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ABSTRACT

The progress that Utah schools have made under the Utah Strategic Plan Act for Educational Excellence (1992) is detailed in this annual report. It begins with an overview of strategic planning and school reform, describing various programs, such as year-round schools and experimental development programs. Student achievement and assessment are outlined, with highlights offered on the statewide testing program and national assessment. Concerns regarding educational equity and opportunity, such as opportunities offered to the sexes, to the races, and to the gifted, are likewise detailed, followed by a core curriculum inservice update. The application of technology into the curriculum, ways to expand educational technology, and federal and special programs are discussed. Some of the services for students at risk are profiled, along with overviews of professional progress for teachers, school finance and demographics, and agency and school system support. Current information about the needs and accomplishment of the State Education Office as it implements the policies made by the State Board of Education are provided. (RJM)

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# ANNUAL REPORT

OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



THE STUDENT EDUCATION  
OCCUPATION PLAN CONFERENCE

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Scott W. Bean

State Superintendent of Public Instruction

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# Annual Report of the Utah State Superintendent of Public Instruction 1994-1995



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# INTRODUCTION

During 1994-95, Utah's public school system remained among the most productive in the nation as it continued to prepare our students to become competent and caring citizens in the 21st century. I am proud of our educators, board members, and support organization leaders and their unwavering dedication to excellence.

Last year, more than 16,000 teachers and administrators received training and developed new ways to work together to make classroom learning more relevant, interactive, and meaningful. As a result, Utah students are still outranking their counterparts in other states in academic achievement and developing the workplace skills to succeed.

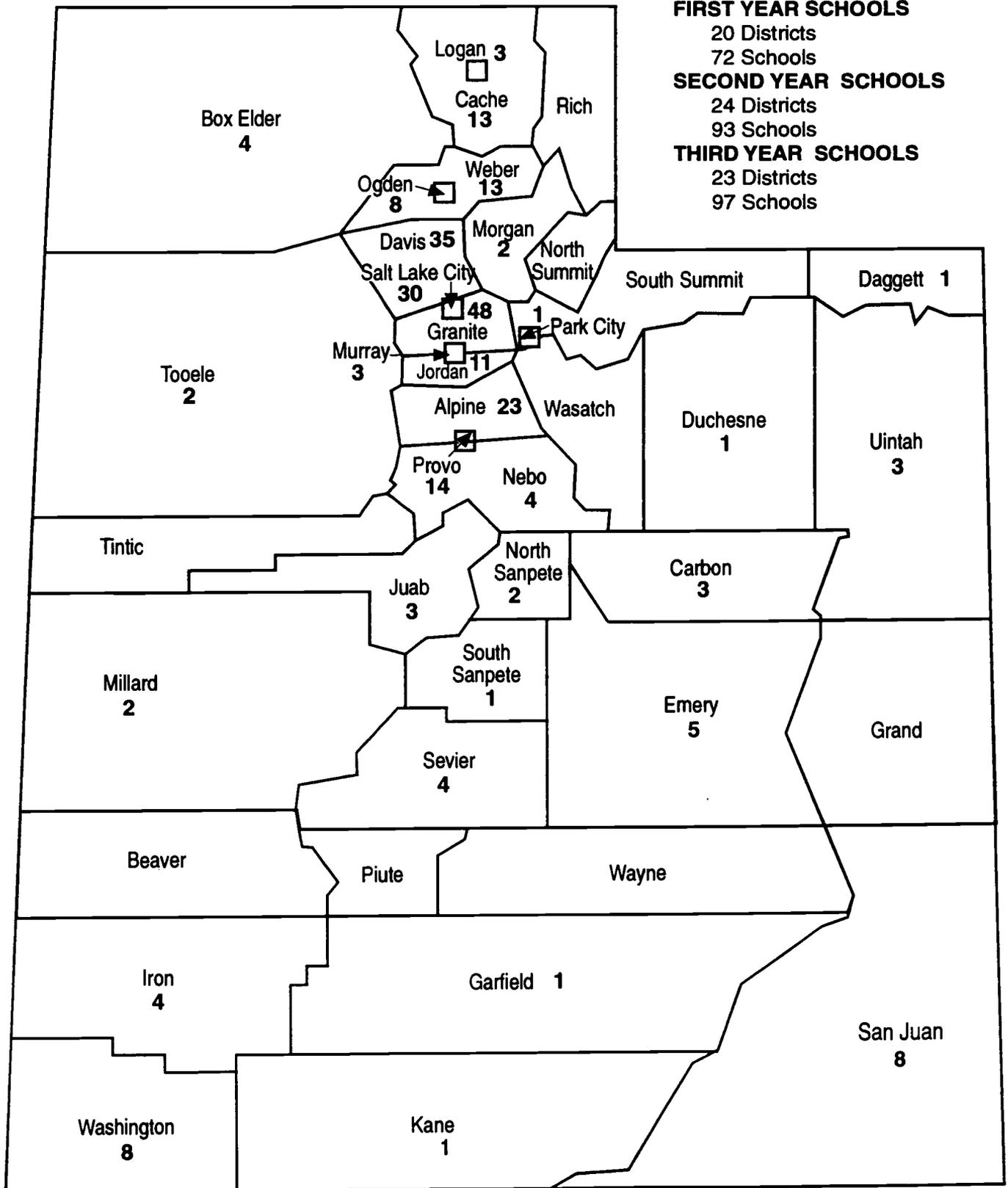
Every school day offers time for in-depth teaching and learning that motivates our young people to think and to understand their world and themselves. That time must not be compromised. Parental involvement in individual Student Education Plan conferences at elementary schools as well as in Student Education Occupation Plan conferences at the secondary level is also vital. Both are pictured on the cover.

This Annual Report describes our ongoing progress to make the Utah State Public Education Strategic Plan a reality. It also provides up-to-date information about the needs and accomplishments of the State Office as its staff implements the policies made by the State Board of Education. Funding levels for textbooks, supplies, and instructional technologies must keep pace with enrollment growth.

We welcome your participation in and appreciate your contributions to public education in Utah.

# CENTENNIAL SCHOOL PARTICIPATION 1995-96

Total Districts: 31 Total Schools: 262



### FIRST YEAR SCHOOLS

20 Districts

72 Schools

### SECOND YEAR SCHOOLS

24 Districts

93 Schools

### THIRD YEAR SCHOOLS

23 Districts

97 Schools

# 1. STRATEGIC PLANNING AND SCHOOL REFORM

## THE UTAH STRATEGIC PLAN LAW

The Five-Year Utah State Public Education Strategic Plan was articulated into law by the 1992 Legislature as the Utah Strategic Planning Act for Educational Excellence. It recognizes the mission of public education "...to assure Utah the best educated citizenry in the world and each individual the training to succeed in a global society, by providing students with learning and occupational skills, character development, literacy, and basic knowledge through a responsive, statewide system that guarantees local school communities autonomy, flexibility, and client choice, while holding them accountable for results."

The majority of Utah school districts and schools were developing strategic plans in 1994-95. The State Board of Education is continuing to monitor and disseminate information that models the practices called for in the State Plan.

## CENTENNIAL SCHOOLS PROGRAM

Enacted through House Bill 100 by the 1993 Legislature, the Centennial Schools Program was conceived by Governor Leavitt and approved by the State Board of Education as a catalyst to propel the goals of the State Plan into action, showcase their accomplishments, and promote the sharing of ideas that work in schools throughout the system.

In 1994-95, Utah's second group of 93 Centennial schools in 24 urban and rural districts each received a base allocation of \$5,000 plus \$20 per student to implement their own site-based plans to bring about bold systemic change. Profiles describing the specific efforts of each of these schools were distributed in spring 1995.

When the current school year began, plans of 262 new and renewing Centennial schools were approved by the State Board and the Governor's Office. The State Office of Education is continuing to administer the pro-

gram, produce a monthly newsletter, provide technical assistance, and facilitate monthly teleconferences. A growing number of decisions are being delegated to councils at individual schools as they pursue projects in technology, information management, interagency collaboration, school-business partnerships, and other areas. A series of regional meetings to encourage networking is being planned. (See Map #1)

## RESEARCH AND EVALUATION STUDIES

A new proposal was made in the spring of 1994 by the Western Institute for Research and Evaluation (WIRE) to combine the evaluation of strategic planning on the state level with that of the Centennial Program on the district and school level into a single, comprehensive study.

The first-year report of that study was released in fall 1995. It identified parent involvement, teacher-parent communication, teacher inservice, new assessment tools, community and business involvement, technology literacy, student education planning, and curriculum realignment as factors most likely to bring about long-term benefits. It also found that Centennial status was stimulating the creativity of educators and attracting more school stakeholders.

This evaluation provides only preliminary information. Insights into local and state needs will be forthcoming as the systemwide momentum of public school reform in Utah continues.

## GOALS 2000: EDUCATE AMERICA ACT

In March 1994, Congress passed the Goals 2000: Educate America Act to provide for a nationwide framework for systemic education reform. It identified eight National Education Goals to be

reached by the year 2000 in school readiness; school completion; student achievement and citizenship; teacher education and professional development; mathematics and science; adult literacy and lifelong learning; safe, disciplined, and drug-free schools; and parental participation.

In October 1994, Utah requested that the Secretary of Education recognize the State Public Education Strategic Plan and permit the use of Utah's share of federal first-year planning funds for implementation purposes. Tentative approval of Utah's preexisting plan was received by the State Office in December along with \$694,408 for subgrants to consortiums of districts for Goals 2000 activities.

In May 1995, 11 projects were selected to receive these subgrants. Nine of them fund training of teachers, administrators, and support personnel. Another focuses on preservice teacher education. The final project supports technology training. Priority was given to collaborative efforts to meet the needs of low-achieving and/or low income students. Many of the projects involve students from multicultural backgrounds.

In April 1995, following a site visit by a Department of Education review panel, Utah's plan received final approval, and three months later, the Secretary of Education informed the State Superintendent that Utah's second-year Goals 2000 implementation funding had been approved in the amount of approximately \$2.5 million.

**EXPERIMENTAL DEVELOPMENTAL PROGRAMS**

In 1993-94, 75 percent of state Experimental Developmental funding was allocated to local school districts as an incentive to expand the innovative nature of their efforts. The remaining 25 percent was earmarked for innovative projects developed by the State Office of Education. In 1994-95, encouragement of experimental activities that may enhance student achievement continued to be emphasized. An extended year component is now being developed. Ten planning grants and three implementation grants have been awarded thus far and more are anticipated.

CHART #2

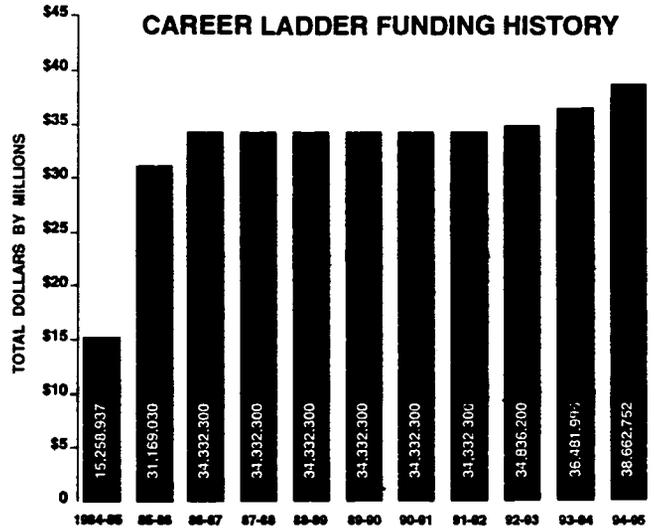
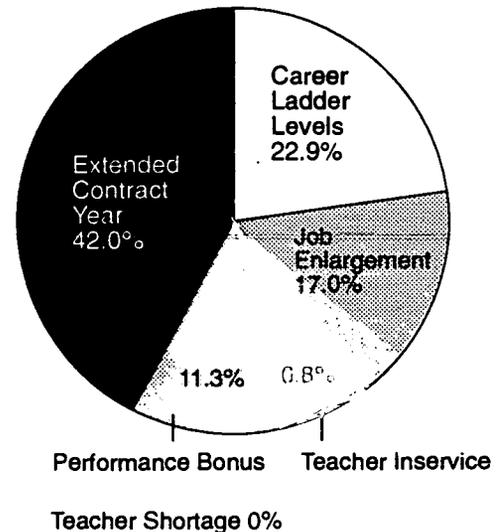


CHART #3

**CAREER LADDER COMPONENTS ANALYSIS**

1994-95



## **YEAR-ROUND AND EXTENDED DAY SCHOOLS**

During the 1994-95 school year, 20 percent of districts, 11.3 percent of schools, 14.5 percent of students, and 14 percent of teachers in Utah were involved in year-round education. Seventy-eight elementary and five secondary year-round schools were operating with almost 70,000 students and over 2,900 teachers in eight districts. This represented a net reduction of three year-round schools from the previous year. In addition, 19 elementary schools in three districts were functioning on extended day schedules that affected over 13,000 students and 500 teachers.

## **CAREER LADDER PROGRAM**

Funding for Utah's longest running educational reform, career ladders, continued in 1994-95. The largest proportion of the \$38.7 million allocation was used for the extended day component that buys time for teachers to engage in collaborative planning and development. Funding levels for career ladder levels and teacher inservice increased. Eighteen districts won multi-year approval for their career ladder projects. This approval requires district consensus and a high degree of alignment with district and state goals. (*See Charts #2 and #3*)

## **UTAH CENTER FOR FAMILIES IN EDUCATION**

Since the inception of Utah's Family Center in 1991, 4,000 parents from over 425 schools have received training due to Utah's selection as one of the two national demonstration sites to train parents. During the past two years, over 30,000 parents have called a 24-hour-a-day EDInfo Hotline for Parents. The hotline provides 100 different messages about the home and school working together and various health, emotional, and social concerns.

Twelve pilot schools across the state are continuing to participate in an intensive five-year study. Unusually strong improvement in student academic skills is resulting from better three-way communication and

closer ties of the student, parent, and educator. The Center is coordinating with six other state agencies to assure that duplication of services is avoided and goals are focused on family needs. Family conferences are held in five regions of the state. Four of the areas are being coordinated with the Governor's Initiative on Families Today. The Center is a joint effort of the State Office of Education and the Utah PTA.

## **SERVICE LEARNING**

Service Learning is the formal integration of carefully organized service experiences into academic instruction in both public and private schools. It is funded by the Corporation for National and Community Service through the Learn and Serve America K-12 Program and is receiving growing recognition as an effective, character-building teaching tool.

Since 1993, the State Office has awarded Service Learning subgrants to projects involving 3,500 students in 40 Utah schools. Half of these grantees are linking their service efforts with colleges and universities. Thirty-five percent are connecting their service with school improvement plans that make their most visible impact at the grassroots level.

Service Learning is responsive to differing student and community needs. Implemented thus far are a wide array of partnerships with health care facilities, businesses, government offices, armed service bases, religious institutions, social service agencies, and intergenerational groups. Thirty Utah school districts received Service Learning training in 1994-95. The others are being trained this year.

## **STRATEGIC PLANNING SERVICES**

During 1994-95, Strategic Planning Section facilitators and liaisons made over 200 visits to assist districts and schools in their site-based endeavors. To enhance the flow of information and recognize exemplary practices, three StudentFOCUS newsletters were produced and distributed throughout the state and nation during 1994-95. The topics were inservice training, school-to-work, and service learning.

The Section also designed and produced electronic desk top, graphic art, and other print materials for a growing variety of statewide education related programs and events as well as legislative and Governor's Office needs; continued to coordinate audio-visual equipment for the agency; and implemented the revised Quality Assurance Process including professional proofreading for all publications of the State Office of Education and State Office of Rehabilitation.

## 2. STUDENT ACHIEVEMENT AND ASSESSMENT

### STATEWIDE TESTING PROGRAM

Fulfilling its legislative mandate, the State Office of Education again administered the Stanford Achievement Test to 5th, 8th, and 11th graders statewide in fall 1994. Utah students still outperformed the national norm group in most areas but with clear need for improvement. The highest scores were in 5th and 11th grade mathematics. Those in 11th grade science and 11th grade reading were also high. Results in 5th and 8th grade language/English remained the lowest with all grades showing no improvement in 1994. (See Chart #4)

### CORE CURRICULUM ASSESSMENT

Approximately half a million state core tests were administered by school districts in spring of 1995, and nearly all districts used State Office computerized scoring services and the individual student profiles produced from this data. A new series of elementary mathematics end-of-level tests was completed. In addition, development was begun on a new series of elementary science end-of-level tests and secondary mathematics end-of-course tests.

Test item pools containing thousands of items coded to virtually every area of the Core Curriculum continued to serve as a valuable resource. Writing assessment workshops trained district personnel to use the six-trait analytic scoring model to assess student writing. Performance assessments were completed, field-tested, and implemented in math, science, social studies, visual arts, and reading.

### AMERICAN COLLEGE TESTING RESULTS

Performance of Utah's students taking the ACT in spring 1995 rose from the previous year in English, reading, mathematics, and the composite score. Utah students scored higher than the national ACT group in

**CHART #4**  
 Utah Statewide Testing Program - Fall 1994  
**STATE RESULTS FOR MAJOR SUBTESTS**  
 Median National Percentile Ranks for the Total State  
 Stanford Achievement Test, Eighth Edition

Subtest	Grade 5			Grade 8			Grade 11		
	1992	1993	1994	1992	1993	1994	1992	1993	1994
Mathematics	62nd	60th	60th	55th	53rd	51st	59th	59th	59th
Reading	53rd	53rd	51st	55th	55th	55th	61st	58th	58th
Language/English	48th	48th	48th	45th	45th	45th	51st	51st	51st
Science	56th	56th	56th	58th	58th	53rd	60th	60th	60th
Social Science	55th	55th	51st	54th	54th	50th	56th	56th	56th
Thinking Skills	56th	56th	56th	56th	56th	56th	57th	57th	57th
Total Basic Battery	54th	54th	53rd	53rd	51st	50th	56th	56th	55th
Students Tested 1994	34,369			35,904			28,608		

The National Norm is 50 for each subtest.



every area of the test. Over the eight years from 1988 through 1995, Utah ACT composite score averages increased while the national average stayed unchanged. Students who took a rigorous high school program continued to score much higher than those who did not. (See Charts #5 and #6)

### ADVANCED PLACEMENT UPDATE

In 1995, Utah's students continued to score very well on a variety of Advanced Placement (AP) examinations. Of the 15,907 AP exams taken by the 10,110 students who challenged the various tests last year, 70 percent, a total of 11,135 exams, received a qualifying score sufficient to earn college credit. This contrasts with a national figure of 66.5 percent. In 1995, Utah students earned college credit in 27 different subjects ranging from calculus to U.S. history. Utah continues to lead the nation in participation in the AP program. (See Chart #7)

### THE 1992 NATIONAL ASSESSMENT

Results of the long-range 1992 State-by-State National Assessment showed Utah's 4th and 8th graders scoring noticeably higher in mathematics than their peers in the western United States and across the nation. In reading, Utah's 4th grade students also outperformed their peers nationally and in the West. Another state-by-state assessment will be conducted in 1996.

**CHART #5**  
**ACT COMPOSITE SCORE AVERAGES**

Year	Utah	Nation
1988	20.9	20.8
1989	20.9	20.6
1990	21.0	20.6
1991	21.0	20.6
1992	21.1	20.6
1993	21.1	20.7
1994	21.3	20.8
1995	21.4	20.8

**CHART #6**

UTAH AND NATIONAL ACT SCORES 1994-95				
Test	Utah		Nation	
	1994	1995	1994	1995
English	20.9	21.0	20.3	20.2
Mathematics	20.2	20.3	20.2	20.2
Reading	22.0	22.1	21.2	21.3
Science Reasoning	21.6	21.6	20.9	21.0
Composite	21.3	21.4	20.8	20.8

The ACT scoring scale ranges from a low of 1 to a high of 36.

**CHART #7**

**UTAH ADVANCED PLACEMENT**  
Participation and Performance  
1982-95

Year	Total Students	Total Exams Taken	Percentage Qualifying	
			Utah	Nation
1982	2,329	3,094	64.3%	69.8%
1983	2,685	3,669	67.5%	70.3%
1984	3,355	4,695	67.1%	70.0%
1985	4,272	6,148	66.6%	67.2%
1986	4,738	7,010	67.8%	68.7%
1987	5,390	7,970	67.4%	67.7%
1988	5,831	8,954	70.7%	67.3%
1989	6,568	10,030	66.9%	65.3%
1990	6,585	10,126	70.8%	66.4%
1991	7,596	11,586	70.2%	64.0%
1992	8,669	13,260	70.9%	65.4%
1993	9,436	14,318	71.7%	64.3%
1994	10,238	15,938	72.6%	66.1%
1995	10,110	15,907	70.0%	60.5%

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## EDUCATION IN STATES AND NATIONS

In a 1993 study released by the National Center for Educational Statistics, the performance of Utah's 8th grade mathematics students compared very favorably with that of their counterparts in 43 other states and 15 nations belonging to the Organization for Economic Cooperation and Development. When viewed as an independent nation along with developing countries in Western Europe and Canada, Utah ranked sixth overall in mathematics proficiency, a very competitive position. (See Chart #8)

## HIGH SCHOOL COURSE TAKING PATTERNS

In 1995, information was collected on the course taking patterns of 17,000 high school seniors. Comparisons between 1984 and 1995 show enrollment increases for every math class, particularly for algebra II, geometry, and trigonometry. Chemistry and physics were also notable, showing significant growth since a year ago. Over 89 percent of Utah's Class of 1995 took biology, the state's most popular science course. (See Chart #9)

CHART #8

### GRADE 8 MATHEMATICS PROFICIENCY IN 15 NATIONS AND THE STATE OF UTAH

1ST TAIWAN	9TH ITALY
2ND KOREA	10TH CANADA
3RD SOVIET UNION	11TH SCOTLAND
4TH SWITZERLAND	12TH IRELAND
5TH HUNGARY	13TH SLOVENIA
<b>6TH UTAH</b>	14TH SPAIN
7TH FRANCE	15TH UNITED STATES
8TH ISRAEL	16TH JORDAN

CHART #9

### Comparison of Percentages of Utah High School Seniors Who Have Taken Specific Courses for 1993, 1994, and 1995

Course	1993	1994	1995
<b>Algebra I</b>	86.3%	87.8%	<b>88.9%</b>
<b>Algebra II</b>	68.7%	72.7%	<b>75.0%</b>
<b>Advanced Algebra</b>	38.4%	41.8%	<b>43.7%</b>
<b>Geometry</b>	70.1%	74.2%	<b>76.7%</b>
<b>Trigonometry</b>	37.3%	41.0%	<b>43.2%</b>
<b>Biology</b>	86.9%	89.6%	<b>89.5%</b>
<b>Chemistry</b>	42.6%	45.0%	<b>49.5%</b>
<b>Physics</b>	21.2%	25.1%	<b>28.7%</b>
<b>Computer-Related Course</b>	64.3%	66.7%	<b>65.7%</b>
<b>AP History/ Government/Economics</b>	27.9%	27.5%	<b>27.5%</b>
<b>AP English</b>	25.9%	27.9%	<b>29.8%</b>
<b>AP Mathematics/ Calculus</b>	14.2%	15.8%	<b>17.9%</b>
<b>AP Science</b>	14.9%	16.7%	<b>18.8%</b>
<b>AP Foreign Language</b>	6.2%	7.5%	<b>8.0%</b>
<b>AP Music/Art</b>	12.9%	13.5%	<b>15.1%</b>
<b>AP Computer Science</b>	3.2%	3.6%	<b>3.7%</b>

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## DISTRICT PERFORMANCE REPORTS

Under State Office of Education guidelines, Utah school districts are continuing to produce district performance reports for distribution to legislators, community leaders, and patrons as mandated by law. These reports provide data on personnel, support services, student achievement and enrollment, school finance, demographic projections, and important current information about local progress in strategic planning and school reform.

### 1990 CENSUS EDUCATIONAL ATTAINMENT

The 1990 Census ranked Utah second in the nation in educational attainment with slightly over 85 percent of the state's adults age 25 and older holding a high school diploma. Also, the Census found that just under 58 percent of Utah adults (the highest proportion in the nation) had completed between one and three years of college, and over 22 percent of them had completed at least four years of college. (See *Chart #10*)

CHART #10

### EDUCATIONAL ATTAINMENT STATISTICS From the 1990 U.S. Census

The Utah and National Profile

Educational Attainment	Percent		Utah's Rank in Nation
	Utah	Nation	
<b>High School Graduate</b>	<b>85.1%</b>	<b>74.2%</b>	<b>2nd</b>
<b>Some College</b>	<b>57.9%</b>	<b>45.2%</b>	<b>1st</b>
<b>Associate Degree</b>	<b>30.3%</b>	<b>26.5%</b>	<b>12th</b>
<b>Bachelor's Degree</b>	<b>22.3%</b>	<b>20.3%</b>	<b>15th</b>
<b>Graduate Degree</b>	<b>6.8%</b>	<b>7.2%</b>	<b>22nd</b>

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### 3. EDUCATIONAL EQUITY AND OPPORTUNITY

#### LIMITED ENGLISH PROFICIENCY

After two years of reviews, the Region VIII Office of Civil Rights issued summaries of its findings to five Utah school districts. Findings from these reviews that will impact all Utah districts deal with such concerns as procedures for identification and assessment of students with language deficits, identifying and understanding models for alternative language programs, placement of students who are not proficient in English in Special Education or other programs, adequate district structure and staffing to implement services, parent involvement, and program evaluation.

The State Board of Education has approved new standards for a Utah Bilingual/English as a Second Language endorsement. Through existing district resources and inservice training funds provided by the Legislature, 30 teachers have completed this endorsement and 885 more have completed one or more of the classes towards the required 24 quarter credit hours program.

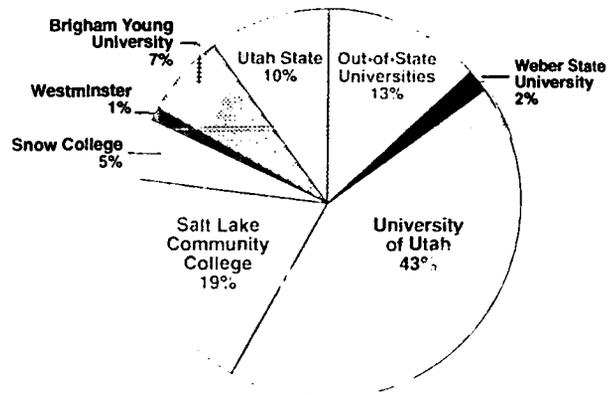
#### MATH, ENGINEERING, AND SCIENCE ACHIEVEMENT

The 1994 Legislature funded \$272,000 for Math, Engineering, Science Achievement (MESA) grants that brought the program to 65 junior and senior high schools during the 1994-95 year. A record number of MESA graduates were enrolled in Utah higher education institutions in fall 1994.

In 1994-95, MESA remained one of the premier equity programs in showing measurable results of enriched learning experiences for 7th through 12th grade ethnic minority youth and non-minority females. These students continue to graduate from high school better prepared to pursue higher education and career opportunities in math and science fields. (See Chart #11)

CHART #11

**MESA Graduates**  
Enrolled in Higher Education  
October 1994



## **SEX DESEGREGATION**

In 1994-95, Utah continued to monitor compliance with Title IX equity in athletics, math, science, sexual harassment prevention, and Section 504 of the Civil Rights Act. Approximately 200 training sessions were held and 300 phone inquiries were received. More schools are offering co-educational physical education programs in middle, junior high, and high schools. All 40 school districts now have policies and monitoring officers for civil rights complaints and have improved in implementing the monitoring and hearing process.

## **RACE DESEGREGATION**

The State Office sponsored the 8th annual Dr. Martin Luther King Jr. Essay Contest with the University of Utah in fall 1994. A total of 63 public and private secondary schools participated and 101 essays on "Why Non-Violence Is My Choice" were submitted. Six winning students, one per grade 7-12, received monetary awards.

In addition, 65 schools participated in Mini-Anytown USA, a series of out-of-the-classroom, experimental workshops in leadership skills, decision making, getting along with others, prejudice reduction, gender understanding, and self-esteem. So far, 900 teachers and 3,210 middle and high school students have received this training.

A 1995 revised version of "Teacher, they called me a \_\_\_\_\_!" is being made available to Utah along with hands-on teacher training workshops. This elementary teacher handbook deals with confronting prejudice and racism in the classroom with chapters on ability differences, race and ethnicity, appearance, religion, family and lifestyle, language, and gender.

## **RURAL SCHOOLS COORDINATION**

The State Office continued to conduct a variety of support and intervention activities for rural Utah schools during 1994-95. For example, a State Office team made a site visit to an elementary school in spring 1995 at the request of the district superintendent. As a result, that school is reinvigorating its restructuring process through new goals and objectives, inservice in

literacy integration, adoption of a statewide discipline and reinforcement policy, a handbook for students and parents, more teacher planning time, and other means.

## **COMMUNITY EDUCATION**

During 1994-95, over 650,000 Utahns ranging from preschool age to adults participated in formal study and non-course services offered through the districts in conjunction with various agencies and organizations. The majority of Utah districts offer a variety of educational, recreational, social, and cultural classes and activities, most of which are self-supporting in nature.

## **GIFTED AND TALENTED**

The growing statewide network of gifted and talented program coordinators meets regularly to collaborate, develop new projects, and build programs. Services to gifted and talented students are available in various forms in most Utah school districts. The State Office sponsored training sessions during the summer of 1995 that were attended by 175 teachers and administrators. Participants mastered additional strategies for working with high-ability students and made progress toward earning gifted and talented endorsements.

## **CONCURRENT ENROLLMENT**

Modifications were made in the Concurrent Enrollment Program during the past school year in response to changes in the law by the 1994 Legislature. Students are no longer charged tuition for participation in the program, and the number of courses taught on the high school campus increased. Concurrent enrollment continues to enable students to save time as well as college tuition and living expenses by earning up to an entire year of college credit while still in high school. In 1994-95, 9,236 students participated, 6,811 more than in 1987-88. These students earned a total of 85,932 quarter hours of college credit, a 367 percent increase since the program began. (See Chart #12)

## **CENTENNIAL SCHOLARSHIPS FOR EARLY GRADUATION**

The Centennial Scholarships Program received

this new name and additional funding during the past year. Students who graduate at the end of their 11th grade year may now receive \$1,000 as a partial tuition scholarship upon full-time enrollment in a Utah institution of higher education. A total of 209 strongly motivated students from 61 high schools completed all graduation requirements by the end of their junior year or half way through the 12th grade and received scholarships to support them in achieving their specific postsecondary goals. Fifty-seven percent more students and 42 percent more schools participated than in the previous year. (See Chart #13)

CHART #12

**STATEWIDE CONCURRENT ENROLLMENT**

Eight-Year Summary  
1987-95

Year	Students	Quarter Hours
1987-88	2,425	23,402
1988-89	3,137	30,923
1989-90	3,962	37,640
1990-91	4,582	49,122
1991-92	5,434	55,590
1992-93	6,076	62,978
1993-94	7,459	78,354
1994-95	9,236	85,932*

\* 65,103 High School Campus  
20,829 College Campus

CHART #13

**CENTENNIAL SCHOLARSHIPS FOR EARLY GRADUATION PROGRAM**

5-Year Summary

Year	Number of Students	Number of High Schools	WPU's
1990-91	19	17	25.836
1991-92	41	25	30.148
1992-93	100	41	53.647
1993-94	133	43	55.649
1994-95	209	61	96.120



*Kearns High School Vice Principal Carole Harris (far left), parent Olin Matua, and student O. Say Matua*

## 4. APPLIED TECHNOLOGY INTEGRATED CURRICULUM

### APPLIED TECHNOLOGY EDUCATION

Preparing students for employment is the mission of applied technology education, and growing numbers of students are enrolling in applied technology courses in high schools, applied technology centers (ATCs), and higher education institutions. This bears out the statistic that over 85 percent of all employment opportunities in Utah require training other than a four-year baccalaureate or higher degree.

In 1994-95, progress continued to occur in understanding of applied technology programs by students, parents, and employers in development of competency-based instruction and in recognition of the need for a seamless public-to-higher-education system without duplication of courses of study.

The State Board of Education and State Board of Regents have strengthened the role of their Joint Liaison Committee in dealing with applied technology matters across both public and higher education. The recommendations of business and industry representatives, in conjunction with those of the committee and several task forces under the direction of an Applied Technology Education Advisory Committee, have been adopted by the Liaison Committee and both educational boards.

### APPLIED TECHNOLOGY CENTERS AND SERVICE REGIONS

Utah's five ATCs and four service regions continued to grow over the past year and to add new programs. The open-entry, open-exit format of the ATCs has made them leaders in delivering high quality, short-term, competency-based training for Utah's secondary students and adults.

The five ATCs are operated by the State Board for Applied Technology Education in dedicated facilities; ATC programs in the service regions are operated

in district or higher education buildings through the cooperation of the State Board for Applied Technology Education and the Board of Regents.

### APPLIED TECHNOLOGY RESOURCE CENTER

A collection of curriculum guides, textbooks, competency listings, media, and other instructional materials in the Utah Applied Technology Resource Center at the State Office supports applied technology education staff throughout the state. Use of the Center has increased 221 percent since its creation three years ago.

The Utah collection of nearly 10,000 titles is managed by a database that searches by key word to find requested titles. Materials are loaned for a 30-day period. Many curriculum and activity guides can be duplicated for adaption or adoption. The Center's goal is to make the greatest possible scope of existing material available.

### AGRICULTURAL EDUCATION

Secondary agricultural education programs are now found in 30 districts and are administered by 77 teachers in 63 high schools across the state. In fall 1995, new programs were added to the curriculum at Dixie High School in Washington District and Copper Hills High School in Jordan District. Nine instructors provide the Adult Farm Management Program at four ATCs and two colleges; and five colleges and universities offer postsecondary agriculture programs. Current student enrollment in agriculture education is 4,200 and is expected to keep rising.

The Biology - Agricultural Science and Technology course, developed as part of the new Utah Secondary Science Core Curriculum, is taught with

an agricultural emphasis and application. It will generate a biology credit and prepare students for advanced "ag ed" courses. For nine weeks last summer, 13 student interns at Utah State University were placed with successful agriculture instructors across the state. This resulted in valuable experience for the interns and much needed help for the instructors. Through this program, 3,120 students received individualized instruction including skill and leadership development.

## **BUSINESS EDUCATION AND INFORMATION SYSTEMS**

The Business Education and Information Systems curriculum is being restructured to embody new standards released by the National Business Education Association and validated for Utah by business and industry. These standards are based on a developmental approach that extends from concrete, basic skills to more abstract levels that may require in-depth knowledge, higher level thinking, and creativity. Again in 1994-95, over 10,000 students took part in the state-sponsored business skills certification program.

As schools gear up to prepare students for the information age, business educators lead the challenge to prepare students to be managers of information. Curricular emphasis is on information systems as both a tool to support all disciplines and as an occupational choice. Important partnerships supported by the School-to-Work program are being formed in Utah with business and industry in information technology and communication.

## **HEALTH SCIENCE AND HEALTH TECHNOLOGY**

Health science and health technology education has been reorganized and curricula developed to better accommodate the way in which students are introduced to and prepare for health care professions. Curriculum continues to be developed for electronic delivery. The Introduction to Health Science, Health Science Overview, and Advanced Health Science courses are currently being delivered via EDNET broadcasts to several sites.

Work-based learning activities have been integrated into each course offered through the Health Science and Health Technology Program. In addition, skill certification is now available for the Certified Nurse Assistant and Home Health Aid programs and will be ready for the Medical Assistant, Medical Assistant-Administrative, Emergency Medical Services, and Exercise Science/Sports Medicine programs by January 1996.

A Health Science and Health Technology Advisory Task Force is developing a standardized Health Science and Health Technology Core Curriculum for use at all postsecondary institutions in their allied health programs. This curriculum will be offered to all students in rural as well as urban areas. School-to-Careers activities and strategic planning for health professions education are also anticipated. (*See Chart #14*)

## **FAMILY AND CONSUMER SCIENCES EDUCATION**

The Family and Consumer Sciences Education Core focuses on skills in child development, family living, nutrition, housing and interiors, consumer education and textiles, and related careers. The goal of providing and strengthening skills to improve the quality of family life continues to be emphasized as individuals balance their multiple roles and responsibilities in the workplace, the home, and the community.

Implementation of state competency/skill testing and certification was begun in several areas of the curriculum in 1994-95. Additional skills certification tests will be developed and integrated during 1996. Federal Carl Perkins funds helped complete several projects during the past year. The curricula will strengthen courses in teen living, child development, child care, dynamics of clothing, and food and science.

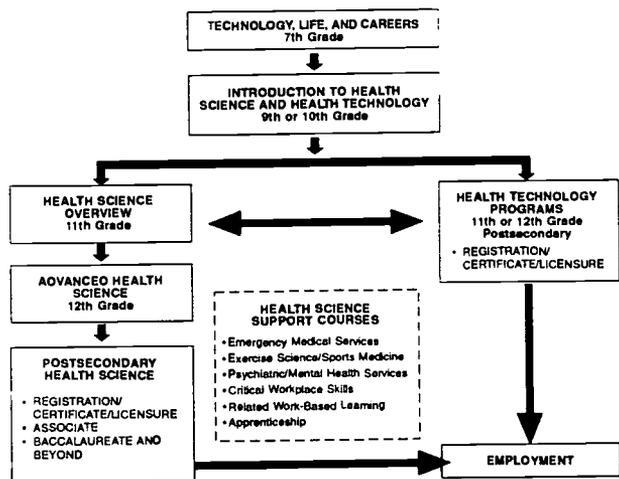
## **ECONOMIC EDUCATION**

Utah received national recognition for its operation of The Stock Market Game when the L. Massey Clarkson Award was presented in June 1995 at the Securities Industry Association Symposium in Atlanta.

Bryce Valley Mist bottled water went from brainstorming, to a business plan, to an actual product on

CHART #14

**HEALTH SCIENCE AND HEALTH TECHNOLOGY  
Program of Study**



the shelf as the Bryce Valley High School entrepreneurship project took form during the 1994-95 school year. This project will serve as a School-to-Work model for school-based enterprises in Utah.

The Secondary Economics Course Standards and Objectives revision was completed by a committee of teachers and representatives of the Utah Council on Economic Education. The economics course now includes new standards in geography, cultural values, political science, readiness, and other areas.

New resources and inservice workshops were provided for teachers on Financial Literacy for Kids. American Express Financial Advisors and the Utah Bankers Association became partners with the State Office in this effort.

**MARKETING EDUCATION**

Marketing education provides skills for approximately one-third of all jobs in America in fields such as selling, starting a business, advertising, displaying, managing, researching, designing, financing, communications, wholesaling, promotion, and human relations. In 1994-95, a competency-based curriculum tied to national standards was developed and disbursed to all marketing teachers in Utah.

A state skills certification test measuring each competency will be available this year in marketing, advertising, fashion, retailing, and real estate. Twenty percent of each test is performance based, and the tests require 80 percent mastery to pass. These competencies will assure uniformity for students who transfer from one school to another.

**TRADE, INDUSTRIAL, AND TECHNICAL  
EDUCATION**

A concentrated effort was made to establish industry standards for trade and industrial programs during 1994-95. Most high schools are on line to be certified through the Automotive Service Excellence (ASE) Program. Skill standards are currently being developed in the areas of drafting, machine tool, heavy duty/diesel mechanics, cabinetmaking/millwork, and autobody. Skill standards for cosmetology and automotive technician have been developed and are currently being tested by state licensing officials and ASE. Additional tests will be developed and integrated during the next year.

**TECHNOLOGY EDUCATION**

Change will continue to be a key concept in teaching skills for technological literacy to Utah's students. The unique identity of the Technology Education Program is based upon the need for students to develop design and problem-solving skills while pursuing their career goals. These transitional skills are necessary for all students and will be addressed through Technology Education 1 and Foundations of Technology, two new courses which follow the Technology, Life, Careers Program. These courses will help students be better prepared to perform their occupations in the future.

**COMPREHENSIVE COUNSELING AND  
GUIDANCE**

The 1995 Legislature appropriated \$1.5 million to support Phase II funding for secondary schools which meet Comprehensive Counseling and Guidance Program standards and also extended funding to include grades 7-8. By June 1995, 95 secondary schools had

qualified for funding by meeting the standards.

These standards require a schoolwide needs assessment, forming advisory and steering committees, providing evidence that 80 percent of a counselor's time is spent in direct services to students, and structuring a meaningful Student Education Occupation Plan (SEOP) process for all students at each grade level.

Currently, 218 schools are at various stages in the three-year inservice training program. Plans are in place to train the remaining 22 schools in the next year and also begin training of pilot elementary schools. (See *Chart #15*)

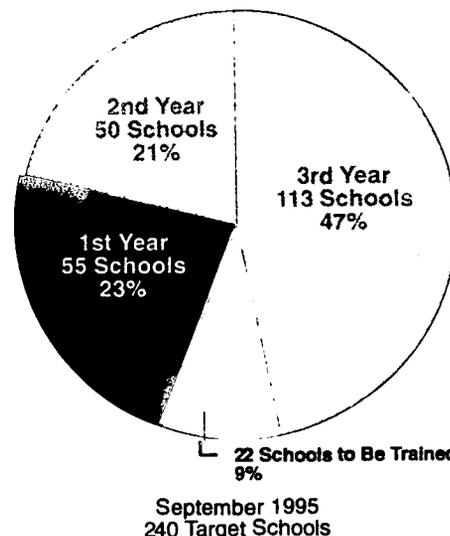
### APPLIED TECHNOLOGY EDUCATION LEADERSHIP ORGANIZATIONS

The primary purpose for establishing and operating leadership organizations in Utah schools is to help students acquire technical skills and traits of leadership at the same time. Leadership training can and should be an integral part of applied technology education curriculum at all levels of our educational system. Membership and active participation in leadership organizations increased to 18,435 in the 1994-95 year.

The 11 leadership organizations currently operating in Utah are Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), Health Occupations Students of America (HOSA), Technical Students Association (TSA), Vocational Industrial Clubs of America (VICA), Delta Epsilon Chi, Phi Beta Lambda, Utah Homemakers, and Young Farmers.

### CHART #15 COMPREHENSIVE GUIDANCE PROGRAM

Inservice Training and Implementation Status



## 5. FEDERAL AND SPECIAL PROGRAMS

### TECH PREP PROGRAM

High schools in Utah's nine federal regions continued to facilitate the Tech Prep Program during the past school year by articulating academic and technical skills and courses with postsecondary institutions. Each region made significant progress in implementing a strategic plan for certain sequential, job-focused courses of study. The goal of Tech Prep, identified by both public and higher education, is to offer students a seamless, non-duplicating path to a two-year associate degree or other two-year certificate of completion.

### SCHOOL-TO-WORK

Planning was the primary focus of Utah's federally funded School-to-Work endeavors over the past year. Each region (Bear River, Mountainland, Southwest, Central, Ogden-Weber, Uintah, Davis-Morgan, Southeast, and Wasatch Front) formed a local partnership with business, government, educators, parents, and community agencies and set in motion pilot programs consisting of school-based learning, work-based learning, and connecting activities.

After an extensive grant writing process and a visit from a federal site review panel, Utah was notified this past September that it will be one of 26 states to receive approximately \$14.4 million in federal dollars over the next five years. These long-term funds are to be used to implement a School-to-Work/Careers system in each of Utah's secondary, postsecondary, and elementary schools. Familiar transition programs such as Tech Prep, youth apprenticeship, cooperative education, and career academies will form the primary blocks on which these systems will be built. A committee in each region will develop a five-year plan.

### CAREER APPRENTICESHIP \$TARTS HERE

CA\$H (Career Apprenticeship \$tarts Here) is the

in-school training and employment of youth in apprenticeable trades, arts, crafts, or professions that are registered by the Bureau of Apprenticeship and Training. This program enables students to move from part-time to full-time work during the summer after they graduate from high school or as indicated in their SEOPs.

CA\$H students earn while they learn through a combination of on-the-job-training and classroom instruction. The goal is to have 10 percent of public school graduates enrolled in apprenticeship programs by the year 2000. Since November 1993, 73 CA\$H outreach coordinators have established 275 sponsorships for high school students in over 50 occupations.

Some of these occupations are automotive body repairer, automotive technician, cabinet maker, carpenter, chef, child care development specialist, computer operator, dental assistant, electrician, jeweler, medical secretary, nursing assistant, painter, pharmacy assistant, plumber, and welder.

### ADULT EDUCATION PROGRAM

Last year, Utah's adult education program served adult target populations ages 18 and older. Based on the 1990 Census, these populations consisted of 94,970 individuals who speak a language other than English at home, 32,557 who were no longer in school and had less than a 9th grade education, and 138,390 who left school between the 9th and 12th grades without a high school diploma.

During 1994-95, federal and state appropriations enabled more Utahns than ever before to earn high school diplomas, obtain jobs, and become literate, self-reliant, and contributing citizens. Adult education programs encompass English as a Second Language; General Educational Development

(GED); high school completion; and family literacy, workforce literacy, and literacy instruction for Utah prison inmates and the institutionalized. (See Chart #16)

### UTAH LITERACY AND ADULT EDUCATION RESOURCE CENTER

In fall 1994, the Utah Literacy and Adult Education Resource Center (ULAERC) was established at the State Office of Education. It primarily assists adult education practitioners such as tutors and other professionals in obtaining the most suitable curricula, technology, management systems, research, and assessment tools for their needs at local training sites.

At no cost to the Center, ULAERC has been instrumental in soliciting curricula and competency assessment tools from vendors, in demonstrating these products to practitioners all over Utah, and in seeking new ways to offer alternatives to traditional adult education and literacy. Multimedia and book materials are available in almost 100 different areas ranging from basic English communication and core high school subject matter to assessing learning styles and workplace literacy.

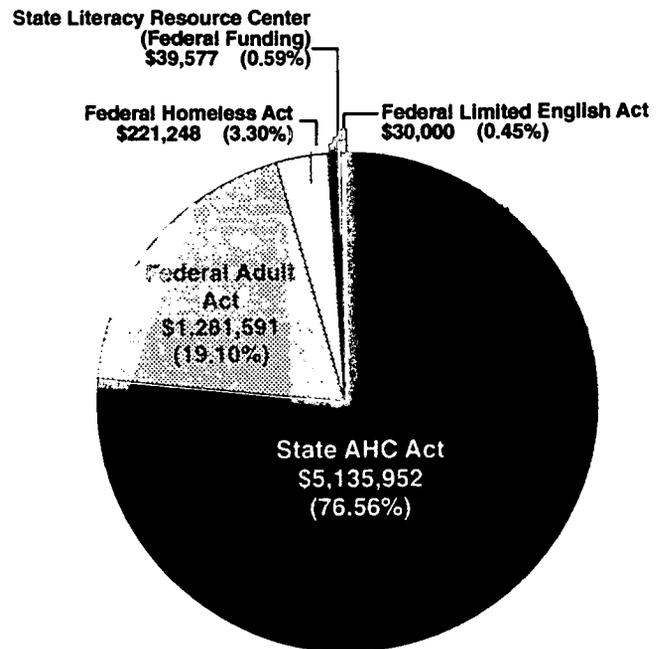
### GED CERTIFICATION

GED certification, viewed by 42 states on par with a high school diploma, is often the only educational safety net available to students who exit high school prematurely and want to break out of the cycle of functional illiteracy, unemployment, and poverty. For most students, the GED tests are a rigorous 7 1/2 hour battery of tests in the high school Core areas of writing, mathematics, social studies, literature and the arts, and science.

In 1994, a total of 4,954 individuals attempted the GED exams and 4,547 passed and received GED certificates. The GED ON TV program began in winter 1994 to provide an opportunity for the 190,000 adults who do not want to return to formal education settings to earn a GED certificate. During its pilot phase, 182 adults enrolled to receive instruction over public TV station

CHART #16

## ADULT EDUCATION 1994-95



KULC to help them master the skills required to pass the GED exams.

### CUSTOM FIT TRAINING

Administered by the State Office of Education, Custom Fit Training is designed to bring business and education together to assist the state in attracting new businesses and aid in the retention and expansion of existing companies by providing skilled workers and the specialized training they need. Supported by ATCs, colleges, and universities, the program helps to assess the company's training needs, customize the training design accordingly, and deliver the training when, where, how, and by whom the firm feels is best. Last year, 161 companies were served, resulting in the training of 8,210 individuals.

### GENDER EQUITY

Implementation of a new gender equity trainers guide entitled MECCA (Making Equity Count for Classroom Achievement) was the major focus during FY1995. This 12-module, user-friendly guide addresses such topics as bias in the curriculum, equity and language, media stereotyping, and sexual harassment.

During 1994-95, Utah's four multi-regional Gender Equity Technical Assistance Center coordinators trained more than 1,602 local teacher leaders. A total of 148 equity training inservice sessions were held for 282 administrators, 6,669 students, 174 counselors, and 653 parents. In addition to these multi-regional equity activities, more than \$278,000 was awarded through 42 local proposals for equity-building services made by 17 school districts, one ATC, and four other postsecondary institutions. (See Chart #17)

### TURNING POINT PROGRAM

More than 7,500 individuals were served at Utah's 19 Turning Point Centers for single parents, single pregnant women, and displaced homemakers during the 1995 fiscal year. Of those, approximately 2,800 were new participants. These programs are funded from Utah Displaced Homemaker Act and federal Carl D. Perkins Sex Equity Vocational Act funds.

CHART #17

#### INSTITUTIONAL PARTICIPATION AT UTAH'S GENDER EQUITY TECHNICAL ASSISTANCE CENTERS 1994-95

GETAC Center	Post-secondary	School Districts	High Schools	Junior High/Middle Schools	Totals
DIXIE	3	7	18	8	36
SLCC	1	4	16	11	32
UVSC	3	11	17	26	57
WSU	5	6	7	5	23
<b>TOTALS</b>	<b>12</b>	<b>28</b>	<b>58</b>	<b>50</b>	<b>148</b>

Located in applied technology centers, community colleges, and universities in every region of the state, Turning Point personnel assist individuals in developing marketable skills and attaining self-sufficiency. A major function of the Turning Point program is to provide assertive communication and coping skills training utilizing the Change Your World by Changing Yourself curriculum.

According to "special population" as defined by the law, 403 of these participants were physically challenged, 1,899 educationally disadvantaged, 83 limited English proficient, and 38 incarcerated. Approximately 97 percent of all individuals served qualified as economically disadvantaged, 38 percent earned more than \$6 per hour, and 162 were placed in jobs considered non-traditional for their gender.

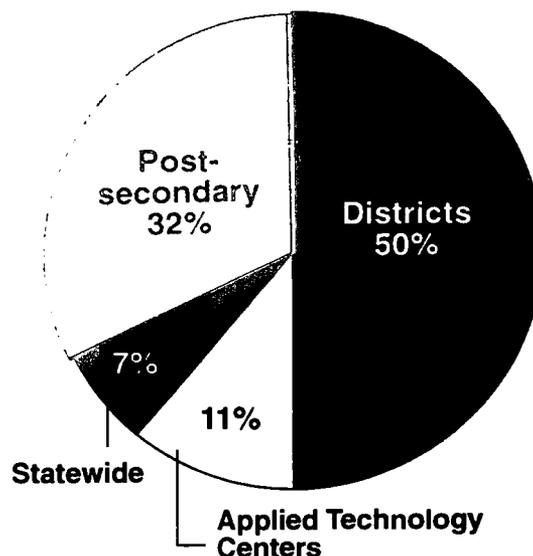
### CARL D. PERKINS FUNDS

In FY1995, the Carl Perkins Vocational and Applied Technology Education Act provided an annual appropriation equaling \$11,060,599 to school districts, applied technology centers, and colleges and universities for purposes of improving applied technology education throughout the state. The majority of funds (\$7,170,287) was allocated by formula to eligible recipients contingent upon local plans developed collaboratively with local and regional agencies, organizations, and businesses.

Categories and allocations were as follows: Corrections (\$95,604), Sex Equity (\$310,712), Single Parent/Displaced Homemakers/Single Pregnant Women (\$693,128), Curriculum Development and Staff Training (\$812,632), Community-Based Organizations (\$117,007), Consumer & Homemaking (\$330,936), Tech Prep (\$1,052,274), and State Administration (\$478,019). Without this seed funding for systemic change, many improvements would not have been possible. (Chart #18)

CHART #18

### CARL D. PERKINS Allocation Percentages FY1995



# 6. CORE CURRICULUM INSERVICE UPDATE

## CORE CURRICULUM SUPPORT

During 1994-95, a variety of workshops and conferences were held to provide training or retraining for more than 16,000 teachers, parents, and administrators. During the past school year, nearly half of Utah's approximately 21,000 classroom teachers were updating their skills, acquiring new curriculum expertise, or grasping the impact of a new Core Curriculum or other changes that affect their role as educators. *(Chart #19)*

## READING/LANGUAGE ARTS

In 1994-95, reading/language arts focused primarily on intensive inservice that included demonstration teaching with accompanying seminars. Other workshops centered on secondary reading instruction, reading assessment, and literature-based approaches to reading. Over 1,000 Utah teachers chose to participate in Saturday workshops co-sponsored by the State Office and the Utah Writing Project.

Reading/elementary language arts workshops requested by Utah schools were given in every geographic area of the state. Topics requested included portfolio assessment, literature study groups, teaching and assessing skills in reading and writing, shared reading, teaching spelling, and a framework for language arts instruction. The past school year was also devoted to development of a new Utah Reading/Elementary Language Arts Core Curriculum for grades K-6 in the areas of reading, writing, and oral language development.

## FINE ARTS

Last year, music, dance, drama, and visual art were grouped together under the State Office coordination of one fine arts education specialist. Advisors from universities and schools work with the state specialist, and a partnership with the Utah Arts Council and the Utah Alliance for Arts and Humanities Education has

**CHART #19**

Utah State Office of Education  
**CORE CURRICULUM  
SUPPORT ACTIVITIES**  
1994-95

Workshops Presented	380
Districts Receiving Training	40
Individuals Receiving Training/Retraining	
Teachers	10,500
Parents	4,500
Administrators	1,225
Technical Assistance Visits	4,000
Private Schools Served	27
College/University Educators Served	450

also been established. Together with the State Office, these organizations will model collaboration and assist in moving forward a local leadership plan for arts education. This plan will bring local resources together to facilitate the achievement of Core objectives in arts instruction from kindergarten through the 12th grade.

The year's most visible and powerful happening was Aesthetic Traces: Home is Where the Art Is, the first state summer arts retreat, which brought teams of elementary educators together at Snow College in Ephraim to receive instruction in teaching each of the fine arts and integrating them across the curriculum.

## **SOCIAL STUDIES**

Statewide public hearings on the revised Secondary Social Studies Core Curriculum and a successful social studies methods workshop were held last year. The State Office social studies and economic education specialists collaborated in a workshop to train business and social studies teachers to teach economics.

The lesson manual, Utah Centennial Studies, was developed and distributed through a grant from the Utah Centennial Commission in cooperation with the State Office and the Utah Heritage Foundation for 4th and 7th grade teachers of Utah history. During the year, a law-related citizenship lending library was established in the Jordan District Media Center.

## **MATHEMATICS**

During the 1994-95 year, mathematics workshops that served more than 1,800 teachers were held statewide. Mathematics content with manipulatives was emphasized for elementary teachers. Pre-algebra and algebra workshops were developed in the framework of algebra for everyone. The new Secondary Math Core Curriculum is now in place and many junior and senior high teachers received training for 30 to 40 hours in this new emphasis. This training is beginning to produce significant increases in standardized test math scores on a K-12 basis.

## **SCIENCE**

Revision of the Secondary Science Core Curricu-

lum was completed last year. The project involved over 120 teachers in writing, piloting, and developing assessment tools. Districts will implement the new Core over the next four years.

More than 2,500 teachers were trained in Science and Children, Phase I, of the elementary science inservice program. Phase II, Hands-On Minds-On Science, began last summer with the training of 94 inservice facilitators who will provide grade-level specific instruction and professional development to 2nd, 3rd, and 4th grade teachers in their districts. This inservice is expected to involve an estimated 900 to 1,500 teachers.

Summer Science for Secondary Science Teachers was conducted cooperatively with Weber State University, Brigham Young University, and Southern Utah University on invertebrate zoology, field ecology, chemistry, physics, weather and meteorology, astronomy, geology, and science performance assessment. Over 130 teachers were involved in one or more of these offerings that meet science endorsement requirements.

## **FOREIGN LANGUAGES**

Statewide enrollment in foreign language courses reached 37.7 percent last year, ranking Utah near the national average. While a slightly lower percentage of students chose to study French and German than in the previous year, the total number of students taking Spanish rose from 37,079 to 51,143, Japanese from 861 to 1,051, and Russian from 694 to 859. At the same time, 1,315 students were learning other languages. Awareness of the benefits of foreign language proficiency is growing in keeping with changing ethnic demographic data in the western United States. (*See Charts #20 and #21*)

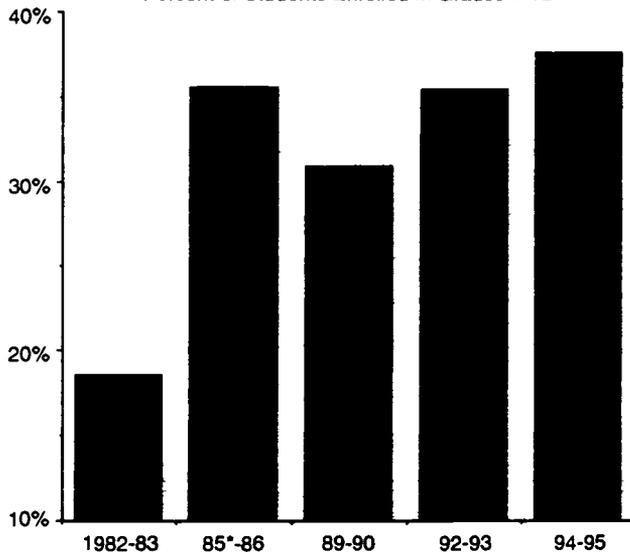
## **LIBRARY MEDIA EDUCATION**

As part of Project UPDATE, the Secondary Library Media/Information Literacy Core Curriculum is field testing an integrated curriculum model in three districts. Funding for further work to carry on secondary teacher team building to create integrated thematic units across the curriculum was secured through a Title II grant for \$95,707, designated for Library Education and Human

CHART #20

**FOREIGN LANGUAGE STUDY**

Percent of Students Enrolled in Grades 7-12

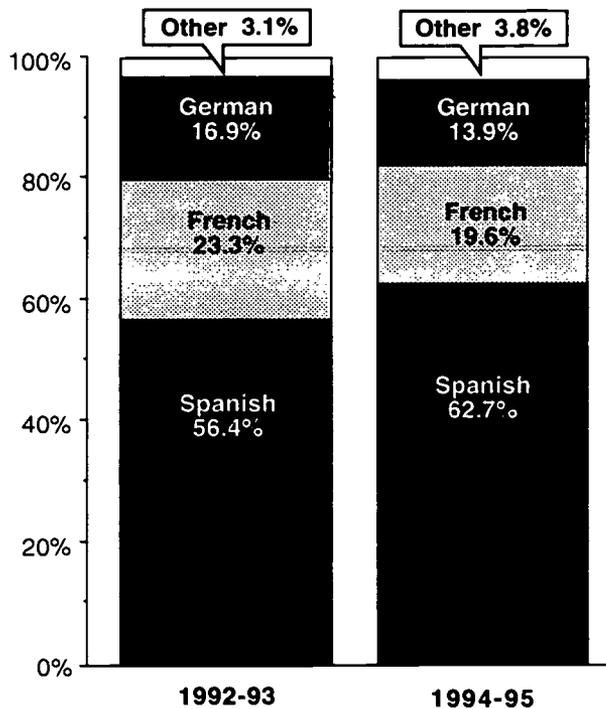


\*1985 was the year that the University of Utah admission requirement of two years of foreign language study was implemented.

CHART #21

**UTAH FOREIGN LANGUAGE ENROLLMENT**

BY LANGUAGE



Resource Development Programs.

The traveling library media technology model continued to circulate in nine Granite District middle schools during 1994-95. An Eccles Foundation grant of \$27,000 provided funding for the Utah History Encyclopedia for all school library media centers in the state. Nine library media-related workshops, along with five regional workshops on library media applications on the Internet, were presented this year.

**HEALTHY LIFESTYLES**

The emphasis in 1994 was on teacher training. A healthy lifestyles camp was held in July 1994 to train 154 elementary and secondary Utah teachers from 18 districts in fitness and motor skills development; implementing the Core in co-educational settings; and prevention of HIV, drug use, violence, teen pregnancy, and other risk behaviors. Sixty participants from 20 districts attended a three-day HIV training of trainers session.

Eighty teachers from 29 districts received in-depth and updated training in December on HIV/AIDS transmission and prevention, teaching refusal skills, and Utah law and policy-related issues. During that month, 137 teachers representing 26 districts increased their comfort level with the Junior High Human Sexuality Resource File and their ability to implement the teaching strategies it contains.

Ten elementary schools were selected to participate in FITKIDS UTAH, a pilot project designed to coordinate health education and services supported by state and local agency and community sponsors such as KSL and FHP. Over 6,000 elementary students and teachers participated in the Governor's Golden Sneaker Awards Program.

**INSTRUCTIONAL MATERIALS ADOPTION**

Utah continues to lead the nation in the evaluation process to approve and adopt all types of instructional materials for use in its public school classrooms. Fiscal year 1995 marked the first year when a technology software program was adopted as a comprehensive package covering the entire Core curriculum for a given subject area. Topping off the major work of the

adoption process was the completion of the State Office Instructional Materials Computer Center which replaced the former textbook library. This center has become a showcase for state-of-the-art technology including hardware and software and gives the evaluation committees a place to evaluate and demonstrate all types of instructional materials.

## **CHARACTER EDUCATION**

A four-year, \$1 million character education partnership grant from the U.S. Department of Education was received in 1994-95 to provide teacher training in character development and statewide curriculum. The Utah Legislature provided \$300,000 for character education integration in the curriculum. Districts applied for funds on a competitive basis. The character education manual I CARE, a Salt Lake District character education program, was developed and distributed.

## **INTERNATIONAL EDUCATION**

Ethnic groups in Utah's history was the subject of a June workshop for 150 teachers who returned to their districts to share their information with others. The State Office and University of Utah Middle East Center introduced 40 teachers to resources on Middle East culture. Nineteen teachers completed a graduate course at the University of Utah on Understanding and Teaching About Japan and 6 of them participated in a 12-day trip to Japan last June.

## **NATIONAL DIFFUSION NETWORK**

The National Diffusion Network (NDN) funded through the U.S. Department of Education continued in FY1995 to disseminate information about exemplary educational programs and meet school site needs in alliance with Goals 2000. More than 142 NDN adoptions were made in 12 program areas involving 369 teachers and 13,973 students across all grade levels.

## **CHAPTER 2 EDUCATIONAL IMPROVEMENT**

During 1994-95, Chapter 2 of the Elementary and Secondary Education Act provided \$3,036,617 to local school districts through the State Office of Education

to help districts serve students at risk, acquire and use instructional materials, implement effective instruction programs, train school personnel, enhance learning excellence, design innovative projects, and identify reading problems. In addition, the State Office received \$560,974 to provide Chapter 2 technical assistance to districts.

## **THE ELECTRONIC HIGH SCHOOL**

When the Centennial Schools Program began, Governor Leavitt challenged public education to create a Centennial High School which would make every secondary Core course electronically available to every student in the state. The Centennial High School can now deliver all but three of the Core courses (team sports, beginning band, and beginning orchestra) to nearly every student in the state. Plans are being developed for a new or retrofitted school that makes maximum use of educational technology and reduces the demand for facilities made of brick and mortar.

## **INTEGRATED CURRICULUM**

To support the Utah State Public Education Strategic Plan, a curriculum integration specialist has been added to the State Office of Education staff. Inservice will be provided through a trainer of trainers program. Eleven pilot elementary schools have been selected and will provide varied models for curriculum integration. Individual training for faculties and teachers will be accessible for both elementary and secondary schools. Technology will play an instrumental role as a resource tool for curriculum integration.

## **EARLY CHILDHOOD EDUCATION**

Early childhood education has reemerged as a formal curriculum component that focuses on meeting the needs of the whole child. Collaboration with other state agencies as well as community resources will be emphasized as they work together to solve problems and empower Utah children to function effectively in society.

# 7. EXPANSION OF EDUCATIONAL TECHNOLOGY

## EDUCATIONAL TECHNOLOGY INITIATIVE

Utah's multi-year Educational Technology Initiative (ETI) partnership involving state government, public school districts, colleges of education, and private businesses continued to work together in 1994-95 to empower students to become productive members of our technology-oriented society. ETI acts as an ongoing, dynamic investment in the future of all students by focusing public and private funding on needs that promote statewide access to state-of-the-art technology.

## UTAHLINK

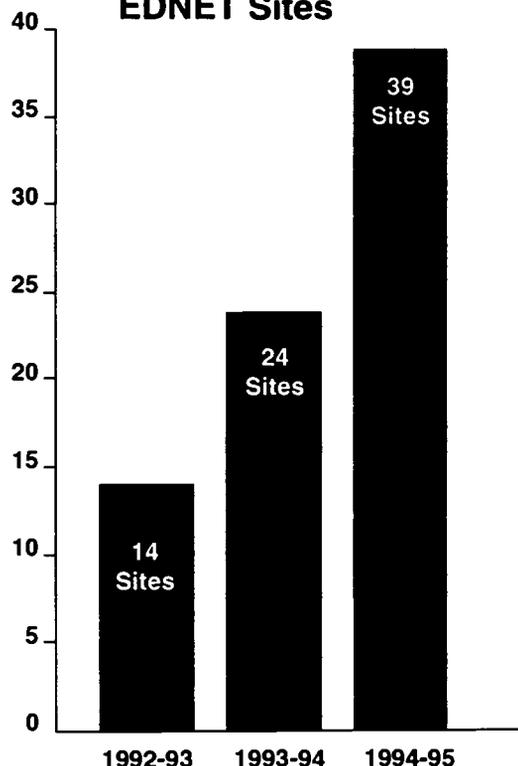
Educational technology in Utah was further expanded in 1994 with the inauguration of UtahLink, part of the statewide area network providing a menu of electronic educational materials and information sources to colleges, universities, applied technology centers, public schools, and eventually to homes. UtahLink is a coordinated effort of public and higher education facilitated by the Utah Educational Network. Legislative funding provides for all secondary schools to be linked within the next three years. Districts are required to connect their elementary schools as their contribution to this partnership. Excitement is rising in Utah schools as they await their connection to the Information Highway.

## STATEWIDE DISTANCE LEARNING SERVICES

With vision from Governor Leavitt, direction from the State Strategic Plan, funding from the Legislature, and a partnership between public and higher education, the Utah Education Network (EDNET) was charged with establishing a technology infrastructure to support the delivery of electronic services to Utah schools. Thirty-nine EDNET sites at high schools and applied technology centers are now providing 52 high school

CHART #22

Public Education EDNET Sites



courses, concurrent enrollment courses, service courses for school faculties and staffs, and a variety of regional and statewide administrative meetings. (See Chart #22)

### USOE DISTANCE LEARNING

Staff of the Utah State Office of Education (USOE) has electronic access to a variety of distance-learning technologies to serve the school districts of Utah, including an EDNET studio for statewide distribution and a satellite downlink facility for the acquisition of national educational workshops and conferences. Access to these services allows State Office staff to serve school districts without travel costs, permitting substantial savings of tax dollars on a yearly basis. In FY1995, 61 State Office EDNET broadcasts served all 40 school districts and 64 national satellite programs were hosted on a variety of topics ranging from educational reform to adult literacy issues. (See Charts #23 and #24)

### TEAMS

Telecommunications Education for Advances in Mathematics and Science (TEAMS) is a federal Star School live distance learning project originating from Los Angeles County, California for 4th through 6th graders in science and mathematics. Thirty-six Utah districts and 155 schools participated in 1994-95. The students interacted with the California class and teacher by telephone, FAX, or mail. Student responses were aired during the programs as they communicated with other students from across the United States.

### INSTRUCTIONAL TELEVISION

Curriculum-based video series have been a major asset to teachers in Utah for nearly 40 years. They are broadcast over television stations KUED and KULC year-round from 9 a.m. to 3 p.m. Monday through Friday and offer strong support to teachers K-12 for their lesson plans which are tied to the Core. The State Office also provides video duplication services year-round for in-school use, a popular service financed by districts with an annual student fee of 25 cents.

CHART #23

### EDNET Use 1994-95

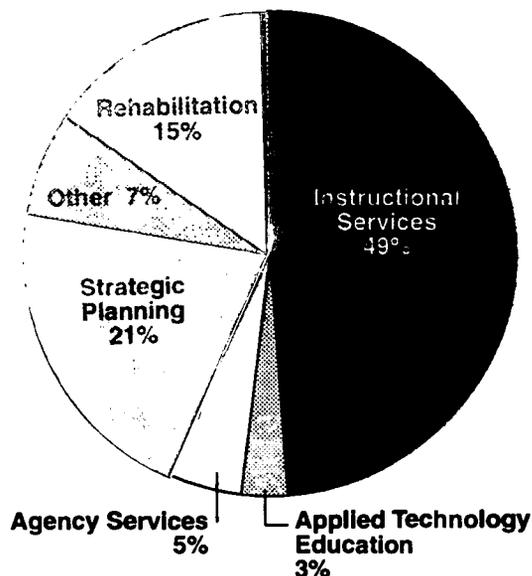
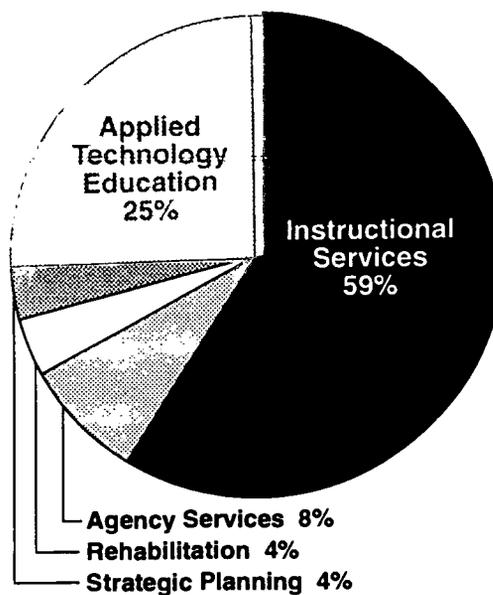


CHART #24

### SATELLITE USE 1994-95



## **UTAH FILM VIDEO CONSORTIUM**

Another of Utah's strong media support programs is the statewide Film Video Consortium where heavily previewed programs are purchased on a statewide basis allowing for unlimited duplication and retention rights for in-school use. Utah has one of the largest libraries of curriculum-based videos in the nation, consisting of approximately 4,600 titles that are available to teachers for all grades and subjects. The Consortium is financed by school districts through their Title VI funds.

## **DISTRICT COMPUTER SERVICES**

In accord with recommendations made by Kerry Consulting Group and with legislative approval, State Office District Computer Services is now in the initial phase of piloting both PC fiscal and student software systems at the local school and/or district level. These systems will ultimately be available at no cost to any district that desires to use them.

The PC fiscal systems being developed by staff under the direction of a statewide advisory committee include payroll/personnel, accounts payable, budget/general ledger, fixed assets, general journal, receipts, and warehouse. Pilot projects for the PC/Windows versions of these systems are underway in Logan, Cache, and Ogden school districts. The MacIntosh version will be tested in Park City and Carbon districts. The target date for implementation is July 1996.

Following an extensive evaluation of proposals, a commercial student software package produced by Netel Educational Systems was selected for Utah's needs. Its modules deal with grade reporting, student scheduling, attendance, accounting, grade book, transcripts, and SEOPs. Box Elder, Carbon, Iron, Murray, Sevier, South Sanpete, Uintah, and Washington districts will participate as both PC/Windows and MacIntosh sites. A strategy for further implementation will be devised thereafter.

A committee comprised of data processors from large school districts and the State Office is also working on a project to create a student database warehouse

for state reporting needs and the district-to-district electronic transfer of student records.

## 8. SERVICES FOR STUDENTS AT RISK

### ACCELERATED STUDENT ACHIEVEMENT PROJECT

The Services for At Risk Students (SARS) Section is leading out in delivering the proactive message that all students means ALL with no exceptions and includes those at risk. This effort is strengthened by the policies of the State Strategic Plan and the Americans with Disabilities Act not to accept failure as final for any student and to honor fairness for all.

SARS is in its second year of implementing the Accelerated Student Achievement Project, a joint effort of the State Office of Education, Utah State University, University of Oregon, and three school districts to document what is needed to accelerate the performance of students in the elementary grades.

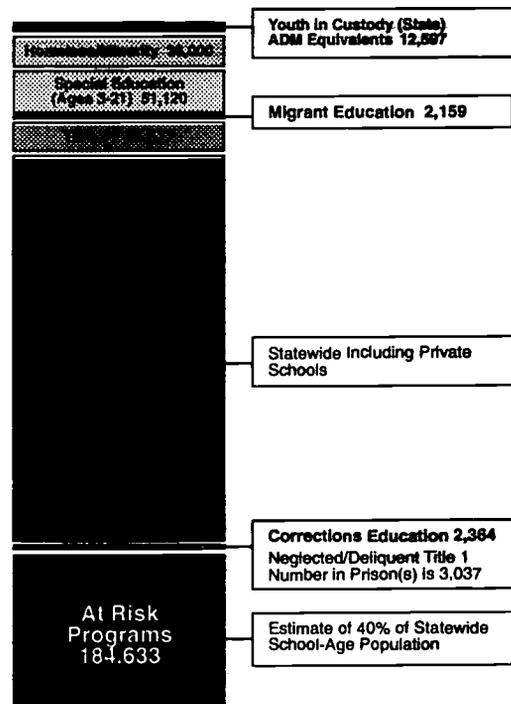
Direct Instruction curricula have been field tested and the effectiveness of teacher training, schoolwide management, and coordination programs has been verified. The participating schools are Gunnison Valley Elementary (South Sanpete), Monroe Elementary (Sevier), and Valley View Elementary (Weber). First year results clearly show increased achievement in all three schools. (*Chart #25*)

### FAMILIES, AGENCIES, AND COMMUNITIES TOGETHER

The State Office of Education is represented along with Human Services, Health, the Courts, other state and local agencies, community representatives, the private sector, and families on the steering committee of FACT (Families, Agencies, and Communities Together). The purpose of FACT is to provide family-centered, culturally-sensitive, community-based, collaborative, efficient, and preventative services for children and youth at risk and their families.

The FACT target population includes all persons at risk from birth to age 18 and those with disabilities

CHART #25  
STUDENTS SERVED  
IN AT RISK PROGRAMS  
FY 1994-95



ages 18 through 21 who require interventions commensurate with their abilities. FACT is designed to address the academic, physical, social, and emotional needs of these individuals so they can participate in society in meaningful ways as responsible citizens.

In 1994-95, school districts across the state participated in community planning efforts for Family Preservation and Support funds. Under the umbrella of the FACT Steering Committee, local community family preservation plans were supported and funded in 11 communities. The Committee has pledged to support a birth-to-grade-12 initiative beginning in Murray School District to provide a seamless umbrella of coordinated health, social, educational, and legal services at a school site in Murray.

All FACT service delivery components are now collecting data for an evaluation of the outcomes across health, socio-behavioral, and academic domains. The evaluation is being conducted by Utah State University's Early Intervention Research Institute and will include one of the first comparison studies to be conducted on any integrated service delivery model to date.

#### **FACT: SITE-BASED (K-6)**

Kindergarten through 3rd grade students in 107 Chapter 1 schools in 29 school districts are served by FACT teams which include mental health therapists, social workers from the Division of Family Services, eligibility workers from the Office of Family Support, public health nurses from local health departments, school staff, principals, and family advocates. Lincoln Elementary in Salt Lake City and Helen M. Knight Elementary in Moab have a grade 4-6 version of the same model.

#### **FACT: BIRTH TO AGE 5 INITIATIVE**

Current FACT initiatives involve local school districts across the state. Four prenatal-to-age-5 initiatives aim to provide early and preventative health services to at risk pregnant women and to families with children below the age of 5. Grand, Salt Lake, Davis, and Jordan districts operate locally crafted FACT programs which employ interagency team models to serve young at risk families.

#### **FACT: LOCAL INTERAGENCY COUNCILS**

During the 1994-95 school year, Utah children and youth with multiple, severe, and enduring problems and their families received individualized, holistic, and interdisciplinary services through Utah's 27 Local Interagency Councils (LICs). All 40 school districts have active LIC participants at either the county or regional level.

These family-centered services are provided in an interagency, collaborative, culturally-sensitive manner through a unified Individual Service Plan (ISP). The parents of each child or youth are full partners in core service teams which develop, implement, review, and evaluate these ISPs. Utah LICs serve children from birth to age 21 and the average age of those served was 12.

#### **GANG PREVENTION AND INTERVENTION**

A total of \$588,560 was allocated in 1994-95 to allow more schools and districts to participate in projects targeted for gang prevention and intervention for children and youth at risk. Last year, 42 schools in 13 districts and 2 districtwide programs received assistance for outreach and interagency-community gang prevention and direct intervention service to students and families.

All of these schools are engaged in interagency collaboration, community and parental involvement, home visits, crisis intervention, multicultural and social competence, intradistrict collaboration, and healthy life skills development with emphasis in conflict resolution and anger management. Parents are involved in all aspects of the program and must give written permission for individual student participation.

#### **PRE-K-12 PREVENTION DIMENSIONS**

Prevention Dimensions, Utah's foundation of school-based prevention efforts, continues to be implemented widely throughout all 40 districts in the state. At the annual Training of Trainers held in Provo in March 1995, 120 trainers received the

newly developed Prevention Dimensions Training Manual. This will allow more consistent training across the state providing teachers with strong prevention strategies.

Chilly Chill was introduced into the program to provide teachers with some excellent information to help students develop skills in anger management and conflict resolution. The Prevention Dimensions Steering Committee is developing violence prevention lessons for inclusion with the secondary resource materials. The State Office of Education and the State Board of Regents are considering the inclusion of prevention strategies at the preservice level so teachers have these strategies when they first come to the classroom.

### **SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM**

In 1994, Congress reauthorized the Drug-Free Schools and Communities Program. Each district is now making plans and implementing not just drug prevention programs but also programs to develop a safe educational environment.

During the past two years, federal funds for the districts implementing these programs have been reduced by an average of 54 percent. School coordinators and prevention specialists meet twice each year to discuss proven strategies and more cost-effective methods. Coordination of school-based prevention programs is taking place with other programs such as Title I, Comprehensive Guidance, and Special Education. Orem Junior High School in Alpine District was honored in spring 1995 by the U.S. Department of Education Drug-Free School and Communities Program.

### **SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES TEAM TRAINING**

The State Office is continuing to coordinate prevention programs with the Utah Federation for Youth, Inc., State Division of Substance Abuse, State Department of Health, State PTA, and local substance abuse prevention specialists to form a strong technical assistance network for prevention services statewide. During the past three years, over 1,000 team members have

attended three-day community team training sessions to devise action plans to counteract substance abuse.

### **SPECIAL EDUCATION**

Public Law 101-476, the Individuals with Disabilities Education Act, amended the federal law and is continuing to make a profound impact on services through mandates such as transition services and assistive technology devices for secondary students. The Special Education staff is also providing leadership and technical assistance in meeting new requirements for students with autism and traumatic brain injuries, and continuing to upgrade the skills and training of more than 2,000 special education and related services personnel. (See *Chart #26*)

### **CHAPTER 1 (TITLE 1) PROGRAM**

During the past school year, 290 Utah schools operated Chapter 1 programs serving 36,144 students who were in need of supplemental instruction in mathematics, reading, and other language arts. The availability of Chapter 1 funding for Utah is based on economic criteria while student participation is based on academic criteria. During 1994-95, substantial gains were made in basic and advanced skills in both reading and mathematics which, in some instances, exceeded national averages. The program has been reauthorized by the U.S. Congress and was renamed Title 1 in July 1995.

### **MIGRANT EDUCATION**

The Migrant Education Program is a federally subsidized program for students who are at an educational disadvantage because they and their parents must move frequently to follow seasonal and temporary employment in agriculture. Health services such as nutritious meals and medical and dental clinics are provided as are basic educational courses. In January 1995, *Portraits of Success*, a 20-page booklet highlighting migrant students and educators who have achieved excellence, was published. Two interstate consortiums are increasing the effectiveness of reading, writing, math, and science instruction.

The New Generation System from Texas A & M University - Kingsville was selected to replace the discontinued national databank in Arkansas as the file server and technical assistance center for the identification and transferring of intrastate and interstate migrant student records. The Utah Basic Title 1 Program is collaborating with Utah's migrant summer school program to provide resources for combined services in 7 of the 10 districts where migrant students are served.

In summer 1995, the reduction in eligibility from 6-year residency to 3 resulted in an actual enrollment decrease of 13 percent. This new law has challenged recruiters and local directors to work harder to communicate more efficiently and effectively with migrant families being served and created an incentive for recruiters to locate new migrant families in their areas. The number of students enrolled during summer 1995 was 2,159 persons ages 3-21 in grades Pre-K-12.

### YOUTH IN CUSTODY

In 1994-95, 12,597 youth and children in the custody of the state of Utah received individualized educational services to meet their specific needs through the Youth in Custody Program. The program offers a continuum of services from the least restrictive placement through mentoring in the regular public schools to self-contained secondary programs in secure lock-up facilities. Approximately 66 percent of the students are in the custody of the Division of Family Services for incidents of neglect or abuse, and the remaining 34 percent are in the custody of the Division of Youth Corrections in community placement, detention centers, or secure facilities.

### CORRECTIONS EDUCATION

Project Horizon, the corrections education recidivism reduction program to decrease the number of inmates who reenter the prison system after they are released, is analyzing its second-year data. The first year showed positive reductions in recidivism of up to 22 percent for parolees who were enrolled in Project Horizon and were not reincarcerated. The cost of providing educational and related service in 1993-94 to a non-

CHART #26

## Number of Students Served in SPECIAL EDUCATION by Disability (Ages 0-21) 1994-95

Intellectual Disabilities	3,494
Specific Learning Disabilities	26,680
Behavior Disorders	5,285
Deaf and Hard of Hearing	569
Speech/Language Impairment (Communication Disorders)	7,842
Orthopedic Impairments	181
Other Health Impairments	542
Autism	167
Visual Impairments	228
Multiple Disabilities	1,460
Dual Sensory Impairments (Deaf/Blind)	33
Traumatic Brain Injuries	230
<b>SUBTOTAL (Ages 6-21)</b>	<b>46,711</b>
<b>Preschool Noncategorical (Ages 0-5)</b>	<b>4,409</b>
<b>TOTAL (Ages 0-21)</b>	<b>51,120</b>

Project Horizon inmate was approximately \$760. The cost of providing the same kinds of services to a Project Horizon inmate was approximately \$1,029, an additional \$269 per year. This is 1.2 percent of the annual \$22,000 cost of incarcerating an offender. Further studies will be conducted.

**SPECIAL TRANSITION PROGRAM**

The Systematic Transition for Utah's Disabled Youth (STUDY) Project is in its fourth year. The project worked with a total of 22 school districts to develop community transition councils that plan community-wide programs and services to assist youth with disabilities as they move from school to adult life. State-wide training and technical assistance was offered to families, educators, and adult service providers to enhance cooperative agreements between the State Office of Education and State Office of Rehabilitation and assure a seamless transition from one service system to another. The third annual Transition Conference was held in Salt Lake and Cedar City in March 1995. (See Map #27)

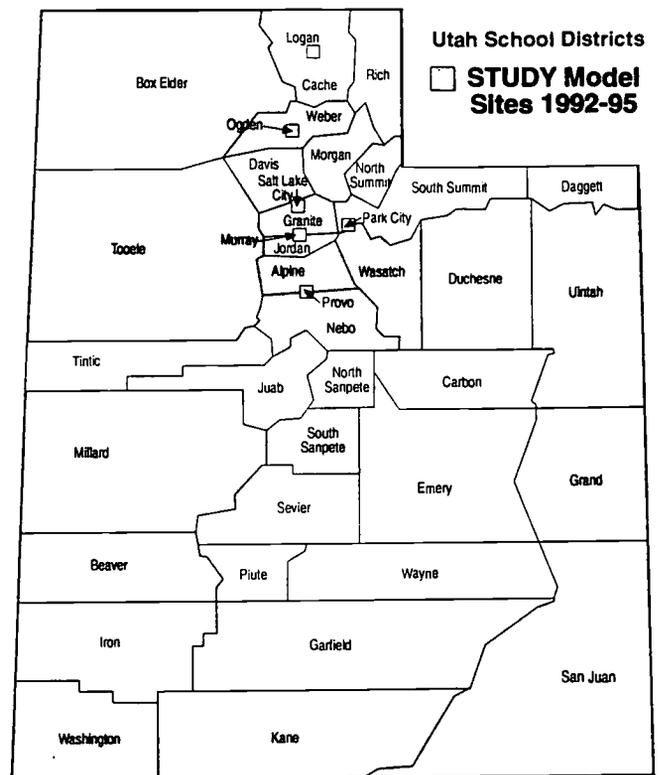
**PROGRAMS FOR THE HOMELESS AND DISADVANTAGED MINORITIES**

Through the federal Stewart B. McKinney Act and a state legislative allocation, four model programs were developed in 1994-95 in key areas of the state where homelessness is prevalent. The representative of each affected school district was personally contacted and given technical assistance in how to better serve children and youth without homes.

The circumstances of each child were evaluated based on data gathered by school districts, shelters, social service providers, churches, and other agencies. As a result, teachers, counselors, and school principals and secretaries are becoming more aware of how to integrate homeless students successfully into the school environment.

All 40 districts are providing individualized services for disadvantaged minority students. These funds have supplemented other programs for Limited English Proficient students.

MAP #27



STUDY: Systematic Transition for Utah's Disabled Youth

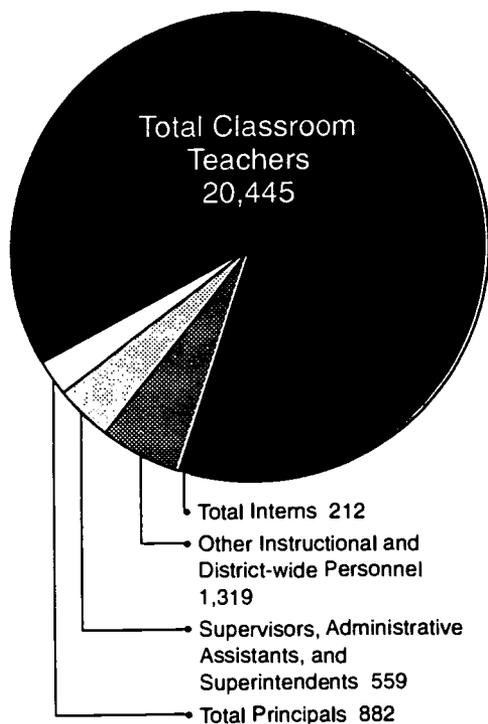
# 9. PROFESSIONAL PROGRESS FOR TEACHERS

## TEACHER PERSONNEL STATUS

In 1994-95, a total of 23,417 professional educators were employed in the Utah public school system, over 500 more than in the previous year. This figure represents classroom teachers, principals, and other school and district administrators, school district superintendents, and other certificated staff such as speech therapists, social workers, and library media center directors. (See Charts #28 and #29)

CHART #28

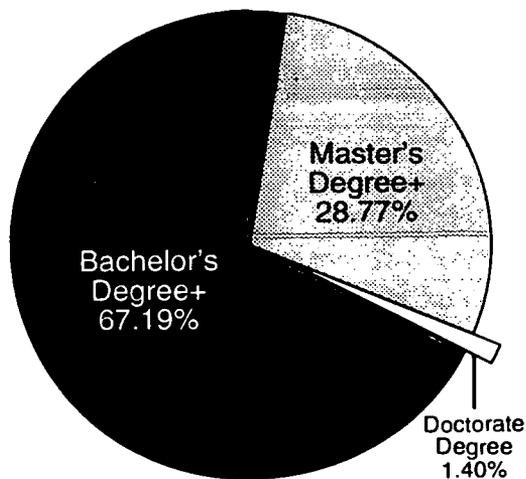
**NUMBER OF PROFESSIONAL PERSONNEL IN UTAH PUBLIC SCHOOLS 1994-95**



**Total All Professional Personnel = 23,417**

CHART #29

**PERCENT OF TOTAL PROFESSIONAL PERSONNEL BY COLLEGE CREDIT 1994-95**



Virtually all teachers are state certified in the Core subjects they teach. Two-thirds are building higher levels of education on the bachelor's degrees they already hold. As in the past, the typical teacher is in his or her mid-forties and has taught in the same district for about 10 years. During 1994-95, 324 endorsements were earned through demonstrated competency; 141 of them in math or science. (See Charts #30 and #31)

### ALTERNATIVE PREPARATION FOR TEACHING

The Alternative Preparation for Teaching Program (APT) provides individuals who have proven talents and abilities in areas other than education with access to teacher certification. Candidates must have at least five years of experience related to their proposed teaching field.

Qualified candidates are issued a provisional certificate following a preliminary approval process and must have 2 years of supervised teaching to earn standard certification. Since 1991, 375 of the 420 persons who applied for APT have been accepted. Of those, 85 have been hired and are working to earn the standard certificate. Approximately 150 are currently seeking employment.

### ROBERT C. BYRD SCHOLARSHIPS

The Robert C. Byrd Honors Scholarships are distributed among Utah's three congressional districts. For 1995-96, 194 (66 new and 128 continuing) scholarships were awarded with approximately 65 in each of the three districts. The successful recipients represented 72 public and 3 private schools and had a diversity of educational goals. All exhibited excellence with a grade point average of 3.8; the range was from 3.0 to 4.0.

### PROFESSIONAL PRACTICES ADVISORY COMMISSION

During 1994-95, the Utah Professional Practices Advisory Commission (UPPAC) which monitors and enforces standards of appropriate professional conduct among educators, acted on 27 cases of unprofessional and unethical conduct. Among these cases, 14 were

CHART #30

### AGE AND EXPERIENCE OF ALL PROFESSIONAL PERSONNEL

1994-95	Years
<b>Median Age of All Men:</b>	<b>45.32</b>
<b>Median Age of All Women:</b>	<b>43.33</b>
Median Experience Within a District:	10
Median Experience in the Profession:	12

CHART #31

### DEMONSTRATED COMPETENCY ENDORSEMENTS GRANTED TO UTAH TEACHERS

1994-95

Aerospace	0
Art	9
Business	1
Computer Literacy	10
Computer Science	3
Driver Ed. and Safety	19
Driver License Examiner	23
English	20
Foreign Language	17
Gifted and Talented	5
Health, P.E., Dance	29
Journalism	2
Library Media	5
Math	86
Music	3
Reading	17
Science	55
Social Studies	18
Speech/Drama	2
<b>Total</b>	<b>324</b>

sex related, 2 were drug related, and 11 dealt with other matters of conduct.

Among the 56 preservice candidates and other individuals with criminal backgrounds whose cases were reviewed during the year, 45 persons were approved for certification, and 11 were denied certification or are awaiting UPPAC action. Commission members received inservice training from experts on sexual harassment, child abuse, and homosexuality to assist them in making decisions at certification hearings and discussed the required fingerprint background check with students at teacher training institutions.

### **UTAH PRINCIPALS ACADEMY**

The Principals Academy assisted the transition from school manager to instructional leader and school facilitator for each of the 38 participating Academy fellows during 1994-95. They were trained in the use of effective communication skills for conducting group activities such as professional meetings.

The Academy also continued a grant with the Utah Principals Mentor Alliance and trained 23 principals as mentors for administrative interns. Concepts emphasized to help enhance the skills of school administrators included leadership, problem analysis, judgment, organizational ability, decisiveness, sensitivity, and planning.

### **SCHOOL ACCREDITATION**

In 1994-95, 185 schools including 103 high schools, 1 middle school, 21 elementary schools, 6 K-12 schools, 46 special purpose schools, and 8 supplemental education programs were accredited by the Northwest Association of Schools and Colleges. In addition, the State Board of Education accredited 85 elementary schools and 78 middle level schools. Full team evaluations were completed at 8 middle schools, 15 high schools, 1 K-12 school, and 1 special purpose school. Follow-up visits were also made.

### **UTAH STAFF DEVELOPMENT COUNCIL**

During 1994-95, the newly formed Utah Staff Development Council (USDC) at the State Office of

Education assisted school district staff development directors in designing and implementing effective staff development practices. A growing number of school districts are utilizing the services of the USDC during the current school year.

# 10. SCHOOL FINANCE AND DEMOGRAPHICS

## PUPIL EXPENDITURE REMAINS LOW

Average expenditures per pupil in fall enrollment for 1994-95 increased by 22.5 percent over 1990-91 compared to 12.5 percent for the nation as a whole. However, Utah continued to rank lowest in the nation, spending an estimated \$3,431 per pupil on average compared to the national figure of \$5,442. It would have taken about \$950 million of additional funding to bring Utah up to the national average in 1994-95. (See Chart#32)

The overall K-12 average class size for 1994-95, as indicated by the average number of pupils enrolled per classroom teacher, was lower by more than 3 students, about 12 percent compared to 1990-91. During this same time period, the average class size for the nation remained constant at 17.2 pupils per teacher. However, Utah's pupil-teacher ratio remained among America's highest at an estimated average of 22.5 students enrolled per teacher, second only to California at 24.1 and higher than third-ranked Washington at 20.4. (See Chart#33)

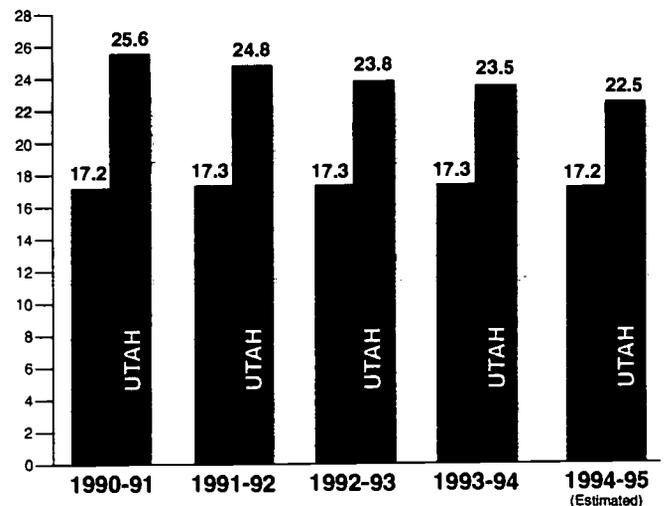
CHART #32

## PUBLIC EDUCATION EXPENDITURES PER PUPIL in Fall Enrollment 1990-95

Year	Utah	Rank	National
1990-91	\$2,801	51	\$4,839
1991-92	\$2,885	51	\$5,058
1992-93	\$3,019	51	\$5,149
1993-94	\$3,261	51	\$5,291
1994-95	\$3,431	51	\$5,442

CHART #33

## PUPILS ENROLLED PER CLASSROOM TEACHER



Source: National Education Association. "Rankings of the States"

**ENROLLMENT AND GROWTH FACTORS**

Utah's 1994 fall enrollment increased by 0.6 percent over 1993 to 471,402 students. The increase occurred primarily in grades 7-12. Enrollment continued a four-year pattern of decline in grades 1-6. Kindergarten enrollment increased by 0.4 percent, the third increase in the last four years. The number of self-contained special education students declined by 2.2 percent. (See Chart#34)

The continuing overall pattern of enrollment growth was reflected in the increased number of public schools. There were 3 more elementary schools in 1994 than in 1993, 1 more middle school, 3 more junior high schools, and 2 more senior high schools. There were 608 of these 4 types of schools in 1994 compared to 595 in 1990. (See Chart#35)

CHART #34

**GRADES K-12 ENROLLMENT PROJECTIONS**

(October 1, 1995 Through October 1, 1999)

School Year	October 1 Enrollments	Increase Over Previous Year
1995-1996	473,481	1,913 0.41%
1996-1997	475,113	1,632 0.34%
1997-1998	478,593	3,480 0.73%
1998-1999	478,454	(139) -0.03%
1999-2000	477,594	(860) -0.18%

Note: New information will become available the first week of November 1995.

CHART #35

**NUMBER OF PUBLIC SCHOOLS**

Schools	October		
	1992	1993	1994
Elementary (Grades K-6)	441	441	444
Middle (Grades 4-9)	32	33	34
Junior High (Grades 7-8, 7-9)	82	83	86
Senior High (Grades 10-12)	42	42	44
Jr.-Sr. High (Grades 7-12)	25	25	25
4-Year High (Grades 9-12)	33	33	33
Special	44	43	46
Alternative High	17	16	21
<b>Total</b>	<b>716</b>	<b>716</b>	<b>733</b>

## COMPONENTS OF FUTURE CHANGE

Enrollment growth is expected to continue through the 1997-98 school year. While the projected percentage increase tends to be small when compared to earlier years (increases of 1.6 percent or greater were typical over the last 10 years), the actual numbers suggest a continuing pressure in terms of adding new school buildings. Furthermore, the projected decrease in enrollment, expected to begin in 1998-99, is likely to be small and short-term, lasting 4-5 years until a new cycle of enrollment growth begins. (See Chart#36)

Implied student migration changed dramatically in 1990, moving from a period of net out-migration to a period of net in-migration. Migration has remained an important component of change in fall enrollment throughout the 1990s. While net student migration is expected to remain positive through 1999, unexpected changes in migration patterns could substantially alter estimates of student enrollments. (See Chart#37)

CHART #36

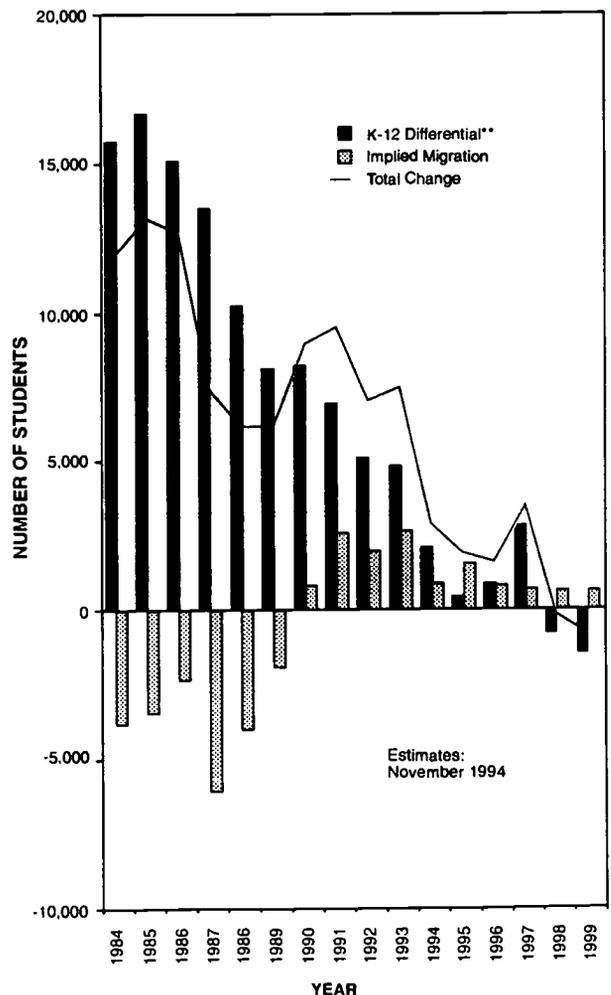
## ENROLLMENT BY GRADE

October 1st Enrollments  
1992-94

Grade	1992	% Change	1993	% Change	1994
Kindergarten	32,652	(3.0%)	33,823	(0.4%)	33,750
1-3	103,575	(-1.0%)	102,513	(0.5%)	103,039
4-6	110,544	(-0.9%)	109,565	(-2.4%)	107,004
<b>TOTAL 1-6</b>	<b>214,119</b>	<b>(-0.9%)</b>	<b>212,098</b>	<b>(-1.0%)</b>	<b>210,043</b>
7-9	108,186	(4.3%)	112,829	(1.1%)	114,038
10-12	96,558	(3.5%)	99,965	(3.7%)	103,633
<b>TOTAL 7-12</b>	<b>204,744</b>	<b>(3.9%)</b>	<b>212,794</b>	<b>(2.3%)</b>	<b>217,671</b>
Self-Contained Special Education	9,744	(4.3%)	10,160	(-2.2%)	0,000
<b>TOTALS</b>	<b>461,239</b>	<b>(1.6%)</b>	<b>468,675</b>	<b>(0.6%)</b>	<b>471,402</b>

CHART #37

## 1984-99 Utah's Public Schools COMPONENTS OF CHANGE IN FALL ENROLLMENT



\*\*Difference: Current year grade K less prior year's grade 12  
Source: Utah State Office of Education, School Finance and Statistics

# 11. AGENCY AND SCHOOL SYSTEM SUPPORT

## USOE ON THE INTERNET

Reasonably optimistic projections place all schools in Utah on the Internet by the end of the 1997-98 school year. In the meantime, the State Office of Education is developing its own hypermedia information service for educators. Although much is still "under construction," the USOE World Wide Web Home Page currently offers a variety of information under the following headings: Internet for Educators, News & Events, Publications, Rehabilitation, Research, Services, Staff, State Education Agencies, Utah Internet Sites, and UtahLINK.

Utah educators will have one-stop access to instructional and other professional resources at sites throughout the world. USOE publications are beginning to appear simultaneously online and in print. Virtually all USOE staff are accessible via E-mail, and the Educational Research Library of the past is giving way to an electronic Educational Research and Development Clearinghouse of the future. The Home Page address is: <http://www.usoc.k12.ut.us>.

## SCHOOL LAW AND LEGISLATION

During 1994-95, the School Law and Legislation Section continued to support the prompt and equitable trading of federal lands for school trust lands procured from within federally restricted use areas such as national parks and wilderness areas. These efforts supported those of the State Attorney General, the Governor's Office, the School and Institutional Trust Lands Administration, and the Utah Congressional delegation in behalf of better management and utilization of Utah's school trust lands.

The Section drafted legislation relating to teacher certification, student discipline, student guardianship, interagency coordination, and family involvement in education. After the 1995 Legislature passed this legis-



*Laron Olson, Counselor at Kearns High School (seated left), Kenyon Clark (parent), and Chad Clark (student).*

lation, the Section provided for its implementation by developing policies and offering inservice training. According to Section estimates, the Permanent State School Fund will grow to more than \$100 million during FY1996.

### CHILD NUTRITION PROGRAMS

Utah's Child Nutrition Programs received a Team Nutrition Training grant in 1994 to set up a statewide training network. Trainers will teach nutrition concepts to school food service personnel. They will also provide inservice training on nutrition education to teachers and will be available to teach the healthy lifestyles curriculum in the classroom.

The Child Nutrition Programs Section is working to motivate the children of Utah to develop healthy lifelong eating habits. Nutrition curriculum is being developed for preschool and secondary school students. The K-6 curriculum was implemented last year. (See Chart #38)

### PUPIL TRANSPORTATION

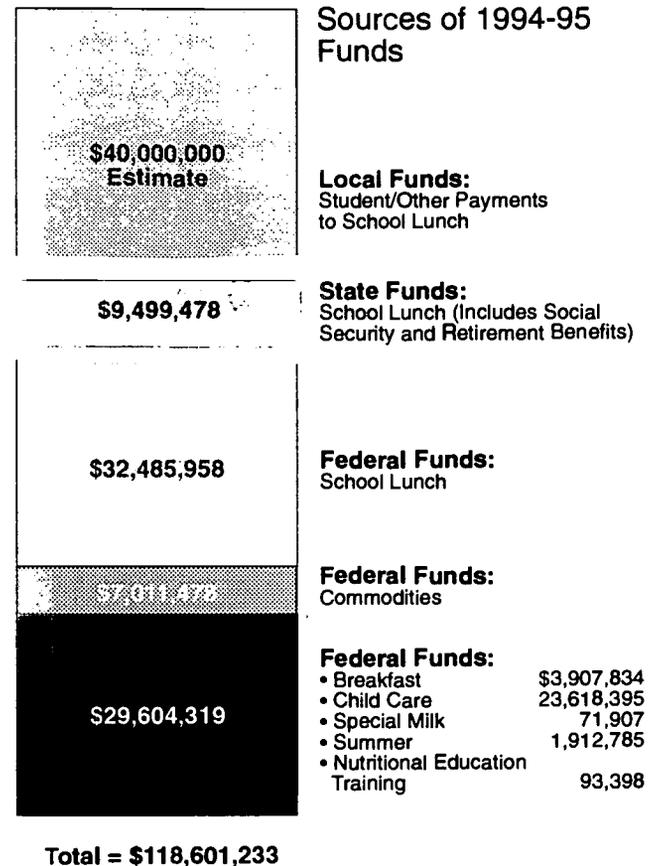
During 1994-95, Utah's school buses transported 155,800 students approximately 23 million miles using 1,885 buses over 5,000 routes, and employed 2,300 full- and part-time drivers, 85 driver-trainers, 80 mechanics, and a support staff of secretaries and technicians. The state provided \$37,043,340 for transporting pupils to and from school, and school districts provided an additional \$6.0 million.

Progress continues on the statewide computerized bus routing system. Upon completion of the system in 1996 or 1997, the State Office Pupil Transportation Unit, working with school districts, will be able to electronically map and analyze school bus routes to enhance equipment utilization and route efficiency.

In 1994, Congress issued rules that apply the Omnibus Transportation Employee Testing Act of 1991 to the school bus industry. This law mandates drug and alcohol testing for school bus drivers, mechanics, and trainers. The State Office joined all 40 districts into a testing consortium and awarded a 1994-95 contract to a commercial testing company. During the 1994-95

CHART #38

## CHILD NUTRITION PROGRAMS



school year, all pupil transportation employees were tested. Utah's "positive for illegal substances" rate was 0.0004, the lowest in the United States.

## **HUMAN RESOURCE MANAGEMENT**

Last year, the Human Resource Section, which serves both the State Office of Education and State Office of Rehabilitation, recruited 91 employees representing a 14 percent turnover, held 52 exit interviews, and reclassified 178 positions, 36 of which were new positions. The Section provided training sessions on customer service, interpersonal communication, sexual harassment prevention for supervisors, computer skills, and mandatory defensive driving. A total of almost 2,000 individuals, including school district personnel directors, received inservice during FY1995.

## **PUBLIC RELATIONS**

The Public Relations Section provided accurate and timely information about the policies, challenges, issues, and successes of Utah's public schools, State Office of Education, and State Board of Education to Utah's many public education stakeholders. In 1994-95, it continued to research, prepare, and distribute news releases and other forms of media notifications; served as contact to all print and electronic media; monitored and clipped electronic and print media for the State Board/State Office of Education; coordinated statewide and national recognition programs such as Utah Teacher of the Year and U.S. Department of Education Blue Ribbon School Program; produced the Utah School Directory and Utah School District Calendar; and provided districts with up-to-date training in dealing with today's media.

## **INTERNAL ACCOUNTING**

During 1994-95, the Internal Accounting Section implemented state government's financial reporting software, FINET. The impact of the new software was the processing of more than 400,000 detailed accounting transactions, the fourth largest in volume of all state agencies. Internal Accounting was intensively engaged in hands-on training in the new system and in reevaluating the way in which the State Office of Education and State Office of Rehabilitation have done business in the past.

While processing this dramatic increase in volume, the Section remained highly involved in the financial management of the Utah Schools for the Deaf and the Blind as well as in serving as the funding agency for the applied technology centers, fine arts programs, Utah State Developmental Center, Youth Center at the Utah State Hospital, and corrections education.

## **AGENCY COMPUTER SERVICES**

During 1994-95, the Agency Computer Services Section successfully moved the entire State Office of Education/State Office of Rehabilitation LAN (local area network) twice (to Magna and back again), completely redesigning much of the network in the process. At the present time, it accommodates both Intel and Apple client computers as well as access to virtually any outside network.

Agency Computer Services is now positioned to provide LAN administration (capacity planning, client configuration, and telecommunications), custom software applications (teacher certification, school finance and statistics, agency accounting, and rehabilitation), data entry, and consulting for agency staff on issues ranging from technology training to data acquisition.

## CONCLUSION

This report has described the many changes our school system is making in the best interests of the students of our state as a result of the vision, leadership, and commitment of the State Board of Education, State Office of Education, and local education agencies. As we move another year closer to the 21st century, the State Strategic Plan continues to direct our efforts to facilitate technology-empowered learning and encourage students, teachers, and parents to work more actively together in every Utah community. We welcome your participation in and support of public education in Utah.

**Front Cover:**

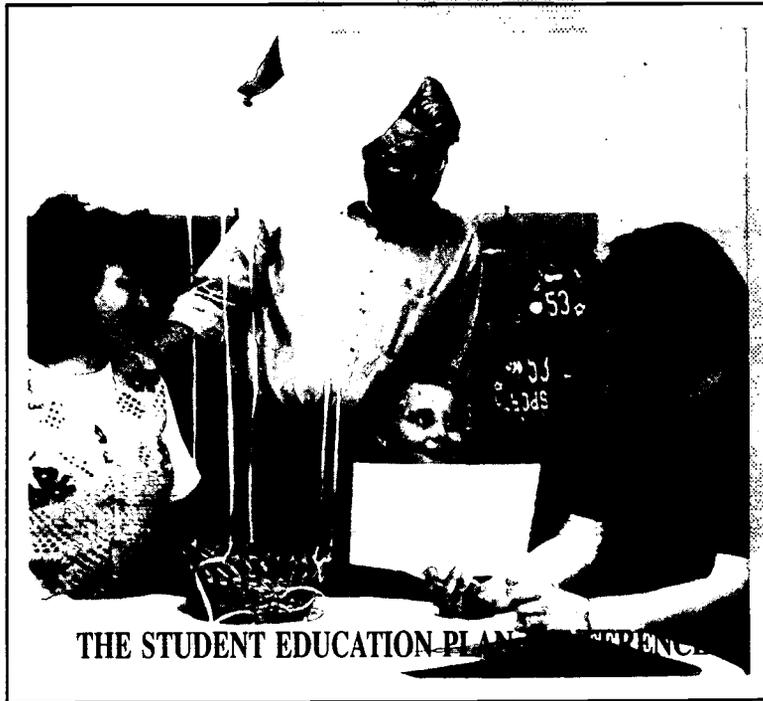
*Kearns High School counselor Linda Sullivan (far right), parent Jackie Nielsen, and student Rachel Nielsen enter into a student education occupation plan conference.*

**Back Cover:**

*West Kearns Elementary teacher Ann Marie Yates (far right), parents Wendy and Terry Bogucki, and student Daniel Bogucki participate in a student education plan conference.*

**Photo Credits Throughout:**

*Daimar Robinson*



THE STUDENT EDUCATION PLAN



**U.S. DEPARTMENT OF EDUCATION**  
*Office of Educational Research and Improvement (OERI)*  
*Educational Resources Information Center (ERIC)*



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