



Utah Career and Technical Education CTE Administration - Program Approval and Quality Review

This document was developed to assist in monitoring Career and Technical Education (CTE) Programs throughout the state. Quality CTE programs are those which meet program standards based on the quality indicators provided. The goal of the monitoring process is to assist in improving CTE programs. Documentation for each standard must be available upon request, where appropriate.

This document is to be used for the following processes:

- 1) Program self-evaluation, improvement, goal setting, and long-range planning
- 2) On-site Reviews/Visits
- 3) Four-year CTE Program Approval

Programs with identified deficiencies will be asked to develop a CTE Administration Program Improvement Plan.

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Quality Standard 1: The Career and Technical Education program is administered by a qualified CTE Director.

1. The Director:
 - a. has a current Utah Administrative Supervisory License or is in the process of completing license requirements ([R277-911-8-7\(a\)](#))
 - b. has an endorsement in at least one career and technical area ([R277-911-8-7 \(b\)](#))
 - c. meets one of the following
 - i. has four (4) years of experience as a full-time career and technical educator
 - ii. has completed the prescribed CTE Director professional development program.
2. The Director is:
 - a. assigned responsibility for CTE program administration in CACTUS (must be at a minimum of one-half of administrator assignment); or
 - b. dedicated full time to CTE, if assigned as a multi-district CTE Director (memorandum of understanding from each district submitted annually including requirements from [R277-911-8-5 \(i-iv\)](#)); or
 - c. dedicated full time to CTE, if assigned as a multi-charter CTE Director (memorandum of understanding from each charter submitted annually including requirements from [R277-911-8-5 \(i-iv\)](#)); or
 - d. assigned responsibility for CTE program administration in CACTUS in a small district where the opportunity to have a multi-district CTE Director is not available (must be at a minimum of part-time of administrator assignment)
3. The Director:
 - a. participates in appropriate statewide CTE meetings,
 - b. obtains adequate information about State and Federal CTE requirements
 - c. advocates for CTE with their LEA.
4. The Director fully participates in:
 - a. Region planning,
 - b. program development
 - c. collaboration to coordinate Career and Technical Education within the Region
5. The Director participates in appropriate professional association and professional development activities, including attending state directors meeting.
6. The Director administers the sharing of state/district/LEA CTE pathways and LEA course offerings through the district/LEA website.
7. The Director completes and submits required CTE applications, data, and other documentation accurately and timely. (Data gateway reports, CCA, WBL applications and documents, Perkins applications, reimbursements, etc.) Note: all applicable documents on the Director's [annual checklist](#) for the LEA.

Quality Standard 2: CTE quality program planning, development, and continuous improvement is in place.

1. The LEA has implemented appropriate CTE Pathways that allow for student concentration/completion. LEA(s) has promoted CTE pathways, course offerings and additional state requested CTE information as an online resource for local stakeholders.
2. The LEA has ensured quality career and technical programs/courses/pathways based on [program of quality review standards](#).
3. Program Advisory Committees (PAC) are used to provide input into program development and continuous improvement/innovations where students acquire the knowledge and skills to meet rigorous and challenging academic standards and industry-recognized skill standards that are necessary for:
 - a. Post-secondary education (USHE/UTECH connections)
 - b. Lifelong learning
 - c. High-skill, high-wage, and in-demand careers
 - d. Credentials of value
4. Articulation agreements are in place outlining student pathways from secondary to postsecondary CTE programs.
5. A 3-5-year plan is in place for program development and continuous improvement based on the region/LEA [needs assessment elements](#) data results, including but not limited to:
 - a. Evaluate and promote programs of study (pathways development) creating and/or improving program quality (size, scope, and quality) (element 2, 3, 4)
 - b. Improve all student performance, with attention to meeting the needs of special populations and nontraditional students (include equity and access) (element 1, 6)
 - c. Improve teacher quality: recruitment, retention, and training (element 5)
 - d. Student concentration/completion plans that promote graduation (element 4)
 - e. Expanding opportunity and improvement of student performance resulting in credentials of value (element 1)
 - f. The LEA ensures that every student has an intentional college and career readiness plan in place that includes a plan for post-secondary opportunities including, but not limited to: UTECH, USHE, and career options (element 2, 3, 4)
6. In accordance with R277-911-3, 5C, every approved CTE Program must have in place an LEA-approved CTE specific Annual Safety Plan. Annual Safety Plans should include, but are not limited to:
 - a. Professional Development specific to Safety Protocols and Equipment Maintenance
 - b. Assess each CTE content area within a 3–5-year period on a rotating schedule and include an annual hazard review of all CTE spaces (shops, classrooms, labs, etc)
 - c. Provide new hires with safety and equipment maintenance training within the first 30 days of employment

Quality Standard 3: A financial and grant management system is in place to ensure proper expenditure of State CTE and Federal Perkins funds.

1. The LEA demonstrates that program accounting is used to track and report State and Federal funds.
2. A CTE budget is in place that allocates and categorizes all programs, revenue, and expenditure categories, along with year-to-date and year-end financial statements from the accounting department that are reconciled with CTE records. Federal grant budgets match grant awards.
3. Financial transaction records are in place to provide documentation for appropriate program expenditures. Federal transactions verify
 - a. grant year
 - b. category (formula, leadership, corrections, reserve, etc.)
 - c. amount
 - d. date
 - e. purpose of each expenditure against grant
 - f. reimbursements requested and received
4. Procedures are in place to assure that State CTE funds are expended only for approved programs and services as listed in R277-911, and that Perkins funds are expended only for allowable activities and services as explained in Strengthening Career and Technical Education for the 21st Century Act, EDGAR, and OMB.
5. The LEA meets or exceeds maintenance of effort and can demonstrate through financial records that MOE has been recorded as revenue to CTE programs grades 9-12.
6. Procedures are in place to assure that Perkins funds are expended according to the financial plan in the approved application and the required uses. Also, to address specific performance issues identified in continuous improvement plan and the needs assessment.
7. The CTE Director has sufficient authority to control how state and federal CTE funds are expended.
8. Requests for reimbursement are signed by the CTE Director with full knowledge of expenditures indicated.
9. Final requests for reimbursement of Federal funds are submitted within 90 days of grant completion.
10. Procedures are in place to assure that Perkins funds are used to supplement, and not supplant, local resources.
11. Procedures are in place to assure that Perkins funds are used for allowable expenditures that meet the five required uses and allowable permissible uses.
12. An inventory and property tags of equipment and walkable/pilferable items is maintained.
13. Internal controls exist to ensure compliance and reduce the risk of misuse of state and federal funds.
14. CCA funds are used according to R277-916.
15. WBL funds are used according to R277-915, and the LEA has met the local match requirements.

Standard 4: Accurate and complete performance data are used to develop and implement continuous improvement.

1. The student information system provides data elements required for Perkins reporting.
2. Data reported to the state are complete, accurate, and timely. The CTE Director assures that CTE data fields are populated correctly. (Data gateway, Perkins)
3. The CTE Director participates in annual Perkins Performance/Data Quality meetings.
 - a. The continuous improvement plan addresses performance in relation to prior year or trend results and state adjusted performance levels.
 - b. The CTE Director has sufficient authority and flexibility to use Perkins funding to address specific performance issues identified in continuous improvement plan. Sufficient formula funds are available to address performance issues.
 - c. Placement data for Senior Concentrators (Secondary) are obtained and submitted to the state.
4. Improvement plan(s) based on performance data and monitoring findings is in place.