

Cobre Valley Institute of Technology

District spent \$1.4 million on career and technical education (CTE) programs in fiscal year 2021 but lacked key outcome data showing these programs effectively prepared students for high-need occupations

Audit purpose

To determine if the District was meeting its statutory purpose to prepare students for high-need occupations, spending State monies appropriately, and following best practices.

Key findings

- In fiscal year 2021, the District partnered with Eastern Arizona College through intergovernmental agreements to offer its central CTE programs and paid over \$130,000 in tuition and other fees for its students to attend these programs. It also spent approximately \$46,000 primarily for classroom supplies and student tutoring.
- In fiscal year 2021, the District allocated over \$575,000 in satellite funding to its member districts and spent approximately \$120,000 primarily on grants passed to member districts and equipment purchases.
- In fiscal year 2021, the District's administration spending of approximately \$356,000 was primarily to pay salaries and benefits for the District's superintendent and business manager, administrative supplies and equipment, audit services, and advertising. It also spent almost \$173,000 on support services primarily for the salaries and benefits of staff who performed program director duties, attendance software and services, insurance costs, school safety supplies and equipment, and cell phone services.
- District did not collect, validate, and use complete data to help assess whether its programs successfully prepared students for high-need occupations and led them to earn industry certifications; absent this data, District could not demonstrate the \$1.4 million it spent on programs in fiscal year 2021 was effectively used.

Key recommendations

The District should:

- Develop and implement consistent data collection protocols for all CTE programs to demonstrate compliance with statutory and ADE requirements and recommended practices. This includes collecting and validating complete data, such as data related to student certifications earned and post-graduate jobs obtained, as well as developing a process to track all outcome data.
- Analyze all CTE program outcome data to evaluate the effectiveness of its CTE programs in preparing students for high-need occupations and to support the investment of any public monies, and use the results of its evaluations to make changes to its programs to ensure they are meeting their statutory purpose of preparing students for high-need occupations.