

**New Mexico
Perkins Consolidated Annual Report
Performance Period July 1, 2011 – June 20, 2012**

Student Definitions

- **State definition of a Secondary Career and Technical Education (CTE) Participant:**
 - A secondary student who has completed one or more courses in any CTE program area.
- **State definition of a Secondary CTE Concentrator:**
 - A secondary student who has completed two courses in a three or more course CTE program area sequence, or one course in a two course CTE program area, but only in those program areas where two course sequences are recognized by the State.
- **State definition of a Postsecondary CTE Participant:**
 - A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.
- **State definition of a Postsecondary CTE Concentrator:**
 - A postsecondary/adult student who:
 - (A) completes at least 12 academic or CTE credits, of which 9 credits are CTE, within a single program area that is comprised of 12 or more academic and CTE credits and terminates in the award of an industry-recognized credential, a certificate or a degree; or
 - (B) completes a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Program Narrative

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, 2011 - June 30, 2012).

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.

1. Required Use of Funds:

- **Conducting an assessment of the CTE programs funded under *Perkins IV*:**

New Mexico continues to assess its programs through its monitoring system. The College and Career Readiness (CCR) Bureau uses a risk-based scoring rubric applied as an assessment tool for determining priority sites that need to be monitored. This framework assists in determining the Local Education Agency's (LEA's) most likely to need technical assistance and it ensures State funds for monitoring are directly tied to LEA's with greatest need. Six monitoring visits were conducted between October 25, 2011, and January 19, 2012. Monitoring site findings required action plans be submitted to the State. The action plan required certain sites to address performance deficiencies and improve data reporting. The CCR bureau provided increased technical assistance to track and meet identified performance levels. Also addressed, during the on-site monitoring visits, were improvement aspects related to program implementation, performance and fiduciary requirements.

School Grading was mandated by New Mexico State lawmakers in 2011 where basic requirements were established for schools to achieve an A, B, C, D, or F for annual accountability [§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4] [6.19.8.1 NMAC – N, 12-15-11]. New Mexico’s school grading model was approved in 2012 by the U.S. Department of Education to serve as the state’s Elementary and Secondary Education Act (ESEA) accountability method for future years, replacing Adequate Yearly Progress (AYP). The state’s ESEA Flexibility Request is available on the website at <http://www.ped.state.nm.us/waiver/index.html> and outlines the underlying framework for the system. In particular, schools will be monitored on three general factors: current performance, growth, and other academic factors considered important for student learning. One component of the school grading system is that of College and Career Readiness. This component is determined by the percent of cohort members (high school students’ 4th year), who show evidence of a career or a college preparatory path. Career paths are established through course enrollment leading to an industry recognized certification. College paths are established through a student’s taking a recognized academic precursor to post-secondary education. All students enrolled in grades 9 through 12 are eligible for participation in one or both of these paths. The indicator for the career pathway provides the groundwork that indicates students have completed the coursework required for industry-recognized certification examinations. Foundations for career readiness are built from the Carl Perkins Career Technical Education Act grant definitions. To be considered successful, the student must complete all coursework with a C or better, and graduate from high school with a regular diploma in four years.

High Schools That Work (HSTW), a framework supported by the State’s Perkins dollars, administers an assessment every other year to high schools. One aspect of the assessment is the Teacher Survey Report. This report provides information on teachers’ views about improving student achievement, their expectations of students, the extent to which they use instructional practices that improve student achievement and school leaders’ support for changing practices. In 2012, 1,097 teachers participated in this survey. Of this, 233 were CTE teachers. The assessment looked at the following areas seven areas:

1. Having a functional mission at the high school
2. Raising expectations and providing extra help
3. Teaching academic and CTE content
4. Techniques to improve learning
5. Engaging high school students in learning
6. Guiding and supporting students
7. Helping students make transitions from middle to high school and high school to further learning.

The 2012 Teacher Survey compares responses of CTE teachers with academic teachers. Of the seven areas assessed, CTE teachers and academic teachers scored approximately the same percentage points in six areas. Both viewed having a functional mission as very important. Both were consistent in “somewhat agreeing” that their school accomplished raising expectations and both were involved in providing extra help. They also agreed on the frequency of assessing their students to improve learning on a weekly basis. Both were actively involved in guiding, supporting, and advising students more than once a semester. And, both helped students make the transitions from high school to further learning. The one area where results varied slightly was in teaching CTE and academic content. Here, the noticeable difference rested with teaching CTE content. CTE teachers scored higher in preparing their students on a weekly basis for the work setting and for using science to address problems found in the community or in a work setting as compared to being done on a monthly basis by academic teachers.

In short, it appears that CTE teachers have as vital a role as academic teachers in student achievement and improvement.

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

Project Lead the Way (PLTW) is the leading provider of rigorous and innovative Science, Technology, Engineering and Mathematics (STEM) education curriculum programs used in middle and high schools across the USA. STEM education programs, like PLTW, engages students in activities and problem based learning, which provides hands-on classroom experiences. Students create, design, build, discover, collaborate and solve problems while applying what they learn in math and science. They're also exposed to STEM fields through professionals from local industries who supplement the real-world aspect of the curriculum through mentorships and workplace experiences. New Mexico has 24 high schools (2 charter) participating in PLTW. As of December 2011, over 12,000 students had registered for a PLTW course through the state's Student Teacher Accountability Reporting System (STARS) coding system. Over 5,000 students have been impacted with PLTW.

Most high schools implementing PLTW are being or have been funded though Perkins and have a large variety of anecdotal success stories. Los Lunas High School and Gadsden High School are two of the many successes in New Mexico with PLTW. Los Lunas High School started with the Introduction to Engineering course. Since that time, Perkin's dollars have enabled the program to grow two high schools in the district with four to five different PLTW courses offered at each site. Both Los Lunas and Gadsden have expanded their initiative by offering the Gateway courses at the middle school level that feed into PLTW.

Developing, improving, or expanding the use of technology in career and technical education is most clearly seen in the following secondary and post secondary institution examples.

At the secondary level, Alamogordo High School funds a biotechnology program of study where students use DNA fingerprint kits to collect and interpret evidence from a crime scene. Bernalillo High School uses a business graphics program of study to produce Public Service Announcements (PSA) at the high school through the use of Adobe CS6 and multiple digital media products. Central Consolidated Schools teaches an industrial maintenance and operations program of study which uses a Tannenberg system to connect their three high schools for distance learning of the NCCER curriculum. This program serves as pre-apprenticeship and is taught by instructors with Arizona Public Service, and their final class is taught on site at the Four Corners power plant. This program serves 20 students. And, Roswell Schools certifies students in conjunction with Eastern New Mexico University (ENMU) Roswell's film and digital media program using Final Cut Pro, Soundtrack Pro, and Motion End. These are state of the art film industry technology and editing programs.

At the post secondary level, New Mexico State University (NMSU) Alamogordo is upgrading their technology for their "Introduction to Medical Electronics" into "Medical Electronics and Safety in Healthcare." The purchase of the *Medi Mizer* software and licensing allows the medical equipment technicians to accurately monitor safety, performance, and preventive maintenance inspections. The school has also purchased telemetry systems, an ultrasound machine, and has redesigned "Introduction to Radiography Systems" into "Medical Imaging Systems." This course will become a "Hybrid" or face to face/online course. The upgraded classes give students a "real world" experience that includes an actual database of hospital biomedical equipment.

- **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:**

The State's Project Directors' meetings, application development meetings, data conferences and monitoring visits prove as a mechanism for disseminating and following up on professional development events.

New Mexico was host to the Region IV Association for Career Technical Education (ACTE) conference which took place on April 19-20, 2012, in Albuquerque, New Mexico. Over 300 CTE professionals from Oklahoma, Texas, Arkansas, Louisiana, Mississippi and New Mexico attended the annual event. Conference sessions included sessions that allowed participants to share and learn from each other. Educational seminars and networking opportunities with Region IV instructors, administrators and industry representatives were abundant. The University of New Mexico School Of Engineering and the Intel Corporation provided pre-conference sessions. Santa Fe Community College (SFCC) facilitated a four-hour session on non-traditional careers which provided current research and strategies to recruit and retain females in non-traditional fields.

All State Network HSTW sites (24 participating schools) benefited from a focused service package in 2011-2012. This package included two state conferences (one in August of 2011 and one in June of 2012) to support literacy and mathematics efforts, two Best Practice Webinars, three formal Network Conference Calls and four days of intensive support to guidance counselors. In addition to statewide activities, all schools received up to six days of on-site coaching provided by two trained HSTW Staff Members. Primary coaching services focused on supporting each school's mission to raise student achievement and graduation rates while supporting teachers as they collaborate to enhance literacy and mathematics experiences for students.

Other significant professional development opportunities supported with Perkins funds included attendance at the National Career Clusters Conference June 17-20, 2012, the National Association for Career Technical Education Conference (ACTE) November 16-19, 2012, and ProStart, NATEF, etc.

- **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:**

The four Pecos Valley Regional Education Cooperative (PVREC) member districts have and continue to focus on improving the development and implementation of Standards-Based Units of Study with assistance from the Southern Regional Education Board in the core areas of Language Arts, Mathematics, Science and Social Studies. Additionally, to ensure CTE faculty and students benefit from this work, CTE faculty worked closely with the core area teachers, including developing units of study that focus on CTE. Additionally, the International Center for Leadership in Education's Rigor and Relevance Framework™ was used as the cornerstone for defining proficiency in all subjects.

PVREC Districts are also collaborating with ENMU – Roswell on the implementation of the program of study related to career cluster of Engineering, Manufacturing, Construction and Agriculture.

The HSTW Assessment shows an increase in both percentages of students meeting the HSTW performance goals for College and Career Readiness and an increase in students reporting an intensive emphasis on many of the HSTW indices. From the 2011-2012 school year, there were a total of 24 participating schools. In two high schools, mathematics achievements increased by 11% in one school and 30% in another after receiving coaching and professional development from HSTW staff. One school established a data review plan for all their students. This plan is used to determine academic progress and to identify additional supports needed for student success. Three schools received a state grade of A in the College and Career Readiness report card category and have been recognized for their efforts in developing and promoting meaningful programs of study. And, one school showed the greatest progress in implementation of the HSTW framework for the past four years. Here, the HSTW team emphasized "rigor, reading, and writing." Their teacher collaboration efforts structured through HSTW, re-organized their high school mathematics curriculum, which included creating mathematic tutorials videos in Spanish to assist their English Language Learners.

In addition, results from the New Mexico Standards Based Assessment and 2012 HSTW Assessment reports, show New Mexico sites showed an increase in percentages of students meeting the HSTW College and

Career Readiness Goals in Reading, Mathematics, and Science since 2008. Student perception data also showed increases in quality of CTE classes, academic and career technical integration, engaging science, high expectations, and the biggest increase was in numeracy.

- **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:**

By utilizing networks or alliances promoting minority participation and gender equity in targeted non-traditional occupations, New Mexico continues to deliver technical assistance, training, and curriculum to students, counselors, teachers, and administrators in secondary and post-secondary institutions.

Non-traditional awareness workshops were extended to students online to increase statewide participation. Attendees who signed up for the course are becoming closer to being qualified to present non-traditional awareness workshops around the state. Upon completion, they were able to speak and define non-traditional gender careers and discuss rationale for epidemic concerns, design and build instructional modules mapping to desired learning outcomes, participate in the delivery of non-traditional training seminars to enhance facilitation skills and participate in critique and objective feedback loops with regards to workshop delivery.

The purpose of identifying non-traditional options is to foster interest in and access to these careers with the goal of opening up these professions to the under-represented gender. Several dissemination and outreach activities throughout the State were performed during this year and were used to maximize impact to the students.

The National Alliance for Partnerships in Equity (NAPE) is a consortium of state and local agencies, corporations, and national organizations that collaborate to create equitable and diverse classrooms and workplaces where there are no barriers to opportunities.

NAPE evaluated the Santa Fe Community College's (SFCC) online Non-traditional Career Awareness course and online train the trainer non-traditional career awareness to enhance the attendees' utilization of the numerous available resources including their website. NAPE will be submitting a proposal next year based on discussions about their success with a statewide Professional Learning Community (PLC) for Equity. NAPE has successful models in other states including Ohio and Idaho. In general, the PLC for Equity will focus on recruitment and retention of non-traditional students into education, training, and jobs. SFCC plans to train a maximum of forty "champions" across the state to strategically implement continuous improvement initiatives based on national research.

- **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:**

The CCR bureau has an education administrator that represents the NMPED on a statewide partner board to oversee incentive funds for employers hiring local New Mexicans. The New Mexico Economic Development Department provides the Job Training Incentive Program panel for employers to discuss training needs and retention considerations. Employers are encouraged to play a larger role in communicating to the schools the skill set and training needed. The Board includes a representative from the Higher Education Department, Economic Development, Labor Relations, Department of Workforce Development and private

sector employers, all as collaborative partners to education, employment training and community development.

- **Serving individuals in State institutions:**

New Mexico's Children Youth and Families Department (CYFD) received Perkins funds for their CTE activities. CYFD juvenile justice provides high school educational programs to incarcerated youth. The CYFD juvenile justice division provides opportunities for students to expand knowledge and experience through application in both the career technical education and academic setting by implementing a program of study in the Engineering, Construction, Manufacturing and Agricultural Cluster area. Six instructors from Foothills High School received training when they attended the 2012 New Mexico Organic Farming Conference. Foothills High School is replicating the horticulture program from Aztec Youth Academy in Las Cruces which allows them to participate in dual credit programs, if applicable. CYFD is equipping a laboratory environment for instruction as it relates to horticulture based courses defined in the program of study. This supports the instructional program by engaging the faculty in professional development which directly benefits the program. This curriculum meets the needs of special education students in the program by providing accommodations in the classroom with special education support staff. Completion of these classes provides the skills and knowledge necessary for the students to transition into further courses in this area of study or work placement.

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

Jobs for America's Graduates of New Mexico (JAG-NM) uses Perkins funds and provides support for this dropout prevention and intervention program. JAG-NM provides a comprehensive school to career curriculum for youth ages 15 to 21 that are faced with multiple barriers to success. The goal of JAG is to provide participants (in 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. The program is in its 8th year with an enrollment of 207 students in five schools. Participants also receive 12 months of follow-up services by a JAG-NM specialist upon completion of goals or leaving the program.

Over the course of the 2011-12 school year, statewide statistics were as follows: An average of 88.38 contact hours were attained for the 207 students enrolled. There were 101 females (48%) and 106 males (51%) enrolled in the program. A majority of the students were Hispanic (52%) and more than 37% were Native American. Over 69% were economically disadvantaged and more than 79% had little or no work experience at the time of enrollment. 86% of students lacked marketable skills. 55% were high school seniors and 35% of those seniors met or exceeded attaining the core 37 competencies set by JAG standards, 21% of non-seniors met or exceeded those same competencies; and, a total of 61 students received follow-up services.

In addition, the following objectives were met during the 2011-2012 school year.

- An affiliation agreement with JAG national; Rio Rancho Schools and the New Mexico Business Roundtable was established and an affiliate agreement was established.
- A JAG specialist was employed at each of the five schools for the 2011-12 school year.
- The JAG curriculum, in accordance with JAG guidelines, was fully implemented for the fifth year in New Mexico.

Another area which Perkins funds provided support for special populations involved English Language Learners (ELL). To help address the needs of ELL's, a workshop called Quality Content Teaching for Secondary ELL's was held through the Bilingual and Multicultural Education Department at Gadsden Independent School

District on September 20, 2012. This training focused on the improvement of reading and writing strategies for CTE ELL students.

In the spring of 2012, the CCR bureau re-designed the template for Next Step Plan (NSP) to more fully meet the legislative requirements of HB522. This is a working document which begins in 8th grade. Planning takes place through yearly grade level meetings. The NSP addresses career clusters in career and technical education, programs of study, academic support, study skills, extracurricular experiences, out of school activities and aligns programs of study with post secondary institutions. It is reviewed and updated each year culminating in a transition plan during the student's 12th grade year.

The NSP helps all students stay on track for their high school graduation requirements whether or not the student is a member of a special population group. This process insures that any gaps in courses and test taking (standardized and career) are filled. The NSP also supports students' planning for goals after high school graduation. It is created through consistent involvement of the student, the student's parent(s)/guardian(s), the student's school counselor and other pertinent people. The purpose of the NSP is to assist the student in developing his/her goals and plans in a conscientious manner in order to enhance the student's career and personal future. Towards the end of their senior year, students meet individually with their school guidance counselor or other school official, to finalize their NSP and all other graduation needs.

CCR staff collaborated and provided consultation to the Teen Parent Support Coordinator in the School and Family Support Bureau of the PED to benefit pregnant and parenting teens in the New Mexico Graduation Reality and Dual Role Skills (GRADS) program. New Mexico GRADS is a school-based program for pregnant and parenting teens that provides numerous resources and supports for achieving graduation, economic independence and reducing risk-taking behaviors. The following program enhancements were achieved as a result of this collaboration:

- Assisted in developing a college and career readiness component of an assessment tool for pregnant and parenting teens. This tool will assist in identifying teen parent needs related to the development of a Next Step Plan (that identified education and career goals) and a career technical education program, applying to college and learning job skills.
- Provided input and resources related to college and career readiness for a GRADS guidance manual used to support teachers in providing case management to pregnant and parenting teens.
- Developed career technical education content for a website for pregnant and parenting teens which is under development. A link on the homepage will map for college and career readiness topics.
- Developed a brochure to gain interest to the website and career technical education.
- Assisted in developing content for a document on how school counselors can support pregnant and parenting teens in succeeding in high school, pursuing post-secondary opportunities and career planning.

▪ **Offering technical assistance for eligible recipients:**

Technical assistance (TA) is available through the State's Project Directors' meetings, application development meetings, data conferences, monitoring visits and on-going telephone conversations with the sub grantees throughout the performance period. TA is a practice which furthers coordination, dialogue, and collaboration between secondary and postsecondary Perkins sub-recipients in developing and improving programs of study for Grades 9-14. It also addresses improvements in student performance as measured by the Perkins performance measures.

In addition, the Career Technical Leadership Project (CTLP) provides TA for 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 provided by the CTLP office.

2. Permissible Activities Include:

- **Improving career guidance and academic counseling programs:**

To support schools with the focus on academic and career-based integrated programs of study, the CCR hosted two Guidance Counselor events in the 2011-2012 school year. These Perkins sponsored statewide events required administrators and teams of guidance counselors from each participating site to attend. The work sessions focused on gaining a better understanding of programs of study so that schools could establish “High School Majors” which would promote Career Cluster and program areas that are available to students. Teams worked to revise course catalogs, create Program of Study resources to promote these options with students and create advisory lessons to guide students in the selection and advancement within a program area. Teams spent time developing a vision and mission statement for their guidance department ensuring they aligned to the school’s vision and mission statements in order to help strengthen the guidance departments’ focus. The American School Counseling Association (ASCA) Nationwide Model was also introduced to teams as a means of incorporating a comprehensive guidance program with an accountability system. Teams were also required to create action plans to show how registration and Next Step Planning (students six-year plan) activities would be structured to promote Programs of Studies with parents and students. The re-designed NSP template was presented at each of these events to garner feedback and input. The NSP reflects steps the student will take in collaboration with his or her guidance counselor (or other school official charged with coursework planning) to do the following: research academic, personal and career interests or goals; plan post secondary education; explore financial aid opportunities; and examine industry certification or other career options.

- **Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students:**

New Mexico’s methodology to support the expansion of articulation agreements between secondary and postsecondary CTE programs is through the Next Step Plan and through the Perkins programs of study which embeds dual credit opportunities. Secondary and postsecondary institutions wishing to offer dual credit opportunities must collaborate and develop a Dual Credit Agreement that is submitted to the PED. According to STARS data, 718 career technical education courses were offered for dual credit during the 2011-2012 school year. The Career Clusters that offered the most dual credit courses were Information and Technology with 112 courses, Health Sciences with 110 courses and Architecture and Construction with 92 courses offered.

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

Both the Perkins programs of study and the re-designed NSP template require alignment between the secondary and postsecondary entities. All students, including students with disabilities that are on a standard option for graduation, must complete the Postsecondary Program of Study (POS). Students with disabilities that are on an Ability Option or Career Readiness Option are encouraged to complete the Postsecondary POS. The NSP, in like manner of the Perkins programs of study, requires the identification of the 2 year–college or program that aligns to the institution at which Dual Credit opportunities are pursued and the name of the institution the student plans to attend post high school, if applicable. In the same section of the students plan, one must identify the bachelor degree plan the student plans on pursuing.

- **Supporting career and technical student organizations:**

Career Technical Student Organizations (CTSOs) are supported through an Intergovernmental Agreement with Regional Education Cooperative IX (REC IX). This agreement establishes the framework to support, on a statewide basis, the student organizations of 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). CTSO's also provide activities that reinforce classroom instruction, connect students with the real world giving students a solid foundation when entering the workplace, provide for furthering education, identify entry level jobs as well as certificates and, promote career opportunities.

Through the CTSO's leadership activities and skill 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. For example, a fall leadership conference was held at Bonito Park (located outside of Ruidoso) on October 15 - 18, 2011 with 315 students and advisors from CTSO programs around the state attending. Student training focused on developing leadership skills, public speaking, meeting management, professionalism, teambuilding, strategic plan development and accountability. Teacher training included teaching techniques for interactivity, building camaraderie, and sharing best practices and ideas.

Business and Industry partners play a significant role in supporting NM CTSO's and local CTE programs. For example, Lowe's Home Improvement Warehouse donated tools to several SkillsUSA Automotive Programs for their classroom/laboratory operations. And, linkages have been maintained with the Future Farmers of America (FFA), the New Mexico Association of Career and Technical Education (NMACTE), the New Mexico Activities Association (NMAA), and SREB's HSTW. The partnership with NMACTE and HSTW reflects joint participation in a number of activities with NMACTE.

Career Technical Leadership Program (CTLP) offices were maintained at two locations: Eastern New Mexico University in Portales and New Mexico's Regional Educational Cooperative IX in Ruidoso 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, or sexual orientation. Therefore all activities funded by the project are accessible to students from special populations. Statewide services were provided by two State Advisors of Special Projects and .80 FTE for support including the Project Director. Each State Advisor works with three CTSO's. A CTSO State Advisory Board with representation from business, other professional organizations, CTSO educators and chairs provides support and guidance for program initiatives. The board met three times during the 2011-2012 school year.

- **Supporting public charter schools operating career and technical education programs:**

Charter schools are supported as evidenced by inclusion of charter school representation on New Mexico's Statewide CTE Advisory Committee, 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, as needed. One such example is the Digital Arts and Technology Academy (DATA) within the Albuquerque Public School system. DATA offers three different educational options: day school, night school, and distance learning. DATA also offers career exploration to all freshmen. This introduces students to all the CTE classes taught which allows them to make informed decisions on which program of study to pursue in their sophomore year. Some of these areas include graphic design, foundations of video and game design, animation, and film production. Students studying the film curriculum enter their work at local and national film festivals and work as interns on professional film and television productions such as Breaking Bad.

- **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 students are receiving practical training in preparation for the architecture and construction professions in New Mexico through the Apprenticeship career pathways. With industry partners like Associated General Contractors, New Mexico Building Branch (AGC) in collaboration with both secondary high schools and post-secondary colleges, pre-apprenticeship training for New Mexico students provides relevant foundation and advanced training while students are still in school, in an Engineering, Construction, Manufacturing and Agriculture career pathway to high quality, high wage employment. Another partner, the Associated Builders and Contractors Incorporated, provides instruction at the industry training hall for high school learners together with post secondary students. Classroom related education is ongoing as apprentices work toward adult worker status. There are over 20 New Mexico secondary high schools participating in the Architecture and Construction credentialing training to become certified by National Center for Construction Education and Research (NCCER) and at least six post-secondary institutions that provide the industry specific, intermediate and advanced training for students. Many of New Mexico high school students are taking these courses at the post-secondary schools under the available dual credit program.

- **Supporting family and consumer sciences programs:**

Family and consumer sciences programs are supported through the Perkins programs of study and through the CTLP for the student leadership component. In 2011-2012 school year, there were 16,770 students taking a family and consumer sciences course, and 684 students affiliated in the CTSO for FCCLA. CCR bureau staff participated in meetings for ProStart training and served on judging committees for the New Mexico ProStart competition. More information regarding family and consumer sciences program can be found at <http://www.nmctlp.org/>.

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

Grant applications to access Perkins funds require both secondary and postsecondary educational entities to collaborate and support an articulated program of study. This support is demonstrated by the signatures the Superintendent (or designee) and Chief Academic Officer (or designee) of both the secondary and postsecondary sub grantees on its Perkins applications. Further, the grant applications require an active locally developed advisory committee made up of secondary and postsecondary entities, intermediaries and industry partners. Each program of study receiving Perkins funding is mandated to have the established advisory committee meet a minimum of twice per year. In addition to establishing the advisory committees, the sub grantees are to identify local industry partners that provide support to the program of study. Industry partners reported by the sub grantees include providers of work-based learning, internships, and community service projects. In many cases, those entities identified as an industry partner also serve on the advisory committee.

For the 2011-2012 grant year, a total of 5,403 students participated in CTSO's. New Mexico strongly believes in CTSO links between former members, industry supporters, the public at large, and support preparation of a well-trained workforce.

The CCR bureau also facilitates a Statewide Advisory Committee which met three times during the 2011-2012 school year. The committee consists of members representing CTE teachers, faculty, administrators, career guidance and academic counselors, charter school authorizers, parents, and industry representatives.

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

The CCR bureau consults with LEA's regarding the State's expectation of providing CTE programs of study that are rigorous and sequentially aligned in and non-duplicative manner resulting in the student's attainment of an industry recognized certification or an associate's degree. The states NSP and the Perkins programs of study are the vehicles to achieve this expectation. According to STARS data, the number of CTE classes offered in NM increased 8.7% from 2011 to 2012, an increase of 292 CTE classes in 16 career cluster areas. CCR encourages and works with LEA's to identify new CTE courses that can be developed to strengthen the sequential alignment and non-duplicative manner in which CTE programs are implemented which will contribute to their College and Career Readiness school grade.

- **Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative incentives under Sec. 1359(c)(19) of Perkins IV:**

New Mexico does not implement incentive grants.

- **Providing activities to support entrepreneurship education and training:**

The CCR bureau supports entrepreneurship education and training through the DECA and BPA student organizations. Many students are exposed to the realities of entrepreneurship through their engagement in the DECA school-based enterprise (store) and through participation in competitive events. As an integral part of the classroom curriculum, DECA's industry-validated competitive events are aligned with the National Curriculum Standards in the career clusters of marketing, business management and administration, finance, and hospitality and tourism. New Mexico has 20 school-based enterprises providing an effective tool in helping to prepare students for the transition from school to work or college. For many students, they provide the first work experience; for others, they provide an opportunity to build management, supervision and leadership skills. DECA competitive events include *Entrepreneurship Innovation Plan*, *Entrepreneurship Participating-Independent*, *Entrepreneurship Participating-Franchising*, *Entrepreneurship Written*, *Entrepreneurship-Growing Your Business*. New Mexico was represented at the national competition which competes in DECA entrepreneurship events. Two teams represented New Mexico in the Entrepreneurship Event at the National BPA competition.

- **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 which has a component to address dropout recovery and an out-of-school program application. The primary objectives of this component are to assist individuals in completing requirements for a high school diploma or a GED certificate and be placed in an entry level job leading to a career and/or pursue a postsecondary education. Further highlights of the dropout recovery/out-of-school program application can be found at http://old.jag.org/model_recovery.htm.

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

The New Mexico Next Step Plan (NSP) and the Perkins programs of study supports the State's Department of Workforce Solutions (DWS) database. DWS provides a total of (5) FTE's located in communities of Santa Fe, Roswell, Las Vegas, and Las Cruces to provide youth one-stop career services, inclusive of those that pursued a program of study funded by Perkins. The FTE's are physically located in a local high school (Santa Fe HS, Capital HS, Robertson HS, West Las Vegas HS, Roswell HS, Gadsden HS, Andres HS, Las Cruces HS, Onate/Mayfield HS), serving multiple schools and with the principal of the school acting in the capacity of on-

site management. Their mission is to provide both in school and out of school youth access to workforce/employment services and additional education related information. Services include: Referrals to WIA Youth Provider, Post-Secondary Institutions, local employers, etc., access to employment assessments such as WorkKeys, workforce/employment activities which include resume building, interviewing workshops, job search assistance, and career preparation. DWS reported that 34,283 in-school and out of school youth participated in 2011, an increase of 10.35% over the prior year.

- **Developing valid and reliable assessments of technical skills:**

To receive funds, each sub grantee is required to develop and implement a program of study that leads to, or results in, industry recognized certifications, a two-year certificate and/or an Associate's degree. Through the application of the POS, the sub grantee is able to utilize national, industry validated assessments to reflect the extent of technical skills exhibited by the student. In 2011-2012, there were 258 industry certifications offered via sub grantee implement of Perkins supported programs of study.

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

Matching data between the Higher Education data system and Public Education data system is currently achieved by probabilistic matching using four variables: First Name, Last Name, Date of Birth and Ethnicity. New Mexico has been able to match at an 80% to 85% level using this methodology. Using matched data, New Mexico Career Technical staff is able to populate the Perkins performance measures related to placement and post completion activities. The connection between labor data and educational data cannot be achieved at this time. This process of connecting the educational and labor data is one of the driving forces behind the development of the New Mexico P - 20 data set. The New Mexico P - 20 data set was anticipated to be completed by the end of 2012. While this has been an active project, the anticipated completion time has now been reset for 2013.

- **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:**

In 2011, the New Mexico legislature passed legislation (22-10A-8. Alternative level one license) which streamlined the ability for alternatively licensed teachers to enter into a teaching career. With this new legislation, alternative routes to teaching can now be accomplished within two years, with limited requirements for coursework. This statute eliminates the 3 year internship license thereby allowing alternative license teachers to immediately begin the advancement process of licensure. In addition, "non-traditional" teachers can now be licensed through the 800 license. With this process, essentially a person can either obtain their license with a college degree or relevant experience. This license can be expedited, if a person does not hold a college degree, by obtaining college coursework or by completing a professional development plan with their site principal. This streamlining and providing alternate opportunities has enhanced recruitment and retention efforts with industry and business partners as a supplementary avenue for attracting highly qualified career and technical teachers with industry experiences for the continued promotion and success of New Mexico's vocational programs.

- **Supporting occupational and employment information resources:**

NMPED continues to strengthen the partnership with the Department of Workforce Solutions (DWS) Economic Research and Analysis Bureau. Annually, PED jointly presents with DWS to provide technical assistance and support of the economic data showing emerging and current labor data at a micro and macro

level. In addition, the training guides local school personnel through the website to locate occupational profiles which show specific data.

Within the CCR bureau, a staff member sits on one of the State’s four local workforce investment boards and on one of their local youth councils. Information is shared on the current program application and industry support secured to keep workforce contractors aware of the funded programs of study.

2. Progress in Developing and Implementing Technical Skill Assessments

Sec. 113(b) of Perkins IV ... implementing technical skill assessments with respect to items one through three:

(1) the program areas for which the State had technical skill assessments;

Aligned to the 16 National Career Clusters, New Mexico supported 161 programs of study that lead to 258 technical skill assessments as identified by the LEA’s. It is to these technical skill assessments to which the programs aligned.

(2) the estimated percentage of students who would be reported in the State's calculation of career and technical education concentrators who took assessments; and

In accordance with Sec. 113 of the Act, and in alignment with New Mexico’s State Plan, the following data addresses the percentage of students who would be reported in the State's calculation of career and technical education concentrators who took assessments (Performance Measure 2S1):

Secondary Required Reporting 2011-2012					12/18/2012
Core Indicator	Numerator	Denominator	Performance Percentage	Agreed Upon Level	90% Of Agreed Level
2S1	34,009	47,381	71.78%	75.00%	67.50%

New Mexico has met the agreed upon State adjusted level of performance within the 90% target. The 2011-2012 performance level is an increase of 4.18 percentage points over the prior year.

(3) the State's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future. Please provide an update on your State's progress and plan for implementing technical skill assessments with respect to items one through three above.

New Mexico will continue to work toward expanding the offerings of programs leading to technical skill attainment and to increase the number of students reported in the technical skill attainment indicator. Ongoing technical assistance will be provided regarding the identification of 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. Such technical assistance will include supporting LEA’s development of programs of study and course development leading to technical skills. New Mexico’s progress and plan for implementing technical skill assessments with respect to the above three items is consistent with and inclusive of the identified activities described above and in New Mexico’s State Plan which provides the use of definitions and measurements negotiated with OVAE on New Mexico’s FAUPL. In addition, alignment and expansion of technical assessments in the Career Cluster areas of Agricultural & Natural Resources Architecture & Construction is being explored in the 2012-2013 school year. In collaboration with the State Agriculture Education and FFA Office at New Mexico State University, and the

New Mexico Associated General Contractors organization, the CCR is investigating ways to make available NCCER based technical skill assessments across all agriculture construction programs in the state.

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.

The table below provides an illustration of State level outcomes to the adjusted levels of performance.

Adjusted Levels of Performance for New Mexico Performance Period July 1, 2011 – June 30, 2012				
Measure	Agreed Upon Level of Performance	Actual Performance	90% Of Agreed Level	Met at 90%
1S1 Secondary	52.30%	54.02%	47.07%	Yes
1S2 Secondary	51.51%	48.65%	46.36%	Yes
2S1 Secondary	75.00%	71.78%	67.50%	Yes
3S1 Secondary	88.53%	88.81%	79.68%	Yes
4S1 Secondary	69.70%	88.81%	62.73%	Yes
5S1 Secondary	53.57%	54.90%	48.21%	Yes
6S1 Secondary	57.00%	50.89%	51.30%	No
6S2 Secondary	32.00%	35.30%	28.80%	Yes
1P1 Postsecondary	98.14%	97.86%	88.33%	Yes
2P1 Postsecondary	49.00%	29.42%	44.10%	No
3P1 Postsecondary	83.00%	72.26%	74.70%	No
4P1 Postsecondary	78.00%	76.66%	70.20%	Yes
5P1 Postsecondary	60.00%	34.73%	54.00%	No
5P2 Postsecondary	41.00%	22.41%	36.90%	No

- **The core indicator(s) that your State failed to meet at the 90 percent threshold:**

The State failed to meet the following within the 90 percent threshold:

6S1 Secondary	Failed to meet the 90% target by 0.41 percentage points.
2P1 Postsecondary	Failed to meet the 90% target by 14.68 percentage points.
3P1 Postsecondary	Failed to meet the 90% target by 2.44 percentage points.
5P1 Postsecondary	Failed to meet the 90% target by 19.27 percentage points.
5P2 Postsecondary	Failed to meet the 90% target by 14.49 percentage points.

Preliminary conversations with the postsecondary LEA's indicate, to a certain degree, performance targets may have been negatively impacted due to the mild upward shift in the economy. In general, enrollments increased in 2008 and 2009, stabilized in 2010, then decreased in 2011 (individuals exiting education institutions returning to work), potentially causing a negative impact on the level of

performance in some indicators. This theory needs further investigation to determine the degree of impact and relevance.

- **The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students:**

In analyzing for quantifiable disparities or gaps in performance with regard to gender, race/ethnicity, and special populations and other student categories, there appears to be no quantifiable disparity or gap noticeable in all measures not met with the exception of male performance in 5P1 and 5P2.

Performance data for 5P1 indicated that actual level of performance for males lagged 11.85 percentage points behind females.

Performance data for 5P2 indicated that actual level of performance for males lagged 6.28 percentage points behind females.

This is a clear indication that focused activities serving non-traditional participation and completion is necessary, especially with the male population.

- **The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified:**
- **The staff member(s) in the State who are responsible for each action step:**
- **The timeline for completing each action step:**

The following four action steps contain the State's response to the above three bulleted items.

Action Step 1 - to address performance measures (6S1, 2P1, 3P1, 5P1 and 5P2):

Design the application for Redistribution of prior year unused funds to require that LEA's focus on actionable activities to directly address and improve areas of non-performance at or within their LEA, and directly focus on those areas of non-performance by the State.

Timeline for Completion (Short-term: June 30, 2013, Long-term: September 30, 2013):

Short-term:	January 2013	Meet with CCR Staff to share the data.
	January - March 2013	Develop and release the Redistribution Grant Application to LEA's for performance through September 30, 2013.
Long-term:	April – Sept 2013	LEA's to implement performance measure targeted Redistribution Grant.

Staff Member in the State responsible for the Action Plan: CCR Director, with the assistance of CCR Staff Manager, CCR Education Administrators, and the CCR IT Business Analyst.

Action Step 2 – to address performance measures (6S1, 5P1 and 5P2):

The CCR will consult with its service provider for statewide non-traditional participation/completion activities, the Santa Fe Community College, to develop a plan for more focused support that can be provided to the LEA's.

Timeline for Completion (Short-term: June 30, 2013, Long-term: June 30, 2014):

Short-term:	January 2013	Meet with the service provider for state-wide non-traditional participation/completion activities, the Santa Fe Community College.
	February – June 2013	Modify and implement the scope of work to be completed by the service provider.
Long-term:	July – June 2014	Continued collaboration with the service provider for implementation of focused activities to positively impact LEA and state level performance.

Staff Member in the State responsible for the Action Plan: CCR Director, with the assistance of CCR Staff Manager, CCR Education Administrators, and the CCR IT Business Analyst.

Action Step 3 – to address performance measures (2P1, 3P1, 5P1 and 5P2):

The State will convene a series of meetings (face-to-face, conference call, or online sessions) of all postsecondary Perkins project directors and post secondary Perkins data collection personnel to collectively determine a plan of action to address the shortfalls in meeting the adjusted levels of performance. Such action plan will contain short-term and long-term action steps and progress reports.

Timeline for Completion (Short-term: June 30, 2013, Long-term: June 30, 2014):

Short-term:	January – February 2013	Convene a series of meetings (face-to-face, conference call, or online sessions) of all postsecondary Perkins project directors and post secondary Perkins data collection personnel to collectively determine a plan of action.
	May – June 2013	LEA to implement the agreed upon plan for performance and provide ongoing evaluation and reporting.
Long-term:	July 2013 – June 2014	LEA to continue action plans, and agreed upon local improvements plans, and provide ongoing evaluation and reporting.

Staff Member in the State responsible for the Action Plan: CCR Director, with the assistance of CCR Staff Manager, CCR Education Administrators, and the CCR IT Business Analyst.

Action Step 4 - to address performance measures (6S1, 2P1, 3P1, 5P1 and 5P2):

The State will continue to implement the Perkins IV 5-Year State Plan with a concerted focus on providing technical assistance and support to LEA's. Using the school year 2011-2012 annual report information from the LEA's, specific action steps suggested for performance improvement, information gathered from sites receiving monitoring visits, and information from prior performance improvement plans, the CCR will provide targeted technical assistance for continuous improvement.

Timeline for Completion (Short-term: June 30, 2013, Long-term: July 30, 2014):

Short-term:	January – June 2013	CCR staff will initiate targeted technical assistance for the development of, and ongoing monitoring of LEA's.
Long-term:	July – June 2014	CCR staff will continue targeted technical assistance to support LEA's in the continued implementation of LEA's local improvement plans.

Staff Member in the State responsible for the Action Plan: CCR Director, with the assistance of CCR Staff Manager, CCR Education Administrators, and the CCR IT Business Analyst.

4. Implementation of Local Program Improvement Plans

Please review the accountability data submitted by your State's eligible recipients. Note trends...

The table below provides an illustration of LEA outcomes to the adjusted levels performance.

Adjusted Levels of Performance - LEA Outcomes at the 90% Target. 2010-2011 and 2011-2012 Comparison		
Measure	Number of LEA's Not Meeting Adjusted Levels of Performance 2010-2011	Number of LEA's Not Meeting Adjusted Levels of Performance in 2011-2012
Secondary		
1S1 <i>Language Arts</i>	7	1
1S2 <i>Math</i>	0	1
2S1 <i>Technical Skill</i>	0	0
3S1 <i>Completion</i>	0	2
4S1 <i>Graduation</i>	1	0
5S1 <i>Placement</i>	1	1
6S1 <i>NT Participation</i>	0	11
6S2 <i>NT Completion</i>	0	1
Postsecondary		
1P1 <i>Technical Skill</i>	0	0
2P1 <i>Credential, Cert, Degree</i>	8	9
3P1 <i>Retention, Transfer</i>	1	7
4P1 <i>Placement</i>	1	0
5P1 <i>NT Participation</i>	1	12
5P2 <i>NT Completion</i>	4	12

The data for the 2011-2012 performance periods reflects the following:

Secondary Schools:

New Mexico funded 31 secondary LEA's. Of those LEA's, 14 missed one or more performance measures.

- 12 of the 14 only missed one measure,
- One of the 14 did not meet two measures, and
- One of the 14 LEA's did not meet three measures.

Seven LEA's were reported to have missed 1S1 in 2010-2011. However, only one LEA missed the measure in 2011-2012.

While there were no LEA's in 2010-2011 missing measure 6S1, 11 missed the target in 2011-2012.

- Seven of the 11 LEA's missed the target within two percentage points.
- Two missed the target with just under four percentage points, and
- One missed the target with just slightly over five (5.4) percentage points.
- Only one missed the target nearly by nine percentage points.

At a state level, performance in 1S1 was improved. The seven LEA's that missed the target in 2010-2011 achieved the performance level in 2011-2012. The one LEA who missed the target in 2011-2012 met the target in the prior year. Core integrated reading activities which were a requirement in the Redistribution Grant Application demonstrated to be a successful strategy for performance improvement.

Postsecondary Institutions:

New Mexico funded 13 postsecondary LEA's. Of those LEA's, 12 missed two or more performance measures.

- One met all of the measures.
- Two did not meet two of the measures.
- Four did not meet three of the measures.
- Six did not meet four of the measures.

At a state level, performance in 1P1 was maintained with no LEA's missing the target. Performance in 4P1 was improved, as one LEA was reported to have missed the target in 2010-2011, and no LEA's missed the target in 2011-2012.

Unfortunately, the State experienced a regression in the number of LEA's meeting performance in the remaining four measures of 2P1, 3P1, 5P1 and 5P2. In the aggregate, LEA's missed the targets at the 90 percent threshold by:

- 2P1: An average of 18.0 percentage points.
- 3P1: An average of 12.6 percentage points.
- 5P1: An average of 27.3 percentage points.
- 5P2: An average of 14.8 percentage points.

New Mexico will require locally developed improvement plans from 14 secondary LEA's and 12 postsecondary LEA's to address each of the areas of performance not met within the allowable 90 percent threshold. Each LEA will receive formal notification, technical assistance and support to include data analysis for development of the local plans. LEA's not meeting a single performance measure for more than one consecutive year will receive focused guidance. Also, see response to Section 3 above for more state strategies for improvement.

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.

The last year Tech Prep applications were issued and funded was for the school year 2010-2011. The applications were released on a competitive basis and scored by a panel of readers. Funding for those applications concluded September 30, 2012, in accordance with the Federal grant award. Tech Prep carryover funds from the 2010-2011 grant year were awarded in 2011-2012 to the three institutions that had not expended 100% of their award during the initial 2010-2011 grant year. The three institutions receiving an award and their amounts are as follows:

Institution	2011-2012 Amounts
Gadsden Independent School District	\$ 1,133.40
Las Cruces Public Schools	\$ 9,078.12
University of New Mexico Taos	\$ 24,091.50
Total	\$ 34,303.02

The Gadsden Independent School district developed an engineering pathway with the help of Project Lead the Way (PLTW), New Mexico State University and the Dona Ana Community College. This program of study allows students to explore career opportunities with a focus on "green" jobs and careers in the various fields of engineering. It provides students the opportunity to work with "green" technologies and sciences in their classroom projects using the engineering design process. The 2011-2012 funds were used to finalize program implementation. The Program continues to be in existence.

The Las Cruces Tech Prep program emphasized a deep understanding of content knowledge and built expertise through meaningful hands-on instruction. It challenged and enhanced students' academic abilities and promoted green initiatives for the 21st century. This effort supported the continued development and implementation of a Renewable Energy Technology (RET) pathway. This program of study contains a rigorous core of academic requirements and a non-duplicated sequence of CTE courses which offers students multiple skilled exit points including an industry certification, a college certificate program, an Associate and/or Bachelor degree program. The program of study links the construction technology and engineering courses at Mayfield High School, Las Cruces High School, Ocate High School, Mesilla Valley Training Center, and the new Las Cruces Early College High School (a STEM project, with the advanced studies in renewable energy incorporating a strong environmental science foundation). The 2011-2012 funds were used to finalize program implementation. The Program continues to be in existence.

The University of New Mexico - Taos Tech Prep consortium provided participating students with the knowledge and skills needed to work in the green construction industry. This program is implemented by the establishment of a Green Technology Education Center (GTEC) operated by the postsecondary consortia

member located on the campus of the secondary consortia member, Taos High School. The 2011-2012 funds were used to finalize program implementation. The Program continues to be in existence.

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).

The tables below provide an illustration of LEA outcomes to Tech Prep performance measures. Agreed upon minimum levels of performance for the indicators were not established between OVAE and the State.

Secondary Level – Tech Prep Indicators of Performance		
1STP1	Enroll in postsecondary education	28.41%
1STP2	Enroll in postsecondary in the same field or major	31.65%
1STP3	Complete a State or industry-recognized certification or licensure	N/P
1STP4	Complete course(s) that award postsecondary credit	32.97%
1STP5	Enroll in remedial mathematics, writing, or reading courses	32.31%

Postsecondary Level – Tech Prep Indicators of Performance		
1PTP1	Enroll in postsecondary education	N/P
1PTP2	Enroll in postsecondary in the same field or major	7.14%
1PTP3	Complete a State or industry-recognized certification or licensure	31.14%
1PTP4	Complete course(s) that award postsecondary credit	4.56%

In comparison to the secondary levels of performance reported for school year 2010-2011, the State maintained its performance in 1STP1 and 1STP2, exceeded its level of performance in 1STP4 by 2.02 percentage points, and regressed in measure 1STP5 by 4.23 percentage points.

In comparison to the postsecondary levels of performance reported for school year 2010-2011, the State regressed in performance by 0.38 percentage points for measure 1PTP2, regressed by 4.02 percentage points in measure 1PTP3, and increased its level of performance in measure 1PTP4 by 0.9 percentage points.

The Student Accountability forms for the Section 113 Core Indicators of Performance (Title I), actual level of performance for the secondary Tech Prep population reflect that performance for measures 1S1, 4S1, and 6S1 exceed the full performance target. Performance measures 1S2, 2S1, 3S1, 5S1, 6S1 were met within the 90 percent target. The Student Accountability forms for the Section 113 Core Indicators of Performance (Title I), actual levels of performance for postsecondary Tech Prep population reflect that the performance measures 1P1, 4P1, and 5P2 were met, whereas 2P1, 3P1 and 5P2 were not met.