

College & Career Awareness

FY20 END OF YEAR SUMMARY

An annual College and Career Awareness (CCA) End of Year Summary is part of the College and Career Awareness state funding requirements. Each school receiving College and Career Awareness funds must submit an End of Year Summary to the USBE by June 1 each year but no earlier than May 15.

Please note that, as per Utah State Board Rule R277-700 -The Elementary and Secondary School Core Curriculum and R277-700-4 -Middle School Education Requirements, College and Career Awareness is a middle school requirement for grades 7 or 8. The strands and standards have been written on a seventh-grade level. Funding for College and Career Awareness is based on the enrollment count for seventh graders from the previous school year.

End of Year Summary Plan Instructions

The College and Career Awareness End of Year Summary is an Adobe Sign document. The plan is completed by the school team and then digitally signed and electronically submitted by the CTE Director. Please go to www.schools.utah.gov/cte > CTE Supporting Programs (located on the upper left-side of website) > College and Career Awareness > Accountability Forms > End of Year Summary.

College and Career Awareness End of Year Summary Check List

- ✓ Complete this form accounting for the administration of the program during the FY20 school year. If this information is not complete, funding may be jeopardized for the following year.
- ✓ Save a copy for your file.
- ✓ **Send form to CTE Director for his/her digital signature.** Summary must be received at the USBE by June 1 at 5:00PM/MST, but no earlier than May 15.
- ✓ CTE Directors submit the form electronically to Ashley Higgs, ashley.higgs@schools.utah.gov, by June 1.

For information and questions contact:

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Utah State Board of Education
Career and Technical Education
250 E 500 S
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Salt Lake City, UT 84114-4200
ashley.higgs@schools.utah.gov

FY20 END OF YEAR SUMMARY

District/Charter: _____ Date: _____

School Name: _____ School Phone: _____

School Address 1: _____

School Address 2: _____

City: _____ ZIP: _____

How was College and Career Awareness taught in your school?

Grade Level 7th Grade Only 8th Grade Only Mixed (7th and 8th Grade) Other _____

Length Quarters (CCA is broken into quarters) Semester (CCA is broken into semesters)
 Trimester (CCA is broken into trimesters) Year-long (CCA is year-long with one teacher)

How many days per week was CCA taught? _____

How long were the class periods each day? _____

Was CCA integrated with other subjects? No Yes*

*If yes, what courses did you integrate CCA with? (i.e. Language Arts, Math, Science, Digital Literacy, etc.)

Who was on your College and Career Awareness team?

All individuals listed below certify that all program requirements were met.

#	Position	Name	Email Address
1	Teacher		
2	Teacher		
3	Teacher		
4	Teacher		
5	Teacher		
6	Teacher		
7	Teacher		
8	Teacher		
9	Counselor		
10	Counselor		
11	Counselor		
12	Counselor		
13	Counselor		
14	Administrator		
15	WBL Coordinator		

CAREER AND TECHNICAL EDUCATION CAREER CLUSTERS AND PATHWAYS

(Strands 1 is incorporated throughout the College and Career Awareness Course)

Strand 1: Students will assess their interests and aptitudes and explore related career options based on current Career and Technical Education (CTE) Career Clusters and Pathways. (This strand will be incorporated throughout the course.)

Standard 1: Assess and apply personal interests, skills, aptitudes and abilities to education planning and future career decisions.

Standard 2: Investigate the changing nature of the workplace.

Standard 3: Explore the current Utah career clusters and pathways associated with each cluster and analyze the overlapping academic content and skills.

Standard 4: Differentiate between a career cluster and career pathway.

Standard 5: Differentiate between a CTE pathway concentrator and CTE pathway completer, and identify the benefits of both.

Standard 6: Identify postsecondary education and training opportunities through Utah technical colleges, community colleges, universities, and industry.

Mark which teacher(s) have taught each Career Cluster. Use the number associated with the teacher you listed on Page 2 of this document.

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Teacher 7	Teacher 8
Agriculture, Food & Natural Resources								
Architecture & Construction								
Arts, Audio/Visual Technology & Communication								
Business, Finance, & Marketing								
Education Training								
Engineering & Technology								
Health Sciences								
Hospitality & Tourism								
Human Services								
Information Technology								
Law, Public Safety, Corrections & Security								
Manufacturing								
Transportation, Distribution & Logistics								
<p><i>Starting FY21, teachers will upload artifacts to show how Strand 1 was taught in the classroom. Artifacts could include video, photos, assessment, lesson plans, etc.</i></p>								

WORKPLACE SKILLS

(Strand 2 is incorporated throughout the College and Career Awareness Course)

Strand 2: Students will develop, practice, and demonstrate academic content and workplace skills within the current career clusters. (This strand will be incorporated throughout the course.)

Standard 1: Relate how developing workplace skills impacts academic and career success.

Standard 2: Develop personal characteristics that promote responsibility, dependability, productivity, high-quality work, and self-initiative.

Standard 3: Explore different methods of communication.

Standard 4: Apply critical Thinking and problem-solving techniques.

Standard 5: Identify and demonstrate effective collaboration and teamwork skills.

Write a description of how implementation of workplace skills was developed, practice and demonstrated throughout the College and Career Awareness course.

Description (200 words or less)

Responsibility	
Dependability	
Productivity	
High-Quality Work	
Self-Initiative	
Communication	
Critical Thinking	
Problem Solving	
Collaboration	
Teamwork	

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

Strand 3: Students will explore a variety of Career and Technical Student Organizations (CTSOs) and the benefits of CTSO membership.

Standard 1: Students will identify and explore CTSOs.

Standard 2: Students will identify the benefits of CTSO memberships.

Standard 3: Students will participate in a simulated CTSO category event.

Mark which teacher(s) have taught each CTSOs. Use the number associated with the teacher you listed on Page 2 of this document.

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Teacher 7	Teacher 8
DECA								
Educators Rising								
FBLA								
FCCLA								
FFA								
HOSA								
SkillsUSA								
TSA								

Mark which teacher(s) provided students the opportunity to participate in a simulated CTSO category event. Use the number associated with the teacher you listed on Page 2 of this document.

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Teacher 7	Teacher 8
DECA								
Educators Rising								
FBLA								
FCCLA								
FFA								
HOSA								
SkillsUSA								
TSA								

Starting FY21, teachers will upload artifacts to show how Strand 3 was taught in the classroom.

Artifacts could include video, photos, WBL experiences, etc.

WORK-BASED LEARNING

Each student will have Work-Based Learning (WBL) experiences through the College and Career Awareness course. Work-Based Learning experience must support the College and Career Awareness standards. There are four WBL appropriate experience types: **career fair, field study, guest speaker, and job shadow**. Please list up to six WBL experiences your students had while in the College and Career Awareness course.

Type of WBL Experience	Description of WBL Experience
<p>Starting FY21, teachers will upload artifacts to show Work-Based Learning experiences. <i>Artifacts could include video, photos, etc.</i></p>	

COUNSELOR/TEACHER COLLABORATION

Strand 4: Students will create a plan of study that leads to rigorous course taking patterns and develop, practice, and demonstrate stress management, and general financial literacy skills to achieve future academic, life, and career goals. *(This strand aligns to Board Rule R227-462-4 and would be appropriate for teacher/counselor collaboration.)*

Describe the role of the teacher and counselor in teaching Strand 4 of the College and Career Awareness course.

	Teacher	Counselor
Standard 1: Students will participate in multiple College and Career Awareness opportunities to develop a plan of study which aligns to personal education and career interests.		
Standard 2: Students will develop stress management strategies related to reducing risk factors and enhancing factors that promote positive mental and emotional health.		
Standard 3: Students will explore various financial needs and risks associated with the costs of different education programs.		
<p>Starting FY21, teachers and counselors will upload artifacts to show teacher/counselor collaboration experiences including dates of said experience. <i>Artifacts could include video, photos, lesson plans, etc.</i></p>		

COLLEGE AND CAREER AWARENESS LEA ASSURANCES

This page is to be filled out by the LEA CTE Director. Once the entire document is completed, the CTE Director will email to ashley.higgs@schools.utah.gov no earlier than May 15 and no later than June 1.

- School administrator demonstrated a commitment to the College and Career Awareness program and maintained appropriate schedule consistent with delivering the requirements for all middle school students.
- Teachers, counselors, and Work-Based Learning (WBL) coordinator currently meet license and endorsement requirements.
- School College and Career Awareness teachers, counselors, and WBL coordinator executed six WBL activities.
- School administrator(s), College and Career Awareness teachers, counselors, and WBL coordinators demonstrated a commitment to participate in professional development.
- School administrator(s), College and Career Awareness teachers, counselors, and WBL coordinators worked as a team to incorporate all components of College and Career Awareness—orientation and wrap-up activities, career development application, all career and technical education standards including project-based learning and appropriate WBL experiences.
- LEAs stayed within 15% of College and Career Awareness budget for College and Career Awareness professional development.

LEA CTE Director

If you answered no to any of the assurance, please explain.