

**New Mexico**  
**Carl D. Perkins Career and Technical Education Improvement Act of 2006**  
**(P.L. 109-270)**  
**2007-2008 Consolidated Annual Report**  
**July 1, 2007-June 30, 2008**

**BACKGROUND INFORMATION**

According to the 2006 revision to the U.S. Census, New Mexico's population is estimated to be 1.95 million people. With the exception of Albuquerque, Las Cruces, Rio Rancho, and Santa Fe, the state is very rural in nature. The state's population is diverse and varies considerably by region. The need for career-technical education programs at the secondary and postsecondary levels is significant in order for the state to improve its economy. The NM Public Education Department's (NM PED) vision is "*A world-class educational system in which all New Mexico students are prepared to succeed in a diverse and ever increasingly complex world*"; its mission is "*To provide leadership, technical assistance, and quality assurance to improve performance for all students and close the achievement gap*".

The New Mexico Public Education Department (NM PED) is a cabinet level agency reporting directly to the Governor. Under NM Laws of 2005, Chapter 323, the New Mexico Public Education Commission is established as the governing authority to establish policies for the conduct of all programs of the state and state plans established relating to vocational education and 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 be otherwise provided by law.

In the Fall of 2006, the Public Education Commission signed a resolution that delegates the responsibilities with respect to the administration, operation, and supervision of activities assisted under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 to the NM PED.

In turn, the NM PED assigns the responsibilities for the implementation of the Perkins Act to the Career-Technical and Workforce Education Bureau (CTWEB).

In 2007 and 2008, New Mexico's High School Reform efforts continued with the passage of SB 561 and SB 460, respectively. These bills direct graduation curriculum that requires a student to take, at a minimum, at least one career cluster, workplace readiness, or language other than English course. Additionally, the bills require long range planning via the use of New Mexico's Next Step Plan, whereby students may map their route to postsecondary engagement and may align to the programs of study that are situated within New Mexico's 7 identified career clusters. New Mexico's 7 Career Clusters are in turn cross-walked to the 16 National Career Clusters. A joint secondary (NM PED) and postsecondary (New Mexico Higher Education Department) alignment task force was created to ensure timely implementation of the rigorous curriculum, expansion of dual credit access for students, and assessments at the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades which would address readiness for high school curriculum, college curriculum, and work place readiness.

Perkins sub-recipients are required to align secondary and postsecondary courses in a manner that provides employability skills and industry based certifications as a result of their studies, and that addresses activities that will be met when a student transitions into postsecondary engagement. The State's vocational education rule remains under consideration for revision. It has completed review by a statewide task force, and will go for public hearing in 2009. It is likely that Career Clusters implementation will strengthen in New Mexico's education system with this rule change.

## 1. Implementation of State Leadership Activities

Secs. 124(b) and (c) of *Perkins IV* describe the required and permissible uses of state leadership funds, respectively. Provide a summary of your state's major initiatives and activities in **each of the required areas**, as well as **any of the permissible areas that your state has chosen to undertake** during the program year.

### Required Use of Funds:

By State design to ensure that the State administration of Perkins IV funds covers the nine “Required Uses” set forth in the Act, New Mexico requires LEA projects to contain activities that require sub-recipients to address the nine “Required Uses” of Perkins IV.

To receive substantial approval of an application, entities must ensure the required uses of Perkins funds are met. New Mexico requires responses to the following questionnaire which is incorporated within the totality of the application:

#### **Basic Grant Application Questionnaire** *from New Mexico Carl D. Perkins (Perkins IV) Basic Grant Application*

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. The cells in this table will expand as needed when completing this form electronically; however, please limit responses to 400 words or less.

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

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→

<p>(8) Describe how your organization will:</p> <p>(A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations. (See Definitions, Appendix E) (Note: This question relates to Required Use 6)</p> <p>Enter information here→</p>
<p>(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)</p> <p>Enter information here→</p>
<p>(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. (Note: This question relates to Required Uses 6 and 9)</p> <p>Enter information here→</p>
<p>(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)</p> <p>Enter information here→</p>

The above questionnaire sets the stage for implementation of planned, sequential, rigorous Program of Study implementation that results in students having access to instructional opportunities that lead to industry recognized certifications and/or associate’s degrees. For a listing of the industry recognized certifications made available to New Mexico’s students during the 2007-2008 school year, please see Attachment A.

In addition to activities encompassed through the implementation of the Perkins Basic Grant, other initiatives are undertaken within the State. A summary of the major initiatives in New Mexico that align to Perkins requirements and permissible activities for activities and funding follows:

**New Mexico’s Jobs for America’s Graduates (JAG-NM).** JAG-NM affiliates with the National JAG office and the JAG National Data Management System. JAG-New Mexico began as a pilot program in 2004 under the leadership of Governor Bill Richardson with funding from the New Mexico Public Education Department’s Career-Technical and Workforce Education Bureau as it implemented the Carl D. Perkins grant for the State. JAG-NM provides performance standards and best practices ([www.jag.org/best\\_practices.htm](http://www.jag.org/best_practices.htm)) for serving young people ages 15-21. There are four Program Applications of the JAG Model: 12th grade; Multi-Year Dropout Prevention Program for students in 9th, 10th, 11th and/or 12th grades; the Dropout Recovery Program serving dropouts and young people in alternative schools; and the Middle School Program (not a part of NM JAG).

The goal of JAG is to provide participants (in-school or out-of-school) with a comprehensive mix of services that encourages their completion of high school (or GED), attainment of quality employment and/or the pursuit of postsecondary education resulting in a productive career. All funded institutions are required to input student profiles, update student files daily, and produce reports on student and teacher

progress. The reports provide data points for evaluation on results in five areas: (1) Enrollment, (2) Services rendered, (3) Mastery of the Curriculum's Core Competencies, (4) Completion rates (High School Diploma and GED), and (5) Placement in a job, postsecondary institution, or in the military. The program is in its fifth year of implementation with an enrollment of 187 students in six schools.

Fifty-six percent of these seniors met the 37 core competencies. A total of 161 multi-year students (multiyear student consist of those in grades 9 through 11) were served in this program for a total of 187 students served. Of the multi-year students, 45% completed the 37 core competencies, and 9% of the 161 multi-year students met the additional 41 competencies. Among all six schools, students demonstrated an average of 6.25 barriers. The JAG national standard is an average of five barriers.

An average of 89.03 contact hours were attained for students enrolled. There were more females than males in the program statewide. A majority of JAG students are Hispanic, though more than 30% of students are Native American. More than half are economically disadvantaged. Three-fourths of students in the program had little or no work experience at the time of enrollment. And two-thirds of students in the program lacked marketable skills.

**(Required Uses # 1, 4, 5, 6, 8, 9 and Permissible Use #1,2, 3, 4, 6, 8, 9, 13, and 17 )**

### **STATE INSTITUTIONS:**

Two state institutions applied for and received Perkins funds for their Career and Technical Education Activities: New Mexico School for the Blind and Visually Impaired (NMSBVI), and the New Mexico School for the Deaf (NMSD). The NMSBVI continued to enhance their program of study in the manufacturing career cluster by providing professional development opportunities to faculty, purchased provide specialized equipment, supplies, materials, and software to help students who are visually impaired thereby producing student advancement in career-technical areas that included transition from secondary education to work, advanced training, and post secondary education. Through the implementation of this program of study, NMSBVI students were trained in aspects of the cabinet making industry and employability skills.

The NMSD is a new applicant for the Carl Perkins funds. The NMSD developed and implemented a program of study in the Architecture and Construction Career Cluster. This program of study enabled NMSD to provide opportunities for their students to expand knowledge and experience with assistive and regular technology though application in both the career-technical education and academic setting. The program of study was designed to include a college preparatory core, encourage the 4<sup>th</sup> year of mathematics, maximize dual credit opportunities, lead to industry recognized and/or industry credentials for students and teachers, and to provide students with opportunities to gain leadership skills through the participation in a Career-Technical student Organization. NMSD acquired mechanical Construction Modules to support student learning in the areas of Communication, electrical, plumbing, heating, estimation, blueprint reading, and hand & power tool safety.

**(Required Uses #2, 3, 4, and 5 and Permissible Uses #1, 3, 8 and 14)**

### **CAREER AND TECHNICAL STUDENT ORGANIZATIONS:**

Support for Career Technical Student Organizations continued under new leadership in a revised and enhanced format. The program was renamed Career Technical Leadership Program (CTLP) and restructured to more closely align with OVAE's stated concept (September 21, 2006) of total student development through the provision of assistance in improving the quality and relevance of instruction, development of student leadership, enhancement of citizenship responsibilities, elimination of sex and race discrimination and stereotyping, and service to special student populations. to the Career Technical Leadership Program to better reflect the leadership requirements of Carl Perkins IV. The office for the program was maintained at Eastern New Mexico University in Portales and statewide service was provided by two State Advisors of Special Projects and one Project Director.

The Career Technical Student Organizations receiving support are Business Professionals of America (BPA), Distributive Education Clubs of America (DECA), Technology Student Association (TSA), Family, Community and Career Leadership Association (FCCLA), SkillsUSA, and Health Occupations Student Association (HOSA). Activities of each of these CTSOs are sensitive to the training and employment needs of students and provide access to members of special and non-traditional populations. These activities provide expanded student understanding of, and experience with, field related technologies leading to further learning and preparation for high demand, high skill and high wage careers in each of the specific CTSOs.

Linkages have been established with the Future Farmers of America (FFA), the New Mexico Association of Career and Technical Education (NMACTE) and the New Mexico Activities Association (NMAA). The NMAA provides up to \$1,000 for funding respective CTSO awards. Representatives of all three organizations sit on the CTSO state advisory board.

Alignment of state academic standards with components of each of the CTSOs activities is an ongoing process. The CTLP office strives to assure activities and programs incorporate the most current academic and vocational technical skills necessary for students to be successful in the technology relevant to their chosen field of study. The CTSOs also provide activities that reinforce classroom instruction and connect students with the real world; students with solid foundations that will give them an important edge when entering the workplace; students for further education and entry level jobs as well as certificates; and, promotes career opportunities.

Many of the CTSO youth leadership development programs and activities funded by this project have a school-to-career component that includes school, work-based learning and connecting activities. These programs encourage schools to work with industries to offer internships and mentoring programs.

Several of the CTSOs have a national service project that promotes community involvement. Membership in NMACTE and ACTE is encouraged for all CTSO advisors as well as the CTLP staff. Individual CTSO Advisory Board meetings were held in conjunction with the annual NMACTE Summer Conference held in Ruidoso, New Mexico in June.

Technical assistance is provided for the all instructors in the areas of expertise of their programs of study. Conference planning and facilitation for regional, state, and national conferences is coordinated and provide by the CTLP office. Facilitation of Board of Director meetings and training is a primary function of the CTLP office.

Career guidance and academic counseling is an integral component of each of the career-technical areas funded through this project. Courses offered through the schools incorporate career counseling as part of their curriculum. Each nationally affiliated CTSO offers materials designed to assist students in making informed educational and career decisions.

Many of the CTSO youth leadership development programs and activities funded by this project have a school-to-career component that includes school, work-based learning and connecting activities. These programs encourage schools to work with industries to offer internships and mentoring programs.

One of the main focuses of the CTLP office is to support Student Organizations and to ensure their activities are accessible to students without regard to age, ancestry, color, disability, gender, national origin, race, religion, and sexual orientation. Therefore all activities funded by the project are accessible to students from special populations.

The CTLP also acted as the organizing agent for New Mexico's Career Technical Student Organizations

by providing leadership training to the CTSO Boards of Directors, leadership to students affiliating with state CTSOs, and facilitating regional and state leadership conferences.

**Required Uses #2, 3, 4, 5, 6, 8, and 9 and Permissible Uses #2, 3, 4, 6, 7, 8, 9, 11, 13, and 17**

### **PERKINS PROJECT DIRECTOR'S MEETINGS/ONGOING TECHNICAL ASSISTANCE TO LEAs**

Additionally, the CTWEB, on a regular basis, provides technical assistance opportunities through the State's Project Directors' meeting, application development meetings, data conferences, and monitoring visits, to coordinate ongoing dialogue and collaboration between secondary and postsecondary Perkins sub-recipients in developing and improving programs of study Grades 9-14 and addressing improvements in student performance as measured by the Perkins performance measures.

With changes in the New Mexico Student Teacher Accountability Reporting System (STARS), CTWEB has reviewed the current data repository and developed needed changes to the data structure to improve the validity and reliability of the needed Perkins data.

These changes allow CTWEB to:

1. identify ongoing career technical programs of study:
2. Identify course sequence with funded and non-funded programs of study.
3. Identify capstone course for the determination of program completion.
4. Relate performance measures with Federal Career Clusters.

**(Required Uses # 1, 2, 3, 4, 5, 6, 7, 8 and 9 and Permissible Uses # 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15 and 17)**

### **STATEWIDE ADVISORY COMMITTEE MEETINGS**

The State facilitates quarterly meetings with its Statewide Advisory Committee. The committee consists of members representing CTE teachers, faculty, administrators, career guidance and academic counselors, eligible recipients, charter school authorizers and organizers, parents, higher education department, and representatives from Tech Prep consortia, and industry representatives. The purpose of the advisory meetings is to provide a means for collaborative dialogue from diverse stakeholders from throughout the state with regard to Career and Technical Education in New Mexico.

**(Required Uses #1-9)**

### **SEC. 118. (c) (3)**

### **ASSESSMENT, IMPROVEMENT, EXPANSION OF TECHNOLOGY IN CAREER AND TECHNICAL EDUCATION**

The CTWEB has sought wherever possible to align to state and national initiatives on **High School Redesign and Reform** that focus on the 3Rs of Rigor, Relevance, and Relationships. In this regard, the bureau's projects directly support the integration of academics into career-technical education courses (and vice versa), the enhancement of career advisement, the central role of student organizations, and the educational partnerships with businesses. The **High Schools That Work (HSTW)** program is at the core of these initiatives.

During the 2007-2008 school year, New Mexico intensified the support offered to twelve HSTW sites. These schools are utilizing a Career Clusters framework while embedding the ten key practices of HSTW prescribed by the Southern Regional Education Board (SREB). CTWEB actively supported the implementation and re-design by providing focused technical assistance and professional development

opportunities to the sites.

Each site received three coaching visits from SREB School Improvement Specialist, and a similar number of visits from the state HSTW coordinator. The coaching visits targeted each school's particular needs.

Through SREB, the state also provided mathematics workshops focused on the integration of higher level mathematics concepts into career-technical classes, the use of career-technical industry problems in mathematics classes, and the establishment of joint projects by math and CTE instructors.

Data/culture workshops were offered to six of the twelve school sites. Three of the sites were in their second year of participation in the HSTW network and the other three, though further along, had significant changes in administration requiring a reformation of the leadership team.

End of year reports submitted from the schools reflect emphasis on rigor and relevance through career clusters. There are gains noted regarding the performance of career and technical education students as indicated by the data reflected by the 1S1, 1S2, and 4S1 performance measures. CTE students at these schools are performing as well as - and in many cases performing at a higher level than - their peers who are not considered CTE concentrators and are graduating in comparable - and in many cases greater percentages than - non-CTE peers.

Faculty and administrative staff attended targeted professional development opportunities that addressed Math/CTE integration workshops. Also, sites sent teams to the Summer Staff Development Conference sponsored by HSTW. In addition, on-site assistance was given to assist each school with the collection and use of data to improve student achievement. Sites were provided coaching support, assisted in their use of TA reports, and offered mathematics/CTE integration workshops. The coaching support offered included the use of Cognitive Coaching™ techniques to assist the leaders in clarifying their thinking and discover their own solutions. In addition direct recommendations and resources were offered to support their school improvement efforts.

New Mexico will continue to focus on intensive targeted assistance to each of the sites, and professional development focused on improving the delivery and integration of CTE and core academics.

At the state level, leaders continue to recognize the need for change at a comprehensive and systemic level. High School Redesign elements that include career clusters, a rigorous curriculum, and stress the relevance of postsecondary engagement have been legislated. Career Technical Education initiatives are recognized and are integrated into strategic planning discussions for sustained continuous improvement initiatives.

The state's activities reflect commitment to 21<sup>st</sup> century delivery of career technical education within the scope of required and permissible uses in the Perkins Act. To further this activity, CTWEB has taken a more directive role in prescribing requirements of the Act as evidenced by mandatory Grades 9-14 Programs of Study with rigor within the Career Clusters/Pathways Framework; industry recognized certification; Advisory Committees; Student Organizations (CTSOs); and focused professional development. Additionally, efforts continue to ensure a systemic, accurate and reliable data collection system that will inform decisions relative to program needs and projected performance measures. As a supplemental funding source, the Perkins funds assist the support and forward momentum of the above identified activities.

Additionally, through the use of Perkins funds, CTWEB sponsored an in-depth INSTRUCTIONAL PRACTICES SYMPOSIUM by sponsoring two (2) five (5)-day Symposiums related to instructional and institutional practices that benefited both secondary and postsecondary schools. The symposium addressed:

- 1) Perkin’s Act parameters that include developing fully the academic and technical skills of students who elect to enroll in career and technical education programs by providing technical assistance that promotes leadership, initial preparation, and professional development for teachers, faculty, administrators, and counselors; and
- 2) New Mexico’s SB 561 High School Redesign Act that is founded, in part, on the principle that the educational system must meet students’ needs by recognizing student success is the fundamental goal of education, and that provides students with a rigorous and relevant high school curriculum that prepares them to succeed in college and the workplace.

The symposium was held with the express goal of providing LEA with technical assistance to support them in meeting and exceeding agreed upon performance levels. To this end, Perkins funds will be used to.

Two frameworks were introduced at the Symposiums. They were:

- 1) *High Schools that Work, Southern Regional Education Board (SREB)*. SREB works with state policy makers and education practitioners to set and achieve education goals on the whole educational continuum from pre-k to doctoral programs.
- 2) *Working on the Work: A framework for increasing engagement and redefining roles; designed especially for secondary teachers, principals and postsecondary staff facilitated by the Schlecty Center for Leadership in School Reform (Schlechy Center)*.

**Required Uses #1, 2, 3, 4, 5, 6, 8, and 9 and Permissible Uses #1, 2, 3, 4, 6, 7, 8, 9, 11, 13, and 17**

## **2. Progress in Developing and Implementing Technical Skill Assessments**

To address the requirement identified in Part A, SEC VI (Accountability and Evaluation), the program areas for which the state had technical skill assessments, Attachment A, identifies 101 program areas for which New Mexico has technical skill assessments that are aligned to industry recognized standards.

To address the estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments, New Mexico provides the following information submitted to OVAE from the State’s June 10, 2008 FAUPL.

### **From New Mexico’s Attestation FAUPL:**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline Baseline 7/1/06-6/30/07</b>	<b>Year One 7/1/07- 6/30/08</b>	<b>Year Two 7/1/08- 6/30/09</b>

<b>2S1 Technical Skill Attainment 113(b)(2)(A)(i) i)</b>	<b>Numerator:</b> 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.  <b>Denominator:</b> Number of CTE concentrators who completed their program in a course sequence.	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L: A: 44.5</b>	<b>L: A: 70.00</b>
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Data from the 2007-2008 collection process indicates the following:

Secondary Non Required Reporting 2007-2008 12.2.08				
Core Indicator	Numerator	Denominator	Performance Actual	Target
2S1	5450	8350	65.27	N/A

And, although the 2007-2008 CAR does not require reporting on 2S1, New Mexico’s data indicates that while the state is on track to near its targeted measure for the 2008-2009 grant year, the manner in which to address this performance measure is under discussion.

To address the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all career and technical education concentrators and all program areas in the future, New Mexico will continue to provide technical assistance regarding targeted performance measures. The technical assistance will include determination of how the performance measures are established, assistance in identifying emerging industry sectors within the state that have the potential to expand and increase students’ likelihood of employment in high skill, high wage careers, or high demand occupations. The technical assistance will also ensure that the courses and training delivered through the planned programs of study include integrated academic and career and technical education curriculum, and consistent communication to the LEA, including the use of formalized on-site monitoring, in addressing the need for continuous improvement regarding the student’s attainment of technical skills.

New Mexico’s progress and plan for implementing technical skill assessments with respect to the above items is consistent with and inclusive of provision of the identified activities described above and as described in New Mexico’s State Plan, including the use of definitions and measurements negotiated with OVAE on New Mexico’s FAUPL.

Since the FAUPL forms the basis of target performance measures that must be targeted by LEAs, the State provides technical assistance via Directors’ meetings, electronic communication, telephone communication, and monitoring. The State plans to continue providing these aspects of technical assistance throughout the duration of Perkins IV, and will flex the frequency, content, and location of assistance provided to meet the need for skills training as identified by emerging industries and LEAs.

### 3. Implementation of State Program Improvement Plans

Sec. 123(a)(1) of *Perkins IV* requires each state that fails to meet at least 90 percent of an agreed upon state adjusted level of performance for any of the core indicators of

performance described in Sec. 113(b)(3) of *Perkins IV*, to develop and implement a program improvement plan, with special consideration given to performance gaps identified under Sec. 113(c)(2) of *Perkins IV*. performance.

<b>Secondary Required Reporting 2007-2008: 12.2.08 1:45PM</b>					
Core Indicator	Numerator	Denominator	Performance		Outcome
			Actual	Target	
1S1	5788	9047	63.98%	45%	<b>Met</b>
1S2	5623	9030	62.27%	25%	<b>Met</b>
4S1	5034	5577	90.26%	86.78	<b>Met</b>

New Mexico met the state-adjusted level of performance for the core indicators of performance under Sec. 113 of Title I of the Act, therefore, the State will continue implementation of its approved Perkins IV 5-Year State Plan. In providing technical assistance and support to LEAs, and using information gathered from sites receiving monitoring visits, the State will use the following guidelines in planning for annual updates to its 5-Year Plan:

- Core indicator(s) of LEAs that may be at risk of meeting the 90 percent threshold;
- Disaggregated categories of students that appear to reflect quantifiable disparities or gaps in performance compared to all students or any other category of students;
- Identification of action steps that will be implemented to improve performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;
- State staff member(s) who will provide technical assistance; and
- Timelines for completing each action step.

#### **4. Implementation of Local Program Improvement Plans**

Sec. 123(b)(1) of *Perkins IV* requires each state to evaluate annually, using the local adjusted levels of performance described in Sec. 113(b)(4) of *Perkins IV*, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (*Title I of the Act*). Sec. 123(b)(2) of *Perkins IV* further requires that if the state, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(4) of *Perkins IV*, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under Sec.

113(b)(4)(C)(ii)(II) of *Perkins IV*. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

The following is New Mexico's single entity within the state that failed to meet at least 90% (78.5%) of an adjusted level of performance in the area(s) indicated below.

<b>Secondary Fail To Meet 90% (78.12%) of adjusted level of performance 2007-2008</b>					
<b>School</b>	<b>Core Indicator</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Performance</b>	
				<b>Actual</b>	<b>Target</b>
Clovis Public Schools	4S1 GRADUATION	115	151	76.15%	86.8%

A formal improvement plan will be implemented by Clovis Public Schools in consultation with CTWEB. Clovis' plan is inclusive of sustained professional development that addresses the integration of academic and career technical education coursework and developing strategies to raise Clovis' graduation rates. Additionally, Clovis's administration and faculty are meeting to discuss the possibility of implementing the High Schools That Work model or becoming a HSTW investigatory site. The aspect of relevance as incorporated within the HSTW program aligns with recognized strategies that address increased graduation strategies. Clovis' improvement plan will be formalized with the submission of its 2009-2010 Perkins Basic Grant application which requires the applying entity to detail the entity's final implementation plan to address performance measures that were not met on the last available reported year (in this case, 2007-2008).

While the above is the only LEA that did not meet performance, there are other LEAs in the state that have one or more member schools that may not have achieved, by member site, the 90% level of performance, yet when data points are aggregated these sites did meet the 90% threshold.

New Mexico's data trends indicate that the state's graduation rate measured by 4S1 definition, followed by performance on it's reading assessment as measured by 1S1 definitions, are the two areas that the State will address when planning for the provision of technical assistance to LEAs.

## **5. Tech Prep Grant Award Information**

Sec. 205 of *Perkins IV* requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the state. Please provide a description of how grants were awarded during the program year, including a listing of the consortia that were funded and their funding amounts.

New Mexico's Tech Prep 2007-2008 RFA was released April 5, 2007. Applications were due to PED at 2:00 pm on May 29, 2007.

Twelve applications were received and scored by three readers. Points were totaled, averaged and ranked. Averaged scores ranged from a low of 566.11 to a high of 938 out of possible 1000 points. The top three applications were awarded grants and notified on June 12, 2007.

### **Eastern New Mexico University Roswell and Roswell ISD Tech Prep Consortium**

The consortium consists of four programs of study as follows:

- Heating, Ventilation, Air Conditioning, and Refrigeration(HVACR)
- Computer Information Systems (CIS)/Web Site Development and Administration (CWEB)
- Radiographic Technology
- Automotive Technology

**Las Cruces Public Schools and Dona Ana Community College Tech Prep Consortium.**

The consortium consists of two programs of study as follows:

- Aerospace Technology – Project Lead The Way (PLTW)
- Automotive Technology

**Pecos Valley Regional Education Cooperative’s Lake Arthur High School and Eastern New Mexico University Roswell Tech Prep Consortium.**

The consortium consists of one program of study as follows:

- Diagnostic Services (Phlebotomy)

The manner in which the Tech Prep funds were distributed is as follows:

Institution	Amount Requested	Equivalent Percentage
ENMU-Roswell	\$192,160.00	25.45%
Las Cruces Public Schools	\$460,882.16	61.05%
Pecos Valley Regional Education Cooperative #8	<u>\$101,884.75</u>	<u>13.50%</u>
<b>Total Requested</b>	<b>\$754,926.91</b>	
 Additional Directed Funds (MPR)		
ENMU-Roswell	\$ 9,625.47	25.45%
Las Cruces Public Schools	\$ 22,764.21	61.05%
Pecos Valley Regional Education Cooperative #8	<u>\$ 3,664.32</u>	<u>13.50%</u>
<b>Total Additional Directed Funds</b>	<b>\$ 37,821.09</b>	
 <b>Total Award</b>	 <b><u>\$792,748.00</u></b>	

**Please review the accountability data** submitted by your state's consortia as described in Sec. 203(e) of *Perkins IV*. Indicate the total number of consortia that failed to meet an agreed upon minimum level of performance for any of the indicators of performance. Note trends, if any, in the performance of these consortia (i.e., the indicators that were most commonly missed, and number of years the consortia omitted the indicators).

Per OVAE communication sent Wednesday, December 03, 2008, 12:13 PM, a response to this portion of Item 5 is not sought for the 2007-2008 CAR narrative.

# **ATTACHMENT A**

## **New Mexico Industry Certifications 2007-2008**

# New Mexico Industry Certifications 2007-2008

A*S*K	Certified Nursing Assistant (CNA)	NCCER (Rigging)
3Ds Max Certification	Certified Rooms Division Specialists	NCCER (Safety Certification)
A+	CISCO	NCCER (Site Layout)
ACE Certification in Illustrator	CIW (Certified Web Master)	NCCER (Welding Level 1)
ACE Certification in InDesign	Commercial Drivers	NCCER (Welding)
ACE Certification in Photoshop	Comp TIA	NOCTI (Workplace Readiness)
ACU (Avid Certified User)	Defensive Driving	NOCTI Audio Video Certification
ADDA	Dreamweaver Web Developer Certification	NOCTI Drafting
Adobe Certified Expert	Final Cut Pro	NOCTI Graphic Communication Certification
Adobe Digital Communications Skills Entry Level.	First Aid/ CPR	NOCTI- Horticulture Landscaping
Adobe Premier	Food Handlers Permit	NOCTI Television Broadcasting
AMA Certificate in Marketing	Food Safety Certificate, ProStart	NOCTI Visual Communication Certification
ASE Automatic Transmission Transaxle (A-2)	Food Service Management Professional	Oracle 9i
ASE Brakes (A-5)	IC3	OSHA Safety training
ASE Brakes (T-4)	iNet+	Para Pro
ASE Diesel Engines (T-2)	International Business	Pro Start
ASE Drive Train (T-3)	Letter of Qualification II in Residential Construction Skills	Pro Start - Food Service Professional
ASE Electrical / Electronic Systems (A-6)	LMP National Certificate	Pro Start I
ASE Electrical/ Electronic Systems (T-6)	Lodging Manager	Pro Start II
ASE Engine (A-1)	Master (CIW)	Pro Start III
ASE Engine Performance (A-8)	MCSA (Microsoft Certified Application Developer)	Pro Start Management Certification
ASE Fuel & Emissions	MCSDT (Microsoft Certified Desktop Technician)	PTLW Digital Electronics
ASE Gasoline Engines (T-1)	MOS	PTLW Introduction to Engineering Design
ASE Heating, and Air Conditioning (A-7)	MS Excel 2007	PTLW Principle of Engineering
ASE Heating, Ventilation and Air Conditioning (T-7)	MS Word 2007,	Safe Serv
ASE Manual Drive Train and Axels (A-3)	NRAEF National PRO Start Certificate of Achievement	ServSafe Alcohol Safety
ASE Preventive Maintenance Inspection (T-8)	NATEF	SQL
ASE Suspension, & Steering (A-4)	NCCER ( Electrical)	Solid Works
ASE Suspension, & Steering (T-5)	NCCER ( Finishing)	
Auto CAD	NCCER (Cabinetmaking)	
AWS	NCCER (Concrete)	
AWS 6G Pipe	NCCER (Core Curriculum)	
AWS 1G Flat	NCCER (Masonry)	
AWS Plate	NCCER (Painting)	
Certified Internet Web (CIW)	NCCER (Plumbing)	
Certified Internet Webmaster	NCCER (Residential Electrical)	