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ABSTRACT

To commemorate the state's centennial in 1996, a brief overview of the history of education in Utah, along with a report on the present state of education, are presented. The areas covered here include the history, facets, programs, and concerns of public education in Utah. Ten different aspects of education are analyzed, many of which are placed in a historical perspective: (1) strategic planning and school reform, with examples of reform programs; (2) student achievement and assessment, including results on curriculum assessment, placement data, and statewide testing; (3) educational equity and opportunity, such as policies on sexual harassment, Title X, and gifted programs; (4) the applied technology integrated curriculum, with reports on various technology programs; (5) a core curriculum inservice update, which assesses fundamental education programs, as well as foreign languages, health education, and the electronic high school; (6) the expansion of educational technology and the use of distance learning, Internet training, and other services; (7) services for students at risk, with overviews of Title I programs and migrant education; (8) professional progress for teachers and various preparation programs; (9) school finance and statistics; and (10) agency and school system support, with synopses of transportation, school law, and other support services. (RJM)

ANNUAL REPORT

OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Scott W. Bean
State Superintendent
of Public Instruction

Utah State Office
of Education
250 East 500 South
Salt Lake City, Utah
84111

Utah's Centennial 1896-1996

1995-1996

State Superintendent of Public Instruction

ANNUAL REPORT

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INTRODUCTION

The growth and progress of public education in Utah over the past 100 years has been remarkable. Educators, other school personnel, boards of education, and parents should feel very positive about the education provided for our children who have been and will continue to be educated in the excellent public schools in our state.

In this centennial year report it is interesting to note that the current public education provided for Utah children is the most effective, efficient, and productive of all these years. High school graduation rates, test scores in general, and student achievement continue to climb in the face of an accelerated increase in our knowledge base which includes very sophisticated technology improvements.

This centennial report will provide some brief glimpses of the past 100 years in public education in Utah. Thanks is extended to those who have researched and provided these bits of history. Thanks is also extended to all Utah educators for their outstanding efforts to teach the 475,000 children currently in the public schools and to our colleges and universities for their teacher preparation efforts. The continued positive support of parents in assisting with their children's education is greatly appreciated. Acknowledgement is also given to current and past governors and legislatures for their support of public education.

We now look forward to entering the second 100 years of Utah statehood and the 21st century with renewed hope, energy, and determination to continue the improvement of education for our children. As Utah becomes more diverse, the potential for children to progress is also increased. The support of all citizens of our state will continue to ensure excellent public education opportunities for all children.

Scott W. Bean
State Superintendent of Public Instruction

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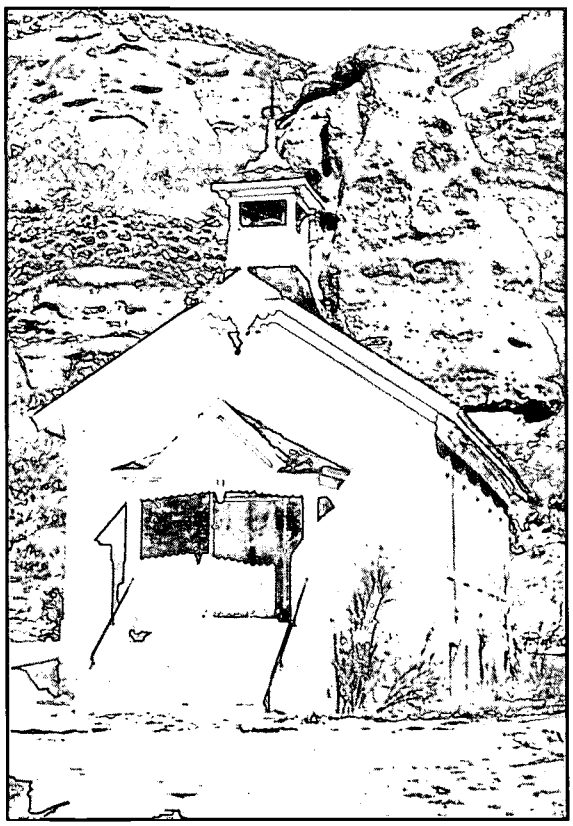


Echo School

GENERAL HISTORY

Even though they faced the rigors of frontier life far from what were then the boundaries of the United States, Utah's earliest settlers recognized the value of education and the need to provide schooling for their youngsters.

Initially, such schooling was made the responsibility of the ecclesiastical units of The Church of Jesus Christ of Latter-day Saints. But as Utah Territory became home to increasing numbers of both Mormon and non-Mormon residents, the need for a more comprehensive system was apparent. Congress demanded a public school system and by 1877—just 30 years after the first Mormon pioneers settled in Salt Lake Valley—a system had been created.

John Taylor, who later became third president of the LDS Church, was the first territorial superintendent. In his first report, he noted that so many schools had been established by the competing religious communities in the territory that it was difficult getting any enrollment in the public schools.

Public schools were first funded by local communities, but in 1878, a territorial tax was passed that raised $20,000, an amount Taylor called "quite liberal." Salt Lake County received $4,288 as its share, while Rich County got only $173, based on student numbers.

Taylor's call for adequate school buildings was often thwarted not only by lack of means but also a lack of architects and materials. Many schools continued to meet in church buildings.

Qualified teachers also were in short supply, though one of the first missions of the University of Deseret (later the University of Utah) was to provide a normal school to train instructors. As late as 1890, Superintendent Jacob S. Boreman complained that half of the state's teachers still were uncertified, a condition that he blamed on "the tender nature of county superintendents." Male teachers were preferred and females could expect to earn slightly more than half as much.

> *"I am the product of both public schools and private schools in Salt Lake City. After attending Hamilton School and Roosevelt Junior High School, I went to LDS College and then went on to earn a bachelor's degree at the University of Utah. My public school experiences were good. I advocate the public school system when it is properly run. My children, grandchildren, and great grandchildren all attended public schools with good results.*
>
> *Although public schools in larger cities are being severely criticized, I see little of that in Utah. I hope we continue to have good public schools, and I salute the able men and women who constitute the teaching faculty in our public schools."*
>
> Gordon B. Hinckley, President
> Church of Jesus Christ
> of Latter-Day Saints

Throughout the territorial era, a succession of supertintendents complained of the weaknesses at the local level, particularly the resistance of local school officials to file mandatory reports on time. These officials had little incentive to be serious about a job that paid them nothing and for which few of them were prepared, the superintendents acknowledged.

Not until after 1890, when the first compulsory public education laws were passed, did the majority of children attend the public schools, but Utah still boasted a literacy rate of 95 percent. Taylor's successor, L. John Nuttall, reported that "a large percentum of children of school age are not in attendance at the district schools." In Salt Lake County, he estimated, only 27 percent of the eligible children were enrolled in public schools. At the time, however, 16 of the county's 64 districts had no building in which to hold classes.

The 1890 law, passed by the Legislative Assembly, required children up to 14 years of age to attend school for 16 weeks a year. Over the next few years, Boreman reported that the law was having a good effect, although many families continued to disregard the regulation and keep their children home, usually to work and contribute to the family's income.

As the sytem evolved, curriculum was a matter of chronic dissatisfaction. Conventions of teachers and school leaders were held to discuss the issue and decide on textbooks. Getting books to the territory was a challenge. Sometimes, publishers claimed to have sent Utah's orders, but they never arrived. Until the advent of the railroad in 1869, the cost of transportation often exceeded the cost of the books. LDS Church leaders kept up a constant plea to Saints emigrating from the East to bring books, paper, or other items that could be used in the schools.

When Utah Territory's dream of statehood finally was realized in 1896, the fledgling public school system still coped with many problems. Superintendent John R. Park penned a good news/bad news report as the infant state was launched as one of the United States.

Despite the newness of the state and the hard pioneer life of its citizens, he said, "We have made extremely gratifying progress in the past biennial period. The schools are better graded, a larger percentage of the eligible students are in attendance, we have better teachers and more suitable buildings and, most propitious of all, the people support the schools more heartily than ever before."

Utah's city schools, Park reported, "often receive the praise of experts acquainted with the best school systems in the land and are compared favorably with much larger cities and richer." In Salt Lake City, with a population of 300,000, he reported, 60,000 students were enrolled in the public schools.

The state's rural schools, which faced a different set of problems, also compared favorably with similar schools elsewhere, Park said. Unlike many rural areas in the United States, Utah's far-flung communities suffered little social isolation and had strong community ties and common interests related to the state's early colonization patterns.

He also praised the generosity of Utah taxpayers. With a total assessed valuation of $104.9 million, the share given to schools was $1.8 million annually — a good showing although Utah then, as now, had more children relative to its wealth. He predicted significant "returns for labor to be looked for in the future" as the reward for the attention to education.

One of the most frequently cited funding problems of the day was the plethora of small districts. As communities grew, each school essentially became a district in itself. Not until 1917 was the current arrangement of 40 districts, primarily following county lines with additional districts in the larger cities, formulated.

Having painted such a positive overall view, Park then turned to his criticisms of the fledgling system.

The business methods of many boards and superintendents, he proclaimed, were "deplorably loose," with carelessness that at times bordered on dishonesty. He called for strict accounting to see that funds earmarked for certain purposes were used for those purposes. Such abuses as requiring teachers to provide coal for the school stove and to purchase their own supplies must end, he advised. Teachers, in fact, were being shortchanged by many of the inefficient spending practices in many districts, the superintendent suggested. Boards in too many cases simply did not understand the business of schools.

Park was concerned that the method of predicting enrollment — a head count in July — was a "sloppy" way to distribute money. It allowed for too much manipulation, he suggested, and should be changed to a system in which money was allocated based on past attendance.

The practice of hiring "children to teach children" was also decried in the report. Many of Utah's teachers were 16 or 17 years old, although the law required that instructors be at least 18, Park said. Turnover was high as teachers stayed in the schools only until they could get a better job.

Park, who at one time headed the University of

Deseret, told the Legislature that the state normal school, which was part of the university's program, offered teachers-in-the-making a balance of theory and practice and also had a department to prepare high school teachers. High schools were available in communities that voted to support them — in general, the cities.

Teacher training included a manual training workshop to promote "development of eye, ear and hands that guards both pupil and teacher against becoming bookish and impracticable." Rural schools, in particular, were encouraged to provide an "industrial education."

Park proudly announced that 35 of Utah's schools had libraries, with an average of 173 volumes. He suggested a special fund of $10 per district to buy library books.

Although more Utah children were attending the public schools, Park was of the opinion that the compulsory attendance law was a failure. Support of education, he said, could not be legislated but must be a genuine concern of parents. Extreme measures, including jailing of truant children or commitment to reform school, should cease, and consideration should be given to repealing the law.

The first state board of education began its meetings June 27, 1896. By law it consisted of the superintendent, the presidents of the University of Utah and the agricultural college, and two citizen members. Park served as chairman and Dr. J. F. Millspaugh as secretary. The other members were James E. Talmage, J. M. Tanner, and D. H. Christensen.

The Legislature had provided no funds for the board. It met nine times during the first year of statehood, primarily to consider certification and diplomas.

Many of the issues facing education leaders as Utah embarked on statehood have been recycled periodically over the first 100 years. Others, including constantly shifting educational philosophies and dealing with an increasingly diverse student population, have grown out of the historical development of the state. But the importance of education has remained a constant through the first century. The commitment of resources and manpower has continued to make education state government's most pressing business.

T. B. Lewis, territorial commissioner who saw the transition to statehood, told the first state legislature that "Utah starts forth on her career of statehood upon so firm a foundation as is laid in her free public school system. Under a so divinely appointed environment, we bespeak for her and her people a growth and development that will make her a welcome sister in this great commonwealth of sovereign states."

A hundred years later, Utah continues to rise from a foundation rooted in the education of her populace. The state's educational standard puts her consistently in the highest rankings among those sister states she joined in 1896.

"One hundred years ago, William Stewart was dean of the University of Utah Normal School. Since then, that school has grown and blossomed into the Graduate School of Education. Its development mirrors the transformation of Utah from an isolated frontier settlement into a thriving center of commerce and industry. This synergistic relationship is continuing through our collaborative efforts with local schools. Today's Utahns have a rich history to draw upon that was built by the creative and hard-working folks that came before them. This prosperity we enjoy will continue if we maintain the priority of an educated citizenry."

Colleen S. Kennedy, Dean
Graduate School of Education
University of Utah

PAST SUPERINTENDENTS

UTAH TERRITORIAL SCHOOL SUPERINTENDENTS

Elias Smith	Superintendent of Primary Schools	1851 to 1856
William Willis	Superintendent of Common Schools	1856 to 1862
Robert L. Campbell	Superintendent of Common Schools	1862 to 1874
O. H. Riggs	Territorial Superintendent of District Schools	1874 to 1877
John Taylor	Territorial Superintendent of District Schools	1877 to 1881
L. John Nuttall	Territorial Superintendent of District Schools	1881 to 1887
P. L. Williams	Territorial Commissioner of Schools	1887 to 1889
Jacob S. Boreman	Territorial Commissioner of Schools	1889 to 1894
T. B. Lewis	Territorial Commissioner of Schools	1894 to 1896

UTAH STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION

John R. Park	1896 to 1900
Emma J. McVicker	1900 to 1901
A. C. Nelson	1901 to 1913
A. C. Matheson	1913 to 1915
E. G. Gowans	1915 to 1919
G. H. Child	1919 to 1920
L. H. Muir	1920 to 1921
George Thomas	1921 to 1921
C. N. Jensen	1921 to 1933
Charles H. Skidmore	1933 to 1945
E. Allen Bateman	1945 to 1960
Wilburn N. Ball	1961 to 1962
Marsden B. Stokes (Acting)	1962 to 1962
Marion G. Merkley	1962 to 1963
Marsden B. Stokes (Acting)	1963 to 1963
T. H. Bell	1963 to 1970
Walter D. Talbot	1970 to 1982
Vaughn L. Hall (Acting)	1982 to 1982
G. Leland Burningham	1982 to 1985
Bernarr S. Furse	1985 to 1986
James R. Moss	1986 to 1990
Scott W. Bean (Acting)	1990 to 1990
Jay B. Taggart	1990 to 1992
Scott W. Bean	1992 to present

John R. Park
State Superintendent 1896

"Most Utahns have always enrolled their children in our public school system and recognized the importance of education. I am a product of the schools in Juab County and have also had the privilege of working as an educator within the system. I am proud to be part of that great tradition. Today the Centennial Schools Program is taking our schools into the future through strategic planning. Technology is expanding academic offerings in rural schools, and parents and teachers are working together in local schools to make decisions and set goals. We should be proud of our public schools and applaud the active involvement of our business partners, the strong direction and assistance of the State Office of Education, the funding provided by our Legislature, and the support and encouragement of Governor Leavitt."

Corrine P. Hill
Governor's Deputy for Education

1. STRATEGIC PLANNNING AND SCHOOL REFORM

THE UTAH STRATEGIC PLAN LAW

The five-year Utah State Public Education Strategic Plan was enacted 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."

Over 90 percent of Utah's school districts and 60 percent of the schools have developed their own strategic plans. 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

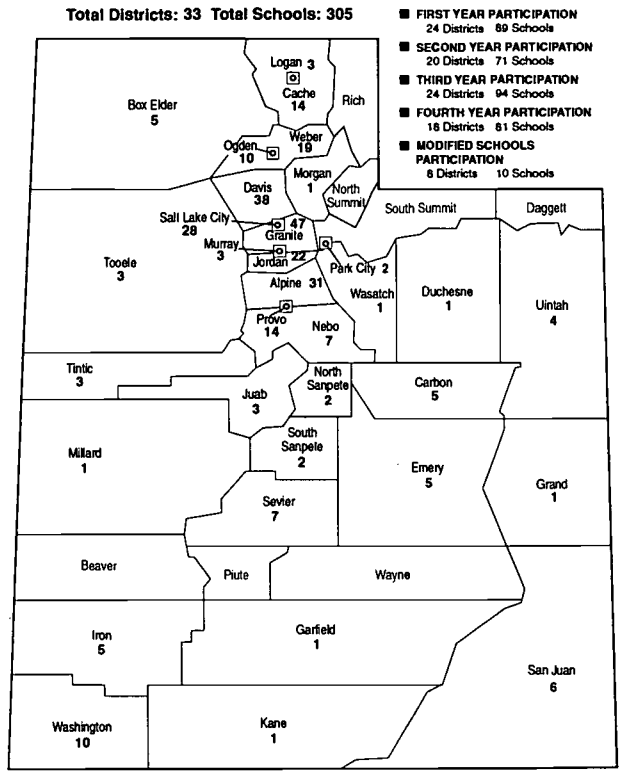
Enacted through House Bill 100 by the 1993 Legislature, the Centennial Schools Program was conceived by Governor Leavitt and approved by the State Board of Education as a catalyst to propel the goals of the State Plan into action, showcase their accomplishments, and promote the sharing of ideas that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

In 1995-96, Utah's third group of 72 Centennial schools in 20 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 fall 1996.

During the current school year, plans for 305 new and renewing Centennial Schools were approved by the State Board and the Governor's Office. The Utah State Office of Education (USOE) is continuing to adminis-

Map #1

CENTENNIAL SCHOOL PARTICIPATION 1996-97



ter the program, produce a monthly newsletter, and provide technical assistance and other supportive services. A growing number of decisions are being made by site-based councils at individual schools as they pursue projects in technology, information management, interagency collaboration, school-business partnerships, and other areas. Monthly meetings via the Utah statewide, interactive EDNET system are continuing to facilitate networking. *(See Map #1.)*

MODIFIED CENTENNIAL SCHOOLS

The 1996 Utah Legislature also took action to create an experimental Modified Centennial Schools Program. This new thrust began in fall 1996 with the selection of 10 schools which have all had three years of Centennial School experience. Each of these selected schools is increasing its site-based decisionmaking efforts by means of an elected board of directors composed of an equal number of school employees and parents/guardians. These schools will focus on the achievement of clearly-stated and measurable student performance outcomes.

RESEARCH AND EVALUATION STUDIES

In 1994, the Western Institute for Research and Evaluation (WIRE) combined 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 second-year report of that study was released in fall 1995. It identified parent involvement, teacher inservice, technology integration, student education and education occupation planning, and interagency collaboration as factors of growing importance to successful school reform. It also found that over 90 percent of Centennial School teachers feel more strongly now than they did last year that they are making a powerful impact on the lives of students.

Insights into local and state needs will be forthcoming as the systemwide momentum of public school reform in Utah moves forward. The third-year WIRE report was presented to the State Board in fall 1996.

Chart #2

CAREER LADDER FUNDING HISTORY

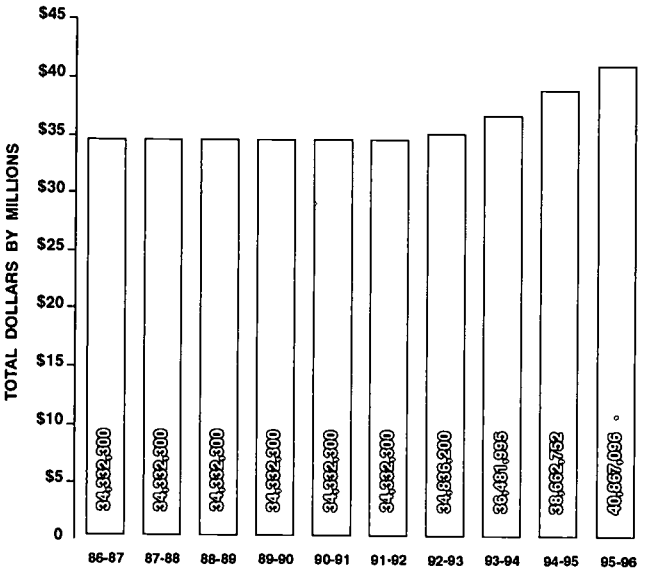
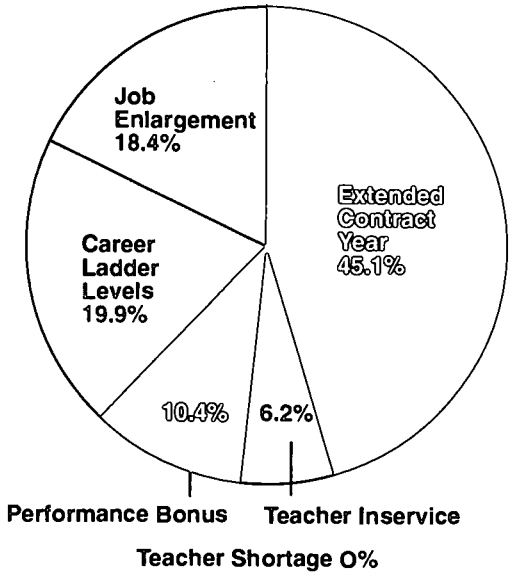


Chart #3

CAREER LADDER COMPONENTS ANALYSIS, 1995-96



GOALS 2000: EDUCATE AMERICA ACT

In March 1994, Congress passed the Goals 2000: Educate America Act to provide 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 USOE 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.

Utah's second-year Goals 2000 implementation funding was subsequently approved for approximately $2.5 million, and 32 collaborative projects were funded including virtually all of Utah's school districts.

EXPERIMENTAL DEVELOPMENTAL PROGRAMS

In 1995-96, 75 percent of state Experimental Developmental funding was again allocated to local school districts as an incentive to continue their development of innovative programming. The remaining 25 percent was earmarked for innovative projects developed by the USOE.

Experimental activities to enhance student achievement continue to be emphasized this year. Of particular interest are two major projects to improve language arts achievement. One is a multi-district pilot for reading improvement in the early grades. The other involves a number of pilot districts in blending proven language arts teaching methods from kindergarten through Grade 9.

A new extended year component is growing rapidly with six districts and 15 schools providing more time for students to learn and more time for teachers to pursue professional growth, interact with other educators and parents, and design new instructional strategies.

YEAR-ROUND AND EXTENDED DAY SCHOOLS

During the 1995-96 school year, 18 percent of districts, 12 percent of schools, 13.5 percent of students, and 14.7 percent of teachers in Utah were involved in year-round education. Eighty-two elementary and two secondary year-round schools were operating with almost 66,000 students and over 2,800 teachers in seven districts. This represented a net increase of six year-round schools from the previous year. In addition, 19 elementary schools in three districts were functioning on extended day schedules that affected over 13,800 students and 590 teachers.

CAREER LADDER PROGRAM

In 1995-96, funding for Utah's Career Ladder program reached a total of $40,367,096. The largest portion of these funds was used for the extended day component that buys time for teachers to engage in collaborative planning and developmental activities. Funding levels for the career ladder component and teacher inservice component increased. Thirty-eight districts reported using a newly-selected or developed teacher evaluation program. Nineteen districts received 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

The Family Education Plan for training parents

and educators continued to take place across the state in 1995-96. Over 2,700 parents and educators requested and received training to strengthen family relationships at home and between the home and the school.

Five pilot schools with over 675 parents and educators completed five years of participation in a national model to improve parent-school-community relationships. These relationships were greatly improved, and administrators, teachers, parents, and members of local communities expressed strong support for the program.

During the past four years, over 90,000 parents have called the 24-hour-a-day Ed Info Hotline that offers more than 100 messages on subjects ranging from how to find good child care to how to help a child with homework.

Four regional family conferences were held for the parents, educators, and members of the respective communities. The Salt Lake regional conference, "Families Together — Turn On the Light of Learning in Your Home," trained parents in 16 different areas and, for the first time, translated the two general sessions into four different languages for over 450 attendees.

SERVICE-LEARNING

Since 1993, the USOE has awarded service-learning subgrants to school and district programs involving 16,947 students in 15 Utah school districts. Fully one-half of these programs are linking their efforts with colleges and universities, and 35 percent are connecting their service with other school improvement plans.

Service-learning is applied learning at its best. It changes the lives of students as they work together with teachers, parents, care facilities, businesses, government offices, armed service bases, religious institutions, social service agencies, and intergenerational groups to meet real needs in their communities.

Service-learning programs also work well at Centennial Schools because they create partnerships with business and community agencies. The students become problem solvers who discover they can make a difference in their communities. Service-learning projects can be integrated into School-to-Careers programs and expose students to the realities of various occupations. They can serve as living laboratories for the teaching of character education principles and the values inherent in service to others.

Combining Title I with the concept of service-learning is a dynamic way for students from high poverty backgrounds to excel academically through first-hand experience, reflect on their learning, feel connected to their communities, and become more motivated. A Title I, student-driven, service-learning program can build stability and responsibility in our children and youth as it delivers curriculum at any grade level.

STRATEGIC PLANNING SERVICES

During 1995-96, Strategic Planning Section facilitators and liaisons made over 250 visits to assist districts and schools in their site-based endeavors. To enhance the flow of information and recognize exemplary practices, two StudentFOCUS newsletters were produced and distributed to legislators, educators, and government leaders throughout the state and nation. Topics of these publications were the impact of funding on Highly Impacted Schools and progress to implement a technology-driven, electronic high school.

The Section designed and produced electronic desk top, graphic art, and other print materials for the 1996 Summer Institute of the Council of Chief State School Officers as well as for a growing variety of statewide educational programs and for legislative and Governor's Office needs. In addition, the Section continued to coordinate audio-visual equipment for the agency and to implement the Quality Assurance Process of professional proofreading and editing 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 USOE again administered the Stanford Achievement Test to fifth, eighth, and eleventh graders statewide in fall 1995. Utah students outperformed the national norm group in nearly every area but with a clear need for improvement in elementary reading. The highest scores were in Grade 5 and 11 mathematics. Those for eleventh grade science and eleventh grade reading were also high. Results in fifth and eighth grade language/English remained the lowest, but all showed improvement. *(See Chart #4.)*

CORE CURRICULUM ASSESSMENT

More than half a million state Core tests were administered by school districts in the spring of 1996, and all districts used USOE computerized scoring services and the individual student profiles produced from this data. A new series of elementary mathematics end-of-level tests was completed. Work was also completed on a new series of elementary science end-of-level tests. Work was begun on secondary mathematics and secondary science end-of-course tests.

Test item pools containing thousands of items coded to virtually every area of the Core 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 implemented in math, science, social studies, visual arts, and reading.

AMERICAN COLLEGE TESTING RESULTS

Utah students scored higher than the national ACT group in every area of the test. Over the nine years from 1988 through 1996, Utah ACT composite score averages increased while the national average stayed basically unchanged. Students who took a rigorous high

Chart #4

UTAH STATEWIDE TESTING PROGRAM, FALL 1995
STATE RESULTS FOR MAJOR SUBTESTS

Median National Percentile Ranks for the Total State
Stanford Achievement Test, Eighth Edition

	Grade 5			Grade 8			Grade 11		
Subtest	1993	1994	**1995**	1993	1994	**1995**	1993	1994	**1995**
Mathematics	60th	60th	**60th**	53rd	51st	**51st**	59th	59th	**59th**
Reading	53rd	51st	**51st**	55th	55th	**55th**	58th	58th	**61st**
Language/ English	48th	48th	**52nd**	45th	45th	**48th**	51st	51st	**51st**
Science	56th	56th	**56th**	58th	53rd	**58th**	60th	60th	**66th**
Social Science	55th	51st	**51st**	54th	50th	**50th**	56th	56th	**56th**
Thinking Skills	56th	56th	**56th**	56th	56th	**56th**	57th	57th	**57th**
Total Basic Battery	54th	53rd	**53rd**	51st	50th	**51st**	56th	55th	**56th**
Students Tested 1995			**33,448**			**36,122**			**31,690**

The National Norm is 50 for each subtest.

school program continued to score much higher than those who did not.

Utah ACT score averages are based on the performance of 19,483 students from the graduating class of 1996. National score averages are for 924,663 students from the graduating class of 1996. ACT standard scores are based on a scale on which a particular student might obtain a low of 1 up to a high of 36. *(See Charts #5 and #6.)*

ADVANCED PLACEMENT UPDATE

In 1996, Utah's students continued to score very well on a variety of Advanced Placement (AP) examinations. Of the 16,123 AP exams taken by the 10,349 students who challenged the various tests last year, 69 percent, a total of 14,142 exams, received a qualifying score sufficient to earn college credit. This contrasts with a national figure of 62 percent. In 1996, Utah students earned college credit in 28 different subjects ranging from calculus to U.S. history. Utah continues to lead the nation in participation and performance in the AP program. *(See Chart #7.)*

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Results from both the 1992 and 1994 State-by-State National Assessment showed Utah's fourth and eighth graders scoring noticeably higher in mathematics than their peers in the western United States and across the nation. In reading, Utah's fourth grade students also outperformed their peers nationally and in the West. Another state-by-state assessment will be conducted in 1996.

EDUCATION IN STATES AND NATIONS

In a 1993 study released by the National Center for Educational Statistics, the performance of Utah's eighth 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 developed countries in Asia, Western Europe, and Canada, Utah ranked

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
1996	**21.4**	20.9

Chart #6

UTAH AND NATIONAL ACT SCORES, 1995-96

	Utah		Nation	
Test	1995	1996	1995	1996
English	21.0	**21.0**	20.2	**20.3**
Mathematics	20.3	**20.3**	20.2	**20.2**
Reading	22.1	**22.0**	21.3	**21.3**
Science Reasoning	21.6	**21.7**	21.0	**21.1**
Composite	21.4	**21.4**	20.8	**20.9**

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

Chart #7

UTAH ADVANCED PLACEMENT PARTICIPATION AND PERFORMANCE, 1983-96

Year	Total Students	Total Exams Taken	Percentage Qualifying* Utah	Nation
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%**
1996	**10,349**	**16,123**	**69.1%**	**62.0%**

* Percentage of exams with a grade of three or higher
Source: The College Board

sixth overall in mathematics proficiency, a very competitive position. *(See Chart #8.)*

HIGH SCHOOL COURSE TAKING PATTERNS

In 1996, information was collected on the course taking patterns of about 17,000 high school seniors. Comparisons between 1984 and 1996 show enrollment increases for every math class, particularly for Algebra II, geometry, and trigonometry. Chemistry and physics were also notable, showing significant growth. Over 88 percent of Utah's Class of 1996 took biology, the state's most popular science course. *(See Chart #9.)*

DISTRICT PERFORMANCE REPORTS

Under USOE guidelines, every Utah school district produces a district performance report 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 aged 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 #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
6TH	**UTAH**	14TH	SPAIN
7TH	FRANCE	15TH	UNITED STATES
8TH	ISRAEL	16TH	JORDAN

Chart #9

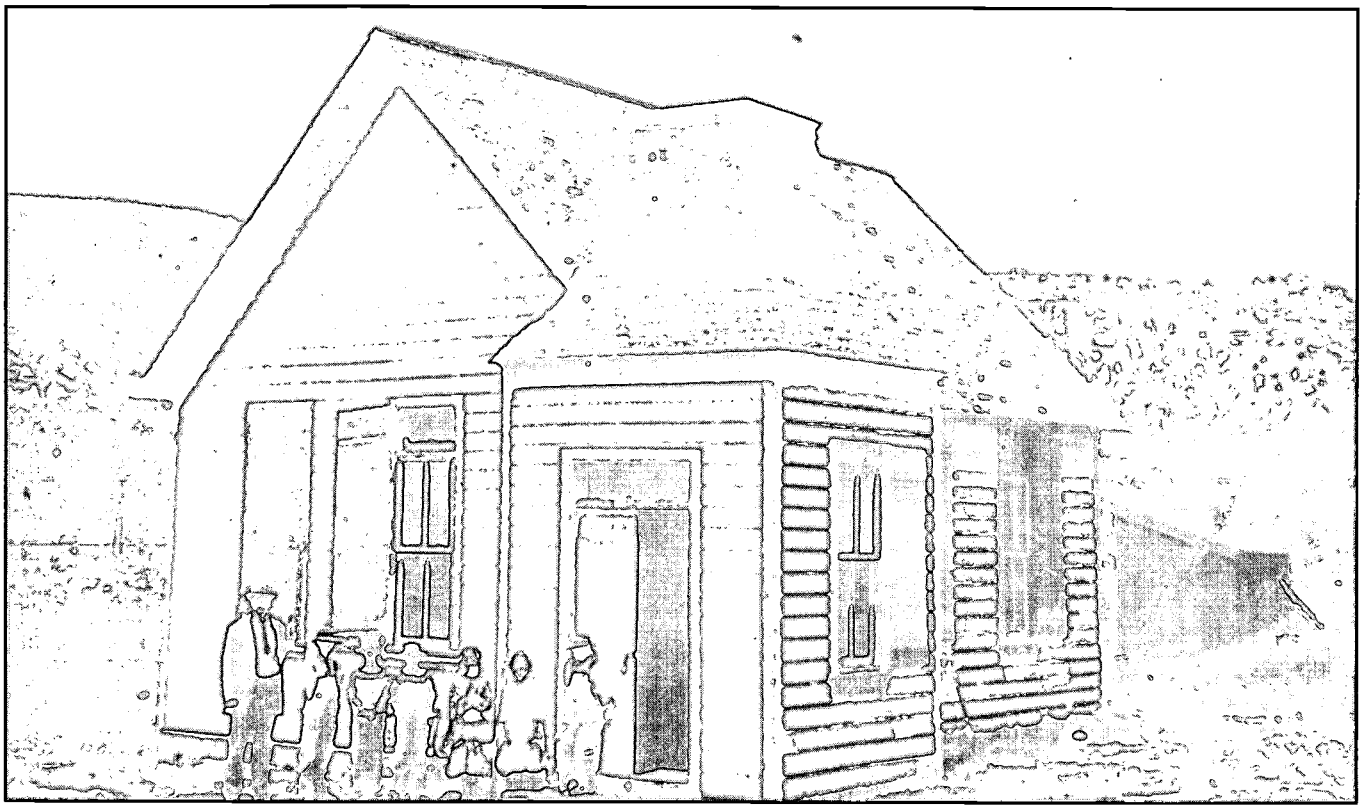
COMPARISON OF PERCENTAGES OF UTAH HIGH SCHOOL SENIORS WHO HAVE TAKEN SPECIFIC COURSES FOR 1984 THROUGH 1996

Course	1984	1988	1992	1996
Algebra I	78.7%	88.4%	86.2%	87.2%
Algebra II	48.2%	63.2%	67.7%	73.3%
Advanced Algebra	NA	NA	38.4%	42.3%
Geometry	48.3%	66.4%	69.1%	76.1%
Trigonometry	24.7%	33.0%	37.3%	41.0%
Biology	NA	NA	86.4%	88.2%
Chemistry	26.7%	38.0%	41.2%	48.6%
Physics	14.2%	18.8%	22.1%	27.0%
Computer-Related Course	28.0%	43.4%	61.7%	65.6%
AP History/ Government/Economics	15.6%	20.8%	28.9%	26.4%
AP English	21.0%	27.6%	26.8%	28.8%
AP Mathematics/ Calculus	10.1%	13.1%	13.7%	16.6%
AP Science	10.8%	10.5%	15.1%	17.3%
AP Foreign Language	NA	NA	6.2%	7.6%
AP Music/Art	NA	NA	13.5%	14.9%
AP Computer Science	NA	NA	3.3%	3.7%

Chart #10

UTAH AND NATIONAL EDUCATIONAL ATTAINMENT STATISTICS FROM THE 1990 U.S. CENSUS

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



Castle Rock School

DIVERSITY

Throughout its history, Utah has had a diverse population.

In the pioneer era, Latter-day Saints found native Americans already living in the area they had chosen to settle. Ongoing missionary efforts of The Church of Jesus Christ of Latter-day Saints brought groups from several European countries to the territory very early in its history. Later, the discovery of valuable minerals encouraged Greeks, Italians, and other Europeans to seek work in the mines. The building of the transcontinental railroad added Irish, Chinese, and other groups to the mix, and the state has continued to welcome emigrants from other nations throughout its history.

In some instances, such as the Sanpete area concentrations of Scandinavian immigrants, schools were conducted in the native language. But in general, children of all the diverse groups were absorbed into the public school system. In the early years, nothing was done to help them adjust to a new country and a new language. Many of them, discouraged at their inability to communicate with peers, dropped out, waiting for a new generation that could speak English.

While there have always been minority groups in Utah, the ethnic and cultural mix has evolved somewhat more slowly than in some other states, resulting in a more homogenous population. But by mid-century, there were growing concerns throughout the country that children who didn't speak English were being left behind educationally.

The educational concerns were part of general recognition that America's diverse populations had to be provided the same opportunities as those who had a longer history in the country. Failure to include these groups was resulting in subcultures that contributed to social and economic problems. The value of absorbing them and their cultures became more apparent from a human as well as economic viewpoint.

> *"The educational opportunities provided to me by the GI Bill after serving in the United States Marines in World War II were absolutely indispensable. The basic skills I received from my great grade school and high school teachers made everything happen. The very existence of education adds an enormous dimension to our lives.*
>
> *Education offers resources that lead to careers and a sanctuary for freedom and thought. It has played a mighty role over the past century in determining our fate and shaping Utah's destiny. Society insists that we display civil and lawful conduct. Students have rights, but they must learn to discriminate on the basis of reasoned judgment and conduct themselves so as to promote civility and mutual respect. Utah educators have a magnificent record in this regard. They represent the only reliable answer we have to the ongoing problems facing our society."*
>
> Donald B. Holbrook
> Jones, Waldo, Holbrook & McDonough

The Civil Rights Act of 1964 was a first step toward guaranteeing minorities the same benefits as their peers. This focus on minority rights led a few years later to the Equal Education Opportunity Act, bringing the issue down to the level of children. Several court cases have resulted in refinement of the issues and highlighted the need for programs that help all children benefit from the public schools. Mere access to the local school system is not sufficient for children who cannot communicate because of language problems, the courts determined. These children are entitled to special instruction in the English language and to instruction in the language they know best until they have gained proficiency in the adopted language.

The 1990 United States Census showed that

almost 14 percent of all American children aged 5 to 17 lived in homes where English was not the primary language. From 1980 to 1990, the number of non-English speaking children in the schools soared by 41.2 percent, even though there was an overall decline of four percent in school enrollment across the country.

Utah, which has never experienced a decline in school enrollment, found more than 35,000 students in its schools who were not proficient in the English language in 1995. Surveys and school enrollment documents found that more than 1,008 languages, including local dialects, were represented among the state's school children. The majority of these can be included in the 74 major language groups that are now offered as needed in the schools. Every one of Utah's 40 districts has children who require the services offered by Alternative Language Service programs.

Spurred by the federal edicts, Utah began offering special programs for these children. It has been a building process, here as well as throughout the country. In 1982, T. H. Bell, who began his career in education in Utah and became U.S. Secretary of Education in the Reagan administration, pronounced in 1982 that "although local school districts and states are making an effort, schools are generally not meeting the needs of students with limited English proficiency." In its Goals 2000 Strategic Plan, the Utah State Board of Education committed to greater efforts to meet the needs of all students in the system, including those whose home language was different from that of their school peers.

Utah has drawn on several federal programs, including Titles I, VII, and IX, to develop programs that meet the national standard. About $6 million in federal and local funds were committed to the English as a Second Language and related programs in the year Utah celebrated its Centennial.

Universities were not prepared to meet the greatly increased demand for teachers skilled in working with children who did not speak English. To bridge the gap, the State Office of Education developed an endorsement program in which teachers could be trained through inservice programs to work with non-English speaking students. The program has become a model for other states that also are racing to fill their needs.

As Utah enters its second century of statehood, many more teachers are prepared to assist the non-English speakers in their classrooms, and before the 21st Century arrives, even more will be trained.

Developing curriculum that is most effective in helping these special children is ongoing. The phenomenon was too new in 1996 to determine which were best and how effective the Alternative Language Service programs were in integrating non-English speakers into the mainstream of American life.

But the word "diversity" has become a permanent part of the education lexicon, and the effort to make education meaningful for every child in Utah's system will certainly be important to the state's future.

3. EDUCATIONAL EQUITY AND OPPORTUNITY

MATH, ENGINEERING, SCIENCE ACHIEVEMENT

The 1995 Legislature allocated $272,000 for Math, Engineering, Science Achievement (MESA) grants that brought the program to 66 junior and senior high schools during 1995-96. In its efforts to sustain and increase student achievement, district MESA Program directors are now focusing on summer "bridge programs" with heavy emphasis on math, science, and other Core subjects. MESA continues to be one of the premier equity programs that shows sustained, measurable results of enriched learning experiences for seventh through twelfth grade ethnic minority youth and non-minority females.

More than 250 MESA junior and senior high school students have participated in "bridges" reaching from Carbon District to Ogden District. More than 200 students with 2.5 years of MESA participation, who graduated from Utah high schools in 1996, enrolled in institutions of higher education in fall 1996. Their most frequently declared majors were biology or medicine (26 percent), business (22 percent), social work or teaching (16 percent), and engineering (12 percent). *(See Charts #11 and #12.)*

TITLE X

Parity between athletic programs for girls and those for boys has been improving throughout the state. Coaches in all Utah school districts are now being paid equitably regardless of whether they coach teams of girls or of boys. Facilities are being shared on a more balanced basis and scheduling of games and practice opportunities has improved. Many districts implemented coeducational physical education classes at their middle schools and introduced a coeducational program in the tenth grade. Coeducational physical education focuses on life skills for both genders and

Chart #11

EMPLOYMENT CHARACTERISTICS OF MESA GRADUATES ENTERING INSTITUTIONS OF HIGHER EDUCATION, 1995-96

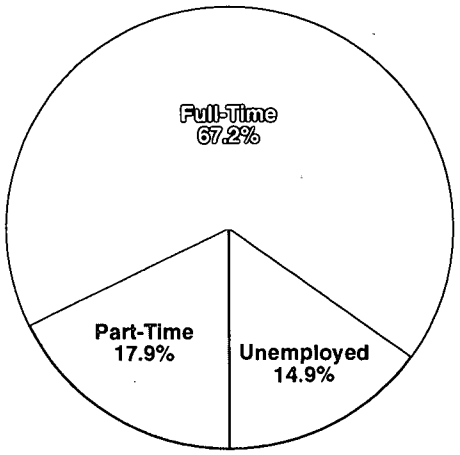
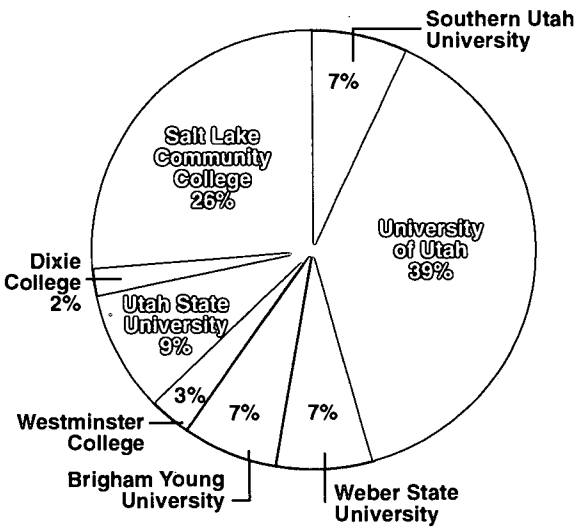


Chart #12

MESA GRADUATES ENROLLED IN HIGHER EDUCATION, 1995-96



complements the competitive expectations of athletic programs.

SEXUAL HARASSMENT

All districts have posted policies which alert school staff, student bodies, and community groups that sexual harassment will not be tolerated and that perpetrators will be disciplined. By the conclusion of the 1995-96 school year, all school districts had received sexual harassment prevention training and appointed Title IX coordinators to deal with complaints.

SECTION 504

During 1995-96, Utah experienced growing concern regarding Section 504 services and accommodations for students with life disabling conditions. To meet these demands, state training sessions have been held throughout the state. Utah has also coordinated support groups for parents and community advocates interested in services for students with disabilities and organized a statewide 504 coordinator's network for dissemination of information and assistance.

RURAL SCHOOLS COORDINATION

The 1995-96 Rural Schools Conference, "Celebrating a Century of Success," was held at Southern Utah University. Approximately 475 participants attended sessions on technology integration, student assessment, clinical supervision, cognitive coaching, classroom management, cooperative learning, and the Core Curriculum.

COMMUNITY EDUCATION

During 1995-96, over 600,000 Utahns ranging from preschool age to adults participated in formal courses and received non-course services offered through the school 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

Utah's statewide network of school district coordinators of gifted and talented education meets monthly to collaborate on workshops and other events, develop new projects, and strengthen existing programs. Services to gifted and talented students are available in various forms in many districts. The USOE sponsored a task force to further clarify and define essential components of these programs.

ACCREDITATION

During 1995-96, approximately 300 Utah educators served on teams to conduct peer reviews for 16 Utah schools as required for accreditation. The schools also conducted self-evaluations.

The state accreditation advisory committee evaluated annual reports of schools interested in being accredited with the Northwest Association of Schools and Colleges. The 184 schools that were approved included 20 elementary schools, 6 K-12 schools, 1 middle school, 104 high schools, 45 special purpose schools, and 8 supplemental schools. Action is being taken to upgrade the state accreditation process for elementary and middle schools.

CONCURRENT ENROLLMENT

Concurrent enrollment continues to enable students to save time as well as college tuition by earning college credit while still in high school. Students choose from a broad array of academic and technical subjects taught on both high school and college campuses. Thirty-nine of the 40 Utah districts participated in the program during the past year allowing students to earn credit from 11 Utah colleges and universities. They took classes delivered by high school teachers acting as adjunct college faculty or college staff members either in person or electronically through distance learning facilities. In 1995-96, 11,725 students earned a total of 107,964 hours of college credit, a 26 percent increase over 1994-95. *(See Chart #13.)*

CENTENNIAL SCHOLARSHIPS FOR EARLY GRADUATION

The Centennial Scholarships for Early Graduation program enables students who graduate at the end of Grade 11 to receive $1,000 as a partial tuition scholarship upon full-time enrollment in any of 16 eligible Utah colleges, universities, and applied technology centers. A total of 348 strongly motivated students from 38 districts completed all graduation requirements by the end of their junior year or part way through Grade 12 and received scholarships to support them in achieving their specific postsecondary goals. The number of students claiming scholarships in 1995-96 increased 66 percent over 1994-95. *(See Chart #14.)*

Chart #13

STATEWIDE CONCURRENT ENROLLMENT EIGHT-YEAR SUMMARY, 1988-96

Year	Students	Quarter Hours
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
1995-96	11,725	107,964

Chart #14

CENTENNIAL SCHOLARSHIPS FOR EARLY GRADUATION

Year	Number of Districts	Number of Early Graduates	Number of Scholarship Recipients	Scholarship Funds Allocated
1990-91	24	175	19	$5,164
1991-92	24	384	41	$12,408
1992-93	27	332	100	$25,708
1993-94	29	415	133	$24,867
1994-95	30	780	209	$125,481
1995-96	38	1150	348	$202,844

Jefferson School, Salt Lake City, 1915

APPLIED TECHNOLOGY EDUCATION

"All school learning presupposes experience; experience gained not in the school room, but in the broad field of life .... Life outside is the basis of school work; the school work should be correlated with that life at every point .... Manual labor is the body of a democratic community, as intellectual activity is its soul .... The development of the mind is by no means independent of the development of muscle."

John R. Park

These sentiments regarding "Industrial Education," included in Utah School Superintendent John R. Park's 1896-97 biennial report, predicted the history of vocational education in this century. Creating a system that combines academic achievement with the practical applications that must follow public school has been the ongoing challenge of Utah's educational mission.

Park advised his teachers at the beginning of Utah's statehood to look at their communities and tailor programs that would make students productive citizens of those communities, ready to work and contribute to their practical progress.

Even earlier, Utah pioneers had recognized the importance of job training. The Brigham Young College, established in Logan in the 1870s, focused on vocational training.

Despite the apparent early commitment to vocational training, the fortunes of such education have waxed and waned, sometimes taking a distant second place to academic training. In a 1927 edition of the Utah Manufacturing Association's industry magazine, for instance, the State Board of Education was urged to make public education more relevant to the job market students would find as they left school.

Businesses were having a hard time finding workers whose skills matched their needs. Often, the impetus for renewed dedication to vocational education has been a national emphasis. The federal Smith/Hughes Act of 1917, for instance, was adopted by the Utah Legislature, and over the next few years, programs for vocational agriculture, homemaking, trades, and industrial training were fostered in the state's schools. In 1919, the legislature formalized the commitment by naming the State Board of Education the State Board for Vocational Education as well.

World War II triggered a pressing need for more workers in food preparation as well as production of war-related items. Approximately 65,000 Utahns were enrolled in vocational programs to prepare them for such jobs.

Following the war, another period of intense activity for vocational education began at the federal level. About 30,000 Utah veterans joined others across the country in availing themselves of retraining or upgrading for new jobs. Funding for vocational education programs was increased by 500 percent, and a new emphasis was given to junior colleges with a vocational mission.

Following the trend, the Utah State Board created area vocational schools in Salt Lake City and Provo. Through a series of evolutions, these schools became the nuclei for Salt Lake Community College and Utah Valley State College.

Vocational programs with specific objectives were promoted during the 1950s and 1960s with health occupations, technology, office skills, and home economics being targeted at various times.

The birth of the American space program and the related explosion of technology were additional incentives for more and better vocational education programs.

In 1961, President John F. Kennedy responded to the concerns of many businesses by

initiating a broad-ranging evaluation of vocational education. The study, titled "Education for a Changing World of Work," indicated that many students who were not college-bound were being overlooked in the country's education systems. Practical preparation for work was "woefully lacking for the great bulk" of this population, the report concluded.

With a federal mandate in 1963 for student access to job training, Utah developed a system of area vocational centers. The system now includes the Davis, Ogden/Weber, Uintah, Sevier, and Bridgerland schools. In addition, programs have been developed for four of the state's regions that do not have physical facilities. Where possible, these regions take advantage of higher education facilities as well as local high schools to provide comprehensive programs. In the early 1990s, the legislature renamed the centers "Applied Technology Centers" (ATCs) to reflect dramatic changes in the job market.

Initially, the intent of the ATCs was to provide training for secondary public school students, but the centers also found a clientele among adults in need of additional job preparation or retraining to meet job market changes. By the mid-1990s about half of the ATC students were adults.

Federal mandates regarding vocational/technical education sometimes have been a mixed blessing to Utah's education budget. In some instances, the state has assumed the full cost of successful programs ultimately dropped at the federal level. By 1965, the state was spending $3 for every federal dollar funneled into the state for vocational programs. With a re-emphasis on applied technology in the 1990s, the Legislature also committed increasing amounts of state money to such programs. A concerted effort was made to match vocational/technical programs to actual market needs. Studies spurred efforts to achieve greater balance, because 80 percent of the jobs available in Utah required some training but not a college degree .

Boundaries between public and higher education have blurred as efforts go forward to create a "seamless" system that practically blends the needs of students and Utah's workplace. Questions of governance also have arisen, sometimes creating friction between public and higher education leaders. The institution of a commission representing both levels of education has provided a forum for mutual concerns regarding funding and programs.

Utah ends its first 100 years with renewed emphasis on inclusive education that focuses on both the "hands and the minds" of all its students as envisioned by the state's pioneer leaders. Beginning in the earliest grades, awareness of work as the logical sequence to schooling is promoted. A general work ethic is fostered as a preliminary to more focused training. As students get closer to the time that they actually must begin to select a job field, they have access to many programs such as School-to-Career projects, apprenticeships, varied work experiences, and comprehensive counseling to help them make career decisions.

"Too often, we think of education as the learning of facts and measure its quality with multiple choice tests. The quality of education can really be measured only by looking at what a person does over his or her entire lifetime. The importance of one's education does not lie in the accumulation of knowledge but in the lifelong effects of school-based experiences, school-nurtured values, and school-enhanced, life-affirming insights."

G. Donald Gale
Vice President, Public Affairs
Bonneville International Corporation
KSL

"Both public and higher education bring us opportunities that make a difference in hundreds of thousands of ways. All Utahns have a stake in the continued health of our education system since education is the primary engine that drives our state's economy. Forty years ago, seven out of ten jobs in Utah were classified as unskilled labor. Now less than two in ten jobs are unskilled. It is education that trains our citizens for the workforce and prepares them to meet life's challenges and have a high quality of life."

Cecelia H. Foxley, Commissioner
Utah System of Higher Education

4. APPLIED TECHNOLOGY INTEGRATED CURRICULUM

APPLIED TECHNOLOGY EDUCATION

During 1995-96, the number of students enrolling in applied technology courses in high schools, applied technology centers, and higher education institutions continued to rise. This bears out the statistic that by the year 2000, only 20 percent of Utah jobs will require a four-year baccalaureate or higher degree. Half of the remaining 80 percent of Utah jobs will call for applied technology related skill training and education. Among the top 50 occupations projected to be in high demand from 1996 to 2001, 47 percent offer bright opportunities in high-paying, applied technology careers.

SOAR AND THE JOINT LIAISON COMMITTEE

In January 1996, the Joint Liaison Committee (JLC) of the State Board of Education and State Board of Regents launched a five-year "SOAR with Applied Technology Education" public awareness campaign. SOAR stands for **S**kills that create the **O**pportunities to accomplish the **A**chievements which lead to the **R**ewards that assure a productive, secure, and fulfilling life.

The JLC has refined the regional master planning process which requires coordinated regional planning to ensure that applied technology course offerings are market-driven, unduplicated, customized to industry specifications, and articulated between secondary and postsecondary institutions. Applied technology centers and service regions now receive a portion of their funding based on job placement outcomes: continued education, military enlistment, occupational upgrades, and skills certification. The JLC has developed a statewide, regionally coordinated survey to assess employer training needs in order to establish market-driven applied technology programs.

APPLIED TECHNOLOGY CENTERS AND SERVICE REGIONS

Utah's five applied technology centers (ATCs) and four applied technology center service regions (ATCSRs) offer programs that develop the skills needed to respond to Utah's industrial growth. Training programs are individualized and competency based, and performance must conform to rigorous business and industry standards.

Both adults and high school students may enroll in ATCs and ATCSRs. Tuition for high school students is paid by local school districts, and the cost to adult enrollees is 75 cents per hour of instruction. The centers operate in dedicated facilities, and ATCSR training is provided in school districts and higher education facilities.

MANAGEMENT INFORMATION SYSTEMS

A new student information system is now being used at ATCs and in the ATCSRs. This system collects and reports student enrollment, placement, and other data based on common data information defined by the Joint Liaison Committee. A common fiscal system for the five ATCs is being implemented.

A statewide relational database including enrollment and course information from the 40 school districts is also being developed to verify placements, document participation of disadvantaged groups, and monitor secondary level applied technology programs.

AGRICULTURAL EDUCATION

Secondary agricultural education programs are now found in 31 districts and are administered by 80 teachers in 65 high schools. In fall 1996, new

programs were started at Pine View High School in Washington District and Horizonte Instructional and Training Center in Salt Lake City. At the postsecondary level, nine instructors provide an Adult Farm Management program at four ATCs and two colleges. Approximately 3,330 students received one-on-one instruction for nine weeks in the summer 1996 agriculture program.

Postsecondary agriculture programs are offered at Utah State University, Brigham Young University, Southern Utah University, Snow College, and Utah Valley State College. Current secondary enrollment in agriculture education is at 4,300 and growing. Last year's new Biology-Agricultural Science and Technology course, taught with an agricultural emphasis for biology credit, is continuing to prepare students for advanced agricultural education.

BUSINESS EDUCATION AND INFORMATION TECHNOLOGY

The Business Education and Information Technology 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 1995-96, over 14,000 students took part in a state-sponsored skills certification program in five business areas: accounting, word processing, business management, information processing, and business communications. Six new business education skills certification tests are being developed, validated by industry, and piloted.

Important partnerships are being formed in Utah with business and industry. The Certified Network Administrator Project is a training/employment program in network administration for secondary students. This past summer, 22 Utah teachers completed this training and are working to earn industry certification to teach network administration as a full-year class in 18 high schools. Sixty additional teachers are expected to follow during 1996-97. Within three years, every high school in the state will offer this training.

More than 15 Utah schools are establishing Academies of Multimedia through a partnership between the USOE, Utah Education Network, and Allen Communications. This program helps students develop marketable multimedia skills by utilizing technology to teach instructional design, project management, and teamwork. These Academies of Multimedia are grassroots programs designed to allow both teachers and students to learn about, practice, and produce interactive computer-based courses as part of their normal classroom activities.

ECONOMIC EDUCATION

Virtual Economics has come to every K-12 school in Utah. This interactive CD-Rom program places a library resource center with lesson plans, simulations, games, and text at the fingertips of teachers K-12. Everything from apprenticeship Zooconomy for first grade to fiscal and monetary policy for high school is covered. Virtual Economics, containing materials costing approximately $3,000, is funded by the National Science Foundation and the National Council on Economic Education and is free to the schools. Teacher inservice is provided by the USOE and the Utah Council on Economic Education.

A grant has been received for AT&T Universal Credit Services to design curriculum to improve the financial literacy of teens and to help students become credit smart. The consumer credit curriculum will be developed with interaction from the credit-granting business community. The first phase of this project will be completed by February 1997.

In spring 1996, some Utah junior high and high school Stock Market Game teams set new records as their portfolios hit the half million mark in just ten weeks due to Iomega's astounding stock performance. The Utah Division of Securities and the investment community continue to be strong partners for the program.

FAMILY AND CONSUMER SCIENCES EDUCATION

The Family and Consumer Sciences Education

program focuses on skills in child development, parenting, interpersonal relationships, nutrition, housing and interiors, consumer education, textiles, and related careers. Goals are to empower individuals, strengthen families, build communities, and provide access to careers as individuals balance their multiple roles and responsibilities in the workplace, the home, and the community. Last year, state competency/skill standard testing and certification were improved and increased in child care, culinary arts, and interior design. Two additional topics will be added to the testing process during 1996-97.

HEALTH SCIENCE AND HEALTH TECHNOLOGY

Nearly 40 percent of the new jobs in Utah will occur in the services industry sector, and 23 percent of these will be in the health services industry. By the year 2000, when 76 million U.S. citizens will be eligible for Medicare, one out of every six jobs will be in the health care industry.

In alignment with Utah's Health Science and Health Technology Program of Study, a national career path model is being developed that begins in the seventh grade and extends to postsecondary training and employment. The career path is divided into four areas: education partnerships, industry partnerships, interdisciplinary curriculum, and performance assessment. The model will integrate national Health Care Skills Standards. Adoption of this career path in Utah is anticipated.

Utah's Health Science and Health Technology educators and the health care industry are continuing to develop performance standards including placement and skill certification which have stimulated improved articulation agreements between secondary and postsecondary institutions. A technology-delivered Advanced Health Science course is approaching the concept of a "virtual university." The Health Science and Health Technology Advisory Task Force recently made recommendations to the Joint Liaison Committee, and implementation will begin in FY'98.

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, promoting, and human relations.

A competency-based curriculum tied to national standards has been developed and distributed to all marketing teachers in Utah, and a state skills certification test measuring each marketing competency will soon be available. Business and industry employers are being encouraged to hire students who master these competencies.

Last year, "Marketing with Karl Malone" posters, buttons, candy, brochures, stationery, and free roast beef sandwiches from Hardees were marketed, and enrollment in marketing classes increased dramatically across the state. This year our enrollment has again increased. Utah's Distributive Education Clubs of America participants receive high national rankings. Utah represents only one percent of the members nationwide, but 20 percent of Utah's members consistently win national awards.

TECHNOLOGY EDUCATION

By providing critical links between theory and application, Technology Education programs offer students diverse opportunities to explore and understand the impact of technology on their future. Two courses, in particular, continue to open doors to students preparing for life after high school. Principles of Technology offers a hands-on opportunity to understand the physics applied to many technical fields of work. For a second year, Foundations of Technology is helping students gain technological literacy and skills for coping with today's world of rapidly advancing technological change.

TRADE, INDUSTRIAL AND TECHNICAL EDUCATION

The Automotive Service Excellence (ASE) program continued to grow in 1995-96 and has become

the established industry standard at secondary and postsecondary institutions. I CAR, a secondary and postsecondary Automotive Collision Repair standard, has also been implemented. Skill standards for drafting/CAD, cabinet making/millwork, and graphic arts/printing technology using industry-based standards and testing will be available in 1996-97 in addition to ASE testing and cosmetology licensing. Skill standards are currently being developed for the machine tool/CNC and welding technician areas.

ADULT EDUCATION PROGRAMS

In 1995-96, Utah's Adult Education programs served 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 ninth grade education, and 138,390 who left school between the ninth and twelfth grades without a high school diploma. Last year, 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 Alternative Language Service programs, General Education Development (GED), workforce literacy, and literacy instruction for Utah prison inmates and the institutionalized.

The Utah Literacy and Adult Education Resource Center (ULAERC) is continuing to provide practitioners, tutors, and other professionals with suitable curricula, technology, management systems, research, and assessment tools for their needs at local training sites. 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, workplace literacy, and family literacy.

In 1995-96, a total of 5,020 individuals attempted the General Education Development (GED) exams, a rigorous seven-and-a-half hour battery of tests in writing, mathematics, social studies, literature and the arts, and science. Of these, approximately 4,000 passed and received a GED certificate, considered by 42 states to be on par with a high school diploma. The GED on TV program is continuing to serve some 190,000 adults who do not want to return to formal education settings to earn a GED certificate.

APPLIED TECHNOLOGY EDUCATION LEADERSHIP ORGANIZATIONS

The primary purpose for establishing and operating leadership organizations in our schools in Utah is to help technically-oriented students acquire the leadership and technical skills necessary to obtain quality employment. Skill training gives these students a competitive edge in obtaining employment. Secondary-postsecondary student membership for 1995-96 was over 23,000.

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), Technology Student Association (TSA), Vocational Industrial Clubs of America (VICA), Delta Epsilon Chi (DEX), Phi Beta Lambda (PBL), Utah Homemakers, and Young Farmers.

APPLIED TECHNOLOGY RESOURCE AND TESTING CENTER

Supporting applied technology instructors in Utah is a collection of 10,000 curriculum guides, textbooks, competency listings, media, and instructional materials. The Resource Center works like a library, researching the requests of applied technology instructors and directors, and sending material to them on loan. Last year, the center also began to handle applied technology skill certification. In 1995-96, it was responsible for administering 35 skill certification tests for 32,600 students, for ordering and printing certificates, and for compiling statistical reports.

CAREER APPRENTICESHIP $TARTS HERE

The Career Apprenticeship $tarts Here (CA$H) 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 Student Edu-

cation Occupation Plans. They earn while they learn through a combination of On-the-Job Training (OJT) and Related Instruction (RI). OJT enables a student to learn a craft, trade, art, or profession through structured, systematic work experience supervised by an expert usually at the job or business site. RI may be obtained in classrooms at schools, applied technology centers, colleges or universities, or by correspondence.

Since November 1993, 88 CA$H outreach coordinators have been certified by the Bureau of Apprenticeship and Training to set up and connect students with businesses and have arranged 350 sponsorships for more than 55 occupations. To keep communicating and move into the twenty-first century, a CA$H Internet web site (www.grand.k12.ut.us/cash/home.htm) and a quarterly newsletter called the CA$H Flash have been established.

COMPREHENSIVE COUNSELING AND GUIDANCE

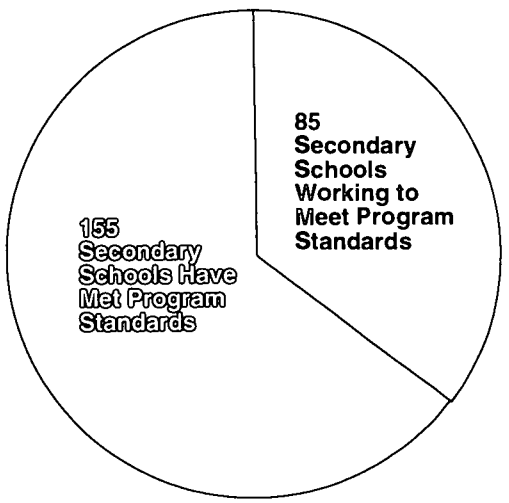
The 1996 Legislature appropriated $1.13 million in ongoing funds to support Phase III for secondary schools which meet Comprehensive Counseling and Guidance program standards. As of June 1996, 155 of 240 target secondary schools had qualified for funding by meeting the standards.

These standards include conducting a schoolwide needs assessment, forming advisory and steering committees, providing evidence that 80 percent of counselor time is spent in direct services to 100 percent of the student population, and structuring a meaningful SEOP (Student Education Occupation Plan) process for all students at each grade level. Schools meeting program standards have placed major emphasis on the individual planning component which moves the SEOP process to the heart of school restructuring.

State law now requires that school districts establish policies to provide for effective implementation of a personalized SEOP. Nearly all 240 target secondary schools are involved in implementing Comprehensive Guidance. Plans are in place to train the few remaining schools in 1996-97 and also to begin the training of pilot elementary schools. Based on the current

Chart #15

SECONDARY SCHOOLS MEETING COMPREHENSIVE GUIDANCE PROGRAM STANDARDS



value of the weighted pupil unit, $2.5 million will be needed to continue program implementation in FY'98. *(See Chart #15.)*

CUSTOM FIT TRAINING

Custom Fit Training is designed to bring business and education together, assist the state in attracting new businesses, and aid in the retention and expansion of existing companies by providing skilled workers with specialized training. Supported by ATCs, colleges, and universities, the program helps to assess a company's training needs, customize the training accordingly, and deliver it when, where, how, and by whom the firm feels is best. Last year, 216 companies were served, resulting in the training of 8,771 individuals. Of these, 57 were new, 128 were expanding, and 31 were business revitalization. Each state Custom Fit dollar was matched by over five dollars in private sector contributions to fund additional training.

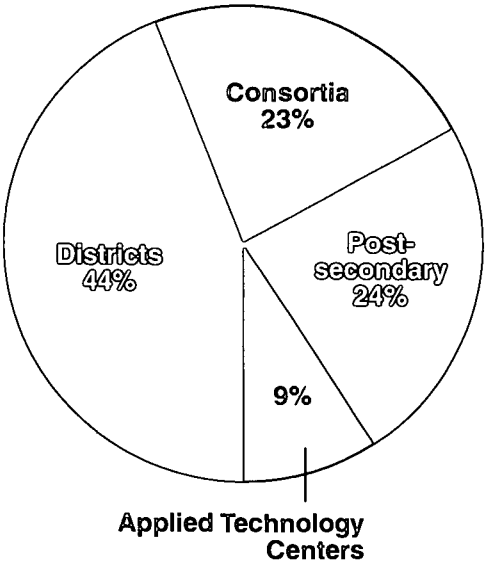
CARL D. PERKINS FUNDS

In 1995-96, the Carl D. Perkins Vocational and Applied Technology Education Act provided an appropriation equaling $11,192,548 to school districts, applied technology centers, colleges, and universities for the purpose of improving applied technology education throughout the state. The majority of these funds ($7,533,255) was allocated by formula to eligible recipients contingent upon local plans developed collaboratively with local and regional agencies, organizations, and businesses. Twenty-three percent of the funds was directed to statewide consortia efforts.

Allocations were made within the following categories: Leadership and Development ($853,769), Sex Equity ($326,441), Single Parent/Displaced Homemaker/Single Pregnant Women ($728,215), Corrections ($100,443), Formula ($7,533,255), Tech Prep ($1,148,208), and State Administration ($502,217). These federal applied technology funds are a vital impetus for systemic change. Many improvements would not have occurred without this funding source.*(See Chart #16.)*

Chart #16

CARL D. PERKINS ALLOCATION PERCENTAGES, FY 1996



GENDER EQUITY

Twenty-five 1995-96 Sex Equity proposals were granted to 16 school districts and one applied technology center. Additionally, four colleges/universities received funds for each to operate a Gender Equity Technical Assistance Center (GETAC) to provide equity training throughout the state. Efforts concentrated on providing three levels of training:

Level 1—Equity Awareness and Training,

Level 2—Equity Training, and

Level 3—Strengthening Equity Networks.

Strengthening networks received more emphasis throughout 1995-96. Networks were involved in implementing the 12 MECCA (Making Equity Count for Classroom Achievement) modules. Eighty-one MECCA teacher leaders were trained throughout the state, and these leaders, in turn, provided training to over 18,000 administrators, teachers, students, counselors, and parents.

TURNING POINT PROGRAM

Funded through the Utah Displaced Homemaker Act and the Carl D. Perkins Vocational and Applied Technology Education Act, the Turning Point Program is continuing to serve displaced homemakers, single parents, and single pregnant women in each of Utah's nine geographical regions. These centers are located in applied technology centers, community colleges, and universities and assist persons in developing marketable skills and attaining self-sufficiency.

Six of the nine regions have established satellite sites to provide services to clients. During 1995-96, over 7,500 persons received services which included: personal advisement, SEOP (Student Education Occupation Plan) development, career guidance, personal assistance, assessment, tuition/fees, books/supplies/tools, job-seeking skills, transportation, dependent care, and medical assistance. Over 1,100 individuals were placed into career-specific programs, and 888 of these students became employed.

SCHOOL-TO-CAREERS

School-to-Careers (STC) is a revolutionary new approach to educating Utah's students that will broaden educational, career, and economic opportunities for all youth as well as adult education students. With the support of parents, teachers, counselors, and business and industry representatives, students experience a continuum of STC activities as they move through the system:

- Career awareness (field trips, guest speakers, career fairs) at the elementary level.
- Career exploration (Technology-Life-Careers, job shadowing, integrated curriculum) at the junior high level.
- Career preparation (internships, apprenticeships, guidance) at the high school level.
- Application (career paths, transition to future training, retraining) at the postsecondary level.

A major task of STC is to organize and coordinate the positive components that already exist. This will result in a more effective relationship between the classroom and the workplace, applied and academic learning, and high school and postsecondary education. Developmental teams are taking form at the USOE to complete this work.

Utah is just beginning its second year of STC implementation with nine regional STC partnerships. Each region has selected its first and second year educational cone sites which are defined as the system of schools feeding into and out of a high school. Twenty-five cones started last year and that number is expected to double in 1996-97.

Some new partnerships will develop and others will expand within the educational community as Adult Education, Students at Risk, Applied Technology, Curriculum, Gender Equity, Assessment, Vocational Rehabilitation, and Strategic Planning programs begin teaming together to provide all students with an academically sound and career-relevant education.

"Nothing is more critical than securing a future for our children in which they can compete and succeed in a global economy and cope with the challenges of modern life.

The founders of our state inspired Utahns to make education a top priority. Brigham Young once said, 'I will not say, as do many, that the more I learn, the more I am satisfied that I know nothing; for the more I learn, the more I discern an eternity of knowledge to improve upon.'

When Elaine and I moved back to Utah 35 years ago, we knew Utah had dedicated teachers and enthusiastic community support for its schools. We were confident that our children would get an excellent education, and we know Utah has made the same commitment to our grandchildren.

I commend Utah's educators, school board members, and administrators for maintaining a solid tradition of academic excellence. Utah's children will be among America's most capable leaders in the 21st century."

Orrin G. Hatch
United States Senator

5. CORE CURRICULUM INSERVICE UPDATE

CORE CURRICULUM SUPPORT

In 1995-96, Utah held 500 workshops, conferences, and hands-on sessions to assist 10,500 teachers with integrating new technologies into their classroom instruction, integrating subject matter across the curriculum, and improving their skills as learning facilitators. A growing number of parents and school administrators also became actively involved in training during the year. *(See Chart #17a and #17b.)*

READING/LANGUAGE ARTS

In 1995-96, 3,823 Utah teachers received reading/language arts inservice in a variety of delivery formats. At several elementary and secondary school sites, teachers experimented with new presentation ideas and met several times thereafter to refine their strategies. Other formats included demonstration teaching with an accompanying seminar, half-day Saturday workshops, a cycle of 12 days of inservice spread across the school year, one-day and two-day conferences, and a one-week language arts conference in August.

Workshop topics included linking assessment with instruction, managing time and space for optimum language learning, setting up a guided reading program in the primary grades, strengthening reading instruction in secondary settings, incorporating technology in language arts instruction, involving parents in home reading programs, assessing writing, and developing a schoolwide reading/language arts philosophy. A new Reading/Elementary Language Arts Core Curriculum for Grades K-6, with a balanced approach to reading, writing, and oral language learning, was introduced.

FINE ARTS

Last year, 455,181 teachers and students in schools across the state received performances, workshops, and instructional resources developed by the

Chart #17a

UTAH STATE OFFICE OF EDUCATION CORE CURRICULUM SUPPORT ACTIVITIES, 1995-96

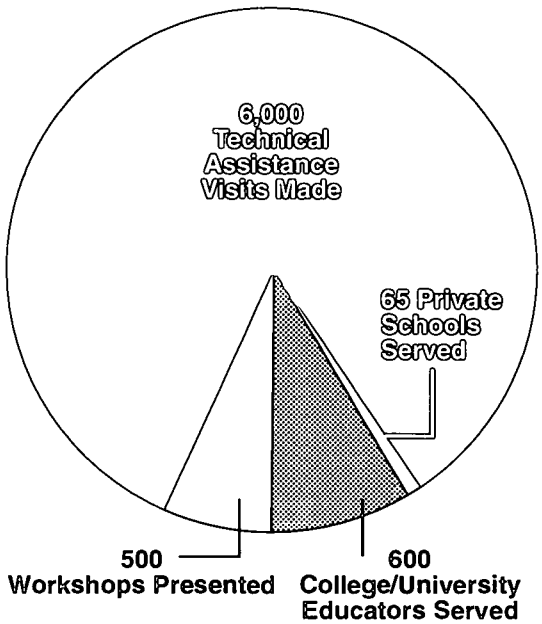
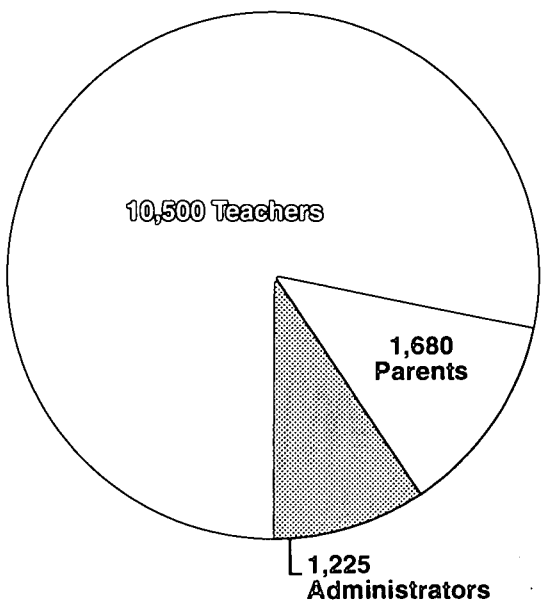


Chart #17b

RECEIVED TRAINING OR RETRAINING IN ALL 40 DISTRICTS



Utah Shakespearean Festival, Sundance Children's Theater, Braithwaite Museum, Young Audiences, and Utah Festival Opera, in addition to those continuously provided by the Utah Opera, Ballet West, Utah Symphony, Springville Art Museum, Repertory Dance Theater, Children's Dance Theater, and Ririe Woodbury Dance Company.

Through local, district, regional, and statewide inservice events, 4,060 teachers received training in arts pedagogy. At the State Arts Networking Conferences held in December and March in Ogden, teachers, educators, artists, parents, and administrators received models of what effective assessment looks like in art, music, dance, and theater. "Rodeo: Proud Loneliness and Restless Boundaries," the second state summer arts retreat, brought teams of elementary educators together for two weeks at Snow College to study ways to teach each of the fine arts and integrate them across the curriculum.

SOCIAL STUDIES

Revision and field testing of the Secondary Social Studies Core Curriculum took place in 1995-96, and preliminary scope, sequence, and philosophy for the elementary revision were formulated. The state cosponsored many Centennial activities, programs, events, and materials including Utah Studies, a series of 20 lessons; 90,000 Student Utah Centennial Passports; and a wide variety of inservice workshops with Utah Centennial groups. In cooperation with the United Kingdom/Utah Coordinating Committee, an extensive curriculum for high schools was developed and disseminated in celebration of the UK/Utah Festival. Greater partnerships in social studies were built and developed, and training in curriculum integration and using technology was emphasized.

MATHEMATICS

1995-96 was the second year of implementation for the new Secondary Mathematics Core Curriculum. Criterion-referenced tests for seventh grade math, prealgebra, elementary algebra, intermediate algebra, and geometry were developed and piloted and will be given next year. More than 2,800 teachers received training. High school, junior high, and middle school teachers learned how to implement the new Secondary Mathematics Core and use technology and manipulatives effectively in their classrooms. Elementary and middle school teachers focused on the concepts in the Core for Grades K-6 and on areas identified in elementary end-of-level tests. All teachers participating in inservice activities will become trainers of trainers and train others in their schools and districts. This training is beginning to produce significant increases in standardized math test scores in Grades K-12.

SCIENCE

Widespread implementation of the Secondary Science Core Curriculum began in 1995-96 with inservice for teachers in the new courses for Grades 7-9. Elementary science criterion-referenced tests were completed, and implementation was begun. Five districts participated on the test development steering committee. Assessment training for elementary science teachers will extend over the next six years with teachers being trained to train others. Development of the secondary science criterion-referenced tests began in summer 1996. An additional 34 teachers were trained in assessment.

The elementary science inservice program, "Hands-on Minds-on Science," began last summer with the training of 95 district facilitators who will provide grade-level specific instruction and professional development to Grade 5-6 teachers in their districts. An estimated 1,200 teachers will be involved. An additional 450 teachers were trained in the elementary science program, "Science and Children," bringing the total trained to 3,500 teachers.

In summer 1996, 450 secondary teachers took university courses in integrated science, earth systems science, invertebrate zoology, field ecology, PRISMS physics, weather and meteorology, astronomy, science writing, and science performance assessment. Five-hundred attended workshops in calculator-based laboratory lessons, inquiry-based learning, and the National Science Education Standards.

FOREIGN LANGUAGES

In June 1996, 12 classroom teachers prepared a draft of the Utah Foreign Language Standards to replace the 1985 Foreign Language Mastery Curriculum. This draft will be reviewed by foreign language teachers as well as curriculum directors and USOE specialists prior to presentation to the State Board of Education.

American Sign Language (ASL) is now an option for foreign language credit in Utah schools and universities, but the process of earning an endorsement to teach ASL in secondary schools has not yet been completed. Consequently, high school offerings in first- and second-year ASL vary widely and contribute to difficulties in placing ASL students in higher education classes.

LIBRARY MEDIA EDUCATION

In spring 1996, over 100 people including 15 school teams, two district-level observation teams, and USOE curriculum specialists attended the Moab institute, "Information Literacy Across the Curriculum." "Count on Reading," the Utah initiative for the 1996 national reading promotion program, was launched. Participating Utah high schools number 212, and over 300,320 books have been read. The Information Literacy/Library Media Core Curriculum for secondary schools was field tested in five integrated settings and approved by the State Board of Education.

Field testing for a full-text periodical index and an encyclopedia, eventually to be accessed via the world wide web, took place in late winter and spring 1996. All secondary schools were eligible to field test the index; those without Internet access used CD-ROM versions. Selected teams came to the USOE for a two-day training session on using the encyclopedia in curriculum planning and teaching.

One hundred and twenty educators registered for 11 regional training sessions for library media applications on the Internet. Sessions were offered on three levels: basics for library media teachers, paraprofessional training, and advanced library media home page design. Approximately 100 educators attended the 1995-96 Library Media Speaker Series featuring presentations on school library public relations and library media teachers as change agents in curriculum reform.

The traveling library media technology model served in six districts. The purpose of this four-computer workstation model is to demonstrate the potential of electronically delivered library reference materials. In order to qualify, schools must commit to integrating the use of the model into classroom curriculum. A presentation was made at the 1996 American Library Association conference on rubrics for measuring the effectiveness of information literacy curriculum.

HEALTHY LIFESTYLES

Sixty-two teachers, administrators, and counselors from 14 districts took part in the 1996 Healthy Lifestyles Camp in Park City. Participants were trained in effective teaching strategies for motor skill development, infusing physical activity throughout the curriculum, coeducational settings, prevention of substance abuse, nutrition, healthy life skills, refusal skills, and promoting resiliency.

Results of the FIT KIDS UTAH pilot program in nine elementary schools were very positive. Structured physical activity time for students increased 70 percent, and 75 percent of the school employees participated in some health-enhancing activity throughout the year. Parents and the communities were actively involved in promoting health at their school sites through health fairs, community fitness programs, field days, and appropriate food service programs.

Over 23,000 students from 39 elementary schools throughout the state participated in Fitness Fantastics assemblies, and 40,000 students and staff took part in the Governor's Golden Sneakers Program. Ninety-five teachers representing 24 districts were trained to implement the strategies in the High School Human Sexuality Resource File. Fifty-two teachers learned how to instruct out-of-school youth regarding health issues and HIV prevention.

CHARACTER EDUCATION

Utah's four-year, $1 million Character Education Partnership grant from the U.S. Department of Educa-

tion is now in its second year of implementation. Four districts created community partnerships, received training, and are currently becoming trainers to take the model statewide. A handbook documenting lessons learned is taking form, and an Internet project with other states receiving character education funds is on line.

The Utah Legislature appropriated $550,000 for character education integration in the curriculum, and 14 school districts were awarded funds to implement their plans. A collaboration with the Governor's Office and the Governor's Commission on Centennial Values resulted in statewide distribution of the booklet, "What's the Value of Teaching Values? A Discussion Guide for Parents and Educators."

During spring and summer, a total of 254 teachers, counselors, administrators, community members, higher education representatives, and others studied character education curriculum and related community issues. Fourteen districts were approved for funding for character education pilot projects. Training included integration theory, character education concepts, Quest, Aegis, Community of Caring, Seven Habits of Highly Effective People, and Chill Skills and Drills.

INTERNATIONAL EDUCATION

Utah welcomed 320 foreign exchange students in 1995-96. The J-1 visa designation enables these students, who are funded with a weighted pupil unit, to live with an American family for up to 11 months in order to have a cultural and educational experience. Fifty percent of the visiting students were German, Brazilian, or Japanese.

Thirty-five Utah teachers earned six graduate credits by studying about China through a University of Utah continuing education seminar, and 22 of them visited China in June. An additional 45 teachers took part in Choices: China, part of the National Diffusion Network, a victim of FY1997 Congressional budget cuts.

Federal funding for Title VI Innovative Educational Program Strategies, part of the Improving America's Schools Act, continues to decrease. Although the impact of the 20 percent FY1996 cut was absorbed by the USOE, both the State Office and the 40 districts face a further 21 percent cut for FY1997.

THE ELECTRONIC HIGH SCHOOL

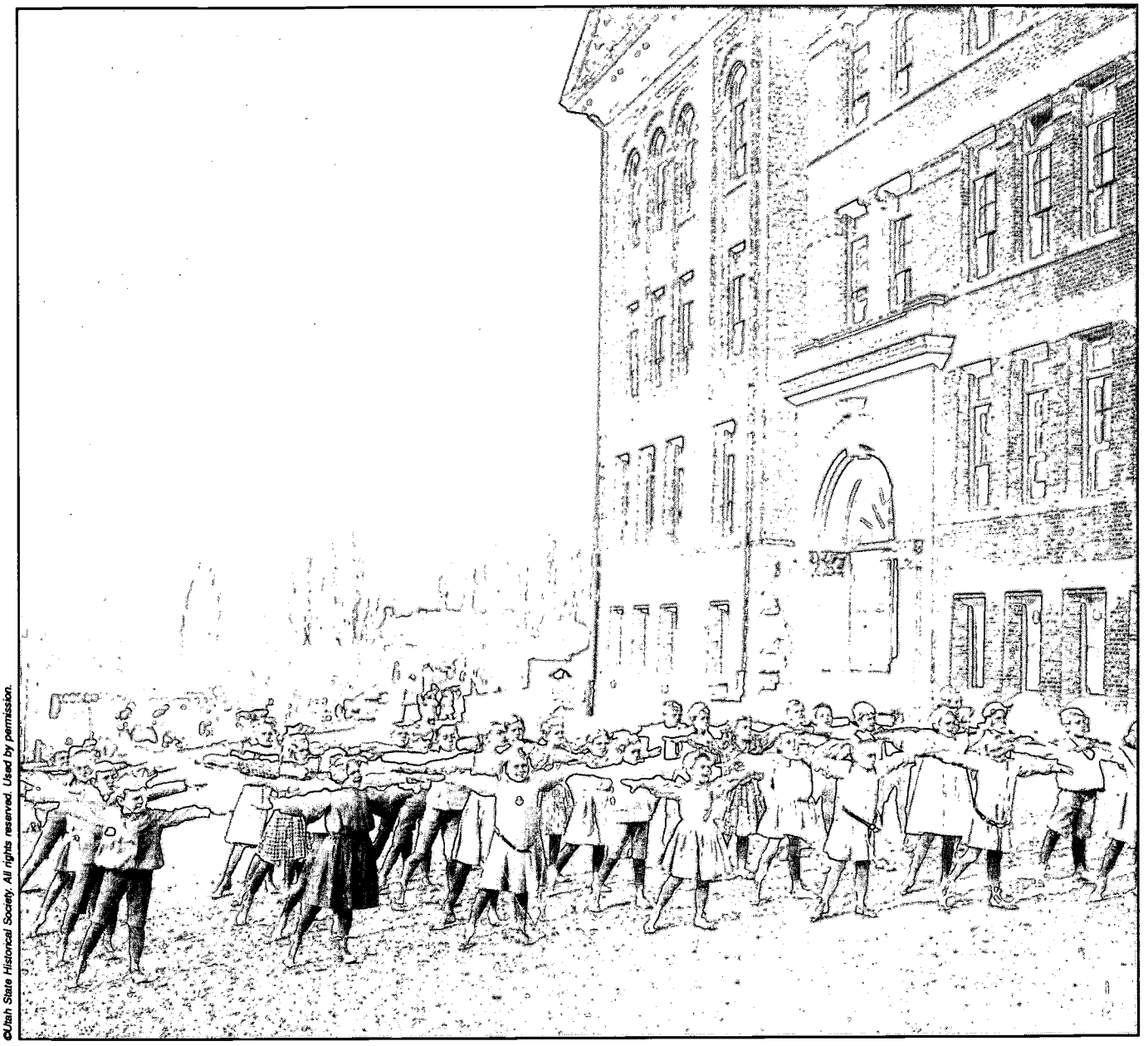
Utah's Centennial High School can now offer 590 courses electronically to the vast majority of students in the state. Most students who are served are students who have failed a class and need to make up credit, who wish to take a class not offered at their high school, who have elected to learn at home, or who are highly motivated and wish to graduate early. In 1995-96, over 7,000 credits were earned electronically, which equates to roughly $2 million in educational services.

INTEGRATED CURRICULUM

Integrated curriculum is helping teachers to make learning more relevant for students. It is the central focus for School-to-Careers as students work on projects that replicate career work in the real world. In 1995-96, teachers in 11 elementary schools were trained in integrated curriculum and will be training their counterparts in 110 other schools. Secondary schools have worked on a library media integration model as well as an ecological/futures/global model to facilitate teachers working together. Many schools, both elementary and secondary, have been trained using a state-developed model of integration.

EARLY CHILDHOOD EDUCATION

The USOE Curriculum and At Risk Students Sections have collaborated together to create an Early Childhood-Ready to Learn proposal. This proposal involves seven components: using effective instruction within developmentally appropriate contexts and practices, developing social competence, promoting emergent literacy and reading, providing family services, promoting family involvement, developing a transition model for preschool to kindergarten, and creating a network for agencies involved with children. This proposal has been submitted as a building block request to the 1997 Legislature.



Lafayette School

Molen School, 1907

TECHNOLOGY

The steady march of technology has been a consistent challenge to educators for hundreds of years.

In 1703, a teachers conference lamented that "students today can't prepare bark to calculate their problems. They depend on their slates, which are more expensive. What will they do when the slate is dropped and it breaks? They will be unable to write."

By 1907, according to a report of the National Association of Teachers, there was a new complaint: "Students today depend on paper too much. They don't know how to write on a slate without getting chalk dust all over themselves. They can't clean a slate properly. What will they do when they run out of paper? Students today depend too much upon ink. They don't know how to use a pen knife to sharpen a pencil. Pen and ink will never replace the pencil."

Again in 1920, the Rural American Teacher reported a growing concern that "students today depend on store-bought ink. They don't know how to make their own. When they run out of ink, they will be unable to write words or ciphers until their next trip to the settlement. This is a sad commentary on modern education."

Expensive fountain pens were targeted for criticism in the PTA Gazette in 1941. "[Students] can no longer write with a straight pen and nib. We parents must not allow them to wallow in such luxury to the detriment of learning how to cope in the real business world, which is not so extravagant."

Federal teachers in 1950 were convinced that "ballpoint pens will be the ruin of education in our country. Students use these devices and then throw them away. The American values of thrift and frugality are being discarded. Business and banks will never allow such expensive luxuries."

Even in 1992, some educators were concerned that "students today depend too much on hand-held calculators."

Thomas A. Edison was convinced that his inventions would revolutionize education forever, and even Utah inventor Philo T. Farnsworth believed that his innovation, television, would be the ultimate tool for education.

Through each succeeding wave of technological advance, schools have been challenged to inculcate new science and new devices into the school curriculum. As soon as their value to business and the enhancement of human life have been proved, it has become logical to add them to the training of young people.

With the industrial revolution of the 1800s and early 1900s and through succeeding booms in space science and electronic development, the challenge has multiplied. Utah educators have been faced with a rapid succession of new technologies, especially since the advent of the computer. They have been asked to respond to the challenges of how to get new technologies into classrooms, how to train teachers, and how to make learning for students germane to the real world.

Unlike businesses, which can temporarily stop production long enough to re-fit and re-train to accommodate new technologies, schools have been called on to adopt them while maintaining full stride.

The 1990s, even while Utah was preparing to celebrate its Centennial, were a period of intense concentration on technology when the state espoused the computer and related technologies as an essential part of the curriculum for all students.

As the Centennial celebration got into full swing in 1996, every Utah school child had access to a school computer, some more and some less. Efforts were continuing to update and absorb additional technologies as they evolved. A year into the second century, it was anticipated that every

secondary student would have a school link to worldwide Internet resources, vastly expanding their ability to access information.

Governors in the computer era, backed by the Utah Legislature, made school technology a priority. In 1990, an ambitious Educational Technology Initiative was started. By the Centennial year, $76.6 million in one-time funding had been appropriated with an additional $10.9 million in line items specific to technology in the schools. Many Utah school districts were more than meeting their required matches of local money to enhance the technology initiative.

The problem of keeping Utah schoolrooms current with burgeoning technology will assuredly continue well into the second century of statehood. Obsolescence will remain a problem and pose funding challenges as innovators constantly improve and update equipment. Teacher training is likely always to lag somewhat behind forward moves.

But in today's space-age world, schools will respond to new demands, just as they did when paper supplanted slates and store-bought ink disappeared forever.

"In order to be of value, education must prepare young people to adapt to an ever-changing world. The strength of such an endeavor must be rooted in a system of values that speaks to the human need for growth and happiness. We applaud and support our educational system in its efforts to meet these goals as we approach the new century."

Rt. Rev. Carolyn Tanner Irish
Bishop of the Episcopal Diocese
of Utah

6. 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 1995-96 to empower students to become productive members of our technology-oriented society. ETI's governance was moved under the direction of the Utah Education Network Steering Committee, and the project office was formally made a part of the USOE. Utah continues to act as a leader nationally in the implementation of technology in public schools K-12.

UTAHLINK

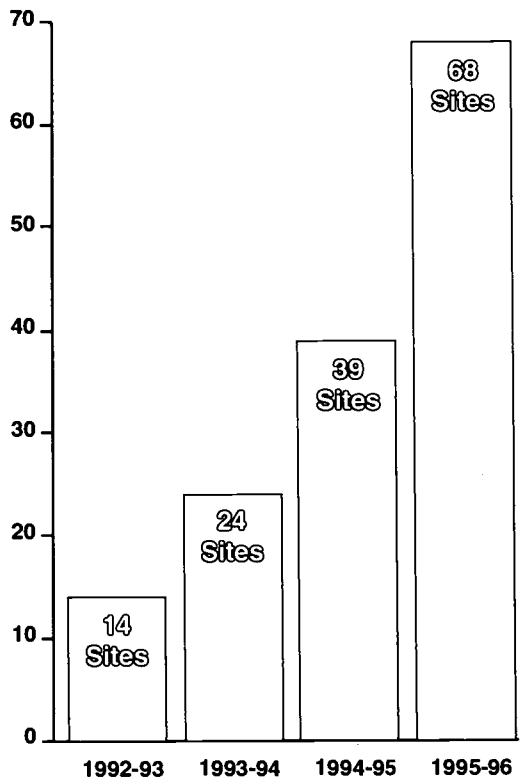
UtahLink is part of the statewide area network providing educational on-line services to colleges, universities, applied technology centers, and public schools. Users receive a menu of electronic materials and resources. UtahLink is a coordinated effort of public and higher education facilitated by the Utah Education Network. Legislative funding provides for all secondary schools to be linked during the 1996-97 school year. Districts are required to connect their elementary schools as their contribution to this partnership. Most districts will complete this within the next two years. Much excitement has been generated in Utah schools as students and teachers connect to the Information Highway.

STATEWIDE DISTANCE LEARNING SERVICES

EDNET is a completely interactive audio/video network. With legislative support, Governor Leavitt's vision of electronic classrooms is here. Eighty-eight interactive EDNET sites are now operating in high schools, area technology centers, district offices, and

Chart #18

GROWTH IN EDNET PUBLIC EDUCATION SITES, 1992-1996

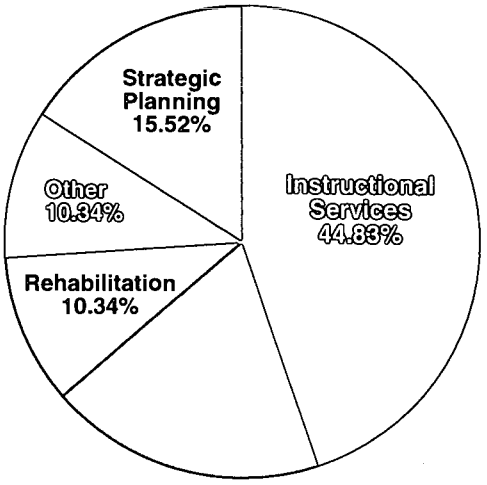


special schools. Under the guidance of the USOE in partnership with the Utah Education Network, 86 different high school and concurrent enrollment courses were offered electronically in 1995-96. They served 1,346 students statewide, many of whom could not have received the courses in any other way. EDNET also offered 28 undergraduate and post-graduate classes to 1,000 teachers.

In addition, the USOE sponsored the development of a comprehensive faculty training manual and inservice training curriculum now being used to train public educators in the use of EDNET technology to deliver instruction. In 1995-96, 315 teachers completed this training. A newly-formed EDNET programming committee, co-chaired by USOE staff, is currently developing quality assurance standards which will be used to develop and approve future EDNET courses for public education. *(See Chart #18.)*

Chart #19

EDNET USE, 1995-96

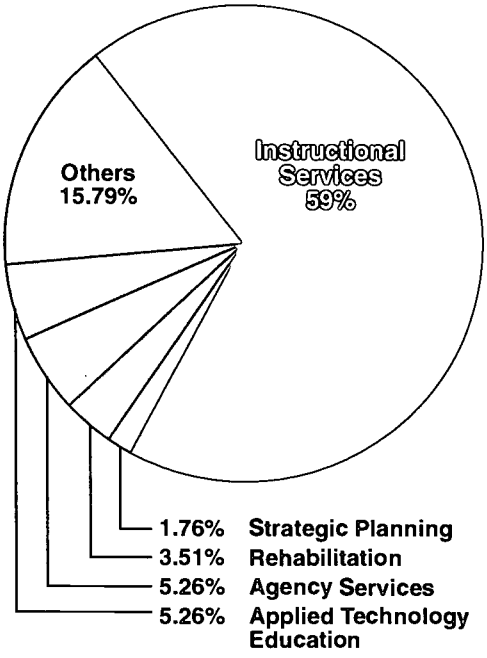


USOE DISTANCE LEARNING

Administration and staff of the USOE, like those they serve in public schools, are using technology to deliver educational services whenever possible, thereby saving nearly 70 percent of the travel related costs traditionally associated with delivering services over an entire state. In FY1996, 58 separate EDNET workshops and teleconferences were hosted from the USOE studio (206 hours of programming) serving all 40 school districts in Utah. Drawing upon expertise from leaders and peers on critical educational issues at the national level, USOE administration and staff participated in 57 separate national satellite teleconferences (114 hours of programming) saving out-of-state travel costs. *(See Charts #19 and #20.)*

Chart #20

SATELLITE USE, 1994-95



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 fourth through sixth graders in science and mathematics. Thirty-eight Utah districts and 217 schools participated in 1995-96. 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 USOE also provides video duplication services year-round for in-school use.

INTERNET TRAINING

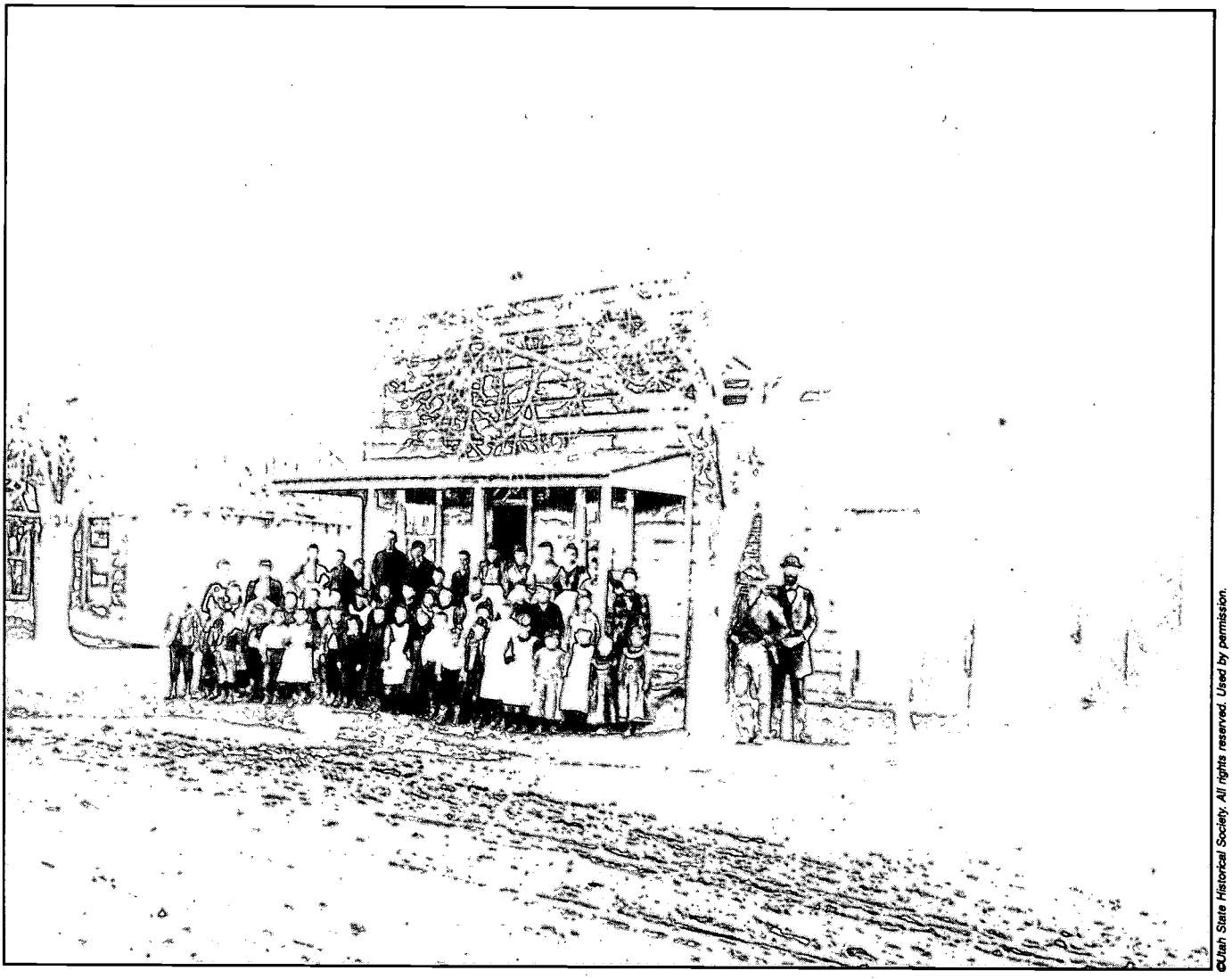
In cooperation with UtahLink, a number of Internet trainings and presentations have been held throughout the state for students, staff, administrators, and parents. Various World Wide Web pages have been developed to support students and staff and to publish important documents such as the Core Curriculum, Life Skills document, and a searchable lesson plan database.

In addition, four types of content specific Internet workshops have been developed to train teachers to utilize the Internet for classroom and curriculum needs. They are Internet academies featuring basic Internet navigation, two-day content specific trainings, Teachers @ Work curriculum integration workshops, and global community workshops.

DISTRICT COMPUTER SERVICES

The new PC microsystem now offers a full range of services including financial services, tools, and reporting capabilities to assist school boards, district office staff, school administrators, and auditors. Comprehensive reporting is available for general ledger, payroll, personnel/human resource management, accounts payable, receipts, warehouse, fixed assets, and textbooks. The system also provides electronic reporting for districts to the Internal Revenue Service, Social Security Administration, State Tax Commission, State Retirement System, and Job Service. Many districts are converting to this system in 1996-97.

The NeTel SchoolNet student administrative software system extends beyond the office and registrar functions to directly benefit teachers. For example, the package allows for gathering of attendance on the teacher's desktop computer using the school's local area network. A gradebook feature allows teachers to record student scores for homework, tests, quizzes, and extra credit and can calculate a final grade for automatic inclusion on the mid-term progress report and term-end report card. Districts with their own computer systems are being phased into the Database Clearinghouse in 1996-97.



Midvale School

SPECIAL EDUCATION

When Utah became a state, its publicly supported mandatory education system was already six years old. But the system had no place for children with special needs. Typically for the times, children with physical, mental, and emotional needs or with particularly severe learning disorders were kept at home or in private institutions, often considered a family's shame and incapable of learning.

Schools for the deaf and blind were established in Ogden in 1896, the year Utah joined the Union. Not until 1933 was the State Training School founded in American Fork to address the needs of mentally impaired Utahns. At their founding, however, these state institutions tended to be viewed as custodial rather than educational. A long, slow change in attitude toward the disabled was necessary before practical educational programs evolved.

For many years, children with less recognizable disabilities, who could not learn under the established educational methods, simply "dropped out" of the system. A gradual recognition of the potential for all disabled children to learn began mid-century.

Before the 1960s, some Utah parents concerned for their mentally disabled children began to band together to secure services. Under the auspices of Social Services, several centers were created in the Salt Lake valley. Families paid tuition and provided transportation. They solicited help from service organizations and community volunteers and housed their programs where they could, most often in inadequate quarters. Few materials were available, and teachers had not been trained to address the special needs of these students. They did not know how to evaluate children, how to plan effective programs for individual students, or how to gauge their progress. But it was a start.

The Utah Legislature provided the first financial support for special education in 1959 with a $50,000 appropriation to Social Services for day care centers for handicapped children. In July of that year, Elwood Pace was appointed the first director of special education in the State Office of Education. A pilot project was initiated in five centers with a total of 134 students. The next year, 258 students were placed in nine centers.

Initally, special education focused on reading remediation, but as learning problems were more closely defined and understood, other disciplines came in for additional attention.

Specialized training for teachers paralleled the growing interest in special education. In the late 1950s, the University of Utah offered summer courses to teachers who desired certification as special educators. Original programs in reading remediation expanded as the knowledge about a broad variety of handicaps rapidly grew. Many of the teachers who began as reading specialists went on to become the state's first special education experts.

As the expertise among educators grew, the demand for services also burgeoned. In the 1956-57 school year, before the Utah Legislature passed House Bill 105 creating the special education program in the State Office of Education, an estimated 3,210 students were being served. By the 1969-70 school year, the total was 22,909 and by 1984, 40,115 disabled students were involved in the public school system. By the mid-90s, approximately 55,000 — one in ten of all Utah children of school age — were in special programs specifically designed to meet their individual needs.

The issue of special education also was being raised at a national level in the 1960s. In 1971, the Federal Bureau of Education for the Handicapped called for applications for eight grants to set up demonstration programs preceeding a national special education law.

Mr. Pace was in Washington, D.C., attending meetings when the request came for applications. He called back to Florence C. Magleby, Utah's special education specialist for learning disabilities, and asked her to prepare an application. At 3:30 a.m. on the morning before the applications were due in the national capital, she and co-workers finished the mammoth task and she boarded a plane to beat the 4:00 p.m. deadline. In two months, Utah education officials were notified that the state had received one of the eight demonstration center grants. The project helped Utah to be well prepared when federal Public Law 94-142 was passed, mandating a free, appropriate public education for all disabled children.

Methods of delivering services to students with disabilities have continuously evolved as research expanded the knowledge base. Today, 14 categories of disabling conditions have been identified, and sophisticated testing mechanisms identify children early so intervention can begin as soon as possible. Qualified teachers have the support of psychologists, social workers, and speech, occupational, and physical therapists to help them provide necessary services.

The involvement of parents also has grown. A team approach involves the parents, all of the necessary educators, and therapists in planning to meet individual needs. Currently, a philosophical switch dictates "mainstreaming" or including children with disabilities in classrooms with "normal" classmates to whatever extent is possible while still providing specialized services.

State funding for special education has evolved as well from the initial $12,000 per classroom appropriation to a weighted pupil unit (WPU) that provides additional funding for resource programs and special classes. The federal law also is being rewritten with an additional commitment of money expected. Federal funding has never reached the level at first anticipated when the mandate was imposed on the states. Today, approximately one-fifth of Utah's special education budget is provided by federal funds.

Special education advocates testify that the money is well spent as thousands of children each year enter the work force or become socially intergrated, living much-enriched lives as they learn to cope with the special circumstances life gave them. An estimated seven dollars are returned for each dollar invested, they say.

"There is no child now who cannot be served," said Mae Taylor, current Coordinator of the state special education program. "There is zero rejection." As Utah goes into its second century, the needs of an important segment of its population are being met.

"The Parents and Teachers Association (PTA), along with the state of Utah, is celebrating 100 years of commitment to children. Since it began in 1897, the PTA has held that public education is vital to providing ALL children with opportunities to reach their full potential. Whatever their shortcomings, public schools are essential to our democratic form of government. Public schools are where most Americans of all races, creeds, and nationalities come together to learn the meaning of opportunity and equality. During its second century, the PTA will continue to speak out on behalf of children and public education."

Linda M. Parkinson
President, Utah PTA

Cove School

7. SERVICES FOR STUDENTS AT RISK

ACCELERATED STUDENT ACHIEVEMENT PROJECT

The Services for At Risk Students (SARS) Section is 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. *(See Chart #21.)*

SARS is in its third 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.

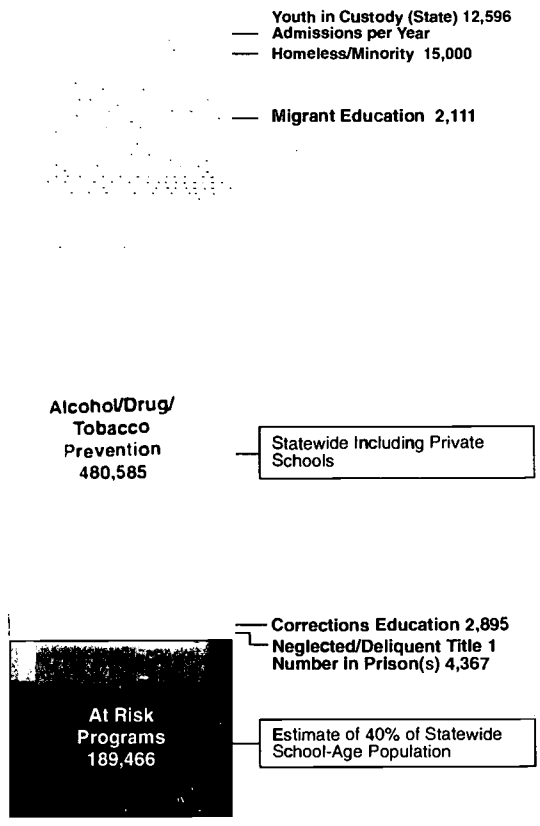
FAMILIES, AGENCIES, AND COMMUNITIES TOGETHER

FACT (Families, Agencies, and Communities Together) is Utah's statewide initiative involving the USOE, Department of Health, Department of Human Services, Administrative Office of the Courts, and Department of Workforce Services. The mission of FACT is to develop and deliver family-centered, community-based, and culturally-appropriate services which improve the health, safety, education, and economic well-being of children in Utah.

The initiative targets persons from prenatal to age 18 and those with disabilities ages 18 through 21 who

Chart #21

STUDENTS SERVED IN AT RISK PROGRAMS FY 1995-96



at times may require appropriate and uniquely designed interventions to achieve literacy, advance through the schools, reach their potential, and participate in society in meaningful ways as competent, productive, caring, and responsible citizens.

FACT projects include a kindergarten through Grade 3 project in 20 school districts, a Grade 4-6 project in two districts, four prenatal-to-age-five pilots, local interagency councils for all Utah counties, and Family Preservation and Support projects across the state. All FACT service delivery components collect data for evaluation of outcomes in the health, safety, economic well-being, and academic domains. A final report will be released in November 1996.

This year, the FACT Council will be receiving collaborative community plans to consider for incentive and implementation support. These plans are intended to be roadmaps for communities as they build integrated child and family service delivery systems which help families support and care for their children. The specific projects under FACT support and enhance the impact of other USOE initiatives such as School-to-Careers and the Public Education Strategic Plan.

GANG PREVENTION AND INTERVENTION

A total of $958,448 was allocated in 1995-96 to allow more schools and districts to participate in projects targeted for gang prevention and intervention for children and youth at risk. Last year, 18 districts 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 1996, 130 trainers received updated information regarding prevention. Continual emphasis is placed on consistent training across the state providing teachers with strong prevention strategies.

Additional ideas regarding violence prevention were introduced to provide teachers with 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 secondary resource materials. The USOE 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 three years, federal funds for the districts implementing these programs have been reduced 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.

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES TEAM TRAINING

The USOE 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 four 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, 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 #22.)*

TITLE I PROGRAM

The Improving America's Schools Act of 1994 went into effect on July 1, 1995, changing Chapter 1 to Title I: Helping Disadvantaged Children Meet High Standards. During this first year of implementation, 257 schools operated Title I programs serving 47,763 students who were in need of supplemental instruction in mathematics, reading, and other language arts. The availability of Title I funding is based on economic criteria. Student participation in supplemental instructional programs is based on academic criteria determined at the local school level.

Each state must adopt a set of challenging content and performance standards that all students are expected to achieve. In Utah, Title I students are expected to achieve high levels of proficiency in the Utah Core Curriculum. Each district and participating school has developed a five-year plan for delivering Title I services with input from parents, teachers, administrators, and other key personnel who serve disadvantaged students.

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

Chart #22

NUMBER OF STUDENTS SERVED IN SPECIAL EDUCATION BY DISABILITY (AGES 0-21), 1995-96

▪ Autism	173
▪ Behavior Disorders	4,849
▪ Deaf and Hard of Hearing	767
▪ Dual Sensory Impairments (Deaf/Blind)	69
▪ Intellectual Disabilities	3,430
▪ Multiple Disabilites	1,406
▪ Orthopedic Impairments	185
▪ Other Health Impairments	631
▪ Specific Learning Disabilities	26,772
▪ Speech/Language Impairment (Communication Disorders)	8,182
▪ Traumatic Brain Injuries	791
▪ Visual Impairments	347
SUBTOTAL (Ages 6-21)	**47,602**
Preschool Noncategorical (Ages 0-5)	4,861
TOTAL (Ages 0-21)	**52,463**

meals and medical and dental clinics are provided as are basic educational courses. Two interstate consortiums are increasing the effectiveness of reading, writing, math, and science instruction for migrant students.

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 I Program is collaborating with Utah's migrant summer school program to provide resources for combined services in seven of the ten districts where migrant students are served. The number of students eligible and enrolled during summer 1996 was 2,669 and the number served was 2,111.

YOUTH IN CUSTODY

Again in 1995-96, 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 60 percent of the students are in the custody of the Division of Child and Family Services for incidents of neglect or abuse, and the remaining 40 percent are in the custody of the Division of Youth Corrections in community placement, detention centers, or secure facilities.

CORRECTIONS EDUCATION

Project Horizon was established in 1992 and has been shown by two independent evaluations to reduce recidivism by as much as 26 percent. It is a comprehensive education and training program designed to give participating offenders the knowledge, skills, and disposition to become productive citizens after their release into the community. The program consists of courses and services focused on assessment, basic literacy skills, cognitive problem solving skills, occupational training and related career skills, job placement, family support, and post-release assistance. Benefits of such recidivism reduction efforts are easy to identify. The annual cost of incarceration for one offender is conservatively estimated at $22,000.

SPECIAL TRANSITION PROGRAM

The Systematic Transition for Utah's Disabled Youth (STUDY) Project is in its fifth and final year. The project worked with 22 school districts to develop community transition councils that plan communitywide programs and services to assist youth with disabilities as they move from school to adult life. Statewide training and technical assistance were offered to families, educators, and adult service providers to assure a seamless transition from one service system to another. The fourth annual Transition Conference was held in April 1996 with 650 participants.

PROGRAMS FOR THE HOMELESS AND DISADVANTAGED MINORITIES

Funding for the Education of Homeless Children and Youth program was reauthorized under the Improving America's Schools Act of 1994. While this legislation continues to guarantee homeless students the same free, appropriate public education as all other students in the state, more emphasis is placed on serving preschool children and providing opportunities for homeless students to meet the same challenging performance standards as all Utah students.

Eight school districts were awarded grants under this law and each school developed a program to meet its own local needs. Programs ranged from making early morning showers available and installing school clothing closets to appointing teacher advocates at each local school and supplying individual tutoring to homeless students who may have fallen behind their classmates due to frequent moves. In 1995-96, state flow-through funding continued to supplement services to homeless and economically disadvantaged minority students and those in need of bilingual education.

HIGHLY IMPACTED SCHOOLS PROGRAM

When the Legislature approved funds for Highly

Impacted Schools, it made a bold investment in the educational future of Utah's most disadvantaged children and youth. A total of $4 million during 1995-96 was shared by 40 schools which have the state's highest rates of English language deficiency, student mobility, single parent families, free lunch eligibility, and ethnic minorities. Each school submitted a proposal outlining its objectives, evaluation methods, and intended expenditures consistent with other reform initiatives. Emphasis was placed on increasing student contact time with qualified educational staff.

The increased student-to-staff contact is allowing Utah's most demographically at risk schools to implement meaningful educational programs designed to meet the individual needs of students. During their first year, the original 40 Highly Impacted Schools hired an additional 106 certified individuals and 48 paraprofessional staff. They are instrumental in providing for students a personalized education designed to increase academic, language, and social performance and to enhance the involvement of parents and the community in their schools.

"As we reflect upon Utah's Centennial Year, the significant role of education in the history of the State is quite apparent. Both public and private endeavors have contributed to the formation of citizens committed to the values of democratic life. For the future, the same willingness to make quality education a priority is essential. The demands of technology, the growing needs of the community, and the complexities of modern life require strength of character enriched by a value-laden educational trust."

The Most Reverend
George Niederauer
Bishop of Salt Lake City

"As a student at Newton Elementary School in Cache Valley, I had a strong feeling of belonging, trust, and security that extended on past my elementary years through junior and senior high school. All of us–students, teachers, and parents – knew each other well. I vividly recall a fifth grade social studies project. We constructed authentic, detailed models of the four school buildings that had stood in town since 1869 and learned how education was conducted in those days. I believe that we remember best those things which we not only see and hear but also experience and shape with our hands.

Teachers need to individualize what they do as much as possible. Every student has unique characteristics and ways of learning. The more a teacher can know about a student's skills, level of progress, strengths, and weaknesses, the more productive that student's learning experience will be. A positive relationship between student and teacher is of critical importance.

Parental involvement and support are crucial to a student's success. Only by knowing the academic strengths and challenges of each of our five children have we been able to advocate for the school situation where each of them could achieve.

As society grows more complex, so does the pressure on schools to address complex social problems. The school my children attend has dozens of classrooms compared to the three at Newton Elementary where I went. But the teacher is still at the heart of it all. The teacher can inspire, delight, and nurture. The teacher's insight, skills, and determination are what make the greatest difference in reaching the student."

Jacalyn S. Leavitt
First Lady, State of Utah

TEACHERS

Education has always had two vital components: student and teacher. Throughout its history, Utah has always had plenty of the former but not always enough of the latter.

In the early days of the territory, qualified teachers often were in scant supply. Many pioneer communities turned the job over to the person with the time and the inclination to teach its children, using whatever materials came to hand.

Even with the creation of a free public school system in 1890, the territory still struggled to place a trained teacher in every classroom. Territorial Superintendent L. John Nuttall reported in that year that half of the system's teachers still were uncertified.

"The supply of generally efficient teachers is not equal to the demand," he reported to the legislature. "The best talent available is employed."

Six years later, the year Utah was accepted into the Union, Nuttall's successor, John R. Park, again reported that "the supply of generally efficient teachers is not equal to the demand. The best talent available is employed." He told the legislature that the institution of a "known and permanent source of school revenues will do much to improve the services."

In visiting the annual teacher institutes held to help upgrade the quality of teaching, he commented: "One is most forcibly struck by the youthful appearance of the majority of the teachers present. Many of them appear to be not over 16 or 17 years of age, though superintendents and trustees assert that none under 18 years are employed (as required by new laws governing education). Employing these children to teach children, especially where they have entire charge of the school, which is often the case, cannot be else than injurious to the cause of education."

Almost from its inception in 1850, the University of Deseret (which became the University of Utah in 1892) offered normal school training for teachers. Examinations were held twice a year, and the would-be teachers were expected to pass a rigorous examination to prove they had a grasp of the materials they would pass on to children.

The following are typical of the examination's many questions. Arithmetic: "If eight persons eat $40 worth of bread in six months, when flour is $7 a barrel and labor is $40 per month, how many dollars' worth will 24 persons eat in eight months when flour is $5 a barrel and labor $50 a month?" History: "Name five Spanish, five French and five English explorers and tell what parts of America each discovered or explored." Physics: "Draw a set of pulleys by means of which 100 pounds will support a weight of 1,000 pounds. A force of 800 dynes acts on a mass for one second and gives it a velocity of 15 c.m. per second. What is the weight of the mass in kilograms?" Botany: "Trace the development of a plant from the seed until the plumule is formed."

The normal school training consisted primarily of amassing a body of knowledge. Pedagogy, or the art of teaching, was available to those who desired to teach at the high school level, Park noted. Over the years, the training requirements improved by degrees to the current professional standards.

Teachers were expected to maintain a high moral standard as well. Stringent rules governed their activities, particularly in relation to the opposite sex. Trustees preferred male teachers, and if forced to settle for females, paid them less. The 1880 U.S. census showed that male teachers earned on average $35 per month, while their female counterparts earned an average $22 per month. If a single woman married, it often spelled the end of her teaching career.

As early as 1852, Salt Lake established its first teacher examination committee. Teachers who

qualified were granted both a certificate and a "voucher of character."

A teacher's duties extended to such things as keeping the wood chopped for the school stove, seeing that children behaved going to and from the schoolhouse, and attempting to take measures to prevent the spread of communicable diseases. They were advised to open the schoolroom windows during each recess to "change the atmosphere" in hopes of containing such diseases as smallpox, diphtheria, and measles.

Equipment and supplies often consisted of what was available in the community. For years, succeeding superintendents complained that textbooks provided for teachers were unsatisfactory. As the territory settled into statehood, annual meetings or institutes were held both for training and to select texts.

Very early in the history of education in Utah, teachers began organizing themselves to gain the strength of numbers. In 1860, Salt Lake area teachers were invited to a "meeting in Mrs. Pratt's 11th Ward schoolroom at early candlelight to establish a society for the promotion of the educational interests of the community."

Out of this meeting, the Deseret School Teachers Association was born, the earliest predecessor of today's Utah Education Association. Utah and Sanpete counties followed suit to be among the first of the local associations.

Over the first decades of organized education, several attempts were made to create "permanent" organizations to give all of the state's teachers a forum for shared concerns. In 1870, the territory's teachers gathered in Salt Lake City to form one such organization. Again in 1872, teachers met with pioneer leader Brigham Young to discuss possible legislation, financing, and other matters of mutual interest.

However, great distances between communities and the challenges of frontier living didn't always allow for continuity. Stops and starts, gaps, and a gradual dwindling of some of the societies marked the early history. But by the turn of the century, teachers were generally well organized locally and at the state level as well. Such pioneer educators as Park and Karl G. Maeser encouraged teachers to find strength in sharing knowledge and concerns.

Group strength allowed teachers to come to agreement on such things as ethical standards, salaries, curriculum, and interrelationships among teachers and administrators.

The evolution of the Utah Education Association paralleled the same movement at the national level. The National Education Association, after many years of less formal relationships, incorporated in June 1906. The Utah association was formally organized as a statewide group in 1910. The Utah teachers hosted the national association at conventions in 1913 and 1920.

As it became entrenched in the state's education picture, the UEA became an effective voice for the interests of teachers and for the betterment of education in general. As the state enters its second century, the organization is one of several strong advocates that interact with education leadership and with the legislature.

"My father and grandmother were public school teachers, and my grandfather was superintendent of schools in Fillmore. Very early in life I learned about the value of education and educators by observing how they lifted and inspired the students in their care. I am proud of having a heritage that is heavily influenced by Utah public school teachers. They are among the finest in the nation. They consistently send out into the world well-educated students who are motivated to appreciate life and make meaningful and lasting contributions to society."

Jon M. Huntsman
Chief Executive Officer
The Huntsman Corporation

HOW TO TEACH:

Among the suggestions for teachers contained in the 1890 Manual for Utah Schools were these:

- ☐ Devote a portion of your time each day to professional study and self-improvement.
- ☐ Keep your patrons informed about the progress and deportment of their children. Do not fail to visit your patrons.
- ☐ Be frank and open in your dealings with your pupils. When you refuse, refuse finally. When you consent, consent cheerfully. Often command, never scold.
- ☐ Prevent unnecessary noise. At your work, be cheerful and hopeful.
- ☐ Do not be sarcastic to your pupils. If irritated, avoid manifesting it. Study the dispositions of your pupils and treat them accordingly. Do not apply such appellations to your pupils as "stupid," "dull," etc. Such conduct on the part of the teacher is ill conceived and wrong.
- ☐ Pay attention to the neatness of the schoolroom, the library, the yards and especially the outbuildings. Decorate your schoolroom. It can be done with little cost.
- ☐ Do not find needless fault with the work of your pupils. More good is attained by praising a good performance than by depreciating a poor one. "Teachers should be what they would have their pupils become."
- ☐ Lighten your class with a pleasant countenance. The teacher who cannot join in a hearty laugh with his scholars lacks one element of power. Your chief business is to MAKE PUPILS THINK, not to think for them; to MAKE THEM TALK, not to talk for them; to DRAW OUT THEIR POWERS, not to display your own.
- ☐ In reading, make every thought and its expression real to the child. Always have a bright picture behind each word or sentence, which the child shall see vividly with his mind's eye.
- ☐ See that proper provision is made by the trustees for a janitor.
- ☐ Observe punctually the hours for opening and closing school. Secure attention promptly at nine and one.
- ☐ Exercise vigilant and watchful care over the conduct and habits of your pupils during the time for relaxation and play, before and after school and during the recesses, both in the school building and on the play grounds. Exercise a general inspection over the conduct of scholars going to and returning from school and exert an influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games and all disrespect to citizens and strangers.
- ☐ Give special attention to the ventilation and temperature of your schoolrooms. At each recess the windows and doors should be opened for the purpose of changing the atmosphere of the room.
- ☐ Give some attention to the personal cleanliness and neatness in dress of your pupils.
- ☐ In all your intercourse with pupils, strive to impress on their minds, both by precepts and example, the great importance of continued efforts for improvement in morals and manners and deportment, as well as in useful learning.
- ☐ Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupils be dull and drowsy and imbibe the notion that they study only to recite.

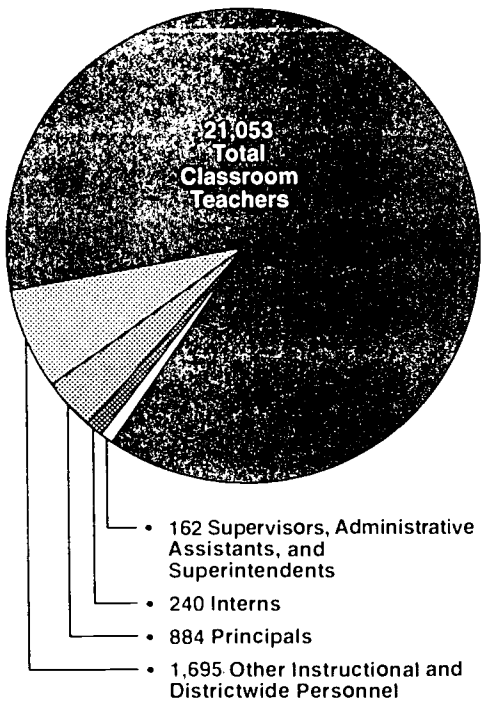
8. PROFESSIONAL PROGRESS FOR TEACHERS

TEACHER PERSONNEL STATUS

In 1995-96, a total of 24,034 professional educators were employed in the Utah public school system, over 600 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 #23 and #24.)*

Chart #23

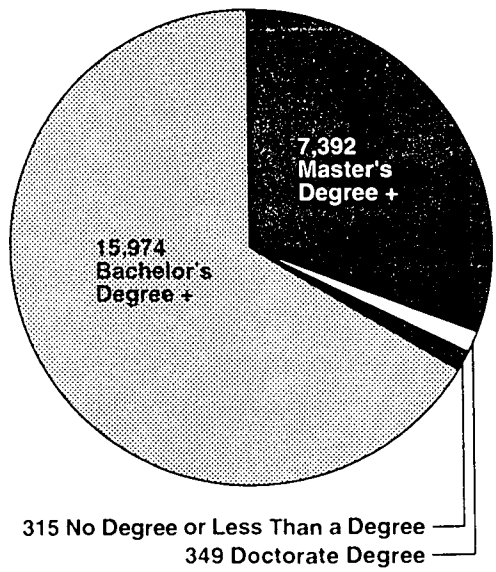
NUMBER OF PROFESSIONAL PERSONNEL IN UTAH PUBLIC SCHOOLS, 1995-96



Total All Professional Personnel = 24,034

Chart #24

NUMBER OF PROFESSIONAL PERSONNEL BY COLLEGE CREDIT, 1995-96



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 1995-96, 309 endorsements were earned through demonstrated competency, 101 of them in math or science. *(See Chart #25.)*

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 two years of supervised teaching to earn standard certification. Since 1991, 408 of the 497 persons who applied for APT have been accepted. Currently, 40 individuals have been hired and are working to earn the standard certificate. Approximately 150 are seeking employment.

ROBERT C. BYRD SCHOLARSHIPS

The Robert C. Byrd Honors Scholarships are distributed among Utah's three congressional districts. For 1996-97, 260 (71 new and 189 continuing) scholarships were awarded with approximately 83 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 3.9; the range was from 3.5 to 4.0.

PROFESSIONAL PRACTICES ADVISORY COMMISSION

During 1995-96, the Utah Professional Practices Advisory Commission (UPPAC), which monitors and enforces standards of appropriate professional conduct among educators, acted on 30 cases of unprofessional and unethical conduct. Among these cases, 9 resulted

Chart #25

DEMONSTRATED COMPETENCY ENDORSEMENTS GRANTED TO UTAH TEACHERS, 1995-96

Art	7
Computer Literacy	7
Computer Science	5
Driver Ed. and Safety	34
Driver's License Examiner	38
English	16
Foreign Language	41
Health, P.E., Dance	32
Journalism	0
Library Media	0
Math	52
Music	3
Reading	9
Science	49
Social Studies	14
Speech/Drama	2
Total	**309**

in the revocation of teaching certificates, 12 involved sexual misconduct, and 3 were drug related.

Among the 90 preservice candidates and other individuals with criminal backgrounds whose cases were reviewed during the year, 86 persons were approved for certification, and 4 were denied certification or are awaiting UPPAC action. Commission members received inservice training from experts on sexual harassment, child abuse, polygraph examination procedures, and medical licensing procedures.

The Policy on Suspension and Revocation of Certificates and Standards of Professional Competence for Utah Educators was revised and updated. The Standards of Professional Competence for Utah Educators and Standards of Ethical Conduct for Utah Educators are sent to all educators at the time of certification.

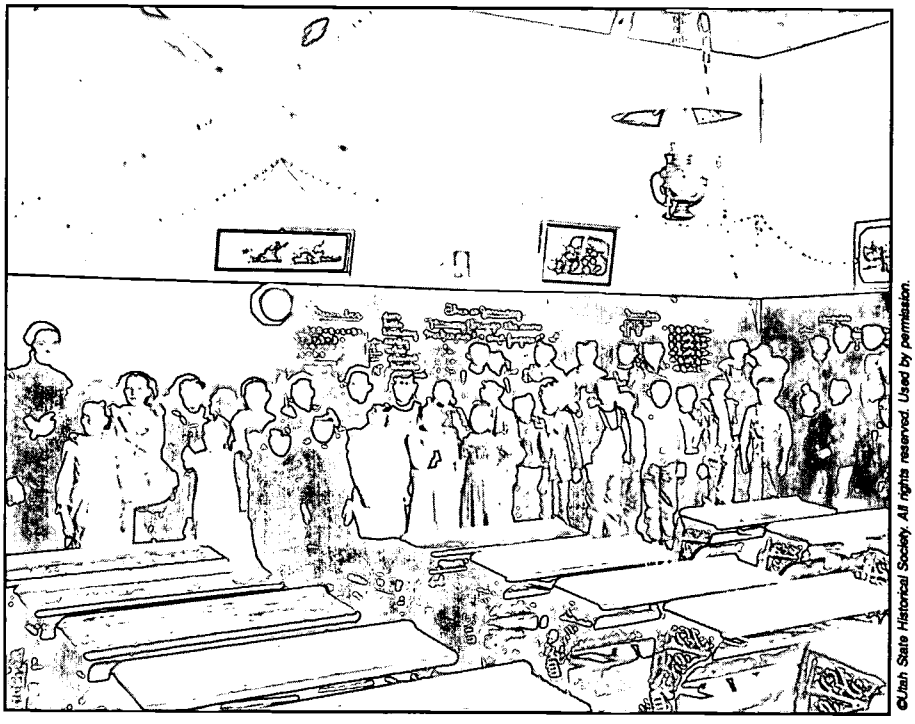
UTAH PRINCIPALS ACADEMY

The Principals Academy provides a year-long curriculum for the leadership, growth, and renewal of principals. Thirty-six Academy fellows are currently participating to increase their capacity to lead, to initiate, and to facilitate school improvement and attending seminars to improve their communication skills and tools for school collaboration.

The Principals Academy continues to participate with UCEL (Utah Consortium of Educational Leaders) and collaborates with the three university educational leadership departments to provide training for mentor principals with administrative interns in their schools.

UTAH STAFF DEVELOPMENT COUNCIL

During 1995-96, the Utah Staff Development Council (USDC) at the USOE continued to assist 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.



Midvale School

9. SCHOOL FINANCE AND STATISTICS

PER PUPIL EXPENDITURES

Current expenditures per pupil in fall enrollment terms reached an estimated $3,600 for the 1995-96 school year. This figure is 64 percent of the U.S. average of $5,600 and again ranks Utah 51st nationally. An additional $914 million in expenditures would have been required for Utah to reach the national average. Utah's 4.9 percent increase over the previous year was higher than the U.S. average increase of 2.3 percent. At these rates, and if all else remains the same, it will take Utah 20 years to reach the national average in current per pupil expenditures. *(See Chart #26.)*

Chart #26

PUBLIC EDUCATION EXPENDITURES PER PUPIL IN FALL ENROLLMENT, 1990-96

Year	Utah	Rank	National
1990-91	$2,817	51	$4,839
1991-92	$2,889	51	$5,026
1992-93	$3,019	51	$5,149
1993-94	$3,261	51	$5,291
1994-95	$3,432	51	$5,472
1995-96	$3,600	51	$5,600*

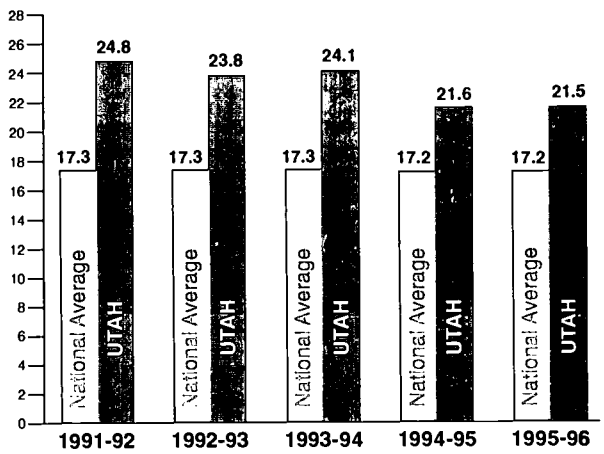
**Estimate*
Source: Utah State Office of Education and "Ranking of the States," National Education Association

PUPILS PER TEACHER

In the 1995-96 school year, Utah's average class size in fall enrollment terms was the second highest in the nation. Only California's average class size was larger. The estimated figure of 21.5 pupils per teacher was slightly lower than the previous year's figure of 21.6. The national figure of 17.2 has varied little since 1990. Utah's average class size has fallen from 25.6 since then. *(See Chart #27.)*

Chart #27

PUPILS PER TEACHER IN FALL ENROLLMENT



Source: Utah State Office of Education and National Education Association, "Rankings of the States"

Utah's 1995 fall enrollment rose by a slight 0.5 percent (2,264) which increased the total number of students to 473,666. This is the lowest percentage increase in at least 20 years. The high of 4.2 percent occurred in 1982. Changing demographics, primarily in the form of declining fertility rates, explain this trend. *(See Chart #28.)*

Chart #28

OCTOBER 1ST ENROLLMENTS BY GRADE 1993-95

Grade	1993 Total	1993-94 Change	1994 Total	1994-95 Change	1995 Total
Kindergarten	33,623	0.4%	33,750	2.7%	34,645
1-3	102,513	0.5%	103,039	0.5%	103,576
4-6	109,585	-2.4%	107,004	-1.5%	105,451
TOTAL 1-6	212,098	-1.0%	210,043	-0.5%	209,027
7-9	112,829	1.1%	114,038	-1.2%	112,724
10-12	99,965	3.7%	103,633	3.2%	106,978
TOTAL 7-12	212,794	2.3%	217,671	0.9%	219,702
Self-Contained Special Education	10,160	-2.2%	9,938	3.6%	10,292
TOTALS	**468,675**	**0.6%**	**471,402**	**0.5%**	**473,666**

Tintic, Park City, and Washington School Districts have experienced annual growth rates in excess of five percent in the past four years. Along the Wasatch Front, all districts grew except Granite, Salt Lake City, and Provo. From 1994 to 1995, the districts with the largest increases in student numbers were Jordan (941), Washington (868), Alpine (749), and Davis (660).

As an enrollment "bubble" continues to move through secondary grades, the state's largest increase occurred in Grades 10-12 (or 3.2 percent). Grades 4-6 lost enrollment again, while kindergarten experienced a 2.7 percent increase of 895 students. Self-contained special education students increased by 354 to 10,292. *(See Charts #29 and #30.)*

Chart #29

STATEWIDE CLASS SIZE, OCTOBER 1995

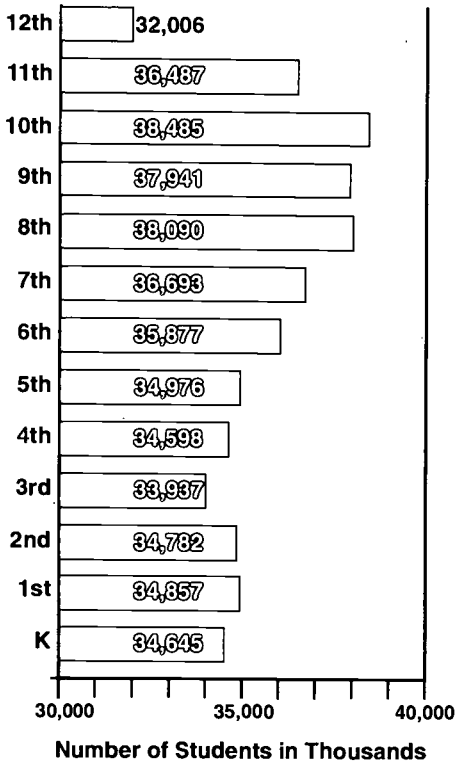


Chart #30

NUMBER OF PUBLIC SCHOOLS

	October		
Schools	**1993**	**1994**	**1995**
Elementary (Grades K-6)	441	444	445
Middle (Grades 4-9)	33	34	34
Junior High (Grades 7-8, 7-9)	83	86	89
Senior High (Grades 10-12)	42	44	48
Jr.-Sr. High (Grades 7-12)	25	25	24
4-Year High (Grades 9-12)	33	33	30
Special	43	46	50
Alternative High	16	21	17
Total	**716**	**733**	**737**

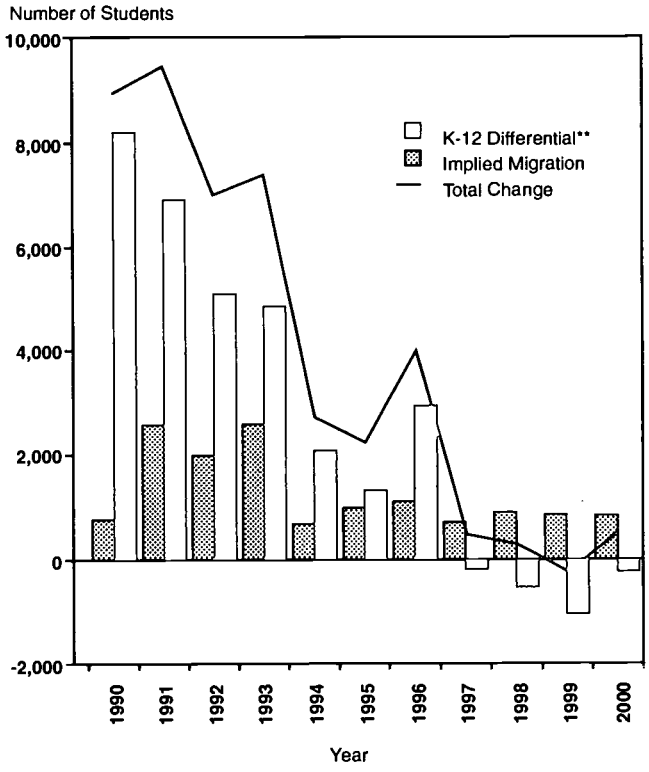
FALL ENROLLMENT PROJECTIONS

Although Utah's total enrollment continues to grow annually, it is doing so at a pace that has been declining since 1991. Growth is expected to continue to be slight, or even negative, until after the turn of the century. This is occurring in spite of in-migration which is spurring annual population growth at over two percent. Population growth has exceeded enrollment growth since 1991 and is projected to do so for another 10 years. At that time, enrollment is projected to increase again. *(See Chart #31.)*

For reasons including long-term enrollment growth accommodation and replacement of aged facilities, districts must build new, permanent facilities. For the 1995-96 school year, four very old school buildings were closed and eight new ones were opened. Alpine, Box Elder, Davis, Iron, Jordan, and Washington Districts added new schools. In addition, many schools across the state underwent various degrees of remodeling or other facility improvements. *(See Chart #32.)*

Chart #31

UTAH'S PUBLIC SCHOOLS COMPONENTS OF CHANGE IN FALL ENROLLMENT, 1990-2000

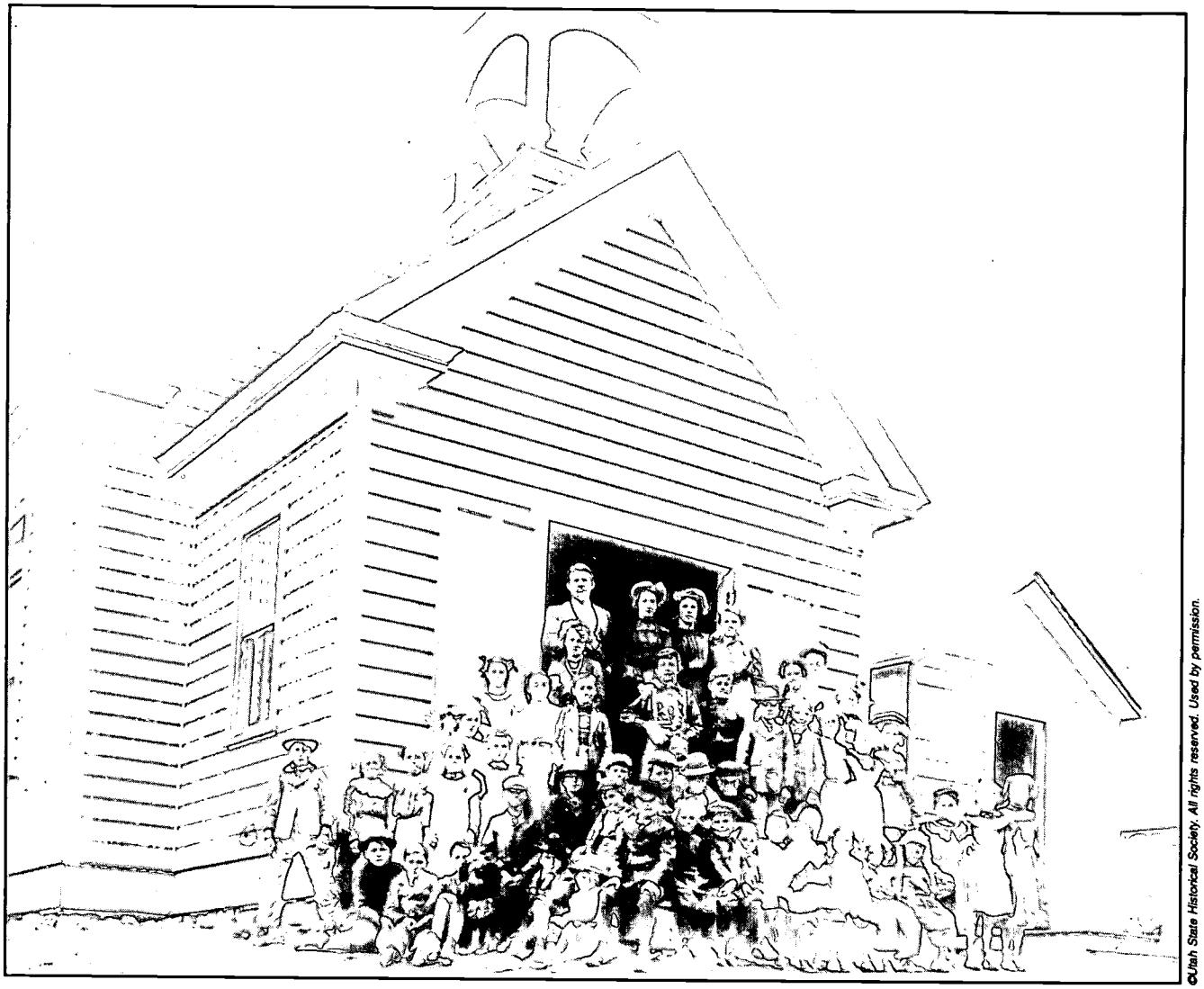


**Difference: Current year's grade K less prior year's grade 12
Source: Utah State Office of Education, School Finance and Statistics

Chart #32

GRADES K-12 ENROLLMENT PROJECTIONS OCTOBER 1, 1996, THROUGH OCTOBER 1, 2000

School Year	October 1 Enrollments	Increase Over Previous Year	
1996-1997	477,689	4,023	0.85%
1997-1998	478,164	475	0.10%
1998-1999	478,483	319	0.07%
1999-2000	478,247	(236)	-0.05%
2000-2001	478,828	581	0.12%



Ophir School

10. AGENCY AND SCHOOL SYSTEM SUPPORT

SCHOOL LAW AND LEGISLATION

During 1995-96, the School Law and Legislation Section served as a resource and mediator for several controversial issues, responded to requests from school districts on issues such as school clubs, sexual harassment, hazing, and safe schools, and provided continuing support and inservice to district personnel concerning public education law, legislation, and current legal issues. Information related to protection for interns in school programs, school trust lands, teacher certification, and tax exemptions for school fund raisers was also provided.

The section demonstrated leadership on a national level through participation in the National Association of State Directors of Teacher Education and Certification, the National Council of State Education Attorneys, and the National Organization on Legal Problems of Education. Section staff supported the Office of the State Attorney General in settlement of a lawsuit which will bring the school trust in excess of $3 million due to the sale of school trust lands for substantially below their true market value.

PUPIL TRANSPORTATION

During 1995-96, Utah's school buses transported 155,860 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 $37,939,118 for transporting pupils to and from school, and school districts provided an additional $6 million.

Progress continues on the statewide computerized bus routing system. Upon completion of the system in 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 1995, several transportation committees began major revisions of the Standards for School Buses and Operations. This will result in a certification program for the instructional staff as well as several new training programs. Again this year, Utah's federally-mandated drug and alcohol testing program posted the lowest positive test rate in the nation.

HUMAN RESOURCE MANAGEMENT

During 1995-96, the Human Resource Management Section continued to announce job openings, schedule and supervise panel interviews, and provide applicants with job-related information. The section recruited 105 employees, conducted 56 exit interviews, and carried out the essential function analysis required for each recruitment in compliance with the Americans With Disabilities Act.

A total of 167 position reclassifications were made including schedule changes, position audits, organizational changes, new positions, and abolished positions. Training focused on organizational improvement and customer service skills. Over 80 percent of USOE staff attended two agencywide inservice training sessions. All employees have received sexual harassment prevention and defensive driving training.

The annual school district personnel directors seminar focused on greater communication between the USOE and participating districts regarding human resource practices and implementation of the State Strategic Plan. Another major accomplishment was the establishment of the Employee Assistance Program Contract that provides problem solving assistance, counseling, and employer-employee advice.

CHILD NUTRITION PROGRAMS

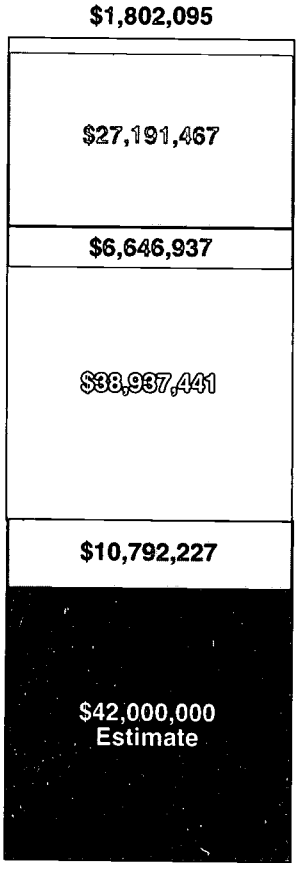
The Child Nutrition Programs Section continues to work to motivate Utah's children to develop healthy, lifelong eating habits. Nutrition curriculum has been implemented in preschools as well as elementary and secondary schools. In 1995-96, a cadre of regional trainers provided inservice to school food service personnel, teachers, day care workers, and others on nutrition curricula, marketing concepts, and healthy cuisine practices.

All school districts have received basic training in the new School Meals Initiative that requires school meals to meet the United States Department of Agriculture (USDA) dietary guidelines. The districts are now working to change their methods of operation to meet these new regulations. USDA-approved "Nutrikids" software is enabling each school district to analyze the nutritional content of its student meals.

In 1995-96, a total of 41,740,099 lunches and 4,148,565 breakfasts were served to school children statewide. Day care meals served consisted of 5,005,686 breakfasts, 5,993,830 lunches, 3,552,146 dinners, and 8,644,058 snacks. The Summer Food Service Program served 857,739 meals. In the Special Milk Program, 654,202 half pints of milk were served. *(See Chart #33.)*

Chart #33

CHILD NUTRITION PROGRAMS
SOURCES OF 1995-96 FUNDS



Federal Funds:
- State Administration $1,158,101
- Summer Administration 67,371
- Childcare Audit Funding 487,484
- Nutrition Ed./Training 89,139

Federal Funds: (CACFP)
- Food $24,202,389
- Cash 323,508
- Administration 2,644,213
- Startup and Expansion 21,357

Federal Funds:
- Commodities $6,446,137
- Emergency Food 200,800

Federal Funds: (Schools & RCCIs)
- National School Lunch $32,795,018
- School Breakfast 4,107,817
- Special Milk 74,504
- Summer/Administration 1,942,602
- Health Inspection 17,500

State Funds:
- School Lunch From Liquor Tax $10,531,027
- Lunch Workers' Benefits 100,000
- General Appropriation Fund (TEFAP) 161,200

Local Funds:
Student/Other Payments to School Lunch

Total = $127,370,167

PUBLIC RELATIONS

The Public Relations Section responded to thousands of inquiries this past year from local and national media, parents, government and elected officials, and the general public. Dissemination of information was also accomplished through the production of numerous media releases and the distribution of the 1995-96 Utah School Directory, Fingertip Facts, Media Notebook, Utah Education Calendar Update, and Utah School Calendar.

The section utilized technology by having the Utah School Directory placed on the Internet, and it is now accessible through the USOE homepage. The Agency's ability to edit video as a communication tool has made giant strides through use of the non-linear editing system, IMIX, which allows top-quality editing on a desktop computer.

Workshops on school finance both along the Wasatch Front and in southern Utah helped members of the press better understand how schools are financed. Improving the understanding of Utah's rural schools was also a priority that resulted in numerous news stories both in print and on television.

During 1995-96, the Public Relations Section adopted a mission statement emphasizing its purpose to make sure all communication needs of its involved publics are met proactively with quality, integrity, and balance to maximize goodwill and support for the USOE. The section also continued to coordinate recognition programs such as the Utah Teacher of the Year, which gained a corporate sponsor for the first time, and the U.S. Department of Education's Blue Ribbon School program.

INTERNAL ACCOUNTING

During 1995-96, the Internal Accounting Section hosted the Association of Educational Federal Financial Administrators annual conference. Staff members published monthly newsletters for the Utah Chapter of the Association of Government Accountants. Six section members achieved certification as government financial managers and one member became a certified public accountant. Along with achieving this professional growth, staff members continued to carry high quality workloads with a less than two percent error rating on approximately 500,000 detail documents, a 20 percent workload increase over the previous year.

The section also remained involved in the appropriation request process for the Utah Schools for the Deaf and Blind, fine arts programs, Utah State Developmental Center, Youth Center at the Utah State Hospital, and corrections education while serving the day-to-day financial needs of the State Office of Education and State Office of Rehabilitation. The section is continually reevaluating the way these agencies conduct business and seeking more productive ways to utilize state government financial reporting software.

AGENCY COMPUTER SERVICES

Agency Computer Services provides Local Area Network (LAN) administration (capacity, planning, client configuration, and telecommunications), custom software applications, data entry, and general technology support for the agency staff and the work they do. During 1995-96, the USOE's Internet site was established and is providing for the growth of electronic publishing. Both the speed of the LAN network and storage capacity of its servers have also been expanded to accommodate the increasing volume of data.

In conjunction with the USOE Teacher Certification and Curriculum sections, Agency Computer Services is developing two new information systems: CACTUS (Computer Aided Certification of Teachers in Utah Schools) and AIMS (Adopted Instructional Materials). Agency Computer Services is also coordinating a project which will provide USOE information systems with an integrated subject/course master table based on the Core Curriculum.

Central School, Ogden

CONCLUSION

This report has described the many facets, programs, and concerns of public education in Utah today, along with glimpses into the past and how our public schools have shaped the lives of our citizens. We are proud of our accomplishments during the past year and encourage students, teachers, parents, businesses, and communities to continue to take ownership in the decisions that affect their schools.

Together, the vision, leadership, and commitment of the State Board of Education, State Office of Education, and local education agencies will empower our continued success in meeting the growing expectations, challenges, and needs of the future.

EA 028 982

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
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