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 21st 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, or Robin Fernkas at 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 1st 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**; (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 12th 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

State Board Approving Plan:

Public Education Commission

Eligible Agency Submitting Plan on Behalf of State:

Career-Technical & Workforce Education Bureau

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

Signature: Melissa W. Lomax

Name: Dr. Melissa Lomax

Position: Bureau Chief

Telephone: (505) 827-1808

Email: melissa.lomax@state.nm.us

Type of State Plan Submission:

Type: 5-Year

Unified - Secondary and Postsecondary

Title I and Title II (*None of Title II funds have been consolidated under Title I*)

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART A: STATE PLAN NARRATIVE		
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required	Not required
Program Administration	All items required	Only items A2(a-l); 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
PART B: BUDGET FORMS		
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

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART C: ACCOUNTABILITY FORMS		
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

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)]

   According to the above parameters, public hearings were conducted in the State of New Mexico on October 15, 16, and 17, 2007.

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)]

   See Attachment A: Summary of Public Hearings. New Mexico has responded to recommendations by incorporating them where appropriately aligned to the State Plan for career technical education and the Act.

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)]

   New Mexico's State Plan is developed according to the above Federal parameters. To ensure ongoing dialogue with stakeholders, examples of membership and participation by CTWEB are provided as follows:

   - Committees (Career-Technical Education Statewide Advisory Committee; Governor's Co-ordination Oversight committee);
   - Task Forces (Perkins Application Task Force; Perkins Data Task Force; Perkins Monitoring Document Task Force);
   - Commissions (New Mexico Public Education Commission)
   - Workforce Boards (State Workforce Development board; Northern Area Workforce Development Board; Job Training Investment Program Board);
   - Apprenticeship Boards (Apprenticeship Advisory and Training Committee);
   - Career-Technical Student and Teacher Educator Boards (Career Technical Student Organization Boards; New Mexico Association of Career and Technical Educators Board).

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)]

Activities and procedures to access information and participate in State and local decisions related to the development of the plan include, but are not limited to, the following:

- Electronic communication (website, email)
- Telephone communication
- Written Correspondence
- Public Service Communications (newspaper, radio, website)
- Notices of meetings to include: committees, task forces meetings, commissions, workforces; apprenticeships, career technical student and teacher meetings
- Perkins Grant Directors' Meetings
- Statewide Public Hearings
- Technical Assistance Visits
- Annual Legislative Day at the NM Capitol Building (Roundhouse)

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)]

   The Career Technical and Workforce Education Bureau (CTWEB) of The New Mexico Public Education Department (NM PED) is 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. New Mexico's 5-Year Plan has been developed through consultation as indicated above.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

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

   NM PED submitted its Perkins IV One-Year Transition State Plan to the United States Secretary of Education Office of Vocational and Adult Education (OVAE) on May 7, 2007. The NM PED will submit its 5-year plan to OVAE on or before April 1, 2008.

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—

      i. Incorporate secondary education and postsecondary education elements;

      Each Program of Study (POS) incorporates secondary/postsecondary elements as required to meet career technical education content areas that will result in an industry-recognized credential, or associate or baccalaureate degrees. Local level collaboration between secondary and postsecondary educators is required for an approved application. The POS 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 paths available to students that may lead to certificates, industry-recognized credentials, and an associate or baccalaureate degree, which takes the education and training provided through the development of the POS beyond grade 12.

      Additionally, New Mexico's POS support schools' Educational Plan for Student Success (EPSS). The EPSS is a District's strategic plan to guide student performance improvement and achieve the State's identified Annual Measurable Objectives (AMO) as required by No Child Left Behind. The POS provided through Perkins support is an integration piece that reflects CTE and academic linkages in a District's plan to achieve AMO. Student learning at the secondary level will be linked to the district's focus area(s) for improvement as identified in their EPSS, which in turn supports preparation for engagement at the postsecondary level. It will be the State's work during implementation of Perkins IV to increase the relevancy of POS as the District's EPSS is carried out to achieve AMO.

      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;

      New Mexico's seven strategically developed career clusters are crosswalked with the 16 National Career Clusters. Within New Mexico's clusters there are 49 identified pathways. The option for adding pathways is available to Local Education Agencies (LEAs) pending their determination of need and their ability to develop a pathway that meets the Perkins POS requirements. As indicated within New Mexico's POS template, coursework must align with graduation requirements, career cluster and industry standards. The number of industry recognized certifications available to New Mexico's students increased by some thirty certifications for the 2007-2008 school year, thus broadening the scope of career technical education within the state, and increasing options for participants. For the

duration of Perkins IV, New Mexico will continue to support the existing pathways, clusters, and POS as the State flexes to meet the training and educational needs of emerging industries through the development of new and additional certification opportunities.

New Mexico's Program of Study framework sets 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 NM's commitment to designing and assisting LEAs in the development of POS that adequately prepare students to succeed in postsecondary education and/or the workplace. Therefore 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 arts and science is included

Expansion of career guidance and counseling programs at both the secondary and postsecondary levels is an area identified by stakeholders to receive support (Public Hearing Regional Report, pg. 9, Alamogordo). With Perkins IV funding over the next five years, New Mexico will support the expansion of the current Next Step Plan (NSP). NSP is a documentation tool that students in grades 8-12 complete with a counselor or advisor, and the student's parent/guardian. The NSP addresses academic choices that target the student's interests and meet graduation requirements. Interim Next-Step Plans are completed beginning in the 8th grade for the 9th, 10th, 11th, and 12th grade, and annually afterward to address the student's future plans. The NSP ensures compliance with course taking as it applies to Career Clusters, Workplace Readiness, and Language Other than English, Advanced Placement, honors, dual credit and distance learning courses, academic supports, study skills, extracurricular and out-of school activities, postsecondary education, career options, family and social supports, assessments, credentials, alternative opportunities available if the student does not finish a planned curriculum.

NSP is a tool designed to determine if the student is on track with graduation requirements and that course and test taking gaps are filled. The student's final NSP is completed during the 12th grade year prior to graduation. As a part of the final NSP consultation process, the advisor(s) determine that all graduation requirements have been met and that the student has made a commitment or intends to make a commitment in the near future to specific post-secondary plans.

Activities that will be conducted to ensure New Mexico meets or exceeds the state adjusted levels of performance are not limited to the following, but include:

- 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.

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 NM PED Request for Application - Basic Grant (RFABG), details comprising POS are in alignment with New Mexico's rigorous course requirements for graduation and include:

- 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 (CTSO) with which to affiliate at the secondary level.

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, 0/01/08], the stated objectives of which are:

- to increase educational opportunities for high school students, and
- to increase the overall quality of instruction and learning available through secondary schools.

Additionally, dual credit courses in New Mexico are academic or career technical (but not remedial or developmental) and simultaneously earn credit toward high school graduation and a postsecondary degree or certificate; may be taken as elective high school credits; may satisfy the requirements of high school core courses when the department standards and benchmarks are met and curriculum is aligned to meet postsecondary requirements; may substitute high school core courses when the dual credit council determines there are exigent circumstances, for example there is limited high school capacity (staffing, space, scheduling) and the cabinet secretaries approve the dual credit council recommendation; and must meet the rigor for postsecondary credit and be congruent with the college's normal offerings.

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.

During the next five years of Perkins IV implementation to provide supplemental educational opportunities for students, New Mexico will continue to recommend inclusion of the dual credit options within the POS and provide technical assistance to LEAs in expanding their existing programs to maximize the availability of dual and articulated course credits.

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

The NM PED RFABG requires funded LEAs to identify, within the POS, the appropriate industry based certification the student will attain upon successful completion of the coursework. For example, the RFA requires the LEA to meet parameters as follows:

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.

During the five upcoming years of Perkins IV, the NM PED will continue collaboration with stakeholders for the identification of credentials recognized for support of skilled proficiency and associated industry credentials. Future plans may include implementation of a statewide pre-apprenticeship program beginning in the 11th grade of the student's high school career. Also, for students returning to school at the postsecondary level, NM PED will work to support state approved pre-apprenticeship training programs that reflect technical instruction linking postsecondary education with the trades and industries.

A task force (Alignment Task Force) to ensure alignment of education and training goals among the State Departments of Public Education, Higher Education, Economic Development, and Workforce Solutions will be established and chaired by NM CTWEB. This will allow current information to be applied in the creation of POS to meet the needs of emerging industries, project training needs, and collaborate on training opportunities in support of building a highly skilled workforce through POS that meet the requirements of the Act regarding sufficient size, scope, and quality.

The NM PED Request for Application-Basic Grant (RFABG) is included in Attachment B. The RFABG is constructed in such a manner that, for approval and receipt of Perkins funds, the applicant must present aligned, sequential, non-duplicative, coherent, rigorous course progressions know as Programs of Study (POS) that incorporate secondary and postsecondary educational elements, opportunities to earn dual and/or articulated postsecondary education credits, and lead to industry-recognized credentials or certificates.

The POS requirements lead to industry recognized certifications that are earned as the student completes his/her study within a career pathway within one of New Mexico's 7 Career Clusters. The New Mexico Clusters have been cross walked with the National 16 Career Clusters, thus there is a direct alignment to nationally recognized industry credentials. Additionally, this addresses the requirement above to provide adequate preparation of students to succeed in postsecondary education, since the POS are based on standards that reflect the integration of core academic courses reflecting No Child Left Behind requirements, and career technical education courses reflecting national industry standards.

Student Learning:

New Mexico's students must achieve the academic, occupational, employability and entrepreneurial skills necessary to successfully engage in postsecondary activities. Postsecondary engagement may include entrance into the workplace or continuing with one's

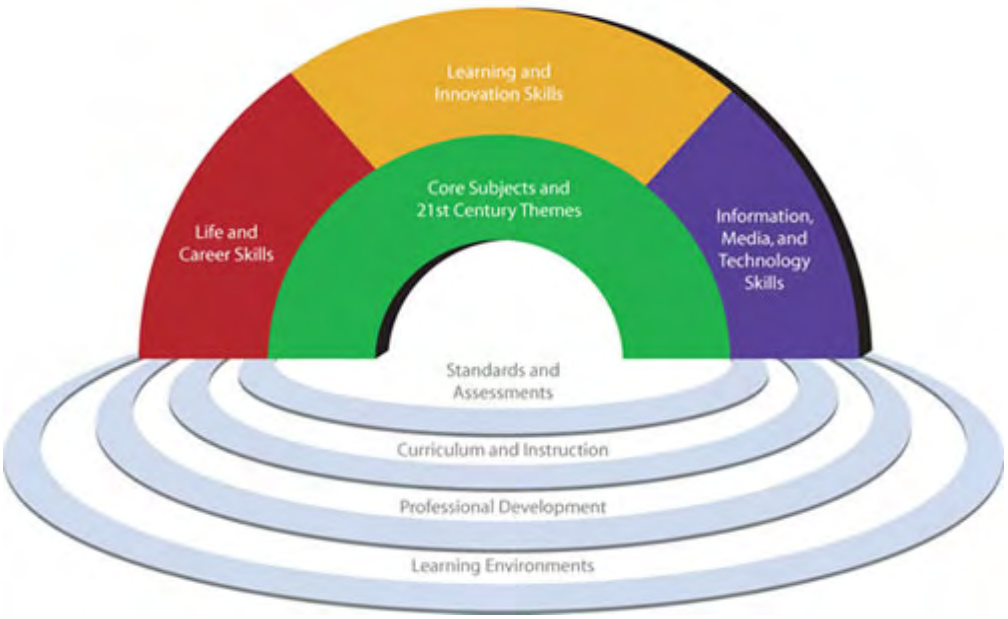
training or education beyond the high school years. Students must be able to reflect attributes that include strong core academic skills, applied technical skills, and comprehensive understanding of the economic impact one's educational and training choices will exert over the course of one's career and life span.

To address New Mexico's students' preparation for postsecondary engagement, educational and training opportunities are delivered through a system that has identified seven Career Clusters as the foundation for the state's future economy. To reflect regional economic development prospects, employment opportunities, and emerging industries, and to provide uniform terminology among the States Departments of Education, Higher Education, Workforce Solutions (formerly the Department of Labor), and Economic Development, New Mexico's Career Clusters have been crosswalked to the 16 National Career Clusters. New Mexico's seven career clusters are:

- Arts and Entertainment
- Business Services
- Communications and Information
- Energy and Environmental Technologies
- Engineering, Construction, Manufacturing and Agriculture
- Health and Biosciences
- Hospitality and Tourism

As addressed by Ken Kay (2007) in the publication *The Intellectual and Policy Foundations of the 21st Century Skills Framework*, when the question, "What learning is needed for the 21st century?" was presented, the response emphasized three themes. The themes were education and society, education and learning science, and education and learning tools. According to Kay, these themes are converging to form a new educational framework built around the acquisition of 21st century knowledge and skills.

The schematic of Kay's 21st Century Knowledge and Skills will serve as the foundation of New Mexico's Career Technical and Workforce Education Bureau's implementation of Years Two - Six of the Carl D. Perkins Career and Technical Education Act of 2006.



This schematic allows New Mexico the flexibility it needs to require rigorous combinations of core academic and career support course work as guiding principals for Program of Study development that supports the student in meeting graduation requirements while simultaneously emphasizing 21st century career technical education themes such as global awareness; financial, economic, business and entrepreneurial literacy; civic and health literacy.

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

The NM PED RFABG provides the template to LEAs that guides the local districts in the development of POS of sufficient size, scope and quality to meet the requirements of the Act (p. 9-13 Program of Study).

NM PED continually collaborates with established task forces to address application development, performance measures data collection, and program monitoring. 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.

To ensure statewide input for years 2-6 of Perkins IV, the summaries regarding POS development that were received during the Statewide Hearings held October 15-17, 2007 were included in the discussions regarding application development.

To ensure alignment with input received from the Federal Monitoring team which was on site October 1-5, 2007, commentary from this team was shared with the application development task force. The comments were taken under advisement and incorporated where applicable.

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

And, NM PED engages in communication with legislative committees that oversee development of State law. These communications are held at locations across the state, are open to the public, are publicized in advance, and provide an opportunity to widely disseminate information to stakeholders and receive information from stakeholders that can be incorporated into the plan.

Also, New Mexico's Public Education Commission (PEC) serves as the authorized agent to receive Perkins funds for the State of New Mexico. The PEC has powers as provided by law, has ten members elected for staggered terms, and membership is appointed by the governor when vacancies arise.

Staff from NM PED 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, NM PED 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;

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, 0/01/08], the stated objectives of which are:

- to increase educational opportunities for high school students, and

- to increase the overall quality of instruction and learning available through secondary schools.

Additionally, dual credit courses in New Mexico:

- are academic or career technical (but not remedial or developmental) and simultaneously earn credit toward high school graduation and a postsecondary degree or certificate;

- may be taken as elective high school credits; may satisfy the requirements of high school core courses when the department standards and benchmarks are met and curriculum is aligned to meet postsecondary requirements;

- may substitute high school core courses when the dual credit council determines there are exigent circumstances, for example there is limited high school capacity (staffing, space, scheduling) and the cabinet secretaries approve the dual credit council recommendation;

- and must meet the rigor for postsecondary credit and be congruent with the college's normal offerings.

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.

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

- 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), NM PED 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 NM PED awards 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 nonprofit institution of higher education that:

  - -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

    - -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 nonduplicative courses that begin in grade 11 and conclude in grade 14/16, leading to a postsecondary certificate, associate degree, and/or bachelor degree.

> **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 degree, or a bachelor degree in a specific career field.

NM PED CTWEB staff will provide technical assistance for articulated course expansion by supporting New Mexico's Next Step Plan (NSP) implementation, incorporating New Mexico's Dual Credit Rule into its POS development, and providing TAV on articulation to entities who receive Tech Prep funding.

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

NM PED will support the planning and communication necessary to ensures that course descriptions and course catalogues reflect the Work in New Mexico Career Clusters initiative, are accessible to students, parents, and the community, and describe locally available POS.

The Alignment Task Force addressing education and training goals common to the State Departments of Public Education, Higher Education, Economic Development, and Workforce Solutions will plan for venues to ensure current information is applied in the creation of POS to meet the needs of emerging industries, project training needs, and collaborate on training opportunities in support of building a highly skilled workforce through POS that meet the requirements of the Act regarding sufficient size, scope, and quality.

It is anticipated that meetings will be held to provide information regarding for New Mexico's career clusters, career development opportunities, workforce and labor data, and postsecondary 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 the governor's initiative to support a career clusters system in New Mexico.

New Mexico's 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 21st 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, an 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.

NM PED will assist entities in accessing the resources of the Work in New Mexico initiatives through links on its website that take the user directly to Work in New Mexico. Additionally, the Alignment Task Force will plan for information sharing regarding the 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.

NM PED will provide assistance in refining the LEA's use of Next Steps Plans (NSP). Currently, there is a need to expand the understanding of NSP among groups such as secondary,

postsecondary, and business representatives who are impacted by the use of NSP. Elements of the NSP 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. The NSP can provide stakeholders information regarding a student's individualized map to success and provides clear plans for students to ensure integration of core academic and career technical education courses.

New Mexico will support the implementation of professional development training that will identify best practices for instructors working to make information about the benefits of participation in occupations identified as non-traditional for either males or females. The training will target instructors teaching within the career technical education POS sequences but also inclusive of core academic classes. It will be available to instructors across the state.

As an indicator of readiness for students to either continue study at the postsecondary level or enter the workforce, NM PED will support LEAs' alignment of POS to appropriate technical skills assessment(s). NM PED's support will provide an intersection of assessments and skills within the 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;

NM PED 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.

Programs such as Project Lead the Way (PLTW), and certification opportunities available through NATEF, ASE, AWE, MOS, and other nationally recognized programs, are supported via New Mexico's Perkins Basic Grant and Tech Prep Grant funds. Additionally, programs within the state sponsored Career Technical Student Organizations (CTSO) are directly supported links from secondary education into the industry arena, and they ensure currency of information regarding technology in the workforce. Funds are provided to approved applicants for the purchase of current software, equipment, and instructional training support materials as needed for program implementation.

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.

NM PED 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 is be based upon timely submission of the RFABG to the NM PED and subsequent approval of the State approved RFABG by the NM PED. 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.

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 will offer technical assistance 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 criteria.

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, the following:

- POS development reflecting integration of academics with career technical education and that incorporates New Mexico's high school graduation requirements that include college preparatory core coursework;

- 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;

- professional development trainings related to expanding career technical education and the effective integration and use of challenging academic and career and technical education courses;

- expanded use of technology in career technical education;
- expanded linkages between secondary with postsecondary educational opportunities;
- support of 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
- development and implementation of 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

Building on prior Perkins III activities, the State will support and expand student opportunities for attaining technical skills. The State will continue to emphasize the Governor's initiative known as Work in New Mexico (workinnewmexico.gov) which is tied directly to the job market and emphasizes career clusters. Career clusters are groupings of occupations and broad industries based on commonalities. By exploring careers within a cluster, job seekers and students can quickly and easily compare occupations that match their individual interests, skills, education requirements, and technical skill attainment requirements.

NM PED will continue to support revisions and design as needed for the New Mexico Career Clusters Guidebook which identifies seven strategic marketing sectors or "clusters" as the foundation for the state's future economy. The high-growth industries within the targeted sectors identified in the guidebook explain job opportunities requiring skilled workers with the appropriate levels of education and training. As indicated in the guidebook, New Mexico's career clusters are cross-walked to the 16 National Career Clusters defined By the U.S. Department of Education. The guidebook assists in career planning and exploration by providing industry and occupational information and detailing the career pathways available in each career cluster.

The website, http://www.workinnewmexico.gov, is a resource available for not only the citizenry of New Mexico, but also for a national and global audience. Workinnewmexico.gov is supported through efforts of the Governor's 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. NM PED will work to expand resources available at the workinnewmexico.gov website.

NM PED CTWEB staffers are members of professional organizations such as Association for Career and Technical Education (ACTE), New Mexico ACTE (NMACTE) 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 NM PED will support and assist in the facilitation of 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 board meetings 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 is positioned to stay current in their understanding of industry regarding assessments. The NM PED 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 NM PED works in collaboration with New Mexico departments of Workforce Solutions, Economic Development and Higher Education, WIA entities, 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 NM PED 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 NM PED's RFABG is the LEA's completion of the required template addressing programs of study and its corresponding narrative describing the POS correlation with New Mexico's seven Career Clusters which are in turn cross-walked with 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.

Additionally, the Alignment Task Force addressing education and training goals common to the state departments of Public Education, Higher Education, Economic Development, and Workforce Solutions will plan for venues to ensure current information is applied in the creation of POS to meet the needs of emerging industries, project training needs, and collaborate on training opportunities in support of building a highly skilled workforce through POS that meet the requirements of the Act regarding sufficient size, scope, and quality.

To further identify and address current or emerging occupational opportunities, the State of New Mexico supports the website workinnewmexico.gov which addresses how education and training for New Mexico's seven 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 NM PED 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 <u>all</u> students have equal opportunity to receive publicly funded services. New Mexico's

Next Steps Plan (NSP) provides the framework for identifying a student's pathway to graduation (graduation plan) from high school with a diploma. Annually, the student, parent, and educator review and update the plan according to student's interests, and revisions are made accordingly.

The NM PED 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 9th grade are required to have on file a copy of the his/her NSP, 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 student's 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 NM PED will support expansion of the NSP 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.

Also, New Mexico will continue support for and encourage expansion of the High Schools That Work (HSTW) key practices that include high expectations for all students, a clear program of study, required college preparatory academic studies, an involved guidance system, frequent and required extra help, and a basic culture of continuous improvement.

New Mexico will use data from its performance measure to identify gaps to be targeted for programmatic support, enhance instructional practices, and develop POS likely to engage students while meeting industry needs.

As defined in Perkins IV, "special populations" students include individuals with disabilities; individuals from economically disadvantage families, including foster children; individuals preparing for non-traditional fields, single parents, including single pregnant women; displaced homemakers and individuals with limited English proficiency. The work of NM PED is inclusive of these, and all other students, and the State's work will continue to be such during the years of Perkins IV implementation.

(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;

As described earlier, New Mexico's NSP is the tool by which students begin, as early as the 8th grade, to plan for secondary and postsecondary endeavors. NSP is a documentation tool that students in grades 8-12 complete with a counselor or advisor, and the student's parent/guardian. The NSP addresses academic choices that target the student's interests and meet graduation requirements. Interim Next-Step Plans are completed beginning in the 8th grade for the 9th, 10th, 11th, and 12th grade, and annually afterward to address the student's future plans. The NSP ensures compliance with course taking as it applies to Career Clusters, Workplace Readiness, and Language Other than English, Advanced Placement, honors, dual credit and distance learning courses, academic supports, study skills, extracurricular and out-of school activities, postsecondary education, career options, family and social supports,

assessments, credentials, alternative opportunities available if the student does not finish a planned curriculum.

NSP is a tool designed to determine if the student is on track with graduation requirements and that course and test taking gaps are filled. The student's final next-step plan is completed during the 12th grade year prior to graduation. As a part of the final Next Step Plan consultation process, the advisor(s) determine that all graduation requirements have been met and that the student has made a commitment or intends to make a commitment in the near future to specific postsecondary plans.

New Mexico's POS requirements will continue to supplement the NSP and reflect LEA's tie-in to local business, industry, training, and postsecondary educational needs. The direct entry of data pertaining to high skill, high wage, and high demand occupations that are covered by the LEA's POS development will remain a requirement for funding approval thus preparing career and technical education students, including special populations, academically and technically for postsecondary engagement opportunities.

The New Mexico Department of Workforce Solutions maintains information on high-skill, high-wage, or high-demand occupations in current or emerging professions. It is available at http://www.dws.state.nm.us/careersolutions/index.html. NM PED will continue to collaborate with NM DWS in providing relevant educational materials in support of this effort.

Additionally, NM PED will provide professional development and technical assistance to address promising practices regarding work-based learning experiences; course alignment with postsecondary institutions; and information pertaining to high-skill, high wage, and high demand occupations, all of which are addressed through the requirements and completion by the LEA of their local Perkins or Tech Prep RFAs.

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

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 NMSBAs 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 NMSBAs.

Additionally, foundation for the professional development strategies to be used will be research based and supplement 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, Partnership for 21st Century Skills, 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

NM PED will 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 NM PED'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 NM PED will support endeavors that utilize resources such as those available from US and NM DWS, WIA OneStops, 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 regional or statewide Directors' meetings, telephone, electronic communication, and site monitoring. Monitoring visits will provide the vehicle for transmitting information pertaining to programmatic and fiscal compliance with Perkins IV. Attachment D is the current version of NM PED's monitoring document. The document is the outcome of task force members from representatives of secondary, post-secondary, regional educational cooperatives, and the NM PED. The document has been piloted at two sites and will remain under revision until such time as it is deemed complete.

The State of New Mexico addresses improvement or development of new career and technical education courses through the design of its Basic Grant and Tech Prep Applications. The design of New Mexico's applications is such that an entity's approved application exhibits the entity's plan for at least one program of study that leads to either high-skill, high-wage, or high-demand occupations.

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.]

LABOR MARKET INFORMATION				
For each occupation in this Program of Study, please use the NMDOL Labor Analysis & Economic Research web site at: http://laser.state.nm.us/vlmi/ to determine the information requested below: If the occupation does not meet the high wage entry salary requirement of $13.30 per hour, respond to Question 4, in the Addendum to this Program of Study.				
OCCUPATION	**Projected Number of Jobs in 2012**	**Entry Salary (hourly)**	**Median Salary (hourly)**	**Experienced Salary (hourly)**
(8)	(a)	(b)	(c)	(d)

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

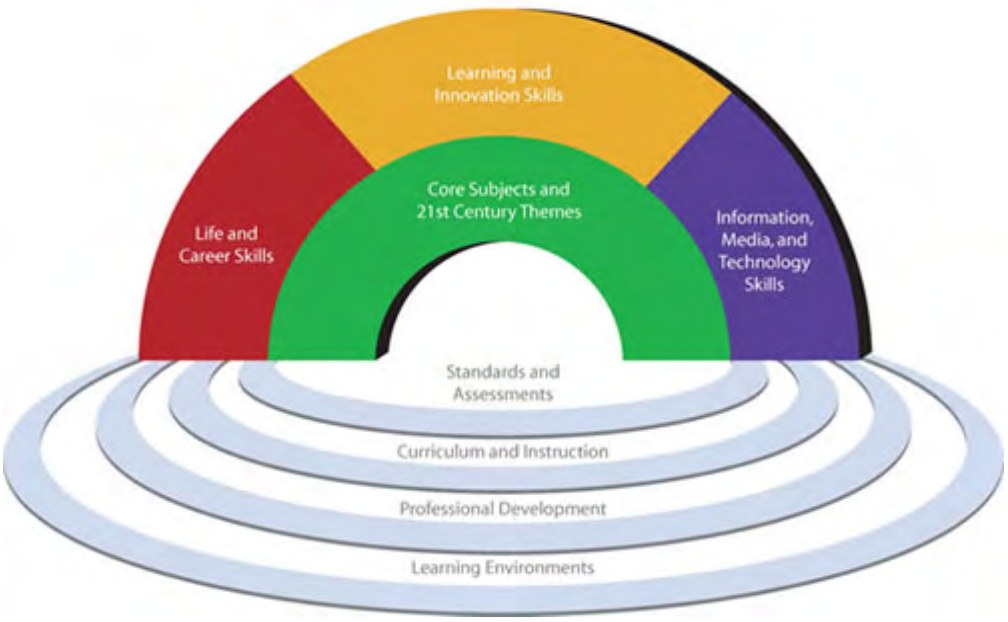
4. **High Skill, High Wage or High Demand Occupations**
The Perkins IV Act allows for LEA's to establish programs of study that are geared toward high skill, high wage or high demand occupations that will lead to self sufficiency. If this program of study does not meet the minimum entry salary of $13.30 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)

Also, as mentioned in (f) iii, current or emerging fields identified within the State of New Mexico (see 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.

As indicated in Part II. Program Administration, A.2.(a)iv, New Mexico will fund secondary and postsecondary LEAs that reflect alignment with Ken Kay's schematic of 21st-century skills (see *Partnership for 21st Century Skills*). Alignment with this framework provides an opportunity for entities to develop, with continuous improvement in mind, new career and technical courses through support for standards, assessments, professional development, curriculum and instruction and learning environments. Encompassed within the framework of the *Partnership for 21st Century Skills* organization are descriptions and methods to access resources for high-quality content, best practices, relevant reports, articles and research to assist practitioners in implementing 21st century teaching practices and learning outcomes.

The schematic of Kay's 21st Century Knowledge and Skills will serve as the foundation of New Mexico's Career Technical and Workforce Education Bureau's implementation of Years Two-Six of the Carl D. Perkins Career and Technical Education Act of 2006.



This schematic allows New Mexico the flexibility it needs to require rigorous combinations of core academic and career support course work as the guiding principals Program of Study development which support the student in meeting graduation requirements while simultaneously emphasizing 21st century themes such as global awareness; financial, economic, business and entrepreneurial literacy; civic and health literacy.

Included in New Mexico's Program of Study framework, which reflects alignment with Kay's 21st Century Knowledge and Skills, is the ability to address Life and Career Skills, Learning and Innovation Skills, and Information Media and Technology Skills. These skills, briefly described, are as follows:

- Life and Career Skills - ability to be flexible, adaptable, self-directed, socially aware, accountable and responsible;
- Learning and Innovation Skills – focus on creativity, innovation, critical thinking, problem solving, communication and collaboration;
- Information Media and Technology Skills - access, critically evaluate, and use information, media, and technology and digital technology, understanding the ethical/legal issues related to access and use of information.

Underpinning 21st Century Skills is the emphasis on standards-based learning and assessment, development of curriculum and instruction to address identified needs, and the provision of professional development to encompass the entirety of the learning system.

New Mexico will encourage LEAs to implement the Partnerships priority strategies to begin implementation of successful statewide 21st Century Skills Initiative:

The *Partnership* focuses on student learning, career development, professional development, marketing, assessment, partnerships, innovation, and accountability and will support New Mexico's vision for a seamless K-20 framework. LEAs will be required to demonstrate that their request for funding 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 and New Mexico's Standards Based instruction for core content areas will be included in the LEA's proposal.

Perkins IV will require continued use of postsecondary grant funds to develop and implement articulation activities with secondary schools for the purpose of expanding partnerships within industry and expanding quality career and technical education for students through articulated and dual credit enrollment, teacher opportunities for professional development, state of the art equipment purchases, and expanded 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 NM PED 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.

Perkins IV in New Mexico will continue to fund activities that support improvement of its data collection 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.

(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);

NM PED will maintain Tech Prep grant awards separately from the Basic Grant. The Tech Prep Request For Application (RFATP reflected in Attachment C) will be competitive, will mirror the RFABG in Program of Study development, and will meet all requirements pertinent to Tech Prep as stated in the Act. Communications regarding best practices will be addressed via Directors' Meetings, Application Workshops, provision of technical assistance and support from the CTWEB by the most convenient means to the grantee (telephone, email, web-postings, site visits), training sessions and professional development workshops resulting from the implementation of the Tech Prep Grant itself, CTWEB web site updates, and regionalized meetings held for the purpose of sharing best practices and highlighting model programs.

The emphasis messaged to grantees will reflect the need to address 21st Century Learning Skills through shared professional development activities reflecting collaboration among staffs of the secondary and postsecondary entities that are awarded Tech Prep funds.

(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

NM PED will continue expansion of aligned POS between secondary and post-secondary institutions with the expectation that the linkages will prepare students for successful

postsecondary engagement. 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 POS 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 will include, but not be limited to, 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 NM PED will evaluate the extent of integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs by including, but not being 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 <u>the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs</u>*** *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:

- Monitoring and/or 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, Manufacturing & Agriculture; 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 NM PED's consideration appropriate evaluation instruments to measure the extent of integration of academic and career technical education standards;

- Seek to 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—

   In concert with the NM Public Education Department's efforts to impact student achievement, a holistic, aligned approach to professional development will be employed by the Career-Technical & Workforce Education Bureau. Public school reform and high school redesign efforts have been under way in NM for a number of years.

   Teacher recruitment and professional development will be based on the needs of districts and schools as determined by data analysis of the performance indicator results. District data in NM has indicated that all subgroups (with the exceptions of the English Language Learners (ELL and Special Education populations) were making adequate yearly progress. If a New Mexico entity did not meet Adequate Yearly Progress (AYP) measures, it was most often because either or both of these two subgroups did not meet the AYP target.

   Recruitment and professional development opportunities that will meet the requirements of the Act and support effective teaching will be supported. Improved learning for all students is the expected outcome related to the opportunities provided to address the needs of the entities. The New Mexico Professional Development Framework (NMPDF) will be disseminated and used as a resource for LEAs planning for their Perkins application.

   The NMPDF grew out of the requirements of the New Mexico Public School Reform Act of 2003. It is a systemic framework which "provides training to ensure quality teachers and school principals and that improves or enhances student achievement."

   New Mexico will offered sustained professional development opportunities in two forms:

   - statewide and/or regional multi-session workshops; and

   - on-site, focused coaching days.

Related activities with required deliverables may be a component of training sessions where applicable. Schools will be expected to implement session strategies on site and to measure the effectiveness of even those applications considered short-term.

Career clusters/programs of study have been a required component of New Mexico's Perkins applications for several years and will continue to be a required component of successful applications. Despite our efforts, some recipients have not made career clusters and programs of study a systemic reality. Professional development leading to full implementation of the career cluster concept will be a major focus/component of every application and fully supported by CTWEB.

Those who participate in the professional development activities provided through Perkins funding will be required to keep data to track implementation of strategies in which they have been trained. The effectiveness of the implementation will be monitored through the performance indicators.

(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;

A "train-the-training-team" approach will be utilized in the selection and offering of professional development opportunities for educational leadership and faculty. Entities will be expected to form cross-curricular leadership teams to include administrators, counselors, and CTE and academic instructors who will attend training sessions. The sessions will address the use of standards as the foundations of content and the development of engaging, cross-curricular activities that support the delivery of content. The training teams will practice within the training sessions and will be required to complete specific activities their sites between training sessions. Teams are expected to establish and execute plans that disseminate the strategies to their entire school staff. Each site will be held accountable to collect and report data on the use and effectiveness of the attempted strategies.

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

New Mexico has established a three-tiered licensure system that supports the growth and development of educators in a variety of ways.

"The 3-Tiered Licensure System is a progressive career system in which teachers are required to demonstrate increased competencies and undertake increased duties as they progress through the licensure levels." (22-10A-4 NMSA 1978 New Mexico's Public School Code)

Alternative avenues for licensure are available in the system that support and encourage industry experts to enter the teaching profession.

New Mexico has just under 500 CTE teachers certified through the traditional licensure path and approximately 50 instructors identified as 1P, or to be certified via the alternative pathway.

Linkages with post secondary institutions providing teacher preparation programs will be appraised for improvement. As the Act calls for integration of career and technical education with core academics, dissemination of information regarding key CTE initiatives will be communicated to teacher-educator programs, and dialog with the programs and NM Higher Education Department concerning these initiatives will be opened and sustained.

(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;

As part of the Career Cluster initiative in New Mexico, teachers have been encouraged to pursue industry credentials through programs that require both the acquisition of knowledge and understanding of industry standards and their practice within formal internships. New Mexico will continue to support teachers in pursuit of credentialing by various industries including ProStart, NCCER, the American Hotel and Lodging Association's Educational Institute. An emphasis in this area will continue in Perkins IV.

New Mexico's CTWEB has been a state leader in providing "high quality, sustained, intensive, focused-on-instruction" professional development activities. Continuous systemic improvement based on the implementation key educational practices identified through the research of the Southern Regional Education Board/High Schools That Work, Robert Marzano, and The Schlecty Center have informed and guided professional development offerings made to Perkins school sites, and will continue to do so. High Schools That Work strategies support increased student achievement, retention, and graduation rates. Emphasis is placed on rigorous career-technical education courses, collaboration between and career-technical and academic teachers, early support for students needing extra help, student guidance and transitions, and a systemic approach to improvement based on data.

In addition to opportunities that focus on the improvement of instructional practices, training will be offered to principals to strengthen them in their roles as instructional leaders. Professional development options will include: workshops focused on usage of data to create cultures of high expectations; the formation of professional learning communities within schools; and the conscious inclusion and integration of career-technical education in strategic planning for increasing student achievement. Moreover, the administrators will be supported with instruction in facilitating systemic change.

Guidance is a key component of the systemic implementation of career clusters. New Mexico requires that students complete a Next Step Plan as they transition from middle grades into high school. The NSP is an outline of the intended courses and related activities that will sustain a student through high school into post-secondary studies and/or the world of work. The implementation of the NSP requires that it be a school-wide initiative directed by a school's administration and guidance staffs. Many NM schools have found that involving teachers as advisors to students has provided another level of support that has often been a key determinate in the perseverance and success of students who may have otherwise been lost.

In addition to continued inclusion and training of guidance staff in the career cluster initiative and their inclusion as key school improvement team members, support will be given to guidance staffs through establishment of teachers-as-advisor systems in the Perkins schools.

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

A key instructional component of the professional development that will be offered through HSTW is "students actively engaged." Research indicates that students who are offered learning opportunities that are project-based and involve concept application, problem solving, and real-world, relevant topics are more likely to be engaged in the process. Teams will be trained in the design of classroom activities that meet these criteria.

NM PED will continue to support secondary and post secondary relationships with applied learning programs such as Project Lead the Way (PLTW) or Ford's Partnership for Advanced Studies (PAS). Both programs support applied learning concepts by providing students with inquiry based, problem-solving, interdisciplinary curriculums that provide support for academic areas, especially math and science, with content knowledge and skills necessary for future success in business, economics, engineering and technology.

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

Many of New Mexico's eligible recipients still identify special populations with "special education" students. Reiterating and clarifying the definition of special populations to eligible recipients will be a State priority. Additionally, support for professional development to include recognition of and instructional best practices to address the educational needs of special populations will be available. Strategies may include teaching methods and/or institutional support structures such as flexible scheduling, extra help, advisory periods, and guidance.

Also, use of differentiated instructional strategies to include a variety of Response To Intervention (RTI) approaches, such as the Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt & Short, 2004) will be emphasized and encouraged to be incorporated into trainings. Benefits of RTI are such that a "three-tier" system (beginning in general education and ending in special education) that serves the early intervention and disability identification objectives of research based instruction (RBI) may be applied. The focus is on tutoring protocols rather than problem solving models because available scientific research supports this approach.

Benefits of a sheltered instruction approach encompasses teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. SIOP may be used as part of a program for preservice and inservice professional development, as a lesson planner for sheltered content lessons, as a training resource for faculty, and as an observation and evaluation measure for site-based administrators and researchers who evaluate teachers.

Finally, technical assistance from the State will include support for LEAs in addressing the performance indicator for nontraditional students performance.

(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)]

Support for professional development activities will target the common goals of the above ESEA Acts and include:

- improved student achievement;
- improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities;
- hold institutions of higher education accountable for preparing teachers who have the necessary teaching skills and are highly competent in the academic content areas in which the teachers plan to teach, such as mathematics, science, English, foreign languages, history, economics, art, civics, Government, and geography, including training in the effective uses of technology in the classroom; and
- recruit highly qualified individuals, including individuals from other occupations, into the teaching force.

During implementation of New Mexico's Perkins IV transition year, the CTWEB coordinated its activities with those of other bureaus within the NM PED in planning for professional development activities. Via Bureau interaction and participation with the NM PED's Cross-Functional Professional Development Team, CTWEB sponsored a series of mathematics workshops to career-technical and mathematics teachers. The workshops required collaborative teaming in the design of integrated math/cte activities. The workshops utilized,

taught, and supported math standards and CT industry standards. The workshops required teachers to implement practices between training sessions and to report on the observed classroom results. Planning and integration mirroring these types of activities will continue in years 2-5 of Perkins IV.

In addition, CTWEB supports and encourages the development of math and literacy strategies across the curriculum through direct instructional coaching. Strategies focus on instructional methods that support the development of career technical education programs of study at the center of a Comprehensive High School Design Model. The strategies are research based and emphasize practices and models of integration of knowledge and skills needed for academic and workplace successes. Additionally, the professional development opportunities underscore benefits of collaboration between secondary and postsecondary instructors who share a common understanding of necessary knowledge and skills standards and are able to reinforce these standards incrementally at each step in the instructional sequence.

New Mexico's Career Technical Leadership Program (CTLP) will remain a venue of support of professional development through its support for professional development activities provided for instructors to keep instructors informed of state and national initiatives and updates. Teachers and officers are encouraged to attend national conferences, meetings and competitions.

Continued support for and expansion of strategies of this type is planned in years 2-5 of Perkins IV.

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

   Programs of study (POS) articulated with community colleges, technical institutes, or other 2-year postsecondary institutions provide for integration of academic and technical content, instructional strategies and assessments. Funds are specifically utilized for ongoing professional development provided by the NM PED through Carl Perkins funding. Because the articulated POS require instructional strategies leading to certifications, both secondary and postsecondary instructors have enrolled in coursework that, upon completion, result in the instructors' receipt of industry credentials. Postsecondary and secondary instructors across the state have now become certified, and in turn are able to certify their students. The NM PED will ensure the continued support for recruiting and retaining educators described above, as well as the provision of professional development training related to POS development that results in industry recognized credentials.

   The NM PED sponsored a public hearing of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Valuable input obtained from the forum as reported below will be implemented in the next five years:

   http://www.nmfirst.org/townhalls/previous.html#Anchor-Contract-47857.

   The NM PED will continue its work to ensure that implementation of the following seven suggestions are instituted through the yearly state and federal general education appropriations, and legislative enactments to support career and technical education:

   - Develop plans to identify and recruit industry specialists;
   - Develop relationships with business, industry and military;

- Develop CTE mentorship programs and provide substitute pay and travel pay for teachers;
- Provide funding for professional development and training to keep up with technology, including providing time for networking among providers;
- Reconcile discrepancies in pay between education and industry to attract and keep instructors; and
- Provide funding for professional development and training to keep up with technology and other NM PED initiatives, including providing time for networking among providers.

From New Mexico's public hearings, a partial listing of recommendations that will be addressed as appropriate during Perkins IV implementation is as follows:

- Develop a resource website describing all CTE programs in the state, with access to best classroom practices;
- Develop goals and a process for ensuring intentional communication between all stakeholders, including local and regional forums;
- Provide technical assistance on-site to all schools districts on implementation of career clusters, including rural areas;
- Graduation requirements flexibility – curriculum and policy introduced by legislators at state and federal level;
- Establish funding other than Perkins to ensure post-secondary education and early pathways since middle school;
- Conduct site visits throughout the state by PED and classroom teacher "experts";
- Technology – Develop capacity to enable use of teleconferencing and web casting to facilitate interaction;
- Understand differences in policies for secondary and post-secondary education and develop guidelines through committee action plans;

The State of New Mexico conducted public hearings in October 2007 to gather input regarding Perkins IV. The summary of these hearings can be found in Appendix A: A Final Report for Public Hearings on Career and Technical Education Legislation. The recommendations for ensuring a highly skilled and industry-credentialed staff can be found on pages 12, 13, and 14 of this report.

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

NM PED will develop a broad array of new initiatives to support four essential goals:

- -higher aggregate quality in the teaching-candidate pool;
- -more opportunities for educator-driven innovation and professional growth;
- -better measurement of teacher effectiveness; and,
- -new forms of compensation and promotion based on skills and performance.

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

   NM PED will support the transition of students enrolled in sub-baccalaureate career and technical education programs into baccalaureate degree programs at institutions of higher education. Within New Mexico, there are currently six universities, ten branch colleges, eight independent community colleges and three BIA institutions. Support for improvement may include, but not be limited to, the following:

   - retaining Perkins IV Title II tech prep education as separate from Title I
   - development of programs of study that include planned progression of coursework to connect high school and technical certificate and associate degree to baccalaureate degree programs
   - alignment and/or articulation of competencies between one-year certificate, two-year degree, and four-year degree programs
   - facilitating dialogue among secondary, postsecondary, and business entities at the state and local level
   - support for statewide P-20 education efforts that underscore the importance of CTE programs that reflect the statewide emphasis on the New Mexico's Career Clusters.

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)]

   Current Perkins practices include interactions with Program Advisory Councils. These councils consist of industry partners, academic and career and technical education teachers, faculty and administrators. These councils meet periodically and during these meetings input is solicited from members of the community regarding New Mexico's Career Technical Education (CTE) programs for feedback. These meetings serve as an ongoing venue to provide update to the field, and to receive updates from the field to the state regarding new curricula, technologies, and methodologies that have been implemented in the field of CTE. Curriculum, student performance data, graduation rates, and industry opportunities are reviewed.

   NM PED will continue to collaborate with New Mexico Workforce Investment Act (WIA) State Board and New Mexico's four local Workforce Investment Boards (WIB) (See reference & map found in II. Program Administration, B. Other Departmental Requirements, 3.). In reviewing the WIA, the NM PED is positioned to participate in evaluation criteria found within its Youth Services Strategy, which has developed three initiatives:

   - Development of state level coordination and planning activities under the Workforce Investment Act umbrella;
   - Establishment of a system of local area youth councils and plans; and,
   - Delivery of local area youth programs offering summer employment, guidance, academics and preparation for post secondary and employment opportunities.

   Emphasis will be placed on communicating with the State's established local youth councils within each local board. These councils also have a comprehensive membership made up of the Board,

community-based organization youth programs, education, parents and youth members. The existing programs offer youth a combined program of summer employment, academic learning, post secondary and employment preparation and follow-up. Required activities exist in preparation for postsecondary educational opportunities, remedial math, reading and writing--academic training for those assessed as deficient in achieving a GED or high school diploma. There is a provision for disseminating career information materials on postsecondary programs and financial literacy. By tapping into existing programs aimed at the same effort, this collaboration enhances opportunities for improved overall services, exit outcomes and performance.

NM PED may demonstrate strong guidance by actively working to consolidate and form partnerships to enhance coordinated activities. For this reason, it is important that NM PED's Career Technical and Workforce Education Bureau assume a leadership role to bring individual Program Advisory Councils together with WIA Business Alliances and align the development of a business driven system. This will serve to validate technical skill requirements and guide curriculum in the classroom.

The evaluation of CTE programs takes place at the local and state level. At the local level, recipients review and analyze Perkins performance measures data and make adjustments to their programs to improve results on core indicator targets. The local advisory committee may assist CTE administrators in the review, analysis and development of recommended changes to the program resulting from the evaluation. If a Perkins performance target is not met, the sub-recipient must complete a local improvement plan and report the data analysis and strategies aimed at improving performance on the measure. The state provides sub-recipients with guidance and assistance (technical assistance TA) in the planning, development, implementation and evaluation of local CTE programs. External stakeholders from within the joint program advisory and business alliance memberships work with staff to provide insights and build the collective knowledge for program evaluation. However, external stakeholders do not evaluate the CTE programs. At the State level, both the Local Plan and the program approval/renewal process provide final evaluation and approval of CTE programs.

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--

      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;

      CTWEB will provide professional development opportunities to eligible recipients across the curriculum that will improve classroom delivery of instruction, engage students at a high level of application, and improve readiness for post secondary endeavors.

      Eligible recipients will be visited and provided with technical assistance and professional development to ensure they are instructing students at a rigorous level, meeting industry standards, and integrating academic and career technical education standards and content.

      The State of New Mexico is redesigning its high schools into high-performing institutions that prepare students to meet both college entrance requirements and entry- to mid-level job requirements. A priority component of New Mexico's redesign is career technical education and its relevance to preparing students to become competitive in a global economy.

New Mexico's redesign of it secondary education system includes raising the rigor of offered classes to meet the criteria as follows:

"A. Beginning with the 2006-2007 school year, each school district shall offer at least one honors or similar academically rigorous class each in mathematics and language arts in each high school.
"B. Beginning in the 2008-2009 school year, each school district shall also offer a program of courses for dual-credit, in cooperation with an institution of higher education, and a program of distance learning courses.
"C. Beginning with the 2009-2010 school year, each school district shall offer at least two years of a language other than English in each high school." (NMAC 22-13-1.4.A-C.)

By the start of the 2008-2009 school year, a comprehensive readiness assessment system must be in place. Students In the 9th grade will be assessed in English, reading, mathematics, and science to evaluate their readiness for high school. In the 10th grade students will be given a college readiness assessment in English, mathematics, and science. Then in 11th grade applied skills assessments in locating information and in reading and mathematics will be given to determine the career readiness of students. (Chapter 22, Article 2C NMSA 1978)

The results of each assessment will be used by guidance personnel, parents and students to complete a formal process that lays out student plans for the next appropriate coursework. This plan is to be used to assist students in continuous improvement and planning for their transition into and out of high school.

Additionally, New Mexico must assure that students are reasonably (2007, SB261) informed about all of the options available to them including: (1) curricular and course options, including honors or advanced placement courses, dual-credit courses, distance learning courses, career clusters or remediation programs that the college and workplace readiness assessments indicate to be appropriate; (2) opportunities available that lead to different post-high-school options.

Beginning in 2008/09 school year, Algebra I is to be offered in the 8th grade in regular classroom settings, through online courses, or through agreements with local high schools.

Research indicates that minimum qualifications for entry level positions in high-demand occupations are the same as minimum entrance requirements for post-secondary institutions. Furthermore, the remediation rate for students entering two- and four-year postsecondary institutions has been high.

As the state of New Mexico moves forward to meet these challenges through high school redesign, parameter of the Perkins Act established by the State will require documentation of continuous improvement from sites within New Mexico that are participating in the High Schools That Work network. The HSTW curriculum requires that all core academics are to be taught at the college preparatory and/or advanced placement levels.

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Partnerships with industry and post-secondary institutions are required components of New Mexico's career clusters. Student internships coordinated with a variety of classroom experiences provide students with a broad overview of the industry as well first-hand experience of the interrelationships of the industry processes and systems.

New Mexico will continue to support Career Technical Student Organizations (CTSO). CTSO activities are directly linked to business and industry current issues, and are thus at the core of to training and employment needs of students. Additionally, CTSOs are inclusive of and provide access to members of special and non-traditional populations. Activities provided via CTSOs expand student understanding of and experience with field related technologies leading to further learning and preparation for high skill, high wage career in each of the specific areas of career training.

To further students' experiences and understanding of all aspects of an industry a comprehensive web site will be maintained which includes each sponsored CTSO. Web pages include links to the latest national initiatives of each organization as well as links to instructional resources for instructors in the different areas of career training. Registration for conferences will be available through this website. Linkages are also made the New Mexico Association for Career Technical Education (NMACTE) and the New Mexico Athletic Association's home page.

(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)]

Provision of challenging academic proficiencies are provided to students via teacher training initiatives and New Mexico's CTSO initiatives. Career Technical Education teachers will be provided with self-assessment skills and tools; be required to have industry advisory support/evaluation committees; and be encouraged to seek industry certification in their teaching areas to assure quality CTE instruction. Integration of math, science, and literacy standards into CTE will support the core instruction students receive. This practice will assist the satisfactory completion of the required college readiness and career readiness assessments that will be established statewide in the 2008-2009 school year.

Data on CTE student achievement will be collected, disseminated, and utilized by teams of CTE and academic teachers to provide interventions where needed for students who may not have attained proficiency.

Alignment of state academic standards with components of each of the CTSO's activities is ongoing. New Mexico's Career Technical Leadership Program (CTLP) provides activities and programs that incorporate the most current academic and career technical skills necessary for students to be successful in the technology relevant to their chosen field of study. The CTLP addresses training and activities that reinforce classroom instruction and connections with the real world. Students are provided foundational resources and training that give them an important edge when prepare them for entering the workplace, engaging in further education, options available regarding industry certifications, and/or information regarding career opportunities.

Components that exceed the expectation of the stated measure to teach the same challenging academic proficiencies as taught to all other students include the provision by the CTLP of supporting CTSO youth leadership development programs and activities that have a school-to-career component to include school-based core academics, work-based learning, and expanded connecting activities related to school-to-work value-add elements. These programs encourage schools to work experiences with industries to offer internships and mentoring programs.

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)]

NM PED 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; New Mexico School for the Deaf), consortia, area career and technical

education schools, and other personnel associated with Perkins IV support within the areas of administration, accountability, and program improvement activities that may include, but not be limited to, the following:

- 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 Workforce Solutions, 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, NM PED 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;

  - state adjusted performance levels are met or exceeded;

  - collection and reporting of data as required for measuring progress toward the state adjusted levels of performance is completed;

  - special populations meet the same academic and career/technical standards as other students;

  - local, regional or statewide trainings are provided to address career pathways and career clusters 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 in the continued implementation of the Perkins IV 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. 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)]

   New Mexico has three areas of industry which are continuing to grow: Information Technology, Health Care, and Law and Government. According to the current census, the population on New Mexico is growing at an average of 14 percent per year. This growth in population is creating a large demand for goods and services. Declining industries in New Mexico are trade, manufacturing, and mining. The closing of several major plants in the state have significantly hurt these industries. In the southern region of New Mexico where the mining industry was booming in the 1980's and early 90's, the state is experiencing declining employment and mine closing. Nevertheless, the outlook for New Mexico is positive. Secondary and postsecondary career and technical education programs in New Mexico focus on state and regional economic considerations and are tied to current and future occupational opportunities.

   New Mexico is adding jobs in our heritage industries like arts, agriculture, oil and gas, and construction, with new technologies and new industries in film and digital media, high tech

manufacturing, food processing, clean energy and aerospace. These industries are part of the seven new Career Clusters that define the economy desired for New Mexico. New Mexico Career Clusters is breaking new ground by bringing together all of the state's workforce partners: youth and family services, colleges and universities, economic development, public schools, labor and employment, social services, and workforce training.

As a reflection of Statewide commitment to improving both economic and educational opportunities for New Mexicans in the 21st century, New Mexico's Governor Bill Richardson has created new agencies and mandates to fulfill that charge. The Governor's Workforce Coordination and Oversight Committee (COC), established by executive order, has been meeting since December 2005. Multiple state agencies under that executive order are jointly responsible for the development and coordination of a system of lifelong learning that prepares citizens of all ages with the academic, technical and personal skills to support the New Mexico economy. The COC has identified seven New Mexico Career Clusters which lend guidance to strategic planning for economic development, workforce training, and public secondary and post-secondary education for the next decade. The process to define career pathways within the career cluster included:

- review of the 16 nationwide career clusters established by the United States Department of Education,
- coordination with the existing Public Education Department career clusters initiative, and
- consultation in focus groups with industry leaders to identify the workforce competencies and academic and technical skills necessary to serve the seven career clusters.

The purpose of the New Mexico Career Clusters Initiative is to move New Mexico beyond its reliance on low-wage service jobs toward higher-value, higher paying knowledge jobs – the state must make a skillful, protracted investment in its workforce. New Mexico does not have the luxury merely to focus on gaps in the labor force (increasing learning gains among young people, for example, or retraining managers to replace retiring, experienced workers). At the same time it must improve its overall economic outlook.

A guide has been developed for use by all public schools in New Mexico and with centers for training and retraining adults in the labor force, including local workforce One Stops, adult education, literacy and GED program offices, community and tribal centers, income and employment support offices, regional industry, economic development and chamber of commerce associations, and community colleges.

The Guidebook (http://www.workinnewmexico.gov/NM_CareerGuidebook.pdf) coincides with the NM PED career pathways initiative. All public schools and postsecondary institutions receiving support from the Carl D. Perkins Act develop programs of study designed by utilizing New Mexico's seven Career Clusters and focusing on academic, technical, and workplace skills. Each program of study is reflective of labor market information connected to New Mexico's labor analysis and research (at www.dws.state.nm.us/dws-lmi.html), local industry partnerships and advisory committees. Furthermore, this initiative supports a career focused student learning system grounded in Kay's 21st Century Knowledge and skills framework and includes:

- A strong academic core (aligned to NM Graduation Requirements (NMSA 22-13-1.1, State's Content Standards, Benchmarks and Performance Standards) 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 (EPSS);
- Student learning at the postsecondary level that is linked to the state's Workforce Development System.

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)]

    Joint planning and coordination with other federal education programs under this legislation will occur through close collaboration and strategic planning with other agency bureaus managing federal grants for education programs. Issues addressed will relate to aligning with other Public Education Department (PED) initiatives in an effort to coordinate activities for the benefit of the service area and in an effort to reduce or eliminate duplication. NM PED's Career-Technical and Workforce Education Bureau (CTWEB) will work closely with Title I, IDEA, the Math and Science Bureau in particular, and will continue as participants and members on all cross-functional teams within the PED.

    Other initiatives utilizing joint planning and coordination of programs include participation with other internal and external groups in targeting the No Child Left Behind performance measures; involvement with the district EPSS (Educational Plans for Student Success) plans that encompass the provision of services to all students, including special populations; supporting professional development through participation in implementing the New Mexico Framework for Professional Development; participation in quarterly meetings of all internal cross-functional teams; and involvement and support of the 21st Century Community Learning Centers in the provision of after school services in alignment with extra help strategies already available.

    State Task Forces implemented by the CTWEB include participants from the secondary and postsecondary institutions, along with business groups, regional cooperative education agencies and non-profit education entities receiving federal dollars.

    CTWEB will work closely with the New Mexico Higher Education Department (HED) and with the Department of Workforce Solutions (DWS) in planning and coordinating programs and activities to strengthen existing partnerships and in working toward the alignment of curriculum development and appropriate training delivery that will ensure a qualified workforce. A part of this collaboration is the development of linkages that will align resources and build mutually beneficial relationships that will improve student outcomes. One important linkage will be collaboration with the Workforce Investment Act state and local boards through its' One Stop service delivery system.

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)]

    NM PED will build upon currently existing partnerships by expanding collaboration among State and other agencies. Through the support provided by Perkins supplemental dollars, NM PED will work to achieve a truly seamless educational system for secondary, postsecondary and workforce stakeholders within the State of New Mexico. To ensure optimal coordination, the Workforce Investment Act (WIA) outlines required partner collaboration to reduce duplication and to maximize opportunities for service delivery. According to Public Law 105-220, WIA is a business-driven

system (51% business) with a purpose, in part, of ensuring that industry needs for education and employment are clearly defined.

To strengthen coordination and emphasize non-duplication among programs, the State Workforce Development Board (SWDB) meets regularly, and consists of required partners. Memoranda of Understanding are in place (or under development) to foster better communication and non-duplication among partner services and activities, as required by Public Law 105-220 of the Workforce Investment Act (WIA). NM PED is represented on the SWDB. Further, the local workforce Boards serving New Mexico also have representation from NM PED. Local Workforce Boards are situated in four strategic areas throughout New Mexico (North, East, Central and Southwest) to serve rural and urban education, employment and training services. Commentary on the implementation of the Perkins State plan is invited at these meetings, and where applicable, considerations suggested are integrated into the plan.

Coordination of services to postsecondary students and school dropouts is discussed on an as-needed basis, and because of the nature of the scheduled meetings, it is the goal of the Boards to ensure as little duplication of effort as possible. Forums of this type allow current information to be applied in the creation of NM PED Programs of Study (POS). Additionally, these forums allow for collaboration with other partners in similar stead that emphasize activities to meet the needs of emerging industries and projected training needs that will build a highly skilled workforce. In a broader purpose beyond meeting just the requirements of the Act, NM PED and partners strive for:

- non-duplication of services;
- support of students to receive appropriate training;
- identification of industry challenges regarding receipt of sufficient services; and,
- development of programs of adequate size, scope, and quality to be effective.

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 B.

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:

   a. the administrative services division;
   b. the assessment and accountability division;
   c. the educator quality division;
   d. the Indian education division;
   e. the information technology division;
   f. the instructional support and vocational education division;
   g. the program support and student transportation division;
   h. the quality assurance and systems integration division;
   i. the rural education division; and
   j. 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:

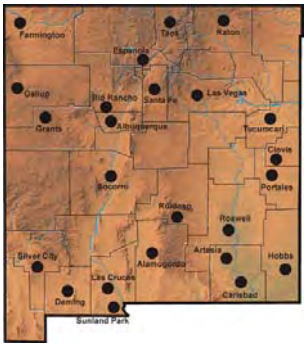
A. provide vocational education to qualified persons;
B. act as the representative of the commission in administering any state plan or federal aid funds relating to vocational education;
C. cooperate and make agreements with public or private agencies to establish or to maintain a vocational education 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 99 secondary eligible entities and 22 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.

Postsecondary programs assisted under Carl D. Perkins Vocational and Technical Education Act are required partners to the Workforce Investment Act of 1998 (WIA), a customer-friendly service delivery system. The foundation of the WIA Act is the creation of a One-Stop service delivery system that makes available core services to community individuals to access education, training, and information resources they need to pursue lifelong learning, obtain employment, and advance their careers. By working together, One-Stop partners will be able to achieve collectively goals that each partner could not accomplish by working independently.

The NM PED will utilize Perkins IV funds to support one-stop career centers which are mapped throughout the local workforce development areas in New Mexico.



New Mexico is divided into four local workforce development areas; Perkins information will be available in each of the One Stop offices:

1. Northern Workforce Development Area includes ten counties http://www.nalwdb.nm.org/onestop.htm;
2. Central Workforce Development Area includes four counties http://www.mrcog-nm.gov/content/view/89/153/;
3. Southwestern Workforce Development Area includes four counties http://www.dws.state.nm.us/dws-offices.html; and
4. Eastern Workforce Development Area includes twelve counties http://www.dws.state.nm.us/pdf/1StopCareerCenters.pdf.

At the State level, NM PED's ongoing communication with the Department of Workforce Solutions (formerly New Mexico Department of Labor), Human Services, Economic Development, Health, Children, Youth and Families, ABE and the Local Workforce Boards (http://www.dws.state.nm.us/dws-LocalBoards.html) address requirements within the Perkins Act related to the Workforce Investment Act (WIA). Attendance at scheduled meetings conducted by the aforementioned provide for maximization of information, resources and services. Currently,

representatives from within CTWEB directly involved in Perkins Grant Oversight sit on a number of Boards that overlap services addressed in WIA.

Integral to New Mexico's One Stop System is active communication between the secondary and postsecondary institutions and the WIA mandated partners to ensure a systemic approach to career and technical education (CTE). Communications regarding CTE needs of priority industries, businesses, and representatives from within the workforce influence POS development. In turn, the POS plan reflects a seamless, rigorous, aligned curriculum to meet the identified needs and work in conjunction with the One Stop Partnerships.

Support by NM PED for postsecondary CTE in the one-stop center may include:

- Membership on workforce boards to ensure collaborative efforts of agencies/educational entities;

- Distribution of information regarding:
  - One-Stop resources at the postsecondary level;
  - Postsecondary and career training resources at the One-Stop centers (POS, contacts, coordinators, employment predictions, etc.);
  - Priority business plans to drive training services regarding priority industries that are high growth, high wage occupations and tied to New Mexico career clusters and Perkins POS.

Information available at NM One-Stops provide information on priority industries such as follows:

Northern Area Priority Industries:
- Health Services, Information Technology, Finance, and Small Businesses

- Health and Social Services, Small Business/Retail Trade, and Accommodation and Food Services

- Health, Energy, and Information Technology

Central Area priority Industries:
- Healthcare, Manufacturing, and Construction

Southwestern Area Priority Industries:
- Health Care, Manufacturing, Mining, Construction, Information Tech, Hospitality

Eastern Area priority Industries:
- Health Care, Hospitality and Tourism, and Local Government; Businesses (and in the case of local government, governmental organizations) within the priority industries are priority businesses

Perkin's approved POS reflect performance requirements for youth by assuring the POS satisfying required program elements. WIA performance measures for youth (ages 14-21) include required program elements that include planning for secondary and postsecondary dual enrollment opportunities.

Since nine Perkins and ten WIA required uses of funds dovetail closely with program elements, it is of primary importance that information on the program elements are shared among the One Stop mandated and other partners. With increased understanding of the elements, stronger coordination will occur to reduce duplication of effort. NM PED's goal is to support effective and seamless delivery of services that may include, but not be limited to dropout prevention, alternative training opportunities, remedial math, reading and writing academic training for those assessed as deficient to achieve GED and high school diploma completion; work experience, provision of career

information materials and preparation for post secondary programs and financing, summer employment, leadership development, supportive services, guidance, counseling and follow-up.

And to raise awareness of and the degree of coordination with the One Stop, representatives of each of the Perkins programs will be encouraged to participate with the local youth councils in each of their designated areas. Emphasis will include those State youth councils with comprehensive membership of the board, community based organization youth programs, education, parents and youth members.

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

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 will 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 will:

- 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;

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

The NM PED'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 NM PED'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, NM PED's application requires that eligible entities complete plans for offering Programs of Study 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.

New Mexico will provide technical assistance to support LEAs based on CAR data. Technical assistance will include consideration of the LEA's student enrollment and existing services, activities, and programs. Technical assistance will include considerations of curriculum, instruction and assessments used to address the needs of students in special populations.

The NM PED will support expansion of the Next Step Plan (NSP). New Mexico's NSP 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. Next Steps Plans assist 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. Next Steps 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)]

   In New Mexico, alternative education programs are established under the authority of the local school district. Thus, career technical education may be implemented according to district qualification for Perkins funds and by district determination.

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)]

   New Mexico will make available information about employment and training that is nontraditional by gender. New Mexico will provide services and technical assistance that includes but is not limited to the following:

   - Development and/or dissemination of materials related to opportunities in careers that are nontraditional by gender;
   - Support professional development opportunities for secondary and postsecondary teachers, counselors and administrators related to training and employment that is nontraditional by gender.
   - Work with students, educators, employers, workforce development boards, and organizations promoting training that support students in making career and employment decisions that include occupations nontraditional by gender.
   - Work with key partners such as Department of Workforce Solutions and Higher Education to identify types of training and employment opportunities that will highlight outcomes related to occupations that are nontraditional by gender.

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

   Institutions that serve individuals in New Mexico's correctional institutions as defined by New Mexico Law, Chapter 6, Article 13 NMSA 1978, are eligible to apply for Carl D. Perkins funding. Up to one percent of the state allocation is reserved to serve the career-technical needs of incarcerated youth, adults and other individuals in state institutions.

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.

   NM PED, through its Career-Technical and Workforce Education Bureau (CTWEB), will require that all Perkins IV eligible recipients address in detail the specific questions in the Request for Application that describe how their institution will meet the requirement of ensuring equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

   Eligible recipients, specific to special populations, will:

   - provide assurances that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of these special populations;

- describe how their career and technical education programs will be reviewed; how they will identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

- provide programs that are designed to enable the special populations to meet the State adjusted levels of performance;

- 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; and

- describe how funds will be used to promote preparation for nontraditional fields, including recruitment and outreach efforts.

Additionally, eligible recipients will be required to describe how career guidance and academic counseling will be provided to all career and technical education students, (encompassing special populations) including linkages to future education and training opportunities; how opportunities will be offered for dual or concurrent enrollment; and, how they will offer the appropriate courses that incorporate secondary and postsecondary elements leading to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

CTWEB staff will evaluate all local applications for Perkins funds. Technical assistance will be provided to eligible recipients to ensure understanding and commitment to special populations requirements and to improve their implementation plans prior to approving the applications for funding. Recipients must also assure that they are in compliance with all Civil Rights laws, including the following:

- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Age Discrimination Act of 1975 Americans with Disabilities Act of 1990
- Americans with Disabilities Act of 1990

During the Perkins IV grant years, CTWEB staff will monitor and provide technical assistance to eligible recipients regarding implementation of special populations' assurances. On-site visits will be conducted that will review grant implementation in its entirety, but which will include emphasis on assuring that special populations requirements are being implemented and that accessibility for special populations to all CTE programs is free of any barriers. Technical assistance through desk audits, electronic and telephonic communication will also be used. Although New Mexico mainstreams special populations students into CTE programs, the large numbers of English Language Learners (ELL) in the state will be closely monitored to ensure equal accessibility for this category of special populations students.

CTWEB works closely with the Career Technical Leadership Program in ensuring that career technical student organizations and work-based learning opportunities are accessible to all protected classes, including and promoting nontraditional student participation. Enrollment data for secondary students, captured through the NM PED's Student Teacher Accountability Reporting System (STARS), will be reviewed to identify actual or potential exclusion of special populations. The Civil Rights review process will be utilized in assuring compliance with state and federal anti-discrimination statutes and regulations in CTE programs, with an emphasis on ensuring protection of special populations. Comparisons will be made, on a scheduled basis, between general student body enrollments and school districts and community colleges having proportional disparate enrollments of students with disabilities, minority students, ELL students and students by gender in CTE programs.

New Mexico's community colleges receiving Perkins funds will implement open door policies and use a comprehensive instructional approach. Postsecondary students are assessed prior to placement and those with specific needs are referred to appropriate support services. Assessments will meet all requirements of the Civil Rights laws and unallowable questions under these laws must be asked on a voluntary basis under separate cover. At the postsecondary level, these policies are part of the assurances of nondiscrimination of special populations and are adopted by institution governing boards and published accordingly. Postsecondary recipients will be required to comply with all requirements of the Request for Application, including all requirements focusing on special populations. Data gathering will be done in conjunction with the New Mexico Higher Education Department. Crosswalking of all course materials will be provided to ensure uniformity in data collection.

Professional development opportunities will be provided for administrators, counselors and faculty to increase awareness of the need to address and comply with special populations requirements and to assist in the improvement of instruction for these protected categories.

An annual review will be conducted of all recipient programs and activities. This review will be a part of the program review process to be incorporated into the performance negotiation process. The review will include analyzing disaggregated data for special populations.

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, <u>except</u> 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 <u>required to reach agreement on performance levels</u> for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) <u>only for the core indicators</u> under section 113(b) of the Act as provided below:

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

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
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
Postsecondary/Adult Level – 6 Indicators			
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)]

   Use of the definitions and measurements negotiated with OVAE on New Mexico's FAUPL forms the basis of target performance measures that must be targeted by LEA's. These measures are distributed via the RFABG and the Tech Prep RFA (RFATP) and posted on the NM CTWEB website. Negotiations regarding changes in an LEA's expected performance measures, should an LEA desire them, will be modeled after the OVAE-State negotiation process which incorporates clarification of definitions and prior and/or anticipated outcomes. The procedure by which and LEA requests negotiation is identified within the context of the RFA.

   Discussions with eligible entities have highlighted aspects related to:
   - the relationship between Perkins core indicators and additional state indicators as they align to indicators required in other Federal programs;
   - the process to be used to reach agreement on performance;
   - how to request negotiations of performance measures;
   - data reporting methods; and
   - reliability and validity of the reported data.

   During administration of the 5-Year Plan, NM PED will continue operationalizing its Performance Measures Task Force (PMTF) to gather 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. The PMTF consists of data and program personnel from secondary and post-secondary institutions, NM CTWEB staff members, and NM PED Information Technology staff. Additionally, the State has contracted with MPR Associates, Inc for directed guidance on defining and collecting performance measure data. Also, a member of NM PED's Assessment and Accountability Division consults with CTWEB on issues that arise regarding performance indicators. The PMTF addresses data collection processes of secondary and post-secondary entities, reviews federal legislation requirements, and advises NM PED on strategies for addressing Perkins reporting requirements. The PMTF provide input on establishing measurement definitions and approaches for data collection for the core indicators of performance.

   NM PED will continue including 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 is Tech Prep Grant. A requirement of the Tech Prep Application is that the applicant agrees to report and disaggregate Performance Data by these categories:

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

The State will continue support for the Tech Prep Request for Application (RFATP) requiring 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.

NM PED 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)]

   Input from eligible recipients regarding establishment of State-adjusted levels of performance was received during the Perkins Statewide Public Hearings conducted in October 2007 and is included in the development of the 5-year State Plan. Additionally, accommodations for receipt of input is incorporated at New Mexico's Statewide Directors' Meetings, the PMTF, at Statewide Career and Technical Education Advisory Committee meetings, work with the Public Education Committee's sub-committee on Career Technical Education, and through written, telephone and electronic communications with LEAs to address 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.

   NM PED 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. Additionally, LEAs will have web access to an online reporting data collection system that will generate reports from data provided by each LEA regarding core indicators.

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.

As the basis for describing how New Mexico's proposed definitions and measures are valid and reliable, NM PED began its development of measurement definitions and approaches in alignment with Federal non-regulatory guidance to develop its, and revised them in collaboration with OVAE after discussing influential elements on the reporting system. In discussions with OVAE regarding New Mexico's evolving and improving data collection system (STARS), the anticipated development over the next 3-5 years of a common student identifier to be used by both secondary and postsecondary entities, New Mexico's work with MPR Associates, Inc., New Mexico's current AMO targets, and projections based on prior years performance levels, the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) were developed.

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)]

   In direct correlation with the Elementary and Secondary Education Act which guides Federal Programs performance, New Mexico will align indicators by using the established adjusted performance levels identified in its State Accountability Workbook and known as it Annual Measurable Objective (AMO) for Academic Attainment of Reading/Language Arts, Academic Attainment of Mathematics, and Student Graduation Rates.

   NM PED will utilize the State approved data collection system Student Teacher Accountability Reporting System (STARS) and its online data reporting system developed for postsecondary entities in the collection of data for analysis. New Mexico's STARS data collection system ensures sameness among reporting measures for State and Federal programs. STARS builds upon the strengths of respective public education partnerships represented across state, district, and local levels. STARS incorporates a two-way flow of information: in compliance with state and federal reporting requirements and general systems management it aggregates data from schools and districts to the State; and, it provides disaggregated state data back down from the State to districts and schools.

   New Mexico's PMTF, which consists of representation from secondary and postsecondary entities, and the State, will contribute to the analysis of data regarding Perkins secondary and post secondary core indicators.

   NM PED 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, NM PED will continue with upgrades to the website that assist 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.

   Refer to Part C.

   NM PED has developed and reached agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year using permissible targets (i.e. "adjusted performance levels") from the State's Accountability Workbook which identifies "annual measurable objectives" (AMOs). NM PED's performance levels are as follows:

	2007-2008	2008-2009	2006-2007
Reading / Language Arts	45	56	41.0(Baseline)
Math	25	39	20

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.

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.)

See Part C.
NM PED has developed and reached agreement with the Department on student graduation rates. NM PED's target level on graduation rate is as follows:

	2007-2008	2008-2009	2006-2007
Graduation Rate	87.5	88	87 (Baseline)

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)]

NM PED will provide funded LEAs with the FAUPL measures negotiated at the State Level with the Department. The starting point for New Mexico's negotiations utilized the State's Annual Measurable Objective (AMO) projections. The FAUPL serves as the established target for 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.

New Mexico's RFABG process provides the FAUPL measures established via State and OVAE negotiation. The RFA requires the applicant to contact the Career Technical & Workforce Education Bureau should the applicant not accept the presented performance levels. A meeting time for discussion will be established, at which time the State and entity will review the following:

- Requirements of Perkins IV that establish parameter of State to conduct negotiations on performance measures;
- Nature of the circumstance that prevents the applicant from accepting the performance measures;
- Valid and reliable data to indicate support for the applicant's proposed target;
- Applicant's planned activities to meet required uses of the Act;
- Applicant's strategies to address performance measures proposed as not acceptable by the applicant;
- Timeline for applicant's return to State's adjusted level of performance;

- Person responsible for oversight of project and meeting proposed return to State's adjusted level of performance; and

- State review of above elements for approval or denial of request and establishment of alternate level of performance, if 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)]

   Regarding an applicant's request for revisions, criteria and methods to be used by New Mexico will require applicants to provide for review the following:

   - data that identifies specific performance gaps between State and local levels of performance;

   - Description of local conditions that may impact a local recipient's ability to meet local levels of performance

   - Proposed strategies to be implemented that will lead to attainment of State levels of performance; and

   - Commitment to a local performance plan that would move the applicant to meeting State levels of performance within a reasonable time frame.

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].

   NM PED 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.

   NM PED will work with eligible Tech Prep recipients during Perkins IV on continuous improvement to its data collection system to address both secondary and post-secondary levels for the purposes of collecting and reporting on required performance measures.

   Activities conducted to address the above may include:

   - Maintenance of secondary CTE student and course enrollment data collected through STARS;

   - Matching student data from secondary to postsecondary records;

   - Disaggregation of student data for each of the sub-group populations required by Perkins for use by State and LEA planning;

   - Posting of Perkins CAR for local analysis of student performance data.

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 NM PED RFA for Perkins Basic Grant and Tech Prep require that each district or consortium receiving a grant under this title shall enter into an agreement with the NM PED to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e). NM PED 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 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 or consortia 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

Use of New Mexico's monitoring document will identify if 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. NM PED plans to conduct on-site monitoring. 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)]

    NM PED has developed an appropriate evaluation and monitoring document (Attachment D) aligned to the required uses of the Perkins funds. The monitoring document has been piloted at two sites and will continue to be reviewed for effectiveness. If further revisions are necessary to ensure adequate measurement of the effectiveness of the career technical education programs and non-duplication of other Federal programs, this will be undertaken. Monitoring will occur on-site and be conducted by NM PED personnel. Program reviews will be scheduled on a 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 indictors. 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.

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:

   i. The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

   ii. 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

   iii. 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. (See FAUPL, pg. XX)

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.

   The NM PED is aware of the efforts being made by the Next Steps Work Group led by DTI Associates, Inc. as it relates to the development of technical skill assessments and therefore, will continue to be engaged the dialogue and will seek guidance as to how to move the state forward on this indicator.

   New Mexico requires industry recognized technical skills assessments as a component of the programs of study (where appropriate and applicable), and strategies that focus on strong leadership and direction for local providers are implemented ensuring that students exited high school with a skill level that ensured employment. This will continue during Perkins IV administration. According to New Mexico's Consolidated Annual Report (CAR) for program year, July 1, 2006 through June 30, 2007, 378 twelfth graders took industry-developed certifications.

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.

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:

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
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
Postsecondary/Adult Level – 6 Indicators			
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.

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

A secondary student who has completed…

Participants – one or more courses in any CTE program area.
Concentrators – two courses in a three or more course CTE program area sequence, or one course in a two course CTE program area, but only in those program areas where two course sequences are recognized by the State.

B. Postsecondary/Adult Level

A postsecondary/adult student who has earned…

Participants – one (1) or more credits in any CTE program area.
Concentrators – (A) completes <u>at least 12</u> 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 (B) 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.

Career, Technical & Workforce Education Bureau
New Mexico Public Education Department
120 S. Federal Place Rm.207
Santa Fe, NM 87501
505-827-1800

New Mexico Career Technical and Workforce Education Bureau
FAUPL Revision - Narrative

2S1 – Technical Skill Attainment - This change allows New Mexico to bring into the calculation those students who are in programs of study (i.e. accounting) that do not have an industry or state recognized skills assessment before their attainment of a degree/diploma. In order to calculate a reliable indication of their skill attainment, we look at the cumulative grade point average that would result in successfully passing their sequence of classes (2.0 or C average).

Removed baseline number.

3S1- Secondary School completion -The justification for making this change is that CTWEB interpreted the original language as being duplicative. If one starts with CTE concentrators who get a diploma, then the remaining stipulations (other than GED completers) are subsets of that group and would require one to double-count students.

The GED component was removed as New Mexico does not have a tracking mechanism within the "STARS" system for GED completers. GED students do not come back through the schools for their certificates. Individuals interested in attaining a GED attend Adult Basic Education (ABE) or another facility to attain the GED.

4S1 – number changed to 87

5S1-- 1) training reinserted.

2) The term "engagement" is used over "placed" as a State-preferred manner to reflect involvement.

3) Rationale for changed measurement approach:

CTWEB considers this change appropriate to adequately put a statistical number to students' placement after they have left secondary education. New Mexico does not allow the use of social security numbers as an identifier for students, thus, New Mexico does not have "state or local administrative records" that track students beyond high school unless they have enrolled in public higher education. CTWEB deliberations resulted in the feasibility of two solutions to this issue:

a) require the local districts to complete an exit interview with students to derive their "intent" beyond high school, or

b) NM PED would obtain the students' last known address and mail to that address a notice of an independent, state-operated survey.

Item b above is New Mexico's preferred approach for the following reason: while the numbers of respondents might be lower with option b, the results can be statistically validated.

Additionally, the use of the term "report engagement" relates to the former students themselves reporting what type of placement they are engaging in after they leave the program of study.

1P1- Technical Skill Attainment - This change allows New Mexico to bring into the calculation those students who are in a program of study (i.e. accounting that does not have an industry or state recognized skills assessment before their attainment of a degree. In order to calculate a reliable indication of their skills

attainment, we look at the transcripted grade point average, which would result in successfully passing their sequence of classes (2.0 or C average).

Removed baseline number.

2P1- Removed “or were eligible”.

3P1- Removed baseline number.

4P1- Student placement – As in 5S1, New Mexico’s preference is to use the option of obtaining the students’ last known address and mail out a notice of an independent, state-operated survey.

CTWEB considers this change appropriate to adequately put a statistical number to students’ placement after they have left postsecondary education. CTWEB deliberations resulted in consideration of two solutions to this issue:

a) require the postsecondaries to complete an exit interview with students to derive their “intent” beyond postsecondary; or,

b) postsecondary entities would provide PED with the students’ last known address and PED will mail to that address a notice of an independent, state operated survey.

Item b above is New Mexico’s preferred approach for the following reason: while the numbers of respondents might be lower with option b, the results can be statistically validated.

Additionally, the use of the term “report engagement” relates to the former students themselves reporting what type of placement they are engaging in after they leave the program of study.

Removed “earned a postsecondary credential, certificate or degree and” from denominator.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

STATE NAME: NEW MEXICO

FINAL AGREED UPON PERFORMANCE LEVELS (FAUPL) FOR 5-YEAR PERKINS IV 2008-2013

LEGEND:
Perkins IV 5-Year State Plan Proposed Definitions & Performance Rates
Underline = proposed new text; ~~Strike~~ = proposed removal
NOTE: Definition/Rates discussed via phone call w/ John Haigh & Marie Buker, January 14, 2008.
GREEN - ACCEPTED RED – CHANGED or REMOVED per memo

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/06-6/30/07**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts 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 and were included in the State's calculation and report of Adequate Yearly Progress. **Denominator:** Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education and were included in the State's calculation and report of Adequate Yearly Progress.	**State and Local Administrative Records**	**B: 41.0**	**L:** **A: 45.0**	**L:** **A: 56.0**

1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics 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 and were included in the State's calculation and report of Adequate Yearly Progress. **Denominator:** Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who in the reporting year, left secondary education and were included in the State's calculation and report of Adequate Yearly Progress.	**State and Local Administrative Records**	**B: 20.0**	**L:** **A: 25.0**	**L:** ***Will be pre-populated at the request of the State*** **A: 39.0**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who completed their program and passed a state approved technical skill attainment assessment that is aligned with industry-recognized standards, if available and appropriate, during the reporting year; or who, completed their program in a course sequence where no state approved technical skill attainment assessment is available or appropriate, and earned a cumulative GPA of C (2.0) or better in their technical coursework. **Denominator:** Number of CTE concentrators who completed their program and took a state approved technical skill attainment assessment that is aligned with industry-recognized standards, if available and appropriate, during the reporting year; or who completed their program in a course sequence where no state approved technical skill attainment assessment is available or appropriate.	**State and Local Administrative Records**	**B:**	**L:** **A: 44.5**	**L:** **A: 45.00**

3S1 **Secondary School Completion** **113(b)(2)(A)(iii)(I-III)**	**Numerator:** ~~Number of CTE concentrators who earned a secondary school diploma, earned a GED credential or other state recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year~~ Number of CTE concentrators who earned a secondary school diploma; other state recognized equivalent; or earned a proficiency credential, certificate or degree and who left secondary education during the reporting year. **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	**State and Local Administrative Records**	**B: 87.0**	**L:** **A: 87.5**	**L:** **A: 88.0**
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.	**State and Local Administrative Records**	**B: 87.0**	**L:** **A: 87.5**	**L:** **A: 88.0**

5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of secondary CTE concentrators who completed their CTE program sequence and who earned a secondary school diploma, or other state recognized equivalent and who ~~were placed~~ reported engagement in postsecondary education, advanced training, employment, and/or the military in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). **Denominator:** Number of CTE concentrators who completed their CTE program sequence and who earned a secondary school diploma, or other state recognized equivalent during the reporting year.	**State Administered Survey**	**B: 34.0**	**L:** **A: 34.5**	**L:** **A: 35.0**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 28.0**	**L:** **A: 28.5**	**L:** **A: 29.0**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 50.0**	**L:** **A: 50.5**	**L:** **A: 51.0**

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who completed their program and passed a state approved technical skill attainment assessment that is aligned with industry-recognized standards, if available and appropriate, during the reporting year; or who,completed their program in a course sequence where no state approved technical skill attainment assessment is available or appropriate, and earned a cumulative GPA of C (2.0) or better in their technical coursework. **Denominator:** Number of CTE concentrators who completed their program and took a state approved technical skill attainment assessment that is aligned with industry-recognized standards, if available and appropriate, during the reporting year; or who completed their program in a course sequence where no state approved technical skill attainment assessment is available or appropriate.	**State and Local Administrative Records**	**B:**	**L:** **A: 41.0**	**L:** **A: 42.5**

2P1 **Credential, Certificate, or Degree** **113(b)(2)(B)(ii)**	**Numerator:** Number of CTE concentrators ~~who earned or were eligible to~~ received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	**State and Local Administrative Records**	**B: 30.5**	**L:** **A: 31.0**	**L:** **A: 31.5**
3P1 **Student Retention or Transfer** **113(b)(2)(B)(iii)**	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry recognized credential, a certificate, or a degree in the previous reporting year.	**State and Local Administrative Records**	**B:**	**L:** **A: 40.5**	**L:** **A: 41.0**

4P1 **Student Placement** **113(b)(2)(B)(iv)**	**Numerator:** Number of CTE concentrators who completed their CTE program sequence and who earned a postsecondary credential, certificate, or degree and left postsecondary education who ~~were placed~~ report engagement in advanced education, employment, and/or military in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). **Denominator:** Number of CTE concentrators who ~~completed their CTE program sequence and who earned a postsecondary credential, certificate, or degree and~~ left postsecondary education during the reporting year.	**State Administered Survey**	**B: 82.5**	**L:** **A: 83.0**	**L:** **A: 83.5**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 23.0**	**L:** **A: 23.5**	**L:** **A: 24.0**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 22.0**	**L:** **A: 22.5**	**L:** **A: 23.0**

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 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:

   - 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).

   - A nonprofit institution of higher education that offers:

     - 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.);
     - 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;
     - (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
     - 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)]

   The NM PED's CTWEB Bureau Chief will appoint a review team of at least five (5) persons who are familiar with the subject area of Tech Prep, all impartial, and may be internal or external to the state agency. Each review team is assigned to evaluate all applications submitted for consideration and must use professional judgment in examining the proposals. The CTWEB will specify, in its evaluation process the components which are especially vital to consider in the review process, and will direct the review team to rate the proposal on its merit within each individual category. Items for special consideration include but may not be limited to:

   - provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
   - are developed in consultation with business, industry, institutions of higher education, and labor organizations;
   - address effectively the issues of school dropout prevention and reentry, and the needs of special populations;
   - 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;
   - demonstrate how tech prep programs will help students meet high academic and employability competencies; and
   - demonstrate success in, or provide assurances of, coordination and integration with eligible recipients described in part C of title I.

   The above mentioned considerations will be detailed in the Request for Application document so that eligible applications are fully aware of such; and the items will be addressed in the evaluation rubric form used by the evaluation team.

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

   Based on the premise that all of the New Mexico students, rural and urban, should be afforded the Tech Prep opportunity, the State encourages all eligible entities to apply for Tech Prep funds. A primary consideration for building an effective consortium hinges on implementation of programs that meet the state's definition of sufficient size, scope and quality and adequate funding of such. To implement a program of sufficient size,funds will be distributed according to the application evaluation and rubric.

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;

   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.

   New Mexico's Request for Application - Tech Prep (RFATP) requires all eligible recipients to negotiate a written Tech Prep Education articulation agreement between or among each consortia member. This agreement commits all parties to a program designed to provide students with an aligned, sequential, non-duplicative series of courses leading to postsecondary degrees or certificates.

Articulation agreements are a requirement of Tech Prep program development and implementation, and included in the evaluation of the RFATP.

Each LEA receiving Tech Prep funds must submit to the NM PED a copy of the all articulation agreements between the participants in the consortium and they become available during the funding cycle. Such articulation agreements will be reviewed and evaluated by the NM PED for their level of implementation during on-site monitoring visits to the Tech Prep Projects. While the articulation agreements are to be in accordance with section 3(4) of the Act, they must also satisfy any requirements designated in New Mexico's Dual credit rule (6.30.7 NMAC).

(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

New Mexico's RFATP requires the consortia to develop a program that combines a minimum of 2 years of secondary education with a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; or an apprenticeship program of not less than 2 years following secondary education instruction. The program of must also:

- integrate academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;
- provide technical preparation in a career field, including high skill, high wage, or high demand occupations;
- build student competence in technical skills and in core academic subjects as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
- lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field;
- lead to placement in high skill or high wage employment, or to further education; and
- utilize career and technical education programs of study, to the extent practicable.

Thus, New Mexico's application for funding aligns to section 203(c)(2)(A)-(G) of the Act in two ways. First, such requirements are built into the application as a Program of Study therefore; those applications to that do fully complete the Program of Study template will not receive full points on the evaluation of such. Secondly, the Request for Application requires applicants to respond to an application questionnaire which requires a plan for implementation of the requirements in this section. Effort to ensure that the requirements are met will be accomplished through an in depth review of the LEA's application, extensive professional development activity, refinements of the local plan funds documents to include required descriptions of planned consortium actions or assurances of intended compliance, a thorough review of the annual application content, and an effective monitoring process. If the state determines that performance is deficient, it may elect to require improvement plans and monitoring, technical assistance, consortia consolidation, or defunding.

(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;

Courses included in a Tech Prep course of study are required to meet the New Mexico PED Graduation requirements and which are aligned with New Mexico's Content Standards with Benchmarks. The New Mexico Content Standards and bench marks are the basis of the curriculum which builds student capacity to meet academic and achievement standards identified by the State for meeting Federal reporting requirements. Course curriculum may include content reflecting Career Readiness Standards, as well as industry-recognized standards adopted by the state. In certain fields, National Skills Standards may also be used.

Additional requirements of the RFATP include the following:

Linkages of secondary schools with 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through:

- nonduplicative sequences of courses in career fields;
- the use of articulation agreements;
- dual credit enrollment opportunities
- work-based or worksite learning experiences; and
- if appropriate and available, educational technology and distance learning.

In summary, New Mexico's application for funding aligns to section 203(c)(3)(A)-(D) of the Act. Requirements in this section of the Act (items A-C), are built into the Program of Study template. Further elaboration on item D is sough in the application questionnaire (how the consortia will use educational technology and distance learning, as appropriate, to involve the participants in the consortium more fully in the development and operations of programs). Effort to ensure compliance is the same as discussed in item (b) above.

(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.

New Mexico RFATP requires entities to plan for professional development that supports effective implementation of tech prep programs. The scope of professional development provided is to support joint training within the consortium, address business needs, and facilitate contextual and applied curriculum, instruction, and assessment. Additionally, it is to support accessing and utilizing data, and information on student achievement, including assessments.

Targeted recipients of the above professional development are to include, but not be limited to secondary and postsecondary teachers, faculty and administrators. Topics that may be timely to address may include, but not be limited to POS development, instructional best practices such as those provided by SREB, the Schlechty Center, JAG, PLTW, STEM programs, the New Mexico Standards and Benchmarks accountability performance targets, New Mexico college entrance standards, New Mexico Career Technical Education Standards, and National Industry Standards related to supported Tech Prep programs

New Mexico's application for funding aligns to section 203(c)(4)(A)-(F) of the Act. Applicants must respond to each element of this section in the questionnaire section of the Request for Application. Effort to ensure compliance is the same as discussed in item (b) above.

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

New Mexico's RFATP includes the requirement that professional development be provided for counselors that provide opportunities for counselors to:

- provide information to students regarding tech prep programs;
- support student progress in completing tech prep programs
- provide information on related employment opportunities;
- ensure that students are placed in appropriate employment or further postsecondary education;
- stay current with the needs, expectations, and methods of business and all aspects of an industry; and
- provide comprehensive career guidance and academic counseling to participating students, including special populations.

The manner in which the funded entities provide the above are individualized by the needs of the consortia, and reflect the unique needs of the region served as well as the above requirements. Training opportunities may be held jointly and include not only counselors, but instructors, administrators, and business and industry participants. Topics addressed may include, but not be limited to, regional needs, student performance levels, dual credit opportunities industry aspects, workforce needs, and economic development indicators, New Mexico's application for funding aligns to section 203(c)(5)(A)-(F) of the Act. Applicants must respond to each element of this section in the questionnaire section of the Request for Application. Effort to ensure compliance is the same as discussed in item (b) above.

f. Provides 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 [Sec. 203(c)(6)];

New Mexico's application for funding aligns to section 203(c)(6) of the Act. Applicants must respond to each element of this section in the questionnaire section of the Request for Application. Effort to ensure compliance is the same as discussed in item (b) above.

g. Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and

New Mexico's application for funding aligns to section 203(c)(7) of the Act. Applicants must respond to each element of this section in the questionnaire section of the Request for Application. Effort to ensure compliance is the same as discussed in item (b) above.

h. Coordinates with activities under Title I. [Sec. 203(c)(8)]

New Mexico's Tech Prep Program is closely coordinated and in alignment with Perkins Title I grant. New Mexico's Tech Prep actually enhances the Basic Grant in that in requires articulation agreements, requires at least a 2+2 approach, and it underscores emphatically the coordination of shared instructional best practices among secondary, postsecondary, and industry specialists. The POS template for Perkins Title I and II are coordinated, and reflect the highly rigorous, aligned, non-duplicative courses of study that lead to an industry recognized credential or an associates degree. The benefits of the coordination of these programs are reflected in the ability to align planning among instructional program deliverers.

New Mexico's application for funding aligns to section 203(c)(8). Applicants must respond to each element of this section in the questionnaire section of the Request for Application. Effort to ensure compliance is the same as discussed in item (b) above. Further more, program administrators at the NM PED routinely review program and budget activity to ensure funded entities are not commingling Title I and Title II funds.

2. 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)]

Included in the requirements that must be met to receive funding for New Mexico's RFATP is the requirement that entities must report on each indicator described in sections 113(b) and 203(e) of the Act. The funded entity must use the State provided reporting mechanism (either STARS, the State maintained reporting template for postsecondary, and/or a combination of both) to provide the required information.

New Mexico's Request for Application requires each funded consortia to sign an assurance, if funded, that they will work with the NM PED and other Tech Prep funded applicants on the development, pilot and refinement of the data collection at the secondary and postsecondary levels

for the purpose of collection and reporting of Tech Prep performance measures. The State offers the LEA the opportunity to accept its State levels of performance as their own, or an opportunity to negotiate a lower rate if necessary in like manner as the State negotiates with USDOE. At the State's discretion, the proposed levels may be accepted or denied. This process mirrors the process for performance agreement in Title I of the Act.

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.

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:

Postsecondary Funds		Eligible Institution's CTE Pell Grant and BIE assisted Enrollment		State Total CTE Pell Grant and BIE assisted Enrollment		Amount of funding for which the institution is eligible in this example
$ 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:

Postsecondary Funds		Eligible Institution's CTE Pell Grant and BIE assisted Enrollment		State Total CTE Pell Grant and BIE assisted Enrollment		Amount of funding for which the institution is eligible in this example
$ 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 LEAS'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 LEA'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 sine the first issuance of allocation figures are shared with the LEA's.

   NM PED 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 budges 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:

Postsecondary Funds		Eligible Institution's CTE Pell Grant and BIE assisted Enrollment		State Total CTE Pell Grant and BIE assisted Enrollment		Amount of funding for which the institution is eligible in this example
$ 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 LEAs 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 LEAs.

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 apples 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:

   - 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)]

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 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. 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)]

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/.

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]

3/7/08
Date

Veronica C. Garcia
Veronica C. García, Ed. D., Secretary of Education
New Mexico Public Education Department

3/7/08
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 <u>or</u> is a public charter school operating secondary school career and technical education programs <u>and</u> 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)]

3/7/08
Date

Veronica C. Garcia, Ed.D., Secretary of Education
New Mexico Public Education Department

3/7/08
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	
Veronica C. Garcia, Ed. D., Secretary of Education New Mexico Public Education Department	
SIGNATURE Veronica C. Garcia	DATE 3/7/08

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. ээ4728-4763) 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. ээ1681-1683, 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. э794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ээ 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) ээ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. ээ 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. э 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. ээ1501-1508 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. ээ276a to 276a-7), the Copeland Act (40 U.S.C. э276c and 18 U.S.C. ээ874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ээ 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, ΛAudits 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:

Veronica C. García, Ed.D.

TITLE:

Secretary of Education,
New Mexico Public Education Department

3/7/05

New Mexico Public Education Department

DATE SUBMITTED

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

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 2
(For Federal Funds to Become Available Beginning on July 1, 2008)

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

A.	Total Title I Allocation to the State	$	8,933,828
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 (*Line A + Line B*)	$	8,933,828
D.	Local Formula Distribution (*not less than 85%*) (*Line C x 85%*)	$	7,593,754
	1. Reserve (*not more than 10% of Line D*)	$	759,375
	a. Secondary Programs (100% of *Line D*)	$	759,375
	b. Postsecondary Programs (0% of *Line D*)	$	0
	2. Available for formula allocations (*Line D minus Line D.1)*	$	6,834,379
	a. Secondary Programs (50% of *Line D.2*)	$	3,417,190
	b. Postsecondary Programs (50% of *Line D.2*)	$	3,417,189
E.	State Leadership (not more than 10%) (*Line C x 10%)*	$	893,383
	1. Nontraditional Training and Employment ($60,000)	$	60,000
	2. Corrections or Institutions ($40,000)	$	40,000
F.	State Administration (not more than 5%) (*Line C x 5%*)	$	446,691
G.	State Match *(from non-federal funds)*[1]	$	446,691rv

[1] 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, 2008)

II. TITLE II: TECH PREP PROGRAMS

A.	Total Title II Allocation to the State	$	833,848
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 (*Line A less Line B)*	$	833,848
D.	Tech-Prep Funds Earmarked for Consortia	$	792,156
	1. Percent for Consortia(*Line D divided by Line C*) [95%]	$	
	2. Number of Consortia New Mexico will seek to fund a minimum of 3 consortia	$	
	3. Method of Distribution (*check one*):	$	
	a. Formula	$	
	X b. Competitive	$	
E.	Tech-Prep Administration	$	41,692
	1. Percent for Administration(*Line E divided by Line C*) [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:

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
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
Postsecondary/Adult Level – 6 Indicators			
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.

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

A secondary student who has completed…

Participants – one or more courses in any CTE program area.
Concentrators – two courses in a three or more course CTE program area sequence, or one course in a two course CTE program area, but only in those program areas where two course sequences are recognized by the State.

B. Postsecondary/Adult Level

A postsecondary/adult student who:

Participants – has earned one (1) or more credits in any CTE program area.
Concentrators – (A) completes at least 12 academic or CTE credits, of which 9 credits are CTE, within a single program area that is comprised of 12 or more academic and CTE credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (B) completes a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree. Rv 6-10-08

Career, Technical & Workforce Education Bureau
New Mexico Public Education Department
120 S. Federal Place Rm.207
Santa Fe, NM 87501
505-827-1800

New Mexico Career Technical and Workforce Education Bureau
FAUPL Revision - Narrative

2S1 – Technical Skill Attainment - This change allows New Mexico to bring into the calculation those students who are in programs of study (i.e. accounting) that do not have an industry or state recognized skills assessment before their attainment of a degree/diploma. In order to calculate a reliable indication of their skill attainment, we look at the cumulative grade point average that would result in successfully passing their sequence of classes (2.0 or C average).

Removed baseline number.

3S1- Secondary School completion -The justification for making this change is that CTWEB interpreted the original language as being duplicative. If one starts with CTE concentrators who get a diploma, then the remaining stipulations (other than GED completers) are subsets of that group and would require one to double-count students.

The GED component was removed as New Mexico does not have a tracking mechanism within the "STARS" system for GED completers. GED students do not come back through the schools for their certificates. Individuals interested in attaining a GED attend Adult Basic Education (ABE) or another facility to attain the GED.

4S1 – number changed to 87

5S1-- 1) training reinserted.

2) The term "engagement" is used over "placed" as a State-preferred manner to reflect involvement.

3) Rationale for changed measurement approach:

CTWEB considers this change appropriate to adequately put a statistical number to students' placement after they have left secondary education. New Mexico does not allow the use of social security numbers as an identifier for students, thus, New Mexico does not have "state or local administrative records" that track students beyond high school unless they have enrolled in public higher education. CTWEB deliberations resulted in the feasibility of two solutions to this issue:

a) require the local districts to complete an exit interview with students to derive their "intent" beyond high school, or

b) NM PED would obtain the students' last known address and mail to that address a notice of an independent, state-operated survey.

Item b above is New Mexico's preferred approach for the following reason: while the numbers of respondents might be lower with option b, the results can be statistically validated.

Additionally, the use of the term "report engagement" relates to the former students themselves reporting what type of placement they are engaging in after they leave the program of study.

1P1- Technical Skill Attainment - This change allows New Mexico to bring into the calculation those students who are in a program of study (i.e. accounting that does not have an industry or state recognized skills assessment before their attainment of a degree. In order to calculate a reliable indication of their skills

attainment, we look at the transcripted grade point average, which would result in successfully passing their sequence of classes (2.0 or C average).

Removed baseline number.

2P1- Removed “or were eligible”.

3P1- Removed baseline number.

4P1- Student placement – As in 5S1, New Mexico’s preference is to use the option of obtaining the students’ last known address and mail out a notice of an independent, state-operated survey.

CTWEB considers this change appropriate to adequately put a statistical number to students’ placement after they have left postsecondary education. CTWEB deliberations resulted in consideration of two solutions to this issue:

a) require the postsecondaries to complete an exit interview with students to derive their “intent” beyond postsecondary; or,

b) postsecondary entities would provide PED with the students’ last known address and PED will mail to that address a notice of an independent, state operated survey.

Item b above is New Mexico’s preferred approach for the following reason: while the numbers of respondents might be lower with option b, the results can be statistically validated.

Additionally, the use of the term “report engagement” relates to the former students themselves reporting what type of placement they are engaging in after they leave the program of study.

Removed “earned a postsecondary credential, certificate or degree and” from denominator.

STATE NAME: NEW MEXICO

Final Agreed Upon Performance Levels (FAUPL) for 5-Year Perkins IV 2008-2013

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

June 10, 2008

NOTE: During the implementation of Perkins IV on Performance Level Definitions for 2S1 and 1P1, New Mexico will seek to acquire industry standards measures for purposes of its data reporting.

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/06-6/30/07**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** 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 and were included in the State's calculation and report of Adequate Yearly Progress. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **reading/language arts whose scores were included in the State's computation of AYP** and who, in the reporting year, left secondary education and were included in the State's calculation and report of Adequate Yearly Progress.	**State and Local Administrative Records**	**B: 41.0**	**L:** **A: 45.0**	**L:** **A: 56.0**

1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** 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 and were included in the State's calculation and report of Adequate Yearly Progress. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **mathematics whose scores were included in the State's computation of AYP** and who in the reporting year, left secondary education and-were included in the State's calculation and report of Adequate Yearly Progress.	**State and Local Administrative Records**	**B: 20.0**	**L:** **A: 25.0**	**L:** **A: 39.0**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline Baseline 7/1/06-6/30/07**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who completed their program in a course sequence and earned a cumulative GPA of C (2.0) or better in their technical coursework. **Denominator:** Number of CTE concentrators who completed their program in a course sequence.	**State and Local Administrative Records**	**B:**	**L:** **A: 44.5**	**L:** **A: 70.00**
3S1 Secondary School Completion ***113(b)(2)(A)(iii)(I-III)***	**Numerator:** Number of CTE concentrators who earned a secondary school diploma; other state recognized equivalent; or earned a proficiency credential, certificate or degree and who left secondary education during the reporting year. **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	**State and Local Administrative Records**	**B: 87.0**	**L:** **A: 86.78**	**L:** **A: 86.78**
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.	**State and Local Administrative Records**	**B: 87.0**	**L:** **A: 86.78**	**L:** **A: 86.78**

5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of secondary CTE concentrators who completed their CTE program sequence and who earned a secondary school diploma, or other state recognized equivalent and who reported placement in postsecondary education, advanced training, employment, and/or the military in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). **Denominator:** Number of CTE concentrators who completed their CTE program sequence and left secondary education during the reporting year.	**State Administered Survey**	**B: 34.0**	**L:** **A: 34.5**	**L:** **A: 41.00**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 28.0**	**L:** **A: 28.5**	**L:** **A: 29.0**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 50.0**	**L:** **A: 50.5**	**L:** **A: 51.00**

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who completed their program in a course sequence and earned a cumulative GPA of C (2.0) or better in their technical coursework. **Denominator**: Number of CTE concentrators who completed their program in a course sequence.	**State and Local Administrative Records**	**B:**	**L:** **A: 41.0**	**L:** **A: 50.00**
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	**State and Local Administrative Records**	**B: 30.5**	**L:** **A: 31.0**	**L:** **A: 42.00**

3P1 **Student Retention or Transfer** **113(b)(2)(B)(iii)**	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry recognized credential, a certificate, or a degree in the previous reporting year.	**State and Local Administrative Records**	**B:**	**L:** **A: 40.5**	**L:** **A: 45.00**
4P1 **Student Placement** **113(b)(2)(B)(iv)**	**Numerator:** Number of CTE concentrators who completed their CTE program sequence and who earned a postsecondary credential, certificate, or degree and left postsecondary education who reported placement in employment, and/or military in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). **[Rv. 8.19.08]** **Denominator:** Number of CTE concentrators who completed their CTE program sequence and left postsecondary education during the reporting year.	**State Administered Survey**	**B: 82.5**	**L:** **A: 83.0**	**L:** **A: 83.5**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 23.0**	**L:** **A: 23.5**	**L:** **A: 24.0**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program sequence that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 22.0**	**L:** **A: 22.5**	**L:** **A: 23.0**

NOTE: FINAL June10, 2008 Postsecondary Concentrator Definition—

Postsecondary Concentrator:

A postsecondary student who is enrolled for credit in the reporting program year who…

(A) completes at least 12 academic or CTE credits, of which 9 credits are CTE, within a single program area that is comprised of 12 or more academic and CTE credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or

(B) completes a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Office of Vocational and Adult Education
Division of Academic and Technical Education

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

ATTESTATION OF PERFORMANCE LEVELS FOR PROGRAM YEAR TWO (JULY 1, 2008 – JUNE 30, 2009)

I, Melissa W. Lomax, State Director for Career and Technical Education for New Mexico, certify that the attached Final Agreed Upon Performance Levels (FAUPL) form, which includes my state's measurement definitions, measurement approaches, baseline data, and performance levels for program year two (July 1, 2008 – June 30, 2009) for the Perkins IV core indicators, is accurate and complete. I understand that this document will be incorporated into our State's July 1, 2008, Perkins IV grant award and that our state will be held accountable for meeting at least 90 percent of each agreed-upon performance level or be required to implement a program improvement plan pursuant to section 123(a)(1) of Perkins IV.

Melissa W. Lomax 6/10/08
Signature/Date
State CTE Director

Signature/Date
Perkins Regional Accountability Specialist

ATTACHMENT A

Public Hearings

PUBLIC HEARING

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

A Final Report for
Public Hearings on
Career and Technical Education Legislation

Hearings Sponsored by:
State of New Mexico
Public Education Department

Hearings Convened by:
New Mexico First

Dates & Locations
Farmington: October 15, 2007
Alamogordo: October 16, 2007
Albuquerque: October 17, 2007

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Introduction

The spirit of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins Act) is to help all students develop their academic, career, and technical skills to prepare for high skill, high wage, and high demand occupations in current or emerging professions. The act provides continuing federal support for career and technical education programs that prepare students for this competitive workforce.

The act

- places 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.

The goal of the New Mexico Public Education Department, Career~Technical and Workforce Education Bureau (CTWEB) is to assist the state's career technical education providers develop the academic and technical standards that ensure students are prepared for a competitive work environment. In order to receive federal assistance, the department must submit a 6-year state plan to the Secretary of U.S. Department of Education.

Many New Mexicans are interested in ensuring the state plan fulfills the needs of our students in their pursuit of academic, career, and technical skills. This report summarizes the results from three regional citizen hearings held throughout New Mexico in October 2007. Participants attending the daylong events learned about the Perkins Act and developed concrete recommendations for implementing the requirements of the act successfully.

The Structure of the Hearings

Each hearing offered presentations on the Perkins Act and on the new design for high schools in the state from locally recognized experts including: Dr. Melissa W. Lomax, Bureau Chief for Career~Technical & Workforce Education with the New Mexico Public Education Department Instructional Services Division; Dr. Mary Jo Daniel, Science Specialist for the Math and Science Bureau with the New Mexico Public Education Department; and Dr. Catherine Cross-Maple, Deputy Cabinet Secretary for the New Mexico Public Education Department, Learning and Accountability. These experts addressed the impacts of the act on education policy in New Mexico.

These hearings were not debates about the merits of the state plan. Instead, these local hearings encouraged practical conversations about how New Mexico can respond to the needs of students for quality career technical education. These were conversations about how best to implement the requirements of the Perkins Act. The main purpose of the hearings was to permit public feedback on proposed federal changes to the act. The New Mexico Public Education Department will use this feedback in its own federal reporting.

Participants at the hearings represented varying perspectives. There were 81 participants, including educators, administrators, parents, business leaders, and interested community members. Participants worked in groups of 10-40 led by a two person facilitation team. Each group explored nine discussion questions that would, by the end of the day, translate into a list of recommendations highlighting top priorities for the New Mexico Public Education Department as it moves forward with the development of the

6-year state plan. Each individual played a substantial role in the development of recommendations in each community to ensure the state provides successful career technical education assistance to students.

These suggestions are being provided to the New Mexico Public Education Department, Career~Technical and Workforce Education Bureau (CTWEB) working to create a state plan that insures New Mexico's students are prepared for high skill, high wage, and high demand occupations.

Hearings were held in the cities of Farmington, Alamogordo, and Albuquerque.

About the Organizers

These hearings were sponsored by the New Mexico Public Education Department, Career~Technical & Workforce Education Bureau. They were convened by the nonpartisan organization, New Mexico First, which facilitated the events and compiled the results.

The mission of the New Mexico Public Education Department is to provide leadership, technical assistance, and quality assurance to improve student performance and close the achievement gap.

As innovative leaders, the mission of the Career~Technical & Workforce Education Bureau is to provide exemplary customer service for the implementation of career technical education that includes management of resources to support the work of the Public Education Department of New Mexico.

New Mexico First is a nonpartisan, nonprofit organization that engages citizens in public policy. Co-founded in 1986 by U.S. Senators Pete Domenici (R-NM) and Jeff Bingaman (D-NM), the organization brings people together for two- and three-day town hall meetings as well as one-day forums. These events use a unique consensus-building process that enables participants to learn about a topic in depth, develop concrete policy recommendations addressing that topic, and then work with fellow New Mexicans to help implement those recommendations with policymakers.

Statement of Student Needs Themes

In order to set a context for participants' recommendations, they were asked to give their perspectives regarding what students in New Mexico need to prepare for high skill, high wage, and high demand occupations. These perspectives do not necessarily represent the consensus of all the participants. Given that the events were held in three different locations, consensus was impossible to determine. However, they do represent commonly held views presented by multiple attendees.

- Participants at each location agreed that having a positive **work ethic** is essential for success in the workplace.

- Participants at two of the three locations agreed that the following were also important:
  - Being literate in the **core skills** of reading, writing, math, and computing
  - Understanding the **relevancy** of what they are learning and having relevant and practical experiences that translate to the needs of the workplace
  - Being **responsible** and having a **sense of pride** in their work
  - Having a **positive attitude**, e.g., being motivated, having self-confidence, and seeing possibilities
  - Developing **core character traits** such as being prepared for a work environment that requires showing up on time, being ready to work, and working cooperatively

- Most participants acknowledged that adequate **funding** for the support and resources required for career technical education needs to be provided.

NOTE: This information pertains to the following section of the State plan—PART A: STATE PLAN NARRATIVE, Section II. Program Administration, A. Statutory Requirements 2(a)i-iv; (h), (i)i-iii,(k), (l).

Recommendation Themes

Participants in the hearings were asked to comment on four broad themes. The hearings produced over seventy-four recommendations within these themes. Participants were asked to select their top priorities within each theme and to suggest immediate next steps and identify responsible parties. The thirty-four top priority recommendations from each community are listed on the following pages as well as the forty additional recommendations of secondary importance.

- Focusing Collaboration
- Implementing Best/Promising Practices
- Ensuring Skilled/Credentialed Staff
- Providing Consulting Assistance

Participants were also asked to make recommendations on three additional topics. The requirements of the Perkins Act for these topics are much more prescriptive; however, participants did have forty-eight suggestions for how to handle these issues.

- Ensuring Accountability and Evaluation
- Receiving Tech Prep Grants
- Budgeting Financial Requirements

In addition, participants were asked for open-ended comments on any other provisions in the act and eleven recommendations within five themes emerged.

- Funding
- Specific Populations
- Requirements
- Programs
- Community Outreach

Legend
In this section of the report, the following symbols are used to identify the community which made the specific recommendation:
[F] = Farmington
[G] = Alamogordo
[A] = Albuquerque

Focusing Collaboration

The Perkins Act requires collaboration among the Public Education Department, institutions of higher education, and workforce representatives. To ensure the state's career technical education providers prepare students for either entry into the workforce or post-secondary education, these groups should collaborate on the following key areas.

NOTE: These recommendations pertain to the following sections of the State Plan—PART A: STATE PLAN NARRATIVE, Section I. Planning, Coordination, and Collaboration Prior to Plan Submission, A. Statutory Requirements 1-5 and Section II. Program Administration, A. Statutory Requirements 2(b), (c), (d), (e), (g); 10; 11

Communication

Recommendation		Responsible	Key Actions
1.	Improve communication and interaction [F], ensuring intentional and in-depth communication among these three groups [G]	▪ PED ▪ Institutions of higher education ▪ Workforce representatives	▪ Meet to identify: ▪ What works and what doesn't work ▪ Determine needs ▪ Develop a plan to communicate and interact more effectively
2.	Develop a resource or website describing all career technical education programs in the state [A]	▪ PED ▪ HED ▪ Office of Consumer (in consultation with the governor's office) ▪ New Mexico Lottery ▪ College Success Network (currently involved in development of website) ▪ Local workforce boards (WIA) ▪ Industry leaders ▪ EDD	▪ Action steps already completed but not yet finalized: ▪ Working committee ▪ Action/Business Plan ▪ Prototype ▪ Survey questions/focus group for students ▪ Funding support

Industry/Education Partners

Recommendation		Responsible	Key Actions
3.	Make education more responsive to industry by focusing on what employers need employees to know and by aligning the curriculum so that it meets workplace needs, e.g., include short-term certificate programs for electricians, plumbers, etc.[G]	▪ PED ▪ HED ▪ Dept of Workforce Solutions ▪ Economic Development Dept ▪ State workforce board ▪ Business/Industry leaders ▪ School boards and districts ▪ Administrators ▪ Classroom teachers ▪ Parents ▪ Students	▪ Develop goals and a process for ensuring intentional communication between all stakeholders, including local and regional forums

Recommendation, cont d.		Responsible	Key Actions
4.	Develop strong partnerships between career technical education programs, business, and industry to ensure educators [A]: ▪ are fully aware of the knowledge and skills needed in different industry areas ▪ truly listen to business and enact programs that develop the skill sets business needs ▪ understand expectations at various worksites and industries	▪ PED ▪ HED ▪ Industry leaders ▪ Workforce representatives ▪ Chamber of Commerce education committees ▪ Tribal governments ▪ Secondary institutions ▪ High school department industry advisory committees ▪ Post-secondary institutions ▪ Post-secondary department industry advisory committees ▪ Higher ed vocational programs ▪ College access programs ▪ NM Counselors Association ▪ DVR ▪ CTSO's	▪ Develop statewide advisory committee ▪ Identify existing partnerships ▪ Develop Memorandums Of Understanding's for partnerships ▪ Draft legislation where necessary

Requirement Flexibility

Recommendation		Responsible	Key Actions
5.	Achieve greater flexibility in the Federal and State requirements for graduation, e.g., offer high school academic credit for career technical education courses [F]	▪ PED ▪ Federal and State legislators ▪ School boards and districts ▪ Administrators ▪ Classroom teachers	▪ Local school boards, districts, administrators and classroom teachers collaborate to develop curriculum and policy relevant to local service areas ▪ Curriculum and policy is introduced by legislators at the state and federal level

Vision

Recommendation		Responsible	Key Actions
6.	Develop a collaborative vision focused on the recognition that every child is career-bound, which may or may not include college [G]	▪ PED ▪ HED ▪ Dept of Workforce Solutions ▪ Economic Development Dept ▪ State workforce board ▪ Business/Industry leaders ▪ School boards and districts ▪ Administrators ▪ Classroom teachers ▪ Parents ▪ Students	▪ Utilize research and data and explore model programs to help build collaborative vision ▪ Create and implement public campaign and engage in community dialogue to get the vision out

Early Intervention

Recommendation		Responsible	Key Actions
7.	Intervene early to establish career pathways, even before middle school (NOTE: The reason for being in school is to make the transition to post-secondary education and to careers.) [G]	▪ PED ▪ HED ▪ Dept of Workforce Solutions ▪ Economic Development Dept ▪ State workforce board ▪ Business/Industry leaders ▪ Post-secondary institutions ▪ Superintendents ▪ Principals ▪ Counselors ▪ Classroom teachers ▪ Parents ▪ Students	▪ Establish collaborative procedure to implement and expand use of New Mexico Career Guidance Pyramid beginning with career awareness through exploration and preparation. ▪ Establish funding, other than Perkins, to begin to get career and technical programs back in the middle schools and high schools

Secondary Recommendations

Communication

a) Integrate information systems, e.g., Banner and Schoolmax [A]
b) Visit and consult at career technical education sites [F]
c) Make presentations to students to give them ideas about careers, fieldtrips, internships, mentorships, etc. [A]

School/Career Transition

d) Develop a smooth and relevant transition path from high school to technical training outside of high school and onto the workforce [F]
e) Create a seamless, understanding and connection between high school and college counseling and registration [G]
f) Approach vocation education from post-college as well (NOTE: The U.S. is falling behind because we focus too much on college rather than focusing on the jobs students will do beyond college, which require more advanced math and science.) [F]
g) Unify and empower the state college and university system [A]

Government/Industry/Education Partnerships

h) Prepare students for the future in a global market environment [F]
i) Utilize existing state departments to build partnerships with industry [A]
j) Ensure a partnership with tribal government entities, e.g., BIE, IED [A]
k) Identify changing industry needs and enabling educators to stay current with those changing needs [F]
l) Offer the elective vocational courses that are needed by industry [F]
m) Create more opportunities and participation by industry, the state, and parents so students can be placed in internships [G]
n) Develop tax or other incentives for small business to collaborate with educational institutions [A]
o) Provide professional development for elected officials and policymakers [A]
p) Build consensus to bring ideas to policymakers [A]
q) Include the involvement of parents [G]

Balanced Offerings

r) Ensure students receive a broad perspective [F]
s) Balance vocational courses with math/reading courses [F]
t) Ensure high school graduation requirements include at least one vocational education course [F]
u) Establish dual enrollment/credit for juniors and seniors in secondary schools [A]
v) Remove obstacles to higher education, e.g., "gatekeeping." costs to the district of dual credit [G]

Funding

w) Coordinate on state requirements to obtain Perkins funding and making requirements appropriate to particular areas and demographics [G]
x) Change formulas to enable funding for rural and smaller private schools [A]
y) Ensure funding for non-credit certificate programs [A]

Implementing Best/Promising Practices

Actions that will ensure constructive and productive ideas are shared and implemented by the state's career technical education providers include the following ideas.

NOTE: These recommendations pertain to the following sections of the State Plan—PART A: STATE PLAN NARRATIVE, Section II. Program Administration, A. Statutory Requirements 2 (f)i-iii; (g), (j); 7(a)i-iii; (b), (c) and Section III. Provision of Services for Special Populations, A. Statutory Requirements 1-5

Technology Solutions

Recommendation		Responsible	Key Actions
8.	Improve communication with providers through using many different methods [F]	▪ PED—CTWEB	▪ Conduct site visits and consultations with providers (including classroom teachers) ▪ Make website more user-friendly ▪ Record best practices on website
9.	Create a data warehouse and share that information and ideas with providers through websites and other methods [G]	▪ PED ▪ HED ▪ Industry leaders	▪ Establish intentional communication between PED and HED to share information and coordinate processes, including Perkins Act ▪ PED and HED coordinate a process to approach industry at the state level ▪ Develop better methods of technical assistance and information sharing, including updating web page regularly and making it more user-friendly to ensure information is shared with local providers

Recommendation, cont d.		Responsible	Key Actions
10.	Develop capacity to enable use of teleconferencing and web casting to facilitate interaction [G]	▪ PED	▪ PED develop capacity to enable use of teleconferencing and web casting to facilitate interaction
11.	Solicit ideas for best practices from programs and put together website of resources, including website directory of all key people at all levels in the state who are involved with career tech, e.g., find what has been developed for high school level CTE and share ideas through this website [A]	▪ PED ▪ HED ▪ Legislators ▪ Tribal governments ▪ Public secondary and post-secondary institutions ▪ Private secondary and post-secondary institutions ▪ Industry leaders ▪ CTSO state directors	▪ PED: ▪ Solicit ideas from all stakeholders ▪ Develop the website ▪ Post the website

Face-to-Face Solutions

Recommendation		Responsible	Key Actions
12.	Fund and facilitate interaction among providers [F]	▪ PED—CTWEB ▪ School boards and districts ▪ Administrators ▪ Classroom teachers	▪ Develop and facilitate a statewide network, utilizing websites, local meetings, and statewide forums
13.	Conduct regional workshops (not only in Santa Fe) that include secondary and post-secondary teachers. Focus of workshops should be on collaboration rather than dictating how things should be done [G]	▪ PED ▪ HED	▪ PED and HED collaborate and utilize NM ACTE to coordinate and conduct regional workshops and include local expertise, i.e., use expertise of classroom teachers rather than bringing in "experts"
14.	Ensure adequate staffing at PED/CTWEB to work with career clusters throughout New Mexico; create forums for CTE providers to communicate with PED/CTWEB and share what they need [A]	▪ PED/CTWEB ▪ CTE ▪ Legislators	▪ Legislators allocate funding ▪ PED hire additional, qualified staff in CTWEB division ▪ PED create forums for CTE providers and CTWEB
15.	Continue to hold state CTE conference to share best practices [A]	▪ PED	

Policy Guidelines

Recommendation		Responsible	Key Actions
16.	Understand the differences and develop guidelines of policies for secondary and post-secondary education [A]	▪ PED ▪ HED ▪ Legislators ▪ Tribal governments ▪ Public secondary and post-secondary institutions ▪ Private secondary and post-secondary institutions ▪ Industry leaders ▪ CTSO state directors ▪ DFA	▪ Develop a working committee to develop and implement an action plan

Incentives

Recommendation		Responsible	Key Actions
17.	Ensure that any time out of the classroom is effective and efficient for teachers and does not negatively effect learning time; pay teachers for time outside of the classroom [G]	▪ PED ▪ Governor ▪ Legislators ▪ Legislative Education Study Committee	▪ Allocate funds to pay teachers for time outside of the classroom

Focus

Recommendation		Responsible	Key Actions
18.	Shift focus from one of monitoring and "gotcha" to technical assistance and information sharing [G]	▪ PED	▪ Develop internal staff regarding change in philosophy and attitude to ensure shift in focus. ▪ Develop better methods of technical assistance and information sharing, including updating web page regularly and making it more user-friendly. ▪ Get program managers out into the field to develop relationships with grant recipients

Secondary Recommendations

a) Create a statewide team (or regional teams) that include all stakeholders who will be the driving force that guides decisions on curriculum, benchmarks, etc.] [F]
b) Provide ways for students and parents, as well as teachers, to become involved, e.g., through Family Career Community Leaders of America [F]

Ensuring Skilled/Credentialed Staff

Recommendations for ensuring that the state's career technical programs are adequately staffed with educators who are highly skilled and industry-credentialed are listed below.

NOTE: These recommendations pertain to the following section of the State Plan—PART A: STATE PLAN NARRATIVE, Section II. Program Administration, A. Statutory Requirements 3(a-f); 4(a), (b); 5; 6

Licensure

Recommendation		Responsible	Key Actions
19.	Review licensure requirements to determine if they are a barrier or facilitator to recruiting and determine how the NCLB "highly qualified" requirement affects recruitment [F] Eliminate licensure requirement as an obstacle to recruitment in secondary institutions (although alternative licensure is available) [A]	▪ PED ▪ HED ▪ Teacher preparation programs	▪ Collect data from other states and nations and evaluate the success of requirements in recruitment ▪ Develop appropriate requirements targeted to the goal of recruiting highly-skilled, industry–credentialed educators
20.	Restructure licensure system appropriate to workplace/workforce demands, including streamlining alternative licensure [G]	▪ PED ▪ Governor ▪ Legislators	▪ Conduct a study to evaluate other licensure systems ▪ Communicate goals and objectives within PED

Recommendation, cont d.		Responsible	Key Actions
21.	Find people within industry who have certifications and experience who are willing to come into the secondary classroom; make them aware of and help them obtain alternative licensure [A]	▪ PED ▪ HED ▪ Legislators ▪ Tribal governments ▪ Public secondary and post-secondary institutions ▪ Private secondary and post-secondary institutions ▪ Industry leaders ▪ CTSO state directors	▪ Develop marketing plan to identify and recruit industry specialists ▪ CTE and industry leaders collaborate to ensure communication regarding available jobs ▪ Find ways to reconcile discrepancies in pay between education and industry and create systems of incentives and non-monetary rewards

Education, Training, & Development

Recommendation		Responsible	Key Actions
22.	Provide funding for professional development and training to keep up with technology, including providing time for networking among providers [F]	▪ PED ▪ Workforce Development Dept ▪ Industry leaders ▪ Professional associations ▪ School districts ▪ Administrators ▪ Classroom teachers ▪ Post-secondary institutions ▪ Teacher preparation programs ▪ EDD	▪ PED partner with industry for information and funding ▪ Utilize Perkins funds for professional development ▪ Communicate through various methods to encourage networking ▪ Coordinate with post-secondary institutions to provide graduate credit
23.	Provide access to degrees in career and technical education in New Mexico [F]	▪ PED ▪ HED ▪ Teacher preparation programs	▪ Survey what degrees are available in the state and publicize them ▪ Ask HED and post-secondary institutions to create programs to address gaps ▪ Expand alternative licensure programs
24.	Make mandatory and flexibly fund professional development and externship in CTE teachers' areas of expertise so that teachers can maintain industry certification [A] Define mandatory professional development requirements [F]	▪ PED ▪ Governor ▪ Legislators	▪ Research how much funding is needed ▪ Lobby legislators to earmark CTE funding with line item identified

Benefits

Recommendation		Responsible	Key Actions
25.	Market career technical education across the state in order to attract highly motivated, qualified instructors, i.e., emphasize good benefits, time off to spend with families, etc. [F]	▪ PED & EDD ▪ Workforce Development Dept ▪ Industry leaders ▪ Professional associations ▪ School districts ▪ Administrators ▪ Classroom teachers ▪ Post-secondary institutions ▪ Teacher preparation programs	▪ Conduct multi-media, mass marketing to raise level of awareness ▪ Develop informational websites for targeted audiences

Recommendation, cont d.		Responsible	Key Actions
26.	Reconcile discrepancies between industry and education pay scales, e.g., develop incentive pay for recruitment and continuing education [G] Partner with industry to help fund professional development and recruiting costs, e.g., pay part of their salaries, provide higher pay to for qualified teachers, etc. [F] Find methods to reconcile discrepancies in pay between education and industry [A]	▪ PED ▪ Governor ▪ Legislators ▪ Unions	▪ Develop legislation to reflect the needs of career technical education for the purposes of recruitment and retention of teachers ▪ Develop competitive pay scales or other incentives

Partnerships

Recommendation		Responsible	Key Actions
27.	Develop business, industry, and military partnerships to co-op instructors to help with programs [G]	▪ PED ▪ Business/Industry and Military leaders	▪ Follow example set by existing local partnerships in developing relationships ▪ Provide funding to sustain partnerships

Credentials Versus Endorsement

Recommendation		Responsible	Key Actions
28.	Require all career and technical education workforce to have nationally recognized industry credentials rather than endorsements [G]	▪ PED ▪ Governor ▪ Legislators ▪ Unions	▪ Establish regulation

Secondary Recommendations

a) Develop a directory of secondary and post-secondary CTE teachers [A]
b) Revitalize CTE teacher prep programs [A]
c) Strengthen NM ACTE [A]
d) Help people with industry experience obtain teaching skills if teaching licensure is at some point not required [A]

Providing Consulting Assistance

The Public Education Department should offer the following consulting assistance to the state's career technical education providers to help them implement their programs.

NOTE: These recommendations pertain to the following sections of the State Plan—PART A: STATE PLAN NARRATIVE, Section II. Program Administration, A. Statutory Requirements 8; 9 and Section III. Provision of Services for Special Populations, A. Statutory Requirements 1-5

Resources

Recommendation		Responsible	Key Actions
29.	Provide user-friendly websites, professional organizations, and networking opportunities, including identifying best practices and providing a clearinghouse for this information [F]	▪ PED ▪ Classroom teachers (to share best practices)	▪ Identify a specialist or liaison within PED as an advocate for providers to identify and communicate their needs
30.	Identify and provide examples of successful, research-based, model programs aligned to industry standards [G]	▪ PED ▪ Industry leaders ▪ School districts	▪ PED to identify programs with help of local school districts and industry ▪ Develop better methods of technical assistance and information sharing, including updating web page regularly, making it more user-friendly, and including contact information to ensure that information is shared with local providers
31.	Develop and provide starter kits or templates and technical assistance based on industry standards for high schools to use to develop and implement programs of study using existing resources [G]	▪ PED ▪ Industry leaders	▪ Research other states' models by reviewing websites and conducting on-site visits ▪ Develop better methods of technical assistance and information sharing, including updating web page regularly, making it more user-friendly, and including contact information to ensure that information is shared with local providers

Upon-Request

Recommendation		Responsible	Key Actions
32.	Provide training and technical assistance on career and technical education-upon request [F]	▪ PED ▪ Post-secondary institutions ▪ Teacher training programs ▪ Professional associations ▪ Industry leaders	▪ Identify a specialist or liaison within PED as an advocate for providers to identify and communicate their needs ▪ Provide funding for training and technical assistance

Assessment Versus Evaluation

Recommendation		Responsible	Key Actions
33.	Conduct site visits on a regular basis, not for the purpose of evaluation, but to help determine what's working, what's not working, and what is needed to support the site (NOTE: PED personnel should be knowledgeable in the fields they administer or should hire consultants who do have expertise in those fields.) [F]	▪ PED ▪ Industry leaders ▪ Educators	▪ PED and industry leaders create guidelines in collaboration with educators to help them tailor programs to meet industry needs ▪ Identify a specialist or liaison within PED as an advocate for providers to identify and communicate their needs ▪ Determine purpose and schedule of visits and provide support for teachers to enable collaboration

Career Clusters

Recommendation		Responsible	Key Actions
34.	Provide technical assistance to rural school districts on implementing career clusters [G]	▪ PED	▪ Conduct site visits to provide technical assistance and resources beyond Perkins to rural school districts

Secondary Recommendations

a) Stay more involved throughout the year [A]
b) Provide more opportunities for sharing of resources and training [A]
c) Hire more qualified CTWEB staff to work with people throughout the state [A]
d) Sponsor an AP conference or initiative for career tech [A]
e) Provide targeted, programmatic support and technical assistance to existing CTE programs; go out into the field, work with the teachers, hold workshops [A]
f) Facilitate mentoring from community colleges [A]
g) Develop CTE mentorship program and provide substitute pay and travel pay for teachers [A]
h) Provide a directory of resources to enable collaboration and networking [A]
i) Help providers obtain funding other than Perkins for CTE [A]

Ensuring Accountability and Evaluation

Hearing attendees urged the Public Education Department to ensure that local education agencies meet or exceed the level of performance set by the State and Federal Act by enacting the following the recommendations.

NOTE: These recommendations pertain to the following section of the State Plan—PART A: STATE PLAN NARRATIVE, Sections IV. Accountability and Evaluations, A. Statutory Requirements 1-10 and B. Other Department Requirements 1, 2

- Application & Reporting Process/Tools
  1. Streamline the application process and reporting procedures [F]
  2. Improve the data system to enable state and districts to extract required data for reporting [G]
  3. Develop a manual with clear criteria and guidelines including flowcharts, checklists, and simplified budget forms [F]
  4. Develop clear and concise definitions [A]
  5. Distribute status reports with cumulative years' CTE data which could be fed into STAR system to create new templates and formats [A]

- Technical Assistance
  6. Conduct site visits, twice a year, in order for the grant monitors to review program implementation and provide guidance in person [F]
  7. Ensure that technical assistance is provided to attain performance objective targets [G]
  8. Provide more guidance on industry credentialing and how they relate to the providers' programs and the Perkins requirements [F]
  9. Hire more people to assist local LEA's [A]
  10. Support local federal program administrators with guidelines for conducting clear briefings on the Perkins Act [F]
  11. Hold conferences to teach CTE teachers to integrate academics (reading, writing and math) into their programs [A]

- Data Collection
  12. Develop uniform data collection for K through post-secondary [G]
  13. Re-evaluate criteria for data collection with feedback from CTE providers who need current and constant feedback on program metrics and effectiveness, e.g., Criteria is not relevant to career tech students, i.e., CTE students often do not complete in three years [A]
  14. Develop tracking system to meet post-secondary requirements (NOTE: Should be a collaboration among PED, HED, and DWS [G]
  15. Resolve conflicting requirements of data collection to ensure there is good way to track students [A]

- Performance Consequences
  16. Align performance objective goals with State AMO's [G]
  17. Impose sanctions on non-performing programs once data extraction programs are fixed so that progress can be accurately measured [G]
  18. Use stick vs. carrot concept; at what point do you use the stick? [A]

- Other Recommendations
  19. Resolve conflicts between the Perkins requirements and state and federal confidentiality laws, e.g., student ID vs. SS#'s [F]
  20. Provide funding and resources beyond Perkins to start programs and implement new ideas [G]

Receiving Tech Prep Grants

The most important competitive criteria that a career technical education provider should demonstrate in order to receive a Tech Prep grant include:

NOTE: These recommendations pertain to the following section of the State Plan—PART A: STATE PLAN NARRATIVE, Section V. Tech Prep Programs, A. Statutory Requirements 1-5 and B. Other Department Requirements 1

- Targeted Benefits
  1. Conduct interest inventory of potential student population [F]
  2. Define needs by population demographics [F]
  3. Show benefit to the local community [A]
  4. Address need of rural areas [G]
  5. Meet the needs of special populations [A]
  6. Use creative responses to identify and serve special populations [G]
  7. Fill identified gaps [G]
  8. Demonstrate "post-program" goals [A]
  9. Demonstrate innovation and creativity [F]

- Industry/Career Alignment
  10. Show linkage to current and emerging workforce needs at the local, regional, state, national, and global levels [F]
  11. Show alignment with industry standards [G]
  12. Focus on high demand careers nationally, statewide, regionally and within the demographics of the local service area [G]

- Industry Involvement
  13. Show strong involvement with industry and employers [G]
  14. Include industry internship or apprenticeship program [A]
  15. Include agreements between industry and educational institutions and demonstrate that business is supporting students and consortia by providing what they promised [A]

- Secondary/Post-Secondary Collaboration
  16. Indicate strong collaboration between the secondary and post-secondary institution [F]
  17. Demonstrate 2 plus 2 plus 2—providing for seamless transition from secondary to post-secondary [G]
  18. Demonstrate through matching funds the district's commitment to sustainability [A]

- Clear/Consistent Evaluation Process
  19. Use clear and concise assessment methods using qualitative and quantitative data [A]
  20. Use an ongoing, formative, program evaluation during the program [A]
  21. Show excellence in past performance (if consortium applied previously) [A]

Budgeting Financial Requirements

Comments regarding the budget and the budgeting process include:

NOTE: These recommendations pertain to the following section of the State Plan—PART A: STATE PLAN NARRATIVE, Section VI. Financial Requirements, A. Statutory Requirements 1-7 and B. Other Department Requirements 1-6

- Size Requirements
  1. Develop an easier way for smaller schools to tap into the funding that doesn't rely on consortia (NOTE: If a school doesn't qualify for $10,000+ grant, it must enter into a consortium to apply. This is a barrier to their access to funding.) [F]
  2. There should be an opportunity for anyone who wants to participate to be able to participate in Perkins (Half of the districts in New Mexico don't qualify to apply except through consortia, and some can't even be part of a consortium.) [A]
  3. Use non-federal matching funds for CTE programs in districts that don't qualify for Perkins to rectify inequities [A]
  4. Funding and technical assistance formulas should be more responsive to local needs, taking into account variable demographics so that it is possible to provide funding and [A] Unspent Perkins dollars should be used for free professional development for teachers in districts that do not qualify for Perkins. [A]

- Timeframe Requirements
  5. Provide opportunities for funding to meet overall project goals—overtime, e.g., in phases if need be or in one lump sum [F]
  6. Define a more realistic timeframe for spending the funds (NOTE: By the time funds are approved and distributed, it's already halfway through fall semester.) [F]

- General Funding
  7. More funding is needed (NOTE: There is only $9,300,232 for Career and Technical Assistance to New Mexico, only $834,472 for Tech Prep, and only $792,748 earmarked for consortia.) [F]

Other Comments

Other comments or feedback about Section 1 – Planning, Coordination, and Collaboration Prior to Plan Submission; Section 2 – Program Administration; or Section 3 – Provision of Services for Special Populations of the State Plan include:

- Funding
  1. Advocate for funding for CTE programs and promote industry-driven innovative programs in high schools throughout the state [A]
  2. Provide recurring funding for CTSOs. [A]
  3. Ensure that legislators are aware of and respond to the real needs of career and technical education providers [F]

- Specific Populations
  4. Include NM Indian Education Act in Perkins planning [A]
  5. Clarify Perkins availability to Charter schools [A]
  6. With NM IEA, educate on need to consider and develop indigenous (including Hispanic, Native/Hispanic, Native-only) research and methodology [A]

- Requirements
  7. Ensure balanced statewide participation in development of standards [F]
  8. Schools are increasingly opting out of Perkins because of the additional and stringent requirements of NCLB. The amount of work required for the grant and the amount of money allocated doesn't seem to be enough bang for the buck. [A]

- Programs
  9. Entrepreneurship education should be emphasized, integrated, included, and required across the board.[A]
  10. Revitalize CTE teacher prep programs.[A]

- Community Outreach
  11. Continue solicitation of input from the field on state Perkins plan before submission [F]

Project Plan

Project Timeline

The following outlines the time line for the key activities involved in planning, communicating, conducting, and reporting the results for the public hearings.

Date	Key Activity	Outcome
7-2-07	Project Scope Meeting ▪ Dr. Melissa W. Lomax—PED-CTWEB ▪ Brian Salter—PED-CTWEB ▪ Heather Balas—New Mexico First	Proposal submitted 7-5-07
7-31-07	Project Venue Research	Venues tentatively scheduled
9-5-07	Project Planning Teleconference ▪ Dr. Melissa W. Lomax—PED-CTWEB ▪ Eric Spencer—PED-CTWEB ▪ Brian Salter—PED-CTWEB ▪ Darlene Valdez—PED-CTWEB ▪ Charlotte Pollard—New Mexico First	Planning Subcommittee formed
9-10-07	Project Planning Meeting ▪ Eric Spencer—PED-CTWEB ▪ Darlene Valdez—PED-CTWEB ▪ Charlotte Pollard—New Mexico First	Hearing Questions drafted
9-14-07	Project Contract Fax ▪ Dr. Melissa W. Lomax—PED-CTWEB ▪ Heather Balas—New Mexico First	Contract signed
9-14-07	Project Planning Meeting ▪ Dr. Melissa W. Lomax—PED-CTWEB ▪ Eric Spencer—PED-CTWEB ▪ Brian Salter—PED-CTWEB ▪ Darlene Valdez—PED-CTWEB ▪ Charlotte Pollard—New Mexico First	Hearing Questions revised & approved Registration System tested Agenda drafted Website prepared
9-17-07	Project Venue Confirmation	Venues contracted
9-26-07	Project Announced to Public ▪ Website goes live ▪ Press Release to New Mexico Media Market ▪ Print invitations to 200 ▪ Email invitations to 1000	Hearings announced
10-3-07	Project Announced to Public ▪ Email reminders to 1000	Invitations followed-up

Date	Key Activity	Outcome
10-4-07	Leadership Team Orientation ▪ Dr. Melissa W. Lomax—PED-CTWEB ▪ Brian Salter—PED-CTWEB ▪ Darlene Valdez—PED-CTWEB ▪ Charlotte Pollard—New Mexico First ▪ Krista Koppinger—New Mexico First ▪ Philip Crump—New Mexico First ▪ Lynne Canning—New Mexico First	Report on Registration, Community Outreach, Facilities, & Hearing Materials Context setting for Leadership Team Agenda/Hearing Questions revised & approved Website updated
10-9-07	Project Announced to Public ▪ Press Release reminder to New Mexico Media Market ▪ Public Service Announcements to New Mexico Media Market	Hearing announcement followed-up
10-12-07	Registration Closed	55 participants pre-registered
10-15-07	Farmington Hearing	11 participants attended
10-16-07	Alamogordo Hearing	25 participants attended
10-17-07	Albuquerque Hearing	45 participants attended
10-18-07	Web Survey Goes Live	
10-22-07	Web Survey Closed	0 responses
9-9-07	Report	Draft submitted 9-9-07 Final Submitted 9-16-07

Community Outreach

The public hearings were broadly announced throughout the state to ensure that interested parties would be informed.

Press Release

The following press release was sent out to the full New Mexico First media market on both September 26 and October 9, 2007 which represents 55 newspapers, 52 radio stations, and 5 television stations in New Mexico.

NEW MEXICO FIRST

People. Ideas. Progress. 20 Years.

FOR IMMEDIATE RELEASE
September 26, 2007

Contacts:	Heather Balas	Jacey Blue Campbell
	President	Program Coordinator
	505.241.4815	505.241.4814
	505.715.3693 (cell)	505.259.2979 (cell)
	heatherb@nmfirst.org	jaceyc@nmfirst.org

Statewide Hearings Set For Carl D. Perkins Career and Technical Education Improvement Act of 2006

SANTA FE- Educators, administrators, parents, employers and other community members are invited to participate in discussions on New Mexico's State Plan for the implementation of the Carl D. Perkins Career and Technical Improvement Act of 2006 (Perkins IV). The purpose of Perkins IV is to assist students in preparation for high skill, high wage, and high demand occupations.

Three regional public hearings are scheduled during mid October from 8:30 a.m. to 3:00 p.m. each day. Specific locations will be available at: http://www.gotoaconference.com/nmfirst/.

The schedule is:
Farmington: October 15, 2007, San Juan Community College
Alamogordo: October 16, 2007, NMSU-Alamogordo
Albuquerque: October 17, 2007, CNM Workforce Training Center

Participants will learn how this grant impacts New Mexico's technological and career advancement within the public school system statewide, including probable impacts on students in all regions. Participants will also have the opportunity to produce concrete, specific recommendations on this state plan and address concerns.

New Mexico First, a nonpartisan organization dedicated to engaging citizens in policy discussions, is facilitating the hearings. Participants are requested to register at http://www.gotoaconference.com/nmfirst/.

For more information, contact Heather Balas, **New Mexico First** President at 505.241.4815, heatherb@nmfirst.org or Jacey Blue Campbell, **New Mexico First** Program Coordinator at 505.241.4814, jaceyc@nmfirst.org.

320 GOLD AVENUE SW SUITE 300 ▶ ALBUQUERQUE, NEW MEXICO 87102
phone 505-241-4813 ▶ *fax* 505-241-4819 ▶ *website* WWW.NMFIRST.ORG

Public Service Announcement

The following public service announcement was sent out to the full New Mexico First media market on October 9, 2007

NEW MEXICO FIRST

People. Ideas. Progress. 20 Years.

FOR IMMEDIATE RELEASE-*PUBLIC SERVICE ANNOUNCEMENT*
October 9, 2007

Contacts:	Heather Balas President 505.241.4815 505.715.3693 (cell) heatherb@nmfirst.org	Jacey Blue Campbell Program Coordinator 505.241.4814 505.259.2979 (cell) jaceyc@nmfirst.org

Statewide Hearings on Job Training and the Perkins Act

Time: 30 seconds

The Public Education Department announces its regional public hearings on the Carl D. Perkins Career and Technical Improvement Act of 2006 (Perkins IV). These hearings, scheduled October 15-17, will take place from 8:30 am-3:00 pm each day.

Locations include:
Farmington: October 15, 2007, San Juan Community College
Alamogordo: October 16, 2007, NMSU-Alamogordo
Albuquerque: October 17, 2007, CNM Workforce Training Center

Participants will learn how this grant impacts New Mexico's technological and career advancement within the public school system statewide. **Educators, workforce and business leaders are encouraged to attend.**

To register please visit: http://www.gotoaconference.com/nmfirst/ or call 505.241.4814.

320 GOLD AVENUE SW SUITE 300 ▶ ALBUQUERQUE, NEW MEXICO 87102
phone 505-241-4813 ▶ *fax* 505-241-4819 ▶ *website* WWW.NMFIRST.ORG

Community Calendars

The hearings were listed in the following Community Calendars:

- Farmington Daily-Times
- Farmington Convention and Visitors Bureau
- Alamogordo Daily-News
- Albuquerque Tribune
- KOB-TV online calendar
- New Mexico Magazine online calendar

Invitations

Invitations to the hearings were sent to community members:

- Print invitations sent to approximately 200 community members on September 26, 2007
- Email invitations sent to approximately 1000 community members on September 26, 2007 and October 3, 2007

Print Media/Blog Coverage

The following print media/blogs covered the hearings:

- *The El Paso Times* (10-14-07)
  - "Technical Education Forum Monday"
  - http://www.elpasotimes.com/newmexico/ci_7172752
- *The El Paso Times* (10-16-07)
  - "Group Looks for Public Education Feedback"
  - http://www.elpasotimes.com/newmexico/ci_7188794
- *The Farmington Daily-Times* (10-14-07)
  - "Technical Education Forum Monday"
  - http://www.daily-times.com//ci_7172752?IADID=Search-www.daily-times.com-www.daily-times.com
- *The Farmington Daily-Times* (10-16-07)
  - "Group Looks for Public Education Feedback"
  - http://www.daily-times.com/news/ci_7188794
- *nm-media.blogspot.com*
  - "NM First PED public hearings"
  - http://nm-media.blogspot.com/2007/10/nm-first-ped-public-hearings.html

Hearing Agenda

8:30 Registration and continental breakfast

9:00 Welcome and Overview of Hearing Goals
Dr. Melissa W. Lomax, Bureau Chief, New Mexico Public Education Department, Career—Technical & Workforce Education Bureau

9:10 Presentation: High School Redesign
New Mexico Public Education Department representative

9:30 Q&A from the participants

9:40 Welcome from New Mexico First
Krista Koppinger, New Mexico First Director of Events and Administration

9:45 Overview of Hearing Process
Philip Crump, New Mexico First Leadership Team

9:50 Introductions and Discussion Question 1
What do our students need to successfully prepare for high skill, high wage, and high demand occupations in New Mexico?

10:30 Break

10.40 Discussion Question 2
The act requires collaboration among the Public Education Department, institutions of higher education, and workforce representatives. What are the most important things these groups should collaborate on to ensure the state's career technical education providers prepare students for either entry into the workforce or post-secondary education?

11:20 Discussion Question 3
What actions should be implemented by the Public Education Department to ensure constructive and productive ideas are shared and implemented by the state's career technical education providers?

12:00 Working Lunch and Discussion Question 4
What actions can the Public Education Department take to ensure the state's career technical programs are adequately staffed with educators who are highly skilled and industry-credentialed?

1:00 Discussion Question 5 + 6
What kind of consulting assistance should the Public Education Department offer to the state's career technical education providers to help them implement their programs?

Are there any other comments or feedback about Section 1 – Planning, Coordination, and Collaboration Prior to Plan Submission; Section 2 – Program Administration; or Section 3 – Provision of Services for Special Populations of the State Plan?

1:50 Break

2:00 Discussion Question 7 + 8
What are the most important things the Public Education Department can do to ensure that local education agencies meet or exceed the level of performance set by the State and Federal Act?

What are the most important competitive criteria that a career technical education provider should demonstrate in order to receive a Tech Prep grant?

2:40 Discussion Question 9
Grants are formula driven from the Federal to the State and from the State to the local levels. What comments do you have on the budget?

2:50 Closing + Next Steps
Dr. Melissa W. Lomax, Bureau Chief, New Mexico Public Education Department, Career—Technical & Workforce Education Bureau

3:00 Adjourn

Attendance List: All Hearings

The following list includes the attendees from all three regional hearings: Farmington, Alamogordo, and Albuquerque.

Grant Banash
Aztec High School
Farmington

Allan Bassing
Bloomfield High School
Farmington

Susan Champany
Kirtland Middle School
Farmington

Pat Evans
Bloomfield High School
Farmington

Brent McFarland
Aztec High School
Farmington

James Pinckard
School of Health Sciences-San Juan College
Farmington

Karen Ransom
Bloomfield Schools
Farmington

John TohTsoni
Navajo Prep
Farmington

Dr. Sandra Tracy
San Juan College
Farmington

Steve Wamel
San Juan College
Farmington

Rebecca Werth
Shiprock Middle Central Consolidated
Farmington

Jennifer Amis
Las Cruces Public Schools
Alamogordo

Eddie Beagles
Dept. of Workforce Solutions
Alamogordo

Holly Bird
Alamogordo High School
Alamogordo

Gary Cozzens
REC IX
Alamogordo

M. Kathleen Crinklaw
Chaparral Middle School
Alamogordo

Sharon Fisher
NMSU-Alamogordo
Alamogordo

Melissa Gebhart
Region IX Education Cooperative
Alamogordo

David Gottula
Alamogordo Chamber of Commerce
Alamogordo

Joan Griggs
NMSU-Alamogordo
Alamogordo

Mike Harris
Alamogordo School District
Alamogordo

Jann Hunter
Alamogordo Public Schools
Alamogordo

Joseph Jaramillo
Alamogordo High School
Alamogordo

Antonio Macias
WNMU
Alamogordo

Bruce Martin
NMSU-Alamogordo
Alamogordo

Tammi Matthews
ENMU-R
Alamogordo

Phyllis McNall
Gold Mentor Program-ALTSD
Alamogordo

Sue Medina
Alamogordo PS-Board of Education
Alamogordo

Larry Morgan
Alamogordo Forum
Alamogordo

Heidi Orvosh-Kamenski
Gadsden ISD
Alamogordo

Sheila Raihl
Gadsden ISD
Alamogordo

Sammy Silva
Alamogordo High School
Alamogordo

Viola Silva
Dona Ana Community College
Alamogordo

Marian Smith
Dept. of Aging & Long-Term Services
Alamogordo

Jerry Welch
Dona Ana Community College
Alamogordo

Evelyne White
NMSU-Carlsbad
Alamogordo

Jeff Armijo
CNM
Albuquerque

Norma Barney
CNM
Albuquerque

RJ Berry
NM House of Representatives
Albuquerque

John Broniz
CNM
Albuquerque

CW Butch Cassidy
PI & Polygraph BP/Silver City
Albuquerque

Gail Campbell
Alamo Navajo
Albuquerque

Therese Carroll
Teaching & Learning Systems
Albuquerque

Jonathan Cartland
Northern New Mexico College
Albuquerque

Cindy Chavez
Albuquerque

Honey Cohen
Pima Medical Institute
Albuquerque

Gabriella Duran
Eldorado High School
Albuquerque

Joyce Eldridge
ENMU
Albuquerque

Carolyn Franklin
Logan Schools (Tucumcari)
Albuquerque

Kathleen Freeland
NM PED
Albuquerque

Janelle Garcia
Bernalillo Public Schools
Albuquerque

Marjorie Gillespie
NM PED-CSD
Albuquerque

Sandra Girard
PNM Resources
Albuquerque

Audrey Gramstad
CNM
Albuquerque

Abe Gurule
Bernalillo Public Schools
Albuquerque

Debbie Hambel
Division of Vocational Rehabilitation
Albuquerque

JoBeth Hawk
Albuquerque Public Schools
Albuquerque

Laura Horton
West Side Coalition of NA's
Albuquerque

Ann Jarvis
UNM-Gallup
Albuquerque

Leah Kier
UNM Continuing Education
Albuquerque

Larry Langley
NM Business Roundtable
Albuquerque

Rita Logan
Albuquerque

Will Lusk-Claiborne
AGC
Albuquerque

Len Malry
Workforce Education
Albuquerque

Sharon Oizumi
College for Success Network
Albuquerque

Det Phillips
Albuquerque

Dennis Roch
Albuquerque

Birdian Rogers
Dulce Schools
Albuquerque

Paul Sanchez
PNM Resources
Albuquerque

John Sapien
State Farm Agency
Albuquerque

Gilbert Sena
Northern New Mexico College
Albuquerque

Harry Sheski
NMSU
Albuquerque

Liz Shipley
Intel-Corporate Affairs
Albuquerque

Adrienne Smith
Jobs for American Grads
Albuquerque

Richard Tafoya
Belen Schools
Albuquerque

Allan Tapia
Albuquerque

Corne Trujillo
Belen Schools
Albuquerque

Doris Vician
Albuquerque

Claudia Vigil-Muniz
Jicarilla Apache
Albuquerque

Glenna Voigt
Valley High School
Albuquerque

Monroe Walker
UNM-Gallup
Albuquerque

Appendix: Community Recommendations

Participants from each community thoughtfully compiled a list of recommendations to be presented to the New Mexico Public Education Department, Career~Technical & Workforce Education Bureau (CTWEB). Based upon each community's vision for what our students need to successfully prepare for high skill, high wage, and high demand occupations in New Mexico, a prioritized list of actionable steps were developed for each community's top priority recommendations. All recommendations for each community can be found on the following pages.

Farmington Hearing

Farmington: Statement of Student Needs

In order to prepare for high skill, high wage, and high demand occupations in New Mexico, our students need technology skills, work ethic skills, pride of workmanship, and an understanding of the relevancy of what they are learning to specific jobs based on input from industry.

Farmington: Recommendations for Focusing on Collaboration

The act requires collaboration among the Public Education Department, institutions of higher education, and workforce representatives. To ensure the state's career technical education providers prepare students for either entry into the workforce or post-secondary education, these groups should collaborate on:

1. Communicating and interacting with each other [Top Priority below]
2. Achieving greater flexibility in the Federal and State requirements for graduation [Top Priority below]
3. Visiting and consulting at career technical education sites
4. Developing a smooth and relevant transition path from high school to technical training outside of high school and onto the workforce
5. Identifying changing industry needs and enabling educators to stay current with those changing needs
6. Preparing students for the future in a global market environment
7. Offering the elective vocational courses that are needed by industry
8. Approaching vocation education from post-college as well (NOTE: The U.S. is falling behind because we focus too much on college rather than focusing on the jobs students will do beyond college, which require more advanced math and science.)
9. Balancing vocational courses with math/reading courses
10. Ensuring students receive a broad perspective
11. Ensuring high school graduation requirements include at least one vocational education course

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Improve communication and interaction	▪ PED ▪ Institutions of higher education ▪ Workforce representatives	▪ Meet to identify: ▪ what works and what doesn't work ▪ determine their needs ▪ develop a plan to communicate and interact more effectively
2. Achieve greater flexibility in the Federal and State requirements for graduation, e.g., offer high school academic credit for career technical education courses	▪ PED ▪ Federal and State legislators ▪ School boards ▪ School districts ▪ Administrators ▪ Classroom teachers	▪ Local school boards, districts, administrators and classroom teachers collaborate to develop curriculum and policy relevant to local service areas ▪ Curriculum and policy is introduced by legislators at the state and federal level

Farmington: Recommendations for Implementing Best/Promising Practices

Actions that will ensure constructive and productive ideas are shared and implemented by the state's career technical education providers include:

1. Conduct site visits with the "folks in the trenches" in the local areas; not just with the administrators [Key Action Step below]
2. Communicate to providers through many different methods, including putting best practices that are easy to find on a website [Key Action Step below]
3. Facilitate the interaction of providers through a statewide network utilizing websites, local meetings, and statewide forums [Key Action Step below]
4. Create a statewide team (or regional teams) that include all stakeholders who will be the driving force that guides decisions on curriculum, benchmarks, etc.]
5. Provide ways for students and parents, as well as teachers, to become involved, e.g., through Family Career Community Leaders of America

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Improve communication with providers through using many different methods	▪ PED—CTWEB	▪ Conduct site visits and consultations with providers (including classroom teachers) ▪ Make website more user-friendly ▪ Record best practices on website
2. Fund and facilitate interaction among providers	▪ PED—CTWEB ▪ School boards ▪ School districts ▪ Administrators ▪ Classroom teachers	▪ Develop and facilitate a statewide network, utilizing websites, local meetings, and statewide forums

Farmington: Recommendations for Ensuring Skilled/Credentialed Staff

Actions that can ensure the state's career technical programs are adequately staffed with educators who are highly skilled and industry-credentialed include:

1. Provide funding for professional development and training to keep up with technology, including providing time for networking among providers [Top Priority below]
2. Market career technical education across the state in order to attract highly motivated, qualified instructors, i.e., emphasize good benefits, time off to spend with families, etc. [Top Priority below]
3. Review licensure requirements to determine if they are a barrier or facilitator to recruiting; determine how NCLB "highly qualified" requirement affects recruitment [Top Priority below]
4. Provide access to degrees in career and technical education in New Mexico [Top Priority below]
5. Define mandatory professional development requirements
6. Partner with industry to help fund professional development and recruiting costs, e.g., pay part of their salaries, provide higher pay to for qualified teachers, etc.

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Provide funding for professional development and training to keep up with technology, including providing time for networking among providers	▪ PED ▪ Professional associations ▪ School districts ▪ Administrators ▪ Classroom teachers ▪ Industry leaders ▪ Post-secondary institutions ▪ Teacher preparation programs ▪ Workforce Development Dept ▪ EDD	▪ PED partner with industry for information and funding ▪ Utilize Perkins funds for professional development ▪ Communicate through various methods to encourage networking ▪ Coordinate with post-secondary institutions to provide graduate credit
2. Market career technical education across the state in order to attract highly motivated, qualified instructors, i.e., emphasize good benefits, time off to spend with families, etc.	▪ PED ▪ Professional associations ▪ School districts ▪ Administrators ▪ Classroom Teachers ▪ Industry leaders ▪ Post-secondary institutions ▪ Teacher preparation programs ▪ Workforce Development Dept ▪ EDD	▪ Conduct multi-media, mass marketing to raise level of awareness ▪ Develop informational websites for targeted audiences
3. Review licensure requirements to determine if they are a barrier or facilitator to recruiting and determine how the NCLB "highly qualified" requirement affects recruitment	▪ PED ▪ HED ▪ Teacher preparation programs	▪ Collect data from other states and nations and evaluate the success of requirements in recruitment ▪ Develop appropriate requirements targeted to the goal of recruiting highly-skilled, industry–credentialed educators.
4. Provide access to degrees in career and technical education in New Mexico	▪ PED ▪ HED ▪ Teacher preparation programs	▪ Survey what degrees are available in the state and publicize them ▪ Ask HED and post-secondary institutions to create programs to address gaps ▪ Expand alternative licensure programs

Farmington: Recommendations for Providing Consulting Assistance

The Public Education Department should offer the following consulting assistance to the state's career technical education providers to help them implement their programs:

1. Provide training and technical assistance on career and technical education-upon request [Top Priority below]
2. Conduct site visits on a regular basis, not for the purpose of evaluation, but to help determine what's working, what's not working, and what is needed to support the site (NOTE: PED personnel should be knowledgeable in the fields they administer or should hire consultants who do have expertise in those fields.) [Top Priority below]
3. Provide user-friendly websites, professional organizations, and networking opportunities, including identifying best practices and providing a clearinghouse for this information [Top Priority below]

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Provide training and technical assistance on career and technical education-upon request	▪ PED ▪ Post-secondary institutions ▪ Teacher training programs ▪ Professional associations ▪ Industry leaders	▪ Identify a specialist or liaison within PED as an advocate for providers to identify and communicate their needs ▪ Provide funding for training and technical assistance
2. Conduct site visits on a regular basis, not for the purpose of evaluation, but to help determine what's working, what's not working, and what is needed to support the site (NOTE: PED personnel should be knowledgeable in the fields they administer or should hire consultants who do have expertise in those fields.)	▪ PED ▪ Industry leaders ▪ Educators	▪ PED and industry leaders create guidelines in collaboration with educators to help them tailor programs to meet industry needs ▪ Identify a specialist or liaison within PED as an advocate for providers to identify and communicate their needs ▪ Determine purpose and schedule of visits and provide support for teachers to enable collaboration
3. Provide user-friendly websites, professional organizations, and networking opportunities, including identifying best practices and providing a clearinghouse for this information	▪ PED ▪ Classroom teachers (to share best practices)	▪ Identify a specialist or liaison within PED as an advocate for providers to identify and communicate their needs

Farmington: Recommendations for Ensuring Accountability and Evaluation

The Public Education Department can ensure local education agencies meet or exceed the level of performance set by the State and Federal Act by:

1. Streamlining the application process and reporting procedures
2. Developing a manual with clear criteria and guidelines including flowcharts, checklists, and simplified budget forms
3. Conducting site visits, twice a year, in order for the grant monitors to review program implementation and provide guidance in person
4. Supporting local federal program administrators with guidelines for conducting clear briefings on the Perkins Act
5. Resolving conflicts between the Perkins requirements and state and federal confidentiality laws, e.g., student ID vs. SS#'s
6. Providing more guidance on industry credentialing and how they relate to the providers' programs and the Perkins requirements

Farmington: Recommendations for Receiving Tech Prep Grants

The most important competitive criteria that a career technical education provider should demonstrate in order to receive a Tech Prep grant include:

1. Define needs by population demographics
2. Show linkage to current and emerging workforce needs at the local, regional, state, national, and global levels
3. Indicate strong collaboration between the secondary and post-secondary institution
4. Demonstrate innovation and creativity
5. Conduct interest inventory of potential student population

Farmington: Recommendations for Budgeting Financial Requirements

Comments regarding the budget and the budgeting process include:

1. Develop an easier way for smaller schools to tap into the funding that doesn't rely on a consortia (NOTE: If a school doesn't qualify for $10,000+ grant, it must enter into a consortium to apply. This is a barrier to their access to funding.)
2. Provide opportunities for funding to meet overall project goals—overtime, e.g., in phases if need be or in one lump sum
3. Define a more realistic timeframe for spending the funds (NOTE: By the time funds are approved and distributed, it's already halfway through fall semester.)
4. More funding is needed (NOTE: There is only $9,300,232 for Career and Technical Assistance to New Mexico, only $834,472 for Tech Prep, and only $792,748 earmarked for consortia.)

Alamogordo Hearing

Alamogordo: Statement of Student Needs

In order to successfully prepare for high skill, high wage and high demand occupations in New Mexico, students need problem solving skills, critical thinking skills, literacy skills, and life skills having to do with appropriate verbal, written, and technological communication. Students must also have a positive attitude and work ethic and be prepared for a work environment that requires showing up on time, being ready to work, and working cooperatively. In addition to Carl Perkins, there must also be dedicated career and technical education funding in recognition of its importance to economic development.

Alamogordo: Recommendations for Focusing on Collaboration

The act requires collaboration among the Public Education Department, institutions of higher education, and workforce representatives. To ensure the state's career technical education providers prepare students for either entry into the workforce or post-secondary education, these groups should collaborate on:

1. Making education more responsive to industry by focusing on what employers need employees to know and by aligning the curriculum so that it meets workplace needs, e.g., include short-term certificate programs for electricians, plumbers, etc. [Top Priority below]
2. Developing a collaborative vision focused on the recognition that every child is career-bound, not necessarily college-bound [Top Priority below]
3. Intervening early to establish career pathways, even before middle school (NOTE: The reason for being in school is to make the transition to post-secondary education and to careers.) [Top Priority below]
4. Removing obstacles to higher education, e.g., "gatekeeping." costs to the district of dual credit
5. Ensuring intentional and in-depth communication among these three groups
6. Coordinating on state requirements to obtain Perkins funding and making requirements appropriate to particular areas and demographics
7. Creating more opportunities and participation by industry, the state, and parents so students can be placed in internships
8. Creating a seamless, understanding and connection between high school and college counseling and registration
9. Including the involvement of parents in all of the above

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Make education more responsive to industry by focusing on what employers need employees to know and by aligning the curriculum so that it meets workplace needs, e.g., include short-term certificate programs for electricians, plumbers, etc.	▪ PED ▪ Department of Workforce Solutions ▪ Economic Development Dept ▪ State Workforce Board ▪ HED ▪ School districts ▪ School boards ▪ Administrators ▪ Classroom teachers ▪ Business/Industry Leaders ▪ Parents & Students	▪ Develop goals and a process for ensuring intentional communication between all stakeholders, including local and regional forums

2. Develop a collaborative vision focused on the recognition that every child is career-bound, which may or may not include college	▪ PED
	▪ Department of Workforce Solutions
	▪ Economic Development Dept
	▪ State Workforce Board
	▪ HED
	▪ School districts
	▪ School boards
	▪ Administrators
	▪ Classroom teachers
	▪ Business/Industry Leaders
	▪ Parents
	▪ Students.
		▪ Building on process above:
		  ▪ Utilize research and data and explore model programs to help build collaborative vision
		  ▪ Create and implement public campaign and engage in community dialogue to get the vision out

3. Intervene early to establish career pathways, even before middle school (NOTE: The reason for being in school is to make the transition to post-secondary education and to careers.)	▪ Superintendents ▪ Counselors ▪ Principals ▪ Classroom teachers ▪ Parents ▪ Students ▪ Post-secondary institutions ▪ PED ▪ Department of Workforce Solutions ▪ Economic Development Dept, State Workforce Board ▪ HED ▪ Business/Industry leaders	▪ Establish collaborative procedure to implement and expand use of New Mexico Career Guidance Pyramid beginning with career awareness through exploration and preparation. ▪ Establish funding, other than Perkins, to begin to get career and technical programs back in the middle schools and high schools

Alamogordo: Recommendations for Implementing Best/Promising Practices

Actions that will ensure constructive and productive ideas are shared and implemented by the state's career technical education providers include:

1. Shift focus from one of monitoring and "gotcha" to technical assistance and information sharing [Top Priority below]
2. Create a data warehouse and share that information and ideas with providers through websites and other methods (NOTE: Should be a collaborative effort among PED, HED, and industry at the state level) [Top Priority below]
3. Conduct regional workshops (not only up in Santa Fe) that include secondary and post-secondary teachers. Use teleconferencing and video technology to facilitate interaction. Focus of workshops should be on

collaboration rather than dictating how things should be done. Use expertise of classroom teachers rather than bringing in "experts." [Top Priority below]

4. Ensure that any time out of the classroom is effective and efficient for teachers and does not negatively effect learning time; pay teachers for time outside of the classroom [Top Priority below]

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Shift focus from one of monitoring and "gotcha" to technical assistance and information sharing	▪ PED	▪ Develop internal staff regarding change in philosophy and attitude to ensure shift in focus. ▪ Develop better methods of technical assistance and information sharing, including updating web page regularly and making it more user-friendly. ▪ Get program managers out into the field to develop relationships with grant recipients
2. Create a data warehouse and share that information and ideas with providers through websites and other methods	▪ PED ▪ HED ▪ Industry leaders	▪ Establish intentional communication between PED and HED to talk to each other, share information and coordinate processes, including Carl Perkins. ▪ PED and HED coordinate a process to approach industry at the state level ▪ Develop better methods of technical assistance and information sharing, including updating web page regularly and making it more user-friendly to ensure information is shared with local providers
3. Conduct regional workshops (not only up in Santa Fe) that include secondary and post-secondary teachers. Focus of workshops should be on collaboration rather than dictating how things should be done. Develop capacity to enable use of teleconferencing and web casting to facilitate interaction.	▪ PED ▪ HED	▪ PED and HED collaborate and utilize NM ACTE to coordinate and conduct regional workshops and include local expertise, i.e., use expertise of classroom teachers rather than bringing in "experts." ▪ PED develop capacity to enable use of teleconferencing and web casting to facilitate interaction
4. Ensure that any time out of the classroom is effective and efficient for teachers and does not negatively effect learning time; pay teachers for time outside of the classroom	▪ PED ▪ Governor and legislators ▪ Legislative Education Study Committee	▪ Allocate funds to pay teachers for time outside of the classroom

Alamogordo: Recommendations for Ensuring Skilled/Credentialed Staff

Actions that can ensure the state's career technical programs are adequately staffed with educators who are highly skilled and industry-credentialed include:

1. Restructure licensure system appropriate to workplace/workforce demands, including streamlining alternative licensure [Top Priority below]
2. Reconcile discrepancies between industry and education pay scales, e.g., develop incentive pay for recruitment and continuing education [Top Priority below]
3. Require all career and technical education workforce to have nationally recognized industry credentials rather than endorsements [Top Priority below]
4. Develop business, industry, and military partnerships to co-op instructors to help with programs [Top Priority below]

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Restructure licensure system appropriate to workplace/workforce demands, including streamlining alternative licensure	▪ PED ▪ Legislature ▪ Governor	▪ Conduct a study to evaluate other licensure systems ▪ Communicate goals and objectives with each other in PED
2. Reconcile discrepancies between industry and education pay scales, e.g., develop incentive pay for recruitment and continuing education	▪ PED ▪ Legislature ▪ Governor ▪ Unions	▪ Develop legislation to reflect the needs of career technical education for the purposes of recruitment and retention of teachers ▪ Develop competitive pay scales or other incentives
3. Require all career and technical education workforce to have nationally recognized industry credentials rather than endorsements	▪ PED ▪ Legislature ▪ Governor ▪ Unions	▪ Establish regulation
4. Develop business, industry and military partnerships to co-op instructors to help with programs	▪ PED ▪ Business/Industry and Military leaders	▪ Follow example set by existing local partnerships in developing relationships ▪ Provide funding to sustain partnerships

Alamogordo: Recommendations for Providing Consulting Assistance

The Public Education Department should offer the following consulting assistance to the state's career technical education providers to help them implement their programs:

1. Identify and provide examples of successful, research-based, model programs aligned to industry standards [Top Priority below]
2. Develop and provide starter kits or templates and technical assistance based on industry standards for high schools to use to develop and implement programs of study using existing resources [Top Priority below]
3. Provide technical assistance to rural school districts on implementing career clusters [Top Priority below]

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Identify and provide examples of successful, research-based, model programs aligned to industry standards	▪ PED ▪ Industry leaders ▪ School districts	▪ PED to identify programs with help of local school districts and industry ▪ Develop better methods of technical assistance and information sharing, including updating web page regularly, making it more user-friendly, and including contact information to ensure that information is shared with local providers
2. Develop and provide starter kits or templates and technical assistance based on industry standards for high schools to use to develop and implement programs of study using existing resources.	▪ PED ▪ Industry leaders	▪ Research other states' models by reviewing websites and conducting on-site visits ▪ Develop better methods of technical assistance and information sharing, including updating web page regularly, making it more user-friendly, and including contact information to ensure that information is shared with local providers
3. Provide technical assistance to rural school districts on implementing career clusters	▪ PED	▪ Conduct site visits to provide technical assistance and resources beyond Perkins to rural school districts

Alamogordo: Other Comments

Other comments or feedback about Section 1 – Planning, Coordination, and Collaboration Prior to Plan Submission; Section 2 – Program Administration; or Section 3 – Provision of Services for Special Populations of the State Plan include:

1. Ensure that legislators are aware of and respond to real needs of career and technical education providers
2. Continue solicitation of input from the field on state Perkins plan before submission (THANK YOU!!)
3. Ensure balanced statewide participation in development of standards

Alamogordo: Recommendations for Ensuring Accountability and Evaluation

The Public Education Department can ensure local education agencies meet or exceed the level of performance set by the State and Federal Act by:

1. Improving the data system to enable state and districts to extract required data for reporting
2. Developing uniform data collection for K through post-secondary
3. Ensuring that technical assistance is provided to attain performance objective targets
4. Imposing sanctions on non-performing programs once data extraction programs are fixed so that progress can be accurately measured,
5. Develop tracking system to meet post-secondary requirements (NOTE: Should be a collaboration among PED, HED, and DWS)
6. Providing funding and resources beyond Perkins to start programs and implement new ideas
7. Aligning performance objective goals with State AMO's

Alamogordo: Recommendations for Receiving Tech Prep Grants

The most important competitive criteria that a career technical education provider should demonstrate in order to receive a Tech Prep grant include:

1. Show strong involvement with industry and employers
2. Show alignment with industry standards
3. Focus on high demand careers nationally, statewide, regionally and within the demographics of the local service area
4. Use creative responses to identify and serve special populations
5. Demonstrate 2 plus 2 plus 2—providing for seamless transition from secondary to post-secondary
6. Address need of rural areas
7. Fill identified gaps

Alamogordo: Recommendations for Budgeting Financial Requirements

Questions regarding the budget and the budgeting process include:

1. How do they determine how much goes to each district? (Line D2)
2. What's the 10% reserve? (Line D1)
3. Last year the state didn't expend 20% of their Perkins funds from '06-'07. Previously they redistributed it into the field, but not this year. Where's the money?
4. The first number (Line 1A) is inadequate and shows why the state needs to make a recommitment to funding CTE. How committed are the powers that have the checkbook to CTE? We need to continue to advocate for other sources of funding if we want CTE to work. If we're going to do this, fund it and let's do it right.

Albuquerque Hearing

Albuquerque: Statement of Student Needs

In order to successfully prepare for high skill, high wage and high demand occupations in New Mexico, students need to have self-confidence and a sense of possibility whether they're on a certificate or a degree path. They need to be motivated and have a strong foundation in the core basic skills of reading, writing, math, and computing. And, they need to have core character development for both academic and workplace achievement, e.g., being responsible for their own life-long assessment and learning, having a consistent work ethic, and taking responsibility. Their learning needs to be relevant both to their culture and to the workplace environment. It should also be practical—with real-life experiences that show how this experience translates to high wage professions. The system needs to provide education from cradle to grave with supports and resources in place for any career path chosen. Students from primary through post-graduate degree study need to have a system that allows them to become aware of and explore a wide variety of careers and professions.

Albuquerque: Recommendations for Focusing on Collaboration

The act requires collaboration among the Public Education Department, institutions of higher education, and workforce representatives. To ensure the state's career technical education providers prepare students for either entry into the workforce or post-secondary education, these groups should collaborate on:

1. Developing strong partnerships between career technical education programs, business, and industry to ensure educators are fully aware of the knowledge and skills needed in different industry areas, truly listen to business and enact programs that develop the skill sets business needs and understand expectations at various worksites and industries [Top Priority below]
2. Developing a resource or website describing all programs in the state [Top Priority below]
3. Making presentations to students to give them ideas about careers, fieldtrips, internships, mentorships, etc.
4. Establishing dual enrollment/credit for juniors and seniors in secondary schools
5. Ensuring a partnership with tribal government entities, e.g., BIE, IED
6. Developing tax or other incentives for small business to collaborate with educational institutions
7. Integrating information systems, e.g., Banner and Schoolmax
8. Providing professional development for elected officials and policymakers
9. Changing formulas to enable funding for rural and smaller private schools
10. Building consensus to bring ideas to policymakers
11. Ensuring funding for non-credit certificate programs
12. Unifying and empowering the state college and university system
13. Utilizing existing state departments to build partnerships with industry

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Develop strong partnerships between career technical education programs, business, and industry to ensure educators: ▪ are fully aware of the knowledge and skills needed in different industry areas ▪ truly listen to business and enact programs that develop the skill sets business needs ▪ understand expectations at various worksites and industries	▪ PED ▪ HED ▪ Post-secondary institutions, Workforce ▪ Tribal governments ▪ Secondary institutions ▪ Chamber of Commerce education committees ▪ High school department industry advisory committees ▪ Post-secondary department industry advisory committees ▪ College access programs ▪ NM Counselors Association ▪ Relevant industry representatives ▪ Higher ed vocational programs ▪ DVR ▪ CTSO's	▪ Develop statewide advisory committee ▪ Identify existing partnerships ▪ Develop Memorandums Of Understanding's for partnerships ▪ Draft legislation where necessary
2. Develop a resource or website describing all career technical education programs in the state	▪ PED ▪ HED ▪ New Mexico Lottery ▪ Industry leaders ▪ College Success Network (currently involved in development of website) ▪ Local workforce boards (WIA) ▪ EDD ▪ Office of Consumer (in consultation with the governor's office)	▪ Action steps already completed but not yet finalized: ▪ Working committee ▪ Action/Business Plan ▪ Prototype ▪ Survey questions/focus group for students ▪ Funding support

Albuquerque: Recommendations for Implementing Best/Promising Practices

Actions that will ensure constructive and productive ideas are shared and implemented by the state's career technical education providers include:

1. Ensure adequate staffing at PED/CTWEB to work with career clusters throughout New Mexico; create forums for CTE providers to communicate with PED/CTWEB and share what they need [Top Priority below]
2. Develop guidelines of policies for secondary and post-secondary education [Top Priority below]
3. Solicit ideas for best practices from programs and put together website of resources, including website directory of all key people at all levels in the state who are involved with career tech, e.g., find what has been developed for high school level CTE and share ideas through this website [Top Priority below]
4. Continue to hold state CTE conference to share best practices [Top Priority below]

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Ensure adequate staffing at PED/CTWEB to work with career clusters throughout New Mexico; create forums for CTE providers to communicate with PED/CTWEB and share what they need	▪ PED/CTWEB ▪ CTE ▪ Legislators	▪ Legislators allocate funding ▪ PED hire additional, qualified staff in CTWEB division ▪ PED create forums for CTE providers and CTWEB
2. Understand the differences and develop guidelines of policies for secondary and post-secondary education	▪ PED ▪ HED ▪ Secondary and post-secondary institutions ▪ Private secondary and post-secondary institutions ▪ Tribal governments ▪ Legislators ▪ Industry leaders ▪ CTSO state directors ▪ DFA	▪ Develop a working committee to develop and implement an action plan

3. Solicit ideas for best practices from programs and put together website of resources, including website directory of all key people at all levels in the state who are involved with career tech, e.g., find what has been developed for high school level CTE and share ideas through this website	▪ PED
	▪ HED
	▪ Secondary and post-secondary institutions
	▪ Private secondary and post-secondary institutions
	▪ Tribal governments
	▪ Legislators
	▪ Industry leaders
	▪ CTSO state directors
		▪ PED:
		  ▪ Solicit ideas from all stakeholders
		  ▪ Develop the website
		  ▪ Post the website

4. Continue to hold state CTE conference to share best practices	▪ PED	

Albuquerque: Recommendations for Ensuring Skilled/Credentialed Staff

Actions that can ensure the state's career technical programs are adequately staffed with educators who are highly skilled and industry-credentialed include:

1. Make mandatory and flexibly fund professional development and externships in CTE teachers' areas of expertise so that teachers can maintain industry certification [Top Priority below]
2. Find people within industry who have certifications and experience who are willing to come into the secondary classroom; make them aware of and help them obtain alternative licensure [Top Priority below]
3. Find methods to reconcile discrepancies in pay between education and industry
4. Eliminate licensure requirement as an obstacle to recruitment in secondary institutions (although alternative licensure is available)
5. Develop a directory of secondary and post-secondary CTE teachers
6. Strengthen NM ACTE
7. Help people with industry experience obtain teaching skills if teaching licensure is at some point not required
8. Revitalize CTE teacher prep programs

Top Priorities	Responsible Party(ies)	Key Action Steps
1. Make mandatory and flexibly fund professional development and externship in CTE teachers' areas of expertise so that teachers can maintain industry certification	▪ Governor ▪ Legislators ▪ PED	▪ Research how much funding is needed ▪ Lobby legislators to earmark CTE funding with line item identified
2. Find people within industry who have certifications and experience who are willing to come into the secondary classroom; make them aware of and help them obtain alternative licensure	▪ PED ▪ HED ▪ Secondary and post-secondary institutions ▪ Private secondary and post-secondary institutions ▪ Tribal governments ▪ Legislators ▪ Industry leaders ▪ CTSO state directors	▪ Develop marketing plan to identify and recruit industry specialists ▪ CTE and industry leaders collaborate to ensure communication regarding available jobs ▪ Find ways to reconcile discrepancies in pay between education and industry and create systems of incentives and non-monetary rewards

Albuquerque: Recommendations for Providing Consulting Assistance

The Public Education Department should offer the following consulting assistance to the state's career technical education providers to help them implement their programs:

1. Provide targeted, programmatic support and technical assistance to existing CTE programs; go out into the field, work with the teachers, hold workshops
2. Hire more qualified CTWEB staff to work with people throughout the state
3. Provide a directory of resources to enable collaboration and networking
4. Develop CTE mentorship program and provide substitute pay and travel pay for teachers
5. Facilitate mentoring from community colleges
6. Help providers obtain funding other than Perkins for CTE
7. Provide more opportunities for sharing of resources and training
8. Sponsor an AP conference or initiative for career tech
9. Stay more involved throughout the year

Albuquerque: Other Comments

Other comments or feedback about Section 1 – Planning, Coordination, and Collaboration Prior to Plan Submission; Section 2 – Program Administration; or Section 3 – Provision of Services for Special Populations of the State Plan include:

1. PED advocate for funding for CTE programs and promote industry-driven innovative programs in high schools throughout the state
2. Schools are increasingly opting out of Perkins because of the additional and stringent requirements of NCLB. The amount of work required for the grant and the amount of money allocated doesn't seem to be enough bang for the buck.
3. Entrepreneurship education should be emphasized, integrated, included and required across the board.
4. Recurring funding for CTSOs.
5. Revitalizing CTE teacher prep programs.
6. Include NM Indian Education Act in Perkins planning
7. Clarify Perkins availability to Charter schools
8. With NM IEA educate on need to consider and develop indigenous (including Hispanic, Native/Hispanic, Native-only) research and methodology

Albuquerque: Recommendations for Ensuring Accountability and Evaluation

The Public Education Department can ensure local education agencies meet or exceed the level of performance set by the State and Federal Act by:

1. Developing clear and concise definitions
2. Re-evaluating criteria for data collection with feedback from CTE providers who need current and constant feedback on program metrics and effectiveness, e.g.,
   - Criteria is not relevant to career tech students, i.e., CTE students often do not complete in three years
   - Definition of a "student" is unclear
3. Resolving conflicting requirements of data collection to ensure there is good way to track students.
4. Hiring more people to assist local LEA's
5. Stick vs. carrot concept; at what point do you use the stick?
6. Holding conferences to teach CTE teachers to integrate academics (reading, writing and math) into their programs
7. Distributing status reports with cumulative years' CTE data which could be fed into STAR system to create new templates and formats

Albuquerque: Recommendations for Receiving Tech Prep Grants

The most important competitive criteria that a career technical education provider should demonstrate in order to receive a Tech Prep grant include:

1. Shows benefit to the local community?
2. Include industry internship or apprenticeship program
3. Demonstrate through matching funds the district's commitment to sustainability
4. Demonstrate "post-program" goals
5. Show excellence in past performance (if consortium applied previously)
6. Use clear and concise assessment methods using qualitative and quantitative data
7. Use an ongoing, formative, program evaluation during the program
8. Include agreements between industry and educational institutions and demonstrate that business is supporting students and consortia by providing what they promised
9. Meet the needs of special populations

Albuquerque: Recommendations for Budgeting Financial Requirements

Comments regarding the budget and the budgeting process include:

1. There should be an opportunity for anyone who wants to participate to be able to participate in Perkins (Half of the districts in New Mexico don't qualify to apply except through consortia, and some can't even be part of a consortium.)
2. Funding and technical assistance formulas should be more responsive to local needs, taking into account variable demographics so that it is possible to provide funding and technical assistance regardless of size.
3. Use non-federal matching funds for CTE programs in districts that don't qualify for Perkins to rectify inequities.
4. Unspent Perkins dollars should be used for free professional development for teachers in districts that do not qualify for Perkins.

NEW MEXICO FIRST

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ATTACHMENT B

Basic Grant Application

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
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DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

January 15, 2008

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 2008-2013 Request for Applications

APPLICATIONS DUE: Friday, March 28, 2008 at 4:00 pm

Welcome Colleagues and Fellow Educators to the January 2008 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 2008-2009 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 career technical and core academic 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.

Continued Growth for CTE: Regarding Career-Technical and Workforce Education, 2008 has the potential to be a year of growth as well as a year of new initiatives. There is a continued desire to support collaboration among the Departments of Public Education, Higher Education, Workforce Solutions, and Economic Development. This collaboration can and will yield expanded opportunities for New Mexico's students. A priority goal for the State, as you all know, is to lower New Mexico's high school drop-out rate, to provide opportunities to explore career choices, and to well-prepare New Mexico's students for each next career step.

Additionally, the NM PED supports the Governor's educational initiatives designed to provide students and adult workers clear direction on training and educational needs that intersect with industry needs and opportunities for advancement. Planned Perkins initiatives include support for internships, work-place learning, mentorships, apprenticeships, and access for education/training related to industry certifications or 2- and 4-year degrees, all of which align to the purposes of Perkins IV.

Perkins IV and Potential for Education Redesign Efforts: Perkins IV implementation within New Mexico continues to support 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 Perkins IV 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 Content Standards, Benchmarks, and Performance Standards. 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.

Leadership within CTWEB: With the establishment in 2007 of new leadership within the Public Education Department's Bureau for Career-Technical and Workforce Education, advances have been made on implementing core aspects of Perkins IV. These advances are exciting to see, and are reflected in this year's RFA which includes input from members of the application task force, data task force, OVAE's monitoring team, the Public Education Commission, and Statewide Hearings commentary. For your work and contributions on the development of this application, I thank you.

With your continued good work and commitment to CTE in this State, I trust we will move forward with diligence in serving students, teachers, and the workforce of New Mexico.

Sincerely,

Melissa W. Lomax

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

Career-Technical and Workforce Education Bureau Contact Information

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Caroline Jaramillo-Crone	Financial Specialist	827-1812	caroline.jaramillo-crone@state.nm.us
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Staff Member	Title	Phone	E-mail
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Donna Shelly	Secretary - CTLP	562-2188	donna.shelly@enmu.edu

CTWEB MISSION

As innovative leaders CTWEB provides exemplary customer service for the implementation of career-technical education that includes management of resources to support the work of the Public Education Department of New Mexico.

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

REQUEST FOR APPLICATION

Basic Grant

Grant Period
JULY 1, 2008 – JUNE 30, 2013
RFA Due Date: March 28, 2008, 4:00 PM

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

Catherine Cross-Maple, Ph.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, 2008 – June 30, 2013

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. This application is the beginning of a five (5) year application. This application shall encompass a vision for the next five years rather than a year by year approach. An eligible organization must submit an application by 4:00 pm on the due date of March 28, 2008. Applications meeting the requirements as outlined in the Request for Applications (RFA) will constitute an approved application and will be funded. However, there is no guarantee of funding for each year of the 5-year plan without an approved application update, and federal appropriation of funds. The application is similar to the 2007-2008 application, but should be read carefully as certain items have changed. The staff of the CTWEB is 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. Through the implementation of the 5-Year State Plan under Perkins IV, New Mexico seeks continued improvement in Career-Technical education programs by moving toward the deployment of the framework for 21st century learning 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 Perkins IV Plan, the Perkins Act, the State's Content Standards, Benchmarks and Performance Standards, and the local Education Plan for Student Success (EPSS). 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 2007-2008 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:

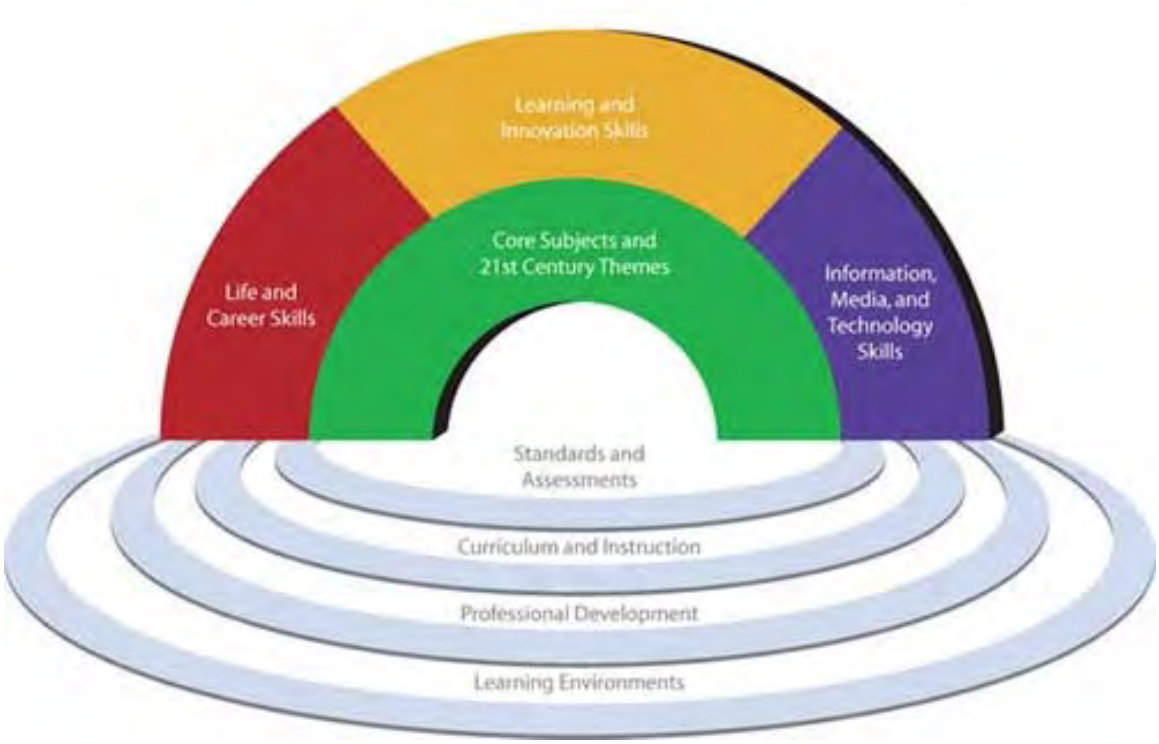
each funded organization is responsible for meeting the Required Uses in their project, and the assurances in the Letter of Transmittal include this commitment.

- **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. A general budget form is made available to document expenditures that are common to all POS's so as to eliminate duplication.
- **Local Performance Measures**: Each applicant shall propose local levels of performance for the core indicators that meet state levels of performance. See *Page One (1), Instructions for Completing the Performance Measures Forms* in this document for further information about the proposed baseline.

The Career-Technical and Workforce Education Bureau (CTWEB) is available to provide technical assistance as you prepare your application. If you are a previous recipient or applicant for Perkins IV funds for the 2007-2008 school year, please keep in mind that those applications end June 30, 2008.

2. FRAMEWORK FOR 21ST CENTURY LEARNING

The Partnership for 21st Century Skills has developed a unified, collective vision for 21st Century Learning that can be used to strengthen American education. The key elements of the 21st Century Learning are represented in the graphic below. This graphic represents both 21st century skills student outcomes (as represented by the arches of the rainbow) and 21st Century Skills support systems (as represented by the pools at the bottom).



This schematic allows New Mexico the flexibility it needs to require rigorous combinations of core academic and career support course work as the guiding principles; Program of Study development which supports the student in meeting graduation requirements while simultaneously emphasizing 21st century themes such as global awareness; financial, economic, business and entrepreneurial literacy; civic and health literacy.

Included in New Mexico's Program of Study framework, which is guided by Ken Kay's 21st Century Knowledge and Skills is the ability to address Life and Career Skills, Learning and Innovation Skills, and Information Media and Technology Skills. These skills, briefly described, are as follows:

Life and Career Skills - ability to be flexible, adaptable, self-directed, socially aware, accountable and responsible;

Learning and Innovation Skills – focus on creativity, innovation, critical thinking, problem solving, communication and collaboration.

Information Media and Technology Skills - Access, critically evaluate, and use information, media, and technology and digital technology, understanding the ethical/legal issues related to access and use of information.

Underpinning the 21st Century Skills is the emphasis on standards based learning and assessment, development of curriculum and instruction to address identified needs, and the provision of professional development to encompass the entirety of the learning system.

Further information about the Framework for 21st Century Learning can be accessed by visiting http://www.21stcenturyskills.org.

This initiative supports a career-focused Student Learning System by including:

- A strong academic core (aligned to NM Graduation Requirements (NMSA 22-13-1.1, State's Content Standards, Benchmarks and Performance Standards) 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 (EPSS).
- 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 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-technical education at the secondary and postsecondary level through career-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, Benchmarks, and Performance Standards) 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-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 cluster to be funded with grant funds. For each New Mexico Cluster area, indicate the amount of Perkins funds that will be used to support the program during the upcoming grant year. 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.

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 <u>for each program of study</u>.

   - **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 the form.)

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

5. **Local Performance Measures Form**
   (See instructions on the page immediately preceding the 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 2008-2013 – Basic Grant.

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

NAME	Budget
Perkins IV Supplementary Funds:	
Arts and Entertainment:	$
Information and Communications:	$
Business Services:	$
Energy and Environmental Technologies:	$
Health and Biosciences:	$
Engineering, Manufacturing and Construction:	$
Hospitality:	$
Activities related to all clusters:	$
Administrative Costs @ 5%:	$
Indirect Costs @ _____ of the 5%:	$
TOTAL ~ For Perkins Supplementary Funds	**$0.00**

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, 2008 and ending June 30, 2013.

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; a copy of which will be submitted with the annual report.
- 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)

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 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 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

(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.

number(s) of each affected 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

---

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

ED 80-0013 12/98

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. তততততত

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.

(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) Enter information here→
(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. Referring to the most recently submitted annual report, identify the Performance Indicators that were not met and describe how funds made available from this application will be used to improve performance.
(3) Describe how your organization will: (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, 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). (A.1) Describe how your institution will sustain professional development initially provided by the HSTW and Schlechty Symposium. Enter information here→
(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) Enter information here→
(C) Provide students with strong experience in, and understanding of, all aspects of an industry. (Note: This question relates to Required Use 3) Enter information here→
(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) Enter information here→

(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, 2008 – June 30, 2013

Applicant Agency: _____

Program of Study: _____

Project Director: _____

Telephone: _____

Mailing address: _____

Email Address: _____

Fiscal Agent: _____

Telephone: _____

Mailing address: _____

Email Address: _____

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

Educational Entities (Partnerships)	High School Principal (or Superintendent), and Academic Dean (or CEO) Signature

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:
    - four English courses, including at least one 11th or 12th grade composition;
    - three math courses, including algebra 1 or 2, geometry, trigonometry, calculus or higher;
    - two social science courses, including U.S. history;
    - two natural science courses, including at least one lab science in biology, chemistry or physics;
    - two foreign language courses in the same language (or proof of proficiency in a second language);
- Requires 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 & Entertainment
   2) Business Services
   3) Communications & Information
   4) Energy & Environmental Technologies
   5) Engineering, Construction, Manufacturing & Agriculture
   6) Health & Biosciences
   7) Hospitality & 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.

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 www.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 to 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, 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/) 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 the 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 the 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 such. 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.

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

For students entering the ninth grade beginning in the 2009-2010 school year, the requirements for successful completion of the New Mexico diploma of excellence shall be:

A minimum of twenty-four units aligned to the state academic content and performance standards shall be required to earn a New Mexico diploma of excellence. These units shall be as follows:

i. Four units in English, with major emphasis on grammar, nonfiction writing and literature;
ii. Four units in mathematics, of which one shall be the equivalent to or higher than the level of algebra 2, unless the parent submitted written, signed permission for the student to complete a lesser mathematics unit;
iii. Three units in science, two of which shall have a laboratory component;
iv. Three and one-half units in social science, which shall include United States history and geography, world history and geography and government and economics, and one-half unit of New Mexico history;
v. One unit in physical education;
vi. One unit in one of the following:
    a. a career cluster course,

b. workplace readiness,
c. or a language other than English; and

vii. Seven and one-half elective units that meet department content and performance standards. Student service learning shall be offered as an elective.

Note: Final examinations shall be administered to all students in all classes offered for credit. **Additionally, at least one of the units for graduation shall be earned as an advanced placement or honors course, dual-credit course offered in cooperation with an institution of higher education or a distance learning course.**

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/content.asp?CustComKey=193242&CategoryKey=287396&WebFileKey=287402&pn=webfilesview&DomName=hed.state.nm.us

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 work based opportunities and/or community service options 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. This shall include the identification of Industry-recognized Credentials/Certifications available to students at any time during the pathway.

Page 4 – Addendum Program of Study

23. This question is for Secondary institutions only. Reflect on how the implementation 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 in 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. Secondary and postsecondary institutions must respond to this question. 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 $13.10 (beginning July 24, 2008) 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.

2008-2013 School Year		(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)	
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)	

PROGRAM OF STUDY AND BUDGET SUMMARY

LABOR MARKET INFORMATION

For each occupation in this Program of Study, please use the NMDOL Labor Analysis & Economic Research web site at: http://www.dws.state.nm.us/dws-lmi.html to determine the information requested below: If the occupation does not meet the high wage entry salary requirement of $13.10 per hour, respond to Question 4, in the Addendum to this Program of Study.

OCCUPATION	Projected Number of Jobs in 2014	Entry Salary (hourly)	Median Salary (hourly)	Experienced Salary (hourly)
(8)	(a)	(b)	(c)	(d)

APPLICABLE CAREER-TECHNICAL STUDENT ORGANIZATION(S)

(Secondary Level)

Check the appropriate box to identify the Career-Technical Student Organization that is offered to students through this pathway

Business Professionals of America (BPA)	(9)	
DECA (Marketing Student Organization)		
FFA (Agriculture Student Organization)		
Family, Career and Community Leaders of America (FCCLA)		
Health Occupation Students of America (HOSA)		
SkillsUSA (technical skill and occupations)		
Technology Student Association (TSA)		

LOCAL INDUSTRY PARTNERS PROVIDING SUPPORT

Identify each Partner and type of support or services provided to the pathway (e.g.: Work-based Learning, Internships, Community Service Projects, Pre-apprenticeships, etc.)

(10)

CERTIFICATION(S) OFFERED TO STUDENTS THROUGH THIS PATHWAY

(11)

ADVISORY COMMITTEE

(Include meeting dates, members and industry represented)

(Note: Secondary and Postsecondary faculty are to be listed as such)

Name, Position on Advisory	Industry Affiliation
(12)	

Advisory Meeting Dates (2 meetings required)

2008-2013 School Year		*(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)*	
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)**	

9th Grade	10th Grade	11th Grade	12th Grade
NEW MEXICO GRADUATION REQUIREMENTS			
(13)	(13)	(13)	(13)
LOCAL DISTRICT REQUIRED ELECTIVES / TRIBAL STANDARDS			
(14)	(14)	(14)	(14)
CAREER AREA REQUIREMENTS-ELECTIVES / COLLEGE ENTRANCE REQUIREMENTS			
(15)	(15)	(15)	(15)

ACADEMIC AND CAREER ENHANCEMENT OPTIONS

Define Extra Help strategies**:**

Work-based Learning/Community Service Options Short-Term Training Options:

Industry-recognized Credentials/Certifications and Pre-Apprenticeship

(16)

LEGEND: College Preparatory Core (red) College Entrance Requirement (blue) High School Credit Course (black) Dual Credit Course (green) Articulated Credit (orange) *Italics indicate college courses are transferable to any higher education entity in NM*	*NOTES:*

2008-2013 School Year		*(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)*	
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)**	

Year One			**Year Two**	
Fall	**Spring**	**Summer**	**Fall**	**Spring**
NEW MEXICO COMMON CORE – 00 Credit Hours				
Core Area I: *(17)*	**Core Area I:**	**Core Area I:**	**Core Area I:**	**Core Area I:**
Core Area II:	**Core Area II:**	**Core Area II:**	**Core Area II:**	**Core Area II:**
Core Area III:	**Core Area III:**	**Core Area III:**	**Core Area III:**	**Core Area III:**
Core Area IV:	**Core Area IV:**	**Core Area IV:**	**Core Area IV:**	**Core Area IV:**
Core Area V:	**Core Area V:**	**Core Area V:**	**Core Area V:**	**Core Area V:**
GENERAL EDUCATION CORE – 0 Credit Hours				
(18)				
PROGRAM REQUIREMENTS – 00 CREDIT HOURS				
(29)				
COMMUNITY COLLEGE COURSE REQUIREMENTS – 0 Credit Hours				
(20)				
ELECTIVES – 0 Credit Hours				
ACADEMIC and CAREER ENHANCEMENT OPTIONS				
Work-based Learning/Community Service Options **Examples:** (21)			**Short-Term Training Options** [Industry-recognized Credentials/Certifications] (22)	

2008-2013 School Year		(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)	
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)	

ADDENDUM PROGRAM OF STUDY

1. **Secondary Applicants Only:**

Describe how the program of study supports the Education Plan for Student Success (EPSS)

Enter information here→ (23)

2. **Postsecondary Applicants Only:**

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)

3. **Secondary and Post-Secondary Applicants: Instructor Professional Organizations and Certifications**

What industry recognized certifications or professional development will be pursued by teachers/faculty though funds under this application?

Enter information here→ (25)

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 $13.10 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.

Enter information here→ (26)

New Mexico Public Education Department

CTWEB Perkins Grant Program of Study

Budget Form – Common to all Clusters

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

GRANT YEAR 2008 – 2013

BUDGET COMMON TO ALL CLUSTERS

Career-Technical and Workforce Education Bureau

Program Funding Approved/Disapproved

Monitor_____ Date_____

NOTE: This proposed budget form must contain details of all expenses to be paid with Perkins Funds for activities common to all clusters implemented in the grant year. The purpose of this budget sheet is to eliminate duplication of items that are reported on all programs of study budgets. An example could be professional development, conference attendance, etc. Double click on the table below to activate the excel format for auto calculations. Double click in the word document to disengage the excel format.

RECIPIENT: _____ **Budget Common to All Clusters** _____

ITEM	CODE	EXPLANATION	ITEM TOTALS
Salaries: 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.			(Use Enter key to expand these cells)
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		$
		TOTAL SALARIES:	$
Benefits: 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		$
		TOTAL BENEFITS:	$
Purchased Services: 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		$
		TOTAL PURCHASED SERVICES:	$
Supplies and Materials: 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		$
		TOTAL SUPPLIES & MATERIALS:	$
Travel: 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		$
		TOTAL TRAVEL:	$
Equipment 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		$
		TOTAL EQUIPMENT:	$
		PROGRAM TOTAL:	$

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

New Mexico Public Education Department
CTWEB Perkins Grant Program of Study
Budget Form – 1/07

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

GRANT YEAR 2008 – 2013

PROGRAM OF STUDY BUDGET

Career-Technical and Workforce Education Bureau

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
Salaries: 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.			(Use Enter key to expand these cells)
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		$
		TOTAL SALARIES:	$
Benefits: 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		$
		TOTAL BENEFITS:	$
Purchased Services: 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		$
		TOTAL PURCHASED SERVICES:	$
Supplies and Materials: 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		$
		TOTAL SUPPLIES & MATERIALS:	$
Travel: 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		$
		TOTAL TRAVEL:	$
Equipment 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		$
		TOTAL EQUIPMENT:	$
		PROGRAM TOTAL:	$

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 five 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 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 agreed upon Performance Level that the state has been expected to meet for each grant year. The Performance Levels for Years three (3) through six (6) have not yet been determined.

On the appropriate form, each applicant is to estimate the Performance Levels it will achieve for Years one (1) and two (2). 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 be expressed in percentage, and require continuous improvement from year to year. After submission of the application, each entity that does not agree to accept the state levels of performance as their own will be contacted to review and negotiate local levels of performance. Only after the requirements of the application are met, and the levels of performance are acceptable to the state, will an application receive substantial or full approval.

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 Attainment - Reading/Language Arts**

STATE LEVEL PERFORMANCE MEASURE: ***Numerator****: Number of CTE concentrators who have met the proficient or advanced level on the* ***Statewide*** *high school reading/language arts 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.*

Denominator: *Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.*

Note: The 11th grade CRT will be utilized for the NCLB Assessment

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
45.0	56.0	TBD	TBD	TBD	TBD						

CORE INDICATOR: **1S2 Academic Attainment - Mathematics**

STATE LEVEL PERFORMANCE MEASURE: ***Numerator:*** Number of CTE concentrators who have met the proficient or advanced level on the **Statewide** high school mathematics 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.

Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.

Note: The 11th grade CRT will be utilized for the NCLB Assessment

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
25.0	39.0	TBD	TBD	TBD	TBD						

CORE INDICATOR: **2S1 Technical Skill Attainment**

STATE LEVEL PERFORMANCE MEASURE: ***Numerator:*** *Number of CTE concentrators who passed a state approved technical skill attainment assessment that is aligned with industry-recognized standards, if available and appropriate, during the reporting year.*

Denominator: *Number of CTE concentrators who took a state approved technical skill attainment assessment during the reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
45.0	47.0	TBD	TBD	TBD	TBD						

CORE INDICATOR:

3S1 Secondary School Completion

STATE LEVEL PERFORMANCE MEASURE:

Numerator: *Number of CTE concentrators who earned a secondary school diploma, earned a GED credential or other state recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.*

Denominator: *Number of CTE concentrators who left secondary education during the reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
87.5	88.0	TBD	TBD	TBD	TBD						

CORE INDICATOR:

4S1 Student Graduation Rates

STATE LEVEL PERFORMANCE MEASURE:

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.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
87.5	88.0	TBD	TBD	TBD	TBD						

CORE INDICATOR:

5S1 Secondary Placement

STATE LEVEL PERFORMANCE MEASURE:

Numerator: *Number of secondary CTE concentrators who left secondary education and were placed in postsecondary education, advanced education, employment, and/or military in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assess between October 1, 2007 and December 31, 2007).*

Denominator: *Number of CTE concentrators who left secondary education during the reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
34.5	35.0	TBD	TBD	TBD	TBD						

CORE INDICATOR:

STATE LEVEL PERFORMANCE MEASURE:

6S1 Non-Traditional Participation

Numerator: *Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.*

Denominator: *Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
28.5	29.0	TBD	TBD	TBD	TBD						

CORE INDICATOR:

STATE LEVEL PERFORMANCE MEASURE:

6S2 Non-Traditional Completion

Numerator: *Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.*

Denominator: *Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
50.5	51.0	TBD	TBD	TBD	TBD						

POSTSECONDARY PERFORMANCE MEASURES

CORE INDICATOR:

1P1 Technical Skill Attainment

STATE LEVEL PERFORMANCE MEASURE:

Numerator: *Number of CTE concentrators who passed technical skill assessment that is aligned with industry-recognized standard, if available and appropriate, during the reporting year.*

Denominator: *Number of CTE concentrators who took a state approved technical skill assessment during the reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
41	41.5	TBD	TBD	TBD	TBD						

CORE INDICATOR:

2P1 Credential, Certificate or Degree

STATE LEVEL PERFORMANCE MEASURE:

Numerator: *Number of CTE concentrators who received an industry-recognized credential, a certificate, or degree during the reporting year.*

Denominator: *Number of CTE concentrators who left postsecondary education during the reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
31	31.5	TBD	TBD	TBD	TBD						

CORE INDICATOR:

3P1 Student Retention or Transfer

STATE LEVEL PERFORMANCE MEASURE:

Numerator: *Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.*

Denominator: *Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry recognized credential, a certificate, or a degree in the previous reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
40.5	41.0	TBD	TBD	TBD	TBD						

CORE INDICATOR:

STATE LEVEL PERFORMANCE MEASURE:

4P1 Student Placement

Numerator: *Number of CTE concentrators who were placed or retained in employment, military service, or apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed in the previous reporting year).*

Denominator: *Number of CTE concentrators who left postsecondary education during the reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
83.0	83.5	TBD	TBD	TBD	TBD						

CORE INDICATOR:

STATE LEVEL PERFORMANCE MEASURE:

5P1 Non-Traditional Participation

Numerator: *Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.*

Denominator: *Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
23.5	24.0	TBD	TBD	TBD	TBD						

CORE INDICATOR:

STATE LEVEL PERFORMANCE MEASURE:

5P2 Non-Traditional Completion

Numerator: *Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.*

Denominator: *Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
22.5	23.0	TBD	TBD	TBD	TBD						

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

Basic Grant Evaluation Rubric

This form is provided for your information. 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.

NEW MEXICO Public Education Department

Career-Technical and Workforce Education Bureau
Carl D. Perkins Career and Technical Education Improvement Act of 2006
2008 – 20013 Basic Grant Application Evaluation
Melissa W. Lomax, Ph.D., Bureau Chief

Message from the Bureau Chief: This document reflects the evaluation of the 2008-2013 Basic Grant Application submitted by your institution. A "substantial approval" must be granted by the Career-Technical and Workforce Education Bureau (CTWEB) before an applicant can expend any Carl D. Perkins funds. The CTWEB staff are available to discuss the outcomes and the possible next steps of this evaluation process. Thank you for your institution's efforts in improving New Mexico's career and technical education system and workforce needs. Note: **Budget Adjustment Requests (BAR's) must be submitted to PED no later than JUNE 2, 2008.**

Part I: Letter of Transmittal and Assurances

Criteria	Application Acceptable	Revision Accepted	Item	Acceptable
A completed letter of transmittal is submitted.	Yes ☐ No ☐	Yes ☐ No ☐	Certifications regarding lobbying, Debarment, suspension and other responsibility matters, and drug-free workplace requirements are signed by Superintendent/CEO	Yes ☐ No ☐
State assurances are signed by Superintendent/CEO	Yes ☐ No ☐	Yes ☐ No ☐		
Non-construction program form signed by Superintendent/CEO	Yes ☐ No ☐	Yes ☐ No ☐		

Comments:

Part II: Application Questionnaire

Criteria	Application Acceptable	Revision Accepted	Comments
1. Addresses a minimum of one required use in alignment with Section 135 of the Act	Yes ☐ No ☐	Yes ☐ No ☐	
2. Adequately describes how the projected levels of performance will be met (performance measures)	Yes ☐ No ☐	Yes ☐ No ☐	.
3a. Discusses improvement of academic and technical skill	Yes ☐ No ☐	Yes ☐ No ☐	
3b.Addresses integration of coherent and rigorous content in coursework	Yes ☐ No ☐	Yes ☐ No ☐	
3c. Exposes students to all aspects of the industry	Yes ☐ No ☐	Yes ☐ No ☐	
3d. CTE students are taught to the same academic proficiency as all other students	Yes ☐ No ☐	Yes ☐ No ☐	
3e. Challenging academic subjects are promoted to secondary CTE students	Yes ☐ No ☐	Yes ☐ No ☐	
4. Professional development reflects integration of CTE and academic curriculum to meet rigorous academic standards	Yes ☐ No ☐	Yes ☐ No ☐	
5. Cross section of stakeholders are involved in development, implementation and evaluation of CTE programs	Yes ☐ No ☐	Yes ☐ No ☐	
6. Meets the definition of size, scope and quality	Yes ☐ No ☐	Yes ☐ No ☐	
7. Describes a process of continuous improvement of performance	Yes ☐ No ☐	Yes ☐ No ☐	
8a. Strategies are identified to overcome barriers relative to special populations	Yes ☐ No ☐	Yes ☐ No ☐	
8b. Programs are provided to allow special populations to meet state levels of performance	Yes ☐ No ☐	Yes ☐ No ☐	
8c. Activities support special populations in attainment of high skills, high wage or high demand occupations that lead to self sufficiency.	Yes ☐ No ☐	Yes ☐ No ☐	
9. Non-discrimination of special populations – may include institution policy	Yes ☐ No ☐	Yes ☐ No ☐	
10. Addresses Non-traditional training and employment opportunities	Yes ☐ No ☐	Yes ☐ No ☐	
11. Gives examples of how career guidance, academic counseling and Next Step Plans (if applicable) are implemented	Yes ☐ No ☐	Yes ☐ No ☐	
12a. Provides plans for retention of CTE personnel	Yes ☐ No ☐	Yes ☐ No ☐	
12b. Provides plans for improving transition to teaching from business and industry	Yes ☐ No ☐	Yes ☐ No ☐	

Part III: Programs of Study			
Number of Programs of Study submitted by the Applicant:			
Program of Study titles listed as submitted in the Application			
1.		14.	
2.		15.	
3.		16.	
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13.			

Criteria	Numeration below coincides with table above. A "☒" in the first row of cells (per item) indicates that the item is acceptable. A blank box indicates that the item requires revision. When an item is submitted for revision, the rubric will now contain a "☒" in highlighted second row of cells (per item) to indicates the revision to the application was accepted.																								
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1. Signature Page is completed and signed by Superintendent/CEO and/or Principal/Academic Dean, or combination thereof	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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2. Labor Market information is included; a minimum of one occupation is identified.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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3. CTSO affiliation is identified (secondary only)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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4. Local industry partners are identified	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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5. Certifications offered to students are identified	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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6. An advisory committee is identified (educational faculty/staff if included are listed as such)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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7. A minimum of two advisory committee meeting dates are proposed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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8. Program(s) of study are a progressive continuum of courses (Grades 9-14)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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9. Secondary component meets NM Graduation Requirements	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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10. Local graduation requirements are identified (if applicable)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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11. Integrates a college preparatory core - encouraged	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Integrates college entrance requirements - encouraged	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
13. Fourth year of mathematics	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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is encouraged																									
14. CTE courses demonstrate size/scope/quality def.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
15. Promotes dual credit options **(recommended)**	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. Academic Enhancement Options are identified	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
17. Postsecondary component leads to associate degree, or certificate program	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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18. New Mexico Common Core is identified at the postsecondary level	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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19. Career Enhancement Options are identified	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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20. The secondary Program of Study is aligned to the district's EPSS goals (secondary only)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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21. Describes the involvement of local workforce development boards (postsecondary only)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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22. Applicant identifies the staff who will seek industry certifications through the use of Perkins funds (includes projected completion dates)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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23. The postsecondary institution has identified the involvement of the Workforce Investment Boards	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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24. Sufficient details to Addendum Program of Study, Question 4, are reported in alignment with the definition of self sufficiency	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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The following section provides comments about the analysis of the programs of study to include observations of common threads.

Part IV: Program of Study Budgets

Criteria	Application Acceptable	Revision Accepted	Criteria	Application Acceptable	Revision Accepted
Each Program of Study is accompanied with a specified budget	Yes ☐ No ☐	Yes ☐ No ☐	Itemized expenses are in line with approvable expenditures under the Act and OMB Circulars	Yes ☐ No ☐	Yes ☐ No ☐
POS Budget is fully itemized in each category	Yes ☐ No ☐	Yes ☐ No ☐			

Comments:

Part V: Performance Measures

Note: After negotiations with the US Department of Education, LEA's will be notified of the state level baseline.

Part VI: Summary

Criteria	Application Acceptable	Revision Accepted	Criteria	Application Acceptable
"Substantial Approval" of Application Granted (70% of Criteria met) "Full Approval" of Application Granted (All of Criteria met)	Yes ☐ No ☐	Yes ☐ No ☐	**Application Reviewers**	**Reviewer Telephone Number and Email Address**

As delineated in the Application, all criteria must be met to receive full approval of the application. All institutions that did not receive full approval shall submit appropriate revisions to the Bureau Chief of the Career-Technical and Workforce Education Bureau by July 1, 2008, to achieve full approval.

*Note: A tentative allocation letter will follow this evaluation. **Budget Adjustment Requests (BAR's) must be submitted to PED no later than JUNE 2, 2008.**

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, 2008 and ends June 30, 2013.

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, 2008 through June 30, 2013, 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.

  Plus

- 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.

Source: As per instructions from the U.S. Department of Education, school district population data is acquired from the U.S. Bureau of the Census, Small Area Income and Poverty Estimate at their web site: http://www.census.gov/hhes/www/saipe/district.html. Currently, the latest available data is for 2003. BIE school population data is acquired from the BIE office in Albuquerque.

Example – Alamogordo Public Schools:

%		Secondary Funds				District's 5-17-year-old population		State's 5-17 year-old population		
30%	x	$ 3,567,968	=	$1,070,390.41	x	10,225	÷	360,987	=	$30,318.94
%						District's 5-17 year-old population in poverty		State's 5-17 year-old population in poverty		
70%	x	$ 3,567,968	=	$2,497,577.62	x	2,333	÷	87,410	=	$66,661.12
Total available to the District in this example:										$96,980

DISTRICT/LEA	Approximate Basic Grant Amount
NM Public Schools and BIE Secondary Schools	
(Note: Shaded Districts do not meet the $15,000 minimum funding threshold)	
Alamogordo Public Schools	$71,604
Albuquerque Public Schools	$856,145
Animas Public Schools	$2,527
Artesia Public Schools	$32,310
Aztec Municipal Schools	$21,858
Belen Consolidated Schools	$49,365
Bernalillo Public Schools	$55,256
Bloomfield Municipal Schools	$29,655
Capitan Municipal Schools	$4,528
Carlsbad Municipal Schools	$55,502
Carrizozo Municipal Schools	$2,690
Central Consolidated Schools	$100,429
Chama Valley Independent Schools	$5,440
Cimarron Public Schools	$3,784
Clayton Public Schools	$5,400
Cloudcroft Municipal Schools	$3,257
Clovis Municipal Schools	$88,831
Cobre Consolidated Schools	$19,086
Corona Municipal Schools	$927
Cuba Independent Schools	$25,405
Deming Public Schools	$69,306
Des Moines Municipal Schools	$929
Dexter Consolidated Schools	$8,959
Dora Consolidated Schools	$2,141
Dulce Independent Schools	$9,470
Elida Municipal Schools	$764
Española Public Schools	$66,918

Estancia Municipal Schools	$9,153
Eunice Municipal Schools	$4,568
Farmington Municipal Schools	$92,903
Floyd Municipal Schools	$1,296
Fort Sumner Municipal Schools	$2,654
Gadsden Independent Schools	$199,578
Gallup-Mckinley County Public Schools	$200,906
Grady Municipal Schools	$729
Grants-Cibola County Schools	$58,703
Hagerman Municipal Schools	$6,617
Hatch Valley Municipal Schools	$23,509
Hobbs Municipal Schools	$70,444
Hondo Valley Public Schools	$2,468
House Municipal Schools	$418
Jal Public Schools	$4,266
Jemez Mountain Public Schools	$4,268
Jemez Valley Public Schools	$10,268
Lake Arthur Municipal Schools	$1,446
Las Cruces Public Schools	$233,098
Las Vegas City Public Schools	$24,924
Logan Municipal Schools	$1,450
Lordsburg Municipal Schools	$9,300
Los Alamos Public Schools	$12,244
Los Lunas Public Schools	$80,553
Loving Municipal Schools	$4,030
Lovington Public Schools	$25,143
Magdalena Municipal Schools	$9,935
Maxwell Municipal Schools	$781
Melrose Public Schools	$2,260
Mesa Vista Consolidated Schools	$4,160
Mora Independent Schools	$7,148
Moriarty Muncipal Schools	$37,039
Mosquero Municipal Schools	$244
Mountainair Public Schools	$5,015
Pecos Independent Schools	$7,453
Penasco Independent Schools	$5,512
Pojoaque Valley Public Schools	$12,320
Portales Municipal Schools	$32,035
Quemado Independent Schools	$2,679
Questa Independent Schools	$5,740
Raton Public Schools	$12,005
Reserve Independent Schools	$2,905
Rio Rancho Public Schools	$53,165
Roswell Independent Schools	$109,387
Roy Municipal Schools	$476
Ruidoso Municipal Schools	$20,051
San Jon Municipal Schools	$1,262
Santa Fe Public Schools	$130,437
Santa Rosa Consolidated Schools	$6,199
Silver City Consolidated Schools	$32,490

Socorro Consolidated Schools	$23,573
Springer Municipal Schools	$3,479
Taos Municipal Schools	$36,444
Tatum Municipal Schools	$2,948
Texico Municipal Schools	$3,272
Truth Or Consequences Schools	$21,676
Tucumcari Public Schools	$13,761
Tularosa Municipal Schools	$21,604
Vaughn Municipal Schools	$981
Wagon Mound Public Schools	$1,181
West Las Vegas Public Schools	$22,839
Zuni Public Schools	$27,350

BIE Schools

Santa Fe Indian School	$52,536
Alamo Navajo Community School	$21,840
To'Hajiilee Community School	$18,099
Wingate High School	$25,230
Mescalero Apache School	$13,577
Pine Hill School	$18,369
Navajo Preparatory School	$25,230
Shiprock Alternative Northwest High School	$25,230

Charter Schools Authorized by the PEC

Media Arts Collaborative	TBD
Cottonwood Classical	TBD

Postsecondary Formula for Basic Grant Funds:

For the grant year July 1, 2008 through June 30, 2013, 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:

Postsecondary Funds		Eligible Institution's CTE Pell Grant and BIE assisted Enrollment		State Total CTE Pell Grant and BIE assisted Enrollment		Amount of funding for which the institution is eligible in this example
$ 3,567,968	x	507	÷	20,854	=	$86,744

Postsecondary Institutions (Note: Shaded Institutions do not meet the $50,000 minimum funding threshold)	**Approximate Basic Grant Amount**
Western NM University	$62,865

Branch Community Colleges	
ENMU Roswell	$154,491
ENMU Ruidoso	$9,218
NMSU Alamogordo	$80,011
NMSU Carlsbad	$60,469
NMSU Doña Ana	$552,331
NMSU Grants	$16,592
UNM Gallup	$152,463
UNM Taos	$74,849
UNM Los Alamos	$9,402
UNM Valencia	$138,083
INDEPENDENT COMMUNITY COLLEGES	
Central NM Community College	$1,212,143
Clovis Community College	$169,239
Luna Community College.	$60,838
Mesalands Community College	$14,380
NM Junior College	$71,530
Northern NM Community College	$136,055
San Juan College	$293,126
Santa Fe Community College	$121,859
BIE INSTITUTIONS	
Crownpoint Institute of Technology	$81,301
Southwest Indian Polytechnic Institute	$85,910
Diné College	$184

APPENDIX B

THE 16 NATIONAL CAREER CLUSTERS

	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.
	Careers in designing, planning, managing, building and maintaining the built environment.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
	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.
	Planning, managing and providing education and training services, and related learning support services.
	Planning, services for financial and investment planning, banking, insurance, and business financial management.
	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.
	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
	Preparing individuals for employment in career pathways that relate to families and human needs.

	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.
	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
	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.
	Planning, managing, and performing marketing activities to reach organizational objectives.
	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.
	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.

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 one (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

CAREER-TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007) Used by Two Year Postsecondary Institutions for Carl D. Perkins Career and Technical Education Act Accountability Reporting Purposes ONLY Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.			
CIP		**Non-traditional for Female**	**Non-traditional for Male**
POST – SECONDARY INSTITUTIONS			
010000	Agriculture, General	Yes	
010101	Agricultural Business and Management, General	Yes	
010102	Agribusiness/Agricultural Business Operations	Yes	
010104	Farm/Farm and Ranch Management	Yes	
010105	Agricultural/Farm Supplies Retailing and Wholesaling	Yes	
010199	Agricultural Business and Management, Other	Yes	
010201	Agricultural Mechanization, General	Yes	
010204	Agricultural Power Machinery Operation	Yes	
010205	Agricultural Mechanics & Equipment/Machine Technology	Yes	
010299	Agricultural Mechanization, Other	Yes	
010301	Agricultural Production Operations, General	Yes	
010302	Animal/Livestock Husbandry and Production	Yes	
010303	Aquaculture	Yes	
010304	Crop Production	Yes	
010306	Dairy Husbandry and Production	Yes	
010307	Horse Husbandry/Equine Science and Management	Yes	
010399	Agricultural Production Operations, Other	Yes	
010401	Agricultural and Food Products Processing	Yes	
010601	Applied Horticulture/Horticultural Operations, General	Yes	
010603	Ornamental Horticulture	Yes	
010604	Greenhouse Operations and Management	Yes	
010605	Landscaping and Groundskeeping	Yes	
010606	Plant Nursery Operations and Management	Yes	
010607	Turf and Turfgrass Management	Yes	
010699	Applied Horticulture/Horicultural Business Services, Other	Yes	
010701	International Agriculture	Yes	
010802	Agricultural Communication/Journalism	Yes	
010901	Animal Sciences, General	Yes	
010902	Agricultural Animal Breeding	Yes	
010903	Animal Health	Yes	
010904	Animal Nutrition	Yes	
010905	Dairy Science	Yes	
010906	Livestock Management	Yes	
010907	Poultry Science	Yes	

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
010999	Animal Sciences, Other	Yes	
011001	Food Science	Yes	
011002	Food Technology and Processing	Yes	
011101	Plant Sciences, General	Yes	
011102	Agronomy and Crop Science	Yes	
011103	Horticultural Science	Yes	
011104	Agricultural and Horticultural Plant Breeding	Yes	
011105	Plant Protection and Integrated Pest Management	Yes	
011106	Range Science and Management	Yes	
011199	Plant Sciences, Other	Yes	
011201	Soil Science and Agronomy, General	Yes	
011202	Soil Chemistry and Physics	Yes	
011203	Soil Microbiology	Yes	
011299	Soil Sciences, Other	Yes	
019999	Agriculture, Agriculture Operations, & Related Sciences, Other	Yes	
030101	Natural Resources/Conservation, General	Yes	
030103	Environmental Studies	Yes	
030104	Environmental Science	Yes	
030201	Natural Resources Management and Policy	Yes	
030204	Natural Resource Economics	Yes	
030205	Water, Wetlands, and Marine Resources Management	Yes	
030206	Land Use Planning and Management/Development	Yes	
030299	Natural Resources Management and Policy, Other	Yes	
030301	Fishing and Fisheries Sciences and Management	Yes	
030501	Forestry, General	Yes	
030502	Forest Sciences and Biology	Yes	
030506	Forest Management/Forest Resources Management	Yes	
030508	Urban Forestry	Yes	
030509	Wood Science and Wood Products/Pulp and Paper Technology	Yes	
030510	Forest Resources Production and Management	Yes	
030599	Forestry, Other	Yes	
030601	Wildlife and Wildlands Science and Management	Yes	
039999	Natural Resources and Conservation, Other	Yes	
040201	Architecture (BArch, BA/BS, MArch, MA/MS, PhD)	Yes	
040301	City/Urban, Community and Regional Planning	Yes	
040401	Environmental Design/Architecture	Yes	
040501	Interior Architecture	Yes	
040601	Landscape Architecture (BS, BSLA, BLA, MSLA, MLA, PhD)	Yes	
040801	Architectural History and Criticism, General	Yes	

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
040901	Architectural Technology/Technician	Yes	
049999	Architecture and Related Services, Other	Yes	
090101	Communication Studies/Speech Communication and Rhetoric	Yes	
090402	Broadcast Journalism	Yes	
090404	Photojournalism	Yes	
090701	Radio and Television	Yes	
100105	Communications Technology/Technician	Yes	
100201	Photographic and Film/Video Technology/Technician & Assistant	Yes	
100202	Radio and Television Broadcasting Technology/Technician	Yes	
100203	Recording Arts Technology/Technician	Yes	
100299	Audiovisual Communications Technologies/Technicians, Other	Yes	
100302	Printing Management	Yes	
100305	Graphic and Printing Equipment Operator, General Production	Yes	
100307	Printing Press Operator	Yes	
100399	Graphic Communications, Other	Yes	
110101	Computer and Information Sciences, General	Yes	
110102	Artificial Intelligence and Robotics	Yes	
110103	Information Technology	Yes	
110201	Computer Programming/Programmer, General	Yes	
110301	Data Processing and Data Processing Technology/Technician	Yes	
110401	Information Science/Studies	Yes	
110501	Computer Systems Analysis/Analyst	Yes	
110701	Computer Science	Yes	
110901	Computer Systems Networking and Telecommunications	Yes	
111001	System Administration/Administrator	Yes	
111002	System, Networking, and LAN/WAN Management/Manager	Yes	
111003	Computer and Information Systems Security	Yes	
119999	Computer and Information Sciences & Support Services, Other	Yes	
120301	Funeral Service and Mortuary Science, General	Yes	
120302	Funeral Direction/Service	Yes	
120303	Mortuary Science and Embalming/Embalmer	Yes	
120402	Barbering/Barber	Yes	
120500	Cooking and Related Culinary Arts, General	Yes	
120503	Culinary Arts/Chef Training	Yes	
120505	Food Preparation/Professional Cooking/Kitchen Assistant	Yes	
129999	Personal and Culinary Services, Other	Yes	

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
140101	Engineering, General	Yes	
140201	Aerospace, Aeronautical and Astronautical Engineering	Yes	
140301	Agricultural/Biological Engineering and Bioengineering	Yes	
140401	Architectural Engineering	Yes	
140501	Biomedical/Medical Engineering	Yes	
140601	Ceramic Sciences and Engineering	Yes	
140701	Chemical Engineering	Yes	
140801	Civil Engineering, General	Yes	
140802	Geotechnical Engineering	Yes	
140803	Structural Engineering	Yes	
140804	Transportation and Highway Engineering	Yes	
140805	Water Resources Engineering	Yes	
140899	Civil Engineering, Other	Yes	
140901	Computer Engineering, General	Yes	
140902	Computer Hardware Engineering	Yes	
140903	Computer Software Engineering	Yes	
140999	Computer Engineering, Other	Yes	
141001	Electrical, Electronics and Communications Engineering	Yes	
141101	Engineering Mechanics	Yes	
141201	Engineering Physics	Yes	
141301	Engineering Science	Yes	
141401	Environmental/Environmental Health Engineering	Yes	
141801	Materials Engineering	Yes	
141901	Mechanical Engineering	Yes	
142001	Metallurgical Engineering	Yes	
142101	Mining and Mineral Engineering	Yes	
142201	Naval Architecture and Marine Engineering	Yes	
142301	Nuclear Engineering	Yes	
142401	Ocean Engineering	Yes	
142501	Petroleum Engineering	Yes	
142701	Systems Engineering	Yes	
142801	Textile Sciences and Engineering	Yes	
143101	Materials Science	Yes	
143201	Polymer/Plastics Engineering	Yes	
143301	Construction Engineering	Yes	
143401	Forest Engineering	Yes	
143501	Industrial Engineering	Yes	
143601	Manufacturing Engineering	Yes	
143801	Surveying Engineering	Yes	
143901	Geological/Geophysical Engineering	Yes	

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
149999	Engineering, Other	Yes	
150101	Architectural Engineering Technology/Technician	Yes	
150201	Civil Engineering Technology/Technician	Yes	
150303	Electrical, Electronic & Communications Engineering Technology/Technician	Yes	
150304	Laser and Optical Technology/Technician	Yes	
150305	Telecommunications Technology/Technician	Yes	
150399	Electrical & Electronic Engineering Technologies/Technicians, Other	Yes	
150401	Biomedical Technology/Technician	Yes	
150404	Instrumentation Technology/Technician	Yes	
150499	Electromechanical & Instrumentation and Maintenance Technologies/Technicians, Other	Yes	
150501	Heating, Air Conditioning & Refrigeration Technology/Technician (ACH/ACR/ACHR/HRAC/HVAC/	Yes	
150503	Energy Management and Systems Technology/Technician	Yes	
150505	Solar Energy Technology/Technician	Yes	
150506	Water Quality & Wastewater Treatment Management & Recycling Technology/Technician	Yes	
150507	Environmental Engineering Technology/Environmental Technology	Yes	
150508	Hazardous Materials Management & Waste Technology/Technician	Yes	
150599	Environmental Control Technologies/Technicians, Other	Yes	
150607	Plastics Engineering Technology/Technician	Yes	
150611	Metallurgical Technology/Technician	Yes	
150612	Industrial Technology/Technician	Yes	
150613	Manufacturing Technology/Technician	Yes	
150699	Industrial Production Technologies/Technicians, Other	Yes	
150704	Hazardous Materials Information Systems Technology/Technician	Yes	
150801	Aeronautical/Aerospace Engineering Technology/Technician	Yes	
150803	Automotive Engineering Technology/Technician	Yes	
150805	Mechanical Engineering/Mechanical Technology/Technician	Yes	
150899	Mechanical Engineering Related Technologies/Technicians, Other	Yes	
150901	Mining Technology/Technician	Yes	
150903	Petroleum Technology/Technician	Yes	
150999	Mining and Petroleum Technologies/Technicians, Other	Yes	
151001	Construction Engineering Technology/Technician	Yes	
151102	Surveying Technology/Surveying	Yes	
151103	Hydraulics and Fluid Power Technology/Technician	Yes	

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
151201	Computer Engineering Technology/Technician	Yes	
151202	Computer Technology/Computer Systems Technology	Yes	
151299	Computer Engineering Technologies/Technicians, Other	Yes	
151301	Drafting and Design Technology/Technician, General	Yes	
151302	CAD/CADD Drafting and/or Design Technology/Technician	Yes	
151303	Architectural Drafting and Architectural CAD/CADD	Yes	
151304	Civil Drafting and Civil Engineering CAD/CADD	Yes	
151305	Electrical/Electronics Drafting & Electrical/Electronics CAD/CADD	Yes	
151306	Mechanical Drafting and Mechanical Drafting CAD/CADD	Yes	
151399	Drafting/Design Engineering Technologies/Technicians, Other	Yes	
151501	Engineering/Industrial Management	Yes	
159999	Engineering Technologies/Technicians, Other	Yes	
261103	Bioinformatics	Yes	
270101	Mathematics, General	Yes	
270301	Applied Mathematics	Yes	
270303	Computational Mathematics	Yes	
270399	Applied Mathematics, Other	Yes	
279999	Mathematics and Statistics, Other	Yes	
390601	Theology/Theological Studies	Yes	
390602	Divinity/Ministry BD, Mdiv.	Yes	
390604	Pre-Theology/Pre-Ministerial Studies	Yes	
390605	Rabbinical Studies	Yes	
390699	Theological and ministerial Studies, Other	Yes	
390701	Pastoral Studies/Counseling	Yes	
390702	Youth Ministry New	Yes	
390799	Pastoral Counseling and Specialized Ministries, Other	Yes	
399999	Theological Studies and Religious Vocations, Other	Yes	
400201	Astronomy	Yes	
400202	Astrophysics	Yes	
400203	Planetary Astronomy and Science	Yes	
400299	Astronomy and Astrophysics, Other	Yes	
400401	Atmospheric Sciences and Meteorology, General	Yes	
400402	Atmospheric Chemistry and Climatology	Yes	
400403	Atmospheric Physics and Dynamics	Yes	
400404	Meteorology	Yes	
400499	Atmospheric Sciences and Meteorology, Other	Yes	
400601	Geology/Earth Science, General	Yes	
400602	Geochemistry	Yes	
400603	Geophysics and Seismology	Yes	

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
400604	Paleontology	Yes	
400605	Hydrology and Water Resources Science	Yes	
400606	Geochemistry and Petrology	Yes	
400607	Oceanography, Chemical and Physical	Yes	
400699	Geological and Earth Sciences/Geosciences, Other	Yes	
400801	Physics, General	Yes	
400802	Atomic/Molecular Physics	Yes	
400804	Elementary Particle Physics	Yes	
400805	Plasma and High-Temperature Physics	Yes	
400806	Nuclear Physics	Yes	
400807	Optics/Optical Sciences	Yes	
400808	Solid State and Low-Temperature Physics	Yes	
400809	Acoustics	Yes	
400810	Theoretical and Mathematical Physics	Yes	
400899	Physics, Other	Yes	
410205	Nuclear/Nuclear Power Technology/Technician	Yes	
410301	Chemical Technology/Technician	Yes	
430102	Corrections	Yes	
430103	Criminal Justice/Law Enforcement Administration	Yes	
430104	Criminal Justice/Safety Studies	Yes	
430107	Criminal Justice/Police Science	Yes	
430109	Security and Loss Prevention Services	Yes	
430111	Criminalistics and Criminal Science	Yes	
430112	Securities Services Administration/Management	Yes	
430201	Fire Protection and Safety Technology/Technician	Yes	
430202	Fire Services Administration	Yes	
430203	Fire Science/Firefighting	Yes	
430299	Fire Protection, Other	Yes	
439999	Security and Protective Services, Other	Yes	
440401	Public Administration	Yes	
440501	Public Policy Analysis	Yes	
449999	Public Administration and Social Service Professions, Other	Yes	
450702	Cartography	Yes	
460101	Mason/Masonry	Yes	
460201	Carpentry/Carpenter	Yes	
460301	Electrical & Power Transmission Installation/Installer, General	Yes	
460302	Electrician	Yes	
460303	Lineworker	Yes	
460399	Electrical and Power Transmission Installers, Other	Yes	

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
460401	Building/Property Maintenance and Management	Yes	
460402	Concrete Finishing/Concrete Finisher	Yes	
460403	Building/Home/Construction Inspection/Inspector	Yes	
460404	Drywall Installation/Drywaller	Yes	
460406	Glazier	Yes	
460408	Painting/Painter and Wall Coverer	Yes	
460410	Roofer	Yes	
460411	Metal Building Assembly/Assembler	Yes	
460412	Building/Construction Site Management/Manager	Yes	
460499	Building/Construction Finishing, Management, & Inspection, Other	Yes	
460502	Pipefitting/Pipefitter and Sprinkler Fitter	Yes	
460503	Plumbing Technology/Plumber	Yes	
460504	Well Drilling/Driller	Yes	
460505	Blasting/Blaster	Yes	
460599	Plumbing and Related Water Supply Services, Other	Yes	
470101	Electrical/Electronics Equipment Installation & Repair, General	Yes	
470102	Business Machine Repair	Yes	
470103	Communications Systems Installation and Repair Technology	Yes	
470104	Computer Installation and Repair Technology/Technician	Yes	
470105	Industrial Electronics Technology/Technician	Yes	
470106	Appliance Installation and Repair Technology/Technician	Yes	
470110	Security System Installation, Repair, & Inspection Technology/Technician	Yes	
470199	Electrical/Electronics Maintenance & Repair Technology, Other	Yes	
470201	Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician	Yes	
470302	Heavy Equipment Maintenance Technology/Technician	Yes	
470303	Industrial Mechanics and Maintenance Technology	Yes	
470399	Heavy/Industrial Equipment Maintenance Technologies, Other	Yes	
470403	Locksmithing and Safe Repair	Yes	
470404	Musical Instrument Fabrication and Repair	Yes	
470408	Watchmaking and Jewelrymaking	Yes	
470409	Parts & Warehousing Operations & Maintenance Technology/Technician	Yes	
470499	Precision Systems Maintenance and Repair Technologies, Other	Yes	
470603	Autobody/Collision and Repair Technology/Technician	Yes	
470604	Automobile/Automotive Mechanics Technology/Technician	Yes	

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
470605	Diesel Mechanics Technology/Technician	Yes	
470606	Small Engine Mechanics and Repair Technology/Technician	Yes	
470607	Airframe Mechanics & Aircraft Maintenance Technology/Technician	Yes	
470608	Aircraft Powerplant Technology/Technician	Yes	
470609	Avionics Maintenance Technology/Technician	Yes	
470610	Bicycle Mechanics and Repair Technology/Technician	Yes	
470611	Motorcycle Maintenance and Repair Technology/Technician	Yes	
470612	Vehicle Emissions Inspection & Maintenance Technology/Technician	Yes	
470613	Medium/Heavy Vehicle and Truck Technology/Technician	Yes	
470614	Alternative Fuel Vehicle Technology/Technician	Yes	
470615	Engine Machinist	Yes	
470616	Marine Maintenance/Fitter & Ship Repair Technology/Technician	Yes	
470699	Vehicle Maintenance and Repair Technologies, Other.	Yes	
479999	Mechanic and Repair Technologies/Technicians, Other	Yes	
480303	Upholstery/Upholsterer	Yes	
480304	Shoe, Boot and Leather Repair	Yes	
480399	Leatherworking and Upholstery, Other	Yes	
480501	Machine Tool Technology/Machinist	Yes	
480503	Machine Shop Technology/Assistant	Yes	
480506	Sheet Metal Technology/Sheetworking	Yes	
480507	Tool and Die Technology/Technician	Yes	
480508	Welding Technology/Welder	Yes	
480509	Ironworking/Ironworker	Yes	
480701	Woodworking, General	Yes	
480702	Furniture Design and Manufacturing	Yes	
480703	Cabinetmaking and Millwork/Millwright	Yes	
480799	Woodworking, Other	Yes	
480801	Boilermaking/Boilermaker	Yes	
490101	Aeronautics/Aviation/Aerospace Science & Technology, General	Yes	
490102	Airline/Commercial/Professional Pilot and Flight Crew	Yes	
490104	Aviation/Airway Management and Operations	Yes	
490105	Air Traffic Controller	Yes	
490108	Flight Instructor	Yes	
490202	Construction/Heavy Equipment/Earthmoving Equipment Operation	Yes	
490205	Truck and Bus Driver/Commercial Vehicle Operation	Yes	
490206	Mobil Crane Operation/Operator	Yes	

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
490299	Ground Transportation, Other	Yes	
490303	Commercial Fishing	Yes	
490309	Marine Science/Merchant Marine Officer	Yes	
490399	Marine Transportation, Other	Yes	
499999	Transportation and Materials Moving, Other	Yes	
500409	Graphic Design	Yes	
500602	Cinematography and Film/Video Production	Yes	
510101	Chiropractic (DC)	Yes	
510401	Dentistry (DDS, DMD)	Yes	
510501	Dental Clinical Sciences, General (MS, PhD)	Yes	
510502	Advanced General Dentistry (Cert, MS, PhD)	Yes	
510503	Oral Biology and Oral Pathology (MS, PhD)	Yes	
510504	Dental Public Health & Education (Cert, MS/MPH, PhD/DPH)	Yes	
510505	Dental Materials (MS, PhD)	Yes	
510506	Endodontics/Endodontology (Cert, MS, PhD)	Yes	
510507	Oral/Maxillofacial Surgery (Cert, MS, PhD)	Yes	
510508	Orthodontics/Orthodontology (Cert, MS, PhD)	Yes	
510509	Pediatric Dentistry/Pedodontics (Cert, MS, PhD)	Yes	
510510	Periodontics/Periodontology (Cert, MS, PhD)	Yes	
510511	Prosthodontics/Prosthodontology (Cert, MS, PhD)	Yes	
510599	Advanced/Graduate Dentistry and Oral Sciences, Other	Yes	
511506	Clinical Pastoral Counseling/Patient Counseling	Yes	
512205	Health/Medical Physics	Yes	
512312	Assistive/Augmentative Technology & Rehabiliation Engineering	Yes	
512706	Medical Informatics	Yes	
512799	Medical Illustration and Informatics, Other	Yes	
520101	Business/Commerce, General	Yes	
520201	Business Administration and Management, General	Yes	
520203	Logistics and Materials Management	Yes	
520205	Operations Management and Supervision	Yes	
520209	Transportation/Transportation Management	Yes	
520701	Entrepreneurship/Entrepreneurial Studies	Yes	
521101	International Business/Trade/Commerce	Yes	
521804	Selling Skills and Sales Operations	Yes	
521907	Vehicle & Vehicle Parts & Accessories Marketing Operations	Yes	
522001	Construction Management	Yes	
600101	Dental/Oral Surgery Specialty - (Residency Program)	Yes	
600102	Dental Public Health Specialty - (Residency Program)	Yes	
600103	Endodontics Speciality - (Residency Program)	Yes	

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
600104	Oral Pathology Specialty - (Residency Program)	Yes	
600105	Orthodontics Specialty - (Residency Program)	Yes	
600106	Pedodontics Specialty - (Residency Program)	Yes	
600107	Periodontics Specialty - (Residency Program)	Yes	
600108	Prosthodontics Specialty - (Residency Program)	Yes	
600199	Dental Residency Program, Other	Yes	
100303	Prepress/Desktop Publishing and Digital Imaging Design		Yes
110601	Data Entry/Microcomputer Applications, General		Yes
110602	Word Processing		Yes
120401	Cosmetology/Cosmetologist, General		Yes
120404	Electrolysis/Electrology and Electrolysis Technician		Yes
120406	Make-Up Artist/Specialist		Yes
120407	Hair Styling/Stylist and Hair Design		Yes
120408	Facial Treatment Specialist/Facialist		Yes
120410	Nail Technician/Specialist and Manicurist		Yes
120411	Permanent Cosmetics/Makeup and Tattooing		Yes
120412	Salon/Beauty Salon Management/Manager		Yes
120413	Cosmetology, Barber/Styling, and Nail Instructor		Yes
120499	Cosmetology and Related Personal Grooming Arts, Other		Yes
120507	Food Service, Waiter/Waitress, & Dining Room Management/Manager		Yes
131001	Special Education and Teaching, General		Yes
131202	Elementary Education and Teaching		Yes
131203	Junior High/Intermediate/Middle School Education & Teaching		Yes
131209	Kindergarten/Preschool Education and Teaching		Yes
131210	Early Childhood Education and Teaching		Yes
131334	School Librarian/School Library Media Specialist		Yes
131501	Teacher Assistant/Aide		Yes
131599	Teaching Assistants/Aides, Other		Yes
190501	Foods, Nutrition, and Wellness Studies, General		Yes
190504	Human Nutrition		Yes
190505	Foodservice Systems Administration/Management		Yes
190599	Foods, Nutrition, and Related Services, Other		Yes
190708	Child Care and Support Services Management		Yes
190709	Child Care Provider/Assistant		Yes
220301	Legal Administrative Assistant/Secretary		Yes
220302	Legal Assistant/Paralegal		Yes
220303	Court Reporting/Court Reporter		Yes
250101	Library Science/Librarianship		Yes
250301	Library Assistant		Yes

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CIP		**Non-traditional for Female**	**Non-traditional for Male**
259999	Library Science, Other		Yes
301901	Nutrition Sciences		Yes
430110	Juvenile Corrections		Yes
440201	Community Organization and Advocacy		Yes
440701	Social Work		Yes
440702	Youth Services/Administration		Yes
450401	Criminology		Yes
450501	Demography and Population Studies		Yes
451101	Sociology		Yes
451201	Urban Studies/Affairs		Yes
510201	Communication Disorders, General		Yes
510202	Audiology/Audiologist and Hearing Sciences		Yes
510203	Speech-Language Pathology/Pathologist		Yes
510204	Audiology/Audiologist & Speech-Language Pathology/Pathologist		Yes
510299	Communication Disorders Sciences and Services, Other		Yes
510601	Dental Assisting/Assistant		Yes
510602	Dental Hygiene/Hygienist		Yes
510703	Health Unit Coordinator/Ward Clerk		Yes
510707	Health Information/Medical Records Technology/Technician		Yes
510710	Medical Office Assistant/Specialist		Yes
510712	Medical Reception/Receptionist		Yes
510713	Medical Insurance Coding Specialist/Coder		Yes
510714	Medical Insurance Specialist/Medical Biller		Yes
510716	Medical Administrative/Executive Assistant & Medical Secretary		Yes
510801	Medical/Clinical Assistant		Yes
510802	Clinical/Medical Laboratory Assistant		Yes
510803	Occupational Therapist Assistant		Yes
510805	Pharmacy Technician/Assistant		Yes
510806	Physical Therapist Assistant		Yes
510808	Veterinary/Animal Health Technology/Technician & Veterinary Assistant		Yes
510809	Anesthesiologist Assistant		Yes
510811	Pathology/Pathologist Assistant		Yes
510812	Respiratory Therapy Technician/Assistant		Yes
510813	Chiropractic Assistant/Technician		Yes
510899	Allied Health and Medical Assisting Services, Other		Yes
510907	Medical Radiologic Technology/Science - Radiation Therapist		Yes
510909	Surgical Technology/Technologist		Yes
511001	Blood Bank Technology Specialist		Yes

CAREER-TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007) Used by Two Year Postsecondary Institutions for Carl D. Perkins Career and Technical Education Act Accountability Reporting Purposes ONLY Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.			
CIP		**Non-traditional for Female**	**Non-traditional for Male**
511002	Cytotechnology/Cytotechnologist		Yes
511003	Hematology Technology/Technician		Yes
511004	Clinical/Medical Laboratory Technician		Yes
511005	Clinical Laboratory Science/Medical Technology/Technologist		Yes
511007	Histologic Technology/Histotechnologist		Yes
511008	Histologic Technician		Yes
511099	Clinical/Medical Laboratory Science & Allied Professions, Other		Yes
511502	Psychiatric/Mental Health Services Technician		Yes
511503	Clinical/Medical Social Work		Yes
511601	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)		Yes
511603	Adult Health Nurse/Nursing		Yes
511604	Nurse Anesthetist		Yes
511605	Family Practice Nurse/Nurse Practitioner		Yes
511606	Maternal/Child Health and Neonatal Nurse/Nursing		Yes
511607	Nurse Midwife/Nursing Midwifery		Yes
511608	Nursing Science (MS, PhD)		Yes
511609	Pediatric Nurse/Nursing		Yes
511610	Psychiatric/Mental Health Nurse/Nursing		Yes
511611	Public Health/Community Nurse/Nursing		Yes
511612	Perioperative/Operating Room and Surgical Nurse/Nursing		Yes
511613	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)		Yes
511614	Nurse/Nursing Assistant/Aide and Patient Care Assistant		Yes
511616	Clinical Nurse Specialist		Yes
511617	Critical Care Nursing		Yes
511618	Occupational and Environmental Health Nursing		Yes
511699	Nursing, Other		Yes
511802	Optomeric Technician/Assistant		Yes
511803	Opthalmic Technician/Technologist		Yes
511804	Orthoptics/Orthoptist		Yes
512306	Occupational Therapy/Therapist		Yes
512309	Therapeutic Recreation/Recreational Therapy		Yes
512601	Health Aide		Yes
512602	Home Health Aide/Home Attendant		Yes
513101	Dietetics/Dietitian (RD)		Yes
513102	Clinical Nutrition/Nutritionist		Yes
513103	Dietetic Technician (DTR)		Yes
513104	Dietitian Assistant		Yes
513199	Dietetics and Clinical Nutrition Services, Other		Yes
513501	Massage Therapy/Therapeutic Massage		Yes

CAREER-TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007) Used by Two Year Postsecondary Institutions for Carl D. Perkins Career and Technical Education Act Accountability Reporting Purposes ONLY Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.			
CIP		**Non-traditional for Female**	**Non-traditional for Male**
513502	Asian Bodywork Therapy		Yes
513503	Somatic Bodywork		Yes
513599	Somatic Bodywork & Related Therapeutic Services, Other		Yes
520302	Accounting Technology/Technician and Bookkeeping		Yes
520399	Accounting and Related Services, Other		Yes
520401	Administrative Assistant and Secretarial Science, General		Yes
520402	Executive Assistant/Executive Secretary		Yes
520406	Receptionist		Yes
520407	Business/Office Automation/Technology/Data Entry		Yes
520408	General Office Occupations and Clerical Services		Yes
520411	Customer Service Support/Call Center/Teleservice Operation		Yes
520499	Business Operations Support and Secretarial Services, Other		Yes
520803	Banking and Financial Support Services		Yes
521803	Retailing and Retail Operations		Yes
521903	Fashion Modeling		Yes
521905	Tourism and Travel Services Marketing Operations		Yes

CAREER-TECHNICAL CLASSIFICATION OF CTE NONTRADITIONAL COURSES Used by NM Secondary Institutions for Carl D. Perkins Career and Technical Education Act Accountability Reporting Purposes ONLY			
Course		**Non-traditional for Female**	**Non-traditional for Male**
SECONDARY INSTITUTIONS			
0171	Agricultural Economics and Business Management	X	
0265	Hotel Management I	X	
0401	Construction Career Exploration	X	
0402	Construction	X	
0417	Woodworking	X	
0418	Cabinetmaking	X	
0423	Masonry	X	
0436	Heating/Ventilation/Air Conditioning	X	
0438	Plumbing	X	
0442	Electricity-Comprehensive	X	
0462	Electricity/Electronics-General	X	
0528	Hospitality, Tourism and Recreation	X	
0702	Drafting-General	X	
0706	Drafting-Technical/Mechanical	X	
0707	CAD Design and Software	X	
0911	Introduction to Transportation	X	
0915	Diesel Mechanics-General	X	
0942	Automotive Body Repair and Refinishing-General	X	
1611	General Technology Education	X	
1612	Materials and Processes.	X	
1615	Introduction to Engineering Design	X	
1616	Digital Electronics	X	
1617	Principles of Engineering	X	
1618	Computer Integrated Manufacturing	X	
1624	Manufacturing Systems	X	
2403	Machining	X	
2412	Metalworking	X	
0205	Word Processing		X
0226	General Business (formerly Business & Marketing)		X
0297	Business Work Experience (Co-op) (formerly Business Work Site Experience - Cooperative Education - OJT)		X
0299	Business		X
0317	Computer Technology		X
0505	Child Development		X
0506	Clothing		X
0507	Basic Applied Design		X
0513	Life Skills and Life-Management		X
0519	Child Care/Work Experience		X
0523	Housing/Interior Design		X
1502	Health Care Occupations		X
1596	Health Care Sciences-Independent Study		X
1825	Principles of Selling		X

APPENDIX E

DEFINITIONS

Accountability: The accountability system (See the Performance Measures chart) for Perkins IV 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.

Career and Technical Education School:

a) a specialized public secondary school used exclusively or principally for the provision of career 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 career 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 career and technical education school used exclusively or principally for the provision of career 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, 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 career 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: In their simplest forms, Pathways are sub-groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into Pathways based on the fact that they require a set of common knowledge and skills for career success.

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 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 two courses in a three or more course CTE program area sequence, or one course in a two course CTE program area, but only in those program areas where two course sequences are recognized by the State

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.

CEO: This acronym is 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 (secondary) and $50,000.00 (postsecondary) 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 Content Standards, Benchmarks, and Performance Standards (inclusive of 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.

Program of Study: A program of study is a coherent sequence of courses from secondary to postsecondary on a specific career area grouped within a career cluster.

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 IV 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.

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

2008-2009 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

2007 Approved Indirect Cost Rates For Planning Purposes

Note: New rates for the 2006-2008 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.

DISTRICT	RATE
ALAMOGORDO	1.56%
ALBUQUERQUE	1.06%
ANIMAS	2.52%
ARTESIA	1.58%
AZTEC	1.22%
BELEN	1.89%
BERNALILLO	2.37%
BLOOMFIELD	1.39%
CAPITAN	2.62%
CARLSBAD	1.46%
CARRIZOZO	1.35%
CENTRAL	1.53%
CHAMA VALLEY	2.21%
CIMARRON	1.60%
CLAYTON	1.93%
CLOUDCROFT	2.21%
CLOVIS	1.15%
COBRE	2.45%
CORONA	8.61%
CUBA	3.63%
DEMING	1.28%
DES MOINES	2.75%
DEXTER	1.00%
DORA	3.69%
DULCE	2.83%
ELIDA	2.04%
ESPANOLA	2.19%

DISTRICT	RATE
LAS VEGAS CITY	1.75%
LAS VEGAS WEST	2.31%
LOGAN	3.01%
LORDSBURG	3.59%
LOS ALAMOS	2.23%
LOS LUNAS	1.70%
LOVING	1.95%
LOVINGTON	1.02%
MAGDALENA	1.21%
MAXWELL	3.31%
MELROSE	1.63%
MESA VISTA	1.94%
MORA	1.40%
MORIARTY	1.70%
MOSQUERO	4.07%
MOUNTAINAIR	1.20%
PECOS	1.67%
PENASCO	4.20%
POJOAQUE	2.30%
PORTALES	1.62%
QUEMADO	4.44%
QUESTA	3.14%
RATON	1.18%
RESERVE	3.91%
RIO RANCHO	1.56%
ROSWELL	2.44%
ROY	3.91%

APPENDIX F.1

INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS

New Mexico Public Education Department

2007 Approved Indirect Cost Rates
For Planning Purposes

Note: New rates for the 2006-2008 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.

DISTRICT	RATE
ESTANCIA	3.40%
EUNICE	1.75%
FARMINGTON	0.84%
FLOYD	2.02%
FT. SUMNER	2.21%
GADSDEN	1.21%
GALLUP	1.17%
GRADY	2.44%
GRANTS	2.07%
HAGERMAN	1.18%
HATCH	1.65%
HOBBS	1.14%
HONDO	2.15%
HOUSE	2.44%
JAL	1.84%
JEMEZ MOUNTAIN	2.20%
JEMEZ VALLEY	3.65%
LAKE ARTHUR	3.47%
LAS CRUCES	1.27%

DISTRICT	RATE
RUIDOSO	1.87%
SAN JON	2.73%
SANTA FE	1.99%
SANTA ROSA	1.86%
SILVER CITY	1.36%
SOCORRO	1.15%
SPRINGER	2.27%
TAOS	1.65%
TATUM	2.94%
TEXICO	2.38%
T or C	2.08%
TUCUMCARI	2.14%
TULAROSA	1.85%
VAUGHN	4.01%
WAGON MOUND	1.73%
ZUNI	1.98%

APPENDIX G

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

United States Department of Education	New Mexico Career Clusters Initiative
▪ Audio-Video Technology and Communications	Arts and Entertainment
▪ Agriculture, Food & Natural Resources	Business Services
▪ Architecture and Construction	Communications and Information
▪ Business, Management & Administration	Energy and Environmental Technologies
▪ Education & Training	Engineering, Construction, Manufacturing and Agriculture
▪ Finance	Health and Biosciences
▪ Government & Public Administration	Hospitality and Tourism
▪ Health Science	
▪ Hospitality & Tourism	
▪ Human Services	
▪ Information Technology	
▪ Law, Public Safety & Security	
▪ Manufacturing	
▪ Marketing, Sales & Service	
▪ Science, Technology, Engineering & Mathematics	
▪ Transportation, Distribution & Logistics	

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

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Arts and Entertainment Cluster	☐ Entrepreneurship Pathway ☐ Visual Arts Pathway ☐ Performing Arts Pathway ☐ Foreign Language Pathway ☐ Design Pathway	☐ Business, Management and Administration ☐ Marketing, Sales and Service ☐ Arts, A-V, Technology and Communications ☐ Arts, A-V, Technology and Communications ☐ Education and Training ☐ Hospitality and Tourism ☐ Arts, A-V, Technology and Communications ☐ Architecture & Construction
Business Services Cluster	☐ Administrative and Information Support Pathway	☐ Business, Management and Administration ☐ Information Technology

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Business Services Cluster cont.	☐ Business, Financial Management and Accounting Pathway	☐ Business, Management and Administration ☐ Finance ☐ Human Service
	☐ Economics and Management Pathway	☐ Business, Management and Administration ☐ Marketing, Sales and Service
	☐ Information Technology Systems Administration Pathway	☐ Information Technology ☐ Science, Technology, Engineering and Mathematics
	☐ Legal Services Pathway	☐ Government and Public Administration ☐ Finance ☐ Law, Public Safety, Corrections and Security
	☐ Teaching and Training Pathway	☐ Education and Training ☐ Human Services
	☐ Human Resources Management Pathway	☐ Business, Management and Administration ☐ Human Service ☐ Finance
	☐ Consumer Sales and Service Pathway	☐ Marketing, Sales and Service

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Business Services Cluster cont.	☐ Marketing Pathway	☐ Business, Management and Administration ☐ Marketing, Sales and Service ☐ Transportation, Distribution and Logistics ☐ Arts, A-V. Technology and Communications
Communications and Information Cluster	☐ Communications Pathway	☐ Arts, A-V Technology and Communications ☐ Marketing, Sales and Service
	☐ Media Technologies Pathway	☐ Arts, A-V, Technology and Communications ☐ Information Technology ☐ Science, Technology, Engineering & Mathematic
	☐ Software Application Development Pathway	☐ Information Technology ☐ Science, Technology, Engineering & Mathematics
	☐ Web Development	☐ Information Technology ☐ Science, Technology, Engineering & Mathematics

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Communications and Information Cluster cont.	☐ Printing Technology Pathway	☐ Arts, A-V Technology and Communication ☐ Information Technology ☐ Manufacturing
	☐ Network Systems	☐ Information Technology ☐ Business, Management and Administration
Energy and Environmental Technologies Cluster	☐ Government Relations Pathway	☐ Government & Public Administration ☐ Law, Public Safety & Security
	☐ Product Engineering Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Manufacturing ☐ Architecture & Construction
.	☐ Machining, Instrument and Electrical Pathway	☐ Architecture & Construction ☐ Manufacturing ☐ Transportation, Distribution & Logistics ☐ Science, Technology, Engineering & Mathematics
	☐ Process Engineering Pathway	☐ Science, Technology, Engineering

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
		& Mathematics ☐Manufacturing
Energy and Environmental Technologies Cluster (cont.)	☐ Health, Safety and Environmental Regulation Pathway	☐Health ☐ Manufacturing ☐Agriculture, Food & Natural Resources ☐Science, Technology, Engineering and Mathematics
	☐ Maintenance Operations Pathway	☐Architecture & Construction ☐Manufacturing ☐Agriculture, Food & Natural Resources ☐Science, Technology, Engineering & Mathematics
	☐ Civil Engineering	☐Architecture & Construction ☐Science, Technology, Engineering and Mathematics
	☐ Environmental Systems Pathway	☐Science, Technology, Engineering and Mathematics ☐Manufacturing ☐Agriculture, Food and Natural Resources ☐Health

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Engineering, Construction, Manufacturing and Agriculture Cluster	☐ Architecture and Drafting Pathway ☐ Systems Integration Engineering Pathway ☐ Quality Assurance Pathway ☐ Logistics and Inventory Pathway ☐ Agribusiness	☐ Architecture & Construction ☐ Science, Technology, Engineering & Mathematics ☐ Information Technology ☐ Manufacturing ☐ Transportation, Distribution,& Logistics ☐ Agriculture, Food & Natural Resources ☐ Transportation, Distribution & Logistics ☐ Business, Management & Administration ☐ Agriculture, Food and Natural Resources ☐ Business, Management, and Administration ☐ Marketing Sales and Service ☐ Science, Technology, Engineering, and Mathematics

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Engineering, Construction, Manufacturing and Agriculture Cluster cont.	☐ Construction Pathway	☐ Architecture & Construction ☐ Business, Management & Administration
	☐ Trades, Installation and Repair Pathway	☐ Architecture & Construction ☐ Manufacturing ☐ Transportation, Distribution,& Logistics
	☐ Project Management Pathway	☐ Architecture & Construction ☐ Business, Management & Administration ☐ Science, Technology, Engineering, & Mathematics
Health and Biosciences Cluster	☐ Basic Science Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Applied Research Engineering Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Medical Treatment Pathway	☐ Science, Technology, Engineering & Mathematics

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
		☐ Health
	☐ Para-Professional Healthcare Treatment Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Medical Diagnosis Services Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Para Professional Healthcare Diagnosis Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Health Informatics Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
Hospitality and Tourism Cluster	☐ Restaurant Management Pathway	☐ Hospitality & Tourism ☐ Business, Management & Administration
	☐ Hotel and Resort Management Pathway	☐ Business, Management & Administration ☐ Finance ☐ Hospitality & Tourism

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
		☐ Marketing, Sales & Service
Hospitality and Tourism Cluster cont.	☐ Destination and Events Management Pathway	☐ Marketing, Sales & Service ☐ Business, Management, & Administration
	☐ Culinary Arts Pathway	☐ Hospitality and Tourism
	☐ Recreation and Gaming Pathway	☐ Hospitality & Tourism ☐ Science, Technology, Engineering & Mathematics ☐ Law, Public Safety & Security ☐ Transportation, Distribution & Logistics
	☐ Environmental, Historic and Cultural Preservation Pathway	☐ Agriculture, Food & Natural resources ☐ Hospitality & Tourism ☐ Law Public Safety & Security ☐ Science, Technology, Engineering, and Mathematics ☐ Transportation, Distribution & Logistics

APPENDIX H
ADDITIONAL LOCAL PLAN RESOURCES

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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).

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

ARTICULATION

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

The Education, Social, and Economic Value of Informed and Considered Career Decisions
http://acrna.net/i4a/pages/index.cfm?pageid=3387/ : 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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

General Information
http://acrna.net/i4a/pages/index.cfm?pageid=3390: This document provides information on Career Information Delivery Systems and why they are important.

Quality Assurance Standards
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
https://access.bridges.com/auth/login.do;jsessionid=1FAAD4F4D3D023C527D91A2A59DD5657?targetUri=%2Fportal%2FlandingPage.do: 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.mycareerzone.org: Provides job and career information based on individuals' skills and interests.

CAREER AND TECHNICAL EDUCATION BEST PRACTICES

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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 : 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 : 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 : 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/Strategies_by_Type/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/programs/gtep/gtep.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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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.cfm : 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 : 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/projects_main.htm : 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.php : 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 : 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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

Career Builder
http://www.careerbuilder.com**: This document provides statistical information on top jobs for 2008.**

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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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.9123e83a1f6786440ddcbeeb50101oao/?vgnextoid=e6e4a22a73125010vgn vcm1000001a010l0arcrd&vgnextchannel=4b 18f074f0d9ff00vgnvcm100000la01010arcrd : 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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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/legislative_issues/HS_reform.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/HS_reform.cfm: This document provides a crosswalk of the numerous high school reform initiatives being led by different organizations.

IMPROVING STUDENT SUCCESS RATES

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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.nwrel.org/cnorse/publications.html : 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/Spreadsheets/SOC-CIP-Cluster-Pathway%20Crosswalk%20Nontrad%20for%20Males%208.8.07.xls : Provides the SOC codes, BLS title, CIP Codes and Program Title for nontraditional careers for men.

Nontraditional Careers for Women
http://www.napequity.org/Spreadsheets/SOC-CIP-Cluster-Pathway%20Crosswalk%20Nontrad%20for%20Females%208.10.07.xls : Provides the SOC codes, BLS title, CIP Codes and Program Title for nontraditional careers for women.

PARENTAL INVOLVEMENT

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

PTA Goes to Work
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://mediasite.auburncc.org/Auburn/Viewer/Viewers/Viewer240TL.aspx?mode=Default&peid=34d74a74-f091-4dab-a407-0246024c4928&pid=28d1df06-74ea-473d-8e8f-f9af8a0c3f83&playerType=WM7 : 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/05V73_career_tech_state_actions.pdf : 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 : 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 : 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.jspac.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://thenetproject.org/ 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.icsps.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/ : Provides many resources on workforce development that have been published by NAPEquity'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.

ATTACHMENT C

Tech Prep Grant Application

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

REQUEST FOR APPLICATION

TITLE II TECH PREP

JULY 1, 2008 – JUNE 30, 2009

RFA Due Date: Wednesday, April 23, 2008, 2:00 PM

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

Catherine Cross-Maple, Ph.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, 2008 – June 30, 2009

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 seeks to fund a minimum of three 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.*

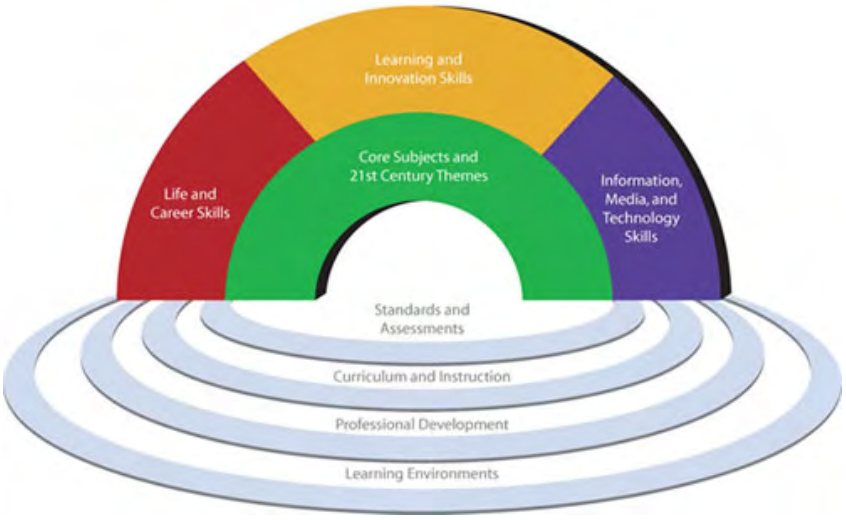
(2) ***SPECIAL RULE****.—In addition, a consortium described in paragraph (1) may include 1 or more—*
- *(A) institutions of higher education that award a baccalaureate degree; and*
- *(B) employers (including small businesses), business intermediaries, or labor organizations.*

(3) ***SPECIAL CONSIDERATIONS*** *– The state, 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, institution 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.*
- *(E) - Demonstrate how tech prep programs will help students meet high academic and employability competencies.*
- *(F) - Demonstrate success in, or provide assurance of, coordination and integration with eligible recipients.*

Framework for 21st Century Skills

As addressed by Ken Kay (2007) in the publication *The Intellectual and Policy Foundations of the 21st Century Skills Framework*, when the question, "What learning is needed for the 21st century?" was presented, the response emphasized three themes. The themes were education and society, education and learning science, and education and learning tools. According to Kay, these themes are converging to form a new educational framework built around the acquisition of 21st century knowledge and skills.

The schematic of Kay's 21st Century Knowledge and Skills will serve as the foundation of New Mexico's Career Technical and Workforce Education Bureau's implementation of Years Two - Six of the Carl D. Perkins Career and Technical Education Act of 2006, to include Tech Prep.



This schematic allows New Mexico the flexibility it needs to require rigorous combinations of core academic and career support course work as guiding principals for Program of Study development that supports the student in meeting Tech Prep program requirements while simultaneously emphasizing 21st century career technical education themes such as global awareness; financial, economic, business and entrepreneurial literacy; civic and health literacy.

The secondary and postsecondary career and technical education programs to be carried out through Title II of the Carl D. Perkins Act of 2006 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.

Programs such as Project Lead the Way (PLTW), and certification opportunities available through NATEF, ASE, AWE, MOS, and other nationally recognized programs, are supported via New Mexico's Perkins Basic Grant and Tech Prep Grant funds. Additionally, secondary programs within the state sponsored Career Technical Student Organizations (CTSO) are directly supported links from secondary education into the industry arena, and they ensure currency of information regarding technology in the

workforce. Funds are provided to approved applicants for the purchase of current software, equipment, and instructional training support materials as needed for program implementation.

Students must achieve the academic, occupational, employability and entrepreneurial skills necessary to successfully enter the workplace, including strong core academic skills. Funded Tech Prep Programs 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.

Further information about the Framework for 21st Century Learning can be accessed by visiting http://www.21stcenturyskills.org.

This initiative supports a career-focused Student Learning System by including:

- A strong academic core (aligned to NM Graduation Requirements (NMSA 22-13-1.1, State's Content Standards, Benchmarks and Performance Standards) 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 (EPSS);
- 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**. The application must be part of a four year Tech Prep plan for the entities involved. However, funding status will still be considered annually.**

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. **The Act also requires that each applicant be able to show how this application will coordinate with all activities conducted with participating entities, under the Basic Grant.** This requirement must be a part of every project for which Tech Prep Education funds are provided**. In addition to the Special Considerations listed previously, the State of NM has identified additional priority funding to be given for program(s) of study in New Mexico that include or address programs such as: Project Lead the Way; Ford's Partnership for Advanced Studies; and/or high tech industries that feature: renewable energy, Biosciences, Aerospace or a "green initiative" in Manufacturing/Construction. If necessary to build a relevant Program of Study, it is encouraged that applicants consider using distance learning or similar methods to**

provide selected courses in the sequence from another viable NM institution. 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 4-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.

Every local application for funding under Perkins IV must clearly address the requirements of the State's 5-Year 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.

APPLICATION DOCUMENTS

The application (original and five 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. **Data Template for Programs of Study:** Each application will contain a hard copy printout of the data template information submitted online:

http://www.nmcareertech.com

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 **(school district/institution)** application for the Carl D. Perkins 2008-2013 – Tech Prep Grant.

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

NAME	Budget
Perkins IV Supplementary Funds:	
Arts and Entertainment:	$
Business Services:	$
Communiation and Information:	$
Energy and Environmental Technologies:	$
Engineering, Manufacturing, Construction & Agriculture:	$
Health and Biosciences:	$
Hospitality and Tourism:	$
Activities related to all clusters:	$
Administrative Costs @ 5%:	$
Indirect Costs @ _____ of the 5%:	$
TOTAL ~ For Perkins Supplementary Funds	**$0.00**

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:***

ASSURANCES

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, 2008 and ending June 30, 2013.

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 CONTINUED 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. ALL APPLICANTS WILL FILL OUT INITIAL ONLINE PROGRAM OF STUDY (POS) INFORMATION PRIOR TO APPLICATION SUBMISSION AT THE FOLLOWING WEBSITE:**

  http://www.nmcareertech.com

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 FORM 2

Assurances

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 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 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

(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.

Regional Office Building No.3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected 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

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

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

ED 80-0013 12/98

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 SUPERINTENDENT OR POSTSECONDARY CEO	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

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—

(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→
(2) consists 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
(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.→
(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.→
(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.→
(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.→

(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;** Enter information here.→
(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;** Enter information here.→
(3) A tech prep consortium must develop secondary and postsecondary programs that meet the following four criteria.
(A) meets academic standards developed by the State; **Describe how your consortium will meet this content of a Tech Prep program;** Enter information here.→
(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;** Enter information here.→
(C) uses, 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;** Enter information here.→
(D) uses 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;** Enter information here.→
(4) includes in-service professional development for teachers, faculty, and administrators that—
(A) supports effective implementation of tech prep programs; **Describe how your consortium will meet this content of a Tech Prep program;** Enter information here.→
(B) supports joint training in the tech prep consortium; **Describe how your consortium will meet this content of a Tech Prep program;** Enter information here.→
(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;** Enter information here.→

(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;** Enter information here.→
(E) supports the use and application of technology; **Describe how your consortium will meet this content of a Tech Prep program;** Enter information here.→
(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;** Enter information here.→
(5) includes professional development programs for counselors designed to enable counselors to more effectively—
(A) provides information to students regarding tech prep programs; **Describe how your consortium will meet this content of a Tech Prep program;** Enter information here.→
(B) supports 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;** Enter information here.→
(C) provides information on related employment opportunities; **Describe how your consortium will meet this content of a Tech Prep program;** Enter information here.→
(D) ensures that students are placed in appropriate employment or further postsecondary education; **Describe how your consortium will meet this content of a Tech Prep program;** Enter information here.→
(E) stays 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;** Enter information here.→
(F) provides 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;** Enter information here.→
(6) provides 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;** Enter information here.→

(7) provides for preparatory services that assist participants in tech prep programs; **Describe how your consortium will meet this content of a Tech Prep program;** Enter information here.→
(8) coordinates with activities conducted under Title I. (Carl Perkins Basic Grant) **Describe how your consortium will coordinate with Title I recipients of the act (Basic Grant).** Enter information here.→

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, 2008 – June 30, 2013

Applicant Agency: _____
Program of Study: _____

Project Director: _____
Telephone: _____ **Fax:** _____
Mailing Address: _____
Email Address: _____

Fiscal Agent: _____
Telephone: _____ **Fax:** _____
Mailing Address: _____
Email Address: _____

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

Educational Entities (Partnerships)	High School Principal (or Superintendent), and Academic Dean (or CEO) Signature

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 pages 45-52 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:
    - four English courses, including at least one 11th or 12th grade composition;
    - three math courses, including algebra 1 or 2, geometry, trigonometry, calculus or higher;
    - two social science courses, including U.S. history;
    - two natural science courses, including at least one lab science in biology, chemistry or physics;
    - two foreign language courses in the same language or proof of proficiency in a second language);
- Requires 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 consortia and of each school and institution in the consortia. (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, 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 http://www.workinnewmexico.gov.

3. Indicate the matching national career cluster (one of the 16 recognized clusters – see Appendix A 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 www.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, align the program of study to a related bachelor degree option.

Labor Market Information

8. Use the NM Department of Workforce Solution web site (http://www.dws.state.nm.us/dws-lmi.html) 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 $13.10 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 full names and contact information 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 Company 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 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 **required** 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 the ninth grade beginning in the 2009-2010 school year, the requirements for successful completion of the New Mexico diploma of excellence shall be:

    A minimum of twenty-four units aligned to the state academic content and performance standards shall be required to earn a New Mexico diploma of excellence. These units shall be as follows:

    i. Four units in English, with major emphasis on grammar, nonfiction writing and literature;

    ii. Four units in mathematics, of which one shall be the equivalent to or higher than the level of algebra 2, unless the parent submitted written, signed permission for the student to complete a lesser mathematics unit;

    iii. Three units in science, two of which shall have a laboratory component;

    iv. Three and one-half units in social science, which shall include United States history and geography, world history and geography and government and economics, and one-half unit of New Mexico history;

    v. One unit in physical education;

    vi. One unit in one of the following:

        a. a career cluster course,
        b. workplace readiness,
        c. or a language other than English; and

    vii. Seven and one-half elective units that meet department content and performance standards. Student service learning shall be offered as an elective.

    Note: Final examinations shall be administered to all students in all classes offered for credit. Additionally, at least one of the units for graduation shall be earned as an advanced placement or honors course, dual-credit course offered in cooperation with an institution of higher education or a distance learning course.

    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. 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.

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 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.

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, seven- 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/content.asp?CustComKey=193242&CategoryKey=287396&WebFileKey=287402&pn=webfilesview&DomName=hed.state.nm.us

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 work based opportunities and/or community service options 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. This shall include the identification of Industry-recognized Credentials/Certifications available to students at any time during the pathway.

Page 4 – Addendum Program of Study

23. This question is for Secondary institutions only. Reflect on how the implementation 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 in 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. Secondary and postsecondary institutions must respond to this question. 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 $13.10 (beginning July 24, 2008) 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.

2008-2013 School Year		(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)	
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)	

PROGRAM OF STUDY AND BUDGET SUMMARY

LABOR MARKET INFORMATION

For each occupation in this Program of Study, please use the NMDOL Labor Analysis & Economic Research web site at: http://www.dws.state.nm.us/dws-lmi.html to determine the information requested below: If the occupation does not meet the high wage entry salary requirement of $13.10 per hour, respond to Question 4, in the Addendum to this Program of Study.

OCCUPATION	Projected Number of Jobs in 2014	Entry Salary (hourly)	Median Salary (hourly)	Experienced Salary (hourly)
(8)	(a)	(b)	(c)	(d)

APPLICABLE CAREER-TECHNICAL STUDENT ORGANIZATION(S)

(Secondary Level)

Check the appropriate box to identify the Career-Technical Student Organization that is offered to students through this pathway

Business Professionals of America (BPA)	(9)
DECA (Marketing Student Organization)	
FFA (Agriculture Student Organization)	
Family, Career and Community Leaders of America (FCCLA)	
Health Occupation Students of America (HOSA)	
SkillsUSA (technical skill and occupations)	
Technology Student Association (TSA)	

LOCAL INDUSTRY PARTNERS PROVIDING SUPPORT

Identify each Partner and type of support or services provided to the pathway (e.g.: Work-based Learning, Internships, Community Service Projects, Pre-apprenticeships, etc.)

(10)

CERTIFICATION(S) OFFERED TO STUDENTS THROUGH THIS PATHWAY

(11)

ADVISORY COMMITTEE

(Include meeting dates, members and industry represented)

(Note: Secondary and Postsecondary faculty are to be listed as such)

Name, Position on Advisory	Industry Affiliation
(12)	
Advisory Meeting Dates (2 meetings required)	

2008-2013 School Year		(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)	
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)	

9th Grade	10th Grade	11th Grade	12th Grade
NEW MEXICO GRADUATION REQUIREMENTS			
(13)	(13)	(13)	(13)
LOCAL DISTRICT REQUIRED ELECTIVES / TRIBAL STANDARDS			
(14)	(14)	(14)	(14)
CAREER AREA REQUIREMENTS-ELECTIVES / COLLEGE ENTRANCE REQUIREMENTS			
(15)	(15)	(15)	(15)
ACADEMIC AND CAREER ENHANCEMENT OPTIONS			
Define Extra Help strategies**:** **Work-based Learning/Community Service Options Short-Term Training Options:** Industry-recognized Credentials/Certifications and Pre-Apprenticeship (16)			

LEGEND: College Preparatory Core (red) College Entrance Requirement (blue) High School Credit Course (black) Dual Credit Course (green) Articulated Credit (orange) *Italics indicate college courses are transferable to any higher education entity in NM*	*NOTES:*

2008-2013 School Year		*(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS)* *(1)*	
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)	

Year One			Year Two	
Fall	**Spring**	**Summer**	**Fall**	**Spring**
NEW MEXICO COMMON CORE – 00 Credit Hours				
Core Area I: *(17)*	**Core Area I:**	**Core Area I:**	**Core Area I:**	**Core Area I:**
Core Area II:	**Core Area II:**	**Core Area II:**	**Core Area II:**	**Core Area II:**
Core Area III:	**Core Area III:**	**Core Area III:**	**Core Area III:**	**Core Area III:**
Core Area IV:	**Core Area IV:**	**Core Area IV:**	**Core Area IV:**	**Core Area IV:**
Core Area V:	**Core Area V:**	**Core Area V:**	**Core Area V:**	**Core Area V:**
GENERAL EDUCATION CORE – 0 Credit Hours				
(18)				
PROGRAM REQUIREMENTS – 00 CREDIT HOURS				
(29)				
COMMUNITY COLLEGE COURSE REQUIREMENTS – 0 Credit Hours				
(20)				
ELECTIVES – 0 Credit Hours				
ACADEMIC and CAREER ENHANCEMENT OPTIONS				
Work-based Learning/Community Service Options **Examples:** (21)		**Short-Term Training Options** [Industry-recognized Credentials/Certifications] (22)		

2008-2013 School Year		(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)	
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)	

ADDENDUM PROGRAM OF STUDY

1. **Secondary Applicants Only:**

Describe how the program of study supports the Education Plan for Student Success (EPSS)

Enter information here→ (23)

2. **Postsecondary Applicants Only:**

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)

3. **Secondary and Post-Secondary Applicants: Instructor Professional Organizations and Certifications**

What industry recognized certifications or professional development will be pursued by teachers/faculty though funds under this application?

Enter information here→ (25)

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 $13.10 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.

Enter information here→ (26)

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

GRANT YEAR 2008 – 2013

BUDGET COMMON TO ALL CLUSTERS

Program Funding Approved/Disapproved

Monitor: Date

NOTE: This proposed budget form must contain details of all expenses to be paid with Perkins Funds for activities common to all clusters implemented in the grant year. The purpose of this budget sheet is to eliminate duplication of items that are reported on all programs of study budgets. An example could be professional development, conference attendance, etc. Double click on the table below to activate the excel format for auto calculations. Double click in the word document to disengage the excel format.

RECIPIENT: _____ **Budget Common to All Clusters** _____

ITEM	CODE	EXPLANATION	ITEM TOTALS
Salaries: 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.			(Use Enter key to expand these cells)
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		$
		TOTAL SALARIES:	$
Benefits: 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		$
		TOTAL BENEFITS:	$
Purchased Services: 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		$
		TOTAL PURCHASED SERVICES:	$
Supplies and Materials: 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		$
		TOTAL SUPPLIES & MATERIALS:	$
Travel: 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		$
		TOTAL TRAVEL:	$
Equipment 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		$
		TOTAL EQUIPMENT:	$
		PROGRAM TOTAL:	$

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

New Mexico Public Education Department

CTWEB Tech Prep Program of Study

Budget Form – 1/07

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

GRANT YEAR 2008 – 2013

Career-Technical and Workforce Education Bureau

Program Funding Approved/Disapproved
Monitor: _____
Date:

PROGRAM OF STUDY BUDGET

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
Salaries: 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.			(Use Enter key to expand these cells)
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		$
		TOTAL SALARIES:	$
Benefits: 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		$
		TOTAL BENEFITS:	$
Purchased Services: 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		$
		TOTAL PURCHASED SERVICES:	$
Supplies and Materials: 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		$
		TOTAL SUPPLIES & MATERIALS:	$
Travel: 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		$
		TOTAL TRAVEL:	$
Equipment 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		$
		TOTAL EQUIPMENT:	$
		PROGRAM TOTAL:	$

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 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 2. Since these are Perkins IV 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 CONTINUED 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. ALL APPLICANTS WILL FILL OUT INITIAL ONLINE PROGRAM OF STUDY (POS) INFORMATION PRIOR TO APPLICATION SUBMISSION AT THE FOLLOWING WEBSITE:

http://164.64.166.19/CTWEB/program_forms_08_09/start.asp

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:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** 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 and were included in the State's calculation and report of Adequate Yearly Progress. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **reading/language arts whose scores were included in the State's computation of AYP** and who, in the reporting year, left secondary education and were included in the State's calculation and report of Adequate Yearly Progress.

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Note: The 11th grade CRT will be utilized for the NCLB Assessment

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
45.0	56.0										

CORE INDICATOR:	1S2 Academic achievement in Math – NCLB Assessment
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** 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 and were included in the State's calculation and report of Adequate Yearly Progress. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **mathematics whose scores were included in the State's computation of AYP** and who in the reporting year, left secondary education and were included in the State's calculation and report of Adequate Yearly Progress.

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Note: The 11th grade CRT will be utilized for the NCLB Assessment

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
25.0	39.0										

CORE INDICATOR:	2S1 Technical skill attainment aligned to industry standards, where possible
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of CTE concentrators who completed their program and passed a state approved technical skill attainment assessment that is aligned with industry-recognized standards, if available and appropriate, during the reporting year; or who, completed their program in a course sequence where no state approved technical skill attainment assessment is available or appropriate, and earned a cumulative GPA of C (2.0) or better in their technical coursework. **Denominator:** Number of CTE concentrators who completed their program and took a state approved technical skill attainment assessment that is aligned with industry-recognized standards, if available and appropriate, during the reporting year; or who completed their program in a course sequence where no state approved technical skill attainment assessment is available or appropriate

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State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
44.5	45.0										

CORE INDICATOR:	**3S1 Attainment of a high school diploma**
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of CTE concentrators who earned a secondary school diploma; other state recognized equivalent; or earned a proficiency credential, certificate or degree and who left secondary education during the reporting year. **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
87.5	88.0										

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

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
87.5	88.0										

CORE INDICATOR:	**5S1 Placement in postsecondary, military or employment**
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of secondary CTE concentrators who completed their CTE program sequence and who earned a secondary school diploma, or other state recognized equivalent and who reported engagement in postsecondary education, advanced training, employment, and/or the military in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). **Denominator:** Number of CTE concentrators who completed their CTE program sequence and who earned a secondary school diploma, or other state recognized equivalent during the reporting year.

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
34.5	35.0										

CORE INDICATOR:	6S1 Participation in non-traditional programs
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
	Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
28.5	29.0										

CORE INDICATOR:	6S2 Completion of non-traditional programs
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
50.5	51.0										

POSTSECONDARY PERFORMANCE MEASURES

CORE INDICATOR:	1P1 Technical skill attainment, aligned with industry standards where possible
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of CTE concentrators who completed their program and passed a state approved technical skill attainment assessment that is aligned with industry-recognized standards, if available and appropriate, during the reporting year; or who, completed their program in a course sequence where no state approved technical skill attainment assessment is available or appropriate, and earned a cumulative GPA of C (2.0) or better in their technical coursework.
	Denominator: Number of CTE concentrators who completed their program and took a state approved technical skill attainment assessment that is aligned with industry-recognized standards, if available and appropriate, during the reporting year; or who completed their program in a course sequence where no state approved technical skill attainment assessment is available or appropriate

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
41.0	42.5										

CORE INDICATOR:	2P1 Attainment of an industry-recognized credential, a certificate or degree
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.
	Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
31.0	31.5										

CORE INDICATOR:	3P1 Retention in postsecondary education or transfer to a 4 year degree program
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry recognized credential, a certificate, or a degree in the previous reporting year.

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
40.5	41.0										

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:** Number of CTE concentrators who completed their CTE program sequence and who earned a postsecondary credential, certificate, or degree and left postsecondary education who report engagement in advanced education, employment, and/or military in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).
	Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
83.0	83.5										

CORE INDICATOR:	5P1 Participation in non-traditional programs
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
	Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
23.5	24.0										

CORE INDICATOR:	5P2 Completion of non-traditional programs
STATE LEVEL PERFORMANCE MEASURE:	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
	Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 19	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
22.5	23.0										

TECH PREP INDICATORS OF PERFORMANCE AND ACCOUNTABILITY

CORE INDICATOR:	**1TP1 The number of secondary and postsecondary education tech prep students served.**
STATE LEVEL PERFORMANCE MEASURE:	***Numerator: TBD*** ***Denominator: TBD***

State Level of Performance						Local Level of Performance					
Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**	**Column 7**	**Column 8**	**Column 19**	**Column 10**	**Column 11**	**Column 12**
Performance measure TBD per OVAE	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR:	**2TP1 The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education.**
STATE LEVEL PERFORMANCE MEASURE:	***Numerator: TBD*** ***Denominator: TBD***

State Level of Performance						Local Level of Performance					
Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**	**Column 7**	**Column 8**	**Column 19**	**Column 10**	**Column 11**	**Column 12**
Performance measure TBD per OVAE	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR:	**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.**
STATE LEVEL PERFORMANCE MEASURE:	***Numerator: TBD*** ***Denominator: TBD***

State Level of Performance						Local Level of Performance					
Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**	**Column 7**	**Column 8**	**Column 19**	**Column 10**	**Column 11**	**Column 12**
Performance measure TBD per OVAE	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR:	**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.**
STATE LEVEL PERFORMANCE MEASURE:	***Numerator: TBD*** ***Denominator: TBD***

State Level of Performance						Local Level of Performance					
Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**	**Column 7**	**Column 8**	**Column 19**	**Column 10**	**Column 11**	**Column 12**
Performance measure TBD per OVAE	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR:	**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.**
STATE LEVEL PERFORMANCE MEASURE:	***Numerator: TBD*** ***Denominator: TBD***

State Level of Performance						Local Level of Performance					
Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**	**Column 7**	**Column 8**	**Column 19**	**Column 10**	**Column 11**	**Column 12**
Performance measure TBD per OVAE	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR:	**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.**
STATE LEVEL PERFORMANCE MEASURE:	***Numerator: TBD*** ***Denominator: TBD***

State Level of Performance						Local Level of Performance					
Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**	**Column 7**	**Column 8**	**Column 19**	**Column 10**	**Column 11**	**Column 12**
Performance measure TBD per OVAE	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR:	**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.**
STATE LEVEL PERFORMANCE MEASURE:	***Numerator: TBD*** ***Denominator: TBD***

State Level of Performance						Local Level of Performance					
Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**	**Column 7**	**Column 8**	**Column 19**	**Column 10**	**Column 11**	**Column 12**
Performance measure TBD per OVAE	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13

TBD											

CORE INDICATOR:	**3TP2 The number and percent of postsecondary education tech prep students who complete a State or industry-recognized certification or licensure.**
STATE LEVEL PERFORMANCE MEASURE:	***Numerator: TBD*** ***Denominator: TBD***

State Level of Performance						Local Level of Performance					
Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**	**Column 7**	**Column 8**	**Column 19**	**Column 10**	**Column 11**	**Column 12**
Performance measure TBD per OVAE	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR:	**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.**
STATE LEVEL PERFORMANCE MEASURE:	***Numerator: TBD*** ***Denominator: TBD***

State Level of Performance						Local Level of Performance					
Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**	**Column 7**	**Column 8**	**Column 19**	**Column 10**	**Column 11**	**Column 12**
Performance measure TBD per OVAE	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR:	**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.**
STATE LEVEL PERFORMANCE MEASURE:	***Numerator: TBD*** ***Denominator: TBD***

State Level of Performance						Local Level of Performance					
Column 1	**Column 2**	**Column 3**	**Column 4**	**Column 5**	**Column 6**	**Column 7**	**Column 8**	**Column 19**	**Column 10**	**Column 11**	**Column 12**
Performance measure TBD per OVAE	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

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 designated personnel. **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:

NEW MEXICO Public Education Department

Career-Technical and Workforce Education Bureau
Carl D. Perkins Career and Technical Education Improvement Act of 2006
2008 Tech Prep Grant Application Evaluation
Melissa W. Lomax, Ph.D., Bureau Chief

Message from the Bureau Chief: This document reflects the evaluation of the 2008 Tech Prep Grant Application submitted by your institution. A "substantial approval" must be granted by the Career-Technical and Workforce Education Bureau (CTWEB) before an applicant can expend any Carl D. Perkins funds. The CTWEB staff are available to discuss the outcomes and the possible next steps of this evaluation process. Thank you for your institution's efforts in improving New Mexico's career and technical education system and workforce needs. Note: **Budget Adjustment Requests (BAR's) must be submitted to PED no later than JUNE 2, 2008.**

Part I:

Criteria	Included	Points Available	Points Awarded	Comments
Application Format - complete				
- Letter of transmittal	Yes ☐ No ☐	5		
- Assurances signature page	Yes ☐ No ☐	5		
- Questions addressed	Yes ☐ No ☐	5		
- POS sheet – for each POS submitted	Yes ☐ No ☐	5		
- Online data entry for POS	Yes ☐ No ☐	5		
Part I Subtotal		25		

Part II: Application Questionnaire

Criteria	Acceptable	Points Available	Points Awarded	Comments
Question #1	Yes ☐ No ☐	5		
Question #2		7		.
A	Yes ☐ No ☐	1		
B	Yes ☐ No ☐	1		
C	Yes ☐ No ☐	1		
D	Yes ☐ No ☐	1		
E	Yes ☐ No ☐	1		
F	Yes ☐ No ☐	1		
G	Yes ☐ No ☐	1		
Question #3	Points Available	4		
A	Yes ☐ No ☐	1		
B	Yes ☐ No ☐	1		

Part II: Application Questionnaire

Criteria	Acceptable	Points Available	Points Awarded	Comments
C	Yes ☐ No ☐	1		
D	Yes ☐ No ☐	1		
Question #4	Points available	6		
A	Yes ☐ No ☐	1		
B	Yes ☐ No ☐	1		
C	Yes ☐ No ☐	1		
D	Yes ☐ No ☐	1		
E	Yes ☐ No ☐	1		
F	Yes ☐ No ☐	1		
Question #5	Points Available	6		
A	Yes ☐ No ☐	1		
B	Yes ☐ No ☐	1		
C	Yes ☐ No ☐	1		

Part II: Application Questionnaire				
Criteria	**Acceptable**	**Points Available**	**Points Awarded**	**Comments**
D	Yes ☐ No ☐	1		
E	Yes ☐ No ☐	1		
F	Yes ☐ No ☐	1		
Question #6	Yes ☐ No ☐	5		
Question #7	Yes ☐ No ☐	5		
Question #8	Yes ☐ No ☐	5		
Part II - Sub-Total	TOTAL	**43**		

Part III: Programs of Study	
Number of Programs of Study submitted by the Applicant:	
Program of Study titles listed as submitted in the Application	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10	

PART III Program of Study (continued)		**1**	**2**	**3**	**4**		
Criteria	**Points**	**Yes/No**				**Points Awarded**	**Comments**

PART III Program of Study (continued)		1	2	3	4		
	Available					composite	
Program of Study signature page	5						
Program(s) of Study Budget							
Each POS has a specified budget	5						
POS budget is fully itemized in each category	5						
Program of Study Form							
1. Signature Page is completed and signed by Superintendent/CEO and/or Principal/Academic Dean, or combination thereof	5						
2. Labor Market information is included; a minimum of one occupation is identified.	5						
3. CTSO affiliation is identified (secondary only)	5						
4. Local industry partners are identified	5						
5. Certifications offered to students are identified	5						
6. An advisory committee is identified (educational faculty/staff if included are listed as such)	5						
7. A minimum of two advisory committee meeting dates are proposed	5						
8. Program(s) of study are a progressive continuum of courses (Grades 9-14)	5						
9. Secondary component meets NM Graduation Requirements	5						
10. Local graduation requirements are identified (if applicable)	5						
11. Integrates college entrance requirements - encouraged	5						
12. Fourth year of mathematics is encouraged	5						
13. CTE courses demonstrate size/scope/quality def.	5						
14. Promotes dual credit options (recommended)	5						
15. Academic Enhancement Options are identified	5						
16. Postsecondary component leads to associate degree, or certificate program	5						
17. New Mexico Common Core is identified at the postsecondary level	5						
18. Career Enhancement Options are identified	5						

PART III Program of Study (continued)		1	2	3	4		
19. The secondary Program of Study is aligned to the district's EPSS goals (secondary partner)	5						
20. Describes the involvement of local workforce development boards (postsecondary partner)	5						
21. Applicant identifies the staff who will seek industry certifications through the use of Perkins funds (includes projected completion dates)	5						
22. The postsecondary institution has identified the involvement of the Workforce Investment Boards	5						
23. Sufficient details to Addendum Program of Study, Question 4, are reported in alignment with the definition of self sufficiency	5						
Part III Subtotal	125						
Part IV Special consideration to applications that:							
1. Provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs.	5						
2. Are developed in consultation with business, industry, institution of higher education and labor organizations.	5						
3. Address effectively the issues of school dropout prevention and reentry and the needs of special populations.	5						
4. 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.	5						
5. Demonstrate how tech prep programs will help students meet high academic and employability competencies.	5						
6. Demonstrate success in, or provide assurance of, coordination and integration with eligible recipients.	5						
7. Is a program reflecting one the "state" priority programs listed in the introduction to the grant	10						
Part IV Subtotal	40						

Summary of Ratings

Part I	**25**			
Part II	**43**			
Part III - composite	**125**			
Part IV	**40**			
Total Points	**233**			

APPENDIX A

Sixteen Career Clusters
&
New Mexico Seven Career Clusters
&
Crosswalk

	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.
	Careers in designing, planning, managing, building and maintaining the built environment.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
	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.
	Planning, managing and providing education and training services, and related learning support services.
	Planning services for financial and investment planning, banking, insurance, and business financial management.
	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.
	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
Human Services	Preparing individuals for employment in career pathways that relate to families and human needs.
Information Technology	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.
Law, Public Safety, Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
Manufacturing	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.
Marketing, Sales & Service	Planning, managing, and performing marketing activities to reach organizational objectives.
Science, Technology, Engineering & Mathematics	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.
Transportation, Distribution & Logistics	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.

Additional information can be obtained at www.careerclusters.org .

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

United States Department of Education	New Mexico Career Clusters Initiative
▪ Audio-Video Technology and Communications	Arts and Entertainment
▪ Agriculture, Food & Natural Resources	Business Services
▪ Architecture and Construction	Communications and Information
▪ Business, Management & Administration	Energy and Environmental Technologies
▪ Education & Training	Engineering, Construction Manufacturing and Agriculture
▪ Finance	Health and Biosciences
▪ Government & Public Administration	Hospitality and Tourism
▪ Health Science	
▪ Hospitality & Tourism	
▪ Human Services	
▪ Information Technology	
▪ Law, Public Safety & Security	
▪ Manufacturing	
▪ Marketing, Sales & Service	
▪ Science, Technology, Engineering & Mathematics	
▪ Transportation, Distribution & Logistics	

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

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Arts and Entertainment Cluster	☐ Entrepreneurship Pathway ☐ Visual Arts Pathway ☐ Performing Arts Pathway ☐ Foreign Language Pathway ☐ Design Pathway	☐ Business, Management and Administration ☐ Marketing, Sales and Service ☐ Arts, A-V, Technology and Communications ☐ Arts, A-V, Technology and Communications ☐ Education and Training ☐ Hospitality and Tourism ☐ Arts, A-V, Technology and Communications ☐ Architecture & Construction
Business Services Cluster	☐ Administrative and Information Support Pathway	☐ Business, Management and Administration ☐ Information Technology
Business Services Cluster cont.	☐ Business, Financial Management and Accounting Pathway	☐ Business, Management and Administration ☐ Finance

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
		☐ Human Service
	☐ Economics and Management Pathway	☐ Business, Management and Administration ☐ Marketing, Sales and Service
	☐ Information Technology Systems Administration Pathway	☐ Information Technology ☐ Science, Technology, Engineering and Mathematics
	☐ Legal Services Pathway	☐ Government and Public Administration ☐ Finance ☐ Law, Public Safety, Corrections and Security
	☐ Teaching and Training Pathway	☐ Education and Training ☐ Human Services
	☐ Human Resources Management Pathway	☐ Business, Management and Administration ☐ Human Service ☐ Finance
	☐ Consumer Sales and Service Pathway	☐ Marketing, Sales and Service
Business Services Cluster cont.	☐ Marketing Pathway	☐ Business, Management and Administration ☐ Marketing, Sales and Service ☐ Transportation, Distribution and Logistics

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
		☐ Arts, A-V. Technology and Communications
Communications and Information Cluster	☐ Communications Pathway	☐ Arts, A-V Technology and Communications ☐ Marketing, Sales and Service
	☐ Media Technologies Pathway	☐ Arts, A-V, Technology and Communications ☐ Information Technology ☐ Science, Technology, Engineering & Mathematic
	☐ Software Application Development Pathway	☐ Information Technology ☐ Science, Technology, Engineering & Mathematics
	☐ Web Development	☐ Information Technology ☐ Science, Technology, Engineering & Mathematics
Communications and Information Cluster cont.	☐ Printing Technology Pathway	☐ Arts, A-V Technology and Communication ☐ Information Technology ☐ Manufacturing
	☐ Network Systems	☐ Information Technology ☐ Business, Management and

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
		Administration
Energy and Environmental Technologies Cluster	☐ Government Relations Pathway	☐ Government & Public Administration ☐ Law, Public Safety & Security
	☐ Product Engineering Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Manufacturing ☐ Architecture & Construction
	☐ Machining, Instrument and Electrical Pathway	☐ Architecture & Construction ☐ Manufacturing ☐ Transportation, Distribution & Logistics ☐ Science, Technology, Engineering & Mathematics
	☐ Process Engineering Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Manufacturing
Energy and Environmental Technologies Cluster (cont.)	☐ Health, Safety and Environmental Regulation Pathway	☐ Health ☐ Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Science, Technology, Engineering and Mathematics
	☐ Maintenance Operations Pathway	☐ Architecture & Construction ☐ Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Science, Technology, Engineering & Mathematics

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
	☐ Civil Engineering ☐ Environmental Systems Pathway	☐ Architecture & Construction ☐ Science, Technology, Engineering and Mathematics ☐ Science, Technology, Engineering and Mathematics ☐ Manufacturing ☐ Agriculture, Food and Natural Resources ☐ Health
Engineering, Construction, Manufacturing and Agriculture Cluster	☐ Architecture and Drafting Pathway ☐ Systems Integration Engineering Pathway ☐ Quality Assurance Pathway ☐ Logistics and Inventory Pathway	☐ Architecture & Construction ☐ Science, Technology, Engineering & Mathematics ☐ Information Technology ☐ Manufacturing ☐ Transportation, Distribution,& Logistics ☐ Agriculture, Food & Natural Resources ☐ Transportation, Distribution & Logistics ☐ Business, Management & Administration

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Engineering, Construction, Manufacturing and Agriculture Cluster cont.	☐ Agribusiness	☐ Agriculture, Food and Natural Resources ☐ Business, Management, and Administration ☐ Marketing Sales and Service ☐ Science, Technology, Engineering, and Mathematics
	☐ Construction Pathway	☐ Architecture & Construction ☐ Business, Management & Administration
	☐ Trades, Installation and Repair Pathway	☐ Architecture & Construction ☐ Manufacturing ☐ Transportation, Distribution,& Logistics
	☐ Project Management Pathway	☐ Architecture & Construction ☐ Business, Management & Administration ☐ Science, Technology, Engineering, & Mathematics

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Health and Biosciences Cluster	☐ Basic Science Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Applied Research Engineering Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Medical Treatment Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Para-Professional Healthcare Treatment Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Medical Diagnosis Services Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Para Professional Healthcare Diagnosis Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
	☐ Health Informatics Pathway	☐ Science, Technology, Engineering & Mathematics ☐ Health
Hospitality and Tourism	☐ Restaurant Management Pathway	☐ Hospitality & Tourism

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-NINE CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Cluster		☐ Business, Management & Administration
	☐ Hotel and Resort Management Pathway	☐ Business, Management & Administration ☐ Finance ☐ Hospitality & Tourism ☐ Marketing, Sales & Service
Hospitality and Tourism Cluster cont.	☐ Destination and Events Management Pathway	☐ Marketing, Sales & Service ☐ Business, Management, & Administration
	☐ Culinary Arts Pathway	☐ Hospitality and Tourism
	☐ Recreation and Gaming Pathway	☐ Hospitality & Tourism ☐ Science, Technology, Engineering & Mathematics ☐ Law, Public Safety & Security ☐ Transportation, Distribution & Logistics
	☐ Environmental, Historic and Cultural Preservation Pathway	☐ Agriculture, Food & Natural resources ☐ Hospitality & Tourism ☐ Law Public Safety & Security ☐ Science, Technology, Engineering, and Mathematics ☐ Transportation, Distribution & Logistics

APPENDIX B

NON-TRADITIONAL PROGRAMS

TABLE OF NON-TRADITIONAL PROGRAMS

CAREER TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007) Used by Two-Year Postsecondary Institutions for Carl D. Perkins Career and Technical Education Act Accountability Reporting Purposes ONLY Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.			
CIP		**Non-traditional for Female**	**Non-traditional for Male**
POSTSECONDARY INSTITUTIONS			
010000	Agriculture, General	Yes	
010101	Agricultural Business and Management, General	Yes	
010102	Agribusiness/Agricultural Business Operations	Yes	
010104	Farm/Farm and Ranch Management	Yes	
010105	Agricultural/Farm Supplies Retailing and Wholesaling	Yes	
010199	Agricultural Business and Management, Other	Yes	
010201	Agricultural Mechanization, General	Yes	
010204	Agricultural Power Machinery Operation	Yes	
010205	Agricultural Mechanics & Equipment/Machine Technology	Yes	
010299	Agricultural Mechanization, Other	Yes	
010301	Agricultural Production Operations, General	Yes	
010302	Animal/Livestock Husbandry and Production	Yes	
010303	Aquaculture	Yes	
010304	Crop Production	Yes	
010306	Dairy Husbandry and Production	Yes	
010307	Horse Husbandry/Equine Science and Management	Yes	
010399	Agricultural Production Operations, Other	Yes	
010401	Agricultural and Food Products Processing	Yes	
010601	Applied Horticulture/Horticultural Operations, General	Yes	
010603	Ornamental Horticulture	Yes	
010604	Greenhouse Operations and Management	Yes	
010605	Landscaping and Groundskeeping	Yes	
010606	Plant Nursery Operations and Management	Yes	
010607	Turf and Turfgrass Management	Yes	
010699	Applied Horticulture/Horicultural Business Services, Other	Yes	
010701	International Agriculture	Yes	
010802	Agricultural Communication/Journalism	Yes	
010901	Animal Sciences, General	Yes	
010902	Agricultural Animal Breeding	Yes	
010903	Animal Health	Yes	
010904	Animal Nutrition	Yes	

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Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.

CIP		Non-traditional for Female	Non-traditional for Male
010905	Dairy Science	Yes	
010906	Livestock Management	Yes	
010907	Poultry Science	Yes	
010999	Animal Sciences, Other	Yes	
011001	Food Science	Yes	
011002	Food Technology and Processing	Yes	
011101	Plant Sciences, General	Yes	
011102	Agronomy and Crop Science	Yes	
011103	Horticultural Science	Yes	
011104	Agricultural and Horticultural Plant Breeding	Yes	
011105	Plant Protection and Integrated Pest Management	Yes	
011106	Range Science and Management	Yes	
011199	Plant Sciences, Other	Yes	
011201	Soil Science and Agronomy, General	Yes	
011202	Soil Chemistry and Physics	Yes	
011203	Soil Microbiology	Yes	
011299	Soil Sciences, Other	Yes	
019999	Agriculture, Agriculture Operations, & Related Sciences, Other	Yes	
030101	Natural Resources/Conservation, General	Yes	
030103	Environmental Studies	Yes	
030104	Environmental Science	Yes	
030201	Natural Resources Management and Policy	Yes	
030204	Natural Resource Economics	Yes	
030205	Water, Wetlands, and Marine Resources Management	Yes	
030206	Land Use Planning and Management/Development	Yes	
030299	Natural Resources Management and Policy, Other	Yes	
030301	Fishing and Fisheries Sciences and Management	Yes	
030501	Forestry, General	Yes	
030502	Forest Sciences and Biology	Yes	
030506	Forest Management/Forest Resources Management	Yes	
030508	Urban Forestry	Yes	
030509	Wood Science and Wood Products/Pulp and Paper Technology	Yes	
030510	Forest Resources Production and Management	Yes	
030599	Forestry, Other	Yes	

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CIP		Non-traditional for Female	Non-traditional for Male
030601	Wildlife and Wildlands Science and Management	Yes	
039999	Natural Resources and Conservation, Other	Yes	
040201	Architecture (BArch, BA/BS, MArch, MA/MS, PhD)	Yes	
040301	City/Urban, Community and Regional Planning	Yes	
040401	Environmental Design/Architecture	Yes	
040501	Interior Architecture	Yes	
040601	Landscape Architecture (BS, BSLA, BLA, MSLA, MLA, PhD)	Yes	
040801	Architectural History and Criticism, General	Yes	
040901	Architectural Technology/Technician	Yes	
049999	Architecture and Related Services, Other	Yes	
090101	Communication Studies/Speech Communication and Rhetoric	Yes	
090402	Broadcast Journalism	Yes	
090404	Photojournalism	Yes	
090701	Radio and Television	Yes	
100105	Communications Technology/Technician	Yes	
100201	Photographic and Film/Video Technology/Technician & Assistant	Yes	
100202	Radio and Television Broadcasting Technology/Technician	Yes	
100203	Recording Arts Technology/Technician	Yes	
100299	Audiovisual Communications Technologies/Technicians, Other	Yes	
100302	Printing Management	Yes	
100305	Graphic and Printing Equipment Operator, General Production	Yes	
100307	Printing Press Operator	Yes	
100399	Graphic Communications, Other	Yes	
110101	Computer and Information Sciences, General	Yes	
110102	Artificial Intelligence and Robotics	Yes	
110103	Information Technology	Yes	
110201	Computer Programming/Programmer, General	Yes	
110301	Data Processing and Data Processing Technology/Technician	Yes	
110401	Information Science/Studies	Yes	
110501	Computer Systems Analysis/Analyst	Yes	

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CIP		Non-traditional for Female	Non-traditional for Male
110701	Computer Science	Yes	
110901	Computer Systems Networking and Telecommunications	Yes	
111001	System Administration/Administrator	Yes	
111002	System, Networking, and LAN/WAN Management/Manager	Yes	
111003	Computer and Information Systems Security	Yes	
119999	Computer and Information Sciences & Support Services, Other	Yes	
120301	Funeral Service and Mortuary Science, General	Yes	
120302	Funeral Direction/Service	Yes	
120303	Mortuary Science and Embalming/Embalmer	Yes	
120402	Barbering/Barber	Yes	
120500	Cooking and Related Culinary Arts, General	Yes	
120503	Culinary Arts/Chef Training	Yes	
120505	Food Preparation/Professional Cooking/Kitchen Assistant	Yes	
129999	Personal and Culinary Services, Other	Yes	
140101	Engineering, General	Yes	
140201	Aerospace, Aeronautical and Astronautical Engineering	Yes	
140301	Agricultural/Biological Engineering and Bioengineering	Yes	
140401	Architectural Engineering	Yes	
140501	Biomedical/Medical Engineering	Yes	
140601	Ceramic Sciences and Engineering	Yes	
140701	Chemical Engineering	Yes	
140801	Civil Engineering, General	Yes	
140802	Geotechnical Engineering	Yes	
140803	Structural Engineering	Yes	
140804	Transportation and Highway Engineering	Yes	
140805	Water Resources Engineering	Yes	
140899	Civil Engineering, Other	Yes	
140901	Computer Engineering, General	Yes	
140902	Computer Hardware Engineering	Yes	
140903	Computer Software Engineering	Yes	
140999	Computer Engineering, Other	Yes	
141001	Electrical, Electronics and Communications	Yes	

CAREER TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007)
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Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.

CIP		Non-traditional for Female	Non-traditional for Male
	Engineering		
141101	Engineering Mechanics	Yes	
141201	Engineering Physics	Yes	
141301	Engineering Science	Yes	
141401	Environmental/Environmental Health Engineering	Yes	
141801	Materials Engineering	Yes	
141901	Mechanical Engineering	Yes	
142001	Metallurgical Engineering	Yes	
142101	Mining and Mineral Engineering	Yes	
142201	Naval Architecture and Marine Engineering	Yes	
142301	Nuclear Engineering	Yes	
142401	Ocean Engineering	Yes	
142501	Petroleum Engineering	Yes	
142701	Systems Engineering	Yes	
142801	Textile Sciences and Engineering	Yes	
143101	Materials Science	Yes	
143201	Polymer/Plastics Engineering	Yes	
143301	Construction Engineering	Yes	
143401	Forest Engineering	Yes	
143501	Industrial Engineering	Yes	
143601	Manufacturing Engineering	Yes	
143801	Surveying Engineering	Yes	
143901	Geological/Geophysical Engineering	Yes	
149999	Engineering, Other	Yes	
150101	Architectural Engineering Technology/Technician	Yes	
150201	Civil Engineering Technology/Technician	Yes	
150303	Electrical, Electronic & Communications Engineering Technology/Technician	Yes	
150304	Laser and Optical Technology/Technician	Yes	
150305	Telecommunications Technology/Technician	Yes	
150399	Electrical & Electronic Engineering Technologies/Technicians, Other	Yes	
150401	Biomedical Technology/Technician	Yes	
150404	Instrumentation Technology/Technician	Yes	
150499	Electromechanical & Instrumentation and Maintenance Technologies/Technicians, Other	Yes	

CAREER TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007)
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Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.

CIP		Non-traditional for Female	Non-traditional for Male
150501	Heating, Air Conditioning & Refrigeration Technology/Technician (ACH/ACR/ACHR/HRAC/HVAC/	Yes	
150503	Energy Management and Systems Technology/Technician	Yes	
150505	Solar Energy Technology/Technician	Yes	
150506	Water Quality & Wastewater Treatment Management & Recycling Technology/Technician	Yes	
150507	Environmental Engineering Technology/Environmental Technology	Yes	
150508	Hazardous Materials Management & Waste Technology/Technician	Yes	
150599	Environmental Control Technologies/Technicians, Other	Yes	
150607	Plastics Engineering Technology/Technician	Yes	
150611	Metallurgical Technology/Technician	Yes	
150612	Industrial Technology/Technician	Yes	
150613	Manufacturing Technology/Technician	Yes	
150699	Industrial Production Technologies/Technicians, Other	Yes	
150704	Hazardous Materials Information Systems Technology/Technician	Yes	
150801	Aeronautical/Aerospace Engineering Technology/Technician	Yes	
150803	Automotive Engineering Technology/Technician	Yes	
150805	Mechanical Engineering/Mechanical Technology/Technician	Yes	
150899	Mechanical Engineering Related Technologies/Technicians, Other	Yes	
150901	Mining Technology/Technician	Yes	
150903	Petroleum Technology/Technician	Yes	
150999	Mining and Petroleum Technologies/Technicians, Other	Yes	
151001	Construction Engineering Technology/Technician	Yes	
151102	Surveying Technology/Surveying	Yes	
151103	Hydraulics and Fluid Power Technology/Technician	Yes	
151201	Computer Engineering Technology/Technician	Yes	
151202	Computer Technology/Computer Systems Technology	Yes	
151299	Computer Engineering Technologies/Technicians, Other	Yes	

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Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.

CIP		Non-traditional for Female	Non-traditional for Male
151301	Drafting and Design Technology/Technician, General	Yes	
151302	CAD/CADD Drafting and/or Design Technology/Technician	Yes	
151303	Architectural Drafting and Architectural CAD/CADD	Yes	
151304	Civil Drafting and Civil Engineering CAD/CADD	Yes	
151305	Electrical/Electronics Drafting & Electrical/Electronics CAD/CADD	Yes	
151306	Mechanical Drafting and Mechanical Drafting CAD/CADD	Yes	
151399	Drafting/Design Engineering Technologies/Technicians, Other	Yes	
151501	Engineering/Industrial Management	Yes	
159999	Engineering Technologies/Technicians, Other	Yes	
261103	Bioinformatics	Yes	
270101	Mathematics, General	Yes	
270301	Applied Mathematics	Yes	
270303	Computational Mathematics	Yes	
270399	Applied Mathematics, Other	Yes	
279999	Mathematics and Statistics, Other	Yes	
390601	Theology/Theological Studies	Yes	
390602	Divinity/Ministry BD, Mdiv.	Yes	
390604	Pre-Theology/Pre-Ministerial Studies	Yes	
390605	Rabbinical Studies	Yes	
390699	Theological and ministerial Studies, Other	Yes	
390701	Pastoral Studies/Counseling	Yes	
390702	Youth Ministry New	Yes	
390799	Pastoral Counseling and Specialized Ministries, Other	Yes	
399999	Theological Studies and Religious Vocations, Other	Yes	
400201	Astronomy	Yes	
400202	Astrophysics	Yes	
400203	Planetary Astronomy and Science	Yes	
400299	Astronomy and Astrophysics, Other	Yes	
400401	Atmospheric Sciences and Meteorology, General	Yes	
400402	Atmospheric Chemistry and Climatology	Yes	
400403	Atmospheric Physics and Dynamics	Yes	
400404	Meteorology	Yes	

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CIP		Non-traditional for Female	Non-traditional for Male
400499	Atmospheric Sciences and Meteorology, Other	Yes	
400601	Geology/Earth Science, General	Yes	
400602	Geochemistry	Yes	
400603	Geophysics and Seismology	Yes	
400604	Paleontology	Yes	
400605	Hydrology and Water Resources Science	Yes	
400606	Geochemistry and Petrology	Yes	
400607	Oceanography, Chemical and Physical	Yes	
400699	Geological and Earth Sciences/Geosciences, Other	Yes	
400801	Physics, General	Yes	
400802	Atomic/Molecular Physics	Yes	
400804	Elementary Particle Physics	Yes	
400805	Plasma and High-Temperature Physics	Yes	
400806	Nuclear Physics	Yes	
400807	Optics/Optical Sciences	Yes	
400808	Solid State and Low-Temperature Physics	Yes	
400809	Acoustics	Yes	
400810	Theoretical and Mathematical Physics	Yes	
400899	Physics, Other	Yes	
410205	Nuclear/Nuclear Power Technology/Technician	Yes	
410301	Chemical Technology/Technician	Yes	
430102	Corrections	Yes	
430103	Criminal Justice/Law Enforcement Administration	Yes	
430104	Criminal Justice/Safety Studies	Yes	
430107	Criminal Justice/Police Science	Yes	
430109	Security and Loss Prevention Services	Yes	
430111	Criminalistics and Criminal Science	Yes	
430112	Securities Services Administration/Management	Yes	
430201	Fire Protection and Safety Technology/Technician	Yes	
430202	Fire Services Administration	Yes	
430203	Fire Science/Firefighting	Yes	
430299	Fire Protection, Other	Yes	
439999	Security and Protective Services, Other	Yes	
440401	Public Administration	Yes	
440501	Public Policy Analysis	Yes	
449999	Public Administration and Social Service Professions, Other	Yes	

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CIP		Non-traditional for Female	Non-traditional for Male
450702	Cartography	Yes	
460101	Mason/Masonry	Yes	
460201	Carpentry/Carpenter	Yes	
460301	Electrical & Power Transmission Installation/Installer, General	Yes	
460302	Electrician	Yes	
460303	Lineworker	Yes	
460399	Electrical and Power Transmission Installers, Other	Yes	
460401	Building/Property Maintenance and Management	Yes	
460402	Concrete Finishing/Concrete Finisher	Yes	
460403	Building/Home/Construction Inspection/Inspector	Yes	
460404	Drywall Installation/Drywaller	Yes	
460406	Glazier	Yes	
460408	Painting/Painter and Wall Coverer	Yes	
460410	Roofer	Yes	
460411	Metal Building Assembly/Assembler	Yes	
460412	Building/Construction Site Management/Manager	Yes	
460499	Building/Construction Finishing, Management, & Inspection, Other	Yes	
460502	Pipefitting/Pipefitter and Sprinkler Fitter	Yes	
460503	Plumbing Technology/Plumber	Yes	
460504	Well Drilling/Driller	Yes	
460505	Blasting/Blaster	Yes	
460599	Plumbing and Related Water Supply Services, Other	Yes	
470101	Electrical/Electronics Equipment Installation & Repair, General	Yes	
470102	Business Machine Repair	Yes	
470103	Communications Systems Installation and Repair Technology	Yes	
470104	Computer Installation and Repair Technology/Technician	Yes	
470105	Industrial Electronics Technology/Technician	Yes	
470106	Appliance Installation and Repair Technology/Technician	Yes	
470110	Security System Installation, Repair, & Inspection Technology/Technician	Yes	
470199	Electrical/Electronics Maintenance & Repair	Yes	

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CIP		Non-traditional for Female	Non-traditional for Male
	Technology, Other		
470201	Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician	Yes	
470302	Heavy Equipment Maintenance Technology/Technician	Yes	
470303	Industrial Mechanics and Maintenance Technology	Yes	
470399	Heavy/Industrial Equipment Maintenance Technologies, Other	Yes	
470403	Locksmithing and Safe Repair	Yes	
470404	Musical Instrument Fabrication and Repair	Yes	
470408	Watchmaking and Jewelrymaking	Yes	
470409	Parts & Warehousing Operations & Maintenance Technology/Technician	Yes	
470499	Precision Systems Maintenance and Repair Technologies, Other	Yes	
470603	Autobody/Collision and Repair Technology/Technician	Yes	
470604	Automobile/Automotive Mechanics Technology/Technician	Yes	
470605	Diesel Mechanics Technology/Technician	Yes	
470606	Small Engine Mechanics and Repair Technology/Technician	Yes	
470607	Airframe Mechanics & Aircraft Maintenance Technology/Technician	Yes	
470608	Aircraft Powerplant Technology/Technician	Yes	
470609	Avionics Maintenance Technology/Technician	Yes	
470610	Bicycle Mechanics and Repair Technology/Technician	Yes	
470611	Motorcycle Maintenance and Repair Technology/Technician	Yes	
470612	Vehicle Emissions Inspection & Maintenance Technology/Technician	Yes	
470613	Medium/Heavy Vehicle and Truck Technology/Technician	Yes	
470614	Alternative Fuel Vehicle Technology/Technician	Yes	
470615	Engine Machinist	Yes	
470616	Marine Maintenance/Fitter & Ship Repair Technology/Technician	Yes	
470699	Vehicle Maintenance and Repair Technologies, Other.	Yes	
479999	Mechanic and Repair Technologies/Technicians, Other	Yes	

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CIP		Non-traditional for Female	Non-traditional for Male
480303	Upholstery/Upholsterer	Yes	
480304	Shoe, Boot and Leather Repair	Yes	
480399	Leatherworking and Upholstery, Other	Yes	
480501	Machine Tool Technology/Machinist	Yes	
480503	Machine Shop Technology/Assistant	Yes	
480506	Sheet Metal Technology/Sheetworking	Yes	
480507	Tool and Die Technology/Technician	Yes	
480508	Welding Technology/Welder	Yes	
480509	Ironworking/Ironworker	Yes	
480701	Woodworking, General	Yes	
480702	Furniture Design and Manufacturing	Yes	
480703	Cabinetmaking and Millwork/Millwright	Yes	
480799	Woodworking, Other	Yes	
480801	Boilermaking/Boilermaker	Yes	
490101	Aeronautics/Aviation/Aerospace Science & Technology, General	Yes	
490102	Airline/Commercial/Professional Pilot and Flight Crew	Yes	
490104	Aviation/Airway Management and Operations	Yes	
490105	Air Traffic Controller	Yes	
490108	Flight Instructor	Yes	
490202	Construction/Heavy Equipment/Earthmoving Equipment Operation	Yes	
490205	Truck and Bus Driver/Commercial Vehicle Operation	Yes	
490206	Mobil Crane Operation/Operator	Yes	
490299	Ground Transportation, Other	Yes	
490303	Commercial Fishing	Yes	
490309	Marine Science/Merchant Marine Officer	Yes	
490399	Marine Transportation, Other	Yes	
499999	Transportation and Materials Moving, Other	Yes	
500409	Graphic Design	Yes	
500602	Cinematography and Film/Video Production	Yes	
510101	Chiropractic (DC)	Yes	
510401	Dentistry (DDS, DMD)	Yes	
510501	Dental Clinical Sciences, General (MS, PhD)	Yes	
510502	Advanced General Dentistry (Cert, MS, PhD)	Yes	
510503	Oral Biology and Oral Pathology (MS, PhD)	Yes	

CAREER TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007)
Used by Two-Year Postsecondary Institutions for Carl D. Perkins Career and Technical Education Act Accountability Reporting Purposes ONLY

Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.

CIP		Non-traditional for Female	Non-traditional for Male
510504	Dental Public Health & Education (Cert, MS/MPH, PhD/DPH)	Yes	
510505	Dental Materials (MS, PhD)	Yes	
510506	Endodontics/Endodontology (Cert, MS, PhD)	Yes	
510507	Oral/Maxillofacial Surgery (Cert, MS, PhD)	Yes	
510508	Orthodontics/Orthodontology (Cert, MS, PhD)	Yes	
510509	Pediatric Dentistry/Pedodontics (Cert, MS, PhD)	Yes	
510510	Periodontics/Periodontology (Cert, MS, PhD)	Yes	
510511	Prosthodontics/Prosthodontology (Cert, MS, PhD)	Yes	
510599	Advanced/Graduate Dentistry and Oral Sciences, Other	Yes	
511506	Clinical Pastoral Counseling/Patient Counseling	Yes	
512205	Health/Medical Physics	Yes	
512312	Assistive/Augmentative Technology & Rehabiliation Engineering	Yes	
512706	Medical Informatics	Yes	
512799	Medical Illustration and Informatics, Other	Yes	
520101	Business/Commerce, General	Yes	
520201	Business Administration and Management, General	Yes	
520203	Logistics and Materials Management	Yes	
520205	Operations Management and Supervision	Yes	
520209	Transportation/Transportation Management	Yes	
520701	Entrepreneurship/Entrepreneurial Studies	Yes	
521101	International Business/Trade/Commerce	Yes	
521804	Selling Skills and Sales Operations	Yes	
521907	Vehicle & Vehicle Parts & Accessories Marketing Operations	Yes	
522001	Construction Management	Yes	
600101	Dental/Oral Surgery Specialty - (Residency Program)	Yes	
600102	Dental Public Health Specialty - (Residency Program)	Yes	
600103	Endodontics Speciality - (Residency Program)	Yes	
600104	Oral Pathology Specialty - (Residency Program)	Yes	
600105	Orthodontics Specialty - (Residency Program)	Yes	
600106	Pedodontics Specialty - (Residency Program)	Yes	
600107	Periodontics Specialty - (Residency Program)	Yes	
600108	Prosthodontics Specialty - (Residency Program)	Yes	
600199	Dental Residency Program, Other	Yes	

CAREER TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007)
Used by Two-Year Postsecondary Institutions for Carl D. Perkins Career and Technical Education Act Accountability Reporting Purposes ONLY

Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.

CIP		Non-traditional for Female	Non-traditional for Male
100303	Prepress/Desktop Publishing and Digital Imaging Design		Yes
110601	Data Entry/Microcomputer Applications, General		Yes
110602	Word Processing		Yes
120401	Cosmetology/Cosmetologist, General		Yes
120404	Electrolysis/Electrology and Electrolysis Technician		Yes
120406	Make-Up Artist/Specialist		Yes
120407	Hair Styling/Stylist and Hair Design		Yes
120408	Facial Treatment Specialist/Facialist		Yes
120410	Nail Technician/Specialist and Manicurist		Yes
120411	Permanent Cosmetics/Makeup and Tattooing		Yes
120412	Salon/Beauty Salon Management/Manager		Yes
120413	Cosmetology, Barber/Styling, and Nail Instructor		Yes
120499	Cosmetology and Related Personal Grooming Arts, Other		Yes
120507	Food Service, Waiter/Waitress, & Dining Room Management/Manager		Yes
131001	Special Education and Teaching, General		Yes
131202	Elementary Education and Teaching		Yes
131203	Junior High/Intermediate/Middle School Education & Teaching		Yes
131209	Kindergarten/Preschool Education and Teaching		Yes
131210	Early Childhood Education and Teaching		Yes
131334	School Librarian/School Library Media Specialist		Yes
131501	Teacher Assistant/Aide		Yes
131599	Teaching Assistants/Aides, Other		Yes
190501	Foods, Nutrition, and Wellness Studies, General		Yes
190504	Human Nutrition		Yes
190505	Foodservice Systems Administration/Management		Yes
190599	Foods, Nutrition, and Related Services, Other		Yes
190708	Child Care and Support Services Management		Yes
190709	Child Care Provider/Assistant		Yes
220301	Legal Administrative Assistant/Secretary		Yes
220302	Legal Assistant/Paralegal		Yes
220303	Court Reporting/Court Reporter		Yes
250101	Library Science/Librarianship		Yes

CAREER TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007)
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Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.

CIP		Non-traditional for Female	Non-traditional for Male
250301	Library Assistant		Yes
259999	Library Science, Other		Yes
301901	Nutrition Sciences		Yes
430110	Juvenile Corrections		Yes
440201	Community Organization and Advocacy		Yes
440701	Social Work		Yes
440702	Youth Services/Administration		Yes
450401	Criminology		Yes
450501	Demography and Population Studies		Yes
451101	Sociology		Yes
451201	Urban Studies/Affairs		Yes
510201	Communication Disorders, General		Yes
510202	Audiology/Audiologist and Hearing Sciences		Yes
510203	Speech-Language Pathology/Pathologist		Yes
510204	Audiology/Audiologist & Speech-Language Pathology/Pathologist		Yes
510299	Communication Disorders Sciences and Services, Other		Yes
510601	Dental Assisting/Assistant		Yes
510602	Dental Hygiene/Hygienist		Yes
510703	Health Unit Coordinator/Ward Clerk		Yes
510707	Health Information/Medical Records Technology/Technician		Yes
510710	Medical Office Assistant/Specialist		Yes
510712	Medical Reception/Receptionist		Yes
510713	Medical Insurance Coding Specialist/Coder		Yes
510714	Medical Insurance Specialist/Medical Biller		Yes
510716	Medical Administrative/Executive Assistant & Medical Secretary		Yes
510801	Medical/Clinical Assistant		Yes
510802	Clinical/Medical Laboratory Assistant		Yes
510803	Occupational Therapist Assistant		Yes
510805	Pharmacy Technician/Assistant		Yes
510806	Physical Therapist Assistant		Yes
510808	Veterinary/Animal Health Technology/Technician & Veterinary Assistant		Yes
510809	Anesthesiologist Assistant		Yes

CAREER TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007)
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Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.

CIP		Non-traditional for Female	Non-traditional for Male
510811	Pathology/Pathologist Assistant		Yes
510812	Respiratory Therapy Technician/Assistant		Yes
510813	Chiropractic Assistant/Technician		Yes
510899	Allied Health and Medical Assisting Services, Other		Yes
510907	Medical Radiologic Technology/Science - Radiation Therapist		Yes
510909	Surgical Technology/Technologist		Yes
511001	Blood Bank Technology Specialist		Yes
511002	Cytotechnology/Cytotechnologist		Yes
511003	Hematology Technology/Technician		Yes
511004	Clinical/Medical Laboratory Technician		Yes
511005	Clinical Laboratory Science/Medical Technology/Technologist		Yes
511007	Histologic Technology/Histotechnologist		Yes
511008	Histologic Technician		Yes
511099	Clinical/Medical Laboratory Science & Allied Professions, Other		Yes
511502	Psychiatric/Mental Health Services Technician		Yes
511503	Clinical/Medical Social Work		Yes
511601	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)		Yes
511603	Adult Health Nurse/Nursing		Yes
511604	Nurse Anesthetist		Yes
511605	Family Practice Nurse/Nurse Practitioner		Yes
511606	Maternal/Child Health and Neonatal Nurse/Nursing		Yes
511607	Nurse Midwife/Nursing Midwifery		Yes
511608	Nursing Science (MS, PhD)		Yes
511609	Pediatric Nurse/Nursing		Yes
511610	Psychiatric/Mental Health Nurse/Nursing		Yes
511611	Public Health/Community Nurse/Nursing		Yes
511612	Perioperative/Operating Room and Surgical Nurse/Nursing		Yes
511613	Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)		Yes
511614	Nurse/Nursing Assistant/Aide and Patient Care Assistant		Yes
511616	Clinical Nurse Specialist		Yes

CAREER TECHNICAL CLASSIFICATION OF DEGREE CIP CODES (September 2007)
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Comprehensive and standardized mapping of CIP codes and O*NET/SOC occupational codes into career clusters and career pathways.

CIP		Non-traditional for Female	Non-traditional for Male
511617	Critical Care Nursing		Yes
511618	Occupational and Environmental Health Nursing		Yes
511699	Nursing, Other		Yes
511802	Optomeric Technician/Assistant		Yes
511803	Opthalmic Technician/Technologist		Yes
511804	Orthoptics/Orthoptist		Yes
512306	Occupational Therapy/Therapist		Yes
512309	Therapeutic Recreation/Recreational Therapy		Yes
512601	Health Aide		Yes
512602	Home Health Aide/Home Attendant		Yes
513101	Dietetics/Dietitian (RD)		Yes
513102	Clinical Nutrition/Nutritionist		Yes
513103	Dietetic Technician (DTR)		Yes
513104	Dietitian Assistant		Yes
513199	Dietetics and Clinical Nutrition Services, Other		Yes
513501	Massage Therapy/Therapeutic Massage		Yes
513502	Asian Bodywork Therapy		Yes
513503	Somatic Bodywork		Yes
513599	Somatic Bodywork & Related Therapeutic Services, Other		Yes
520302	Accounting Technology/Technician and Bookkeeping		Yes
520399	Accounting and Related Services, Other		Yes
520401	Administrative Assistant and Secretarial Science, General		Yes
520402	Executive Assistant/Executive Secretary		Yes
520406	Receptionist		Yes
520407	Business/Office Automation/Technology/Data Entry		Yes
520408	General Office Occupations and Clerical Services		Yes
520411	Customer Service Support/Call Center/Teleservice Operation		Yes
520499	Business Operations Support and Secretarial Services, Other		Yes
520803	Banking and Financial Support Services		Yes
521803	Retailing and Retail Operations		Yes
521903	Fashion Modeling		Yes
521905	Tourism and Travel Services Marketing Operations		Yes

CAREER-TECHNICAL CLASSIFICATION OF CTE NONTRADITIONAL COURSES Used by NM Secondary Institutions for Carl D. Perkins Career and Technical Education Act Accountability Reporting Purposes ONLY			
Course		**Non-traditional for Female**	**Non-traditional for Male**
SECONDARY INSTITUTIONS			
0171	Agricultural Economics and Business Management	X	
0265	Hotel Management I	X	
0401	Construction Career Exploration	X	
0402	Construction	X	
0417	Woodworking	X	
0418	Cabinetmaking	X	
0423	Masonry	X	
0436	Heating/Ventilation/Air Conditioning	X	
0438	Plumbing	X	
0442	Electricity-Comprehensive	X	
0462	Electricity/Electronics-General	X	
0528	Hospitality, Tourism and Recreation	X	
0702	Drafting-General	X	
0706	Drafting-Technical/Mechanical	X	
0707	CAD Design and Software	X	
0911	Introduction to Transportation	X	
0915	Diesel Mechanics-General	X	
0942	Automotive Body Repair and Refinishing-General	X	
1611	General Technology Education	X	
1612	Materials and Processes.	X	
1615	Introduction to Engineering Design	X	
1616	Digital Electronics	X	
1617	Principles of Engineering	X	
1618	Computer Integrated Manufacturing	X	
1624	Manufacturing Systems	X	
2403	Machining	X	
2412	Metalworking	X	
0205	Word Processing		X
0226	General Business (formerly Business & Marketing)		X
0297	Business Work Experience (Co-op) (formerly Business Work Site Experience - Cooperative Education - OJT)		X
0299	Business		X
0317	Computer Technology		X
0505	Child Development		X
0506	Clothing		X
0507	Basic Applied Design		X
0513	Life Skills and Life-Management		X
0519	Child Care/Work Experience		X
0523	Housing/Interior Design		X
1502	Health Care Occupations		X
1596	Health Care Sciences-Independent Study		X
1825	Principles of Selling		X

APPENDIX C

DEFINITIONS

DEFINITIONS

Accountability: The accountability system (See the Performance Measures chart) for Perkins IV 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: Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

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

Career and Technical Education School:

a) a specialized public secondary school used exclusively or principally for the provision of career 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 career 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 career and technical education school used exclusively or principally for the provision of career 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, 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 career 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.

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: 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: In their simplest forms, Pathways are sub-groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into Pathways based on the fact that they require a set of common knowledge and skills for career success.

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.

- A 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 Definitions:

Secondary Level:

CTE Concentrator: A secondary student who has earned two courses in a three or more course CTE program area sequence, or one course in a two course CTE program area, but only in those program areas where two course sequences are recognized by the State.

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

Postsecondary/Adult level:

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.

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

Postsecondary Tech Prep Student: A postsecondary student who has completed the secondary component of the Tech Prep Program, and enrolled in a postsecondary component of the Tech Prep Program.

Secondary Tech Prep Student: A secondary student who has enrolled in 2 courses of a Tech Prep Program.

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

Charter School: This term has the meaning given in section 5210 of the Elementary and Secondary Education Act of 2001.

Community College: 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 (secondary) and $50,000.00 (postsecondary) 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: 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];

<u>or</u>

- 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: 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 (LEA): 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: 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;

<u>or</u>

- a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Program: A Career and Technical Education (CTE) program that 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 Content Standards, Benchmarks, and Performance Standards (inclusive of 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.

Program of Study: A program of study is a coherent sequence of courses from secondary to postsecondary on a specific career area grouped within a career cluster.

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: 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 IV promotes the development of integrated, "one-stop" education and workforce development systems at the state and local levels.

Secondary School: 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 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.

Tribally Controlled College or University: The term has the meaning given 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: 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 <u>and</u> 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 D

INDIRECT COST RATE FOR PUBLIC SCHOOLS

INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS

New Mexico Public Education Department

2008-2009 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 D.1 for prior year indirect cost rates for estimated budget plans.

APPENDIX D.1

INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS

New Mexico Public Education Department

2007 Approved Indirect Cost Rates
For Planning Purposes

Note: New rates for the 2008-2009 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.

DISTRICT	RATE
ALAMOGORDO	1.56%
ALBUQUERQUE	1.06%
ANIMAS	2.52%
ARTESIA	1.58%
AZTEC	1.22%
BELEN	1.89%
BERNALILLO	2.37%
BLOOMFIELD	1.39%
CAPITAN	2.62%
CARLSBAD	1.46%
CARRIZOZO	1.35%
CENTRAL	1.53%
CHAMA VALLEY	2.21%
CIMARRON	1.60%
CLAYTON	1.93%
CLOUDCROFT	2.21%
CLOVIS	1.15%
COBRE	2.45%
CORONA	8.61%
CUBA	3.63%
DEMING	1.28%
DES MOINES	2.75%
DEXTER	1.00%
DORA	3.69%
DULCE	2.83%
ELIDA	2.04%
ESPANOLA	2.19%

DISTRICT	RATE
LAS VEGAS CITY	1.75%
LAS VEGAS WEST	2.31%
LOGAN	3.01%
LORDSBURG	3.59%
LOS ALAMOS	2.23%
LOS LUNAS	1.70%
LOVING	1.95%
LOVINGTON	1.02%
MAGDALENA	1.21%
MAXWELL	3.31%
MELROSE	1.63%
MESA VISTA	1.94%
MORA	1.40%
MORIARTY	1.70%
MOSQUERO	4.07%
MOUNTAINAIR	1.20%
PECOS	1.67%
PENASCO	4.20%
POJOAQUE	2.30%
PORTALES	1.62%
QUEMADO	4.44%
QUESTA	3.14%
RATON	1.18%
RESERVE	3.91%
RIO RANCHO	1.56%
ROSWELL	2.44%
ROY	3.91%

APPENDIX D.1

INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS

New Mexico Public Education Department

2007 Approved Indirect Cost Rates
For Planning Purposes

Note: New rates for the 2008-2009 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.

DISTRICT	RATE
ESTANCIA	3.40%
EUNICE	1.75%
FARMINGTON	0.84%
FLOYD	2.02%
FT. SUMNER	2.21%
GADSDEN	1.21%
GALLUP	1.17%
GRADY	2.44%
GRANTS	2.07%
HAGERMAN	1.18%
HATCH	1.65%
HOBBS	1.14%
HONDO	2.15%
HOUSE	2.44%
JAL	1.84%
JEMEZ MOUNTAIN	2.20%
JEMEZ VALLEY	3.65%
LAKE ARTHUR	3.47%
LAS CRUCES	1.27%

DISTRICT	RATE
RUIDOSO	1.87%
SAN JON	2.73%
SANTA FE	1.99%
SANTA ROSA	1.86%
SILVER CITY	1.36%
SOCORRO	1.15%
SPRINGER	2.27%
TAOS	1.65%
TATUM	2.94%
TEXICO	2.38%
T or C	2.08%
TUCUMCARI	2.14%
TULAROSA	1.85%
VAUGHN	4.01%
WAGON MOUND	1.73%
ZUNI	1.98%

APPENDIX E

ADDITIONAL LOCAL PLAN RESOURCES

ADDITIONAL LOCAL PLAN RESOURCES

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

ACCOUNTABILITY

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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.pathtocoIlege.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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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

High-Needs Jobs in NM
This site may provide useful data for high need occupations within the state of NM.
HTTP://www.occsupplydemand.org/OSD_SelectOcc.aspx?chk=3&ST=NM

CAREER INFORMATION DELIVERY SYSTEMS

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

General Information
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 : 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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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/: 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 : 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/Strategies_by_Type/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/programs/gtep/gtep.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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 : The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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 : 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/projects_main.htm : 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.php : 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 : 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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 : The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

Career Builder
http://www.careerbuilder.com**:** This document provides statistical information on top jobs for 2008.

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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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.9123e83a1f6786440ddcbeeb50101oao/?vgnextoid=e6e4a22a73125010vgn vcm1000001a010l0arcrd&vgnextchannel=4b 18f074f0d9ff00vgnvcm100000la01010arcrd : 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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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: This document provides a crosswalk of the numerous high school reform initiatives being led by different organizations.

Project Lead the Way
This site gives information regarding participation and aspects of the national Project Lead the Way program. http://www.pltw.org/index.cfm

Ford PAS
This site gives information about the Partnerships in Advanced Studies curriculum developed by the Ford Foundation. http://www.fordpas.org/

NM WIRED grant
This site gives general and contact information about the NM Workforce Innovation in Regional Economic Development grant by the NM Department of Workforce solutions.
http://www.workforceconnection.state.nm.us/pdf/WIREDBrochure12_13.pdf

IMPROVING STUDENT SUCCESS RATES

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

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.edgatewav.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.

New Mexico Network for Women in Science & Engineering
This site give a local organization for contact and support of non-traditional placement of women in science and engineering. - http://nmnwse.org/

PARENTAL INVOLVEMENT

Framework for 21st Century Learning
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120: The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education.

PTA Goes to Work
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://mediasite.auburncc.org/Auburn/Viewer/Viewers/Viewer240TL.aspx?mode=Default&peid=34d74a74-f091-4dab-a407-0246024c4928&pid=28d1df06-74ea-473d-8e8f-f9af8a0c3f83&playerType=WM7 : 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/05V73_career_tech_state_actions.pdf : 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 : 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 : NontraditionaI 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 : 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.jspac.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://thenetproject.org/ 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.icsps.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/ : Provides many resources on workforce development that have been published by NAPEquity'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.

NM WIRED grant
This site gives general and contact information about the NM Workforce Innovation in Regional Economic Development grant by the NM Department of Workforce solutions.
http://www.workforceconnection.state.nm.us/pdf/WIREDBrochure12_13.pdf

ATTACHMENT D

Monitoring Document

Carl D. Perkins Career 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:	

DEFINITIONS

Advanced Implementation – The strategy is integrated throughout the partnership and demonstrates program sustainability and/or growth.
Example: 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.

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.

Criteria – from the Carl D. Perkins Career-Technical Education Improvement Act of 2006.

Documentation – a listing of suggested evidence for the indicators.

Indicators – gauge the level of implementation of criteria by the institution

Initial Implementation – The strategy is beginning to be carried out.
Example: 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.
Example: 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.

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

I. LOCAL PLAN REQUIREMENTS				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(1) Local programs are carrying out career and technical education programs with Carl Perkins funding.	• Local plan is approved.	• Local plan evaluation sheet approved and signed and on file. • Budget Adjustment Request (BAR) approved and on file		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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, consortium, or institution 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 No Child Left Behind (NCLB) • Curriculum Standards and Benchmarks • Student reading/math performance rates aligned with .NCLB • STARS data being reported. • Career-Technical Education (CTE) supported via Educational Plan for Student Success (EPSS) or Post Secondary Performance Plans . • Participation/Completion in non-traditional programs • Documentation of skills/competencies		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(3) (A) Offer the appropriate courses of not less than 1 of the career and technical education programs of study described in section 122(c)(1)(A)	• Course catalogues and other media pertaining to program areas • Documentation reflects career planning and development skills related to program(s) of study. • State and local board policies reflecting certification or graduation requirements.	• Course catalogues & descriptions • Class syllabi • Next-Step Plans • Transcripts • Student Teacher Accountability Reporting System.(STARS) data reports • Enrollment rosters Curriculum standards and benchmarks	• Course catalogues & descriptions • Degree Plans • Exit skills and competencies	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(B) Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career technical education components of such programs 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. Section 134 (b) (3) (B)	• Evidence reflects lessons, projects, curriculum to support integration of academic alignment with curriculum standards and benchmarks. • Documents reflect activities supporting exposure to a wide variety of career opportunities. • Course catalogues and other media pertaining to program areas reflect coherent, rigorous content aligned with NMSB in math, science, or language arts, Associate Degree requirements, or Industry Standard Certification requirements. • Course descriptions reflect contextualized learning. • Documentation reflects career planning and development skills related to program(s) of study. • Board Policies reflect rigorous local graduation requirements.(S)	• Systemic use of curriculum standards and benchmarks. • Lesson plans reflecting NMSBs tied to rigorous academic curriculum. • Portfolios • Project-based activities • Common planning time or learning communities • Course catalogues & descriptions • Class syllabi • Next-Step plans • Transcripts • STARS data reports	• Systemic use of curriculum standards and benchmarks. • Lesson plans reflecting NMSBs tied to rigorous academic curriculum. • Portfolios • Project-based activities • Common planning time or learning communities • Course catalogues & descriptions • Class syllabi • Degree Plans • Transcripts	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(C) Provide students with strong experience in and understanding of all aspects of an industry.	Evidence reflects lessons, projects, and curriculum to support integration of industry perspectives, processes, organizational systems, and skills.	• Job Shadowing • Guest speakers • Career fairs • Internships • Co-Op program • Work-based program • Textbooks • Field Experience • Distance Learning Field Trips • Curriculum standards and benchmarks • Lesson plans • Portfolios • Project-based activities including simulations, school based enterprises, • * Results from skill tutorial programs and assessments, such as Worldwide Interactive Network (WIN), KeyTrain, WorkKeys, National Occupational ComptetencyTesting Institute (NOCTI) results		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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.	• Policies or handbooks reflect access and opportunities for all students. • Evidence reflects lessons, projects, and curriculum taught to proficient or advanced levels and includes integration of academic alignment with curriculum standards and benchmarks.	• Policies and handbooks • Curriculum Standards and Benchmarks • Lesson Plans • Portfolios • Project-based activities • Common planning times • Job Shadowing • Guest speakers • Career fairs • Internships • Work-based learning programs • Results from skill tutorial programs and assessments, such as WIN, KeyTrain, WorkKeys, NOCTI results • Textbooks • Distance Learning Field Trips		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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).	• Developed Continuous Program of Study • Individual program evaluations are conducted on an annual basis. • Each student has completed an educational plan, Next Step plan. • Dual credit courses are offered	• District, consortium, or institution evaluation plan • Enrollment rosters for CTE students • Next Step Plans • Transcripts • Career Assessments • Current instructional materials • Inclusion of technology • Articulation and dual credit agreements	• District, consortium, or institution evaluation plan • Enrollment rosters for CTE students • Transcripts • Career Assessments • Current instructional materials • Inclusion of technology • Articulation and dual credit agreements	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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).	• Instructor licenses, certifications, or endorsements are appropriately related to program of study. • Instructor is working on attainment of industry certification. • Local professional development agendas reflect opportunities for collaboration between CTE and academic course instructors. • Local professional development agendas reflect opportunities for curriculum integration among CTE and academic courses.	• Personnel file reflects appropriate licenses, certifications, or endorsements • Documentation reflects enrollment in or completion of industry certifications courses; may include teacher internships/externships • Professional development agendas • Professional Development Plans		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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 and technical 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.	• Documentation of a minimum of two meetings of the advisory committee during the program year. • Documentation of communiqués. • Membership rosters reflect diversity within advisory committee to include secondary/ post-secondary/workforce participants. • Documentation reflects guidelines and diverse membership to include members from business, industry, and special populations/education programs	• Meeting invitations • Meeting Sign-In Sheet • Meeting Agendas • Meeting Minutes • Evaluation Instruments • Survey outcomes • E-correspondence, printed media, websites, news articles • Membership rosters		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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.	• Course catalogues and other media pertaining to program areas reflect coherent, rigorous content aligned with New Mexico Standards & Benchmarks (NMSB) in math, science, and/or language arts, Associate Degree requirements, or Industry Standard Certification requirements. • Documentation reflects career planning and skills development related to program(s) of study. • State or Local Board Policies reflect rigorous local graduation requirements. • Laboratory and course content reflect adherence to current industry standards and regulations. • Instructor possesses licensure and/or certification appropriate for the course.	• Systemic use of curriculum standards and benchmarks. • Lesson plans reflecting .NMSB tied to rigorous academic curriculum include: • Portfolios • Project-based activities • Common teacher planning time • Course catalogues & descriptions • Class syllabi • Next-Step plans • Transcripts • STARS data reports • Enrollment rosters • Industry guidelines, e.g. Occupational Safety and Health Administration (OSHA), student/teacher ratios, • License, certification documents • Course descriptions reflect how technical skills are integrated into an academic course	• Systemic use of curriculum standards and benchmarks. • Common teacher planning time • Course catalogues & descriptions • Class syllabi • Transcripts • Enrollment rosters • Industry guidelines, e.g. Occupational Safety and Health Administration (OSHA), student/teacher ratios, • License, certification documents • Course descriptions reflect how technical skills are integrated into an academic course	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(7) Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.	• Assessment rubric(s) provided by State. • Assessment rubric(s) provided by Local Education Agency (LEA), Higher Education Department, (HED), or consortium. • Performance Measures rubric(s).	• Statewide NCLB performance goals • Statewide EPSS • Perkins Request For Application (RFA) completed and approved • Monitoring document provided by State Task Force and reviewed/ approved annually by Task Force • Required Performance Measures and accompanying definitions • Carl Perkins Annual Report	• Local NCLB performance goals • Local EPSS * Perkins Request For Application (RFA) completed and approved • Monitoring document provided by State Task Force and reviewed/ approved annually by Task Force • Required Performance Measures and accompanying definitions • Carl Perkins Annual Report • HED performance goals. • HED strategic plan for student performance	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(8) Describe how eligible recipient 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 (B) Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and (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.	• Policies, procedures, and documentation exist for selection of participants to ensure equal access to all programs. • Advisory Boards for Programs of Study • Persons collecting data receiving and following instructions regarding confidentiality per Family Educational Rights and Privacy Act (FERPA). • Evidence of differentiation of instruction. • Supplementary services and documentation is provided. • Programs exist to enable the special populations to meet the local adjusted levels of performance. • 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.	• Local EPSS addressing student performance. • Program reviews. • Agenda/Minutes of advisory boards reflecting work sessions to address local high skill, high wage, or high demand occupations. • Staff Handbook • Student Handbook • Written policies and procedures addressing access to support services • Plans written into Next Step Plans and Idividual Education Plans (IEP) • Data used for planning curricula • Individual career guidance • Individual course offering information for students.	• Program reviews. • Agenda/Minutes of advisory boards reflecting work sessions to address local high skill, high wage, or high demand occupations. • Staff Handbook • Student Handbook • Written policies and procedures addressing access to support services • Data used for planning curricula • Individual career guidance • Individual course offering information for students.	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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. • Access to special/support services.	• Enrollment Data • Placement and scheduling procedures. • Testing results Proper equipment • Proper and adequate facilities • Institutional policies and program materials outlining access to support services.		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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.	• Institutional policies and recruitment publications • Non-discrimination statement. • Program reviews		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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. • 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. Teacher advisement class	• Comprehensive guidance or degree plan (includes academic, personal/social, and career-technical services.) • Guidance/activity log • Documentation reflecting. • student visits to post-secondary programs related to the career & technical program area. • Counselors attendance to state or local sponsored career & technical workshops or conferences. • Teacher participation in an internship in the program area within the past five years. Articulation agreements for the program area(s) with post - secondary institution. • Enrollment materials include information about career & technical education programs offered at the school. • General information available to students careers includes information about career & technical opportunities. • Guidance materials, software, such as WorkKeys, Kuder, Career Cruising, Choices/Bridges, WIN, etc.about		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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. • 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. Teacher advisement class	• Comprehensive guidance or degree plan (includes academic, personal/social, and career-technical services.) • Guidance/activity log • Next Step Plans • Documentation reflecting. • student visits to post-secondary programs related to the career & technical program area. • Counselors attendance to state or local sponsored career & technical workshops or conferences. • Teacher participation in an internship in the program area within the past five years. Articulation agreements for the program area(s) with post - secondary institution. • Enrollment materials include information about career & technical education programs offered at the school. • General information available to students about careers includes information about career & technical opportunities. • Guidance materials, software, such as WorkKeys, Kuder, Career Cruising, Choices/Bridges, WIN, etc.		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

I. LOCAL PLAN REQUIREMENTS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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.	• Career technical education teachers, administrators, and counselors are afforded professional development opportunities which are high quality, sustained, intensive, and classroom focused. • System has a comprehensive plan for professional opportunities for all personnel. • Time is provided for teacher preparation and program development. • Structured mentoring programs	• Communications announcing local and state professional development opportunities. • List of personnel attending. • Agendas of local staff development. • Communications announcing local job openings in CTE that emphasize willingness to support transition to teaching from business and industry • Written PDP plans on file that supports transition to teaching from business and industry. • Daily Schedule/master faculty schedule. • Institutional policies		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

II. REQUIREMENTS FOR USES OF FUNDS

CRITERIA	INDICATOR	DOCUMENTATION		COMMENTS
		SECONDARY	POSTSECONDARY	
(1) Strengthen the academic, and vocational and technical skills of students participating in career-technical education programs by strengthening the academic and 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: (A) the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act); and (B) career and technical education subjects.	• Course catalogs and other media pertaining to program areas reflect coherent, rigorous content aligned with NMSB in math science, or language arts, associate degree requirements, or industry standard certification requirements. • Course descriptions reflect the integration of career and technical content into academic courses. • Documentation reflects career planning and development skills related to program(s) of study. • High school redesign and reform strategies are planned. • Program(s) of study reflect affiliation with either national or state career pathway models. • Curriculum for the program(s) of study framework reflects an affiliation with 10 Key Practices of High Schools That Work (HSTW). • Next-Steps Planning (S) • Comprehensive Career Guidance Programs. • State and local board policies reflect rigorous graduation and/or completion requirements. • Assessment rubric(s) provided by State, Local Education Agency (LEA), Institute of Higher Education (IHE), or consortium. • Performance Measures rubric(s).*	• Program(s) of study are available for students. • On-file articulation agreements • On-file Next-Steps plans for students reflecting coherent sequence of classes or program(s) of study. • Curriculum design reflects aspects of HSTW 10 Key Practices. • Professional development training reflects current research on high school redesign and reform • Systemic use of curriculum standards and benchmarks. • Lesson plans reflecting NMSBs • Common planning time • Course catalogues & descriptions • Course syllabi • Transcripts • STARS data reports • Enrollment rosters • A decline in student enrollment in post-secondary remedial courses tied to rigorous academic curriculum. • Portfolios • Project-based activities • Statewide NCLB performance goals. • Local and Statewide .EPSS. • Status reports on required performance measures. • Local NCLB performance goals. • Programs exist to enable the special populations to meet the local adjusted levels of performance. • Activities are conducted to prepare special populations, including single parents and displaced homemakers, for high-	• Program(s) of study are available for students. • On-file articulation agreements • Professional development plans reflect current training in academic and technical teaching • Systemic use of curriculum standards and benchmarks. • Lesson plans reflecting NMSBs • Common planning time • Course catalogues & descriptions • Course syllabi • Transcripts • STARS data reports • Enrollment rosters • Portfolios • Project-based activities • Status reports on required performance measures. • HED performance goals. • HED strategic plan for student performance. • Programs exist to enable the special populations to meet the local adjusted levels of performance. • 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. • Status of secondary & post - secondary performance measures	

		demand occupations that will lead to self-sufficiency. • Status of secondary & post - secondary performance measures.		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

II. REQUIREMENTS FOR USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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 1 career and technical program(s) of study described in Section 122(c)(1)(A).	• Collaboration among secondary, post secondary institutions, and workforce entities • School district guidance plan is comprehensive and includes career guidance. • Course catalogs and other media pertaining to program areas reflect coherent, rigorous content aligned with NM S&B in math science, or language arts, associate degree requirements, or industry standard certification requirements. • Course descriptions reflect the integration of career and technical content into academic courses. • Documentation reflects career planning and development skills related to program(s) of study. • State and local board policies reflect rigorous local graduation and/or completion requirements.	• Articulation agreement • Dual credit enrollment numbers • Tech Prep activities • Professional development training reflects current research on high school redesign and reform • On-file Next-Steps plans for student reflecting coherent sequence of classes or program(s) of study • Systemic use of curriculum standards and benchmarks • Lesson plans reflecting NMSBs tied to rigorous academic curriculum. • Portfolios • Project-based activities • Common planning time • Course catalogues & descriptions • Course syllabi • Transcripts • STARS data reports • Enrollment rosters • A decline in student enrollment in post-secondary remedial courses	• Articulation agreement • Dual credit enrollment numbers • Tech Prep activities • Professional development plans reflect current training in academic and technical teaching • Lesson plans reflecting NMSBs tied to rigorous academic curriculum. • Portfolios • Project-based activities • Common planning time • Course catalogues & descriptions • Course syllabi • Transcripts • STARS data reports • Enrollment rosters • A decline in student enrollment in post-secondary remedial courses	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

II. REQUIREMENTS FOR USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;	Evidence reflects lessons, projects, and curriculum to support integration of industry perspectives, processes, organizational systems, and skills.	• Job Shadowing • Guest speakers • Career fairs • Internships • Co-Op program • Work-based program • Textbooks • Field Experience • Distance Learning Field Trips • Curriculum standards and benchmarks • Lesson plans • Portfolios • Project-based activities including simulations, school based enterprises, • Results from skill tutorial programs and assessments, such as WIN, KeyTrain, WorkKeys, NOCTI results		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

II. REQUIREMENTS FOR USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(4) Develop, improve, or expand the use of technology in career-technical education, which may include: (A) Training of career-technical education personnel to use state-of-the - art technology, which may include distance learning; (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 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.	• Support for and/or adoption of New Mexico's Learning Network (NMLN) policies and distance learning courses. • CTE teachers, administrators, and counselors are afforded professional development opportunities. • Hardware/software is available to support learning opportunities related to technology fields. • Long-range technology plans guide educational entities. • Internship, field experiences, and mentorships reflect partnerships with high-tech industries.	• NMLN policies adopted. • Evidence that CTE teachers, administrators, and counselors are certified, licensed, or receiving training in state-of-the - art technologies. • Course listings reflecting high-tech offerings, certificates, and program(s) of study. • Long-range technology plan		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

II. REQUIREMENTS FOR USES OF FUNDS (continued)

CRITERIA	INDICATOR	DOCUMENTATION		COMMENTS
		SECONDARY	POSTSECONDARY	
(5) Provide professional development programs to secondary and post - secondary 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 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 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.	• CTE teachers, administrators, and counselors afforded professional development opportunities. • System has a comprehensive plan for professional opportunities for all personnel. • Time is provided for teacher preparation and program development. • Meetings during the school year are available to discuss program improvements. • Business and industry members are represented on the program(s) of study advisory committee(s). • A variety of career activities are offered.	• Communications announcing local and professional development activities. • List of personnel attending training • Agendas for local staff development • Professional development plan on file • Daily/master schedule on file • Documentation reflecting staff development or training received by instructor. • Documentation reflecting staff participation in professional organization activity. • Meeting attendance • Meeting agenda • Minutes • Guidelines • Job shadowing, guest speakers, career fairs, internships, etc.	• Communications announcing local and professional development activities. • List of personnel attending training • Agendas for local staff development • Professional development plan on file • Documentation reflecting staff development or training received by instructor. • Documentation reflecting staff participation in professional organization activity. • Meeting attendance • Meeting agenda • Minutes • Guidelines • Job shadowing, guest speakers, career fairs, internships, etc.	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

II. REQUIREMENTS FOR USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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;	• Policies, procedures, and documentation exist for selection of participants to ensure equal access to all programs. • Advisory Boards for Programs of Study • Persons collecting data receiving and following instructions regarding confidentiality per FERPA. • Evidence of differentiation of instruction. • Supplementary services and documentation is provided. • Programs exist to enable the special populations to meet the local adjusted levels of performance. • 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. • Parameters guiding district provision or institutional policies for educational opportunities for special populations are implemented. 1. Access to special/support services.	• Local EPSS addressing student performance. • Program reviews • Agenda/Minutes of advisory boards reflecting work sessions to address local high skill, high wage, or high demand occupations. • Staff Handbook • Student Handbook • Written policies and procedures addressing access to support services • Plans written into Next Step Plans and IEPs. • Data used for planning curriculum. • Individual career guidance Individual course offering information for students. • Enrollment Data • Placement and scheduling • procedures. • Testing result • Proper equipment • Proper and adequate facilities • Institutional policies and program materials outlining access to support services.	• Program reviews • Agenda/Minutes of advisory boards reflecting work sessions to address local high skill, high wage, or high demand occupations. • Staff Handbook • Student Handbook • Written policies and procedures addressing access to support services • Data used for planning curriculum. • Individual career guidance Individual course offering information for students. • Enrollment Data • Placement and scheduling • procedures. • Testing result • Proper equipment • Proper and adequate facilities • Institutional policies and program materials outlining access to support services.	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

II. REQUIREMENTS FOR USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(7) initiate, improve, expand, and modernize quality career-technical education programs, including relevant technology;	• Course catalogues and other media pertaining to program areas reflect coherent, rigorous content aligned with NM S&B in math, science, or language arts, associate degree requirements, or industry standard certification requirements. • Course descriptions reflect the integration of career and technical content in academic courses. • Documentation reflects career planning and development skills related to program(s) of study. • High school redesign and reform strategies are planned. • Program(s) of study reflect affiliation with either national or state career pathway models. • Curriculum for the program(s) of study framework reflects an affiliation with 10 Key Practices of HSTW. (S) • Next-Steps Planning (S) • Comprehensive career guidance programs. • State and local board policies reflect rigorous local graduation and/or completion requirements. • Assessment rubric(s) provided by State, LEA, HED or consortium. • Performance Measures rubric(s).	• Program(s) of study are available for students. • On-file articulation agreements • On-file Next-Steps plans for student reflecting coherent sequence of classes or program(s) of study. • Curriculum design reflects aspects of HSTW 10 Key Practices. • Professional development training reflects current research on high school redesign and reform • Systemic use of curriculum standards and benchmarks. • Lesson plans reflecting NMS.Bs tied to rigorous academic curriculum. • Portfolios • Project-based activities • Common planning time • Course catalogues & descriptions • Course syllabi • Transcripts • STARS data reports • Enrollment rosters • A decline in student enrollment in post-secondary remedial courses • State and local EPSS • Programs exist to enable the special populations to meet the local adjusted levels of performance. • 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. • Status of Secondary	• Program(s) of study are available for students. • On-file articulation agreements • Professional development plans reflect current training in academic and technical teaching • Systemic use of curriculum standards and benchmarks. • Portfolios • Project-based activities • Common planning time • Course catalogues & descriptions • Course syllabi • Transcripts • Enrollment rosters • HED performance goals • HED strategic plan for student performance. • Programs exist to enable the special populations to meet the local adjusted levels of performance. • 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. • Status of Post- secondary Performance Measures.	

		Performance Measures.		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

II. REQUIREMENTS FOR USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(8) provide services and activities that are of sufficient size, scope, and quality to be effective	• Recruitment and retention of qualified instructors. • Professional development for teachers, faculty, and administrators. • Career Technical Student Organizations (CTSOs) • Partnerships among secondary, post - secondary, and workforce. • Integration of CTE and academic NMS&B. • State and local EPSS.	• Personnel file reflects employment of qualified instructors. • Professional development agendas. • Active CTSOs • Advisory committees are established; agendas, minutes available. • Master schedule and/or course rotations reflect alignment with Program(s) of Study. • Dual and/or articulated coursework is available. • Performance measures reflect progress in meeting adequate yearly progress.		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

II. REQUIREMENTS FOR USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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.	• Collaboration with postsecondary institutions exists. • Modifications and accommodations made to instructional practices. • Supplementary services and documentation is provided.	• Articulation agreements • Dual credit agreements • Tech Prep activities • IEPs • Next Step Plans • * Documentation of services provided	• Articulation agreements • Dual credit agreements • Tech Prep activities • Next Step Plans • Documentation of services provided	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. PERMISSIVE USES OF FUNDS				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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 programs and procedures to enable informed and effective participation in such programs.	• Parent organizations • Business and industry members are represented on the program(s) of study advisory committee(s). • * A variety of career activities are offered.	• Documentation of a minimum of two advisory committee meetings during the program year with agenda and minutes available. • Documentation of communication • Membership rosters reflect diversity within advisory committee to include secondary/post - secondary/workforce participants. • Job shadowing, guest speakers, career fairs, internships, etc.		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. PERMISSIVE USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(2)To provide career guidance and academic counseling for students participating in career-technical education programs, that – (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and (B) provides assistance for postsecondary students, including for adult students who are changing career or updating skills;	• District guidance plan is comprehensive and includes career guidance, Next Step Plan implementation and promotes college and work place readiness for all students. (S) • 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.	• Evidence of a comprehensive guidance plan. • Teacher advisement class • Guidance/activity log • Next Step Plans • Evidence of student visits to and/or participation in college exploration activities • Counselors attendance to state or local sponsored career & technical workshops or conferences • Teacher participation in industry internships • Articulation agreements for the program area(s) with post - secondary institution. • Enrollment materials include information about career & technical education programs offered at the school. • General information available to students about careers includes information about career & technical opportunities	• Evidence of a comprehensive guidance plan. • Teacher advisement class • Guidance/activity log • Evidence of student visits to and/or participation in college exploration activities • Counselors attendance to state or local sponsored career & technical workshops or conferences • Teacher participation in industry internships • Articulation agreements for the program area(s) with post-secondary institution. • Enrollment materials include information about career & technical education programs offered at the school. • General information available to students about careers includes information about career & technical opportunities	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. PERMISSIVE USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(3) for local education and business (including small business) partnerships including - - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, 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.	• Internships • Work based learning • School-based enterprise • Entrepreneurship programs • Job shadowing • Highly qualified instructors are recruited and retained. • Industry work experience is available for teachers and faculty. • Apprenticeships	• Student participation logs, timesheets, student and employer handbooks, financial records. • Personnel file reflects employment of qualified instructors. • Industry certifications • Work based learning agreements • Faculty participation logs		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. PERMISSIVE USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(4) To provide programs for special populations	Policies, procedures, and documentation exist for selection of participants to ensure equal access to programs and ensure compliance.	• Faculty Handbook • Policy Manual • Student Handbook • Enrollment Data • STARS Data		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(5) to assist career technical student organizations	• Appropriate CTSO for program has been established. • Leadership activities revolve around instructional content and occur during class time. • CTSO members participate in local, district, and state leadership activities. • If no CTSO, list and briefly describe five leadership activities that are integrated into the program of study.	• Charters • Minutes of meetings • Membership list • Documentation of participation in leadership activities.		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(6) For mentoring and support services	• Mentoring programs established • Tutoring programs and extra help strategies in place	• Completion rates • Attendance records • Evidence of supplemental materials or services to support academic success		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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 achievement	• Appropriate inventory records maintained. • Preventive maintenance system in place. • A systematic schedule for replacement of property used to maintain up-to - date equipment, software and tools.	• Annual inventory • Renewal plan for equipment, software and tools with funding sources identified • Police or insurance records for missing property. • Preventive maintenance schedules		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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 teachers and faculty, including individuals with experience in business and industry.	• Appropriate instructor licenses, certifications, and/or endorsements as related to programs of study. • Participation in an alternative licensure program. • Instructor is working on attainment of industry certification. • Local professional development agendas reflect opportunities for collaboration between CTE and academic courses instructors.	• Personnel file reflects appropriate licenses, certifications, and/or endorsements. • Documentation reflects enrollment in or completion of industry certifications. • Local professional development agendas reflect opportunities for curriculum integration among CTE and academic courses.		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(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 and on-line learning programs established • Alternative education programs available • Flexible schedule	• Student enrollment • Course catalogs • Course schedules		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. PERMISSIVE USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(10) to develop initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs including— (A) articulation agreements between sub baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; (B) postsecondary dual and concurrent enrollment programs; (C) academic and financial aid counseling for sub baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (D) Other initiatives— (i) to encourage the pursuit of a baccalaureate degree; and (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations	• Collaboration between postsecondary institutions exist. • Articulation agreements are in place. • Seamless transition • Academic advisement • Financial aid advisement • Dual enrollment program	• Articulation agreements • Next Step Plans (S) • Degree Plans • Programs of Study • Financial aid workshop participation • Counselor/Advisor activity log • Student enrollment in dual credit • Student transcripts		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(11) Provide activities to support entrepreneurship education and training	• Establishment of entrepreneurial programs. • Collaboration with Small Business Development Centers, Economic Development entities, Chambers of Commerce and Local Workforce Development Boards.	• Strategic plan • Business plan • Sponsorships • Minutes of meetings, contact logs		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(12) for improving or developing new career and technical education courses; including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree.	• Developed Programs of Study • Identify high skill, high wage or high demand occupations. • Professional development opportunities which link academic and CTE content. • Dual credit and/or articulated. credit opportunities	• New Programs of Study • Course Descriptions • College Catalogs • Labor Market Data • Enrollment Data • Evidence of professional development activities • Dual credit and /or articulation agreements		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(13) to develop and support small, personalized career-themed learning communities.	• Professional development • Career Clusters • Career Academies Smaller Learning Communities	• Programs of Study • Student Enrollment Data • Professional development plans/calendar • Strategic development plan	• * Programs of Study • Student Enrollment Data • Professional development plans/calendar • Strategic development plan course catalogs • Listing of learning communities	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(14) to provide support for family and consumer sciences programs.	• Family and Consumer Science programs exist. • Industry Certifications available	• Enrollment Data • FACS programs of study • Course catalogs		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(15) Provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade technical skills, of the adults and school dropouts.	• Collaboration with Adult Basic Education programs, Workforce Development Centers, Developmental studies, Postsecondary Institutions.	• GED Graduates • Workforce Development placements • Placement exam scores	• GED Graduates • Workforce Development placements • Placement exam scores Certificate completion rates	
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. PERMISSIVE USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(16) to 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 121 of Public Law 105-220 (29 U.S.C. 2801 et seq).	• Partnership with Workforce Development Boards, Postsecondary Institutions, and Department of Labor. • Career counseling • One-stop centers	• Enrollment Data • Work Keys. Career Readiness Certificate • Placement data		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(17) to support training and activities (such and mentoring and outreach) in non-traditional fields;	• Mentoring programs • Outreach programs • Recruitment	• Enrollment data • Listing of mentoring /outreach/recruitment programs • Materials used for recruiting non-traditional students into programs		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(18) to provide support for training programs in automotive programs;	• Automotive program exists • Industry certifications available	• Enrollment data • Automotive Technology programs of study • * Course catalogs		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. PERMISSIVE USES OF FUNDS (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include- - (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; (B) establishing, enhancing, or supporting systems for—(i) accountability data collected under this Act; and (ii) reporting data under this Act; (C) implementing career and technical programs of study described in section 122(c)(1)(A); or (D) implementing technical assessments; and	• Professional Development Opportunities • Data collection and reporting • Programs of Study • Technical Assistance • Opportunities for taking technical assessments; i.e., Work Keys Career Readiness Certificate	• Joint professional development activities • Joint system established for collection and reporting of data • Joint collection of data • Work Keys CRC		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

III. **PERMISSIVE USES OF FUNDS** (continued)				
CRITERIA	**INDICATOR**	**DOCUMENTATION**		**COMMENTS**
		SECONDARY	POSTSECONDARY	
(20) to support other career and technical education activities that are consistent with the purpose of this Act. Note: (d) Administrative Costs—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.	• Conferences • Professional Memberships • Distance Learning • Marketing and Outreach initiatives	• Enrollment data • Partnership with New Mexico Learning Network • Conference reports/agenda • Listing of professional memberships supported by use of funds		
Advanced Implementation	**Initial Implementation**	**Planning/Development**		**Corrective Action Required**

REPORT

Note: Cells below will auto-expand as needed when completed electronically.

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 FOLLOWUP: