



# **Granite School District**


Perkins V Comprehensive  
Local Needs Assessment

The reauthorization of Perkins V (the Strengthening Career & Technical Education for the 21<sup>st</sup> Century Act) requires a 'comprehensive local needs assessment' for all entities requesting funding. The goal of this needs assessment is to support improvement in Granite School District Career & Technical Education in the following ways:

- Building on current success
- Increasing stakeholder involvement
- Enhancing efforts to serve special populations
- Encouraging innovation

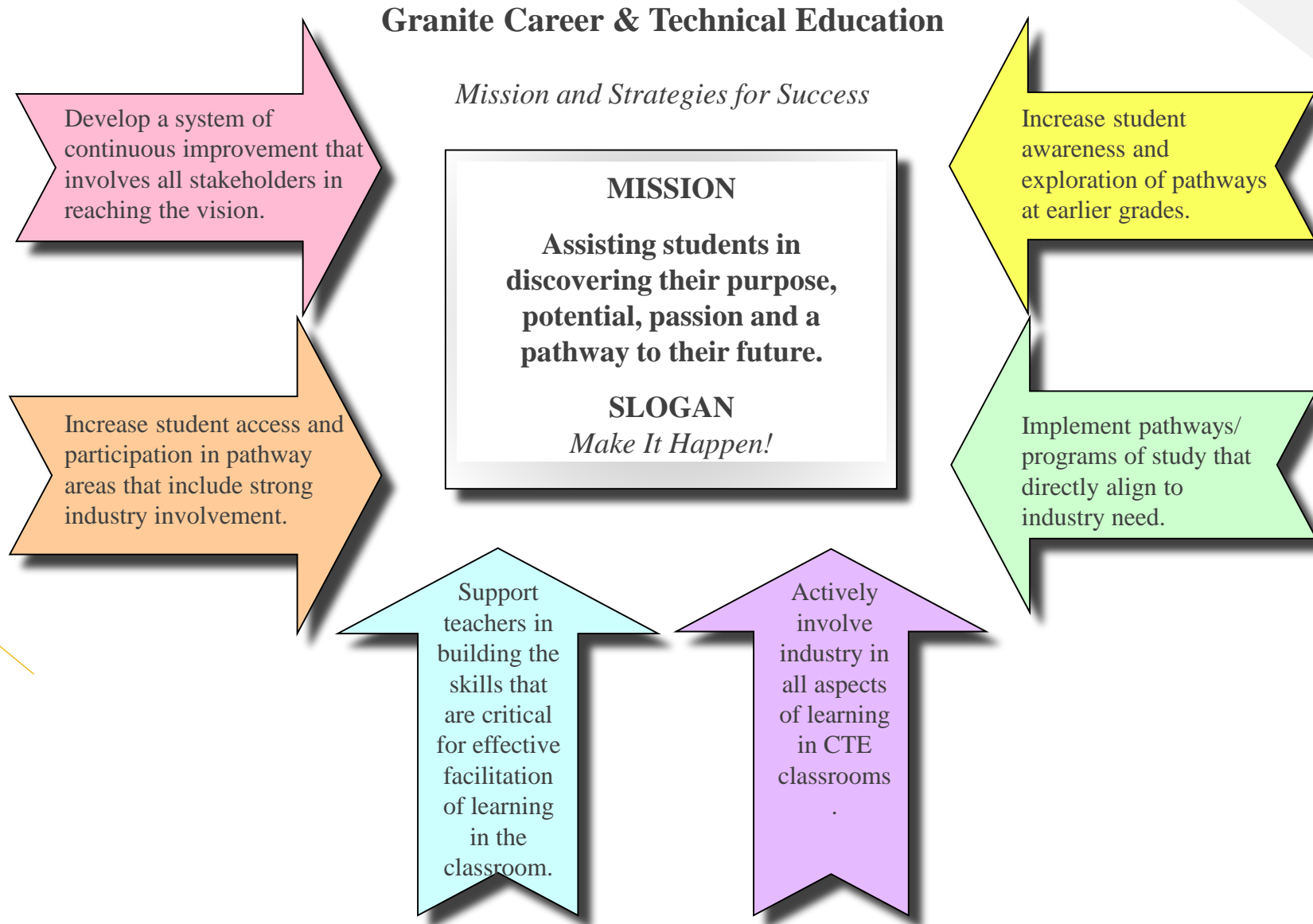
#### Requirements of the Comprehensive Local Need Assessment (CLNA):

- The assessment must be conducted once every two years
- The CLNA must include:
  - A performance evaluation of students to be served
  - An evaluation of program quality
  - Progress toward pathways that are directly aligned to industry demand
  - An analysis of Programs of Study that are aligned across secondary and post-secondary with embedded academic, technical, and employability skills
  - How CTE teacher recruitment, retention, and training will be improved
  - Progress in implementing equal access to high-quality CTE courses and programs of study for all students.



It is important to note that there is a global health crisis currently unfolding in the United States and globally. The impact that COVID-19 is having on not only the physical health of people around the world and in the United States, but also by altering the educational systems and structures that we have in place. The significant impact that this viral condition is forcing upon the educational system/structures and the local and national economies should not be underestimated. As of March 17, 2020, all K-12 institutions in Utah dismissed school. Curriculum and learning are being moved to online learning environments. The model of online learning continued through the rest of the 2020 school year. Since the time of these announcements, Granite School District (and other institutions) are rapidly altering plans of action to protect the health, safety, and wellness of the communities we serve while still providing quality educational opportunities for our students. With the uncertainty of how long this will impact Utahns, coupled with the uncertainty of the economic ramifications of extreme social distancing measures it is difficult to receive input from stakeholder groups, especially industry partners. It is unclear where gaps may be identified not based on past data, but on present and/or emerging situations.

# Granite School District Career & Technical Education



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# Element 1: Student Performance Data

Granite School District (GSD) concentrators have significantly higher graduation rates than non-CTE concentrators with a difference of just under 15%. Even with the significant difference in graduation rates, GSD still falls behind state averages in percentages for graduation rates, students who concentrate in a pathway, students participating in concurrent enrollment, and student placement following high school in the military, further training, and/or advanced training.

## Career and Technical Education

### Granite School District

#### 2018-2019 AT-A-GLANCE

Career and Technical Education provides all students access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value.

Data Represents Secondary Education  
Source of Data: Utah State Board of Education

15,895

Students enrolled in CTE courses

90.2%

Graduation rate for students who are CTE concentrators.

Compared to Granite School District's graduation rate of

75.4%

30%

of students **concentrated** in a CTE Career Pathway. A **concentrator** is a student who has completed **1.5 credits** in a single CTE program of study.

5%

of students **completed** a CTE Career Pathway. A **completer** is a student who has completed **3.0 credits** in a single CTE program of study.



5,933

CTE Concurrent Enrollment (CE) credits earned



Students have opportunities to earn CE credits in CTE courses. CE provides prepared high school students with a challenging and rigorous college-level experience. Students in the program receive both college and high school credit.

41%

of students who concentrated in a CTE Pathway placed in postsecondary education, advanced training, military service, or employment.

(October 1-December 31, 2017-2018)



## Utah Career and Technical Education

### CTE Learning that works for Utah

#### 2018-2019 AT-A-GLANCE

Career and Technical Education provides all students access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value.

Data Represents Secondary Education  
Source of Data: Utah State Board of Education

163,690

Students enrolled in CTE courses

95%

Graduation rate for students who are CTE concentrators

Compared to Utah's statewide graduation rate of

87%

52%

of students **concentrated** in a CTE Career Pathway. A **concentrator** is a student who has completed **1.5 credits** in a single CTE program of study.

21%

of students **completed** a CTE Career Pathway. A **completer** is a student who has completed **3.0 credits** in a single CTE program of study.



85,380

CTE Concurrent Enrollment (CE) credits earned



Students have opportunities to earn CE credits in CTE courses. CE provides prepared high school students with a challenging and rigorous college-level experience. Students in the program receive both college and high school credit.

68.7%

of students who concentrated in a CTE Pathway placed in postsecondary education, advanced training, military service, or employment.

(October 1-December 31, 2017-2018)



# Element 1: Student Performance Data

**Graduation Rates** by Career Clusters clearly demonstrate the power of students having a focus on an area they are interested in studying. Cohort graduation rates are consistently above the 2019 district average of 75.4%. Highlighted areas indicate subgroups that fall under the district average.

Areas of concern include:

- Human Services cluster across the majority of subgroups
- Two ethnic groups: Native American and Black who had scores significantly lower than the district graduation average

## Graduation Rates by Perkins V Career Clusters

Numerator (Num): Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA..

Denominator (Den): Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's consolidated Accountability Plan pursuant to Section 1111(b)(2) (C)(vi) of the ESEA. (Concentrators in graduate cohort + Concentrator Dropouts cohort.)

Percent (%): Percentage of 12th grade secondary CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA. (concentrators in the graduate cohort + concentrators in dropouts cohort)

|  |                | Gender      |        | Ethnicity |                 |        |        |          |                  |           | Special Populations |                |          |                  |          |
|--|----------------|-------------|--------|-----------|-----------------|--------|--------|----------|------------------|-----------|---------------------|----------------|----------|------------------|----------|
|  | Career Cluster | Grand Total | Male   | Female    | Native American | Asian  | Black  | Hispanic | Pacific Islander | Caucasian | Multi-Race          | Disabled (IEP) | Economic | English Learners | Non Trad |
| 4 YEAR AVERAGE (2016-2019)                     |                |             |        |           |                 |        |        |          |                  |           |                     |                |          |                  |          |
| Agriculture, Food, & Natural Resources         |                | 89.1%       | 73.5%  | 92.5%     | 75.0%           | 75.0%  | 66.7%  | 89.1%    | 100.0%           | 90.9%     | 100.0%              | 90.9%          | 93.9%    | 100.0%           | 95.3%    |
| Architecture & Construction                    |                | 90.5%       | 87.7%  | 96.2%     | 80.0%           | 93.3%  | 100.0% | 88.2%    | 100.0%           | 90.9%     | 100.0%              | 82.8%          | 85.6%    | 81.0%            | 98.4%    |
| Arts, A/V Technology, & Communications         |                | 90.7%       | 92.0%  | 88.7%     | 100.0%          | 80.0%  | 100.0% | 88.2%    | 80.0%            | 93.7%     |                     | 100.0%         | 89.2%    | 91.7%            | 93.1%    |
| Business Management & Administration           |                | 95.0%       | 95.3%  | 96.0%     | 100.0%          | 95.0%  | 100.0% | 91.8%    | 100.0%           | 97.4%     | 100.0%              | 100.0%         | 93.1%    | 100.0%           | 98.2%    |
| Education & Training                           |                | 88.6%       | 83.5%  | 90.5%     | 100.0%          | 90.3%  | 90.9%  | 87.9%    | 84.2%            | 88.7%     | 100.0%              | 85.0%          | 88.0%    | 87.2%            | 88.0%    |
| Finance  |                | 98.1%       | 100.0% | 95.5%     |                 |        | 50.0%  | 100.0%   | 100.0%           | 97.8%     |                     |                | 88.9%    |                  | 100.0%   |
| Health Science                                 |                | 97.8%       | 96.6%  | 98.1%     | 100.0%          | 97.4%  | 100.0% | 97.8%    | 100.0%           | 97.4%     | 100.0%              | 100.0%         | 98.6%    | 97.7%            | 96.9%    |
| Hospitality & Tourism                          |                | 85.3%       | 87.7%  | 83.0%     | 100.0%          | 91.3%  | 80.0%  | 84.5%    | 100.0%           | 85.0%     | 100.0%              | 72.3%          | 86.7%    | 67.7%            | 88.1%    |
| Human Services                                 |                | 74.6%       | 70.6%  | 77.8%     | 66.7%           | 91.4%  | 66.7%  | 74.0%    | 75.0%            | 74.8%     | 66.7%               | 82.1%          | 78.1%    | 82.0%            | 76.5%    |
| Information Technology                         |                | 93.0%       | 92.6%  | 94.8%     | 75.0%           | 100.0% | 66.7%  | 93.0%    | 66.7%            | 94.1%     | 50.0%               | 90.9%          | 92.1%    | 80.0%            | 94.8%    |
| Law, Public Safety, Corrections & Security     |                | 94.3%       | 94.1%  | 94.4%     | 88.9%           | 94.1%  | 91.7%  | 91.9%    | 87.5%            | 95.6%     | 100.0%              | 93.5%          | 64.1%    | 90.5%            | 96.7%    |
| Manufacturing                                  |                | 82.4%       | 81.3%  | 85.7%     | 66.7%           | 80.0%  | 100.0% | 77.3%    | 100.0%           | 84.6%     | 100.0%              | 87.1%          | 78.4%    | 64.3%            | 93.5%    |
| Marketing                                      |                | 92.4%       | 93.3%  | 92.2%     | 100.0%          | 100.0% | 50.0%  | 95.7%    | 100.0%           | 95.5%     | 100.0%              | 83.3%          | 94.7%    | 85.7%            | 100.0%   |
| Science, Technology, Engineering & Mathematics |                | 87.3%       | 85.6%  | 90.0%     | 50.0%           | 87.5%  | 100.0% | 87.0%    | 100.0%           | 88.2%     | 50.0%               | 85.7%          | 87.0%    | 77.9%            | 92.7%    |
| Transportation, Distribution, & Logistics      |                | 82.5%       | 82.1%  | 88.5%     | 60.0%           | 93.8%  | 83.3%  | 80.1%    | 100.0%           | 83.5%     | 100.0%              | 79.1%          | 80.2%    | 79.3%            | 90.5%    |

# Element 1: Student Performance Data

The **Cumulative GPA and Overall Percentage Attendance (ATT)** are identified below for 12<sup>th</sup> grade students who were concentrators (using new 2021 concentrator criteria) and an overall percentage attendance in CTE classes and in non-CTE classes. GPA is slightly higher for concentrator versus non-concentrator groups. A greater difference is found between attendance percentages.

|                           | CONCENTRATORS  |         |             |                |         |             |                |         |             | NON-CONCENTRATORS |         |             |                |         |             |                |         |             |
|---------------------------|----------------|---------|-------------|----------------|---------|-------------|----------------|---------|-------------|-------------------|---------|-------------|----------------|---------|-------------|----------------|---------|-------------|
|                           | 2017           |         |             | 2018           |         |             | 2019           |         |             | 2017              |         |             | 2018           |         |             | 2019           |         |             |
| GROUP                     | CUMULATIVE GPA | CTE ATT | NON CTE ATT | CUMULATIVE GPA | CTE ATT | NON CTE ATT | CUMULATIVE GPA | CTE ATT | NON CTE ATT | CUMULATIVE GPA    | CTE ATT | NON CTE ATT | CUMULATIVE GPA | CTE ATT | NON CTE ATT | CUMULATIVE GPA | CTE ATT | NON CTE ATT |
| OVERALL                   | 2.97           | 93.58%  | 88.59%      | 2.96           | 92.56%  | 88.09%      | 2.94           | 91.71%  | 87.32%      | 2.33              | 80.25%  | 76.00%      | 2.63           | 86.63%  | 82.64%      | 2.94           | 86.46%  | 82.55%      |
| MALE                      | 3.06           | 94.53%  | 90.31%      | 3.01           | 93.11%  | 88.86%      | 2.99           | 92.73%  | 88.62%      | 2.66              | 89.49%  | 84.88%      | 2.72           | 88.62%  | 84.87%      | 2.99           | 88.19%  | 84.69%      |
| FEMALE                    | 3.32           | 95.80%  | 90.50%      | 3.33           | 95.29%  | 89.80%      | 3.23           | 93.85%  | 88.44%      | 3.03              | 91.44%  | 86.50%      | 3.06           | 91.17%  | 85.88%      | 3.23           | 89.53%  | 85.08%      |
| ASIAN                     | 3.43           | 96.92%  | 93.22%      | 3.44           | 96.12%  | 93.75%      | 3.43           | 95.74%  | 93.43%      | 0.00              | 0.00%   | 0.00%       | 3.16           | 91.26%  | 89.29%      | 3.43           | 90.63%  | 87.45%      |
| BLACK/AFRICAN AMERICAN    | 2.94           | 95.08%  | 88.67%      | 2.84           | 92.43%  | 88.22%      | 3.06           | 93.09%  | 85.25%      | 2.59              | 89.86%  | 83.92%      | 2.56           | 87.76%  | 82.13%      | 3.06           | 87.89%  | 84.04%      |
| CAUCASIAN                 | 3.33           | 96.26%  | 91.42%      | 3.31           | 95.33%  | 90.42%      | 3.30           | 95.13%  | 90.31%      | 3.12              | 93.21%  | 88.42%      | 3.17           | 93.05%  | 88.17%      | 3.30           | 92.16%  | 87.86%      |
| HISPANIC                  | 2.85           | 92.75%  | 88.16%      | 2.91           | 92.23%  | 86.88%      | 2.77           | 90.28%  | 85.23%      | 2.46              | 86.88%  | 82.13%      | 2.49           | 85.92%  | 81.58%      | 2.77           | 85.40%  | 81.12%      |
| INDIAN/AMERICAN NATIVE    | 2.80           | 92.45%  | 85.38%      | 2.66           | 88.62%  | 82.89%      | 2.84           | 88.93%  | 87.92%      | 2.42              | 86.22%  | 82.16%      | 2.44           | 83.28%  | 80.26%      | 2.84           | 84.88%  | 80.99%      |
| PACIFIC ISLANDER          | 2.87           | 90.09%  | 87.13%      | 2.86           | 89.29%  | 84.83%      | 2.91           | 88.48%  | 84.93%      | 2.44              | 84.01%  | 80.25%      | 2.48           | 82.81%  | 79.34%      | 2.91           | 80.64%  | 78.81%      |
| SPECIAL EDUCATION         | 2.77           | 93.78%  | 88.81%      | 2.87           | 93.85%  | 88.72%      | 2.90           | 93.63%  | 89.75%      | 2.41              | 87.67%  | 82.55%      | 2.36           | 87.22%  | 80.94%      | 2.90           | 86.80%  | 82.58%      |
| ECONOMICALLY DISADVANTAGE | 2.82           | 92.63%  | 87.38%      | 2.97           | 92.43%  | 87.47%      | 2.89           | 91.42%  | 86.52%      | 2.51              | 87.34%  | 82.60%      | 2.62           | 86.76%  | 82.51%      | 2.89           | 86.10%  | 81.83%      |
| ELL                       | 2.65           | 91.52%  | 89.14%      | 2.78           | 93.47%  | 88.51%      | 2.76           | 91.80%  | 88.03%      | 2.18              | 85.44%  | 81.53%      | 2.31           | 84.67%  | 80.41%      | 2.76           | 83.03%  | 79.74%      |
| HOMELESS                  | 2.77           | 91.18%  | 82.95%      | 2.54           | 88.55%  | 86.69%      | 2.23           | 85.46%  | 79.45%      | 2.12              | 81.46%  | 77.11%      | 2.14           | 77.07%  | 76.25%      | 2.23           | 82.23%  | 76.37%      |

*It should be noted that CTE attendance is higher in both the concentrator and the non-concentrator groups.*

*All seniors in the 2017 Asian subgroup fell under concentrator.*




# Element 1: Student Performance Data

## Academic Performance Data

### Language Arts Performance

Perkins IV data shows Granite School District meeting target levels for the last two years. This is in part based on a renegotiation of target levels. Even with meeting the target levels, specific subgroups consistently fall well below the 90% required threshold. As noted in yellow, these groups include: Native American, Black, Hispanic, Pacific Islander, Disabled, Economic, and Limited English Proficient students. It should be noted that these groups fell below target levels for all four years depicted in the chart.


**Utah Perkins IV Performance: Secondary District Results 2011 - 2019**

Indicator: 1S1 - (CRT/SAGE Language Arts Achievement)

Academic Attainment - Reading / Language Arts 113(b)(2)(A)(i)

Numerator (Num): Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education (10th grade Language Arts CRT/SAGE).

Denominator (Den): Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

| Grand Total                           | Gender |        |                 | Ethnicity       |       |       |          |                  |           |   |                 |          | Special Populations |               |                     |     |         |          |       |
|---------------------------------------|--------|--------|-----------------|-----------------|-------|-------|----------|------------------|-----------|---|-----------------|----------|---------------------|---------------|---------------------|-----|---------|----------|-------|
|                                       | Male   | Female | Unknown / Other | Native American | Asian | Black | Hispanic | Pacific Islander | Caucasian | Multi-Race                              | Unknown / Other | Disabled | Economic            | Single Parent | Displaced Homemaker | LEP | Migrant | Non Trad |       |
| Granite                               |        |        |                 |                 |       |       |          |                  |           |   |                 |          |                     |               |                     |     |         |          |       |
| 2019 Reporting Year, (2019 Data Year) |        |        |                 |                 |       |       |          |                  |           | Target: 31.04%, (90% of Target: 27.93%) |                 |          |                     |               |                     |     |         |          |       |
| Num                                   | 223    | 97     | 121             |                 | 1     | 18    | 2        | 58               | 1         | 135                                     | 3               |          | 1                   | 73            |                     |     |         |          | 54    |
| Den                                   | 680    | 344    | 304             |                 | 14    | 37    | 12       | 217              | 7         | 357                                     | 4               |          | 34                  | 276           |                     |     | 35      |          | 127   |
| %                                     | 32.79  | 28.2   | 39.8            | NaN             | 7.14  | 48.65 | 16.67    | 26.73            | 14.29     | 37.82                                   | 75              | NaN      | 2.94                | 26.45         | NaN                 | NaN | 0       | NaN      | 42.52 |
| 2018 Reporting Year, (2018 Data Year) |        |        |                 |                 |       |       |          |                  |           | Target: 30.73%, (90% of Target: 27.66%) |                 |          |                     |               |                     |     |         |          |       |
| Num                                   | 642    | 291    | 351             |                 | 4     | 36    | 8        | 161              | 11        | 419                                     | 3               |          | 3                   | 230           |                     |     |         |          | 174   |
| Den                                   | 1,996  | 1,020  | 976             |                 | 21    | 104   | 49       | 718              | 45        | 1,048                                   | 11              |          | 135                 | 931           |                     |     | 135     |          | 536   |
| %                                     | 32.16  | 28.53  | 35.96           | NaN             | 19.05 | 34.62 | 16.33    | 22.42            | 24.44     | 39.98                                   | 27.27           | NaN      | 2.22                | 24.7          | NaN                 | NaN | 0       | NaN      | 32.46 |
| 2017 Reporting Year, (2017 Data Year) |        |        |                 |                 |       |       |          |                  |           | Target: 39.27%, (90% of Target: 35.34%) |                 |          |                     |               |                     |     |         |          |       |
| Num                                   | 686    | 322    | 364             |                 | 10    | 43    | 10       | 163              | 13        | 443                                     | 4               |          | 4                   | 199           |                     |     |         |          | 160   |
| Den                                   | 2,008  | 1,056  | 952             |                 | 35    | 99    | 57       | 709              | 51        | 1,039                                   | 18              |          | 189                 | 923           |                     |     | 90      |          | 475   |
| %                                     | 34.16  | 30.49  | 38.24           | NaN             | 28.57 | 43.43 | 17.54    | 22.99            | 25.49     | 42.64                                   | 22.22           | NaN      | 2.12                | 21.56         | NaN                 | NaN | 0       | NaN      | 33.68 |
| 2016 Reporting Year, (2016 Data Year) |        |        |                 |                 |       |       |          |                  |           | Target: 39.27%, (90% of Target: 35.34%) |                 |          |                     |               |                     |     |         |          |       |
| Num                                   | 706    | 337    | 369             |                 | 3     | 55    | 8        | 117              | 10        | 511                                     | 2               |          | 1                   | 173           |                     |     |         |          | 190   |
| Den                                   | 2,644  | 1,336  | 1,308           |                 | 21    | 145   | 75       | 767              | 63        | 1,556                                   | 17              |          | 161                 | 1,141         |                     |     | 116     |          | 752   |
| %                                     | 26.7   | 25.22  | 28.21           | NaN             | 14.29 | 37.93 | 10.67    | 15.25            | 15.87     | 32.84                                   | 11.76           | NaN      | 0.62                | 15.16         | NaN                 | NaN | 0       | NaN      | 25.27 |

# Element 1: Student Performance Data

## Academic Performance Data



### Utah Perkins IV Performance: Secondary District Results 2011 - 2019

#### Indicator: 1S2 - (CRT/SAGE Math Achievement)

#### Academic Attainment - Mathematics 113(b)(2)(A)(i)

Numerator (Num): Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education (Algebra or Geometry grades 10-12 CRT/Secondary Mathematics I SAGE).

Denominator (Den): Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.

| Grand<br>Total   | Gender |        |                   | Ethnicity          |       |       |          |                     |           |            |                   | Special Populations |          |                  |                        |     |         |          |       |
|--|--------|--------|-------------------|--------------------|-------|-------|----------|---------------------|-----------|------------|-------------------|---------------------|----------|------------------|------------------------|-----|---------|----------|-------|
|  | Male   | Female | Unknown/<br>Other | Native<br>American | Asian | Black | Hispanic | Pacific<br>Islander | Caucasian | Multi-Race | Unknown/<br>Other | Disabled            | Economic | Single<br>Parent | Displaced<br>Homemaker | LEP | Migrant | Non Trad |       |
| Granite  |        |        |                   |                    |       |       |          |                     |           |            |                   |                     |          |                  |                        |     |         |          |       |
| 2019 Reporting Year, (2019 Data Year)      Target: 16.16%, (90% of Target: 14.54%) |        |        |                   |                    |       |       |          |                     |           |            |                   |                     |          |                  |                        |     |         |          |       |
| Num  | 189    | 98     | 85                |                    | 2     | 17    | 1        | 38                  | 1         | 122        | 2                 |                     | 1        | 53               |                        |     |         | 41       |       |
| Den  | 679    | 335    | 311               |                    | 14    | 36    | 12       | 218                 | 5         | 358        | 3                 |                     | 38       | 275              |                        | 36  |         | 132      |       |
| %  | 27.84  | 29.25  | 27.33             | NaN                | 14.29 | 47.22 | 8.33     | 17.43               | 20        | 34.08      | 66.67             | NaN                 | 2.63     | 19.27            | NaN                    | NaN | 0       | NaN      | 31.06 |
| 2018 Reporting Year, (2018 Data Year)      Target: 16%, (90% of Target: 14.4%)     |        |        |                   |                    |       |       |          |                     |           |            |                   |                     |          |                  |                        |     |         |          |       |
| Num  | 468    | 260    | 208               |                    | 1     | 33    |          | 93                  | 4         | 335        | 2                 |                     | 4        | 144              |                        |     |         | 138      |       |
| Den  | 1,897  | 971    | 926               |                    | 20    | 99    | 43       | 691                 | 35        | 1,000      | 9                 |                     | 126      | 891              |                        | 122 |         | 505      |       |
| %  | 24.67  | 26.78  | 22.46             | NaN                | 5     | 33.33 | 0        | 13.46               | 11.43     | 33.5       | 22.22             | NaN                 | 3.17     | 16.16            | NaN                    | NaN | 0       | NaN      | 27.33 |
| 2017 Reporting Year, (2017 Data Year)      Target: 17.12%, (90% of Target: 15.41%) |        |        |                   |                    |       |       |          |                     |           |            |                   |                     |          |                  |                        |     |         |          |       |
| Num  | 294    | 171    | 123               |                    | 3     | 17    | 3        | 52                  | 5         | 212        | 2                 |                     | 4        | 75               |                        |     |         | 72       |       |
| Den  | 1,935  | 994    | 941               |                    | 33    | 90    | 63       | 694                 | 51        | 985        | 19                |                     | 177      | 911              |                        | 98  |         | 464      |       |
| %  | 15.19  | 17.2   | 13.07             | NaN                | 9.09  | 18.89 | 4.76     | 7.49                | 9.8       | 21.52      | 10.53             | NaN                 | 2.26     | 8.23             | NaN                    | NaN | 0       | NaN      | 15.52 |
| 2016 Reporting Year, (2016 Data Year)      Target: 17.12%, (90% of Target: 15.41%) |        |        |                   |                    |       |       |          |                     |           |            |                   |                     |          |                  |                        |     |         |          |       |
| Num  | 33     | 16     | 17                |                    |       | 1     | 1        | 8                   | 3         | 20         |                   |                     | 9        | 24               |                        | 4   |         | 12       |       |
| Den  | 97     | 50     | 47                |                    |       | 6     | 8        | 18                  | 3         | 62         |                   |                     | 27       | 65               |                        | 13  |         | 24       |       |
| %  | 34.02  | 32     | 36.17             | NaN                | NaN   | 16.67 | 12.5     | 44.44               | 100       | 32.26      | NaN               | NaN                 | 33.33    | 36.92            | NaN                    | NaN | 30.77   | NaN      | 50    |

## Mathematics Performance

Mathematics performance levels show consistent improvement under Perkin IV in both overall CTE concentrators meeting target levels and subgroup improvement. Native American, Black, Disabled and LEP students consistently failed to meet target levels between 2017-2109. This could be due in part to the low numbers of denominators and numerators in these subgroups.

# Element 1: Student Performance Data

## Technical Performance

### Technical Skill Attainment

Even with fluctuation in overall performance, Granite School District has consistently met target levels in Technical Skill Attainment. Four subgroups failed to meet target levels in 2019. These include: Native American, Pacific Islander, Disabled, and Limited English Proficient. Similar to the findings in mathematics, low denominator and numerator counts could have impacted these levels. An important question for 2019 is why counts dropped so significantly for most of the subgroups between 2018 and 2019.



### Utah Perkins IV Performance: Secondary District Results 2011 - 2019

| Indicator: 2S1 - (CTE Skill Attainment)  |        |        |                 |                 |       |       |          |                  |           |            |                 |                     |          |               |                     |       |         |          |
|--|--------|--------|-----------------|-----------------|-------|-------|----------|------------------|-----------|------------|-----------------|---------------------|----------|---------------|---------------------|-------|---------|----------|
| Technical Skill Attainment 113(b)(2)(A)(ii)  |        |        |                 |                 |       |       |          |                  |           |            |                 |                     |          |               |                     |       |         |          |
| Numerator (Num): Number of concentrators passing a skill test in the Program of Study of concentration in one of the required foundation courses.    |        |        |                 |                 |       |       |          |                  |           |            |                 |                     |          |               |                     |       |         |          |
| Denominator (Den): Number of concentrators who took a skill test in the Program of Study of concentration in one of the required foundation courses. |        |        |                 |                 |       |       |          |                  |           |            |                 |                     |          |               |                     |       |         |          |
| Grand Total  | Gender |        |                 | Ethnicity       |       |       |          |                  |           |            |                 | Special Populations |          |               |                     |       |         |          |
|  | Male   | Female | Unknown / Other | Native American | Asian | Black | Hispanic | Pacific Islander | Caucasian | Multi-Race | Unknown / Other | Disabled            | Economic | Single Parent | Displaced Homemaker | LEP   | Migrant | Non Trad |
| <b>Granite</b>   |        |        |                 |                 |       |       |          |                  |           |            |                 |                     |          |               |                     |       |         |          |
| 2019 Reporting Year, (2019 Data Year) Target: 67.26%, (90% of Target: 60.54%)  |        |        |                 |                 |       |       |          |                  |           |            |                 |                     |          |               |                     |       |         |          |
| Num  | 467    | 214    | 233             | 5               | 21    | 9     | 130      | 2                | 276       | 4          |                 | 12                  | 164      |               |                     | 10    |         | 101      |
| Den  | 574    | 280    | 269             | 11              | 27    | 9     | 174      | 4                | 319       | 5          |                 | 27                  | 218      |               |                     | 27    |         | 120      |
| %  | 81.36  | 76.43  | 86.62           | NaN             | 45.45 | 77.78 | 100      | 74.71            | 50        | 86.52      | 80              | NaN                 | 44.44    | 75.23         | NaN                 | 37.04 | NaN     | 84.17    |
| 2018 Reporting Year, (2018 Data Year) Target: 66.6%, (90% of Target: 59.94%)   |        |        |                 |                 |       |       |          |                  |           |            |                 |                     |          |               |                     |       |         |          |
| Num  | 1,211  | 586    | 625             | 10              | 64    | 25    | 364      | 19               | 725       | 4          |                 | 59                  | 497      |               |                     | 45    |         | 303      |
| Den  | 1,375  | 683    | 692             | 11              | 72    | 30    | 438      | 24               | 795       | 5          |                 | 70                  | 593      |               |                     | 57    |         | 347      |
| %  | 88.07  | 85.8   | 90.32           | NaN             | 90.91 | 88.89 | 83.33    | 83.11            | 79.17     | 91.19      | 80              | NaN                 | 84.29    | 83.81         | NaN                 | 78.95 | NaN     | 87.32    |
| 2017 Reporting Year, (2017 Data Year) Target: 65.94%, (90% of Target: 59.34%)  |        |        |                 |                 |       |       |          |                  |           |            |                 |                     |          |               |                     |       |         |          |
| Num  | 1,382  | 669    | 713             | 28              | 78    | 35    | 430      | 25               | 777       | 9          |                 | 74                  | 570      |               |                     | 28    |         | 315      |
| Den  | 1,727  | 859    | 868             | 28              | 90    | 60    | 573      | 40               | 922       | 14         |                 | 152                 | 766      |               |                     | 81    |         | 407      |
| %  | 80.02  | 77.88  | 82.14           | NaN             | 100   | 86.67 | 58.33    | 75.04            | 62.5      | 84.27      | 64.29           | NaN                 | 48.68    | 74.41         | NaN                 | 34.57 | NaN     | 77.4     |
| 2016 Reporting Year, (2016 Data Year) Target: 65.28%, (90% of Target: 58.76%)  |        |        |                 |                 |       |       |          |                  |           |            |                 |                     |          |               |                     |       |         |          |
| Num  | 1,824  | 906    | 918             | 11              | 92    | 39    | 470      | 40               | 1,158     | 14         |                 | 79                  | 695      |               |                     | 40    |         | 477      |
| Den  | 2,180  | 1,097  | 1,083           | 17              | 116   | 58    | 597      | 58               | 1,319     | 15         |                 | 133                 | 920      |               |                     | 93    |         | 605      |
| %  | 83.67  | 82.59  | 84.76           | NaN             | 64.71 | 79.31 | 67.24    | 78.73            | 68.97     | 87.79      | 93.33           | NaN                 | 59.4     | 75.54         | NaN                 | 43.01 | NaN     | 78.84    |

# Element 1: Student Performance Data

| Strengths/Opportunities  | Challenges/Needs/Threats   | Gaps/Areas of Revision/New Implementation  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Students who are CTE concentrators are consistently outperforming non-concentrators in graduation rates, GPA and attendance percentages. Disabled, ELL and Economically Disadvantaged students consistently had graduation rates above the district average.</li> <li>Mathematics performance levels under Perkins IV - 1S2 show consistent improvement in both overall CTE concentrators meeting target levels and subgroup improvement. All subgroups improved performance in 2019. Even with fluctuation in overall performance Granite School District has consistently met target levels in Technical Skill Attainment (2S1).</li> </ul> | <ul style="list-style-type: none"> <li>Graduation percentages for one career cluster (Human Services) do not meet the current district graduation rate (data from 2019 - graduation rate 75.4%). The Information Technology cluster also had four subgroups that did not meet the district rate. Native Americans and Black subgroups are below the district graduation rate in 5 of the 15 cluster areas. A chart is found in the Element 1 Data Points that illustrate graduation rates.</li> <li>The district did not meet target levels for Perkins IV 1S1 (Perkins Academic Language Arts Performance Indicator) for 3 years in a row. Granite's three-year average was 23.6% with the target average for the same 3 years at 33.68%. Perkins IV 1S2 Math performance had multiple subgroups that consistently fell below target levels between 2017-2019.</li> </ul> | <p>Gaps:</p> <ul style="list-style-type: none"> <li>The largest gaps are found in the performance of Native Americans and Black across all indicators. Hispanics and Pacific Islanders also tend to fall behind their peers in meeting performance levels. Special population subgroups are falling below target levels on math, language arts and technical skill attainment even though some of these groups target levels are improving.</li> </ul> <p>Areas of Revision:</p> <ul style="list-style-type: none"> <li>The major area of revision is identifying ways to increase ethnic and special population enrollment in CTE courses and pathways. It is clear that enrollment improves attendance, GPA and graduation statistics. Increasing the numbers from these groups will have a direct impact on student performance.</li> </ul> |

# Element 1: Student Performance Data

## Evaluation – Rating and Rationale and Potential Action Steps

| Leading   | Embedded   | Emerging  | Deficient |
|---|--|---|-----------|
| Created and implemented.<br>Progress is evident | Gaps Identified.<br>Improvement plans created and implemented. | Gaps Identified.<br>Improvement plans in development. |           |

### Rating Rationale:

Improvement plans need to be developed to address the performance gaps of ethnic and special population students. In some cases those performance gaps cross all populations and are tied directly to pathways that have consistently failed to meet target levels. An analysis of students enrolled and the supports they need is important to change student performance levels. Once a more in-depth analysis takes place an improvement plan can be created to address the issue.

### Action Steps:

- Identify pathways where the greatest gaps exist and initially target these groups for support.
- Develop an improvement plan to address the gaps identified.
- Work with teachers where the most significant gaps are found to integrate classroom instructional strategies that promote student achievement.
- Continue to support teachers coming from industry in the development of strong instructional skills.



# Element 2: Size, Scope & Quality

## Requirements of Size, Scope and Quality

### Size

- Ability to concentrate in Programs of Study (POS)/ Pathways from at least two Career Cluster areas study and complete at least one of the CTE POS/Pathway recognized by the state.
- CTE Student Organizations (CTSO) that align with the POS/Pathways offered.
- Six approved unique CTE courses from the master list that align with the POS/Pathways offered.
- Demonstrate sufficient size of student participants, concentrators and completers over a three- year average as defined by the state.

### Quality

- Standards and curriculum are the foundational elements for designing and improving CTE courses.
- Alignment and articulation are key for partners working together.
- Evaluation and accountability provide opportunities for decision-making regarding achievement gaps and performance outcomes of the Perkins program.
- Student support services include ways that all students are made aware and give access to CTE opportunities available in a POS/Pathway.
- Professional development designed around the needs identified by data and focuses on continuous improvement of student CTE opportunities.
- A continuous, rigorous program improvement process is in place that is approved by the state.

### Scope

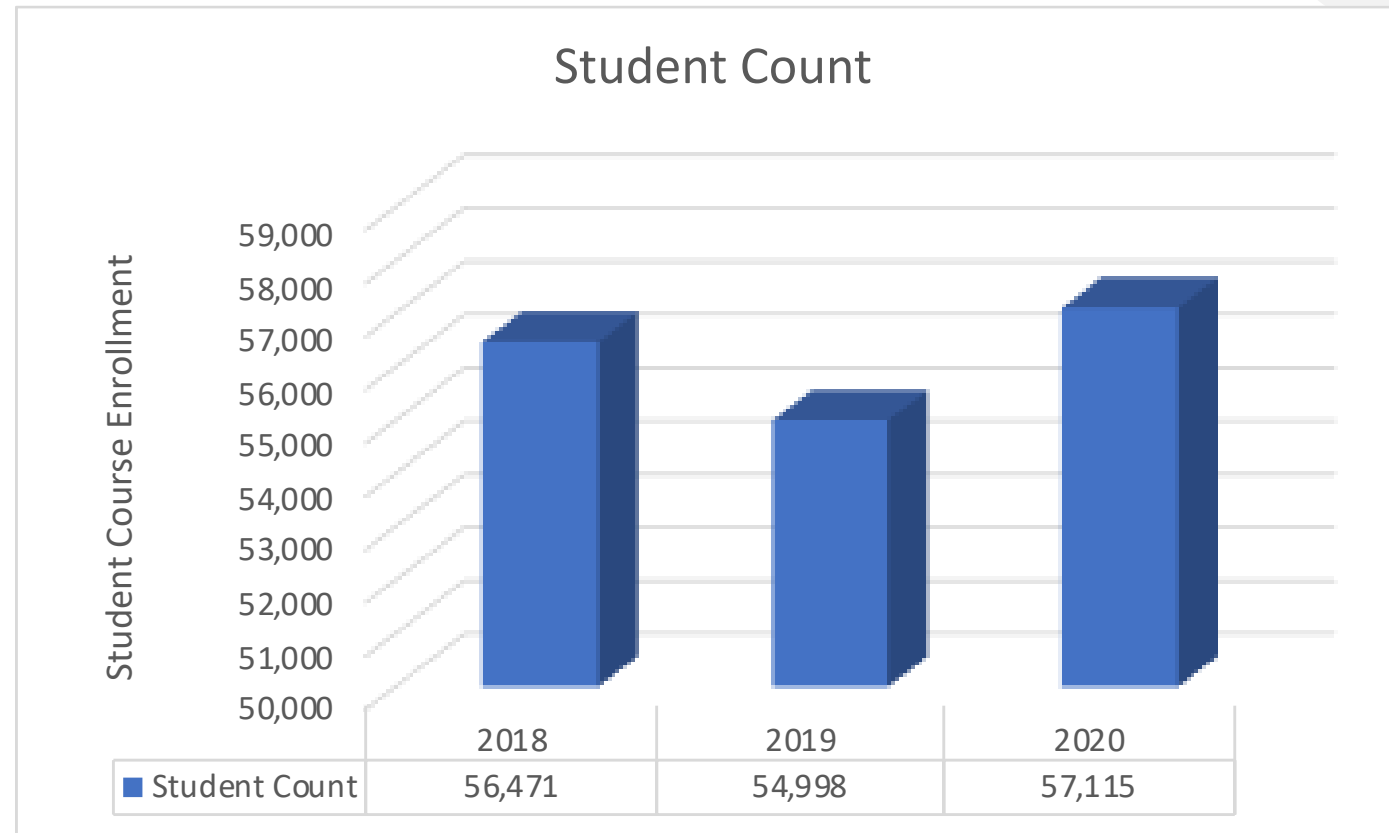
- POS/Pathways train for high skill, in demand and/or emerging careers.
- Includes rigorous, coherent CTE course content aligned to challenging academics.
- Include credentials of value recognized by local industry.
- Include secondary and post-secondary linkage that provide opportunities for stackable credentials.
- Provide students with opportunities for work-based learning experiences.

# Element 2: Size, Scope & Quality

## Granite School District Career & Technical Education Course Enrollment

Course enrollment numbers have fluctuated over the past 3 years with a decline in 2019. This appears to have been an anomaly. Course enrollment will continue to be monitored.

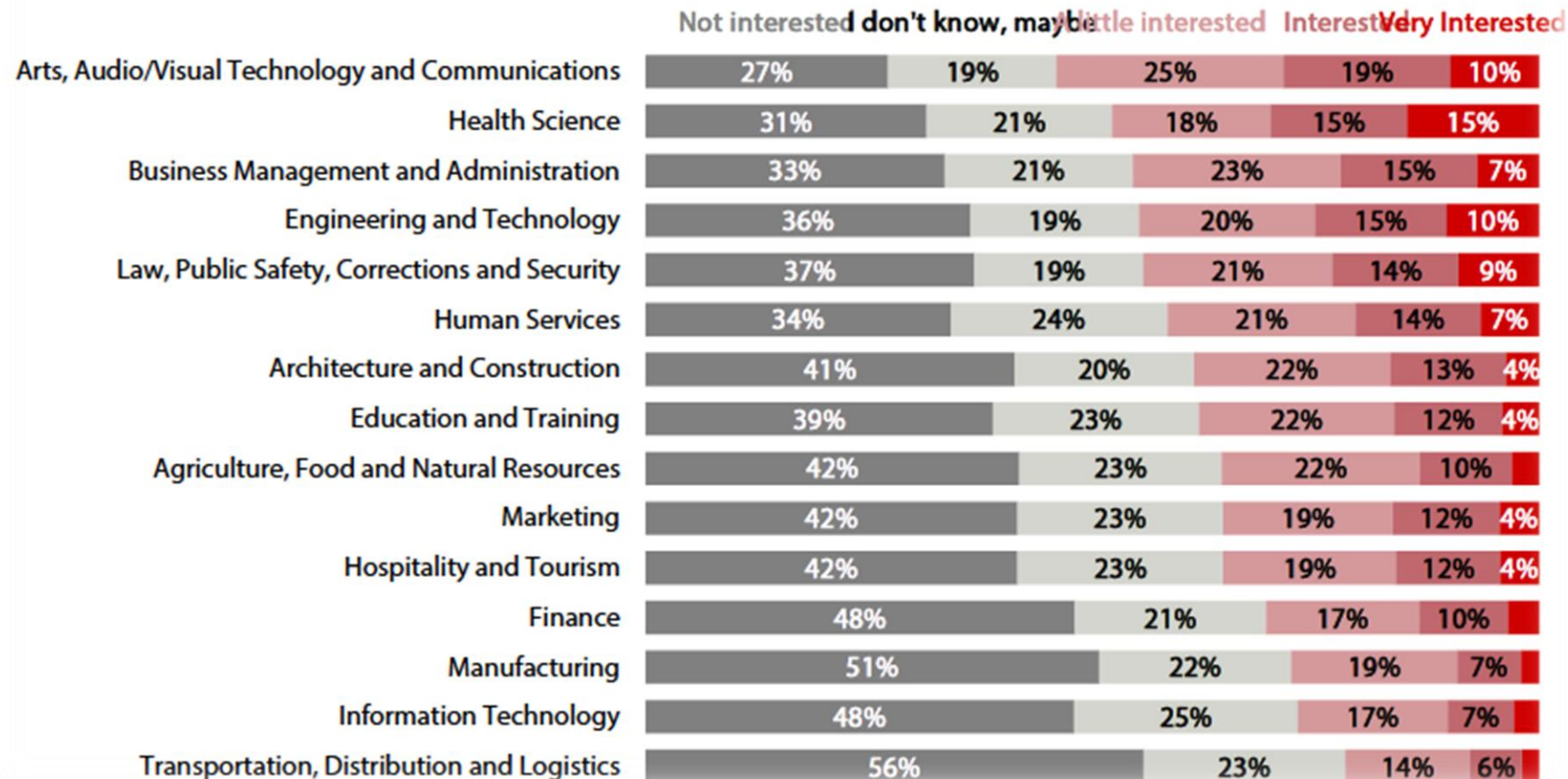
A drop of 527 enrollment is seen between 2018 and 2019. This was followed by an increase of 2,117 students in 2020.



# Element 2: Size, Scope & Quality

## Interest in Specific CTE Areas

Figure 12. Reported Interest in Specific Areas of CTE for All Student Respondents



- 54% of student expressed some interest in arts, audio/visual technology and communication
- 45% or more of students expressed some interest in health science, business management and administration and engineering/technology
- 28% or fewer students expressed any interest in manufacturing, information technology, and transportation.



# Element 2: Size, Scope & Quality

| Clusters   | Pathways                            |
|--|-------------------------------------|
| <b>Agriculture, Food and Natural Resources</b>             | Animal & Veterinary Science         |
|  | Food Science, Dietetics & Nutrition |
|  | Natural Resources Science           |
|  | Plant Science                       |
| <b>Architecture &amp; Construction</b>                     | Architectural Design (CAD)          |
|  | Construction & Structural Systems   |
|  | Interior Design                     |
| <b>Arts, Audio /Visual Technology &amp; Communications</b> | Broadcasting & Digital Media        |
|  | Fashion Apparel & Textiles          |
|  | Graphic Design & Communication      |
| <b>Business, Finance &amp; Marketing</b>                   | Accounting & Finance                |
|  | Business Administration             |
|  | Business Information Management     |
|  | Marketing                           |
| <b>Computer Science &amp; Information Technology</b>       | Cybersecurity                       |
|  | Information Technology Systems      |
|  | Programming & Software Development  |
|  | Web Development                     |

| Clusters  | Pathways                         |
|---|----------------------------------|
| <b>Education &amp; Training</b>                       | Pre-K: Early Childhood Education |
|   | K-12: Teaching as a Profession   |
| <b>Engineering &amp; Technology</b>                   | Engineering                      |
|   | Mechanical Design (CAD)          |
| <b>Health Science</b>                                 | Health Science                   |
| <b>Hospitality &amp; Tourism</b>                      | Culinary Arts                    |
|   | Hospitality & Tourism            |
| <b>Law, Public Safety, Corrections &amp; Security</b> | Protective Services              |
| <b>Manufacturing</b>                                  | Manufacturing & Production       |
|   | Welding & Machining              |
| <b>Transportation, Distributions &amp; Logistics</b>  | Auto Mechanics & Repairs         |
|   | Aviation                         |

## Granite School District CTE Clusters and Pathways

Pathways listed are currently in place or are being worked on based on the USBE CTE department change in achieving concentrator/completer status.

# Element 2: Size, Scope & Quality

## Talent Ready Utah Pathways and Academies



Granite School District currently participates in three of the Governor's Office of Economic Development Talent Ready Utah (TRU) Pathways. Each year students receive TRU certificates that guarantee a job interview.



Granite has sponsored business and marketing academies for over 20 years. Students take two years of focused coursework (8 courses) that prepare them for college and employment.

DREAM IT, DESIGN IT, DO IT— EARN AN INDUSTRY CERTIFICATE IN  
**UTAH'S ARCHITECTURE, ENGINEERING &  
CONSTRUCTION PATHWAY**

# Element 2: Size, Scope & Quality

## CTE Industry Advisory Boards

| Board                | Members<br>Secondary/<br>Postsecondary | Industry | Examples of Industry Partners  | Agencies |
|----------------------|--|----------|--|----------|
| Aeronautics          | 15                                     | 19       | Bountiful Flight, SkyWest, Salt Lake City Dept. of Airports, Universal Helicopters   | USBE     |
| Agriculture          | 15                                     | 13       | Dairy Council of Utah, Farm Service Agency, Utah Hogle Zoo, Utah Quarter Horse Assoc.  | USBE     |
| Automotive           | 16                                     | 22       | Burt Brothers Tire & Service, UTA, Utah Imports, Smith Power Products, Ford Motor Company, Snap-On Industries, Ken Garff Auto Group                | USBE     |
| Business & Marketing | 14                                     | 22       | Anchor Water Damage & Restoration, Chamber West, Coursetune, Crux & Gage, MACU, Whole Foods Market   | USBE     |
| Cabinetmaking        | 32                                     | 18       | Blum Hardware, Cabinet Innovations, Drang Longboards, Granite Mill, Fetzers, Intermountain Wood Products, MacBeath Hardwood, Wurth Louis & Company | USBE     |
| Construction         | 10                                     | 24       | CCI, Harris Dudley, Hogan Construction, Hunt Electric, Ivory Homes, Layton Constructions   | USBE     |
| Design Technology    | 21                                     | 13       | FFKR Architects, J.U.B. Engineers, Meitler Metal Works, OC Tanner, Divelept Design   | USBE     |

# Element 2: Size, Scope & Quality

## CTE Industry Advisory Boards

| Board                            | Members<br>Secondary/<br>Postsecondary | Industry | Examples of Industry Partners   | Agencies |
|----------------------------------|--|----------|---|----------|
| Education                        | 14                                     | 1        | Granite School District Preschool, Granite Accountability Services,   | USB E    |
| Foods & Nutrition/ Culinary Arts | 22                                     | 7        | Grand America Hotel, Nellson Nutraceutical, Sweet Candy Company, Utah Restaurant Assoc.   | USB E    |
| Graphics                         | 11                                     | 17       | Adwear, LithoFlexo, Media One, PPI Assoc., Regional Supply, Saxton Horne Communications,  | USB E    |
| Information Technology           | 24                                     | 20       | Adobe, IMC, Microsoft, Pluralsight, VLC M, West Jordan Chamber of Commerce, Verisk, Spyhop  | USB E    |
| Life Science                     | 11                                     | 21       | Biomerics, BioUtah, Dyad Labs, Edwards Life Science, Nelson Labs, Merit Medical, Zein   | USB E    |
| Pharmacy Tech                    | 2                                      | 4        | U of U Health Care, Associated Foods, Magellan  | USB E    |
| Welding                          | 19                                     | 18       | Aero Tech Manuf., CCI, DJB Gas, Lincoln Electric, Miller Electric, Norco, Metal Fab, Mountain States Steel, SME Steel Contractors | USB E    |

# Element 2: Size, Scope & Quality

## Pathway Participation By Gender

| Pathway                                | 2018    |        | 2019   |        | 2020   |         |
|--|---------|--------|--------|--------|--------|---------|
|  | Male    | Female | Male   | Female | Male   | Female  |
| Accounting & Finance                   | 52.00%  | 48.00% | 56.32% | 43.68% | 58.39% | 41.61%  |
| Animal & Veterinary Science            | 8.16%   | 58.51% | 16.81% | 83.19% | 20.77% | 79.23%  |
| Architectural Design (CAD)             | 22.22%  | 27.78% | 58.82% | 41.18% | 79.81% | 20.19%  |
| Auto Mechanics & Repairs               | 94.02%  | 5.98%  | 95.02% | 4.98%  | 89.63% | 10.37%  |
| Aviation                               | 84.48%  | 15.52% | 82.49% | 17.51% | 95.53% | 4.47%   |
| Broadcasting & Digital Media           | 52.42%  | 30.91% | 55.11% | 44.89% | 60.13% | 39.87%  |
| Business Administration                | 66.11%  | 33.89% | 48.19% | 51.81% | 62.41% | 37.59%  |
| Business Info Management               | 78.10%  | 21.91% | 50.11% | 49.89% | 54.50% | 45.50%  |
| Construction & Structural Systems      | 45.19%  | 4.81%  | 84.89% | 15.11% | 95.05% | 4.95%   |
| Culinary Arts                          | 20.00%  | 80.00% | 60.00% | 40.00% | 73.68% | 26.32%  |
| Cybersecurity                          | 100.00% | 0.00%  | 91.67% | 8.33%  | 92.86% | 7.14%   |
| Engineering                            | 83.31%  | 16.69% | 74.16% | 11.55% | 82.43% | 10.43%  |
| Fashion Apparel & Textiles             | 38.21%  | 28.46% | 17.31% | 82.69% | 0.00%  | 100.00% |
| Food Science, Dietetics, and Nutrition | 30.98%  | 35.69% | 47.67% | 52.33% | 48.04% | 51.96%  |
| Graphic Design & Communication         | 64.53%  | 35.47% | 62.99% | 37.01% | 56.66% | 43.34%  |
| Health Science                         | 35.67%  | 62.66% | 31.70% | 68.30% | 28.79% | 71.21%  |
| Hospitality & Tourism                  | 44.98%  | 55.02% | 21.74% | 78.26% | 16.11% | 50.56%  |
| Info Tech Systems                      | 98.21%  | 1.79%  | 96.30% | 3.70%  | 90.96% | 9.04%   |
| Interior Design                        | 3.57%   | 46.43% |        |        | 6.82%  | 93.18%  |
| K-12: Teaching as a Profession         | 0.00%   | 0.00%  | 8.33%  | 91.67% | 13.02% | 86.98%  |
| Manufacturing/ Production              | 90.22%  | 9.78%  | 87.41% | 12.59% | 90.18% | 9.82%   |
| Marketing                              | 57.84%  | 42.16% | 57.45% | 42.55% | 57.07% | 42.93%  |
| Natural Resource Science               | 80.00%  | 20.00% | 80.00% | 20.00% | 50.00% | 50.00%  |
| Plant Science                          | 20.51%  | 79.49% | 51.07% | 48.93% | 35.31% | 64.69%  |
| Pre-K: Early Childhood Education       | 0.00%   | 50.00% |        |        | 7.61%  | 92.39%  |
| Protective Services                    | 44.62%  | 55.38% | 35.45% | 64.55% | 37.31% | 62.69%  |
| Welding & Machining                    | 88.99%  | 11.01% | 95.14% | 4.86%  | 96.15% | 3.85%   |

# Element 2: Size, Scope & Quality

## Pathway Concentrators By Ethnicity

| Pathway                                | 2018   |        |           |          |                 |                  | 2019   |        |           |          |                 |                  | 2020   |        |           |          |                 |                  |
|--|--------|--------|-----------|----------|-----------------|------------------|--------|--------|-----------|----------|-----------------|------------------|--------|--------|-----------|----------|-----------------|------------------|
|  | Asian  | Black  | Caucasian | Hispanic | Native American | Pacific Islander | Asian  | Black  | Caucasian | Hispanic | Native American | Pacific Islander | Asian  | Black  | Caucasian | Hispanic | Native American | Pacific Islander |
| Accounting & Finance                   | 0.35%  | 0.00%  | 0.14%     | 0.29%    | 0.00%           | 0.48%            | 0.94%  | 0.47%  | 1.63%     | 0.64%    | 0.48%           | 0.99%            | 1.41%  | 0.19%  | 0.81%     | 0.43%    | 0.00%           | 0.00%            |
| Animal & Veterinary Science            | 0.00%  | 0.43%  | 0.87%     | 0.55%    | 1.43%           | 0.48%            | 0.38%  | 0.47%  | 1.29%     | 0.55%    | 0.00%           | 0.20%            | 0.47%  | 0.19%  | 0.99%     | 0.74%    | 0.00%           | 0.00%            |
| Architectural Design (CAD)             | 0.35%  | 0.00%  | 0.05%     | 0.09%    | 0.00%           | 0.00%            | 0.00%  | 0.47%  | 0.37%     | 0.22%    | 0.00%           | 0.40%            | 0.16%  | 0.00%  | 0.20%     | 0.08%    | 0.00%           | 0.00%            |
| Auto Mechanics & Repairs               | 2.12%  | 0.00%  | 3.72%     | 4.34%    | 4.29%           | 0.96%            | 1.50%  | 0.94%  | 3.79%     | 4.05%    | 3.38%           | 1.39%            | 1.10%  | 0.37%  | 2.52%     | 3.41%    | 1.57%           | 3.68%            |
| Aviation                               | 1.59%  | 0.00%  | 1.55%     | 0.33%    | 0.00%           | 0.00%            | 0.75%  | 0.47%  | 1.46%     | 0.46%    | 0.48%           | 0.20%            | 0.94%  | 1.30%  | 1.51%     | 0.53%    | 0.00%           | 0.19%            |
| Broadcasting & Digital Media           | 5.82%  | 8.19%  | 7.46%     | 6.36%    | 6.19%           | 6.47%            | 6.02%  | 11.56% | 6.80%     | 5.80%    | 4.83%           | 7.14%            | 9.39%  | 9.83%  | 9.88%     | 7.03%    | 12.57%          | 12.19%           |
| Business Administration                | 2.47%  | 1.29%  | 1.27%     | 1.60%    | 0.95%           | 3.12%            | 0.94%  | 0.00%  | 1.27%     | 0.20%    | 0.00%           | 0.20%            | 4.54%  | 4.08%  | 4.14%     | 2.84%    | 2.62%           | 2.90%            |
| Business Info Management               | 7.23%  | 31.03% | 18.75%    | 25.53%   | 30.48%          | 35.49%           | 21.99% | 23.11% | 15.25%    | 24.09%   | 24.64%          | 31.75%           | 19.87% | 24.30% | 14.12%    | 24.52%   | 23.04%          | 31.33%           |
| Construction & Structural Systems      | 0.35%  | 0.00%  | 0.99%     | 1.06%    | 0.95%           | 1.20%            | 0.19%  | 0.71%  | 0.62%     | 0.55%    | 0.48%           | 0.20%            | 0.31%  | 1.30%  | 1.92%     | 1.87%    | 5.24%           | 2.51%            |
| Culinary Arts                          | 0.18%  | 0.22%  | 0.21%     | 0.13%    | 0.00%           | 0.00%            | 0.00%  | 0.00%  | 0.24%     | 0.02%    | 0.48%           | 0.00%            | 0.00%  | 0.00%  | 0.23%     | 0.10%    | 0.00%           | 0.00%            |
| Cybersecurity                          | 0.18%  | 0.00%  | 0.14%     | 0.00%    | 0.48%           | 0.00%            | 0.00%  | 0.00%  | 0.21%     | 0.02%    | 0.00%           | 0.00%            | 0.16%  | 0.19%  | 0.12%     | 0.08%    | 0.52%           | 0.00%            |
| Engineering                            | 5.29%  | 1.51%  | 3.91%     | 3.04%    | 2.38%           | 1.44%            | 4.32%  | 3.30%  | 3.87%     | 2.90%    | 2.90%           | 0.79%            | 5.16%  | 2.60%  | 3.96%     | 2.80%    | 3.14%           | 2.32%            |
| Fashion Apparel & Textiles             | 0.35%  | 0.86%  | 0.49%     | 0.11%    | 1.43%           | 0.24%            | 0.38%  | 0.94%  | 0.71%     | 0.13%    | 0.00%           | 0.40%            | 0.00%  | 0.00%  | 0.02%     | 0.00%    | 0.00%           | 0.00%            |
| Food Science, Dietetics, and Nutrition | 14.81% | 14.01% | 14.16%    | 12.43%   | 13.81%          | 10.79%           | 11.28% | 18.63% | 14.41%    | 14.49%   | 17.39%          | 13.29%           | 14.55% | 15.03% | 12.02%    | 12.61%   | 13.61%          | 11.80%           |
| Graphic Design & Communication         | 23.46% | 17.89% | 17.72%    | 17.84%   | 17.14%          | 19.66%           | 20.11% | 12.97% | 17.29%    | 17.37%   | 16.43%          | 14.48%           | 19.87% | 17.63% | 19.93%    | 16.52%   | 17.28%          | 12.38%           |
| Health Science                         | 20.28% | 13.36% | 14.04%    | 13.59%   | 5.71%           | 8.15%            | 16.92% | 11.32% | 13.60%    | 13.61%   | 10.63%          | 9.92%            | 10.17% | 11.69% | 10.45%    | 10.74%   | 5.76%           | 6.58%            |
| Hospitality & Tourism                  | 1.06%  | 0.43%  | 0.54%     | 0.38%    | 0.95%           | 0.00%            | 0.19%  | 0.00%  | 0.22%     | 0.18%    | 0.00%           | 0.40%            | 0.00%  | 0.56%  | 0.40%     | 0.39%    | 0.00%           | 0.77%            |
| Info Tech Systems                      | 0.88%  | 0.43%  | 0.77%     | 0.24%    | 0.00%           | 0.24%            | 0.56%  | 0.00%  | 0.69%     | 0.20%    | 0.97%           | 0.00%            | 0.16%  | 0.00%  | 0.65%     | 0.39%    | 0.00%           | 0.00%            |
| Interior Design                        | 0.18%  | 0.00%  | 0.14%     | 0.11%    | 0.00%           | 0.00%            |        |        |           |          |                 |                  | 0.00%  | 0.00%  | 0.23%     | 0.16%    | 0.00%           | 0.19%            |
| K-12: Teaching as a Profession         | 0.00%  | 0.00%  | 0.00%     | 0.00%    | 0.00%           | 0.00%            | 0.00%  | 0.00%  | 0.11%     | 0.07%    | 1.45%           | 0.00%            | 0.00%  | 0.37%  | 0.38%     | 0.35%    | 0.52%           | 0.19%            |
| Manufacturing/ Production              | 0.18%  | 0.00%  | 1.11%     | 0.33%    | 0.48%           | 0.24%            | 1.32%  | 0.71%  | 1.55%     | 0.49%    | 2.42%           | 0.99%            | 0.47%  | 0.37%  | 1.52%     | 0.43%    | 1.57%           | 0.00%            |
| Marketing                              | 5.11%  | 4.53%  | 4.35%     | 5.23%    | 3.81%           | 7.19%            | 8.83%  | 7.08%  | 5.83%     | 6.95%    | 5.31%           | 8.93%            | 5.79%  | 4.08%  | 4.27%     | 6.19%    | 5.76%           | 7.54%            |
| Natural Resource Science               | 0.00%  | 0.00%  | 0.05%     | 0.02%    | 0.00%           | 0.24%            | 0.00%  | 0.00%  | 0.17%     | 0.02%    | 0.00%           | 0.00%            | 0.00%  | 0.00%  | 0.20%     | 0.00%    | 0.00%           | 0.00%            |
| Plant Science                          | 0.35%  | 0.22%  | 0.49%     | 0.31%    | 0.48%           | 0.00%            | 0.56%  | 1.18%  | 0.56%     | 0.73%    | 0.97%           | 0.00%            | 0.94%  | 0.37%  | 0.61%     | 0.23%    | 0.00%           | 0.39%            |
| Pre-K: Early Childhood Education       | 0.00%  | 0.00%  | 0.02%     | 0.00%    | 0.00%           | 0.00%            |        |        |           |          |                 |                  | 1.10%  | 1.30%  | 2.98%     | 1.50%    | 0.52%           | 1.55%            |
| Protective Services                    | 6.88%  | 5.17%  | 5.41%     | 5.08%    | 6.19%           | 3.12%            | 2.63%  | 5.42%  | 7.08%     | 5.33%    | 1.93%           | 6.94%            | 3.13%  | 4.08%  | 4.80%     | 4.69%    | 3.66%           | 2.90%            |
| Welding & Machining                    | 0.53%  | 0.43%  | 1.65%     | 1.00%    | 2.86%           | 0.48%            | 0.19%  | 0.24%  | 0.97%     | 0.93%    | 4.83%           | 1.39%            | 0.31%  | 0.19%  | 1.16%     | 1.36%    | 2.62%           | 0.58%            |

# Element 2: Size, Scope & Quality

| Pathway                                | 2018   |        |                       | 2019   |        |                       | 2020   |        |                       |
|--|--------|--------|-----------------------|--------|--------|-----------------------|--------|--------|-----------------------|
|  | SpEd   | ELL    | Economic Disadvantage | SpEd   | ELL    | Economic Disadvantage | SpEd   | ELL    | Economic Disadvantage |
| Accounting & Finance                   | 4.00%  | 12.00% | 68.00%                | 0.00%  | 5.56%  | 37.47%                | 3.87%  | 4.05%  | 27.44%                |
| Animal & Veterinary Science            | 4.75%  | 1.04%  | 32.35%                | 10.08% | 1.35%  | 40.95%                | 3.16%  | 9.98%  | 47.71%                |
| Architectural Design (CAD)             | 0.00%  | 0.00%  | 22.22%                | 0.00%  | 0.00%  | 41.18%                | 0.00%  | 3.85%  | 31.73%                |
| Auto Mechanics & Repairs               | 5.95%  | 13.60% | 57.09%                | 6.88%  | 13.76% | 53.99%                | 4.32%  | 14.39% | 37.71%                |
| Aviation                               | 3.52%  | 7.73%  | 37.34%                | 3.62%  | 4.68%  | 33.47%                | 1.25%  | 2.50%  | 8.47%                 |
| Broadcasting & Digital Media           | 7.96%  | 7.24%  | 46.43%                | 8.45%  | 10.15% | 46.82%                | 7.27%  | 6.54%  | 40.45%                |
| Business Administration                | 5.56%  | 10.00% | 55.00%                | 1.20%  | 0.00%  | 19.28%                | 3.29%  | 5.36%  | 34.27%                |
| Business Info Management               | 10.96% | 24.67% | 60.01%                | 8.02%  | 21.24% | 58.83%                | 9.04%  | 26.04% | 54.16%                |
| Construction & Structural Systems      | 5.01%  | 7.68%  | 27.41%                | 8.51%  | 11.41% | 40.72%                | 12.00% | 14.65% | 48.28%                |
| Culinary Arts                          | 20.00% | 0.00%  | 45.00%                | 26.67% | 0.00%  | 26.67%                | 10.53% | 0.00%  | 21.05%                |
| Cybersecurity                          | 20.00% | 0.00%  | 20.00%                | 8.33%  | 0.00%  | 25.00%                | 21.43% | 0.00%  | 57.14%                |
| Engineering                            | 10.86% | 7.65%  | 37.84%                | 5.46%  | 7.78%  | 27.76%                | 6.40%  | 11.42% | 38.49%                |
| Fashion Apparel & Textiles             | 1.63%  | 18.29% | 46.34%                | 3.85%  | 7.69%  | 32.69%                | 0.00%  | 0.00%  | 0.00%                 |
| Food Science, Dietetics, and Nutrition | 4.66%  | 7.72%  | 38.17%                | 11.67% | 16.70% | 65.41%                | 9.31%  | 15.78% | 54.93%                |
| Graphic Design & Communication         | 3.65%  | 6.58%  | 39.65%                | 2.88%  | 7.79%  | 41.37%                | 4.10%  | 10.26% | 38.68%                |
| Health Science                         | 3.36%  | 5.89%  | 44.56%                | 3.43%  | 5.70%  | 39.67%                | 2.49%  | 6.60%  | 43.50%                |
| Hospitality & Tourism                  | 0.00%  | 6.50%  | 33.70%                | 8.70%  | 13.04% | 39.13%                | 3.89%  | 8.89%  | 24.44%                |
| Info Tech Systems                      | 5.95%  | 1.79%  | 29.61%                | 20.24% | 5.47%  | 24.70%                | 9.31%  | 7.82%  | 30.29%                |
| Interior Design                        | 7.14%  | 3.57%  | 32.14%                |        |        |                       | 6.82%  | 9.09%  | 27.27%                |
| K-12: Teaching as a Profession         | 0.00%  | 0.00%  | 0.00%                 | 8.33%  | 8.33%  | 58.33%                | 5.73%  | 7.29%  | 63.02%                |
| Manufacturing/ Production              | 11.48% | 3.56%  | 39.54%                | 8.56%  | 3.57%  | 37.09%                | 7.49%  | 4.72%  | 35.10%                |
| Marketing                              | 6.34%  | 11.19% | 50.87%                | 5.02%  | 13.19% | 46.28%                | 5.32%  | 14.04% | 44.10%                |
| Natural Resource Science               | 20.00% | 0.00%  | 40.00%                | 0.00%  | 0.00%  | 40.00%                | 0.00%  | 0.00%  | 41.67%                |
| Plant Science                          | 5.75%  | 10.17% | 39.70%                | 15.85% | 12.35% | 46.13%                | 3.88%  | 9.70%  | 45.68%                |
| Pre-K: Early Childhood Education       | 50.00% | 0.00%  | 50.00%                |        |        |                       | 8.33%  | 7.97%  | 36.23%                |
| Protective Services                    | 3.31%  | 7.88%  | 48.41%                | 4.09%  | 7.74%  | 47.47%                | 5.22%  | 17.73% | 47.25%                |
| Welding & Machining                    | 13.71% | 4.87%  | 46.43%                | 5.56%  | 2.58%  | 58.67%                | 6.20%  | 5.41%  | 39.60%                |

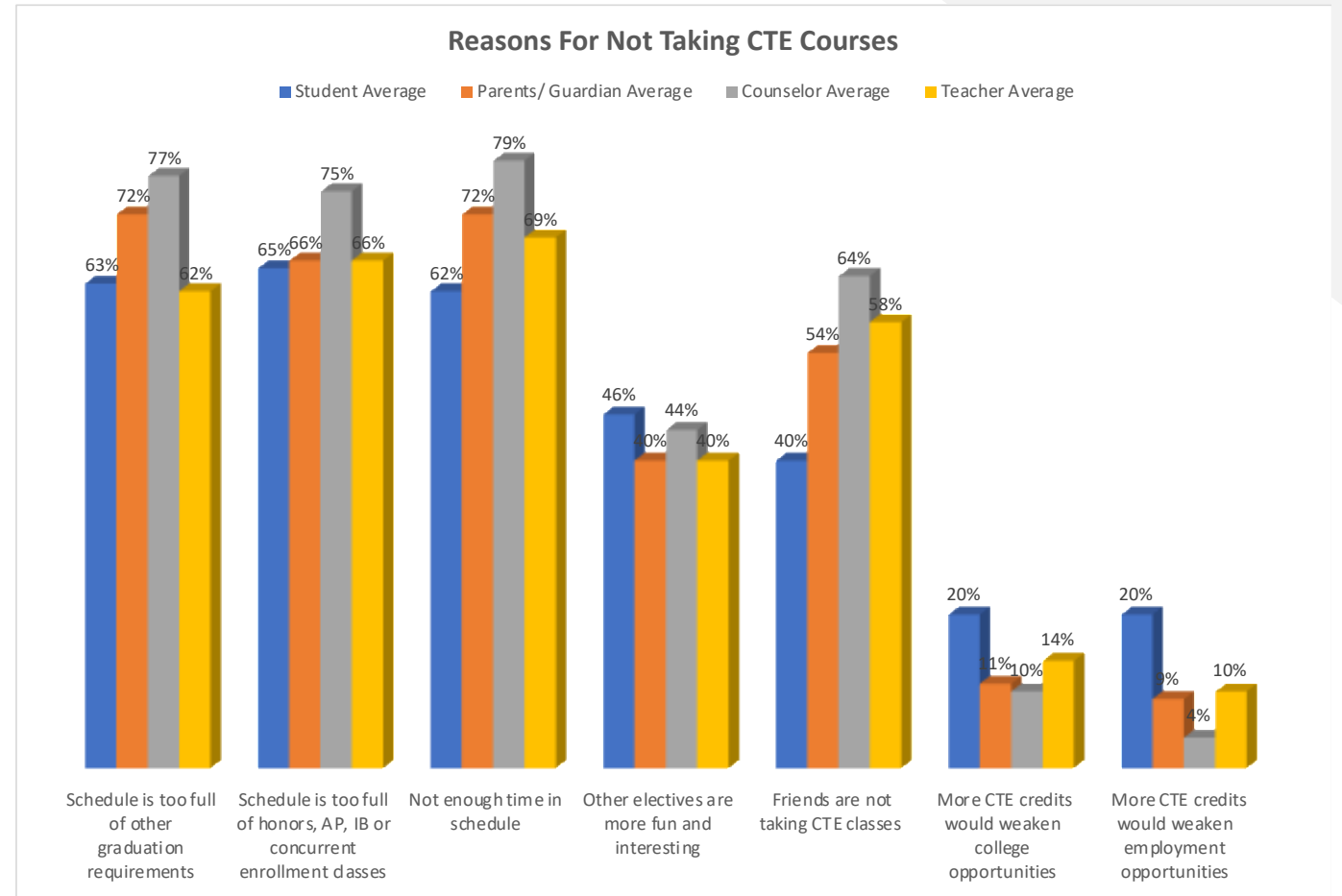
Pathway  
Participation By  
Special  
Population  
Subgroups



# Element 2: Size, Scope & Quality

## Reasons Students Choose Not To Enroll In CTE Programs

|   | Student Average | Parents/ Guardian Average | Counselor Average | Teacher Average |
|---|-----------------|---------------------------|-------------------|-----------------|
| <b>Reasons Not To Take CTE</b>  |                 |                           |                   |                 |
| Schedule is too full of other graduation requirements                   | 63%             | 72%                       | 77%               | 62%             |
| Schedule is too full of honors, AP, IB or concurrent enrollment classes | 65%             | 66%                       | 75%               | 66%             |
| Not enough time in schedule   | 62%             | 72%                       | 79%               | 69%             |
| Other electives are more fun and interesting                            | 46%             | 40%                       | 44%               | 40%             |
| Friends are not taking CTE classes                                      | 40%             | 54%                       | 64%               | 58%             |
| More CTE credits would weaken college opportunities                     | 20%             | 11%                       | 10%               | 14%             |
| More CTE credits would weaken employment opportunities                  | 20%             | 9%                        | 4%                | 10%             |

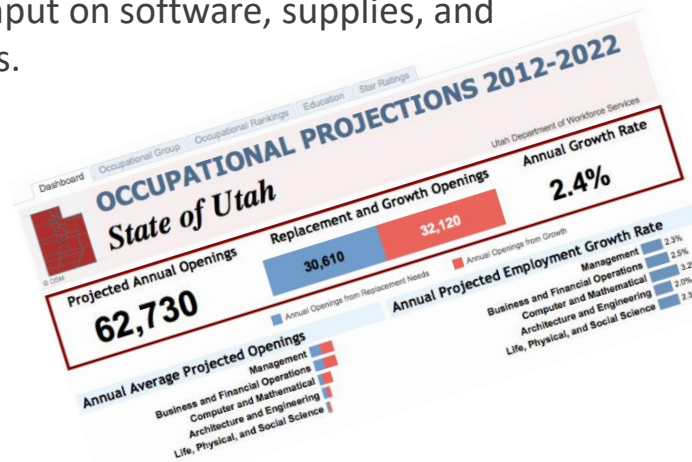




# Element 2: Size, Scope & Quality

## CTE Pathway and Facility Evaluation

- Pathways have been assessed based on the rubric since 2015. One program has been closed based on use of the rubric. Other programs have been modified. Ongoing evaluation of programs is an important part of Perkins V and CTE Professional Learning Communities will be tasked to review their pathway with support from their program coordinator.
- Skilled and technical and engineering labs are assessed by industry partners as part of advisory board meetings providing input on equipment (new equipment needed, equipment to remove, and equipment that addresses industry skill needs).
- Advisory boards also provide input on software, supplies, and materials to be used in facilities.



## CTE Pathway Rubric

The following rubric is designed to assess the relevance and effectiveness of the current CTE pathways. Courses in the pathway (especially beginning courses) may not meet standards identified in each indicator but should support development of skills needed to reach quality levels in the more advanced courses. All courses in the pathway should be important to pathway success. Courses in the pathway sequence should support development of the skills needed by industry or for entry into postsecondary training. If one or more courses are identified as being nice, but not necessary to the continuum of skill development then these courses should be modified or discontinued, and new courses should be added that fulfill the role of skill development. Working closely with the state will be important in course creation and modifications to state standards and objectives.

# Element 2: Size, Scope & Quality

| CTE PATHWAY RUBRIC   |  |  |   |   |
|--|--|--|---|---|
|  | 3  | 2  | 1   | 0   |
| <b>Livable/Sustainable Wage</b><br><a href="https://jobs.utah.gov/jsp/almiswage/basic/basic-search">https://jobs.utah.gov/jsp/almiswage/basic/basic-search</a>   | <ul style="list-style-type: none"> <li>Pathway leads to careers with high wage – an hourly median wage of \$25.00 or higher statewide according to DWS.</li> </ul>   | <ul style="list-style-type: none"> <li>Pathway leads to careers with relatively high wage – an hourly median wage of \$18.00 to \$25.00 statewide according to DWS.</li> </ul>   | <ul style="list-style-type: none"> <li>Pathway leads to careers with moderate wage – an hourly median wage of \$13.00 to \$18.00 statewide according to DWS.</li> </ul>         | <ul style="list-style-type: none"> <li>Pathway leads to careers with low wage – an hourly median wage of less than \$13.00 statewide according to DWS.</li> </ul> |
| <b>Industry Demand</b><br><a href="https://jobs.utah.gov/jsp/almiswage/basic/basic-search">https://jobs.utah.gov/jsp/almiswage/basic/basic-search</a><br>2012-2022 Employment Projections                        | <ul style="list-style-type: none"> <li>Pathway leads to multiple careers with faster than average employment growth and a moderate to high volume of annual job openings</li> </ul>  | <ul style="list-style-type: none"> <li>Pathway leads to multiple careers with average employment growth and a moderate to high volume of annual job openings</li> </ul>  | <ul style="list-style-type: none"> <li>Pathway leads to multiple careers with slower than average employment growth and a moderate volume of annual job openings</li> </ul>     | <ul style="list-style-type: none"> <li>Pathway leads to careers with slower than average employment growth and a low volume of annual job openings</li> </ul>     |
| <b>Industry Certification</b>  | <ul style="list-style-type: none"> <li>Pathway leads to certification</li> <li>Certification is required by industry</li> <li>Wage increase or starting position based on certificate</li> </ul>   | <ul style="list-style-type: none"> <li>Pathway leads to certification</li> <li>Certification is recognized but not required by industry</li> </ul>   | <ul style="list-style-type: none"> <li>Pathway leads to certification</li> <li>Certification is of little or no value to industry</li> </ul>                                    | <ul style="list-style-type: none"> <li>Pathway does not lead to certification</li> </ul>  |
| <b>Employability Skills</b>  | <ul style="list-style-type: none"> <li>High correlation (Above 75%) between course content and industry demand for skills throughout pathway</li> <li>Pathway has stackable skills that lead to better employment and/or entrance into post-secondary</li> <li>Skills taught in pathway cross multiple industries</li> </ul> | <ul style="list-style-type: none"> <li>High correlation (Above 75%) between course content and industry demand for skills throughout pathway</li> </ul>  | <ul style="list-style-type: none"> <li>Moderate correlation (50-75%) between course content and industry demand for skills throughout pathway</li> </ul>                        | <ul style="list-style-type: none"> <li>Low correlation (Below 50%) between course content and industry demand for skills throughout pathway</li> </ul>            |
| <b>Correlation to Utah Core: Math</b>  | <ul style="list-style-type: none"> <li>Applies industry-standard math concepts</li> </ul>  | <ul style="list-style-type: none"> <li>Applies math concepts approaching industry-standard</li> </ul>  | <ul style="list-style-type: none"> <li>Application of math concepts is not emphasized</li> </ul>  | <ul style="list-style-type: none"> <li>No math application</li> </ul>   |
| <b>Correlation to Utah Core: Science</b>   | <ul style="list-style-type: none"> <li>Applies industry-standard science concepts</li> </ul>   | <ul style="list-style-type: none"> <li>Applies science concepts approaching industry-standard</li> </ul>   | <ul style="list-style-type: none"> <li>Application of science concepts is not emphasized</li> </ul>   | <ul style="list-style-type: none"> <li>No science application</li> </ul>  |
| <b>Correlation to Utah Core: Language Arts</b>   | <ul style="list-style-type: none"> <li>Applies industry-standard language arts concepts</li> </ul>   | <ul style="list-style-type: none"> <li>Applies language arts concepts approaching industry-standard</li> </ul>   | <ul style="list-style-type: none"> <li>Application of language arts concepts is not emphasized</li> </ul>   | <ul style="list-style-type: none"> <li>No language arts application</li> </ul>  |
| <b>Student Interest/Enrollment</b>   | <ul style="list-style-type: none"> <li>Strong student interest/enrollment resulting in the creation of multiple sections</li> </ul>  | <ul style="list-style-type: none"> <li>Adequate student interest/enrollment (25 students enrolled)</li> </ul>  | <ul style="list-style-type: none"> <li>Low student interest/enrollment (15-24 students enrolled)</li> </ul>   | <ul style="list-style-type: none"> <li>Minimal student interest/enrollment (Less than 15 enrolled)</li> </ul>   |
| <b>Advisory Board</b><br>The program utilizes an advisory committee. Functions of the advisory committee may include annual program evaluation, long-range planning, marketing, suggestions and recommendations. | <ul style="list-style-type: none"> <li>All level 2 requirements, plus:</li> <li>Board supports capstone projects and WBL activities (internships, job shadows, etc...)</li> </ul>  | <ul style="list-style-type: none"> <li>Advisory Committee organized:</li> <li>* Meets on a consistent and scheduled basis (3 times per year minimum)</li> <li>* Drives curriculum and content</li> <li>* Defines standards and objectives that meet industry need</li> <li>* Creates awareness and promotes program/courses</li> </ul> | <ul style="list-style-type: none"> <li>Advisory Committee organized:</li> <li>* Meet on occasion, schedule is ill-defined</li> <li>* Agenda or direction not defined</li> </ul> | <ul style="list-style-type: none"> <li>No Advisory Committee</li> </ul>   |

**Note: All CTE courses are expected to be CTSO affiliated, teaching life skills, applying soft skills, and preparing students for college and career readiness. All programs should have advisory committees. All secondary programs should be aligned with post secondary programs.**

# Element 2: Size, Scope & Quality

## Gap Analysis

| Strengths/Opportunities   | Challenges/Needs/Threats   | Gaps/Areas of Revision/New Implementation   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Strong pathway programs in areas of life science, health science, and composites.</li><li>• New pathway opportunities for construction aligned with the Talent Ready Utah Pathway – Architecture, Construction and Engineering (AEC).</li><li>• Two Programs of Study being developed for Aviation and Electronics.</li><li>• Industry advisory boards for multiple pathways.</li><li>• Strong connections with agencies (GOED, DWS), colleges, and industry partners that support curriculum, instruction and work-based learning opportunities in Granite School District.</li><li>• Courses available at most high schools and the GTI to allow students to complete pathways.</li><li>• Programs offer credentials valued by industry</li></ul> | <ul style="list-style-type: none"><li>• Limited Programs of Study (POS) with current POS based on verbal agreements.</li><li>• No region template for formal POS and framework for showing offerings to students as found in other regions.</li><li>• Low numbers in advanced courses with limited enrollment of ethnicities and special populations in all areas.</li><li>• Schools are combining entry, intermediate, and advanced coursework in order to be able to continue all three levels.</li><li>• Survey findings show that students are finding it difficult to enroll in CTE offerings, because of other requirements, advanced placement, honors and concurrent coursework.</li></ul> | <ul style="list-style-type: none"><li>• Technology Education labs needs to be repurposed as Junior Highs moves to a middle school model. These labs need to provide increased exploratory experiences to support student decision making.</li><li>• Updating CTE labs to target industry skill needs.</li><li>• Work-based learning needs to be enhanced to increase the number of student internships and future apprenticeships.</li><li>• New courses need to be added to address industry needs in the region (i.e. drones and increased cybersecurity).</li><li>• Ongoing pathway alignment with industry skills needs to take place with courses being modified, closed or added.</li><li>• Moving to project-based curriculum in CCA programs.</li></ul> |

# Element 2: Size, Scope & Quality

## Evaluation – Rating and Rationale and Potential Action Steps

|         | Leading  | Embedded  | Emerging  | Deficient  |
|---------|--|---|---|--|
| Size    | School offers complete programs that demonstrate growth, innovation, and expansion which align with student interest and industry sector needs.                        | School offers complete programs that align with student interest and industry sector needs.                                     | School offers the ability to concentrate in programs that align with student interest and industry sector needs.              | School offers the ability to concentrate in programs.          |
| Scope   | Programs result in credentials valued by industry and are stackable. Offer high quality work-based learning experiences that result in viable placement opportunities. | Programs result in credentials valued by industry and offer high quality work-based learning experiences.                       | Programs result in credentials and offer work-based learning experiences.   | Programs offer credentials or work-based learning experiences. |
| Quality | Curriculum aligns with State program and course standards, decisions based on data, and continuous improvement plan created and implemented. Progress is evident.      | Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan implemented. | Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan developed. | Curriculum aligns with State program and course standards.     |

# Element 2: Size, Scope & Quality

## Evaluation – Rating and Rationale and Potential Action Steps

Rating Rationale:

**Size:** The rationale for size is based on the word ‘complete’ under embedded. Granite School District offers programs that align to student interest and industry sector needs. Continuous improvement is taking place in this area, but currently we have a number of programs that are in an improvement cycle which aligns well with the Emerging rating. Students can concentrate in pathways.

**Scope:** The ranking for scope is also Emerging. Many programs currently result in credentials. Not all credentials are valued by industry because, in many cases, industry is not aware of the credential. We are also working on improving work-based learning experiences in the district.

**Quality:** An Embedded rating was given to quality. Even though this is still an area where there is needed improvement, the CTE following district guidelines for curriculum maps, benchmark testing, proficiency scales, and industry input for coursework and facilities.

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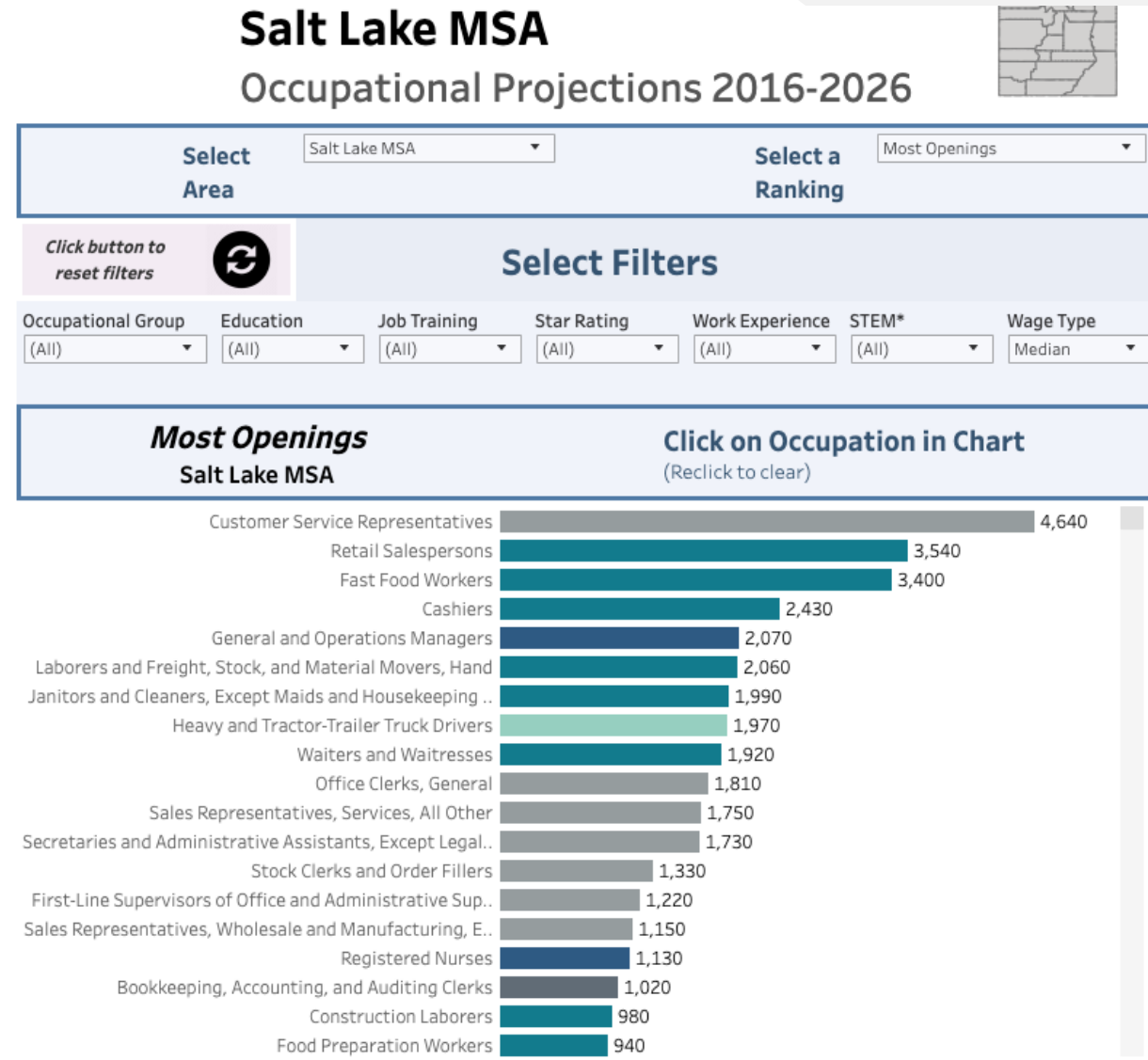
Action Steps:

- Develop a region framework for Programs of Study.
- Design new programs of study that align to industry demand.
- Redesign work-based learning in the district to increase internship, apprenticeship and other capstone experiences.
- Work to update outdated CTE labs starting with technology education.
- Design a new model for technology education labs based on creating awareness and exploration opportunities for middle school students.
- Identify new pathways and courses that need to be added to address industry needs.
- Assess all pathways and courses to determine what needs to be closed, what needs to be updated and what new programs should be developed.

# Element 3: Local Workforce Alignment

The Wasatch Front South Region includes Salt Lake and Tooele counties. Data from the Utah Department of Workforce Services identifies the high wage/high demand jobs that are forecasted to grow in the next 10 years. Data found in these reports may not take account of the current workforce environment, but provide a snapshot of what is anticipated. Granite School District Career & Technical Education are aligning training programs with workforce demand. This is a Perkins V requirement, but is also best practice for career training programs.

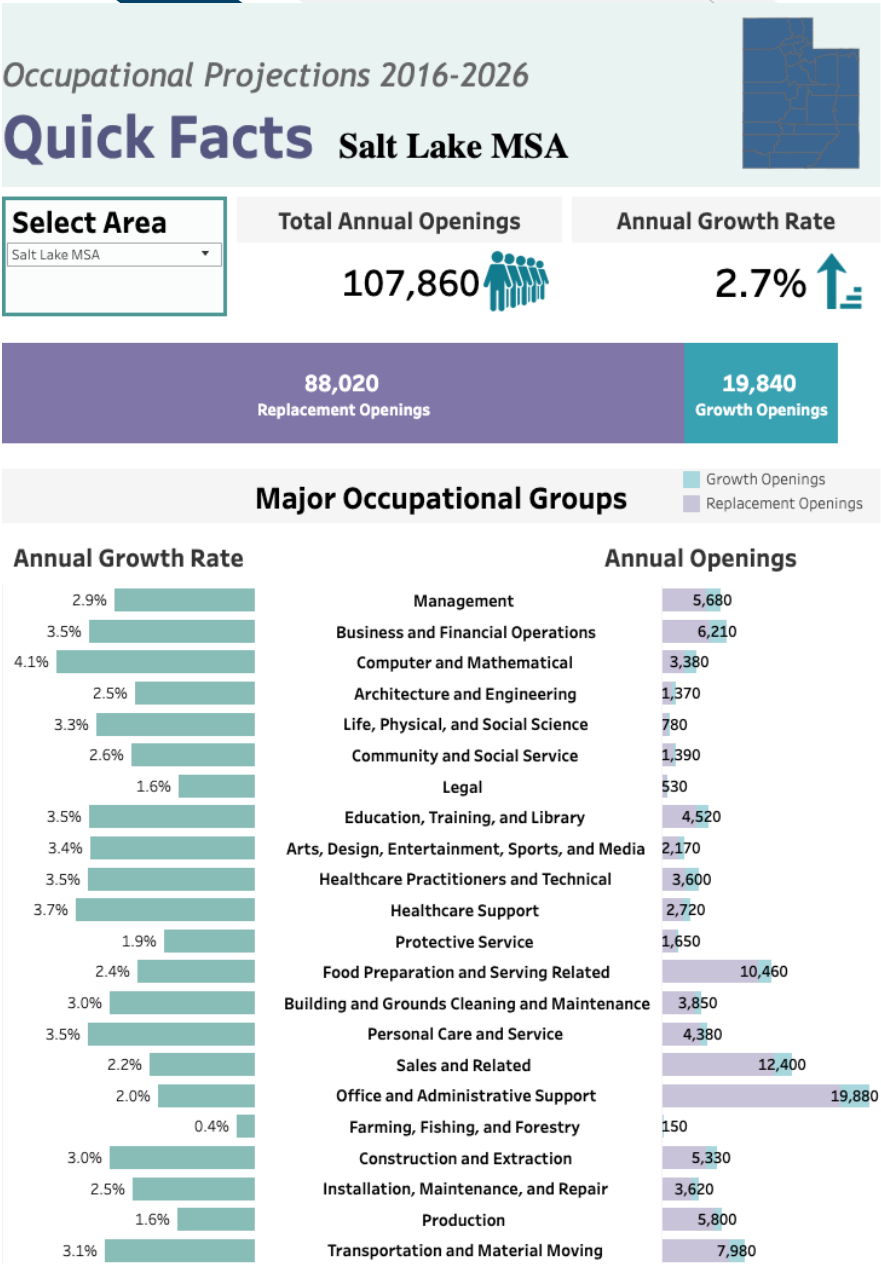
The chart provides jobs with the most openings. They may not only be opportunities for entry level positions, but also areas to assess for employment of special populations.



# Element 3: Local Workforce Alignment

The chart indicates the major occupational groups that have strong annual growth and openings. Pathways are currently available in Granite School District to provide training in the following occupational groups:

- Business & Financial Operations
- Computer and Mathematical
- Architecture and Engineering
- Life Science
- Education and Training
- Art, Design, Entertainment, Sports and Media
- Healthcare
- Protective Services
- Food Preparation
- Sales and Retail
- Office and Administrative Support
- Construction
- Transportation



Source: Utah Department of Workforce Services. July 2018.



# Element 3: Local Workforce Alignment

| Clusters   | Pathways                            |
|--|-------------------------------------|
| <b>Agriculture, Food and Natural Resources</b>             | Animal & Veterinary Science         |
|  | Food Science, Dietetics & Nutrition |
|  | Natural Resources Science           |
|  | Plant Science                       |
| <b>Architecture &amp; Construction</b>                     | Architectural Design (CAD)          |
|  | Construction & Structural Systems   |
|  | Interior Design                     |
| <b>Arts, Audio /Visual Technology &amp; Communications</b> | Broadcasting & Digital Media        |
|  | Fashion Apparel & Textiles          |
|  | Graphic Design & Communication      |
| <b>Business, Finance &amp; Marketing</b>                   | Accounting & Finance                |
|  | Business Administration             |
|  | Business Information Management     |
|  | Marketing                           |
| <b>Computer Science &amp; Information Technology</b>       | Cybersecurity                       |
|  | Information Technology Systems      |
|  | Programming & Software Development  |
|  | Web Development                     |

| Clusters  | Pathways                         |
|---|----------------------------------|
| <b>Education &amp; Training</b>                       | Pre-K: Early Childhood Education |
|   | K-12: Teaching as a Profession   |
| <b>Engineering &amp; Technology</b>                   | Engineering                      |
|   | Mechanical Design (CAD)          |
| <b>Health Science</b>                                 | Health Science                   |
| <b>Hospitality &amp; Tourism</b>                      | Culinary Arts                    |
|   | Hospitality & Tourism            |
| <b>Law, Public Safety, Corrections &amp; Security</b> | Protective Services              |
| <b>Manufacturing</b>                                  | Manufacturing & Production       |
|   | Welding & Machining              |
| <b>Transportation, Distributions &amp; Logistics</b>  | Auto Mechanics & Repairs         |
|   | Aviation                         |

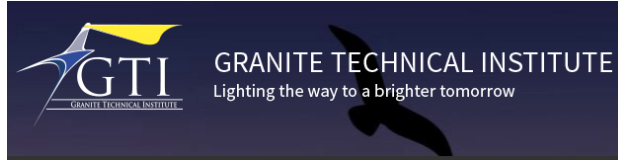
## Granite School District CTE Clusters and Pathways

Pathways listed are currently in place or are being worked on based on the USBE CTE department change in achieving concentrator/completer status.

All areas are being assessed for workforce alignment.



# Element 3: Local Workforce Alignment



The Granite Technical Institute provides training for programs that could not be housed in the regular high schools based on cost of equipment, enrollment, high end technical facilities, and the ability to find teachers. Programs are offered in the following pathways.

- Education
- Agriculture Science
- Aviation
- Biotechnology (Life Sciences)
- Construction Trades
- Criminal Justice
- Culinary Arts
- Health Science
- Information Technology
- Technology & Engineering  
(see attachment for listing of courses)

**Industry  
Certifications**

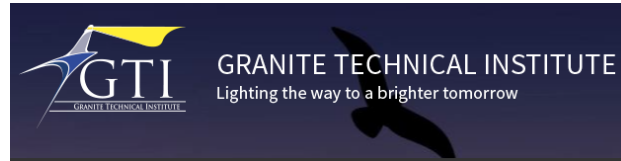
**Internships, Clinicals, and  
Externships**

**Training That Leads  
Directly to Employment**

**A Training Environment  
For Students With A  
Career Focus**

Go to [schools.graniteschools.org/gti](https://schools.graniteschools.org/gti) to learn more about the GTI

# Element 3: Local Workforce Alignment



GTI Enrollment By School - 2019

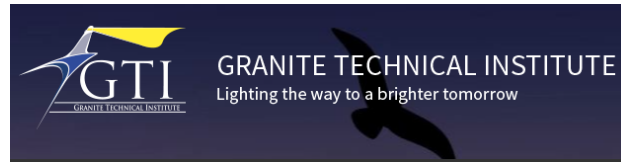
|   |      |             |
|---|------|-------------|
| ALTERNATIVE 3-A SR                      | 2019 | 1           |
| AMES                                    | 2019 | 1           |
| COTTONWOOD SENIOR HIGH                  | 2019 | 185         |
| CYPRUS SENIOR HIGH                      | 2019 | 540         |
| EISENHOWER JUNIOR HIGH                  | 2019 | 15          |
| EVERGREEN JUNIOR HIGH                   | 2019 | 21          |
| GRANGER SENIOR HIGH                     | 2019 | 592         |
| GRANITE CONNECTION HIGH SCHOOL          | 2019 | 29          |
| GRANITE CONNECTION HIGH SUMMER          | 2019 | 1           |
| GRANITE PARK JUNIOR HIGH                | 2019 | 1           |
| HOME HOSPITAL HIGH SCHOOL               | 2019 | 4           |
| HOME HOSPITAL JUNIOR                    | 2019 | 3           |
| HUNTER SENIOR HIGH                      | 2019 | 461         |
| JONES CENTER V AND A SENIOR             | 2019 | 2           |
| KEARNS SENIOR HIGH                      | 2019 | 270         |
| OLYMPUS JUNIOR HIGH                     | 2019 | 1           |
| OLYMPUS SENIOR HIGH                     | 2019 | 200         |
| SKYLINE SENIOR HIGH                     | 2019 | 301         |
| sSTEP JUNIOR HIGH - 598                 | 2019 | 1           |
| sSTEP SENIOR HIGH - 698                 | 2019 | 2           |
| TAYLORSVILLE SENIOR HIGH                | 2019 | 287         |
| YESS TRANSITION & SUPPORT (CONNECTIONS) | 2019 | 1           |
|   |      | <b>2919</b> |

GTI SPED Enrollment - 2019

| SchoolName                     | SchoolYear | SPED | TotalNumberOfStudents |
|--------------------------------|------------|------|-----------------------|
| COTTONWOOD SENIOR HIGH         | 2019       | Y    | 13                    |
| CYPRUS SENIOR HIGH             | 2019       | Y    | 60                    |
| EVERGREEN JUNIOR HIGH          | 2019       | Y    | 1                     |
| GRANGER SENIOR HIGH            | 2019       | Y    | 48                    |
| GRANITE CONNECTION HIGH SCHOOL | 2019       | Y    | 4                     |
| HUNTER SENIOR HIGH             | 2019       | Y    | 18                    |
| JONES CENTER V AND A SENIOR    | 2019       | Y    | 2                     |
| KEARNS SENIOR HIGH             | 2019       | Y    | 20                    |
| OLYMPUS SENIOR HIGH            | 2019       | Y    | 16                    |
| SKYLINE SENIOR HIGH            | 2019       | Y    | 7                     |
| TAYLORSVILLE SENIOR HIGH       | 2019       | Y    | 15                    |

Granite Technical Institute provides industry level training that directly aligns to workforce skill needs. As noted in the numbers, students from schools throughout the district have opportunities to train in career areas of interest. Students receive industry certifications at both a state and national level and participate in internships when available.

# Element 3: Local Workforce Alignment



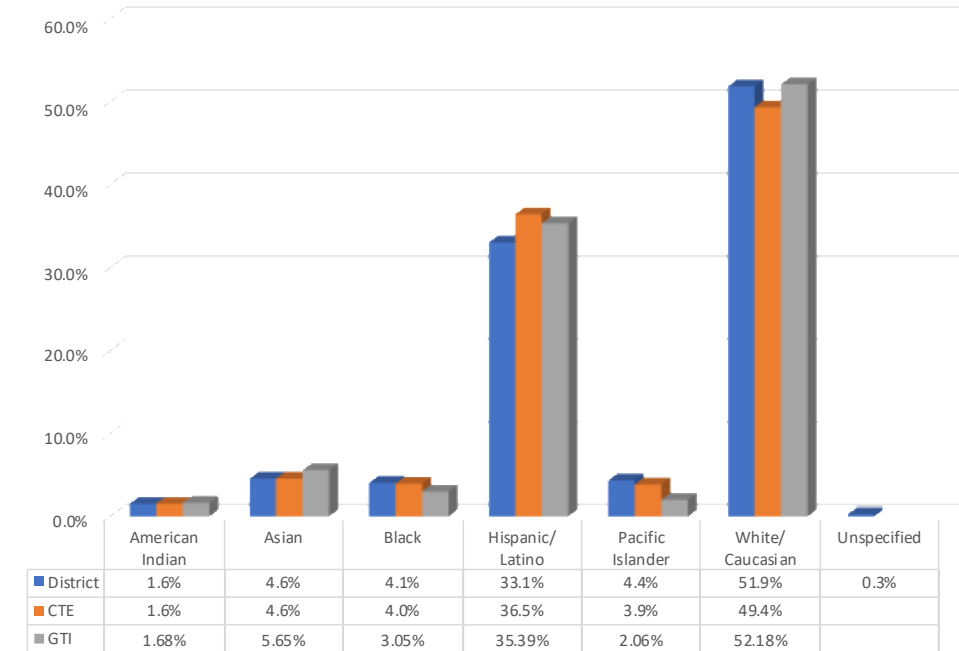
GTI ELL Enrollment - 2019

| SchoolName                     | SchoolYear | ELL | TotalNumberOfStudents |
|--------------------------------|------------|-----|-----------------------|
| COTTONWOOD SENIOR HIGH         | 2018       | Y   | 56                    |
| COTTONWOOD SENIOR HIGH         | 2019       | Y   | 36                    |
| CYPRUS SENIOR HIGH             | 2018       | Y   | 43                    |
| CYPRUS SENIOR HIGH             | 2019       | Y   | 52                    |
| EISENHOWER JUNIOR HIGH         | 2019       | Y   | 2                     |
| EVERGREEN JUNIOR HIGH          | 2019       | Y   | 2                     |
| GRANGER SENIOR HIGH            | 2018       | Y   | 98                    |
| GRANGER SENIOR HIGH            | 2019       | Y   | 122                   |
| GRANITE CONNECTION HIGH SCHOOL | 2018       | Y   | 3                     |
| GRANITE CONNECTION HIGH SCHOOL | 2019       | Y   | 7                     |
| HUNTER SENIOR HIGH             | 2018       | Y   | 35                    |
| HUNTER SENIOR HIGH             | 2019       | Y   | 54                    |
| KEARNS SENIOR HIGH             | 2018       | Y   | 27                    |
| KEARNS SENIOR HIGH             | 2019       | Y   | 28                    |
| OLYMPUS SENIOR HIGH            | 2018       | Y   | 12                    |
| OLYMPUS SENIOR HIGH            | 2019       | Y   | 5                     |
| SKYLINE SENIOR HIGH            | 2018       | Y   | 4                     |
| SKYLINE SENIOR HIGH            | 2019       | Y   | 7                     |
| sSTEP JUNIOR HIGH - 598        | 2018       | Y   | 1                     |
| sSTEP SENIOR HIGH - 698        | 2018       | Y   | 2                     |
| TAYLORSVILLE SENIOR HIGH       | 2018       | Y   | 15                    |
| TAYLORSVILLE SENIOR HIGH       | 2019       | Y   | 29                    |
| WEST LAKE JUNIOR HIGH          | 2018       | Y   | 1                     |
|                                |            |     | <b>641</b>            |

GTI Ethnic Enrollment - 2019

|               | Asian | Black | Caucasian | Hispanic | Native American | Pacific Islander |
|---------------|-------|-------|-----------|----------|-----------------|------------------|
| Student Count | 165   | 89    | 1,523     | 1,033    | 49              | 60               |
| Percentage    | 5.65% | 3.05% | 52.18%    | 35.39%   | 1.68%           | 2.06%            |

Comparison of Ethnicity For District, CTE and GTI



# Element 3: Local Workforce Alignment

## CTE Industry Advisory Boards

| Board                | Members<br>Secondary/<br>Postsecondary | Industry | Examples of Industry Partners  | Agencies |
|----------------------|--|----------|--|----------|
| Aeronautics          | 15                                     | 19       | Bountiful Flight, SkyWest, Salt Lake City Dept. of Airports, Universal Helicopters   | USBE     |
| Agriculture          | 15                                     | 13       | Dairy Council of Utah, Farm Service Agency, Utah Hogle Zoo, Utah Quarter Horse Assoc.  | USBE     |
| Automotive           | 16                                     | 22       | Burt Brothers Tire & Service, UTA, Utah Imports, Smith Power Products, Ford Motor Company, Snap-On Industries, Ken Garff Auto Group                | USBE     |
| Business & Marketing | 14                                     | 22       | Anchor Water Damage & Restoration, Chamber West, Coursetune, Crux & Gage, MACU, Whole Foods Market   | USBE     |
| Cabinetmaking        | 32                                     | 18       | Blum Hardware, Cabinet Innovations, Drang Longboards, Granite Mill, Fetzers, Intermountain Wood Products, MacBeath Hardwood, Wurth Louis & Company | USBE     |
| Construction         | 10                                     | 24       | CCI, Harris Dudley, Hogan Construction, Hunt Electric, Ivory Homes, Layton Constructions   | USBE     |
| Design Technology    | 21                                     | 13       | FFKR Architects, J.U.B. Engineers, Meitler Metal Works, OC Tanner, Divelept Design   | USBE     |

# Element 3: Local Workforce Alignment

## CTE Industry Advisory Boards

| Board                            | Members<br>Secondary/<br>Postsecondary | Industry | Examples of Industry Partners   | Agencies |
|----------------------------------|--|----------|---|----------|
| Education                        | 14                                     | 1        | Granite School District Preschool, Granite Accountability Services,   | USB E    |
| Foods & Nutrition/ Culinary Arts | 22                                     | 7        | Grand America Hotel, Nellson Nutraceutical, Sweet Candy Company, Utah Restaurant Assoc.   | USB E    |
| Graphics                         | 11                                     | 17       | Adwear, LithoFlexo, Media One, PPI Assoc., Regional Supply, Saxton Horne Communications,  | USB E    |
| Information Technology           | 24                                     | 20       | Adobe, IMC, Microsoft, Pluralsight, VLC M, West Jordan Chamber of Commerce, Verisk, Spyhop  | USB E    |
| Life Science                     | 11                                     | 21       | Biomerics, BioUtah, Dyad Labs, Edwards Life Science, Nelson Labs, Merit Medical, Zein   | USB E    |
| Pharmacy Tech                    | 2                                      | 4        | U of U Health Care, Associated Foods, Magellan  | USB E    |
| Welding                          | 19                                     | 18       | Aero Tech Manuf., CCI, DJB Gas, Lincoln Electric, Miller Electric, Norco, Metal Fab, Mountain States Steel, SME Steel Contractors | USB E    |

## Element 3: Local Workforce Alignment

| Strengths/Opportunities  | Challenges/Needs/Threats  | Gaps/Areas of Revision/New Implementation   |
|--|---|---|
| <ul style="list-style-type: none"><li>• CTE programs already have direct alignment to several high demand jobs in the region.</li><li>• New state pathways for the 2021 school year include 7<sup>th</sup> and 8<sup>th</sup> grade courses (making all courses 7-12) align to industry demand.</li><li>• A rubric is already developed to assess pathways and courses to industry workforce need.</li><li>• CTE industry advisory boards are already in place to support alignment with the local workforce.</li><li>• Strong programs exist in the district that train the skills and provide industry certifications that allow students to thrive in employment.</li></ul> | <ul style="list-style-type: none"><li>• Low enrollment in programs that are directly linked to high-wage, high demand industries is a problem. Programs include:<ul style="list-style-type: none"><li>○ Life Sciences</li><li>○ Manufacturing – Advanced Materials</li><li>○ Computer Science/Information Tech (all areas)</li><li>○ Construction</li><li>○ Engineering/Robotics/Automation</li></ul></li><li>• Finding employment opportunities for moderately to severe SPED students.</li><li>• Matching student interests to industry demand.</li></ul> | <ul style="list-style-type: none"><li>• Continuous use of the CTE Rubric to determine pathways/courses that should be implemented, one that need to be modified to address industry workforce needs, and which programs should be closed. All programs need to be assessed based on industry demand and programs need to be closed that do not have any alignment to the local workforce.</li><li>• Supporting SPED in identifying industry partners that work with special population students.</li><li>• Some CTE programs lack an industry focus. All programs need to understand their connection to industry and align classroom instruction to industry demand.</li></ul> |

# Element 3: Local Workforce Alignment

## Evaluation – Rating and Rationale and Potential Action Steps

| Leading  | Embedded   | Emerging  | Deficient               |
|--|--|---|-------------------------|
| School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region. Plan in place to retool, redirect and/or sunset outdated programs and provide targeted opportunities for employment of special populations. | School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region. | School offers programs for student populations that align to occupations. | School offers programs. |

### Rating Rationale:

The Emerging rating is again tied to one word in ‘Embedded’ - the phrase “for all student populations.” Granite CTE is working to align programs to industries with the highest project employment growth and emerging occupations in the region. We are not currently meeting the criteria of for all students.

# Element 3: Local Workforce Alignment

## Evaluation – Rating and Rationale and Potential Action Steps

| Leading  | Embedded   | Emerging  | Deficient               |
|--|--|---|-------------------------|
| School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region. Plan in place to retool, redirect and/or sunset outdated programs and provide targeted opportunities for employment of special populations. | School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region. | School offers programs for student populations that align to occupations. | School offers programs. |

### Action Steps:

- Increase use of the CTE Rubric to determine pathways/courses that should be implemented, ones that need to be modified to address industry workforce needs, and which programs should be closed. All programs need to be assessed based on industry demand.
- Close programs that do not have any alignment to the local workforce.
- Supporting SPED in identifying industry partners that work with special population students.
- Identify ways to enhance student awareness and desire to participate in pathways that lead to high wage, high demand industries.
- Implement a discussion with stakeholders regarding skills it takes for a student to thrive in their industry.



# Element 4: Progress Toward Implementing CTE Programs of Study

## Granite School District CTE Career Pathways

| Clusters   | Pathways                            |
|--|-------------------------------------|
| <b>Agriculture, Food and Natural Resources</b>             | Animal & Veterinary Science         |
|  | Food Science, Dietetics & Nutrition |
|  | Natural Resources Science           |
|  | Plant Science                       |
| <b>Architecture &amp; Construction</b>                     | Architectural Design (CAD)          |
|  | Construction & Structural Systems   |
|  | Interior Design                     |
| <b>Arts, Audio /Visual Technology &amp; Communications</b> | Broadcasting & Digital Media        |
|  | Fashion Apparel & Textiles          |
|  | Graphic Design & Communication      |
|  |                                     |
| <b>Business, Finance &amp; Marketing</b>                   | Accounting & Finance                |
|  | Business Administration             |
|  | Business Information Management     |
|  | Marketing                           |
|  |                                     |
| <b>Computer Science &amp; Information Technology</b>       | Cybersecurity                       |
|  | Information Technology Systems      |
|  | Programming & Software Development  |
|  | Web Development                     |
|  |                                     |

| Clusters  | Pathways                         |
|---|----------------------------------|
| <b>Education &amp; Training</b>                       | Pre-K: Early Childhood Education |
|   | K-12: Teaching as a Profession   |
| <b>Engineering &amp; Technology</b>                   | Engineering                      |
|   | Mechanical Design (CAD)          |
| <b>Health Science</b>                                 | Health Science                   |
| <b>Hospitality &amp; Tourism</b>                      | Culinary Arts                    |
|   | Hospitality & Tourism            |
| <b>Law, Public Safety, Corrections &amp; Security</b> | Protective Services              |
| <b>Manufacturing</b>                                  | Manufacturing & Production       |
|   | Welding & Machining              |
| <b>Transportation, Distributions &amp; Logistics</b>  | Auto Mechanics & Repairs         |
|   | Aviation                         |

CTE Pathways are available to 'all' students at their home school or at the Granite Technical Institute (GTI).

Transportation is provided for students desiring to attend courses at the GTI.

Programs of Study which support smooth transition with postsecondary institutions need to be set up for each of the pathways.

# Element 4: Progress Toward Implementing CTE Programs of Study

## Programs of Study

Programs of Study are coordinated, non-duplicative sequences of academic and technical content at the secondary and post-secondary level that:

- Incorporate challenging State academic standards;
- Addresses both academic and technical knowledge and skills, including employability (career readiness) skills;
- Progress in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- Has multiple entry and exit points that incorporates credentialing; and
- Culminates in the attainment of a recognized postsecondary credential.

## Current Programs of Study (POS) in Granite School District:

### Verbal agreements:

- Electrical – POS aligned with Salt Lake Community College Apprentice Office
- Plumbing – POS aligned with Salt Lake Community College Apprentice Office

### In Process

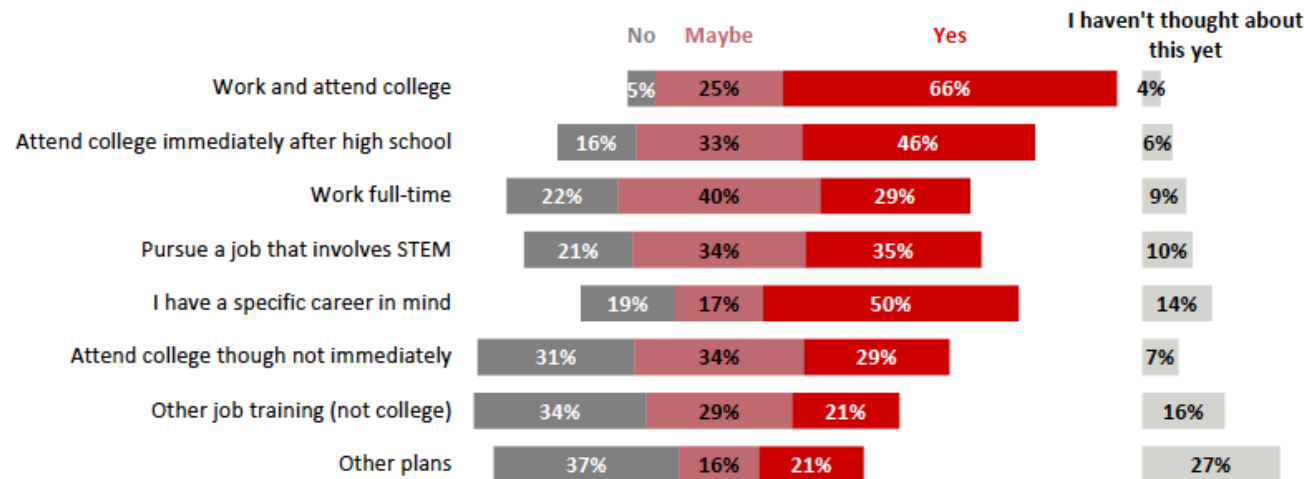
- Aviation – state led process with all colleges in the state offering fixed wing, rotor, aviation maintenance, and drone training.
- Electronics – currently working on a POS with Salt Lake Community College School of Applied Technology
- Composites – In conversation with Davis Technical College to create a POS.

# Element 4: Progress Toward Implementing CTE Programs of Study

Information from a Career & Technical Education Survey conducted by the Utah Education Policy Center

## What are Students Plans for the Future?

Figure 6. Students' Future Plans



- Many students have plans for college, work, and careers following high school.
- 66% of students intend to work and attend college after high school.
- 50% of students have a specific career in mind.
- 6% of students indicated they hadn't thought about whether they would attend college immediately after high school.
- 7% of students indicated they hadn't thought about whether they would attend college eventually.

# Element 4: Progress Toward Implementing CTE Programs of Study

| CTE Career Clusters                   | Pathways                            | Course Name                    | Course # | 2017 | 2018 | 2019 | 2020 |
|---------------------------------------|-------------------------------------|--------------------------------|----------|------|------|------|------|
| Agriculture, Food & Natural Resources | Animal & Veterinary Science         | ANIMAL SCIENCE I (2PD)         | 636401   | 187  | 191  | 229  | 256  |
|                                       |                                     | ANIMAL SCIENCE II (2PD)        | 636451   | 23   | 18   | 25   | 21   |
|                                       |                                     | EQUINE SCIENCE 2               | 636611   | 0    | 0    | 0    | 0    |
|                                       |                                     | EQUINE SCIENCE I               | 636601   | 47   | 61   | 70   | 59   |
|                                       |                                     | VETERINARY ASSISTANT I (2PD)   | 636501   | 68   | 64   | 74   | 79   |
|                                       | Food Science, Dietetics & Nutrition | FOOD AND NUTRITION 1           | 618001   | 3429 | 3577 | 3663 | 3920 |
|                                       |                                     | FOOD AND NUTRITION 1           | 618002   | 306  | 0    | 0    | 0    |
|                                       |                                     | FOOD AND NUTRITION 1           | 618003   | 121  | 0    | 0    | 0    |
|                                       |                                     | FOOD AND NUTRITION 2           | 618051   | 1351 | 1539 | 1481 | 1457 |
|                                       |                                     | FOOD AND SCIENCE               | 618171   | 0    | 0    | 37   | 48   |
|                                       |                                     | FOUNDATIONS NUTRITION          | 618191   | 0    | 59   | 150  | 95   |
|                                       | Natural Resources Science           | NATURAL RESOURCE SCI I (2PD)   | 636701   | 0    | 21   | 15   | 25   |
|                                       |                                     | NATURAL RESOURCE SCI II (2PD)  | 636721   | 0    | 5    | 10   | 12   |
|                                       | Plant Science                       | FLORICULTURE/GRNHSE MGT (2PD)  | 636301   | 30   | 29   | 19   | 43   |
|                                       |                                     | LANDSCAPE MANAGEMENT           | 636341   | 9    | 8    | 27   | 8    |
|                                       |                                     | NURSERY OPERATION              | 636361   | 9    | 9    | 27   | 7    |
| Architecture & Construction           | Architectural Design (CAD)          | CAD ARCHITECTRAL DESGN 1 (2PD) | 622561   | 47   | 59   | 65   | 75   |
|                                       |                                     | CAD ARCHITECTRAL DESGN 2 (2PD) | 622571   | 8    | 9    | 17   | 13   |
|                                       |                                     | CAD ARCHITECTURAL DESGN 3(2PD) | 622581   | 0    | 0    | 1    | 4    |
|                                       | Construction & Structural Systems   | CONSTRUCTION TECHNOLOGY        | 622351   | 344  | 88   | 52   | 31   |
|                                       |                                     | BLDG CONST I CE(CMGT1320)      | 625870   | 18   | 11   | 25   | 18   |
|                                       |                                     | CARPENTRY 1 - TANF (2PD)       | 625751   | 0    | 0    | 0    | 0    |
|                                       |                                     | CARPENTRY 2 - TANF (2PD)       | 625761   | 0    | 0    | 0    | 0    |
|                                       |                                     | ELECTRICIAN 1 (2PD)            | 625971   | 0    | 0    | 0    | 0    |
|                                       |                                     | ELECTRICIAN 1 (2PD)            | 625980   | 24   | 29   | 24   | 62   |
|                                       |                                     | ELECTRICIAN 2 (2PD)            | 625981   | 0    | 0    | 0    | 0    |
|                                       |                                     | ELECTRICIAN I (ELI1110)(2PD)   | 625990   | 0    | 8    | 10   | 18   |
|                                       |                                     | PLUMBING 1 (2PD)               | 625950   | 6    | 27   | 23   | 21   |
|                                       |                                     | PLUMBING 1 (2PD)               | 625951   | 0    | 0    | 0    | 0    |
|                                       |                                     | PLUMBING 2 (2PD)               | 625961   | 0    | 0    | 0    | 0    |
|                                       | Interior Design                     | INTERIOR DESIGN 1              | 618601   | 432  | 484  | 470  | 549  |
|                                       |                                     | INTERIOR DESIGN 2              | 618621   | 0    | 14   | 7    | 22   |
|                                       |                                     | ADV INTERIOR DSGN CE (IDT1010) | 618680   | 0    | 0    | 0    | 0    |

Granite School District  
CTE Pathways

# Element 4: Progress Toward Implementing CTE Programs of Study

| CTE Career Clusters                             | Pathways                        | Course Name                    | Course # | 2017 | 2018 | 2019 | 2020 |
|---|---------------------------------|--------------------------------|----------|------|------|------|------|
| Arts, Audio /Visual Technology & Communications | Broadcasting & Digital Media    | DIGITAL MEDIA I                | 640001   | 85   | 0    | 134  | 328  |
|   |                                 | DIGITAL MEDIA I CE (ART1080)   | 640050   | 10   | 0    | 26   | 0    |
|   |                                 | DIGITAL MEDIA I CE (ART1080)   | 640051   | 0    | 0    | 0    | 39   |
|   |                                 | DIGITAL MEDIA II (1PD)         | 640100   | 27   | 19   | 14   | 21   |
|   |                                 | T.V. BROADCASTING I            | 628200   | 213  | 187  | 115  | 94   |
|   |                                 | TV BROADCASTING 1              | 628201   | 101  | 0    | 91   | 84   |
|   |                                 | TV BROADCASTING 2              | 628211   | 53   | 29   | 28   | 49   |
|   |                                 | VIDEO PRODUCTION 1             | 628301   | 392  | 402  | 288  | 276  |
|   |                                 | VIDEO PRODUCTION 1             | 628303   | 0    | 28   | 0    | 0    |
|   |                                 | VIDEO PRODUCTION 1             | 628304   | 0    | 0    | 0    | 0    |
|   |                                 | VIDEO PRODUCTION 1 YEARBOOK    | 628302   | 15   | 14   | 13   | 17   |
|   |                                 | VIDEO PRODUCTION 2             | 628311   | 120  | 41   | 61   | 65   |
|   |                                 | VIDEO PRODUCTION 2 YEARBOOK    | 628312   | 16   | 56   | 11   | 18   |
|   | Fashion Apparel & Textiles      | SPORTS OUTDOOR SEWING 1        | 618461   | 124  | 137  | 95   | 54   |
|   |                                 | SPORTS OUTDOOR SEWING 2        | 618471   | 17   | 2    | 0    | 0    |
|   |                                 | FASHION DESIGN MERCHANDISING   | 618521   | 60   | 1    | 17   | 61   |
|   |                                 | FASHION DESIGN STUDIO          | 618501   | 506  | 430  | 420  | 446  |
|   | Graphic Design Communication    | COMMERCIAL & ADVERTISING ART   | 628101   | 0    | 35   | 39   | 0    |
|   |                                 | ADV PRODUCTION GRAPHICS        | 626641   | 0    | 0    | 0    | 99   |
|   |                                 | ADVANCED PRODUCTION GRAPHICS   | 626650   | 170  | 179  | 190  | 138  |
|   |                                 | SCREEN PRNTNG CE(ART1240)      | 626681   | 112  | 121  | 78   | 40   |
| Business, Finance & Marketing                   | Accounting & Finance            | ACCOUNTING 1                   | 610801   | 312  | 456  | 381  | 426  |
|   |                                 | ACCOUNTING 1                   | 610803   | 0    | 0    | 0    | 0    |
|   |                                 | ACCOUNTING 1 CE (ACCT1110)     | 613761   | 0    | 0    | 0    | 0    |
|   |                                 | ACCOUNTING 2                   | 610811   | 13   | 25   | 27   | 37   |
|   |                                 | ACCOUNTING 2 CE (ACCT1120)     | 613781   | 0    | 0    | 0    | 0    |
|   |                                 | ADVANCED ACCOUNTING            | 610840   | 0    | 0    | 0    | 0    |
|   |                                 | ADV ACCOUNT 1 CE(ACCT1110)(AF) | 613011   | 51   | 61   | 101  | 0    |
|   |                                 | ADV ACCOUNT 2 CE(ACCT1120)(AF) | 613021   | 38   | 47   | 102  | 43   |
|   | Business Administration         | BUSINESS LAW                   | 610701   | 216  | 173  | 141  | 118  |
|   |                                 | BUSINESS MANAGEMENT            | 610761   | 203  | 180  | 208  | 209  |
|   |                                 | LEADERSH MGT PRIN CE(CTEL1010) | 612701   | 0    | 0    | 0    | 12   |
|   |                                 | LEADERSHIP PRINCIPLES 1        | 610781   | 0    | 66   | 25   | 0    |
|   |                                 | LEADERSHIP PRINCIPLES 2        | 610791   | 0    | 0    | 0    | 0    |
|   | Business Information Management | BUSINESS OFFICE SPECIALIST     | 610371   | 108  | 843  | 1109 | 1283 |
|   |                                 | BUSINESS OFFICE SPECIALIST     | 610372   | 17   | 1782 | 899  | 955  |
|   |                                 | BUS OFFICE SPCLST CE(CSIS1020) | 612631   | 0    | 0    | 66   | 62   |
|   |                                 | BUS OFFICE SPECIALIST ESL1     | 610381   | 0    | 28   | 38   | 41   |
|   |                                 | DIGITAL BUSINESS APPLICATIONS  | 610911   | 0    | 7    | 188  | 95   |
|   | Marketing                       | DIGITAL MARKETING              | 612451   | 91   | 86   | 79   | 106  |
|   |                                 | RETAILING                      | 612311   | 164  | 240  | 312  | 320  |

Granite School District  
CTE Pathways

# Element 4: Progress Toward Implementing CTE Programs of Study

| CTE Career Clusters                       | Pathways                           | Course Name                    | Course # | 2017 | 2018 | 2019 | 2020 |
|---|------------------------------------|--------------------------------|----------|------|------|------|------|
| Computer Science & Information Technology | Cybersecurity                      | CYBERSECURITY ETH HACKIN (2PD) | 640891   | 14   | 13   | 20   | 13   |
|   |                                    | LINUX FUNDAMENTALS (2PD)       | 640851   | 12   | 10   | 12   | 14   |
|   | Information Technology Systems     | A+ TRAINING (2PD)              | 640801   | 27   | 24   | 27   | 29   |
|   |                                    | NETWORK+ (2PD)                 | 640821   | 13   | 8    | 10   | 15   |
|   | Programming & Software Development | COMPUTER PROGRAMMING 1         | 640400   | 76   | 73   | 213  | 165  |
|   |                                    | COMPUTER PROGRAMMING 1 (2PD)   | 640401   | 117  | 136  | 109  | 127  |
|   |                                    | COMPUTER PROGRAMMING 2 (2PD)   | 640501   | 27   | 28   | 11   | 8    |
|   |                                    | COMPUTR PROG 1 CE(CSIS1400)2PD | 640531   | 0    | 14   | 18   | 9    |
|   |                                    | COMP PROGRAM 1 PROJECTS (2PD)  | 640551   | 11   | 6    | 5    | 2    |
|   |                                    | COMP PROGRAM 2 PROJECTS (2PD)  | 640571   | 0    | 0    | 0    | 0    |
|   |                                    | GAMING DEVEL FUNDAMENTALS II   | 641741   | 0    | 0    | 0    | 10   |
|   |                                    | GAMING DEVELOPMENT FUND (2PD)  | 641721   | 0    | 83   | 69   | 0    |
|   |                                    | GAMING DEVELOPMNT FUND1        | 641701   | 431  | 256  | 327  | 374  |
|   |                                    | MOBILE DEVELOPMENT FUND        | 641801   | 0    | 0    | 0    | 0    |
|   |                                    | AP COMPUTER SCIENCE            | 640640   | 0    | 0    | 0    | 0    |
|   |                                    | AP COMPUTER SCIENCE PRINCIPLES | 640600   | 20   | 14   | 15   | 37   |
|   | Web Development                    | WEB DEVELOPMENT 2 (2PD)        | 641621   | 5    | 3    | 3    | 7    |
|   |                                    | WEB DEVELOPMENT I              | 641611   | 0    | 27   | 100  | 0    |
|   |                                    | WEB DEVELOPMENT 1 (2PD)        | 641601   | 22   | 15   | 26   | 18   |
|   |                                    | WEB DEVELOPMENT CAPSTONE (2PD) | 640901   | 0    | 0    | 0    | 0    |
| Education & Training                      | Pre-K: Early Childhood Education   | EARLY CHILDHOOD EDUCATION 1    | 617601   | 0    | 71   | 135  | 552  |
|   |                                    | EARLY CHILDHOOD EDUCATION 2    | 617602   | 0    | 1    | 0    | 276  |
|   |                                    | EARLY CHILDHOOD EDUCATION 3    | 617651   | 0    | 0    | 0    | 45   |
|   | K-12: Teaching as a Profession     | TEACHING AS A PROFESSION 1     | 655001   | 0    | 0    | 4    | 10   |
|   |                                    | TEACHING AS A PROFESSION 2     | 655051   | 0    | 0    | 0    | 32   |
|   |                                    | TEACHING AS A PROFESSION 3     | 655101   | 0    | 0    | 12   | 12   |
| Engineering & Technology                  | Engineering                        | ELECTRONICS 1                  | 622701   | 197  | 214  | 211  | 190  |
|   |                                    | ELECTRONICS 2                  | 622711   | 40   | 36   | 70   | 60   |
|   |                                    | ELECTRONICS 3                  | 622731   | 0    | 0    | 0    | 0    |
|   |                                    | ELECTRONICS 3 (2PD)            | 622721   | 3    | 10   | 6    | 3    |
|   |                                    | ENGINEERING PRINCIPLES 1       | 622401   | 341  | 288  | 228  | 270  |
|   |                                    | ENGINEERING PRINCIPLES 2       | 622421   | 284  | 261  | 202  | 247  |
|   |                                    | MANUFACTURING PRINCIPLES 1     | 622251   | 59   | 53   | 66   | 75   |
|   |                                    | MANUFACTURING PRINCIPLES 2     | 622271   | 0    | 17   | 22   | 36   |
|   |                                    | ROBOTICS 1                     | 622901   | 176  | 195  | 165  | 128  |
|   |                                    | ROBOTICS 1 (2PD)               | 622911   | 31   | 32   | 31   | 17   |
|   |                                    | ROBOTICS 2                     | 622921   | 17   | 15   | 7    | 40   |
|   |                                    | ROBOTICS 2 (2PD)               | 622931   | 0    | 4    | 15   | 4    |
|   |                                    | ENGINEERING CAPSTONE           | 622810   | 12   | 11   | 0    | 0    |
|   |                                    | ENGINEERING CAPSTONE (2PD)     | 622800   | 0    | 0    | 0    | 0    |
|   |                                    | ENGINEERING CAPSTONE (2PD)     | 622801   | 14   | 3    | 0    | 3    |
|   | Mechanical Design (CAD)            | ENGINEER TECH DSGN 1 (CAD)     | 622521   | 31   | 62   | 58   | 48   |
|   |                                    | ENGINEER TECH DSGN 2           | 622531   | 0    | 62   | 58   | 48   |

Granite School District  
CTE Pathways



# Element 4: Progress Toward Implementing CTE Programs of Study

| CTE Career Clusters                        | Pathways              | Course Name                    | Course # | 2017 | 2018 | 2019 | 2020 |
|--|-----------------------|--------------------------------|----------|------|------|------|------|
| Health Science                             | Health Science        | BIOTECHNOLOGY                  | 602500   | 0    | 2    | 0    | 0    |
|  |                       | BIOTECHNOLOGY                  | 603700   | 23   | 16   | 13   | 15   |
|  |                       | BIOTECHNOLOGY                  | 603710   | 0    | 0    | 0    | 3    |
|  |                       | DENTAL ASSISTANT I (2PD)       | 646101   | 166  | 117  | 140  | 137  |
|  |                       | DENTAL ASSISTANT II (2PD)      | 646151   | 82   | 78   | 89   | 77   |
|  |                       | EM MED RESPONDER CE(AT2300)    | 646422   | 17   | 0    | 35   | 19   |
|  |                       | EM MED TECH CE(HSEM2300)(2PD)  | 646470   | 71   | 84   | 74   | 78   |
|  |                       | EMERGENCY MEDICAL RESPONDER    | 646401   | 155  | 182  | 285  | 253  |
|  |                       | EMERGENCY MEDICAL RESPONDER    | 646402   | 32   | 0    | 0    | 0    |
|  |                       | EMERGENCY MEDICAL TECH (2PD)   | 646450   | 22   | 16   | 7    | 12   |
|  |                       | EX SCI/SPORTS MED CE (AT2175)  | 645260   | 0    | 0    | 0    | 8    |
|  |                       | EX SCI/SPORTS MED CE (PES2400) | 645250   | 63   | 51   | 32   | 44   |
|  |                       | EX SCI/SPRTS MEDCE(PES2400)2PD | 645251   | 17   | 22   | 35   | 13   |
|  |                       | EXERCISE SCI/SPT MED (1-PD)    | 645200   | 222  | 241  | 150  | 138  |
|  |                       | EXERCISE SCI/SPT MED (2PD)     | 645221   | 51   | 50   | 20   | 9    |
|  |                       | MEDICAL ASSISTANT (2PD)        | 646000   | 114  | 110  | 131  | 114  |
|  |                       | MEDICAL FORENSCS CE(CJ1350)2PD | 645421   | 0    | 32   | 91   | 60   |
|  |                       | MEDICAL FORENSICS (2PD)        | 645401   | 0    | 70   | 37   | 34   |
|  |                       | NURSING ASSISTANT (2PD)        | 646231   | 245  | 253  | 192  | 176  |
|  |                       | PHARMACY TECHNICIAN (2PD)      | 646300   | 58   | 46   | 42   | 40   |
| Hospitality & Tourism                      | Culinary Arts         | CULINARY ART CE(CHEF1110)(2PD) | 618231   | 0    | 5    | 17   | 9    |
|  |                       | CULINARY ARTS                  | 618100   | 87   | 126  | 266  | 268  |
|  |                       | CULINARY ARTS (2PD)            | 618131   | 49   | 40   | 38   | 77   |
|  |                       | PROSTART 1 (2PD)               | 618211   | 37   | 17   | 26   | 38   |
|  |                       | PROSTART 2 (2PD)               | 618261   | 9    | 20   | 15   | 19   |
|  |                       | PROSTART I SENIOR PROJ (2PD)   | 618215   | 0    | 0    | 1    | 2    |
|  | Hospitality & Tourism | EVENT PLANNING/MANAGEMNT(AOHT) | 612561   | 0    | 24   | 0    | 30   |
|  |                       | HOSPITALITY & TOURISM          | 612511   | 0    | 0    | 0    | 0    |
|  |                       | HOSPITALITY & TOURISM (AOHT)   | 613701   | 28   | 0    | 23   | 0    |
|  |                       | LODGING & RECREATION (AOHT)    | 612531   | 0    | 34   | 0    | 20   |
| Law, Public Safety, Corrections & Security | Protective Services   | CRIMINAL LAW                   | 629071   | 0    | 28   | 20   | 21   |
|  |                       | CRIMINAL LAW CE (CJ1330)       | 629061   | 0    | 65   | 76   | 68   |

Granite School District  
CTE Pathways

# Element 4: Progress Toward Implementing CTE Programs of Study

| CTE Career Clusters                       | Pathways                   | Course Name                    | Course # | 2017 | 2018 | 2019 | 2020 |
|---|----------------------------|--------------------------------|----------|------|------|------|------|
| Manufacturing                             | Manufacturing & Production | COMPOSITES I                   | 629901   | 0    | 52   | 49   | 62   |
|   |                            | COMPOSITES II                  | 629931   | 0    | 17   | 22   | 36   |
|   |                            | ADV COMPOSITES PROJECT (2PD)   | 629961   | 0    | 0    | 4    | 0    |
|   |                            | WOODWORKING                    | 625000   | 419  | 507  | 403  | 326  |
|   |                            | WOODWORKING                    | 625010   | 18   | 28   | 19   | 17   |
|   |                            | WOODWORKING 1                  | 625001   | 1238 | 1356 | 1428 | 1475 |
|   |                            | WOODWORKING 2                  | 625011   | 202  | 204  | 218  | 218  |
|   | Welding & Machining        | WELDING TECH ADVANCED (2PD)    | 627930   | 2    | 0    | 2    | 0    |
|   |                            | WELDING TECH CE (WLD1005)      | 627970   | 21   | 8    | 14   | 18   |
|   |                            | WELDING TECH CE(WLD1005)(2PD)  | 627951   | 5    | 2    | 1    | 0    |
|   |                            | WELDING TECH INTERMEDIATE      | 627850   | 48   | 45   | 34   | 117  |
|   |                            | WELDING TECH INTERMEDIATE      | 627851   | 20   | 21   | 0    | 12   |
|   |                            | WELDING TECHNICIAN ADVANCED    | 627900   | 70   | 70   | 71   | 18   |
|   |                            | NON DESTRUCT TEST CE(NDT1110)  | 625221   | 0    | 0    | 8    | 6    |
| Transportation, Distributions & Logistics | Auto Mechanics & Repairs   | NON DESTRUCTIVE TESTING        | 625201   | 0    | 17   | 6    | 12   |
|   |                            | COLL REFINISH & PAINTING (2PD) | 627661   | 46   | 30   | 16   | 17   |
|   |                            | COLL 1 NONSTRCTRAL REPAIR(2PD) | 627221   | 23   | 30   | 25   | 13   |
|   |                            | AUTO CHASSIS MLR (AUTO 2)      | 627140   | 223  | 284  | 240  | 200  |
|   |                            | AUTO ELECTRICAL/ELECTRONICS    | 627170   | 0    | 0    | 0    | 0    |
|   |                            | AUTO ELECTRICAL/ELECTRONICS    | 627171   | 0    | 0    | 15   | 0    |
|   |                            | AUTO ENGINE MLR (AUTO 3)       | 627150   | 37   | 35   | 30   | 20   |
|   |                            | AUTO ENGINE MLR (AUTO3)(2PD)   | 627160   | 65   | 59   | 82   | 51   |
|   | Aviation                   | AVIATION CAPSTONE (2PD)        | 629491   | 0    | 0    | 0    | 1    |
|   |                            | AVIATION HISTORY (2PD)         | 629501   | 4    | 21   | 0    | 0    |
|   |                            | AIR TRANSPORTATION (2PD)       | 629401   | 6    | 22   | 10   | 6    |
|   |                            | AIR TRNSPT MGT CE(AVSC2150)2PD | 629411   | 17   | 20   | 21   | 13   |
|   |                            | AIRCRAFT SYS CE (PILT1420) 2PD | 629471   | 32   | 26   | 0    | 0    |
|   |                            | AIRCRAFT SYSTEMS (2PD)         | 629461   | 2    | 30   | 0    | 0    |
|   |                            | PILOT GROUND SCHOOL (2PD)      | 629431   | 3    | 44   | 21   | 49   |

Granite School District  
CTE Pathways

# Element 4: Progress Toward Implementing CTE Programs of Study

## Career & Technical Education Student Organizations

CTSOs are offered in all high schools in Granite School District and in some junior high schools. Each organization is registered nationally and meets the requirements of a teacher advisor, student leadership team and members. Students participate in leadership conferences, regional and state competitive events, and those who qualify can attend national competitions.

| School                      | DECA       |            |            | FBLA       |            |            | FCCLA      |            |            | FFA        |            |            |
|-----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|                             | FY18       | FY19       | FY20       | FY18       | FY19       | FY20       | FY18       | FY19       | FY20       | FY18       | FY19       | FY20       |
| Cottonwood High             | 37         | 13         | 19         | 27         | 17         | 0          | 11         | 7          | 13         | 0          | 0          | 0          |
| Cyprus High                 | 87         | 116        | 0          | 0          | 0          | 0          | 26         | 20         | 27         | 0          | 0          | 0          |
| Eisenhower Jr High          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Evergreen Jr High           | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Granger High                | 9          | 16         | 21         | 17         | 97         | 81         | 18         | 22         | 1          | 0          | 0          | 0          |
| Granite Technical Institute | 50         | 48         | 55         | 0          | 0          | 0          | 8          | 12         | 0          | 378        | 503        | 561        |
| Hunter High                 | 51         | 58         | 50         | 38         | 44         | 28         | 10         | 15         | 12         | 0          | 0          | 0          |
| Kearns High                 | 14         | 21         | 10         | 19         | 18         | 10         | 11         | 14         | 11         | 0          | 0          | 0          |
| Olympus High                | 10         | 11         | 10         | 7          | 0          | 0          | 15         | 18         | 18         | 0          | 0          | 0          |
| Skyline High                | 50         | 62         | 49         | 11         | 42         | 38         | 22         | 22         | 10         | 0          | 0          | 0          |
| Taylorsville High           | 14         | 20         | 14         | 21         | 12         | 18         | 20         | 25         | 11         | 0          | 0          | 0          |
| Wasatch Jr High             | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| <b>Grand Total</b>          | <b>322</b> | <b>365</b> | <b>228</b> | <b>140</b> | <b>230</b> | <b>175</b> | <b>141</b> | <b>155</b> | <b>103</b> | <b>378</b> | <b>503</b> | <b>561</b> |

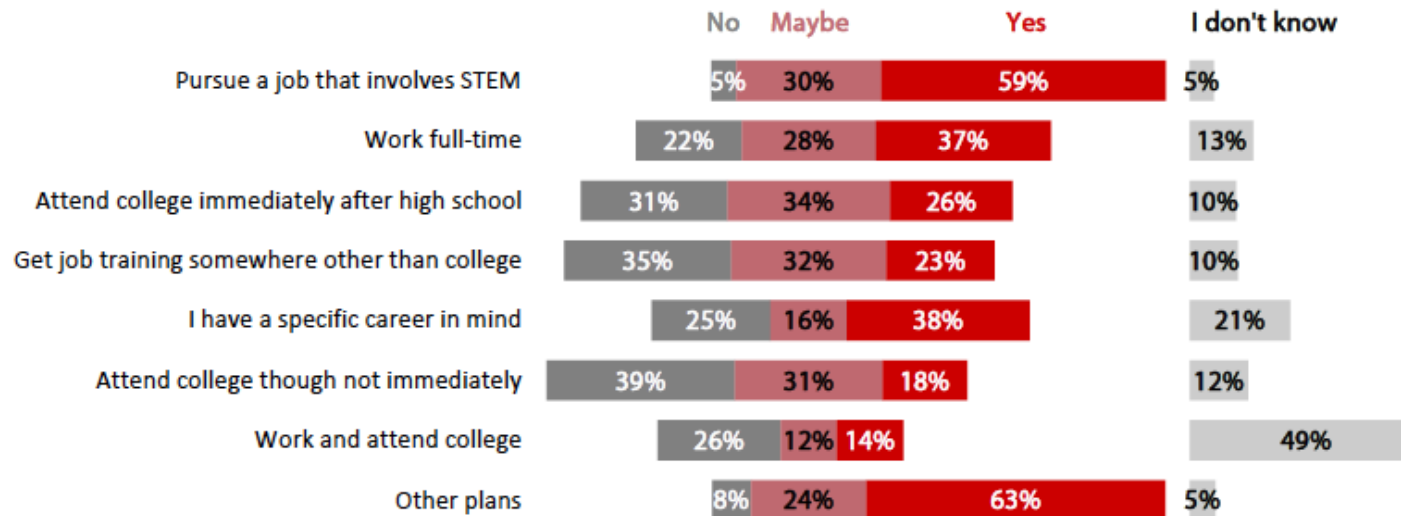
| School                      | HOSA       |            |            | Skills USA |            |            | TSA        |            |            |
|-----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|                             | FY18       | FY19       | FY20       | FY18       | FY19       | FY20       | FY18       | FY19       | FY20       |
| Cottonwood High             | 20         | 15         | 17         | 0          | 0          | 0          | 0          | 0          | 0          |
| Cyprus High                 | 35         | 32         | 10         | 5          | 4          | 12         | 0          | 0          | 0          |
| Eisenhower Jr High          | 0          | 0          | 0          | 0          | 0          | 0          | 14         | 5          | 21         |
| Evergreen Jr High           | 0          | 0          | 0          | 0          | 0          | 0          | 22         | 6          | 23         |
| Granger High                | 29         | 0          | 0          | 22         | 6          | 24         | 95         | 140        | 4          |
| Granite Technical Institute | 82         | 99         | 45         | 10         | 30         | 35         | 40         | 51         | 38         |
| Hunter High                 | 0          | 0          | 0          | 10         | 49         | 49         | 36         | 40         | 33         |
| Kearns High                 | 59         | 49         | 54         | 13         | 12         | 20         | 0          | 0          | 0          |
| Olympus High                | 23         | 14         | 34         | 80         | 53         | 22         | 16         | 0          | 0          |
| Skyline High                | 19         | 36         | 19         | 10         | 15         | 12         | 24         | 23         | 28         |
| Taylorsville High           | 24         | 23         | 20         | 4          | 0          | 0          | 0          | 0          | 0          |
| Wasatch Jr High             | 0          | 0          | 0          | 0          | 0          | 0          | 16         | 0          | 0          |
| <b>Grand Total</b>          | <b>291</b> | <b>268</b> | <b>199</b> | <b>154</b> | <b>169</b> | <b>174</b> | <b>263</b> | <b>265</b> | <b>147</b> |

# Element 4: Progress Toward Implementing CTE Programs of Study

Information from a Career & Technical Education Survey conducted by the Utah Education Policy Center

## What do Parents and Guardians Think Students Future Plans Are?

Figure 7. Parent/Guardian Perceptions about their Child's Future Plans



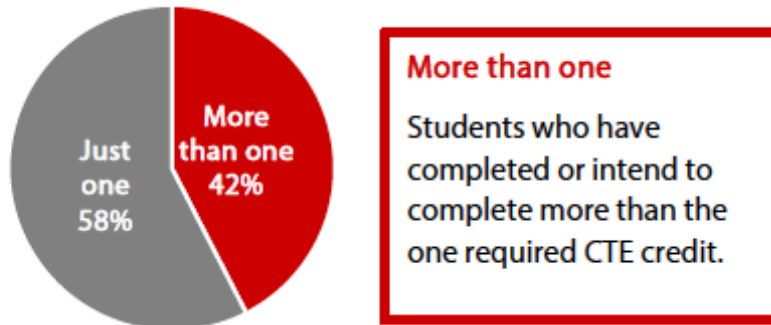
- 49% of parents/guardians didn't know if their child planned to work and attend college after high school.
- 59% of parents/guardians believe their child intends to pursue a job that involves STEM after high school.
- 26% of parents/guardians indicated their child planned to attend college immediately after high school.

# Element 4: Progress Toward Implementing CTE Programs of Study

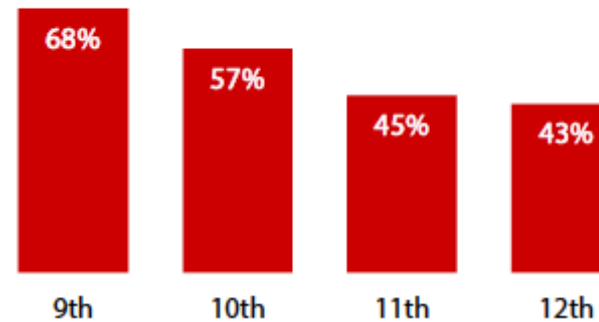
Information from a Career & Technical Education Survey conducted by the Utah Education Policy Center

## Student Completion and Intention to Complete CTE Classes

*Figure 8. Student Reported Level of Completion or Intention to Complete CTE Classes*



*Figure 9. Percent of Students at each Grade Level who have Completed or intend to Complete More than One CTE Credit*



- 42% of students have completed or intend to complete more than one CTE credit.
- Completion and intention to complete CTE declined with grade level.
  - 68% of 9<sup>th</sup> graders indicated they had completed or intend to complete more than one CTE credit.
  - 43% of 12<sup>th</sup> graders indicated they had completed or intend to complete more than one CTE credit.

# Element 4: Progress Toward Implementing CTE Programs of Study

| Strengths/Opportunities  | Challenges/Needs/Threats   | Gaps/Areas of Revision/New Implementation  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Data from the state and district suggests that significant numbers of students enter pathways as participants.</li> <li>• Students can receive industry recognized credentials through district programs.</li> <li>• Strong business advisory boards and PACS at Salt Lake Community College inform decision made regarding program offerings.</li> <li>• Talent Ready Utah Pathways provide a smooth transition from high school training to employment.</li> <li>• Articulation is occurring through concurrent enrollment offerings in both academic and technical areas.</li> </ul> | <ul style="list-style-type: none"> <li>• Currently need to complete Programs of Study Across All CTE Pathways with alignment to local workforce demand.</li> <li>• Data on course taking patterns in pathways for concentrators and completers suggest students are not being retained in pathways. Many students only take the first course. Attrition is higher for ethnic groups and some special populations.</li> </ul> | <ul style="list-style-type: none"> <li>• There is significant issues with follow up of students once they leave high schools. Student Tracker provides a means to identify students who enter college. Employment is more difficult.</li> <li>• New implementation - work with the Wasatch Front South Region to create an articulation agreement and a model for disseminating information to students as found in other regions in the state.</li> </ul> |

# Element 4: Progress Toward Implementing CTE Programs of Study

## Evaluation – Rating and Rationale and Potential Action Steps

|   | Leading  | Embedded   | Emerging  | Deficient  |
|---|--|--|---|--|
| Implementing CTE Programs               | Programs are aligned, growing, expanding and articulated across secondary and postsecondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study. | Programs are aligned and articulated across secondary and postsecondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study. | Programs are aligned across secondary and post-secondary, and articulation is in development with embedded academic, technical, and employability skills. | Programs are aligned across secondary and postsecondary. |
| Stakeholder Involvement in CTE Programs | Growth and expansion on an established stake holder base where all stakeholders are actively involved in decision making.  | Established stakeholder base where all stakeholders are actively involved in decision making.  | Stakeholder involvement with limited alignment in decision making.  | Limited stakeholder Involvement.                         |



# Element 4: Progress Toward Implementing CTE Programs of Study

## Evaluation – Rating and Rationale and Potential Action Steps

Rating Rationale:

**Implementing CTE Programs:** Programs are beginning to be aligned across secondary and postsecondary with embedded academic, technical and employability skills. This process was initiated over the past year with 3 pilot POS which include: Electronics, Aviation, and the Architecture, Engineering and Design Pathway. This area was marked as Emerging because of these efforts.

**Stakeholder Involvement in CTE Programs:** Granite has had significant stakeholder involvement over the past 10 years from industry, postsecondary and agencies. This area could have been marked as Embedded except little work has been done in the area of Programs of Study. For this reason Granite chose to mark Stakeholder Involvement as Emerging.

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Action Steps:

- Develop a region framework for Programs of Study.
- Design new programs of study that align to industry demand (including facilities, supplies, and software needed to train identified industry skills).
- Redesign work-based learning in the district to increase internship, apprenticeship and other capstone experiences.
- Work to update outdated CTE labs starting with technology education.
- Design a new model for technology education labs based on creating awareness and exploration opportunities for middle school students.
- Identify new pathways and courses that need to be added to address industry needs.
- Assess all pathways and courses to determine what needs to be closed, what needs to be updated and what new programs should be developed.

## Element 5: Recruitment, Retention, and Training of Faculty and Staff

# Granite School District Recruiting Efforts

- Recruitment efforts begin as early as October for the next school year. Granite participates in the statewide teacher fairs held in most universities and multiple out of state teacher fairs using handouts and promotional giveaways.
- Screening interviews are held during the fairs.
- Attend job fairs (university, local community, city and chamber)
- List job postings on such job boards as KSL, newspaper, K12 Job Spot and local university posting platforms.
- Advertise in various education magazines targeted at minority populations.
- Teacher salary schedule is posted on the district webpage so teachers can compare salaries with other districts.



# Element 5: Recruitment, Retention, and Training of Faculty and Staff

## Granite School District Recruiting Efforts



### OUR MISSION

#### #GSEDETECH

Equip every student and teacher with technology and 21st century skills



### HARDWARE

|                     |  |
|---------------------|--|
| Enhanced Classrooms | Computer-connected projector with microphone sound system in every classroom   |
| Wi-Fi               | Pervasive wireless connectivity throughout all our schools   |
| Student Devices     | Granite is approaching a 1-to-1 Chromebook-to-student ratio, with more than 65,000 Chromebooks for the 68,000 students in the district |



### DIGITAL TOOLS

|                      |  |
|----------------------|--|
| Google for Education | Google Drive with unlimited cloud storage for students and teachers, Google Classroom, and many other creation, communication, and collaboration tools |
| Canvas LMS           | Learning management system available for all secondary classrooms, also used with staff professional development                                       |
| Office 365           | Cloud suite of productivity and communication tools, includes home installation of Microsoft Office for students and staff                             |
| More Resources       | OverDrive Digital Library (eBooks and audiobooks), SAFARI Montage (educational video library), digital textbooks, research databases, &c.              |



### CONNECT WITH US



Visit us at  
[www.graniteschools.org/edtech](http://www.graniteschools.org/edtech) to  
connect with us and see our  
students and teachers in action.

## ROCK SOLID BENEFITS

The district offers a comprehensive benefits program to fill a wide range of needs. The basic components of the salary and benefits package offered to contract employees are outlined below.

### MEDICAL

- Granite contributes 93% toward the cost of medical insurance coverage for full-time contract employees and non-spouse dependents, and 78% for full-time employees electing coverage for legal spouse.
- Employees can choose from four different medical programs with coverage under the following types of plans: HMO and PPO.
- The plans have extensive provider and facility networks and provide broad coverage levels.
- Benefits commence on the first day of the month following the employee's contract start date.
- Employee costs range from \$43.53 for employee only coverage per month to \$280.03 for family coverage per month.

### DENTAL

- Contract employees can select a plan from different voluntary discount dental plans.

### LIFE INSURANCE and AD&D

- Granite provides to contract employees, at no cost, a base amount of life insurance equal to one time the contract employee's base salary and contains an accidental death and dismemberment/loss of sight provision.
- Granite also offers contract employees the ability to obtain voluntary life insurance and/or accidental death and dismemberment plans for themselves, their legal spouse and dependent children at competitive group term life insurance rates.

### 401(k) PLANS

- Granite offers 401(k), 403(b) and 457 plans from two different companies that let employees accumulate savings on a tax-deferred basis. The district also offers a ROTH IRA post-tax plan.

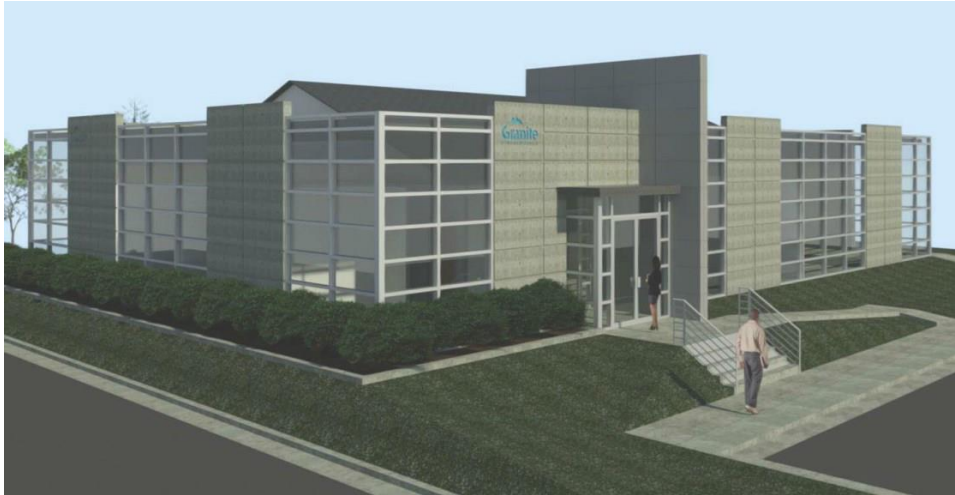
### RETIREMENT

- Under the Utah Retirement Act, Granite School District's retirees are eligible for retirement benefits based on years of service and age at retirement.
- These benefits are outlined on Utah Retirement Systems' website at [www.urs.org](http://www.urs.org). Additional information is available through the district's HR Department.





# Element 5: Recruitment, Retention, and Training of Faculty and Staff



## Employees will be able to utilize enhanced technology too:

- Manage appointments on web or phone
- Receive prompts and reminders on phone
- eVisits
- Access quality care anytime anywhere
- After hours telephonic care
- Wellness vitals, tracking remote monitoring through mobile apps

## Onsite Health Clinic

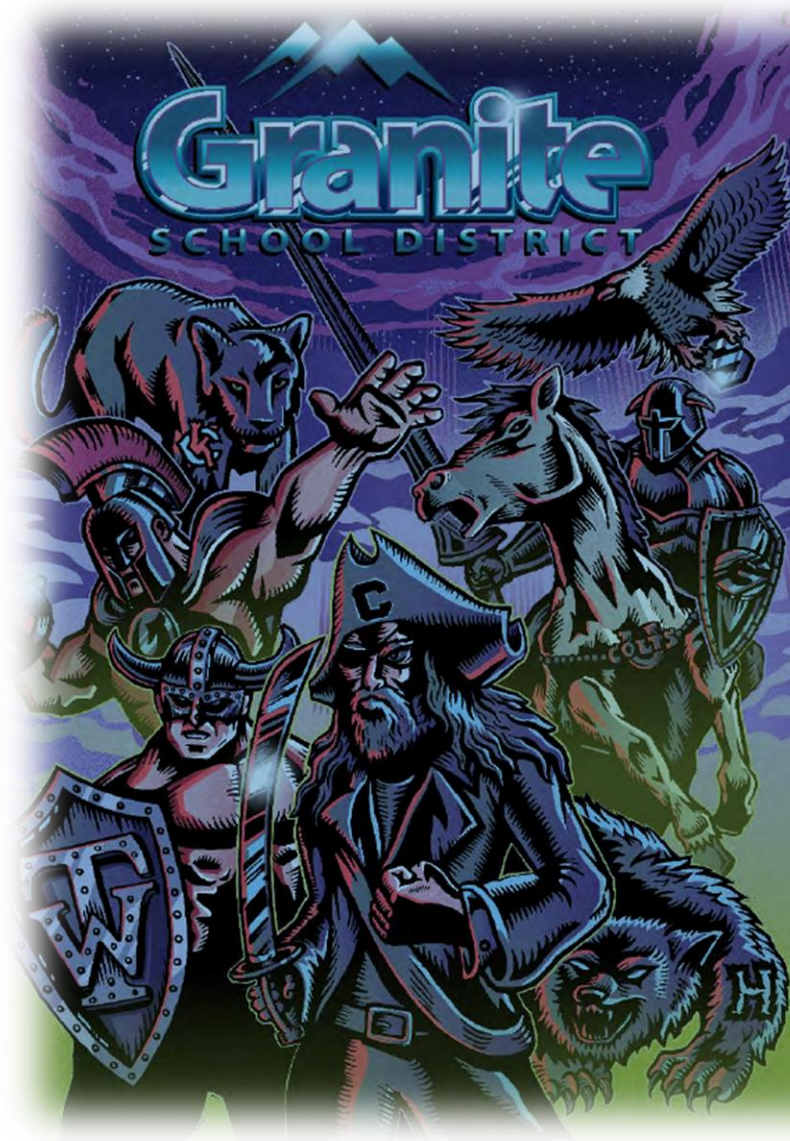
Granite School District Spring of 2019 is offering an onsite health clinic for its contract employees and dependents who are on the District's medical insurance. Granite School District is concerned about the upward trend of rising healthcare costs, the health of its' employees, attracting and retaining good qualified employees. The District views the onsite clinic as a long-term solution to help address those concerns. Granite School District is the first school district in the state of Utah to open an onsite clinic.

## Employees will be able to receive the following at the clinic from certified physician, nurses and healthcare professionals:

- Primary and urgent care visits with **ZERO COPAY**
- **FREE** dispensed Rx medications, a customized generic formulary will be set up to meet the specific needs of the District
- Wellness coaching, training, education and challenges
- Health and Disease Management
- Lab Work
- Occupational Health (future integration)

BENEFITS

## Element 5: Recruitment, Retention, and Training of Faculty and Staff



## Out of State Recruiting

- ◆ Due to the declining supply of quality teaching candidates, we recruited out-of-state. Of the 422 teachers we hired for the 2019-20 school year, 114 come from outside the state representing 117 colleges and universities.





# Element 5: Recruitment, Retention, and Training of Faculty and Staff

## Retention:

- Granite School District has a number of programs that support new and veteran teachers. Some of the programs include:
  - Great Beginnings Teacher Support
  - Mentoring
  - Coaching
  - Online training tutorials
  - Non-evaluative observation and reflective conversations
  - ARL training
  - District specialists in the teacher's curriculum area

## Granite Teacher Support

### Teacher Onboarding and Instructional Coaching

|                 | HOME      | New Teachers   | Mentors  | Instructional Coaches | APPEL | Educator Standards  |
|-----------------|-----------|--|--|-----------------------|-------|---|
| Upcoming Events |           | <b>August 12th PD Class Registration</b><br> If you registered for the August 12th PD while registering for orientation, NO NEED TO REGISTER AGAIN HERE<br><ul style="list-style-type: none"><li>CLASSROOM MANAGEMENT - Wed, August 12th</li><li>DESIGN &amp; DELIVERY - Wed, August 12th</li></ul> |  |                       |       | <b>Orientation Registration</b><br><b>August 10-11, 2020</b><br>Taylorsville High School<br>5225 S Redwood Rd (1700 W)<br>Taylorsville, UT 84123<br><b>8:00 a.m. - 3:45 p.m.</b><br><i>*Breakfast will be served each morning at 7:30 a.m. and lunch will be provided</i> |
|                 | Licencing |  | <ul style="list-style-type: none"><li>New Licensing Information (effective July 1, 2020)<ul style="list-style-type: none"><li><a href="#">Licensing 101</a></li><li><a href="#">Licensing Pathway Flowchart</a></li><li><a href="#">Licensing Conversion</a></li></ul></li><li><a href="#">Upgrading to a Level 2 License</a></li><li><a href="#">GSD Documentation of Mentoring</a></li></ul> |                       |       | 2020 GSD Orientation  |
| Resources       |           |  |     |                       |       |   |
|                 |           |  |  |                       |       | <b>Interventionist Weekly Update</b>  |



# Element 5: Recruitment, Retention, and Training of Faculty and Staff

## Great Beginnings

Teachers new to Granite District are invited to participate in the award-winning Great Beginnings Program. The Great Beginnings Program provides support to new teachers to develop successful skills and strategies to achieve greater student learning and to acquaint new teachers with services and resources within the schools and district.

The New Teacher Induction Program called “Great Beginnings” starts with an orientation that is usually held during the first to middle part of August. Teachers new to the district are paid to attend this orientation. This professional learning opportunity provides an overview of critical professional practices related to planning, delivering, and assessing learning experiences for our students. Topics and presentations include expectations of teachers, lesson design, rules and procedures, understanding student behavior, curriculum and instruction, relationships, technology tools and resources, and professionalism. The sessions are taught by master teachers with many years of classroom experience. Teachers also learn about their benefits, professional learning opportunities, and other issues relevant to their position.

New teachers are provided a highly trained mentor in his/her school during the first three years of teaching. Mentors are supported by the districts Department of Teacher Induction, Intervention, and Support. Mentors meet one-on-one with teachers to address any needs the new teacher may have. In addition, mentors hold monthly meetings to help support new teachers with the skills they need to be successful. Mentors will help teachers reflect on their practice and guide them in incorporating best practices in their teaching.



# Element 5: Recruitment, Retention, and Training of Faculty and Staff

## CTE Recruitment:

- The Human Resource Department is actively working with CTE to not only recruit but also to retain new teachers. This is being accomplished by:
  1. Offering potential new hires open contracts early in the start of the calendar year.
  2. Offering competitive salaries and benefits (including opening a wellness center.
  3. Working with CTE to create postings for jobs that open opportunities to individuals from industry who desire to teach.

## CTE Retention:

- Support is provided to CTE teachers through the district retention mechanisms listed on the previous slide and through:
  1. District-wide professional learning communities led by master teachers in a pathway area and program needs in junior highs.
  2. District office staff
  3. A network coordinator housed in the network high school.
  4. A program area coordinator assigned to specific pathways.
  5. Opportunities to observe other teachers.

The goal for CTE retention is to provide the supports needed by teachers while making them part of their program area/pathway districtwide team.

# Element 5: Recruitment, Retention, and Training of Faculty and Staff

## SURVEY FINDINGS: CTE Teacher Support

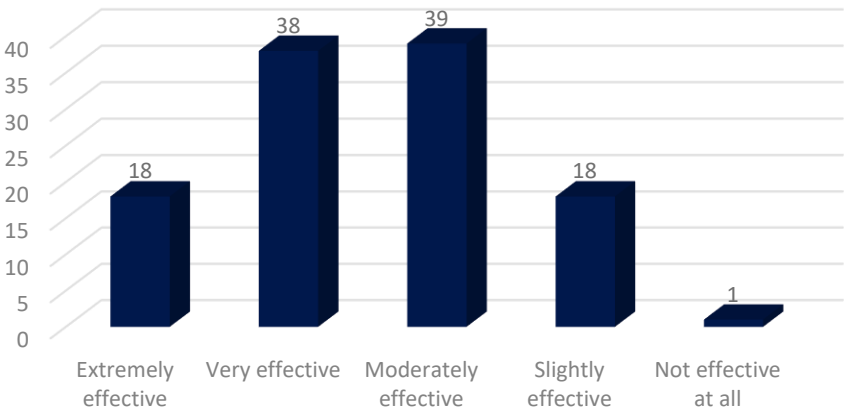
| How effective are the CTE District PLCs? |     |
|--|-----|
| a. Extremely effective                   | 18  |
| b. Very effective                        | 38  |
| c. Moderately effective                  | 39  |
| d. Slightly effective                    | 18  |
| e. Not effective at all                  | 1   |
| Grand Total                              | 114 |

49%  
Very Effective/  
Extremely Effective

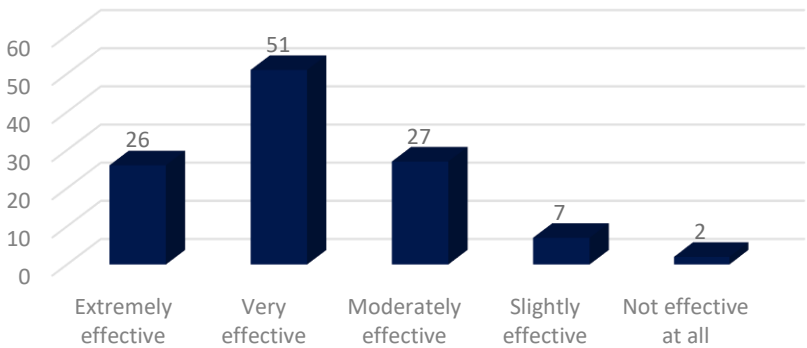
| How effective is the support received from coordinators in your network? |     |
|--|-----|
| a. Extremely effective   | 26  |
| b. Very effective  | 51  |
| c. Moderately effective  | 27  |
| d. Slightly effective  | 7   |
| e. Not effective at all  | 2   |
| Grand Total  | 113 |

68%  
Very Effective/  
Extremely Effective

Effectiveness of CTE PLCs



Effectiveness of Network Coordinators



# Element 5: Recruitment, Retention, and Training of Faculty and Staff

## SURVEY FINDINGS: CTE Teacher Support

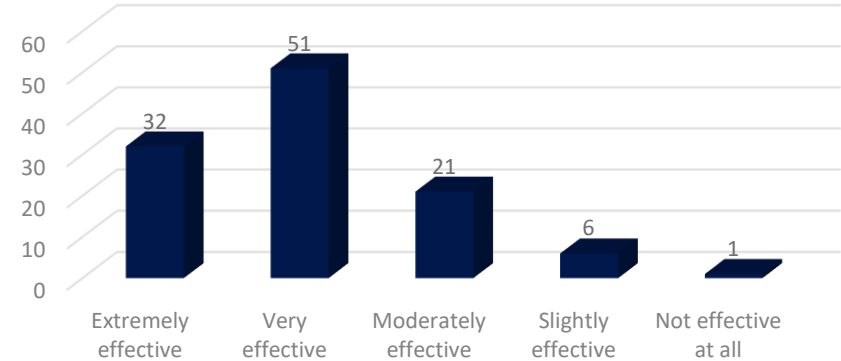
| How effective is the support received from your CTE Program Manager? |  |
|--|--|
| a. Extremely effective   |  |
| b. Very effective  |  |
| c. Moderately effective  |  |
| d. Slightly effective  |  |
| e. Not effective at all  |  |
| Grand Total  |  |

75%  
Very Effective/  
Extremely Effective

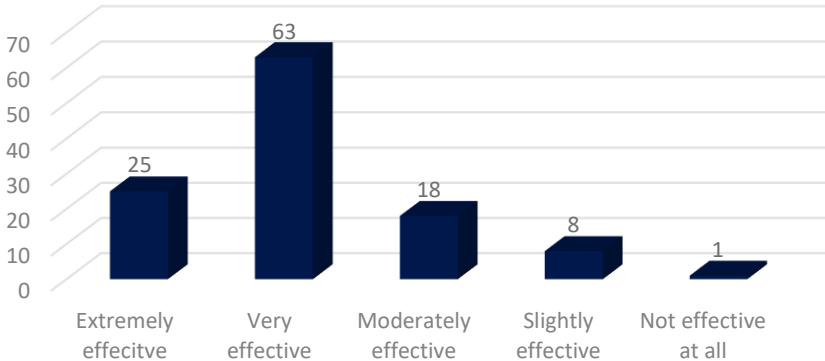
| How effective is the support received from the District Office CTE staff? |     |
|---|-----|
| a. Extremely effective  | 25  |
| b. Very effective   | 63  |
| c. Moderately effective   | 18  |
| d. Slightly effective   | 8   |
| e. Not effective at all   | 1   |
| Grand Total   | 115 |

77%  
Very Effective/  
Extremely Effective

Effectiveness of Program Managers



Effectiveness of District Office CTE Staff



# Element 5: Recruitment, Retention, and Training of Faculty and Staff

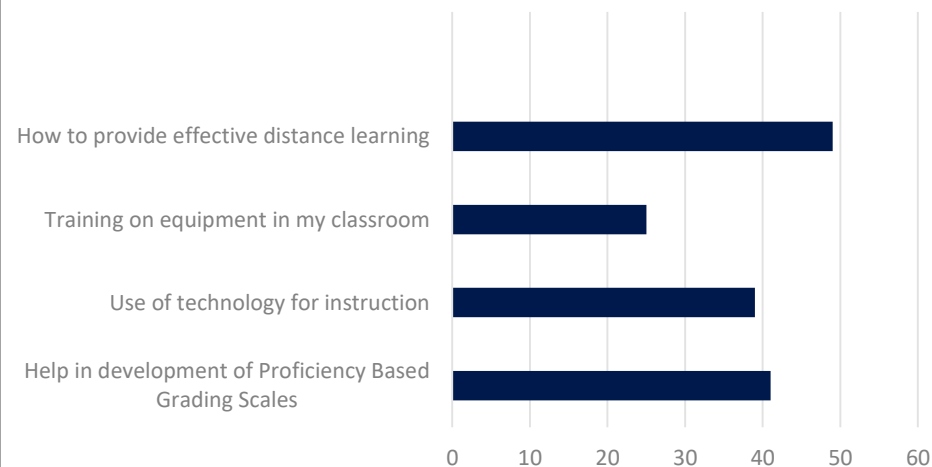
Training Times Preferred By Teachers

| When is the best time to schedule training?       |     |
|---|-----|
| a. After School                                   | 37  |
| b. After School,In the Summer                     | 21  |
| c. After School,In the Summer,Other (please list) | 2   |
| d. After School,Other (please list)               | 2   |
| e. In the Summer                                  | 34  |
| f. In the Summer,Other (please list)              | 3   |
| g. Other (please list)                            | 6   |
| Grand Total                                       | 105 |

Training Methods Teachers Prefer

| What is the best way to provide training?(check all that apply) - Selected Choice |    |
|---|----|
| In Person   | 85 |
| Observations of Other Teachers  | 30 |
| Summer Internships in Industry  | 17 |
| Virtual - Distance Meetings   | 52 |
| Other   | 10 |

Areas of Needed Training Requested By Teachers



# Element 5: Recruitment, Retention, and Training of Faculty and Staff

## Gap Analysis

| Strengths/Opportunities  | Challenges/Needs/Threats  | Gaps/Areas of Revision/New Implementation  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Teachers felt they had strong support from CTE district office staff, program managers and network coordinators.</li> <li>The Human Resource Department is actively working with CTE to recruit and retain new teachers through 1) offering new hires open contracts, 2) working to make salaries and benefits competitive, and 3) working with CTE to create job postings that opens opportunities to individuals from industry.</li> <li>CTE industry advisory boards that support in recruitment of instructors.</li> <li>District mentoring and coaching support induction and veteran teachers.</li> </ul> | <p>Greatest challenges:</p> <ul style="list-style-type: none"> <li>Finding qualified teachers</li> <li>Training teachers in the skills necessary to be effective instructors in the classroom.</li> <li>Providing ongoing support that is effective and promotes quality programs.</li> <li>Addressing classroom needs of supplies, equipment, and safety.</li> <li>Working closely with the district departments who provide professional development and who recruit teachers to ensure the right skills are being developed.</li> <li>Increasing diversity in the CTE teacher staff.</li> <li>Improving CTE PLC effectiveness</li> </ul> | <p>Gaps:</p> <ul style="list-style-type: none"> <li>Diversity in teaching and administrative staff. Recruiting is taking place to bring a more diverse group to Granite School District</li> </ul> <p>Areas of Revision:</p> <ul style="list-style-type: none"> <li>Increase leadership training for PLC leads to support more effective teams across the district.</li> <li>Continue to build relationships with colleges that provide CTE teacher education programs.</li> </ul> <p>New Implementation</p> <ul style="list-style-type: none"> <li>Supporting teachers wishing to move from another subject area to CTE.</li> </ul> |

# Element 5: Recruitment, Retention, and Training of Faculty and Staff

## Evaluation – Rating and Rationale and Potential Action Steps

| Leading  | Embedded   | Emerging  | Deficient  |
|--|--|---|--|
| Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, and licensing. Gaps Identified. Improvement plans created and implemented. Educator satisfaction is high, professional development opportunities that align with industry trends. Progress is evident. | Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented. | Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plan is in development. | Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. |

### Rating Rationale:

Granite School District Human Resources, Career & Technical Education, and the Granite Teacher Support departments have been working together to identify and implement effective recruitment, induction, training and retention programs. Efforts have led to an ARL program to support induction and training of teachers from industry, mentoring and coaching models, methods of providing ongoing support utilizing CTE staff and individuals from other departments tasked at supporting teacher effectiveness, and working closely with human resources to recruit and retain CTE teachers. This includes supporting teachers needing extra help in obtaining teacher licensure and endorsements. In addition, CTE has developed a support model for all Career & Technical Education teachers in the district. The one weak link in Element 5 is recruiting a diverse staff, but this element is already part of an ongoing improvement plan through the Human Resources department.



# Element 5: Recruitment, Retention, and Training of Faculty and Staff

## Evaluation – Rating and Rationale and Potential Action Steps

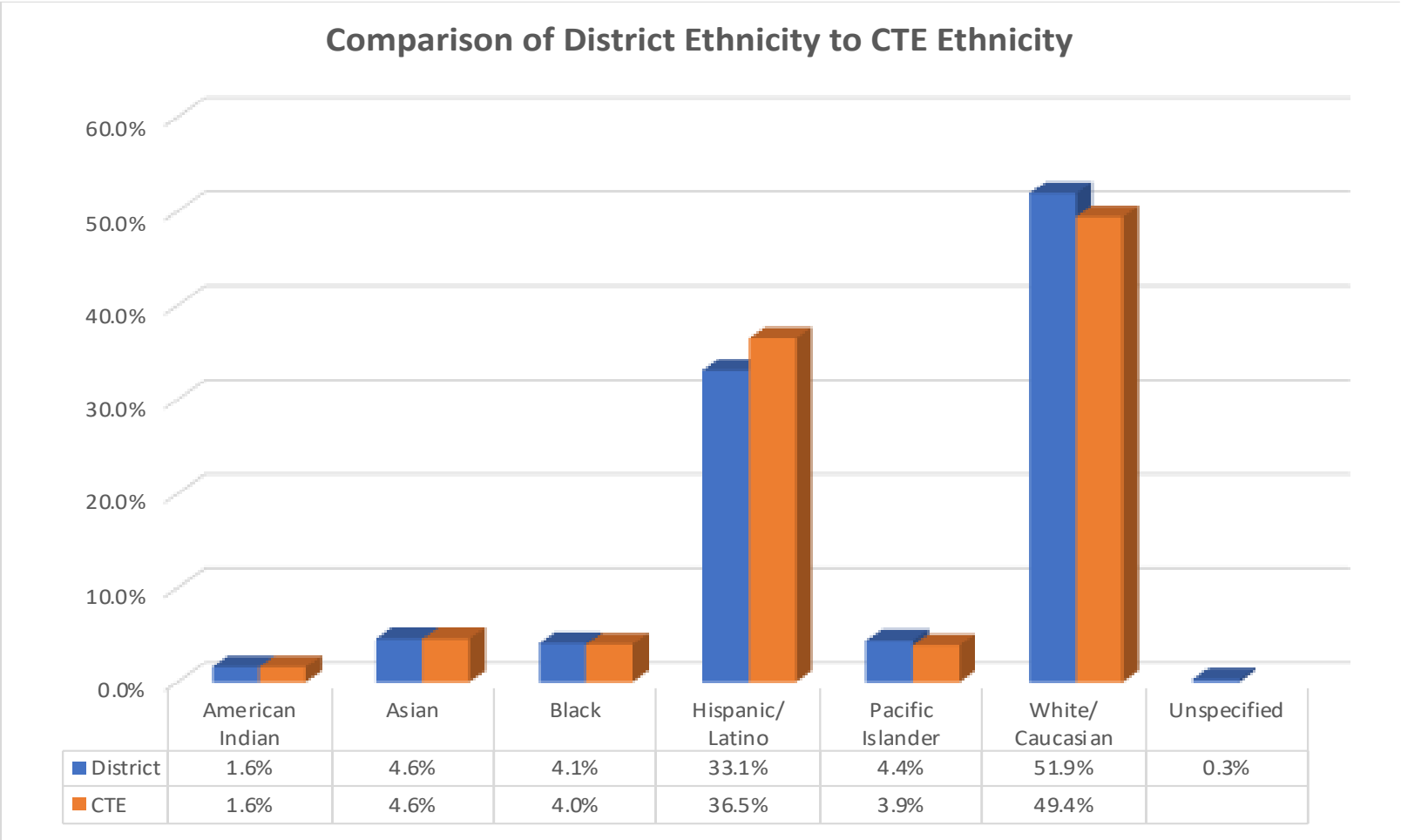
| Leading  | Embedded   | Emerging  | Deficient  |
|--|--|---|--|
| Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented. Educator satisfaction is high, professional develop opportunities that align with industry trends. Progress is evident. | Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented. | Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. improvement plan is in development. | Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. |

### Action Steps:

- Improve CTE district-wide PLC effectiveness.
- Support the district human resource department in recruitment of a more diverse staff.
- Continue building relationships with colleges that have training programs for CTE teachers.
- Improve CTE district-wide PLC effectiveness.
- Support teachers wishing to move from core subjects to becoming endorsed in CTE.
- Continue efforts to support teachers in building skills that are needed in industry.

# Element 6: Access and Equity

2020 diversity percentages across all CTE courses show a close match to the district ethnic makeup.



Access and equity information can also be found under Element 2 – Size, Scope and Quality

As noted in the chart district ethnicity rates compared with CTE rates are similar. Hispanic students have higher percentages in CTE than district averages and Pacific Islanders and Caucasians slightly lower percentages

# Element 6: Access and Equity

## Pathway Participation By Gender

Non-traditional classrooms are clearly visible. Even though all percentages do not consistently match non-traditional careers percentages the areas with a 25%/75% enrollment are consistent with industries that are considered non-traditional.

| Pathway                                | 2018    |        | 2019   |        | 2020   |         |
|--|---------|--------|--------|--------|--------|---------|
|  | Male    | Female | Male   | Female | Male   | Female  |
| Accounting & Finance                   | 52.00%  | 48.00% | 56.32% | 43.68% | 58.39% | 41.61%  |
| Animal & Veterinary Science            | 8.16%   | 58.51% | 16.81% | 83.19% | 20.77% | 79.23%  |
| Architectural Design (CAD)             | 22.22%  | 27.78% | 58.82% | 41.18% | 79.81% | 20.19%  |
| Auto Mechanics & Repairs               | 94.02%  | 5.98%  | 95.02% | 4.98%  | 89.63% | 10.37%  |
| Aviation                               | 84.48%  | 15.52% | 82.49% | 17.51% | 95.53% | 4.47%   |
| Broadcasting & Digital Media           | 52.42%  | 30.91% | 55.11% | 44.89% | 60.13% | 39.87%  |
| Business Administration                | 66.11%  | 33.89% | 48.19% | 51.81% | 62.41% | 37.59%  |
| Business Info Management               | 78.10%  | 21.91% | 50.11% | 49.89% | 54.50% | 45.50%  |
| Construction & Structural Systems      | 45.19%  | 4.81%  | 84.89% | 15.11% | 95.05% | 4.95%   |
| Culinary Arts                          | 20.00%  | 80.00% | 60.00% | 40.00% | 73.68% | 26.32%  |
| Cybersecurity                          | 100.00% | 0.00%  | 91.67% | 8.33%  | 92.86% | 7.14%   |
| Engineering                            | 83.31%  | 16.69% | 74.16% | 11.55% | 82.43% | 10.43%  |
| Fashion Apparel & Textiles             | 38.21%  | 28.46% | 17.31% | 82.69% | 0.00%  | 100.00% |
| Food Science, Dietetics, and Nutrition | 30.98%  | 35.69% | 47.67% | 52.33% | 48.04% | 51.96%  |
| Graphic Design & Communication         | 64.53%  | 35.47% | 62.99% | 37.01% | 56.66% | 43.34%  |
| Health Science                         | 35.67%  | 62.66% | 31.70% | 68.30% | 28.79% | 71.21%  |
| Hospitality & Tourism                  | 44.98%  | 55.02% | 21.74% | 78.26% | 16.11% | 50.56%  |
| Info Tech Systems                      | 98.21%  | 1.79%  | 96.30% | 3.70%  | 90.96% | 9.04%   |
| Interior Design                        | 3.57%   | 46.43% |        |        | 6.82%  | 93.18%  |
| K-12: Teaching as a Profession         | 0.00%   | 0.00%  | 8.33%  | 91.67% | 13.02% | 86.98%  |
| Manufacturing/ Production              | 90.22%  | 9.78%  | 87.41% | 12.59% | 90.18% | 9.82%   |
| Marketing                              | 57.84%  | 42.16% | 57.45% | 42.55% | 57.07% | 42.93%  |
| Natural Resource Science               | 80.00%  | 20.00% | 80.00% | 20.00% | 50.00% | 50.00%  |
| Plant Science                          | 20.51%  | 79.49% | 51.07% | 48.93% | 35.31% | 64.69%  |
| Pre-K: Early Childhood Education       | 0.00%   | 50.00% |        |        | 7.61%  | 92.39%  |
| Protective Services                    | 44.62%  | 55.38% | 35.45% | 64.55% | 37.31% | 62.69%  |
| Welding & Machining                    | 88.99%  | 11.01% | 95.14% | 4.86%  | 96.15% | 3.85%   |

# Element 6: Access and Equity

## Pathway Concentration By Ethnicity

| Pathway                                | 2018   |        |           |          |                 |                  | 2019   |        |           |          |                 |                  | 2020   |        |           |          |                 |                  |
|--|--------|--------|-----------|----------|-----------------|------------------|--------|--------|-----------|----------|-----------------|------------------|--------|--------|-----------|----------|-----------------|------------------|
|  | Asian  | Black  | Caucasian | Hispanic | Native American | Pacific Islander | Asian  | Black  | Caucasian | Hispanic | Native American | Pacific Islander | Asian  | Black  | Caucasian | Hispanic | Native American | Pacific Islander |
| Accounting & Finance                   | 0.35%  | 0.00%  | 0.14%     | 0.29%    | 0.00%           | 0.48%            | 0.94%  | 0.47%  | 1.63%     | 0.64%    | 0.48%           | 0.99%            | 1.41%  | 0.19%  | 0.81%     | 0.43%    | 0.00%           | 0.00%            |
| Animal & Veterinary Science            | 0.00%  | 0.43%  | 0.87%     | 0.55%    | 1.43%           | 0.48%            | 0.38%  | 0.47%  | 1.29%     | 0.55%    | 0.00%           | 0.20%            | 0.47%  | 0.19%  | 0.99%     | 0.74%    | 0.00%           | 0.00%            |
| Architectural Design (CAD)             | 0.35%  | 0.00%  | 0.05%     | 0.09%    | 0.00%           | 0.00%            | 0.00%  | 0.47%  | 0.37%     | 0.22%    | 0.00%           | 0.40%            | 0.16%  | 0.00%  | 0.20%     | 0.08%    | 0.00%           | 0.00%            |
| Auto Mechanics & Repairs               | 2.12%  | 0.00%  | 3.72%     | 4.34%    | 4.29%           | 0.96%            | 1.50%  | 0.94%  | 3.79%     | 4.05%    | 3.38%           | 1.39%            | 1.10%  | 0.37%  | 2.52%     | 3.41%    | 1.57%           | 3.68%            |
| Aviation                               | 1.59%  | 0.00%  | 1.55%     | 0.33%    | 0.00%           | 0.00%            | 0.75%  | 0.47%  | 1.46%     | 0.46%    | 0.48%           | 0.20%            | 0.94%  | 1.30%  | 1.51%     | 0.53%    | 0.00%           | 0.19%            |
| Broadcasting & Digital Media           | 5.82%  | 8.19%  | 7.46%     | 6.36%    | 6.19%           | 6.47%            | 6.02%  | 11.56% | 6.80%     | 5.80%    | 4.83%           | 7.14%            | 9.39%  | 9.83%  | 9.88%     | 7.03%    | 12.57%          | 12.19%           |
| Business Administration                | 2.47%  | 1.29%  | 1.27%     | 1.60%    | 0.95%           | 3.12%            | 0.94%  | 0.00%  | 1.27%     | 0.20%    | 0.00%           | 0.20%            | 4.54%  | 4.08%  | 4.14%     | 2.84%    | 2.62%           | 2.90%            |
| Business Info Management               | 7.23%  | 31.03% | 18.75%    | 25.53%   | 30.48%          | 35.49%           | 21.99% | 23.11% | 15.25%    | 24.09%   | 24.64%          | 31.75%           | 19.87% | 24.30% | 14.12%    | 24.52%   | 23.04%          | 31.33%           |
| Construction & Structural Systems      | 0.35%  | 0.00%  | 0.99%     | 1.06%    | 0.95%           | 1.20%            | 0.19%  | 0.71%  | 0.62%     | 0.55%    | 0.48%           | 0.20%            | 0.31%  | 1.30%  | 1.92%     | 1.87%    | 5.24%           | 2.51%            |
| Culinary Arts                          | 0.18%  | 0.22%  | 0.21%     | 0.13%    | 0.00%           | 0.00%            | 0.00%  | 0.00%  | 0.24%     | 0.02%    | 0.48%           | 0.00%            | 0.00%  | 0.00%  | 0.23%     | 0.10%    | 0.00%           | 0.00%            |
| Cybersecurity                          | 0.18%  | 0.00%  | 0.14%     | 0.00%    | 0.48%           | 0.00%            | 0.00%  | 0.00%  | 0.21%     | 0.02%    | 0.00%           | 0.00%            | 0.16%  | 0.19%  | 0.12%     | 0.08%    | 0.52%           | 0.00%            |
| Engineering                            | 5.29%  | 1.51%  | 3.91%     | 3.04%    | 2.38%           | 1.44%            | 4.32%  | 3.30%  | 3.87%     | 2.90%    | 2.90%           | 0.79%            | 5.16%  | 2.60%  | 3.96%     | 2.80%    | 3.14%           | 2.32%            |
| Fashion Apparel & Textiles             | 0.35%  | 0.86%  | 0.49%     | 0.11%    | 1.43%           | 0.24%            | 0.38%  | 0.94%  | 0.71%     | 0.13%    | 0.00%           | 0.40%            | 0.00%  | 0.00%  | 0.02%     | 0.00%    | 0.00%           | 0.00%            |
| Food Science, Dietetics, and Nutrition | 14.81% | 14.01% | 14.16%    | 12.43%   | 13.81%          | 10.79%           | 11.28% | 18.63% | 14.41%    | 14.49%   | 17.39%          | 13.29%           | 14.55% | 15.03% | 12.02%    | 12.61%   | 13.61%          | 11.80%           |
| Graphic Design & Communication         | 23.46% | 17.89% | 17.72%    | 17.84%   | 17.14%          | 19.66%           | 20.11% | 12.97% | 17.29%    | 17.37%   | 16.43%          | 14.48%           | 19.87% | 17.63% | 19.93%    | 16.52%   | 17.28%          | 12.38%           |
| Health Science                         | 20.28% | 13.36% | 14.04%    | 13.59%   | 5.71%           | 8.15%            | 16.92% | 11.32% | 13.60%    | 13.61%   | 10.63%          | 9.92%            | 10.17% | 11.69% | 10.45%    | 10.74%   | 5.76%           | 6.58%            |
| Hospitality & Tourism                  | 1.06%  | 0.43%  | 0.54%     | 0.38%    | 0.95%           | 0.00%            | 0.19%  | 0.00%  | 0.22%     | 0.18%    | 0.00%           | 0.40%            | 0.00%  | 0.56%  | 0.40%     | 0.39%    | 0.00%           | 0.77%            |
| Info Tech Systems                      | 0.88%  | 0.43%  | 0.77%     | 0.24%    | 0.00%           | 0.24%            | 0.56%  | 0.00%  | 0.69%     | 0.20%    | 0.97%           | 0.00%            | 0.16%  | 0.00%  | 0.65%     | 0.39%    | 0.00%           | 0.00%            |
| Interior Design                        | 0.18%  | 0.00%  | 0.14%     | 0.11%    | 0.00%           | 0.00%            |        |        |           |          |                 |                  | 0.00%  | 0.00%  | 0.23%     | 0.16%    | 0.00%           | 0.19%            |
| K-12: Teaching as a Profession         | 0.00%  | 0.00%  | 0.00%     | 0.00%    | 0.00%           | 0.00%            | 0.00%  | 0.00%  | 0.11%     | 0.07%    | 1.45%           | 0.00%            | 0.00%  | 0.37%  | 0.38%     | 0.35%    | 0.52%           | 0.19%            |
| Manufacturing/ Production              | 0.18%  | 0.00%  | 1.11%     | 0.33%    | 0.48%           | 0.24%            | 1.32%  | 0.71%  | 1.55%     | 0.49%    | 2.42%           | 0.99%            | 0.47%  | 0.37%  | 1.52%     | 0.43%    | 1.57%           | 0.00%            |
| Marketing                              | 5.11%  | 4.53%  | 4.35%     | 5.23%    | 3.81%           | 7.19%            | 8.83%  | 7.08%  | 5.83%     | 6.95%    | 5.31%           | 8.93%            | 5.79%  | 4.08%  | 4.27%     | 6.19%    | 5.76%           | 7.54%            |
| Natural Resource Science               | 0.00%  | 0.00%  | 0.05%     | 0.02%    | 0.00%           | 0.24%            | 0.00%  | 0.00%  | 0.17%     | 0.02%    | 0.00%           | 0.00%            | 0.00%  | 0.00%  | 0.20%     | 0.00%    | 0.00%           | 0.00%            |
| Plant Science                          | 0.35%  | 0.22%  | 0.49%     | 0.31%    | 0.48%           | 0.00%            | 0.56%  | 1.18%  | 0.56%     | 0.73%    | 0.97%           | 0.00%            | 0.94%  | 0.37%  | 0.61%     | 0.23%    | 0.00%           | 0.39%            |
| Pre-K: Early Childhood Education       | 0.00%  | 0.00%  | 0.02%     | 0.00%    | 0.00%           | 0.00%            |        |        |           |          |                 |                  | 1.10%  | 1.30%  | 2.98%     | 1.50%    | 0.52%           | 1.55%            |
| Protective Services                    | 6.88%  | 5.17%  | 5.41%     | 5.08%    | 6.19%           | 3.12%            | 2.63%  | 5.42%  | 7.08%     | 5.33%    | 1.93%           | 6.94%            | 3.13%  | 4.08%  | 4.80%     | 4.69%    | 3.66%           | 2.90%            |
| Welding & Machining                    | 0.53%  | 0.43%  | 1.65%     | 1.00%    | 2.86%           | 0.48%            | 0.19%  | 0.24%  | 0.97%     | 0.93%    | 4.83%           | 1.39%            | 0.31%  | 0.19%  | 1.16%     | 1.36%    | 2.62%           | 0.58%            |

# Element 6: Access and Equity

| Pathway                                | 2018   |        |                       | 2019   |        |                       | 2020   |        |                       |
|--|--------|--------|-----------------------|--------|--------|-----------------------|--------|--------|-----------------------|
|  | SpEd   | ELL    | Economic Disadvantage | SpEd   | ELL    | Economic Disadvantage | SpEd   | ELL    | Economic Disadvantage |
| Accounting & Finance                   | 4.00%  | 12.00% | 68.00%                | 0.00%  | 5.56%  | 37.47%                | 3.87%  | 4.05%  | 27.44%                |
| Animal & Veterinary Science            | 4.75%  | 1.04%  | 32.35%                | 10.08% | 1.35%  | 40.95%                | 3.16%  | 9.98%  | 47.71%                |
| Architectural Design (CAD)             | 0.00%  | 0.00%  | 22.22%                | 0.00%  | 0.00%  | 41.18%                | 0.00%  | 3.85%  | 31.73%                |
| Auto Mechanics & Repairs               | 5.95%  | 13.60% | 57.09%                | 6.88%  | 13.76% | 53.99%                | 4.32%  | 14.39% | 37.71%                |
| Aviation                               | 3.52%  | 7.73%  | 37.34%                | 3.62%  | 4.68%  | 33.47%                | 1.25%  | 2.50%  | 8.47%                 |
| Broadcasting & Digital Media           | 7.96%  | 7.24%  | 46.43%                | 8.45%  | 10.15% | 46.82%                | 7.27%  | 6.54%  | 40.45%                |
| Business Administration                | 5.56%  | 10.00% | 55.00%                | 1.20%  | 0.00%  | 19.28%                | 3.29%  | 5.36%  | 34.27%                |
| Business Info Management               | 10.96% | 24.67% | 60.01%                | 8.02%  | 21.24% | 58.83%                | 9.04%  | 26.04% | 54.16%                |
| Construction & Structural Systems      | 5.01%  | 7.68%  | 27.41%                | 8.51%  | 11.41% | 40.72%                | 12.00% | 14.65% | 48.28%                |
| Culinary Arts                          | 20.00% | 0.00%  | 45.00%                | 26.67% | 0.00%  | 26.67%                | 10.53% | 0.00%  | 21.05%                |
| Cybersecurity                          | 20.00% | 0.00%  | 20.00%                | 8.33%  | 0.00%  | 25.00%                | 21.43% | 0.00%  | 57.14%                |
| Engineering                            | 10.86% | 7.65%  | 37.84%                | 5.46%  | 7.78%  | 27.76%                | 6.40%  | 11.42% | 38.49%                |
| Fashion Apparel & Textiles             | 1.63%  | 18.29% | 46.34%                | 3.85%  | 7.69%  | 32.69%                | 0.00%  | 0.00%  | 0.00%                 |
| Food Science, Dietetics, and Nutrition | 4.66%  | 7.72%  | 38.17%                | 11.67% | 16.70% | 65.41%                | 9.31%  | 15.78% | 54.93%                |
| Graphic Design & Communication         | 3.65%  | 6.58%  | 39.65%                | 2.88%  | 7.79%  | 41.37%                | 4.10%  | 10.26% | 38.68%                |
| Health Science                         | 3.36%  | 5.89%  | 44.56%                | 3.43%  | 5.70%  | 39.67%                | 2.49%  | 6.60%  | 43.50%                |
| Hospitality & Tourism                  | 0.00%  | 6.50%  | 33.70%                | 8.70%  | 13.04% | 39.13%                | 3.89%  | 8.89%  | 24.44%                |
| Info Tech Systems                      | 5.95%  | 1.79%  | 29.61%                | 20.24% | 5.47%  | 24.70%                | 9.31%  | 7.82%  | 30.29%                |
| Interior Design                        | 7.14%  | 3.57%  | 32.14%                |        |        |                       | 6.82%  | 9.09%  | 27.27%                |
| K-12: Teaching as a Profession         | 0.00%  | 0.00%  | 0.00%                 | 8.33%  | 8.33%  | 58.33%                | 5.73%  | 7.29%  | 63.02%                |
| Manufacturing/ Production              | 11.48% | 3.56%  | 39.54%                | 8.56%  | 3.57%  | 37.09%                | 7.49%  | 4.72%  | 35.10%                |
| Marketing                              | 6.34%  | 11.19% | 50.87%                | 5.02%  | 13.19% | 46.28%                | 5.32%  | 14.04% | 44.10%                |
| Natural Resource Science               | 20.00% | 0.00%  | 40.00%                | 0.00%  | 0.00%  | 40.00%                | 0.00%  | 0.00%  | 41.67%                |
| Plant Science                          | 5.75%  | 10.17% | 39.70%                | 15.85% | 12.35% | 46.13%                | 3.88%  | 9.70%  | 45.68%                |
| Pre-K: Early Childhood Education       | 50.00% | 0.00%  | 50.00%                |        |        |                       | 8.33%  | 7.97%  | 36.23%                |
| Protective Services                    | 3.31%  | 7.88%  | 48.41%                | 4.09%  | 7.74%  | 47.47%                | 5.22%  | 17.73% | 47.25%                |
| Welding & Machining                    | 13.71% | 4.87%  | 46.43%                | 5.56%  | 2.58%  | 58.67%                | 6.20%  | 5.41%  | 39.60%                |

## Pathway Participation By Special Population Subgroups

Economically disadvantaged students enroll in all pathways. SPED and ELLs have a different pattern with the highest enrollments for SPED in Culinary Arts, Cybersecurity, and Early Childhood Ed.

ELLs seem to be placed more frequently in Business Info Management and Food Science, Dietetics and Nutrition.

# Element 6: Access and Equity

## School and District CTE Information Dissemination

Information from a Career & Technical Education Survey conducted by the Utah Education Policy Center

### Who Participated in the Survey?

**3,318**  
Students

**1,299**  
Parents

**79**  
Counselors

**239**  
Teachers

Students, parents, teachers, and counselors from over 14 schools in Granite District agreed to participate in the survey.

The surveys were administered in the Granite District in the April of 2020. UEPC CTE Survey links were provided to the District CTE Director who distributed managed the distribution of the survey links to students, parents, counselors, and teachers.

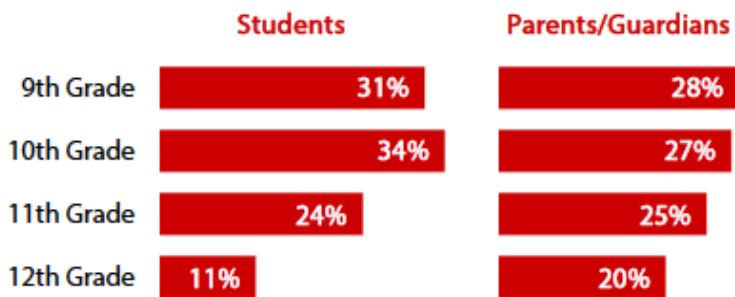
Table 1. Student, Parent/Guardian, and Teacher Participation by School

| High Schools       | Students | Parents/<br>Guardians | Teachers |
|--------------------|----------|-----------------------|----------|
| Cottonwood         | 447      | 96                    | 12       |
| Cyprus             | 266      | 120                   | 51       |
| Cyprus: Brockbank  |          |                       |          |
| Campus             | 29       | n<10                  | 13       |
| Granger            | 163      | 124                   | 0        |
| Granite Connection | 95       | 0                     | 13       |
| Hunter             | 741      | 158                   | 58       |
| Kearns             | 464      | 139                   | 55       |
| Olympus            | 413      | 138                   | 12       |
| Skyline            | 245      | 191                   | 0        |
| Taylorsville       | 268      | 136                   | n<10     |

| Junior High Schools | Students | Parents/<br>Guardians | Teachers |
|---------------------|----------|-----------------------|----------|
| Bennion             | 0        | 37                    | 0        |
| Eisenhower          | 15       | 30                    | 0        |
| Evergreen           | n<10     | 15                    | 0        |
| Olympus             | 157      | 138                   | 0        |

| Schools with n<10 | Students | Parents/<br>Guardians | Teachers |
|-------------------|----------|-----------------------|----------|
|                   | 15       | 14                    | 25       |

### Students and Parent/Guardian Participation





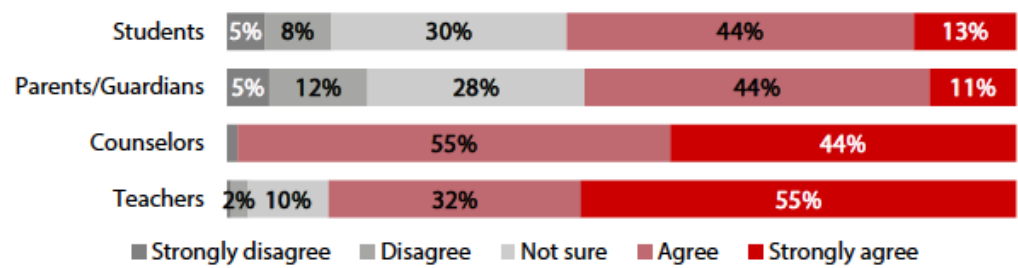
# Element 6: Access and Equity

## School and District CTE Information Dissemination

Information from a Career & Technical Education Survey conducted by the Utah Education Policy Center

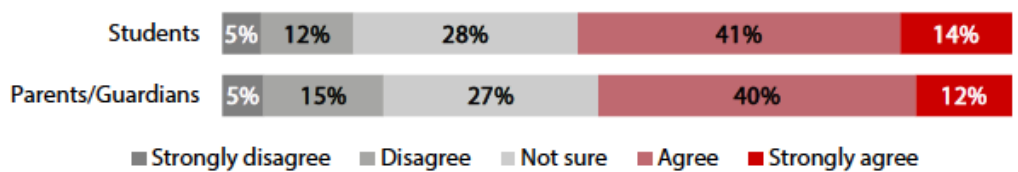
### School and District CTE Information Dissemination

Figure 15. Respondent Agreement that the School and District has Provided Enough Information about CTE Classes



- More than half of students and parents/guardians agreed or strongly agreed the school and district has provided enough information about CTE classes.
- Far more counselors and teachers agreed or strongly agreed the school and district provided enough information compared to students and parents/guardians.

Figure 16. Student and Parent/Guardian Agreement that They Know How to get More Information about CTE



- 55% of students and 52% of parents and guardians agreed or strongly agreed that they know how to get more information about CTE.
- 17% of students and 20% of parents disagreed or strongly disagreed that they know how to get more information about CTE.

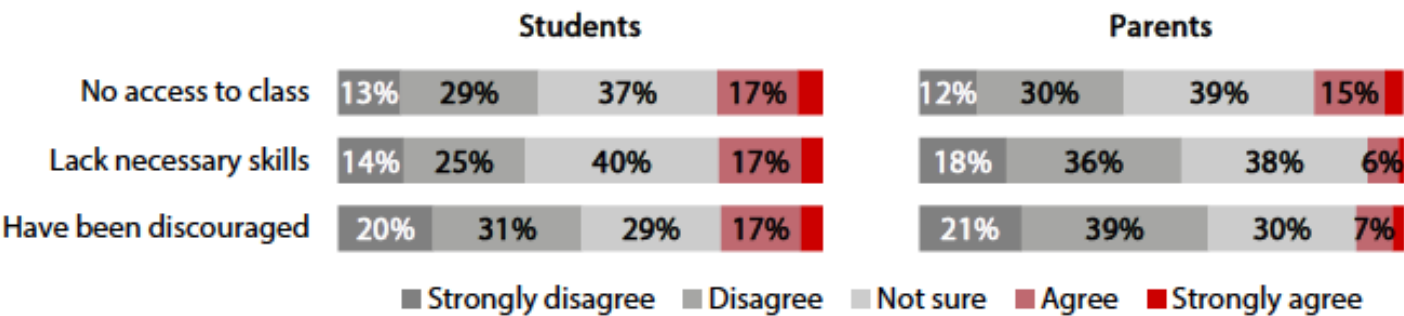
# Element 6: Access and Equity

## School and District CTE Information Dissemination

Information from a Career & Technical Education Survey conducted by the Utah Education Policy Center

### Access to CTE Opportunities

Figure 18. CTE Access, Necessary Skills, and Whether Students had been Discouraged from taking CTE Classes, as Reported by Students and Parents



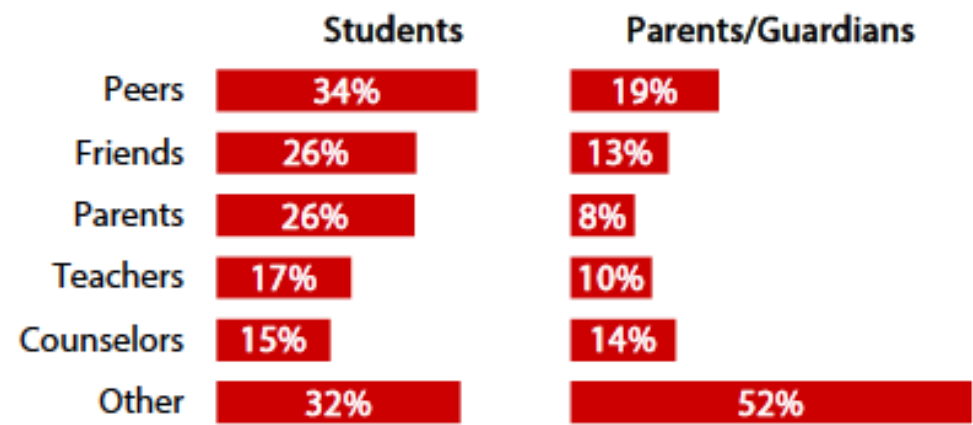
- 79% of students and 81% of parents did not feel students did not have access to CTE classes they were interested in.
- 79% of students and 93% of parents did not feel students lacked necessary skills to participate in CTE classes they were interested in.
- 79% of students and 90% of parents did not feel students had been discouraged from taking CTE classes they were interested in.

# Element 6: Access and Equity

## School and District CTE Information Dissemination

Information from a Career & Technical Education Survey conducted by the Utah Education Policy Center

*Figure 19. Sources of Discouragement for Taking CTE Classes, as Reported by Students and Parents*  
Note this question was only asked of students and parents/guardians who indicated students had been discouraged.



- 34% of students and 19% of parents/guardians identified peers as a source of discouragement
- 26% of students identified friends and parents as sources of discouragement.
- Other sources of discouragement identified by students and parents/guardians include: the students themselves, family members, other graduation requirements, societal or media expectations including gender expectations, and medical conditions or disabilities.

# Element 6: Access and Equity

## Special Population Needs Assessment

The following information comes from phone conversations and participation in the Special Education Transition PLC. A discussion with Charlene Lui, Education Equity Director, led to findings for English Language Learners.

### Special Education Support

Suggestions from the SPED Transition PLC:

- Invite the Transition Specialist Leader, Deb Armstrong, to the monthly work-based learning meeting to support coordination of activities.
- Provide more information about pathways and courses for SPED teachers to share with students including sequences of courses.
- Training on industries in the area that are high demand.
- Support implementation of the Utah career development credential.

### Corrections Focus Group (phone conversation)

Findings:

- Limited transition services
- Have been looking into virtual for student training but need further discussion.
- Has one counselor – does limited vocational exploration.
- Has an Education Transition Advocate
- Longest time they have a student in any facility – 3-4 months; most is significantly less
- Have mentors – most robust district programs in the state
- Would like to have further discussions about corrections programs and CTE
- Major Barriers: nature of the setting and limited time with students

### Economically Disadvantaged

Findings:

- Survey data indicates this subgroup accesses the majority of CTE pathways.

### English Language Learners

- ELL students need role models from their culture
- Recruitment efforts should be conducted based on ethnic group around the groups cultural norms
- One way to recruit would be to pull students who recently graduated to talk to peers about career/college opportunities

## Element 6: Access and Equity

| Strengths/Opportunities  | Challenges/Needs/Threats   | Gaps/Areas of Revision/New Implementation   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Granite School District CTE courses are open to all students.</li> <li>The economically disadvantaged subgroup show as having considerable access to all CTE pathways.</li> <li>Strong transition programs exist for special education moderate to severe populations that include community training sites.</li> <li>Strong collaboration between CTE, Special Education and Counseling departments in the district.</li> <li>There are special population and ethnic groups showing as concentrators and completers, but not in large percentages.</li> </ul> | <ul style="list-style-type: none"> <li>Data regarding special population groups (SPED and ELL) seem to have limited consistency in pattern making it difficult to extrapolate from the data to make decisions.</li> <li>Pathway enrollment charts of gender, ethnicity and special population participation clearly show numerous courses where these groups are underrepresented.</li> <li>Recruiting efforts are targeted at all students (one general process). These efforts may need to be redesigned for different groups.</li> <li>A better understanding of industry opportunities that lead to high-wage high demand jobs.</li> </ul> | <ul style="list-style-type: none"> <li>Information that supports special population teachers having a better understanding of pathway opportunities and sequences of courses is clearly missing.</li> <li>Better materials focusing on pathways need to be developed to support transition plans for special education students.</li> <li>A smooth process to relay work-based learning activities and opportunities to SPED transition specialists – Area of revision is to invite the Transition Specialist Leader to monthly work-based learning meetings and to have work-based learning specialists in networks share WBL opportunities with Transition Specialists.</li> <li>Opportunities for students in younger grades to gain awareness of career options.</li> </ul> |

# Element 6: Access and Equity

## Evaluation – Rating and Rationale and Potential Action Steps

| Leading  | Embedded  | Emerging   | Deficient        |
|--|---|--|------------------|
| Gaps identified. Improvement plans created and implemented. Progress is evident. | Gaps identified. Improvement plans created and implemented. Specifically; enrollment, barriers, recruitment efforts, accommodations, participants, concentrators, completers. | Gaps identified. Improvement plans in development. | Gaps identified. |

### Rating Rationale:

Rating is marked as emerging. Granite School District has placed considerable effort in this area over the past two to three years. With this effort the district is close to embedded, but all areas listed (i.e. enrollment, barriers, recruitment efforts, accommodations, participants, concentrators, completers) must be clearly defined and addressed.

### Action Steps:

- Develop improved data systems to track special population participation, concentration, and completion of pathway.
- Identify areas where subgroups are underrepresented and develop strategies to address these issues.
- Increase awareness activities in younger grades (K-6) to support all students in learning about career options.
- Identify ways to target recruitment efforts to the different populations (ethnic, gender, special population).
- Develop materials that provide better information regarding pathways which include sequences of courses, industry connections, etc. as requested by SPED.
- Coordinate efforts of WBL and Transition specialists.



