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

<table>
<thead>
<tr>
<th>FY 2014 Funding Source</th>
<th>Amount for Secondary CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic WPU</td>
<td>$ 81,881,000</td>
</tr>
<tr>
<td>CTE Add-on</td>
<td>77,879,500</td>
</tr>
<tr>
<td>Federal Perkins (portion)</td>
<td>5,622,572</td>
</tr>
<tr>
<td>Total</td>
<td>$ 165,383,072</td>
</tr>
</tbody>
</table>

See Figure 1.1, page 2
Most CTE is Provided by Secondary Schools

- **92%** Public Education
- **5%** UCAT: ATC Main Campuses
- **2%** UCAT: ATC Satellites
- **1%** UCAT: ATC Instructors in 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

LEA School Boards

CTE Directors

ATC Boards of Directors

ATC Presidents

CTE Planning Regions

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

<table>
<thead>
<tr>
<th>ATC Regions</th>
<th>Percent of Secondary Students’ CTE Provided by an ATC</th>
<th>Percent of ATCs’ Total Membership Hours Dedicated to Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>BATC</td>
<td>19%</td>
<td>33%</td>
</tr>
<tr>
<td>DATC</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>DXATC</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td><strong>MATC</strong></td>
<td><strong>6</strong></td>
<td><strong>43</strong></td>
</tr>
<tr>
<td>OWATC</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>SWATC</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>TATC</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>UBATC</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td><strong>Weighted Average</strong></td>
<td><strong>8%</strong></td>
<td><strong>27%</strong></td>
</tr>
</tbody>
</table>

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 MORE 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 MORE INFORMATION

See Chapter III, pages 27 to 32