

Utah

Title: Utah 21st CCLC Out of School Time Career Pathways Collaboration

Number of Participants to Be Served: 725 elementary, middle school, and junior high students; 150 high school students.

Number of Locations and Proposed Sites: 21 proposed sites in Box Elder, Davis, Salt Lake and San Juan Counties

The Utah 21st CCLC Out-of-School Time (UOST) Career Pathways Collaboration project is designed to create connections between out of school time programs and Career & Technical Education (CTE) career pathways leading to students receiving out of school time programming aligned with the school day pathway training. USBE, including the ESEA Federal Programs and Related State Initiatives (ERSI) and CTE teams, Utah Afterschool Network, Certiport, and Amazon Web Services (AWS), are collaborating to build a bridge between CTE and out of school time programs. This team, hereafter referred to as “the partnership team,” will develop an infrastructure to support school day CTE programs focused on technology and entrepreneurship in 21st Century Community Learning Center (CCLC) funded programs serving students from low-income and diverse backgrounds in both urban and rural settings. UOST will begin in early grades with career awareness and exploration activities through evidence-based curriculum resulting in more high school students entering career pathways that lead to industry-recognized certificates and stronger employability skills. The overarching goal of UOST is to increase the number of pathway completers participating in STEM related industry fields leading to postsecondary training and/or employment. Core project objectives and activities include: 1) Build strong out of school programs that directly align to CTE related pathway offerings in secondary schools, 2) Create and expand industry partnerships in technology and entrepreneurial areas that directly align to pathways at the high school/postsecondary levels, 3) Increase participation of low-income and students from diverse and rural backgrounds participating in out of school programs that impact pathway concentration and completion, and 4) Develop and implement data reporting tools that support assessment of student participation in pathways and entrance into postsecondary and employment.