

**U. S. Department of Education  
Office of Vocational and Adult Education**

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**The Carl D. Perkins  
Career and Technical Education Act of 2006**

**GUIDE FOR THE SUBMISSION OF STATE  
PLANS**

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## INTRODUCTION

The Office of Vocational and Adult Education (OVAE) developed this guide to assist you in preparing your State plan under the newly authorized Carl D. Perkins Career and Technical Education Act of 2006 (Act), 20 U.S.C. 2301 et seq. as amended by P.L. 109-270. Sections 122(a)(1) and 201(c) require each eligible agency desiring assistance under Titles I and II, respectively, for any fiscal year to prepare and submit to the Secretary a State plan for a 6-year period, except that, during the first fiscal year following the enactment of the Act (Program Year (PY) 2007 which operates from July 1, 2007 – June 30, 2008), each eligible agency may fulfill its obligation by submitting a one-year transition plan.

The framework for the guide is based on the requirements in the Act and a renewed vision of career and technical education (CTE) programs for the 21<sup>st</sup> century. Signed into law on August 12, 2006, the Act represents nearly three years of work on the part of Congress and the U.S. Department of Education (Department), in cooperation with other Federal agencies and the State and local agencies affected by its policies, to provide continuing Federal support for rigorous CTE programs that prepare students for today's competitive workforce. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of career and technical education students, improves State and local accountability, and strengthens the connections between secondary and postsecondary education.

This guide is organized into three parts. Part A outlines the required State plan narrative for the State plan in seven key areas: planning, coordination, and collaboration prior to State plan submission; program administration; provision of services to special populations; accountability and evaluation; tech prep programs; financial requirements; and EDGAR certifications and other assurances. For each of these areas, the statutory requirements are provided, along with other U.S. Department of Education (Department) requirements. Each section of the guide also includes procedural suggestions and planning reminders to help you prepare your State plan narrative, although these items are not required as part of your State plan submission.

Part B includes the required budget form. Information and directions for completing the budget form are provided in the financial requirements section (VI) of Part A.

Part C includes the required accountability form. Information and directions for completing the accountability form are provided in the accountability and evaluation section (IV) of Part A.

As indicated above, each State has several options in preparing its State plans. A State may complete a one-year transition plan, a six-year plan, or a unified plan pursuant to section 501 of the Workforce Investment Act of 1998 (P.L. 105-220). Each State that chooses to submit a one-year transition plan must follow the instructions provided in the shaded boxes under the section headings throughout this guide. Each State that opts to submit a 6-year plan must complete each item in this guide. Any State that wishes to submit a unified plan must follow any instructions and submission requirements provided by the Employment and Training Administration, U.S. Department of Labor. For further information, please contact Janet Sten, the Federal Coordinator for Plan Review and Approval, at [sten.janet@dol.gov](mailto:sten.janet@dol.gov), or Robin Fernkas at [fernkas.robin@dol.gov](mailto:fernkas.robin@dol.gov). Both can be reached by calling (202)693-3054.

Section 202 of the Act provides each State with the option to consolidate all or a part of its funds under section 201 of the Act with funds received under section 111 of the Act in order to carry out the activities described in the State plan under section 122. States that opt to consolidate *all* of their funds do not need to complete the tech prep programs section (V) in Part A and must add together the amounts received under section 111 and 122 of the Act before completing the budget form.

The timeline for State’s submission of their new State plans and the Department’s issuance of grant awards for the first program year (July 1, 2007 – June 30, 2008) is provided below.

Timeline	Actions
March 12, 2007	Department issues the final Carl D. Perkins Career and Technical Education Act of 2006: Guide for the Submission of State Plans
March 2007	Department issues State’s FY 2007 Title I and Title II estimated allocations
March 19, 2007 to April 30, 2007	OVAE’s Regional Accountability Specialists hold technical assistance calls to discuss State’s definitions, measurement approaches, and performance levels for the core indicators of performance
May 7, 2007	States submit their new State plans to the Department
May 14 - June 12, 2007	Department reviews State plan submissions and reaches agreement with States on performance levels for the core indicators of performance
July 1, 2007	Department issues 1 <sup>st</sup> installment of grant award funds for program year one (July 1, 2007 – June 30, 2008) to States via e-mail, fax, and hard copy mailing
October 1, 2007	Department issues supplemental (and final) installment of grant award funds for program year one to States via e-mail, fax, and hard copy mailing

## **Submission Instructions**

You must submit your State plan, including the Cover Page, no later than close of business (5:00 pm EST) on Friday, May 7, 2007. State plans may be submitted in one of three ways: (1) e-mailed to [Perkins2007@ed.gov](mailto:Perkins2007@ed.gov); (2) entered into the electronic Perkins IV State Plan Database (further information on submitting plans through this database will be sent to State Directors under separate cover); or (3) mailed to the submission address below.

If you choose to transmit your plan electronically, you must submit in hard copy to the address below signed originals of any pages within the document that require a signature. This includes the Cover Page, EDGAR certifications, and other assurances.

## **Submission Address**

Sylvia Lyles, Branch Chief  
Program Administration Branch  
Division of Academic and Technical Education  
Office of Vocational and Adult Education  
U.S. Department of Education  
550 12<sup>th</sup> Street, SW  
Potomac Center Plaza, Room 11053  
Washington, DC 20202-7110

## **Publication Information**

The Department may publish your State plan, in whole or in part, on our Web site or through other means available to us.

We look forward to reviewing your State plans and your initiatives to implement the new Act in the coming years. Staff of the Division of Academic and Technical Education (DATE), particularly your State Liaisons and Regional Accountability Specialists, are available at any time to answer questions that arise as you prepare your plan.

U. S. Department of Education  
Office of Vocational and Adult Education

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The Carl D. Perkins  
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: New Mexico

Eligible Agency Submitting Plan on Behalf of State:

New Mexico Public Education Commission

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: \_\_\_\_\_

Name: Melissa W. Lomax, Ph. D.

Position: Bureau Chief for New Mexico Public Education Department Career-Technical and Workforce Education Bureau

Telephone: (505) 827 - 1808

Email: Melissa.lomax@state.nm.us

Type of State Plan Submission (check one):

6-Year Full Plan – FY 2007 – FY 2013

1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

**CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS**

		<b>One-Year Transition Plan</b>
<b>PART A: STATE PLAN NARRATIVE</b>		
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required	Not required
Program Administration	All items required	Only items A2(a-1); A8; B1; and B2 required
Provision of Services for Special Populations	All items required	Only items A1(a-c) required
Accountability and Evaluation	All items required	All items required, except for the baseline data and performance levels as specified in the chart on pages 19 and 41
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs  No items required if consolidating all of its Title II grant funds into its basic grant programs	Only items A(1); B(1); and B(2) required if State is using all or a portion of its Title II grant funds for its tech-prep programs  No items required if consolidating all of its Title II grant funds into its basic grant programs
Financial Requirements	All items required	All items required
EDGAR Certifications and Other Assurances	All items required	All items required
<b>PART B: BUDGET FORMS</b>		
Title I – Basic Grant	All items required	All items required
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs  No items required if consolidating all of its Title II grant funds into its basic grant programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs  No items required if consolidating all of its Title II grant funds into its basic grant programs

		<b>One-Year Transition Plan</b>
<b>PART C: ACCOUNTABILITY FORMS</b>		
Definitions	All items required	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required	Student definition, and measurement definitions and approaches for all core indicators  Baseline data and performance levels as specified in the chart on pages 19 and 41.
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required	Student definition, and measurement definitions and approaches for all core indicators  Baseline data and performance levels as specified in the chart on pages 19 and 41.

# **PART A: STATE PLAN NARRATIVE**

## I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

*States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.*

### A. Statutory Requirements

1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]

#### **Response Not Required in Transition Plan**

2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]

#### **Response Not Required in Transition Plan**

3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]

#### **Response Not Required in Transition Plan**

4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

#### **Response Not Required in Transition Plan**

5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

### **Response Not Required in Transition Plan**

#### **B. Procedural Suggestions and Planning Reminders**

- ✓ You should maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, where the hearings were held, and attendance levels. See section 122(a)(3).
- ✓ You should develop and implement policies and procedures for the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act; moreover, you should maintain appropriate records for these mandated consultations.
- ✓ Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system.
- ✓ Public hearings and other consultation activities should address all aspects of the State plan, including the reservation of funds under section 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under section 112(a)(2)(B) of the Act.

## II. PROGRAM ADMINISTRATION

### A. Statutory Requirements

1. You must prepare and submit to the Secretary a State plan for a 6-year period; or

You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

***States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-l); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.***

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—
  - (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

***See Appendix A – New Mexico Public Education Department Career-Technical & Workforce Education Bureau REQUEST FOR APPLICATION [RFABG].***

- i. Incorporate secondary education and postsecondary education elements;

As reflected in the local Request for Application Basic Grant (RFABG), each Local Educational Agency (LEA) requesting funding shall complete a program of study (POS) for every career technical education program funded by their request. The POS requirement in the application aligns to the 16 National Career Clusters and the State of New Mexico's 7 Career Clusters as endorsed by the Governor.

Each POS incorporates secondary education and may include postsecondary education elements such as dual and articulated credit courses. The POS is a non-duplicative sequence of courses that encompass rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. POS alignment also identifies the path available to students that may lead to certificates, industry-recognized credentials, and an associate or baccalaureate degree.

### **Student Learning:**

Students must achieve the academic, occupational, employability and entrepreneurial skills necessary to successfully enter the workplace, including strong core academic skills, the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, connections to proposed New Mexico Career Clusters and Majors, and key components of workforce preparation. For students to be prepared for the workforce, the following elements will comprise a **Career-Focused Student Learning System**:

- A strong academic core that prepares the learner to enter the workplace with high level, contextually relevant competencies in the areas of mathematics, reading, language and science. These competencies are to be incorporated into career-technical courses through the integration of academic and career technical education curriculum.
- An articulated system of Career-Focused Student Learning from grades K-20 linking curriculum competencies that ensure and demonstrate mastery.
- An experiential component is integrated throughout the Career-Focused Student Learning System. Work-based training, mentorships and internships will be integral components of skill development in order to establish the relevance of training to actual business and industry practice.
- Entrepreneurial skills are integrated and embedded in the Career-Focused Student Learning System.
- Apprenticeship opportunities are utilized to enhance student learning skills in relevant areas of career preparation.
- Employability skills (SCANS) are integrated across the curriculum.
- At the post-secondary level, authentic assessment of achieved competencies is the basis for student exit from instructional programs rather than a fixed time and curriculum.
- National Skill Standards, occupational benchmarks, and SCANS employability skills will provide the accountability and assessment evaluation framework of the Career-Focused Student Learning System.
- Student learning at the secondary level will be linked to the district's focus area(s) for improvement as identified in their Educational Plan for Student Success (EPSS).

In building a career-technical education program of study, New Mexico graduation requirements shall be the foundational coursework, which includes local graduation requirements. A college preparatory core can then be integrated to demonstrate the alignment to the baccalaureate degree. Keep in mind that college entrance requirements typically require two years of a foreign language for admission.

- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

Building upon the state's comprehensive school reform initiatives and career and technical education programs and services that currently exist through secondary and postsecondary education, the NMPED will conduct activities and make recommendations within the

Department to ensure that New Mexico meets or exceeds the state adjusted levels of performance including:

- The development of rigorous program standards for secondary and postsecondary public career-technical education programs;
- Expanding POS within career pathways for secondary and public career-technical education programs that align with the needs of business and industry and as reflected in the 7 State Career Clusters;
- Implementing national skills standards and skills proficiencies within career-technical curricula and programs;
- Professional development to assist career-technical educators, administrators, counselors and other professionals and constituents in designing curriculum and state-of-the art delivery systems to implement career pathways, the integration of rigorous academic standards into career-technical education programs, development and implementation of national skills standards, and assessment of student progress.

NMPED staff will coordinate activities that promote curriculum research and development to achieve the state-adjusted levels of performance, integrate new technology into the curriculum, and prepare students for high-skill, high-wage, or high demand occupations. Such activities will take place through the funding of relevant professional development.

Pages 6-8 of RFABG Program of Study Section set the parameters for and directs LEAs on implementation within the POS of a fully integrated college preparatory core. This college preparatory, non-duplicative sequence of courses reflects the NMPED commitment to designing and assisting LEAs in the development of POS that adequately prepare students to succeed in postsecondary education.

- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

Within the NMPED RFABG, completion of details comprising POS (pp. 7-12; esp. see legend, p.10, lower left side) include strong engagement for:

- a fourth year of mathematics that aligns to the career area of study (conducive to dual/articulated credit opportunities);
- dual credit options;
- industry recognized and/or industry credentials for students and teachers where available and appropriate; and
- the specific Career-Technical Student Organization with which to affiliate at the secondary level.

Additionally, Statutory Authority for Dual Credit Educational Standards resides with PED in Chapter 30, Section 22-2-1 NMSA 1978 [6,30.7.3 NMAC-N, 08/15/05], the stated objectives of which are: (i) to increase opportunities for high school students, and (ii) to increase efficient use of instructional staff, facilities, equipment, student support services and technical advisory

committees at both the secondary and postsecondary levels; and thereby to increase the overall quality of instruction and learning available through secondary school.

Further, students receiving dual credit in New Mexico have available the ability to transfer credit from one postsecondary to another. During the 2005 New Mexico Legislative session, Senate Bill 161, consistent with requirements of state law (Chapter 224 of the Laws of New Mexico, 1995 as amended) was signed into law to further enhance and facilitate the articulation of general education courses among New Mexico's colleges and universities. In accordance with policies established by the New Mexico Higher Education Department, designated general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution. Students who have decided on a major and/or an institution at which to complete their studies should consult with an academic advisor at that particular institution to determine the most appropriate course selections. Students enrolling for the first-year of study at a New Mexico college or university and considering possible transfer into a certificate and/or degree program at another institution are encouraged to take the courses approved for transfer during their freshman and sophomore year of study.

- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

The NMPED RFABG requires LEA's to identify the appropriate industry based certification within the identified POS, ie., funded entities must:

Identify the industry recognized credentials and/or certification(s) offered to students through this program of study (e.g. Oracle Certification). The credential/certification does not dictate the curriculum; the credential/certification is the result of the sequential education/training program that is embedded within the POS and aligned to an associate or baccalaureate degree where appropriate. Industry recognized credentials and/or certifications are only required if they are available and appropriate for the pathway. Note, there is a core indicator of performance related to the credential, therefore, it is strongly encouraged that all institutions seek to offer a relevant/related industry credential if possible.

In the transition year, the NMPED in collaboration with stakeholders, will consider the identification of a set of credentials that will be recognized for support of skilled proficiency and an associated industry credential.

- (b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

The NMPED RFABG provides the template to LEA's that guides the local districts in the development of POS of sufficient size, scope and quality to meet the requirements of the Act (Appendix A, pp. 9-13 Program of Study).

NMPED continually collaborates with established task forces to address application development, performance measures data collection, and monitoring of programs being implemented. Task force membership consists of representatives from secondary and post-

secondary entities that are in receipt of the Perkins funds, as well as business entities and sub-grantee representatives.

Additionally, the Career Technical Education State Advisory Committee serves in an advisory capacity to the NMPED to address workforce and educational integration that is pertinent to State development. Advisory Committee membership consists of educational administrators, teachers, counselors, business persons, NMPED personnel, and other stakeholders interested in the Statewide initiatives supported by Perkins funding.

Staff from NMPED will provide technical assistance to eligible institutions through on-site visits, mailings to program specific areas, phone calls, e-mail, conference training and other programs funded through Perkins grants. In addition, NMPED staff will deliver technical assistance through the school improvement process.

- (c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

NM PED CTWEB staff will provide technical assistance for articulated course expansion by supporting New Mexico's NextSteps Plans. NextSteps Plans provide students, parents, and educators (faculty/counselor/administrator) a tool for planning a career pathway through the selection of a locally supported POS. The NextSteps Plan is integral to the implementation of articulation agreements. Elements of NextSteps include career and occupational information, student identification of career area or post-secondary educational goals, required courses to complete graduation and entry into postsecondary or the workforce, and interest inventory feedback. NextSteps can provide the student an individualized map to success and provides clear plans for students to ensure integration of core academic and career technical education courses.

Contents of the student's NextSteps plans aid in reinforcing and underscoring the importance of articulation agreements between secondary and postsecondary and how having articulation agreements in place can increase the training, skills development, and academic exposure students need to enter postsecondary education or the workforce. Students and parents are informed of the benefit of successfully completing courses that can count for college credit, recognize the benefit in obtaining industry recognized certification, and identify the ability to engage successfully in rigorous curriculum; postsecondary entities with articulation agreements are able to outreach with courses that lead to certifications, associate degrees, and show linkage with baccalaureate granting institutions.

During the 2005 New Mexico Legislative session, Senate Bill 161, consistent with requirements of state law (Chapter 224 of the Laws of New Mexico, 1995 as amended) was signed into law to further enhance and facilitate the articulation of general education courses among New Mexico's colleges and universities. In accordance with policies established by the New Mexico Higher Education Department, designated general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution. Students who have decided on a major and/or an institution at which to complete their studies consult with an

academic advisor at that particular institution to determine the most appropriate course selections. Students enrolling for the first-year of study at a New Mexico college or university and considering possible transfer into a certificate and/or degree program at another institution are encouraged to take the courses approved for transfer during their freshman and sophomore year of study.

NM PED plans to support articulation via implementation of Tech Prep Programs as follows:

Tech Prep Program Description:

**1. Each funded Tech Prep program will be carried out under an articulation agreement between the participants in each consortium. [Sec. 202(a)]; [Sec. 204(c)(1)]**

Each funded Tech Prep Consortium will consist of at least one secondary and one postsecondary institution. All consortium members will sign a Tech Prep Education program articulation agreement that links educational courses of study for the purpose of assisting students in making a seamless, non-duplicative transition through a Tech Prep program of study from the secondary level to the postsecondary level, culminating in a degree or certificate.

In the Tech Prep Request for Application (RFATP), NMPED requires all eligible recipients to negotiate a written Tech Prep Education articulation agreement with each school district wishing to become a member of a consortium. This agreement commits all parties to a program designed to provide students with a non-duplicative sequence of progressive achievement activities leading to postsecondary degrees or certificates.

Through a competitive application process, the NMPED shall award grants to consortia for the purpose of developing and implementing a Tech Prep Education program of study between or among:

- a local educational agency, an intermediate educational agency, educational service agency, or area career and technical education school, serving secondary school students, or a secondary school funded by the Bureau of Indian Affairs; and
- a non-profit institution of higher education that
  - I. -offers a two-year associate's degree program or a two-year certificate program, and
    - is qualified as an institution of higher education pursuant to section 102 of the Higher Education Act of 1965, including
      - an institution receiving assistance under the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801 et seq.) and
      - a tribally controlled postsecondary career and technical institution; or
    - II. -offers a two-year apprenticeship program that offers secondary instruction if such nonprofit institution of higher education is not prohibited from receiving assistance under part B of title IV of the Higher Education Act of 1965 pursuant to the provisions of section 435(a)(2) of such Act; or
  - a proprietary institution of higher education that offers a two-year associate's degree program and is qualified as an institution of higher education pursuant to section 102 of the

Higher Education Act of 1965, if such proprietary institution of higher education is not subject to default management plan required by the Secretary.

**SPECIAL RULE:** In addition, a consortium may include one or more:

- Institutions of higher education that award a baccalaureate degree; or
- Employer, business intermediaries, or labor organizations.

**Articulation Agreements** shall be developed and expedited as essential parts of the Tech Prep Education program development and implementation. The state recognizes two types of agreements:

**Tech Prep Process Articulation Agreement.** Members of the proposed consortium annually sign an agreement that commits them to supporting and assisting in the development and implementation of a Tech Prep Education program in their district.

**Tech Prep Program Articulation Agreement.** Secondary and postsecondary faculty jointly develop a Tech Prep course of study document that shows sequential, developmental and non-duplicative courses that begin in grade 11 and conclude in grade 14/16, leading to a postsecondary certificate, associate's degree, and/or bachelor's degree.

- 2. Each funded tech-prep program will consist of at least two years of secondary school preceding graduation and two years or more of higher education, or an apprenticeship program of at least two years following secondary instruction with a common core of required proficiency. [Sec. 203(c)(2)]**

The Tech Prep program of study shall consist of at least two years of secondary school including an occupational specialty preceding graduation, and two years of further instruction so to lead to placement in high skill or high wage employment, or to further education. All programs of study share a common core of required proficiency in mathematics, science, reading, writing, communications, and technologies. This common core is designed to lead to a postsecondary certificate, an associate's degree, or a bachelor's degree in a specific career field.

- (d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

NMPED plans to support the planning and communication necessary to ensure that course descriptions and course catalogues reflect the Work in New Mexico Career Clusters initiative, are accessible to students, parents, and the community, and describes locally available POS. Forums will be held which provide information regarding for New Mexico's career clusters, career development opportunities, workforce and labor data, and post-secondary opportunities.

The 16 National Career Clusters framework has been the building block of both New Mexico's Career Cluster initiative and the expanding opportunities provided to students via their selection to participate in a locally offered POS. The available POS are a result of a governor's initiative to support a career clusters system in New Mexico.

The Governor formed the Workforce Coordination and Oversight Committee (COC) to bring together the state agencies and resources needed to prepare New Mexico's labor force to compete in the 21<sup>st</sup> Century. The challenge for the COC was to align the state's education and workforce development programming with the job demands of the future economy of the State. The Work in New Mexico Career Clusters initiative, which produces highly skill graduates at the secondary and postsecondary levels who have the right skills to support New Mexico's high demand businesses, is the blueprint for that system. New Mexico's focus resulted in seven career pathways which are directly linked to strategic Industries and the State's leading economic indicators. As of October 2006, the identified need is to put the career clusters principles into practice in a fully integrated workforce education system that joins economic, educational and workforce development programs.

NMPED will assist entities in accessing the resources of the Work in New Mexico initiatives, sharing information regarding the to-be-defined organizational structure that will facilitate the development and execution of a common policy agenda among multiple agencies. The anticipated outcome of accessing this information is expansion of POS available to students.

NMPED plans to provide assistance in refining what is known as New Mexico's NextSteps Plans. NextSteps Plans provide student, parent, educator (faculty/counselor/administrator) a tool for planning a career pathway through the selection of a locally supported POS. Elements of NextSteps include career and occupational information, student identification of career area or post-secondary educational goals, required courses to complete graduation and entry into postsecondary or the workforce, and interest inventory feedback. NextSteps can provide the student and individualized map to success and provides clear plans for students to ensure integration of core academic and career technical education courses.

As an indicator of readiness for students to either continue study at the postsecondary level or enter the workforce, NMPED plans to support LEAs' investigations for appropriate technical skills assessment(s). NMPED plans to intersect the assessments at the appropriate level within POS.

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

NMPED sponsors Perkins' Directors meetings, application development meetings, an annual NMACTE conference, professional development for teachers, administrators and counselors, and provides on-site technical assistance. Additionally, distribution of information regarding ACTE, States Career Clusters, and information related to high skill, high wage, and/or high demand occupations, is provided to stakeholders. The preceding activities may consist of break out sessions, information sessions, and / or group or one-on-one dialogue regarding technology needs pertaining to career and technical education programs, and they may be conducted via distance learning capacity.

The secondary and postsecondary career and technical education programs to be carried out, will be based on a comprehensive K-20 system. The system will focus on student learning built on the integration of challenging academic and technical standards, professional development for career and technical education teachers, faculty, administrators, and counselors; partnerships among secondary, postsecondary institutions, local workforce investment boards, business and industry, marketing data, assessment needs, and accountability, and will be closely linked to labor market demand for current, innovative, and emerging career fields.

Students must achieve the academic, occupational, employability and entrepreneurial skills necessary to successfully enter the workplace, including strong core academic skills. Programs of Study will be built upon comprehensive school reform initiatives and career and technical education programs and services that currently can be expanded and revised through secondary and postsecondary education.

NMPED will assist LEAs with the following:

- The development of rigorous program standards for secondary and postsecondary public career-technical education programs;
- Adopting POS within career pathways for secondary and postsecondary students which align with Work in New Mexico's Career Clusters initiative to produce highly skilled graduates who are aware of the needs of business and industry;
- Reinforcing national skills standards and skills proficiencies within career-technical curricula and programs;
- Professional development to assist career-technical educators, administrators, counselors and other professionals and constituents in designing curriculum and state-of-the art delivery systems to implement POS which will improve, and expand access to appropriate technology, reflect the integration of rigorous academic standards into career-technical education programs, and develop students fully aware of national skills standards, and assessment measures associated therewith.

- (f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

The criteria to be used to approve eligible recipients for funds shall be based upon successful submission of the RFABG to the New Mexico Public Education Department and subsequent approval of the State approved RFABG by the New Mexico Public Education Department (Attachment A). The design of the RFABG is such that entities making application must address the nine required uses set forth in the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Due to the nature of construction of the RFABG completion of the RFABG in its entirety is expected by the State. Upon completion and submission to the State - should it be determined that an applying entity has failed to complete the application - the State shall offer designated appointments with said entity for review, discussion, and revision of the plan. Such review, discussion and revision of the plan shall result in the completion of the RFABG in such a

manner that each section of the RFABG meets the State's expectation of completion in meeting the required uses and other aspects of the RFABG.

i. Promote continuous improvement in academic achievement;

Section 113 of The Act addresses accountability and as such sets the parameters of what the State expects regarding continuous improvement in academic achievement. The State shall use the data reported by the entities that reflects, "student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act," as the foundation for planning the necessary programs of study that will include, but not be limited to, to following:

- opportunities that will reflect integration of academics with career technical education;
- target professional development training that takes into account the need to assist individuals with experience in business and industry to enter into the field of education;
- provide professional development trainings related to expanding career technical education and the effective integration and use of challenging academic and career and technical education courses;
- use technology in career technical education;
- expand linkages between secondary with postsecondary educational opportunities;
- support industry partnerships that will offer work-based training opportunities to apply knowledge gained through the completion of academic core coursework to the array of work experiences available through technology, industry, and business partnerships; and
- develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.

ii. Promote continuous improvement of technical skill attainment; and

Funds from Perkins III were applied to build support for and expand student opportunities for attaining technical skills. As a result of that expansion, programs of study in New Mexico now correlate to the 16 nation career clusters, and specifically to Work in New Mexico's Career Clusters initiative supported by the Governor. There are approximately 79 industry certifications and 110 industry recognized credentials available through the educational system of New Mexico.

The website, [workinnewmexico.org](http://workinnewmexico.org), is a resource available for not only the citizenry of New Mexico, but also for a national and global audience. [Workinnewmexico.org](http://workinnewmexico.org) is supported through efforts of the Governors Workforce Coordination and Oversight Committee to meet current workforce training and education needs, provide information on the technical skills an individual must exhibit to join the ranks of particular workforce arenas, the types of training that are available for interested parties, and how to access appropriate training for a particular occupation. NMPED will work to expand resources available at the [workinnewmexico.org](http://workinnewmexico.org) website.

The NMPED staff are members of professional organizations such as Association for Career and Technical Education (ACTE), New Mexico ACTE and industry organizations. These types of memberships are, in turn, highly encouraged of the secondary and post-secondary instructors at the local level. Additionally, the benefits of student participation with career technical student organizations are strongly encouraged in that the direct communication lines from national career organizations are thus available, providing up-to-date information regarding technical skills needs across the industry.

The NMPED will support and assist in the facilitation of the Leadership trainings for state advisory board members, student competitions within identified technical skills areas, and provision of on-site, web-site, and remote access to technical assistance supporting technical skills attainment.

Workforce development boards nationally, state, and regionally are attended by the CTWEB staff. Some local Perkins project directors serve on such boards as well. By engaging with these representatives, the CTWEB will be positioned to stay current in their understanding of industry regarding assessments. The NMPED will serve as a resource to LEAs in their search for appropriate assessment for the evaluation of career-technical education student achievement of the core academic proficiencies and skills aligning to industry standards.

iii. Identify and address current or emerging occupational opportunities;

The NMPED works in collaboration with New Mexico Department of Labor, Office of Workforce Training and Development, WIA, and other agencies to identify workforce learning experiences, internships, pre-apprenticeships that serve to educate stakeholders about business incubators, economic development endeavors, One-Stop services, professional development trainings, and the benefits of participation in career technical student organizations.

The NMPED supports the work of the Governor's Workforce Coordination and Oversight Committee in identifying current and emerging occupational trends and to project current and future workforce demands. As a result of this work, pilot and specialized programs such as Project Lead the Way, High Schools that Work, and other innovative programs which integrate technical skills training with rigorous academic and career technical education curricula, linkages between secondary and postsecondary education institutes, and industry partnerships are targeted programs of support.

Integral to NMPED's RFABG is the LEA's completion of the required template addressing programs of study and its corresponding narrative describing the POS correlation with the States' Career Clusters resources. The States' Career Clusters resources clearly identifies 16 National Career Clusters (<http://www.careerclusters.org>) and provides information on emerging occupations, career clusters, the knowledge and skills an individual must achieve to enter and excel in a given occupation, assessments and certifications related to particular occupations, and information on plans for study related to particular occupations.

To further identify and address current or emerging occupational opportunities, the State of New Mexico supports the website [workinnewmexico.gov](http://workinnewmexico.gov) which addresses how education and training for the 7 identified New Mexico Career Clusters are available in public schools, through local Workforce Connection Centers, and in colleges. This website illustrates clearly the crosswalk that has been developed between the 16 National Career Clusters and the seven clusters identified by New Mexico as drivers of the States' workforce and economy.

- (g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

The NMPED adheres to Federal and State approved procedural safeguards designed to protect, or safeguard, legal rights. This adherence underscores the requirements of the Perkins IV that all students have equal opportunity to receive publicly funded services. New Mexico's NextSteps Plans provides the framework for identifying a student's pathway to graduation (graduation plan) from high school with a diploma. At least annually, the student, parent, and educator review and update the plan according to students interests, and revisions may be made accordingly.

The NMPED plans for and implements curriculum standards that provide for the integration of the New Mexico State Board of Education's *Content Standards and Benchmarks* for the core academic proficiencies in math, science, technology, communication, and career readiness within each of the State's identified career clusters. A vital component to all New Mexico students' success is the counseling and guidance available to students. Counselors incorporate into communications with students and parents a framework for planning the students POS that will lead to graduation from high school with a diploma. All students entering into the 9<sup>th</sup> grade are required to have on file a copy of the next steps plan, to review the plan annually and to change the plan according to the interests of the parent and student. While the State's requirements for graduation remain stable throughout the students high school career, it is through the annual review with parent, student, and counselor that the career interests of the student are taken into account, and evolving career interests of the student may be incorporated.

The NMPED will support expansion of the Next-Steps plan to ensure that all student populations and each students' parent or guardian are in receipt of current information impacting graduation requirements, credits required for diploma, and information regarding current and emerging occupational needs on at least an annual basis.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

The NMPED will serve as a resource to participating entities in their search for an appropriate technical skills assessment for the evaluation of career-technical education student achievement of the core academic proficiencies and industry skills standards.

The NMPED is actively represented on the State Workforce Development Board (SWFDB) which oversees the strategic plan for workforce development and a system for evaluating the effectiveness of the investment of state resources in meeting state performance standards. The State Workforce Development Act requires the following:

- The SWFDB shall review, evaluate and report annually to the Governor and Legislature on the performance of all workforce development activities administered by state agencies;
- The membership of the SWFDB shall meet the requirements for the Workforce Investment Board as set forth in the WIA of 1998
- The SWFDB shall carry out the duties required of the Workforce Investment Board as specified in the WIA of 1998;
- The SWFDB shall comment annually on the measures taken pursuant to Section 113(b)(14) of the Carl D. Perkins Vocational and Technical Education Act of 1998;
- The SWFDB shall develop comprehensive state performance measures to assess the effectiveness of WIA activities;
- The SWFDB shall develop linkages with the NMPED to ensure coordination and non-duplication of career-technical education, apprenticeship, adult education and vocational rehabilitation programs with other workforce development and training programs; and
- The NMPED shall utilize Perkins III funds to support one-stop career centers located at public institutions.

The information gleaned from participation in the above will be made available through technical assistance visits, directors' meetings, and communications from NMPED to the field.

- (i) How funds will be used to improve or develop new career and technical education courses—

The Career-Focused Student Learning System for secondary and postsecondary career-technical programs to be carried out in New Mexico is based on a K-20 system. It focuses on student learning, career development, professional development, marketing, assessment, partnerships, innovation, accountability, and requires programs to be closely linked to labor market demand for current and emerging career fields. This system is one which considers not only the secondary and postsecondary linkages, but is systemic throughout grades K-20. In order to be funded, the applicants must be able to demonstrate that their request is based on a systems approach rather than isolated programs which do not articulate with other a K-20 programs. New Mexico's Career Readiness Content Standards with Benchmarks identify career competencies for grades K-12. This system is designed to be articulated with training through defined programs of study, such as Tech Prep.

Past requirements of the Perkins grants required postsecondary grant funds be used to develop and implement articulation activities with secondary schools. The past requirements set the stage for the currently expanding and new POS linkages among LEAs and the resulting partnerships within industry, leading to higher quality career and technical education for many students through articulated and dual credit enrollment, professional development, state of the art equipment, innovative technologies, and distance learning capabilities

Linkages will be further demonstrated via Tech Prep consortia, enrollments in advanced placement classes, expansion of dual and articulated courses, and the utilization of distance learning techniques. Local plans must include an articulation agreement describing how funds will be used to link secondary and postsecondary education. For courses offered through articulation, secondary career-technical programs must be articulated with the postsecondary curricula and competency-based outcomes that lead to graduation, a diploma, industry recognized certificate and or a degree.

Articulation agreements may also apply to other program models such as dual enrollments, shared faculty, advanced placement, and distance learning.

The NMPED will promote linkages through coordinated professional development activities for both secondary and postsecondary faculty. Other activities may include coordinated curriculum development and special projects that encourage collaboration between secondary and postsecondary institutions and industry partnerships such as jointly sponsored summer programs for high school students.

One of the greatest challenges of the state plan will be the tracking and accountability system. Linkages between secondary and postsecondary programs will incorporate plans for producing valid and reliable data collection for accurate reporting to the State on the impact of Perkins IV which in turn can report to the Federal Government.

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

New Mexico's Standard and Benchmarks Assessments (NMSBA) include assessments in the core academic content in the areas of Language Arts, writing, mathematics, science.. NM PED will use the results of NMSBA to report to the Federal government on student performance. NM PED will support professional development trainings that will cover a comprehensive approach to the integration of rigorous and challenging academic content standards with career technical education courses. Outcomes of student performance on the NMSBA's will be used to plan, study, refine, and revise course content. The goal of the revisions shall be improved outcomes in student academic achievement as measure by the NMSBA's.

Additionally, the foundation for the professional development to be used will be research based and paralleling current initiatives targeting school reform and redesign. Examples of research based professional development and training may include, but not be limited to, programs that support professional learning communities such as America's Choice, the American Diploma Project, Project Lead The Way, Schlechty Center's project-based learning and Quality Design Elements, and the 10 key practices that make up the core of SREB's High Schools That Work framework.

- ii. At the postsecondary level that are relevant and challenging; and

The NMPED plans to support activities that will make available experiences such as apprenticeships, industry certifications, emerging occupations, coursework offered at two year postsecondary institutes that result in associate degrees, or industry credentialing and that aligns with baccalaureate degrees. The POS identified in the NMPED's RFABG illustrate the foundation of support that aligns to relevant and challenging studies.

- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

The NMPED will support endeavors that utilize resources such as those available from US and NM DOL, WIA One-Stops, dissemination of information regarding college preparatory requirements, and interaction, dialogue, and planning with regional workforce development boards.

Technical Assistance will be provided by the State via site monitoring. Monitoring visits will provide the vehicle for transmitting information pertaining to programmatic and fiscal compliance with Perkins IV. Attachment C is the draft of NMPED's monitoring document. The document is currently under revision by task force members from representatives of secondary, post-secondary, regional educational cooperatives, and the NM PED.

The State of New Mexico addresses improvement or development of new career and technical education courses through its design of its Basic Grant and Tech Prep Applications. The design of New Mexico's applications (see Attachments A and B) is such that an entity's approved application shall exhibit the entity's plan for at least one program of study that leads to either high-skill, high-wage, or high-demand occupations (see Basic Grant Application pg. 8, Item 8C)

As stated in (f) iii, successful applicants for Perkins IV funding must complete the template addressing programs of study which will result in entity's identification of the State's Career Cluster initiative, the National Career Cluster initiative, a career pathway, a two year degree plan, and- if appropriate- alignment to a four year degree plan. These identifiers serve as a prelude to the questions on the RFA's Program of Study template (question 8) which requires Labor Market Information (see '**Labor Market Information**' excerpt below and accompanying table):

**Labor Market Information:**

8. Use the NM Department of Labor web site (<http://laser.state.nm.us/vlmi/>) to determine the requested information:
  - a. Number of jobs projected to exist in occupations for which this program prepares students;
  - b. The projected entry salary for a worker in this occupation;
  - c. The estimated median salary for a worker in this occupation; and
  - d. The estimated salary for an experienced worker in this occupation.

(Note: Programs of Study for pathways/occupations that demonstrate a negative or insufficient growth and/or less than twice the minimum wage in the entry salary will not be considered for funding.) *[NOTE: The minimum wage in the statement above is aligned to the Federal minimum wage.]*

<b>LABOR MARKET INFORMATION</b>				
For each occupation in this Program of Study, please use the NMDOL Labor Analysis & Economic Research web site at: <a href="http://laser.state.nm.us/vlmi/">http://laser.state.nm.us/vlmi/</a> to determine the information requested below: If the occupation does not meet the high wage entry salary requirement of \$10.30 per hour, respond to Question 4, in the Addendum to this Program of Study.				
				<b>Experienced Salary (hourly)</b>
(8)	(a)	(b)	(c)	(d)

See also Addendum to Program of Study template (Item 4), which reads as follows:

<p><b>4. High Skill, High Wage or High Demand Occupations</b></p> <p>The Perkins IV Act allows for LEA's to establish programs of study that are geared toward high skill, high wage or high demand occupations that will lead to self sufficiency. If this program of study does not meet the minimum entry salary of \$10.30 per hour (New Mexico's definition of high wage), but seeks to meet a high demand occupational need, respond to the following question: Describe how this program of study, through supporting evidence, addresses a high demand occupation that meets a self sufficiency wage as defined in Appendix C of this application.</p> <p>Enter information here → (26)</p>
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Also, as mentioned in (f) iii, current or emerging fields identified within the State of New Mexico (see [workinnewmexico.gov](http://workinnewmexico.gov)) have a direct association with high-skill, high-wage, or high demand occupations. Given that the entity is required to identify POS affiliated with both the National and State Career Clusters, and to identify the associated wages and/or demand for employment, the use of funds to support these endeavors is clearly observed.

Additionally, further emphasis is assigned to the importance of funds to support employment in high-skill, high-wage, or high-demand occupations via technical support visits which will provide individualized feedback between the State and the awarded entities as the programs of study are deployed.

- (j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);

## The Career-Focused Student Learning System

POSTSECONDARY INSTITUTE	HIGH-SKILL, HIGH-WAGE EMPLOYMENT	
	<b>Career Concentration Development</b> Certificate or Associate Degree Preparation Apprenticeships/Other Job Training	
HIGH SCHOOL	BASIC EMPLOYMENT	
	OCCUPATIONAL SKILL DEVELOPMENT	
	Career Standards Preparation	
	Academic Foundations	
	Teamwork/Cooperative Job Experiences	
	Ethics	Systems
	Employability Skills	Safety
	Career Exploration	Legal Responsibilities
MIDDLE SCHOOL	<b>Career Exploration</b> Mentorship/Entrepreneurship	
ELEMENTARY SCHOOL	<b>Career Awareness</b>	

FIGURE 1. The Career-Focused Student Learning System.

The Career-Focused Student Learning System includes:

1. A strong academic core aligned to NM Graduation Requirements (NMSA 22-13-1.1, New Mexico Content Standards and Benchmarks) that prepares secondary students for college and work, with high level, contextually relevant competencies in the areas of mathematics, reading, language arts and science, through the integration of academic and career-technical education;
2. An articulated system that links each level of learning to the next to include postsecondary support of NM PED content standards and benchmarks and the state’s workforce development system.
3. An experiential component including site-based on-the-job training, work-based learning; mentorships, internships, pre-apprenticeship, etc.;
4. Three levels of the Career Clusters Framework:
5. Knowledge and Skills;
6. Career Pathways; and
7. Occupations;
8. Student learning at the secondary level that is linked to the district’s focus area(s) for improvement as identified in the Educational Plan for Student Success.
9. Student learning at the postsecondary level that is linked to the state’s Workforce Development System.

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

New Mexico plans to continue its emphasis on building aligned programs of study between secondary and post-secondary institutions with the expectation that the linkages will prepare students for successful entry into the workforce. New Mexico recognizes that achievement in school and successful engagement in the workforce require the ability to apply acquired skills and knowledge within the context of each presented setting. Thus the programs of study supported by the grant will reflect opportunities for students to discriminate within their surroundings, applying their knowledge and skills appropriately as needed.

Planned linkages between secondary and post secondary may include the following:

- Expansion of dual and articulated credit opportunities available for high school students;
- Alignment of course sequences from high school to post-secondary, and from post-secondary to post-secondary (ie., common course codes/identifiers that are transferable from one post secondary to another post-secondary);
- Access to planned programs of study that will provide students with the opportunity to enroll in courses that
  - do not duplicate one another; and,
  - lead to graduation, a diploma, industry recognized certificate and or a degree;
- Access to planned professional development training that will address
  - needs of teachers, administrators, counselors in understanding integration of rigorous and challenging academic and career and technical content/curriculum
  - instructional methods which reflect research based best practices relating to integration of recognized industry standards within the curriculum;
- Planning for the use of technology (distance learning) to deliver instruction, professional development, and training experiences;
- Planning for the expansion of apprenticeship and/or junior apprenticeship opportunities;
- Planning for field or work-based learning experiences, as well as internships;
- Planning for project based, contextualized learning in either classroom or field based settings; and
- Planning for the expansion of career-technical student organization participation.

- (l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

The NMPED plans for evaluating the extent of integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs may include, but not be limited to, the following activities:

Review of each entity's application to ensure an adequate response to Item (3)(B) of its Basic Grant Application Questionnaire. Item (3)(B) states the following:

*Describe how your organization will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in core academic and CTE subjects. (Note: This question relates to Required Use 1).*

Evidence of adequate responses may include the entity's plans for:

Cross-curricular professional development training for teachers, administrators, counselors that address integration of academic and career tech curriculum;

Cross-curricular professional development training for teachers, administrators, counselors that address integration of academic and career tech instructional methods and career counseling

Professional development training for teachers, administrators, counselors from secondary and post-secondary institutions that address integration of academic and career tech curriculum and instructional methods;

Utilizing student performance results on New Mexico Standards and Benchmark Assessments to identify targeted assistance areas:

Establishing statewide taskforce(s) to address revision of career readiness standards that support the seven cluster areas identified by New Mexico as priority clusters of the State, namely the clusters of: Arts & Entertainment; Business Services; Communications & Information; Energy and Environmental Technologies; Engineering, Construction, Agriculture & Manufacturing; Health & Biosciences; and Hospitality & Tourism. Such taskforce(s) will consist of educators and industry members knowledgeable of academic, career technical education, and industry standards. Additionally, taskforce members shall be asked to recommend for NMPED's consideration appropriate evaluation instruments to measure the extent of integration of academic and career technical education standards;

Seek to develop, pilot, and refine a data collections system for the secondary and post-secondary levels for the purposes of collecting and reporting on required performance measures.

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—
  - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic

and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

**Response Not Required in Transition Plan**

- (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

**Response Not Required in Transition Plan**

- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

**Response Not Required in Transition Plan**

- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

**Response Not Required in Transition Plan**

- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

**Response Not Required in Transition Plan**

- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

**Response Not Required in Transition Plan**

- 4. You must describe efforts that your agency and eligible recipients will make to improve—

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

**Response Not Required in Transition Plan**

- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

**Response Not Required in Transition Plan**

5. You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

**Response Not Required in Transition Plan**

6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

**Response Not Required in Transition Plan**

7. You must describe efforts that your agency and eligible recipients will make to—
  - (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--

**Response Not Required in Transition Plan**

- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
  - ii. Career and technical education subjects;
- (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

**Response Not Required in Transition Plan**

- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

**Response Not Required in Transition Plan**

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

NMPED plans to make available to secondary and post-secondary teachers, administrators, counselors, along with workforce partners, state institutions (New Mexico School for the Visually Blind and Impaired), consortia, area career and technical education schools, and other

personnel associated with Perkins IV support within the areas of administration, accountability, and program improvement as follows:

- provide state-wide training for eligible entities via conferences, advanced technology delivery systems utilizing Distance Learning capacities, and seminars/webinars developed by industry partners;
- coordinate activities that promote curriculum research and development on the integration of academic and career technical education courses that will support student learning opportunities that will meet or exceed state-adjusted levels of performance, reflect integration of new technology into the curriculum, and prepare students for high-skill, high-wage careers, or high demand occupations;
- consult with and seek membership on the Boards and/or committees of other agencies whose works support Statewide initiatives, such as the Department of Labor, Human Services Department, Children Youth & Families Department , Workforce Development Boards, New Mexico Small Business Community Network, Economic Development Department, and the Higher Education Department. Sustained communication, active participation, and open dialogue among the members of the various boards will provide a foundation for planning purposes with regard to innovations within existing industries, projections of emerging industries, and related training needs. Using this information, NMPED plans to support the development of CTE related materials that may arise and facilitate its availability to the above agencies or through distance education training, or at the seminars/webinars;
- utilize local and regional One-Stop locations which are situated on post-secondary community college sites throughout New Mexico to offer the above career guidance services and employment services utilizing the three core products of Career Infonet, America's Job Bank, and America's Service Locator;
- provide trainings and technical assistance to make available literature, periodicals, print and digital media that explain the services and resources available through programs sponsored by the Carl D. Perkins Act IV and the Workforce Investment Act;
- disseminate information to secondary and post-secondary entities in a timely manner regarding collaboration between New Mexico's Higher Education and Public Education Departments regarding articulation and dual credit matters, post-secondary to post-secondary articulation matters, and student identification and data collection matters;
- assist entities in planning for, carrying out, and identifying appropriate consultants to assist in the establishment of a data collection system that will yield reliable and valid data which can be reported to the Federal Government with regard to Perkins IV performance measures;
- provide resources to entities founded on research based best practices that ensure the integration and use of challenging academic and career and technical education courses;
- consult with entities regarding student performance on technical skills attainment assessments and the New Mexico Standards and Benchmark Assessments, identifying performance gaps, and collaboratively planning for strategic interventions in curriculum development, instructional methodologies, counseling services, and parental interventions that will increase student performance on standardized assessments to a measure that either meets or exceeds the State's adjusted levels of performance;

- assist entities in developing and/or expanding career pathways for secondary and public career-technical education programs that align with the needs of business and industry and can result in either graduation, a diploma, industry recognized certificate and or a degree;
- provide training and technical assistance to Perkins grant recipients to promote effective and efficient implementation of approved local activities, and to ensure:
  - entities receive documents, guidelines, telephone and/or electronic communication, on-site and/or regional support/assistance as needed to plan, develop, implement, evaluate, and remain in compliance with the requirements of the Act during the transition year, and subsequent participating years;
  - state adjusted performance levels are met or exceeded; and
  - collection and reporting of data as required for measuring progress toward the state adjusted levels of performance.
  - special populations meet the same academic and career/technical standards as other students;
  - local, regional or statewide trainings are provided to address career pathways, instructional strategies, work-based learning, opportunities for non-traditional training and employment, accountability, integration of technology within curriculum, career counseling, dual and articulated credit opportunities, and the integration of career/technical student organization activities within the school setting;
  - assistance regarding the development, piloting, and refinement of a data collections system for the secondary and post-secondary levels for the purposes of collecting and reporting on required performance measure is provided;
  - support for work of statewide taskforces addressing the development of the Perkins 4 application for years 2-6, performance measures reporting and data collection, and monitoring is available;

For compliance with Civil Rights regulations, technical assistance is provided on site at the time of compliance reviews. The entities are provided in advance with a compliance checklist for purposes of preparing for the visit. However, they are also encouraged to keep and file the checklist as a reference when questions arise of what is needed to remain in compliance. Entities are encouraged, also, to contact the MOA coordinator at the PED if they should need consultation on any specific issue or question.

9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

**Response Not Required in Transition Plan**

10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

### **Response Not Required in Transition Plan**

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

### **Response Not Required in Transition Plan**

#### **B. Other Department Requirements**

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

The application for secondary and postsecondary eligible recipients is included in Appendix A.

2. You must provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

The Constitution of the State of New Mexico was adopted January 21, 1911. Article XII, Section 6 provides the description of New Mexico's governance structure as follows:

#### **Sec. 6. [Public education department; public education commission.]**

- A. There is hereby created a "public education department" and a "public education commission" that shall have such powers and duties as provided by law. The department shall be a cabinet department headed by a secretary of public education who is a qualified, experienced educator who shall be appointed by the governor and confirmed by the senate.
- B. Ten members of the public education commission shall be elected for staggered terms of four years as provided by law. Commission members shall be residents of the public education commission district from which they are elected. Change of residence of a commission member to a place outside the district from which he was elected shall automatically terminate the term of that member.
- C. The governor shall fill vacancies on the commission by appointment of a resident from the district in which the vacancy occurs until the next regular election for membership on the commission.
- D. The secretary of public education shall have administrative and regulatory powers and duties, including all functions relating to the distribution of school funds and financial accounting for the public schools to be performed as provided by law.
- E. The elected members of the 2003 state board of education shall constitute the public education commission, if this amendment is approved, until their terms expire and the districts from which the state board of education were elected shall constitute the state

public education commission districts until changed by law. (As amended November 4, 1958, effective January 1, 1959, November 4, 1986, and September 23, 2003.)

Chapter 22 Public Schools in New Mexico Statutes annotated in 1978, and amended 2005, provides additional descriptions as follow:

**9-24-4. Department created.**

- A. The "public education department" is created in the executive branch. The department is a cabinet department and includes the following divisions:
  - 1. the administrative services division;
  - 2. the assessment and accountability division;
  - 3. the educator quality division;
  - 4. the Indian education division;
  - 5. the information technology division;
  - 6. the instructional support and vocational education division;
  - 7. the program support and student transportation division;
  - 8. the quality assurance and systems integration division;
  - 9. the rural education division; and
  - 10. the vocational rehabilitation division.
  
- B. The secretary may organize the department and divisions of the department and may transfer or merge functions between divisions and bureaus in the interest of efficiency and economy.

Additionally, Chapter 22 of New Mexico Statute provides the following:

**22-14-2. Vocational education; state governing authority.**

- A. The commission is the governing authority and shall establish policies for the conduct of all programs of the state and state plans established relating to vocational education unless otherwise provided by law.
- B. The commission is the sole agency of the state for the administration or for the supervision of the administration of any state plan relating to vocational education or for any federal aid funds, except as may otherwise be provided by law.
- C. The commission may delegate to the department its administrative functions relating to vocational education.

**22-14-3. State agency for vocational education; authority.**

The commission is the sole agency of the state for the supervision of the administration of federal aid funds relating to vocational education. The commission may:

- A. enter into an agreement with the appropriate federal agency to procure for the state the benefits of the federal statute;
- B. establish a state plan, if required by the federal statute, that meets the requirements of the federal statute to qualify the state for the benefits of the federal statute;
- C. provide for reports to be made to the federal agency as may be required;
- D. provide for reports to be made to the commission or the department from agencies receiving federal aid funds;
- E. make surveys and studies in cooperation with other agencies to determine the needs of the state in the areas where the federal aid funds are to be applied;
- F. establish standards to which agencies must conform in receiving federal aid funds;
- G. give technical advice and assistance to any agency in connection with that agency obtaining federal aid funds;
- H. coordinate as required by the federal agency with the state workforce development board; and
- I. as required by the federal agency, make available a list of all school dropout, post-secondary and adult programs assisted pursuant to the state plan.

**22-14-5. Instructional support and vocational education division; powers; duties.**

Subject to the policies of the commission, the instructional support and vocational education division of the department shall:

- A. provide vocational education to qualified persons;
- B. act as the representative of the commission in administering any state plan or federal aid funds relating to vocational education;
- C. cooperate and make agreements with public or private agencies to establish or to maintain a vocational education program;
- D. enter into reciprocal agreements with other states to provide vocational education;
- E. accept gifts or grants to be used for vocational education;
- F. enforce rules for the administration of laws relating to vocational education; and
- G. conduct research and compile statistics relating to vocational education.

Further, a list of the 118 eligible recipients is presented in Appendix A of the local application as attached. There are 97 secondary eligible entities and 21 postsecondary eligible entities.

3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

**Response Not Required in Transition Plan**

**C. Procedural Suggestions and Planning Reminders**

- ✓ Program memorandum OVAE/DVTE 99-11 may be helpful to you in understanding the responsibilities for one-stop participation that are established by Title I of WIA and its implementing regulations. See <http://www.ed.gov/policy/sectech/guid/cte/title19911.html>.

### III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

*States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.*

#### A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—
  - (a) Will be provided with equal access to activities assisted under the Act.

Special Populations will be provided with equal access to activities assisted under the Act.

Perkins IV, Section 3. Definitions, defines special populations as meaning:

- “(A) individuals with disabilities;  
(B) individuals from economically disadvantaged families, including foster children;  
(C) individuals preparing for non-traditional fields;  
(D) single parents, including single pregnant women;  
(E) displaced homemakers; and  
(F) individuals with limited English proficiency.

Perkins IV identifies populations other than individuals with disabilities (see above definition). New Mexico plans to continue its provision of educational services under statutory regulations provided by The Individuals with Disabilities Education Act (IDEA) which ensures services to children with disabilities and governs how states and public agencies provide services to more than 6.5 million persons with disabilities. To ensure equal access to activities for members of special populations, New Mexico additionally plans to:

- provide funds to eligible secondary and post-secondary entities that have adopted policies of non-discrimination;
- ensure that curriculum development, program of study development, professional development, program articulation between secondary, post-secondary, and industry partners, collaborative interactions pertaining to programs developed and/or implemented in conjunction with WIA programs, and career technical student organizations are:
  1. available to any and all special population students who qualify for career technical education programs in the State of New Mexico;

2. that each eligible entity receiving Perkins IV funding has incorporated and implements non-discrimination clauses; and,
3. has included descriptors in their local applications of their plan(s) for reaching and serving special populations, especially displaced homemakers and non-traditional students;

NMPED will continue implementation of activities under the direct legal parameters covering non-discrimination, Office of Civil Rights guarantees, and with the intent of collecting and reviewing data for evaluation, planning and program development purposes.

Should any LEA find a portion of the final state plan objectionable, the LEA shall file its written objections with the Bureau Chief of the New Mexico Public Education Department's Career-Technical & Workforce Education Bureau, 300 Don Gaspar Avenue, Santa Fe NM 87501. Any objections must include a statement of the disagreement, proposed solution, and rationale for the change. The Public Education Department, the eligible agency, will respond to any objections related to the Plan. The Secretary of Education for the New Mexico Public Education Department will make the final decision.

- (b) Will not be discriminated against on the basis of their status as members of special populations; and

The NMPED operates under and plans to continue implementation of activities under the direct legal parameters covering non-discrimination, Office of Civil Rights guarantees. NMPED will continue with notices of nondiscrimination being available in its publications and offices.

The NMPED's technical assistance personnel, during monitoring/compliance visits, professional development activities, or other activities implemented in conjunction with Perkins IV funding, will be diligent in assuring that eligible entities have appropriate assurances in place to prevent discrimination against special populations, especially displaced homemakers.

Additionally, training for eligible entities with regard to providing special populations equal access to programs and avoiding discrimination against students in special populations will be offered. For compliance with Civil Rights regulations, technical assistance is provided on site at the time of compliance reviews. The entities are provided in advance with a compliance checklist for purposes of preparing for the visit. However, they are also encouraged to keep and file the checklist as a reference when questions arise of what is needed to remain in compliance. Entities are encouraged, also, to contact the MOA coordinator at the PED if they should need consultation on any specific issue or question.

- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

The NMPED's request for application enables special populations and all other participating students the opportunity to engage with programs of study (Appendix A pp Program of Study 9-13) that will be included in the data collection that encompasses the States adjusted levels of performance.

Additionally, NMPED's application requires that eligible entities complete plans for offering programs of study (Appendix A pp Program of Study 9-13) that prepare special populations and all other participating students the opportunity to gain skills and knowledge that may lead to high-skill, high-wage, or high-demand occupations.

Eligible entities are required to provide data to the State for the intent and purpose of evaluation, planning and program development that will reflect aligned sequences of courses that may include articulated/dual credit opportunities which can result in graduation, a diploma, industry recognized certification, or degree thus preparing special populations and all other participating students for high-skill, high-wage, or high-demand occupations

The NMPED plans to expand support for implementation of the NextSteps Plan. New Mexico's NextSteps is a process by which every New Mexico student in grades 8 through 12 works annually with their teachers, counselors, and/or administrators to identify the student's career interests, academic preparation, and community experiences needed to stay on track for graduation. NextSteps Plans assist the students in defining individual goals and objectives through the use of career interest inventories, career cluster information, evaluation and assessment information, high school graduation requirements, college entry requirements, industry certification requirements, and occupational information that includes specifics on high-skill, high-wage or high-demand occupations as determined by national, state, and local data. NextSteps Plans include special populations and all other participating students with requisite information on the benefits of lifelong learning and for transitioning into self-sufficiency.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

#### **Response Not Required in Transition Plan**

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

#### **Response Not Required in Transition Plan**

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

#### **Response Not Required in Transition Plan**

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable

access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

### **Response Not Required in Transition Plan**

#### **B. Other Department Requirements**

There are no other Department requirements for this section of the State plan narrative.

#### **C. Procedural Suggestions and Planning Reminders**

- ✓ Be sure that your local applications or forms seek complete information from eligible recipients on their proposed programs, services, and activities for special populations. See section 134(b)(8)(A)-(C), and 134(b)(9)-(10).
- ✓ The Act eliminated “individuals with other barriers to educational achievement” from the definition of special populations. See section 3(29).
- ✓ Under the State leadership set-aside, there is a cap of not more than 1 percent of the funds allotted to you under section 111 of the Act that can be used to serve individuals in State institutions. See section 112(a)(2)(A).
- ✓ You may wish to refer to Program Memorandum OVAE/DVTE 99-13 for additional background information concerning the reservation and use of State leadership funds for activities related to non-traditional training and employment.
- ✓ Your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended, and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A).

#### IV. ACCOUNTABILITY AND EVALUATION

*States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.*

*States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.*

*States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below:*

<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
<b>Secondary Level – 8 Indicators</b>		
1S1 Academic Attainment – Reading/Language Arts	X	X
1S2 Academic Attainment – Mathematics	X	X
2S1 Technical Skill Attainment	Not required	X
3S1 Secondary School Completion	Not required	X
4S1 Student Graduation Rates	X	X
5S1 Secondary Placement	Not required	X
6S1 Nontraditional Participation	Not required	X
6S2 Nontraditional Completion	Not required	X
<b>Postsecondary/Adult Level – 6 Indicators</b>		
1P1 Technical Skill Attainment	Not required	X
2P1 Credential, Certificate, or Degree	Not required	X
3P1 Student Retention and Transfer	Not required	X
4P1 Student Placement	Not required	X
5P1 Nontraditional Participation	Not required	X
5P2 Nontraditional Completion	Not required	X

***States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required for program year one (July 1, 2007 – June 30, 2008). The Department will issue further guidance to States prior to the required submission of the five-year plan.***

***States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as specified in the chart above.***

## **A. Statutory Requirements**

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

NMPED plans to expand membership on its Performance Measures Task Force (PMTF) which serves to provide input regarding data collection related to core indicators of performance for career and technical education students at secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. Currently, the PMTF consists of data and information personnel from three secondary and four post-secondary institutions, and is coordinated by two NMPED members. Expansion plans include adding two more members from secondary; one more from post-secondary, and representation from the NMPED Assessment and Accountability Division. The PMTF addresses data collection processes of secondary and post-secondary entities, reviews federal legislation requirements, and advises NMPED on strategies for addressing Perkins reporting requirements. The PMTF will provide input on establishing measurement definitions and approaches for data collection for the core indicators of performance.

NMPED plans also to include input in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels from successful applicants of its Tech Prep Grant. A requirement of the Tech Prep Application is that the applicant agrees to report and disaggregate Performance Data by these categories:

1. Gender;
2. Ethnicity (American Indian or Alaska Native, Asian or Pacific Islander, Black-Non-Hispanic, Hispanic, White-Non-Hispanic), and
3. Special Populations (Individuals with Disabilities, Economically Disadvantaged, Single parents, Displaced Homemakers, Other Educational Barriers (if applicable), Limited English Proficient and Nontraditional Enrollees).

The NMPED Tech Prep Request for Application (RFATP) also requires the funded applicants to: *WORK WITH THE PED AND OTHER TECH PREP FUNDED APPLICANTS ON THE DEVELOPMENT, PILOT AND REFINEMENT OF A DATA COLLECTION SYSTEM AT THE SECONDARY AND POSTSECONDARY LEVELS FOR THE PURPOSES OF COLLECTION AND REPORTING OF TECH PREP PERFORMANCE MEASURES, AND WILL ALLOCATE ADMINISTRATIVE FUNDING FROM THE GRANT AS DIRECTED BY THE PED.*

NMPED will use input from the above sources to revise and refine its existing reporting mechanisms with an expectation that this will impact career technical education programs and provide data that can be used to enhance student achievement.

2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

NMPED will enlist the PMTF to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency.

NMPED will include input from successful applicants of its Tech Prep Grant and review, consider, and revise the data collection system when deemed expedient and supportive of the goals and objectives of Perkins IV in providing reliable and valid data.

3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and

graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

NMPED will use the Federal non-regulatory guidance which has prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form form. Use of the pre-populated measurement definitions negates the need to describe how these definitions and measures are valid and reliable in your State plan narrative.

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

NMPED will utilize the State approved data collection system Student Teacher Accountability Reporting System (STARS). STARS data collection system ensures similarity among reporting measures for State and Federal programs. STARS builds upon the strengths of respective public education partners represented across state, district, and local levels. It is thus a highly flexible model that incorporates a two-way flow of information: aggregating necessary data upward from respective schools and districts to the state to comply with state and federal reporting requirements and general systems management, while providing disaggregated state data back down from the state to districts and schools.

NMPED will enlist the PMTF to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency.

NMPED will include input from successful applicants of its Tech Prep Grant and review, consider, and revise the data collection system when deemed expedient and supportive of the goals and objectives of the Perkins ACT of providing reliable and valid data

To ensure accuracy of reporting, NMPED plans to upgrade its website that assists postsecondary institutions to report data. The Web Database is set up to enter indicator and enrollment counts for both the Instructional and Tech Prep grants. There is a web form for each Perkin's Core Indicator and for entering Career Cluster data.

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to

continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students’ attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State’s academic assessments (i.e. the State’s reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students’ attainment of these State standards. Thus, a State’s core indicators must include career and technical education students’ proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State’s assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these standards, a State must develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State’s performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) would be a State’s “annual measurable objectives” (AMOs) from its State’s ESEA accountability workbook. (To ensure that a State’s schools are making “adequate yearly progress” (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State’s academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

### **See Part C.**

NMPED will develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State’s performance targets for a program year. Since permissible targets (i.e. “adjusted performance levels”) would be a State’s “annual measurable objectives” (AMOs) from its State’s ESEA accountability workbook, NMPED’s suggested performance level is as follows:

	2007-2008	2008-2009	05-06
Reading / Language Arts	41.5	42.0	41.0(Baseline)
Math	22.5	23.0	22

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

See Part C.

NMPED will develop and reach agreement with the Department on student graduation rates. The most recently available graduation rate is from 2005-2006. NMPED’s suggested graduation rate is as follows:

	2007-2008	2008-2009	05-06
Graduation Rate	87.5	88	86.98 (Baseline)

The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State’s AMOs or targets that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduation rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s targets. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b) (3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward

improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

NMPED plans to provide funded LEAs with the FAUPL measures negotiated at the State Level. The starting point for New Mexico's negotiations will utilize the State's Annual Measurable Objective (AMO) projections. The FAUPL as presented will serve as the established levels of performance. Should and LEA not accept the State adjusted levels, the agreement process entered into between the State and the LEA will be conducted in the same manner that the State and Federal levels were negotiated.

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

The NMPED will collaborate with legal counsel to develop objective criteria and methods that will allow an eligible recipient to request revisions to negotiate levels of performance that fall below the State's FAUPL.

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

NMPED utilizes the STARS system for collection of data to adequately measure the progress of secondary students, including special populations and students participating in career technical education programs. The Stars system provides the database for demographic information, course codes, credits received, and graduation information

NMPED will work with eligible Tech Prep recipients during the transition year to develop, pilot, and refine a data collection system for the secondary and post-secondary levels for the purposes of collecting and reporting on required performance measures. NMPED plans to incorporate work Data Quality Institute (DQI) assistance into its efforts to provide accurate and reliable data on CTE students.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

The NMPED RFA for Perkins Basic Grant and Tech Prep require that each consortium receiving a grant under this title shall enter into an agreement with the PED to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e). NMPED has established a Monitoring Task Force to develop an appropriate evaluation and monitoring document aligned to the required uses of the Perkins funds. Included in the

monitoring document (Appendix C) is Item #2 under Local Plan Requirements which addresses:

- **CRITERIA:** Career-technical activities are carried out meeting state and local adjusted levels of performance; and
- **INDICATOR(S):** Documentation indicates the school district, consortium or post secondary institution is addressing state and local negotiated performance level indicators as related to Career-Technical Programs:
  - The district has a procedure to insure accurate data collection.

DOCUMENTATION: Evidence reflects applicant is working to meet core indicator state adjustment levels of performance;

  - Graduation rate aligned with NCLB;
  - Curriculum Standards and Benchmarks;
  - Student Reading/Math performance rates aligned with NCLB;
  - STARS data being reported;
  - CTE supported via EPSS or Post Secondary Performance Plans;
  - Participation/Completion in non-traditional programs;
  - Other

With the monitoring document in draft form, NMPED has identified that further revisions are necessary to ensure adequate measurement of the effectiveness of the career technical education programs and an entities' progress on meeting performance indicators. NMPED plans to conduct on-site monitoring that will be conducted by NMPED personnel. Program reviews will be scheduled on a three year rotating basis to include technical assistance, monitoring, and program evaluation.

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

NMPED has established a Monitoring Task Force to develop an appropriate evaluation and monitoring document aligned to the required uses of the Perkins funds. Currently the monitoring document is in draft form (Appendix C). Further revisions are necessary to ensure adequate measurement of the effectiveness of the career technical education programs and non-duplication of other Federal programs. Monitoring will occur on-site and be conducted by NMPED personnel. Program reviews will be scheduled on a three year rotating basis to include technical assistance, monitoring, and program evaluation.

Review of data pertaining to the site's performance measures will be used to identify gaps in student performance and subsequent program revisions and enhancements. In the annual local plans, LEAs provide data on the level of achievement for the each performance indicators. LEAs that do not attain established levels of performance will be required to initiate strategies to improve performance. Plans for improving performance will be founded on research-based professional development programs and should be planned in conjunction with the LEA's

Educational Plan for Student Success (secondary) and the post-secondary's plans for student success.

The NMPED's RFATP requires that funded entities design and implement with other award recipients a statewide system that can be duplicated for the collection of the performance indicators identified in the RFA in Section 203(e). From the developed system, plans will begin on the design of an evaluation instrument that will closely align with the activities of postsecondary.

## **B. Other Department Requirements**

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:
  - (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

### **STUDENT DEFINITIONS**

#### **Secondary Level:**

**CTE Participant:** A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

**CTE Concentrator:** A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

#### **Postsecondary/Adult level:**

**CTE Participant:** A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

**CTE Concentrator:** A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

- (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates

adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and

New Mexico will use its AMOs and targets under the ESEA, thus submission of baseline data is not needed.

- (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.
2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.

Appendix D identifies the program areas for which the State has technical skill assessments. Using previously collected data from the 2005-2006 Perkins reporting year, the performance measure indicator which identified the number of students receiving a diploma with a credential was 2.62% at the secondary level, therefore New Mexico estimates that 2.75% of CTE students take technical skills assessments. NM PED plans to support the POS (Appendix A) requests identification of technical skills assessments available within the POS) that eligible LEAs submit for the Basic and Tech Prep grants to address plans for increasing the coverage of programs and students reported in future program years.

### **C. Procedural Suggestions and Planning Reminders**

- ✓ The Secretary will approve a State plan, or a revision to an approved State plan, unless the Secretary determines that the State plan, or revision, respectively, does not meet the requirements of the Act. These requirements include that a State must develop valid and reliable measures for the core indicators of performance and establish levels of performance on the core indicators of performance are sufficiently rigorous to meet the purposes of the Act. See section 122(e)(1)(A)-(B); section 113(b)(2).
- ✓ If your State has developed, prior to the date of enactment of the Act, performance measures that meet the requirements of section 113 of the Act, as amended by Public Law 109-270, the State may continue to use such performance measures to measure the progress of career and technical education students. See section 113(b)(2)(D).
- ✓ You will be required to prepare and submit annually to the Secretary a report on the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance; and information on the levels of performance achieved by the

State with respect to the additional indicators of performance, including the levels of performance for special populations. See section 113(c)(1).

- ✓ With respect to future reports, your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) and 203(e) of the Act, if applicable, for the categories of students described in section 1111(h)(1)(C)(i) of the ESEA and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A). The Department will issue further guidance to States on nonduplication of data. See section 113(c)(3).
- ✓ If your State does not consolidate all of its tech prep funds into its Title I grant, the State will be required to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for tech prep students.
- ✓ You will be required to identify and quantify any disparities or gaps in performance between any category of students described in section 1111(h)(1)(C)(i) of the ESEA and section 3(29) of the Act and the performance of all students served by the eligible agency under this Act, which must include a quantifiable description of the progress each such category of students served by the eligible agency under this Act has made in meeting the State adjusted levels of performance. See section 113(c)(2)(B).
- ✓ The Department will make the information contained in reports submitted by States under section 113(c) and 205 of the Act available to the general public through a variety of formats, including electronically through the Internet, will disseminate State-by-State comparisons of the information, and will provide the appropriate committees of Congress with copies of such reports. See section 113(c)(5)(A)-(C) and section 205.
- ✓ Your State is responsible for identifying, using national, state, or regional data, the career and technical education programs that lead to non-traditional fields. See section 113(b)(2)(A)(vi) and section 113(b)(2)(B)(v). The U.S. Department of Labor's Bureau of Labor Statistics and Women's Bureau, and the National Association of Partners in Education are several sources of information and data to assist States in this effort. See <http://www.bls.gov/home.htm>, <http://www.dol.gov/wb/factsheets/nontra2005.htm>, and <http://www.napequity.org>.
- ✓ Your State is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high-skill, high-wage, or high-demand. See section 113(b)(2)(B)(iv). The U.S. Department of Labor, Bureau of Labor Statistics, offers a wealth of information and data to assist States in this effort. See <http://www.bls.gov/home.htm>, as well as the Department's Web site at <http://www.edcountability.net>.

## V. TECH PREP PROGRAMS

***Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.***

***States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.***

### A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

The State of New Mexico's Public Education Department will request applications from consortia for the purpose of selecting up to four entities to address Tech Prep Education Grants that further Tech Prep Education Programs in New Mexico. To the successful bidders, such grants shall be awarded to consortia between or among:

1. All New Mexico Public School Districts local education agencies (LEAs) or , Regional Education Centers (RECs), non-profit Postsecondary Institutions, and Bureau of Indian Affairs schools (BIAs) providing secondary school programs in Career-Technical Education (CTE).
2. A nonprofit institution of higher education that offers:
  - a) A 2-year associate degree program, or a 2-year certificate program, and is qualified as institutions of higher education pursuant to section 102 of the Higher Education Act of 1965, including an institution receiving assistance under the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801 et seq.);
  - b) A 2-year apprenticeship program that follows secondary instruction, if such nonprofit institution of higher education is not prohibited from receiving assistance under part B of title IV of the Higher Education Act of 1965;
  - c) (20 U.S.C. 1071 et seq.) pursuant to the provisions of section 435(a)(3) of such Act (20 U.S.C. 1083(a)); or

- d) A proprietary institution of higher education that offers a 2-year associate degree program and if qualified as an institution of higher education pursuant to section 102 of the Higher Education Act of 1965, if such proprietary institution of higher education is not subject to a default management plan required by the Secretary of Education.

The scope of work is based on and derived from the Tech Prep Program requirements, their respective required uses, and core indicators of performance. In all cases, the language of the Act and the State Plan, as approved, is the final criterion in evaluating an application.

Tech Prep Education funds made available to eligible offerors under the Carl D. Perkins Vocational and Technical Education Act Tech Prep Continuing Resolution Grant must be used to support Tech Prep Education Programs. The Act requires that each of the stated Required Uses of Funds be a part of every project for which Tech Prep Education funds are provided (Appendix B). Eligible offerors must propose levels of core indicator performance targeted by the consortia. Thus, the Scope of Work must address and demonstrate identification of, adherence to and implementation of the eight content area contents uses and appropriate performance measures.

2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

#### **Response Not Required in Transition Plan**

3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

#### **Response Not Required in Transition Plan**

4. You must describe how your agency will ensure that each funded tech prep program—
  - (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;
  - (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;
  - (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;
  - (d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.
  - (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

- (f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];
- (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and
- (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

### **Response Not Required in Transition Plan**

- 5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

### **Response Not Required in Transition Plan**

#### **B. Other Department Requirements**

- 1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

See Appendix B.

#### **C. Procedural Suggestions and Planning Reminders**

- ✓ Non-supplanting requirements apply to Title II tech prep programs. See section 311(a).
- ✓ State expenditures for Title II tech prep programs are a part of the maintenance of effort calculations originally required by the Act. See section 311(b).
- ✓ State administrative costs are still limited to those costs that are “reasonable and necessary.” See OVAE’s program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.
- ✓ Title II funds may not be used for State leadership activities. See OVAE’s program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.
- ✓ You will be required to prepare and submit annually to the Secretary a report on the effectiveness of the tech prep programs assisted under Title II. See section 205.

## VI. FINANCIAL REQUIREMENTS

*All States must complete this entire section.*

### A. Statutory Requirements

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

The State plans to allocate funds to LEAs pursuant to the funding formula addressed in Section 112 of the Act. The State has budgeted 5% for State Level Administration, 10% Leadership to include funding for state level activities, required uses, non-traditional training, and State Institutions. Additionally, the State has budgeted 85% of the total grant award to be distributed equally between secondary and post-secondary eligible institutions to accomplish activities as set forth in Section 135 of the Act.

The NM State Board of Education in 2001 authorized the instructional set-aside to be split equally between secondary and post-secondary LEAs.

Under Title II of the Act, the State will withhold 5% of the award for State level administration, therefore, 95% of the award will be applied to up to four successful applicants who meet the Contents of a Tech Prep program as defined in section 203 of the Act.

2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]

The NM PED shall distribute funds on an annual basis for secondary CTE programs to LEAs according to the following formula as prescribed by the Perkins Act:

- Thirty percent (30%) of secondary funds will be distributed to eligible recipients based on the ratio of the district's 5-17 year-old population to the total state 5-17 year-old population.
- Seventy percent (70%) of secondary funds will be distributed to eligible recipients based on the ratio of the district's 5-17 year-old population in poverty to the state total 5-17 year-old population in poverty.

The data used to calculate the above is derived from Title I of the ESEA figures as provided to the State by the USDOE on an annual basis.

Each postsecondary institution will be eligible to receive an amount proportionate to the institution's percentage of Career-Technical Pell Grant recipients and BIE assisted students as compared to the total number of Career Technical Pell Grant recipients and Career-Technical BIE assisted students in the state.

Example- Western NM University:

						<b>Amount of funding for which the institution is eligible in this example</b>
\$ 3,567,968	x	507	÷	20,854	=	\$86,744

To qualify for funding, eligible applicants must meet the following thresholds:

- For postsecondary institutions, the minimum available grant amount must be \$50,000.00 or more;
- For school districts, the minimum available grant amount must be \$15,000.00 or more.

Because of the formula applied for distribution of funds, many applicants (particularly secondary applicants) may not be eligible for a funding allocation that meets the minimum grant amounts generated through the formula. In such cases, two or more applicants are encouraged to form consortia to permit the pooling of eligible funds in order to meet the minimum grant requirement.

Up to ten percent reserve will be allocated to LEA's at the secondary level pursuant to Section 112 (c) of the legislation. These funds are allocated on an as needed to support innovative pilot programs that address career cluster implementation and deployment of career programs of study that support high school re-design efforts.

3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

Each postsecondary institution will be eligible to receive an amount proportionate to the institution's percentage of Career-Technical Pell Grant recipients and BIE assisted students as compared to the total number of Career Technical Pell Grant recipients and Career-Technical BIE assisted students in the state.

Example- Western NM University:

						<b>Amount of funding for which the institution is eligible in this example</b>
\$ 3,567,968	x	507	÷	20,854	=	\$86,744

To qualify for funding, eligible applicants must meet the following thresholds:

- For postsecondary institutions, the minimum available grant amount must be \$50,000.00 or more;

- For school districts, the minimum available grant amount must be \$15,000.00 or more.
4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

Because of the formula applied for distribution of funds, many secondary applicants may not be eligible for a funding allocation that meets the minimum grant amount of \$15,000. In such cases, two or more applicants are encouraged to form consortia with one or more LEA's to permit the pooling of eligible funds in order to meet the minimum grant requirement so long as one acts as sole fiscal agent for the consortia for the purposes of managing these funds. The consortium shall submit one local plan that combines all LEAs in the consortium. When a consortium is formed, it must be through cooperative agreement and must operate programs that are of sufficient size, scope, and quality to be effective, and programs must be of mutual benefit to all members of the consortia. Funds to support the consortia activities are allocated by the consortia fiscal agent based on needs of each participating member. Sub-granting and sub-appropriations, as in the Act, are prohibited. If an LEA wishes to leave a consortium, it may enter into a new consortium the following year. If an LEA's allocation falls below \$15,000, and if that LEA, because of its sparse location, has no option of entering into a consortia, then that LEA may request that it be designated as located in a rural, sparsely-populated area and that a waiver of minimum grant requirements be approved by the State.

Funds allocated to a consortium for this purpose shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]

Because of the formula applied for distribution of funds, some postsecondary applicants may not be eligible for a funding allocation that meets the minimum grant amount of \$50,000. In such cases, two or more applicants are encouraged to form consortia with one or more postsecondary LEA's to permit the pooling of eligible funds in order to meet the minimum grant requirement so long as one acts as sole fiscal agent for the consortia for the purposes of managing these funds. The consortium shall submit one local plan that combines all postsecondary LEAs in the consortium. When a consortium is formed, it must be through cooperative agreement and must operate programs that are of sufficient size, scope, and quality to be effective, and programs must be of mutual benefit to all members of the consortia. Funds to support the consortia activities are allocated by the consortia fiscal agent based on needs of each participating member. Sub-granting and sub-appropriations, as in the Act, is prohibited. If an LEA wishes to leave a consortium, it may enter into a new consortium the following year. If

a postsecondary EA's allocation falls below \$50,000, and if that LEA, because of its sparse location, has no option of entering into a consortia, then that LEA may request that it be designated as located in a rural, sparsely-populated area and that a waiver of minimum grant requirements be approved by the State.

Funds allocated to a consortium for this purpose shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

After the final installment of the federal award is made to the State, the NM PED revisits the formula applied to local LEA's so to accommodate any changes that may have taken place since the first issuance of allocation figures are shared with the LEA's.

NMPED will use the transition year to develop an equitable process of allocating funds to the institutions such as charter schools, LEA's without boundaries, and Bureau of Indian Education schools.

7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

New Mexico will not propose an alternative allocation formula

## **B. Other Department Requirements**

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.

Detailed project budgets is provided in Part B of this guide.

2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

See Appendix A of the attached local Request for Application.

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

The NM PED shall distribute funds on an annual basis for secondary CTE programs to LEAs according to the following formula as prescribed by the Perkins Act:

- Thirty percent (30%) of secondary funds will be distributed to eligible recipients based on the ratio of the district’s 5-17 year-old population to the total state 5-17 year-old population.
- Seventy percent (70%) of secondary funds will be distributed to eligible recipients based on the ratio of the district’s 5-17 year-old population in poverty to the state total 5-17 year-old population in poverty.

The data used to calculate the above is derived from Title I of the ESEA figures as provided to the State by the USDOE on an annual basis.

Each postsecondary institution will be eligible to receive an amount proportionate to the institution’s percentage of Career-Technical Pell Grant recipients and BIE assisted students as compared to the total number of Career-Technical Pell Grant recipients and Career-Technical BIE assisted students in the state.

Example- Western NM University:

						<b>Amount of funding for which the institution is eligible in this example</b>
\$ 3,567,968	x	507	÷	20,854	=	\$86,744

4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

The NM PED will allocate reserve funds to eligible secondary LEA’s as allowed under Section 112(c)(1) and (c)(2) of the Act. Specifically, support will be given to those institutions that apply to implement innovative pilot programs that address career cluster implementation and deployment of career programs of study that support high school re-design efforts consistent with the required uses of funds as set forth in Section 135. In the transition year, the NM PED will explore possible formulas that can be applied, in addition to ensuring recipients meet the criteria in Section 112, when making allocations to LEA’s.

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

Reserve funds will be allocated to each eligible recipient as allowed under Section 112 (c). The reserve will be used for implementation of innovative pilot programs that address career cluster implementation and deployment of career programs of study that support high school re-design efforts consistent with the required uses of funds as set forth in Section 135. Amount of funding is determined by identifying the needs of the institutions in order to deploy the agreed upon project.

6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

New Mexico Statute [6.34.2.7 NMAC – N, 08-15-06] provides the following definition:

A. “Rural local educational agency (‘rural LEA’)” means a local school district meeting the following criteria:

- (1) the total number of students in average daily attendance at all schools served by the school district is fewer than 600, or all schools in the district are located in counties with a population density of fewer than 10 persons per square mile; and
- (2) all schools served by the school district have a school locale code of 7 or 8 as determined by the Secretary of the United States department of education in its small, rural school achievement eligibility spreadsheet for a given year.

B. “Small rural school achievement spreadsheet (‘SRSA’)” means that spreadsheet developed by the United States department of education office of elementary and secondary education for a given fiscal year/school year delineating those New Mexico school districts as eligible for the SRSA program for that fiscal year.

[6.34.2.7 NMAC – N, 08-15-06]

New Mexico consistently applies the following rule when considering waivers to LEA’s: “A sparsity waiver will be based on population and/or opportunity and must meet either of the following:

1. The student population is 1.2 or less per square mile; or At least 65% of the educational entity’s real property is exempt from taxation, owned by or held in trust for a federally recognized American Indian Tribe or owned by the federal government.”

### **C. Procedural Suggestions and Planning Reminders**

- ✓ Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. See section 315.
- ✓ States must meet maintenance of fiscal effort requirements, on either a per student or aggregate expenditure basis. See section 311(b)(1)(A).
- ✓ No funds made available under the Act may be used to require any secondary school student to choose or pursue a specific career path or major. See section 314(1).

- ✓ No funds made available under the Act may be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See section 314(2).
- ✓ All funds made available under the Act must be used in accordance with the Act. See section 6.
- ✓ Funds made available under the Act for career and technical education activities may supplement, and not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep activities. See section 311(a).
- ✓ No funds provided under the Act may be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. See section 322.
- ✓ The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See section 324(a).
- ✓ Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See section 324(c).

## VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

*All States must complete this entire section.*

### A. EDGAR Certifications

1. You must provide a written and signed certification that—
  - (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] [*Note: The term ‘eligible agency’ means a **State board** designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).*]
  - (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
  - (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
  - (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
  - (e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] [*Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual’s title needs to be listed on this portion of the assurance.*]
  - (f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
  - (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
  - (h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

[See Appendix E.](#)

### B. Other Assurances

1. You must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]

2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]
3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]
4. You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending

nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

See Appendix E.

### **C. Procedural Suggestions and Planning Reminders**

- ✓ EDGAR regulations implementing the Drug-Free Workplace Act of 1988 (41 U.S.C. 701 et seq., as amended) are provided in 34 CFR Part 84, “Government-wide Requirements for Drug-Free Workplace (Financial Assistance).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 84.400.
- ✓ EDGAR regulations implementing Executive Orders 12549 and 12689 and Section. 2455 of the Federal Acquisition Regulation are provided in 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 85.440. You are also responsible for including a condition in any subgrant and contract that meets the definition for a covered transaction a condition that the lower tier participant must comply with the regulations in part 85. See 34 CFR 85.330.
- ✓ Under EDGAR regulations at 34CFR 85.320, your State is responsible for determining whether any of your principals of your covered transactions (i.e. subgrants or contracts) is excluded or disqualified from participating in the transaction. See 34 CFR 85.320. You may decide the method and frequency by which you do so. You may, but are not required to, check the Excluded Parties List System at the following site: <http://www.epls.gov/>.

## **PART B: BUDGET FORMS**

## INSTRUCTIONS

On the attached budget tables, you must identify:

### I. Title I: Career and Technical Education Assistance to States

- Line I.A The amount of Title I funds available under section 112(a).
- Line I.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
- Line I.C The total amount of combined Title I and Title II funds.
- Line I.D The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
  - Line I.D.1 The amount, if any, to be reserved under section 112(c).
    - Line I.D.1.a The percent and amount reserved for secondary recipients.
    - Line I.D.1.b The percent and amount reserved for postsecondary recipients.
  - Line I.D.2 The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
    - Line I.D.2.a The percent and amount slated for secondary recipients.
    - Line I.D.2.b The percent and amount slated for postsecondary recipients.
- Line I.E. The percent and amount to be made available for State leadership under section 112(a)(2).
  - Line I.E.1 The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
  - Line I.E.2 The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
- Line I.F The percent and amount to be expended for State administration under section 112(a)(3).
- Line I.G The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

## **II. Title II: Tech Prep Programs**

- Line II.A The amount of funds available under section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
- Line II.C The total amount of funds to be used for Title II tech-prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under section 203.
- Line II.D.1 The percent of funds to be made available for tech-prep consortia under section 203.
- Line II.D.2 The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
- Line II.E.1 The percent of funds to be expended for State administration under Title II.

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
(For Federal Funds to Become Available Beginning on July 1, 2007)

**I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

A. Total Title I Allocation to the State	\$ 9,310,620
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 ( <i>Line A + Line B</i> )	\$ 9,310,620
D. Local Formula Distribution ( <i>not less than 85%</i> ) ( <i>Line C x 85%</i> )	\$ 7,914,027
1. Reserve ( <i>not more than 10% of Line D</i> )	\$ 791,402.70
a. Secondary Programs ( <i>100% of Line D</i> )	\$ 791,402.70
b. Postsecondary Programs ( <i>0% of Line D</i> )	\$ 0
2. Available for formula allocations ( <i>Line D minus Line D.1</i> )	\$ 7,122,764.30
a. Secondary Programs ( <i>50% of Line D.2</i> )	\$ 3,561,312.15
b. Postsecondary Programs ( <i>50% of Line D.2</i> )	\$ 3,561,312.15
E. State Leadership (not more than 10%) ( <i>Line C x 10%</i> )	\$ 931,062.00
1. Nontraditional Training and Employment ( <b>\$ 60,000.00</b> )	
2. Corrections or Institutions ( <b>\$ 60,000.00</b> )	
F. State Administration (not more than 5%) ( <i>Line C x 5%</i> )	<b><u>\$ 465,531.00</u></b>
G. State Match ( <i>from non-federal funds</i> ) <sup>1</sup>	<b><u>\$ 465,531.00</u></b>

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<sup>1</sup> The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
(For Federal Funds to Become Available Beginning on July 1, 2007)

**II. TITLE II: TECH PREP PROGRAMS**

A. Total Title II Allocation to the State	\$ 834,472.00
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 0
C. Amount of Title II Funds to Be Made Available For Tech-Prep ( <i>Line A less Line B</i> )	\$ 834,472.00
D. Tech-Prep Funds Earmarked for Consortia	\$ 792,748.40
1. Percent for Consortia ( <i>Line D divided by Line C</i> ) [95%]	
2. Number of Consortia <u>4</u>	
3. Method of Distribution ( <i>check one</i> ):	
a. _____ Formula	
b. <input checked="" type="checkbox"/> Competitive	
E. Tech-Prep Administration	\$ 41,723.60
1. Percent for Administration ( <i>Line E divided by Line C</i> ) [5%]	

# **PART C: ACCOUNTABILITY FORMS**

## INSTRUCTIONS

### I. Definitions of Student Populations

On page 43, you must provide the career and technical education (CTE) student definitions that you will use for the secondary and postsecondary/adult core indicators of performance, e.g., “CTE participants” and “CTE concentrators.” These are the students on which you will report data annually to the Secretary under section 113(c) (1)-(2) of the Act.

### II. Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, based on our non-regulatory guidance, we have pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). A State may choose to propose other student definitions and measurement approaches, but it would have to describe in its new State plan how it’s proposed definitions and measures would be valid and reliable.

### III. Baseline Data

In Column 4 of the FAUPL forms, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which your State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

[Provided in Column 4 of the FAUPL form.](#)

Indicators		Transition Plan	Six-Year Plan
<b>Secondary Level – 8 Indicators</b>			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
<b>Postsecondary/Adult Level – 6 Indicators</b>			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

#### IV. Performance Levels

In Columns 5 and 6 of the FAUPL forms, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs or targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State’s request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State’s AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

[Proposed in Columns 5 and 6 of FAUPL forms.](#)

## **V. State Confirmation of Final Agreed Upon Performance Levels**

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into your State plan and your July 1, 2007 Perkins grant award. Your State's final agreed upon performance levels for the first two program years for all other for all other indicators will be incorporated into your State plan and your July 1, 2008 Perkins grant award.

## I. Student Definitions

### A. Secondary Level

#### Participants –

**CTE Participant:** A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

#### Concentrators –

**CTE Concentrator:** A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

### B. Postsecondary/Adult Level

#### Participants –

**CTE Participant:** A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

#### Concentrators –

**CTE Concentrator:** A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

**II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)**

**A. SECONDARY LEVEL**

					Column 6
					Year Two 7/1/08- 6/30/09
<p><b>1S1</b> <b>Academic</b> <b>Attainment –</b> <b>Reading/Language</b> <b>Arts</b> <b>113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>reading/language arts whose scores were included in the State’s computation of AYP</b> and who, in the reporting year, left secondary education.</p>	<p><b>B:</b></p> <p style="text-align: center;"><u>42</u></p>	<p><b>State and Local Administrative Records</b></p>	<p><b>L: Will be pre-populated at the request of the State</b></p> <p style="text-align: center;"><u>41.5</u></p> <p><b>A:</b></p>	<p><b>L: Will be pre-populated at the request of the State</b></p> <p style="text-align: center;"><u>42.0</u></p> <p><b>A:</b></p>
<p><b>1S2</b> <b>Academic</b> <b>Attainment -</b> <b>Mathematics</b> <b>113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>mathematics whose scores were included in the State’s computation of AYP</b> and who, in the reporting year, have left secondary education.</p>	<p><b>B:</b></p> <p style="text-align: center;"><u>22</u></p>	<p><b>State and Local Administrative Records</b></p>	<p><b>L: Will be pre-populated at the request of the State</b></p> <p style="text-align: center;"><u>22.5</u></p> <p><b>A:</b></p>	<p><b>L: Will be pre-populated at the request of the State</b></p> <p style="text-align: center;"><u>23.0</u></p> <p><b>A:</b></p>

						Column 6
						Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator:  Denominator:	B:			L:  A:	L:  A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III)	Numerator:  Denominator:	B:			L:  A:	L:  A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	B:	State and Local Administrative Records		L: Will be pre- populated at the request of the State  A:	L: Will be pre- populated at the request of the State  A:
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator:  Denominator:	B:			86.98  A:	87.5  A:
						88.0  A:

						Column 6
						Year Two 7/1/08- 6/30/09
<b>6S1</b> <b>Nontraditional</b> <b>Participation</b> <b>113(b)(2)(A)(vi)</b>	<b>Numerator:</b>	<b>B:</b>	<b>L:</b>	<b>L:</b>		<b>L:</b>
	<b>Denominator:</b>					<b>A:</b>
<b>6S2</b> <b>Nontraditional</b> <b>Completion</b> <b>113(b)(2)(A)(vi)</b>	<b>Numerator:</b>	<b>B:</b>				<b>L:</b>
	<b>Denominator:</b>					<b>A:</b>

**III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)**

**B. POSTSECONDARY/ADULT LEVEL**

							<b>Column 6</b>
							<b>Year Two 7/1/08- 6/30/09</b>
<b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b>	<b>Numerator:</b>		<b>B:</b>		<b>L:</b>		<b>L:</b>
	<b>Denominator:</b>				<b>A:</b>		<b>A:</b>
<b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b>	<b>Numerator:</b>		<b>B:</b>		<b>L:</b>		<b>L:</b>
	<b>Denominator:</b>				<b>A:</b>		<b>A:</b>
<b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b>	<b>Numerator:</b>		<b>B:</b>		<b>L:</b>		<b>L:</b>
	<b>Denominator:</b>				<b>A:</b>		<b>A:</b>
<b>4P1 Student Placement 113(b)(2)(B)(iv)</b>	<b>Numerator:</b>		<b>B:</b>		<b>L:</b>		<b>L:</b>
	<b>Denominator:</b>				<b>A:</b>		<b>A:</b>

							Column 6
							Year Two 7/1/08- 6/30/09
<b>5P1</b> <b>Nontraditional</b> <b>Participation</b> <b>113(b)(2)(B)(v)</b>	<b>Numerator:</b>					<b>B:</b>	<b>L:</b>
	<b>Denominator:</b>						<b>A:</b>
<b>5P2</b> <b>Nontraditional</b> <b>Completion</b> <b>113(b)(2)(B)(v)</b>	<b>Numerator:</b>					<b>B:</b>	<b>L:</b>
	<b>Denominator:</b>						<b>A:</b>

# Appendix A

## Local Application – Basic Grant

January 30, 2007

MEMORANDUM

TO: Eligible Schools and Institutions  
FROM: Melissa W. Lomax, Ph.D.  
Bureau Chief, Career Technical and Workforce Education Bureau  
RE: Carl D. Perkins Career and Technical Education Improvement Act of 2006  
Basic Grant 2007-2008 Request for Applications  
**APPLICATIONS DUE: Friday, March 30, 2007 at 4:00 pm**

Greetings and Welcome to the January 2007 Carl D. Perkins Directors' Meeting, hosted by the Career Technical and Workforce Education Bureau of the New Mexico Public Education Department. You will see from today's agenda that the day is organized to provide you information on what will be needed to submit your grant application.

It is the hope of this Bureau that each of you will be successful in your endeavors and that the students of New Mexico - as a direct result of your work - will experience the integration of rigorous and challenging academic and career - technical instruction. It is my firm conviction that this type of instructional integration can positively impact the learning experiences of New Mexico's students as they prepare for their next-steps to either continue their formal education or enter the workforce.

With regard to Career Technical and Workforce Education, 2007 has the potential to be a year of expansion as well as a year of new initiatives.

**EXPANSION:**

**Office of Workforce Training and Development:** In 2004, Governor Richardson established the Office of Workforce Training and Development. To support the efforts of this new department, the Governor created a Workforce Coordination and Oversight Committee to support alignment of the state's education and workforce development programs with the occupational demands of the future economy of New Mexico. This initiative is part of Governor Bill Richardson's efforts to lower New Mexico's high school drop-out rate by providing career choices and opportunities after graduation.

The Governor's initiative is also designed to provide a variety of career options for students and adult workers, and to provide clear direction on training and educational needs that intersect with needs for industry advancement. Included in the initiative are

planned programs for internships, apprenticeships, industry certifications, or 2- and 4-year degrees, all of which align to the purposes of Perkins IV.

## **RENEWAL:**

**Perkins IV and Potential for Education Redesign Efforts:** Perkins IV supports the alignment of career-technical education with State initiatives relating to the redesign of secondary schools and enhanced collaboration with postsecondary education. The implementation of the new law ensures that career-technical education programs are an integral part of these efforts.

The New Mexico Public Education Department's vision of having *a world-class education system in which all New Mexico students are prepared to succeed in a diverse and increasingly complex world* dovetails with the potential that grant recipients will have to support educational reform via integration of Perkins IV with the Governor's Career Clusters Initiative, and with rigorous, challenging academic & career-technical instruction reflecting New Mexico's Standards and Benchmarks. Collectively, the initiatives promote economic and workforce development for the State and meet the Public Education Department's goals of ensuring that students graduate from high school better prepared to succeed in postsecondary education and the world of work, as well as increasing the academic excellence and achievement of students.

**Seamless Education and Workforce Development Systems:** Together with the Workforce Investment Act of 1998, which restructured employment training, adult education, and vocational rehabilitation programs, Perkins IV promotes the development of integrated, "one-stop" education and workforce development systems at the State and local levels.

**New Leadership within CTWEB:** There is new leadership within the Public Education Department's Bureau for Career Technical and Workforce Education. My name is Melissa Lomax. I have worked within public education for some 17 years as teacher, counselor, university professor, central office & campus-based public school administration, and now in State public school administration. I received my Ph.D. in Counseling and Student Services in 1996 from the University of North Texas in Denton, and I hail from the small town of Stamford, OS (Other State—not nearly as pretty as New Mexico!).

From the public trust that has been placed in me to serve in this capacity, my pledge is to honor that trust. My expectations of CTWEB staff are no less than the expectations I hold for myself as a public servant: be respectful in all interactions, be consistent in delivery of communications, speak with candor, and be available.

On both of the above mentioned fronts - expansion and renewal - CTWEB is poised and ready to serve the students, educators, and workforce of this great State! I thank you for the opportunity at hand, and I trust we will move forward with diligence in serving students, teachers, and the workforce of New Mexico.

Sincerely,

Melissa W. Lomax, Ph.D.  
Bureau Chief  
Career Technical and Workforce Education Bureau

## Career-Technical and Workforce Education Bureau Contact Information

			E-mail
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Caroline Jaramillo-Crone	Financial Specialist	827-1812	caroline.jaramillo-crone@state.nm.us
Bureau FAX :		827-1826	

## Eastern New Mexico University – Career-Technical Education Project Contact Information

			E-mail
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Mark Runyan	Career Cluster Specialist	562-2188	<a href="mailto:mark.runyan@enmu.edu">mark.runyan@enmu.edu</a>
Donna Shelly	Secretary	562-2188	donna.shelly@enmu.edu

### CTWEB VISION

Quality Career-Technical Education is a model for lifelong learning and productivity in New Mexico.

### CTWEB MISSION

To provide quality leadership through partnerships that result in a prepared workforce.

### CTWEB VALUE STATEMENT

We value student empowerment academically, occupationally and socially.



**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT  
ACT OF 2006**  
(Public Law 109-270)

## **REQUEST FOR APPLICATION**

Basic Grant

Grant Period

JULY 1, 2007 – JUNE 30, 2008

**RFA Due Date: March 30, 2007, 4:00 PM**

Veronica C. García, Ed.D.  
Secretary of Education

Catherine Cross-Maple, Ed.D.  
Deputy Secretary of Education

Patricia Parkinson, Ed.D.  
Assistant Secretary of Education

Melissa W. Lomax, Ph.D.  
CTWEB, Bureau Chief

NEW MEXICO PUBLIC EDUCATION DEPARTMENT  
Career-Technical and Workforce Education Bureau  
Room 207  
120 South Federal Pl  
Santa Fe, NM 87501

This application can be accessed at:  
**<http://www.ped.state.nm.us/CTWEB>**

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# CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT

## Request for Application Grant Period: July 1, 2007 – June 30, 2008

The Basic Grant portion of the Act is an eligibility grant. Therefore, all eligible organizations desiring funds for Career-Technical education program improvement are encouraged to apply regardless of previous funding history. An eligible organization must submit an application by 4:00 pm on the due date of March 30, 2007. Submission of an application, in and of itself, does not guarantee funding – applications meeting the requirements as outlined in the Request for Applications (RFA) will constitute an approved application and will be funded. The application is similar to the 2006-2007 application, but should be read carefully as certain items have changed. The staffs of the CTWEB, and the Career-Technical Education Project (CTEP) at Eastern New Mexico University, are prepared to assist eligible organizations with the completion of the application.

## BACKGROUND INFORMATION

### 1. Introduction

The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is to assist states in developing a comprehensive system of Career-Technical Education. New Mexico's Career-Technical Education is founded on the Career-Focused Student Learning System (see Figure 1). Through the implementation of the Transition State Plan under Perkins IV, New Mexico seeks continued improvement in Career-Technical education programs by moving toward the deployment of the Career-Focused Student Learning System at the secondary and postsecondary levels using the Career Clusters Framework.

Every local application for funding under Perkins IV must clearly address the requirements of the State's Transition Plan, the Act, and the State's Content Standards and Benchmarks. By so doing, the application will be assured of compliance with the law, as well as contribute to the overall vision of a viable and progressive Career-Technical Education System in New Mexico through secondary and postsecondary linkages.

The application differs slightly from the 2006-2007 application, but still includes submission of the following documents.

- **Letter of Transmittal:** The letter of transmittal is a cover letter each sub-recipient sends summarizing the application with all the Programs of Study identified, including the commitment to the state assurances.
- **Federal Assurances:** All federal grants require specific assurances to be signed and submitted by each sub-recipient.
- **Application Questionnaire:** The questionnaire now includes only those items that are required by the Perkins Act to be a part of every local application.
- **Required Uses of Funds:** The Perkins Act does not require that each local application describe how each of the Required Uses will be met; **HOWEVER: each funded**

organization is responsible for meeting the Required Uses in their project, and the assurances in the Letter of Transmittal include this commitment.

- **Program(s) of Study:** For each program of study, all of the following items must be submitted:
  - 1) **Signature Page:** A signature page, signed by the Academic Dean (or CEO) and the Principal (or superintendent) of the partnering educational entities (secondary and postsecondary), must accompany each program of study;
  - 2) **Program(s) of Study:** On the Program of Study form, you will identify all academic and Career-Technical coursework that is included in a two-year certificate or degree plan that spans grades 9-14. Also, information must be included about the advisory committees, Career-Technical Student organizations, labor market information and other items that contribute to the success of the program.
  - 3) **Program(s) of Study Budget(s):** Each program of study must include a separate budget describing how the grant funds will be applied.
- **Local Performance Measures:** Each applicant shall propose local levels of performance for the core indicators that meet state levels of performance. See *Instructions for Completing the Performance Measures Forms* in this document enumerated as Performance Measures page 1 for further information about the proposed baseline.

The Career-Technical and Workforce Education Bureau (CTWEB) and the Career-Technical Education Project (CTEP) staffs are available to provide technical assistance as you prepare your application. If you are a previous recipient or applicant for Perkins funds, please keep in mind that those applications end June 30, 2007, and will no longer be valid.

## 2. The Career-Focused Student Learning System



FIGURE 1. The Career-Focused Student Learning System.

The Career-Focused Student Learning System includes:

- A strong academic core ( aligned to NM Graduation Requirements (NMSA 22-13-1.1, New Mexico Content Standards and Benchmarks) that prepares secondary students for college and work, with high level, contextually relevant competencies in the areas of mathematics, reading, language arts and science, through the integration of academic and Career-Technical education;
- An articulated system that links each level of learning to the next.
- An experiential component including site-based on-the-job training, mentorships, internships, apprenticeship, etc.;
- Three levels of the Career Clusters Framework:
  - Knowledge and Skills;
  - Career Pathways; and
  - Occupations;
- Student learning at the secondary level that is linked to the district’s focus area(s) for improvement as identified in the Educational Plan for Student Success.
- Student learning at the postsecondary level that is linked to the state’s Workforce Development System.

### **3. Summary: Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270)**

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) set out a new vision for career and technical education. This vision focuses on the dual goals of improving student achievement, academic and technical, and preparing students for postsecondary education, further learning, and high-skill, high-wage or high-demand careers. Congress intended for the new Perkins Act to be a sign of its support, and for the new Act to go further than ever before to improve Career-Technical Education programs and provide for new innovation at the state and local level.

Perkins IV promotes reform, innovation, and continuous improvement in career and technical education to ensure that students acquire the skills and knowledge they need:

- to meet challenging State academic standards and industry-recognized skill standards, and
- to prepare for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-wage, or high-demand careers.

**Focus on Quality:** Perkins IV focuses the Federal investment in career-technical education on high-quality programs that:

- integrate academic and career-technical education through a coherent sequence of courses;
- promote student attainment of challenging academic and career-technical standards;
- link career and technical education at the secondary and postsecondary level through career and technical programs of study;
- provide students with strong experience in, and understanding of, all aspects of an industry to include work-based learning;
- address the needs of individuals who are members of special populations;
- involve parents, employers, labor organizations, and representatives of special populations;
- provide strong linkages between secondary and postsecondary education;
- develop, improve and expand the use of technology; and
- provide professional development for secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors, in the areas of integration, best practices, and the use of scientifically based research data to improve career-technical education.

**Accountability:** To promote continuous program improvement, Perkins IV builds upon the previous Act by establishing and supporting a state and local performance accountability system designed to assess the effectiveness of the state and local funding recipients in achieving progress in career-technical education. The U.S. Secretary of Education and the State must reach agreements on the levels of performance, with the Secretary's role being limited to negotiating agreement on the numbers or percentages for the levels of performance for the following mandatory "core performance indicators" specified in the law:

#### Secondary-

- Student attainment of challenging academic content aligned standards (New Mexico Content Standards and Benchmarks) and student academic achievement standards, as adopted by the state under the Elementary and Secondary Education Act (ESEA) (NCLB) and measured by the state determined proficiency levels on the academic assessment under ESEA;
- Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate;
- Student rates of attainment in each of the following areas: A) a secondary school diploma; B) a GED credential, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities); C) a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state);
- Student graduation rates as described in the ESEA (NCLB);
- Student placement in postsecondary education or advanced training, in military service, or in employment; and
- Student participation in and completion of career-technical education programs that lead to nontraditional fields.

#### Postsecondary-

- Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate;
- Student attainment of an industry-recognized credential, a certificate, or degree;
- Student retention in postsecondary education or transfer to a baccalaureate degree program;
- Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high-skill, high-wage or high-demand occupations or professions;
- Student participation in, and completion of, career-technical education programs that lead to employment in nontraditional fields.

## APPLICATION DOCUMENTS

The application must include the following documents, completed in full.

### 1. Letter of Transmittal

Please copy this form to your district or institution official letterhead. Insert your organization's title as indicated. List each program of study to be funded with grant funds. For each New Mexico Cluster area, indicate the amount of Perkins funds and the amount of local funds that will be used to support the program during the upcoming grant year, and the combined total of funding. If more than one program of study is developed in a particular cluster area, add the funding for all programs of study and report by the cluster. This financial information is not used by the state or the US DOE for cost sharing or matching of funds.

### 2. Federal Assurances

These standard forms are required by the U.S. Department of Education for each grant. Please have these forms signed by your district Superintendent and/or institution CEO. **Note: No other signatures will be accepted.**

### 3. Application Questionnaire

Please answer each of the items on the form provided.

### 4. Program(s) of Study

Each of the following forms must be completed separately for each program of study.

- **Program of Study Signature Page**

Complete the top portion with information about your organization and the individuals who will be responsible for the operation of the grant. On the bottom portion, list the secondary and postsecondary partners who will provide the grades 9-14 program in this pathway. At minimum, the secondary principal and the postsecondary dean of instruction must sign the form. District superintendent and the institution CEO signatures will also be accepted. This insures that the program being funded is articulated between secondary and postsecondary educational levels.

- **Program of Study Description** (See instructions on the pages immediately preceding this form.)

- **Program of Study Budget Form** (Instructions are included on the form.)

### 5. Local Performance Measures Form

(See instructions on the page immediately preceding this form.)

### 6. Evaluation Rubric

This is provided for your convenience as a check sheet for application documents. It is not necessary to submit this form with your application.

**1. Letter of Transmittal: Submit on eligible institution's letterhead.**

DATE:

Melissa W. Lomax, Ph.D., Bureau Chief  
 New Mexico Public Education Department  
 Career-Technical and Workforce Education Bureau  
 300 Don Gaspar  
 Santa Fe, NM 87501

Dear Dr. Lomax:

Attached is the **(school district/institution)** application for the Carl D. Perkins 2007-2008 – Basic Grant.

The funds will be used by **(school district/institution)** for the following Cluster areas:

Perkins IV Supplementary Funds:	
Arts and Entertainment:	\$
Information and Communications:	\$
Business Services:	\$
Energy and Environmental Technologies:	\$
Health and Biosciences:	\$
Engineering, Manufacturing and Construction:	\$
Hospitality:	\$
Administrative Costs @ 5%	\$
Indirect Costs @ _____ of the 5%	\$
<b>SUBTOTAL ~ For Perkins Supplementary Funds</b>	<b>\$</b>
Local Funds – Identified by Cluster (Note: this information is not used for cost sharing or matching of funds.)	
Arts and Entertainment:	\$
Information and Communications:	\$
Business Services:	\$
Energy and Environmental Technologies:	\$
Health and Biosciences:	\$
Engineering, Manufacturing and Construction:	\$
Hospitality:	\$
<b>SUBTOTAL ~ For Local Funds</b>	<b>\$</b>
<b>TOTAL FUNDS (Perkins + Local) Used to Support the Career and Technical Education Initiative:</b>	<b>\$</b>

The (**school district/institution**) assures that the following have been included as part of the application and that it will abide by each requirement:

- ***Letter of Transmittal*** listing each program of study with its corresponding budget by Cluster.
- ***Federal Assurances*** with original signatures of district superintendent or postsecondary CEO.
- Completed ***Application Questionnaire***.
- ***Program of Study Signature Page*** with original signatures of principal or district superintendent and postsecondary academic dean or CEO, for each funded Program of Study.
- Completed ***Program(s) of Study*** using the Program of Study template provided in this application. Other variations of programs of study formats or templates will not be accepted.
- ***Detailed Budgets*** for each Program of Study.
- ***Local Performance Measures***.
- ***State Assurances*** as follows:

The (**name of eligible district/institution**) makes application to the Public Education Department, Career-Technical and Workforce Education Bureau, for approval of its Career-Technical Education programs of study as shown herein for the grant period beginning July 1, 2007 and ending June 30, 2008.

***IT IS ASSURED AND UNDERSTOOD THAT:***

- Brochures and other printed materials paid for, in whole or in part, with Carl D. Perkins funds will carry a statement indicating the funding source. Brochures and other small documents must carry the statement: "The contents of this publication were developed with funds from the Carl D. Perkins Act." Other publications such as reports, films, video clips, etc. must carry the statement: "The contents of this publication were developed under a grant from the US Department of Education (Carl D. Perkins Act). However, the contents do not necessarily represent the policy of the Department of Education." (EDGAR 75.620)
- Perkins funds will not be used to supplant program activities or services being funded with state and local funds.
- An inventory record will be maintained for all equipment costing \$5,000 or more and purchased with federal funds.
- Funds will not be used to acquire equipment (including computer software) that results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such organization.
- Career-Technical services, programs, and activities will reflect state or regional labor market needs.
- Provisions will be made to provide equal access to programs and opportunities for all students who desire to participate in Career-Technical services, programs, and activities regardless of race, color, national origin, sex, disability, or age.
- The applicant will provide Career-Technical Education programs that achieve at least one or more of the Nine Required Uses of Funds (see Appendix C). The applicant understands that it will be held accountable on Compliance Reviews for meeting the Nine Required Uses.

- The applicant shall provide the local plan to appropriate Career-Technical committees/councils for review.
- The recipient is not debarred or suspended or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549, “Debarment and Suspension,” and the recipient will not contract with a subcontractor that is debarred or suspended.
- Equipment purchased with these funds will be used for Career-Technical purposes during regular school hours.
- The applicant agrees to report and disaggregate Performance Data by these categories: 1) Gender; 2) Ethnicity (American Indian or Alaska Native, Asian or Pacific Islander, Black-Non Hispanic, Hispanic, White-Non-Hispanic), and 3) Special Populations (Individuals with Disabilities, Economically Disadvantaged, Single Parents, Displaced Homemakers, Other Educational Barriers (if applicable), Limited English Proficient and Nontraditional Enrollees).

Please let us know if anything else is needed for the application. We look forward to hearing from you.

Sincerely,

**(Name and title of Superintendent or CEO for the eligible school district/institution)**

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## CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

---

### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

---

### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No.3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:  
grant.

Place of Performance (Street address, city, county, state, zip code)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check  if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT		PR/AWARD NUMBER AND /OR PROJECT NAME	
PRINTED NAME AND TITLE OF DISTRICT SUPERINTENDENT OR POSTSECONDARY CEO			
SIGNATURE		DATE	

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

### **PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

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**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in

floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF SUPERINTENDENT OR POSTSECONDARY CEO	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

**CARL D. PERKINS  
CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**

**Basic Grant Application Questionnaire**

Section 134 of the Perkins Act of 2006 requires that each local applicant shall provide the following information regarding the program(s) to be funded by the Perkins Grant. This information is to be shared on an institutional basis and is required only once; and not for each Program of Study. Please reference items in the Program of Study where applicable. The cells in this table will expand as needed when completing this form electronically; however, please limit responses to 400 words or less.

<p>(1) Describe how one or more of the Nine Required Uses of Funds will be carried out with funds received under this title. (Note: Focus on any one or more of the Nine Required Uses)</p> <p>Enter information here→</p>
<p>(2) Describe how the career-technical education activities of your organization will be carried out in order to meet state and local adjusted levels of performance as shown in the attached Performance Measures Form.</p> <p>Enter information here→</p>
<p>(3) Describe how your organization will:</p> <p>(A) Offer the appropriate courses that incorporate secondary and postsecondary elements, includes coherent and rigorous content aligned with challenging academic standards and relevant CTE content, may includes opportunity for dual or concurrent enrollment, and leads to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. (Note: This question relates to Required Uses 1 and 2).</p> <p>Enter information here→</p>
<p>(B) Improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in core academic and CTE subjects. (Note: This question relates to Required Use 1)</p> <p>Enter information here→</p>
<p>(C) Provide students with strong experience in, and understanding of, all aspects of an industry. (Note: This question relates to Required Use 3)</p> <p>Enter information here→</p>
<p>(D) Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. (Note: This question relates to Required Use 1)</p> <p>Enter information here→</p>

(E) Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects. (Only Secondary Institutions need to respond to this question.) (Note: This question relates to Required Use 1)

Enter information here→

(4) Describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). (Note: This question relates to Required Uses 4 and 5)

Enter information here→

(5) Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this grant, including career and technical programs of study. (Note: This question relates to Required Use 5)

Enter information here→

(6) Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Note: This question relates to Required Uses 2, 3, 4, 7 and 8)

Enter information here→

(7) Describe the process that will be used to evaluate and continuously improve the performance of your organization. (Note: This question relates to Required Uses 6 and 7)

Enter information here→

(8) Describe how your organization will:

(A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations. (See Definitions, Appendix E) (Note: This question relates to Required Use 6)

Enter information here→

(B) provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. (Note: This question relates to Required Use 6 and 9)

Enter information here→

(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. (Note: This question relates to Required Uses 6 and 9)

Enter information here→

(9) Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. (Note: This question relates to Required Uses 6 and 9)

Enter information here→

(10) Describe how funds will be used to promote preparation for nontraditional fields. (See Non-traditional Programs, Appendix D and Definitions, Appendix E)

Enter information here→

(11) Describe how career guidance and academic counseling (through the New Mexico Next Steps Plan) will be provided to career and technical education students, including linkages to future education and training opportunities. (Note: This question relates to Required Use 2)

Enter information here→

(12) Describe efforts:

(A) to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.

Enter information here→

(B) to improve the transition to teaching from business and industry

Enter information here→

**CARL D. PERKINS  
CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**

**Program of Study Signature Page**

**Grant Period: July 1, 2007 – June 30, 2008**

<b>Applicant Agency:</b>	_____
<b>Program of Study:</b>	_____

<b>Project Director:</b>	_____
<b>Telephone:</b>	_____
<b>Email Address:</b>	_____
<b>Mailing address:</b>	_____

<b>Fiscal Agent:</b>	_____
<b>Telephone:</b>	_____
<b>Email Address:</b>	_____

**List the school district(s) and postsecondary institution(s) included in the Pathway partnership.**

## PROGRAM OF STUDY WORK SHEET INSTRUCTIONS

**A Program of Study Worksheet must be completed for every Program of Study that will be funded by your Perkins Grant.** (Please see Program of Study templates enumerated as Program of Study pages 9-12 in this document). Note: This document is formatted in MS Word (tables). Each cell of the table will expand as information is entered.

In building a career-technical education program of study, New Mexico graduation requirements shall be the foundational coursework, which includes local graduation requirements. A college preparatory core can then be integrated to demonstrate the alignment to the baccalaureate degree; keeping in mind that college entrance requirements typically require two years of a foreign language for admission.

The following bullets will help guide the development of the Program of Study:

- Integration of a college preparatory core. (Example, SREB defines a college preparatory core as:
  - four credits in English courses with content and performance standards of college-preparatory English;
  - four credits in mathematics courses with content and performance standards of college-preparatory Algebra I, geometry and Algebra II;
  - three science courses, including two credits in courses with content and performance standards of college-preparatory biology, chemistry, physics or applied physics; three social studies courses with content and performance standards of college-preparatory courses;
  - at least four courses in an academic or a career/technical [CT] major;
  - A technology course covering word processing, database, spreadsheets, presentation software and use of the Internet and e-mail);
  
- Integration of college entrance requirements (Align to the Higher Education Institution identified in the Program of Study Template. Example:
  - 4 English courses, including at least one 11th or 12th grade composition;
  - 3 math courses, including algebra 1 or 2, geometry, trigonometry, calculus or higher;
  - 2 social science courses, including U.S. history;
  - 2 natural science courses, including at least one lab science in biology, chemistry or physics;
  - 2 foreign language courses in the same language or proof of proficiency in a second language);
  
- Encourages a fourth year of mathematics that aligns to the career area of study;
- May include dual credit options;

- Includes industry recognized and/or industry credentials for students and teachers where available and appropriate;
- Includes a specific budget;
- Includes an advisory committee and meeting calendar for the year (minutes are required for submission); and
- Identifies the specific Career-Technical Student Organization with which to affiliate at the secondary level.

Each item number below corresponds to the numbering scheme in the Program of Study Form which follows.

### **Page 1 - Header section**

Click twice in the Header Section and insert the following information in the numbered areas. This information will carry forward to the header sections on the succeeding pages, so it is not necessary to re-enter it on each page (except for the Addendum POS).

1. Insert name of school or institution. (e.g. Success High School; Achievement Community College)
2. Indicate the appropriate State level Career Cluster for the Program. Select from the following list:
  - 1) Arts and Entertainment
  - 2) Business Services
  - 3) Communications and Information
  - 4) Energy and Environmental Technologies
  - 5) Engineering, Construction and Manufacturing
  - 6) Health and Biosciences
  - 7) Hospitality and Tourism

See Appendix G for Crosswalk to assist you in responding to number 3 below. More information about the State level Career Cluster initiative can be found at [www.workinnewmexico.gov](http://www.workinnewmexico.gov).

3. Indicate the matching National Career Cluster (one of the 16 recognized Clusters – see Appendix B for Listing)
4. Indicate the appropriate Pathway as it aligns to the National Career Cluster Framework (e.g. Management). To see a listing of the pathway titles go to [careerclusters.org/16clusters.htm](http://careerclusters.org/16clusters.htm), then click on the PDF or word document next to the heading *Resources*.
5. Indicate the specific Associate Degree Plan or Certificate option at the Postsecondary level for which the Program of Study aligns.

### **Program of Study and Budget Summary Sections**

6. In an effort to demonstrate the beginning of an alignment to the four-year institution as required in the Federal Act, delineate the name of the four-year institution to which the program of study aligns.
7. In an effort to demonstrate the alignment to the four-year degree (bachelor degree), delineate the title of the bachelor degree to which the program of study can/will lead. While some AAS degrees are terminal, line the program of study to a related bachelor degree option.

**Labor Market Information:**

8. Use the NM Department of Labor web site (<http://laser.state.nm.us/vlmi/>) to determine the requested information:
  - a. Number of jobs projected to exist in occupations for which this program prepares students;
  - b. The projected entry salary for a worker in this occupation;
  - c. The estimated median salary for a worker in this occupation; and
  - d. The estimated salary for an experienced worker in this occupation.

(Note: Programs of Study for pathways/occupations that demonstrate a negative or insufficient growth and/or less than twice the minimum wage in the entry salary will not be considered for funding.)

For high-demand jobs that do not meet the minimum entry salary requirement of \$10.30 per hour, complete the table and respond to question 4 on the Addendum Program of Study.

9. Identify the student organization with which to affiliate at the secondary level. The career-technical education student organizations recognized by the State of New Mexico are identified on the Program of Study form. Postsecondary institutions are welcome to identify the student organization with which to affiliate at the postsecondary level if applicable; however, it is not required.
10. Provide the names of local industry partners providing support. Support may come by way of providing technical assistance on instruction or laboratory environments, review of curriculum, evaluation of the program, sponsorships for fees of industry recognized certifications, financial support, etc. (e.g. Public Service Co. of NM)
11. Identify the industry recognized credentials and/or certification(s) offered to students through this program of study (e.g. Oracle Certification). The credential/certification does not dictate the curriculum; the credential/certification is the result of the sequential education/training program. Industry recognized credentials and/or certifications are only required if they are available and appropriate for the pathway. Note, there is a core indicator of performance related to the credential, therefore, it is strongly encouraged that all institutions seek to offer a relevant/related industry credential if possible.
12. List the names of the members of the Advisory Committee for this program of study and their industry or business affiliation. (e.g. James Day, HR Director of First State Bank) Educators at the secondary and postsecondary level are to be listed as ad-hoc only.

Therefore, an adequate makeup of advisory members is necessary to inform instruction, communicate business and industry needs, etc. The advisory members may be different than those listed in the local industry partnership list as specified in number 10 above. Advisory committees must meet at a minimum of twice during the school year. At a minimum, the advisory committee shall function at the cluster level. Secondary and postsecondary institutions are encouraged to merge the advisory committees if possible and practical.

## **Page 2 – Secondary Program of Study Information**

13. Identify all courses that meet New Mexico Graduation Requirements. Include the corresponding STARS course codes. All courses listed on this section shall be in red font. BIE schools shall use local course catalogue codes in lieu of STARS course codes.

Graduation Requirements (Public School Code 22-13-1.1) are as follows:

### **For students entering ninth grade in 2005-2006 and after (fifteen and one-half specified and seven and one-half elective)**

- i. Four units of English, with major emphasis on grammar and literature;
- ii. Three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;
- iii. Three units in science, one of which shall have a laboratory component;
- iv. Three units in social science, which shall include United States history and geography, world history and geography and government and economics;
- v. One unit in physical education;
- vi. One unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;
- vii. One-half unit in New Mexico history for students entering the ninth grade beginning in the 2005-06 school year; and
- viii. Seven and one-half elective units for students entering the ninth grade in the 2005-06 school year that meet public education content and performance standards. Student service learning shall be offered as an elective.

Note: While graduation requirements for students who entered high school prior to the 2005-2006 school year are different than what is listed above, the program of study shall be designed to accommodate the requirements of freshmen students entering high school in 2005-2006. Accommodation for graduation requirements for students who entered high school prior to 2005-2006 can be made in the student's Next Step Plan. Graduation requirements for those students who entered high school prior to school year 2005-2006 are listed below for your information only.

### **For students entering prior to 2005-06 (14 specified, 9 elective)**

- i. Four units of English, with major emphasis on grammar and literature;
- ii. Three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;
- iii. Two units in science, one of which shall have a laboratory component;
- iv. Three units of social science, which shall include United States history and geography; world history and geography and government and economics;
- v. One unit in physical education or other physical activity;
- vi. One unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;

vii. Nine elective units that meet the state board content and performance standards. Student service learning shall be offered as an elective.

BIE and BIE Grant/Contract schools may use this section to delineate the tribal course requirements for graduation/completion.

14. Enter the course name and STARS course code for each course included in this Program of Study that is an additional local district required course or tribal required course if BIE. BIE schools shall use local course catalogue codes in lieu of STARS course codes. These courses shall be recorded in black font except for dual credit courses which shall be recorded in green font.
15. Enter the course name and STARS course codes for each course included in this Program of Study that is a career requirement or elective or college entrance requirement i.e. accounting I, foreign language, etc. Institutions may record “foreign language I”, “foreign language II” rather than “Spanish I” etc. The foreign language requirement must be two years of instruction in the same language. Although it is likely for 2 year institutions to not require the foreign language, it may be a requirement for admission to a 4 year institution – and the new Act supports the partnerships among secondary schools, postsecondary institutions, and baccalaureate degree granting institutions. Native American languages and American Sign Language (ASL) are acceptable foreign languages. Color code courses that are dual credit in green font.
16. Identify any extra help strategies offered to support this program. Extra help strategies at the secondary level could include Reading Lab/Accelerated Reader, Math Tutoring Lab, etc. At the Postsecondary level, it may be aspects of the student services office/system.

In the notes section below Item 16 on the program of study, include any information that will assist one in reading the document. For example, note the type of schedule being offered in the secondary component i.e. block schedule, AB schedule, 7 period day, etc.

### **Page 3 – Post-Secondary Program of Study Information**

17. Enter the core courses, as aligned between the postsecondary institutions, (including summer if applicable). Refer to the HED website for transfer module information at: (<http://hed.state.nm.us/colleges/matrix.asp>.)
18. Enter the course requirements in the general education core for this degree plan of study.
19. Enter the required courses for the certificate or associate degree.
20. Enter the additional course requirements unique to this institution.
21. Enter applicable college electives aligned to pathway certification and or two-year certificate or degree.

22. List the career enhancement options offered by this institution in this program of study.

**Page 4 – Addendum Program of Study**

23. This question is for Secondary institutions only. Reflect on how the deployment of this program of study has an impact on student academic achievement. Examples may include the fourth year of math, the contextual learning environment, the alignment to EPSS goals and school wide strategies, aligned professional development, etc. BIE institutions shall discuss how the program of study aligns to the 1114 plan.
24. This question is for Postsecondary institutions only. If the institution is not currently a partner in the WIA system, then describe the actions that the institution will deploy to become an active partner in the WIA system. Elaborate about the connection between the program of study and the One-Stop-Centers.
25. This question is to be responded to by Secondary and Postsecondary institutions. The names and certifications being sought through this funding shall be included in the response to this question. Inclusion of anticipated date of completion of the certification is also necessary. Professional development shall align to Required Use 5 of the Perkins Act.
26. If the program of study does not meet the \$10.30 minimum entry wage requirement, but is a high demand job, describe how the proposed wage meets the criteria of self sufficiency. The definition of self sufficiency can be found in Appendix E.



<b>(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)</b>	
STATE CLUSTER: (2)	CAREER PATHWAY: (4)
NATIONAL CLUSTER: (3)	2 YEAR DEGREE PLAN: (5)
4 YEAR DEGREE PLAN ALIGNMENT	HIGHER EDUCATION INSTITUTION NAME: (6)
	HIGHER EDUCATION DEGREE PLAN: (7)

NEW MEXICO GRADUATION REQUIREMENTS	
(13)	(13)
(14)	(14)
LOCAL DISTRICT REQUIRED ELECTIVES / TRIBAL STANDARDS	
(14)	(14)
CAREER AREA REQUIREMENTS-ELECTIVES / COLLEGE ENTRANCE REQUIREMENTS	
(15)	(15)
ACADEMIC ENHANCEMENT OPTIONS	
Define Extra Help strategies: (16)	
<p><b>LEGEND:</b> College Preparatory Core (red)          College Entrance Requirement (blue)          High School Credit Course (black)          Dual Credit Course (green)  <i>Italics indicates college courses are transferable to any higher education entity in NM</i></p>	
NOTES:	



**ADDENDUM  
PROGRAM OF STUDY**

<b>(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)</b>	
<b>STATE CLUSTER:</b>	<b>(2)</b>
<b>NATIONAL CLUSTER:</b>	<b>(3)</b>
<b>4 YEAR DEGREE PLAN ALIGNMENT</b>	<p><b>CAREER PATHWAY:</b> (4)</p> <p><b>2 YEAR DEGREE PLAN:</b> (5)</p> <p align="center"><b>(6)</b></p> <p align="center"><b>(7)</b></p>
<b>HIGHER EDUCATION INSTITUTE NAME:</b>	
<b>HIGHER EDUCATION DEGREE PLAN:</b>	

<p><b>1. Secondary Applicants Only:</b></p> <p>Describe how the program of study supports the Education Plan for Student Success (EPSS)</p> <p align="center">Enter information here→ (23)</p>
<p><b>2. Postsecondary Applicants Only:</b></p> <p>Postsecondary applicants are mandated partners in the Workforce Investment Act (WIA). Describe how representatives of local workforce investment boards will be involved in the development, implementation and evaluation of career and technical programs, and informed about, and assisted in understanding, the requirements of this Perkins IV Act.</p> <p align="center">Enter information here→ (24)</p>
<p><b>3. Secondary and Post-Secondary Applicants: Instructor Professional Organizations and Certifications</b></p> <p>What industry recognized certifications or professional development will be pursued by teachers/faculty through funds under this application?</p> <p align="center">Enter information here→ (25)</p>
<p><b>4. The Perkins IV Act allows for LEA's to establish programs of study that are geared toward high skill, high wage, or high demand occupations that will lead to self sufficiency. If this Program of Study does not meet the minimum entry salary of \$10.30 per hour (New Mexico's definition of high wage), but seeks to meet a high demand occupational need, respond to the following question: Describe how this program of study, through supporting evidence, addresses a high demand occupation that meets a self sufficiency wage as defined in Appendix E of this application.</b></p> <p align="center">Enter information here→ (26)</p>

CTWEB Perkins Grant Program of Study

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**

Budget Form – 1/07

**GRANT YEAR 2007 – 2008**

**Program Funding**  
 Approved/Disapproved  
 Monitor \_\_\_\_\_  
 Date \_\_\_\_\_

NOTE: This proposed budget form must contain details of all expenses to be paid with Perkins Funds for programs implemented in the grant year. Please complete one form for each funded program. If the project is approved, applicants may be required to submit a final budget request. Information provided here must match that described in the Narrative portion of the application. A separate form is required for each funded Program of Study.

RECIPIENT: \_\_\_\_\_ PROGRAM OF STUDY: \_\_\_\_\_

ITEM	CODE	EXPLANATION	ITEM TOTALS
<b>Salaries:</b> Includes anticipated expenditures for salaries or personnel performing direct services for a project. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities. Include name, job title, total salary and percentage of time devoted to the project activity.			
Professional Salaries	0.110	(Type your information in these areas for each budget item. These cells will expand as needed.)	\$
Grad Assts or Aides	0.120		\$
Technicians	0.130		\$
Secretarial/ Clerical	0.140		\$
Other Salaries	0.150		\$
<b>TOTAL SALARIES:</b>			\$
<b>Benefits:</b> An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary, which are received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.			
Employee Benefits	0.200		\$
<b>TOTAL BENEFITS:</b>			\$
<b>Purchased Services:</b> Expenditures include anticipated expenditures for services rendered by a company, person or other educational agency or institution that are not available within the capabilities of the participating agency. Individuals performing contractual services are eligible to receive consulting fees and per diem at prevailing state rates. Consultant travel should be itemized under this category. Any equipment rented for use during the term of the contract is considered a contractual service.			
Purchased Services	0.300		\$
<b>TOTAL PURCHASED SERVICES:</b>			\$
<b>Supplies and Materials:</b> Expenditures refer to a consumable item of which the item cost is less than \$5,000.00. This section replaces the previously used Form J for Supplies and Materials.			
Supplies/Materials	0.400		\$
<b>TOTAL SUPPLIES &amp; MATERIALS:</b>			\$
<b>Travel:</b> itemize all anticipated project staff travel using prevailing state rates or the applicant's agency rate, whichever is lower; include mileage, per diem, lodging, estimated tolls and parking. No out-of-state travel is authorized unless approved as part of the original application and only if it has a direct relationship to the stated Program of Study.			
Travel	0.500		\$
<b>TOTAL TRAVEL:</b>			\$
<b>Equipment</b> is defined as an article of tangible property having a useful life of more than one year and a unit cost of \$5,000.00 or more. All equipment items should be itemized so that the CTWEB staff is aware of the types required and their respective use to accomplish the objectives of the project. Equipment cost may include postage and/or transportation fees, but may not include any handling fees or surcharges made by the grantee. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials. This section replaces the previously required Form I for Equipment. Approval above indicates approval to purchase the listed equipment for the stated Program of Study.			
Equipment	0.700		\$
<b>TOTAL EQUIPMENT:</b>			\$
<b>PROGRAM TOTAL:</b>			\$

NOTE: This is a Microsoft Word Document. The "Explanation" sections will expand as you type. All funding amounts must be manually entered.

## **Instructions for Completing the Performance Measures Forms**

Core indicators of performance are defined for secondary and postsecondary career-technical education students in the State Plan. These indicators must be valid and reliable.

On the next four pages, you will find two sets of Performance Measures forms – for Secondary Programs (school districts) and Postsecondary forms (for Postsecondary institutions). Complete only the pages that apply to your organization.

Each form contains a table for each of the State Performance Measures. Above each table is the name of the measure and a description of the information items that are used as the numerators and denominators for computing the percentages that are reported to the U.S. Department of Education annually.

In each Table, Columns 1 through 6, are the baseline Performance Level (Column 1, Year 1), and the Performance Levels that the state has been expected to meet for each grant year (Columns/Years 2 through 6). The Performance Level for Year 1 has not yet been determined.

On the appropriate form, each applicant is to estimate the Performance Levels it will achieve for Year 1. Since these are new performance measures, there is no baseline to start from. After negotiations with the US Department of Education, District and Postsecondary Institutions will be notified of the state level baseline.

In a manner almost identical to the adjusted performance level negotiations between the US Department of Education Secretary and states, local recipients must also establish performance goals. Each local recipient must agree to accept the state adjusted levels of performance as their own local adjusted levels of performance, or negotiate with the state for new levels for each of the core indicators established by the state. Local levels must also be expressed in percentage or numerical form, and require continuous improvement.

The applicant agrees to report and disaggregate Performance Data by these categories: 1) Gender; 2) Ethnicity (American Indian or Alaska Native, Asian or Pacific Islander, Black-Non-Hispanic, Hispanic, White-Non-Hispanic), and 3) Special Populations (Individuals with Disabilities, Economically Disadvantaged, Single Parents, Displaced Homemakers, Other Educational Barriers, Limited English Proficient and Nontraditional Enrollees).

Please contact the CTWEB staff if you require assistance in completing this form.

## SECONDARY PERFORMANCE MEASURES

**CORE INDICATOR:** **1S1 Academic achievement in Reading – NCLB Assessment**  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

Note: The 11<sup>th</sup> grade CRT will be utilized for the NCLB Assessment

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** **1S2 Academic achievement in Math – NCLB Assessment**  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

Note: The 11<sup>th</sup> grade CRT will be utilized for the NCLB Assessment

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** **2S1 Technical skill attainment aligned to industry standards, where possible**  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** 3S1 Attainment of a high school diploma  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** 3S2 Attainment of a GED or State-Recognized Equivalent  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** 3S3 Attainment of a proficiency credential in conjunction with a diploma  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** 4S1 Graduation rates as determined by NCLB  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

CORE  
 INDICATOR:  
 STATE LEVEL  
 PERFORMANCE  
 MEASURE:

**5S1 Placement in postsecondary, military or employment**

*Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

CORE  
 INDICATOR:  
 STATE LEVEL  
 PERFORMANCE  
 MEASURE:

**6S1 Participation in non-traditional programs**

*Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

CORE  
 INDICATOR:  
 STATE LEVEL  
 PERFORMANCE  
 MEASURE:

**6S2 Completion of non-traditional programs**

*Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

## POSTSECONDARY PERFORMANCE MEASURES

**CORE INDICATOR:** **1P1 Technical skill attainment, aligned with industry standards where possible**  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** **2P1 Attainment of an industry-recognized credential, a certificate or degree**  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** **3P1 Retention in postsecondary education or transfer to a 4 year degree program**  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** **4P1 Placement in military service, apprenticeship program, or placement/retention in employment in a high-skill, high-wage or high-demand occupation or profession.**  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** **5P1 Participation in non-traditional programs**  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CORE INDICATOR:** **5P2 Completion of non-traditional programs**  
**STATE LEVEL PERFORMANCE MEASURE:** *Numerator: TBD*  
*Denominator: TBD*

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT  
ACT OF 2006**

**Basic Grant Evaluation Rubric**

**This form is provided for your information only. It is the Rubric by which your application will be evaluated by CTWEB staff. There is no need to complete this form; however, it can serve as a means by which to review your application to insure that all necessary elements have been completed.**

**Eligible Institution:** \_\_\_\_\_

<b>Letter of Transmittal:</b>			
A completed letter of transmittal is submitted with the application			
All components of the application have been completed and are included in the application			
State assurances forms are signed by Superintendent/CEO			

<b>Federal Assurances:</b>			
Certifications regarding lobbying, Debarment, suspension and other responsibility matters, and drug-free workplace requirements are signed by Superintendent/CEO			
Non-construction programs form signed by Superintendent/CEO			

<b>Application Questionnaire:</b>			
Addresses a minimum of one required use			
Adequately describes how the projected levels of performance will be met (performance measures)			
Improvement of academic and technical skill is described			
Address integration of coherent and rigorous content (academic – CTE connection)			
Exposure to all aspects of the industry are provided for students			
CTE students are taught to the same academic proficiency as all other students			
Challenging academic subjects are promoted to secondary CTE students			
Professional development reflects integration			

of CTE and academic curriculum to meet rigorous academic standards			
Cross section of stakeholders involved in development, implementation and evaluation of CTE programs			
Meets size, scope and quality definition			
Describes process of continuous improvement of performance			
Strategies are identified to overcome barriers relative to special populations			
Programs are provided to allow special populations to meet state levels of performance			
Activities support special populations in attainment of high skills, high wage or high demand occupations that lead to self sufficiency.			
Includes policy/process of non-discrimination of special populations			
Addressed Non-traditional training and employment opportunities			
Gives examples of career guidance, academic counseling and Next Step Plans are implemented			
Provides plans for retention of CTE personnel			
Provides plans for improving transition to teaching from business and industry			
<b>Program(s) of Study:</b>			
Signature Page is completed and signed by Superintendent/CEO and/or Principal/Academic Dean, or combination thereof			
The Program of Study is completed in full			
Labor Market information is included; a minimum of one occupation is identified.			
Identification of a CTSO affiliation (secondary only)			
Local industry partners are identified			
Certifications offered to students are identified			
An advisory committee is identified and educational faculty/staff are listed as ad-hoc			
A minimum of two advisory committee			

meeting dates are proposed			
Program(s) of study are a progressive continuum of courses (Grades 9-14)			
Secondary component meets NM Graduation Requirements			
Local graduation requirements are identified (if applicable)			
Integrates a college preparatory core			
Integrates college entrance requirements			
Encourages a fourth year of mathematics			
CTE courses meet scope/quality definition			
Promotes dual credit options ( <b>recommended</b> )			
Academic Enhancement Options are identified			
Postsecondary component leads to associate degree, or certificate program			
New Mexico Common Core is identified at the postsecondary level			
Career Enhancement Options are identified			
The secondary Program of Study is aligned to the district's EPSS goals (secondary only)			
Describes the involvement of local workforce development boards (postsecondary only)			
Applicant identifies the staff who will seek industry certifications through the use of Perkins funds (includes projected completion dates)			
The postsecondary institution has identified the involvement of the Workforce Investment Boards			
Sufficient details to Addendum Program of Study, Question 4, are reported in alignment with the definition of self sufficiency			
<b>Program(s) of Study Budget</b>			
Each Program of Study has a specified budget			
POS Budget is fully itemized in each category			
<b>Local Performance Measures</b>			
Note: After negotiations with the US Department of Education, LEA's will be notified of the state level baseline.			

Note: All elements of this rubric must be met before an application is fully funded.

## APPENDIX A

### SECONDARY AND POSTSECONDARY DISTRIBUTION OF FUNDS

#### Eligible Institutions:

For Secondary Funding:

- Local Education Agencies:
  - Public Secondary Schools
  - Secondary BIE Schools
  - Charter Schools Operated as Local Educational Agencies (Under governance of the NM Public Education Commission)

For Postsecondary Funding:

- Institutions of higher education;
- LEAs providing education at the postsecondary level;
- Area vocational and technical schools providing education at the postsecondary level;
- Educational service agencies;
- Consortia of two or more of the entities described in items 1-4;
- Consortia of postsecondary and secondary entities as described in Section 133(c)(1-2) of the Act.

#### Grant Period:

The grant period for this application begins July 1, 2007 and ends June 30, 2008.

#### Minimum Amounts for Basic Grants:

To qualify for funding, eligible applicants must meet the following thresholds:

- For postsecondary institutions, the minimum available grant amount must be \$50,000.00 or more;
- For school districts, the minimum available grant amount must be \$15,000.00 or more.

Because of the formula applied for distribution of funds, many applicants (particularly secondary applicants) may not be eligible for a funding allocation that meets the minimum grant amounts listed above. In such cases, two or more applicants are encouraged to form consortia to permit the pooling of eligible funds in order to meet the minimum grant requirement.

#### Secondary Formula for Basic Grant Funds:

For the grant year July 1, 2007 through June 30, 2008, approximately \$3,567,968 will be available for distribution to secondary institutions. From these funds, each school district or other local education agency will be eligible to receive an amount determined by applying the following formula as prescribed by the Perkins Act:

- Thirty percent (30%) of secondary funds will be distributed to eligible recipients based on the ratio of the district's 5-17 year-old population to the total state 5-17 year-old population.



<b>DEMING PUBLIC SCHOOLS</b>	\$74,088
	\$819
<b>ESPANOLA MUNICIPAL SCHOOLS</b>	\$66,235
	\$4,637
<b>FARMINGTON MUNICIPAL SCHOOLS</b>	\$99,570
	\$3,157
<b>GADSDEN INDEPENDENT SCHOOLS</b>	\$187,700
<b>GALLUP-MCKINLEY COUNTY PUB SCHLS</b>	\$230,260
	\$749
<b>GRANTS-CIBOLA COUNTY SCHOOLS</b>	\$59,982
	\$7,119
<b>HATCH VALLEY MUNICIPAL SCHOOLS</b>	\$24,755
<b>HOBBS MUNICIPAL SCHOOLS</b>	\$71,742
	\$1,567
<b>LAS CRUCES PUBLIC SCHOOLS</b>	\$244,624
<b>LAS VEGAS CITY PUBLIC SCHOOLS</b>	\$26,648
	\$12,250
<b>LOS LUNAS PUBLIC SCHOOLS</b>	\$83,413
	\$4,352
<b>LOVINGTON PUBLIC SCHOOLS</b>	\$25,616
	\$8,464
<b>MORIARTY MUNICIPAL SCHOOLS</b>	\$38,950
	\$12,570
<b>PORTALES MUNICIPAL SCHOOLS</b>	\$34,594
	\$2,818

	\$3,040
<b>RIO RANCHO PUBLIC SCHOOLS</b>	\$53,420
<b>ROSWELL INDEPENDENT SCHOOLS</b>	\$117,558
	\$539
<b>RUIDOSO MUNICIPAL SCHOOLS</b>	\$20,614
	\$1,414
<b>SANTA FE PUBLIC SCHOOLS</b>	\$133,012
	\$7,158
<b>SILVER CITY CONSOLIDATED SCHLS</b>	\$35,691
<b>SOCORRO CONSOLIDATED SCHOOLS</b>	\$25,819
	\$3,821
<b>TAOS MUNICIPAL SCHOOLS</b>	\$40,531
	\$3,471
<b>TRUTH OR CONSEQUENCES SCHOOLS</b>	\$23,173
<b>TUCUMCARI PUBLIC SCHOOLS</b>	\$15,374
<b>TULAROSA MUNICIPAL SCHOOLS</b>	\$22,299
	\$1,386
<b>WEST LAS VEGAS PUBLIC SCHOOLS</b>	\$24,430
<b>ZUNI PUBLIC SCHOOLS</b>	\$31,493

**BIE Schools**

	\$2,712
<b>Wingate High School</b>	\$23,149
	\$5,582

**Postsecondary Formula for Basic Grant Funds:**

For the grant year July 1, 2007 through June 30, 2008, approximately \$3,567,968 will be available for distribution to postsecondary institutions. From these funds, each postsecondary institution will be eligible to receive an amount proportionate to the institution's percentage of Career-Technical Pell Grant recipients and BIE assisted students as compared to the total number of Career-Technical Pell Grant recipients and Career-Technical BIE assisted students in the state.

Example- Western NM University:

						<b>Amount of funding for which the institution is</b>
--	--	--	--	--	--	---

						<b>eligible in this example</b>
\$ 3,567,968	x	507	÷	20,854	=	\$86,744

<b>Postsecondary Institutions</b>	<b>Approximate Basic Grant Amount</b>
(Note: Shaded Institutions do not meet the \$50,000 minimum funding threshold )	
Western NM University	\$86,744
<b>Branch Community Colleges</b>	
ENMU ROSWELL	\$170,066
	\$0
NMSU ALAMOGORDO	\$68,095
NMSU CARLSBAD	\$61,764
NMSU DONA ANA	\$393,855
	\$31,481
UNM GALLUP	\$168,013
UNM TAOS	\$77,163
	\$8,726
UNM VALENCIA	\$90,508
<b>INDEPENDENT COMMUNITY COLLEGES</b>	
Albuquerque TVI	\$1,275,325
Clovis Community College	\$200,692
Luna Community College.	\$65,871
	\$23,953
NM Junior College	\$114,461
Northern NM Community College	\$126,266
San Juan College	\$349,371
Santa Fe Community College	\$151,588
<b>BIE INSTITUTIONS</b>	
Crownpoint Institute of Technology	\$53,381
	\$5,133

## APPENDIX B

### THE 16 NATIONAL CAREER CLUSTERS

	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building and maintaining the built environment.</p>
	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
	<p>Planning, managing and providing education and training services, and related learning support services.</p>
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>
	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
	<p>Hospitality &amp; Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>

 <p><b>Human Services</b></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
 <p><b>Information Technology</b></p>	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p>
 <p><b>Law, Public Safety, Corrections &amp; Security</b></p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
 <p><b>Manufacturing</b></p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
 <p><b>Marketing, Sales &amp; Service</b></p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
 <p><b>Science, Technology, Engineering &amp; Mathematics</b></p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p>
 <p><b>Transportation, Distribution &amp; Logistics</b></p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p>

## APPENDIX C

### THE NINE REQUIRED USES OF FUNDS FOR THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

1. Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in--
  - A the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
  - B career and technical education subjects;
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
3. Provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences;
4. Develop, improve, or expand the use of technology in career and technical education, which may include—
  - A. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
  - B. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
  - C. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
  - A. in-service and pre-service training on--
    - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
    - (ii) effective teaching skills based on research that includes promising practices;
    - (iii) effective practices to improve parental and community involvement; and
    - (iv) effective use of scientifically based research and data to improve instruction;
  - B. support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
  - C. internship programs that provide relevant business experience; and
  - D. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. Develop and implement evaluations of the career and technical education programs carried

out with funds under this title, including an assessment of how the needs of special populations are being met;

7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

8. Provide services and activities that are of sufficient size, scope, and quality to be effective; and

9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high-demand occupations that will lead to self-sufficiency.

## APPENDIX D

### TABLE OF NON-TRADITIONAL PROGRAMS

THE FOLLOWING LISTS PROVIDE EXAMPLES OF NON-TRADITIONAL ENROLLMENT AT SECONDARY SCHOOLS AND POSTSECONDARY INSTITUTIONS.

#### Secondary:

##### NON-TRADITIONAL FOR MALES

###### HEALTH

Health Assistant  
Health Cooperative

###### FAMILY AND CONSUMER SCIENCE

Child Development  
Clothing and Textiles  
Family Relations  
Home Furnishing/Interior Decorating  
Child Care Guidance  
Clothing Production  
Home Health Aide  
Hospitality Education  
Floral Design

###### OFFICE EDUCATION

Office Education Clerk  
Office Education Word Processing  
Office Education Secretary  
Office Education Cooperative

###### BUSINESS

Typing II or Keyboarding  
Intro to Occupational/General Business

##### NON-TRADITIONAL FOR FEMALES

###### AGRICULTURE

Agricultural Production  
Agricultural Mechanics  
Agricultural Cooperative

###### INDUSTRIAL TECHNOLOGY

General Construction  
General Manufacturing  
Power Mechanics  
Wood Working  
Drafting  
Electricity  
Metal Working  
Plastics  
General Communication  
General Transportation  
Elementary Industrial Arts

###### TRADE AND INDUSTRY

Auto Body  
Auto Mechanics  
Building Trades  
Drafting/Computer  
Electronics  
Machine Shop  
Welding  
Cabinetmaking/Mill

#### Postsecondary:

##### NON-TRADITIONAL FOR MALES

###### TECHNICAL TRADES

##### NON-TRADITIONAL FOR FEMALES

###### AGRICULTURE CONSERVATION

Computer Technology

**BUSINESS AND COMPUTER**

Real Estate  
Small Business Owner  
Office Supervision  
Secretarial and related  
Clerk-Typist  
Word Processing  
Communications/General  
Computer Information  
Microcomputer Applications

**BUSINESS EDUCATION**

Legal Assistant

**ACADEMIC SUPPORT**

Teacher Assistant  
Pre-Elementary Education

**PERSONAL/PUBLIC SERVICE**

Barbering  
Cosmetology  
Social Work, General

**HEALTH SERVICES**

Dental Assistant  
Dental Hygiene  
Medical Laboratory  
Health Unit Coordinator  
Nursing Assistant  
Practical Nursing  
Nursing, General

Agri-Business  
Agricultural Science

**LIFE SKILLS SUPPORT**

Truck/Bus Driving  
Air Transportation  
Airplane Piloting

**TECHNICAL TRADES**

Trade and Industrial  
Pre-Engineering  
Civil Engineering  
Electronic Technology  
Computer Servicing  
Instrumentation Technology  
Engineering  
Architectural Drafting  
Graphic and Printing

**BUSINESS AND COMPUTER**

Entrepreneurship  
Small Business Enterprise

**CONSTRUCTION TECHNOLOGY**

Carpentry  
Electrician  
Miscellaneous Construction  
Plumbing  
Heating and Air Conditioning  
Furniture Making

**METAL TRADES**

Machine Tool Operating  
Welding

**AUTOMOTIVE/AVIATION**

Automotive Technology  
Mechanical and Related  
Automotive Body Repair  
Automotive Mechanics  
Aircraft Mechanics

**PERSONAL/PUBLIC SERVICE**

Food Production and Management  
Corrections  
Criminal Justice Studies

Fire Control and Safety  
Meatcutting

HEALTH SERVICES  
Emergency Medical

## **APPENDIX E**

### **DEFINITIONS**

**Accountability:** The accountability system (See the Performance Measures chart) for Perkins III includes a negotiation process from the federal level to the state level to the local level specific to the four core indicators:

- Student attainment of challenging state-established academic and vocational-technical, skill proficiencies;
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential;
- Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

**Administration:** When used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

**Advisory Committee:** A committee of partners directly involved with structuring curriculum, competency criteria, and infrastructure.

**All aspects of an Industry:** Means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

**Area Vocational and Technical School:**

- a) a specialized public secondary school used exclusively or principally for the provision of vocational and technical education to individuals who are available for study in preparation for entering the labor market;
- b) the department of a public secondary school exclusively or principally used for providing vocational and technical education in not fewer than five (5) different occupational fields to individuals who are available for study in preparation for entering the labor market;
- c) a public or nonprofit technical institution or vocational and technical education school used exclusively or principally for the provision of vocational and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits as regular students both individuals who have completed secondary school and individuals who have left secondary school; or
- d) the department or division of an institution of higher education that operates under the policies of the eligible agency and that provides vocational and technical education in not fewer than five (5) different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits as regular students both individuals who have completed secondary school and individuals who have left secondary school.

**BIE:** Formerly known as BIA, BIE is Bureau of Indian Education.

**Career Clusters:** A grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools (see Appendix B).

**Career Guidance and Counseling:** Means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.

**Career Pathway:** A career pathway is a coherent sequence of courses from secondary to postsecondary in a specific career area grouped within a career cluster.

**Career-Technical Education:** A quality CTE program is defined as a sequence of courses (see Course Sequence below) designed to prepare students for an occupation (e.g., Nurse) or Career Cluster area (e.g., Health Sciences) that requires a sequence of more than one course, resulting in an associate degree, two-year certificate, or an industry recognized credential, entry into a baccalaureate program at a four-year institution. These programs may include applied technology education, competency-based learning, and occupational-specific skills that presuppose a strong academic foundation.

- Course sequence is a progressive continuum of courses (grades 9-14) that comprises a program for effective technical training, employment, and postsecondary education.
- Courses that exist in isolation, and not otherwise linked to a program of study as part of a course sequence are mere electives in the traditional vocational education mode and do not conform to the current Career-Technical education mode.
- Career exploration and career awareness are excluded from the aforementioned sequence of courses, hence should be taken at the middle and elementary grade levels.

A skill competency is defined as a competency, skill, or aptitude that is essential to an occupation. A skill competency includes what a student will know and be able to do in the occupation. New Mexico Content Standards and Benchmarks with Performance Standards, industry standards, and national standards are used to establish a level of required performance in the CTE program.

**Career-Technical Education Student:**

- Those students enrolled in an identified program or coherent sequence of courses or instructional units providing them with the academic and technical knowledge, skills and proficiencies to prepare for employment and/or further/advanced education
- and
- who have completed three or more Career-Technical courses in that sequence (secondary)
- or
- have completed nine Career-Technical credit hours, AND have declared a Career-Technical education major (postsecondary).

**CEO:** This acronym stands for Chief Education Officer of a higher education institution. Postsecondary institutions may classify the CEO as Campus Director or President,

**Charter School:** The term charter school has the meaning given the term in Section 5210 of the Elementary and Secondary Education Act of 2001.

Community College: Means an institution of higher education, as defined in section 101 of the Higher Education Act of 1965, that provides not less than a 2-year program that is acceptable for full credit toward a bachelor's degree; and includes tribally controlled colleges or universities

**Consortia:** For purposes of meeting the minimum allocation requirements of \$15,000 and \$50,000.00 for a grant award, an eligible institution whose funding eligibility amount is less than this minimum may enter into a consortium with other local educational agencies. A joint application meeting the requirements of the State Plan and of the Act, and benefitting all members, must be submitted by the consortium. Funds that the consortium member districts are eligible to receive will be pooled and expended for joint projects that benefit all consortium members according to the joint plan.

**Displaced Homemaker:** an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two-years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Educational Service Agency:** Means a regional public multi-service agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies. (Elementary and Secondary Education Act of 1965, Section 14101)

**Eligible agency:** A State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education or for supervision of the administration of career and technical education in the State.

**Eligible Institution:**

- an institution of higher education;
- a local educational agency providing education at the postsecondary level;
- an area vocational and technical education school providing education at the postsecondary level;
- a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934 (48 Stat. 596; 25 U.S.C. 452 et seq.);
- an educational service agency;
- Charter Schools Operated as Local Educational Agencies (Under governance of the NM Public Education Commission) or

- a consortium of two (2) or more of the entities described in subparagraphs a) through e).

**Eligible Recipient:**

- a local educational agency, an area vocational and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131[of the Act];

or

- an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 [of the Act].

**Governor:** The chief executive officer of a State or an outlying area.

**High Skill/High Wage:** This is defined as employment which pays an hourly amount that is twice that, or more, of the current minimum wage based on entry-level skills and a 2,080 hour work year.

**Individual with Limited English Proficiency:**

- A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and
- whose native language is a language other than English; or
- who lives in a family or community environment in which a language other than English is the dominant language.

**Individual with a Disability:** An individual with any disability (as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

**Institution of Higher Education:** Has the meaning given the term in Section 101 of the Higher Education Act of 1965.

*Local Educational Agency: Public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools.*

The term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

The term includes an elementary or secondary school funded by the Bureau of Indian Affairs but only to the extent that such inclusion makes such school eligible for programs for which specific eligibility is not provided to such school in another provision of law and such school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this chapter with the smallest student population, except that such school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.(Elementary and Secondary Education Act of 1965 Section 14101 (20 U.S.C. 8801)).

**Non-traditional Training and Employment:** Means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

*Postsecondary Educational Institution:*

- ***an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;***
  - a tribally controlled college or university;
- or
- a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

**Program:** The Career and Technical Education (CTE) Program will address the following components:

- Identified Need - a review of the most recent needs assessment conducted to ensure program validity and relevance. Current Department of Labor (DOL) Labor Market Information and other pertinent information, such as the local Economic Development Plan, should be considered during the review.
- Administrative support - full support of administration, which understands the need to maintain and fund program certification as an integral component of *quality* Career-Technical education and student learning.
- Funding - the program demonstrates, through performance-based budget practices, the long-range, self-sustaining funding.
- The program has an aligned set of sequential courses, through a career pathways model. The program of study should contain at least a six-year (Grades 9-14) plan of course offerings.
- The program provides an industry-based, up-to-date, written, delivered, assessed and sequential curriculum that is aligned with New Mexico Standards and Benchmarks (core academic and Career Readiness) and National Skills Standards.
- The program has up-to-date, modern tools and equipment in a safe, simulated, industry environment.
- The program of study is articulated from the secondary to the postsecondary levels.
- The program provides the appropriate Career-Technical Student Organization (CTSO) as a co-curricular extension of the classroom and industry instruction.

**Qualified Instructor:** The secondary CTE instructor is appropriately licensed and endorsed by the Public Education Department. The CTE instructor is industry certified or seeking certification in order to certify the program and appropriately prepare students for credentialing. A professional development plan should include, but not be limited to, membership in appropriate professional organizations and/or other methods of staying current in that industry.

**Rural:** The definition for rural is defined as a municipality with a population of less than 40,000 according to the most recent federal decennial census.

**Seamless Education and Workforce Development Systems:** Together with the Workforce Investment Act of 1998, which restructures employment training, adult education, and vocational rehabilitation programs, Perkins III promotes the development of integrated, "one-stop" education and workforce development systems at the state and local levels.

**Secondary School:** Means a public school providing instruction for grades nine through twelve and is able to report information for the identified performance measures.

**Self Sufficiency Wage:** The Self-sufficient Standard is the estimate of the level of income necessary for a given family type to be independent of welfare and/or other public and private subsidies.

The Self-sufficient Standard calculates the amount of income necessary to meet basic needs – including paying taxes – in the regular marketplace without public subsidies or private/informal (e.g. Babysitting by relatives) subsidies. Included are all costs associated with employment such as transportation, taxes, child care; and takes into account cost differences such as family size, composition, age of children, regional variations, and the different rate increases, over time, of various costs.

### **Size, Scope and Quality:**

**Size:** Provide appropriate student/teacher ratios in laboratory settings based upon the number of available workstations in compliance with the Occupational Safety and Health Administration (OSHA) and Office for Civil Rights (OCR) guidelines. A secondary teacher's class load cannot exceed 160 pupils per day as noted in Public School Code, Section 22-10A-20.D, NMSA, 1978.

**Scope:** Sufficient scope to allow students to earn a minimum of three credits in a sequential program of study. Local school boards review and approve curriculum that meet local, state and industry standards. Articulation agreements are in place with alignment of curriculum that provides a seamless transition from high school to postsecondary CTE programs.

**Quality:** Providing professional development for teachers to prepare or enhance their certification in career technical education with emphasis on techniques for improving students' reading and mathematics skills; transition plan to take effect in 2005.

- Linking teacher training with school priorities (EPSS) and reform initiatives that include best practices.
- Utilizing research-based best practices (i.e., Project Lead-the-Way, High Schools That Work, etc.) to implement high school reform.
- Licensing and credentialing of teachers according to the provisions of the New Mexico Accountability Workbook that defines "highly qualified" professionals.
- Issuing industry-related credentials (company certificates, industry/trade certificates/credentials, state registrations, licenses or certificates).
- Work Ethics

**Special Populations:** The Act defines special populations as:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for non-traditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemaker; and
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

**STARS – Student Teacher Accountability Reporting System:** A data collection system for information analysis and reporting of student and teacher data. The system can be accessed [www.ped.state.nm.us/stars/index.html](http://www.ped.state.nm.us/stars/index.html).

**Tribally Controlled College or University:** The term tribally controlled college or university has the meaning given such term in Section 2 of the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801(a)(4)).

**Tribally Controlled Postsecondary Vocational and Technical Institution:** The term tribally controlled postsecondary vocational and technical institution means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that paragraph (2) of such section shall not be applicable and the reference to Secretary in paragraph (5)(A) of such section shall be deemed to refer to the Secretary of the Interior) that—

- is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or Indian tribes;
- offers a technical degree or certificate granting program;
- is governed by a board of directors or trustees, a majority of whom are Indian;
- demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations;
- has been in operation for at least 3 years;
- holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary vocational and technical education; and
- enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indian.

**Waiver:** Postsecondary institutions may apply for a waiver based on population and/or opportunity and must meet either of the following:

- The student population is 1.2 or less per square mile; or
- At least 65% of the educational entity's real property is exempt from taxation, owned by or held in trust for a federally recognized American Indian Tribe or owned by the federal government.

Secondary institutions may apply for a waiver in any case in which the LEA is in a rural, sparsely populated area or is in public charter school operating CTE programs and demonstrates that it is unable to enter a consortium to provide CTE activities.

**Worksite Learning:** Through local business and industry partnerships, the program develops and coordinates work-based knowledge, skills and competencies through a structured work-based learning component (i.e. mentorship, pre-apprenticeship, on-the-job training, internship, cooperative education, etc.), providing industry experience with appropriate exit examinations.

APPENDIX F  
INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS

New Mexico Public Education Department

**2007 Indirect Cost Rates  
have not yet been  
established as of the  
release of this  
application. All eligible  
institutions will be  
notified when the  
approved indirect cost  
rates are released from  
the NM PED.**

See Appendix F.1 for prior year indirect cost rates for estimated budget plans.

## APPENDIX F.1

### INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS

#### New Mexico Public Education Department

#### 2006 Approved Indirect Cost Rates For Planning Purposes

Note: New rates for the 2006-2007 Fiscal Year will be announced at the annual Spring Budget Workshop. Please consult with your district's fiscal office for correct rates after that date.

ALAMOGORDO	2.78%
ALBUQUERQUE	2.10%
ANIMAS	NI*
ARTESIA	2.74%
AZTEC	2.22%
BELEN	3.44%
BERNALILLO	NI*
BLOOMFIELD	2.54%
CAPITAN	3.95
CARLSBAD	2.68%
CARRIZOZO	NI*
CENTRAL	2.22%
CHAMA VALLEY	5.39%
CIMARRON	2.41%
CLAYTON	2.74%
CLOUDCROFT	NI*
CLOVIS	2.70%
COBRE	2.06%
CORONA	10.02%
CUBA	5.16%
DEMING	2.94%
DES MOINES	NI*
DEXTER	2.05%
DORA	NI*
DULCE	4.22%
ELIDA	NI
ESPANOLA	4.98%

	RATE
LAS VEGAS CITY	3.23%
LAS VEGAS WEST	3.17%
LOGAN	NI*
LORDSBURG	NI*
LOS ALAMOS	NI*
LOS LUNAS	2.64%
LOVING	3.51%
LOVINGTON	2.63%
MAGDALENA	2.71%
MAXWELL	3.48%
MELROSE	NI*
MESA VISTA	6.95%
MORA	4.10%
MORIARTY	3.38%
MOSQUERO	NI*
MOUNTAINAIR	2.42%
PECOS	4.26%
PENASCO	6.30%
POJOAQUE	3.75%
PORTALES	1.93%
QUEMADO	NI*
QUESTA	3.95%
RATON	Pending
RESERVE	4.80%
RIO RANCHO	2.13%
ROSWELL	3.52%
ROY	NI

## APPENDIX F.1

### INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS

#### New Mexico Public Education Department

#### 2006 Approved Indirect Cost Rates For Planning Purposes

Note: New rates for the 2006-2007 Fiscal Year will be announced at the annual Spring Budget Workshop. Please consult with your district's fiscal office for correct rates after that date.

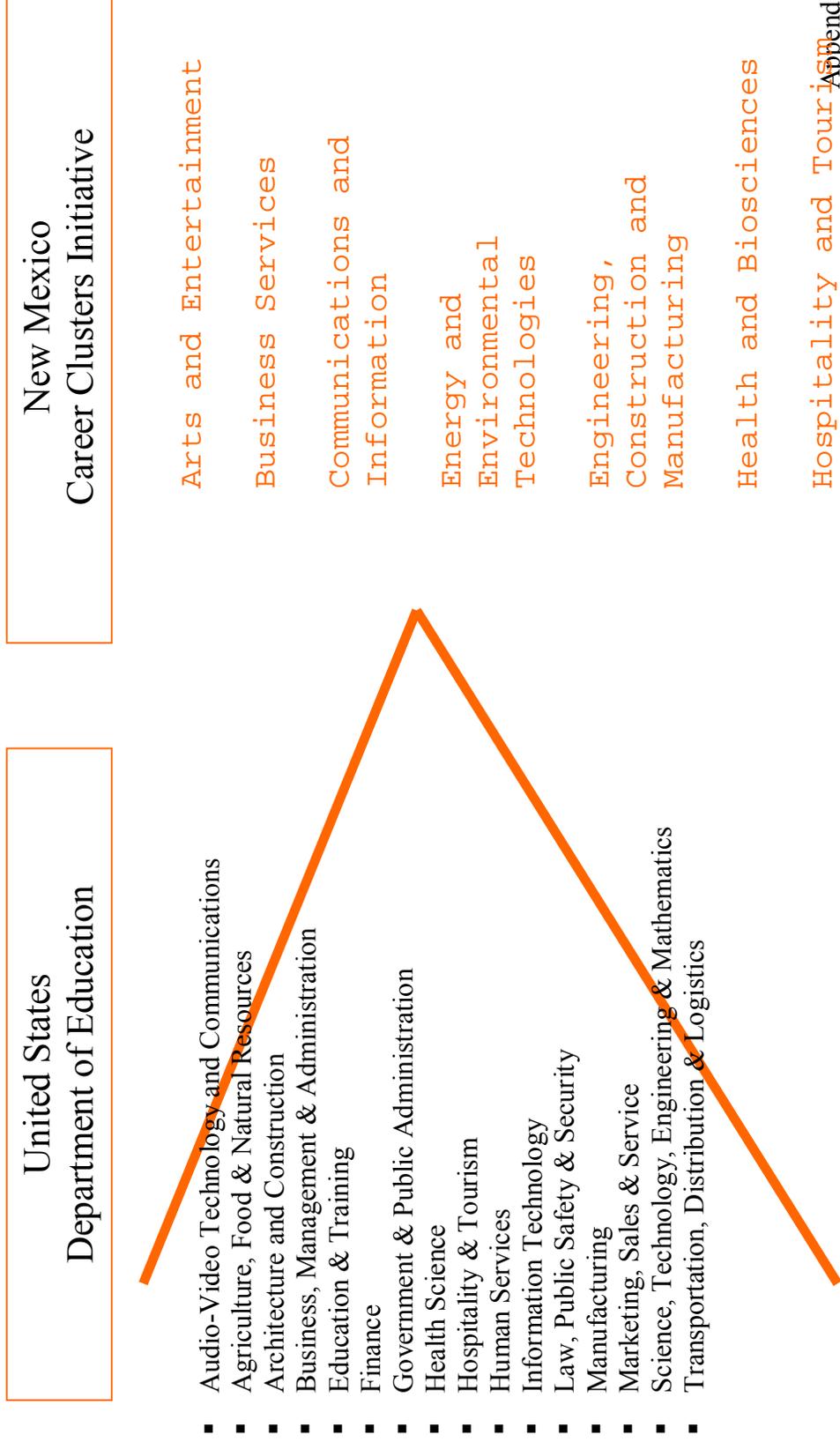
ESTANCIA	5.20%
EUNICE	2.84%
FARMINGTON	1.70%
FLOYD	NI*
FT. SUMNER	NI*
GADSDEN	2.76%
GALLUP	2.25%
GRADY	NI*
GRANTS	2.65%
HAGERMAN	2.90%
HATCH	2.19%
HOBBS	2.90%
HONDO	NI*
HOUSE	NI*
JAL	NI*
JEMEZ MOUNTAIN	5.25%
JEMEZ VALLEY	4.19%
LAKE ARTHUR	3.24%
LAS CRUCES	1.96%

	RATE
RUIDOSO	2.32%
SAN JON	NI*
SANTA FE	3.23%
SANTA ROSA	5.29%
SILVER CITY	1.80%
SOCORRO	2.36%
SPRINGER	6.11%
TAOS	2.90%
TATUM	5.83%
TEXICO	NI
T or C	4.33%
TUCUMCARI	2.17%
TULAROSA	3.52%
VAUGHN	7.49
WAGON MOUND	2.80%
ZUNI	3.92%

NI\* = NEGATIVE INTENT

## APPENDIX G

# Mapping of New Mexico's Career Clusters and Pathways to the U.S. Department of Education's Career Clusters



Mapping of New Mexico's Career Clusters and Pathways to the  
U.S. Department of Education's Career Clusters

		U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Arts and Entertainment Cluster	<input type="checkbox"/> Design Pathway	<input type="checkbox"/> Arts, A-V, Technology and Communications
	<input type="checkbox"/> Entrepreneurship Pathway	<input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Marketing, Sales and Service
	<input type="checkbox"/> Foreign Language Pathway	<input type="checkbox"/> Education and Training <input type="checkbox"/> Hospitality and Tourism
	<input type="checkbox"/> Performing Arts Pathway	<input type="checkbox"/> Arts, A-V, Technology and Communications
	<input type="checkbox"/> Visual Arts Pathway	<input type="checkbox"/> Arts, A-V, Technology and Communications
	<input type="checkbox"/> Administrative and Information Support Pathway	<input type="checkbox"/> Business, Management and Administration
Business Services Cluster	<input type="checkbox"/> Business, Financial Management and Accounting Pathway	<input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Finance <input type="checkbox"/> Human Service
	<input type="checkbox"/> Consumer Sales and Service Pathway	<input type="checkbox"/> Marketing, Sales and Service
	<input type="checkbox"/> Economics and Management Pathway	<input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Marketing, Sales and Service
	<input type="checkbox"/> Education and Training Pathway	<input type="checkbox"/> Education and Training <input type="checkbox"/> Human Services
	<input type="checkbox"/> Human Resources Management Pathway	<input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Human Service
	<input type="checkbox"/> Information Technology Systems Administration Pathway	<input type="checkbox"/> Information Technology
	<input type="checkbox"/> Legal Services Pathway	<input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Law, Public Safety, Corrections and Security
	<input type="checkbox"/> Communications Pathway	<input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Marketing, Sales and Service
	<input type="checkbox"/> Marketing Pathway	<input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Marketing, Sales and Service <input type="checkbox"/> Transportation, Distribution and Logistics
	<input type="checkbox"/> Media Technologies Pathway	<input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Information Technology
Communications and Information Cluster	<input type="checkbox"/> Network Systems Pathway	<input type="checkbox"/> Information Technology

U.S. DEPT OF EDUCATION'S CAREER CLUSTERS	
	<input type="checkbox"/> Printing Technology Pathway  <input type="checkbox"/> Software Application Development Pathway  <input type="checkbox"/> Web Development Pathway <input type="checkbox"/> Civil Engineering Pathway  <input type="checkbox"/> Environmental Systems Pathway  <input type="checkbox"/> Government Relations Pathway  <input type="checkbox"/> Health, Safety and Environmental Regulation Pathway  <input type="checkbox"/> Machining, Instrument and Electrical Pathway  <input type="checkbox"/> Maintenance Operations Pathway  <input type="checkbox"/> Process Engineering Pathway  <input type="checkbox"/> Product Engineering Pathway
Energy and Environmental Technologies Cluster	<input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Business, Management and Administration  <input type="checkbox"/> Information Technology  <input type="checkbox"/> Information Technology <input type="checkbox"/> Science, Technology, Engineering & Mathematics  <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Manufacturing <input type="checkbox"/> Agriculture, Food & Natural Resources  <input type="checkbox"/> Government & Public Administration <input type="checkbox"/> Law, Public Safety & Security  <input type="checkbox"/> Health <input type="checkbox"/> Manufacturing <input type="checkbox"/> Agriculture, Food & Natural Resources <input type="checkbox"/> Science, Technology, Engineering and Mathematics  <input type="checkbox"/> Manufacturing <input type="checkbox"/> Agriculture, Food & Natural Resources <input type="checkbox"/> Architecture & Construction  <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Manufacturing <input type="checkbox"/> Transportation, Distribution & Logistics <input type="checkbox"/> Science, Technology, Engineering & Mathematics  <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Manufacturing  <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Manufacturing <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Architecture & Construction
Engineering, Construction and Manufacturing Cluster	<input type="checkbox"/> Architecture and Drafting Pathway  <input type="checkbox"/> Construction Pathway  <input type="checkbox"/> Logistics and Inventory Pathway  <input type="checkbox"/> Project Management Pathway  <input type="checkbox"/> Quality Assurance Pathway

U.S. DEPT OF EDUCATION'S CAREER CLUSTERS		
	<input type="checkbox"/> Systems Integration Engineering Pathway  <input type="checkbox"/> Trades, Installation and Repair Pathway	<input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Information Technology  <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Manufacturing <input type="checkbox"/> Transportation, Distribution, & Logistics
Health and Biosciences Cluster	<input type="checkbox"/> Applied Research Engineering Pathway  <input type="checkbox"/> Basic Science Pathway  <input type="checkbox"/> Medical Diagnosis Services Pathway  <input type="checkbox"/> Medical Treatment Services Pathway  <input type="checkbox"/> Para-Professional Healthcare Treatment Pathway	<input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Health  <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Health
Hospitality and Tourism Cluster	<input type="checkbox"/> Culinary Arts Pathway  <input type="checkbox"/> Destination and Events Management Pathway  <input type="checkbox"/> Environmental, Historic and Cultural Preservation Pathway  <input type="checkbox"/> Hotel and Resort Management Pathway  <input type="checkbox"/> Recreation and Gaming Pathway  <input type="checkbox"/> Restaurant Management Pathway	<input type="checkbox"/> Hospitality & Tourism  <input type="checkbox"/> Marketing Sales & Service <input type="checkbox"/> Business, Management & Administration  <input type="checkbox"/> Agriculture, Food & Natural resources <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Law Public Safety & Security <input type="checkbox"/> Transportation, Distribution & Logistics  <input type="checkbox"/> Business, Management & Administration <input type="checkbox"/> Finance <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Marketing Sales & Service  <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Law, Public Safety & Security <input type="checkbox"/> Transportation, Distribution & Logistics  <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Business, Management & Administration

## **APPENDIX H ADDITIONAL LOCAL PLAN RESOURCES**

### **ACCOUNTABILITY**

#### **Tools for Improving Education Accountability Systems**

<http://www.ecs.org/clearinghouse/57/51/5751.doc> : This provides a policy inventory of state educational accountability systems.

#### **Education Commission of the States**

<http://www.ecs.org/ecsmain.asp?page=/html/ProjectbySubject.asp?issueID=108%0d%0a> : State Funding for Community Colleges is a 50-State Survey from the year 2000. It collected different approaches that states took toward funding community colleges.

#### **Data on Vocational Education/DOVE**

<http://nces.ed.gov/surveys/dove/>: The website provides reports derived from data about vocational education primarily from existing NCES surveys.

#### **National Assessment of Vocational Education 2004**

<http://www.ed.gov/rschstat/eval/sectech/nave/navefinal.pdf> : This document was distributed in 2004. It presents a synthesis of evidence on the implementation and outcomes of vocational education and of the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III).

### **ARTICULATION**

#### **National Articulation and Transfer Network**

<http://www.natn.org> : NATN, a fast-growing coalition of over 200 large urban high schools, community colleges, and culturally-enriched, four-year degree institutions, is a non-profit organization helping students of color identify opportunities for educational advancement and success at both two and four year colleges. NATN is governed by representatives from schools, colleges, universities, and associations of educational institutions.

#### **Access to the Baccalaureate**

<http://www.pathtoCollege.org> : A joint project of the American Association of Community Colleges and the American Association of State Colleges and Universities, the Access to the Baccalaureate project identified non-financial barriers to community college students wishing to pursue a baccalaureate degree, and highlights best practices for addressing those issues. The findings of this project helped inform new language in the Perkins Act that allows state and local funds to be used for easing the transition of postsecondary CTE students into baccalaureate programs (though not for those programs themselves).

#### **The National Association of Tech Prep Leadership**

<http://www.natpl.org> : The website provides information, links and research tools regarding Tech Prep.

#### **The National Tech Prep Network**

<http://www.cord.org/ntpn> : Provides tools and resources on the website to learn more about Tech Prep.

## **CAREER COUNSELING**

### **The Education, Social, and Economic Value of Informed and Considered Career Decisions**

[http://acrna.net/publications/iccd\\_update\\_2005.pdf](http://acrna.net/publications/iccd_update_2005.pdf) : This document looks at the extensive body of evidence on the economic, social and economic value of career information and the services that foster informed and considered career decisions.

### **The National Center for School Counseling Outcome Research**

<http://www.umass.edu/schoolcounseling/index.htm> : This site may provide useful research information and models for states to use as a reference.

## **CAREER INFORMATION DELIVERY SYSTEMS**

### **General Information**

[http://acrna.net/publications/CIDS\\_FactSheet.pdf](http://acrna.net/publications/CIDS_FactSheet.pdf) : This document provides information on Career Information Delivery Systems and why they are important.

### **Quality Assurance Standards**

[http://www.acsci.org/acsci\\_pubs1.htm](http://www.acsci.org/acsci_pubs1.htm) : ACSCI standards provide a framework for organizations and individuals to reference in order to promote the delivery of the highest quality of career information and services.

### **Bridges Transition**

<http://www.bridges.com/us/home.html> : A company that provides leading resources for education and career planning

### **COIN Educational Products**

<http://www.coin3.com> : A company that helps guide students to successful career planning with a variety of educational products which counselors, teachers, and students need for a complete career education program.

### **DISCOVER**

<http://www.act.org/discover/index.html> : This is a comprehensive career planning program that combines the power of our research-based developmental guidance model with the convenience of multiple delivery options.

### **CareerZone**

<http://www.nycareerzone.org> : Provides job and career information based on individuals' skills and interests.

## **CAREER AND TECHNICAL EDUCATION BEST PRACTICES**

### **Education Commission of the States: Career/Technical Education**

<http://www.ecs.org/html/issue.asp?issueID=148> : This site provides a plethora of information on career technical education and what is being done within the states regarding graduation rates, state policies, accelerated learning, etc.

### **Career/Technical Education: Research and Readings**

<http://www.ecs.org/html/IssueSection.asp?issueid=148&s=Selected+Research+%26+Readings> : Numerous selected readings and research on career technical education.

### **State Career and Technical Education Resources**

<http://www.khake.com/page36.html> : A great compilation of resources from all 50 states' career and technical education divisions, as well as national resources and resources for state employees.

### **West Virginia's EDGE program**

<http://www.wvtechprep.wvnet.edu> : The website provides information for educators, students and parents on the EDGE program and the outcomes and goals associated with it.

### **Exemplary and Promising Programs**

<http://www.nccte.org/exemplary/index.asp> : The project is designed to increase the visibility of exemplary and promising programs and practices in secondary and postsecondary career and technical education, enabling practitioners to realistically determine the feasibility of adopting/adapting such practices in their own settings.

### **Exemplary Worksite Learning Award**

<http://www.cord.org/exemplary-worksite-learning-award> : The Caterpillar Inc.-sponsored Exemplary Worksite Learning Award (EWSLA) was established in 1994 by CORD and the National Tech Prep Network (NTPN) to encourage Tech Prep/School-to-Career initiatives that integrate meaningful worksite opportunities into their curricula and to showcase the best of these programs.

### **Programs and Practices That Work**

[http://www.napequity.org/nape\\_programsthatwork.html](http://www.napequity.org/nape_programsthatwork.html) : A project of the Association for Career and Technical Education, the National Alliance for Partnerships in Equity, the National Association of State Directors of Career and Technical Education, and the National Women's Law Center. The purpose of this project is to identify local or state educational agencies across the country that have implemented effective programs and practices for improving the access and success of students pursuing careers nontraditional for their gender. The project will solicit input from the career and technical education community to identify programs and practices that meet the selection criteria. Information on these effective programs and practices will be shared with the field through a variety of media in an attempt to provide states and local education agencies with ideas for development of their own programs and practices to successfully prepare students for nontraditional careers.

### **Promising Practices Network (PPN)**

<http://www.promisingpractices.net/>: PPN is dedicated to providing quality evidence-based information about what works to improve the lives of children, youth, and families. The PPN site features summaries of programs and practices that are proven to improve outcomes for children. All of the information on the site has been carefully screened for scientific rigor, relevance, and clarity.

### **Cisco Learning Institute. Gender Initiative Strategies**

<http://gender.ciscolearning.org/Strategies/Index.html> : Cisco Learning Institute and its Gender Initiative partners have conducted research on gender recruitment, participation, and retention strategies by studying the Networking Academy program. Based on the findings, CU and its Gender Initiative partners have developed effective tools to increase female retention and recruitment in the classroom and are creating best practice profiles presented here as strategies.

### **US Department of Education's Gender Equity Expert Panel**

[http://www.ed.gov/pubs/genderequity/gender\\_equity.pdf](http://www.ed.gov/pubs/genderequity/gender_equity.pdf) : The purpose of the Gender Equity Expert Panel was to identify promising and exemplary programs that would enable educators and community members to make better-informed decisions about effective ways to encourage gender equity and counteract gender inequities and discrimination.

### **BEST (Building Engineering and Science Talent)**

<http://www.bestworkforce.org/index.htm> : BEST was launched in September 2001 as a public-private partnership to follow through on the September 2000 recommendations of the Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development. BEST sought to convene the nation's respected practitioners, researchers and policymakers and identify "what's working" across the country to develop the technical talent of under-represented groups in preK through 12, higher education, and the workplace.

## **CAREER PATHWAYS**

### **States' Career Clusters Initiative**

<http://careerclusters.org> : The Career Clusters Initiative was created so that states could implement a career-focused strategy for Career-Technical Education that supports workforce preparation, economic development and educational reform.

### **Career Cluster Crosswalk**

<http://careerclusters.org/crosswalks.htm> : This page on the Career Cluster website provides several different crosswalks for the Career Clusters.

### **The Postsecondary Educational Experiences of Postsecondary Career and Technical Education Concentrators: Selected from the NELs: 88/2000 Postsecondary Education Transcript Study**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006309> : This publication presents information on the postsecondary educational experiences of students from the high school class of 1992 who concentrated in career and technical education (CTE) while in high school, including their postsecondary enrollment, course taking, and degree attainment patterns.

### **Education Commission of the States: Alignment of High School Graduation Rates with College Entrance Requirements.**

[http://www.ecs.org/html/educationissues/HighSchool/highschooldb1\\_intro.asp?topic=hsc](http://www.ecs.org/html/educationissues/HighSchool/highschooldb1_intro.asp?topic=hsc) : This database identifies states that set statewide college admission requirements and it provides policy information from all 50 states on the alignment of state high school graduation requirements to state-set college admission requirements in English, mathematics, social studies, science and foreign language.

### **College and Careers Transitions Initiative Virtual Reader**

<http://www.league.org/league/projects/ccti/vr/library.asp> : Provides a library of documents and sources that address the five intended outcomes of CCTI: achievement, attainment, employment, enrollment and remediation.

### **Career Cluster Preferred Products**

<http://careerclusters.org/preferred.htm> : This website provides numerous products from different sources to help programs implement programs focused on career pathways.

## **COLLEGE ACCESS**

### **Financial Aid**

<http://www.acrnetwork.org/parents/finaid.htm>: Resources to help students develop sound financial plans.

### **National College Access Network**

<http://www.collegeaccess.org/NCAN> : The National College Access Network is dedicated to assisting local communities all over the country initiate, develop and sustain their own college access programs.

### **Pathways to College Network**

<http://www.pathwaystocollege.net> : A national alliance of organizations committed to using research-based knowledge to improve postsecondary education access and success for the nation's underserved students, including underrepresented minorities, low-income students, those who are the first in their families to go to college, and students with disabilities.

## **COMMUNITY COLLEGE STATE LEADERSHIP**

### **National Council of State Directors of Community Colleges**

[www.statedirectors.org](http://www.statedirectors.org) : The National Council of State Directors of Community Colleges is an affiliated council of the American Association of Community Colleges (AACC). The council provides a forum for the exchange of information about developments, trends, and problems in state systems of community colleges.

## **GRADUATION AND CAREER PLANS**

### **South Carolina Education and Economic Development Act Guidelines**

<http://www.scois.net/NewFolder2006/Allhomepagefiles/EEDAGuidelines71206%20.pdf> : This document provides the guidelines for South Carolina's Graduation and Career Plan requirements.

## **GRADUATION RATES/DROPOUT RATES**

### **Cost of High School Dropouts**

<http://uwadmnweb.uwyo.edu/CRNLEGISLATIVE/info%20htmlpages/ACRNA%20and%20Dropouts.htm> : Provides information on how ACRNA helps assist with lowering the dropout rate.

### **Education Commission of the States: Drop Out Rates/Graduation Rates**

<http://www.ecs.org/html/issue.asp?issueID=108&subIssueID=163> : Provides a description of state dropout rates/graduation rates; what states are doing; and specific research that has been done on this issue.

### **User's Guide to Computing High School Graduation Rates, Volume 1: Review of Current and Proposed Graduation Indicators**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006604> : This volume examines the existing measures of high school completion and the newly proposed proxy measures

### **User's Guide to Computing High School Graduation Rates, Volume 2: Technical Evaluation of Proxy Graduation Indicators**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006605> : The analysis in Volume 2 draws upon the student record data from two states to compute the true cohort on-time graduation rate and proxy graduation measures for each of these states, and to compare the performance of each proxy indicator to that of the true cohort rate.

### **Graduation Counts Compact from NGA**

<http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnextoid=e6e4a22a73125010vgnvcm1000001a01010arcrd&vgnnextchannel=4b18f074f0d9ff00vgnvcm1000001a01010arcrd> : A compact signed by the governors of all 50 states that acknowledges the importance of graduation rates and sets a standard graduation rate that all states agree to follow.

## **HIGH SCHOOL REFORM**

### **NGA's Center for Best Practices for High Schools**

<http://www.nga.org/portal/site/nga/menuitem.8274ad9c70a7bd616adcbeeb501010a0/?vgnextoid=e9e8fbc137400010VgnVCM1000001a01010aRCRD>: This website provides several different resources regarding high school reform and the actions governors are taking throughout the nation.

### **A Call to Action: Transforming High School for All Youth**

<http://www.hsalliance.org> : This document is a framework of six core principles and recommended strategies for preparing our nation's youth for college, careers and active civic participation.

### **Reinventing the American High School for the 21st Century**

<http://www.acteonline.org/policy/legislativeissues/highschoolreform.cfm> : A position paper by ACTE that outlines the organization's visions on what high schools should be and how ACTE can contribute to reform and redesign efforts.

### **Highlights of High School Initiatives**

<http://mb2.ecs.org/reports/Report.aspx?id=876> : A database of innovative state and district high school reform programs.

### **Education Reforms 1990-2000**

<http://nces.ed.gov/programs/statereform> : This system uses NCES data to compile and disseminate data on state-level education reform efforts in the following areas: standards, assessments and accountability; school finance reforms; resources for learning; and, state support for school choice options.

## **ACTE's Crosswalk on High School Reform**

[http://www.acteonline.org/policy/legislative\\_issues/high\\_school\\_reform.cfm](http://www.acteonline.org/policy/legislative_issues/high_school_reform.cfm): This document provides a crosswalk of the numerous high school reform initiatives being led by different organizations.

## **IMPROVING STUDENT SUCCESS RATES**

### **Achieving the Dream Initiative**

<http://www.achievingthedream.org> : *Achieving the Dream: Community Colleges Count* is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low income students. Achieving the Dream works on multiple fronts, including efforts at community colleges and in research, public engagement and public policy. It emphasizes the use of data to drive change.

## **NONTRADITIONAL**

### **National Alliance for Partnerships in Equity**

<http://www.napequity.org> : NAPE is a consortium of state and local education and workforce development agencies working in partnership to create equitable opportunities for special population students.

### **Equity Assistance Centers**

<http://www.edgateway.net/pub/docs/262> : The Equity Assistance Centers (EAC) were first established in 1978. There are 10 Regional Equity Assistance Centers funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. They provide assistance to public schools in the areas of race, gender, and national origin to promote equal educational opportunities.

### **National Women's Law Center**

<http://www.nwk.org> : The National Women's Law Center works to ensure that women and girls have equal educational opportunities. The Center has long pushed for vigorous enforcement of Title IX through public education, advocacy, and key lawsuits challenging discrimination in athletics; sexual harassment, and single-sex programs that exclude young women, among other issues.

### **Women Work! The National Network for Women's Employment**

<http://www.womenwork.org> : Women Work! strengthens families and communities by supporting, advocating and advancing women's economic self-sufficiency. Our network of members helps thousands of women nationwide successfully enter, re-enter and advance in the workforce each year.

### **Wider Opportunities for Women**

<http://www.wowonline.org> : Wider Opportunities for Women (WOW) works nationally and in its home community of Washington, D.C. to build pathways to economic independence for America's families, women, and girls.

### **Nontraditional Careers for Men**

<http://www.napequity.org/pdf/NontradformalesfromBLSrev08-O5.pdf> : Provides the SOC codes, BLS title, CIP Codes and Program Title for nontraditional careers for men.

### **Nontraditional Careers for Women**

<http://www.napequity.org/pdf/NontradforfemalesfromBLS08-05rev.pdf> : Provides the SOC codes, BLS title, CIP Codes and Program Title for nontraditional careers for women.

## **PARENTAL INVOLVEMENT**

### **PTA Goes to Work**

[http://www.pta.org/local\\_leadership\\_subprogram\\_1138815939640.html](http://www.pta.org/local_leadership_subprogram_1138815939640.html) : Whether your child or student's goal is to attend college or go immediately into the workforce, PTA Goes to Work can help you make sense of the often overwhelming amount of information that is available regarding career planning and job training.

## **ACRN**

<http://acrnetwork.org/parents.aspx> : This resource allows parents to help their children do well in school, make the most of their talents and interests, and get the education and skills they need for college and work.

## **PERKINS RESOURCES**

### **ACTE Perkins Webcast**

[http://www.acteonline.org/policy/legislative\\_issues/Perkins-new.cfm](http://www.acteonline.org/policy/legislative_issues/Perkins-new.cfm) : This webcast focused on helping career and technical educators understand the new Perkins Act.

### **National Association of State Directors for Career Technical Education: Legislative**

<http://www.careertech.org/show/reauthorization> : Provides resources and materials on the Perkins reauthorization process, along with a side-by-side and other materials to help states interpret Perkins IV Professional Development.

### **Actions States Can Take to Place a Highly Qualified Career/Technical Teacher in Every Classroom**

<http://www.sreb.org/programs/hstw/publications/2005Pubs/05V73ActionsStatesTake.asp> : This document presents actions for states to take to strengthen the preparation of their career/technical teachers, this report also addresses five key questions with respect to recruitment, preparation, induction and support of career/technical teachers.

### **ACTE's Resources on Certification**

[http://www.acteonline.org/resource\\_center/certifications.cfm](http://www.acteonline.org/resource_center/certifications.cfm) : This site provides three valuable resources on state by state certification requirements.

### **Multistate Academic and Vocational Curriculum Consortium (MAVCC)**

<http://mavcc.com> : A provider of career and technical instructional materials that help prepare students for a diverse, high performance workforce. MAVCC has developed two nationally recognized training resources that help educators at the state and local levels develop and implement successful plans/strategies to recruit and retain non-traditional students: *Taking the Road Less Traveled: Educator's Tool Kit to Prepare Students for Nontraditional Careers* and *Destination Success: Tools for Improving Student Outcomes in Nontraditional Programs* CD-ROM.

### **Sacramento County ROP**

<http://nontrad101.org> : Nontraditional Careers 101 for Educators is a free online professional development opportunity for teachers to learn more about increasing the participation and completion of students in nontraditional CTE programs.

### **GrayMill Consulting**

<http://www.graymill.com> : Focused on education and the equitable treatment of all students, GrayMill is an independent educational consulting agency, designed to provide professional development services, conference speakers and technical assistance. The primary focus of the agency is the national distribution of three highly successful research based programs for teachers, parents and administrators: *Generating Expectations for Student Achievement (GESA)*, *GESA for Parents*, and *The Equity Principal*.

### **Cisco Systems Inc. Gender Initiative Institute:**

[http://gender.ciscolearning.org/Tools\\_Resources/Gender\\_Module.html](http://gender.ciscolearning.org/Tools_Resources/Gender_Module.html) : This course was designed for the Cisco Networking Academy Program community and provides reasons for low female participation in IT. It also provides strategies and resources for recruitment and retention of females in the Networking Academy program.

## **STATE LEVEL SPECIAL POPULATIONS PROJECTS**

### **Nontraditional Career Resource Center**

<http://ncrc.rutgers.edu> : The Nontraditional Career Resource Center is a program funded by the New Jersey Department of Education, and is housed at the Center for Women and Work at Rutgers, the State University of New Jersey. Our mission is to bridge the education and workforce development

communities to increase awareness and opportunities for 7th through 12th grade students interested in nontraditional careers

### **California Joint Special Populations Advisory Committee**

<http://www.ispac.org> : This project, known as the Joint Special Populations Statewide Advisory Committee(CJSPAC), is part of a joint effort between the California Department of Education and the California Community Colleges Chancellor's Office to develop the academic, vocational and technical skills of secondary and postsecondary special population students who elect to enroll in vocational and technical education programs.

### **New York State Project for Nontraditional Employment and Training**

<http://www.albany.edu/nontraditionalcareers> : The NET Project provides statewide technical assistance to Career and Technical Education institutions that sponsor Carl D. Perkins funded programs for nontraditional career options. The web site is designed to provide timely and useful resources to support the mission of building a nontraditional workforce through expanded educational and career opportunities for students.

### **Illinois Center for Specialized Professional Support (ICSPS)**

<http://www.icsp.ilstu.edu> : Throughout its over 30 year history, ICSPS has provided professional development, publications and technical assistance to Career and Technical Education (CTE) administrators, coordinators, and instructors. Our services to CTE are designed to promote the success of special populations learners enrolled in CTE secondary and postsecondary classes. ICSPS also provides support to efforts to recruit special populations into CTE studies and to ensure skill instruction which will promote well-selected, satisfying, self-sufficient employment. ICSPS is primarily funded through Illinois Community College Board and Illinois State Board of Education.

## **WORKFORCE DEVELOPMENT**

### **A Promising Practices Guide to Workforce Development**

<http://www.wowonline.org/wow/summary/standard.asp> : This site provides information on self-sufficiency in the public workforce system. It provides a definition of the self-sufficiency standard; areas of promising practice as well as great resources and links to other articles that address workforce development.

### **Compilation of Workforce Development Resources**

<http://www.napequity.org/napeotherpublications.htm> : Provides many resources on workforce development that have been published by NAEquity's members and other organizations.

### **CCBenefits**

<http://www.ccbenefits.com/>: CCBenefits, Inc. is a limited access website. It was established with the Association of Community College Trustees (ACCT). Since that time, they have worked to provide the tools needed for community colleges to demonstrate the positive impact of their college and promote the vigorous economic growth of your community. This resource provides individuals with an economic impact analysis and high performing planning tools.

### **Projections of Education Statistics to 2015**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006084> : As you create the state plan, this resource may provide useful information on expected enrollments; degrees; tuitions; and other facts for the coming years.

### **Bureau of Labor Statistics Occupational Outlook Handbook**

<http://www.bls.gov/oco> : This document provides information on hundreds of jobs. It addresses the training and education needed, earnings, expected job prospects, what workers do on the job, and working conditions. In addition, the Handbook gives you job search tips, links to information about the job market in each State, and more.

# Appendix B

Local Application – Tech Prep

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION  
IMPROVEMENT ACT OF 2006**  
(Public Law 109-270)



**REQUEST FOR APPLICATION**

**TITLE II TECH PREP**

JULY 1, 2007 – JUNE 30, 2008

**RFA Due Date: May 29, 2007, 2:00 PM**

Veronica C. García, Ed.D.  
Secretary of Education

Catherine Cross-Maple, Ed.D.  
Deputy Secretary of Education

Patricia Parkinson, Ed.D.  
Assistant Secretary of Education

Melissa W. Lomax, Ph.D.  
CTWEB, Bureau Chief

NEW MEXICO PUBLIC EDUCATION DEPARTMENT  
Career-Technical and Workforce Education Bureau  
Room 207  
120 South Federal Place

Mailing address:  
300 Don Gaspar  
Santa Fe, NM 87501

This application can be accessed at:  
<http://www.ped.state.nm.us/CTWEB>

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**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**  
**Tech Prep**  
**Request for Application**  
**Grant Period: July 1, 2007 – June 30, 2008**

The State of New Mexico's Public Education Department (PED) is requesting applications for the Carl D. Perkins Career and Technical Education Improvement Act of 2006 ~ Title II Tech Prep Education Grant (Perkins IV). The purpose of this Request for Application (RFA) is to select the best qualified applicants for this competitive grant. The PED will fund three to four successful applicants.

**Background Information**

**(1) The grants shall be awarded to consortia between or among**

*(A) a local educational agency, an intermediate educational agency, educational service agency, or area career and technical education school, serving secondary school students, or a secondary school funded by the Bureau of Indian Affairs; and*

*(B) (i) a nonprofit institution of higher education that—*

*(I) (aa) offers a 2-year associate degree program or a 2-year certificate program; and*

*(bb) is qualified as an institution of higher education pursuant to section 102 of the Higher Education Act of 1965, including—*

*(AA) an institution receiving assistance under the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801 et seq.); and*

*(BB) a tribally controlled postsecondary career and technical institution; or*

*(II) offers a 2-year apprenticeship program that follows secondary education instruction, if such nonprofit institution of higher education is not prohibited from receiving assistance under part B of title IV of the Higher Education Act of 1965 pursuant to the provisions of section 435(a)(2) of such Act; or*

*(ii) a proprietary institution of higher education that offers a 2-year associate degree program and is qualified as an institution of higher education pursuant to section 102 of the Higher Education Act of 1965, if such proprietary institution of higher education is not subject to a default management plan required by the Secretary.*

**(2) SPECIAL RULE.—***In addition, a consortium described in paragraph (1) may include 1 or more—*

*(A) institutions of higher education that award a baccalaureate degree; and*

*(B) employers (including small businesses), business intermediaries, or labor organizations.*

## The Career-Focused Student Learning System

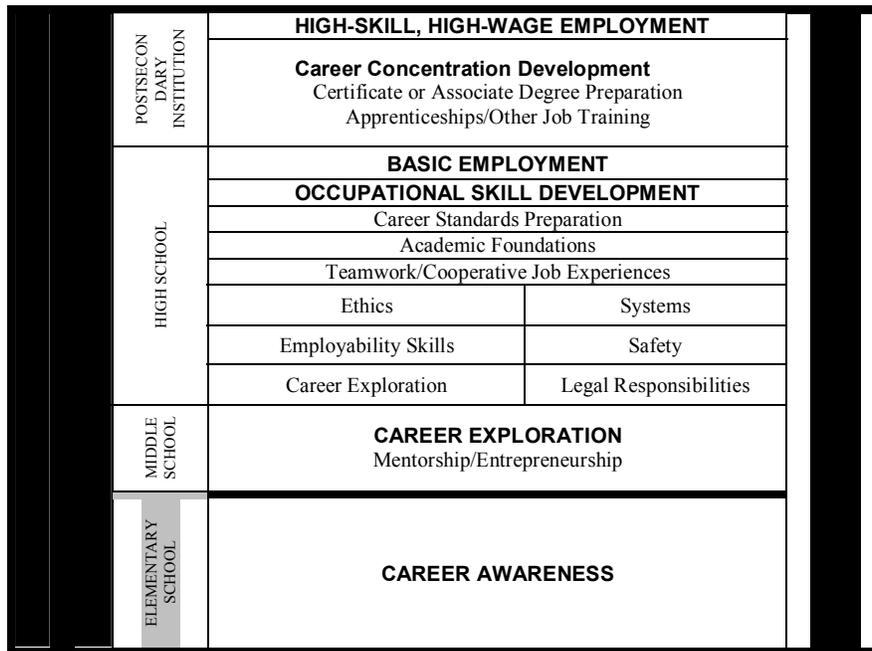


FIGURE 1. The Career-Focused Student Learning System.

The Career-Focused Student Learning System includes:

- 1) A strong academic core aligned to NM Graduation Requirements (NMSA 22-13-1.1, New Mexico Content Standards and Benchmarks) that prepares secondary students for college and work, with high level, contextually relevant competencies in the areas of mathematics, reading, language arts and science, through the integration of academic and career-technical education;
- 2) An articulated system that links each level of learning to the next to include postsecondary support of NM PED content standards and benchmarks and the state's workforce development system.
- 3) An experiential component including site-based on-the-job training, mentorships, internships, apprenticeship, etc;
- 4) Three levels of the Career Clusters Framework:
  - a) Knowledge and Skills;
  - b) Career Pathways; and
  - c) Occupations;
- 3) Student learning at the secondary level that is linked to the district's focus area(s) for improvement as identified in the Educational Plan for Student Success.
- 4) Student learning at the postsecondary level that is linked to the state's Workforce Development System.

### SUMMARY OF APPLICATION

The application is based on and derived from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 ~ Title II Tech Prep Education Contents of Tech Prep Program, and core

indicators of performance. In all cases, the language of the Act and the State Plan, as approved, is the final criterion in evaluating an application.

Tech Prep Education funds made available to eligible offerors under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 ~ Title II Tech Prep Education Grant must be used to support Tech Prep Education Programs. The Act requires that each of the recipients of funds implement the “Contents of Tech Prep Program,” Section 203c. This requirement must be a part of every project for which tech prep education funds are provided. **Priority funding will be given for program(s) of study that specifically include film, tourism, and high tech industries like renewable energy, aerospace and manufacturing. Other programs of study may be submitted but preference will be given to the priority areas.** Eligible offerors must propose levels of core indicator performance targeted by the consortia. Thus, the **application must address and demonstrate identification of, adherence to, and implementation of the “Contents of Tech Prep Program” and appropriate level core indicators.**

**The following description is from Carl D. Perkins Act of 2006, Section 203:**

- (c) **Contents Of Tech Prep Program.**—*Each tech prep program shall—*
- (1) *be carried out under an articulation agreement between the participants in the consortium;*
  - (2) *consist of a program of study that—*
    - (A) *combines—*
      - (i) *a minimum of 2 years of secondary education (as determined under State law); with*
      - (ii) *(I) a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study; or*  
*(II) an apprenticeship program of not less than 2 years following secondary education instruction; and*
    - (B) *integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;*
    - (C) *provides technical preparation in a career field, including high skill, high wage, or high demand occupations;*
    - (D) *builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;*
    - (E) *leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field;*
    - (F) *leads to placement in high skill or high wage employment, or to further education; and*
    - (G) *utilizes career and technical education programs of study, to the extent practicable;*
  - (3) *include the development of tech prep programs for secondary education and postsecondary education that—*
    - (A) *meet academic standards developed by the State;*
    - (B) *link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through—*
      - (i) *non-duplicative sequences of courses in career fields;*
      - (ii) *the use of articulation agreements; and*
      - (iii) *the investigation of opportunities for tech prep secondary education students to enroll concurrently in secondary education and postsecondary education coursework;*

- (C) use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and
  - (D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs;
  - (4) include in-service professional development for teachers, faculty, and administrators that—
    - (A) supports effective implementation of tech prep programs;
    - (B) supports joint training in the tech prep consortium;
    - (C) supports the needs, expectations, and methods of business and all aspects of an industry;
    - (D) supports the use of contextual and applied curricula, instruction, and assessment;
    - (E) supports the use and application of technology; and
    - (F) assists in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments;
  - (5) include professional development programs for counselors designed to enable counselors to more effectively—
    - (A) provide information to students regarding tech prep programs;
    - (B) support student progress in completing tech prep programs, which may include the use of graduation and career plans;
    - (C) provide information on related employment opportunities;
    - (D) ensure that students are placed in appropriate employment or further postsecondary education;
    - (E) stay current with the needs, expectations, and methods of business and all aspects of an industry; and
    - (F) provide comprehensive career guidance and academic counseling to participating students, including special populations;
  - (6) provide equal access, to the full range of technical preparation programs (including pre-apprenticeship programs), to individuals who are members of special populations, including the development of tech prep program services appropriate to the needs of special populations;
  - (7) provide for preparatory services that assist participants in tech prep programs; and
  - (8) coordinate with activities conducted under title I.
- (d) **Additional Authorized Activities.**—Each tech prep program may—
- (1) provide for the acquisition of tech prep program equipment;
  - (2) acquire technical assistance from State or local entities that have designed, established, and operated tech prep programs that have effectively used educational technology and distance learning in the delivery of curricula and services;
  - (3) establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs;
  - (4) improve career guidance and academic counseling for participating students through the development and implementation of graduation and career plans; and
  - (5) develop curriculum that supports effective transitions between secondary and postsecondary career and technical education programs.

**Each consortium receiving a grant under this title shall enter into an agreement with the PED to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) reproduced below;**

**113(b) STATE PERFORMANCE MEASURES.—**

(1) **In General.**—Each eligible agency, with input from eligible recipients, shall establish performance measures for a State that consist of—

- (A) the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2);
- (B) any additional indicators of performance (if any) identified by the eligible agency under paragraph (2)(C); and
- (C) a State adjusted level of performance described in paragraph (3)(A) for each core indicator of performance, and State levels of performance described in paragraph (3)(B) for each additional indicator of performance.

(2) **Indicators Of Performance.**—

(A) **Core Indicators Of Performance For Career And Technical Education Students At The Secondary Level.**—Each eligible agency shall identify in the State plan core indicators of performance for career and technical education students at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

- (i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.
- (ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate.
- (iii) Student rates of attainment of each of the following:
  - (I) A secondary school diploma.
  - (II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).
  - (III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).
  - (iv) Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965).
  - (v) Student placement in postsecondary education or advanced training in military service, or in employment.
  - (vi) Student participation in and completion of career and technical education programs that lead to non-traditional fields.

(B) **Core Indicators Of Performance For Career And Technical Education Students At The Postsecondary Level.**—Each eligible agency shall identify in the State plan core indicators of performance for career and technical education students at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

- (i) Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
- (ii) Student attainment of an industry-recognized credential, a certificate, or a degree.
- (iii) Student retention in postsecondary education or transfer to a baccalaureate degree program.

- (iv) *Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.*
- (v) *Student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.*

**203(e) INDICATORS OF PERFORMANCE AND ACCOUNTABILITY.—**

(1) **In General.**—*Each consortium shall establish and report to the eligible agency indicators of performance for each tech prep program for which the consortium receives a grant under this title. The indicators of performance shall include the following:*

- (A) *The number of secondary education tech prep students and postsecondary education tech prep students served.*
- (B) *The number and percent of secondary education tech prep students enrolled in the tech prep program who—*
  - (i) *enroll in postsecondary education;*
  - (ii) *enroll in postsecondary education in the same field or major as the secondary education tech prep students were enrolled at the secondary level;*
  - (iii) *complete a State or industry-recognized certification or licensure;*
  - (iv) *successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level; and*
  - (v) *enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.*
- (C) *The number and percent of postsecondary education tech prep students who—*
  - (i) *are placed in a related field of employment not later than 12 months after graduation from the tech prep program;*
  - (ii) *complete a State or industry-recognized certification or licensure;*
  - (iii) *complete a 2-year degree or certificate program within the normal time for completion of such program; and*
  - (iv) *complete a baccalaureate degree program within the normal time for completion of such program.*

(2) **NUMBER AND PERCENT.**—*For purposes of subparagraphs (B) and (C) of paragraph (1), the numbers and percentages shall be determined separately with respect to each clause of each such subparagraph.*

This grant shall contain a 1-year plan for the development and implementation of tech prep programs under this title.

The PED shall approve applications under this title based on the potential of the activities described in the application to create an effective tech prep program.

The PED, as appropriate, shall give special consideration to applications that:

- A. provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- B. are developed in consultation with business, industry, institutions of higher education and labor organizations;
- C. address effectively the issues of school dropout prevention and reentry, and the needs of special populations;
- D. provide education and training in an area or skill, including an emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the State under section 118 Perkins Act 2006;

- E. demonstrate how tech prep programs will help students meet high academic and employability competencies; and
- F. demonstrate success in, or provide assurances of coordination and integration with eligible recipients described in part C of title I of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Every local application for funding under Perkins IV must clearly address the requirements of the State's Transition Plan, the Act, and the PED Content Standards and Benchmarks for secondary schools. By so doing, the applicant will be assured of compliance with the law, and will contribute to the overall vision of a viable and progressive Career-Technical Education System in New Mexico through secondary and postsecondary linkages.

<b>APPLICATION DOCUMENTS</b>
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**The application (original and three copies) shall include submission of the following documents:**

- A. **Letter of Transmittal:** Please copy the accompanying letter of transmittal (Application Form #1) to your district or institution official letterhead. Insert your organization's title as indicated. List each program of study to be funded with grant funds. For each New Mexico Cluster area, indicate the amount of Tech Prep funds and the amount of local funds that will be used to support the program during the upcoming grant year, and the combined total of funding. If more than one program of study is developed in a particular cluster area, add the funding for all programs of study and report by the cluster. This financial information is not used by the state or the US DOE for cost sharing or matching of funds.
- B. **Federal Assurances:** All federal grants require specific assurances to be signed and submitted by each applicant. These standard forms are required by the U.S. Department of Education for each grant. Please have these forms signed by your district Superintendent and/or institution CEO. **Note: No other signatures will be accepted.**
- C. **Application Questionnaire:** The questionnaire now includes only those items that are required by the Perkins Act, Title II--Tech Prep to be a part of every local application. Please answer each of the items on the form provided.
- D. **Program(s) of Study:** For each program of study, all of the following items must be submitted:
  - i. **Signature Page:** A signature page, signed by the Academic Dean (or CEO) and the Principal (or Superintendent) of the partnering educational entities (secondary and postsecondary), must accompany each program of study;
  - ii. **Program(s) of Study:** On the Program of Study form, you will identify all academic and career-technical coursework that is included in a two-year certificate or degree plan that spans grades 9-14. Also, information must be included about the advisory committees, career-technical student organizations, labor market information and other items that contribute to the success of the program.
  - iii. **Program(s) of Study Budget(s):** Each program of study must include a separate budget describing how the grant funds will be applied.
- E. **Local Performance Measures:** Each consortium receiving a grant under this title shall enter into an agreement with the PED to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e).

- F. **Design and implement with other award recipients a statewide system that can be duplicated for the collection of the performance indicators identified in the RFA in Section 203(e).**
- G. **Evaluation Rubric.** This is provided for your convenience as a check sheet for application documents. It is not necessary to submit this form with your application.

**APPLICATION FORM #1**  
**Letter of Transmittal**

**1. Letter of Transmittal: Submit on eligible institution's letterhead.**

DATE:

Melissa W. Lomax, Ph.D., Bureau Chief  
 New Mexico Public Education Department  
 Career-Technical and Workforce Education Bureau  
 300 Don Gaspar  
 Santa Fe, NM 87501

Dear Dr. Lomax:

Attached is the (**consortia agent**) application for the Carl D. Perkins 2007-2008 Tech Prep Grant.

The funds will be used by (**list consortia partners**) for the following Cluster areas:

	Budget
Perkins IV Supplementary Funds:	
Arts and Entertainment:	\$
Information and Communications:	\$
Business Services:	\$
Energy and Environmental Technologies:	\$
Health and Biosciences:	\$
Engineering, Manufacturing Construction and Agriculture:	\$
Hospitality:	\$
Administrative Costs @ 5%	\$
Indirect Costs @ _____ of the 5%	\$
<b>SUBTOTAL ~ For Perkins Supplementary Funds</b>	<b>\$</b>
<b>Local Funds – Identified by Cluster (Note: this information is not used for cost sharing or matching of funds.)</b>	
Arts and Entertainment:	\$
Information and Communications:	\$
Business Services:	\$
Energy and Environmental Technologies:	\$
Health and Biosciences:	\$
Engineering, Manufacturing Construction and Agriculture:	\$
Hospitality:	\$
<b>SUBTOTAL ~ For Local Funds</b>	<b>\$</b>
<b>TOTAL FUNDS (Perkins + Local) Used to Support the Career and Technical Education Initiative:</b>	<b>\$</b>

The (**consortia agent**) assures that the following have been included as part of the application and that it will abide by each requirement:

- **Letter of Transmittal** listing each program of study with its corresponding budget by Cluster.
- **Federal Assurances** with original signatures of district superintendent or postsecondary CEO.
- Completed **Application Questionnaire**.
- **Program of Study Signature Page** with original signatures of principal or district superintendent and postsecondary academic dean or CEO, for each funded program of study.
- Completed **program(s) of study** using the program of study template provided in this application. Other variations of programs of study formats or templates will not be accepted.
- **Detailed Budgets** for each program of study.
- **Local Performance Measures**.
- **State Assurances** as follows:

The (**consortia agent**) makes application to the Public Education Department, Career-Technical and Workforce Education Bureau, for approval of its career-technical education programs of study as shown herein for the grant period beginning July 1, 2007 and ending June 30, 2008.

**IT IS ASSURED AND UNDERSTOOD THAT:**

- Brochures and other printed materials paid for, in whole or in part, with Carl D. Perkins funds will carry a statement indicating the funding source. Brochures and other small documents must carry the statement: "The contents of this publication were developed with funds from the Carl D. Perkins Act". Other publications such as reports, films, video clips, etc. must carry the statement: "The contents of this publication were developed under a grant from the US Department of Education (Carl D. Perkins Act). However, the contents do not necessarily represent the policy of the Department of Education. (EDGAR 75.620)"
- Perkins funds will not be used to supplant program activities or services being funded with state and local funds.
- An inventory record will be maintained for all equipment costing \$5,000 or more and purchased with federal funds.
- Funds will not be used to acquire equipment (including computer software) that results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such organization.
- Career-technical services, programs, and activities will reflect state or regional labor market needs.
- Provisions will be made to provide equal access to programs and opportunities for all students who desire to participate in career-technical services, programs, and activities regardless of race, color, national origin, sex, disability, or age.
- The applicant will accomplish the contents of Tech Prep program. The applicant understands that it will be held accountable on Compliance Reviews for meeting the contents of Tech Prep program.
- The applicant shall provide the local plan to appropriate Career-Technical committees/councils for review.
- The recipient is not debarred or suspended or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549, Debarment

and Suspension, and the recipient will not contract with a subcontractor that is debarred or suspended.

- Equipment purchased with these funds will be used for Career-Technical purposes during regular school hours.
- The applicant agrees to report and disaggregate Performance Data by these categories: 1) Gender; 2) Ethnicity (American Indian or Alaska Native, Asian or Pacific Islander, Black-Non Hispanic, Hispanic, White-Non-Hispanic), and 3) Special Populations (Individuals with Disabilities, Economically Disadvantaged, Single Parents, Displaced Homemakers, Other Educational Barriers (if applicable), Limited English Proficient and Nontraditional Enrollees).
- **THE CONSORTIA AGENT AGREES TO WORK WITH THE PED AND OTHER TECH PREP FUNDED APPLICANTS ON THE DEVELOPMENT, PILOT AND REFINEMENT OF A DATA COLLECTION SYSTEM AT THE SECONDARY AND POSTSECONDARY LEVELS FOR THE PURPOSES OF COLLECTION AND REPORTING OF TECH PREP PERFORMANCE MEASURES, AND WILL ALLOCATE ADMINISTRATIVE FINDING FROM THE GRANT AS DIRECTED BY THE PED.**

Please let us know if anything else is needed for the application. We look forward to hearing from you.

Sincerely,

**(Name and title of Superintendent or CEO for the eligible school district/institution)**

**APPLICATION FORMS #2**  
**Assurances**

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**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER  
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, New Restrictions on Lobbying, and 34 CFR Part 85, Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants). The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, Disclosure Form to Report Lobbying, in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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**2. DEBARMENT, SUSPENSION, AND OTHER  
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with

obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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**3. DRUG-FREE WORKPLACE  
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No.3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

grant.

Place of Performance (Street address, city, county, state, zip code)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check  if there are workplaces on file that are not identified here.

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As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

PR/AWARD NUMBER AND /OR PROJECT NAME

PRINTED NAME AND TITLE OF DISTRICT SUPERINTENDENT OR POSTSECONDARY CEO

SIGNATURE

DATE

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C., 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C., 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C., 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C., 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C., 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C., 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C., 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133,  Audits of States, Local Governments, and Non-Profit Organizations.
19. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

<b>SIGNATURE OF SUPERINTENDENT OR POSTSECONDARY CEO</b>	<b>TITLE</b>	
<b>APPLICANT ORGANIZATION</b>		<b>DATE SUBMITTED</b>

Standard Form 424B (Rev. 7-97) Back

**APPLICATION FORM #3**  
**Tech Prep Application Questionnaire**

**CARL D. PERKINS  
CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**

**Tech Prep Application Questionnaire  
For consideration of funding all questions require a response.**

**CONTENTS OF TECH PREP PROGRAM.**—Each tech prep program shall—

<p>(1) be carried out under an articulation agreement between the participants in the consortium. List the participants and provide copies of the agreements. Enter information here→</p>
<p>(2) consist of a program of study that— (A) combines— (i) a minimum of 2 years of secondary education (as determined under State law); with (ii)(I) a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study; or (II) an apprenticeship program of not less than 2 years following secondary education instruction; and Describe the program(s) of study that will be implemented. Enter information here</p>
<p>(B) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available; Describe how your consortium will meet this content of a Tech Prep program; Enter information here.→</p>
<p>(C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations. Describe how your consortium will meet this content of a Tech Prep program; Enter information here.→</p>
<p>(D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses; Describe how your consortium will meet this content of a Tech Prep program; Enter information here.→</p>
<p>(E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field; Describe how your consortium will meet this content of a Tech Prep program; Enter information here.→</p>
<p>(F) leads to placement in high skill or high wage employment, or to further education; and Describe how your consortium will meet this content of a Tech Prep program;</p>

Enter information here. →

<p>(G) utilizes career and technical education programs of study, to the extent practicable; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(3) A tech prep consortium must develop secondary and postsecondary programs that meet the following four criteria.</p>
<p>(A) meet academic standards developed by the State; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through— (i) non-duplicative sequences of courses in career fields; (ii) the use of articulation agreements; and (iii) the investigation of opportunities for tech prep secondary education students to enroll concurrently in secondary education and postsecondary education coursework; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(C) use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(4) include in-service professional development for teachers, faculty, and administrators that—</p>
<p>(A) supports effective implementation of tech prep programs; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(B) supports joint training in the tech prep consortium; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(C) supports the needs, expectations, and methods of business and all aspects of an industry; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(D) supports the use of contextual and applied curricula, instruction, and assessment; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>

<p>(E) supports the use and application of technology; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(F) assists in accessing and utilizing data, information available pursuant to section 118, and Information on student achievement, including assessments; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(5) include professional development programs for counselors designed to enable counselors to more effectively—</p>
<p>(A) provide information to students regarding tech prep programs; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(B) support student progress in completing tech prep programs, which may include the use of graduation and career plans; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(C) provide information on related employment opportunities; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(D) ensure that students are placed in appropriate employment or further postsecondary education; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(E) stay current with the needs, expectations, and methods of business and all aspects of an industry; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(F) provide comprehensive career guidance and academic counseling to participating students, including special populations; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(6) provide equal access, to the full range of technical preparation programs (including pre-apprenticeship programs), to individuals who are members of special populations, including the development of tech prep program services appropriate to the needs of special populations; Describe how your consortium will meet this content of a Tech Prep program;</p> <p>Enter information here. →</p>
<p>(7) provide for preparatory services that assist participants in tech prep programs; Describe how your consortium will meet this content of a Tech Prep program;</p>

Enter information here. →

(8) coordinate with activities conducted under Title I. (Carl Perkins Basic Grant)  
Describe how your consortium will meet this content of a Tech Prep program;

Enter information here. →

**Appendix D**  
**APPLICATION FORM #4**  
**Program of Study Signature Page**

**CARL D. PERKINS  
CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006  
TECH PREP**

**Program of Study Signature Page**

**Grant Period: July 1, 2007 – June 30, 2008**

<b>Applicant Agency:</b>	
<b>Program of Study:</b>	

<b>Project Director:</b>	
<b>Telephone:</b>	
<b>Email Address:</b>	
<b>Mailing address:</b>	

<b>Fiscal Agent:</b>	
<b>Telephone:</b>	
<b>Email Address:</b>	

**List the school district(s) and postsecondary institution(s) included in the pathway partnership.**




**APPLICATION FORM #5**  
**Program of Study Instructions**  
**and**  
**Program of Study**  
**Including Budget**

## PROGRAM OF STUDY WORK SHEET INSTRUCTIONS

**A Program of Study Worksheet must be completed for every Program of Study that will be funded by your Perkins Tech Prep Grant.** (Please see Program of Study templates enumerated pages 32-36 in this document). Note: This document is formatted in MS Word (tables). Each cell of the table will expand as information is entered.

In building a career-technical education program of study, New Mexico graduation requirements shall be the foundational coursework, which includes local graduation requirements. A college preparatory core can then be integrated to demonstrate the alignment to the baccalaureate degree; keeping in mind that college entrance requirements typically require two years of a foreign language for admission.

The following bullets will help guide the development of the Program of Study:

- Integration of a college preparatory core. (Example, Southern Regional Education Board (SREB) defines a college preparatory core as:
  - four credits in English courses with content and performance standards of college-preparatory English;
  - four credits in mathematics courses with content and performance standards of college-preparatory algebra I, geometry and algebra II;
  - three science courses, including two credits in courses with content and performance standards of college-preparatory biology, chemistry, physics or applied physics; three social studies courses with content and performance standards of college-preparatory courses;
  - at least four courses in an academic or a career/technical [CT] major;
  - A technology course covering word processing, database, spreadsheets, presentation software and use of the Internet and e-mail);
- Integration of college entrance requirements (align to the institution of higher education identified in the Program of Study Template). Example:
  - 4 English courses, including at least one 11th or 12th grade composition;
  - 3 math courses, including algebra 1 or 2, geometry, trigonometry, calculus or higher;
  - 2 social science courses, including U.S. history;
  - 2 natural science courses, including at least one lab science in biology, chemistry or physics;
  - 2 foreign language courses in the same language or proof of proficiency in a second language);
- Encourages a fourth year of mathematics that aligns to the career area of study;
- May include dual credit options;
- Includes industry recognized and/or industry credentials for students and teachers where available and appropriate;
- Includes a specific budget;

- Includes an advisory committee and meeting calendar for the year (minutes are required for submission); and
- Identifies the specific Career-Technical Student Organization with which to affiliate at the secondary level.

Each item number below corresponds to the numbering scheme in the Program of Study Form which follows.

**Page 1 - Header section**

Click twice in the Header Section and insert the following information in the numbered areas. This information will carry forward to the header sections on the succeeding pages, so it is not necessary to re-enter it on each page (except for the Addendum POS).

8. Insert name of consortia and of each school and institution in the consortia. (e.g. Success High School; Achievement Community College)
9. Indicate the appropriate state level career cluster for the program. Select from the following list:
  - 1) Arts and Entertainment
  - 2) Business Services
  - 3) Communications and Information
  - 4) Energy and Environmental Technologies
  - 5) Engineering, Construction, Manufacturing and Agriculture
  - 6) Health and Biosciences
  - 7) Hospitality and Tourism

See Appendix A for Crosswalk to assist you in responding to number 3 below. More information about the state level career cluster initiative can be found at [www.workinnewmexico.gov](http://www.workinnewmexico.gov).

10. Indicate the matching national career cluster (one of the 16 recognized clusters – see Appendix A for Listing)
11. Indicate the appropriate pathway as it aligns to the National Career Cluster Framework (e.g. Management). To see a listing of the pathway titles go to [careerclusters.org/16clusters.htm](http://careerclusters.org/16clusters.htm), then click on the PDF or word document next to the heading *Resources*.
12. Indicate the specific Associate Degree Plan or Certificate option at the postsecondary level for which the program of study aligns.

**Program of Study and Budget Summary Sections**

13. In an effort to demonstrate the beginning of an alignment to the four-year institution as required in the Federal Act, delineate the name of the four-year institution to which the program of study aligns.
14. In an effort to demonstrate the alignment to the four-year degree (bachelor degree), delineate the title of the bachelor degree to which the program of study can/will lead.

While some AAS degrees are terminal, align the program of study to a related bachelor degree option.

**Labor Market Information:**

8. Use the NM Department of Labor web site (<http://laser.state.nm.us/vlmi/>) to determine the requested information:
  - a. Number of jobs projected to exist in occupations for which this program prepares students;
  - b. The projected entry salary for a worker in this occupation;
  - c. The estimated median salary for a worker in this occupation; and
  - d. The estimated salary for an experienced worker in this occupation.

(Note: Programs of Study for pathways/occupations that demonstrate a negative or insufficient growth and/or less than twice the minimum wage in the entry salary will not be considered for funding.)

For high-demand jobs that do not meet the minimum entry salary requirement of \$10.30 per hour, complete the table and respond to question 4 on the Addendum Program of Study.

9. Identify the student organization with which to affiliate at the secondary level. The career-technical education student organizations recognized by the State of New Mexico are identified on the Program of Study Form. Postsecondary institutions are welcome to identify the student organization with which to affiliate at the postsecondary level if applicable; however, it is not required.
27. Provide the names of local industry partners providing support. Support may come by way of providing technical assistance on instruction or laboratory environments, review of curriculum, evaluation of the program, sponsorships for fees of industry recognized certifications, financial support, etc. (e.g. Public Service Co. of NM).
28. Identify the industry recognized credentials and/or certification(s) offered to students through this program of study (e.g. Oracle Certification). The credential/certification does not dictate the curriculum; the credential/certification is the result of the sequential education/training program. Industry recognized credentials and/or certifications are only required if they are available and appropriate for the pathway. Note, there is a core indicator of performance related to the credential, therefore, it is strongly encouraged that all institutions seek to offer a relevant/related industry credential if possible.
29. List the names of the members of the Advisory Committee for this program of study and their industry or business affiliation (e.g. James Day, HR Director of First State Bank). Educators at the secondary and postsecondary level are to be listed as ad-hoc only. Therefore, an adequate makeup of advisory members is necessary to inform instruction, communicate business and industry needs, etc. The advisory members may be different than those listed in the local industry partnership list as specified in number 10 above. Advisory committees must meet a minimum of twice during the school year. At a minimum, the advisory committee shall function at the cluster level. Secondary and postsecondary institutions are encouraged to merge the advisory committees if possible and practical.

## **Page 2 – Secondary Program of Study Information**

30. Identify all courses that meet New Mexico Graduation Requirements. Include the corresponding STARS course codes. All courses listed on this section shall be in red font. BIE schools shall use local course catalogue codes in lieu of STARS course codes.

Graduation Requirements (Public School Code 22-13-1.1) are as follows:

### **For students entering ninth grade in 2005-2006 and after (fifteen and one-half specified and seven and one-half elective)**

- i. Four units of English, with major emphasis on grammar and literature;
- ii. Three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;
- iii. Three units in science, one of which shall have a laboratory component;
- iv. Three units in social science, which shall include United States history and geography, world history and geography and government and economics;
- v. One unit in physical education;
- vi. One unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;
- vii. One-half unit in New Mexico history for students entering the ninth grade beginning in the 2005-06 school year; and
- viii. Seven and one-half elective units for students entering the ninth grade in the 2005-06 school year that meet public education content and performance standards. Student service learning shall be offered as an elective.

Note: While graduation requirements for students who entered high school prior to the 2005-2006 school year are different than what is listed above, the program of study shall be designed to accommodate the requirements of freshmen students entering high school in 2005-2006. Accommodation for graduation requirements for students who entered high school prior to 2005-2006 can be made in the student's Next Step Plan. Graduation requirements for those students who entered high school prior to school year 2005-2006 are listed below for your information only.

### **For students entering prior to 2005-06 (14 specified, 9 elective)**

- i. Four units of English, with major emphasis on grammar and literature;
- ii. Three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;
- iii. Two units in science, one of which shall have a laboratory component;
- iv. Three units of social science, which shall include United States history and geography; world history and geography and government and economics;
- v. One unit in physical education or other physical activity;
- vi. One unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;
- vii. Nine elective units that meet the state board content and performance standards. Student service learning shall be offered as an elective.

BIE and BIE Grant/Contract schools may use this section to delineate the tribal course requirements for graduation/completion.

31. Enter the course name and STARS course code for each course included in this Program of Study that is an additional local district required course or tribal required

course if BIE. Bureau Indian Education schools shall use local course catalogue codes in lieu of STARS course codes. These courses shall be recorded in black font except for dual credit courses which shall be recorded in green font.

32. Enter the course name and STARS course codes for each course included in this Program of Study that is a career requirement or elective or college entrance requirement i.e. accounting I, foreign language, etc. Institutions may record foreign language I, foreign language II rather than Spanish I etc. The foreign language requirement must be two years of instruction in the same language. Although it is likely for two-year institutions to not require the foreign language, it may be a requirement for admission to a four-year institution – and the new Act supports the partnerships among secondary schools, postsecondary institutions, and baccalaureate degree granting institutions. Native American languages and American Sign Language (ASL) are acceptable foreign languages. Color code courses that are dual credit in green font.
33. Identify any extra help strategies offered to support this program. Extra help strategies at the secondary level could include Reading Lab/Accelerated Reader, Math Tutoring Lab, etc. At the postsecondary level, it may be aspects of the student services office/system.

In the notes section below Item 16 on the program of study, include any information that will assist one in reading the document. For example, note the type of schedule being offered in the secondary component i.e. block schedule, AB schedule, seven-period day, etc.

### **Page 3 – Post-Secondary Program of Study Information**

34. Enter the core courses, as aligned between the postsecondary institutions, (including summer if applicable). Refer to the HED website for transfer module information at: (<http://hed.state.nm.us>)
35. Enter the course requirements in the general education core for this degree plan of study.
36. Enter the required courses for the certificate or associate degree.
37. Enter the additional course requirements unique to this institution.
38. Enter applicable college electives aligned to pathway certification and or two-year certificate or degree.
39. List the career enhancement options offered by this institution in this program of study.

### **Page 4 – Addendum Program of Study**

40. The consortia agent must provide a response to this question on behalf of the secondary partner(s). To address this question a partnering EPSS entity will include descriptors of how the program of study has an impact on student academic achievement. Examples may include the fourth year of math, the contextual learning environment, the alignment to EPSS goals and school wide strategies, aligned professional development, etc. BIE institutions shall discuss how the program of study aligns to the 1114 plan.

41. The consortium postsecondary is a mandated partner in the WIA system. Describe the actions that the institution will deploy to become an active partner in the WIA system. Elaborate about the connection between the program of study and the One-Stop-Centers.
42. This question is to be responded to by secondary and postsecondary institutions. The names and certifications being sought through this funding shall be included in the response to this question. Inclusion of anticipated date of completion of the certification is also necessary.
43. If the program of study does not meet the \$10.30 minimum entry wage requirement, but is a high demand job, describe how the proposed wage meets the criteria of self sufficiency. The definition of self sufficiency can be found in Appendix C.



<b>(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)</b>	
STATE CLUSTER: (2)	CAREER PATHWAY: (4)
NATIONAL CLUSTER: (3)	2 YEAR DEGREE PLAN: (5)
4 YEAR DEGREE PLAN ALIGNMENT	HIGHER EDUCATION INSTITUTION NAME: (6)
	HIGHER EDUCATION DEGREE PLAN: (7)

<b>NEW MEXICO GRADUATION REQUIREMENTS</b>	
(13)	(13)
(14)	(14)
<b>LOCAL DISTRICT REQUIRED ELECTIVES / TRIBAL STANDARDS</b>	
(14)	(14)
<b>CAREER AREA REQUIREMENTS-ELECTIVES / COLLEGE ENTRANCE REQUIREMENTS</b>	
(15)	(15)
<b>ACADEMIC ENHANCEMENT OPTIONS</b>	
Define Extra Help strategies: (16)	

<p><b>LEGEND:</b> College Preparatory Core (red)  College Entrance Requirement (blue)  High School Credit Course (black)  Dual Credit Course (green)  <i>Italics indicates college courses are transferable to any higher education entity in NM</i></p>	NOTES:
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**ADDENDUM  
PROGRAM OF STUDY**

<b>(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS)</b>	
<b>STATE CLUSTER:</b>	(2)
<b>NATIONAL CLUSTER:</b>	(3)
<b>4 YEAR DEGREE PLAN ALIGNMENT</b>	(6)
<b>CAREER PATHWAY:</b>	(4)
<b>2 YEAR DEGREE PLAN:</b>	(5)
<b>HIGHER EDUCATION INSTITUTE NAME:</b>	(6)
<b>HIGHER EDUCATION DEGREE PLAN:</b>	(7)

<b>1. Education Plan for Student Success (EPSS)</b>
Describe how the program of study supports the Education Plan for Student Success (EPSS) at your collaborating institutions
Enter information here → (23)
<b>2. Workforce Investment Act (WIA)</b>
Postsecondary applicants are mandated partners in the Workforce Investment Act (WIA). Describe how representatives of local workforce investment boards will be involved in the development, implementation and evaluation of career and technical programs, and informed about, and assisted in, understanding the requirements of this Perkins IV Act.
Enter information here → (24)
<b>3. Consortium Applicants Professional Organizations and Certifications</b>
What industry recognized certifications or professional development will be pursued by teachers/faculty through funds under this application?
Enter information here → (25)
<b>4. High Skill, High Wage or High Demand Occupations</b>
The Perkins IV Act allows for LEA's to establish programs of study that are geared toward high skill, high wage or high demand occupations that will lead to self sufficiency. If this program of study does not meet the minimum entry salary of \$10.30 per hour (New Mexico's definition of high wage), but seeks to meet a high demand occupational need, respond to the following question: Describe how this program of study, through supporting evidence, addresses a high demand occupation that meets a self sufficiency wage as defined in Appendix C of this application.
Enter information here → (26)

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**  
**TECH PREP GRANT YEAR 2007 – 2008**

NOTE: This proposed budget form must contain details of all expenses to be paid with Perkins Funds for programs implemented in the grant year. Please complete one form for each funded program. If the project is approved, applicants may be required to submit a final budget request. Information provided here must match that described in the Narrative portion of the application. A separate form is required for each funded Program of Study.

RECIPIENT: \_\_\_\_\_ PROGRAM OF STUDY: \_\_\_\_\_

ITEM	CODE	EXPLANATION	ITEM TOTALS (Use Enter key to expand these cells)
<b>Salaries:</b> Includes anticipated expenditures for salaries or personnel performing direct services for a project. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities. Include name, job title, total salary and percentage of time devoted to the project activity.			
Professional Salaries	0.110	(Type your information in these areas for each budget item. These cells will expand as needed.)	\$
Grad Asssts or Aides	0.120		\$
Technicians	0.130		\$
Secretarial/Clerical	0.140		\$
Other Salaries	0.150		\$
<b>TOTAL SALARIES:</b>			\$
<b>Benefits:</b> An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary, which are received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.			
Employee Benefits	0.200		\$
<b>TOTAL BENEFITS:</b>			\$
<b>Purchased Services:</b> Expenditures include anticipated expenditures for services rendered by a company, person, or other educational agency or institution that are not available within the capabilities of the participating agency. Individuals performing contractual services are eligible to receive consulting fees and per diem at prevailing state rates. Consultant travel should be itemized under this category. Any equipment rented for use during the term of the contract is considered a contractual service.			
Purchased Services	0.300		\$
<b>TOTAL PURCHASED SERVICES:</b>			\$
<b>Supplies and Materials:</b> Expenditures refer to a consumable item of which the item cost is less than \$5,000.00. This section replaces the previously used Form J for Supplies and Materials.			
Supplies/Materials	0.400		\$
<b>TOTAL SUPPLIES &amp; MATERIALS:</b>			\$
<b>Travel:</b> Itemize all anticipated project staff travel using prevailing state rates or the applicant's agency rate, whichever is lower; include mileage, per diem, lodging, estimated tolls and parking. No out-of-state travel is authorized unless approved as part of the original application and only if it has a direct relationship to the stated Program of Study.			
Travel	0.500		\$
<b>TOTAL TRAVEL:</b>			\$
<b>Equipment:</b> is defined as an article of tangible property having a useful life of more than one year and a unit cost of \$5,000.00 or more. All equipment items should be itemized so that the CTWEB staff is aware of the types required and their respective use to accomplish the objectives of the project. Equipment cost may include postage and/or transportation fees, but may not include any handling fees or surcharges made by the grantee. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials. This section replaces the previously required Form I for Equipment. Approval above indicates approval to purchase the listed equipment for the stated Program of Study.			
Equipment	0.700		\$
<b>TOTAL EQUIPMENT:</b>			\$
<b>PROGRAM TOTAL:</b>			\$

NOTE: This is a Microsoft Word Document. The Explanation sections will expand as you type. All funding amounts must be manually entered.

**APPLICATION FORM #6**  
**Performance Measures Core Indicators**

## **Instructions for Completing the Performance Measures Forms**

Core indicators of performance are defined for secondary and postsecondary career-technical education students in the State Plan. These indicators must be valid and reliable.

On the next ten pages, you will find three sets of Performance Measure forms –Secondary, Postsecondary and Tech Prep. An applicant who receives a Tech Prep award must complete all of the above referenced forms.

Each form contains a table for each of the State Performance Measures. Above each table are the name of the measure and a description of the information items that are used as the numerators and denominators for computing the percentages that are reported to the U.S. Department of Education annually.

In each Table, Columns 1 through 6, are the baseline Performance Level (Column 1, Year 1), and the Performance Levels that the state has been expected to meet for each grant year (Columns/Years 2 through 6). The Performance Level for Year 1 has not yet been determined.

On the appropriate form, each applicant is to estimate the Performance Levels it will achieve for Year 1. Since these are new performance measures, there is no baseline from which to start. After negotiations with the US Department of Education, Secondary and Postsecondary Institutions will be notified of the state level baseline.

In a manner almost identical to the adjusted performance level negotiations between the US Department of Education Secretary and states, local recipients must also establish performance goals. Each local recipient must agree to accept the state adjusted levels of performance as their own local adjusted levels of performance, or negotiate with the state for new levels for each of the core indicators established by the state. Local levels must also be expressed in percentage or numerical form, and require continuous improvement.

The applicant agrees to report and disaggregate Performance Data by these categories: 1) Gender; 2) Ethnicity (American Indian or Alaska Native, Asian or Pacific Islander, Black-Non Hispanic, Hispanic, White-Non-Hispanic), and 3) Special Populations (Individuals with Disabilities, Economically Disadvantaged, Single Parents, Displaced Homemakers, Other Educational Barriers, Limited English Proficient and Nontraditional Enrollees).

**THE CONSORTIA AGENT AGREES TO WORK WITH THE PED AND OTHER TECH PREP FUNDED APPLICANTS ON THE DEVELOPMENT, PILOT AND REFINEMENT OF A DATA COLLECTION SYSTEM AT THE SECONDARY AND POSTSECONDARY LEVELS FOR THE PURPOSES OF COLLECTION AND REPORTING OF TECH PREP PERFORMANCE MEASURES, AND WILL ALLOCATE ADMINISTRATIVE FINDING FROM THE GRANT AS DIRECTED BY THE PED.**

Please contact the CTWEB staff if you require assistance in completing this form.

**SECONDARY PERFORMANCE MEASURES**

<b>CORE INDICATOR:</b>	1S1 Academic achievement in Reading – NCLB Assessment
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

Note: The 11<sup>th</sup> grade CRT will be utilized for the NCLB Assessment

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	1S2 Academic achievement in Math – NCLB Assessment
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

Note: The 11<sup>th</sup> grade CRT will be utilized for the NCLB Assessment

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	2S1 Technical skill attainment aligned to industry standards, where possible
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	3S1 Attainment of a high school diploma
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	3S2 Attainment of a GED or State-Recognized Equivalent
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	3S3 Attainment of a proficiency credential in conjunction with a diploma
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	4S1 Graduation rates as determined by NCLB
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	5S1 Placement in postsecondary, military or employment
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	6S1 Participation in non-traditional programs
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	6S2 Completion of non-traditional programs
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**POSTSECONDARY PERFORMANCE MEASURES**

<b>CORE INDICATOR:</b>	1P1 Technical skill attainment, aligned with industry standards where possible
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	2P1 Attainment of an industry-recognized credential, a certificate or degree
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	3P1 Retention in postsecondary education or transfer to a 4 year degree program
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	4P1 Placement in military service, apprenticeship program, or placement/retention in employment in a high-skill, high-wage or high-demand occupation or profession.
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	5P1 Participation in non-traditional programs
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	5P2 Completion of non-traditional programs
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**TECH PREP INDICATORS OF PERFORMANCE AND ACCOUNTABILITY**

<b>CORE INDICATOR:</b>	1TP1 The number of secondary and postsecondary education tech prep students served.
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	2TP1 The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education.
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	2TP2 The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education in the same field or major as the secondary education tech prep field or major as the secondary education tech prep students were enrolled at the secondary level.
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	<b>2TP3. The number and percent of secondary education tech prep students enrolled in the tech prep program who complete a State or industry-recognized certification or licensure.</b>
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	<b>2TP4 The number and percent of secondary education tech prep students enrolled in the tech prep program who successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level.</b>
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	<b>2TP5 The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.</b>
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	<b>3TP1 The number and percent of postsecondary education tech prep students who are placed in a related field of employment not later than 12 months after graduation from the tech prep program.</b>
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	<b>3TP2 The number and percent of postsecondary education tech prep students who complete a State or industry-recognized certification or licensure.</b>
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	<b>3TP3 The number and percent of postsecondary education tech prep students who complete a 2-year degree or certificate program within the normal time for completion of such program.</b>
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

<b>CORE INDICATOR:</b>	<b>3TP4 The number and percent of postsecondary education tech prep students who complete a baccalaureate degree program within the normal time for completion of such program.</b>
<b>STATE LEVEL PERFORMANCE MEASURE:</b>	<i>Numerator: TBD</i> <i>Denominator: TBD</i>

State Level of Performance						Local Level of Performance					
					Column 6						Column 12
					Year 6						Year 6
-	-	-	-	-	7/1/12-6/30/13	-	-	-	-	-	7/1/12-6/30/13

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT  
ACT OF 2006**

**Tech Prep Grant Evaluation Rubric**

This form is provided for your information only. It is the Rubric by which your application will be evaluated by CTWEB staff. **THERE IS NO NEED TO COMPLETE THIS FORM;** however, it can serve as a means by which to review your application to insure that all necessary elements have been completed.

<b>Eligible Institution:</b>	
------------------------------	--

				TOTAL POINTS AWARDED
	a. Certification regarding lobbying.	20		
	b. Non construction programs.	20		
	Name of Institution (1)	10		
	State level Career Cluster (2)	10		
	National Career Cluster (3)	10		
	Pathway (4)	10		
	Associate Degree Plan (5)	10		
	Alignment to the four-year institution (6)	20		
	Bachelor Degree (7)	10		
	Number of jobs projected to exist in occupation.(8a)	10		
	Projected entry salary for worker in occupation (8b)	10		
	Estimated median salary for worker in occupation (8c)	10		
	Estimated experienced salary for	10		

	worker in occupation (8d)			
	Student Organization (9)	10		
	Local industry partners (10)	10		
	Industry recognized credentials or certifications offered (11)	10		
	Advisory Committee Members (12)	20		
	New Mexico Graduation Requirements (13)	20		
	Course name and STARS course code for local requirements (14)	30		
	Course name and STARS course code for career requirements (15)	30		
	Extra help strategies (16)	10		
	Postsecondary core courses (17)	10		
	Course requirements in the general education core (18)	10		
	Course requirements for the certificate or associate degree (19)	10		
	Additional course requirement(s) unique to institution (20)	10		
	College electives aligned to pathway (21)	30		
	Career enhancement options offered by institution for POS. (22)	10		
	Each POS has a specified budget	100		
	POS budget is fully itemized in each category	200		
	a. Question #1	50		
	b. Question #2			
	A	20		
	B	20		
	C	20		
	D	20		
	E	20		
	F	20		
	G	20		
	c. Question #3			

	A	20		
	B	20		
	C	20		
	D	20		
	Question #4			
	A	20		
	B	20		
	C	20		
	D	20		
	E	20		
	F	20		
	Question #5			
	A	20		
	B	20		
	C	20		
	D	20		
	E	20		
	F	20		
	Question #6	20		
	Question #7	20		
	Question #8	20		

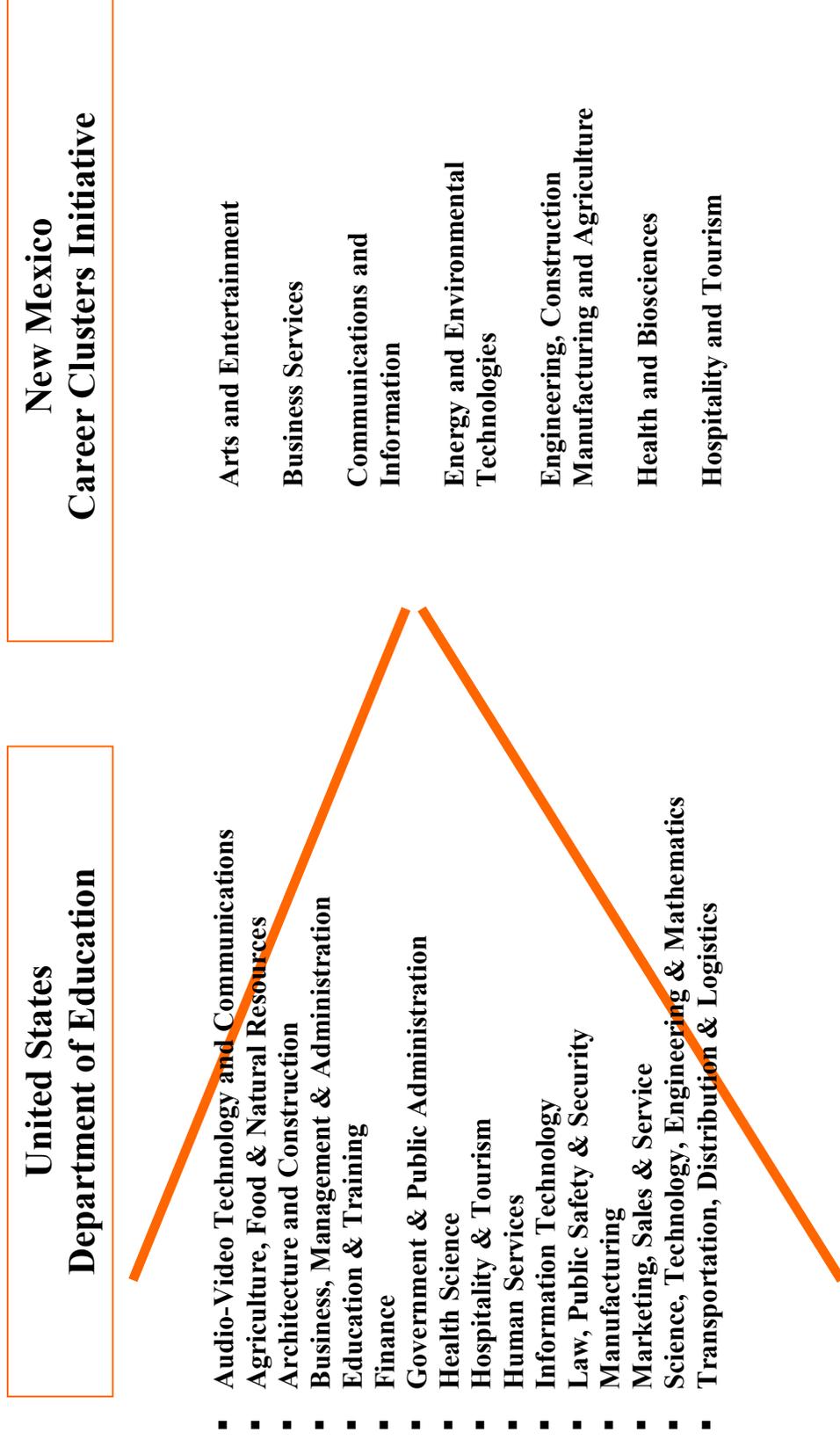
**APPENDIX A**  
**SIXTEEN CAREER CLUSTERS**  
**&**  
**NEW MEXICO SEVEN CAREER CLUSTERS**  
**&**  
**CROSSWALK**

	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building and maintaining the built environment.</p>
	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
	<p>Planning, managing and providing education and training services, and related learning support services.</p>
	<p>Planning services for financial and investment planning, banking, insurance, and business financial management.</p>
	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>
	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
	<p>Hospitality &amp; Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>
	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>

	<p>Building Linkages In IT Occupations Framework: For Entry Level, Technical, And Professional Careers Related To The Design, Development, Support And Management Of Hardware, Software, Multimedia, And Systems Integration Services.</p>
	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p>
	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p>

Additional information can be obtained at [www.careerclusters.org](http://www.careerclusters.org) .

# Mapping of New Mexico's Career Clusters and Pathways to the U.S. Department of Education's Career Clusters



U.S. DEPT OF EDUCATION'S CAREER CLUSTERS		
Arts and Entertainment Cluster	<input type="checkbox"/> Design Pathway <input type="checkbox"/> Entrepreneurship Pathway <input type="checkbox"/> Foreign Language Pathway <input type="checkbox"/> Performing Arts Pathway <input type="checkbox"/> Visual Arts Pathway	<input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Marketing, Sales and Service <input type="checkbox"/> Education and Training <input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Business, Management and Administration
Business Services Cluster	<input type="checkbox"/> Administrative and Information Support Pathway <input type="checkbox"/> Business, Financial Management and Accounting Pathway <input type="checkbox"/> Consumer Sales and Service Pathway <input type="checkbox"/> Economics and Management Pathway <input type="checkbox"/> Education and Training Pathway <input type="checkbox"/> Human Resources Management Pathway <input type="checkbox"/> Information Technology Systems Administration Pathway	<input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Finance <input type="checkbox"/> Human Service <input type="checkbox"/> Marketing, Sales and Service <input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Marketing, Sales and Service <input type="checkbox"/> Education and Training <input type="checkbox"/> Human Services <input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Human Service <input type="checkbox"/> Information Technology <input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Law, Public Safety, Corrections and Security

**U.S. DEPT OF EDUCATION'S  
CAREER CLUSTERS**

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Legal Services Pathway</li> <li><input type="checkbox"/> Communications Pathway</li> <li><input type="checkbox"/> Marketing Pathway</li> <li><input type="checkbox"/> Media Technologies Pathway</li> <li><input type="checkbox"/> Network Systems Pathway</li> <li><input type="checkbox"/> Printing Technology Pathway</li> <li><input type="checkbox"/> Software Application Development Pathway</li> <li><input type="checkbox"/> Web Development Pathway</li> <li><input type="checkbox"/> Civil Engineering Pathway</li> <li><input type="checkbox"/> Environmental Systems Pathway</li> <li><input type="checkbox"/> Government Relations Pathway</li> <li><input type="checkbox"/> Health, Safety and Environmental Regulation Pathway</li> </ul>
<p>Communications and Information Cluster</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Arts, A-V, Technology and Communications</li> <li><input type="checkbox"/> Marketing, Sales and Service</li> <li><input type="checkbox"/> Business, Management and Administration</li> <li><input type="checkbox"/> Marketing, Sales and Service</li> <li><input type="checkbox"/> Transportation, Distribution and Logistics</li> <li><input type="checkbox"/> Arts, A-V, Technology and Communications</li> <li><input type="checkbox"/> Information Technology</li> <li><input type="checkbox"/> Information Technology</li> <li><input type="checkbox"/> Arts, A-V, Technology and Communications</li> <li><input type="checkbox"/> Business, Management and Administration</li> <li><input type="checkbox"/> Information Technology</li> <li><input type="checkbox"/> Information Technology</li> </ul>
<p>Energy and Environmental Technologies Cluster</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Science, Technology, Engineering &amp; Mathematics</li> <li><input type="checkbox"/> Science, Technology, Engineering &amp; Mathematics</li> <li><input type="checkbox"/> Manufacturing</li> <li><input type="checkbox"/> Agriculture, Food &amp; Natural Resources</li> <li><input type="checkbox"/> Government &amp; Public Administration</li> <li><input type="checkbox"/> Law, Public Safety &amp; Security</li> <li><input type="checkbox"/> Health</li> <li><input type="checkbox"/> Manufacturing</li> <li><input type="checkbox"/> Agriculture, Food &amp; Natural Resources</li> <li><input type="checkbox"/> Science, Technology, Engineering and Mathematics</li> </ul>

**U.S. DEPT OF EDUCATION'S  
CAREER CLUSTERS**

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Machining, Instrument and Electrical Pathway</li> <li><input type="checkbox"/> Maintenance Operations Pathway</li> <li><input type="checkbox"/> Process Engineering Pathway</li> <li><input type="checkbox"/> Product Engineering Pathway</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Manufacturing</li> <li><input type="checkbox"/> Agriculture, Food &amp; Natural Resources</li> <li><input type="checkbox"/> Architecture &amp; Construction</li> <li><input type="checkbox"/> Architecture &amp; Construction</li> <li><input type="checkbox"/> Manufacturing</li> <li><input type="checkbox"/> Transportation, Distribution &amp; Logistics</li> <li><input type="checkbox"/> Science, Technology, Engineering &amp; Mathematics</li> <li><input type="checkbox"/> Science, Technology, Engineering &amp; Mathematics</li> <li><input type="checkbox"/> Manufacturing</li> <li><input type="checkbox"/> Architecture &amp; Construction</li> </ul>
<p>Engineering, Construction and Manufacturing Cluster</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Architecture and Drafting Pathway</li> <li><input type="checkbox"/> Construction Pathway</li> <li><input type="checkbox"/> Logistics and Inventory Pathway</li> <li><input type="checkbox"/> Project Management Pathway</li> <li><input type="checkbox"/> Quality Assurance Pathway</li> <li><input type="checkbox"/> Systems Integration Engineering Pathway</li> <li><input type="checkbox"/> Trades, Installation and Repair</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Architecture &amp; Construction</li> <li><input type="checkbox"/> Architecture &amp; Construction</li> <li><input type="checkbox"/> Transportation, Distribution &amp; Logistics</li> <li><input type="checkbox"/> Architecture &amp; Construction</li> <li><input type="checkbox"/> Business, Management &amp; Administration</li> <li><input type="checkbox"/> Manufacturing</li> <li><input type="checkbox"/> Transportation, Distribution, &amp; Logistics</li> <li><input type="checkbox"/> Agriculture, Food &amp; Natural Resources</li> <li><input type="checkbox"/> Science, Technology, Engineering &amp; Mathematics</li> <li><input type="checkbox"/> Information Technology</li> <li><input type="checkbox"/> Architecture &amp; Construction</li> <li><input type="checkbox"/> Manufacturing</li> </ul>

**U.S. DEPT OF EDUCATION'S  
CAREER CLUSTERS**

	Pathway	
Health and Biosciences Cluster	<input type="checkbox"/> Applied Research Engineering Pathway <input type="checkbox"/> Basic Science Pathway <input type="checkbox"/> Medical Diagnosis Services Pathway <input type="checkbox"/> Medical Treatment Services Pathway <input type="checkbox"/> Para-Professional Healthcare Treatment Pathway	<input type="checkbox"/> Transportation, Distribution, & Logistics  <input type="checkbox"/> Science, Technology, Engineering & Mathematics Health <input type="checkbox"/> Science, Technology, Engineering & Mathematics Health
Hospitality and Tourism Cluster	<input type="checkbox"/> Culinary Arts Pathway <input type="checkbox"/> Destination and Events Management Pathway <input type="checkbox"/> Environmental, Historic and Cultural Preservation Pathway <input type="checkbox"/> Hotel and Resort Management Pathway	<input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Marketing Sales & Service <input type="checkbox"/> Business, Management & Administration  <input type="checkbox"/> Agriculture, Food & Natural resources <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Law Public Safety & Security <input type="checkbox"/> Transportation, Distribution & Logistics  <input type="checkbox"/> Business, Management & Administration <input type="checkbox"/> Finance <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Marketing Sales & Service  <input type="checkbox"/> Hospitality & Tourism

**U.S. DEPT OF EDUCATION'S  
CAREER CLUSTERS**

	<input type="checkbox"/> Recreation and Gaming Pathway  <input type="checkbox"/> Restaurant Management Pathway	<input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Law, Public Safety & Security <input type="checkbox"/> Transportation, Distribution & Logistics  <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Business, Management & Administration

**APPENDIX B  
NON-TRADITIONAL PROGRAMS**

**TABLE OF NON-TRADITIONAL PROGRAMS**

**CAREER TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (2000)**

Used by NM Two Year Postsecondary Institutions for Carl D. Perkins Vocational and Technical Education Act  
Accountability Reporting Purposes ONLY

CIP Code	Degree Title	Classification	Non-traditional for Male
		Career Technical	
		Career Technical	X
		Career Technical	X
		Career Technical	X
		Career Technical	
		Career Technical	X
		Career Technical	
		Career Technical	
		Career Technical	
		Non-Career Technical	X
		Non-Career Technical	
		Career Technical	
		Non-Career Technical	
		Career Technical	
		Non-Career Technical	X
		Career Technical	
		Career Technical	X
		Career Technical	X
		Career Technical	
		Career Technical	
		Career Technical	X
		Career Technical	X
		Career Technical	

		Career Technical		
		Career Technical		
		Career Technical	X	
		Career Technical	X	
		Career Technical		X
		Career Technical		
		Career Technical		
		Career Technical	X	
		Career Technical		
		Career Technical	X	
		Career Technical		X
		Career Technical		X
		Career Technical		
		Career Technical	X	
		Career Technical	X	
		Career Technical	X	
		Career Technical		
		Non-Career Technical		
		Non-Career Technical		
		Non-Career Technical		
		Non-Career Technical		X
		Non-Career Technical		X
		Non-Career Technical		
		Non-Career Technical		X
		Non-Career Technical		
		Career Technical		X
		Non-Career Technical		
		Career Technical		X
		Career Technical		X
		Non-Career Technical		X
		Non-Career Technical		X
		Career Technical		
		Career Technical		
		Career Technical		X
		Career Technical		X
		Non-Career	X	







		Career Technical	X	
		Career Technical		
		Career Technical		
		Career Technical	X	
		Career Technical	X	
		Career Technical	X	
		Career Technical		
		Career Technical		
		Career Technical		
		Career Technical	X	
		Career Technical	X	
		Career Technical	X	
		Career Technical	X	
		Career Technical		
		Non-Career Technical		
		Career Technical	X	
		Non-Career Technical		
		Career Technical		
		Career Technical		
		Non-Career Technical		
		Non-Career Technical		
		Non-Career Technical		
		Career Technical		
		Career Technical		
		Career Technical		
		Non-Career Technical		
		Career Technical		X
		Career Technical		X
		Career Technical		X
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		Career Technical		X
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		Career Technical		X
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		Career Technical		X
		Career Technical	X	
		Career Technical	X	
		Career Technical		
		Career Technical	X	
		Career Technical		
		Career Technical		
	-	Career Technical		
		Career Technical		
		Career Technical		
		Career Technical		X

		Career Technical		
		Career Technical		
		Career Technical		
		Career Technical		X
		Career Technical		
		Career Technical		
		Career Technical	X	
		Non-Career Technical		
		Career Technical		X
		Career Technical		
		Career Technical		
		Non-Career Technical		
		Career Technical	X	
		Career Technical		
		Non-Career Technical		

**APPENDIX C**  
**DEFINITIONS**

## DEFINITIONS

**Accountability:** The accountability system (See the Performance Measures chart) for Perkins III includes a negotiation process from the federal level to the state level to the local level specific to the four core indicators:

- Student attainment of challenging state-established academic and vocational-technical, skill proficiencies;
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential;
- Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

**Administration:** When used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

**Advisory Committee:** A committee of partners directly involved with structuring curriculum, competency criteria, and infrastructure.

**All aspects of an Industry:** Means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

### **Area Vocational and Technical School:**

- e) a specialized public secondary school used exclusively or principally for the provision of vocational and technical education to individuals who are available for study in preparation for entering the labor market;
- f) the department of a public secondary school exclusively or principally used for providing vocational and technical education in not fewer than five (5) different occupational fields to individuals who are available for study in preparation for entering the labor market;
- g) a public or nonprofit technical institution or vocational and technical education school used exclusively or principally for the provision of vocational and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits as regular students both individuals who have completed secondary school and individuals who have left secondary school; or

- h) the department or division of an institution of higher education that operates under the policies of the eligible agency and that provides vocational and technical education in not fewer than five (5) different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits as regular students both individuals who have completed secondary school and individuals who have left secondary school.

**BIE:** Formerly known as BIA, BIE is Bureau of Indian Education.

**Career Clusters:** A grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools (see Appendix B).

**Career Guidance and Counseling:** Means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.

**Career Pathway:** A career pathway is a coherent sequence of courses from secondary to postsecondary in a specific career area grouped within a career cluster.

**Career-Technical Education:** A quality CTE program is defined as a sequence of courses (see Course Sequence below) designed to prepare students for an occupation (e.g., Nurse) or Career Cluster area (e.g., Health Sciences) that requires a sequence of more than one course, resulting in an associate degree, two-year certificate, or an industry recognized credential, entry into a baccalaureate program at a four-year institution. These programs may include applied technology education, competency-based learning, and occupational-specific skills that presuppose a strong academic foundation.

- Course sequence is a progressive continuum of courses (grades 9-14) that comprises a program for effective technical training, employment, and postsecondary education.
- Courses that exist in isolation, and not otherwise linked to a program of study as part of a course sequence are mere electives in the traditional vocational education mode and do not conform to the current Career-Technical education mode.
- Career exploration and career awareness are excluded from the aforementioned sequence of courses, hence should be taken at the middle and elementary grade levels.

A skill competency is defined as a competency, skill, or aptitude that is essential to an occupation. A skill competency includes what a student will know and be able to do in the occupation. New Mexico Content Standards and Benchmarks with Performance

Standards, industry standards, and national standards are used to establish a level of required performance in the CTE program.

**Career-Technical Education Student:**

- Those students enrolled in an identified program or coherent sequence of courses or instructional units providing them with the academic and technical knowledge, skills and proficiencies to prepare for employment and/or further/advanced education

and

- who have completed three or more Career-Technical courses in that sequence (secondary)

or

- have completed nine Career-Technical credit hours, AND have declared a Career-Technical education major (postsecondary).

**CEO:** This acronym stands for Chief Education Officer of a higher education institution. Postsecondary institutions may classify the CEO as Campus Director or President,

**Charter School:** The term charter school has the meaning given the term in Section 5210 of the Elementary and Secondary Education Act of 2001.

**Community College:** Means an institution of higher education, as defined in section 101 of the Higher Education Act of 1965, that provides not less than a 2-year program that is acceptable for full credit toward a bachelor's degree; and includes tribally controlled colleges or universities

**Consortia:** A joint application meeting the requirements of the State Plan and of the Act, and benefitting all members. Funds that the consortium member districts receive will be expended for joint projects that benefit all consortium members.

**Displaced Homemaker:** an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et

seq.) not later than two-years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Educational Service Agency:** Means a regional public multi-service agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies. (Elementary and Secondary Education Act of 1965, Section 14101)

**Eligible agency:** A State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education or for supervision of the administration of career and technical education in the State.

**Eligible Institution:**

- an institution of higher education;
- a local educational agency providing education at the postsecondary level;
- an area vocational and technical education school providing education at the postsecondary level;
- a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934 (48 Stat. 596; 25 U.S.C. 452 et seq.);
- an educational service agency;
- Charter Schools Operated as Local Educational Agencies (Under governance of the NM Public Education Commission) or
- a consortium of two (2) or more of the entities described in subparagraphs a) through e).

**Eligible Recipient:**

- a local educational agency, an area vocational and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131[of the Act];

or

- an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 [of the Act].

**Governor:** The chief executive officer of a State or an outlying area.

**High Skill/High Wage:** This is defined as employment which pays an hourly amount that is twice that, or more, of the current minimum wage based on entry-level skills and a 2,080 hour work year.

**Individual with Limited English Proficiency:**

- A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and
- whose native language is a language other than English; or
- who lives in a family or community environment in which a language other than English is the dominant language.

**Individual with a Disability:** An individual with any disability (as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

**Institution of Higher Education:** Has the meaning given the term in Section 101 of the Higher Education Act of 1965.

*Local Educational Agency: Public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools.*

The term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

The term includes an elementary or secondary school funded by the Bureau of Indian Affairs but only to the extent that such inclusion makes such school eligible for programs for which specific eligibility is not provided to such school in another provision of law and such school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this chapter with the smallest student population, except that such school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.(Elementary and Secondary Education Act of 1965 Section 14101 (20 U.S.C. 8801)).

**Non-traditional Training and Employment:** Means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

*Postsecondary Educational Institution:*

- ***an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;***
  - a tribally controlled college or university;
- or
- a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

**Program:** The Career and Technical Education (CTE) Program will address the following components:

- Identified Need - a review of the most recent needs assessment conducted to ensure program validity and relevance. Current Department of Labor (DOL) Labor Market Information and other pertinent information, such as the local Economic Development Plan, should be considered during the review.
- Administrative support - full support of administration, which understands the need to maintain and fund program certification as an integral component of *quality* Career-Technical education and student learning.
- Funding - the program demonstrates, through performance-based budget practices, the long-range, self-sustaining funding.
- The program has an aligned set of sequential courses, through a career pathways model. The program of study should contain at least a six-year (Grades 9-14) plan of course offerings.
- The program provides an industry-based, up-to-date, written, delivered, assessed and sequential curriculum that is aligned with New Mexico Standards and Benchmarks (core academic and Career Readiness) and National Skills Standards.
- The program has up-to-date, modern tools and equipment in a safe, simulated, industry environment.
- The program of study is articulated from the secondary to the postsecondary levels.
- The program provides the appropriate Career-Technical Student Organization (CTSO) as a co-curricular extension of the classroom and industry instruction.

**Qualified Instructor:** The secondary CTE instructor is appropriately licensed and endorsed by the Public Education Department. The CTE instructor is industry certified or seeking certification in order to certify the program and appropriately prepare students for credentialing. A professional development plan should include, but not be limited to, membership in appropriate professional organizations and/or other methods of staying current in that industry.

**Seamless Education and Workforce Development Systems:** Together with the Workforce Investment Act of 1998, which restructures employment training, adult education, and vocational rehabilitation programs, Perkins III promotes the development of integrated, one-stop education and workforce development systems at the state and local levels.

**Secondary School:** Means a public school providing instruction for grades nine through twelve and is able to report information for the identified performance measures.

**Self Sufficiency Wage:** The Self-sufficient Standard is the estimate of the level of income necessary for a given family type to be independent of welfare and/or other public and private subsidies.

The Self-sufficient Standard calculates the amount of income necessary to meet basic needs – including paying taxes – in the regular marketplace without public subsidies or private/informal (e.g. Babysitting by relatives) subsidies. Included are all costs associated with employment such as transportation, taxes, child care; and takes into account cost differences such as family size, composition, age of children, regional variations, and the different rate increases, over time, of various costs.

### **Size, Scope and Quality:**

**Size:** Provide appropriate student/teacher ratios in laboratory settings based upon the number of available workstations in compliance with the Occupational Safety and Health Administration (OSHA) and Office for Civil Rights (OCR) guidelines. A secondary teacher’s class load cannot exceed 160 pupils per day as noted in Public School Code, Section 22-10A-20.D, NMSA, 1978.

**Scope:** Sufficient scope to allow students to earn a minimum of three credits in a sequential program of study. Local school boards review and approve curriculum that meet local, state and industry standards. Articulation agreements are in place with alignment of curriculum that provides a seamless transition from high school to postsecondary CTE programs.

**Quality:** Providing professional development for teachers to prepare or enhance their certification in career technical education with emphasis on techniques for improving students’ reading and mathematics skills; transition plan to take effect in 2005.

- Linking teacher training with school priorities (EPSS) and reform initiatives that include best practices.
- Utilizing research-based best practices (i.e., Project Lead-the-Way, High Schools That Work, etc.) to implement high school reform.
- Licensing and credentialing of teachers according to the provisions of the New Mexico Accountability Workbook that defines highly qualified professionals.
- Issuing industry-related credentials (company certificates, industry/trade certificates/credentials, state registrations, licenses or certificates).
- Work Ethics

**Special Populations:** The Act defines special populations as:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for non-traditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemaker; and

- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

**STARS – Student Teacher Accountability Reporting System:** A data collection system for information analysis and reporting of student and teacher data. The system can be accessed [www.ped.state.nm.us/stars/index.html](http://www.ped.state.nm.us/stars/index.html).

**Tribally Controlled College or University:** The term tribally controlled college or university has the meaning given such term in Section 2 of the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801(a)(4)).

**Tribally Controlled Postsecondary Vocational and Technical Institution:** The term tribally controlled postsecondary vocational and technical institution means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that paragraph (2) of such section shall not be applicable and the reference to Secretary in paragraph (5)(A) of such section shall be deemed to refer to the Secretary of the Interior) that—

- is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or Indian tribes;
- offers a technical degree or certificate granting program;
- is governed by a board of directors or trustees, a majority of whom are Indian;
- demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations;
- has been in operation for at least 3 years;
- holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary vocational and technical education; and
- enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indian.

**Worksite Learning:** Through local business and industry partnerships, the program develops and coordinates work-based knowledge, skills and competencies through a structured work-based learning component (i.e. mentorship, pre-apprenticeship, on-the-job training, internship, cooperative education, etc.), providing industry experience with appropriate exit examinations.

APPENDIX D  
INDIRECT COST RATE FOR PUBLIC SCHOOLS

## INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS

### New Mexico Public Education Department

#### 2006 Approved Indirect Cost Rates Currently In Effect

Note: New rates for the 2006-2007 Fiscal Year will be announced at the annual Spring Budget Workshop. Please consult with your district's fiscal office for correct rates after that date.

ALAMOGORDO	2.78%
ALBUQUERQUE	2.10%
ANIMAS	NI*
ARTESIA	2.74%
AZTEC	2.22%
BELEN	3.44%
BERNALILLO	NI*
BLOOMFIELD	2.54%
CAPITAN	3.95
CARLSBAD	2.68%
CARRIZOZO	NI*
CENTRAL	2.22%
CHAMA VALLEY	5.39%
CIMARRON	2.41%
CLAYTON	2.74%
CLOUDCROFT	NI*
CLOVIS	2.70%
COBRE	2.06%
CORONA	10.02%
CUBA	5.16%
DEMING	2.94%
DES MOINES	NI*
DEXTER	2.05%
DORA	NI*
DULCE	4.22%
ELIDA	NI
ESPANOLA	4.98%

	RATE
LAS VEGAS CITY	3.23%
LAS VEGAS WEST	3.17%
LOGAN	NI*
LORDSBURG	NI*
LOS ALAMOS	NI*
LOS LUNAS	2.64%
LOVING	3.51%
LOVINGTON	2.63%
MAGDALENA	2.71%
MAXWELL	3.48%
MELROSE	NI*
MESA VISTA	6.95%
MORA	4.10%
MORIARTY	3.38%
MOSQUERO	NI*
MOUNTAINAIR	2.42%
PECOS	4.26%
PENASCO	6.30%
POJOAQUE	3.75%
PORTALES	1.93%
QUEMADO	NI*
QUESTA	3.95%
RATON	Pending
RESERVE	4.80%
RIO RANCHO	2.13%
ROSWELL	3.52%
ROY	NI

**New Mexico Public Education Department**

**2006 Approved Indirect Cost Rates  
Currently In Effect**

Note: New rates for the 2006-2007 Fiscal Year will be announced at the annual Spring Budget Workshop. Please consult with your district's fiscal office for correct rates after that date.

ESTANCIA	5.20%
EUNICE	2.84%
FARMINGTON	1.70%
FLOYD	NI*
FT. SUMNER	NI*
GADSDEN	2.76%
GALLUP	2.25%
GRADY	NI*
GRANTS	2.65%
HAGERMAN	2.90%
HATCH	2.19%
HOBBS	2.90%
HONDO	NI*
HOUSE	NI*
JAL	NI*
JEMEZ MOUNTAIN	5.25%
JEMEZ VALLEY	4.19%
LAKE ARTHUR	3.24%
LAS CRUCES	1.96%

	<b>RATE</b>
RUIDOSO	2.32%
SAN JON	NI*
SANTA FE	3.23%
SANTA ROSA	5.29%
SILVER CITY	1.80%
SOCORRO	2.36%
SPRINGER	6.11%
TAOS	2.90%
TATUM	5.83%
TEXICO	NI
T or C	4.33%
TUCUMCARI	2.17%
TULAROSA	3.52%
VAUGHN	7.49
WAGON MOUND	2.80%
ZUNI	3.92%

NI\* = NEGATIVE INTENT

**APPENDIX E  
ADDITIONAL LOCAL PLAN RESOURCES**

## ADDITIONAL LOCAL PLAN RESOURCES

### **ACCOUNTABILITY**

#### **Tools for Improving Education Accountability Systems**

<http://www.ecs.org/clearinghouse/57/51/5751.doc> : This provides a policy inventory of state educational accountability systems.

#### **Education Commission of the States**

<http://www.ecs.org/ecsmain.asp?page=/html/ProjectbySubject.asp?issueID=108%0d%0a> : State Funding for Community Colleges is a 50-State Survey from the year 2000. It collected different approaches that states took toward funding community colleges.

#### **Data on Vocational Education/DOVE**

<http://nces.ed.gov/surveys/dove/>: The website provides reports derived from data about vocational education primarily from existing NCES surveys.

#### **National Assessment of Vocational Education 2004**

<http://www.ed.gov/rschstat/eval/sectech/nave/navefinal.pdf> : This document was distributed in 2004. It presents a synthesis of evidence on the implementation and outcomes of vocational education and of the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III).

### **ARTICULATION**

#### **National Articulation and Transfer Network**

<http://www.natn.org> : NATN, a fast-growing coalition of over 200 large urban high schools, community colleges, and culturally-enriched, four-year degree institutions, is a non-profit organization helping students of color identify opportunities for educational advancement and success at both two and four year colleges. NATN is governed by representatives from schools, colleges, universities, and associations of educational institutions.

#### **Access to the Baccalaureate**

<http://www.pathtocollege.org> : A joint project of the American Association of Community Colleges and the American Association of State Colleges and Universities, the Access to the Baccalaureate project identified non-financial barriers to community college students wishing to pursue a baccalaureate degree, and highlights best practices for addressing those issues. The findings of this project helped inform new language in the Perkins Act that allows state and local funds to be used for easing the transition of postsecondary CTE students into baccalaureate programs (though not for those programs themselves).

#### **The National Association of Tech Prep Leadership**

<http://www.natpl.org> : The website provides information, links and research tools regarding Tech Prep.

#### **The National Tech Prep Network**

<http://www.cord.org/ntpn> : Provides tools and resources on the website to learn more about Tech Prep.

## **CAREER COUNSELING**

### **The Education, Social, and Economic Value of Informed and Considered Career Decisions**

[http://acrna.net/publications/iccd\\_update\\_2005.pdf](http://acrna.net/publications/iccd_update_2005.pdf) : This document looks at the extensive body of evidence on the economic, social and economic value of career information and the services that foster informed and considered career decisions.

### **The National Center for School Counseling Outcome Research**

<http://www.umass.edu/schoolcounseling/index.htm> : This site may provide useful research information and models for states to use as a reference.

## **CAREER INFORMATION DELIVERY SYSTEMS**

### **General Information**

[http://acrna.net/publications/CIDS\\_FactSheet.pdf](http://acrna.net/publications/CIDS_FactSheet.pdf) : This document provides information on Career Information Delivery Systems and why they are important.

### **Quality Assurance Standards**

[http://www.acsci.org/acsci\\_pubs1.htm](http://www.acsci.org/acsci_pubs1.htm) : ACSCI standards provide a framework for organizations and individuals to reference in order to promote the delivery of the highest quality of career information and services.

### **Bridges Transition**

<http://www.bridges.com/us/home.html> : A company that provides leading resources for education and career planning

### **COIN Educational Products**

<http://www.coin3.com> : A company that helps guide students to successful career planning with a variety of educational products which counselors, teachers, and students need for a complete career education program.

### **DISCOVER**

<http://www.act.org/discover/index.html> : This is a comprehensive career planning program that combines the power of our research-based developmental guidance model with the convenience of multiple delivery options.

### **CareerZone**

<http://www.nycareerzone.org> : Provides job and career information based on individuals' skills and interests.

## **CAREER AND TECHNICAL EDUCATION BEST PRACTICES**

### **Education Commission of the States: Career/Technical Education**

<http://www.ecs.org/html/issue.asp?issueID=148> : This site provides a plethora of information on career technical education and what is being done within the states regarding graduation rates, state policies, accelerated learning, etc.

### **Career/Technical Education: Research and Readings**

<http://www.ecs.org/html/IssueSection.asp?issueid=148&s=Selected+Research+%26+Readings> : Numerous selected readings and research on career technical education.

### **State Career and Technical Education Resources**

<http://www.khake.com/page36.html> : A great compilation of resources from all 50 states' career and technical education divisions, as well as national resources and resources for state employees.

### **West Virginia's EDGE program**

<http://www.wvtechprep.wvnet.edu> : The website provides information for educators, students and parents on the EDGE program and the outcomes and goals associated with it.

### **Exemplary and Promising Programs**

<http://www.nccte.org/exemplary/index.asp> : The project is designed to increase the visibility of exemplary and promising programs and practices in secondary and postsecondary career and technical education, enabling practitioners to realistically determine the feasibility of adopting/adapting such practices in their own settings.

### **Exemplary Worksite Learning Award**

<http://www.cord.org/exemplary-worksite-learning-award> : The Caterpillar Inc.-sponsored Exemplary Worksite Learning Award (EWSLA) was established in 1994 by CORD and the National Tech Prep Network (NTPN) to encourage Tech Prep/School-to-Career initiatives that integrate meaningful worksite opportunities into their curricula and to showcase the best of these programs.

### **Programs and Practices That Work**

[http://www.napequity.org/nape\\_programsthatwork.html](http://www.napequity.org/nape_programsthatwork.html) : A project of the Association for Career and Technical Education, the National Alliance for Partnerships in Equity, the National Association of State Directors of Career and Technical Education, and the National Women's Law Center. The purpose of this project is to identify local or state educational agencies across the country that have implemented effective programs and practices for improving the access and success of students pursuing careers nontraditional for their gender. The project will solicit input from the career and technical education community to identify programs and practices that meet the selection criteria. Information on these effective programs and practices will be shared with the field through a variety of media in an attempt to provide states and local education agencies with ideas for development of their own programs and practices to successfully prepare students for nontraditional careers.

### **Promising Practices Network (PPN)**

<http://www.promisingpractices.net/>: PPN is dedicated to providing quality evidence-based information about what works to improve the lives of children, youth, and families. The PPN site features summaries of programs and practices that are proven to improve outcomes for children. All of the information on the site has been carefully screened for scientific rigor, relevance, and clarity.

### **Cisco Learning Institute. Gender Initiative Strategies**

<http://gender.ciscolearning.org/Strategies/Index.html> : Cisco Learning Institute and its Gender Initiative partners have conducted research on gender recruitment, participation, and retention strategies by studying the Networking Academy program. Based on the findings, CU and its Gender Initiative partners have developed effective tools to increase female retention and recruitment in the classroom and are creating best practice profiles presented here as strategies.

### **US Department of Education's Gender Equity Expert Panel**

[http://www.ed.gov/pubs/genderequity/gender\\_equity.pdf](http://www.ed.gov/pubs/genderequity/gender_equity.pdf) : The purpose of the Gender Equity Expert Panel was to identify promising and exemplary programs that would enable educators and community members to make better-informed decisions about effective ways to encourage gender equity and counteract gender inequities and discrimination.

### **BEST (Building Engineering and Science Talent)**

<http://www.bestworkforce.org/index.htm> : BEST was launched in September 2001 as a public-private partnership to follow through on the September 2000 recommendations of the Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development. BEST sought to convene the nation's respected practitioners, researchers and policymakers and identify what's working across the country to develop the technical talent of under-represented groups in preK through 12, higher education, and the workplace.

## **CAREER PATHWAYS**

### **States' Career Clusters Initiative**

<http://careerclusters.org> : The Career Clusters Initiative was created so that states could implement a career-focused strategy for Career-Technical Education that supports workforce preparation, economic development and educational reform.

### **Career Cluster Crosswalk**

<http://careerclusters.org/crosswalks.htm> : This page on the Career Cluster website provides several different crosswalks for the Career Clusters.

### **The Postsecondary Educational Experiences of Postsecondary Career and Technical Education Concentrators: Selected from the NELS: 88/2000 Postsecondary Education Transcript Study**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006309> : This publication presents information on the postsecondary educational experiences of students from the high school class of 1992 who concentrated in career and technical education (CTE) while in high school, including their postsecondary enrollment, course taking, and degree attainment patterns.

### **Education Commission of the States: Alignment of High School Graduation Rates with College Entrance Requirements.**

[http://www.ecs.org/html/educationissues/HighSchool/highschooldb1\\_intro.asp?topic=hsc](http://www.ecs.org/html/educationissues/HighSchool/highschooldb1_intro.asp?topic=hsc) : This database identifies states that set statewide college admission requirements and it provides policy information from all 50 states on the alignment of state high school graduation requirements to state-set college admission requirements in English, mathematics, social studies, science and foreign language.

### **College and Careers Transitions Initiative Virtual Reader**

<http://www.league.org/league/projects/ccti/vr/library.asp> : Provides a library of documents and sources that address the five intended outcomes of CCTI: achievement, attainment, employment, enrollment and remediation.

### **Career Cluster Preferred Products**

<http://careerclusters.org/preferred.htm> : This website provides numerous products from different sources to help programs implement programs focused on career pathways.

## **COLLEGE ACCESS**

### **Financial Aid**

<http://www.acrnetwork.org/parents/finaid.htm>: Resources to help students develop sound financial plans.

### **National College Access Network**

<http://www.collegeaccess.org/NCAN> : The National College Access Network is dedicated to assisting local communities all over the country initiate, develop and sustain their own college access programs.

### **Pathways to College Network**

<http://www.pathwaystocollege.net> : A national alliance of organizations committed to using research-based knowledge to improve postsecondary education access and success for the nation's underserved students, including underrepresented minorities, low-income students, those who are the first in their families to go to college, and students with disabilities.

## **COMMUNITY COLLEGE STATE LEADERSHIP**

### **National Council of State Directors of Community Colleges**

[www.statedirectors.org](http://www.statedirectors.org) : The National Council of State Directors of Community Colleges is an affiliated council of the American Association of Community Colleges (AACC). The council provides a forum for the exchange of information about developments, trends, and problems in state systems of community colleges.

## **GRADUATION AND CAREER PLANS**

### **South Carolina Education and Economic Development Act Guidelines**

<http://www.scois.net/NewFolder2006/Allhomepagefiles/EEDAGuidelines71206%20.pdf> : This document provides the guidelines for South Carolina's Graduation and Career Plan requirements.

## **GRADUATION RATES/DROPOUT RATES**

### **Cost of High School Dropouts**

<http://uwadmnweb.uwyo.edu/CRNLEGISLATIVE/info%20htmlpages/ACRNA%20and%20Dropouts.htm> : Provides information on how ACRNA helps assist with lowering the dropout rate.

### **Education Commission of the States: Drop Out Rates/Graduation Rates**

<http://www.ecs.org/html/issue.asp?issueID=108&subIssueID=163> : Provides a description of state dropout rates/graduation rates; what states are doing; and specific research that has been done on this issue.

**User's Guide to Computing High School Graduation Rates, Volume 1: Review of Current and Proposed Graduation Indicators**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006604> : This volume examines the existing measures of high school completion and the newly proposed proxy measures

**User's Guide to Computing High School Graduation Rates, Volume 2: Technical Evaluation of Proxy Graduation Indicators**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006605> : The analysis in Volume 2 draws upon the student record data from two states to compute the true cohort on-time graduation rate and proxy graduation measures for each of these states, and to compare the performance of each proxy indicator to that of the true cohort rate.

**Graduation Counts Compact from NGA**

[http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnextoid=e6e4a22a73125010vgn\\_vcm1000001a01010arcrd&vgnnextchannel=4b18f074f0d9ff00vgnvcm1000001a01010arcrd](http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnextoid=e6e4a22a73125010vgn_vcm1000001a01010arcrd&vgnnextchannel=4b18f074f0d9ff00vgnvcm1000001a01010arcrd) : A compact signed by the governors of all 50 states that acknowledges the importance of graduation rates and sets a standard graduation rate that all states agree to follow.

**HIGH SCHOOL REFORM**

**NGA's Center for Best Practices for High Schools**

<http://www.nga.org/portal/site/nga/menuitem.8274ad9c70a7bd616adcbbeb501010a0/?vgnextoid=e9e8fbc137400010VgnVCM1000001a01010aRCRD>: This website provides several different resources regarding high school reform and the actions governors are taking throughout the nation.

**A Call to Action: Transforming High School for All Youth**

<http://www.hsalliance.org> : This document is a framework of six core principles and recommended strategies for preparing our nation's youth for college, careers and active civic participation.

**Reinventing the American High School for the 21st Century**

<http://www.acteonline.org/policy/legislativeissues/highschoolreform.cfm> : A position paper by ACTE that outlines the organization's visions on what high schools should be and how ACTE can contribute to reform and redesign efforts.

**Highlights of High School Initiatives**

<http://mb2.ecs.org/reports/Report.aspx?id=876> : A database of innovative state and district high school reform programs.

**Education Reforms 1990-2000**

<http://nces.ed.gov/programs/statereform> : This system uses NCES data to compile and disseminate data on state-level education reform efforts in the following areas: standards, assessments and accountability; school finance reforms; resources for learning; and, state support for school choice options.

**ACTE's Crosswalk on High School Reform**

[http://www.acteonline.org/policy/legislative issues/high school reform.cfm](http://www.acteonline.org/policy/legislative%20issues/high%20school%20reform.cfm): This document provides a crosswalk of the numerous high school reform initiatives being led by different organizations.

## **IMPROVING STUDENT SUCCESS RATES**

### **Achieving the Dream Initiative**

<http://www.achievingthedream.org> : *Achieving the Dream: Community Colleges Count* is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low income students. Achieving the Dream works on multiple fronts, including efforts at community colleges and in research, public engagement and public policy. It emphasizes the use of data to drive change.

## **NONTRADITIONAL**

### **National Alliance for Partnerships in Equity**

<http://www.napequity.org> : NAPE is a consortium of state and local education and workforce development agencies working in partnership to create equitable opportunities for special population students.

### **Equity Assistance Centers**

<http://www.edgateway.net/pub/docs/262> : The Equity Assistance Centers (EAC) were first established in 1978. There are 10 Regional Equity Assistance Centers funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. They provide assistance to public schools in the areas of race, gender, and national origin to promote equal educational opportunities.

### **National Women's Law Center**

<http://www.nwk.org> : The National Women's Law Center works to ensure that women and girls have equal educational opportunities. The Center has long pushed for vigorous enforcement of Title IX through public education, advocacy, and key lawsuits challenging discrimination in athletics; sexual harassment, and single-sex programs that exclude young women, among other issues.

### **Women Work! The National Network for Women's Employment**

<http://www.womenwork.org> : Women Work! strengthens families and communities by supporting, advocating and advancing women's economic self-sufficiency. Our network of members helps thousands of women nationwide successfully enter, re-enter and advance in the workforce each year.

### **Wider Opportunities for Women**

<http://www.wowonline.org> : Wider Opportunities for Women (WOW) works nationally and in its home community of Washington, D.C. to build pathways to economic independence for America's families, women, and girls.

### **Nontraditional Careers for Men**

<http://www.napequity.org/pdf/NontradformalesfromBLSrev08-O5.pdf> : Provides the SOC codes, BLS title, CIP Codes and Program Title for nontraditional careers for men.

### **Nontraditional Careers for Women**

<http://www.napequity.org/pdf/NontradforfemalesfromBLS08-05rev.pdf> : Provides the SOC codes, BLS title, CIP Codes and Program Title for nontraditional careers for women.

## **PARENTAL INVOLVEMENT**

### **PTA Goes to Work**

[http://www.pta.org/local\\_leadership\\_subprogram\\_1138815939640.html](http://www.pta.org/local_leadership_subprogram_1138815939640.html) : Whether your child or student's goal is to attend college or go immediately into the workforce, PTA Goes to Work can help you make sense of the often overwhelming amount of information that is available regarding career planning and job training.

# Appendix C

## Monitoring Instrument

## **Carl D. Perkins Vocational and Technical Education Instructional Grant Program Secondary and Post-Secondary Instructional Grants**

District, Consortium (or Institution): \_\_\_\_\_

Schools Visited: \_\_\_\_\_

Project Director: \_\_\_\_\_ Initials: \_\_\_\_\_

PED Project Monitor: \_\_\_\_\_ Initials: \_\_\_\_\_

Date of Review: \_\_\_\_\_ Technical Assistance Visit: \_\_\_\_\_ Formal Monitoring Visit: \_\_\_\_\_

**Advanced Implementation** – The strategy is integrated throughout the partnership and demonstrates program sustainability and/or growth.  
Examples: Governing Board minutes reflect approval of Perkins monies; one or more programs of study is available that leads to industry certification; dual and/or articulated classes are available to students; may reflect affiliation with career clusters; documents, websites, and other media are available for reference; professional development for teachers is aligned to instructional strategies or industry certifications; advisory boards comprised of secondary, postsecondary, and workforce representatives exist and meet semi-annually; student organizations may exist and are encouraged.

**Initial Implementation** – The strategy is beginning to be carried out.  
Examples: Governing Board minutes reflect approval of Perkins monies; programs of study are in the process of implementation; dual and/or articulated classes are available to students; advisory boards comprised of secondary, postsecondary, and workforce representatives, exist and meet semi-annually; student organizations may exist and are encouraged.

**Planning/Development** – The strategy is being planned, designed, and/or field-tested. Goal setting, staff orientation, formation of committees, and the development of plans for the strategy are underway.  
Examples: Governing Board minutes reflect approval of Perkins monies; programs of study are being developed; dual and/or articulated classes are being planned. Advisory boards comprised of secondary, postsecondary, and workforce representatives exist and meet semi-annually. Potential use of career clusters and student organizations are being examined.

**Corrective Action Required** – Indicates that criterion in this partnership does not meet the requirements of the Career and Technical Education Improvement Act of 2006, New Mexico Administrative Code Rules, EDGAR, OMB Circulars and OSHA.

## NEW MEXICO PUBLIC EDUCATION DEPARTMENT

				<b>Comments</b>	
(1) Local programs are carrying out career and technical education programs with Carl Perkins funding.	Local plan is approved.	Local plan approved and on file. BAR approved and on file Other			
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>		
(2) Career-technical activities are carried out meeting state and local adjusted levels of performance.	Documentation indicates the school district, consortium or post secondary institution is addressing state and local negotiated performance level indicators as related to Career-Technical Programs. The district has a procedure to insure accurate data collection.	Evidence reflects applicant is working to meet core indicator state adjustment levels of performance. Graduation rate aligned with NCLB Curriculum Standards and Benchmarks Student Reading/Math performance rates aligned with NCLB STARS data being reported. CTE supported via EPSS or Post Secondary Performance Plans Participation/Completion in non-traditional programs Other			
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>		

			<b>Comments</b>
<p>(3) (A) Offer courses of not less than development of the career and technical education described in Section 122(c)(1)(A); or, develop plans for programs of study that integrate academic- and career-oriented courses leading to a degree or industry certification.</p>	<ul style="list-style-type: none"> <li>• Course catalogues and other media pertaining to program areas reflect coherent, rigorous content aligned with New Mexico Standards and Benchmarks, NM S&amp;Bs, in math, science, or language arts, Associate Degree requirements or Industry Standard certification requirements.</li> <li>• Course descriptions reflect the way technical skills are integrated into an academic course.</li> <li>• Documentation reflects career planning and development skills related to program(s) of study.</li> <li>• Board Policies reflecting local graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Course catalogues &amp; descriptions</li> <li>• Class syllabi</li> <li>• Next-Step Plans</li> <li>• Transcripts</li> <li>• STARs data reports</li> <li>• Enrollment rosters</li> <li>• Curriculum standards and benchmarks</li> <li>• Lesson plans</li> <li>• Portfolios</li> <li>• Project-based activities</li> <li>• Common planning time</li> <li>• Other</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			<b>Comments</b>
<p>(B) Improve the academic and technical skills of students participating in career-technical education programs by strengthening the academic and career technical education components through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects and career and technical education subjects.</p>	<p>Evidence reflects lessons, projects, curriculum to support integration of academic alignment with curriculum standards and benchmarks.</p> <ul style="list-style-type: none"> <li>• Documents reflect activities supporting exposure to a wide variety of career opportunities.</li> <li>• Course catalogues and other media pertaining to program areas reflect coherent, rigorous content aligned with NM S&amp;B in math, science, or language arts, Associate Degree requirements, or Industry Standard Certification requirements.</li> <li>• Course descriptions reflect the way technical skills are integrated into an academic course.</li> <li>• Documentation reflects career planning and development skills related to program(s) of study.</li> <li>• Board Policies reflect rigorous local graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Systemic use of curriculum standards and benchmarks.</li> <li>• Lesson plans reflecting NM S&amp;Bs tied to rigorous academic curriculum.</li> <li>• Portfolios</li> <li>• Project-based activities</li> <li>• Common planning time</li> <li>• Course catalogues &amp; descriptions</li> <li>• Class syllabi</li> <li>• Next-Step plans</li> <li>• Transcripts</li> <li>• STARs data reports</li> <li>• Enrollment rosters</li> <li>• Other</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			<b>Comments</b>
(C) Provide students with strong experience in and understanding of all aspects of an industry.	<ul style="list-style-type: none"> <li>• Evidence reflects lessons, projects, and curriculum to support integration of academic alignment with curriculum standards and benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Job Shadowing</li> <li>• Guest speakers</li> <li>• Career fairs</li> <li>• Internships</li> <li>• Co-Op program</li> <li>• Work-based program</li> <li>• Textbooks</li> <li>• Field Experience</li> <li>• Distance Learning Field Trips</li> <li>• Curriculum standards and benchmarks</li> <li>• Lesson plans</li> <li>• Portfolios</li> <li>• Project-based activities</li> <li>• Other</li> </ul>	
(D) Ensure that students who participate in such career-technical education programs are taught the same challenging academic proficiencies as are taught for all other students.	<ul style="list-style-type: none"> <li>• Evidence reflects lessons, projects, and curriculum to support integration of academic alignment with curriculum standards and benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Standards and Benchmarks</li> <li>• Lesson Plans</li> <li>• Portfolios</li> <li>• Project-based activities</li> <li>• Common planning times</li> <li>• Job Shadowing</li> <li>• Guest speakers</li> <li>• Career fairs</li> <li>• Internships</li> <li>• Work-based learning programs</li> <li>• Textbooks</li> <li>• Distance Learning Field Trips</li> <li>• Other</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			<b>Comments</b>
(E) Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).	<ul style="list-style-type: none"> <li>Individual program evaluations are conducted on an annual basis.</li> <li>Each student has current instructional materials and textbooks.</li> <li>Each student has completed an educational plan, Next Step plan.</li> </ul>	<ul style="list-style-type: none"> <li>District evaluation plan</li> <li>Next Step Plans</li> <li>Transcripts</li> <li>Career Assessments</li> <li>Current textbooks</li> <li>Current instructional materials</li> <li>Inclusion of technology</li> <li>Other</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			<b>Comments</b>
<p>(4) Comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).</p>	<p><b>Advanced Implementation</b></p>	<p><b>Initial Implementation</b></p> <ul style="list-style-type: none"> <li>• Appropriate instructor licenses/certifications/endorsements as related to program of study.</li> <li>• Instructor is working on attainment of industry certification.</li> <li>• Local professional development agendas reflect opportunities for collaboration between CTE and academic course instructors.</li> <li>• Local professional development agendas reflect opportunities for curriculum integration among CTE and academic courses.</li> </ul>	<p><b>Planning/Development</b></p> <ul style="list-style-type: none"> <li>• Personnel file reflects appropriate licenses/certifications/endorsements</li> <li>• Documentation reflects enrollment in or completion of industry certifications</li> <li>• Professional development agendas</li> </ul>
<p><b>Advanced Implementation</b></p>	<p><b>Initial Implementation</b></p>	<p><b>Planning/Development</b></p>	<p><b>Corrective Action Required</b></p>

		Comments
<p>(5) Parents, students, academic and career technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career technical</p> <ul style="list-style-type: none"> <li>• Documentation reflects guidelines and diverse membership to include members from business, industry, and special populations/education programs assisted under the Act, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of the Act.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of a minimum of two meetings of the advisory committee during the program year.</li> <li>• Documentation of communicatés.</li> <li>• Membership rosters reflect diversity within advisory committee to include secondary/ post-secondary/workforce participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting Sign-In Sheet</li> <li>• Meeting Agendas</li> <li>• Meeting Minutes</li> <li>• Evaluation Instruments</li> <li>• Survey outcomes</li> <li>• E-correspondence, printed media, websites, news articles</li> <li>• Membership rosters</li> <li>• Other</li> </ul>
	<b>Initial Implementation</b>	<b>Planning/Development</b>
	<b>Advanced Implementation</b>	<b>Corrective Action Required</b>

			<b>Comments</b>
<p>(6) Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.</p>	<ul style="list-style-type: none"> <li>• Course catalogues and other media pertaining to program areas reflect coherent, rigorous content aligned with NM S&amp;B in math, science, or language arts, Associate Degrees requirements, or Industry Standard Certification requirements.</li> <li>• Course descriptions reflect the way technical skills are integrated into an academic course.</li> <li>• Documentation reflects career planning and development skills related to program(s) of study.</li> <li>• Board Policies reflect rigorous local graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Systemic use of curriculum standards and benchmarks.</li> <li>• Lesson plans reflecting NMS&amp;Bs tied to rigorous academic curriculum</li> <li>• Portfolios</li> <li>• Project-based activities</li> <li>• Common planning time</li> <li>• Course catalogues &amp; descriptions</li> <li>• Class syllabi</li> <li>• Next-Step plans</li> <li>• Transcripts</li> <li>• STARS data reports</li> <li>• Enrollment rosters</li> <li>• Other</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			<b>Comments</b>
<p>(7) Describe the process that will be used to evaluate and continuously improve the performance of the eligible participants.</p>	<ul style="list-style-type: none"> <li>• Assessment rubric(s) provided by State.</li> <li>• Assessment rubric(s) provided by Local Education Agency (LEA), Higher Education Department, (HED), or consortium.</li> <li>• Performance Measures rubric(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide NCLB performance goals.</li> <li>• Statewide Education Plan for Student Success.</li> <li>• Perkins RFP completed and approved.</li> <li>• Monitoring document provided by State Task Force and reviewed/ approved annually by Task Force on annual basis.</li> <li>• Required Performance Measures and accompanying definitions.</li> <li>• Local NCLB performance goals.</li> <li>• Local Education Plan for Student Success.</li> <li>• HED performance goals.</li> <li>• HED strategic plan for student performance.</li> <li>• Programs exist to enable the special populations to meet the local adjusted levels of performance.</li> <li>• Activities are conducted to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.</li> <li>• Clearly defined Secondary &amp; Post Secondary Performance Measures.</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			Comments
<p>(8) Describe how eligible recipient will—</p> <p>(A) Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations</p> <p>(B) Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and</p> <p>(C) Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.</p> <p><b>Advanced Implementation</b></p>	<ul style="list-style-type: none"> <li>• Policies, procedures, and documentation exist for selection of participants to ensure equal access to all programs.</li> <li>• Advisory Boards for Programs of Study.</li> <li>• Persons collecting data receiving and following instructions regarding confidentiality per FERPA.</li> <li>• Evidence of adjustment in curriculum is documented.</li> <li>• Supplementary services and documentation is provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Local Education Plan for Student Success addressing student performance.</li> <li>• Agenda/Minutes of advisory boards reflecting work sessions to address local high skill, high wage, or high demand occupations.</li> <li>• Staff Handbook</li> <li>• Student Handbook</li> <li>• Written policies and procedures</li> <li>• Other</li> <li>• Plans written into Next Step Plans and IEPs.</li> <li>• Data used for planning curriculum.</li> <li>• Individual career guidance</li> <li>• Individual course offering information for students.</li> <li>• Other</li> </ul>	<p><b>Corrective Action Required</b></p>

					<b>Comments</b>
(9) Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.	Parameters guiding district provision or institutional policies for educational opportunities for special populations are implemented.	Enrollment Data • Placement and scheduling procedures. • Testing results • Proper equipment • Proper facilities • Other			
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>		
(10) Funds are used to promote preparation for non-traditional training and employment.	• Promotion of non-traditional occupational education opportunities. • Recruitment reviewed to eliminate gender bias.	• Publications • Non-discrimination statement. • Program reviews • Other		<b>Comments</b>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>		
(11) Career guidance and academic counseling is provided to career and technical education students, including guidance on linkages to future education and training opportunities.	• School district/institution's guidance plan is comprehensive and includes career guidance. • School district guidance plans include a dissemination procedure for Next Step Plans, etc. • Activities are provided for students to give them information about post-secondary institution & careers in the program area.	• Guidance plan is comprehensive (includes academic, personal/social, and career and technical services.) • Individual/group counseling is provided to all students as needed. • Individual counseling is appropriate for course placement. • Immediate assistance is provided for students encountering problems.		<b>Comments</b>	

<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Comments</b>
		<ul style="list-style-type: none"> <li>• Teacher advisement class</li> <li>• Guidance/activity log</li> <li>• Next Step Plans</li> <li>• Documentation reflecting:               <ul style="list-style-type: none"> <li>-Student visits to post-secondary programs related to the career &amp; technical program area.</li> <li>-Counselors attendance to state or local sponsored career &amp; technical workshops or conferences.</li> <li>-Teacher participation in an internship in the program area within the past five years.</li> <li>-Articulation agreements for the program area(s) with post-secondary institution.</li> </ul> </li> <li>• Enrollment materials include information about career &amp; technical education programs offered at the school.</li> <li>• General information available to students about careers includes information about career &amp; technical opportunities.</li> <li>• Other</li> </ul>	
		<b>Corrective Action Required</b>	

			<b>Comments</b>
(12) Describe efforts to improve: (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.	<ul style="list-style-type: none"> <li>• Career technical education teachers, administrators, and counselors are afforded professional development opportunities.</li> <li>• System has a comprehensive plan for professional opportunities for all personnel.</li> <li>• Time is provided for teacher preparation and program development.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications announcing local and state professional development opportunities.</li> <li>• List of personnel attending.</li> <li>• Agendas of local staff development.</li> <li>• Communications announcing local job openings in CTE that emphasize willingness to support transition to teaching from business and industry.</li> <li>• Written PDP plans on file that supports transition to teaching from business and industry.</li> </ul> <p>Daily Schedule/master faculty schedule.</p> <ul style="list-style-type: none"> <li>• Other.</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			Comments
<p>(1) Strengthen the academic, and vocational and technical skills of students participating in career-technical education programs by strengthening the academic, career-technical components of such programs through the integration of academics with career-technical education programs through a coherent sequence of courses, such as career and technical programs of study to ensure learning in:</p> <p>(A) the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act); and</p> <p>(B) career and technical education subjects.</p>	<ul style="list-style-type: none"> <li>• Course Catalogues and other media pertaining to program areas reflect coherent, rigorous content aligned with NM S&amp;B in math science, or language arts, Associate Degrees requirements, or Industry Standard Certification requirements.</li> <li>• Course descriptions reflect the way technical skills are integrated into an academic course.</li> <li>• Documentation reflects career planning and development skills related to program(s) of study.</li> <li>• High school redesign and reform strategies are planned.</li> <li>• Program(s) of study reflect affiliation with either national or state career pathway models.</li> <li>• Curriculum for the program(s) of study framework reflects an affiliation with 10 Key Practices of High Schools That Work.</li> <li>• Next-Steps Planning</li> <li>• Comprehensive Career Guidance Programs.</li> <li>• Board Policies reflect rigorous local graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Program(s) of study are available for students.</li> <li>• Articulation agreements established</li> <li>• On-file Next-Steps plans for students reflecting coherent sequence of classes or program(s) of study.</li> <li>• Curriculum design reflects aspects of HSTW 10 Key Practices.</li> <li>• Professional development training reflects current research on high school redesign and reform</li> <li>• Systemic use of curriculum standards and benchmarks.</li> <li>• Lesson plans reflecting NMS&amp;Bs tied to rigorous academic curriculum.</li> <li>• Portfolios</li> <li>• Project-based activities</li> <li>• Common planning time</li> <li>• Course catalogues &amp; descriptions</li> <li>• Class syllabi</li> <li>• Transcripts</li> <li>• STARs data reports</li> <li>• Enrollment rosters</li> <li>• Student enrollment in Post-secondary remediation courses decline</li> <li>• Statewide NCLB performance goals.</li> </ul>	

			<b>Comments</b>
	<ul style="list-style-type: none"> <li>• Assessment rubric(s) provided by State, Local Education Agency (LEA), Institute of Higher Education (IHE), or consortium.</li> <li>• Performance Measures rubric(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide Education Plan for Student Success.</li> <li>• Status reports on Required Performance Measures.</li> <li>• Local NCLB performance goals.</li> <li>• Local Education Plan for Student Success.</li> <li>• HED performance goals.</li> <li>• HED strategic plan for student performance.</li> <li>• Programs exist to enable the special populations to meet the local adjusted levels of performance.</li> <li>• Activities are conducted to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.</li> <li>• Status of Secondary &amp; Post-Secondary Performance Measures.</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			Comments
<p>(2) link career and technical education at the secondary level and the career and technical education at the postsecondary level , including by offering the relevant elements of not less than Development career and technical program(s) of study described in Section 122(c)(1)(A).</p>	<ul style="list-style-type: none"> <li>• Collaboration with post secondary institutions and workforce entities exists.</li> <li>• School district guidance plan is comprehensive and includes career guidance.</li> <li>• Course catalogues and other media pertaining to program areas reflect coherent, rigorous content aligned with NM S&amp;B in math science, or language arts, Associate Degrees requirements, or Industry Standard Certification requirements.</li> <li>• Course descriptions reflect the way technical skills are integrated into an academic course.</li> <li>• Documentation reflects career planning and development skills related to program(s) of study.</li> <li>• Board Policies reflect rigorous local graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation agreement</li> <li>• Dual credit enrollment numbers</li> <li>• Tech Prep activities</li> <li>• Professional development training reflects current research on high school redesign and reform.</li> <li>• On-file Next-Steps plans for student reflecting coherent sequence of classes or program(s) of study.</li> <li>• Systemic use of curriculum standards and benchmarks.</li> <li>• Lesson plans reflecting NMS&amp;Bs tied to rigorous academic curriculum.</li> <li>• Portfolios</li> <li>• Project-based activities</li> <li>• Common planning time</li> <li>• Course catalogues &amp; descriptions</li> <li>• Class syllabi</li> <li>• Next-Step plans</li> <li>• Transcripts</li> <li>• STARs data reports</li> <li>• Enrollment rosters</li> <li>• Student enrollment in Post-secondary remediation courses decline.</li> <li>• Other</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			Comments
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>
<p>(4) Develop, improve, or expand the use of technology in career-technical education, which may include:</p> <p>(A) Training of career-technical education personnel to use state-of-the-art technology, which may include distance learning;</p> <p>(B) Providing career-technical education students with the academic, and career-technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the high technology and telecommunications field; or</p> <p>(C ) Encouraging schools to work with high technology industries (if available) to offer voluntary internships and mentoring programs.</p>	<ul style="list-style-type: none"> <li>• Support for and/or Adoption of New Mexico’s Learning Network policies.</li> <li>• CTE teachers, administrators, and counselors are afforded professional development opportunities.</li> <li>• Hardware/software is available to support learning opportunities related to high-technology and telecommunications fields.</li> <li>• Internship, field experiences, and mentorships reflect partnerships with high tech industries.</li> <li>• Long-range technology plans guide educational entities.</li> </ul>	<ul style="list-style-type: none"> <li>• NMLN policies adopted.</li> <li>• CTE teachers, administrators, and counselors are certified, licensed, or receiving training in state-of-the-art technologies.</li> <li>• Course listings reflecting high-tech and telecommunications offerings, certificates, program(s) of study.</li> <li>• Long Range Technology Plan</li> </ul>	

		Comments
<p>(5) Provide professional development programs to teachers, counselors, and administrators, including:</p> <p>(A) in-service and pre-service on effective integration and use of challenging academic and career technical education provided jointly with academic teachers to the extent practicable;</p> <p>(ii) effective teaching skills based on research that includes promising practices;</p> <p>(iii) effective practices to improve parental and community involvement; and</p> <p>(iv) effective use of scientifically based research and data to improve instruction.</p> <p>(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery or educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of industry.</p>	<ul style="list-style-type: none"> <li>• CTE teachers, administrators, and counselors afforded professional development opportunities.</li> <li>• System has a comprehensive plan for professional opportunities for all personnel?</li> <li>• Time is provided for teacher preparation and program development.</li> <li>• Meetings during the school year are available to discuss program improvements.</li> <li>• Business and industry members are represented on the program(s) of study advisory committee(s).</li> <li>• A variety of career activities are offered.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications announcing local and professional development activities.</li> <li>• List of personnel attending training</li> <li>• Agendas for local staff development</li> <li>• Written plan on file</li> <li>• Daily/master schedule on file</li> <li>• Documentation reflecting staff development or training received by instructor.</li> <li>• Documentation reflecting staff participation in professional organization activity.</li> <li>• Meeting attendance</li> <li>• Meeting agenda</li> <li>• Minutes</li> <li>• Guidelines</li> <li>• Job shadowing, guest speakers, career fairs, internships, etc.</li> <li>• Other</li> </ul>

<b>Comments</b>			
(C) internship programs that provide business experience to teachers; and (D) Programs designed to train teachers specifically in the use and application of technology to improve instruction.			
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			Comments
<p>(7) initiate, improve, expand, and modernize quality career-technical education programs.</p>	<ul style="list-style-type: none"> <li>• Course catalogues and other media pertaining to program areas reflect coherent, rigorous content aligned with NM S&amp;B in math science, or language arts, Associate Degrees requirements, or Industry Standard Certification requirements.</li> <li>• Course descriptions reflect the way technical skills are integrated into an academic course.</li> <li>• Documentation reflects career planning and development skills related to program(s) of study.</li> <li>• High school redesign and reform strategies are planned.</li> <li>• Program(s) of study reflect affiliation with either national or state career pathway models.</li> <li>• Curriculum for the program(s) of study framework reflects an affiliation with 10 Key Practices of High Schools That Work.</li> <li>• Next-Steps Planning</li> <li>• Comprehensive Career Guidance Programs.</li> <li>• Board Policies reflect rigorous local graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Program(s) of study are available for students.</li> <li>• Articulation agreements established.</li> <li>• On-file Next-Steps plans for student reflecting coherent sequence of classes or program(s) of study.</li> <li>• Curriculum design reflects aspects of HSTW 10 Key Practices.</li> <li>• Professional development training reflects current research on high school redesign and reform.</li> <li>• Systemic use of curriculum standards and benchmarks.</li> <li>• Lesson plans reflecting NMS&amp;Bs tied to rigorous academic curriculum.</li> <li>• Portfolios</li> <li>• Project-based activities</li> <li>• Common planning time</li> <li>• Course catalogues &amp; descriptions</li> <li>• Class syllabi</li> <li>• Transcripts</li> <li>• STARs data reports</li> <li>• Enrollment rosters</li> </ul>	

			<b>Comments</b>
	<ul style="list-style-type: none"> <li>• Assessment rubric(s) provided by State, Local Education Agency (LEA), Institute of Higher Education Department (HED), or consortium.</li> <li>• Performance Measures rubric(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Student enrollment in Post-secondary remediation courses decline.</li> <li>• Statewide NCLB performance goals.</li> <li>• Statewide Education Plan for Student Success.</li> <li>• Status reports on Required Performance Measures.</li> <li>• Local NCLB performance goals</li> <li>• Local Education Plan for Student Success.</li> <li>• HED performance goals</li> <li>• HED strategic plan for student performance.</li> <li>• Programs exist to enable the special populations to meet the local adjusted levels of performance.</li> <li>• Activities are conducted to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.</li> <li>Status of Secondary &amp; Post C Secondary Performance Measures.</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

			<b>Comments</b>
<p>(8) provide services and activities that are of sufficient size, scope, and quality to be effective</p>	<ul style="list-style-type: none"> <li>• Recruitment and retention of qualified instructors.</li> <li>• Professional Development for teachers, faculty, and administrators.</li> <li>• Career Technical Student Organizations.</li> <li>• Partnerships among secondary, post-secondary, and workforce.</li> <li>• Integration of CTE and academic NMSB.</li> <li>• State Education Plan for Student Success.</li> <li>• Local Education Plan for Student Success.</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel file reflects employment of qualified instructors.</li> <li>• Professional development agendas.</li> <li>• Sponsored CTSOs</li> <li>• Advisory Committees are established; agendas, minutes available.</li> <li>• Course descriptions reflecting Program(s) of Study.</li> <li>• Dual and/or articulated coursework is available.</li> <li>• Performance measures reflecting progress in meeting NCLB's adequate yearly progress.</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

<p>(9) Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.</p>	<ul style="list-style-type: none"> <li>• Collaboration with postsecondary institutions exists.</li> <li>• Adjustments in curriculum.</li> <li>• Supplementary services and documentation is provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation agreement</li> <li>• Dual Credit agreement</li> <li>• Tech Prep activities</li> </ul>	<p><b>Comments</b></p>
<p><b>Advanced Implementation</b></p>	<p><b>Initial Implementation</b></p>	<p><b>Planning/Development</b></p>	<p><b>Corrective Action Required</b></p>

Comments		
Advanced Implementation	Initial Implementation	Planning/Development
(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under the Act, including establishing effective participation the programs.	<ul style="list-style-type: none"> <li>• Documentation of a minimum of two meetings of the advisory committee during the program year.</li> <li>• Documentation of communiqués.</li> <li>• Membership rosters reflect diversity within advisory committee to include secondary/post-secondary/workforce participants.</li> </ul>	Corrective Action Required

			Comments
<p>(2) To provide career guidance and academic counseling for students participating in career-technical education programs</p>	<p>School district guidance plan is comprehensive and includes career guidance.</p> <ul style="list-style-type: none"> <li>• School district guidance plan includes a dissemination procedure for Next Step Plans, etc.</li> <li>• Activities are provided for students to give them information about post secondary institution &amp; careers in the program areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance plan is comprehensive (includes academic, personal/social, and career and technical services).</li> <li>• Individual/Group Counseling is provided to all students as needed.</li> <li>• Individual counseling is appropriate for course placement.</li> <li>• Immediate assistance is provided for students encountering problems.</li> <li>• Teacher advisement class</li> <li>• Guidance/Activity log</li> <li>• Next Step Plans</li> </ul> <p>Documentation reflecting: -Student visits to post-secondary programs related to the career &amp; technical program area.</p>	

				<b>Comments</b>
				<p>-Counselors attendance to state or local sponsored career &amp; technical workshops or conferences</p> <p>-Teacher participation in an internship in the program area within the past five years</p> <p>-Articulation agreements for the program area(s) with post- secondary institution.</p> <ul style="list-style-type: none"> <li>• Enrollment materials include information about career &amp; technical education programs offered at the school.</li> <li>• General information available to students about careers includes information about career &amp; technical opportunities</li> <li>• Other</li> </ul>
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>	

				<b>Comments</b>	
(3) for local education and business (including small business) partnership for -- (A) to provide work-related experience, such as internships, cooperative education, school-based enterprise, entrepreneurship, and job shadowing that are related to career and technical education programs; (B) adjunct faculty for qualified industry professionals; and (C) industry experience for teachers and faculty.	<ul style="list-style-type: none"> <li>• Internships</li> <li>• Cooperative education</li> <li>• School-based enterprise</li> <li>• Entrepreneurship programs</li> <li>• job shadowing</li> <li>• Qualified instructors are recruited and retained.</li> <li>• Industry work experience is available for teachers and faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation logs, timesheets, student and employer handbooks, financial records.</li> <li>• Personnel file reflects employment of qualified instructors.</li> <li>• Industry certification</li> <li>• Logs, journal entries, evidence of agreement.</li> </ul>			
	<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>	
(4) To provide programs for special populations	<ul style="list-style-type: none"> <li>• Policies, procedures, and documentation exist for selection of participants to ensure equal access to programs and ensure compliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Handbook</li> <li>• Policy Manual</li> <li>• Student Handbook</li> <li>• Enrollment Data</li> <li>• STARS Data</li> <li>• Other</li> </ul>		<b>Comments</b>	
	<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>	

			Comments
(5) to assist career technical student organizations (CTSO)	<ul style="list-style-type: none"> <li>• Appropriate CTSO for program has been established.</li> <li>• Leadership activities revolve around instructional content and occurring during class time.</li> <li>•CTSO members participate in local, district, and state leadership activities.</li> <li>•If no CTSO, list and briefly describe five leadership activities that are integrated into the program of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Charters</li> <li>• Minutes of meetings</li> <li>• Membership list</li> <li>• Documentation of participation in leadership activities.</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>

		Comments
(6) For mentoring and support activities.	<ul style="list-style-type: none"> <li>• Mentoring programs established</li> <li>• Work Keys</li> <li>• Extra Help Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Completion rates</li> <li>• Attendance records</li> </ul>
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>
(7) For leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill attainment	<ul style="list-style-type: none"> <li>• Appropriate inventory records maintained.</li> <li>• Preventive maintenance system in place.</li> <li>• A systematic schedule for replacement of property used to maintain up-to-date equipment, software and tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory of equipment conducted annually.</li> <li>• List of equipment, software and tools needing to be replaced.</li> <li>• A proposed funding source for replacement.</li> <li>• Police or insurance records for missing property.</li> <li>• Preventive maintenance schedules</li> <li>• Other</li> </ul>
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>
(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education faculty, including individuals with experience in business and industry.	<ul style="list-style-type: none"> <li>• Appropriate instructor licenses/certifications/endorsements as related to program of study.</li> <li>• Participation in an alternative licensure program.</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel file reflects appropriate licenses/certifications/endorsements.</li> <li>• Documentation reflects enrollment in or completion of industry certifications.</li> <li>• Agendas</li> </ul>
		<b>Comments</b>

		<ul style="list-style-type: none"> <li>Instructor is working on attainment of industry certification. Local professional development agendas reflect opportunities for collaboration between CTE and academic courses instructors.</li> <li>Local professional development agendas reflect opportunities for curriculum integration among CTE and academic courses.</li> </ul>			
<b>Advanced Implementation</b>		<b>Initial Implementation</b>		<b>Planning/Development</b>	<b>Corrective Action Required</b>
(9) to develop and expand post secondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education.		Distance learning program established. Alternative education program available.		Student enrollment Course catalogs Course schedules	
<b>Advanced Implementation</b>		<b>Initial Implementation</b>		<b>Planning/Development</b>	<b>Corrective Action Required</b>

			<b>Comments</b>
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Correction Action Required</b>
<p>(10) to develop initiatives that facilitate the transition of postsecondary career and technical education students into baccalaureate programs including:</p> <p>(A) articulation agreements            (B) seamless transition programs            (C) academic and financial aid counseling that informs students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements.            (D) Other initiatives            (i) to encourage the pursuit of a baccalaureate degree            (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations</p>	<ul style="list-style-type: none"> <li>• Collaboration between postsecondary institutions exist.</li> <li>• Articulation agreements are in place.</li> <li>• Seamless transition</li> <li>• Academic advisement</li> <li>• Financial aid advisement</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation agreements</li> <li>• Seamless transition</li> <li>• Evidence of postsecondary collaboration</li> <li>• Other</li> </ul>	

			Comments
(11) Provide activities to support entrepreneurship education and training	<ul style="list-style-type: none"> <li>• Establishment of entrepreneurial programs.</li> <li>• Collaboration with Small Business Development Centers, Economic Development entities, Chambers of Commerce and Local Workforce Development Boards.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Business plan</li> <li>• Sponsorships</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>
(12) Improve or develop new career and technical education program(s) of study that prepare individuals academically and technically for high skill, high wage or high demand occupations and dual or articulated credit opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree.	<ul style="list-style-type: none"> <li>• Developed Programs of Study</li> <li>• Identify high skill, high wage or high demand occupations.</li> <li>• Professional development opportunities which link academic and CTE skills.</li> </ul>	<ul style="list-style-type: none"> <li>• New Programs of Study</li> <li>• Course Descriptions</li> <li>• College Catalogs</li> <li>• Labor Market Data</li> <li>• Enrollment Data</li> </ul>	
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>	<b>Corrective Action Required</b>



					<b>Comments</b>
(16) Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section Development2Development of Public Law 105-220 (29 U.S.C. 2801 et seq).	<ul style="list-style-type: none"> <li>Partnership with Workforce Development Boards, Postsecondary Institutions, and Department of Labor.</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment Data</li> <li>Work Keys</li> </ul>		<b>Planning/Development</b>	<b>Corrective Action Required</b>
(17) to support training and activities (such as mentoring and outreach) in non-traditional fields.	<ul style="list-style-type: none"> <li>Mentoring programs</li> <li>Outreach programs</li> <li>Recruitment</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment data</li> </ul>		<b>Planning/Development</b>	<b>Corrective Action Required</b>
(18) to provide support for training programs in automotive programs.	<ul style="list-style-type: none"> <li>Auto program exist</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment data</li> </ul>		<b>Planning/Development</b>	<b>Corrective Action Required</b>

		Comments
<p>(19) Pool a portion of such funds with a portion of funds available to not less than Development other eligible recipient for innovative initiatives, which may include:</p> <p>(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;</p> <p>(B) establishing, enhancing, or supporting systems for (i) accountability data collected under this Act and (II) reporting data under this Act</p> <p>(C) implementing career and technical programs of study described in section 122©(1)(A)</p> <p>(D) implementing technical assessments</p>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Data collection and reporting</li> <li>• Programs of Study</li> <li>• Technical Assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Joint professional development activities</li> <li>• Joint system established for collection and reporting of data</li> <li>• Joint collection of data</li> <li>• Work Keys</li> </ul>
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>
		<b>Corrective Action Required</b>

		<b>Comments</b>
(20) Support other career and technical education activities that are consistent with the purpose of this Act.	<ul style="list-style-type: none"> <li>• Conferences</li> <li>• Professional Memberships</li> <li>• Distance Learning</li> <li>• Marketing and Outreach initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment data</li> <li>• Partnership with New Mexico Learning Network</li> </ul>
<b>Advanced Implementation</b>	<b>Initial Implementation</b>	<b>Planning/Development</b>
		<b>Corrective Action Required</b>

How long has present Program Director been in position? \_\_\_\_\_  
If less than one year, why? \_\_\_\_\_  
How long has present PED Program Monitor been in position? \_\_\_\_\_  
If less than one year, why? \_\_\_\_\_  
Have any other technical visits occurred? YES NO If yes, when and for what purpose? \_\_\_\_\_  
\_\_\_\_\_

Findings: \_\_\_\_\_  
\_\_\_\_\_

Recommendations: \_\_\_\_\_  
\_\_\_\_\_

Corrective Actions  
Required: \_\_\_\_\_  
\_\_\_\_\_

Contact Responsible for Follow-  
Up: \_\_\_\_\_  
\_\_\_\_\_

**Updated February, 2007**

# Appendix D

## Technical Skill Certifications

Industry recognized Certifications		
International Computer drivers License (ICDL), Auto CAD	1	1%
A.T.C	1	1%
Accounting	5	5%
ACE Certification In Photoshop, Illustrator, InDesign.	1	1%
Adobe Photosop, Adobe GoLive Certification.	1	1%
American Design Drafting Association (ADDA)	1	1%
Aries PC Repair, NOCTI - Computer technology, Computer Repair.	2	2%
Auto CAD, CompTIA	1	1%
Business Computing Certification Computer Technology, Digital Graphics,	1	1%
Cardio-Pulmonary Recitation (CPR), Emergency Medical Technician Basic (EMT-B) Certified		
Nursing Assistant, Pre-Nursing, Licensed Practical Nurse (LPN), Bachelors of Science Nursing (BSN).	1	1%
Certificate of Automotive Repair	1	1%
Certificate of Automotive Technology	1	1%
Certificate of Cosmetology, Certificate of Barbering	1	1%
Certificate of Drafting/ AutoCAD	1	1%
Certificate of Welding	1	1%
Certified Internet Webmaster, Dreamweaver WEB Developer Certification.	3	3%
Certified Manufacturing Technician	1	1%
Certified Rooms Division Specialists	1	1%
Comp TIA	2	2%
Construction technology	1	1%
Cosmetologist, Barber, Manicurists/Pedicurists, Esthetician	5	5%
Culinary Arts Certificate	1	1%
Dental Assisting Certificate	1	1%
Diabetes Prevention Certificate	1	1%
EPA Refrigerant Handling	1	1%
EPA Refrigeration Transition Recovery, HVAC Excellence Electrical, HVAC Excellence Air Conditioning	1	1%
First responder, Emergency Medical Technician Basic (EMT-B), Emergency Medical Technician Intermediate (EMT-I)	1	1%
First Responder, EMT B, I Paramedic (National Registry, New Mexico Paramedic License.	1	1%
General Construction Certificate	1	1%
Home Health Aide Certificate, Health Care Technician Certificate	1	1%
IC3	4	4%
IC3, Certified Internet Webmaster (CIW) Foundations, Site Design, E-Commerce and Security	1	1%
International Business Certificate	1	1%
IRS Volunteer Income Tax Certification	1	1%
Medical Coding, Medical Transcription, Medical Office Assistant	1	1%
Medical Laboratory Technician, and certificate as Medical Laboratory technician.	1	1%
NBE,ACM	1	1%
NCCER	6	5%
NCCER Carpentry	8	7%
NCCER Electrical Wiring, Carpentry, Painting	1	1%
NCCER Safety, Carpentry I	1	1%
NCCER Safety, Welding I	1	1%
NCCER Welding	5	5%
NCCER Welding, AWS Welding	1	1%
NCCER, OSHA	1	1%
New Mexico GB-2 General Building License	1	1%
New Mexico Peace Officer, New Mexico Correction Officer.	5	5%
NM Firefighter Certificate	1	1%
NOCTI	3	3%
NOCTI - Automotive Technician Basic, Automotive Technician Complete, Collision Repair,		
Collision Repair and Refinishing Technology	1	1%
NOCTI - CAD	1	1%
NOCTI Health Certification	1	1%
Nursing Certificate	1	1%
OSHA Certification In Hazmat, Asbestos and Lead.	1	1%
Pro Start	4	4%
Pro Start Food Service Professional	2	2%
Pro Start I, II, ServSafe	1	1%
Pro-start, Professional Cooking and Baking	3	3%
Radiologic Technologist	1	1%
Registered Nurse (RN), Licensed Practical Nurse (LPN)	5	5%
Secretarial Skills, Entrepreneurism, Hospitality, and Tourism.	1	1%
Tax Help	1	1%
Tourism Services	1	1%
Total Industry Recognized Cert.	110	100%

# Appendix E

## State Assurances

## SECTION VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

### 7.1 EDGAR CERTIFICATIONS

In accordance with 34. CFR 76.104 of the Education Department General Administrative Regulations (EDGAR), the New Mexico Public Education Commission assures that:

1. The transition plan is submitted by the state agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
2. The state agency has authority under state law to perform the functions of the state under the program. [34 CFR 76.104(a)(2)]
3. The state legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with state law. [34 CFR 76.104(a)(4)]
5. A state officer, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds made available under this plan. [34 CFR 76.104(a)(5)]
6. The state officer who submits the transition plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The agency that submits the plan has adopted or otherwise formally approved the plan for State operation and administration of the program. [34 CFR 76.104(a)(8)]
8. Debarment of Suspension Certification is included in the application. [34 CFR 85]
9. Drug-Free Workplace Certification is included the application. [34 CFR 85]
10. Lobbying Certification is included in the application. [34 CFR 82]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Veronica C. García, Secretary of Education  
New Mexico Public Education Department

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Dennis Roch, Chair  
New Mexico Public Education Commission

## **7.2 Additional Assurances**

### **1. State Intergovernmental Review Process**

The State assures that a copy of the State plan has been submitted into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

### **2. Certifications regarding lobbying; debarment and suspension, and other matters; and drug free workplace requirements**

The assurance is attached.

### **3. Assurance for Non-Construction Programs Form**

The assurance is attached.

### **4. Compliance with State Plan and financial audit**

The State assures that it will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other federal or State programs. [Sec. 122(c)(11)]

### **5. Regarding direct financial benefit from equipment acquisition**

The State assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

### **6. Waiver of Minimum Allocation Requirement**

The State assures that it will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Sec. 131(c)(2)]

### **7. Non-federal sources for administration match**

The State assures that it will provide, from non-federal sources, for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

### **8. Participation in in-service and pre-service professional development programs**

The States assures that it and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel

shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

**9. Meaningful participation of secondary students attending nonprofit private schools**

The State assures that, except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

**10. Consultation with representatives of nonprofit private schools**

The State assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Veronica C. García, Secretary of Education  
New Mexico Public Education Department

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Dennis Roch, Chair  
New Mexico Public Education Commission

## **ED Form 80-0013**

### **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

#### **1. LOBBYING**

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "*Disclosure Form to Report Lobbying*," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

#### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, the individual shall attach an explanation to this application.

### **3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:

Place of Performance (Street address, City, County, State, Zip code)

**New Mexico Public Education Department**  
**300 Don Gaspar Ave.**  
**Santa Fe, NM 87501**

**And**

**New Mexico Public Education Department**  
**120 S. Federal Place**  
**Santa Fe, NM 87501**

Check [ ] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.**

New Mexico Public Education Department	PR/AWARD NUMBER TBD
Carl D. Perkins Career and Technical Education Improvement Act of 2006 Grant	
Dr. Veronica C. García, Secretary of Education New Mexico Public Education Department	
SIGNATURE	DATE

ED 80-0013

## Appendix 2, Non-Construction Programs

OMB Approval No. 0348-0040

### ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

### **PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

TITLE:

Dr. Veronica C. García

Secretary of Education,  
New Mexico Public Education Department

New Mexico Public Education Department

DATE SUBMITTED

**Standard Form 424B (Rev. 7-97) Back**