The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 will provide an increased focus on the academic achievement of career and technical education students, strengthen the connections between secondary and postsecondary education, and improve state and local accountability. Career and Technical Education (CTE) is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

UVU’s Perkins funding is based on the number of students (especially underrepresented populations) enrolled in CTE programs, as well as, performance in core indicators established within the State Perkins Plan. The first indicator is skill attainment which is measured by the percentage of CTE students obtaining state licensures and other industry credentials. The second indicator is completion which is measured by students receiving a one year certificate or two year degree. The third indicator is retention which is measured by students who continue with their postsecondary education. The fourth indicator is placement which is measured by students who continue with their education and includes completers who leave post-secondary education to enter the military, apprenticeship programs, or employment in high-skill, high-wage or high-demand occupations. The fifth indicator is that the CTE programs need to increase participation and completion of non-trad participants in non-trad programs.

Due to the CTE department’s performance in 2014-15, we received a 17.5 percent increase in our Perkins funding. The CTE department continues to work with the CTE academic programs and the student service programs to raise performance within these indicators to bring in additional Perkins funding into the institution.
Well-defined Career Pathways combine secondary and postsecondary educational programs that lead seamlessly to postsecondary certificates and degrees.”

FUNDING TESTIMONIALS

“Without CTE’s continual support from Perkins funding, Employer Internships, and Outreach programs our newest Mechatronics AAS degree would not be able to exist and we could not teach our MECH students at the current level that we do. The Electrical Automation & Robotics Technology program is the premier program in the State of Utah for training Industrial Maintenance Technicians due to help from CTE Perkins funding, and Outreach Programs. Our Department’s success depends on the CTE programs.”

David Adams, Department Chair, Engineering Technology

“CTE is fundamentally an important part of what we do in our program. The role they play on campus is not only the administrative link to our success but the source of most of our engaged and academic experiences and programs. Through CTE and their presence on campus we not only take care of the small things but the big things as well. If I was to say what has the most influence for building, improving and nurturing our students, program and facility I would say the CTE group here on campus.”

Todd C Leonard CEC, Department Chair/Associate Professor, Culinary Arts Institute

UVU CAREER PATHWAYS INITIATIVE

One of the solutions to Utah’s educational challenges is the creation and support of well-designed career pathways that get students involved early in areas that are of interest to them and that prepare them with the professional skills and education that will qualify them for current and emerging jobs and professions.

CTE and Academic Outreach work collaborative with UVU education partners to develop and maintain college and career pathways, beginning in high school through Concurrent Enrollment. This pathway program gives the student the opportunity to earn college credit, acquire technical skills training, and jump-start their career while they are in high school.

At the postsecondary level, UVU continues to help and support the students on their pathway with upcoming Pathway scholarship opportunities and stackable degrees within their program of study for completion at each level (one, two, and four year degrees). Stackable degrees create a semester-by-semester degree map with specific recommended courses for each semester. This process helps the college student complete their educational
goals without spending extra time and expense.

The CTE department supports Utah’s vision that an implementation of a career pathway is a key component of a student’s college and career plan to help prepare students for meaningful employment in a competitive global workforce.

**SPECIAL POPULATIONS**

In addition to increasing performance in the target indicators, CTE is responsible for providing equal access for members of special populations that they will not be discriminated against on the basis of their status as members of special populations. The CTE department helps identify and provide programs and activities designed to lower barriers and enable special population students to meet or exceed State adjusted levels of performance, and prepare them for high-skill, high-wage or high-demand occupations.

In an effort to reach out and provide opportunities for special populations we work with multiple departments within UVU. The CTE department partners with Multicultural Student Services, the Women’s Success Center, Turning Point, and Accessibility Services.

W. Barney Nye, Director of Multicultural Student Services says, “Multicultural Student Services are so grateful for the partnership we have enjoyed with Career and Technical Education. Their ability to focus on underserved and underrepresented populations in higher education has allowed us to provide programming and events that facilitate the development of educational pipelines for a variety of racial and ethnic populations. CTE has provided funding, space and programming to allow future multicultural students to have hands-on educational experiences in CTE programs. Without this partnership we would not be able to offer neither the number nor the caliber of programming to promote enrollment and completion of higher education programs for underserved and underrepresented populations. We look forward to continuing our partnership efforts in Multicultural Student Services, Cultural Envoys programs, Latino Initiative and Native American Initiative and are happy to support continued strengthening of UVU’s CTE programs.”

**“Career and Technical Education at UVU plays a vital role in providing educational opportunities for our students’ diverse interests. As part of our inclusion efforts on campus, CTE offers engaging career education that is relevant and accessible to a wide range of student interests.”**

Kyle Reyes, Special Assistant for Inclusion
PROFESSIONAL DEVELOPMENT

Career and Technical Education (CTE) professionals must remain on the cutting edge of their field by continuously building their knowledge and skills. Supporting the professional development of faculty and administrators who are involved in CTE programs is an important component of the Perkins Act. The development of faculty will have a direct impact on the classroom.

Full-time faculty also have the opportunity to participate in a summer externship program called Faculty in Industry and Business (FIB). This program provides instructors with work experiences to better understand what employers are requiring of employees in terms of the specific subject(s) they teach (particularly focusing upon academic and technical skill requirements). Faculty can observe the workplace environment so they can teach their students from their first-hand experience on what job site expectations they will encounter in terms of technical and non-technical skills. Due to their experiences in the field, instructors can develop instructional relevant activities for use in classrooms, shops, and labs. This program can help create new business/industry partnerships which can lead to participation on advisory boards and opportunities for student internships and cooperative work experiences.

Bobbi Kassel, an Assistant Professor in the Criminal Justice department, describes her FIB experience. “I had the opportunity to complete a Faculty in Business Externship this past summer with Provo Police Department, Victim Services. This externship was an extremely beneficial to me as a faculty member within the Criminal Justice Department. Being able to work one-on-one with Provo PD’s Victim Services allowed me to experience first-hand how police officers interact with victims; how victim advocates support and work with victims; and how victims maneuver through the judicial system. The information I learned and the interactions I experienced could not be learned nor obtained through study and research. I am now able to offer my students an entirely different perspective to victims and the criminal justice system, thanks to my FIB Externship.

Thank you to the UVU CTE office for providing me with this invaluable opportunity!”

DIRECTOR’S MESSAGE

UVU Faculty and Staff, we will be sending out a semi-annual report, instead of a monthly newsletter, to update campus on what is happening within the CTE department. This first report is an introduction as to what CTE’s mission, vision and goals are.

The good news is that this year we received an additional $131,810 in our Perkins funding due to our increased performance within the target indicators. Next year we hope to further increase our funding by the implementation of performance based funding within the UVU CTE academic programs, creating stackable degrees within all the CTE programs and creating stronger career pathways.

The parameters of the Carl D. Perkins Career and Technical Education Act of 2006, you will notice, align with the core themes of UVU. Perkins funding affords us professional development opportunities for faculty and the equipment that helps our programs to be more serious and rigorous so the students are better prepared to enter the ever-changing workplace.

The CTE academic programs are engaging, and the students are gaining experience even before they enter the job market. Helping students succeed through stackable degrees and completing at each degree or certificate level helps the students persist and complete not only one degree or certificate but two or three.

Inclusion is also a major part of the CTE department’s responsibility. We work on numerous inclusive efforts on campus to inform and help lower barriers for students in the underrepresented populations.

The CTE department’s reach is wide and encompassing. We work with both the academic and student services departments in reaching our goals. This report is filled with testimonials from people across campus who have benefitted from the CTE department’s help and support. We are fortunate to work within such a collaborative institution. Thanks to all those we work with and help us achieve our goals.

- Kim Chiu, Interim CTE Director