

NEW MEXICO
Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332)
2005-2006 Consolidated Annual Report
July 1, 2005-June 30, 2006

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. Sub-recipients began aligning secondary and postsecondary requirements, providing employability skills and industry based certifications at each level, and easing 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 continued 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 continued to offer International Computer Driver License (ICDL) and Certified Nursing Assistant (CNA) to ensure certification opportunities for teen parents, male and female.

Of the 73 participants, 12 received certification for the International Computing Driving License (ICDL). Additionally, of 32 participants, 24 received their certificates for Certified Nursing Assistant (CNA).

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 program is in its third year of implementation, 100 Seniors in 13 schools met the 37 core competencies. A total of 287 students were served in the multi-year program for a total of 387 students served. **(Required Uses # 1, 8 and Permissible Use #6)**
- One state institution applied for and received Perkins funds for their Career and Technical Education activities: **New Mexico School for the Visually Handicapped**. The New Mexico School for the Visually Handicapped 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. **(Required Uses #2, 3, 7 and Permissible Uses #2 and 8)**
- 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. 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.

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 # 2, 3, 4, 5, 6, 8 and Permissible Uses # 1, 2, 3, 5, 6, 7, 8, 9 and 10)**

- During the 2005-2006 school year, the partnership between NMSU-Engineering Department, The Manufacturing Consortium, NMSU-Dona Ana Community College, Gadsden Independent Schools, the Public Education Department, the Office of the Governor and the Office of U.S. Senator Jeff Bingaman continued its efforts in implementing the **Technical Bridge Apprenticeship Pilot Program**. The program is in its third year of implementation. Results from this partnership are impressive:
 - Enrollment: 2004-2005, 26 students were enrolled in the program and 92% completed the program, with 19% accepting employment in the Manufacturing industry and the rest continuing their education.
2005-2006, 27 students were enrolled in the program and 100% completed the program, with 37% accepting employment in the Manufacturing industry and the rest continuing their education.
2006-2007, 33 students are enrolled in the program. **(Required Uses #4 and 6)**
- Other **targeted professional development** revolved around achieving national program and industry recognized certification in the area of **Technology** specifically, **Oracle Certification**. New Mexico now has 11 educational entities, secondary and postsecondary, with instructors certified to teach in the Oracle Academy. **(Required Uses # 2, 4, 7 and Permissible Use # 10)**
- 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 nine schools in the state that are in their second year of being HSTW sites and four schools in their first year of being HSTW sites. These schools are re-designing around the Career Clusters with the 10 key practices as prescribed by Southern Regional Education Board (SREB) for HSTW embedded in the design. CTWEB is actively providing technical assistance and professional development as required when

the state participated in the HSTW network.

During the 2005-2006 school year, the nine existing HSTW sites participated in the HSTW assessment. The assessment contains three parts:

- 1) An assessment developed by the Educational Testing Service, similar to the National Assessment for Educational Progress (NAEP), which assesses seniors in Reading, Mathematics and Science. Of the students who participated in the assessment, 49% of the students met the goal of a 279 for reading; 55% of the students met the goal of 297 for mathematics; and 44% of the students met the goal of 299 for science.
- 2) A teacher survey, which assesses teacher perceptions of the current situation of the school.
- 3) A student survey, which assesses student perceptions of the current situation of the school. Of significant importance for Perkins funding is the percentage of students who completed a Program of Study which aligns to the work of the College and Career Transitions Initiative. Of the students who participated in the assessment:
 - 11% stated they had completed the recommended core curriculum, four English, four mathematics, and three science courses;
 - 23% stated the English courses they had taken were at the college preparatory level;
 - 39% stated they had taken Algebra I, Geometry, Algebra II and a higher level mathematics;
 - 37% stated they had taken three science courses with two of them being at the college preparatory level; and
 - 62% stated they had completed a Career-Technical Education concentration.

The results from the assessment will serve as the baseline to be used for New Mexico's schools participating in the HSTW network. **(Required Uses # 1, 3, 4, 6, 8 and Permissible Uses # 2, 5, 7, 9 and 10)**

- Lastly, CTWEB contracted with the **University of New Mexico – New Mexico Research and Study Council** to assess the current state of career and technical education in New Mexico. Both secondary and postsecondary educational entities indicated career and technical education is valued; however, the design of integrating academics and career-technical education is viewed as more expensive than traditional vocational education programs. Nevertheless, the need to collaborate among secondary school staff and postsecondary staff was found to be sorely lacking and resulting in fragmented linkages for youth in transition to higher education and/or work. Additionally, gaps were noted in state-level support in terms of fiscal resource, programmatic support and the lack of a valid data collection system. **(Required Use #1)**

In summation, 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 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 2005-2006 fiscal year, funds were distributed as follows:

Grant	Percentage of Distribution Amounts	Method of Distribution	No.	Breakdown Amount
Basic Grant:				\$ 9,328,021.00
• Local Funds:	85% of the total state allotment			\$ 7,928,818.00
Postsecondary	• 45% of the budgeted amount	Formula	18	\$ 3,567,968.00
Secondary	• 45% of the budgeted amount	Formula	20	\$ 3,567,968.00
Reserve	• 10% of the budgeted amount		19	\$ 792,882.00
• Leadership	10% of the total state allotment			\$ 932,802.00
Required Uses		Contracts	8	\$ 847,802.00
Nontraditional	• \$100,000	Contract	1	\$ 60,000.00
State Institutions	• Up to 1% of the total state allotment = \$80,000	Contracts	1	\$ 25,000.00
• Administration	5% of the total state			\$ 466,401.00

allotment

Tech Prep:				\$ 834,472.00
▪ Tech Prep Programs	95% of the total state allotment	Activity Focused on an approved competitive application	7	\$ 792,748.00
▪ Administration	5% of the total state allotment			\$ 41,724.00

Attachment B – Local Application 2006

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.

Secondary:					
Core Indicator	Numerator	Denominator	Performance		Outcome
			Actual	Target	
1S1	3,899	6,823	57.14%	66.35%	Did not meet
1S2	31,093	50,734	61.29%	76.42%	Did not meet
2S1	8,576	10,040	85.42%	88.00%	Did not meet
2S2	219	8,357	2.62%	7.83%	Did not meet
3S1	1,138	2,844	40.01%	56.00%	Did not meet
4S1	3,796	9,232	41.12%	46.00%	Did not meet
4S2	1,706	3,796	44.94%	34.00%	Met

Of the seven sub-indicators for secondary schools, only one indicator’s target was met. The CTWEB is well aware of the performance issues occurring under the current data collection system, it is our belief the performance issues are related to this rather than actual student performance. With that said the following observations 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 continue 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): Once again New Mexico did not meet the targeted goal for this indicator. In reviewing the data, it appears New Mexico is over-optimistic in the projections for this indicator.
- Diploma with a Credential (2S2): Secondary career-technical education programs have worked diligently to bring their programs up to industry standard. However, as the data reflects the state did not meet the targeted goal for this indicator. This can be attributed to student's inability to pay for industry related assessments and programs not yet at industry standard.
- Placement (3S1): Schools continue to struggle with the collection of social security numbers in an effort to use the Unemployment Insurance Wage database. Therefore, the data were collected manually and reflects the state's inability to meet the targeted goal.
- Non-traditional participation (4S1): The students identified as participating in a non-traditional program reflect lower participation than was the targeted goal for this indicator.
- Non-traditional completion (4S2): The students identified as participating in a non-traditional program and completing the program exceeds the targeted goal for this indicator.

Postsecondary:					
Core Indicator	Numerator	Denominator	Performance		Outcome
			Actual	Target	
1P1	4,193	6,371	65.81%	71.25%	Did not meet
1P2	19,703	24,367	80.86%	80.07%	Met
2P1	800	2,722	29.39%	26.50%	Met
3P1	2,546	3,082	82.61%	68.66%	Met
3P2	1,924	2,418	79.57%	85.00%	Did not meet
4P1	5,937	21,405	27.74%	22.00%	Met
4P2	1,047	4,832	21.67%	19.00%	Met

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

- Academic Achievement (1P1): New Mexico did not meet the targeted goal for this indicator. The performance decreased from the 2004-2005 fiscal year.
- Skill Attainment (1P2): As in the past, New Mexico met the targeted goal for this indicator.
- Completion (2P1): Performance for program completion continued to increase over the targeted measure.
- Placement (3P1): New Mexico again exceeded the target for this performance measure.
- Retention (3P2): Performance for retention was lower than the targeted measure. As in the past, New Mexico's postsecondary institutions are nearly unanimous in

reporting difficulties in securing the necessary Social Security numbers in order to effectively compare those against the Unemployment Insurance Wage Data base.

- Non-traditional participation (4P1): New Mexico again exceeds the targeted performance measure for non-traditional participation.
- Non-traditional completion (4P2): Like participation, completion again exceeds the agreed-upon performance measure.

B. State's Performance Results for Special Populations and Program Improvement Strategies

Special Populations – Secondary:							
Performance	Individuals with Disabilities	Economically Disadvantaged	Single Parents	Displaced Homemakers	Other Educational Barriers	LEP	Nontraditional
1S1: Target	66.35	66.35	66.35	66.35	66.35	66.35	66.35
1S1: Actual	19.63	49.32	NP	NP	NP	33.59	NP
1S2: Target	76.42	76.42	76.42	76.42	76.42	76.42	76.42
1S2: Actual	56.94	NP	34.70	NP	NP	52.01	NP
2S1: Target	88.00	88.00	88.00	88.00	88.00	88.00	88.00
2S1: Actual						90.08	NP
2S2: Target	7.83	7.83	7.83	7.83	7.83	7.83	7.83
2S2: Actual							NP
3S1: Target	56.00	56.00	56.00	56.00	56.00	56.00	56.00
3S1: Actual						69.05	11.93
4S1: Target	46.00	46.00	46.00	46.00	46.00	46.00	46.00
4S1: Actual							76.26
4S2: Target	34.00	34.00	34.00	34.00	34.00	34.00	34.00
4S2: Actual	37.11					40.92	NP

NP=Not provided

Special Populations – Postsecondary:							
Performance	Individuals with Disabilities	Economically Disadvantaged	Single Parents	Displaced Homemakers	Other Educational Barriers	LEP	Nontraditional
1P1: Target	71.25	71.25	71.25	71.25	71.25	71.25	71.25

Special Populations – Postsecondary:							
Performance	Individuals with Disabilities	Economically Disadvantaged	Single Parents	Displaced Homemakers	Other Educational Barriers	LEP	Nontraditional
1P1: Actual	20.18	66.83	30.20	10.89	62.06	18.60	49.24
1P2: Target	80.07	80.07	80.07	80.07	80.07	80.07	80.07
1P2: Actual	75.12	79.67	78.52	83.57	78.43	80.00	79.64
2P1: Target	26.50	26.50	26.50	26.50	26.50	26.50	26.50
2P1: Actual	44.57	32.88	29.63	36.84	29.51	25.85	26.42
3P1: Target	68.66	68.66	68.66	68.66	68.66	68.66	68.66
3P1: Actual	NP	57.95	NP	NP	49.28	63.33	NP
3P2: Target	85.00	85.00	85.00	85.00	85.00	85.00	85.00
3P2: Actual	NP	NP	NP	NP	NP	NP	NP
4P1: Target	22.00	22.00	22.00	22.00	22.00	22.00	22.00
4P1: Actual	30.83	29.42	24.89	54.51	26.91	23.23	52.68
4P2: Target	19.00	19.00	19.00	19.00	19.00	19.00	19.00
4P2: Actual	25.81	25.77	18.87	8.33	28.55	20.19	29.76

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 17 sub-indicators, and failed to achieve the measures in 17 sub-indicators. Data for 11 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.

The secondary system is ready for implementation in the following indicators:

- Core Indicator #1: Academic Achievement in Reading (1S1) and Mathematics (1S2);
- Core Indicator #3: Attainment of a high school diploma (3S1);
- Core Indicator #4: Graduation rates as determined by NCLB (4S1); and

- Core Indicator #6: Non-traditional participation (6S1) and completion (6S2).

The postsecondary system will have to be assessed against the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

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 a data collection system that results in valid and reliable data.

Tech Prep:

Tech Prep - Secondary:					
Core Indicator	Numerator	Denominator	Performance		Outcome
			Actual	Target	
1S1	NP	NP		66.35%	
1S2	NP	NP		76.42%	
2S1	NP	NP		88.00%	
2S2	NP	NP		7.83%	
3S1	NP	NP		56.00%	
4S1	NP	NP		46.00%	
4S2	249	363	68.60%	34.00%	

Tech Prep - Postsecondary:					
Core Indicator	Numerator	Denominator	Performance		Outcome
			Actual	Target	
1P1	289	351	82.34%	71.25%	
1P2	4,668	5,689	82.05%	80.07%	
2P1	44	203	21.67%	26.50%	
3P1	NP	NP		68.66%	
3P2	155	185	83.78%	85.00%	
4P1	69	589	11.71%	22.00%	
4P2	NP	NP		19.00%	

The Tech-Prep data reflects the struggle New Mexico and the country have in regard to identification of Tech Prep students. As New Mexico moves forward with the revising of the data collection system for Career and Technical Education, it will be imperative, should the state select to administer Tech Prep separately from the Basic Grant, to develop and maintain a data collection system that will ensure valid and reliable data is available and can be used for program improvement.

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	<i>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</i>
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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
Academic Attainment				
1S1	Secondary	<u>Numerator:</u> Total number of 10 th grade vocational education students who passed the NM High School Competency Examination (NMHSCE). <u>Denominator:</u> Total number of 10 th 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.	During the 2006-2007 year, New Mexico will use the new data collection system as well as the New Mexico High School Standards Based Assessment for Academic Achievement.

Sub-indicator		Measurement Approach	Quality of the Data	Improvement Activities
1P1	Postsecondary	<u>Numerator:</u> Vocational concentrators who took at least one academic course during the census semester and successfully completed it (a grade of "C" or better). <u>Denominator:</u> 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.	In light of the new Act, for the 2006-2007 year, this will remain the same as in the past.
Vocational Skill Attainment				
1S2	Secondary	<u>Numerator:</u> Total number of the cohort who passed the identified program/course with a grade of "C" or better. <u>Denominator:</u> Total number of students enrolled in the program/course.	The data collected was in the ADS and is accurate.	New Mexico's implementation of Programs of Study is in its second year; this will assist in the identification of the methodology for assessing technical skill attainment.
1P2	Postsecondary	<u>Numerator:</u> Vocational concentrators who took at least one vocational course during the census semester and successfully completed it (a grade of "C" or better). <u>Denominator:</u> 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.	In light of the new Act, for the 2006-2007 year, this will remain the same as in the past.
Completion				
2S1	Secondary	<u>Numerator:</u> The number of 12 th grade vocational education students who earned a high school diploma. <u>Denominator:</u> The total number of 12 th 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.	During the 2006-2007 school year, New Mexico will align this to the new Act.
2P1	Postsecondary	<u>Numerator:</u> Total number of vocational concentrators who obtained a degree or credential within 3 years <u>Denominator:</u> 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.	In light of the new Act, for the 2006-2007 year, this will remain the same as in the past.
Placement				

Sub-indicator	Measurement Approach	Quality of the Data	Improvement Activities
3S1 Secondary	<u>Numerator:</u> 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. <u>Denominator:</u> 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.	In light of the new Act, for the 2006-2007 year, this will remain the same as in the past.
3P1 Postsecondary	<u>Numerator:</u> Total number of vocational education graduates placed in a job, advanced training, or entered the military. <u>Denominator:</u> Total number of vocational education graduates.	Data was collected by the NM CHE and shared with the CTWEB.	In light of the new Act, for the 2006-2007 year, this will remain the same as in the past.
Retention			
3P2 Postsecondary	<u>Numerator:</u> Total number of vocational education graduates retained in a job, in advanced training or the military. <u>Denominator:</u> Total number of vocational education graduates who were placed in a job.	Data was collected by the NM CHE and shared with the CTWEB.	In light of the new Act, for the 2006-2007 year, this will remain the same as in the past.
Non-traditional Enrollment			
4S1 Secondary	<u>Numerator:</u> The total number of 1999-2000 non-traditional vocational education participants. <u>Denominator:</u> 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.	In light of the new Act, for the 2006-2007 year, this will remain the same as in the past.
4P1 Postsecondary	<u>Numerator:</u> The total number of non-traditional students participating in non-traditional programs. <u>Denominator:</u> 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.	In light of the new Act, for the 2006-2007 year, this will remain the same as in the past.
Non-traditional Completion			

Sub-indicator	Measurement Approach	Quality of the Data	Improvement Activities
4S2 Secondary	<u>Numerator:</u> The total number of 1999-2000 non-traditional vocational education participants. <u>Denominator:</u> 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.	In light of the new Act, for the 2006-2007 year, this will remain the same as in the past.
4P2 Postsecondary	<u>Numerator:</u> The total number of students in underrepresented gender groups who completed a non-traditional program in the reporting year. <u>Denominator:</u> 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.	In light of the new Act, for the 2006-2007 year, this will remain the same as in the past.

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.

D. Effectiveness of Improvement Strategies in Previous Program Year

Improvement strategies for the 2005-2006 fiscal year included:

Sub-indicator	Improvement Strategies
Secondary:	
1S1	During the 2005-2006 school year, New Mexico focused on revising the data collection system for the secondary educational entities. The four districts who served as pilots resulted in promising practices and a system that will generate valid and reliable data. Work remains in the following core indicators specific to the new Act:: <ul style="list-style-type: none"> • Core Indicator #2: Technical skill attainment, aligned with industry standards, when possible (2S1) • Core Indicator #3: Attainment of a GED or State-recognized equivalent (3S2) Attainment of a proficiency credential in conjunction with a diploma (3S3) • Core Indicator #5: Placement in postsecondary, military or employment (5S1)
1S2	
2S1	
3S1	
4S1	
4S2	
Postsecondary:	
1P1	During the 2005-2006 school year, New Mexico's postsecondary institutions reviewed and updated their current system for gathering and reporting data. In light of the new Act, the entire system will be revisited to meet the requirements of the Carl D. Perkins Career and Technical Education Improvement Act.
1P2	
2P1	
3P1	
4P1	
4P2	

E. Improvement Strategies for Next Program Year

New Mexico's primary obstacle to meeting its performance measures has been the data collection system for secondary schools. During the 2006-2007 school year, discussion

will include the development and implementation of an action plan for the remaining indicators.

For the postsecondary institutions, a complete review of the data collection system in light of the new Act will occur.

New Mexico has made significant progress in developing and implementing Programs of Study in grades 9-14. A statewide task force is in the process of reviewing and further improving the application for Perkins funds which will continue to focus on the Programs of Study.

Additionally, New Mexico is using the States' Career Clusters framework as the foundation for the Programs of Study and has now developed seven Career Clusters for New Mexico. A mapping from the state's Career Clusters to the national Career Clusters has been done.

Lastly, during the 2007-2008 school year New Mexico's public schools will be adopting instructional materials for Career and Technical Education. The national Knowledge and Skills statements for the 16 Career Clusters have been adopted as New Mexico's standards for Career and Technical Education.

The next steps for program improvement during the 2006-2007 school year include:

- Completing the data collection system for secondary education;
- Reviewing, developing and implementing an action plan for the postsecondary data collection system;
- Reviewing, assessing, developing and implementing an action plan for the Career and Technical Education standards; and
- Continuing the use of the statewide task forces and the Advisory Committee for program improvement.

V. Monitoring Follow-up

New Mexico did not receive a monitoring visit during the 2005-2006 school year.

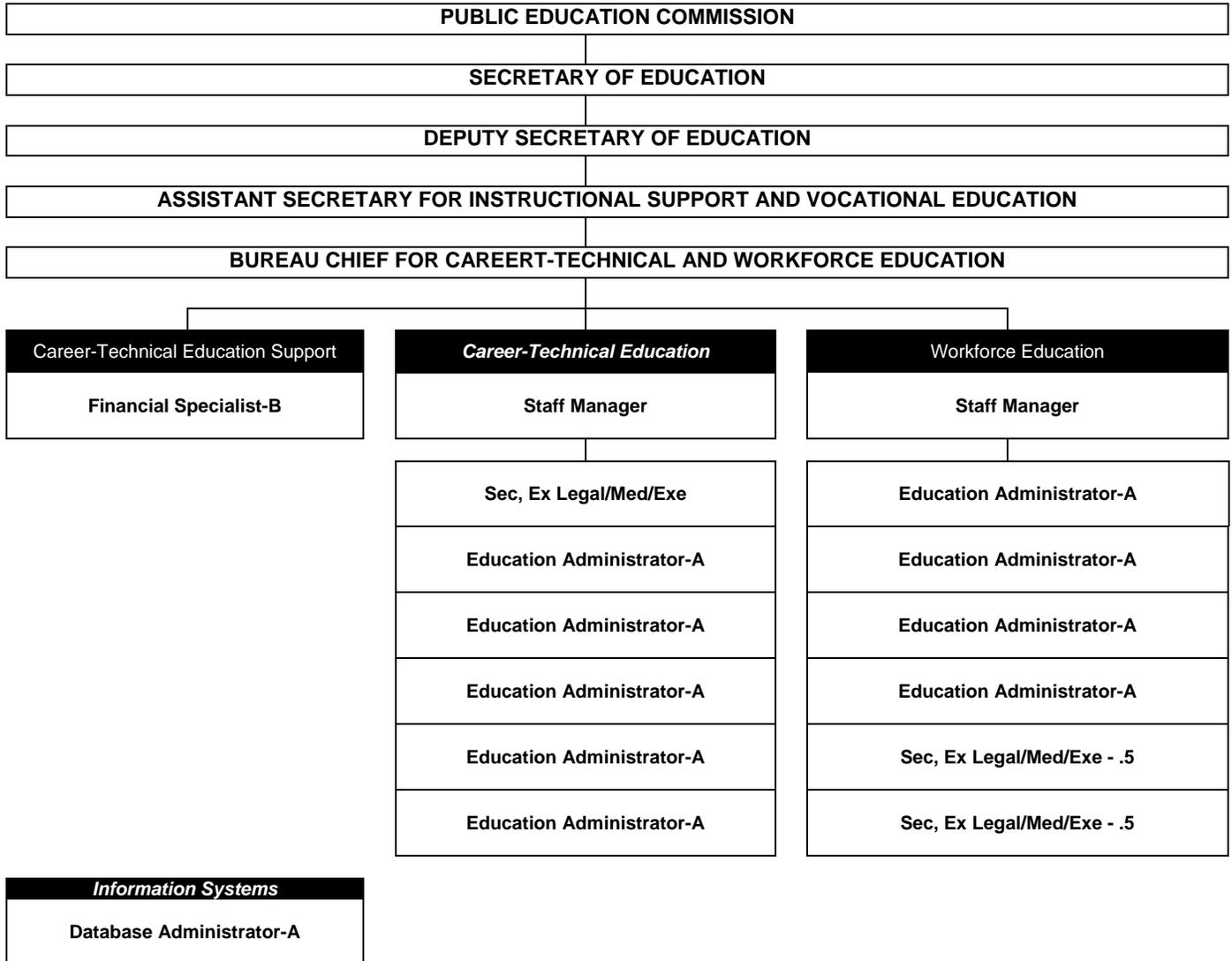
VI. Workforce Investment Act (WIA) Incentive Grant Award Results

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, 2006 – JUNE 30, 2007

Veronica C. García, Ed.D.
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/Perkins06-07RFA.doc>

OR

www.nmctso.com



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

VERONICA C. GARCÍA, Ed.D.
SECRETARY OF EDUCATION

BILL RICHARDSON

Governor

March 9, 2006

MEMORANDUM

TO: Eligible School Districts and Institutions

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

RE: Carl D. Perkins Vocational and Technical Education Act ~ Basic Grant
2006-2007 Request for Applications
APPLICATIONS DUE: May 9, 2006 at 4:00 p.m.

Greetings! It is with pleasure that the Career-Technical and Workforce Education Bureau (CTWEB) invites all eligible districts and 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 authorization of Perkins III, Congress has not yet reauthorized a new Act. In the absence of Congressional action, Section 422(a) of the General Education Provisions Act (GEPA) automatically extends the law yearly.

The Basic Grant portion of the Act is an eligibility grant. Therefore, all eligible organizations desiring funds for Career-Technical education program improvement are encouraged to apply regardless of previous funding history. An eligible organization must submit an application by the due date of **May 9, 2006**. 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. The application is similar to the 2005-2006 application, but should be read carefully as certain items have changed. The staffs of the CTWEB, and the Career-Technical Education Project (CTEP) at Eastern New Mexico University, are prepared to assist eligible organizations 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 CTWEB and/or CTEP staff – a listing of all staff is attached.

Career-Technical and Workforce Education Bureau

Staff Member	Title	Phone	E-mail
Lena Trujillo-Chávez	Bureau Chief	827-6512	adelina.trujillo-chavez@state.nm.us
Iona Leriou	Staff Manager	827-6656	iona.leriou@state.nm.us
Eric Spencer	Staff Manager	827-6660	eric.spencer@state.nm.us
Teresa Chaparro	Education Administrator	827-5863	teresa.chaparro@state.nm.us
JoBeth Hawk	Education Administrator	827-6659	jobeth.hawk@state.nm.us
James Hetler	Education Administrator	827-6998	jay.hetler@state.nm.us
Marcia Knight	Education Administrator	827-6674	marcia.knight@state.nm.us
Dwayne Lehman	Education Administrator	827-6664	dwayne.lehman@state.nm.us
Nora Lovato	Education Administrator	827-6678	nora.lovato@state.nm.us
Robert Olix	Education Administrator	827-6652	robert.olix@state.nm.us
Bradford Parker	Education Administrator	827-6672	bradford.parker@state.nm.us
Katherine Bryce	Secretary	827-6654	katherine.bryce@state.nm.us
Caroline Jaramillo-Crone	Financial Specialist	827-6687	caroline.jaramillo-crone@state.nm.us
Diane Trujillo	Secretary	827-6670	diane.trujillo@state.nm.us
Sonya Watts	Secretary	827-6670	sonya.watts@state.nm.us
Bureau FAX :		827-4041	

Eastern New Mexico University – Career-Technical Education Project

Staff Member	Title	Phone	E-mail
Frank Fort	Career Cluster Coordinator	562-2188	frank.fort@enmu.edu
Beth Isler	Career Cluster Specialist	562-2188	beth.isler@enmu.edu
Victor Martinez	Career Cluster Specialist	562-2188	victor.martinez@enmu.edu
Christine Phipps	Career Cluster Specialist	562-2188	christine.phipps@enmu.edu
Mark Runyan	Career Cluster Specialist	562-2188	mark.runyan@enmu.edu
Donna Shelly	Secretary	562-2188	Donna.shelly@enmu.edu

CTWEB VISION

Quality Career-Technical Education is a model for lifelong learning and productivity in New Mexico.

CTWEB MISSION

To provide quality leadership through partnerships that result in a prepared workforce.

CTWEB VALUE STATEMENT

We value student empowerment academically, occupationally and socially.

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CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

Request for Application Grant Period: July 1, 2006 – June 30, 2007

BACKGROUND INFORMATION

1. 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.

Every local application for funding under Perkins III must clearly address the requirements of the State Plan and the Act. By so doing, the application will be assured of compliance with the law, as well as contribute to the overall vision of a viable and progressive Career-Technical Education System in New Mexico.

The application differs slightly from the 2005-2006 application, but still includes submission of the following documents.

- **Letter of Transmittal:** The letter of transmittal is a cover letter each sub-recipient sends summarizing the application with all the Programs of Study identified, including the commitment to the state assurances.
- **Federal Assurances:** All federal grants require specific assurances to be signed and submitted by each sub-recipient.
- **Application Questionnaire:** The questionnaire now includes only those items that are required by the Perkins Act to be a part of every local application.
- **Required Uses of Funds:** The Perkins Act does not require that each Program of Study within the local application describe how the Required Uses will be met, and this has been removed from the application; HOWEVER: each funded organization is responsible for meeting one or more of the Required Uses in their project, and the assurances in the Letter of Transmittal now include this commitment.
- **“Non-Negotiables”:** This has been changed from last year's application. All “non-negotiable” items are now included on either the Program of Study form or the Performance Measures form.
- **Program(s) of Study:** For each program of study, all of the following items must be submitted:
 - 1) **Signature Page:** A signature page, signed by the CEO and the superintendent of the partnering educational entities (secondary and postsecondary), must accompany each program of study.
 - 2) **Program(s) of Study:** On the Program of Study form, you will identify all academic and Career-Technical coursework that is included in a two-year

certificate or degree plan that spans grades 9-14. Also, information must be included about local funding of the program, advisory committees, CTSOs, labor market information and other items that contribute to the success of the program.

- 3) Program(s) of Study Budget(s): Each program of study must include a separate budget describing how the grant funds will be applied.
- **Local Performance Measures:** Each applicant will propose local levels of performance for the core indicators that meet state levels of performance.

The Career-Technical and Workforce Education Bureau (CTWEB) and the Career-Technical Education Project (CTEP) staffs are available to provide technical assistance as you prepare your application. If you are a previous recipient or applicant for Perkins funds, please keep in mind that those applications end June 30, 2006, 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.

2. The Career-Focused Student Learning System

LEVELS OF CAREER-FOCUSED STUDENT LEARNING	POSTSECONDARY INSTITUTION	HIGH-SKILL, HIGH-WAGE EMPLOYMENT		COMPONENTS OF THE CAREER-FOCUSED STUDENT LEARNING
		Career Concentration Development Certificate or Associate Degree Preparation Apprenticeships/Other Job Training		
	HIGH SCHOOL	BASIC EMPLOYMENT		
		OCCUPATIONAL SKILL DEVELOPMENT		
		Career Standards Preparation		
		Academic Foundations		
		Teamwork/Cooperative Job Experiences		
		Ethics	Systems	
	Employability Skills	Safety		
	Career Exploration	Legal Responsibilities		
MIDDLE SCHOOL	Career Exploration			
	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 that links each level of learning to the next.
 - An experiential component including site-based on-the-job training, mentorships, internships, apprenticeship, etc.;
 - Three levels of the Career Clusters Framework:
 - Knowledge and Skills;
 - Career Pathways; and
 - Occupations;
 - Student learning at the secondary level that is linked to the district's focus area(s) for improvement as identified in the Educational Plan for Student Success.
 - Student learning at the postsecondary level that is linked to the state's Workforce Development System.

3. 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-technical education with State and local efforts to reform secondary schools and improve postsecondary education. The implementation of the law ensures that career-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 postsecondary degree or credential;
- Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

APPLICATION DOCUMENTS

The application must include the following documents, completed in full.

1. Letter of Transmittal

Please copy this form to your district or institution official letterhead. Insert your organization's title as indicated. List each program of study to be funded with grant funds. For each program of study, indicate the amount of Perkins funds and the amount of local funds that will be used to support the program during the upcoming grant year, and the combined total of funding.

2. Federal Assurances

These standard forms are required by the U.S. Department of Education for each grant. Please have these forms signed by your district Superintendent and institution CEO. **Note: No other signatures will be accepted.**

3. Application Questionnaire

Please answer each of the items on these pages.

4. Program(s) of Study

Each of the following forms must be completed separately for each program of study.

- **Program of Study Signature Page**

Complete the top portion with information about your organization and the individuals who will be responsible for the operation of the grant. On the bottom portion, list the secondary and postsecondary partners who will provide the grades 9-14 program in this pathway. The district superintendent and the institution CEO must sign the form. This insures that the program being funded is articulated between secondary and postsecondary educational levels.

- **Program of Study Description** (See instructions on the pages immediately preceding this form.)

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

5. Local Performance Measures Form

(See instructions on the page immediately preceding this form.)

6. Evaluation Rubric

This is provided for your convenience as a check sheet for application documents. It is not necessary to submit this form with your application.

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

DATE:

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

Dear Ms. Trujillo-Chávez:

Attached is the (school district/institution) application for Carl D. Perkins 2006-2007 Continuing Resolution – Basic Grant.

The funds will be used by (school district/institution) for the following program(s) of study:

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

The (school district/institution) assures that the following have been included as part of the application and that it will abide by each requirement:

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

- **Federal Assurances** with original signatures of district superintendent or postsecondary CEO
- Completed **Application Questionnaire**
- **Program of Study Signature Page** with original signatures of district superintendent and postsecondary CEO, for each funded Program of Study
- Completed **Program(s) of Study** using the CTWEB Program of Study template. Other variations of programs of study formats or templates will not be accepted.
- **Detailed Budgets** for each Program of Study
- **Local Performance Measures**
- **State Assurances** as follows:

The (name of eligible district/institution) makes application to the Public Education Department, Career-Technical and Workforce Education Bureau, for approval of its Career-Technical education programs of study as shown herein for the grant period beginning July 1, 2006 and ending June 30, 2007.

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 \$5,000 or more and purchased with federal funds.
- Funds will not be used to acquire equipment (including computer software) that results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such 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 achieve at least one or more of the Eight Required Uses of Funds (see Appendix C). The applicant understands that it will be held accountable on Compliance Reviews for meeting this requirement.
- 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.
- The applicant agrees to report and disaggregate Performance Data by these categories: 1) Gender; 2) Ethnicity (American Indian or Alaska Native, Asian or Pacific Islander, Black-Non Hispanic, Hispanic, White-Non-Hispanic), and 3) Special Populations (Individuals with Disabilities, Economically Disadvantaged, Single Parents, Displaced Homemakers, Other Educational Barriers, Limited English Proficient and Nontraditional Enrollees).

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

Sincerely,

(Name and title of Superintendent and CEO for the eligible school district/institution)

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

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

1. LOBBYING

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

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

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

(b) Have not within a three-year period preceding this application been convicted of or had a civil 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.

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 DISTRICT SUPERINTENDENT OR POST SECONDARY CEO	
SIGNATURE	DATE

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

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

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

SIGNATURE OF SUPERINTENDENT OR POSTSECONDARY CEO	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED

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

Basic Grant Application Questionnaire

Section 134 of the Perkins Act of 1998 requires that each local applicant shall provide the following information regarding the program(s) to be funded by the Perkins Grant. This information is required only once and not for each Program of Study. Please reference items in the Program of Study where applicable. The cells in this table will expand as needed when completing this form electronically.

<p>(1) Describe how one or more of the Eight Required Uses of Funds will be carried out with funds received under this title. (<i>Focus on one Required Use</i>)</p> <p>Enter information here→</p>
<p>(2) Describe how the career-technical education activities of your organization will be carried out in order to meet your organization's projected levels of performance as shown in Column 13 of the attached Performance Measures Form.</p> <p>Enter information here→</p>
<p>(3) Describe how your organization will:</p> <p>(A) Improve the academic 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 vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects. (<i>Required Use #1</i>)</p> <p>Enter information here→</p>
<p>(B) Provide students with strong experience in and understanding of all aspects of an industry. (<i>Required Use #2</i>)</p> <p>Enter information here→</p>
<p>(C) Ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. (<i>Required Use #1</i>)</p> <p>Enter information here→</p>
<p>(4) Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs funded by this grant, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this grant. (<i>Required Use #5</i>)</p> <p>Enter information here→</p>
<p>(5) Describe how your organization will provide a vocational and technical education program that is of such size, scope, and quality (See Definitions, Appendix E) to bring about improvement in the quality of vocational and technical education programs. (<i>Required Uses #3, #6, and #7</i>)</p>

Enter information here→

(6) Describe the process that will be used to independently evaluate and continuously improve the performance of your organization.

Enter information here→

(7) Describe how your organization:

(A) Will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations. (See Definitions, Appendix E);
(*Required Use #5*)

Enter information here→

(B) Will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. (*Required Use #5*)

Enter information here→

(8) Describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.
(*Required Use #5*)

Enter information here→

(9) Describe how funds will be used to promote preparation for nontraditional training and employment. (See Non-traditional Programs, Appendix D and Definitions, Appendix E)

Enter information here→

(10) Describe how comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel will be provided. (*Required Use #4*)

Enter information here→

PROGRAM OF STUDY WORK SHEET INSTRUCTIONS

A Program of Study Worksheet must be completed for every Program of Study that will be funded by your Perkins Grant.

(Note: This document is formatted in MS Word (tables). Each cell of the table will expand as information is entered.)

Each item number below corresponds to the numbering scheme in the Program of Study Form. The program of study shall be developed according to the following criteria:

- 1) Includes a college preparatory core;
- 2) Meets college entrance requirements;
- 3) Encourages a fourth year of mathematics;
- 4) Maximizes dual credit options;
- 5) Includes industry recognized and/or industry credentials for students and teachers;
- 6) Includes a specific budget;
- 7) Includes an advisory committee and meeting calendar for the year; and
- 8) Identifies the specific Career-Technical Student Organization with which to affiliate.

Page 1 - Header section

Click twice in the Header Section and insert the following information in the numbered areas. This information will carry forward to the header sections on the succeeding pages, so it is not necessary to re-enter it on each page.

1. Insert name of school or institution. (e.g. Albertsons High School; Longview Community College)
2. Indicate the appropriate Career Cluster for the Program. (e.g., Business, Management & Administration)
3. Indicate the appropriate Pathway. (e.g. Management)
4. Indicate the specific Degree Plan. (e.g. A .A. in Human Resource Management)

Program of Study and Budget Summary Sections

5. Indicate the local Career Technical Funding Sources and amounts that support this program. These could include Bonds, Mill Levy, General Funds, SB 09, other grants, and Perkins.

If there is more than one source of funding for any item, please enter additional lines in the appropriate cell.

Labor Market Information:

6. Use the NM Department of Labor web site (<http://laser.state.nm.us/vlmi/>) to determine the requested information:
 - a. Number of jobs projected to exist in occupations for which this program prepares students
 - b. The projected entry salary for a worker in this occupation;
 - c. The estimated median salary for a worker in this occupation; and
 - d. The estimated salary for an experienced worker in this occupation.

(Note: Programs of Study for pathways/occupations that demonstrate a negative or insufficient growth and/or less than twice the minimum wage in the entry salary will not be considered for funding.)
7. Enter the name of the state recognized Career Technical Student Organization(s) (CTSO) for this program. The recognized CTSOs in New Mexico are: BPA, FFA, Skills-USA, DECA, TSA, and FCCLA.
8. Name all local industry partners supporting this program. (e.g. Public Service Co. of NM)
9. Identify the industry recognized credentials and/or certification(s) offered through this program of study. (e.g. Oracle Certification)
10. List all the members of the Advisory Committee for this program of study and their industry or business affiliation. (e.g. James Day, HR Director of First State Bank)
11. Identify all projected meeting dates for Advisory Committee meetings in 2006-2007. A minimum of four meetings shall occur.

Page 2 – Secondary Program of Study Information

12. Identify all courses that meet New Mexico Graduation Requirements. Include the corresponding ADS course codes.
13. Enter the course name and ADS course code for each course included in this Program of Study that is an additional local district required course. Color code courses that are dual credit.
14. Enter the course name and ADS course codes for each course included in this Program of Study that is a career requirement or elective. Color code course that are dual credit.
15. Identify any extra help strategies offered to support this program. (e.g. Reading Lab)
16. Explain how this program of study supports the district's EPSS.

17. Enter the names of career-technical instructors for this program, the professional organizations to which they belong, industry certifications held or currently being sought, and the expected completion date.

Page 3 – Post-Secondary Program of Study Information

18. Enter the core courses, as aligned between the postsecondary institutions, (including summer if applicable). Refer to the HED website for transfer module information at: (<http://hed.state.nm.us/colleges/matrix.asp>.)
19. Enter the course requirements in the general education core for this degree plan of study.
20. Enter the required courses for the two-year certificate or associate degree.
21. Enter the additional course requirements unique to this institution.
22. Enter applicable college electives aligned to pathway certification and or two-year certificate or degree.
23. List the career enhancement options offered by this institution in this program of study.
24. List all postsecondary career-technical instructors' names, the professional organizations of which they are a member, industry certifications held or currently being sought, and the expected certification date.
25. Explain how your Program of Study supports the NM Workforce Development System and Department of Labor's local "One Stop Center". One Stop Centers locate training sources, explore distance learning, find information on financial aid, and assist with educational decisions.

CAREER CLUSTER:

(2)

CAREER PATHWAY:

(3)

DEGREE PLAN:

(4)

9 th Grade	10 th Grade	11 th Grade	12 th Grade
NEW MEXICO GRADUATION REQUIREMENTS			
(12)	(12)	(12)	(12)
LOCAL DISTRICT REQUIRED ELECTIVES			
(13)	(13)	(13)	(13)
CAREER AREA REQUIREMENTS/ELECTIVES			
(14)	(14)	(14)	(14)
ACADEMIC ENHANCEMENT OPTIONS			
Define Extra Help strategies:			
(15)			
LEGEND: College Preparatory Core (red) College Entrance Requirement (blue) High School Credit Course (black) Dual Credit Course (green) <i>Italics indicates college courses are transferable to any higher education entity in NM</i>		NOTES:	

2006-2007 School Year

(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS:)

(1)

CAREER CLUSTER:

(2)

CAREER PATHWAY:

(3)

DEGREE PLAN:

(4)

Year One			Year Two	
Fall	Spring	Summer	Fall	Spring
NEW MEXICO COMMON CORE – 00 Credit Hours				
Core Area I: (18)	Core Area I:	Core Area I:	Core Area I:	Core Area I:
Core Area II:	Core Area II:	Core Area II:	Core Area II:	Core Area II:
Core Area III:	Core Area III:	Core Area III:	Core Area III:	Core Area III:
Core Area IV:	Core Area IV:	Core Area IV:	Core Area IV:	Core Area IV:
Core Area V:	Core Area V:	Core Area V:	Core Area V:	Core Area V:
GENERAL EDUCATION CORE – 0 Credit Hours				
(19)				
PROGRAM REQUIREMENTS – 00 Credit Hours				
(20)				
COMMUNITY COLLEGE COURSE REQUIREMENTS – 0 Credit Hours				
(21)				
ELECTIVES – 0 Credit Hours				
CAREER ENHANCEMENT OPTIONS				
Work-based Learning/Community Service Options			Short-Term Training Options [Industry-recognized and Industry Credentials/Certifications]	
Examples: (23)			(23)	

**ADDENDUM
PROGRAM OF STUDY**

2006-2007 School Year	(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS:)
CAREER CLUSTER:	(2)
CAREER PATHWAY:	(3)
DEGREE PLAN:	(4)

1. Secondary (16)				
Describe how the program of study support the Education Plan for Student Success (EPSS)				
Enter information here→				
2. Post Secondary (17 & 24)				
Describe how this program of study contributes to the-Workforce Development System One-Stop Centers				
Enter information here→				
3. Secondary and Post-Secondary Instructor Professional Organizations and Certifications				
Instructor-Name	Organizations (See Note)	Certification(s) Maintained	Certifications Being Sought	Expected Certification Date

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998
 GRANT YEAR 2006 – 2007**

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

RECIPIENT: _____ PROGRAM OF STUDY: _____

ITEM	CODE	EXPLANATION	ITEM TOTALS
Salaries: Includes anticipated expenditures for salaries or personnel performing <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		\$
			TOTAL SALARIES:
			\$
Benefits: An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary, which are received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.			
Employee Benefits	0.200		\$
			TOTAL BENEFITS:
			\$
Purchased Services: Expenditures include anticipated expenditures for services rendered by a company, person or other educational agency or institution that are not available within the capabilities of the participating agency. Individuals performing contractual services are eligible to receive consulting fees and per diem at prevailing state rates. Consultant travel should be itemized under this category. Any equipment rented for use during the term of the contract is considered a contractual service.			
Purchased Services	0.300		\$
			TOTAL PURCHASED SERVICES:
			\$
Supplies and Materials: Expenditures refer to a consumable item of which the item cost is less than \$5,000.00. This section replaces the previously used Form J for Supplies and Materials.			
Supplies/Materials	0.400		\$
			TOTAL SUPPLIES & MATERIALS:
			\$
Travel: itemize all anticipated project staff travel using prevailing state rates or the applicant's agency rate, whichever is lower; include mileage, per diem, lodging, estimated tolls and parking. No out-of-state travel is authorized unless approved as part of the original application and only if it has a direct relationship to the stated Program of Study.			
Travel	0.500		\$
			TOTAL TRAVEL:
			\$
Equipment is defined as an article of tangible property having a useful life of more than one year and a unit cost of \$5,000.00 or more. All equipment items should be itemized so that the CTWEB staff is aware of the types required and their respective use to accomplish the objectives of the project. Equipment cost may include postage and/or transportation fees, but may not include any <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		\$
			TOTAL EQUIPMENT:
			\$
			PROGRAM TOTAL:
			\$

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

Instructions for Completing the Performance Measures Forms

On the next four pages, you will find two sets of Performance Measure forms – for Secondary Programs (school districts) and Postsecondary forms (for Postsecondary institutions). Complete only the two pages that apply to your organization.

Each form contains seven tables, one for each of the State Performance Measures. Above each table is the name of the measure and a description of the information items that are used as the numerators and denominators for the computing the percentages that are reported to the U.S. Department of Education annually.

In each Table, Columns 1 through 8, are the baseline Performance Level (Column 1, Year 1), and the Performance Levels that the state has been expected to meet for each grant year (Columns/Years 2 through 7). The Performance Level for Year 8 has not yet been determined.

On the appropriate form, each applicant is to report the Performance Levels that it has individually achieved for each of the Measures for Years 4 through 6, and to estimate the Performance Levels it will achieve for Years 7 and 8. District and Postsecondary Institutions that currently receive funds reported prior year information and their estimates for Year 7 as part of their 2005-2006 applications and these may be repeated here. Information for prior years may be obtained by new applicants from this web site:

<http://www.ped.state.nm.us/div/ctweb/index.html>

Please contact the CTEB staff if you require assistance in completing this form or if you encounter difficulty in accessing this web site or related links.

SECONDARY PERFORMANCE MEASURES

CORE INDICATOR: 1S1 Academic Achievement

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* Total number of 10th grade vocational education students who passed the NM High School Competency Examination.
Denominator: Total number of 10th grade vocational education students who took the NM High School Competency Examination.

Note: The 11th grade CRT will be utilized rather than the NM High School Competency Exam upon final negotiations and approval by the US Department of Education. This change will impact data reporting for SY 2006-2007.

DISTRICT 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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
83.53%	84.03%	64.44%	65.00%	66.00%	69.00%	66.35%	Pending					

CORE INDICATOR: 1S2 Technical Attainment

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* Total number of the cohort who passed the identified Career-Technical program/course with a grade of "C" or better.
Denominator: Total number of students enrolled in the program/course.

DISTRICT 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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
80.29%	80.79%	81.00%	81.25%	81.5%	82.00%	76.42%	Pending					

CORE INDICATOR: 2S1 High School Completion

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* The number of 12th grade vocational education students who earned a high school diploma.
Denominator: The total number of 12th grade vocational education students who enrolled at the beginning of the school year.

DISTRICT 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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
74.58%	75.08%	76.00%	76.25%	76.5%	90.00%	88.00%	Pending					

CORE INDICATOR: 2S2 Diploma and Certificate

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* Number of 12th grade vocational education students who received a Proficiency Credential (PF) in conjunction with a high school diploma or Certificate of Course Work Completion.
Denominator: Total number of 12th grade vocational education students who earned a high school diploma or Certificate of Course Work Completion.

DISTRICT 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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
64.00%	64.00%	13.00%	13.5%	14.00%	10.00%	7.83%	Pending					

CORE INDICATOR: 3S1 Secondary Placement

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* 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.
Denominator: Total number of students who received a high school diploma or Certificate of Course Work Completion.

DISTRICT 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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
33.14%	34.14%	35.75%	36.00%	36.25%	55.50%	56.00%	Pending					

CORE INDICATOR: 4S1 Nontraditional Participation

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* The total number of non-traditional vocational education participants enrolled in a non-traditional program.
Denominator: The total number vocational education students enrolled in a non-traditional program as identified by NM PED

DISTRICT 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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
30.58%	38/00%	39.00%	40.00%	41.00%	62.50%	46/00%	Pending					

CORE INDICATOR: 4S2 Nontraditional Completion

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* The total number of non-traditional vocational education participants who completed a non-traditional program as identified by NM PED.

Denominator: The total number of vocational education students enrolled in a non-traditional program as identified by NM PED who completed the program/course.

DISTRICT 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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
30.58%	46.00%	47.00%	48.00%	49.00%	50.00%	34.00%	Pending					

POSTSECONDARY PERFORMANCE MEASURES

CORE INDICATOR: 1P1 Academic Attainment

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* Vocational concentrators who took at least one academic course during the census semester and successfully completed it (a grade of "C" or better).
Denominator: The total number of vocational concentrators who took academic courses during the census semester.

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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
20.07%	21.07%	71.00%	72.00%	73.00%	74.00%	71.25%	Pending					

CORE INDICATOR: 1P2 Technical Attainment

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* Vocational concentrators who took at least one vocational course during the census semester and successfully completed it (a grade of "C" or better).
Denominator: The total number of vocational concentrators who took vocational courses during the census semester.

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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
20.07%	21.07%	81.00%	82.00%	83.00%	83.00%	80.07%	Pending					

CORE INDICATOR: 2P1 Degree Credential

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* Total number of vocational concentrators who obtained a degree or credential within 3 years.
Denominator: Total number of vocational concentrators.

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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
20.07%	21.07%	23.00%	24.00%	25.00%	28.00%	26.50%	Pending					

CORE INDICATOR: 3P1 Postsecondary Placement

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* Total number of vocational education graduates placed in a job, advanced training; Or entered the military.
Denominator: Total number of vocational education graduates.

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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
92.75%	92.75%	63.00%	63.50%	64.00%	64.50%	68.66%	Pending					

CORE INDICATOR: 3P2 Postsecondary Retention

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* Total number of vocational education graduates who are placed in a job, and who are retained in a job.
Denominator: Total number of vocational education graduates who were placed in a job.

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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
92.75%	92.75%	81.50%	82.00%	82.50%	85.00%	85.00%	Pending					

CORE INDICATOR: 4P1 Nontraditional Participation

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* The total number of non-traditional students participating in non-traditional programs.
Denominator: Total number of participants in non-traditional programs.

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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
15.55%	15.80%	16.00%	17.00%	18.00%	22.00%	22.00%	Pending					

CORE INDICATOR: 4P2 Nontraditional Completion

STATE LEVEL PERFORMANCE MEASURE: *Numerator:* The total number of students in underrepresented gender groups who completed a non-traditional program in the reporting year.
Denominator: Total number of students who completed a non-traditional program in the reporting year.

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
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 4	Year 5	Year 6	Year 7	Year 8
	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	7/1/06-6/30/07	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07
11.20%	11.70%	12.00%	13.00%	14.00%	18.00%	19.00%	Pending					

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

Basic Grant Evaluation Rubric

This form is provided for your information only. It is the Rubric by which your application will be evaluated by CTWEB staff. There is no need to complete this form; however, it can serve as a means by which to review your application to insure that all necessary elements have been completed.

Eligible Institution: _____

Item	Yes	No	Comments
Letter of Transmittal:			
A completed letter of transmittal is submitted with the application			
All components of the application have been completed and are included in the application			
State assurances forms are signed by Superintendent/CEO			

Federal Assurances:			
Certifications regarding lobbying; Debarment, suspension and other responsibility matters; and drug-free workplace requirements is signed by Superintendent /CEO			
Non-construction programs form signed by Superintendent/CEO			

Application Questionnaire:			
Addresses a minimum of one required use			
Adequately describes how the projected levels of performance will be met			
Improvement of academic and technical skill is described			
All aspects of the industry are provided for students			
All students are taught to the same academic proficiency			
Cross section of stakeholders involved in development, implementation and evaluation of CTE programs			
Meets size, scope and quality definition			
Describes process of continuous			

Item	Yes	No	Comments
improvement of performance			
Strategies are identified to overcome barriers relative to special populations			
Programs are provided to allow special populations to meet state levels of performance			
Includes policy/process of non-discrimination of special populations			
Non-traditional training and employment opportunities are addressed			
Includes a plan for professional development			

Program(s) of Study:			
Signature Page is completed and signed by Superintendent/CEO			
CTE Funding Sources and amounts are identified			
Labor Market information is included			
Affiliation with a CTSO is identified (secondary only)			
Local industry partners are identified			
Aligned certifications are identified			
An advisory committee has been identified and meeting dates set (minimum of four meetings)			
Program(s) of study are a progressive continuum of courses (Grades 9-14)			
Includes a college preparatory core			
Meets college entrance requirements			
Encourages a fourth year of mathematics			
Maximizes dual credit options			
Includes industry recognized and/or industry credential(s) for students and teachers			
CTE instructor(s) are certified or will be seeking certification			
The CTE instructor is a member of professional organizations			
The secondary Program of Study is aligned to the district's EPSS goals			
The postsecondary institution has identified the contribution of the Program of Study to the Workforce Development System			

Item	Yes	No	Comments
Program(s) of Study Budget			
Each Program of Study has a specified budget			
Local Performance Measures			
Performance Measures have been included: for Columns 9-13 of each Secondary or Post-Secondary measure			
Proposed levels of performance meet the state level of performance			

Note: All elements of this rubric must be met before an application is fully funded.

APPENDIX A

SECONDARY AND POSTSECONDARY DISTRIBUTION OF FUNDS

Eligible Institutions:

For Secondary Funding:

- Local Education Agencies:
 - Public Secondary Schools
 - Secondary BIA Schools

For Postsecondary Funding:

- Institutions of higher education;
- LEAs providing education at the postsecondary level;
- Area vocational and technical schools providing education at the postsecondary level;
- Educational service agencies;
- Consortia of two or more of the entities described in items 1-4;
- Consortia of postsecondary and secondary entities as described in Section 133(c)(1-2) of the Act.

Grant Period:

The grant period for this application begins July 1, 2006 and ends June 30, 2007.

Minimum Amounts for Basic Grants:

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

- For postsecondary institutions, the minimum available grant amount must be \$50,000.00 or more;
- For school districts, the minimum available grant amount must be \$15,000.00 or more.

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

Secondary Formula for Basic Grant Funds:

For the grant year July 1, 2006 through June 30, 2007, approximately \$3,567,968 will be available for distribution to secondary institutions. From these funds, each school district or other local education agency will be eligible to receive an amount determined by applying the following formula as prescribed by the Perkins Act:

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

Plus

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

old population in poverty.

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

Example – Alamogordo Public Schools:

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

DISTRICT/LEA	Approximate Basic Grant Amount
NM Public Schools and BIA Secondary Schools (Note: Shaded Districts do not meet the \$15,000 minimum funding threshold)	
ALAMOGORDO PUBLIC SCHOOLS	\$96,980
ALBUQUERQUE PUBLIC SCHOOLS	\$850,556
ANIMAS PUBLIC SCHOOLS	\$2,871
ARTESIA PUBLIC SCHOOLS	\$34,929
AZTEC MUNICIPAL SCHOOLS	\$23,427
BELEN CONSOLIDATED SCHOOLS	\$51,504
BERNALILLO PUBLIC SCHOOLS	\$55,306
BLOOMFIELD MUNICIPAL SCHOOLS	\$31,793
CAPITAN MUNICIPAL SCHOOLS	\$4,665
CARLSBAD MUNICIPAL SCHOOLS	\$59,720
CARRIZOZO MUNICIPAL SCHOOLS	\$2,778
CENTRAL CONSOLIDATED SCHOOLS	\$108,365
CHAMA VALLEY INDEPENDENT SCHLS	\$5,340
CIMARRON PUBLIC SCHOOLS	\$4,144
CLAYTON PUBLIC SCHOOLS	\$5,832
CLOUDCROFT MUNICIPAL SCHOOLS	\$3,365
CLOVIS MUNICIPAL SCHOOLS	\$94,348
COBRE CONSOLIDATED SCHOOLS	\$21,077
CORONA MUNICIPAL SCHOOLS	\$947
CUBA INDEPENDENT SCHOOLS	\$25,434
DEMING PUBLIC SCHOOLS	\$74,088
DES MOINES MUNICIPAL SCHOOLS	\$979

DEXTER CONSOLIDATED SCHOOLS	\$9,639
DORA CONSOLIDATED SCHOOLS	\$2,305
DULCE INDEPENDENT SCHOOLS	\$9,225
ELIDA MUNICIPAL SCHOOLS	\$819
ESPANOLA MUNICIPAL SCHOOLS	\$66,235
ESTANCIA MUNICIPAL SCHOOLS	\$9,831
EUNICE MUNICIPAL SCHOOLS	\$4,637
FARMINGTON MUNICIPAL SCHOOLS	\$99,570
FLOYD MUNICIPAL SCHOOLS	\$1,412
FORT SUMNER MUNICIPAL SCHOOLS	\$3,157
GADSDEN INDEPENDENT SCHOOLS	\$187,700
GALLUP-MCKINLEY COUNTY PUB SCHLS	\$230,260
GRADY MUNICIPAL SCHOOLS	\$749
GRANTS-CIBOLA COUNTY SCHOOLS	\$59,982
HAGERMAN MUNICIPAL SCHOOLS	\$7,119
HATCH VALLEY MUNICIPAL SCHOOLS	\$24,755
HOBBS MUNICIPAL SCHOOLS	\$71,742
HONDO VALLEY PUBLIC SCHOOLS	\$2,528
HOUSE MUNICIPAL SCHOOLS	\$464
JAL PUBLIC SCHOOLS	\$4,366
JEMEZ MOUNTAIN PUBLIC SCHOOLS	\$4,140
JEMEZ VALLEY PUBLIC SCHOOLS	\$10,294
LAKE ARTHUR MUNICIPAL SCHOOLS	\$1,567
LAS CRUCES PUBLIC SCHOOLS	\$244,624
LAS VEGAS CITY PUBLIC SCHOOLS	\$26,648
LOGAN MUNICIPAL SCHOOLS	\$1,652
LORDSBURG MUNICIPAL SCHOOLS	\$10,559
LOS ALAMOS PUBLIC SCHOOLS	\$12,250
LOS LUNAS PUBLIC SCHOOLS	\$83,413
LOVING MUNICIPAL SCHOOLS	\$4,352
LOVINGTON PUBLIC SCHOOLS	\$25,616
MAGDALENA MUNICIPAL SCHOOLS	\$10,908
MAXWELL MUNICIPAL SCHOOLS	\$869
MELROSE PUBLIC SCHOOLS	\$2,402
MESA VISTA CONSOLIDATED SCHLS	\$4,211
MORA INDEPENDENT SCHOOLS	\$8,464
MORIARTY MUNICIPAL SCHOOLS	\$38,950
MOSQUERO MUNICIPAL SCHOOLS	\$275
MOUNTAINAIR PUBLIC SCHOOLS	\$5,362
PECOS INDEPENDENT SCHOOLS	\$7,964
PENASCO INDEPENDENT SCHOOLS	\$6,062
POJOAQUE VALLEY PUBLIC SCHOOLS	\$12,570
PORTALES MUNICIPAL SCHOOLS	\$34,594
QUEMADO INDEPENDENT SCHOOLS	\$2,818
QUESTA INDEPENDENT SCHOOLS	\$6,359
RATON PUBLIC SCHOOLS	\$13,241

RESERVE INDEPENDENT SCHOOLS	\$3,040
RIO RANCHO PUBLIC SCHOOLS	\$53,420
ROSWELL INDEPENDENT SCHOOLS	\$117,558
ROY MUNICIPAL SCHOOLS	\$539
RUIDOSO MUNICIPAL SCHOOLS	\$20,614
SAN JON MUNICIPAL SCHOOLS	\$1,414
SANTA FE PUBLIC SCHOOLS	\$133,012
SANTA ROSA CONSOLIDATED SCHLS	\$7,158
SILVER CITY CONSOLIDATED SCHLS	\$35,691
SOCORRO CONSOLIDATED SCHOOLS	\$25,819
SPRINGER MUNICIPAL SCHOOLS	\$3,821
TAOS MUNICIPAL SCHOOLS	\$40,531
TATUM MUNICIPAL SCHOOLS	\$2,995
TEXICO MUNICIPAL SCHOOLS	\$3,471
TRUTH OR CONSEQUENCES SCHOOLS	\$23,173
TUCUMCARI PUBLIC SCHOOLS	\$15,374
TULAROSA MUNICIPAL SCHOOLS	\$22,299
VAUGHN MUNICIPAL SCHOOLS	\$1,094
WAGON MOUND PUBLIC SCHOOLS	\$1,386
WEST LAS VEGAS PUBLIC SCHOOLS	\$24,430
ZUNI PUBLIC SCHOOLS	\$31,493

BIA Schools

Santa Fe Indian School	\$14,634
Alamo Navajo	\$2,870
Tohajiilee Community	\$2,712
Wingate High School	\$23,149
Mescalero Apache School	\$4,699
Pine Hill School	\$4,384
Navajo Preparatory	\$6,497
Shiprock Alternative Northwest High School	\$5,582

Postsecondary Formula for Basic Grant Funds:

For the grant year July 1, 2006 through June 30, 2007, approximately \$3,567,968 will be available for distribution to postsecondary institutions. From these funds, each postsecondary institution will be eligible to receive an amount proportionate to the institution's percentage of Career-Technical Pell Grant recipients and BIA assisted students as compared to the total number of Career-Technical Pell Grant recipients and Career-Technical BIA assisted students in the state.

Example- Western NM University:

Postsecondary Funds	Eligible Institution's CTE Pell Grant and BIA	State Total CTE Pell Grant and BIA assisted	Amount of funding for which the institution is
----------------------------	--	--	---

		assisted Enrollment		Enrollment		eligible in this example
\$ 3,567,968	x	507	÷	20,854	=	\$86,744

Postsecondary Institutions	Approximate Basic Grant Amount
(Note: Shaded Institutions do not meet the \$50,000 minimum funding threshold)	
Western NM University	\$86,744
Branch Community Colleges	
ENMU ROSWELL	\$170,066
ENMU RUIDOSO	\$0
NMSU ALAMOGORDO	\$68,095
NMSU CARLSBAD	\$61,764
NMSU DONA ANA	\$393,855
NMSU GRANTS	\$31,481
UNM GALLUP	\$168,013
UNM TAOS	\$77,163
UNM LOS ALAMOS	\$8,726
UNM VALENCIA	\$90,508
INDEPENDENT COMMUNITY COLLEGES	
Albuquerque TVI	\$1,275,325
Clovis Community College	\$200,692
Luna Community College.	\$65,871
Mesalands Technical College	\$23,953
NM Junior College	\$114,461
Northern NM Community College	\$126,266
San Juan College	\$349,371
Santa Fe Community College	\$151,588
BIA INSTITUTIONS	
Crownpoint Institute of Technology	\$53,381
Southwest Indian Polytechnic Institute	\$45,511
Dine' College	\$5,133

APPENDIX B
THE 16 CAREER CLUSTERS

	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building and maintaining the built environment.</p>
	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
	<p>Planning, managing and providing education and training services, and related learning support services.</p>
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>
	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
	<p>Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>

 <p><i>Human Services</i></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
 <p><i>Information Technology</i></p>	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p>
 <p><i>Law, Public Safety, Corrections & Security</i></p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
 <p><i>Manufacturing</i></p>	<p>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.</p>
 <p><i>Marketing, Sales & Service</i></p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
 <p><i>Science, Technology, Engineering & Mathematics</i></p>	<p>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.</p>
 <p><i>Transportation, Distribution & Logistics</i></p>	<p>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.</p>

APPENDIX C

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

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 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.
8. Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

APPENDIX D

TABLE OF NON-TRADITIONAL PROGRAMS

THE FOLLOWING LISTS PROVIDE EXAMPLES OF NON-TRADITIONAL ENROLLMENT AT SECONDARY SCHOOLS AND POSTSECONDARY INSTITUTIONS.

Secondary:

NON-TRADITIONAL FOR MALES

HEALTH

Health Assistant
Health Cooperative

FAMILY AND CONSUMER SCIENCE

Child Development
Clothing and Textiles
Family Relations
Home Furnishing/Interior Decorating
Child Care Guidance
Clothing Production
Home Health Aide
Hospitality Education
Floral Design

OFFICE EDUCATION

Office Education Clerk
Office Education Word Processing
Office Education Secretary
Office Education Cooperative

BUSINESS

Typing II or Keyboarding
Intro to Occupational/General Business

NON-TRADITIONAL FOR FEMALES

AGRICULTURE

Agricultural Production
Agricultural Mechanics
Agricultural Cooperative

INDUSTRIAL TECHNOLOGY

General Construction
General Manufacturing
Power Mechanics
Wood Working
Drafting
Electricity
Metal Working
Plastics
General Communication
General Transportation
Elementary Industrial Arts

TRADE AND INDUSTRY

Auto Body
Auto Mechanics
Building Trades
Drafting/Computer
Electronics
Machine Shop
Welding
Cabinetmaking/Mill

Postsecondary:

NON-TRADITIONAL FOR MALES

TECHNICAL TRADES

Computer Technology

BUSINESS AND COMPUTER

Real Estate
Small Business Owner
Office Supervision
Secretarial and related
Clerk-Typist
Word Processing

NON-TRADITIONAL FOR FEMALES

AGRICULTURE CONSERVATION

Agri-Business
Agricultural Science

LIFE SKILLS SUPPORT

Truck/Bus Driving
Air Transportation
Airplane Piloting

TECHNICAL TRADES

Trade and Industrial

Communications/General
Computer Information
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

Pre-Engineering
Civil Engineering
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

APPENDIX E

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

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

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

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

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 (see Appendix B).

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

Career Pathway: 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 Sciences) 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 9-14) that comprises a program for effective technical training, employment, and postsecondary education.
- Courses that exist in isolation, and not otherwise linked to a program of study as part of a course sequence are mere electives in the traditional vocational education mode and do not conform to the current Career-Technical education mode.
- Career exploration and career awareness are excluded from the aforementioned sequence of courses, hence should be taken at the middle and elementary grade levels.

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

Career-Technical Education Student:

- 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 5210 of

the Elementary and Secondary Education Act of 2001.

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

Consortia: For purposes of meeting the minimum allocation requirements of \$15,000 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 two-years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

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

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

Eligible Institution:

- an institution of higher education;
- a local educational agency providing education at the postsecondary level;
- an area vocational and technical education school providing education at the postsecondary level;
- a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934 (48 Stat. 596; 25 U.S.C. 452 et seq.);
- an educational service agency; 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 2,080 hour work year.

Individual with Limited English Proficiency:

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

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

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

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

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

The term includes an elementary or secondary school funded by the Bureau of Indian Affairs but only to the extent that such inclusion makes such school eligible for programs for which specific eligibility is not provided to such school in another provision of law and such school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this chapter with the smallest student population, except that such school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.(Elementary and Secondary Education Act of 1965 Section 14101 (20 U.S.C. 8801)).

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

Postsecondary Educational Institution:

- **an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;**
- a tribally controlled college or university;

or

- a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

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

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

Qualified Instructor: The secondary CTE instructor is appropriately licensed and endorsed by the Public Education Department. The CTE instructor is industry certified or seeking certification in order to certify the program and appropriately prepare students for credentialing. A professional development plan should include, but not be limited to, membership in appropriate professional organizations and/or other methods of staying current in that industry.

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

Seamless Education and Workforce Development Systems: Together with the Workforce Investment Act of 1998, which restructures employment training, adult education, and vocational rehabilitation programs, Perkins 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, Scope and Quality:

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

Scope: Sufficient scope to allow students to earn a minimum of three credits in a sequential program of study. Local school boards review and approve curriculum

that meet local, state and industry standards. Articulation agreements are in place with alignment of curriculum that provides a seamless transition from high school to postsecondary CTE programs.

Quality: Providing professional development for teachers to prepare or enhance their certification in career technical education with emphasis on techniques for improving students' reading and mathematics skills, transition plan to take effect in 2005.

- Linking teacher training with school priorities (EPSS) and reform initiatives that include best practices.
- Utilizing research-based best practices (i.e., Project Lead-the-Way, High Schools That Work, etc.) to implement high school reform.
- Licensing and credentialing of teachers according to the provisions of the New Mexico Accountability Workbook that defines "highly qualified" professionals.
- Issuing industry-related credentials (company certificates, industry/trade certificates/credentials, state registrations, licenses or certificates).
- Work Ethics

Sparsity: A sparsity waiver will be based on population and/or opportunity and must meet either of the following:

- The student population is 1.2 or less per square mile; or
- At least 65% of the educational entity's real property is exempt from taxation, owned by or held in trust for a federally recognized American Indian Tribe or owned by the federal government.

Special Populations: The Act defines special populations as:

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

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.

**APPENDIX F
INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS**

New Mexico Public Education Department

**2006 Approved Indirect Cost Rates
Currently In Effect**

Note: New rates for the 2006-2007 Fiscal Year will be announced at the annual Spring Budget Workshop. Please consult with your district's fiscal office for correct rates after that date.

DISTRICT	RATE
ALAMOGORDO	2.78%
ALBUQUERQUE	2.10%
ANIMAS	NI*
ARTESIA	2.74%
AZTEC	2.22%
BELEN	3.44%
BERNALILLO	NI*
BLOOMFIELD	2.54%
CAPITAN	3.95
CARLSBAD	2.68%
CARRIZOZO	NI*
CENTRAL	2.22%
CHAMA VALLEY	5.39%
CIMARRON	2.41%
CLAYTON	2.74%
CLOUDCROFT	NI*
CLOVIS	2.70%
COBRE	2.06%
CORONA	10.02%
CUBA	5.16%
DEMING	2.94%
DES MOINES	NI*
DEXTER	2.05%
DORA	NI*
DULCE	4.22%
ELIDA	NI
ESPANOLA	4.98%

DISTRICT	RATE
LAS VEGAS CITY	3.23%
LAS VEGAS WEST	3.17%
LOGAN	NI*
LORDSBURG	NI*
LOS ALAMOS	NI*
LOS LUNAS	2.64%
LOVING	3.51%
LOVINGTON	2.63%
MAGDALENA	2.71%
MAXWELL	3.48%
MELROSE	NI*
MESA VISTA	6.95%
MORA	4.10%
MORIARTY	3.38%
MOSQUERO	NI*
MOUNTAINAIR	2.42%
PECOS	4.26%
PENASCO	6.30%
POJOAQUE	3.75%
PORTALES	1.93%
QUEMADO	NI*
QUESTA	3.95%
RATON	Pending
RESERVE	4.80%
RIO RANCHO	2.13%
ROSWELL	3.52%
ROY	NI

New Mexico Public Education Department

**2006 Approved Indirect Cost Rates
Currently In Effect**

Note: New rates for the 2006-2007 Fiscal Year will be announced at the annual Spring Budget Workshop. Please consult with your district's fiscal office for correct rates after that date.

DISTRICT	RATE
ESTANCIA	5.20%
EUNICE	2.84%
FARMINGTON	1.70%
FLOYD	NI*
FT. SUMNER	NI*
GADSDEN	2.76%
GALLUP	2.25%
GRADY	NI*
GRANTS	2.65%
HAGERMAN	2.90%
HATCH	2.19%
HOBBS	2.90%
HONDO	NI*
HOUSE	NI*
JAL	NI*
JEMEZ MOUNTAIN	5.25%
JEMEZ VALLEY	4.19%
LAKE ARTHUR	3.24%
LAS CRUCES	1.96%

DISTRICT	RATE
RUIDOSO	2.32%
SAN JON	NI*
SANTA FE	3.23%
SANTA ROSA	5.29%
SILVER CITY	1.80%
SOCORRO	2.36%
SPRINGER	6.11%
TAOS	2.90%
TATUM	5.83%
TEXICO	NI
T or C	4.33%
TUCUMCARI	2.17%
TULAROSA	3.52%
VAUGHN	7.49
WAGON MOUND	2.80%
ZUNI	3.92%

NI* = NEGATIVE INTENT