\$15,894.32	
Tooele Tech	2014	\$26,342.46	66%
Tooele Tech	2018	\$38,442.96	142%
Uintah Basin	2012	\$22,970.96	
Uintah Basin	2014	\$34,609.02	51%
Uintah Basin	2018	\$41,086.27	79%

TABLE 2B - Cohort 2012 Change in Wage by Institution

Institution Name	Year	Wage	Change
Bridgerland	2011	\$19,319.95	
Bridgerland	2013	\$26,455.47	37%
Bridgerland	2017	\$39,740.47	106%
Davis	2011	\$13,531.79	
Davis	2013	\$20,465.26	51%
Davis	2017	\$31,286.58	131%
Dixie	2011	\$48,664.61	
Dixie	2013	\$55,995.40	15%
Dixie	2017	\$77,506.95	59%
Mountainland	2011	\$12,981.12	
Mountainland	2013	\$19,283.47	49%
Mountainland	2017	32,222.08	148%
Ogden Weber	2011	\$20,910.90	
Ogden Weber	2013	\$26,254.90	26%
Ogden Weber	2017	\$38,161.86	82%
Southwest Tech	2011	\$12,340.78	
Southwest Tech	2013	\$23,854.44	93%
Southwest Tech	2017	\$29,633.57	140%
Tooele Tech	2011	\$22,404.35	
Tooele Tech	2013	\$26,413.49	18%
Tooele Tech	2017	\$35,437.24	58%
Uintah Basin	2011	\$23,308.85	
Uintah Basin	2013	35,070.85	50%
Uintah Basin	2017	\$40,709.27	75%
		· ·	

TABLE 2C - Cohort 2011 Change in Wage by Institution

Institution Name	Year	Wage	Change
Bridgerland	2010	\$18.314.47	
Bridgerland	2012	\$27,211.70	49%
Bridgerland	2016	\$38,536.53	110%
Davis	2010	\$12,708.79	
Davis	2012	\$19,322.22	52%
Davis	2016	\$29,521.48	132%
Dixie	2010	\$34,476.32	
Dixie	2012	\$40,745.73	18%
Dixie	2016	\$56,288.30	63%
Mountainland	2010	\$11,946.30	
Mountainland	2012	\$18,094.90	51%
Mountainland	2016	\$29,574.39	148%
Ogden Weber	2010	\$21,421.24	
Ogden Weber	2012	\$26,828.06	25%
Ogden Weber	2016	\$42,625.63	99%
Southwest Tech	2010	\$11,541.59	
Southwest Tech	2012	\$20,605.03	79%
Southwest Tech	2016	30,277.83	162%
Tooele Tech	2010	20,759.55	

Institution Name	Year	Wage	Change
Tooele Tech	2012	\$36,997.90	78%
Tooele Tech Uintah Basin	$2016 \\ 2010$	\$55,457.54 \$15,909,00	167%
Uintah Basin	2012	\$31,378.37	97%
Uintah Basin	2016	\$40,682.25	156%



UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM BOARD OF TRUSTEES January 16, 2020

ITEM: N

TOPIC: Data/Reporting/Messaging

BACKGROUND

A compilation of UTech informational and strategic data was conducted, evaluated, and reported to Council of President's and system leadership. There was unanimous support for this information to be used to establish system-wide baseline data and reporting practices that are readily available for leadership and policy makers.

The objectives are to improve identity and understanding of technical education, represent the system consistently and accurately, expand our storytelling capability, inform college leadership of best practices across the system, contribute to the development of impactful strategic initiatives, and report on system performance.

The following activities are underway to support the implementation of this initiative:

- Data points will be defined as informational components and key, secondary, and supporting performance indicators
- Informational components will be complete and verified
- The organization will invest in the development, design, and implementation of secondary and supporting indicators
- Information and data will be centrally managed with personnel access established, ownership and scheduling assigned, and training resources created
- Push-button comprehensive and customizable stakeholder reports will be developed
- Where appropriate, benchmarks and data-driven strategic performance objectives will be established

An overview of data will be presented to the Board as an information item.



UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM BOARD OF TRUSTEES

January 16, 2020

ITEM: O

TOPIC: Strategic Workforce Investment Proposals

BACKGROUND

The Strategic Workforce Investment (SWI), created and funded by Utah statute, provides resources to establish educational pathway partnerships that serve regional industry workforce needs. Pathway programs are intended to provide workforce for high demand and high wage occupations.

SWI proposals must reflect a program of study that is responsive to the workforce needs of the CTE region in a strategic industry cluster identified by the Governor's Office of Economic Development (GOED). Programs must lead to the attainment of a stackable sequence of credentials; include a non-duplicative progression of courses that include both academic and CTE content; provide for expected student enrollment, attainment rates, and job placement rates; and show evidence of input and support from an industry advisory group.

Eligible proposals must demonstrate a partnership between at least two of the following: a technical college, a school district or charter school, and an institution of the Utah System of Higher Education. Proposals involving technical colleges require evidence of support from the UTech Board of Trustees.

The following SWI FY2021 proposals involving technical colleges have been submitted to GOED with complete proposals attached. Evidence of Board support is required for proposals to be considered by GOED and the legislature.

RECOMMENDATIONS

UTech Administration recommends that the Board of Trustees support the Strategic Workforce Initiative proposals on the attached summary.

Strategic Workforce Investment Proposals

	Ref.			One-			
Institution	Number	GOED Cluster	UTech Program(s)	Time	Ongoing	Educational Partners	Summary
Bridgerland	01-01	Aerospace and Defense; Outdoor Products and Recreation	Advanced Materials and Electronics; Outdoor Products	\$494,000	\$483,000	Utah State University; Bridgerland, Ogden- Weber, Davis Technical Colleges; Cache, Box Elder, Rich, Ogden, Weber, and Davis School Districts	High school exploratory coursework taken through concurrent enrollment at the high school and through the technical college. Training feeds into Advanced Materials and Electronics certificate at Bridgerland, which can be transferred for credit toward an AAS degree in General Technology. The AAS emphases lead into two existing BS degree programs: Aviation Maintenance and Technology Systems.
	01-02	Software and Information Technology	Data Analytics	\$35,000	\$325,000	Utah State University, Utah Valley University; Bridgerland and Mountainland Technical Colleges	Develop curriculum for a data analytics program at the technical college which will continue into an associate and then bachelor's degree. The intent is to expand, through USU's extension, the reach of data science stackable credential pathway to rural areas.
Davis	01-01	Reference					
	02-01	Aerospace and Defense	Composite Materials Technology	\$250,000	\$125,000	Davis Technical College; Morgan and Davis School Districts.	Expansion of existing Manufacturing Principles I course currently taught at three Davis County high schools to three additional high schools with four offering the full Composite Materials Technology program. Funding will be used to purchase equipment and supplies for three high schools and to increase college faculty.
Mountainland	03-01	Aerospace and Defense	Automated Manufacturing	\$236,000	\$175,000	Utah Valley University and Mountainland Technical College	Students would enter training at Mountainland, get assistance to secure employment, and then continue with an AAS degree in Electrical Automation and Robotics Technology or Technology Management.
Ogden-Weber	01-01	Reference			•		
	04-01	Aerospace and	Industrial	\$0	FY21 \$357,316	Utah State University;	Expansion of the existing Industrial Automation Youth
		Defense	Automation		FY22 \$255,858	Ogden-Weber Technical	Apprenticeship program to address the need from aerospace and manufacturing companies for middle-skill
					FY23 \$194,908	School Districts	technicians. Program will stack into USU associate and bachelor's degree programs and WSU Controls Technology Associate Degree. AM STEM Robotics classes will be made available to secondary students. Budget will be used to cover the cost of salary and benefits, equipment and supplies, professional development and travel; and contract services.

Strategic Workforce Investment Proposals

Southwest	05-01	Aerospace and Defense	Aviation Workforce	\$373,000	\$320,000	Utah State University, Weber State University; Southwest Technical College; Cedar, Canyon View, Parowan, and Cedar Valley High Schools	Create an aviation workforce pathway to offer students an early start into the aviation flight and maintenance technology workforce. This workforce development program will support the existing Utah Rotor Pathway and Maintenance Pathways program
	05-02	Unknown	Professional Sales	\$0	FY21 \$142,000 FY22 \$145,000 FY23 \$166,000	Southern Utah University, Southwest Technical College, Iron Country School District, Launch High School	SUU and partners will provide the opportunity for stackable credentials with multiple on and off rams to support the sales profession at all levels of education.
Uintah Basin	06-01	Software and Information Technology	Cybersecurity	\$0	\$204,818	Utah State University and Uintah Basin Technical College	The Information Technology Workforce Pathways is an integrated set of stackable credentials between secondary, technical and higher education institutions that blends classroom and virtual broadcast learning with hands on training to meet projected demand for workers in Utah's Software Development and Information Technology industry. Funds will be used for USU and technical college faculty.



UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

January 16, 2020

ITEM: P

TOPIC: 2020 Legislative Planning Discussion

BACKGROUND

The General Session of the 2020 Utah Legislature convenes on Monday, January 27th, and adjourns at midnight on Thursday, March 12th.

Interim Commissioner Haines will brief the Board on issues and expectations for UTech during the legislative session, based on preliminary discussions with leadership of the Higher Education Appropriations Subcommittee and other legislators in preparation for the session. Discussion will include:

- 1. UTech FY 2021 budget request (approved by the Board in September request summary and Governor's education budget attached).
- 2. UTech FY 2021 capital facilities request (approved by the Board in May summary attached)
- 3. Other initiatives and legislation.
 - Higher Education Appropriations Subcommittee
 - Higher education governance
 - College Access Advisors
 - Other

<u>RECOMMENDATIONS</u> Information/discussion

ATTACHMENT:

UTech - Legislative Budget Request Summary – FY2021 Governor's Education Budget – (link to Governor's budget: <u>https://gomb.utah.gov/current-budget/</u>) UTech Capital Facilities Request – FY2021



Utah System of Technical Colleges

Legislative Budget Request Summary For the Fiscal Year Ending June 30, 2021

Approved by the Board of Trustees September 19, 2019

Anti	icipated FY 2021 Base Budget (State Tax Funds Only)	\$	105,732,800
Ong	oing Budget Increase Requested	\$	15,413,067
1.	Compensation Total	\$	2,341,067
*	Compensation Increases (same as State Agencies) 1,812	,500	
**	Health Insurance (4.35% increase) 528	8,567	
2.	Employer-Driven Program Expansion/Student Support	\$	10,827,000
	Bridgerland Technical College 868,	000	
	Davis Technical College 1,669,	200	
	Dixie Technical College 1,064,	200	
	Mountainland Technical College 2,678,	400	
	Ogden-Weber Technical College 2,000,	000	
	Southwest Technical College 449,	600	
	Tooele Technical College 628,	400	
	Uintah Basin Technical College 1,179,	200	
	System Student Information/Data 290,	000	
	\$1,791,800 Industry Competitiveness - Faculty/Staff Compensation Included in	n Totals	
3.	Equipment Funds	\$	2,000,000
4.	Custom Fit	\$	245,000
	Bridgerland 100,	000	
	Dixie 80,	000	
	Southwest 25,	000	
	Uintah Basin 40,	000	
5.	College Access Advisors (Board of Regents Budget)3,000,	000 \$	-

* Updated to reflect 2.5% compensation increase recommended by Governor Herbert

** Updated to reflect the projected preium increase of 4.35% by PEHP

BUDGET OVERVIEW

Education



Broaden the sales tax base to shore up the General

TAX CREDITS DEDICATED TO LOW- & MIDDLE-INCOME HOUSEHOLDS

Social

Security

tax credit

Earned

income

tax credit

Fund, including eliminating exemptions

Income tax

personal

exemption

Grocery

tax credit

Efficiency

Fewer state employees today than in 2002, even with 900,000	Governor's Goal	25% improved performance across cabinet-level agencies
more people	Outcome	Exceeded the goal by achieving 27.4% improvement; set a target to improve by another 25%

Quality of Life

Open Space & Outdoor Recreation

\$40 million endowment to preserve, enhance, and restore access to cherished open spaces and recreational gems

Permanently establish Outdoor Recreation Grant Program by repealing sunset date (\$5 million)

\$16.6 million to expand and improve state park camping, lodging, OHV trails, and parking, including \$1.6 million to expand Goblin Valley State Park

\$1.5 million matching funds for the Shared Stewardship Initiative I

Land Use

Increase transit-oriented development by removing statutory cap to allow market-driven development near fixed rail transit stops

\$3.7 million for the Point of the Mountain Development Authority to manage and coordinate land use and development at the heart of Utah's growing Wasatch Front

\$2 million for the LeRay McAllister Critical Land Conservation Fund to balance development pressures with open space preservation

Housing

\$20 million for market-driven affordable housing programs that complement community character and quality of life

Air Quality

Ambitious goal to reduce per capita emissions 25% by 2026 \$100 million for air quality in FY 2021 including transit and electric vehicle infrastructure

Tier 3 gasoline now available from Marathon, Silver Eagle, and Chevron refineries with Speedway and Chevron gas stations now selling tier 3 gasoline

\$28.7 million funded in FY 2020 for a variety of high-impact air quality projects currently underway, including a wood stove replacement program

State leading by example in actively managing the state's vehicles and buildings, as well as expanding teleworking arrangements for state employees

\$35.2 million over a decade from the settlement agreement with Volkswagen; three-fourths has already been awarded for replacement of class 4-8 local freight trucks, school buses, and transit buses

Transportation

Balance road, transit, and active transportation investment

I Transition back to user fee revenue model for roads

Establish a long-term funding model that considers congestion pricing and more reliance on electric vehicles

Transition toward dedicating more transportation revenues to transit

Encourage teleworking options at all levels of government, including across higher education institutions, and in the private sector

forensic unit at the

State Hospital to address

population growth -

\$4.9 million

ongoing

Mental Health & Safety Net Health Programs

new mobile crisis outreach teams in underserved counties - \$2.5 million ongoing

Enact consistent tax policy by taxing electronic cigarettes liquid, devices, and paraphernalia similar to traditional tobacco

new 23-hour, no-refusal physical and behavioral health crisis treatment centers - \$5.6 million ongoing

Behavioral Health Transition Facility for ex-

offenders suffering from mental or behavioral illness who are returning to the community

Piloting Medicaid Physical and Behavioral Health Integration Programs through ACOs and other

Fallback Plan Medicaid Expansion up to 138% of the Federal Poverty Level (recently received federal approval)

Fiscal Health

\$635 million in structural budget surplus and working rainy day funds

Tax modernization

No new bonding authorizations

Complexity

Align the budget with service delivery systems, consolidate budget line items, and streamline over 800 existing legislatively-defined performance measures

Example: The public education budget split funding into 44 different non-WPU-based programs in FY 2010. This increased to 62 in FY 2020.

Water



Emphasize water user fees and water efficiency



Water loss prevention program reduces water delivery losses by up to 50%



Agricultural water optimization encourages increased production using less water



Water banking to encourage creation of local water markets



Define criteria for state financing and conditions for repayment of state taxpayer dollars associated with the development of major products by stipulating meaningful down payment, tiered water rate structures, and the demonstrated ability for borrower repayment, among others

\$7.5 MILLION

Maintain AAA bond rating

and correspondingly

prudent debt levels

\$6.5 MILLION to hire additional adult probation and parole agents for implementing milestone management to improve

for indigent defense grants to local governments and

to establish a statewide appellate office for counties

Public Safety & Corrections

of the third through sixth class

outcomes for offenders



to fund workforce needs in the Utah Highway Patrol, pay for highway patrol vehicles, and improve public safety

\$850K

\$2

MILLION

for crime lab DNA sexual assault kit processing

to provide evidence-based treatment for state inmates housed in county jails with the goal of reducing their risk of reoffending upon reentry into the community

Revenue Estimates



Table 2 - Governor's Budget Recommendations for Education						
Public K-12 Education		One-time	Ongoing	Total		
A. New Education Fund and General Fund						
Increase Weighted Pupil Unit (WPU) Value by 4.5%		\$0	\$150,459,400	\$150,459,400		
Net Enrollment Growth (Estimated 7,902 New Students) ¹		\$0	\$12,895,100	\$12,895,100		
Enrollment Growth for Four Additional Below-the-line Programs ²		\$0	\$276,500	\$276,500		
WPU Add-on for Optional Enhanced Kindergarten Expansion ³		\$0	\$18,647,200	\$18,647,200		
K-12 Computer Science Initiative		\$1,500,000	\$8,700,000	\$10,200,000		
School Nutrition Program (SB 2001) ⁴		\$0	\$7,575,700	\$7,575,700		
Apprenticeship Program for Students Experiencing Intergenerational Poverty		\$0	\$5,000,000	\$5,000,000		
Operational Excellence Staff for Schools		\$0	\$4,300,000	\$4,300,000		
Teacher Salary Supplement Program		\$0	\$3,300,000	\$3,300,000		
Beverley Taylor Sorenson Arts Learning Program		\$0	\$2,300,000	\$2,300,000		
Underage Drinking Prevention Program (SB 2001)		\$0	\$1,099,000	\$1,099,000		
Compensation Increases for the State Board of Education Staff		\$165,600	\$1,330,200	\$1,495,800		
Utah Schools for the Deaf and the Blind Steps and Lanes (Statutory Increase)		\$0	\$1,145,000	\$1,145,000		
Utah Schools for the Deaf and the Blind Staffing		\$0	\$1,200,000	\$1,200,000		
Necessarily Existent Small Schools Program (NESS)		\$0	\$500,000	\$500,000		
Section	on A Subtotal	\$1,665,600	\$218,728,100	\$220,393,700		
B. New Property Tax Revenue from Existing Statewide Levies						
Equity Pupil Unit		\$0	\$21,137,300	\$21,137,300		
Teacher and Student Success Program (WPU Value Amount)		\$0	\$23,179,100	\$23,179,100		
Net Enrollment Growth (7,902 new students) - Basic Levy		\$0	\$17,330,700	\$17,330,700		
Net Enrollment Growth (7,902 new students) - Charter School Levy		\$0	\$3,497,500	\$3,497,500		
Section	on B Subtotal	\$0	\$65,144,600	\$65,144,600		
C. New Funding from Other Sources						
Increased Allocations from Permanent School Trust Fund		\$0	\$6,166,000	\$6,166,000		
Section	on C Subtotal	\$0	\$6,166,000	\$6,166,000		
New State-directed Funding for Public K-12	2 Education	\$1,665,600	\$290,038,700	\$291,704,300		
D. Use of Nonlapsing Balances						
Net Enrollment Growth (Estimated 7,902 New Students)		\$4,680,900	\$0	\$4,680,900		
Teacher Salary Supplement Program		\$3,820,200	\$0	\$3,820,200		
Utah State Instructional Materials Access Center (USIMAC) Braille Transcription		\$500,000	\$0	\$500,000		
Utah Schools for the Deaf and the Blind Millcreek Modular Building		\$425,000	\$0	\$425,000		
Total Funding from Nonlaps	sing Balances	\$9,426,100	\$0	\$9,426,100		
Postsecondary Education		One-time	Ongoing	Total		
E. New Education Fund and General Fund						
2.5% COLA (USHE, UTech, UETN)		\$0	\$28,000,200	\$28,000,200		
4.53% Health Insurance Increase (USHE, UTech, UETN)		\$0	\$6,783,800	\$6,783,800		
Utah System of Higher Education						
Performance Funding With More Meaningful Targets for Institutional Priorities		\$0	\$15,793,900	\$15,793,900		
Institutional Enrollment Growth		\$0	\$2,937,000	\$2,937,000		
USU Electric Vehicle Research Grant Match		\$3.000.000	\$0	\$3.000.000		
College Access Advisors ⁵		\$3,000,000	\$0	\$3,000,000		
Technical Education Funding		\$0,000,000 \$0	\$1 500 000	\$1,500,000		
O&M for SUU's Child and Family Development Center		\$0 \$0	\$101 400	\$101 400		
Utah System of Technical Education		ŲŲ	<i>Ş</i> 101,400	<i>Ş</i> 101,400		
Bridgerland Technical College Health, Science, and Technology Building		\$38,059,600	\$0	\$38,059,600		
Bridgerland Technical College Health, Science, and Technology Building O&M		(\$624,000)	\$624,000	\$0. \$0		
Employer-driven Program Expansion & Student Support		(¢000) \$0	\$9,000,000	\$9 000 000		
Employer and the second statement support		\$1,000,000	\$1,000,000	\$2,000,000		
Custom Fit		\$0	\$245,000	\$245,000		
Utah Education and Telehealth Network		φ¢	<i>4</i> 210)000	<i>q</i> 210)000		
Equipment Funds		\$3,000,000	\$822,300	\$3,822,300		
Growth and Operations ⁶		\$1,000,000	\$552,000	\$1,552,000		
Secti	ion E Subtotal	\$48,435,600	\$67,359,600	\$115,795,200		
New State-directed Funding for Postsecondary	y Education	\$48,435,600	\$67,359,600	\$115,795,200		
New State EF/GF Fundina (Sectio	ons A an <u>d E)</u>	\$50,101,200	\$286 <u>,087,700</u>	\$336,188,900		
New State-directed Funding for	r Education	\$50.101.200	\$357.398.300	\$407.499.500		

1. The Governor recommends using consensus savings in the Minimum School Program to offset the consensus increased costs of enrollment growth.

2. Rural Transportation Grants; Title I Paraeducators; Early Literacy; Early Intervention

3. The Governor recommends moving the \$7,500,000 appropriation for Early Intervention into the Kindergarten program and appropriating an additional \$18,647,200 to expand OEK.

4. This is the net funding increase above expected liquor tax funding in FY 2020 (which exceeds the appropriation) and the \$55,500,000 Education Fund appropriated in SB 2001.

5. The Governor recommends that USHE move to a shared-services model and use the savings to fund these advisors on an ongoing basis.

6. New Circuits and Sites: \$100,000 ongoing and \$300,000 one-time; Network Upgrades: \$252,000 ongoing and \$700,000 one-time; Network Monitoring and Efficiency: \$200,000 ongoing

Budget & Policy Brief

POSTSECONDARY EDUCATION & A QUALIFIED WORKFORCE



The Governor continues his commitment to postsecondary education and calls for consolidation of governing bodies and other systemic changes to increase effectiveness and improve student outcomes.

Highlights

The Governor recommends consolidating governance of the Utah System of Higher Education and the Utah System of Technical Colleges

The Governor makes recommendations regarding tuition policy, transfer and articulation, competency-based education, and performance funding

\$115.8 million (\$67.4 million ongoing, \$48.4 million one-time) for postsecondary education

Objective

Prepare Utah's citizens to outcompete other populations for high-paying jobs and support significant economic growth by:

- 1. Providing access and equity to postsecondary education for all students, including first-generation and nontraditional students;
- 2. Ensuring alignment of technical and academic programs to workforce demands; and
- 3. Dramatically increasing the completion rate and number of graduates while lowering per-student costs.

Background

The 21st century requires a dynamic economy and an educated workforce. Education drives innovation, attracts employers looking to fill high-skill jobs, and supports a higher quality of life. Postsecondary education levels correspond to higher average income and lower levels of government dependence.

Postsecondary education is among the largest state funding commitments and constitutes approximately 18% of the combined Education Fund and General Fund budget.
Cause for Action

Utah has a remarkable postsecondary education system from which students are earning credentials in everincreasing numbers and graduating with the lowest student debt in the country. These graduates are finding personal success and are a critical ingredient in the state's thriving economy. However, the postsecondary system is not as effective as it could be.

- On average, only 41% of students graduate within eight years of enrollment for associate and bachelor's degrees
- Tuition and fees have increased 216% since the year 2000, compared to a 48% increase in general inflation and a 62% increase in median household income
- Utah's students borrowed over \$980 million in federal student loans last year
- Since 2010, \$2.3 billion in state revenue, bonds, institutional funds, donations, and other funding sources has been spent on new building construction (excluding hospital facilities and operations and maintenance expenses)
- The average classroom is used 29 hours per week during the fall semester and 12 hours during the summer semester
- On average, 61% of seats were occupied when a classroom was in use during the fall semester and 39% during the summer semester

The Governor has identified several areas in which action should be taken to address these issues.

Governance. Governance of the postsecondary system is currently divided between two bodies: the Utah System of Higher Education's Board of Regents that is responsible for traditional higher education and technical education, and the Utah System of Technical College's Board of Trustees that is also responsible for technical education. The Governor has long noted the importance of postsecondary education and the critical role that technical education plays in postsecondary offerings. The recent work of the Higher Education Strategic Planning Commission highlights the opportunities for better coordination between traditional higher education institutions and the state's technical colleges. The Governor supports recommendations by the Commission to consolidate postsecondary governance into a single governing body and recommends that USHE, UTech, and the Higher Education Strategic Planning Commission collaborate with the Legislature and Governor's Office to adopt a preferred structure for approval in the 2020 general session.

The Governor further recommends the new governing body focus intently on establishing operational measures that capture how institutional resources are being used and synchronized to effectively meet students' needs as they move through the system. In short, the system should become more student centered and efficient than it is today.





Competency-based Education. As the population of students aged 25 years and older continues to increase, institutions of higher education should adapt traditional methods of certifying competency and awarding credit. The awarding of credit for prior learning is a critical component of student success, particularly for non-traditional students. The Governor applauds the Board of Regents' efforts to clarify institutional responsibilities regarding the assessment and awarding of credit for prior learning.

In addition to receiving credit for prior learning, students should have the opportunity to move through coursework and courses as quickly as they are able to learn the material, develop the skills, and demonstrate competency. Students should have the opportunity to demonstrate competency and have it certified as it is attained rather than be required to wait for the end of a traditional semester. The Governor recommends that the system of higher education begin the transition to competency-based education by identifying the courses and programs for which competency-based education is a natural fit and proposing an aggressive transition plan.

Transfer Barriers. System leadership should tear down the barriers to transferring credits between institutions and having those credits articulate into a program rather than simply burdening a student's transcript. The Governor applauds the Board of Regents' current efforts to identify these barriers and map out articulations between institutions for the top 50 majors, in which at least 75% of all students





FIGURE 3

are enrolled. The Governor recommends the system of higher education continue this work until no student has to duplicate effort upon transferring to another institution in the system.

Affordability. While on average our public institutions have the third lowest tuition and fees in the nation, since the year 2000 the cost of tuition and fees has increased 216% while median household income has increased 62%. The Governor recommends a freeze on tuition and fees until the state has defined affordability for students by institutional mission.

The Governor believes that affordability must be defined in a way that all stakeholders can embrace, and he recognizes that the definition may vary with institutional missions. In defining affordability, the Governor recommends stakeholders focus on what is right for students, families, and taxpayers and avoid being complacent as a result of how favorably our institutions fare in national comparisons of tuition costs.

Differential Tuition. Utah's dual-mission institutions have received national and international attention for their innovative model that combines the roles of a traditional community college and regional university. And while this model yields a number of significant benefits, the current practice of charging university tuition for sub-baccalaureate programs eliminates the financial savings a student would expect from enrolling in a community college. The Governor recommends that the presidents of Utah's dual-mission institutions develop a plan for differentiating tuition for their sub-baccalaureate students by FY 2022.

Performance Funding. The Governor applauds the use of performance to determine funding, but is dissatisfied with the very modest statutory targets for improvement. The Governor recommends the Legislature adopt the Board of Regents' proposed changes with the stipulation that the system and institutions embrace audacious expectations and set aggressive goals.

Facilities. Leaders of postsecondary institutions have a responsibility to actively seek internal efficiencies, maximizing the quality return on the state's substantial investment in postsecondary education. These leaders should seek to maximize the efficient use of existing facilities, including

at night and during the summer months, and focus capital expenditures on extending the operational lives of existing facilities to avoid unnecessary expenditures for expensive new facilities. The Governor appreciates ongoing efforts to measure and report building utilization rates. The Governor believes the state must develop a statewide prioritization plan for postsecondary capital investments.

The Governor recommends funding the Bridgerland Technical College Health, Science, and Technology building. However, he recommends limiting future capital development funding to statutorily defined dedicated projects funded from the Higher Education Capital Projects Fund and Technical Colleges Capital Projects Fund until a statewide prioritization plan is in place.

Notable Improvements

In 2018, administrators at Utah State University developed and implemented the Aggie First Scholars initiative, a targeted and proactive approach to increase the retention rate of first-generation students to that of their peers. The first-to-second semester persistence rate of fully participating students was 99% compared to their first-generation peers' baseline of 90%. And the first-year retention rate of fully participating students was 69% compared to their firstgeneration peer's baseline of 60%.

In January 2020, Southern Utah University will roll out a three-year degree option for programs that currently enroll approximately half the student population. Within two to three years nearly all students will have the option to earn a degree in three years. This innovation will enable students to save time and money, faculty to work through the summer, and the university to better utilize its facilities.

Current System

The Utah System of Higher Education (USHE), the Utah System of Technical Colleges (UTech), and the Utah Education and Telehealth Network (UETN) currently comprise Utah's postsecondary public education system.

USHE is comprised of eight institutions: the University of Utah, Utah State University, Weber State University, Southern Utah University, Utah Valley University, Dixie State University, Salt Lake Community College and Snow College. In FY 2019, USHE served approximately 184,000 students. In FY 2019, USHE granted approximately 38,622 awards, an increase of roughly 10,200 from FY 2010.

UTech is comprised of eight institutions: Bridgerland, Ogden-Weber, Davis, Tooele, Mountainland, Uintah Basin, Southwest, and Dixie Technical Colleges. In FY 2019, UTech served nearly 27,000 postsecondary and nearly 10,000 secondary students enrolled in various short-term occupational training programs and traditional certificate programs of varying lengths. In FY 2019, UTech awarded traditional certificates to 5,261 postsecondary students and 1,749 secondary students.

The Utah Education and Telehealth Network (UETN) manages the robust network infrastructure that connects educational and health care institutions statewide. UETN also connects elementary and secondary schools and postsecondary institutions to quality educational resources.

Budget Recommendations

Funding

- \$38.1 million one-time and \$624,000 ongoing for construction and maintenance of the Bridgerland Technical College Health, Science, and Technology building
- \$34.8 million for employee compensation, including \$28 million in flexible merit-based compensation funding to USHE, UTech, and UETN to help retain highly qualified employees and \$6.8 million for health benefits
- \$15.8 million in performance funding for USHE institutional priorities, conditioned on the establishment of more meaningful performance targets
- \$2.9 million for USHE institutional enrollment growth
- \$12.7 million for technical education:
 - \$9 million for UTech employer-driven program expansion and student support
 - \$1.5 million for USHE technical education
 - \$2 million for UTech equipment
 - \$245,000 for Custom Fit
- \$3 million one-time for College Access Advisors the Governor intends USHE to move to a sharedservices model and use savings to fund these

advisors on an ongoing basis

- \$3 million one-time for USU electric vehicle research grants
- \$3 million one-time for UETN equipment
- \$1.6 million for UETN growth and operations (\$1 million one-time and \$552,000 ongoing)
- \$822,300 to restore ongoing UETN equipment funding
- \$101,400 for operations and maintenance of Southern Utah University's Child and Family Development Center

Policy

The Governor recommends:

- Consolidating postsecondary governance into a single governing body
- The new governing body establish operational measures that capture how institutional resources are being used and synchronized to effectively meet students' needs as they move through the system
- The system of higher education begin the transition to competency-based education by identifying the courses and programs for which competencybased education is a natural fit and proposing an aggressive transition plan
- The system of higher education continue its work to improve transfer and articulation until not a single student has to duplicate efforts upon transferring to another institution in the system
- A freeze on tuition and fees until the state has defined affordability for students
- The presidents of Utah's dual-mission institutions develop a plan for differentiating tuition for their sub-baccalaureate students by fiscal year 2022
- The Legislature adopt the Board of Regents' proposed changes for the performance funding model with the stipulation that the system and institutions embrace audacious expectations and set aggressive goals
- Limiting future capital development funding to statutorily-defined dedicated projects funded from the Higher Education Capital Projects Fund and Technical Colleges Capital Projects Fund until a statewide prioritization plan is in place

Utah State Building Board FY 2021 Capital Development - State Funded Projects Scoring Sheet

Agency / Institution	Project Name		State Funding Request	Other Funding	Total Project Amount	Totals	Priority
Bridgerland Techinical College (BTECH	Health Science And Technology Building	\$	38,059,576	\$ 1,000,000	\$ 39,059,576	10	1
Southern Utah University	Academic Classroom Building	\$	43,013,748	\$ 2,000,000	\$ 45,013,748	12	2
State Courts	Sixth District Courthouse Sanpete County Manti	\$	19,597,906	\$ 1,070,655	\$ 20,668,561	26	3
Public Safety	Brigham City DPS Consolidated Building	\$	7,525,678	\$ 2,050,000	\$ 9,575,678	32	4
Department of Natural Resources - Fire	Richfield Cache Building	\$	2,363,806	\$ -	\$ 2,363,806	33	5
University of Utah	Applied Science Building	\$	60,000,000	\$ 24,560,663	\$ 84,560,663	48	6
Division of State Parks	Quail Creek New Campground	\$	5,209,244	\$ -	\$ 5,209,244	54	7
Division of Wildlife Resources	Loa Fish Hatchery	\$	33,892,166	\$ _	\$ 33,892,166	56	8
Department Of Human Services / USDC	Therapy Building	\$	17,568,755	\$ -	\$ 17,568,755	57	9
Utah State University	Mehdi Heravi Global Teaching and Learning Center	\$	14,500,000	\$ 2,500,000	\$ 17,000,000	59	10
Mountainland Technical College (MTECH)	Payson Campus	\$	46,215,079	\$ 4,500,000	\$ 50,715,079	75	11
Dixie State University LAND BANK	LAND BANK	\$	10,075,000	\$ -	\$ 10,075,000		
	т	otals \$	298,020,958	\$ 37,681,318	\$ 335,702,276		
	Grand	Total \$	335,702,276				



UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

January 16, 2020

ITEM: R

TOPIC: Higher Education Strategic Planning Commission Update

BACKGROUND

The Higher Education Strategic Planning Commission met November 25th to consider the final report of the consultant, NCHEMS. UTech Chair Steve Moore, Trustee Susan Johnson, MTech President Clay Christensen, and STech President Brennan Wood participated as members of the Commission.

The report and discussion included a wide range of higher education issues and recommendations by the consultant. After discussion, the Commission voted in favor of two motions: (1) to accept the NCHEMS report as a starting point for consideration and development of a higher education strategic plan for the state; and (2) to recommend continuation of the Commission for another year in the development of the plan. Discussion suggested that if there were to be a new governing body and governance structure, there may be value in having that new body be involved with the development of the plan. The chairs indicated the Commission may be called to meet again before the legislative session. USHE and UTech were advised to plan and approach the coming session and coming year as usual under the present structure for budget requests, operations, and business in general, while strategic planning and governance discussions continue.

Subsequent to the meeting, the Commission chairs have met with leadership of the two systems, indicated a priority bill file has been opened for consideration of potential legislation pertaining to the governance of higher education based on the work of the Commission. The group has held an initial meeting with legislative staff to begin identifying elements to be considered in the bill and working groups to address issues from the NCHEMS report. An update on these discussions will be provided in the Board meeting.

RECOMMENDATIONS

Information/Discussion.



Utah System of Technical Colleges MASTER CALENDAR 2020-2021

DATE	EVENT	LOCATION	TIME
JUNE			
6/24/2020	UINTAH BASIN BOARD OF DIRECTORS MEETING	VERNAL	3:00 PM
6/25/2020	OGDEN-WEBER TECH BOARD OF DIRECTORS MEETING	OGDEN	4:00 PM - 6:00 PM
JULY			
7/1/2020	UTAH BOARD OF HIGHER EDUCATION MEETING	VIRTUAL MEETING	8:00 AM – 9:00 AM
7/6/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
7/20/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
7/23/2020	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM
AUGUST			
8/3/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
8/6/2020	SOUTHWEST TECH MANAGEMENT RETREAT	SUU MTN CTR	6:00PM - 8:00 PM
8/7/2020	SOUTHWEST TECH EMPLOYEE RETREAT	SUU MTN CTR	9:00 AM – 5:00 PM
8/12/2020	DAVIS TECH PRACTICAL NURSE PINNING	KAYSVILLE	5:30 PM
8/17/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
8/14/2020	TOOELE TECH EMPLOYEE TRAINING	TOOELE	8:00 AM – 5:00 PM
8/19/2020	MTECH -BOARD OF TRUSTEES MEETING	LEHI	4:00 PM - 6:00 PM
8/21/2020	UTAH BOARD OF HIGHER EDUCATION MEETING	LEHI	8:00 AM – 5:00 PM
8/24/2020	BRIDGERLAND – BOARD OF TRUSTEES MEETING	LOGAN	4:00 PM
8/25/2020	OGDEN-WEBER STUDENT SUCCESS GOLF TOURNAMENT	HAFB GOLF COURSE	7:30 AM – 3:00 PM
8/27/2020	OGDEN-WEBER TECH BOARD OF TRUSTEES MEETING	OGDEN	4:00 PM - 6:00 PM
8/27/2020	DAVIS TECH OPEN HOUSE	KAYSVILLE	4:00 PM - 6:00 PM
SEPTEMBER			
9/2/2020	TOOELE TECH BOARD OF TRUSTEES MEETING	TOOELE	12:00 PM – 2:00PM
9/3/2020	SOUTHWEST TECH BOARD OF TRUSTEES MEETING	CEDAR CITY	12:00 PM – 2:00 PM
9/12/2020	TOOELE TECH SCHOLARSHIP FUNDRAISER EVENT	TOOELE COUNTY	ТВА

9/16/2020	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	VERNAL	3:00 PM
9/18/2020	UINTAH BASIN TECH RIDE FOR SCHOLARSHIP	ROOSEVELT	6:00 PM - 8:00 PM
9/18/2020	UTAH BOARD OF HIGHER ED- COMMITTEE MEETING	VIRTUAL MEETING	8:00 AM – 5:00 PM
9/18/2020	DAVIS TECH GRADUATION DRIVE-THRU	KAYSVILLE	TBD
9/19/2020	UINTAH BASIN TECH CARS AND GUITARS EVENT	ROOSEVELT	8:00 AM – 3:00 PM
9/21/2020	COUNCIL OF PRES. MEETING (ONLY 1 MTG IN SEPT.)	VIRTUAL MEETING	TBD
9/22/2020	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM
9/22/2020	DAVIS TECH NTHS INDUCTION CEREMONY	KAYSVILLE	TBD
9/23/2020	OGDEN-WEBER NAT. TECH HONOR SOCIETY INDUCTION	OGDEN	6:00 PM - 7:00 PM
9/24/2020	DAVIS TECH BOARD OF TRUSTEES MEETING	KAYSVILLE	3:30 PM – 5:30 PM
9/25/2020	UINTAH BASIN TECH GOLF TOURNAMENT	ROOSEVELT	7:30 AM – 4:30 PM
OCTOBER			
10/5/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
10/6/2020	DAVIS TECH CAREER FAIR	KAYSVILLE	TBD
10/8/2020	OGDEN-WEBER FALL GRADUATION	OGDEN	6:30 PM – 7:30 PM
10/15-16/2020	UTAH BOARD OF HIGHER ED -RETREAT	SLCC	8:00 AM - 5:00 PM
10/19/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
10/21/2020	MTECH BOARD OF TRUSTEES MEETING	LEHI	4:00 PM - 6:00 PM
10/22/2020	OGDEN-WEBER TECH BOARD OF TRUSTEES MEETING	OGDEN	4:00 PM - 6:00 PM
NOVEMBER			
11/2/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
11/5/2020	SOUTHWEST TECH BOARD OF TRUSTEES MEETING	CEDAR CITY	12:00 PM – 2:00 PM
11/11/2020	TOOELE TECH BOARD OF TRUSTEES MEETING	TOOELE	12:00 PM – 2:00 PM
11/14/2020	UINTAH BASIN TECH RUCK RUN	VERNAL	8:00 AM -10:00 AM
11/16/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
11/16/2020	UINTAH BASIN TECH SOTY BANQUET	ROOSEVELT	6:00 PM – 7:30 PM
11/16/2020	BRIDGERLAND -BOARD OF TRUSTEES MEETING	LOGAN	4:00 PM
11/18/2020	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	ROOSEVELT	3:00 PM
11/20/2020	UTAH BOARD OF HIGHER ED. – COMMITTEE MEETING	VIRTUAL MEETING	8:00 AM – 5:00 PM

DECEMBER			
12/2/2020	BRIDGERLAND TECH – GRADUATION	LOGAN, UT	TBD
12/3/2020	DAVIS TECH BOARD OF TRUSTEES MEETING	KAYSVILLE	3:30 PM – 5:30 PM
12/9/2020	DAVIS TECH PRACTICAL NURSE PINNING	KAYSVILLE	5:30 PM
12/7/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
12/16/2020	MTECH BOARD OF TRUSTEES MEETING/HLDAY SOCIAL	LEHI	6:00 PM - 8:00 PM
12/17/2020	OGDEN-WEBER TECH BOARD OF TRUSTEES MEETING	OGDEN	4:00 PM - 6:00 PM
12/18/2020	UTAH BOARD OF HIGHER EDUCATION BOARD MEETING	VIRTUAL MEETING	10:00 AM - 12:00N
12/21/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
JANUARY	JANUARY 2021		
1/7/2021	SOUTHWEST TECH BOARD OF TRUSTEES MEETING	CEDAR CITY	12:00 PM – 2:00 PM
1/11/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
1/13/2021	TOOELE BOARD OF TRUSTEES MEETINGS	TOOELE	12:00 PM – 2:00 PM
1/15/2021	HBHE – BOARD MEETING/STUDENT SAFETY SUMMIT	TBD	8:00 AM – 5:00 PM
1/20/2021	MTECH BOARD OF TRUSTEES MEETING	LEHI	4:00 PM - 6:00 PM
1/20/2021	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	VERNAL	3:00 PM
1/25/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
1/27/2021	UINTAH BASIN TECH CHAMPIONS BANQUET	ROOSEVELT	6:00 PM – 7:30 PM
1/28/2021	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM
FEBRUARY			
2/8/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
2/16/17/2021	DAVIS TECH TSA COMPETITIONS	KAYSVILLE	ALL DAY
2/19/2021	UTAH BOARD OF HIGHER ED- COMMITTEE MEETING	VIRTUAL MEETING	10:00 AM – 12:00 N
2/22/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
2/25/2021	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM
2/25/2021	DAVIS TECH BOARD OF TRUSTEES MEETING	KAYSVILLE	3:30 PM – 5:30PM
MARCH			
3/4/2021	SOUTHWEST TECH BOARD OF TRUSTEES MEETING	CEDAR CITY	12:00 PM – 2:00 PM
3/8/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD

3/17/2021	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	ROOSEVELT	3:00 PM
3/17/2021	MTECH BOARD OF TRUSTEES MEETING	LEHI	4:00 PM – 6:00 PM
3/19/2021	TOOELE TECH EMPLOYEE TRAINING	TOOELE	12:00 PM – 5:00 PM
3/22/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
3/25-26/2021	UTAH BOARD OF HIGHER EDUCATION MEETING	DIXIE TECH/DIXIE STATE	8:00 AM – 5:00 PM
APRIL			
4/5/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
4/8/2021	DAVIS TECH APPRENTICESHIP VENDOR FAIR	KAYSVILLE	TBD
4/14/2021	DAVIS TECH PRACTICAL NURSE PINNING	KAYSVILLE	5:30 PM
4/15/2021	TOOELE TECH BOARD OF TRUSTEES MEETING	TOOELE	3:00 PM - 5:00 PM
4/15/2021	TOOELE TECH GRADUATION CEREMONY	GRANTSVILLE	6:00 PM – 7:30 PM
4/16/2021	UTAH BOARD OF HIGHER ED -COMMITTEE MEETINGS	VIRTUAL MEETING	10:00 AM - 12:00 N
4/19/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
MAY			
5/3/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
5/5/2021	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	UINTAH CONV CTR	2:00 PM - 4:00 PM
5/5/2021	UINTAH BASIN TECH STUDENT GRADUATION	UINTAH CONV CTR	6:00 PM
5/6/2021	SOUTHWEST TECH BOARD OF TRUSTEES MEETING	CEDAR CITY	12:00 PM – 2:00 PM
5/14/2021	DAVIS TECH GRADUATION	TBD	TBD
5/17/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
5/18/2021	MTEC STUDENT GRADUATION CEREMONY	UTAH COUNTY UVU	7:00 PM
5/19/2021	MTECH BOARD OF TRUSTEES MEETING	WASATCH HS	4:00 PM – 6:00 PM
5/19/2021	MTECH STUDENT GRADUATION CEREMONY	WASATCH HS	6:00 PM
5/20/2021	DAVID TECH BOARD OF TRUSTEES MEETING	KAYSVILLE	3:30 PM – 5:30 PM
5/21/2021	UTAH BOARD OF HIGHER EDUCATION MEETING	TOOELE TECH	8:00 AM – 5:00 PM
5/21/2021	DAVIS TECH EMPLOYEE SPRING SOCIAL	TBD	TBD
5/25/2021	MTECH STUDENT GRADUATION CEREMONY	UTAH COUNTY UVU	7:00 PM
5/27/2021	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM

JUNE			
6/2/2021	TOOELE TECH BOARD OF TRUSTEES MEETING	TOOELE	12:00 PM – 2:00PM
6/7/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
6/16/2021	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	ROOSEVELT	3:00 PM
6/16/2021	DAVIS TECH FOUNDATION GOLF TOURNAMENT	KAYSVILLE	7:30 AM – 2:00 PM
6/17/2021	DAVIS TECH BOARD OF TRUSTEES MEETING	KAYSVILLE	3:30 PM – 5:30 PM
6/18/2021	UTAH BOARD OF HIGHER ED -COMMITTEE MEETINGS	VIRTUAL MEETING	10:00 AM - 12:00 N
6/21/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD

Updated 6/22/2020

HOLIDAYS:

7/3/2020	INDEPENDENCE DAY
7/24/2020	PIONEER DAY
9/7/2020	LABOR DAY
11/26-27/2020	THANKSGIVING DAY
12/24/2020 TO 1/1/2021	CHRISTMAS RECESS

UTAH SYSTEM OF TECHNICAL COLLEGES BOARD OF TRUSTEES

January 3, 2020



DRAFT - **UTech Board of Trustees 2020 Vision and Goals** - **DRAFT** Utah's Technical College System is uniquely positioned to support the growth, collaboration, and consistent implementation of Career and Technical Education in Utah

1. Build and Approve a 10-year UTech Strategic Framework:

- Develop a strategic framework in partnership with the UTech Leadership, Presidents, Trustees, industry leaders, select members of the Utah Legislature, and other key constituents.
- Use the framework as a guideline for individual technical colleges in their local strategic planning efforts.
- Use the framework to guide the system in setting goals for student outcomes, budgeting, facilities strategy, and structuring long-term CTE pathways and articulation with USBE and USHE.
- Use the framework to focus the system on preparing students to enter the workforce or continue their education to enhance the economic well-being of Utah.

2. Establish Statewide Program Criteria Standards for all CTE Offerings in Utah:

> Partner with the Utah Legislature to statutorily require that USBE, UTech, and USHE shall:

- Establish and agree upon *statewide program criteria* and *required student outcomes* to govern all Career and Technical Education (CTE) programs offered across Utah's Education System.
- Annually review and refresh the minimum program criteria and required student outcomes to ensure state CTE programs lead to high-skill, in-demand, emerging or other regional occupational priorities in the state of Utah.
- Annually audit and validate that all CTE programs offered in Utah are meeting the statewide program criteria and required student outcomes to ensure that our state education system is meeting the CTE needs of our students and state employers.

3. Establish and implement state-wide CTE Employer Advisory Committee:

- Partner with the Utah Legislature to statutorily establish an independent state-wide CTE Employer Advisory Committee to annually review and recommend to the USBE, UTech, and USHE potential statewide program criteria and required student outcomes for all CTE programs offered across Utah's Education System.
- Enable the UTech Board of Trustees to be responsible for staffing and managing the Statewide CTE Employer Advisory committee.
- In consultation with USBE and USHE, the UTech Board of Trustees shall select committee members from a variety of regional employers throughout Utah, as well as select members of the USBE and USHE boards.
- 4. Actively engage and partner with USBE to address statewide need for improved consistency in K12 CTE program development, funding models, articulation, pathways, and desired student outcomes.