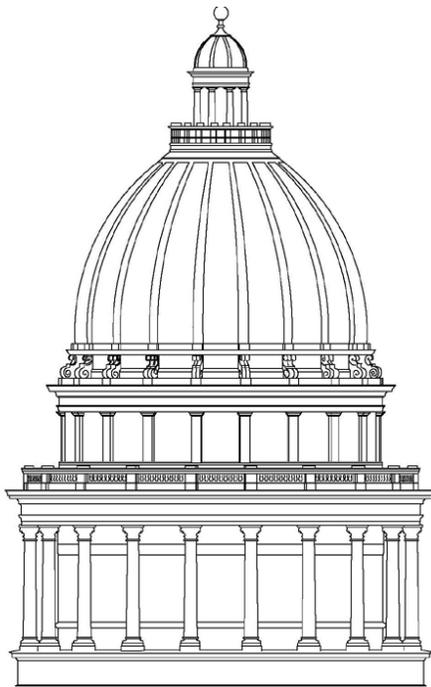


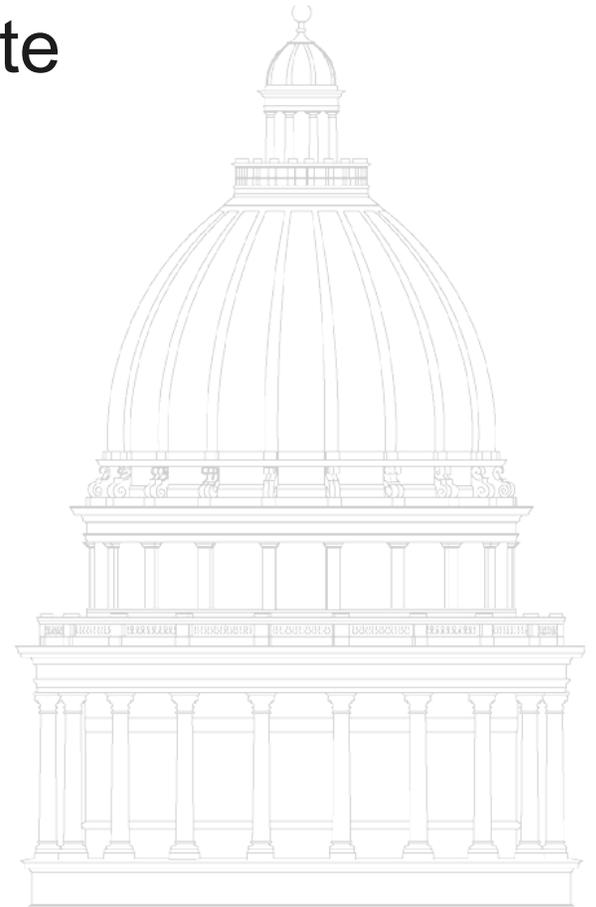
A Review of CTE Coordination And Program Duplication Between Public Education and UCAT



A Report by the
Utah Legislative Auditor General

Audit Objectives

1. Determine whether there is adequate **coordination** between secondary education and UCAT.
2. Determine whether program **duplication** or overlap of effort is occurring between UCAT and secondary schools.

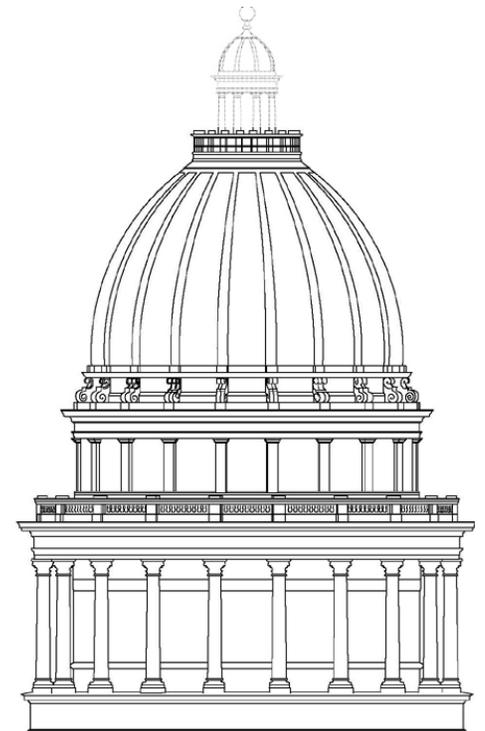


Chapter I

Both Secondary Schools and ATCs Provide Career and Technical Education

FOR MORE INFORMATION

See Chapter I, pages 1 to 7

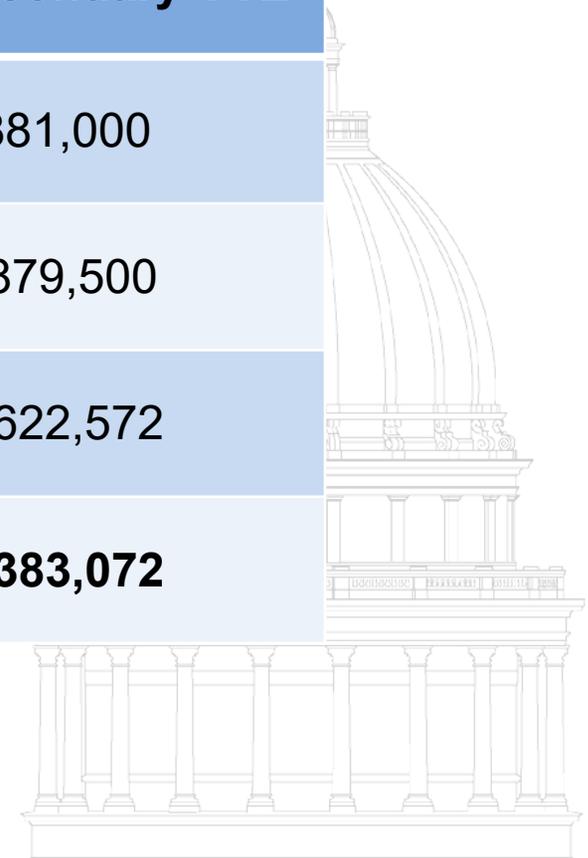


CTE Funding Available to Secondary Education is Significant

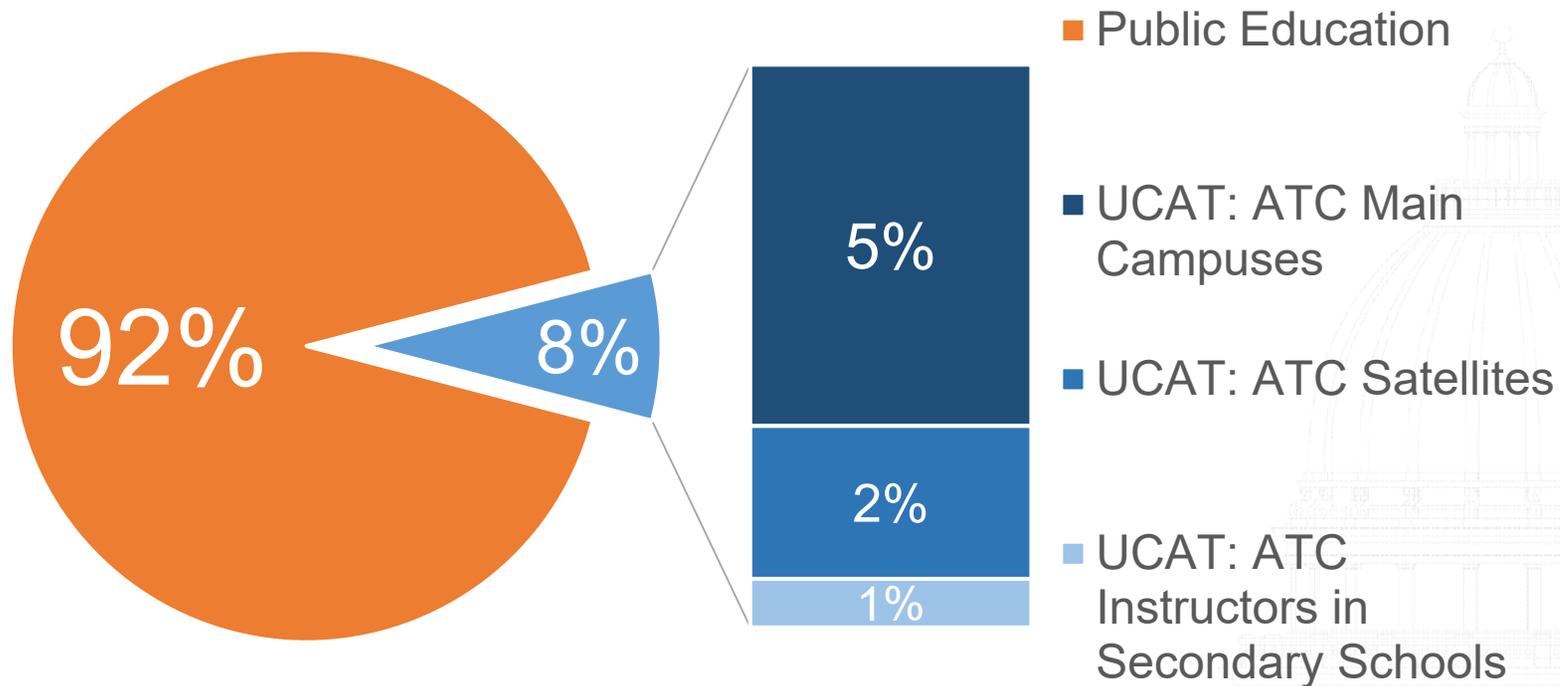
FY 2014 Funding Source	Amount for Secondary CTE
Basic WPU	\$ 81,881,000
CTE Add-on	77,879,500
Federal Perkins (portion)	5,622,572
Total	\$ 165,383,072

FOR MORE INFORMATION

See Figure 1.1, page 2



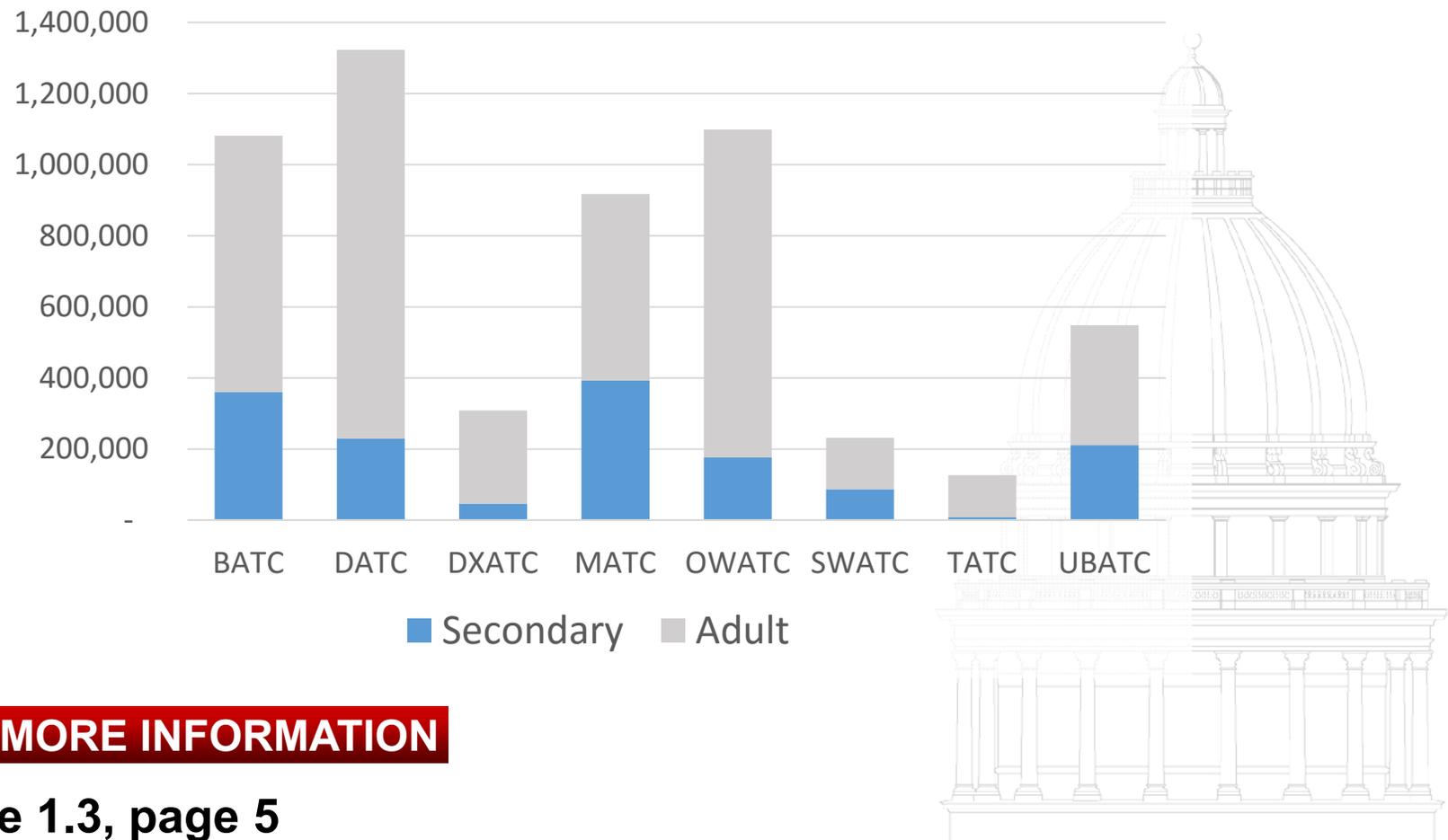
Most CTE is Provided by Secondary Schools



FOR MORE INFORMATION

See Figure 1.2, page 3

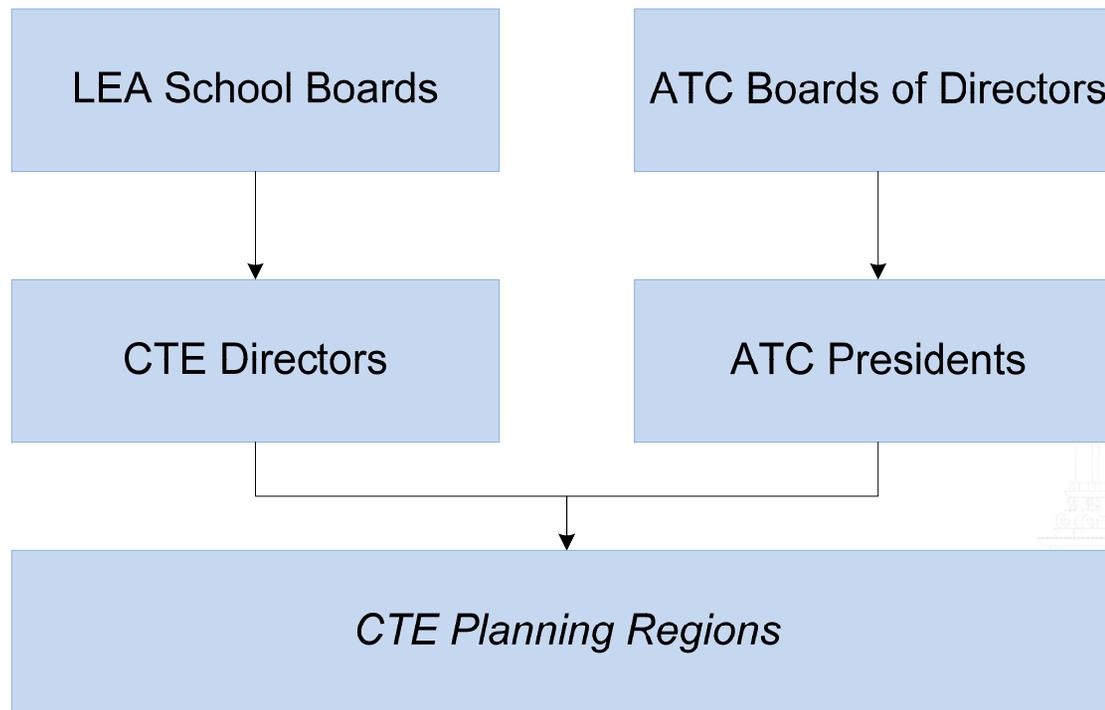
2014 ATC Membership Hours for Secondary Students and Adults



FOR MORE INFORMATION

See Figure 1.3, page 5

CTE Stakeholders at the Local LEA Level



FOR MORE INFORMATION

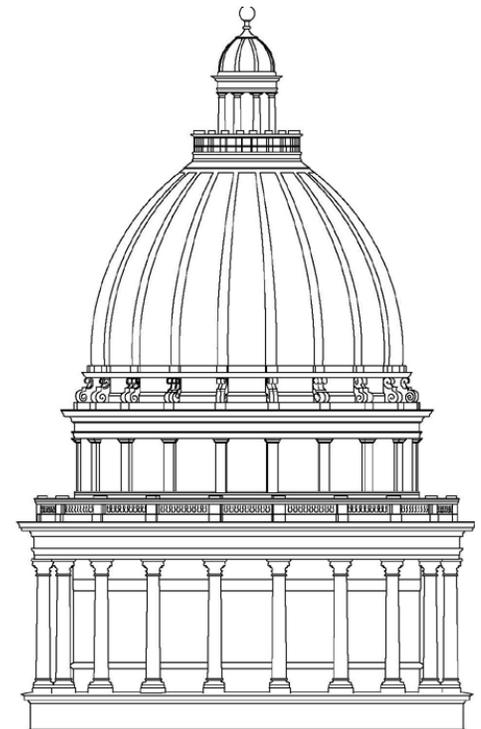
See Figure 1.4, page 6

Chapter II

CTE Coordination Appears Adequate

FOR MORE INFORMATION

See Chapter II, pages 9 to 23

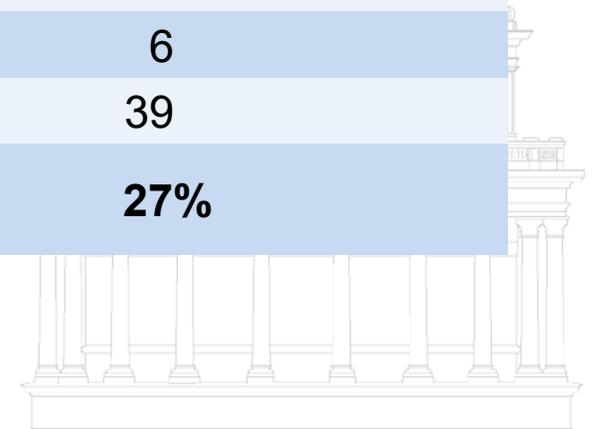


Utilization of ATCs by Secondary Students

ATC Regions	Percent of Secondary Students' CTE Provided by an ATC	Percent of ATCs' Total Membership Hours Dedicated to Secondary Students
BATC	19%	33%
DATC	6	17
DXATC	4	15
MATC	6	43
OWATC	6	16
SWATC	12	38
TATC	1	6
UBATC	30	39
Weighted Average	8%	27%

FOR MORE INFORMATION

See Figure 2.2, page 11

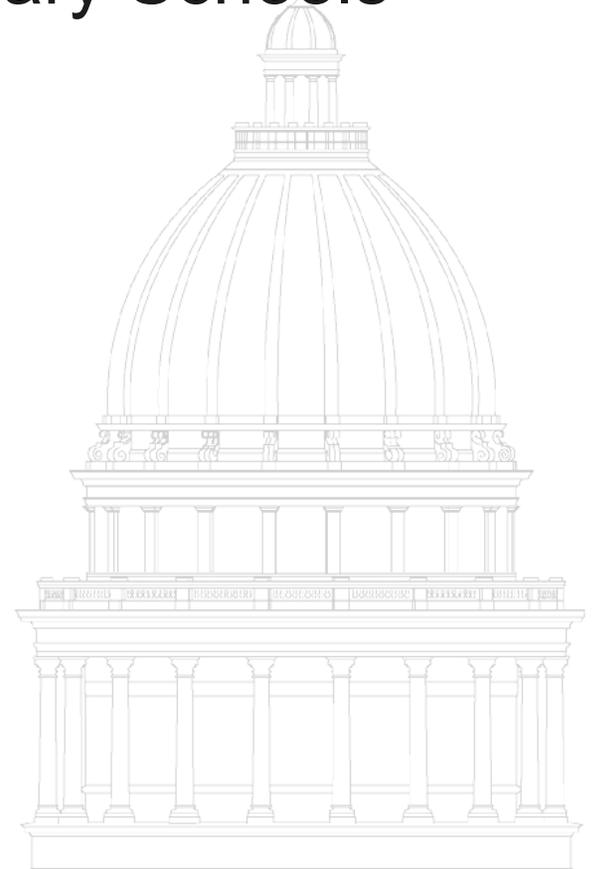


Factors that Affect Use of ATCs

- CTE Programs Available at Secondary Schools
- CTE Funding Practices
- ATC Classes' Capacity

FOR MORE INFORMATION

See Chapter II, pages 12 to 14



Local Coordination Helps Students Overcome the Distance Barrier

- Busing Provides ATC Access
- ATC Instructors at Secondary Schools
- Distance Learning Could Be Beneficial

FOR MORE INFORMATION

See Chapter II, pages 16 to 19

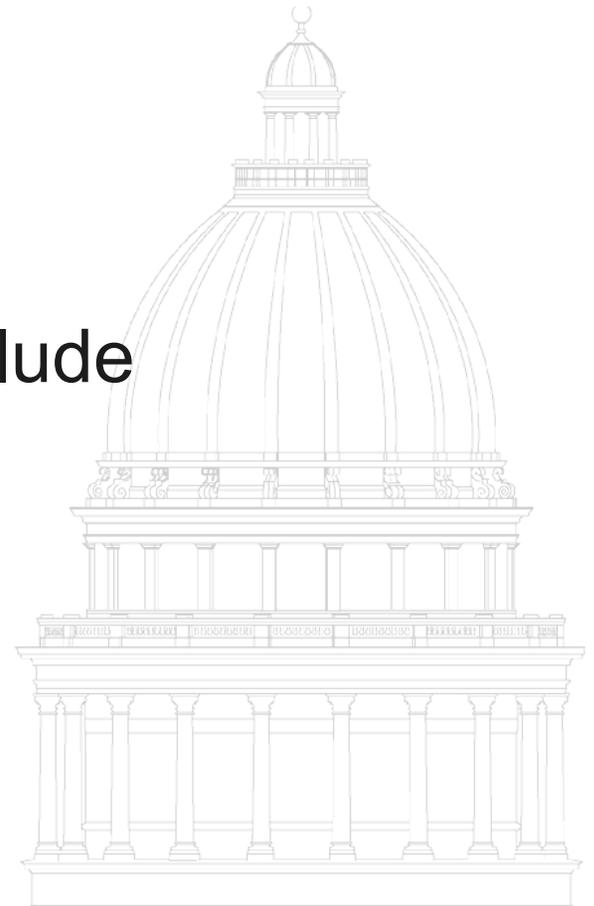


Program Articulation Agreements Demonstrate Coordination

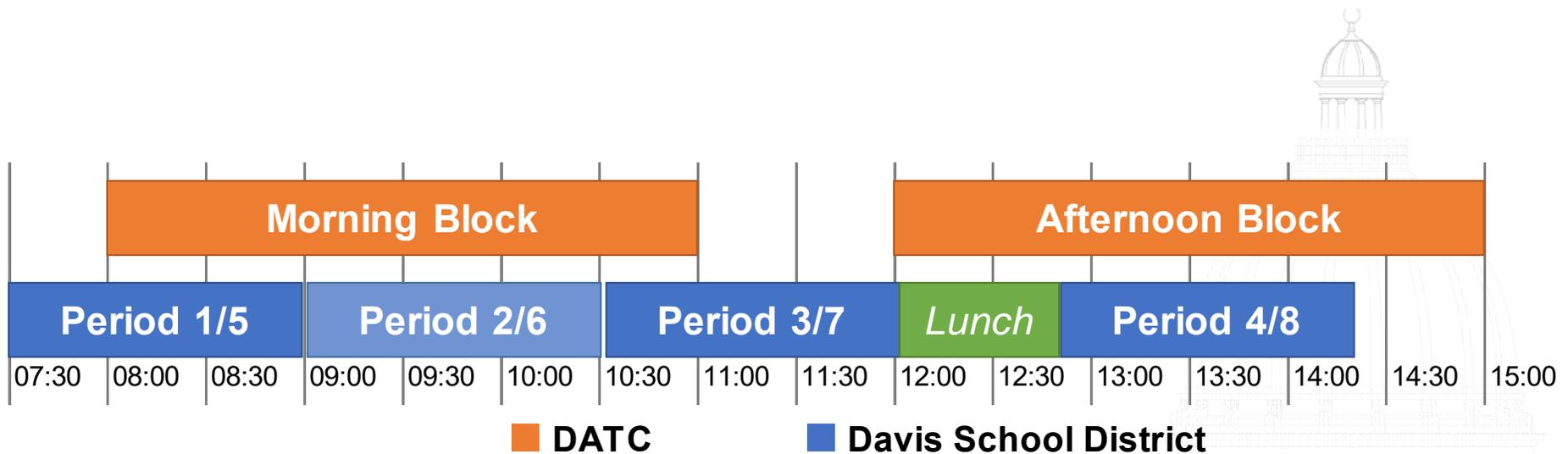
- Policy should be formalized
- Articulation Agreements Should Include Evening and Summer Classes

FOR MORE INFORMATION

See Chapter II, pages 15 to 16



Local Scheduling Issues with ATCs Differ Among LEAs



FOR MORE INFORMATION

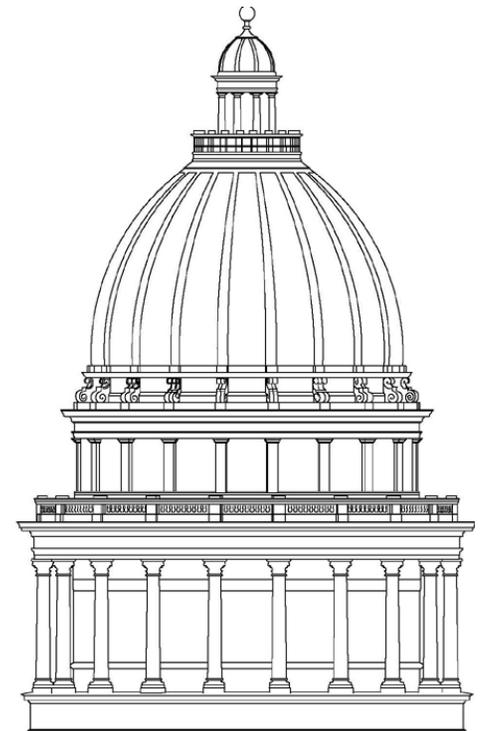
See Chapter II, pages 21 to 22

Chapter III

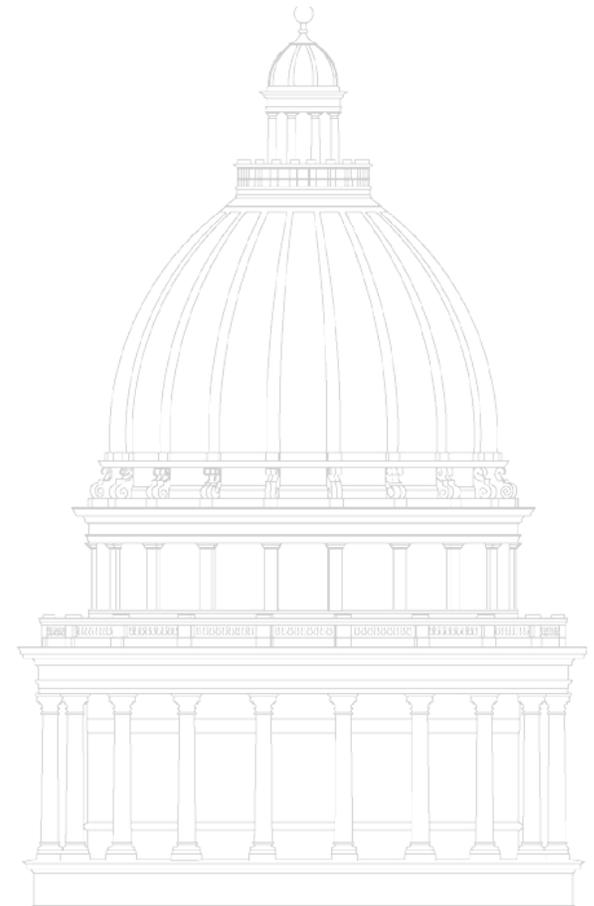
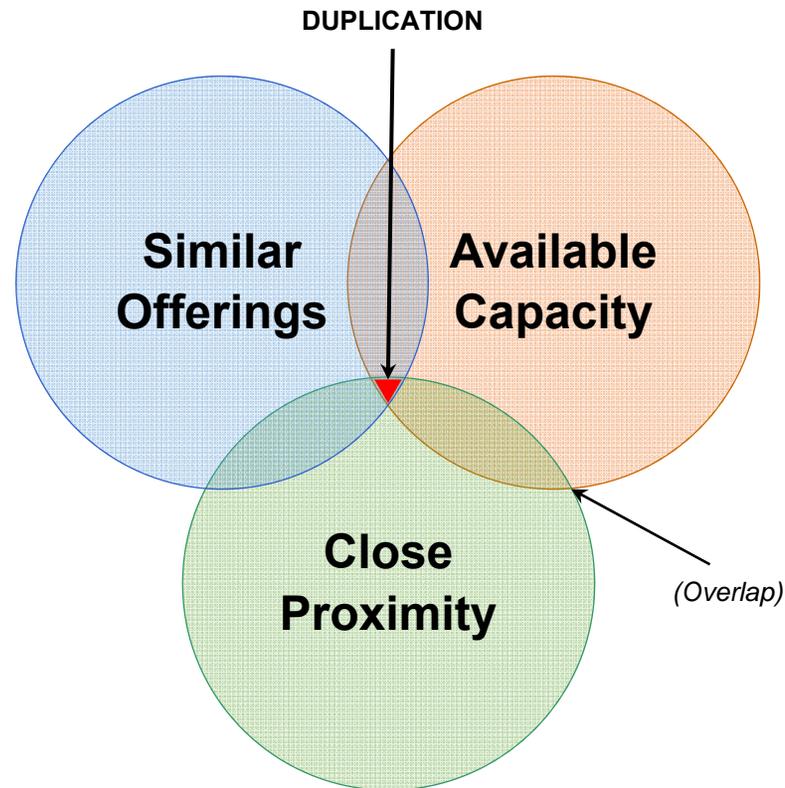
Duplication of Effort Is Not Widespread

FOR MOR INFORMATION

See Chapter III, pages 25 to 36



Wasteful Duplication Requires the Existence of Multiple Elements



FOR MORE INFORMATION

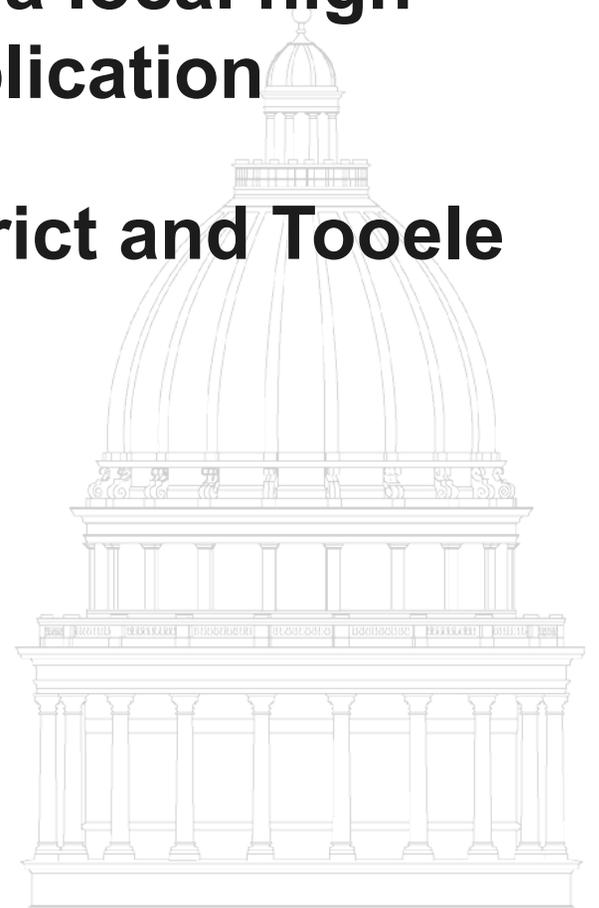
See Figure 3.1, page 27

Examples of Duplication Concerns

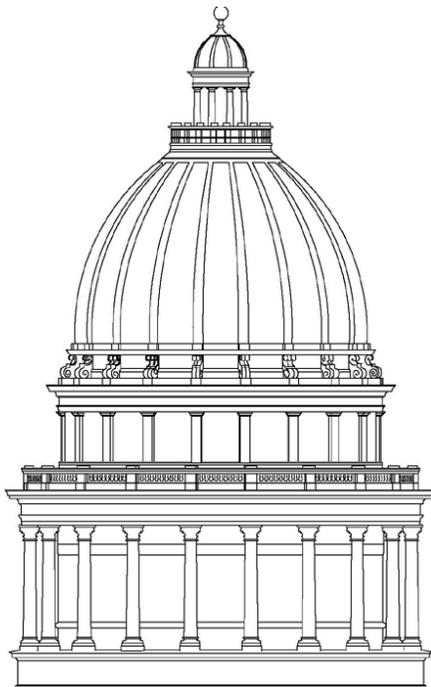
- **CNA Program at Davis ATC and a local high school fit our description of duplication**
- **Programs at Tooele School District and Tooele ATC**
 - Similar offerings
 - Available capacity
 - Close proximity

FOR MOR INFORMATION

See Chapter III, pages 27 to 32



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