



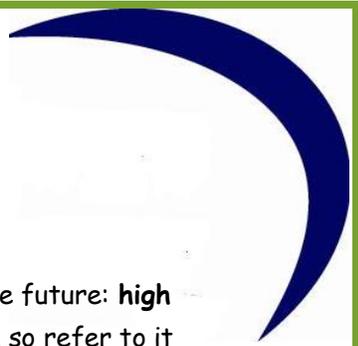
Utah Student Planning Guide

Selected highlights -

- Why Plan Now?
- Secrets to School Success
- Career Pathways
- Early College
- Education Pays
- Financial Aid - The Basics
- Your College and Career Plan

Plan now to succeed in the labor market that is Utah's future! By 2020, 66 percent of the jobs in Utah will require 1, 2, 4, or more years of education beyond high school.

Ready, Set, Go!



This **Student Planning Guide** is designed to assist you as you **PLAN** for the future: **high school graduation, college**, and eventually a **career**. It is packed with information, so refer to it often.

Utah students can complete high school ready for college, career, and life by taking advantage of the opportunities available to them as they make their way from elementary to middle to high school. Here are some key words and phrases that describe the planning process, from 8th to 12th grades.

EXPLORE your way to success in 7th grade!

Every 7th grade student takes CTE Intro, a class that sets a strong foundation for exploration. Seventh grade students and their parents are introduced to the College and Career Ready (CCR) Planning process and the important role exploration plays in planning.

EXPAND on your 7th grade exploration in 8th grade by taking a few elective classes in Career and Technical Education (CTE), fine arts (art, music, and drama), a world language, and more. The CCR-Planning process in 8th grade includes creating a 4-year plan for high school completion (9th, 10th, 11th, and 12th grades).

PLAN seriously in 9th grade. Take time in 9th grade to plan your school schedule to include classes **related** to your future goals - college and career. Plan to take classes that challenge and prepare you for your future. Learn about Applied Technology Centers, online courses, and other options and opportunities available.

SET GOALS in 10th grade

to take classes that prepare you to be college and career ready. Your 4-year plan now includes education after high school. Take advantage of CTE classes, concurrent enrollment, and more. Set goals to get involved in student leadership organizations, participate in school activities, do some community service, take the most rigorous classes you can, and get the best grades possible.

DECIDE to succeed in 11th grade. Know where you are going after high school graduation and how to get there. Make all the necessary preparations to reach your goals. Be prepared for 1, 2, or 4 years of college education and training after high school.

APPLY in 12th grade all of the knowledge

you have acquired. Know that you can go to college! College after high school is for all students. Always know that you can go to college! Keep your options open as you make plans to attend 1, 2, or 4 years of college.



NOTES:

Your school's website _____
School District Website: _____
Higher Education Utah <http://www.higheredutah.org/>
Step Up to College and Career
<http://www.stepuputah.com/>
Utah Futures <https://www.utahfutures.org/>
College Board (AP and SAT)
<http://www.collegeboard.org/>
You Can Go to College! <http://youcango.collegeboard.org/>
ACT Test <http://www.actstudent.org/>
NCAA (for student athletes)
http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.html
Free Application for Student Aid <http://www.fafsa.ed.gov>





College and Career Ready has become a popular catch phrase, but behind the language is an increased awareness of the need for students to graduate *from* high school and *to* more education and training. The Utah State Office of Education has prepared a report, **Strengthening the Senior Year - College and Career Ready**, aimed at increasing relevance and rigor in your high school experience and connecting college to workforce needs (Utah State Office of Education, 2010). The Utah System of Higher Education has developed the **2020 Plan for Higher Education**. It states that by 2020, 66% of jobs in Utah will require 1, 2, 4 or more years of education beyond high school. In addition, Utah business and community leaders have organized the **Prosperity 2020** initiative to advance educational investment and innovation. As a student, you have a broad community that is invested in your success!

What is College Ready?

College today means much more than a 4-year degree at a university. Being "college ready" means being prepared for any postsecondary education or training experience, including study at 2 - and 4 -year institutions leading to a college credential (i.e. a certificate, license, associate's or bachelor's degree). Being ready for college means that - as you graduate from high school - you have the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework. The Utah Core helps to ensure that you will meet the standards necessary to be successful.

What is Career Ready?

In today's economy, a "career" is not just a job. A career offers earnings that will enable you to support a family and pathways to advancement. A career typically requires education and training beyond high school, so it's good to think in terms of learning *lifelong*! Being ready for a career means that you graduate from high school with the knowledge and skills needed to qualify for and succeed in a career, or in the education and training that will take you to the next step in your chosen field.

Why Plan Now?

What you study and learn in elementary, junior high, and in high school will prepare you to be college and career ready. It's never too soon to start thinking about your future and what you need to do in school now to be ready. Begin as early as you can with goals in mind, so you can focus on what you need to do, including the classes you need to take (in junior high and high school), to be prepared for your future.





Be Ready for College and Career!

State and local education leaders want all students to have college and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens, and thrive in a particularly competitive and global marketplace. A college and career ready student is prepared to succeed in college. The following are recommendations from education leaders for students to be college and career ready.

1 Build an Academic Foundation

Take challenging classes in high school to develop an understanding of different subjects and a solid academic preparation for college-level courses.

Create a 4-year College and Career Plan

(classes to take in 9th, 10th, 11th, and 12th grade) in 8th grade. Pay attention to graduation requirements, college recommended courses, and career goals. Include Advanced Placement (AP), International Baccalaureate (IB), or concurrent enrollment classes that lead to college credit and provide direct experience in college-level studies. Select concurrent enrollment classes that apply to general education, a certificate, or a degree that fits educational plans.

2 Develop Intellectual and Career Capacity

Select courses in high school that challenge your intellect and develop critical thinking, analysis, and problem-solving strategies. Practice creative problem solving, increase written and oral communication and teamwork skills, **learn to think critically, and become technology proficient.**

Learn to manage your time and develop good study habits that will only prepare you for independence and how to handle homework in college.

3 Evaluate Progress for College:

Do the very best academic work possible in every class you take in junior high school through your senior year of high school. Revise and update your 4-year College and Career Plan as needed.

Meet regularly with your school counselor about your course choices; ask for advice on enhancing college readiness skills.

Use assessments like EXPLORE, PLAN, ACT, or Accuplacer to determine how close you are to being ready for college.

4 Explore Postsecondary Options:

Visit at least one college campus; take a guided tour and ask questions. Learn how much college costs. Attend a financial aid and scholarship meeting at your high school.

Submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline. Ask your school counselor or a college financial aid advisor about scholarships, grants, loans, and work study.

Complete the steps necessary for college entry:

take a college entrance exam (ACT or SAT) and submit a college admission's application by the priority deadline.

Utah System of Higher Education
Utah State Office of Education





A Part of Your Future!

1. Build college-going **ASPIRATIONS**.



2. Pay attention to **ACADEMIC** planning.



3. Support **ENRICHMENT** and **EXTRACURRICULAR** engagement.



4. Provide college and career **EXPLORATION**.



5. Promote college and career **AWARENESS**.



6. Introduce **COLLEGE AFFORDABILITY** planning.

7. Understand the college and career **ADMISSION'S** process.

8. **TRANSITION** from high school graduation to college enrollment.

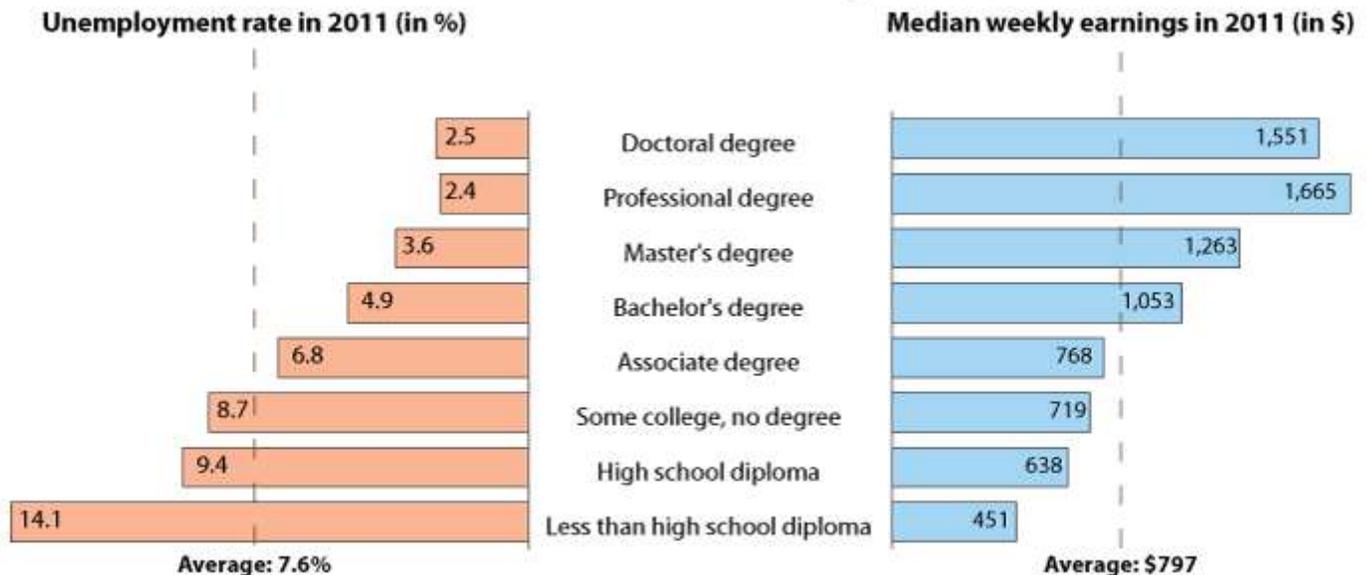
Top 5 Reasons to Go to College



1. **A better paying job** -- On average college graduates earn as much as 65% more than high school graduates. Most students want the best paying job they can get.
2. **A more secure future** -- Statistics show that people with higher levels of education and advanced training tend to have better job security and are less likely to be unemployed.
3. **Respect** -- Going to college and earning a certificate, a diploma, or a degree will help you feel better about yourself and also help you gain more responsibility and get promotions at work.
4. **More choices** -- Most jobs today require specialized training that you can only get in college. That means you will need 1, 2, 4, or more years of education and training after high school to be prepared for jobs in your future.
5. **Be the first!** -- Are you hesitant because no one in your family has gone to college? Start a tradition! Education and training in college can have a positive impact on you and your entire family.

Education Pays*

Lower Unemployment ... Higher Wages



Source: Bureau of Labor Statistics, Current Population Survey

*Unemployment rates and earnings for full-time wage and salary workers ages 25 and older, by educational attainment, 2011. These are *averages*; rates of unemployment vary by a number of factors - including gender, geographic location, ethnicity, industry, etc. Earnings vary by similar factors. (Yes, there are some workers with an in-demand skill and industry-recognized certificate who earn more than a worker with a bachelor's degree who is working in a declining industry.)

SEOP was then ...



is now!

What is a College & Career Plan, and why do you need one?

What used to be called the SEOP (Student Education Occupation Plan) is now known as the College and Career Plan. Your Plan begins in 6th grade as you prepare to choose classes for 7th grade. The Plan is a document used to record classes you take in high school. It includes your interests and your goals for college and career.

School counselors help you ...

- Get information about all of the classes you can take.
- Discover what you need to be prepared for college.
- Explore career options most interesting to you.
- Identify your career interests and abilities.

You will meet with your school counselor every year to review your individual College and Career Plan. Your parents will be invited to participate in at least one of the meetings with you and your school counselor each year. These meetings are very important because they are about **you**. Once you have some goals in mind and know what you want to accomplish in the future, planning is pretty easy. If you wait until your last year of high school, it may be too late academically and financially to reach your goals. **PLAN now!**

Through the Planning process, counselors meet with you to ...

- Celebrate you!
- Review your school progress.
- Discuss your interests, talents, and abilities.
- Share all of the accurate information about school programs and opportunities.
- Help you set goals and identify ways to reach them.
- Review your plans for high school, college, and career, and help you write them down.
- Understand options and opportunities.

What can you do now to set up your Plan?

Get to know your counselor. School counselors are positive problem solvers and they want to help.

Learn about yourself. What are your interests, abilities, talents, and hobbies? Write them down! Think about how they relate to your future goals.

Set up your Plan portfolio at [UtahFutures](#).

Know your options! Research and learn about all the possibilities for learning, earning high school credit, and getting prepared for college.

EXPLORE jobs, careers, and military options.

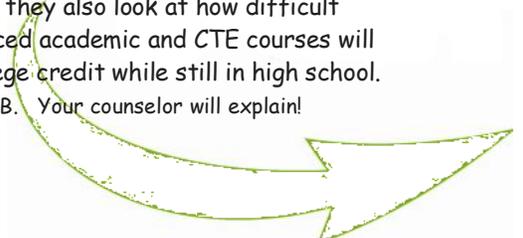
Get involved in your school and community. Find something you really like doing and get involved: sports, student council, music, service, clubs, etc.

Make the most of high school. Maximize your high school experience with AP, concurrent enrollment, CTE and GTI courses, and more. Do not settle for just completing minimal high school requirements.

Do the work, make the effort! College is in *your* future, so expect to study hard now to be prepared. No one can do it for you. Don't talk the college talk — "I'll go to college to get a great career" — without walking the walk.

Take challenging courses! College admissions people look at your grades, and they also look at how difficult your courses are. They want to see that you have challenged yourself. Advanced academic and CTE courses will not only prepare you for college but will also give you the chance to earn college credit while still in high school.

Take the right tests and do your best - CRTs, PLAN, ACT, PSAT, SAT, ASVAB. Your counselor will explain!



Set Goals with College and Career in Mind

Setting goals to be ready for college and career is like planning for your day-to-day activities but with a bigger perspective.

To get serious about planning for school success - both today and for your success in college and career - you need to have some goals in mind. **Goals make planning meaningful.** Remember, "if you don't know where you're going, you're likely to end up somewhere else!" So, how do you know what goals to set? Do some serious thinking about what you want to accomplish in the future. Take some time to write down the steps (also known as 'short term goals') that will help you achieve your dreams. Once you have something in mind, planning will make more sense and hold more value. It will be easier to create a 4-year plan for high school and know what you need to do to be college and career ready.



What do you see yourself doing after high school: college, career and life?

What is your "dream" for YOUR future? Start with at least three ideas or goals:

1. your college dream: _____

2. your career dream: _____

3. your life dream: _____

What are some specific steps you can take to accomplish your dreams?

Begin by making your school experiences meaningful and productive, take charge!

- Take classes that:
 - will prepare you to reach your goals.
 - meet graduation requirements.
 - will prepare you for 1, 2, 4, or more years of education and training after high school.
 - will prepare you with marketable skills that lead to a job.
- Get involved and participate in a school club or other school activity groups.
- Track your success! Keep a file of your grades, school progress, and school activities.

Remember what you do now will lead to what you can do for college, career, and life in the future!

Options and Opportunities

There is so much to consider as you plan! Think about your goals - goals that you are working toward right now in school. Then think about all of the classes, programs, and options that can enhance and maximize your school schedule. Consider **honors and gifted courses**, **early college**, **CTE courses**, **flexible learning options**, and **college and career pathways**. Develop a written plan that includes just what you want and need to be successful, to stay focused, and to stay interested in school.

When you are focused and take advantage of all of the options and opportunities out there, you will move along the pathway toward high school graduation better prepared for college and career.

What will you include?

Honors and Gifted Courses

Students can take honors courses in core areas beginning in 7th grade. Students may choose to take honors courses. Also, gifted students will be identified through testing.

Early College

[Advanced Placement](#) (AP)

[International Baccalaureate](#) (IB)

[Early Graduation - Centennial Scholarship](#)

[CONCURRENT ENROLLMENT](#)

Career and Technical Education (CTE)

CTE Courses • [Career Pathways](#)

[Skills Certificates](#) • [CTE Scholarships](#)

Technical Centers • [Applied Technology College](#)

[Work Based Learning](#) (Job Shadow, Internship)



Flexible Learning

[Electronic High School](#) (EHS)

[Demonstrated Competency Assessment](#) (DCA)

Other Options

Community Service • [Qualify for Scholarships](#) • [Utah Scholars Initiative](#)



High School Graduation and Beyond

Focus on graduation requirements as you create your 4-year CCR-Plan. Graduation requirements are a set of core classes that all students must take to receive a high school diploma. It is critical to earn all of the required credits each year in order to stay "on-track" to graduate. Most students will graduate with more credits than they need, and that's great! Graduation requirements are minimal requirements, so most students maximize their high school experience by taking college prep courses, concurrent enrollment courses, CTE courses and more!

Did you know?

The majority of Utah's high school students are maximizing their education and learning opportunities and opting for a rigorous 4-year high school experience. They do this by:

- Participating in **concurrent enrollment** courses and options.
- Taking advanced **career and technical education (CTE) courses**.
- Taking and passing **skills certification** tests connected to CTE courses.
- Graduating early and utilizing the **Centennial Scholarship** option.
- Graduating from high school with an associate degree and qualifying for the **New Century Scholarship**.
- Taking courses that qualify for the **Regent's Scholarship**.
- Participating in **early college** programs in both community colleges and applied technology colleges.
- Participating in **work-based learning** opportunities - internships, job shadowing, etc.
- **Volunteering** their time in their communities to learn the importance and the value of service.
- Accessing courses through **online programs**.



If you want to take advantage of everything available, you've got to *plan*.

Creating a 4-year high school plan is a good place to start. The 4-year plan is developed in 8th grade and is updated and revised as your interests and needs change. **Parents, teachers, and especially your school counselor can help you** with the 4-year planning process. Get important information, advice, and suggestions for your plan. Use interest and aptitude survey results to inform your decisions. Your individual meetings with your school counselor will become a very important part of the 4-year planning process. If you take time to plan, and fill in the details for classes you choose, you will be prepared to take advantage of all of the options described above, and you will maximize your high school experience. If you fail to plan, you may not be able to take classes in their appropriate sequence or classes that are prerequisite to others.

State-Sponsored Options

State Board of Regents

The Utah State Board of Regents oversees all of the public colleges and universities in the state. They want all students to prepare for education and training after high school. They provide great resources to our schools to help students be college and career ready.

Utah Scholars Initiative

The Utah Scholars Initiative inspires and motivates students to **complete a core course of study in high school** that prepares them for college and career. Local business, community, and education leaders deliver classroom presentations to 8th grade students to promote completion of the Scholars Core Course of Study and to explain the benefits of preparing early for the future. Being a Utah Scholar is **within the reach of every willing student**. The core course of study goes beyond the state's current graduation requirements but leaves room in a school schedule for elective classes.

Utah Scholars Core Course of Study	Utah High School Core Graduation Requirements
4 credits of English	4 credits of Language Arts
4 progressive credits of Math	3 credits of Math
3.5 credits of Social Science	2.5 credits of Social Science
3 credits of lab-based Science	3 credits of Science
2 progressive credits of same World or Classical Language	n/a

Regent's Scholarship

This scholarship encourages Utah high school students to prepare for college academically and financially by taking the **Utah Scholars Core Course of Study** and saving for college. The scholarship may be used at any public college or university in the Utah System of Higher Education, as well as at Brigham Young University-Provo, LDS Business College, and Westminster College.



New Century Scholarship

This scholarship encourages students to accelerate their education by **earning an associate degree in high school**. Students can earn an associate degree by taking concurrent enrollment classes at their high school or on a college campus. The scholarship may be used at a 4-year public college or university in Utah, including Brigham Young University-Provo and Westminster College.

Early College Options in Brief

Early college means that you can earn college credit while you are still in high school - before ever stepping onto a college campus!

Advanced Placement (AP)

AP offers high school students the opportunity to take college-level courses while attending high school. All students are eligible to take AP courses but keep in mind that **AP courses require significant study time outside of the school day.**

AP gives you:

- an early start on college;
- an enriching academic experience;
- increased access to higher education;
- tuition savings; and,
- [37 possible courses and exams across 22 subject areas.](#)

Centennial Scholarship for Early Graduation

Early graduation allows for flexible graduation any time before the end of the senior year, but it also **requires careful planning and written documentation of your intentions in your College and Career Plan.** If you are planning to enroll in college early, then you may be eligible for the Centennial Scholarship.

Your counselor can help you plan for early graduation. The Centennial Scholarship is a tuition waiver awarded to students who meet the criteria for early graduation.

Centennial Scholarship Awards

\$1,000.00	Early graduation at the end of the junior year.
\$750.00	Early graduation at the end of the first quarter of the senior year.
\$500.00	Early graduation at the end of the second quarter of the senior year.
\$250.00	Early graduation at the end of the third quarter of the senior year.

Concurrent Enrollment

Concurrent enrollment means that students are enrolled in two places at the same time (high school and college) by **taking a class that counts for credit in two places.** Students who take concurrent courses at their high school register through their school counselor and instructor. Credits are recorded on a permanent college transcript and the high school transcript. **Ask your counselor about concurrent enrollment courses offered at your school.**



International Baccalaureate (IB)

If you are in 9th grade or higher, and you have what it takes to begin college work before you graduate from high school, then this information is for you! IB is designed **for students who are interested in rigorous, interdisciplinary courses** as another option for early college preparation.

Students pursuing the full IB diploma typically bring home 15 hours of homework per week, and sometimes more. IB payoffs are huge; college credit earned and skill development can place you ahead of your peers both in high school and college. **IB students usually enter college not as freshmen but as sophomores!**

Check out the advantages of ...

Career and Technical Education

Career and Technical Education prepares you for the future! Jobs today require high-tech knowledge and advanced technical skills. CTE prepares you with the technical skills and academic knowledge you need to succeed. CTE courses are offered at your home high school, another high school, at a district tech center, or Applied Technology Center.

CTE is Hands-on Learning

Classrooms look like the workplace and give you real-life learning experiences. For example, auto tech students learn in a school's auto shop, dental assisting students learn in a simulated dental office, and students in the construction trades attend class at a building site.

CTE Program Areas

CTE offers over 60 Career Pathways within eight areas of study. Pathways are sequences of courses that can help you connect your career interests to the most relevant educational options in high school and beyond.

- [Agriculture](#)
- [Business](#)
- [Family & Consumer Science](#)
 - [Health Science](#)
- [Information Technology](#)
 - [Marketing](#)
- [Skilled & Technical Sciences](#)
 - [Technology & Engineering](#)



Skills Certificates

You will have opportunities to receive "Skill Certificates" to verify skill attainment in courses and programs in any of the eight CTE Areas of Study. The certificates you earn can be used as evidence of your accomplishments when you seek a job or apply for further education and training.

Work-Based Learning (WBL)

Talk to your school's work-based learning coordinator about getting some hands-on work experience in a career field of interest. WBL can be -

- an internship,
- a job shadow,
- an apprenticeship,
- a career fair, or
- volunteer or paid work experience.



Career and Technical Student Organizations

Every CTE program area is affiliated with a student organization that supports student leadership development and offers opportunities to participate in skills competitions. Information about the organization associated with your CTE area of interest can be found online under the [Career Pathways](#) tab.

CTE Scholarships and Tuition Awards

These awards are open to any graduating senior student who plans to get CTE training after high school that will result in a -

- Certificate or Associate degree in a CTE area; or
- Bachelor's degree with a teaching credential in a CTE area.

Get full details on the Utah CTE website, under the [Educators and Parents](#) tab.



Utah Career Pathways

“Conventional”

- Accounting & Finance
- Business Administrative Support
- Business Technology Support
- Medical Office Administrative Assistant

“Realistic”

- Automotive Collision Repair
- Automotive Service Technician
- Electronics
- Heavy Duty Diesel
- Firefighting
- Law Enforcement
- Food Service & Culinary Arts
- Agricultural Systems Technology
- Carpentry
- Electrician
- HVAC
- Plumbing
- Television Broadcasting Technician
- Radio Broadcasting Technician
- Cabinetmaking/ Mill Work
- Design Technology
- Graphics/ Printing
- Machine Tool
- Welding

“Enterprising”

- Business Entrepreneurship
- Business Management
- Marketing Entrepreneurship
- Marketing Management
- Sales & Service Marketing
- Travel & Tourism

Business

Technical

Admin. (Administration)

Completion of a Career Pathway is a key component of a student's College and Career Plan.

Scientific

“Investigative”

- Horticulture Science
- Natural Resource Science
- Production/Processing Animal Science
- Production/Processing Plant & Soil Science
- Production/Processing Science
- Food Science, Dietetics & Nutrition
- Biotechnology
- Clinical Lab & Medical Forensics
- Dental
- Pharmacy
- Surgical Technician
- Database Development & Administration
- Technical Support
- Web Development & Administration
- Network Systems
- Programming/ Software Development
- Pre-Engineering
- Project Lead the Way

Social & Human Services

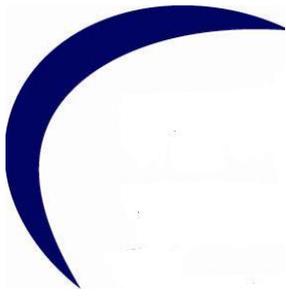
Arts

“Social”

- Child Development
- Consumer Economics Services
- Family & Human Svcs.
- Hospitality Services
- Emergency Medical Technician (EMT)
- Nursing
- Medical Assistant
- Therapeutic Rehabilitation/Exercise
- Cosmetology/Barbering
- Esthetician/Nail Technician

“Artistic”

- Fashion Design
- Interior Design
- Digital Media (Multimedia)
- Commercial Art
- Commercial Photography



Online Learning Options

The Utah Statewide Online Program

Established by the Utah State Legislature in the 2011 General Session, this program enables eligible students to **earn high school graduation credit by completing selected online courses.**

Who is eligible to participate?

If you are in grades 9-12 and enrolled in a Utah public school, you may enroll in up to two credits in online courses or more if your school finds that online learning is in your best interest. **Ask your school counselor** for the details that apply to you.

*You may be eligible, but is online learning the best option for you? Take the **Survey for Students Considering Online Learning** to find out!*

Where can I get information about the courses available to me through the Statewide Online Program?

The list of providers is kept up to date and can be accessed online [here](#).

How do I register?

You may register at any time during the calendar year, and may register during registration processes taking place each spring for the upcoming school year. Your parent or guardian will be required to approve your enrollment in an online course.

Electronic High School (EHS)

EHS is another online learning option.

Students enroll in EHS classes to get ahead, when they don't have room during the day to take all of the classes they want to take, or when they have failed a class and need credit recovery. **All classes generate letter grades and credit** that are added to the student's transcript upon completion of a course.

EHS offers an **open-entry / open-exit curriculum** based on the Utah Core Curriculum. With a few exceptions, students are able to enroll any day of the year and work at their own pace until the class is completed.

EHS is accredited by the Northwest Association of Accredited Schools. Students who complete courses from the EHS will have a course completion certificate mailed to their local school of residence with the grade and credit earned.

At the end of each class, **students must take and pass a proctored exam** at a Utah school, library, or testing center. When a student is ready for a final test, the EHS teacher adds the student to the proctored test area. More information about the testing process is available once you are enrolled in classes.



Is Online Learning for You?

A Survey for Students Considering Online Learning

Please choose your best response to each statement below. When you are finished, total your points to see if online learning is a good choice for you. Talk with your school counselor and your parents about your results.

1. I am motivated to take online coursework because:
 - a. I want to improve my educational experience.
 - b. I am looking for something different than traditional school options.
 - c. I think online courses are easier than traditional classes.
2. Having face-to-face interaction with my teachers is:
 - a. Not particularly important to me.
 - b. Somewhat important to me.
 - c. Very important to me.
3. I would classify myself as someone who:
 - a. Often gets things done ahead of time.
 - b. Needs reminding to get things done.
 - c. Puts things off until the last minute.
4. Online coursework:
 - a. Requires as much, if not more, effort than in a traditional classroom.
 - b. Requires less work than in a traditional classroom.
 - c. Is self-paced.
5. When a teacher gives instructions for an assignment, I prefer to:
 - a. Work through the instructions myself.
 - b. Follow the instructions on my own, then ask for help as needed.
 - c. Have the instructions explained to me.
6. I need teachers to constantly remind me of due dates and assignments:
 - a. Rarely
 - b. Sometimes
 - c. Often
7. Considering my personal schedule, the amount of time I have to work online is:
 - a. More than in a traditional course.
 - b. The same as in a traditional course.
 - c. Less than in a traditional course.
8. When I am asked to use email, computers, or other new technologies:
 - a. I look forward to learning new skills.
 - b. I feel apprehensive, but try anyway.
 - c. I put it off or try to avoid it.
9. As a reader, I would classify myself as:
 - a. Good, I usually understand the text without help.
 - b. Average, I sometimes need help to understand the text.
 - c. Below average, I often need help to understand the text.
10. I intend to login to my online courses and check my messages:
 - a. Daily or almost daily
 - b. 2-3 times a week
 - c. Whenever I think I need to.

Total your survey points: _____

a=10 b=7 c=1

80 points or higher	You appear to be an excellent candidate for online learning.
79-60 points	Online coursework may work for you, but you will need to make significant adjustments in your schedule and study habits to succeed.
Less than 60 points	Online coursework is most likely not the best alternative for you.



HIGH SCHOOL COURSE SELECTION RECOMMENDATIONS

Pathway →	High School Graduation*	College and Career Readiness Pathways		Regents' Scholarship**
Subject Area ↓	Granite School District Graduation Requirements (effective Fall 2011)	1- & 2-Year Certificate and Degree Pathway	2-Year Transfer and 4-Year Degree Pathway	Course Requirements
English/Language Arts	4.0 credits	Concentrate on developing technical reading, writing, and research skills	Concentrate on developing reading, writing, and research skills.	4.0 credits of English**
Mathematics	3.0 credits 1.0 credit Algebra I (or Secondary 1) 1.0 credit Geometry (or Secondary 2) 1.0 credit Algebra II (or Secondary 3) Math course titles change to Common Core Mathematics titles for 9 th graders in Fall 2011.	Take required mathematics courses and focus on the application of math concepts related to the chosen career goal in your CCR-Plan.	Take a mathematics class in the senior year. Students interested in STEM degrees should take at least one Mathematics course beyond Algebra II.	4.0 credits of progressive mathematics (Algebra I, Geometry, Algebra II) and one class beyond Algebra II. For the graduating class of 2015, students will have taken the new Common Core course and one additional progressive course.
Science	3.0 credits 2.0 credits from the four science foundation areas: Earth Systems, Biological Science, Chemistry, or Physics 1.0 credit from the foundation courses or the Applied or Advanced Foundation science core list	Three credits of science will prepare you for college. Choose foundation, applied, or advanced courses aligned with your CCR Plan goals.	Three credits of science will prepare you for college. Choose foundation, applied, or advanced courses aligned with your CCR-Plan goals. Students interested in STEM degrees should take 4 credits of science.	3.0 credits of lab-based science courses to include one each of Biology, Chemistry, and Physics
Social Studies	3.5 credits 1.0 credit U.S. History 1.0 credit Geography 1.0 credit World Civilization 0.5 credit U.S. Government and Citizenship	Select social studies classes that provide a strong academic foundation and also enable you to explore a variety of career paths.	Select social studies classes that provide the strong academic foundation and also enable you to explore a variety of career paths.	3.5 credits of social science
Directed Coursework	3.5 credits 1.5 credits Fine Arts 1.0 credit Career and Technical Education 0.5 credit Computer Tech 0.5 credit General Financial Literacy	Choose electives that concentrate in a pathway that meets your high school graduation requirements and provides depth (two or more courses) in an area of interest.	Choose directed coursework associated with your career path. CTE and fine arts courses allow you to explore these areas. Take a challenging computer technology course to prepare for college-level projects.	
Physical Education / Health	2.0 credits	Build a foundation for a healthy lifestyle; it is important for college and career success.	Build a foundation for a healthy lifestyle; it is important for college and career success.	
Required Electives	8.0 credits	Select electives that focus on your CCR goals and chosen pathway.	Maximize your senior year! Take challenging courses!	
World Languages			Recommend 2.0 years of the same world language, other than English, in a progressive manner during grades 6-12.	Require 2.0 credits of the same world language, other than English, taken in a progressive manner during grades 9-12.
Requirements	27.0 credits School Diploma *24.0 credits Granite District Diploma (*See page 44)	Meet your district's requirements for graduation.	Meet your district's requirements for graduation.	Meet your district's requirements for graduation.

*For more information on Utah High School Graduation Requirement, visit <http://schools.utah.gov/curr/main/Gradinfo.htm>

**For list of courses that satisfy Regents' Scholarship requirements, see http://www.higheredutah.org/scholarship_info/regents-scholarship/
See www.Utah.Futures.org and college and university websites for additional financial aid and scholarship information.

Courses Meeting Graduation Requirements Class of 2012 and Beyond

Required Areas	Credits	Courses				
English/Language Arts - Three courses from the Foundation Courses plus one course for 12 th grade English from the Applied and Advanced Courses Foundation Courses English 9 (core, SPED, ESL, honors) English 10 (core, SPED, ESL, honors) English 11 (core, SPED, ESL, honors, AP, IB)	4	Applied and Advanced Courses English 12 Technical and Professional Communication AP Language and Composition AP Literature and Composition IB English Business Communication College Prep English Skills Approved Concurrent Enrollment Courses Skills Creative Writing 1 and 2 Journalism 2-6 Debate 3-4 or higher Literary Magazine Humanities World Languages 3, 4, AP Basic Reading Basic Writing				
Math 1.0 credit Algebra I (or Secondary 1) 1.0 credit Geometry (or Secondary 2) 1.0 credit Algebra II (or Secondary 3) (Math course titles change to Common Core Mathematics titles for 9 th graders beginning Fall 2011.)	3	Applied or Advanced Courses Accounting 1 and 2 Algebra A Algebra B AP Calculus AB 2 Approved Concurrent Enrollment Courses Mathematics of Personal Finance* (*May waive Finan. Lit requirement) Basic Math Skills College Prep Math Discrete Mathematics Geometry A Quantitative Analysis Statistics and Probability Algebra				
Science - Courses from two of the four Foundation Course areas (Earth, Biological, Physics, Chemistry) plus one additional course from the Foundation Courses or Applied or Advanced Courses Foundation Courses <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; vertical-align: top;"> Earth Systems AP Environmental Science </td> <td style="width: 50%; vertical-align: top;"> Chemistry AP Chemistry Chemistry with Lab Chemistry with Lab CE </td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> Biology Human Biology Biology-Ag Science Tech (BAST) AP Biology AP Biology CE Human Biology CE </td> <td style="width: 50%; vertical-align: top;"> Physics Physics with Technology AP Physics Physics with Lab CE </td> </tr> </table>	Earth Systems AP Environmental Science	Chemistry AP Chemistry Chemistry with Lab Chemistry with Lab CE	Biology Human Biology Biology-Ag Science Tech (BAST) AP Biology AP Biology CE Human Biology CE	Physics Physics with Technology AP Physics Physics with Lab CE	3	Applied or Advanced Courses Anatomy and Physiology Astronomy Bio-Technology Botany Environmental Science Genetics Geology Human Physiology Marine Biology Meteorology Oceanography Wildlife Biology Zoology Agricultural Science I, II, III, or IV Animal Science I or II Digital Electronics Digital Electronics - PLTW Electronics (Basic or Advanced) Medical Anatomy & Physiology Natural Resource Science I or II Plant & Soil Science I or II Plant/Soil Science and Tech Principles of Engineering - PLTW Approved Concurrent Enrollment Science
Earth Systems AP Environmental Science	Chemistry AP Chemistry Chemistry with Lab Chemistry with Lab CE					
Biology Human Biology Biology-Ag Science Tech (BAST) AP Biology AP Biology CE Human Biology CE	Physics Physics with Technology AP Physics Physics with Lab CE					
Social Studies Foundation Courses Geography for Life (9 th) World Civilizations (10 th)	1	Advanced Courses (substitute for foundations courses) AP European History/AP World History/IB World Studies HL/IB History of Europe SL or HL/IB European History HL2				
Unites States History II (11 th)	1	AP US History/IB History of Americas SL or HL				
US Government & Citizenship (required in 12 th)	0.5	AP American Government/CC American National Government (POLS 1100)				
Fine Arts	1.5	Art Art History Dance Music Theatre (Drama)				
Health	.5	Health Health CC Advanced				
Physical Education Foundation Course: PE Fitness for Life (0.5)	1.5	PE 1-2 (Participation Skills 9 th) Lifetime Sports (Wt. Training, Swim, Athletics, Aqua Aerobics) (0.5 credit for two season of competitive sports) Aerobics Social Dance Dance				
Computer Technology	.5	Computer Technology Concurrent CIS 1020 (SLCC)				
Career and Technical Education (CTE) (Courses are offered at your school and at the <u>Granite Technical Institute</u> - GTI)	1	CTE Program Areas Agriculture Business Family and Consumer Science Health Science and Technology Information Technology Marketing Skilled and Technical Science Technology and Engineering				
Financial Literacy (11th or 12th)	.5	General Financial Literacy Adult Roles/Financial Responsibility (full year) Personal Finance CE (Finance 1050)				
Electives	8	World Languages, Driver Education, Special Education Work/Service Experience, ESL, and additional courses that connect to your talents, interests, and abilities selected from the required areas.				

Sample 4-Year



Required Areas	Credits	9 th Grade	10 th Grade	11 th grade	12 th grade
ENGLISH/LANGUAGE ARTS	4.0	English 9	English 10	English 11	English 12 or Applied or Advanced
MATH (Course titles are changing with new Common Core Standards)	3.0	Secondary 1, Algebra 1, or Geometry	Secondary 2, Geometry, or Algebra II	Secondary 3, Algebra II, Pre-Calculus, Calculus, Concurrent, other	
SCIENCE	3.0	Earth Systems or Biology	Biology or Chemistry or Physics	1.0 credit Applied or Advanced Science (student's choice)	
SOCIAL STUDIES	3.5	Geography for Life	World Civilizations	United States History	US Gov. & Citizenship (0.5 credit)
CAREER & TECHNICAL EDUCATION (CTE)	1.0	Interest and career related courses taken at your high school or at a technical center/ATC.			
COMPUTER TECHNOLOGY	.50	Computer Technology 9 th or 10 th Grade		-----	-----
FINE ARTS (Art, Music, Dance, Drama)	1.5	1.5 credits to be completed during grades 9-12			
GENERAL FINANCE LITERACY	.50	0.5 credit to be completed during grades 9-12			
HEALTH	.50	0.5 credit to be completed during grades 9-12			
PHYSICAL EDUCATION	1.5	PE 9 (0.5 credit)	Fitness for Life (0.5 credit)	0.5 credit in grades 11 or 12	
ELECTIVES	8.0	Student's choice based on interests, abilities, and talents and may include: additional courses offered in required areas; CTE, Fine Arts, World Languages, Driver Education, Special Education, and ESL courses; and Work/Service Experience,			
Graduation Requirement	27 CR	2.0 Cumulative CPA			

Keep in mind:

- Courses *cannot be repeated* for credit.
- There are *other ways to earn high school credit* outside of the school day: demonstrated competency assessments in core areas; courses Utah Electronic High School; concurrent enrollment courses taken at your school or at a college or university.

As you plan choose courses that will:

- Complete high school *graduation requirements*.
- Connect to your goals and *plans for the future*.
- Prepare you for *1, 2, or 4 years of education* and training after high school.
- Help you meet *college and university admissions requirements*.
- Lead you to *Centennial, Regent's, and/or New Century Scholarships*.



4-Year High School Worksheet

Get a pencil and create your 4-year plan for graduation!

Required Areas	Credits	9 th Grade	10 th Grade	11 th grade	12 th grade
ENGLISH/LANGUAGE ARTS	4.0	English 9	English 10	English 11	Applied or Advanced
MATH (Course titles are changing with new Common Core Standards)	3.0	Secondary 1, Algebra 1, or Geometry	Secondary 2, Geometry, or Algebra II	Secondary 3, Algebra II, Pre-Calculus, Calculus, Concurrent, other	
SCIENCE	3.0	Earth Systems or Biology	Biology or Chemistry or Physics	1.0 Science Course Applied or Advanced (Student's Choice)	
SOCIAL STUDIES	3.5	Geography for Life	World Civilizations	United States History	US Gov. & Citizenship (1/2 year)
CAREER AND TECHNICAL EDUCATION (CTE)	1.0	CTE courses are offered at your school and at technical centers/ATC campuses in the following areas: Agriculture, Business, Family and Consumer Science, Health Science and Technology, Marketing, Skilled and Technical Science, Technology and Engineering			
COMPUTER TECHNOLOGY	.5	Computer Technology 9 th or 10 th Grade		-----	-----
FINE ARTS (ART, MUSIC, DANCE, DRAMA)	1.5				
GENERAL FINANCIAL LITERACY	.5	-----	-----	Financial Literacy (.5) 11 th or 12 th Grade	
HEALTH	.5	-----	Health (.5) 10 th , 11 th , or 12 th Grade		
PHYSICAL EDUCATION (PE)	1.5		PE Fitness for Life (.5)		-----
ELECTIVES (Student's choice based on interests, abilities and may include: CTE, Fine Arts, World Languages, Driver Education, Special Education, ESL, Work/Service Experience, etc.)	8.0	-----			

Total	27.0	7.0 or 8.0 Credits	8.0 Credits	8.0 Credits	8.0 Credits

Financial Aid - The Basics

- **What is Financial Aid?** Any type of assistance used to pay college costs *based on financial need*.
- **Grants:** Also called gift aid, *grants don't have to be repaid, and you don't need to work to earn them*. Grant aid comes from federal and state governments and from individual colleges.
- **Loans:** Nearly 60% of all financial aid comes in the form of *loans that must be repaid*. Most need-based loans are low-interest loans sponsored by the federal government. Borrowers aren't charged interest until the repayment period that typically begins after graduation.
- **Work Study:** This is a federal program that provides students with *part-time employment* to help meet their financial needs - including books, supplies, and personal expenses. Students gain work experience while serving their campuses and surrounding communities.
- **Where do I apply for Financial Aid?** Most financial aid is determined by *completing the Free Application for Federal Student Aid (FAFSA)*. FAFSA becomes available in January of the year a student plans on attending college. It *must be completed each year* to determine financial status and award. Families can access a [worksheet](#) around October that will help to organize the financial information necessary to complete the FAFSA.



FAFSA (Free Application for Federal Student Aid)

What is the FAFSA? The U.S. Government uses your completed FAFSA to determine your *eligibility for financial aid* - grants, work-study, scholarships and loans.

When should the FAFSA be completed? Fill out the FAFSA as soon as you can after *January 1* of the year you will graduate from high school.

What is EFC? The Expected Family Contribution is an amount calculated by the government based on your FAFSA. This is *the amount that your family is expected to pay* toward next year's college costs.

How does the FAFSA help me meet all the costs of attending college? Once the Federal Government determines your financial status and EFC, *colleges will try to meet your financial needs* using funds from federal, state, school and private sources - usually by combining loans, grants, scholarships and student employment.

What is the FAFSA PIN? Your Personal Identification Number is a code that the U.S. Department of Education uses to identify you online. *A PIN allows you (and your parents - they apply for their own PIN) to access everything related to your FAFSA online.*

How do I get a PIN? Apply online: www.pin.ed.gov

Scholarships



A scholarship is ...

...a type of financial aid that **does not have to be repaid**. They are usually awarded on the basis of academic merit, talents, abilities, community service, or other characteristic or circumstance (e.g., group membership).

Where do I look for scholarships? Start with the college or university you plan to attend to find the types typically offered by a school - e.g., departmental, leadership, diversity, need-based. Most college websites will have financial aid or scholarship links.

Check out online scholarship sites that offer a free search of sources for which you qualify. Some examples:

- UtahFutures.org
- AIE.org
- Students.gov
- Fastweb.com
- Weekly scholarship alert.com
- Scholarships101.com
- Tuitionfundingsources.com
- Scholarships.com

You should **also look on your high school's website, and be alert for local scholarships** offered by clubs, businesses, employers, ethnic or civic groups, professional organizations, etc.

Scholarships for Utah Residents:

Centennial Scholarship

Tuition waivers are available for each term, up to a total of \$1000, if a student graduates high school one year prior to class graduation date.

Utah CTE Scholarships & Tuition Awards

Awards are available to graduating seniors who plan to pursue Career and Technical Education (CTE) training after high school.

New Century Scholarship

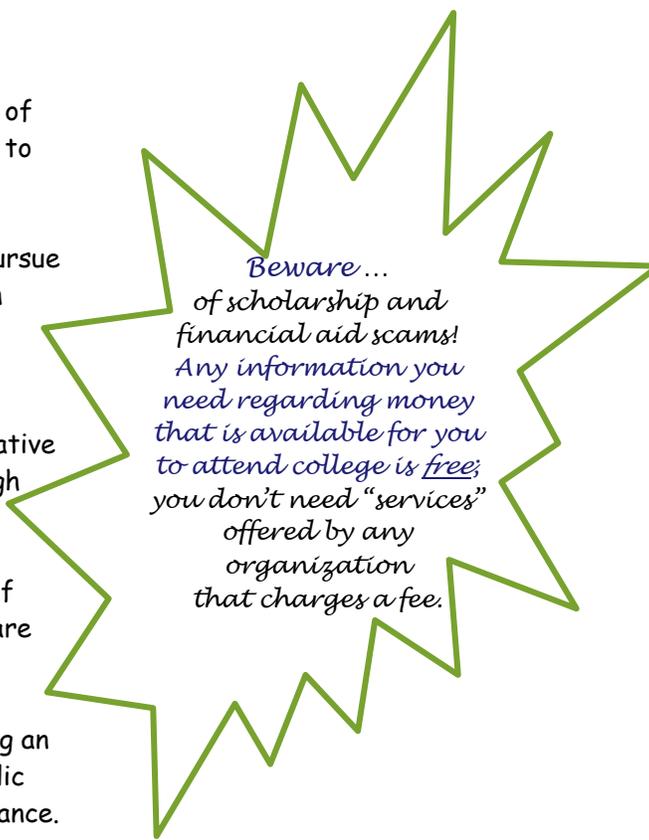
A maximum award of \$1,250 per semester is available to students who complete an associate degree with a cumulative GPA of 3.0 or better by the date they graduate from high school.

Regents' Scholarship

Students who complete the Utah Scholars Core Course of Study during grades 9-12 and meet other requirements are eligible for awards at the "Base" or "Exemplary" level.

T.H. Bell Teaching Incentive Loan Program

Tuition waivers are available to students who are pursuing an educator preparation program and will teach in Utah public schools for a time equal to the time they received assistance.



*Beware ...
of scholarship and
financial aid scams!
Any information you
need regarding money
that is available for you
to attend college is free;
you don't need "services"
offered by any
organization
that charges a fee.*



21st Century

The shift to knowledge and information services in the workplace means a shift in the skills that are required to be successful. Review the skills categories below, and mark any statements that reflect what you know and are able to do.

Core Subjects and 21st Century Themes

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

Innovation

Learning and Innovation

Creativity and innovation

- I like brainstorming and finding other ways to see or do things.
- I can study my own ideas and the ideas of others to figure out what's good and what might need adjusting.
- I can build on my good ideas and am able to communicate new ideas to others.

Critical thinking and problem solving

- I like learning how parts relate to each other and to the whole.
- I am good at seeing connections between different pieces of information.
- I can define a problem in a way that will help me find solutions.

Communication

- I speak clearly and can express my thoughts and feelings to others.
- I am a good listener and people enjoy having conversations with me.
- I read for fun and also to learn new things.

Collaboration

- I like learning how parts relate to each other and to the whole.
- I am good at seeing connections between different pieces of information.
- I can develop a persuasive argument based on facts and reason.

Skills



To be ready for college and career, and to compete successfully in a globally competitive workforce, students need to acquire 21st century skills.

Information, Media and Technology

Information Literacy

- I can find and use information for a stated purpose.
- I know how to judge the quality of information, no matter the source.
- I can organize information and make it understandable.

Media Literacy

- I can use various media creation tools.
- I understand that media is used to influence beliefs and behaviors.
- I am aware of ethical/legal issues pertaining to use of media.

Information, Communications and Technology (ICT) Literacy

- I understand and use applications such as word processing, databases, etc.
- I can use technology to efficiently search for information.
- I utilize technology such as computers, media players, and GPS effectively.

Life and Career Skills

Flexibility and Adaptability

- I can change my behavior based on feedback and changing priorities.
- I will keep learning throughout my entire life.

Initiative and Self-Direction

- I know how to develop a realistic task list and manage my time.
- I am able to work independently to complete tasks.

Social and Cross-Cultural Skills

- I have an appreciation for cultural diversity.
- I show respect for others.

Productivity and Accountability

- I work diligently to meet goals that I set for myself as well as those defined by others.
- I expect to be evaluated according to set standards.

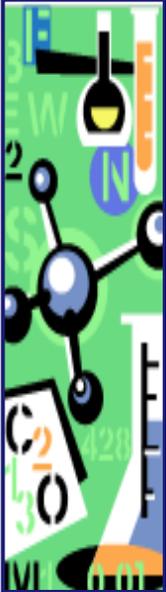
Leadership and Responsibility

- I work to inspire others to accomplish common goals.
- I can work effectively as a member of a team.
- I am dependable and communicate a positive attitude.



Academic Success and Employability Skills

- Inquisitiveness and intellectual openness
- Organization, study, and research skills
- Attendance and engagement
- Teamwork and collaboration



Higher Order Thinking Skills

- Problem solving, critical thinking and reasoning
- Synthesis and precision



Social and Emotional Skills

- Self-management
- Responsible decision-making
- Self-awareness
- Social awareness
- Relationship skills



Civic/Consumer/Life Skills

- Civic engagement
- Financial literacy and management
- Information technology and social media skills



Lifelong Learning Skills*

*Source: College and Career Development Organizer, The National High School Center





Non-Cognitive* Abilities

School is a place to build your skills and knowledge, but also a place to develop the **strategies, behaviors, and attitudes** that will help you succeed in your life beyond high school.

ACADEMIC MINDSETS

Believe in yourself! Be confident that you have what it takes to succeed if you put forth the effort.

SOCIAL SKILLS

Developing your social skills will also help you achieve academically.

Practice being –

1. Helpful
2. Cooperative
3. Responsible
4. Culturally aware
5. Enthusiastic

ACADEMIC PERSEVERANCE

Completing assignments to the best of your ability, and in spite of distractions, challenges, and other demands on your time, reflects “**academic perseverance**”- also known as “stick-to-it-ive-ness” or “grit.”

ACADEMIC BEHAVIORS

Attending and participating in class, doing homework, studying, and being organized show that you are engaged and putting forth the effort to learn.

LEARNING STRATEGIES

Recognize the approaches that will help you maximize learning, such as –

1. Memory strategies
2. Self-management
3. Self-evaluation
4. Goal-setting
5. Time management
6. Study habits



*Putting non-cognitive abilities to work will improve your grades. **Better grades** will improve your self-confidence. Research shows that students who develop these five kinds of non-cognitive abilities are **more likely to succeed in college, career and life!***



* **What does “non-cognitive” mean?** “Cognitive” refers to abilities that require brain power, like verbal or math ability, or the kinds of thinking required to score high on achievement tests. **Non-cognitive** abilities are **not** so much about brain power. Instead, non-cognitive refers to your motivation, your ability to adjust to new situations, self-confidence, and other positive attitudes and beliefs that will give you an added advantage as you pursue your college goals. The illustration shown above is adapted from the hypothesized model shared in [Teaching Adolescents to Become Learners](#), the University of Chicago Consortium on Chicago School Research.

What Utah Employers Want*



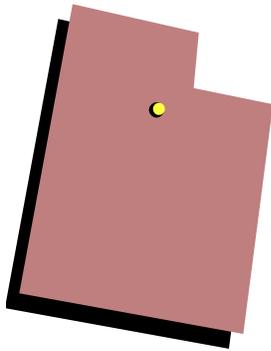
*An overview of information contained in a report from The Center for Public Policy and Administration (CPPA) at the University of Utah) submitted to the K-16 Workforce Committee. The CPPA convened employer focus groups in nine service areas across Utah to provide a representative sample in terms of both geography and industry from all areas.



*“You’ve got to be able to **write**. You’ve got to be able to **communicate**. You’ve got to be a **team player**.”*

Employers were asked,

“What skills do you consider critical?”



Largest Utah Employers

- Brigham Young University
- U. S. Department of Defense
- University of Utah
- U. S. Department of the Treasury
- Intermountain Health Care, Inc.

TOP TWENTY

“Soft Skills”

- Customer service
- Interpersonal/social
- Professional work ethic
- Adaptability and flexibility
- Team-work
- Dependability, reliability
- Honesty
- Cultural sensitivity
- Taking initiative
- Critical thinking
- Accountability
- Positive attitude
- Leadership

And More ...

- Verbal/written communication
- Problem solving
- Computer science and technology
- Job-specific training
- Technical skills
- Math and science
- Financial literacy



*We’ll teach you the technology if you have a good foundation, but you’ve got to bring this **strong foundation**.”*



KEY THEMES

Employers want workers who have **interpersonal, verbal, and written communications skills**. They want to see **professionalism and positive work ethics** demonstrated by their employees. **Technical and computer skills** are important. The ability to apply **basic math and science** principles give workers an advantage.

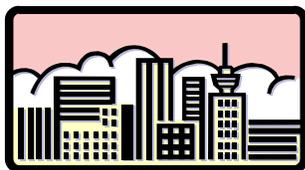
What's the Diff'?

Two surveys conducted by the U.S. Department of Labor (DOL) to inform statistical descriptions of the labor market.

Occupational Employment Statistics (OES) Survey

<http://www.bls.gov/oes/>

Survey of non-farm establishments (i.e., employers) to measure employment and wage rates of workers.



2010-2020

Employment Projections

BUREAU OF LABOR STATISTICS,
U. S. Department of Labor

VS



Current Population Survey (CPS)

<http://www.bls.gov/cps/>

A monthly survey of households conducted by the Bureau of Census.



Georgetown University
Center on Education and
the Workforce

What is it?



Key source of data referenced by...?

PROCEDURE



Primarily conducted via **mail surveys that require establishments** to report their number of employees by occupation* across 12 wage ranges.

*using Standard Occupational Code (SOC)

Monthly **personal or phone interviews** of a "responsible" person within selected **sample households** to collect information regarding members of the household including personal characteristics (e.g., marital status, educational attainment) as well as labor market activity of household members.

Probability sample panels stratified **w/in their respective states** by sub-state area, industry and ownership to select 200,000 establishments to **survey semiannually** to yield a final sample size over a **3-year cycle** of approximately **1.2 million establishments**.



SAMPLE & REACH

Sample survey of about **60,000 households** designed specifically to produce **current monthly employment/unemployment data** and annual data on income and poverty in the U. S.



Projected Number of Utah Workers in Major Occupational Groups



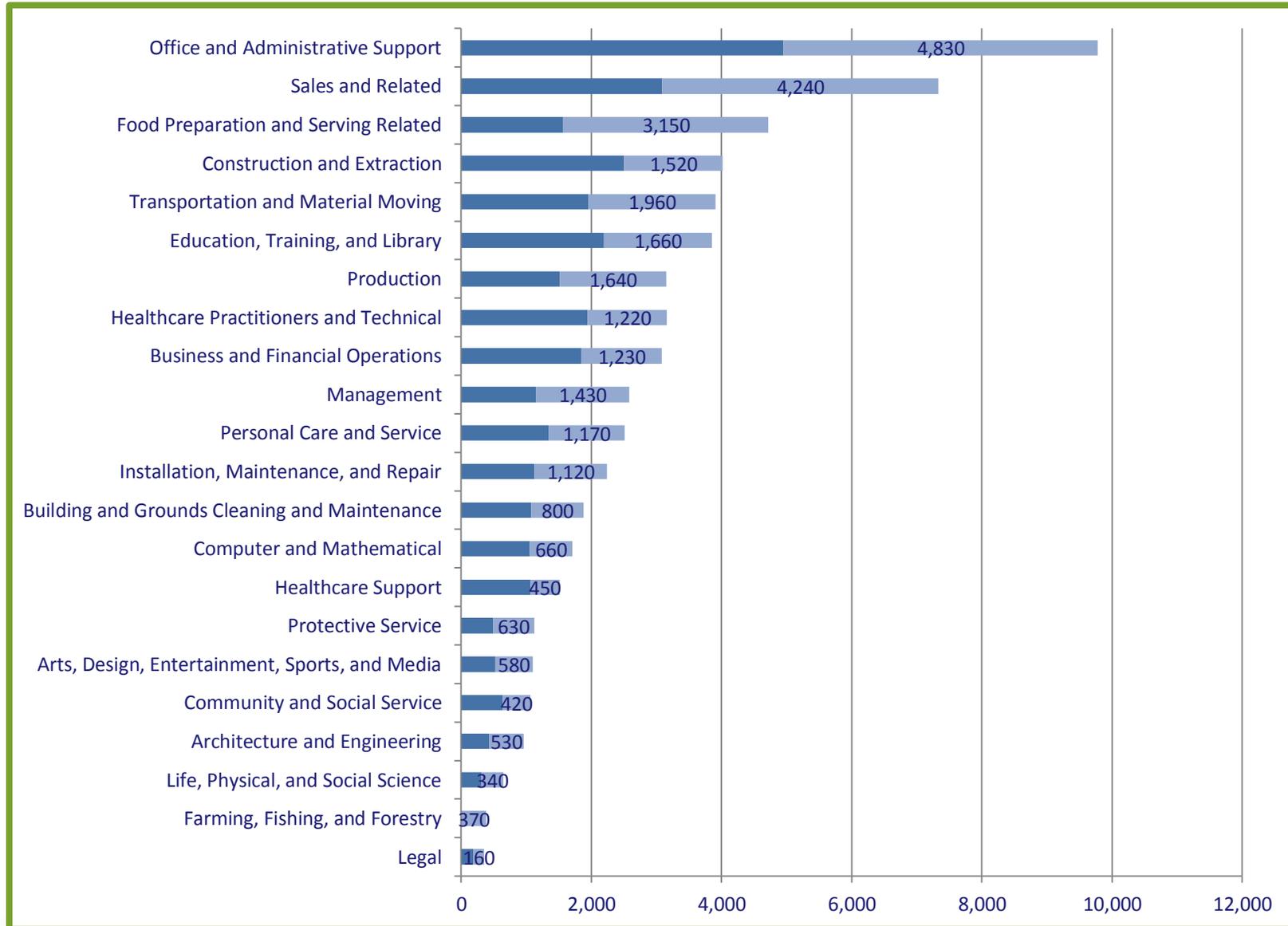
Source: Utah Department of Workforce Services, 2020 Employment Projections

Projected Annual Openings for Major Occupational Groups

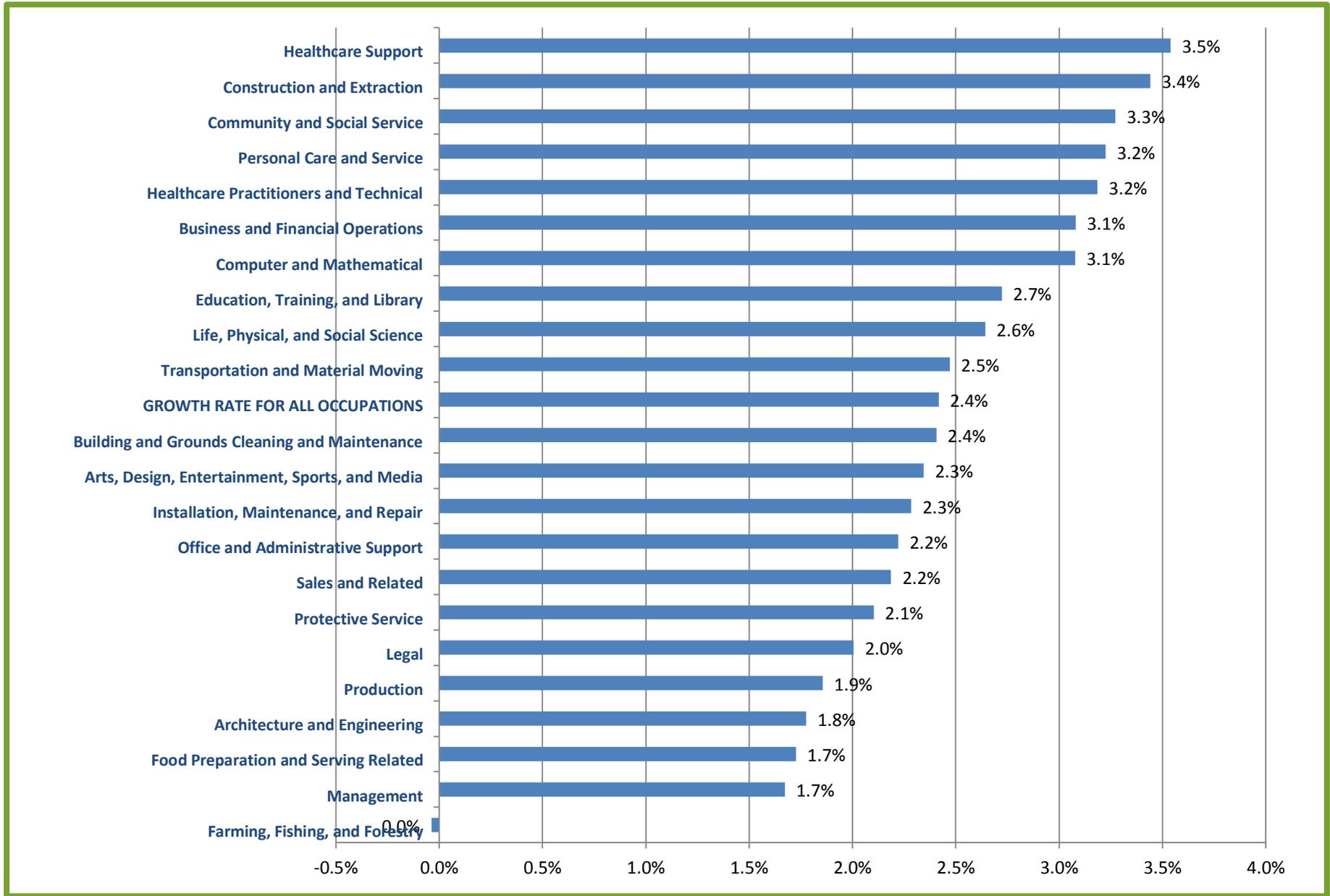


■ Number of openings due to **growth** (dark blue) ■ Number of openings due to **replacement** (light blue, w/ number)

Source: Utah Department of Workforce Services, 2010-2020 Employment Projections



Projected Annual Growth Rate for Major Occupational Groups



Source: Utah Department of Workforce Services, 2010-2020 Employment Projections





Wage Conversion Table

Hourly to Weekly to Bi-Weekly to Bi-Monthly to Monthly to Annually

Hourly	Weekly	Bi-Weekly	Bi-Monthly	Monthly	Annually	Hourly	Weekly	Bi-Weekly	Bi-Monthly	Monthly	Annually
5.15	206	412	446	893	10,712	18.00	720	1,440	1,560	3,120	37,440
5.25	210	420	455	910	10,920	18.25	730	1,460	1,582	3,163	37,960
5.50	220	440	477	953	11,440	18.50	740	1,480	1,603	3,207	38,480
5.75	230	460	498	997	11,960	18.75	750	1,500	1,625	3,250	39,000
6.00	240	480	520	1,040	12,480	19.00	760	1,520	1,647	3,293	39,520
6.25	250	500	542	1,083	13,000	19.25	770	1,540	1,668	3,337	40,040
6.50	260	520	563	1,127	13,520	19.50	780	1,560	1,690	3,380	40,560
6.75	270	540	585	1,170	14,040	19.75	790	1,580	1,712	3,423	41,080
7.00	280	560	607	1,213	14,560	20.00	800	1,600	1,733	3,467	41,600
7.25	290	580	628	1,257	15,080	20.25	810	1,620	1,755	3,510	42,120
7.50	300	600	650	1,300	15,600	20.50	820	1,640	1,777	3,553	42,640
7.75	310	620	672	1,343	16,120	20.75	830	1,660	1,798	3,597	43,160
8.00	320	640	693	1,387	16,640	21.00	840	1,680	1,820	3,640	43,680
8.25	330	660	715	1,430	17,160	21.25	850	1,700	1,842	3,683	44,200
8.50	340	680	737	1,473	17,680	21.50	860	1,720	1,863	3,727	44,720
8.75	350	700	758	1,517	18,200	21.75	870	1,740	1,885	3,770	45,240
9.00	360	720	780	1,560	18,720	22.00	880	1,760	1,907	3,813	45,760
9.25	370	740	802	1,603	19,240	22.25	890	1,780	1,928	3,857	46,280
9.50	380	760	823	1,647	19,760	22.50	900	1,800	1,950	3,900	46,800
9.75	390	780	845	1,690	20,280	22.75	910	1,820	1,972	3,943	47,320
10.00	400	800	867	1,733	20,800	23.00	920	1,840	1,993	3,987	47,840
10.25	410	820	888	1,777	21,320	23.25	930	1,860	2,015	4,030	48,360
10.50	420	840	910	1,820	21,840	23.50	940	1,880	2,037	4,073	48,880
10.75	430	860	932	1,863	22,360	23.75	950	1,900	2,058	4,117	49,400
11.00	440	880	953	1,907	22,880	24.00	960	1,920	2,080	4,160	49,920
11.25	450	900	975	1,950	23,400	24.25	970	1,940	2,102	4,203	50,440
11.50	460	920	997	1,993	23,920	24.50	980	1,960	2,123	4,247	50,960
11.75	470	940	1,018	2,037	24,440	24.75	990	1,980	2,145	4,290	51,480
12.00	480	960	1,040	2,080	24,960	25.00	1,000	2,000	2,167	4,333	52,000
12.25	490	980	1,062	2,123	25,480	25.25	1,010	2,020	2,188	4,377	52,520
12.50	500	1,000	1,083	2,167	26,000	25.50	1,020	2,040	2,210	4,420	53,040
12.75	510	1,020	1,105	2,210	26,520	25.75	1,030	2,060	2,232	4,463	53,560
13.00	520	1,040	1,127	2,253	27,040	26.00	1,040	2,080	2,253	4,507	54,080
13.25	530	1,060	1,148	2,297	27,560	26.25	1,050	2,100	2,275	4,550	54,600
13.50	540	1,080	1,170	2,340	28,080	26.50	1,060	2,120	2,297	4,593	55,120
13.75	550	1,100	1,192	2,383	28,600	26.75	1,070	2,140	2,318	4,637	55,640
14.00	560	1,120	1,213	2,427	29,120	27.00	1,080	2,160	2,340	4,680	56,160
14.25	570	1,140	1,235	2,470	29,640	27.25	1,090	2,180	2,362	4,723	56,680
14.50	580	1,160	1,257	2,513	30,160	27.50	1,100	2,200	2,383	4,767	57,200
14.75	590	1,180	1,278	2,557	30,680	27.75	1,110	2,220	2,405	4,810	57,720
15.00	600	1,200	1,300	2,600	31,200	28.00	1,120	2,240	2,427	4,853	58,240
15.25	610	1,220	1,322	2,643	31,720	28.25	1,130	2,260	2,448	4,897	58,760
15.50	620	1,240	1,343	2,687	32,240	28.50	1,140	2,280	2,470	4,940	59,280
15.75	630	1,260	1,365	2,730	32,760	28.75	1,150	2,300	2,492	4,983	59,800
16.00	640	1,280	1,387	2,773	33,280	29.00	1,160	2,320	2,513	5,027	60,320
16.25	650	1,300	1,408	2,817	33,800	29.25	1,170	2,340	2,535	5,070	60,840
16.50	660	1,320	1,430	2,860	34,320	29.50	1,180	2,360	2,557	5,113	61,360
16.75	670	1,340	1,452	2,903	34,840	29.75	1,190	2,380	2,578	5,157	61,880
17.00	680	1,360	1,473	2,947	35,360	30.00	1,200	2,400	2,600	5,200	62,400
17.25	690	1,380	1,495	2,990	35,880	30.25	1,210	2,420	2,622	5,243	62,920
17.50	700	1,400	1,517	3,033	36,400	30.50	1,220	2,440	2,643	5,287	63,440
17.75	710	1,420	1,538	3,077	36,920	30.75	1,230	2,460	2,665	5,330	63,960

Conversion factors: 40 hours per week; 80 hours bi-weekly (2 weeks); bi-monthly = monthly/2; 173.33 hours per month; 2080 hours per year.

Source: Utah Department of Workforce Services, Economic Data Collection & Analysis Unit