

New Mexico

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

(P.L. 109-270)

2008-2009 Consolidated Annual Report

July 1, 2008-June 30, 2009

Each state must address in the report all the items below, and to the extent possible, use bullets, tables, and charts to summarize key points of its performance in the past program year (July 1, 2008 - June 30, 2009).

1. Implementation of State Leadership Activities

Secs. 124(b) and (c) required and permissible uses. 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.

a. Required Use of Funds:

- Conducting an assessment of the vocational and technical education programs funded under *Perkins IV*;

New Mexico assesses programs through its monitoring system. Career-Technical and Workforce Education Bureau uses a risk-based scoring rubric applied as an assessment tool for determining priority sites to be monitored. This framework assists NM in determining the LEAs most likely to need technical assistance and it ensures State funds for monitoring are directly tied to LEA's with greatest need. The State timeframe for scheduling onsite monitoring visits began October 23, 2008 and extended through June 30, 2009. Six sites were monitored in the 08-09 program year resulting in findings that required action plans be submitted to the State. Action plans addressed timelines related to submission of reports; increasing technical assistance to track and meet identified performance levels; verification of installation of equipment; clarification of local fiscal policies; improvements on timely requests for reimbursements; and other items as needed.

- Developing, improving, or expanding the use of technology in career and technical education;

CTWEB piloted a proof of concept program related to the delivery of database training. The New Mexico Public Education Department (NMPED) has joined with the Oracle Academy, Eastern New Mexico University - Roswell, and General Communication, Inc. (GCI) to launch an innovative distance learning program for the purpose of assisting rural New Mexico students develop the technology and business skills needed for 21st century careers. Students from rural school districts completed Oracle Academy curriculum via online and real-time instructional video. Curriculum focused on database design and programming skills and was delivered over two semesters in high schools and

colleges. Participating students received concurrent credit from Eastern New Mexico University - Roswell, facilitating a seamless pathway to higher education degrees and an important addition to the state's distance learning repertoire

CTWEB has supported career exploration course development within New Mexico's Innovative Digital Education and Learning system. IDEAL-NM is New Mexico's statewide eLearning system that encompasses all aspects of learning from traditional public and higher education environments to teacher professional development, continuing education and workforce education. IDEAL-NM reduces geographic and other barriers to educational opportunity while increasing the digital literacy skills youth and adult learners need to participate in a global economy.

Also, in support of the State's High Schools That Work network, plans were undertaken for the delivery of professional development through the use of web-based Wimba trainings. The goal is to expand from the use of Wimba into the use of the Blackboard Learning Management System as a delivery mechanism and resource for technical assistance.

- Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;

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

The CTWEB 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 for Grades 9-14 and addressing improvements in student performance as measured by the Perkins performance measures.

In 2008-2009, Perkins funds supported 152 POS's in 72 New Mexico High Schools and 87 POS's in 16 postsecondary institutions. Specifically, a report to New Mexico's Legislative Education Study Committee provided the following information related to a request that the Public Education Department (PED) work with the Office of Education Accountability (OEA) to continue to study school nurse and school counselor issues. This request addressed the following four issues:

- (1) The alignment between PED's competencies for school counselors and nurses and those of the national counseling and nursing associations;
- (2) PED's career pathway requirement for school counselors and nurses;
- (3) Accountability measures for school counseling programs;
- (4) Working conditions of school counselors and nurses;

and included the following information regarding teacher preparation, and career guidance opportunities:

In the State of New Mexico, it is possible for a high school student to identify a career pathway and enroll in a program of study (POS) that will, upon the student's successful completion of the POS coursework, lead that student into a career related to either School Counseling or Nursing. Information on the pathway(s)/programs of study is listed on the National Career Clusters web site at <http://www.careerclusters.org/>. The coursework identified at this site are suggested courses and are not all necessarily required by a particular educational institution. Each Postsecondary institution within the state of New Mexico may have its own requirements .

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.

Other vital professional development:

Perkins supplemental funds supported additional opportunities for faculty and administrative staff to participate in targeted professional development in conjunction with the NMACTE. The NMACTE pre- and post- conference sessions supported:

- 1) HSTW trainers addressing literacy, math & CTE integration workshops, parental involvement, and rigorous coursework;
- 2) NMSU's Center for Financial Literacy Entrepreneurship Workshop that provided a single-day workshop on classroom tested curriculum adopted in by middle and high schools throughout the U.S. and credited with stirring the entrepreneurial spirit in middle and high school students, and helping to prevent at-risk students from dropping out of school. Curriculum can be used to create a stand-alone course in entrepreneurship or to include in lesson plans for other courses; and
- 3) Specialized training to address best practices for Systemic Approaches to Gender Equity in STEM.
- 4) 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.

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.

- Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education;

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.

Additionally, CTWEB representation and participation in development of policy related to Achieve, Inc.'s College and Career Readiness Policy Institute has provided expanded awareness of the need to address policy initiatives to drive forward the importance of the use of data and assessments in providing students with skills, knowledge, and training for postsecondary engagement.

- Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable;

New Mexico supported preparation for non-traditional fields on a statewide level. Activities in support of non-traditional preparation included working with entities such as New Mexico Network for Women in Science &

Engineering (NMNWSE) and the New Mexico Alliance for Minority Participation (NMAMP) to enhance or expand their delivery of information, training, and/or curriculum related to Non-Traditional Careers to students, counselors, teachers, and administrators. The State also contracted for the development and delivery of statewide professional development workshops for counselors using existing materials created at both national and state levels, and promoted non-traditional participation in CTE through the expanded use of national and state level materials addressing non-traditional occupations and training. Additionally, as was appropriate to evaluate and adjust existing efforts and use for future initiatives, the state supported efforts to administer and assess pre-and post-workshop participant surveys.

Also, through support for New Mexico's Career Technical Student Organizations (CTSO), which includes 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), statewide coverage related to providing preparation for non-traditional fields in current and emerging professions expose students, including special populations, to high skill, high wage occupations. One of the main focuses of the Career Technical Leadership Program (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.

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.

- Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study;

In the 2008 New Mexico legislative session, identical memorials were brought forward in support of conducting a feasibility study addressing pre-apprenticeship program development for high school students be facilitated by the PED. Members of the study group included representation from PED, the Higher Education Department (HED), the Department of Workforce Solutions (DWS), the Association of Commerce and Industry (ACI), the Economic Development Department (EDD), industry advocacy groups, and registered apprenticeship programs.

Recommendations from that group generated interest in formalizing a pre-apprenticeship program for high school students, and work has continued to achieve that goal. It is anticipated the work undertaken in 2008-2009 will be carried over, and that in the 2009-2010 school year a framework will be finalized that supports partnerships among local educational entities, Institutes of Higher Education (IHE), employers, labor organizations, students, and parents that address achievement of state academic standards and career and technical skills.

Please also see earlier reference (p. 3) to the State facilitated quarterly Statewide Advisory Committee meetings that support the above described partnerships.

Additionally, the state requires each funded entity to include in its proposal evidence of active, locally developed Perkins Programs of Study and Career and Technical Advisory Committees. These committees represent the partnerships among the local educational entities (secondary and postsecondary [New Mexico's adult education resides under the administration of the NM Higher Education Department]), and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships to enable students to achieve state academic standards, and career and technical skills. Currency and activity of the Advisory Committee meetings is

evidenced by the submission to the State of artifacts such as meeting notes/minutes in the LEA's required closeout annual report to the State.

- Serving individuals in state institutions;

Two state institutions applied for and received Perkins funds for their Career and Technical Education Activities: the New Mexico School for the Deaf (NMSD) and New Mexico's Children, Youth and Families Department (CYFD).

The NMSD developed and implemented a construction trades program of study within New Mexico's Engineering, Manufacturing and Construction cluster. The construction trades program of study enabled NMSD to provide opportunities for their students to expand knowledge and experience with assistive and regular technology through application in both the career-technical education and academic setting. The program of study was designed to include dual enrollment of students within the Santa Fe Community College Residential Construction Skills program. Certifications available through this program of study are NCCER Core, RCA Series, Basic First Aid, and CPR.

The CYFD is a new applicant for Perkins funds. CYFD Juvenile Justice schools provide a comprehensive high school educational program to incarcerated youth. CYFD developed and implemented a program of study in the Engineering, Construction, Manufacturing, and Agriculture Cluster focused on Agribusiness and horticulture. CYFD's program of study enabled the institution to provide opportunities for their students to expand knowledge and experience related to greenhouse safety, plant and soil science, greenhouse plant production and preventive maintenance, industry laws, rules, and regulations, product marketing and retail job opportunities. The POS was developed in coordination with New Mexico State University's College of Agriculture and Home Economics, and has targeted a goal of developing courses that will qualify for dual credit.

- Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and

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) 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 sixth year of implementation with an enrollment of 229 students in six schools.

For the 2008-2009 school year, there were 43 seniors in the program. Forty-eight (48%) per cent of these seniors met the 37 competencies (at Level 3 Mastery; 59% demonstrated Level 2 Application and Practice). Twenty-three (23%) of the seniors met the additional 47 competencies at Level 3, with 27% at Level 2). A total of 132 multi-year students (multi-year students consist of those in grades 9 through 11, who may be in JAG for more than one year) were served

in this program for a total of 175 students served in school, and 54 students in follow-up, for a total of 229 students served by the JAG-NM Specialists.

Of the multi-year students, 34% completed the 37 core competencies at Level 3 Mastery; 50% at Level 2 Application and Practice, and 13% of the multi-year students met the additional 47 competencies at Level 3 Mastery, and 20% at Level 2 Application and Practice. Among all six schools, students demonstrated an average of 6.68 barriers upon entry into the program. The JAG national standard is an average of 5 barriers.

An average of 102.20 contact hours were attained for students enrolled. There were 90 females (51%) and 85 males (49%) in the program statewide. A majority of JAG students are Hispanic (62%), though more than 24% are Native American. More than 52% are economically disadvantaged. More than 82% of students in the program had little or no work experience at the time of enrollment, and 78% of students in the program lacked marketable skills.

- Offering technical assistance for eligible recipients.

CTWEB provides technical assistance opportunities through either hosting or participating in a variety of statewide conferences, trainings, and on-site monitoring visits. These statewide meetings include The State's Project Directors' meetings, Data Conferences, Budget Conference, The New Mexico Coalition of School Administrators' Conference, Southern New Mexico Regional Educational Collaborative Conference, New Mexico Association of Career and Technical Education Conference, Innovate Educate Conference, Wimba Trainings, HSTW technical assistance visits, application development meetings. These activities allow the State to coordinate ongoing dialogue and collaboration between secondary and postsecondary Perkins sub-recipients in developing and improving programs of study Grades 9-14 and to address improvements in student performance as measured by the Perkins performance measures, as well as serve to address individualized responses to particular sites' needs.

Continued improvements in the New Mexico Student Teacher Accountability Reporting System (STARS), address changes in the State's data reporting 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; and
4. Relate performance measures with Federal Career Clusters.

CTWEB staff also conduct presentations on-site for eligible recipients for the purpose of addressing the attainment of performance measures, the role of career and technical education in a comprehensive educational system, national research findings related to the impact of career and technical education on student performance, and the development of aligned, sequential, and rigorous programs of study leading to industry recognized certification and/or and Associate's or Bachelor's degree.

b. Permissible Activities Include:

- Improving career guidance and academic counseling programs;

New Mexico continued to enhance its earlier project related to the development and statewide distribution of its publication "*A GUIDE TO ENCOURAGING NEW MEXICO STUDENTS TO PARTICIPATE IN NON-TRADITIONAL*

CAREERS.” The purpose of this publication was to provide statewide support to career guidance and academic counseling programs as related to training and preparation of student for non-traditional occupations, and to ensure career guidance and counseling programs had, in hand, ready reference materials that reflected current opportunities related to non-traditional occupations.

Examples of the above included delivery of five (5) Statewide Professional Development workshops at various locations including Pojoaque, Ruidoso, Albuquerque, Belen, and Las Cruces. Materials and mechanisms used in these workshops expanded the use of previously developed materials revisions of such that were research-based and reflective of best practices. Each participant of the workshops was provided with an array of materials based upon previous years’ efforts, nationally & locally.

The learning objectives for the workshops were established using models of national curriculum from websites and national experts. This allowed a more hands-on and local approach to the dissemination while maintaining adherence to national standards.

Additionally, through New Mexico’s CTLP, technical assistance is provided for the all CTE teachers 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.

- Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education program

New Mexico’s Basic Grant and Tech Prep RFAs require agreement and signatures from the Superintendent (or designee) and Chief Academic Officer (or designee) of both the secondary and postsecondary when submitting the LEA’s grant proposal. This ensures alignment of the sequential course offerings that result in high skill, high wage, and/or high demand occupations as well as industry recognized certifications and or Associate’s degree.

- Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;

New Mexico’s Basic Grant and Tech Prep RFAs require identification of the LEA’s program of study (POS), nationally identified career pathway, New Mexico’s Career Cluster, the industry recognized certification and/or the Associate’s degree that may be earned upon successful completion of coursework, AND the identification of a baccalaureate program related to the industry certification and/or Associate’s degree.

Also, through the seamless continuation of CTSO programs and activities from the secondary to the post-secondary levels, cooperative efforts are ensured to assist in moving students through a comprehensive program of study resulting in high skill, high wage employment in their chosen career field. In addition, HSTW promotes CTSO’s within the schools provides technical assistance to counselors and principals as they develop programs of study within their schools.

- Supporting career and technical student organizations;

New Mexico's Career Technical Leadership Program (CTLP) aligns 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. The office for the program is maintained at two locations: Eastern New Mexico University in Portales and New Mexico's Regional Educational Cooperative IX in Ruidoso. Statewide services are provided by three State Advisors of Special Projects and one Project Director. Each State Advisor works with two CTSOs. A CTSO State Advisory Board has been formed with representation from business, other professional organizations, CTSO educators and chairs. The board met three times during the program year.

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 partnership with NMACTE has matured rapidly (including High Schools That Work) and CTLP jointly participates in many activities with NMACTE. The NMAA provides up to \$1,000 for funding respective CTSO awards. Representatives of all three organizations sit on the CTSO state advisory board. Many of the CTLP events and competitions are sanctioned by the NMAA.

- Supporting public charter schools operating career and technical education programs;

New Mexico continues to support public charter schools by the inclusion of charter school representation on New Mexico's Statewide Advisory Committee. Additionally, statewide notices and invitations to Perkins' Directors' Meetings are provided to charter schools. Additionally, charter schools receive technical assistance in accordance with the Federal Perkins Act.

- Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;

New Mexico adopted new Content Standards and Benchmarks for Career and Technical Education in the winter of 2009. Alignment of state 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. HSTW also encourages schools to participate in these programs and activities as well as assists administrators and teachers in developing these programs.

- Supporting family and consumer sciences programs;

Through the CTSOs activities and competitions, teachers and other educational personnel are provided avenues to assist students in meeting and exceeding the State levels of performance. Technical assistance and leadership training has been provided to each CTSO.

A summer leadership conference for training CTSO State Officers was held at ENMU in Portales on June 5-7, 2008. This was followed by a Fall Leadership Conference held at the University of New Mexico in Albuquerque on October 26-27, 2008 with over 700 students attending from CTSO programs around the state.

In addition to the above, one of New Mexico's identified Career Clusters is Hospitality and Tourism, within which a number of Family and Consumer Sciences programs are developed by LEA's. Requests for support of Hospitality and Tourism Cluster pathways and POS's are and submitted to the State for funding considerations. Support is provided for FCS programs that meet New Mexico's grant application requirements as required by the Federal Perkins Act. Additionally, support for FCS student organizations, and support for FCS teacher/parent student organization sponsors is provided.

Boards of Directors of each of the CTSOs have been established and provided leadership training. Each of the Boards includes members from the specific area of industry addressed by the individual organization. Members of the Boards of Directors set standards and desired skills for their members. Support from members is also provided to the CTSOs through foundations, etc. With the incorporation of industry representatives on the Boards of the CTSOs, delivery of



Photograph of New Mexico Career Technical Student Organization State Officers taken at the Fall Leadership Conference in Albuquerque on October 27, 2008. There were over 700 student leaders attending this conference.

of educational services provided by the CTLP office are ensured to provide programs and activities for teachers and students that are current with the needs, expectations and methods of industry.

Through the student programs and activities provided through this project, professional development activities are also provided for instructors, many of which are held at the same time as the student activities. This office strives to keep instructors informed of state and national initiatives and updates. Teachers and officers are encouraged to attend national conferences, meetings and competitions.

- Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;

New Mexico's CTSOs are a conduit for former members and industry supporters to serve as advocates to members of the "industry" community and the public at large in imparting the importance of career technical student organizations in building a well trained workforce. Former CTSO members have first-hand knowledge of the benefits reaped by membership and participation in CTSOs. As leaders in their chosen careers, communities, families and other organizations, these individuals possess profound potential in augmenting support for CTSOs financially,

programmatically, and by other activities such as being judges during CTSO competitions. In addition, as voting members of municipalities, counties, states, and nation, alumni & industry representatives collectively harness electoral capital that can be utilized to maintain and increase support of the organizations. Ongoing participation in CTSOs enable students to achieve and master State academic standards and vocational and technical skills necessary for success in their chosen fields of study. Through participation in a CTSOs, students are provided a winning edge in the competitive world by teaching them hands-on skills they need to know to survive and succeed in the real world.

New Mexico continues the practice of requiring within the Request for Application (RFA) that agreement and signatures from the Superintendent (or designee) and Chief Academic Officer (or designee) of both the secondary and postsecondary when submitting the LEA's grant proposal, applicants must include in the proposal evidence of active, locally developed or Career and Technical Advisory Committees. These committees represent the partnerships among the local educational entities and other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships to enable students to achieve state academic standards, and career and technical skills. This ensures alignment of the sequential course offerings that result in high skill, high wage, and/or high demand occupations as well as industry recognized certifications and or Associate's degree.

- Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;

In cooperation with other educational entities, the CTLP project has worked to provide training and use of state-of-the-art technologies for all areas of career training. REC IX's partnership with Innovative Distance Education and Learning (IDEAL-NM), New Mexico's cyberacademy partnership for K-20 has added a new dimension to the ability to serve CTSO students and teachers as well as HSTW teachers and administrators. A community site is being developed for each CTSO and a New Advisor's Class is also being developed. The WIMBA on-line conferencing system is being used by CTSO and HSTW staff to reduce travel time and costs. A community site in Blackboard has also been developed for the HSTW schools to improve communication and provide technical assistance to the HSTW schools.

CTWEB actively supports implementation of re-design initiatives that include expanding pathways and POS at LEA sites. CTWEB consults with LEAs regarding how the State's expectation of providing rigorous, aligned, sequential and non-duplicative coursework resulting in the student's attainment of an industry recognized certification or an associate's degree may be implemented. This is in alignment with the State's administration of its federal Perkins grant, which allows the LEA to identify – based on local need- which of the district's career academy, charter school, or high school will be funded via Perkins, thus, depending on the local need focused technical assistance and professional development opportunities may be offered to the sites.

- Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*;

New Mexico does not implement incentive grants.

- Providing activities to support entrepreneurship education and training;

Based on LEA regional needs, and if application is submitted and substantially approved, entrepreneurship education and training is supported.

- Providing career and technical education programs for adults and school dropouts to complete their secondary school education;

New Mexico supports the Job for America's Graduates program. Please see above for program description.

- Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs;

New Mexico supports the Job for America's Graduates program. Please see above for program description. Additionally, New Mexico uses a 6 year planning tool known as the Next Step Plan (NSP). The NSP is a planning guide for students to address coursework that begins in the 9th grade and extends two years beyond high school graduation. Depending on a District's particular method of NSP implementation, the student may access career, education, and employment information.

- Developing valid and reliable assessments of technical skills;

New Mexico requires the LEA to identify programs of study that result in industry recognized certifications and/or an Associate's degree. This allows the state to utilize national, industry validated assessments to reflect the extent of technical skills exhibited by the student. Following this document is a listing of the 2008-2009 Perkins supported Industry Certificates that were offered via LEA implemented programs of study.

- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

There has been a steady process of improvement in the data quality and integrity regarding the collection and analysis of CTE student academic outcomes. The primary indicators of academic outcomes used in tracking career technical students performance is the Annual Yearly Progress (AYP) statewide report from which the data for Perkins CAR is extracted. The 2008-2009 statewide AYP process underwent a vigorous audit process with an external entity. This process included weekly conference calls with the State's database vendors, the external auditor and public education IT staff to work through the logical processes and indicator outlays. This created a greater level of understanding and improved results with regard to these academic indicators.

The Career Technical offices developed an online survey to collect information around career technical student employment outcomes. This process included the mailing of post-cards to the identified Career Technical completers at both the secondary and post-secondary level. The results from these surveys will enable New Mexico to better determine the employment and advanced training outcome for our Career Technical completers. It is anticipated that the State must work to improve the response rate collected by this methodology.

- Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and

New Mexico has worked improve recruitment of business and industry individuals into CTE, specifically through its targeted technical assistance to members in the film industry and in the apprenticeable trades. New Mexico's requirements for vocational (career and technical) licensure provides opportunities for the recruitment and retention of career and technical education teachers via the following four avenues for licensure:

- a) Bachelor's Degree which includes 32 credit hours of vocational training related to this occupational area; *OR*
- b) Associate's Degree plus 2 years work experience related to this occupational area; *OR*
- c) Certificate plus 3 years work experience related to this occupational area; *OR*
- d) High School Diploma/GED plus 5 years work experience related to this occupational area.

A special flyer was prepared for distribution for the film industry. Also, focused technical assistance is being provided to the trades industries to ensure that industry taught or guided preapprenticeship training may be available for high school students.

Additionally, the local grant application requires LEA's to describe their efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups unrepresented in the teaching professions. Technical assistance is provided to LEA's in directing them to the appropriate resources that will assist in the pursuit of the vocational (career and technical) licensure.

- Supporting occupational and employment information resources.

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 CTSOs by the nature of their function offer experience and understanding beyond what can be provided only by classroom instruction. Participation in State and National CTSO activities and programs provide exponential opportunities for students to expand their understanding of industry needs and requirements. The CTSOs partnered with the New Mexico Association for Career-Technical Education (NMACTE) to sponsor a Career-Technical Education day at the legislature on March 17, 2009.

In conjunction with NMACTE, CTE Day at the New Mexico Legislature was held on March 17, 2009 in Santa Fe. At that time students and educators met with Legislators communicating the benefits of CTE.



CTSO Booth in New Mexico's Capitol Rotunda

New Mexico State Officers waiting to go on Senate Floor

2. Progress in Developing and Implementing Technical Skill Assessments

Sec. 113(b). Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

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 93 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 29, 2009 FAUPL.

From New Mexico's Attestation FAUPL:

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	<p>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.</p> <p>Denominator: Number of CTE concentrators who completed their program in a course sequence.</p>	State and Local Administrative Records	B:	<p>L: 44.5%</p> <p>A: 63.00%</p>	<p>L: 67.00%</p> <p>A:</p>

Data from the 2008-2009 collection process indicates the following:

Secondary Required Reporting 2008-2009 12.2.09				
Core Indicator	Numerator	Denominator	Performance Actual	Target
2S1	14,580	22,686	64.27	67

New Mexico's data indicates that the state is within the 10% deviation allowed in meeting its targeted measure for the 2008-2009 grant year. New Mexico will continue to discuss the manner in which to address this performance measure.

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). Each state meets at least 90 percent of an agreed upon state adjusted level of performance; develop and implement a program improvement plan, with special consideration given to performance gaps identified under Sec. 113(c)(2) of *Perkins IV*.

Adjusted Performance Levels for New Mexico (2008-2009)			
<i>If you find any of these numbers incorrect, please DO NOT CONTINUE entering information into the workbook. Contact your Regional Accountability Specialist immediately.</i>			
NEW MEXICO 12.2.09 4:30 PM			
Indicator Code	Adjusted Perf	Actual Perf	Met 90%
1S1 Secondary	56.00	59.21	Yes
1S2 Secondary	39.00	54.62	Yes
2S1 Secondary	67.00	64.27	Yes
3S1 Secondary	86.78	87.89	Yes
4S1 Secondary	86.78	83.26	Yes
5S1 Secondary	41.00	49.55	Yes
6S1 Secondary	29.00	51.48	Yes
6S2 Secondary	23.00	28.13	Yes
1P1 Postsecondary	50.00	91.87	Yes
2P1 Postsecondary	33.50	33.07	Yes
3P1 Postsecondary	45.00	75.03	Yes
4P1 Postsecondary	75.00	55.33	No
5P1 Postsecondary	24.00	36.46	Yes
5P2 Postsecondary	23.00	25.72	Yes

New Mexico met the state-adjusted level of performance for the core indicators of performance under Sec. 113 of Title I of the Act in all but 4P1, 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 provide support for continuous improvement.

New Mexico failed to meet at least 90 percent of the state-adjusted level of performance for 4P1. The state program improvement plan to address this shortfall will be directed by Dr. Melissa W. Lomax, Bureau Chief for CTWEB; Mr. Brian Salter, Information Technology Specialist; Mr. Tony Korwin and Mr. Eric Spencer, Staff Managers for CTWEB. Action Steps to improve the State's performance will include:

The method employed for collecting data of 4P1 for the 2008-2009 was based solely on survey responses. The 2008-2009 survey activity had a response rate of less than 1%. To improve validity and reliability for the Perkins

performance measure 4P1, CTWEB will include the approach used in 2008-2009, as well as consider the possibility of other data collection methods.

One possible approach would be collaboration to include the following:

1. Convene a meeting (Conference call or Wimba Session) of the post secondary project directors and solicit their feedback and information about the challenge they have in meeting or exceeding the level of the performance measure 4P1.
2. From the group above, solicit volunteers to form a focus group that will be charged to develop strategies and an action plan for improvement that will be presented to the whole group in a follow-up meeting. The plan shall include dedication of financial resource to implement the strategies developed. Those institutions not meeting the level of performance should be required to be on the focus group.
3. Some type of agreement should be signed by all post secondary institutions indicating commitment to implement agreed upon strategies.
4. Quarterly or bi-annual conference calls can be set to up monitor progress with regard to the implementation of the action plan.
5. Lastly, focus of redistribution funds (or a portion of) will be directed to the specific activity agreed upon by the process above.

An additional approach may include the establishment of a partnership with the New Mexico Higher Education Department to develop a directory with student contact information for those participating in postsecondary Perkins funded program. This database should include name, last known address, phone number and email address, etc., (directory information). It is possible that this database would allow the Career Technical Office to track students after program completion for the purpose of determining the student's post-graduation activities.

The development of a database of names will begin with the submission of the student's directory information to the HED office at the beginning of each semester. PED CTWEB will then schedule follow-up communications to include surveys, questionnaires, and other interactions to collect relevant information for the required federal reporting.

Additionally, PED CTWEB may consider developing an online group for communications among participating CTE students. Establishment of an online group would necessitate that CTE teachers notify students of the existing online group, inform students of the way to enroll, and provision of an overview of the purpose of the online group. The potential to communicate via this online method may improve the States knowledge of the engagement, interests and activities of the New Mexico CTE students.

4. Implementation of Local Program Improvement Plans

Sec. 123(b)(1). Evaluate annually, using the local adjusted levels of performance, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Eligible recipients not meeting at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators shall develop and implement a program improvement plan with special consideration given to performance gaps identified. Develop and implemented in consultation with appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance.

Please review the accountability data submitted by your state's eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly

missed, including those for which less than 90 percent was commonly achieved; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

New Mexico has the following number of entities in the identified areas that did not meet at least 90% of the targeted performance Measures.

Indicator Code	Adjusted Performance
1S1	1
1S2	0
2S1	4
3S1	1
4S1	1
5S1	0
6S1	0
6S2	7
1P1	1
2P1	8
3P1	0
4P1	Unable to Disaggragate
5P1	1
5P2	7

Using the above trends as a guide, formal improvement plans will be implemented by LEAS in consultation with CTWEB. An LEA plan for secondaries will be inclusive of sustained professional development to address - as priority areas - technical skill attainment and non-traditional completion; for postsecondaries, the State will request plans to include professional development to address attainment of a credential, certificate, or associate's degree, and non-traditional completion.

As an overarching priority, New Mexico's will continue to emphasize the importance of participation in CTE programs as a strategy to ensure high levels of student performance related to performance on the states Standards Based Assessment an on graduation and completion rates.

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 2008-2009 RFA was released March 12, 2008. Applications were due to PED at 2:00 pm on April 23, 2008.

Thirteen applications were received and scored by three readers. Points were totaled, averaged and ranked. Averaged scores ranged from a low of 163.58 to a high of 219.33 out of possible 233 points. The top four applications were awarded grants and notified on July 24, 2008.

The Tech Prep awarded entities and their POSs were:

Taos Public Schools / UNM Taos
Environmental Construction Technology

Santa Fe Community College / Santa Fe Capital High School
Project Lead The Way

Los Alamos Public Schools / UNM-Los Alamos
Network systems
Product Engineering
Business, Finance Management Accounting

Las Cruces Public Schools / Dona Ana Community College
C.N.A. / Healthcare Treatment

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

<u>Institution</u>	<u>Amount Requested</u>	<u>Amount Awarded</u>	<u>Percent of Award</u>
Taos	\$257,120.00	\$170,020.00	21.5%
SFCC	\$618,234.00	\$347,153.00	43.8%
Los Alamos	\$169,033.18	\$155,435.00	19.6%
LCPS	\$119,548.00	\$119,548.00	15.1%
TOTAL	\$1,163,935.18	\$792,156.00	100%

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).

During the 2008-2009 grant year, New Mexico included Tech prep indicators as a subset of the Basic Performance indicators. The 1TP1, 2TP1, etc., indicators proposed originally in 2007-2008 had yet to be finalized by OVAE or negotiated by the State. During 2008-2009, the national Tech Prep task force developed newer indicators, related numerators and denominators, and introduced them during the PCRN conference fall 2008. It was indicated that OVAE had approved these indicators for data collection during the 2010-2011 grant year. To this end, New Mexico included these indicators as required reporting for Tech Prep awardees during the 2009-2010 grant year. New Mexico will receive this required reporting data for the 2009-2010 reporting year and will determine target performance levels from this data. It is also anticipated that data reporting will be sparse during the initial reporting years due to the type of data being requested. New Mexico anticipates amending their state plan to include the new indicators in Spring 2010.

New Mexico
2008-2009 Perkins Supported Industry Certifications

- | | |
|-------------------------------------------------------------------|-------------------------------------------------------------------------|
| 1. ACU (AVID Certified User)
3Ds Max Certification | 33. Commercial Drivers |
| 2. Adobe Digital
Communications Skills Entry
Level | 34. Comp TIA |
| 3. AMA Certificate in Marketing | 35. CompTIA |
| 4. A*S*K Certification | 36. CPR |
| 5. A+ | 37. Defensive Driving |
| 6. ACE Certification in
Photoshop, Illustrator and
InDesign | 38. Dreamweaver Web Developer
Certification |
| 7. ADDA, Solid Works | 39. Final Cut Pro and Adobe
Premier |
| 8. Adobe Certified Expert | 40. First Aid |
| 9. AMA Certificate in Marketing | 41. Food Handlers Permit |
| 10. ASE A1-A8 Master
Certification | 42. Food Safety Certificate |
| 11. ASE Automatic Transmission
Transaxle | 43. Food Service Management
Professional |
| 12. ASE Brakes | 44. IC3 |
| 13. ASE Electrical | 45. iNet |
| 14. ASE Engine | 46. International Business |
| 15. ASE Engine Performance | 47. Letter of Qualification II in
Residential Construction
Skills |
| 16. ASE Fuel & Emissions | 48. LMP National Certificate |
| 17. ASE Heating and Air
Conditioning | 49. Lodging Manager |
| 18. ASE Manual Drive Train and
Axels | 50. MCSDT (Microsoft Certified
Desktop Technician) |
| 19. ASE Suspension & Steering | 51. MOS |
| 20. ASK | 52. MOUS |
| 21. Auto CAD | 53. MS Excel 2007 |
| 22. Auto Desk | 54. MS Word 2007 |
| 23. AWS | 55. NAİF National PRO Start
Certificate of Achievement |
| 24. AWS 6G Pipe | 56. NATEF |
| 25. AWS IG Flat | 57. NCCER Plumbing |
| 26. AWS Plate | 58. NCCER Residential Electrical |
| 27. Certified Internet Webmaster | 59. NCCER (Welding Level 1) |
| 28. Certified Nursing Assistant
(CNA) | 60. NCCER Cabinetmaking |
| 29. Certified Rooms Division
Specialists | 61. NCCER Concrete |
| 30. Cisco | 62. NCCER Core |
| 31. CISCO | 63. NCCER Electrical |
| 32. CIW (Certified Web Master) | 64. NCCER Masonry |
| | 65. NCCER Painting |
| | 66. NCCER Residential Carpentry |
| | 67. NCCER Rigging |
| | 68. NCCER Safety Certification |

69. NCCER Site Layout
70. NCCER Welding
71. NOCTI (Workplace Readiness)
72. NOCTI Audio Video Certification
73. NOCTI Drafting
74. NOCTI- Horticulture Landscaping
75. NOCTI Television Broadcasting
76. NOCTI Visual Communication Certification
77. Oracle 9i
78. OSHA Safety
79. OSHA Safety training
80. Para Pro
81. Pro Start - Food Service Professional
82. Pro Start I
83. Pro Start II
84. Pro Start III
85. Pro Start Management Certification
86. ProStart Certification
87. PTLW Digital Electronics
88. PTLW Introduction to Engineering Design
89. PTLW Principle of Engineering
90. Safe Serv
91. ServSafe Alcohol safety
92. ServSafe food safety
93. SQL

EDEN SUBMISSION NOTIFICATION

From: Kain, Douglas, PED
Sent: Wednesday, December 16, 2009 9:37 AM
To: Salter, Brian, PED
Cc: Lomax, Melissa, PED
Subject: Career Tech EDEN files 2008-2009

Brian,

As stated in the EDEN 08-09 Workbook Files , N082, N142, N083, N148 and N149 were required from Career Tech for 2008-2009. By 12/16 all files were submitted to EDEN.

Jesse (Douglas) Kain
Project Manager
505-827-7825
300 Don Gaspar
Santa Fe, NM 87507