

# REFERENCE GUIDE

## CAREER AND TECHNICAL EDUCATION

GUIDING DOCUMENT FOR THE  
CACHE COUNTY SCHOOL DISTRICT  
CTE PROGRAMS



**2023-2024**

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## INTRODUCTION

Welcome to Career and Technical Education! As a high school classroom teacher, you will guide the lives of young adults to be career ready, preparing them to be productive employees in the 21st century workforce.

This reference book has been written to guide you through the many responsibilities that you have as a teacher. It should help make some of the day-to-day tasks easier as you instruct the students at your respective schools. Regardless of processes specific to each school, the information in this reference book applies to all CTE teachers and CTE programs.

## CTE TEACHER EXPECTATIONS

As a CTE teacher in the Cache County School District, your first priority is teaching and helping students to learn and grow. Hopefully, you are passionate about the subject you teach, as well as about working with students and helping them to learn. CTE programs present a unique opportunity to help students to begin to explore and learn in areas that may lead them toward further training and education and ultimately a career. As a CTE teacher, you have several responsibilities as part of your responsibility to students:

- a. To recruit students to your programs using posters, flyers, brochures, and the [district website](#).
  - 1) Ensure that advertising and recruitment materials are **inclusive** of all students and that you reach out to underrepresented populations.
- b. Participate in school, district, or state collaboration and/or professional development opportunities.
- c. Support students in concentrating in or completing pathways, culminating in a CTE Internship when possible.
- d. Increase CTSO membership and attendance at conferences and/or competitions to help students apply what they have learned.
- e. Participate in CTE Skills/Certification testing each trimester.

## CTE PATHWAY KNOWLEDGE

You should become familiar with the pathways offered in your program area.

- Information on CTE pathways can be found on the Utah CTE Website <https://www.schools.utah.gov/cte> or our [local website](#).
- Know the pathway classification of your courses. Establish which courses are explorer courses, concentrator courses and the requirements to become a completer in the pathway. A completer must have taken a concentrator course and at least 3 credit hours of a pathway.
- Establish a four-year plan for students to complete pathway courses from 9th to 12th grade. Share the plans with school counselors, school administration, the [CTE Pathway Coordinator, and CTE Director](#).

## CLASSROOM/LEARNING ENVIRONMENTS

CTE programs are well funded when compared to other school programs. We are fortunate to have adequate learning spaces and equipment and supplies needed. Part of your responsibilities include:

- Maintaining current and appropriate tools, equipment and supplies needed for teaching in the classroom. Work with the principal and [CTE Director](#) to secure what is needed.
- Display CTSO promotions in the classroom.
- Display pathway information/posters in the classroom. Contact the CTE Director or [Pathway Coordinator](#) if posters are needed.
- Ensure the classroom is neat and uncluttered so as to model a good, clean and safe work environment.

## EQUIPMENT AND INVENTORY

- Equipment is defined as tangible property having a useful life of more than one year and an acquisition cost of \$5,000 or more
  - To purchase equipment over \$5,000 we must have three competitive bids or the vendor must be a sole-provider of the equipment
  - Send bids and requests to the [CTE Director](#) for pre-approval before purchasing
- Equipment items need to meet the following requirements:
  - Have an instructional use
  - Improve the career and technical education program
  - Strengthen and support academic and technical skill achievement
- Inventory the following items within your programs:
  - Items with a cost of \$1000 or more per unit
  - Items with a cost under \$1000 considered attractive or easily stolen
    - Audio-visual equipment, digital cameras, laptops, iPads, Chromebooks, power tools, etc.
  - Inventory items should have a CCSD tag.
- Update inventory annually, maintained by the school secretary.

## RECORD KEEPING

- Retain all records on a four year cycle.
- Secure and inventory all supplies/materials/lab items and equipment. (see Equipment and Inventory above).
- Retain [Skills Testing](#) results.
- Retain records of student involvement in Career and Technical Student Organizations ([CTSOs](#)).
- For Bi-Annual Program review (odd years), complete the State CTE Survey provided online by the [CTE Director](#).
- Retain advisory committee minutes, agendas and sign-in sheets for record keeping for four years.
- [Internship](#) teachers should have:
  - records of all internship assignments and of where internships were sought.
  - a log of their internship site visits.
  - all records of the internship site evaluations based on individual internship plans.
  - record of all necessary forms.
- Retain copies of programs or participation verification for all [professional development](#).

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## CTE INTERNSHIPS

- Be proactive in seeking, promoting, and assisting students in securing CTE Internship opportunities.
- See [Record Keeping](#) for more information on keeping internship records.

## TEACHER CERTIFICATION

- Be aware of the status of your certifications and endorsements on [USIMS](#).
- Retain copies of programs or participation verification for all professional development.
- Attend yearly professional development opportunities, with emphasis on conferences provided by the Utah State Board of Education.
- Additional professional development opportunities can be found on [UEN.org](#)

## FUNDING & BUDGETS

Funding for CTE programs comes from both state and federal dollars. State CTE funds support basic programs and Perkins V funding provides supplemental funds used to enhance classes and programs.

### STATE CTE FUNDING

- 1) **Basic Programs:** Principals/schools shall provide a minimum of the following CTE opportunities and programs in order to maintain the basic CTE WPU and funding:

WPU	Clusters	Courses	Concentrator Courses	Complete Pathways	Chartered CTSOs
25	5	15	5	3	3

- 2) **CTE Enrollment:** Pro-Rated CTE WPU funds are based on the number of students in our CTE classes with a qualified CTE teacher (or a teacher with the appropriate authorization, SAEP, or approved Competency-Based License). For FY24, the initial allocation is estimated to be \$2,967,832.
- 3) **MOE (MAINTENANCE OF EFFORT):** District Maintenance of Effort. This funding is provided by CCSD to support CTE programs. (FY24 \$3,836,248 )
- 4) **Other CTE Funds:**
  - a) Summer Ag: \$299,600
  - b) CCA (Junior & Middle School Funding Only): \$41,647
  - c) Competency-Based Skills Testing: \$442,226
  - d) CTSO (Career Technical Student Organizations): \$45,648
  - e) CTE Internship: \$70,467

## 5) Notes on State CTE Funds:

- f) Total State funds that **directly** support your programs include (1) Basic Program + CTE Enrollment + District MOE. These funds pay CTE teacher salaries and provide funds for your supplies and materials.
- g) Summer Ag, CCA, Competency-Based Skills Testing, CTSO, and CTE Internship **indirectly** support your CTE programs. These funds are allocated back to your schools to support your appropriate programs and testing.

### PERKINS V FUNDING

Perkins V is federal CTE funding and is not directly allocated to schools. Perkins Funds will be allocated to CTE programs based on program needs and how the needs tie to your academic goals.

Cache County School District is in a CTE Consortium with Box Elder, Logan, and Rich County school districts, InTech Charter School, as well as USU, and BTECH campuses. The consortium conducts a Comprehensive Local Needs Assessments which guides Perkins V spending. The district CTE Director and Pathway Coordinator can assist schools and programs in identifying needs.

Generally, USBE provides “Special Project” grant opportunities which provide additional funding for program projects. If a program has large expenses/needs that cannot be met utilizing allocated funding, programs can apply for a Special Project grant to fund needs.

### PROGRAM BUDGETS

Each school will receive a CTE allocation in the fall. Each school’s CTE department should meet together with administration to allocate the funds to each program based on needs. It is advised that each school allocate State CTE school funds according to program needs.

Items to consider could include curriculum needs, transportation, training, field trips, equipment, supplies, professional associations, equipment repairs, etc.

The allotment should be spent throughout the year, with 90% of the funds spent before April 30th.

Money not spent will **NOT** carry over to your program the following year, unless specifically requested.

Order equipment through district purchasing. Order supplies through the school financial secretary, who will request reimbursement from the district.

## CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

Based on guiding principles, schools should have fully functioning CTOSs. Fully functioning is defined as follows:

1. CTSO Chapters should have functioning presidencies.
2. CTSO Chapters celebrate their respective week during CTE month. (February)
3. CTSO Advisors and members will attend state sponsored conferences and competitions in addition to the opportunities provided by the district.
4. CTSO Chapter Advisor will submit a Spend Plan to school administration that indicates how CTSO funds will be spent by the program.

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## TRANSPORTATION / DRIVING

- Read [Board Policy](#) on student travel.
- Submit tentative dates and locations of out of state travel at least 90 days before travel so administrators can have these trips approved by the CCSD district administration.
- When district or commercial vehicles are not available, and an adult volunteer has agreed to provide student transportation for "school assigned purposes" in their private vehicle:
  - a. The volunteer driver must complete the "[Driver of a Private Vehicle](#)" form.
  - b. The parents of students being transported in a private vehicle must complete the "[Parental Permission to be Transported in a Private Vehicle](#)" form.
- Complete the [Defensive Driving](#) courses, as assigned by the transportation department, and renew them every two years
- Provide [adequate](#) supervision to all CTE activities and travel.

## WHAT TO DO IF YOU ARE INVOLVED IN A COLLISION

- First, make sure everyone is OK. Contact 911 if emergency services are needed.
- Second, If you are in a collision in a district vehicle you must contact Police Dispatch 435-753-7555 so a report of the collision can be generated, unless it is on school property and damage is less than \$1,000.
- Do not discuss the details of the collision with others by assigning fault, or accepting fault.
- Contact your supervisor and either you or your supervisor should take a lot of photos of the scene. Take pictures of everything that has any damage including license plates of the vehicles with damage. Try to take photos of the area that would identify the location where the collision occurred.
- Once you have the driver's exchange form the police will give you, you must bring that, along with photos to Andrea Nessen in Transportation. She will give you a State Risk form to fill out, with the collision details. She will then file the report electronically with State Risk.
- There is a \$1,000 deductible for a collision that is our fault, and our driver has taken the Risk defensive driving course. If our driver has not completed the defensive driving course the deductible increases to \$5,000. If the collision is not our driver's fault, once State Risk has received reimbursement from the negligent parties insurance company they will credit the \$1,000 deductible back to the school district.

## VOLUNTEERS

- All adults who will be volunteering or chaperoning may not be left alone with students unless they have passed a background check. Background checks are available through the district office.

## ADVISORY COMMITTEES

- The purpose for an advisory committee is to help ensure that a high-quality education for each student is delivered within a CTE classroom. The committee has three main roles:
  - ADVISE: The committee can assess specific areas and make suggestions and recommendations for improvement.
  - ASSIST: The committee helps teachers carry out activities, projects, or events. This could include classroom visits, judging events, or providing internship sites.
  - ADVOCATE: The committee helps promote CTE programs throughout the community and local industries.

For more information from the state, see their [Advisory Committee Guidebook](#)

## CLASSROOM INSTRUCTION INFORMATION

### INSTRUCTION

- Plan course instruction based on [Utah Strands and Standards](#) for respective courses, using approved curriculum, textbooks, and potential accompanying materials for the course(s).
- Incorporate CTSO information and experiences into the classroom.

### STRANDS AND STANDARDS

- Base instruction on Utah CTE course strands and standards. Standards for each course are organized by career cluster on the [USBE CTE website](#).
  - [Agriculture, Food & Natural Resources](#)
  - [Architecture & Construction](#)
  - [Arts, Audio/Visual Technology & Communications](#)
  - [Business, Finance & Marketing](#)
  - [Computer Science & Information Technology](#)
  - [Education & Training](#)
  - [Engineering & Technology](#)
  - [Health Science](#)
  - [Hospitality & Tourism](#)
  - [Human Services](#)
  - [Law, Public Safety, Corrections & Security](#)
  - [Manufacturing](#)
  - [Transportation, Distributions & Logistics](#)

Course strands and standards indicate Skills Test questions by “POWER STRANDS” to help teachers know what concepts to focus on during the course.

#### Skill Certificate Test Points by Strand

Example table below. Refer to instructions for specifics.

Test Name	Test #	Number of Test Points by Strand								Total Points	Total Questions
		1	2	3	4	5	6	7	8		
Adult Roles and Financial Literacy	319	7			11	11	14		17	70	60



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## PERFORMANCE OBJECTIVES

- Performance Objectives must be passed by a student to obtain a Skills Certificate for the course.
- Performance Objectives vary by course, but are found in the strands and standards. Scroll through the strands and standards document to locate your performance objectives.

## CTE SKILLS CERTIFICATIONS

All students should be given the opportunity to take the test and earn certification. An instructor is not penalized for students who do not pass the test.

- Students who pass the test with 80% and pass the performance objectives earn a certification for the course.
- Present students who earn a certification a certificate and acknowledgement of the certification.

To acquire a CTE Skills Certification, students must pass both the Skills Digital Assessment AND the Performance Objective Assessment.

- Each CTE course has an associated Utah State Skills Certification Test. CTE teachers are required to administer the skills test at the end of each course, either at the end of each semester for semester courses, or the end of the year for year courses.
- CTE teachers will need to have an account with [Precision Exams YouScience](#) (you can register [here](#)) to administer the tests.
  - YouScience has an extensive knowledge base with answers to many frequently asked questions. You can view the information [here](#).
  - Students will need to login to [Precision Exams YouScience](#) to take the tests.
- Following administration of the test, fill out the [Skills Test Verification Document](#), print the document and test results and give it to your school CTE chairperson.
- See [Record Keeping](#) for the requirements of recording skills testing.
- Use the data! The results of the tests can be broken down by standard/strand and used to improve instruction for coming years.

## RESOURCES

### COURSE RESOURCES

- [Course Strands and Standards](#) From the Hamburger menu, click on your Career Cluster, and then find the course information on the Career Cluster menu.
- [Canvas Commons](#)
  - Many teachers have shared course content ranging from entire courses to individual assignments and assessments
- [Utah Education Network \(UEN\)](#)
  - Lesson Plans, activities, etc.
  - Do not rely on UEN for strands and standards. Always refer to USBE for current strands and standards.
- [Listsers](#)

- USBE has email subscriptions for each content area. These are helpful for updates, questions, and guidance. They can be found at [lists.uen.org](https://lists.uen.org).

## CTSO RESOURCES

The following video showcases the eight Utah CTSOs and features state officers sharing their CTSO experiences. Use to promote CTSOs and CTE in your schools.

### [CTSOs: Making an Impact](#)

#### DECA

- State Website: <https://utahdeca.org/>
- State Contact: Jill Hess [jill@utahdeca.org](mailto:jill@utahdeca.org)
- National Website: <https://www.deca.org/>
- [Competitive Events](#)

#### EDRISING

- State Contact: Becky Sagers [rsagers@wsd.net](mailto:rsagers@wsd.net)
- National Website: <https://educatorsrising.org/>
- [Competitive Events](#)

#### FBLA

- State Website: <https://www.utahfbla.org/>
- State Contact: Duke Di Stefano [duke.distefano@wasatch.edu](mailto:duke.distefano@wasatch.edu) 435-654-4231
- National Website: <https://www.fbla-pbl.org/>
- [High School Competitive Events](#) [Middle Level Competitive Events](#)

#### FCCLA

- State Website: <https://www.utahfccla.org/>
- State Contact: Aubrey Turnbow [utahfccla@gmail.com](mailto:utahfccla@gmail.com)
- New Advisor Training: [FCCLA Advisor Training](#)
- National Website: <https://fcclainc.org/>
- [Competitive Events](#)

#### FFA

- State Website: <https://www.utahffa.org/>
- State Contact: McKena Wallentine [mckena.wallentine@usu.edu](mailto:mckena.wallentine@usu.edu) 435-797-2167
- National Website: <https://www.ffa.org/>
- Competitive Events: [www.ffa.org](http://www.ffa.org) – Explore FFA – Awards and Competitive Events

#### HOSA

- State Website: <https://www.uthosa.org/>
- State Contact: Denise Abbot [denisea@provo.edu](mailto:denisea@provo.edu)
- National Website: <https://hosa.org/>

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- [Competitive Events](#)

## SKILLS USA

- State Website: <https://www.utahskillsusa.org/>
- State Contact: Richard Wittwer [skillsusa.utahstatedirector@gmail.com](mailto:skillsusa.utahstatedirector@gmail.com) (435) 590-8386
- National Website: <https://www.skillsusa.org/>
- [Competitive Events](#)

## STATE CTE CONTACT INFORMATION

Please view the most current information on the state CTE website [here](#)

## CCSD CTE CONTACT INFORMATION

District CTE Coordinator	John Anderson	john.anderson@ccsdut.org
Regional CTE Pathway Coordinator	Jeannie Johnson	jeannie.johnson@besd.net
CTE Perkins Specialist - District	Amber Jardine	amber.jardine@ccsdut.org
CTE Perkins Specialist - Ridgeline, Mountain Crest	Michelle Gorley	michelle.gorley@ccsdut.org
CTE Perkins Specialist- Sky View, Green Canyon	Heather Mickelson	heather.mickelson@ccsdut.org
CTE Administrator - Ridgeline	DeAnna Stallings	deanna.stallings@ccsdut.org
CTE Administrator - Mountain Crest	Tom Williams	thomas.williams@ccsdut.org
CTE Administrator - Sky View	Brady Fannesbeck	brady.fannesbeck@ccsdut.org
CTE Administrator - Green Canyon	Gordon Geddes	gordon.geddes@ccsdut.org

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# CTE PLANNING CALENDAR

## August

- Attend School Professional Development
- Sign up to receive emails from USBE regarding your program [listservs](#)
- Obtain and review student [IEP's](#) from the school counselor
- Recruit members for your [CTSO](#)
- Market your program to students, educators, and the community

## September

- Hold first CTSO meeting/ Plan CTSO calendar for the year
- Market your program to students, educators, and the community

## October

- Hold CTSO meeting / activity
- Register CTSO members with state & national programs
- Submit necessary IEP documents for Skills Test Accommodations
- Market your program to students, educators, and the community

## November

- Prepare for class Utah Skills Tests in Precision Exams YouScience
- Administer Utah Skills Tests
- Submit necessary IEP documents for Skills Test Accommodations
- Hold CTSO meeting / activity (prepare for region conferences)
- Market your program to students, educators, and the community

## December

- Hold CTSO meeting / activity (attend region conferences)
- Advertise [CTE scholarships](#)
- Attend annual Regional Pathways Conference
- Market your program to students, educators, and the community

## January

- Advertise CTE scholarships and encourage students to apply – Due end of Jan.
- Hold CTSO meeting / activity
- Market your program to students, educators, and the community

## February

- Prepare for class Utah Skills Tests in Precision Exams YouScience
- Administer Utah Skills Tests
- Submit necessary IEP documents for Skills Test Accommodations
- Celebrate CTE Month
- Host activities and events for applicable CTSO week
- Prepare for CTSO competitions and state conventions
- Market your program to students, educators, and the community

## March

- Market your program to students, educators, and the community
- Complete CTE Bi-Annual Program Survey (odd years)

## April

- Hold CTSO meeting / activity

- Verify CTSO member enrollment with national CTSO database
- CTE Internship Coordinators file CTE Internship reports to CTE Coordinator
- Market your program to students, educators, and the community
- Ensure budgets have been spent or have been designated for a purchase in the upcoming year.  
April 30th Deadline

### May

- Prepare for class Utah Skills Tests in Precision Exams YouScience
- Administer Utah Skills Tests
- Submit necessary IEP documents for Skills Test Accommodations
- Elect/Select CTSO officers for coming year
- Finalize end of year business
- Submit [Skills Test Verification Document](#) and/or CTE Industry Certifications to school CTE chairperson, who will submit to District CTE Director by June 1
- Clean classroom, laboratories, and workshops
- Identify items for disposal and notify CTE Director
- Store valuable equipment
- Register for Summer Conferences

### Summer

- School Chairperson submit CTE Skills Test and Industry Certification documents to District CTE Director
- Attend summer conference(s)
- Attend district summer professional development opportunities
- Attend & complete endorsement/licensing conferences, classes, requirements

## GLOSSARY OF TERMS

**ADVISORY COMMITTEE** - A selected group of individuals representing parents, students, various sectors of business, industry and college who provide human, technical and financial resource assistance in a specific high school CTE program.

**ARTICULATION AGREEMENT** - A planned sequence of courses designed by both the high school and college to meet requirements towards a certificate, diploma or degree in a specialized field. The articulation agreement is recognized only at that college or university.

**ASPIRE** - A data collection system used to track public high school students. For CTE, this system provides the information on numbers of CTE courses offered. A computer system used by the Cache County School District for teachers to report attendance and classroom grades.

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT (P.L. 101-392)** - Federal legislation to provide funding for career and technical education programs nationally. Perkins V is the current act, which requires all funding to be needs-based.

**COMPLETER** - A student who has passed an explorer and concentrator course, and accumulated 3.0 credits in a specified pathway. Present completers with a certificate and honor cord upon graduating.

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**CONCENTRATOR** - A student who has passed an explorer and a concentrator course in a specified pathway.

**CONCURRENT ENROLLMENT** - A college course in which a high school student earns college credit via on-campus or online course work.

**CTE PATHWAY** - A prescribed sequence of courses in the same career pathway that leads to a student being a program completer. The CTE program may offer a certification and/or college articulated or dual credit.

**CTE SKILLS CERTIFICATION TEST** - The federal Perkins Act requires measurement of the percentage of CTE concentrators and completers who pass a skill assessment aligned with industry recognized standards. Skills tests include performance-based assessments and digital assessments.

**CTE SKILLS TEST COORDINATOR** - Usually an administrator or counselor, this school personnel keeps record of Skills Testing.

**CTSOs (CAREER AND TECHNICAL STUDENT ORGANIZATIONS)** - Required profession-related organizations that provide unique opportunities for career and leadership development, motivation and recognition. Organizations have local, state and national affiliations.

DECA - Association of Marketing Students

EDRISING – Educators Rising

FBLA - Future Business Leaders of America

FCCLA - Family, Career and Community Leaders of America

FFA - National FFA

HOSA - Future Health Professionals

SkillsUSA - Trade and Industrial Students of America

**DUAL CREDIT** - A college course in which a student earns both high school and college credit simultaneously. Usually, there is a college fee for a dual credit course and the credit is good at any college or university.

**IEP (INDIVIDUAL EDUCATION PLAN)** - A prescribed learning plan for students who need accommodations with their education resulting from a learning disability, a behavioral disorder, or a physical impairment. The guidance counselor can be a resource.

**INDUSTRY** - With respect to a particular industry, the planning, management, finances, technical and production skills, labor and community issues, health and safety, and environmental issues related to that industry. The individual has a comprehensive understanding and strong experience in the industry he/she is preparing to enter.

**INDUSTRY CERTIFICATION** - Industry verification that student has demonstrated mastery in a particular area related to the industry.

**INDUSTRY RECOGNIZED CREDENTIALS (IRC)** -High-quality credentials recognized by multiple employers across an industry.

**INTEGRATION OF ACADEMIC AND CTE** -The process of blending academic curriculum content with career and technical education.

**INTERNSHIPS** - Work experience for high school credit provided to juniors and seniors during their CTE program. The CTE teacher is instrumental in encouraging and helping finding opportunities for their students who are supervised by an on-site trainer and the classroom teacher.

**LOCAL EDUCATION AGENCY (LEA)** - A school district or charter school having administrative control of public education within a given locale.

**PD - PROFESSIONAL DEVELOPMENT** - Opportunities to enhance education. These can be pursued individually or through activities and opportunities provided by the District and state. It is important to keep copies of certificates received at Professional Development sessions.

**PERFORMANCE OBJECTIVE** - A required component of Utah CTE courses. Performance objectives are listed by course in the strands and standards for each course.

**PORTFOLIOS** - for CTE students to organize a record of their skills, certificates, accomplishments, grades/test scores, talents, etc. that they have acquired throughout high school. USBE encourages CTE Internships students to create an electronic portfolio and highlight experiences using the media platform LinkedIn.

**POS (PROGRAM OF STUDY)** - The Carl D. Perkins Career and Technical Education Act requires the development and implementation of a program of study for each CTE program. This includes the prerequisites for the program, the sequence of courses, certifications and postsecondary opportunities after high school graduation.

**PROFESSIONAL CTE TEACHER ORGANIZATIONS** - [ACTE](#) (Association of Career and Technical Education) is the national CTE organization for teachers, school administrators, and businesspersons; [UACTE](#) is the state CTE organization.

**STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS)** - A national education coalition to improve education at all levels in science, technology, engineering, and mathematics. This organization is working at national, state, and local levels to ensure the U.S. remains the economic and technological leader of the 21<sup>st</sup> century global marketplace.

**USBE (UTAH STATE BOARD OF EDUCATION)** - The Utah State Board of Education encompasses all of the public schools in the state. The USBE website provides a wide range of information for Career and Technical education. Visit <https://www.schools.utah.gov/cte> for more information.



**CACHE COUNTY SCHOOL DISTRICT  
CAREER AND TECHNICAL EDUCATION  
THREE YEAR PLAN 2022-2025**

The Cache County School District (CCSD) is located in Cache County, Utah and serves nearly 20,000 students across 25 schools – seventeen elementary schools, three middle schools, four high schools and one alternative high school. Our mission is to “educate students for success in a changing world.” Part of that changing world is a constantly evolving economic and employment landscape. Most of today’s higher paying jobs require post-secondary education or technical training beyond a high school degree. In addition, it is estimated that individuals in the workforce today will change jobs or careers and require additional training several times during their lifetime. It has never been more important for public schools to help students plan for and be prepared for post-secondary education and training.

This plan outlines a vision for how the Cache County School District can best serve students over the next three years in Career and Technical Education (CTE). This plan includes the following areas:

1. Program Evaluation and Needs Assessment
2. Program Development and Improvement
3. Recruitment and Training of Qualified Teachers
4. Recruitment of Students from Underrepresented Populations
5. Equipment, Resource & Facility Management
6. Safety and Security of Students and Resources

Over the next three years, this plan will provide the blueprint for CTE initiatives, priorities, and projects, and guide program budgets and expenditures.

**1. Program Evaluation and Needs Assessment**

Every two years, the Cache County School District conducts a needs assessment. This needs assessment examines six elements of a CTE program: 1) student performance; 2) size, scope, & quality of the program; 3) local workforce alignment; 4) CTE programs of study; 5) recruitment, retention, and training of faculty and staff; and, 6) improving access and equity for students. The most recent needs assessment provides important recommendations for informing the district’s three year CTE plan. Adjustments to this plan will be made after conducting each successive needs assessment.

In addition, a program evaluation was conducted by USBE in the fall of 2021. As part of this program evaluation, it was recommended that the school district work with local post-secondary institutions and local industry to implement Program Advisory Committees (PACS) as part of an ongoing effort to improve and support the different CTE Career Clusters and Career Pathways.

**Action Items for Program Evaluation and Needs Assessment**

Action	Responsible	Timeline
Conduct a needs assessment every two years	CTE Director, Consortium Partners	Ongoing

Implement PACS for each of the CTE Career Clusters	CTE Director in partnership with CTE Career Cluster faculty, Bridgerland Technical College, and Industry Partners	Ongoing
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## 2. Program Development and Improvement

CCSD’s most recent CTE needs assessment recommended development and alignment of CTE Pathways to areas of “highest projected employment growth and emerging occupations.” Those include, but are not limited to programs in computer science, information technology, robotics, and aviation. The district has worked in partnership with the Bridgerland Technical College (BTECH) to develop programs in robotics and information technology. Students across the district’s high schools participate in before and after school programs and work toward industry certificates in both of these areas.

The Information Technology and Robotics programs are in a continual cycle of improvement. This includes course, content, and technology changes to respond to industry developments as well as program development as students demand increasingly advanced coursework. For example, the school district is currently working with Bridgerland Technical College to place advanced robotics equipment into each of the four high schools to provide students with advanced experience using this equipment earlier in their coursework.

In addition to robotics and information technology, the school district is pursuing program development opportunities in computer science and aviation. This district is part of the State of Utah’s Computer Science grant program and is working to develop a robust K-12 program in computer science. This involves recruiting and training qualified staff, teaching courses across all grade levels, and developing the needed curriculum and course offerings for students to advance through the program. Utah State University and the Bridgerland Technology College also have Aviation programs that are utilizing both drone and manned aircraft in a number of potential career paths and this is an area where the district wants to create a model program.

### Action Items for Program Development and Improvement

Action	Responsible	Timeline
Continue to improve information technology and robotics programs	CTE Director, Content Teachers, BTECH	Ongoing
Develop a robust computer science program district-wide and full pathways at the district’s high schools.	CTE Director, Elementary Education, Content Teachers, BTECH, USU	Over the Next Three Years
Develop a model aviation program at at least one of the high schools	CTE Director, Content Teacher	Over the Next Three Years

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### 3. Recruitment and Training of Faculty and Staff

One of the biggest challenges facing the school district is the recruitment and training of qualified staff to work in the highly technical pathways. It is increasingly difficult to attract new staff to teach in these areas when there are so many employment opportunities outside of education. For that reason, we have relied mainly on the training and development of existing staff. This can be challenging for these staff who are teaching full-time as they attempt to update their current skill sets. In addition, many of these teachers are trained across several technical areas and responding to an ever changing landscape can be difficult. Incentivizing these staff to get additional endorsements is an important part of keeping our programs current and relevant. Another opportunity is to work to provide opportunities for high school graduates who want to continue to live and work in our community. One recommendation from our Program Evaluation is to pursue a “Build Your Own Teacher” program which is designed to recruit and train high school students.

#### Action Items for Recruitment and Training of Faculty and Staff

Action	Responsible	Timeline
Develop a Build Your Own Teacher program at the high schools	CTE Director, Content Teachers, USU	Over the next three years
Continue to incentivize and promote endorsement programs in technical fields such as computer science and aviation.	CTE Director, Content Teachers	Over the next three years

### 4. Recruitment of Students from Underrepresented Populations

Recruiting students from underrepresented populations can be challenging and requires a multi-dimensional approach. One dimension of that approach is developing programs that can attract underrepresented populations and get them interested in coursework or career paths at an early age. A perfect example of this is our computer science program which is being developed across K-12. Getting minority students, socioeconomic challenged students, and females interested in computer science at a young age allows us to keep these student populations engaged throughout their experience and will hopefully result in better representation from these populations in computer science pathways.

Another critical approach is ensuring that minority students, English language learners, and special education students acquire the language arts, mathematics, and science skills they need to succeed in postsecondary education and technical training. The Bridgerland Technical College has programs to improve literacy and numeracy skills who arrive with deficits in these areas. However, a better approach would be to ensure these students are developing these skills while still in high school. This begins by ensuring these students are progressing through these content areas successfully through elementary, middle and high school levels. Another important approach to attracting underrepresented populations to career and technical educational programs is to market these programs with students and parents.

#### Action Items for Recruitment of Students from Underrepresented Populations

Action	Responsible	Timeline
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Develop K-12 programs that engage students at an early age in Career and Technical Education pathways such as computer science.	CTE Director, Computer Science Grant Coordinator, Computer Science Faculty	Ongoing
Develop Interventions for underrepresented populations to develop the skills they need to be successful in language arts, mathematics, and science as they move into CTE programs.	Secondary Teaching and Learning Director, Secondary Curriculum Specialists, Counselors, Administrators	Ongoing
Develop marketing tools for attracting and educating underrepresented students and parents on CTE Programs	CTE Director, Public Information Office	Ongoing

## 5. Equipment, Resource and Facility Management

One of the major challenges for any CTE program is the maintenance and updating of equipment, resources, and facilities to support ever changing programs and technologies within those programs. Fortunately, the funding from CTE programs is robust and allows for regular rotation of equipment and resources. However, equipment and resources replacement must be managed carefully to ensure that each program has the equipment and resources needed to be successful. In addition, keeping facilities updated to accommodate equipment and resource changes is also important.

### Action Items for Resource and Facility Management

Action	Responsible	Timeline
Evaluate equipment replacement strategies by schools in conjunction with Technology Support Services	CTE Director, Technology Support Services	Spring 2023
Evaluate and complete needed facility upgrades at Mountain Crest High School.	CTE Director, Facilities Supervisor, MC Administration	Fall 2022
Evaluate all high schools for needed facility upgrades and respond to any needed safety upgrades.	CTE Director, Facilities Supervisor, Administrators, CTE Faculty	Ongoing

## 6. Safety and Security of Students and Resources

Students in CTE programs use a variety of pieces of equipment and resources in their classes from culinary, meat cutting, welding, woodworking, fabrication, robotics, and computer equipment, etc. Protecting students who are utilizing this equipment and protecting the equipment itself are of utmost importance. To assist with

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this effort, the Cache County School District has a new safety program in place to help ensure facilities and equipment are as safe as possible. This program will require regular reviews of facilities and equipment by teachers, regular reviews by a district team, and training for district staff in safety protocols and procedures.

**Action Items for Safety and Security of Students and Resources**

<b>Action</b>	<b>Responsible</b>	<b>Timeline</b>
Develop a safety plan for the school district	CTE Director	Spring 2022
Ensure facilities and equipment are properly maintained and have appropriate safety features.	CTE Director, Administrators, CTE Faculty	Ongoing
Ensure faculty and staff are trained in safety protocols and procedures.	CTE Director, Administrators, CTE Faculty	Ongoing