

ABSTRACT OF THE DISSERTATION

THE GROWTH AND DEVELOPMENT OF CAREER AND TECHNICAL EDUCATION IN UTAH

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For almost a century, school reform efforts in the United States have included workplace preparation as an integral component of the process. The popularity of such efforts has waxed and waned with political initiatives, but some form of vocational or career education has most often been present. A review of existing literature on career and technical education documented that the federal government had been active in providing incentives to states in order to provide a template for school reform efforts. Despite these efforts, little had been done to document how each of the states has implemented the federal initiatives. This research used the federal initiatives, which were directed at career and technical education, to serve as a lens to view how one state, Utah, implemented federal programs. The findings showed that the federal policy and legislation had been major forces in determining how educational reform, specifically as it related to career and technical education, had played out in Utah. The assumption was that Utah was not alone and that other states had similar experiences that had not yet been documented. The implications of this research are that other states have their own stories to tell and that career and technical education as a component of high school reform is still a viable research interest.