

**NEW MEXICO**  
**Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332)**  
**2004-2005 Consolidated Annual Report**  
July 1, 2004-June 30, 2005

**I. STATE ADMINISTRATION [Section 121]**

**A. Sole State Agency and Governance Structure**

New Mexico's population was estimated by the 2000 Census to be 1.9 million people for 2004. With the exception of Albuquerque, Las Cruces and Santa Fe, the state is very rural in nature. The state's population is diverse and varies considerably by region, but as a whole, New Mexico is one of four minority majority states in the nation (Texas joined New Mexico, Hawaii and California on that list in 2005. The District of Columbia is also included). The need for career-technical education programs at the secondary and postsecondary levels is significant in order for the state to improve its economy. The NM Public Education Department's (NM PED) vision is "*A world-class educational system in which all New Mexico students are prepared to succeed in a diverse and ever increasingly complex world*"; its mission is "*To provide leadership, technical assistance, and quality assurance to improve performance for all students and close the achievement gap*".

The special election held September 2003, in which voters amended the New Mexico constitution to change the way public education is governed at the state level resulted in a constitutional change which provided for a cabinet-level Public Education Department and an elected Public Education Commission (PEC). As a consequence of the governance changes, the Public Education Department became a cabinet agency reporting directly to the Governor, and the State Board of Education was eliminated. The role of the PEC, after extensive debate by the Legislature, was determined to be one of advising and consulting with the secretary of public education.

This decision, however, impacted the status of Perkins vocational funds because of the elimination of the State Board of Education which had been the eligible agency to be the recipient of these funds. Consequently, the 2005 Legislature amended the role of the PEC to give this body status as the eligible agency and the State Board for Career and Technical Education.

The administering agency for Perkins vocational funds is the Career Technical and Workforce Education Bureau (CTWEB) of the NM PED. (See Attachment A)

**B. Organization of Vocational and Technical Education Programs**

In 2005, as a consequence of New Mexico's high school reform efforts, and as incorporated within the NM PED's Carl D. Perkins Career and Technical Education initiatives, the CTWEB began requiring Perkins recipients, both secondary and postsecondary, to restructure efforts using the Career Clusters framework begin to aligning secondary and postsecondary requirements, provide employability skills and industry based certifications at each level, and ease the transition process for students. Currently, the state's vocational education rule is under revision by a statewide task force. It is anticipated that Career Clusters will be incorporated throughout New Mexico's

education universe by the change in this rule.

## II. State Leadership Activities [Section 124]

All projects funded with Leadership funds contain activities which, when combined, require all sub-recipients to meet the eight “Required Uses” as described in the New Mexico State Plan under Perkins III. A summary of the major initiatives in New Mexico that align to Perkins requirements for activities and funding follows:

The **Graduation, Reality and Dual-Role Skills (GRADS)** program continues its ongoing efforts targeted at Pregnancy Prevention, Career Readiness, Fatherhood and Youth Development. Perkins III funds were specifically allocated to the statewide GRADS system to fully deploy the career development component, using the Magellan Career Exploration and Guidance System. GRADS will also continue to offer International Computer Driver License (ICDL) and Certified Nursing Assistant (CAN) to ensure certification opportunities. To date, 33% of the participants have tested in the ICDL modules for certification and 12.5% of the participants have obtained certification. Female students make up 63% of this total participant group. Further, young New Mexican single fathers between the ages of 15 and 25 statewide, have participated in fatherhood programs, and training on employment issues, including job applications, the ethics of a work environment, and interviewing skills. These efforts have all contributed significantly to the successful dropout prevention program and the preparation for dual roles in life. **(Required Uses # 1, 5, 7, 8 and Permissible Use # 2)**

The **Jobs for America’s Graduates (JAG)** program continues to affiliate with the National JAG office and the JAG National Data Management System. All funded institutions are required to input student profiles, update student files daily, and produce reports on student and teacher progress. The reports can be accessed by the NM PED grant monitor to evaluate 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 mastery of 37 core competencies (first-year goal) of the JAG curriculum was met by nine participating schools while one school met nearly all 37 competencies. Further, two alternative schools in the state are supported through the reserve set-aside for the implementation of the JAG website. **(Required Uses # 1, 8 and Permissible Use #6)**

The “**Technical Bridge Apprenticeship Pilot Program**” in the Gadsden Independent School District was funded by Perkins reserve funds. The business/education community in southern New Mexico identified the need for an entry level ready workforce in manufacturing. The response to this need identification was this pre-apprenticeship pilot program. Participants are students from two local high schools who attend Gadsden and Santa Teresa High Schools in the mornings and college level courses for credit in the afternoons. Apart from dual credit, students in this program also obtain a locally-generated credential which is honored by area industries when they apply for jobs. Additionally, the partnership for this pilot program includes the Office of the Governor, the Office of U.S. Senator Jeff Bingaman, the New Mexico Public Education Department, the New Mexico Office of Workforce Training and Development, Gadsden Independent Schools District, New Mexico State University, New Mexico State University – Dona Ana Branch Community College, and the Southwest Manufacturing Consortium. **(Required Uses # 4, 6)**

A few of the major state institutions’ activities include those undertaken by the **New Mexico Boys School – New Mexico Children Youth and Families Department (CYFD), New**

## **Mexico School for the Visually Handicapped, and the Sequoyah Adolescent Treatment Center.**

The CYFD expanded and developed a woodworking training lab with high-tech tools and implemented computer training classes on digital and email/internet literacy and computer fundamentals. Additionally, it utilized computer software to assist students in passing certification exams.

The New Mexico School for the Blind and Visually Impaired provided professional development opportunities to faculty, purchased specialized equipment, supplies, materials, and software to help students who are visually impaired thereby producing student advancement in vocational areas that included effective transition planning from secondary education to work, advanced training, and postsecondary education.

The Sequoyah Adolescent Treatment Center formed partnerships with canine training industries, community services and other businesses that prepare students for future jobs through delivery of advanced skills in dog training that included training for assistance to the disabled, dog grooming, and veterinarian assistance. **(Required Use #7)**

Activities with specific focus on **professional development** as well as **technical assistance** relative to the understanding and deployment of **Career Clusters/ Pathways** as the conceptual and organizing framework for programs of study in career technical education have been undertaken. Many schools, districts and administrative groups in the state have been provided training on the 16 career clusters. This framework is being deployed across the state with Perkins sub-recipients being the first to implement the framework. Institutions such as Eastern New Mexico University which receives Perkins leadership funds took the lead in designing and delivering the training sessions with the New Mexico Association for Career and Technical Education being contracted to deliver many of the initial career cluster training sessions. Further, there were added opportunities for educators to attend CTWEB sponsored professional development offerings for deploying continuous improvement processes, including data driven decision-making, and training in career pathways. In short, contracts have been placed at two of New Mexico's universities and at one of the state's vocational-technical education institutions that provide professional development opportunities for career and technical education program-specific educators, including pre-service and in-service. For instance, Marketing and Business instructors were introduced to the MarkEd Curriculum; Agriculture teachers received training in new areas such as wind-powered technology; Technology instructors delved into the latest communications technologies; and Family and Consumer Sciences instructors worked with ProStart and Lodging Management curricula to further develop statewide programs with industry certification as an ever constant focus.

Additionally, the CTWEB has, on a regular basis, provided technical assistance opportunities through the State's Project Directors' meeting, and more recently, began to coordinate ongoing dialogue and collaboration between secondary and postsecondary Perkins sub-recipients in finalizing programs of study Grades 9-14. **(Required Uses # 1, 2, 3, 4, 5, 6 and Permissible Uses # 1, 5, 7, 8, 9 and 10)**

Other **targeted professional development** revolved around achieving national program and industry recognized certification in the two areas of **Technology** and **Career Guidance**, namely, **Oracle Certification** and **Career Development Facilitator Certification (CDF)**. Five school districts sent a total of eight instructors to attend the Oracle training with seven

instructors successfully completing the professional development series resulting in four schools beginning implementation of the Oracle Academy in the 2005-2006 school year. **(Required Uses # 2, 4, 7 and Permissible Use # 10)**

The CTWEB's commitment to providing meaningful career advisement and planning has resulted in 14 advisors/counselors successfully completing the CDF training and obtaining the national CDF certification. Further, schools are receiving career assistance and information through a joint powers agreement between the NM PED and the Department of Labor whereby the latter has developed a comprehensive Career Development & Guidance Framework Manual which will shortly be disseminated to all school districts in the state. There will be follow-up technical assistance on the effective use of this manual by schools. Additionally, career guidance resources are available to students, counselors and businesses electronically via the newly developed website [www.nmcrn.com](http://www.nmcrn.com). Thus, career advisement capacity is being built around the state with students beginning to actively participate in, and progress towards career knowledge, skills and behaviors. **(Required Use # 4 and Permissible Use # 2)**

Last and perhaps most important, the CTWEB has sought wherever possible to align to state and national initiatives on **High School Re-Design and Reform** that focus on the 3Rs (Rigor, Relevance, Relationships). In this regard, the bureau's projects directly support the integration of academics into career technical education courses, the enhancement of career advisement, the central role of student organizations, and the educational partnerships with businesses. The lynchpin of these efforts can be said to be the **High Schools That Work (HSTW)** initiative.

There are ten schools in the state that are in their first year of being HSTW sites. These schools are implementing the 10 key practices as prescribed by SREB for HSTW, and CTWEB is actively providing technical assistance and professional development as required when the state becomes an HSTW site. **(Required Uses # 3, 4, 6, 8 and Permissible Uses # 2, 5, 7, 9 and 10)**

In summing up, the above mentioned initiatives are but some of the major ones from which can be gleaned the state's commitment to transforming the former shape and form of vocational education to the envisioned shape and form of career technical education within the scope of required and permissible uses in the Perkins Act. It is in the light of that commitment, that the CTWEB has taken on a much more directive role by being very prescriptive in funding application requirements as evidenced by mandatory Grades 9-14 Programs of Study with rigor within the Career Clusters/Pathways Framework; industry recognized certification; Advisory Committees; Student Organizations (CTSOs); and focused professional development. Alongside of program development and enhancement, concerted efforts are being undertaken to ensure a systematic, systemic, accurate and reliable data collection system that will inform decisions relative to program needs and projected performance measures.

New Mexico stands at a critical and exciting juncture as Perkins sub-recipients are on the threshold of genuinely understanding with growing readiness the state's vision of and commitment to career technical education and with increasing readiness to be participants.

### III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]

Perkins III funds are audited as part of standard auditing processes at the state and local levels. Additionally, the CTWEB utilized a system for fiscal accountability recommended by an external accounting firm. Briefly:

- At the state level, Perkins III funds are audited on an annual basis as a component of the department's external audit by an independent auditor approved by the NM Office of State Auditor.
- At the local level, Perkins III funds are audited externally on an annual basis by an independent auditor approved by the NM Office of State Auditors.
- All findings are followed up by the NM PED's Internal Audit Bureau until the findings and questioned costs are resolved.

All purchases using Perkins III funds are used solely for the purpose of implementing the provisions of the Act. Structured monitoring processes are continuously improved to ensure that this occurs at all levels.

Basic grant instructional funds were distributed through an approved formula for eligible sub-recipients. Eligible postsecondary sub-recipients are: nine branch colleges, eight independent community colleges, and three Bureau of Indian Affairs institutes. Eligible secondary sub-recipients are: 89 public school districts and 25 Bureau of Indian Affairs secondary schools; furthermore, five secondary consortia include 23 of the aforementioned public schools districts and two of the aforementioned Bureau of Indian Affairs secondary schools.

For the 2004-2005 fiscal year, funds were distributed as follows:

| Grant                                       | Percentage of Distribution Amounts  | Method of Distribution                                  | No. | Breakdown Amount       |
|---|---|---|-----|------------------------|
| <b>Basic Grant:</b>                         |   |   |     | <b>\$ 9,331,249.00</b> |
| <input type="checkbox"/> Local Funds:       | 85% of the total state allotment  |   |     |                        |
| <input type="checkbox"/> Postsecondary      | <input type="checkbox"/> 45% of the budgeted amount                       | Formula   | 16  | \$ 3,569,202.74        |
| <input type="checkbox"/> Secondary          | <input type="checkbox"/> 45% of the budgeted amount                       | Formula   | 26  | \$ 3,569,202.74        |
| <input type="checkbox"/> Reserve            | <input type="checkbox"/> 10% of the budgeted amount                       |   |     | \$ 793,156.17          |
| <input type="checkbox"/> Leadership         | 10% of the total state allotment  |   |     |                        |
| <input type="checkbox"/> Required Uses      |   | Contracts   | 3   | \$ 753,124.90          |
| <input type="checkbox"/> Nontraditional     | <input type="checkbox"/> \$100,000  | Contract  | 1   | \$ 100,000.00          |
| <input type="checkbox"/> State Institutions | <input type="checkbox"/> Up to 1% of the total state allotment = \$80,000 | Contracts   | 3   | \$ 80,000.00           |
| <input type="checkbox"/> Administration     | 5% of the total state allotment   |   |     | \$ 466,562.45          |
| <b>Tech Prep:</b>                           |   |   |     | <b>\$ 839,916.00</b>   |
| <input type="checkbox"/> Tech Prep Programs | 100% of the total state allotment   | Activity Focused on an approved competitive application | 7   | \$ 797,920.20          |

**Attachment B – Local Application 2005**

**IV. Accountability [Section 113]**

**A. State Performance Summary**

New Mexico’s vocational-technical education student population compares closely to the state’s racial and ethnic diversity, as noted by 2000 U.S. Census data:

|                                       | Male | Female | White | Hispanic | Am Indian | Asian | Black |
|---------------------------------------|------|--------|-------|----------|-----------|-------|-------|
| Census Data State %                   | 49%  | 51%    | 45%   | 42%      | 10%       | 1%    | 2%    |
| New Mexico VT Student % Secondary     | 51%  | 49%    | 33%   | 52%      | 12%       | 1%    | 2%    |
| New Mexico VT Student % Postsecondary | 40%  | 60%    | 36%   | 43%      | 11%       | 1%    | 3%    |

Noting New Mexico’s demographics, the review of performance data includes an aggregate review as well as a disaggregated review. In the aggregate, the following tables represent performance at the secondary and postsecondary levels.

| <b>Secondary:</b> |           |             |             |        |              |
|-------------------|-----------|-------------|-------------|--------|--------------|
| Core Indicator    | Numerator | Denominator | Performance |        | Outcome      |
|                   |           |             | Actual      | Target |              |
| 1S1               | 3899      | 6823        | 57.14%      | 69.00% | Did not meet |
| 1S2               | 16,190    | 28,186      | 57.44%      | 82.00% | Did not meet |
| 2S1               | 8,407     | 9,659       | 87.04%      | 90.00% | Did not meet |
| 2S2               | 430       | 8,413       | 5.11%       | 10.00% | Did not meet |
| 3S1               | 1138      | 2844        | 40.01%      | 55.50% | Did not meet |
| 4S1               | 3,940     | 10,836      | 36.36%      | 62.50% | Did not meet |
| 4S2               | 1,534     | 3,490       | 43.95%      | 50.00% | Did not meet |

Of the seven sub-indicators for secondary schools, none of the seven measures met the targeted performance level. Generally, we find that the reporting entities are making progress, with CTWEB guidance, in refining their collection methodology and a more precise identification of qualifying students for inclusion in the data sets has led to fewer students falling within the meaning of the Core Indicator definitions. While this has resulted in lower numerators and/or denominators than last year, it has also provided a clearer picture of the challenges ahead. In reviewing the data, the following conclusions are made:

- Academic achievement (1S1): Strategies must focus on improved academic achievement for career-technical students through the implementation of programs of study that will include integrated academic instruction.

- Skill attainment (1S2): Strategies for this sub-indicator will need to focus on strong leadership and direction for local providers to ensure students are exiting high school with a skill level that ensures employment.
- Completion (2S1): Performance increased over last year's 86.72%, (a 1.51% gain), but not sufficiently to meet the very significant increase in the target percentage (from 77% for 03-04 to 90% for 04-05). We believe we were over-optimistic in our projection.
- Diploma with a Credential (2S2): Vocational education students who receive a credential with their high school diploma increased from 2.61% in 03-04 by nearly double to 5.09% for the current year, but still fell below the targeted performance. We believe this indicates that local and state strategies are being successful but will require an extra emphasis during the next program year.
- Placement (3S1): Difficulty was encountered at the district level in collecting student Social Security numbers for comparison with the state's Unemployment Insurance (UI) Wage Database. Consequently, both the numerator and denominator for this Indicator were significantly smaller than last year and the target was not met. We have requested that districts inform us of the difficulties encountered in the collection of student Social Security numbers so that we can improve our methods of collecting Placement Data.
- Non-traditional participation (4S1): We find it significant that more students were reported both in the numerator and denominator for this Indicator and we ascribe this to an improved understanding of the definition of a non-traditional student at the district level. We expect that this increased clarity will enable districts and the PED to focus more clearly our efforts to improve participation levels.
- Non-traditional completion (4S2): As is the case with non-traditional participation, the overall numbers of non-traditional students completing those programs increased significantly from last year and the percentage of completers increased by nearly 10% from 32.57 in 03-04 to 42.32 in 04-05. We will build on the improvement in local understanding of the non-traditional concept as well as of the significant increase in completion rates.

| <b>Postsecondary:</b> |           |             |             |        |              |
|-----------------------|-----------|-------------|-------------|--------|--------------|
| Core Indicator        | Numerator | Denominator | Performance |        | Outcome      |
|                       |           |             | Actual      | Target |              |
| 1P1                   | 4898      | 6594        | 74.28%      | 74.00% | Exceed       |
| 1P2                   | 23737     | 29329       | 80.93%      | 83.00% | Did Not Meet |
| 2P1                   | 683       | 2144        | 31.86%      | 28.00% | Exceed       |
| 3P1                   | 3248      | 4027        | 80.66%      | 64.50% | Exceed       |
| 3P2                   | 2259      | 3011        | 75.02%      | 85.00% | Did Not Meet |
| 4P1                   | 5576      | 23613       | 23.61%      | 22.00% | Exceed       |
| 4P2                   | 957       | 4777        | 20.03%      | 18.00% | Exceed       |

Of the seven sub-indicators for postsecondary schools, five measures exceeded targeted performance while two of the seven did not targets. In reviewing the data, the following conclusions are reached:

- Academic Achievement (1P1): Vocational Education students met and slightly exceeded the targeted performance measure. This is a positive response on the part of our postsecondary institutions to improve from last year's nearly 10 percentage point deficit on this Indicator.



| <b>Special Populations – Secondary:</b> |                              |                            |                |                      |                            |        |                |
|---|------------------------------|----------------------------|----------------|----------------------|----------------------------|--------|----------------|
| Performance                             | Individual with Disabilities | Economically Disadvantaged | Single Parents | Displaced Homemakers | Other Educational Barriers | LEP    | Nontraditional |
| 4S2:<br>Actual                          | 42.42%                       | N/P                        | 6.67%          | N/P                  | N/P                        | 46.15% | 43.95%         |

NP=Not provided

| <b>Special Populations – Postsecondary:</b> |                              |                            |                |                      |                            |        |                |
|---|------------------------------|----------------------------|----------------|----------------------|----------------------------|--------|----------------|
| Performance                                 | Individual with Disabilities | Economically Disadvantaged | Single Parents | Displaced Homemakers | Other Educational Barriers | LEP    | Nontraditional |
| 1P1:<br>Target                              | 74.00%                       | 74.00%                     | 74.00%         | 74.00%               | 74.00%                     | 74.00% | 74.00%         |
| 1P1:<br>Actual                              | 64.46%                       | 67.30%                     | 71.79%         | 74.52%               | 66.62%                     | 70.27% | 54.49%         |
| 1P2:<br>Target                              | 83.00%                       | 83.00%                     | 83.00%         | 83.00%               | 83.00%                     | 83.00% | 83.00%         |
| 1P2:<br>Actual                              | 75.46%                       | 79.28%                     | 77.68%         | 85.05%               | 77.56%                     | 80.90% | 74.84%         |
| 2P1:<br>Target                              | 28.00%                       | 28.00%                     | 28.00%         | 28.00%               | 28.00%                     | 28.00% | 28.00%         |
| 2P1:<br>Actual                              | 37.84%                       | 35.26%                     | 16.33%         | 0.00%                | 34.06%                     | 21.74% | 36.18%         |
| 3P1:<br>Target                              | 64.50%                       | 64.50%                     | 64.50%         | 64.50%               | 64.50%                     | 64.50% | 64.50%         |
| 3P1:<br>Actual                              | N/P                          | N/P                        | N/P            | N/P                  | N/P                        | N/P    | N/P            |
| 3P2:<br>Target                              | 85.00%                       | 85.00%                     | 85.00%         | 85.00%               | 85.00%                     | 85.00% | 85.00%         |
| 3P2:<br>Actual                              | N/P                          | N/P                        | N/P            | N/P                  | N/P                        | N/P    | N/P            |
| 4P1:<br>Target                              | 22.00%                       | 22.00%                     | 22.00%         | 22.00%               | 22.00%                     | 22.00% | 22.00%         |
| 4P1:<br>Actual                              | 25.74%                       | 22.82%                     | 24.53%         | 10.62%               | 24.94%                     | 21.37% | 28.31%         |
| 4P2:<br>Target                              | 18.00%                       | 18.00%                     | 18.00%         | 18.00%               | 18.00%                     | 18.00% | 18.00%         |
| 4P2:<br>Actual                              | 25.64%                       | 16.85%                     | 23.79%         | 13.51%               | 18.28%                     | 15.97% | 27.44%         |

NP=Not Provided

Secondary Special Populations students met the performance measures in only two sub-indicator areas. These students failed to meet the performance measures in twenty-five sub-indicator areas and data on twenty-two sub-indicators were either not reported or not available. Postsecondary Special Populations students met the performance measures for fifteen sub-indicators, and failed to achieve the measures in twenty sub-indicators. Data for fourteen of the sub-indicators were not available. Both Secondary and Postsecondary schools have reported difficulty in obtaining consistent data on Special Populations. At the postsecondary level, much of the Special Populations data can only be collected on a voluntary basis.

The CTWEB, with the assistance of a consultant from MPR Associates, Inc., has already begun

a review of the secondary and postsecondary data collection systems with the intent of making any and all necessary modifications, as suggested by a pilot that will provide more complete and more accurate data. This project is being pursued with the collaboration of a number of representatives from both educational levels, as well as the NM PED Information Systems Bureau, constituting themselves as the Performance Measures Task Force, in order to achieve both thoroughness and practicality of the data collected.

Tech Prep:

| <b>Tech Prep - Secondary:</b> |           |             |             |        |                     |
|-------------------------------|-----------|-------------|-------------|--------|---------------------|
| Core Indicator                | Numerator | Denominator | Performance |        | Outcome             |
|                               |           |             | Actual      | Target |                     |
| 1S1                           | N/P       | N/P         | N/P         | 69.00% | Did not report      |
| 1S2                           | 753       | 1,009       | 74.63%      | 82.00% | <b>Did not meet</b> |
| 2S1                           | 493       | 592         | 83.28%      | 90.00% | <b>Did not meet</b> |
| 2S2                           | 7         | 544         | 1.29%       | 10.00% | <b>Did not meet</b> |
| 3S1                           | N/P       | N/P         | N/P         | 55.50% | Did not report      |
| 4S1                           | 199       | 519         | 38.34%      | 62.50% | <b>Did not meet</b> |
| 4S2                           | 15        | 91          | 16.48%      | 50.00% | <b>Did not meet</b> |

| <b>Tech Prep - Postsecondary:</b> |           |             |             |        |                     |
|-----------------------------------|-----------|-------------|-------------|--------|---------------------|
| Core Indicator                    | Numerator | Denominator | Performance |        | Outcome             |
|                                   |           |             | Actual      | Target |                     |
| 1P1                               | 1,584     | 2,018       | 78.49%      | 74.00% | Exceed              |
| 1P2                               | 2115      | 2430        | 87.04%      | 83.00% | Exceed              |
| 2P1                               | 7         | 155         | 4.52%       | 28.00% | <b>Did not meet</b> |
| 3P1                               | N/P       | N/P         | N/P         | 64.50% | Did not report      |
| 3P2                               | N/P       | N/P         | N/P         | 85.00% | Did not report      |
| 4P1                               | 289       | 1,224       | 23.61%      | 22.00% | Exceed              |
| 4P2                               | 157       | 505         | 31.09%      | 18.00% | Exceed              |

The Tech-Prep data did not meet the target for the seven secondary measures but exceeded the target for four of the postsecondary measures. Data was not provided for two of the secondary and two of the postsecondary measures. We believe that the schools have a better understanding of who a Tech-Prep student is this year, due to the fact that the CTWEB requested a recount which produced numbers much lower than those initially reported in the Accountability Data System (ADS) system.

### **C. Definition of Vocational Concentrator and Tech Prep Students**

New Mexico's definitions for a vocational concentrator and for a Tech Prep student are as follows:

Vocational  
Concentrator –  
Secondary

*Those students enrolled in an identified program or coherent sequence of courses or instructional units providing them with the academic and technical knowledge, skills and proficiencies to prepare for employment and/or further/advanced education and who have completed three or more career-technical courses in that sequence.*

Vocational  
Concentrator -  
Postsecondary

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

Tech Prep Student

*Those students who have indicated an intent to pursue, and are enrolled in a State approved Tech Prep Education program of study (grades 11-14) that combines, at a minimum, two years of secondary education with a minimum of two years post-secondary education in a sequential course of study that is carried out under a written articulation agreement designed to provide students with a non duplicative sequence of achievement leading to an associate or baccalaureate degree, a two-year certificate, or an apprenticeship program of at least two years following secondary instruction.*

#### D. Measurement Approaches and Data Quality Improvement

As the CTWEB continues to work on improving the data quality, much of the conclusions from last year are similar, with the additional focus on aligning the state's data collection systems with No Child Left Behind (NCLB).

| Sub-indicator                      | Measurement Approach  | Quality of the Data   | Improvement Activities  |
|------------------------------------|---|---|---|
| <b>Academic Attainment</b>         |   |   |   |
| 1S1      Secondary                 | <u>Numerator:</u><br>Total number of 10 <sup>th</sup> grade vocational education students who passed the NM High School Competency Examination (NMHSCE).<br><u>Denominator:</u><br>Total number of 10 <sup>th</sup> grade vocational education students who took the NMHSCE.                          | The data collected for this indicator is accurate regarding the number of students passing the NM HSCE. The vocational education students are self-identified.                    | Continuous improvement in the comprehensive data collection system for Perkins III that provides ease of access to the data and alignment to NCLB.  |
| 1P1      Postsecondary             | <u>Numerator:</u><br>Vocational concentrators who took at least one academic course during the census semester and successfully completed it (a grade of "C" or better).<br><u>Denominator:</u><br>The total number of vocational concentrators who took academic courses during the census semester. | The data collected for this indicator is based on common definitions; however, at the local level, data is gathered in a fashion that is unique to the individual local provider. | Continuous improvement will depend on the state's ability to deploy a unified data collection system for higher education and aligning to NCLB and moving toward assessing this sub-indicator with quality assessments. |
| <b>Vocational Skill Attainment</b> |   |   |   |

| Sub-indicator     |               | Measurement Approach  | Quality of the Data   | Improvement Activities  |
|-------------------|---------------|---|---|---|
| 1S2               | Secondary     | <u>Numerator:</u><br>Total number of the cohort who passed the identified program/course with a grade of "C" or better.<br><u>Denominator:</u><br>Total number of students enrolled in the program/course.  | The data collected was in the ADS and is accurate.  | Continuous monitoring to ensure continuous improvement as well as moving toward assessing this sub-indicator with quality assessments.  |
| 1P2               | Postsecondary | <u>Numerator:</u><br>Vocational concentrators who took at least one vocational course during the census semester and successfully completed it (a grade of "C" or better).<br><u>Denominator:</u><br>The total number of vocational concentrators who took vocational courses during the census semester.   | The data collected for this indicator is based on common definitions; however, at the local level, data is gathered in a fashion that is unique to the individual local provider. | Continuous improvement will depend on the state's ability to deploy a unified data collection system for higher education as well as moving toward assessing this sub-indicator with quality assessments. |
| <b>Completion</b> |               |   |   |   |
| 2S1               | Secondary     | <u>Numerator:</u><br>The number of 12 <sup>th</sup> grade vocational education students who earned a high school diploma.<br><u>Denominator:</u><br>The total number of 12 <sup>th</sup> grade vocational education students who enrolled at the beginning of the school year.  | The data collected was in the ADS. The data collected for this indicator is accurate.   | Continuous monitoring to ensure continuous improvement.   |
| 2P1               | Postsecondary | <u>Numerator:</u><br>Total number of vocational concentrators who obtained a degree or credential within 3 years<br><u>Denominator:</u><br>Total number of vocational concentrators   | The data collected for this indicator is based on common definitions; however, at the local level, data is gathered in a fashion that is unique to the individual local provider. | Continuous improvement will depend on the state's ability to deploy a unified data collection system for higher education.  |
| <b>Placement</b>  |               |   |   |   |
| 3S1               | Secondary     | <u>Numerator:</u><br>Number of vocational education students who received a high school diploma or Certificate of Course Work Completion and are placed in a job or continue their education or entered the military.<br><u>Denominator:</u><br>Total number of students who received a high school diploma or Certificate of Course Work Completion. | The data collected for this measure was self reported by each school district in the Spring of 2003. All data was manually collected.   | Continuous development of a relationship with school districts and the NM DOL to collect necessary data (social security numbers) to secure objective placement data.                                     |

| Sub-indicator                     |               | Measurement Approach   | Quality of the Data  | Improvement Activities   |
|-----------------------------------|---------------|--|--|--|
| 3P1                               | Postsecondary | <u>Numerator:</u><br>Total number of vocational education graduates placed in a job, advanced training, or entered the military.<br><u>Denominator:</u><br>Total number of vocational education graduates.   | Data was collected by the NM CHE and shared with the CTWEB.  | Continuous development of a relationship with the CHE and the NM DOL to collect necessary data in a timely manner.         |
| <b>Retention</b>                  |               |  |  |  |
| 3P2                               | Postsecondary | <u>Numerator:</u><br>Total number of vocational education graduates retained in a job, in advanced training or the military.<br><u>Denominator:</u><br>Total number of vocational education graduates who were placed in a job.                                      | Data was collected by the NM CHE and shared with the CTWEB.  | Continuous development of a relationship with the CHE and the NM DOL to collect necessary data in a timely manner.         |
| <b>Non-traditional Enrollment</b> |               |  |  |  |
| 4S1                               | Secondary     | <u>Numerator:</u><br>The total number of 1999-2000 non-traditional vocational education participants.<br><u>Denominator:</u><br>The total number of vocational education students enrolled in a non-traditional program as identified by NM PED.                     | The data collected was in the ADS. The data collected for this indicator is accurate and far more reliable than in the past, simply by the way the data was extracted from the ADS, where non-traditional data is tied to student schedules and teacher licensure. | Continuous monitoring to ensure continuous improvement.  |
| 4P1                               | Postsecondary | <u>Numerator:</u><br>The total number of non-traditional students participating in non-traditional programs.<br><u>Denominator:</u><br>Total number of participants in non-traditional programs.   | The data collected for this indicator is based on common definitions; however, at the local level data is gathered in a fashion that is unique to the individual local provider.   | Continuous improvement will depend on the state's ability to deploy a unified data collection system for higher education. |
| <b>Non-traditional Completion</b> |               |  |  |  |
| 4S2                               | Secondary     | <u>Numerator:</u><br>The total number of 1999-2000 non-traditional vocational education participants.<br><u>Denominator:</u><br>The total number of vocational education students enrolled in a non-traditional program as identified by NM PED.                     | The data collected was in the ADS. The data collected for this indicator is accurate and far more reliable than in the past, simply by the way the data was extracted from the ADS, where non-traditional data is tied to student schedules and teacher licensure. | Continuous monitoring to ensure continuous improvement.  |
| 4P2                               | Postsecondary | <u>Numerator:</u><br>The total number of students in underrepresented gender groups who completed a non-traditional program in the reporting year.<br><u>Denominator:</u><br>Total number of students who completed a non-traditional program in the reporting year. | The data collected for this indicator is based on common definitions; however, at the local level data is gathered in a fashion that is unique to the individual local provider.   | Continuous improvement will depend on the state's ability to deploy a unified data collection system for higher education. |

Although improvements have occurred within the secondary and postsecondary data collection systems, the CTWEB realizes there is still much more work to do to ensure that valid and reliable data is available to use when making program decisions. A start in collaboration with MPR Associates Inc. has been made, and findings from the test pilot with four school districts will determine the precise systems improvement that will need to be undertaken.

#### D. Effectiveness of Improvement Strategies in Previous Program Year

Improvement strategies for the 2004-2005 fiscal year included:

| Sub-indicator         | Improvement Strategies  |
|-----------------------|---|
| <b>Secondary:</b>     |   |
| 1S1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data. Regional workshops were held in the Spring of 2005 to continue the dialogue for a statewide vision for vocational education and common definitions. Much more emphasis must be placed on the core curriculum in relation to entry-level occupations. Dialogue between the CTWEB and other agency Bureaus – Special Education, Bilingual Education and Learning and Technology – is a non-negotiable at this time and has already begun. |
| 1S2                   |   |
| 2S1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data and to encourage industry credentialed vocational education programs.  |
| 3S1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data and to encourage industry credentialed vocational education programs. Much improvement was seen during the 2003-2004 fiscal year; however, much more is needed.  |
| 4S1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data and to encourage industry credentialed vocational education programs.  |
| 4S2                   |   |
| <b>Postsecondary:</b> |   |
| 1P1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data. Regional workshops will be held in the Spring of 2005 to continue the dialogue for a statewide vision for vocational education and common definitions. Dialogue between the CTWEB and the Commission on Higher Education is critical to pinpoint why performance was not met for 1P1 and 1P2, then to strategize how to work toward improvement.  |
| 1P2                   |   |
| 2P1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data and to encourage industry credentialed vocational education programs.  |
| 3P1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data and to encourage industry credentialed vocational education programs.  |
| 4P1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data and to encourage industry credentialed vocational education programs.  |
| 4P2                   |   |

## E. Improvement Strategies for Next Program Year

The New Mexico PED is in the early stages of implementing Baldrige principles of continuous systematic and systemic improvement processes. In light of this, the need to collect good and reliable data became a paramount issue for the state. The CTWEB obtained the services of MPR Associates, Inc. in providing technical assistance for Perkins data accountability in April 2005. That initial workshop led to further contractual services by MPR Associates, Inc. for New Mexico relative to designing a quality data collection system for career technical education and for Perkins sub-recipients. The follow-up technical assistance occurred in July 2005 with four school districts agreeing to be pilot sites for testing of the proposed data collection system that involved changes as well to the state's ADS data fields for career technical education. A report on this pilot testing is due shortly, in 2006.

While continuing to focus on improving valid and reliable data collection systems, it is the goal of the CTWEB to concentrate the focus of the 2005-2006 fiscal year on the impact that career technical education has on the success of students.

| Sub-indicator         | Improvement Strategies  |
|-----------------------|---|
| <b>Secondary:</b>     |   |
| 1S1                   | Improvement of this indicator is foreseen through the integration of academic coursework within career-technical programs of study.   |
| 1S2                   | The NM PED has contracted the services of a consultant from MPR Associates, Inc., who has reviewed the entire data collection system (ADS) and made far-reaching recommendations as to how to make the system more efficient and less dependent on numerous annual inputs for career-technical items at the school and district level. Four pilot projects are now in place. When fully implemented, the changes in use of the ADS system will allow NM PED personnel to extract the required career-technical data based primarily on one-time entries at the local level. |
| 2S1                   |   |
| 3S1                   |   |
| 4S1                   |   |
| 4S2                   |   |
| <b>Postsecondary:</b> |   |
| 1P1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data and to encourage industry credentialed vocational education programs.  |
| 1P2                   |   |
| 2P1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data and to encourage industry credentialed vocational education programs.  |
| 3P1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data and to encourage industry credentialed vocational education programs.  |
| 4P1                   | Standard technical assistance was conducted for local providers to ensure the accuracy in reporting data and to encourage industry credentialed vocational education programs.  |
| 4P2                   |   |

## V. Monitoring Follow-up

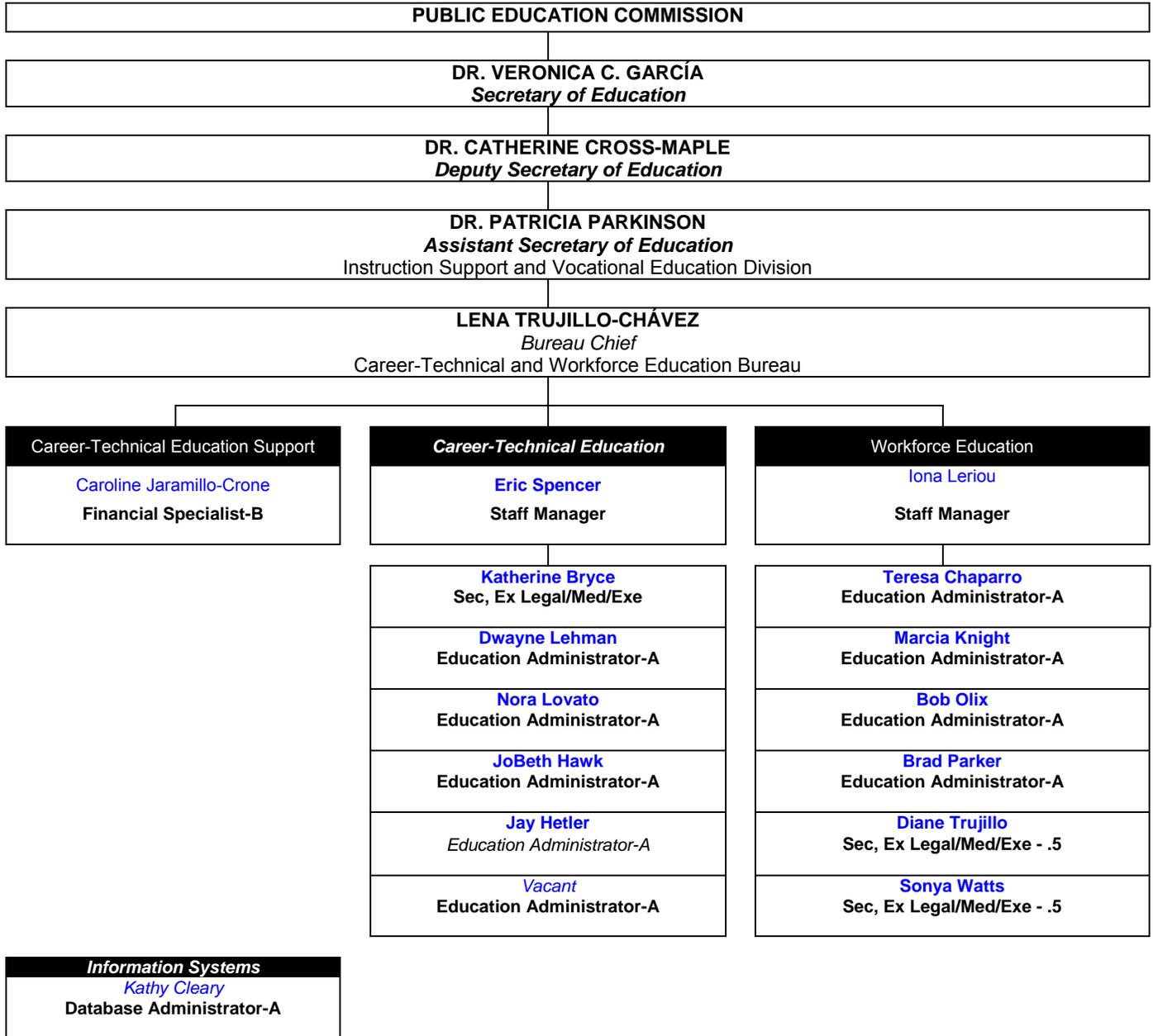
New Mexico did not receive a monitoring visit during the 2004-2005 school year.

## **VI. Workforce Investment Act (WIA) Incentive Grant Award Results**

New Mexico was not the recipient of an incentive grant.

Attachment A

**Career-Technical and Workforce Education Bureau  
ORGANIZATIONAL STRUCTURE**



Attachment B

**Local Application**



**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT**  
(Public Law 105-332)

# **REQUEST FOR APPLICATION**

Basic Grant

Grant Period  
JULY 1, 2005 – JUNE 30, 2006

Dr. Veronica C. García  
Secretary of Education

NEW MEXICO PUBLIC EDUCATION DEPARTMENT  
Career-Technical and Workforce Education Bureau  
300 Don Gaspar  
Santa Fe, NM 87501

This application can be accessed at:

<http://www.ped.state.nm.us/div/ctas/Docs/Perkins05-06RFA.doc>



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

DR. VERONICA C. GARCÍA  
SECRETARY OF EDUCATION

**BILL RICHARDSON**  
Governor

March 22, 2005

**MEMORANDUM**

TO: Eligible Institutions

FROM: Lena Trujillo-Chávez, Bureau Chief  
Career-Technical and Workforce Education Bureau

RE: Carl D. Perkins Vocational and Technical Education Act ~ Basic Grant  
2005-2006 Request for Applications  
**APPLICATIONS DUE: April 22, 2005 at 4:00 p.m.**

Greetings! It is with pleasure that the Career-Technical and Workforce Education Bureau invites all eligible institutions to apply for funding to establish and/or improve Career-Technical Education programs under the Carl D. Perkins Vocational and Technical Education Act. The Act, signed into law on October 31, 1998 expired at the end of the 2003-2004 fiscal year. However, since the initial reauthorization of the Perkins III federal resource, Congress has not reauthorized a new Act. In the absence of Congressional action, Section 422(a) of the General Education Provisions Act (GEPA) automatically extends the law for one additional year, that is 2005-2006.

The Basic Grant portion of the Act is an eligibility program. Therefore, all eligible institutions desiring funds for career-technical education program improvement are encouraged to apply regardless of previous funding history. An eligible agency must submit an application by the due date of **APRIL 22, 2005**. Submission of an application, in and of itself, does not guarantee funding – applications meeting the requirements as outlined in the Request for Applications (RFA) will constitute an approved application and will be funded. Note that the application differs significantly from the previous application and the Career-Technical and Workforce Education Bureau staff are prepared to assist eligible institutions with the completion of the application.

We look forward to working with you as you complete your application. Should you have any questions, please feel free to contact any of the Career-Technical and Workforce Education staff – a listing of all staff is herein attached.

## Career-Technical and Workforce Education Bureau

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|--------------------------|-------------------------|---------------|--|
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| Bob Olix                 | Education Administrator | 505.827.6652  | <a href="mailto:rolix@ped.state.nm.us">rolix@ped.state.nm.us</a>           |
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| Diane Trujillo           | Secretary               | 505.827.6670  | <a href="mailto:dtrujillo@ped.state.nm.us">dtrujillo@ped.state.nm.us</a>   |
| Lane Widner              | Education Administrator | 505.827.6998  | <a href="mailto:lwidner@ped.state.nm.us">lwidner@ped.state.nm.us</a>       |

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# CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

## Request for Application Grant Period: July 1, 2005 – June 30, 2006

### INTRODUCTION

The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998 is to assist states in developing a comprehensive system of career-technical education. New Mexico's State Plan was approved by the U.S. Department of Education in the Spring of 2000. It is founded on the Career-Focused Student Learning System (see Figure 1). With the implementation of the State Plan, New Mexico has seen an improvement in career-technical education programs moving toward deployment of the Career-Focused Student Learning System at the secondary and postsecondary levels through the Career Clusters Framework. It is now time to review the activities completed to date and focus once again on the foundation of the State Plan, thus resulting in the need to open the application process for the 2005-2006 fiscal year.

Every application for funding under Perkins III must clearly address and satisfy all of the requirements of the State Plan and the Act. By doing so, your application will be assured of compliance with the law, as well as contribute to the overall vision of a viable and progressive career-technical education system in New Mexico.

The application differs greatly from the previous application, and includes submission of the following documents:

- Letter of Transmittal: The letter of transmittal is a cover letter each sub-recipient sends summarizing the application, including the commitment to the state assurances.
- Federal Assurances: All federal grants require specific assurances to be signed and submitted by each sub-recipient.
- Program(s) of Study: For each program of study, all of the following items must be submitted:
  - Signature Page: A signature page, signed by the partnering educational entities (secondary and postsecondary) must accompany each program of study.
  - Application Questionnaire: For each program of study, there is a set of questions that must be responded to including: 1) The non-negotiables; and 2) The required uses of Perkins III
  - Program(s) of Study: A specific program of study that identifies: 1) Academic Courses; 2) Career-Technical Courses; 3) The advisory committee for the program of study; 4) The secondary Career-Technical Student Organization affiliated with the Program of Study; and 5) The funding provided to career-technical education by the eligible institution.
  - Program(s) of Study Budget: Each program of study will identify a budget for the supplemental Perkins III funds.
- Local Performance Measures: Each eligible institution will identify the local proposed levels of performance for the core indicators the eligible institution commits to achieving and data disaggregation by the required categories: 1)

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

The Career-Technical and Workforce Education Bureau staff are prepared to provide technical assistance as you prepare your application. If you are a previous recipient or applicant for Perkins funds, you should understand that those applications end June 30, 2005 and will no longer be valid.

NOTE: Within this document, the terms “vocational” and “vocational and technical”, as used in the Perkins Act, often appear in direct excerpts from the Act. The term “career-technical”, which reflects the current usage by both the U.S. Department of Education and the N.M. Public Education Department, is used throughout the actual text of this RFA. For the purpose of the State Plan and this RFA, these terms are considered to have one and the same meaning. No difference or distinction between or among the types of programs referred to by these terms is implied, nor should any such difference or distinction be inferred by the reader.

In preparing this RFA, the Career-Technical and Workforce Education Bureau (CTWEB) staff has attempted to improve clarity. While the final proof will lie in the number of successful applications that can be funded, it is the hope of the CTWEB staff that this document will stand as an improvement in our services to applicants.

|  |  |  |                        |  |
|--|--|--|------------------------|--|
| <b>LEVELS OF CAREER-FOCUSED STUDENT LEARNING</b> | POSTSECONDARY INSTITUTION                                | <b>HIGH-SKILL, HIGH-WAGE EMPLOYMENT</b>  |                        | <b>COMPONENTS OF THE CAREER-FOCUSED STUDENT LEARNING</b> |
|  |  | <b>Career Concentration Development</b><br>Certificate or Associate Degree Preparation<br>Apprenticeships/Other Job Training |                        |  |
|  | HIGH SCHOOL  | <b>BASIC EMPLOYMENT</b>  |                        |  |
|  |  | <b>OCCUPATIONAL SKILL DEVELOPMENT</b>  |                        |  |
|  |  | Career Standards Preparation   |                        |  |
|  |  | Academic Foundations   |                        |  |
|  |  | Teamwork/Cooperative Job Experiences   |                        |  |
|  |  | Ethics   | Systems                |  |
|  |  | Employability Skills   | Safety                 |  |
|  |  | <b>Career Exploration</b>  | Legal Responsibilities |  |
| MIDDLE SCHOOL                                    | <b>Career Exploration</b><br>Mentorship/Entrepreneurship |  |                        |  |
| ELEMENTARY SCHOOL                                | Career Awareness   |  |                        |  |

FIGURE 1. The Career-Focused Student Learning System.

The Career-Focused Student Learning System includes:

- A strong academic core that prepares secondary students for college and work, with high level, contextually relevant competencies in the areas of mathematics, reading, language arts and science, through the integration of academic and career-technical education;
- An articulated system linking each level of learning.
- An experiential component including site-based on-the-job training, mentorships, internships, apprenticeship, etc.;
- Addresses the three levels of the Career Clusters Framework:
  - Knowledge and Skills;
  - Career Pathways; and
  - Occupations; and
- At the secondary level, student learning is linked to the district's focus area(s) for improvement as identified in the Educational Plan for Student Success.
- At the postsecondary level, student learning is linked to the state's Workforce Development System.

## **SUMMARY: Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332)**

Signed into law October 1998, the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) set out a new vision for career and technical education. This vision focuses on the dual goals of improving student achievement, academic and technical, and preparing students for postsecondary education, further learning, and high-skill, high-wage careers.

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

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

**Education Reform:** Perkins III supports the alignment of career and technical education with State and local efforts to reform secondary schools and improve postsecondary education. The implementation of the law ensures that career and technical education programs are an integral part of these efforts.

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

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

- integrate academic and vocational education;
- promote student attainment of challenging academic and career-technical standards;
- provide students with strong experience in, and understanding of, all aspects of an industry;
- address the needs of individuals who are members of special populations
- involve parents and employers;
- provide strong linkages between secondary and postsecondary education;
- develop, improve and expand the use of technology; and
- provide professional development for teachers, counselors, and administrators in the area of career-technical education.

**Accountability:** To promote continuous program improvement, Perkins III created a State performance accountability system. The U.S. Secretary of Education and the State annually agree on the levels of performance for the following mandatory "core performance indicators" specified in the law:

- Student attainment of challenging State established academic and vocational-technical, skills proficiencies;
- Student attainment of a secondary school diploma or its recognized equivalent, a

proficiency credential in conjunction with a secondary school diploma, or a post-secondary degree or credential;

- Placement in, retention in, and completion of post-secondary education or advanced training, placement in military service, or placement or retention in employment; and
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment

**Likewise, each eligible institution will submit with their application “proposed” levels of performance for the core indicators to be agreed-upon by the sub-recipient and the CTWEB.**

**This will be the subject of a Workshop on Accountability scheduled as follows:**

**Carl D. Perkins Vocational and Technical Education Act  
Accountability Training  
April 5, 2005 – 9a.m.-3:30p.m.  
Sheraton Old Town ~ Franciscan Ballroom  
800 Rio Grande NW  
Albuquerque, NM**

## DEFINITIONS:

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

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

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

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

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

**Area Vocational and Technical School:**

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

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

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

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

**Career-Technical Education:** A quality CTE program is defined as a sequence of courses (see Course Sequence below) designed to prepare students for an occupation (e.g., Nurse) or Career Cluster area (e.g., Health Care) that may require two years of study in a program resulting in a certificate or an associate degree, or entry into a baccalaureate program at a four-year institution, or entry into full-time employment in a chosen field with an option to continue their education later. These programs may include applied technology education, competency-based learning, and occupational-specific skills that presuppose a strong academic foundation.

- Course sequence is a progressive continuum of courses (grades 9-12) that comprises a program for effective technical training, employment, and postsecondary education.
- Courses that exist in isolation, and not otherwise linked to a program of study as part of a course sequence are mere electives in the traditional vocational education mode and do not conform to the current career-technical education mode.
- Career exploration and career awareness are excluded from the aforementioned sequence of courses, hence should be taken at the middle and elementary grade levels.

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

**Career-Technical Education Student:**

- Those students enrolled in an identified program or coherent sequence of courses or instructional units providing them with the academic and technical knowledge, skills and proficiencies to prepare for employment and/or further/advanced education
- and
- who have completed three or more career-technical courses in that sequence (secondary)
- or

- have completed nine career-technical credit hours, AND have declared a career-technical education major (postsecondary).

**Charter School:** The term charter school has the meaning given the term in section 10306 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8066).

**Community College:**

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

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

**Displaced Homemaker:** an individual who

- has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- has been dependent on the income of another family member but is no longer supported by that income; or
- is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

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

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

**Eligible Institution:**

- an institution of higher education;
- a local educational agency providing education at the postsecondary level;
- an area vocational and technical education school providing education at the postsecondary level;

- a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934 (48 Stat. 596; 25 U.S.C. 452 et seq.);
- an educational service agency; or
- a consortium of two (2) or more of the entities described in subparagraphs a) through e).

**Eligible Recipient:**

- a local educational agency, an area vocational and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131[of the Act];
- or
- an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 [of the Act].

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

**High Skill/High Wage:** This is defined as employment which pays an hourly amount that is twice that of the current minimum wage based on entry-level skills and a 2080 hour work year.

**Individual with Limited English Proficiency:**

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

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

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

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

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

The term includes an elementary or secondary school funded by the Bureau of Indian Affairs but only to the extent that such inclusion makes such school eligible for programs for which specific eligibility is not provided to such school in another provision of law and such school does not have a student population that is smaller than the student

population of the local educational agency receiving assistance under this chapter with the smallest student population, except that such school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.(Elementary and Secondary Education Act of 1965 section 14101 (20 U.S.C. 8801)).

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

*Postsecondary Educational Institution:*

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

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

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

**Qualified Instructor:** The CTE instructor is appropriately licensed and endorsed by the Public Education Department. The CTE instructor is industry certified or seeking certification in order to certify the program and appropriately prepare students for credentialing. A professional development plan should include, but not be limited to,

membership in appropriate professional organizations and/or other methods of staying current in that industry.

**Quality:**

- Providing professional development for teachers to prepare or enhance their certification in career-technical education with emphasis on techniques for improving students' academic skills.
- At the secondary level, linking teacher training with school priorities (EPSS) and reform initiatives that include best practices.
- At the postsecondary level, linking teacher training to the Workforce Development System.
- Utilizing research-based best practices (e.g., Project Lead-the-Way, High Schools That Work, etc.) to implement high school reform.
- Licensing and credentialing of teachers according to the provisions of the No Child Left Behind Act that defines "highly qualified" professionals.
- Issuing industry-related credentials (i.e. company certificates, industry/trade certificates/credentials, state registrations, licenses or certificates).
- Knowledge and classroom delivery of work ethics and employability skills.
- Affiliation of teachers in appropriate, program specific professional organization.

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

**Scope:**

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

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

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

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

**Sparcity:** A sparcity waiver will be based on population and/or opportunity and must meet either of the following:

- The student population is 1.2 or less per square mile; or

- At least 65% of the educational entity's real property is exempt from taxation, owned by or held in trust for a federally recognized American Indian Tribe or owned by the federal government.

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

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

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

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

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

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

## DISTRIBUTION OF FUNDS

### Eligible Institutions:

- For the Postsecondary Funds:
  - Institutions of higher education;
  - An LEA providing education at the post-secondary level;
  - An area vocational and technical school providing education at the post-secondary level;
  - An educational service agency;
  - A consortium of two or more of the entities described in items 1-4;
  - A consortium of post-secondary and secondary entities as described in Section 133(c)(1-2) of the Act.
- For the Secondary Funds:
  - A Local Education Agency
  - Public secondary schools
  - Secondary BIA Schools

### Grant Period:

The grant period for the Perkins III Grant begins July 1, 2005 and ends June 30, 2006.

### Postsecondary Formula for Basic Grant Funds:

For the grant year July 1, 2005 through June 30, 2006, approximately \$3,566,755.00 will be available for distribution to postsecondary institutions. From these funds, each postsecondary institution will be eligible to receive an amount proportionate to the institution's percentage of career-technical Pell Grant recipients and BIA assisted students as compared to the total number of career-technical Pell Grant recipients and career-technical BIA assisted students in the state.

For example:

| Postsecondary Funds |   | Eligible Institution's CTE Pell Grant and BIA assisted Enrollment |   | State Total CTE Pell Grant and BIA assisted Enrollment |   | Amount of funding for which the institution is eligible in this example |
|---------------------|---|---|---|--|---|---|
| \$ 3,566,755.00     | x | 984   | ÷ | 16,082   | = | \$218,236.00  |

### Secondary Formula for Basic Grant Funds:

For the grant year July 1, 2005 through June 30, 2006, approximately \$0,000,000.00 will be available for distribution to secondary institution. From these funds, each secondary institution through the governing entity will be eligible to receive an amount determined by applying the following formula:

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

Plus

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

For Example:

| %   |   | Secondary Funds | = |                | x | District's 5-17 year-old population | ÷ | State's 5-17 year-old population | = |                    |
|---|---|-----------------|---|----------------|---|-------------------------------------|---|----------------------------------|---|--------------------|
| 30%   | x | \$ 3,566,755.00 | = | \$1,070,026.50 | x | 9,620                               | ÷ | 362,001                          | = | \$28,435.00        |
| 70%   | x | \$ 3,566,755.00 | = | 2,496,728.50   | x | 1,927                               | ÷ | 106,566                          | = | \$45,148.00        |
| <b>Total available to the District in this example:</b> |   |                 |   |                |   |                                     |   |                                  |   | <b>\$73,583.00</b> |

**Minimum Amounts for Basic Grants:**

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

- For postsecondary institutions, the available funding, through the formula, must be \$50,000.00 or more;
- For secondary institutions, the available funding, through the formula, must be \$15,000.00 or more.

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

## **RFA DOCUMENTS:**

- Letter of Transmittal
- Federal Assurances
- Program(s) of Study
  - Signature Page
  - Application Questionnaire
  - Program(s) of Study
  - Program(s) of Study Budget
- Local Performance Measures

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

DATE:

Lena Trujillo-Chávez, Bureau Chief  
 New Mexico Public Education Department  
 Career, Technical and Workforce Education Bureau  
 300 Don Gaspar  
 Santa Fe, New Mexico 87501

Dear Ms. Trujillo-Chávez:

Attached is the (name of eligible institution) application for Carl D. Perkins 2005-2006 Continuing Resolution – Basic Grant.

The funds will be used by our (name of eligible institution) for the following program(s) of study:

| NAME   | Budget    |
|--|-----------|
| Perkins Supplementary Funds:                             |           |
| Program of Study:  | \$        |
| Administrative Costs @ 5%                                | \$        |
| Indirect Costs @ _____ of the 5%                         | \$        |
| <b>SUBTOTAL ~ For Perkins Supplementary Funds</b>        | <b>\$</b> |
|  |           |
| Local Funds – Identified on each Program of Study        |           |
| Program of Study:  | \$        |
| <b>SUBTOTAL ~ For Local Funds</b>                        | <b>\$</b> |
|  |           |
| <b>TOTAL FUNDS (Perkins + Local) Used to Support CTE</b> | <b>\$</b> |

The (name of eligible institution) assures that the following have been addressed and included as part of the application and that it will abide by each requirement:

- **Letter of Transmittal** listing each program of study with its corresponding budget

- **Signature Page** with original signature of district superintendent or postsecondary CEO
- Completed requirements of the **Non-Negotiables**, including identification of how the **Eight Required Uses of Funds** are addressed by the district/postsecondary institution
- Completed **Program(s) of Study** using the Career Clusters format and/or the CTWEB suggested Program of Study format
- **Detailed Budgets** for each Program of Study
- **Local Performance Measures**
- **Federal Assurances** with original signatures of district superintendent or postsecondary CEO
- **State Assurances** as follows:

The (name of eligible institution) makes application to the Public Education Department, Career, Technical and Workforce Education Bureau, for approval of its career, technical education programs of study as shown herein for the grant period beginning July 1, 2005 and ending June 30, 2006.

**IT IS ASSURED AND UNDERSTOOD THAT:**

- Brochures and other printed materials paid for, in whole or in part, with Carl D. Perkins funds will carry a statement indicating the funding source. Brochures and other small documents must carry the statement: "The contents of this publication were developed with funds from the Carl D. Perkins Act." Other publications such as reports, films, video clips, etc. must carry the statement: "The contents of this publication were developed under a grant from the Department of Education (Carl D. Perkins Act). However, the contents do not necessarily represent the policy of the Department of Education." (EDGAR 75.620)
- Perkins funds will not be used to supplant program activities or services being funded with state and local funds.
- An inventory record will be maintained for all equipment costing \$1,000 or more and purchased with federal funds.
- Funds will not be used to acquire equipment (including computer software) that results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such an organization.
- Career/technical services, programs, and activities will reflect state or regional labor market needs.
- Provisions will be made to provide equal access to programs and opportunities for all students who desire to participate in career/technical services, programs, and activities regardless of race, color, national origin, sex, disability, or age.
- The applicant will provide career/technical education programs that:
  1. Strengthen the academic and career/technical skills of students participating in career/technical education programs by strengthening the academic and career/technical components of such programs through the integration of academics with career/ technical education programs utilizing a coherent

- sequence of courses to ensure learning in the core academic and career/technical subjects.
2. provide students with strong experience in and understanding of all aspects of an industry.
  3. develop, improve, or expand the use of technology in career/technical education, which may include:
    - training of career/technical education personnel to use state-of-the-art technology, which may include distance learning;
    - providing career/technical education students with the academic, and career/technical skills that lead to entry into the high technology and telecommunications field; or
    - encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
  4. provide professional development programs to teachers, counselors, and administrators, including:
    - in-service and pre-service training in state-of-the-art career/technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
    - support of education programs for teachers of career/technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career/technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
    - internship programs that provide business experience to teachers; and
    - programs designed to train teachers specifically in the use and application of technology.
  5. Develop and implement evaluations of the career/technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.
  6. Initiate, improve, expand, and modernize quality career/technical education programs.
  7. Provide services and activities that are of sufficient size, scope, and quality to be effective.
  8. Link secondary career/technical education and post-secondary career/technical education, including implementing tech-prep programs.
- The applicant shall provide the local plan to appropriate career/technical committees/councils for review.
  - The recipient is not debarred or suspended or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549, "Debarment and Suspension" and that the recipient will not contract with a subcontractor that is debarred or suspended.
  - Equipment purchased with these funds will be used for career/technical purposes during regular school hours.

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

Sincerely,

(Name of authorized agent/signatory for the eligible institution)

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

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

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### 1. LOBBYING

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

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

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

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

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

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

number(s) of each affected grant;

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

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

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

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

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

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

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

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

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

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

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

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

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

|   |                                      |
|---|--------------------------------------|
| NAME OF APPLICANT                                   | PR/AWARD NUMBER AND /OR PROJECT NAME |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE |                                      |
| SIGNATURE   | DATE                                 |

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and

protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

|   |                |
|---|----------------|
| SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL | TITLE          |
| APPLICANT ORGANIZATION                      | DATE SUBMITTED |

**CARL D. PERKINS  
VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

**Basic Grant Signature Page**

**Grant Period: July 1, 2005 – June 30, 2006**

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

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

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

**List the secondary and postsecondary educational institution(s) for the Pathway partnership.**

| SECONDARY | POSTSECONDARY |
|-----------|---------------|
|           |               |
|           |               |
|           |               |
|           |               |
|           |               |
|           |               |
|           |               |
|           |               |
|           |               |
|           |               |

|   |   |
|---|---|
| <b>Secondary Signature<br/>Authorized Agent</b> | <b>Postsecondary Signature<br/>Authorized Agent</b> |
| <b>Type Name and Title</b>                      | <b>Type Name and Title</b>                          |
| <b>Date</b>                                     | <b>Date</b>   |

Program of Study: \_\_\_\_\_ Program of Study number \_\_\_\_\_ of \_\_\_\_\_

**CARL D. PERKINS  
VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

**Basic Grant Application Questionnaire**

Funds made available to eligible recipients under Perkins III must be used to support the eight required uses for career-technical education (see below). The law requires that each of the stated Required Uses of funds be a part of every program for which funds are provided. The Career Technical and Workforce Education Bureau (CTWEB) has also developed the Perkins specified non-negotiables that must be met in order to move CTE programs to the next level and receive funding for the 2005-2006 Request For Application (RFA).

**NON-NEGOTIABLES**

1. List the CTE advisory committee of partners directly involved with structuring curriculum, competency criteria, and infrastructure for the program. (*Attach your committee membership roster and the meeting dates*)
2. Include the program of study which encompasses a progressive continuum (sequence) of courses (grades 9-14) that comprises a program for effective technical training, employment, and postsecondary study. (*Complete the attachment*)
3. List the industry certification(s) the CTE instructor will seek or maintain in order to certify the program and appropriately prepare students for credentialing. (*i.e., ProStart, ASE, MOS Certification*)
4. List the appropriate Career and Technical Student Organization (CTSO) which will support the program of study. (*i.e., FCCLA, TSA, FFA, BPA, DECA, SkillsUSA*)
5. List the professional organization(s) in which the CTE instructor is a member. (*ACTE/NMACTE are considered to be priority memberships. Additional program-specific professional organizations can be considered after the priority is met.*)
6. Identify the local proposed levels of performance for the core indicators the eligible institution can achieve and disaggregate data by the required categories: 1) Gender; 2) Ethnicity – American Indian or Alaska Native, Asian or Pacific Islander, Black-Non Hispanic, Hispanic, White-Non-Hispanic; and 3) Special Populations – Individuals with Disabilities, Economically Disadvantaged, Single Parents, Displaced Homemakers, Other Educational Barriers, Limited English Proficient and Nontraditional Enrollees. (*Complete the attachment and submit with the Transmittal Letter*)
7. **For Secondary Schools ONLY:**  
Describe how the local application supports the Educational Plan for Student Success Goals. (EPSS)  
  
**For Postsecondary Schools ONLY:**  
Describe how the local application contributes to the Workforce Development System/One Stop Centers.

**EIGHT REQUIRED USES OF FUNDS FOR THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT**

Describe how the program will meet the 8 required uses for Carl D. Perkins funding.

1. Strengthen the academic and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic and vocational and technical components of such programs through the integration of academics with

Program of Study: \_\_\_\_\_ Program of Study number \_\_\_\_\_ of \_\_\_\_\_

vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.

2. Provide students with strong experience in and understanding of all aspects of an industry;
3. Develop, improve, or expand the use of technology in vocational and technical education, which may include—
  - a. Training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;
  - b. providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field;
  - c. encouraging students to work with high technology industries to offer voluntary internships and mentoring programs.
4. Provide professional development programs to teachers, counselors, and administrators, including
  - a. In-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research and in effective practices to improve parental and community involvement;
  - b. support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
  - c. internship programs that provide business experience to teachers; and
  - d. programs designed to train teachers specifically in the use and application of technology;
5. Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
6. Initiate, improve, expand and modernize quality vocational and technical education programs;
7. Provide services and activities that are of sufficient size, scope, and quality to be effective; and
8. Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

Career Plan of Study for: \_\_\_\_\_

|                                   |                                    |                              |                                  |                              |
|-----------------------------------|------------------------------------|------------------------------|----------------------------------|------------------------------|
| <b>High School</b>                | <b>9<sup>th</sup> Grade</b>        | <b>10<sup>th</sup> Grade</b> | <b>11<sup>th</sup> Grade</b>     | <b>12<sup>th</sup> Grade</b> |
|                                   |                                    |                              |                                  |                              |
|                                   |                                    |                              |                                  |                              |
|                                   |                                    |                              |                                  |                              |
|                                   |                                    |                              |                                  |                              |
|                                   | Required Courses/Electives         | Required Courses/Electives   | Additional High School Electives |                              |
|                                   | <b>Career Electives</b>            | <b>Career Electives</b>      | Other Electives                  |                              |
| <b>Post-Secondary</b>             | Vocational High School             |                              | Community College                | College/University           |
|                                   |                                    |                              |                                  |                              |
| <b>Career Enhancement Options</b> | <b>Work-based Learning Options</b> |                              | Short-Term Training Options      |                              |
|                                   |                                    |                              |                                  |                              |

|                            |           |        |                 |  |
|----------------------------|-----------|--------|-----------------|--|
| CTE Funding Sources at the | Source(s) | Amount | Career Cluster: |  |
|----------------------------|-----------|--------|-----------------|--|

**Career Plan of Study for:** \_\_\_\_\_

|   |  |  |  |   |  |
|---|--|--|--|---|--|
| Local Level                                 |  |  |  |   |  |
| Teacher Salaries (with benefits)            |  |  |  | Career Pathway:   |  |
| Supplies and Materials                      |  |  |  | Student Organization(s) Affiliated With (Secondary Level):  |  |
| Equipment                                   |  |  |  | Local industry partners providing support (i.e.: work based learning, internships, pre-apprenticeships, equipment): |  |
| Travel                                      |  |  |  | Certifications available through this pathway:  |  |
| Professional Development                    |  |  |  | Local Advisory Committee members (include meeting dates, members and industry representing):                        |  |
| Student Expenditures                        |  |  |  |   |  |
| • Student Travel                            |  |  |  |   |  |
| • Student Test Fees for Industry Credential |  |  |  |   |  |
| Other                                       |  |  |  |   |  |

Program of Study for: \_\_\_\_\_

| GRADE                              | ENGLISH | MATHEMATICS | SCIENCE | SOCIAL STUDIES | OTHER REQUIRED and ELECTIVE COURSES | RECOMMENDED FOCUSED TECHNICAL COURSES |
|------------------------------------|---------|-------------|---------|----------------|-------------------------------------|---------------------------------------|
| 9                                  |         |             |         |                |                                     |                                       |
| 10                                 |         |             |         |                |                                     |                                       |
| 11                                 |         |             |         |                |                                     |                                       |
| 12                                 |         |             |         |                |                                     |                                       |
| Year 1<br>1 <sup>st</sup> Semester |         |             |         |                |                                     |                                       |
| Year 1<br>2 <sup>nd</sup> Semester |         |             |         |                |                                     |                                       |
| Year 2<br>1 <sup>st</sup> Semester |         |             |         |                |                                     |                                       |
| Year 2<br>2 <sup>nd</sup> Semester |         |             |         |                |                                     |                                       |

|  |
|--|
| High School Required Courses   |
| Mandatory Assessments, Advising, and Additional Preparation                                |
| Recommended Academic Courses   |
| Recommended Career-Related Courses/ Dual/Concurrent Enrollment/Articulated Courses (2+2+2) |
| College Required and Recommended Academic and Career Specialization Courses                |

**Program of Study for:** \_\_\_\_\_

| CTE Funding Sources at the Local Level      | Source(s) | Amount | Career Cluster:   |  |  |
|---|-----------|--------|---|--|--|
| Teacher Salaries (with benefits)            |           |        | Career Pathway:   |  |  |
| Supplies and Materials                      |           |        | Student Organization(s) Affiliated With (Secondary Level):  |  |  |
| Equipment                                   |           |        | Local industry partners providing support (i.e.: work based learning, internships, pre-apprenticeships, equipment): |  |  |
| Travel                                      |           |        | Certifications available through this pathway:  |  |  |
| Professional Development                    |           |        | Local Advisory Committee members (include meeting dates, members and industry representing):                        |  |  |
| Student Expenditures                        |           |        |   |  |  |
| • Student Travel                            |           |        |   |  |  |
| • Student Test Fees for Industry Credential |           |        |   |  |  |
| Other                                       |           |        |   |  |  |
|   |           |        |   |  |  |
|   |           |        |   |  |  |
|   |           |        |   |  |  |

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**  
**GRANT YEAR 2005 – 2006**

|  |            |
|--|------------|
| <b><u>Program Funding Approved/Disapproved</u></b> |            |
| Monitor _____                                      | Date _____ |

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

RECIPIENT: \_\_\_\_\_

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

| ITEM  | CODE  | EXPLANATION   | ITEM TOTALS                           |
|---|-------|---|---------------------------------------|
| <b>Salaries:</b> Includes anticipated expenditures for salaries or personnel performing <u>direct services</u> for a project. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities. Include name, job title, total salary and percentage of time devoted to the project activity.   |       |   | (Use Enter key to expand these cells) |
| Professional Salaries   | 0.110 | (Type your information in these areas for each budget item. These cells will expand as needed.) | \$                                    |
| Grad Assts or Aides   | 0.120 |   | \$                                    |
| Technicians   | 0.130 |   | \$                                    |
| Secretarial/ Clerical   | 0.140 |   | \$                                    |
| Other Salaries  | 0.150 |   | \$                                    |
| <b>TOTAL SALARIES:</b>  |       |   | \$                                    |
| <b>Benefits:</b> An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary, which are received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.   |       |   |                                       |
| Employee Benefits   | 0.200 |   | \$                                    |
| <b>TOTAL BENEFITS:</b>  |       |   | \$                                    |
| <b>Purchased Services:</b> Expenditures include anticipated expenditures for services rendered by a company, person or other educational agency or institution that are not available within the capabilities of the participating agency. Individuals performing contractual services are eligible to receive consulting fees and per diem at prevailing state rates. Consultant travel should be itemized under this category. Any equipment rented for use during the term of the contract is considered a contractual service.  |       |   |                                       |
| Purchased Services  | 0.300 |   | \$                                    |
| <b>TOTAL PURCHASED SERVICES:</b>  |       |   | \$                                    |
| <b>Supplies and Materials:</b> Expenditures refer to a consumable item of which the item cost is less than \$1000. This section replaces the previously used Form J for Supplies and Materials.   |       |   |                                       |
| Supplies/Materials  | 0.400 |   | \$                                    |
| <b>TOTAL SUPPLIES &amp; MATERIALS:</b>  |       |   | \$                                    |
| <b>Travel:</b> itemize all anticipated project staff travel using prevailing state rates or the applicant's agency rate, whichever is lower; include mileage, per diem, lodging, estimated tolls and parking. No out-of-state travel is authorized unless approved as part of the original application and only if it has a direct relationship to the stated Program of Study.   |       |   |                                       |
| Travel  | 0.500 |   | \$                                    |
| <b>TOTAL TRAVEL:</b>  |       |   | \$                                    |
| <b>Equipment</b> is defined as an article of tangible property having a useful life of more than one year and a unit cost of \$1000.00 or more. All equipment items should be itemized so that the CTWEB staff is aware of the types required and their respective use to accomplish the objectives of the project. Equipment cost may include postage and/or transportation fees, but may not include any <u>handling fees</u> or surcharges made by the grantee. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials. This section replaces the previously required Form I for Equipment. Approval above indicates approval to purchase the listed equipment for the stated Program of Study. |       |   |                                       |
| Equipment   | 0.700 |   | \$                                    |
| <b>TOTAL EQUIPMENT:</b>   |       |   | \$                                    |
| <b>PROGRAM TOTAL:</b>   |       |   | \$                                    |

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

# CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

## Basic Grant Application Performance Measures

|                              |            |                  |   |
|------------------------------|------------|------------------|---|
| <b>State:</b>                | New Mexico | <b>Approved:</b> | March 14, 2005 by the U.S. Department of Education ~ Office of Vocational and Adult Education |
| <b>Eligible Institution:</b> |            | <b>Approved:</b> |   |

Please propose target levels of performance for program year 7 (FY 2005-2006) that requires the State to continually make progress toward improving the performance of vocational and technical education students as required by section 113(b)(3)(A)(i)(II) of Perkins III. Please complete column 10 only (\*See note below).

| CORE INDICATORS                       |   | STATE LEVEL PERFORMANCE MEASURES |                            |                        |                        |                        |                        |                |  | ELIGIBLE INSTITUTION PERFORMANCE MEASURES |                |                |                |
|---------------------------------------|---|----------------------------------|----------------------------|------------------------|------------------------|------------------------|------------------------|----------------|--|---|----------------|----------------|----------------|
| Column 1                              | Column 2  | Column 3                         | Column 4                   | Column 5               | Column 6               | Column 7               | Column 8               | Column 9       | Column 10  | Column 11                                 | Column 12      | Column 13      | Column 14      |
| Core Sub-Indicator                    | Measurement Definition  | Measurement Approach             | Final Agreed Upon Baseline | Year 2                 | Year 3                 | Year 4                 | Year 5                 | Year 6         | Year 7   | Year 4                                    | Year 5         | Year 6         | Year 7         |
|                                       |   |                                  |                            | 7/1/00-6/30/01         | 7/1/01-6/30/02         | 7/1/02-6/30/03         | 7/1/03-6/30/04         | 7/1/04-6/30/05 | 7/1/05-6/30/06   | 7/1/02-6/30/03                            | 7/1/03-6/30/04 | 7/1/04-6/30/05 | 7/1/05-6/30/06 |
| <b>1S1<br/>Academic Achievement</b>   | <p><b>Numerator:</b><br/>Total number of 10<sup>th</sup> grade vocational education students who passed the NM High School Competency Examination.</p> <p><b>Denominator:</b><br/>Total number of 10<sup>th</sup> grade vocational education students who took the NM High School Competency Examination.</p> | 1                                | B: 83.53%                  | L: 84.03%<br>A: 63.46% | L: 64.44%<br>A: 65.33% | L: 65.00%<br>A: 68.22% | L: 66.00%<br>A: 65.50% | L: 69.00%      | L: 66.35%<br>"AGREED"  |   |                |                |                |
| <b>1S2<br/>Technical Attainment</b>   | <p><b>Numerator:</b><br/>Total number of the cohort who passed the identified program/course with a grade of "C" or better.</p> <p><b>Denominator:</b><br/>Total number of students enrolled in the program/course.</p>   | 5                                | B: 80.29%                  | L: 80.79%<br>A: 68.38% | L: 81.00%<br>A: 73.25% | L: 81.25%<br>A: 78.83% | L: 81.5%<br>A: 77.29%  | L: 82.00%      | L: 76.42%<br>"AGREED"  |   |                |                |                |
| <b>2S1<br/>High School Completion</b> | <p><b>Numerator:</b><br/>The number of 12<sup>th</sup> grade vocational education students who earned a high school diploma.</p> <p><b>Denominator:</b><br/>The total number of</p>   | 1                                | B: 74.58%                  | L: 75.08%<br>A: 63.60% | L: 76.00%<br>A: 97.44% | L: 76.25%<br>A: 94.96% | L: 76.5%<br>A: 86.72%  | L: 90.00%      | L: 93.04%<br>Proposed: 88.00%<br><a href="#">AGREED with the stipulation if NM's 04-05 actual performance datum point is</a> |   |                |                |                |

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

**Basic Grant Application Performance Measures**

|                              |   |
|------------------------------|---|
| <b>State:</b> New Mexico     | Approved: March 14, 2005 by the U.S. Department of Education ~ Office of Vocational and Adult Education |
| <b>Eligible Institution:</b> | Approved:   |

| CORE INDICATORS                              |   | STATE LEVEL PERFORMANCE MEASURES |                            |                        |                        |                        |                        |                |  | ELIGIBLE INSTITUTION PERFORMANCE MEASURES |                |                |                |
|--|---|----------------------------------|----------------------------|------------------------|------------------------|------------------------|------------------------|----------------|--|---|----------------|----------------|----------------|
| Column 1                                     | Column 2  | Column 3                         | Column 4                   | Column 5               | Column 6               | Column 7               | Column 8               | Column 9       | Column 10  | Column 11                                 | Column 12      | Column 13      | Column 14      |
| Core Sub-Indicator                           | Measurement Definition  | Measurement Approach             | Final Agreed Upon Baseline | Year 2                 | Year 3                 | Year 4                 | Year 5                 | Year 6         | Year 7   | Year 4                                    | Year 5         | Year 6         | Year 7         |
|  |   |                                  |                            | 7/1/00-6/30/01         | 7/1/01-6/30/02         | 7/1/02-6/30/03         | 7/1/03-6/30/04         | 7/1/04-6/30/05 | 7/1/05-6/30/06   | 7/1/02-6/30/03                            | 7/1/03-6/30/04 | 7/1/04-6/30/05 | 7/1/05-6/30/06 |
|  | 12 <sup>th</sup> grade vocational education students who enrolled at the beginning of the school year.  |                                  |                            |                        |                        |                        |                        |                | <a href="#">above 88% then for 06-07 NM will accept the 3 year average of years 02-03, 03-04 and 04-05</a>                               |   |                |                |                |
| <b>2S2</b><br><b>Diploma and Certificate</b> | <p><b>Numerator:</b><br/>Number of 12<sup>th</sup> grade vocational education students who received a Proficiency Credential (PF) in conjunction with a high school diploma or Certificate of Course Work Completion.</p> <p><b>Denominator:</b><br/>Total number of 12<sup>th</sup> grade vocational education students who earned a high school diploma or Certificate of Course Work Completion.</p> | 1                                | B: 64.00%                  | L: 64.00%<br>A: 59.98% | L: 13.00%<br>A: 12.59% | L: 13.50%<br>A: 8.30%  | L: 14.00%<br>A: 2.61%  | L: 10.00%      | L: 7.83%<br>"AGREED"   |   |                |                |                |
| <b>3S1</b><br><b>Secondary Placement</b>     | <p><b>Numerator:</b><br/>Number of vocational education students who received a high school diploma or Certificate of Course Work Completion and are placed in a job or continue their education or entered the military.</p> <p><b>Denominator:</b></p>  | 3                                | B: 33.14%                  | L: 34.14%<br>A: 00.00% | L: 35.75%<br>A: N/A    | L: 36.00%<br>A: 75.00% | L: 36.25%<br>A: 75.00% | L: 55.50%      | L: 75.00%<br>Proposed: 56.00%<br><a href="#">AGREED. OVAE will incorporate NM's rationale into the final FAUPL for clarity purposes.</a> |   |                |                |                |

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

**Basic Grant Application Performance Measures**

|                              |  |
|------------------------------|--|
| <b>State:</b> New Mexico     | <b>Approved:</b> March 14, 2005 by the U.S. Department of Education ~ Office of Vocational and Adult Education |
| <b>Eligible Institution:</b> | <b>Approved:</b>   |

| CORE INDICATORS                                   |   | STATE LEVEL PERFORMANCE MEASURES |                            |                        |                        |                        |                        |                |  | ELIGIBLE INSTITUTION PERFORMANCE MEASURES |                |                |                |
|---|---|----------------------------------|----------------------------|------------------------|------------------------|------------------------|------------------------|----------------|--|---|----------------|----------------|----------------|
| Column 1  | Column 2  | Column 3                         | Column 4                   | Column 5               | Column 6               | Column 7               | Column 8               | Column 9       | Column 10  | Column 11                                 | Column 12      | Column 13      | Column 14      |
| Core Sub-Indicator                                | Measurement Definition  | Measurement Approach             | Final Agreed Upon Baseline | Year 2                 | Year 3                 | Year 4                 | Year 5                 | Year 6         | Year 7   | Year 4                                    | Year 5         | Year 6         | Year 7         |
|   |   |                                  |                            | 7/1/00-6/30/01         | 7/1/01-6/30/02         | 7/1/02-6/30/03         | 7/1/03-6/30/04         | 7/1/04-6/30/05 | 7/1/05-6/30/06   | 7/1/02-6/30/03                            | 7/1/03-6/30/04 | 7/1/04-6/30/05 | 7/1/05-6/30/06 |
|   | Total number of students who received a high school diploma or Certificate of Course Work Completion.   |                                  |                            |                        |                        |                        |                        |                |  |   |                |                |                |
| <b>4S1</b><br><b>Nontraditional Participation</b> | <p><b>Numerator:</b><br/>The total number of non-traditional vocational education participants enrolled in a non-traditional program.</p> <p><b>Denominator:</b><br/>The total number vocational education students enrolled in a non-traditional program as identified by NM PED</p> | 1                                | B: 30.58%                  | L: 38.00%<br>A: 44.62% | L: 39.00%<br>A: 38.37% | L: 40.00%<br>A: 84.10% | L: 41.00%<br>A: 44.72% | L: 62.50%      | L: <del>55.73%</del><br>Proposed: 46.00%<br><a href="#">AGREED</a> |   |                |                |                |

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

**Basic Grant Application Performance Measures**

|                              |  |
|------------------------------|--|
| <b>State:</b> New Mexico     | <b>Approved:</b> March 14, 2005 by the U.S. Department of Education ~ Office of Vocational and Adult Education |
| <b>Eligible Institution:</b> | <b>Approved:</b>   |

| CORE INDICATORS                                |  | STATE LEVEL PERFORMANCE MEASURES |                            |                        |                        |                        |                        |                |  | ELIGIBLE INSTITUTION PERFORMANCE MEASURES |                |                |                |
|--|--|----------------------------------|----------------------------|------------------------|------------------------|------------------------|------------------------|----------------|--|---|----------------|----------------|----------------|
| Column 1                                       | Column 2   | Column 3                         | Column 4                   | Column 5               | Column 6               | Column 7               | Column 8               | Column 9       | Column 10  | Column 11                                 | Column 12      | Column 13      | Column 14      |
| Core Sub-Indicator                             | Measurement Definition   | Measurement Approach             | Final Agreed Upon Baseline | Year 2                 | Year 3                 | Year 4                 | Year 5                 | Year 6         | Year 7   | Year 4                                    | Year 5         | Year 6         | Year 7         |
|  |  |                                  |                            | 7/1/00-6/30/01         | 7/1/01-6/30/02         | 7/1/02-6/30/03         | 7/1/03-6/30/04         | 7/1/04-6/30/05 | 7/1/05-6/30/06   | 7/1/02-6/30/03                            | 7/1/03-6/30/04 | 7/1/04-6/30/05 | 7/1/05-6/30/06 |
| <b>4S2</b><br><b>Nontraditional Completion</b> | <p><b>Numerator:</b><br/>The total number of non-traditional vocational education participants who completed a non-traditional program as identified by NM PED.</p> <p><b>Denominator:</b><br/>The total number of vocational education students enrolled in a non-traditional program as identified by NM PED who completed the program/course.</p> | 1                                | B: 30.58%                  | L: 46.00%<br>A: 69.92% | L: 47.00%<br>A: 69.78% | L: 48.00%<br>A: 49.20% | L: 49.00%<br>A: 32.57% | L: 50.00%      | L: <del>50.52%</del><br>Proposed: 34.00%<br><a href="#">AGREED, with the stipulation if NM's 04-05 actual performance datum point is above the 34.00% then for 06-07 NM will accept the 2 year average of years 03-04 &amp; 04-05.</a> |   |                |                |                |

\* NOTE: The information in columns 2-9 is based on the most recent negotiations between your state and the department. If there is an error in any of these columns, please notify your Regional Accountability Specialist to resolve the inaccuracy.

B = Initial baseline; L = Negotiated Performance Level; and A = Actual Performance

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

**Basic Grant Application Performance Measures**

|                              |  |
|------------------------------|--|
| <b>State:</b> New Mexico     | <b>Approved:</b> March 14, 2005 by the U.S. Department of Education ~ Office of Vocational and Adult Education |
| <b>Eligible Institution:</b> | <b>Approved:</b>   |

Please propose target levels of performance for program year 7 (FY 2005-2006) that requires the State to continually make progress toward improving the performance of vocational and technical education students as required by section 113(b)(3)(A)(i)(II) of Perkins III. Please complete column 10 only (\*See note below).

| CORE INDICATORS                 |  | STATE LEVEL PERFORMANCE MEASURES |                            |                        |                        |                        |                        |                |                       | ELIGIBLE INSTITUTION PERFORMANCE MEASURES |                |                |                |
|---------------------------------|--|----------------------------------|----------------------------|------------------------|------------------------|------------------------|------------------------|----------------|-----------------------|---|----------------|----------------|----------------|
| Column 1                        | Column 2   | Column 3                         | Column 4                   | Column 5               | Column 6               | Column 7               | Column 8               | Column 9       | Column 10             | Column 11                                 | Column 12      | Column 13      | Column 14      |
| Core Sub-Indicator              | Measurement Definition   | Measurement Approach             | Final Agreed Upon Baseline | Year 2                 | Year 3                 | Year 4                 | Year 5                 | Year 6         | Year 7                | Year 4                                    | Year 5         | Year 6         | Year 7         |
|                                 |  |                                  |                            | 7/1/00-6/30/01         | 7/1/01-6/30/02         | 7/1/02-6/30/03         | 7/1/03-6/30/04         | 7/1/04-6/30/05 | 7/1/05-6/30/06        | 7/1/02-6/30/03                            | 7/1/03-6/30/04 | 7/1/04-6/30/05 | 7/1/05-6/30/06 |
| <b>1P1 Academic Attainment</b>  | <p><b>Numerator:</b><br/>Vocational concentrators who took at least one academic course during the census semester and successfully completed it (a grade of "C" or better).</p> <p><b>Denominator:</b><br/>The total number of vocational concentrators who took academic courses during the census semester.</p>     | 4                                | B: 20.07%                  | L: 21.07%<br>A: 22.52% | L: 71.00%<br>A: 74.70% | L: 72.00%<br>A: 75.14% | L: 73.00%<br>A: 63.92% | L: 74.00%      | L: 71.25%<br>"AGREED" |   |                |                |                |
| <b>1P2 Technical Attainment</b> | <p><b>Numerator:</b><br/>Vocational concentrators who took at least one vocational course during the census semester and successfully completed it (a grade of "C" or better).</p> <p><b>Denominator:</b><br/>The total number of vocational concentrators who took vocational courses during the census semester.</p> | 5                                | B: 20.07%                  | L: 21.07%<br>A: 79.30% | L: 81.00%<br>A: 78.91% | L: 82.00%<br>A: 81.58% | L: 83.00%<br>A: 79.72% | L: 83.00%      | L: 80.07%<br>"AGREED" |   |                |                |                |

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

**Basic Grant Application Performance Measures**

|                              |  |
|------------------------------|--|
| <b>State:</b> New Mexico     | <b>Approved:</b> March 14, 2005 by the U.S. Department of Education ~ Office of Vocational and Adult Education |
| <b>Eligible Institution:</b> | <b>Approved:</b>   |

| CORE INDICATORS                              |  | STATE LEVEL PERFORMANCE MEASURES |                            |                        |                        |                        |                        |                |   | ELIGIBLE INSTITUTION PERFORMANCE MEASURES |                |                |                |
|--|--|----------------------------------|----------------------------|------------------------|------------------------|------------------------|------------------------|----------------|---|---|----------------|----------------|----------------|
| Column 1                                     | Column 2   | Column 3                         | Column 4                   | Column 5               | Column 6               | Column 7               | Column 8               | Column 9       | Column 10   | Column 11                                 | Column 12      | Column 13      | Column 14      |
| Core Sub-Indicator                           | Measurement Definition   | Measurement Approach             | Final Agreed Upon Baseline | Year 2                 | Year 3                 | Year 4                 | Year 5                 | Year 6         | Year 7  | Year 4                                    | Year 5         | Year 6         | Year 7         |
|  |  |                                  |                            | 7/1/00-6/30/01         | 7/1/01-6/30/02         | 7/1/02-6/30/03         | 7/1/03-6/30/04         | 7/1/04-6/30/05 | 7/1/05-6/30/06  | 7/1/02-6/30/03                            | 7/1/03-6/30/04 | 7/1/04-6/30/05 | 7/1/05-6/30/06 |
| <b>2P1</b><br><b>Degree Credential</b>       | <b>Numerator:</b><br>Total number of vocational concentrators who obtained a degree or credential within 3 years.<br><b>Denominator:</b><br>Total number of vocational concentrators.  | 6                                | B: 20.07%                  | L: 21.07%<br>A: 49.93% | L: 23.00%<br>A: 26.72% | L: 24.00%<br>A: 32.56% | L: 25.00%<br>A: 25.86% | L: 28.00%      | L: <del>28.38%</del><br>Proposed: 26.50%<br><a href="#">AGREED</a>  |   |                |                |                |
| <b>3P1</b><br><b>Postsecondary Placement</b> | <b>Numerator:</b><br>Total number of vocational education graduates placed in a job, advanced training; Or entered the military.<br><b>Denominator:</b><br>Total number of vocational education graduates.                     | 1                                | B: 92.75%                  | L: 92.75%<br>A: 00.00% | L: 63.00%<br>A: N/A    | L: 63.50%<br>A: 58.53% | L: 64.00%<br>A: 78.79% | L: 64.50%      | L: 68.66%<br>"AGREED"   |   |                |                |                |
| <b>3P2</b><br><b>Postsecondary Retention</b> | <b>Numerator:</b><br>Total number of vocational education graduates who are placed in a job, and who are retained in a job.<br><b>Denominator:</b><br>Total number of vocational education graduates who were placed in a job. | 3                                | B: 92.75%                  | L: 92.75%<br>A: 00.00% | L: 81.50%<br>A: 92.47% | L: 82.00%<br>A: 90.56% | L: 82.50%<br>A: 90.56% | L: 85.00%      | L: 91.20%<br>Proposed: 85.00%<br><a href="#">AGREED with the stipulation if NM's 04-05 actual performance datum point is above 85% then for 06-07 NM will accept the 3 year average of years 02-03, 03-04 and 04-05</a> |   |                |                |                |

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

**Basic Grant Application Performance Measures**

|                              |  |
|------------------------------|--|
| <b>State:</b> New Mexico     | <b>Approved:</b> March 14, 2005 by the U.S. Department of Education ~ Office of Vocational and Adult Education |
| <b>Eligible Institution:</b> | <b>Approved:</b>   |

| CORE INDICATORS                                   |  | STATE LEVEL PERFORMANCE MEASURES |                            |                        |                        |                        |                        |                |   | ELIGIBLE INSTITUTION PERFORMANCE MEASURES |                |                |                |
|---|--|----------------------------------|----------------------------|------------------------|------------------------|------------------------|------------------------|----------------|---|---|----------------|----------------|----------------|
| Column 1  | Column 2   | Column 3                         | Column 4                   | Column 5               | Column 6               | Column 7               | Column 8               | Column 9       | Column 10   | Column 11                                 | Column 12      | Column 13      | Column 14      |
| Core Sub-Indicator                                | Measurement Definition   | Measurement Approach             | Final Agreed Upon Baseline | Year 2                 | Year 3                 | Year 4                 | Year 5                 | Year 6         | Year 7  | Year 4                                    | Year 5         | Year 6         | Year 7         |
|   |  |                                  |                            | 7/1/00-6/30/01         | 7/1/01-6/30/02         | 7/1/02-6/30/03         | 7/1/03-6/30/04         | 7/1/04-6/30/05 | 7/1/05-6/30/06  | 7/1/02-6/30/03                            | 7/1/03-6/30/04 | 7/1/04-6/30/05 | 7/1/05-6/30/06 |
| <b>4P1</b><br><b>Nontraditional Participation</b> | <b>Numerator:</b><br>The total number of non-traditional students participating in non-traditional programs.<br><b>Denominator:</b><br>Total number of participants in non-traditional programs.   | 1                                | B: 15.55%                  | L: 15.80%<br>A: 25.14% | L: 16.00%<br>A: 23.74% | L: 17.00%<br>A: 23.53% | L: 18.00%<br>A: 21.88% | L: 22.00%      | L: 23.05%<br>Proposed: 22.00%<br><a href="#">AGREED with the stipulation if NM's 04-05 actual performance datum point is above 22% then for 06-07 NM will accept the 3 year average of years 02-03, 03-04 and 04-05</a> |   |                |                |                |
| <b>4P2</b><br><b>Nontraditional Completion</b>    | <b>Numerator:</b><br>The total number of students in underrepresented gender groups who completed a non-traditional program in the reporting year.<br><b>Denominator:</b><br>Total number of students who completed a non-traditional program in the reporting year. | 1                                | B: 11.20%                  | L: 11.70%<br>A: 27.98% | L: 12.00%<br>A: 22.16% | L: 13.00%<br>A: 20.76% | L: 14.00%<br>A: 19.46% | L: 18.00%      | L: 20.70%<br>Proposed: 19.00%<br><a href="#">AGREED with the stipulation if NM's 04-05 actual performance datum point is above 19% then for 06-07 NM will accept the 3 year average of years 02-03, 03-04 and 04-05</a> |   |                |                |                |

\* NOTE: The information in columns 2-9 is based on the most recent negotiations between your state and the department. If there is an error in any of these columns, please notify your Regional Accountability Specialist to resolve the inaccuracy.

B = Initial baseline; L = Negotiated Performance Level; and A = Actual Performance

# CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

## Basic Grant Evaluation Rubric

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

| Item   | Yes | No | Comments |
|--|-----|----|----------|
| <b>Letter of Transmittal:</b>  |     |    |          |
| · A letter of transmittal is submitted with the local application and ensures:           |     |    |          |
| · All components of the application have been completed and included in the application. |     |    |          |
| · All state assurances are met.  |     |    |          |

|   |  |  |  |
|---|--|--|--|
| <b>Federal Assurances:</b>  |  |  |  |
| · Certifications regarding lobbying; Debarment, suspension and other Responsibility matters; and Drug-free workplace requirements |  |  |  |
| · Non-construction programs   |  |  |  |

|   |  |  |  |
|---|--|--|--|
| <b>Program(s) of Study:</b>   |  |  |  |
| · Signature Page  |  |  |  |
| · Questionnaire   |  |  |  |
| · Non-negotiables:  |  |  |  |
| - An advisory committee has been identified and meeting dates set.                                    |  |  |  |
| - Program(s) of study are a progressive continuum of courses (Grades 9-14)                            |  |  |  |
| - CTE instructor(s) are certified or will be seeking certification                                    |  |  |  |
| - Affiliation with a CTSO is identified with a plan of how to integrate the CTSO in the CTE classroom |  |  |  |
| - The CTE instructor is a member of professional organizations:                                       |  |  |  |
| - ACTE/NMACTE   |  |  |  |
| - Other   |  |  |  |
| - The eligible institution has proposed levels of performance for the core indicators.                |  |  |  |
| - Data will be disaggregated by:<br>Gender, Ethnicity and Special Populations                         |  |  |  |
| · The secondary eligible institution(s)   |  |  |  |

| Item  | Yes | No | Comments |
|---|-----|----|----------|
| has aligned to the local EPSS goals   |     |    |          |
| <ul style="list-style-type: none"> <li>· The postsecondary eligible institution(s) has identified its local contribution to the Workforce Development System</li> </ul> |     |    |          |
| <ul style="list-style-type: none"> <li>· Eight required uses ~</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· The eligible institution(s) has identified how it will meet the required uses of the Act.</li> </ul>                           |     |    |          |
| <ul style="list-style-type: none"> <li>· Required use #1</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Required use #2</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Required use #3</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Required use #4</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Required use #5</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Required use #6</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Required use #7</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Required use #8</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· <b>Program(s) of Study</b></li> </ul>  |     |    |          |
| <ul style="list-style-type: none"> <li>· High School required courses</li> </ul>  |     |    |          |
| <ul style="list-style-type: none"> <li>· Mandatory assessments, advising and additional preparation</li> </ul>  |     |    |          |
| <ul style="list-style-type: none"> <li>· Recommended academic courses</li> </ul>  |     |    |          |
| <ul style="list-style-type: none"> <li>· Recommended career-related courses/Dual/Concurrent Enrollment/Articulated courses (2+2+2)</li> </ul>                           |     |    |          |
| <ul style="list-style-type: none"> <li>· College required and recommended academic and career specialization courses</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· <b>Program(s) of Study Budget</b></li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Each Program of Study has a specified budget</li> </ul>  |     |    |          |
| <b>Local Performance Measures</b>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Performance Measures for the 2002-2003 are included in the matrix</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Performance Measures for the 2003-2004 are included in the matrix</li> </ul>   |     |    |          |
| <ul style="list-style-type: none"> <li>· Proposed Performance Measures for 2004-2005 are included in the matrix</li> </ul>  |     |    |          |
| <ul style="list-style-type: none"> <li>· Proposed Performance Measures for 2005-2006 are included in the matrix</li> </ul>  |     |    |          |

## **APPENDICES:**

- Career Clusters
- Nontraditional Programs
- Tentative Allocations
- Indirect Costs

## SIXTEEN CAREER CLUSTERS

**Agriculture and Natural Resources**, comprised of courses and/or programs related to planning, managing and performing agricultural production and horticulture and landscaping services and related professional and technical services, mining and extraction operations, and managing and conserving natural resources and related environmental services.

**Arts and Communications Services**, comprised of courses and/or programs related to designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.

**Business and Administrative Services**, comprised of courses and/or programs related to planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.

**Construction**, comprised of courses and/or programs relating to designing, planning, managing, building, and maintaining physical structures and the larger building environment including roadways and bridges and industrial, commercial and residential facilities and buildings.

**Education And Training Services**, comprised of courses and/or programs related to planning, managing and providing education and training services, and related learning support services, including assessment and library and information services.

**Financial Services**, comprised of courses and/or programs related to planning, managing and providing banking, investment, financial planning, and insurance services.

**Health Services**, comprised of courses and/or programs related to planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care; exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.

**Hospitality and Tourism**, comprised of courses and/or programs related to hospitality and tourism and to planning, managing and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services.

**Human Services**, comprised of courses and/or programs related to planning, managing, and providing human services including social and related community services.

**Information Technical Services**, comprised of courses and/or programs related to designing, developing, managing and operating communication and information technology networks and related hardware and software for the recording, storage, transformation, transmission and distribution of voice, video, images, and data including both telecommunications and computing services.

**Legal and Protective Services**, comprised of courses and/or programs related to planning, managing and providing judicial, legal, and protective services, including professional and technical support services in the fire protection and criminal justice systems.

**Logistics, Transportation and Distribution Services**, comprised of courses and/or programs related to planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

**Manufacturing**, comprised of courses and/or programs related to planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

**Public Administration/Government Services**, comprised of courses and/or programs related to planning, managing and providing government, legislative, administrative and regulatory services and related general purpose government services at the Federal, State and local levels.

**Scientific Research and Technical Services**, comprised of courses and/or programs related to planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.

**Wholesale/Retail Sales and Services**, comprised of courses and/or programs related to planning, managing and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.

*Table of Nontraditional Programs/Courses  
for Secondary & Postsecondary Schools*

**THE FOLLOWING LISTS PROVIDE EXAMPLES OF NONTRADITIONAL ENROLMENT AT  
SECONDARY SCHOOLS AND POSTSECONDARY INSTITUTIONS.**

**Secondary:**

| MALE  | FEMALE   |
|---|--|
| <p>HEALTH<br/>Health Assistant<br/>HEALTH COOPERATIVE</p> <p>FAMILY AND CONSUMER SCIENCE<br/>Child Development<br/>Clothing and Textiles<br/>Family Relations<br/>Home Furnishing/Interior Decorating<br/>Child Care Guidance<br/>Clothing Production<br/>Home Health Aide<br/>Hospitality Education<br/>Floral Design</p> <p>OFFICE EDUCATION<br/>Office Education Clerk<br/>Office Education Word Processing<br/>Office Education Secretary<br/>Office Education Cooperative</p> <p>BUSINESS<br/>Typing II<br/>Intro to Occupational/General Business</p> | <p>AGRICULTURE<br/>Agricultural Production<br/>Agricultural Mechanics<br/>Agricultural Cooperative</p> <p>INDUSTRIAL TECHNOLOGY<br/>General Construction<br/>General Manufacturing<br/>Power Mechanics<br/>Wood Working<br/>Drafting<br/>Electricity<br/>Metal Working<br/>Plastics<br/>General Communication<br/>General Transportation<br/>Elementary Industrial Arts</p> <p>TRADE AND INDUSTRY<br/>Auto Body<br/>Auto Mechanics<br/>Building Trades<br/>Drafting/Computer<br/>Electronics<br/>Machine Shop<br/>Welding<br/>Cabinetmaking/Mill</p> |

**Postsecondary:**

| MALE   | FEMALE  |
|--|---|
| <p>TECHNICAL TRADES<br/><br/>Computer Technology</p> <p>BUSINESS AND COMPUTER<br/>Real Estate<br/>Small Business Owner<br/>Office Supervision<br/>Secretarial and related<br/>Clerk-Typist<br/>Word Processing<br/>Communications/General<br/>Computer Information</p> | <p>AGRICULTURE CONSERVATION<br/>Agri-Business<br/>Agricultural Science</p> <p>LIFE SKILLS SUPPORT<br/>Truck/Bus Driving<br/>Air Transportation<br/>Airplane Piloting</p> <p>TECHNICAL TRADES<br/>Trade and Industrial<br/>Pre-Engineering<br/>Civil Engineering</p> |

Microcomputer Applications

**BUSINESS EDUCATION**

Legal Assistant

**ACADEMIC SUPPORT**

Teacher Assistant

Pre-Elementary Education

**PERSONAL/PUBLIC SERVICE**

Barbering

Cosmetology

Social Work, General

**HEALTH SERVICES**

Dental Assistant

Dental Hygiene

Medical Laboratory

Health Unit Coordinator

Nursing Assistant

Practical Nursing

Nursing, General

Electronic Technology

Computer Servicing

Instrumentation Technology

Engineering

Architectural Drafting

Graphic and Printing

**BUSINESS AND COMPUTER**

Entrepreneurship

Small Business Enterprise

**CONSTRUCTION TECHNOLOGY**

Carpentry

Electrician

Miscellaneous Construction

Plumbing

Heating and Air Conditioning

Furniture Making

**METAL TRADES**

Machine Tool Operating

Welding

**AUTOMOTIVE/AVIATION**

Automotive Technology

Mechanical and Related

Automotive Body Repair

Automotive Mechanics

Aircraft Mechanics

**PERSONAL/PUBLIC SERVICE**

Food Production and Management

Corrections

Criminal Justice Studies

Fire Control and Safety

Meatcutting

**HEALTH SERVICES**

Emergency Medical

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

**ESTIMATED POSTSECONDARY BASIC ELIGIBILITY AMOUNTS FOR 2005-2006**

March 22, 2005

Available funding = **\$3,566,755**

Shaded institutions do not meet minimum eligibility requirement of \$50,000

|   | <b>Estimated Allocations</b> |
|---|------------------------------|
| Western NM Univ.                          | \$96,025                     |
| <br><b>Branch Community Colleges</b>      |                              |
| ENMU ROSWELL                              | \$184,678                    |
| NMSU ALAMOGORDO                           | \$61,744                     |
| NMSU CARLSBAD                             | \$59,532                     |
| NMSU DONA ANA                             | \$353,874                    |
| NMSU GRANTS                               | \$26,909                     |
| UNM GALLUP                                | \$145,420                    |
| UNM TAOS                                  | \$86,625                     |
| UNM LOS ALAMOS                            | \$9,400                      |
| UNM VALENCIA                              | \$92,708                     |
| <br><b>INDEPENDENT COMMUNITY COLLEGES</b> |                              |
| ALBQ TVI                                  | \$1,318,365                  |
| Clovis Community College                  | \$220,803                    |
| Luna Vo-Tech Inst.                        | \$82,018                     |
| Mesa Technical College                    | \$9,215                      |
| NM Junior College                         | \$109,848                    |
| Northern NM Community College             | \$144,683                    |
| San Juan College                          | \$342,263                    |
| Santa Fe Community College                | \$104,688                    |
| <br><b>BIA INSTITUTIONS</b>               |                              |
| CROWNPOINT                                | \$57,505                     |
| SIPI                                      | \$56,399                     |
| DINE'                                     | \$4,055                      |
| <br><b>TOTAL</b>                          | <br><b>\$3,566,755</b>       |

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

**ESTIMATED SECONDARY BASIC ELIGIBILITY AMOUNTS FOR 2005-2006**

March 22, 2005

Available funding = **\$3,566,755**

Shaded districts do not meet the minimum eligibility requirement of \$15,000

| DISTRICT/LEA                        | Estimated Allocations |
|-------------------------------------|-----------------------|
| <b>NM Public Schools</b>            |                       |
| <b>ALAMOGORDO PUBLIC SCHOOLS</b>    | \$100,015             |
| <b>ALBUQUERQUE PUBLIC SCHOOLS</b>   | \$805,396             |
| ANIMAS PUBLIC SCHOOLS               | \$2,882               |
| <b>ARTESIA PUBLIC SCHOOLS</b>       | \$34,702              |
| <b>AZTEC MUNICIPAL SCHOOLS</b>      | \$23,986              |
| <b>BELEN CONSOLIDATED SCHOOLS</b>   | \$51,520              |
| <b>BERNALILLO PUBLIC SCHOOLS</b>    | \$48,424              |
| <b>BLOOMFIELD MUNICIPAL SCHOOLS</b> | \$32,751              |
| CAPITAN MUNICIPAL SCHOOLS           | \$4,988               |
| <b>CARLSBAD MUNICIPAL SCHOOLS</b>   | \$61,626              |
| CARRIZOZO MUNICIPAL SCHOOLS         | \$3,096               |
| <b>CENTRAL CONSOLIDATED SCHOOLS</b> | \$113,351             |
| CHAMA VALLEY INDEPENDENT SCHLS      | \$5,244               |
| CIMARRON PUBLIC SCHOOLS             | \$4,354               |
| CLAYTON PUBLIC SCHOOLS              | \$6,043               |
| CLOUDCROFT MUNICIPAL SCHOOLS        | \$3,361               |
| <b>CLOVIS MUNICIPAL SCHOOLS</b>     | \$93,302              |
| <b>COBRE CONSOLIDATED SCHOOLS</b>   | \$21,313              |
| CORONA MUNICIPAL SCHOOLS            | \$1,006               |
| <b>CUBA INDEPENDENT SCHOOLS</b>     | \$23,961              |
| <b>DEMING PUBLIC SCHOOLS</b>        | \$80,601              |
| DES MOINES MUNICIPAL SCHOOLS        | \$1,022               |
| DEXTER CONSOLIDATED SCHOOLS         | \$9,649               |
| DORA CONSOLIDATED SCHOOLS           | \$2,521               |
| DULCE INDEPENDENT SCHOOLS           | \$9,081               |
| ELIDA MUNICIPAL SCHOOLS             | \$877                 |
| <b>ESPANOLA MUNICIPAL SCHOOLS</b>   | \$64,687              |
| ESTANCIA MUNICIPAL SCHOOLS          | \$9,752               |
| EUNICE MUNICIPAL SCHOOLS            | \$4,959               |
| <b>FARMINGTON MUNICIPAL SCHOOLS</b> | \$102,790             |
| FLOYD MUNICIPAL SCHOOLS             | \$1,543               |

|   |           |
|---|-----------|
| FORT SUMNER MUNICIPAL SCHOOLS           | \$3,480   |
| <b>GADSDEN INDEPENDENT SCHOOLS</b>      | \$191,780 |
| <b>GALLUP-MCKINLEY COUNTY PUB SCHLS</b> | \$249,080 |
| GRADY MUNICIPAL SCHOOLS                 | \$742     |
| <b>GRANTS-CIBOLA COUNTY SCHOOLS</b>     | \$60,238  |
| HAGERMAN MUNICIPAL SCHOOLS              | \$7,276   |
| <b>HATCH VALLEY MUNICIPAL SCHOOLS</b>   | \$25,574  |
| <b>HOBBS MUNICIPAL SCHOOLS</b>          | \$71,302  |
| HONDO VALLEY PUBLIC SCHOOLS             | \$2,812   |
| HOUSE MUNICIPAL SCHOOLS                 | \$391     |
| JAL PUBLIC SCHOOLS                      | \$4,279   |
| JEMEZ MOUNTAIN PUBLIC SCHOOLS           | \$4,097   |
| JEMEZ VALLEY PUBLIC SCHOOLS             | \$9,083   |
| LAKE ARTHUR MUNICIPAL SCHOOLS           | \$1,461   |
| <b>LAS CRUCES PUBLIC SCHOOLS</b>        | \$247,184 |
| <b>LAS VEGAS CITY PUBLIC SCHOOLS</b>    | \$26,796  |
| LOGAN MUNICIPAL SCHOOLS                 | \$1,557   |
| LORDSBURG MUNICIPAL SCHOOLS             | \$11,227  |
| LOS ALAMOS PUBLIC SCHOOLS               | \$12,205  |
| <b>LOS LUNAS PUBLIC SCHOOLS</b>         | \$79,760  |
| LOVING MUNICIPAL SCHOOLS                | \$4,252   |
| <b>LOVINGTON PUBLIC SCHOOLS</b>         | \$25,592  |
| MAGDALENA MUNICIPAL SCHOOLS             | \$12,182  |
| MAXWELL MUNICIPAL SCHOOLS               | \$962     |
| MELROSE PUBLIC SCHOOLS                  | \$2,284   |
| MESA VISTA CONSOLIDATED SCHLS           | \$4,168   |
| MORA INDEPENDENT SCHOOLS                | \$8,739   |
| <b>MORIARTY MUNICIPAL SCHOOLS</b>       | \$38,193  |
| MOSQUERO MUNICIPAL SCHOOLS              | \$217     |
| MOUNTAINAIR PUBLIC SCHOOLS              | \$5,577   |
| PECOS INDEPENDENT SCHOOLS               | \$8,114   |
| PENASCO INDEPENDENT SCHOOLS             | \$6,447   |
| POJOAQUE VALLEY PUBLIC SCHOOLS          | \$12,152  |
| <b>PORTALES MUNICIPAL SCHOOLS</b>       | \$36,561  |
| QUEMADO INDEPENDENT SCHOOLS             | \$3,186   |
| QUESTA INDEPENDENT SCHOOLS              | \$6,933   |
| RATON PUBLIC SCHOOLS                    | \$14,050  |
| RESERVE INDEPENDENT SCHOOLS             | \$3,511   |
| <b>RIO RANCHO PUBLIC SCHOOLS</b>        | \$49,035  |
| <b>ROSWELL INDEPENDENT SCHOOLS</b>      | \$117,606 |
| ROY MUNICIPAL SCHOOLS                   | \$457     |
| RUIDOSO MUNICIPAL SCHOOLS               | \$22,537  |
| SAN JON MUNICIPAL SCHOOLS               | \$1,550   |
| <b>SANTA FE PUBLIC SCHOOLS</b>          | \$128,083 |
| SANTA ROSA CONSOLIDATED SCHLS           | \$7,602   |
| <b>SILVER CITY CONSOLIDATED SCHLS</b>   | \$36,368  |

|                                      |          |
|--------------------------------------|----------|
| <b>SOCORRO CONSOLIDATED SCHOOLS</b>  | \$26,870 |
| SPRINGER MUNICIPAL SCHOOLS           | \$4,099  |
| <b>TAOS MUNICIPAL SCHOOLS</b>        | \$41,605 |
| TATUM MUNICIPAL SCHOOLS              | \$2,986  |
| TEXICO MUNICIPAL SCHOOLS             | \$3,432  |
| TRUTH OR CONSEQUENCES SCHOOLS        | \$24,720 |
| <b>TUCUMCARI PUBLIC SCHOOLS</b>      | \$16,357 |
| <b>TULAROSA MUNICIPAL SCHOOLS</b>    | \$23,194 |
| VAUGHN MUNICIPAL SCHOOLS             | \$1,084  |
| WAGON MOUND PUBLIC SCHOOLS           | \$1,414  |
| <b>WEST LAS VEGAS PUBLIC SCHOOLS</b> | \$24,441 |
| <b>ZUNI PUBLIC SCHOOLS</b>           | \$34,583 |

**BIA Schools**

**Northern Pueblos Agency**

|                        |          |
|------------------------|----------|
| Santa Fe Indian School | \$15,078 |
|------------------------|----------|

**Eastern Navajo Agency**

|                      |          |
|----------------------|----------|
| Alamo Navajo         | \$2,957  |
| Tohajiilee Community | \$2,795  |
| Wingate High School  | \$23,851 |

**Southern Pueblos Agency**

|                         |         |
|-------------------------|---------|
| Mescalero Apache School | \$4,842 |
| Pine Hill School        | \$4,517 |

**Northern Navajo Agency**

|  |         |
|--|---------|
| Navajo Preparatory                         | \$6,694 |
| Shiprock Alternative Northwest High School | \$5,752 |

**Totals:           \$3,566,755**

**New Mexico Public Education Department  
Finance, Transportation, and Administrative Services Division**

**2005 Approved Indirect Cost Rates**

| DISTRICT     | RATE   |
|--------------|--------|
| ALAMOGORDO   | 2.96%  |
| ALBUQUERQUE  | 217%   |
| ANIMAS       | NI*    |
| ARTESIA      | 2.81%  |
| AZTEC        | 2.35%  |
| BELEN        | 6.54%  |
| BERNALILLO   | NI*    |
| BLOOMFIELD   | 2.62%  |
| CAPITAN      | NI*    |
| CARLSBAD     | 2.90%  |
| CARRIZOZO    | NI*    |
| CENTRAL      | 3.22%  |
| CHAMA VALLEY | 4.62%  |
| CIMARRON     | 2.22%  |
| CLAYTON      | 2.87%  |
| CLOUDCROFT   | NI*    |
| CLOVIS       | 2.80%  |
| COBRE        | 2.47%  |
| CORONA       | 11.12% |
| CUBA         | 5.31%  |
| DEMING       | 3.13%  |
| DES MOINES   | NI*    |
| DEXTER       | 2.04%  |
| DORA         | NI*    |
| DULCE        | 4.72%  |
| ELIDA        | NI     |
| ESPANOLA     | 5.65%  |
| ESTANCIA     | 4.77%  |
| EUNICE       | 3.08%  |
| FARMINGTON   | 1.87%  |

| DISTRICT       | RATE  |
|----------------|-------|
| LAS VEGAS CITY | 3.92% |
| LAS VEGAS WEST | 3.45% |
| LOGAN          | NI*   |
| LORDSBURG      | NI*   |
| LOS ALAMOS     | NI*   |
| LOS LUNAS      | 3.36% |
| LOVING         | 3.89% |
| LOVINGTON      | 2.65% |
| MAGDALENA      | 3.09% |
| MAXWELL        | 2.61% |
| MELROSE        | NI*   |
| MESA VISTA     | 9.39% |
| MORA           | 4.53% |
| MORIARTY       | 4.20% |
| MOSQUERO       | NI*   |
| MOUNTAINAIR    | 2.52% |
| PECOS          | 4.63% |
| PENASCO        | 6.43% |
| POJOAQUE       | 4.97% |
| PORTALES       | 4.41% |
| QUEMADO        | NI*   |
| QUESTA         | 4.01% |
| RATON          | 1.69% |
| RESERVE        | 2.52% |
| RIO RANCHO     | 2.20% |
| ROSWELL        | 3.63% |
| ROY            | NI    |
| RUIDOSO        | 2.90% |
| SAN JON        | NI*   |
| SANTA FE       | 3.93% |

**New Mexico Public Education Department  
Finance, Transportation, and Administrative Services Division**

**2005 Approved Indirect Cost Rates**

| DISTRICT       | RATE  |
|----------------|-------|
| FLOYD          | NI*   |
| FT. SUMNER     | NI*   |
| GADSDEN        | 3.11% |
| GALLUP         | 2.26% |
| GRADY          | NI*   |
| GRANTS         | 3.27% |
| HAGERMAN       | 3.24% |
| HATCH          | 2.68% |
| HOBBS          | 3.46% |
| HONDO          | NI*   |
| HOUSE          | NI*   |
| JAL            | NI*   |
| JEMEZ MOUNTAIN | 4.55% |
| JEMEZ VALLEY   | 4.11% |
| LAKE ARTHUR    | 5.60% |
| LAS CRUCES     | 2.12% |

| DISTRICT    | RATE   |
|-------------|--------|
| SANTA ROSA  | 6.21%  |
| SILVER CITY | 2.88%  |
| SOCORRO     | 2.96%  |
| SPRINGER    | 3.68%  |
| TAOS        | 3.05%  |
| TATUM       | 6.09%  |
| TEXICO      | NI     |
| T or C      | 4.70%  |
| TUCUMCARI   | 3.16%  |
| TULAROSA    | 3.66%  |
| VAUGHN      | 13.55% |
| WAGON MOUND | 3.86%  |
| ZUNI        | 4.34%  |

NI\* = NEGATIVE INTENT